SAINT GEORGE'S SCHOOL

Middle School Handbook for Students and Parents

2024-2025

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Introduction

This handbook sets forth the rules and policies of Saint George's School. It is intended as a guide to help you understand both what is expected of you as a student at Saint George's and what you can expect from the school.

We hope that this handbook will answer many of the questions that you may have about matters relating to academics, security, discipline, school rules, athletics, arts, and other topics. If your question is not answered directly, we encourage you to use the contact lists included in the handbook. These lists provide the contact information of our faculty, administration, and staff.

Please understand that no set of rules or guidelines can cover every conceivable set of circumstances that may arise at a school. Saint George's School reserves the right to deal with individual circumstances as they arise as deemed necessary by the school. Likewise, the rules and guidelines in this handbook may be revised during the school year. The most current version will be available online.

In reading this handbook, you may find sections that seem regimented or formalistic. We are sensitive to this concern, especially given our goal to make Saint George's a true community of learners. However, a formal tone is sometimes unavoidable, as some rules are inflexible.

We ask that students and parents take time to review the handbook at the beginning of the year. Anyone with a question about any policy or statement that follows should feel free to speak with a faculty member or administrator.

Mission Statement

Inspiring scholars, athletes, and artists to explore, serve and lead.

Philosophy

Since its inception as an independent, non-sectarian, co-educational, college preparatory school in 1955, Saint George's School has striven to build on its founders' vision of creating a unique educational resource for the life and development of the Inland Northwest. In keeping with this tradition and the demands of time and change we, the Saint George's community is committed to its mission of "Inspiring scholars, athletes, and artists to serve and lead others." We seek to accomplish these goals while preserving those traditional values of honesty, respect, generosity of spirit, and the pursuit of excellence that have long guided our members through six decades of operation.

To achieve these ends, Saint George's School is committed to the design and maintenance of a coordinated curriculum, challenging in its demands, yet nurturing and flexible in its approach, responsive to the individual needs of its students, and taught by educators who are selected for their ability to inspire as well as to instruct their students. To further this commitment, the school pursued and achieved authorization to offer the International Baccalaureate (IB) Diploma in grade 11 and 12. In all aspects of our curriculum, we encourage and challenge our students to develop and refine their analytical and creative skills, to question and defend their ideas, to accept responsibility for their actions, and to develop their self- confidence through participation in class and extracurricular activities. In partnership with our students' families, we seek to graduate young men and women who are well prepared to succeed in institutions of higher learning around the world.

Through these various endeavors, we seek to create a diverse community of leaders equipped with an enduring work ethic that will prepare them for life in a changing and challenging world, and who will become active, informed, and responsible members of the community, stewards of their environment, and devoted to a lifelong love of and appreciation for learning.

Inclusion Statement

Saint George's School is committed to creating and maintaining a diverse, equitable, and inclusive environment committed to the success of all members of the population that it serves; our community aspires to celebrate and reflect the broad diversity of the human experience.

As members of the SGS community, we realize that creating and maintaining such an environment will not happen by chance; acceptance and belonging must be the result of institutional and individual resolve as well as intentional education, awareness, and decision-making.

Consistent with our school philosophy, SGS values diversity and personal well-being while protecting and promoting freedom of thought, freedom of inquiry, and freedom of expression excluding hate speech. Freedom of expression must honor our Core Values, which include Respect for one another by respecting all of the differences in others that contribute to the diversity of our community. Members of the SGS community further recognize that inclusion is an ongoing process that requires our sustained Best Efforts.

In accordance with our inclusive spirit, the SGS Board of Trustees has adopted Gender Identity Guidance which can be found in Appendix Four in this handbook.

Core Values

As members of the Saint George's community, we subscribe to the values set forth here. We believe that we should strive to live by these values and to defend them. They should characterize all of our dealings with one another here and in the wider world in which we all live and to which we have a moral and social responsibility as good citizens.

Honesty:
Our school exists in a climate of honesty and trust, which sustains our community and encompasses all of its transactions. We strive to be honest in our work, in our dealings with one another, and with ourselves. Integrity is everyone's responsibility.

Respect:
We respect one another, our school, our country, our environment, and ourselves. We respect all the differences in others that contribute to the diversity of our community. We demonstrate respect for ourselves through self-examination and a serious commitment to behaving uprightly. We demonstrate our respect for others in many ways: by respecting their physical space, by respecting their feelings and beliefs, by listening when they speak, by respecting their right to live in a physically and psychologically safe community. We demonstrate respect for our environment by bearing in mind how fragile it is and how irreplaceable, and by acting to preserve and protect the world in which we live.

Generosity of Spirit
At all times, we seek to act with the welfare of others as the highest priority. We treat one another with empathy and kindness. We accept responsibility for the impact our words and deeds have on others. We assume the best of intentions in one another. We are optimists. We believe in forgiveness, forbearance, and patience.

Best Efforts
We value doing one's best -- in the classroom, on the playing fields, and in all our endeavors. We attempt to be our best selves. We believe in teamwork, competition, and collaboration, and we connect effort with excellence.

Brief History of Saint George's School

Saint George's School was the creation of 16 concerned parents who wanted their children to be well prepared for college. In 1955 they purchased "Flowerfield", the 120-acre summer estate of local hotel-owner Louis Davenport on the banks of the Little Spokane River just north of the Spokane city limits. Originally connected with the Episcopal Church, the school has been independent and non-religious since 1957. Traditions also have grown – the Dragon Dance to open the school year, Outdoor Club adventures, class trips, the Ski Bus, and seniors crossing Graduation Bridge – that bring students together year after year in memorable ways.

Beginning with 45 students who attended classes in the estate's horse barn, the school has grown over the years to more than 380 students. The school's campus still centers around the original Davenport House mansion that now overlooks separate Lower School and Secondary School buildings, along with athletic fields and several small gyms, an art building, and maintenance facilities. The newest addition to Saint George's campus is a 29,000 sq. ft. state-of-the-art athletic center dedicated in 2005.

In the fall of 2012, the Upper School began the process to become an International Baccalaureate (IB) World School offering the Diploma Programme (DP) in grades 11 and 12. The school received its authorization to deliver the Diploma Programme in the winter of 2013. The first IBDP cohort took exams in May of 2015 with the first Diplomas awarded in May of 2016.

Middle School Program (Grades 6 – 8)

The curriculum focuses on skills that will help students be successful and addresses the holistic development of each person in intellectual, social, physical, and emotional areas. Promotion to the next grade is predicated on appropriate effort, performance, and growth in all areas. In the Middle School, students take the following classes:

- Grade 6: English, Math, Life Science, World Cultures, World Language Exploration (Spanish and Chinese), Art Exploration (Art and Choir), PE/Health
- Grade 7: English, Math, Earth Science, US History, Spanish or Chinese, Choir or Art, PE/Health
- Grade 8: English, Math, Physical Science, World Geography, Spanish or Chinese, Choir or Art, PE/Health

The curriculum includes several field trips, community service opportunities, and other experiential days geared toward the development of the whole child. Teachers/advisors work together with parents to encourage students to develop good academic habits and solid academic foundation as well as grow in character and maturity. Students in the Middle School are encouraged to try new things to see what sparks their passion. All members of the SGS community are encouraged to demonstrate a growth mindset which inspires each individual to put forth their best effort. With a positive attitude and hard work, we believe that growth is possible in any area.

Secondary School – Grades 6-12

Please see the Upper School Student Handbook for information on graduation requirements, the International Baccalaureate Diploma Program, and the College Counseling Program.

School Hours

The academic day runs 8:20-3:10, school is open at 7:30 and closes at 5:30. MS students may work after school in the MS courtyard or the library and should be picked up by 4:00. US students may stay until 5:30.

Beyond 4:00, students must be in an activity supervised by an authorized adult. Special arrangements can be made with the Head of the Middle School on an individual basis.

Schedules

Secondary students request their classes for the following year in the spring with the help of advisors. Final schedules are available in August.

Course Changes

Saint George's teachers constantly evaluate their students to be sure that the course placements are correct. This is especially true for the first few weeks when a student begins at Saint George's. Students who feel they would be better served in a different level are encouraged to speak with the appropriate teacher immediately.

Middle School students wishing to change classes should first speak to the teacher of the course they wish to enter, then see the MS Division Head. These requests are evaluated on a case-by-case basis. Course changes will be discussed with the teacher.

Grading Principles

Saint George's School believes that developing student responsibility is crucial to students' success here and beyond. Students' participation in their own education, developing accountability for their role in the process of learning, is a key goal of our curriculum. Edsby and PowerSchool reinforce this goal by allowing parent and student access to essential information regarding attendance and academic progress. Ideally, these platforms facilitate discussion at home related to a student's learning style, study habits and ultimate academic goals.

Because of differences between grade levels, areas of study, types of assignments, and individual teacher preference, it is essential that students and parents refer to each teacher's synopsis of their grading principles. This synopsis typically appears at the top of the teacher's syllabus. All syllabi are available on a teacher's course page on Edsby. The course page is the primary resource for parents and students with questions regarding assignments and grading practices.

Advisors and teachers will stay apprised of students' grades and will initiate contact with parents if the work drops below expectation. In particular, the parents of any student in jeopardy of ending a grading period below 70% will be notified by the teacher.

As the 6th grade is a transition year into the Secondary School, teachers and advisors communicate directly with parents and students about progress through reports sent home every three weeks. Grade 7/8 students and parents are encouraged to log in to Edsby once a week to check grades. Any questions about specific assignments should go directly to the teacher via email.

PowerSchool and Edsby

All parents and students have their own individual PowerSchool and Edsby accounts. For help setting up or accessing your accounts, please contact Michelle Bledsoe, the Secondary Administrative Assistant (michelle.bledsoe@sgs.org).

PowerSchool

In the Secondary School, teachers and administrators use PowerSchool to schedule classes and store student records.

Edsby

All teachers have online course websites that are accessible from any Internet connection. Teachers post the syllabus for the class and any handouts or reading materials given out in class. Assignments for the coming week are also available. Major assessments, as papers, tests, and projects, show up as events on the Calendar. Assignment sheets for these assessments are included with the event. If you cannot find the assignment sheet or the event on the calendar, please contact the teacher directly. Some teachers also use the course page as a place to turn in work. Teachers will go over specific expectations in class.
In the Secondary School, teacher web pages on Edsby are used as a tool for communication between teachers and students. Students are expected to keep track of their own assignments using course web pages and a personal planner. Parents may access course web pages using their own parent accounts. We recommend looking over your child's shoulder for a better understanding of what your child experiences.

Grades and Terms

Quarters and Semesters

The school year is broken down into four quarters for grades 6-8 (Q1, Q2, Q3, and Q4). The first two quarters make up the first semester (S1) and the second two quarters make up the second semester (S2). Unless noted otherwise in a teacher's syllabus, the semester grade is the cumulative performance over both quarters rather than an average of the grades from each quarter. Most classes are year-long, and 1.0 credit is given for passing both terms of the class. The grading philosophy for 6-8 focuses on skills and habits as well as performance.

Report Cards - Grades and Comments

At the end of each grading period, parents will receive an email when final grades are ready.

- Only semester grades are included on final transcripts. At any time, a student or parent is invited, to check in with individual teachers about a student's performance. Narrative comments are intended as a way for students to celebrate what they are doing well and plan for how they will improve in the following term. After the end of each quarter, parents will receive an email when grades are finalized and stored.
- 6th grade students/parents can access their grades at the end of each quarter. At the end of each semester, advisors will write a comprehensive narrative comment covering each class. Comments outline areas of growth and areas for improvement.
- 7th and 8th grade students/parents can access their grades at the end of each quarter. At the end of each semester, the teacher of each course will write a narrative of content and skills covered during the semester and will identify areas of strength and areas for improvement.
- All students with semester grades of C- or below will receive a written individual comment identifying areas of strength and areas for growth.
- In the Middle School, all students are expected to attend parent-teacher conferences that are scheduled immediately at the conclusion of the first and third quarters. Advisors will meet with the student and their parent(s) to review areas of strength and make plans for improvement if needed.

Parent Conferences

Fall conferences are required for all students in grades 6 – 12. Parents and students meet with advisors to review Q1 comments, set goals, and address any questions that have come up.
In the spring, parents and students in grades 6-8 are required to meet with advisors again to review performance and talk about classes for the following year. Parents may request a conference with teachers at any time.

Determining Grade Point Average (GPA)

Grades awarded are based on percentages and are translated into a 4-point scale as follows:

93-100	A	4.0	Consistent and exceptional performance and achievement
90-92	A-	3.7	
87-89	B+	3.3	
83-86	B	3.0	Commended performance and achievement
80-82	B-	2.7	
77-79	C+	2.3	
73-76	C	2.0	Satisfactory performance and achievement
70-72	C-	1.7	
67-69	D+	1.3	
63-66	D	1.0	
60-62	D-	0.7	Minimal passing grade
Below 60	F	0.0	Failure to meet the minimum requirements: No Credit

Failure or Need to Repeat

Parents of students in danger of failing or being asked to repeat a class will be notified by the teacher as soon as the issue becomes apparent. This may necessitate a conference to make an action plan.

Pass/Fail Courses

Some courses may be graded as Pass/Fail and will show up on a transcript as “P” or “F”. Credit will be granted for a “P”. Pass/Fail courses do not impact GPA calculations.

Assessment

Standardized Tests

MAP Growth – Students in grades 3-7 take the Measures of Academic Progress® (MAP) test one - two times per academic year. MAP may be used to determine students’ instructional level and to measure academic growth throughout the school year, and from year to year in the areas of Mathematics, Reading, and Language Usage (writing, grammar, and mechanics).

PSAT - The school pays for all students in grades 8-11 to take the Preliminary Scholastic Aptitude Test (PSAT) in October. The school will register every student for the test and administer it on the approved date.

Final Exams

Final exams in grades 6-8 give students the chance to practice studying for and taking cumulative tests without the high stakes. While important, the impact of these exams on final grades is not as significant as in 9-12. Not all classes will require a final exam and the exam schedule will be set in the spring, posted for students, and sent to parents by email.

Homework

Saint George's School is committed to the academic development of our students. To that end, we believe that working on daily homework is an important habit to cultivate through a child's school career. Homework is used to reinforce and practice lessons taught and to prepare students for future lessons. Students should expect to spend time on each subject regularly, based on the following guidelines:

Daily homework goals:

Grade 6: ~10 minutes per subject plus 20 minutes of outside reading

Grade 7: ~15 minutes per subject plus 20 minutes of outside reading

Grade 8: ~20 minutes per subject plus 20 minutes of outside reading

Note that more time may be expected on days before major assessments.

Two factors impact the amount of time homework takes more than others: Focus and reading speed/retention. Focus (concentration) tends to be a bugaboo for some students. Especially with the proliferation of individual Internet connected devices, some students find themselves doing equal parts homework and texting, then feel as if they spend their entire evenings at their desks. Given that students are likely to be surrounded by these devices for the rest of their lives, they need to figure out strategies to focus on the task at hand. Parents need to be a part of this. Reading speed/retention is a second factor that impacts time spent on homework. Fast readers may spend less. Slow readers may spend more. If you find that your child is spending significantly more time than the guidelines above on a regular basis, this should be a red flag for you. Please contact your child's advisor to discuss it.

Using class time and tutorials effectively is an important strategy to manage workloads.

Late or Incomplete Homework

In grades 6-8, few teachers accept late work without a penalty and only in the case of pre-planned or extraordinary circumstances. We believe that pre-adolescents benefit from clear and immediate feedback about their study habits. Accepting late work without penalty goes against this learning belief.

Rewrites, Corrections, "Re-Subs", and Extra Credit

Many teachers see value for student learning in revision of previous work: reorganizing, rethinking, and correcting mistakes. These teachers may allow rewrites, corrections, and re-submission (re-subs) for additional credit. Some teachers may offer extra credit assignments. These practices are up to the individual teachers and details are laid out in their syllabi. Though teachers have flexibility in offering these learning opportunities, all work must be completed by the end of the semester. Teachers will not agree to accept any work for semester credit after that semester's grades have been submitted without approval of the Division Head.

Attendance and Absences

Teachers take attendance for each class. Attendance is recorded in Edsby. If you believe that your attendance record is incorrect, please see the appropriate teacher immediately. Requests to change recorded attendance should be made within 24 hours.

When students miss a class, excused or otherwise, they are responsible for finding out what was covered in class, making up assignments, and turning in homework. Please access Edsby to understand what should be made up. Alternately, students can proactively communicate with their teachers at school by email ([first name].[last name]@sgs.org).

Numerous absences, excused or unexcused, may affect future enrollment and will trigger a meeting between the student, parents, and the administration.

Unexcused Absences

Any absence not excused in advance may be considered an unexcused absence. Previously assigned work due during cut classes may not be accepted by the teacher. Work missed during an unexcused absence may or may not be made up at the teacher's discretion.

Excused Absences

To excuse a student from school, please notify the MS Admin Assistant via the Edsby attendance feature, email, phone call or note in advance of the absence or by 9:00am. If a student arrives late to school, your child must sign in at the MS or US office so that attendance records can be updated. If a student needs to leave school early, the parent must sign the student out at the office. While absences from school are detrimental to students' learning, we recognize that some are unavoidable. When students are ill, for example, they should stay home to recover and prevent the spread of infection to their classmates and teachers. When students miss school, they may miss important class time activities and will need to make them up or their grades will be impacted.

Planned Absences

The Planned Absence Form is a tool we offer to help students to plan ahead in advance of a planned absence for a full day or longer (due to a co-curricular event or an important family event). These forms can be found at the front desk. Please remember to let the Front Desk Assistant know of your absence or it will be marked as an unexcused absence. Students are responsible for completing the work on the Planned Absence Form by the due date or make arrangements in advance with the teacher if more time is needed (lab or test make-ups, etc.).

Attendance for Co-Curricular activities

In order to participate in co-curricular competitions and performances, students must attend at least three periods that day or have an excused absence. Coaches may have more stringent guidelines.

Tardiness

Habitual tardiness may be considered similarly to unexcused absences.

Medical Leaves

If a student needs to take a leave from school for medical reasons, please contact the Division Head to coordinate this.

Trips

Trips afield provide a significant opportunity for students to grow as life-long learners and as leaders. Though they are not graded, the opportunities to try new things, work with faculty and classmates outside the walls of a classroom and interact with real-world issues and people are among the most important parts of a Saint George's education. They are considered a part of the curriculum.

Field Trips and Permission Forms
Throughout the year, students take several field trips outside of the traditional classroom to more fully explore and apply the topics they are learning about. Students going on field trips, even those over the age of 18, must have parental permission on the "School Program and Field Trip Permission Form and Acknowledgment of Risk" document. To grant permission for field trips that occur within a school day, a one-time signature is required from all parties with legal parental rights listed on the student record. This signature will be valid for all day-long trips for the entire school year. Parents will be informed of each trip or activity so they can choose at that time if their child will opt-out. All overnight trips will require parents and/or guardians to complete an additional trip-specific permission/release form. Parents will be contacted if the form hasn't been submitted by the due date. Students without permission forms will not be allowed to go on the trip and should stay home if there are no classes being held. School rules apply to all school-sponsored events.

- **FinalForms** is our new platform for housing and submitting forms formerly found on PowerSchool. If you are unable to access FinalForms, please contact tech.support@sgs.org. Please complete these before the due date in August, to help us start the year smoothly.
- If you have any questions, please contact Michelle at michelle.bledsoe@sgs.org.

Rules and Guidelines

Conduct within the Community
Students and faculty are always expected to comport themselves with the highest level of personal conduct. When a breach happens, we will address it quickly and clearly, with the primary goals being the safety and growth of the community and its individuals. The rules laid out below are guidelines but should not be considered all-inclusive or a rigid contract of expectations. We expect everyone to follow our values and major diversions from that path will be addressed.

Discipline at Saint George's
In the event that a school rule is broken, the Division Head will investigate the matter and hand down consequences as necessary. Only the Head of School can expel students. When deemed appropriate, law enforcement officials may be called.

Major School Rules
The following rules outline behavior that may result in severe disciplinary procedures, including expulsion from school. Violation of major rules will be recorded in school files and may be reported to other institutions, per the Head of School. Repeated infractions of the major rules will be considered with increasingly severity.

Dishonesty & Theft
Students found lying, cheating, or stealing will be referred to the Division Head. Students may expect to receive no credit for any assignments involved and/or possible additional work (in the case of cheating or plagiarism), counseling, suspension, and/or expulsion.

Academic Honesty
Academic honesty is at the heart of learning. Students need to do their own work in order to learn. Understanding how to find, use, and give credit for the ideas of others are important lessons in all disciplines. Teachers address these issues each year. We also provide students with access to Turnitin.com so that they can check their own work. Academic dishonesty, such as plagiarism or cheating are treated

seriously. All infractions will be reported to parents and the Dean of Students. Depending on the intention and severity of the infraction, first offences may be handled as learning opportunities. Infractions may incur consequences including redoing work, forfeiture of credit, censure, suspension, or expulsion. The full Academic Honesty Policy is in the appendix at the end of this document.

Drugs, Alcohol, and Tobacco

Alcohol, drugs (without a prescription), including marijuana and tobacco, including associated paraphernalia, are not permitted at Saint George's School. Possession or use of these items is a violation of this rule and will be brought to the Division Head and Head of School for disciplinary consequences. These consequences may include: required counseling, work hours, drug testing, suspension, or expulsion.

Students found distributing or selling any of the items prohibited above will be disciplined. That discipline may include suspension or expulsion from school.

Students with a medical need to take prescribed doses of medications during the school day should coordinate with the Division Head. Medications can be kept at the front desk and a private area found for taking the medications.

Vandalism

The willful destruction or defacement of school buildings and property and the natural physical surroundings are considered violations of the school's values. The range of punishments for these acts will vary with the extent of damage inflicted. In addition to administrative punishment, repair/replacement will be billed to the student's account.

Fighting

Inflicting physical harm on any other person at Saint George's may result in required counseling, suspension, or expulsion. Fighting shows neither respect, generosity of spirit, nor best efforts.

Bullying and Harassment

Saint George's is committed to each student's success in learning within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying. Our school works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with people in the school community.

Bullying and harassment, including online, is an insidious aspect of human relations. Though we pride ourselves on our close-knit community, we know that sometimes students treat each other poorly. Though not all "mean" behavior is bullying, our goal is to instill respect and generosity of spirit for all. While we address these issues directly in assemblies, class meetings, and advisory, the only way for us to address specific instances is when students and parents come forward to the Division Head.

In such cases, we will endeavor to find the facts and stop the negative situation. The safety of the students and the community will be paramount. Administrative punishment may include, but is not limited to, required counseling or separation from the school.

Dangerous Weapons/Threats

Dangerous weapons are prohibited on campus, buses, and on school-sponsored activities.

Threats against individuals, the community, or school property will be handled expeditiously, with an eye to protect everyone. Students found in possession of weapons or threatening members of the community will be disciplined. That discipline may include suspension or expulsion from school.

Social Media and Cyber Issues

See the Social Media and Cyber Issues Policy included in the appendix.

Minor School Rules

Repeated Violation of Minor School Rules

Repeated violation of minor school rules may result in more severe punishment and may include suspension or expulsion from school.

Dress Code

Clothing must cover the same or more than a cross country uniform. School attire should reflect workplace norms regarding modesty. Clothing that distracts from our educational mission is not allowed. Administration and Faculty are the arbiters of the dress code. Articles of clothing must cover the body as indicated above in all positions (sitting, standing, bending, reaching) while attending school. Exceptions will be made for medical, religious, and other approved reasons. Clothing that promotes alcohol, tobacco, drugs, violence, is sexually suggestive or displays inappropriate pictures or writing is prohibited. Jewelry that can pose a safety hazard is prohibited. Safety and ability to participate in lab, PE, or outdoor settings will dictate additional dress code requirements.

Special Days – End of year celebrations for LS and MS should be less formal than US graduation expectations, but adhere to the dress code for the division. In general, students should look neat and presentable.

Attendance

Students must be on time to and attend all school commitments. Tardiness and unexcused absences may affect grades, reenrollment, and may bring administrative consequences. Please refer to the section on attendance and absences for more clarification.

Manners

We expect everyone to treat each other with respect and generosity of spirit. Students are expected to treat adults with deference. Rudeness is unacceptable. When an adult asks a student to do something reasonable, the student should do it without argument.

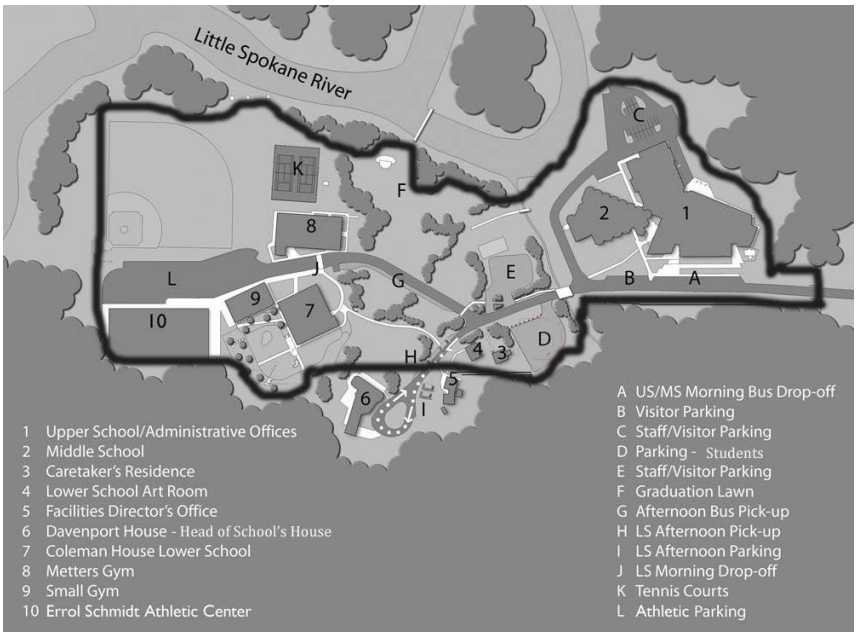
Neatness

Our custodians work hard to clean each day. Students are expected to keep clean the areas around their lockers and desks. Students should look for ways to neaten, even when they are not responsible for a mess. Recyclables should be emptied and put in the proper receptacles. Plates should be returned to the kitchen and put in the dishwasher. Uneaten food and trash should be thrown away.

Boundaries

Saint George's campus encompasses 120 acres of land, including part of the Little Spokane River and many acres of undeveloped forest; however, students are expected to remain within the boundaries of the developed campus unless they have explicit permission from faculty to go beyond those bounds. These restrictions are for the safety of the students.

The boundaries extend from the school gate to the Lower School art building, to the Lower School playground (including the hill between the Davenport House and the road), around the Little Gym and ESAC (bordered by the retaining wall behind ESAC), to the ESAC parking lot, baseball/soccer field, and bordered on the north by the Little Spokane River. Students are not allowed in the river. The graduation bridge is out of bounds, as are the story trail, the forested areas on the hills to the south and west, and the area beyond the creek to the east of the building. This campus map shows a rough outline of these boundaries.



Boundaries for students in grades 6- 8: Within the building, Middle School students are expected to stay in the "Middle School" (bounded by the Head of School's office) unless they need to go elsewhere for a class. Outside during lunch, their boundaries are the western wall of the Middle School building extending to the main driveway on the south and to the trees on the north, the main driveway on the south, the eastern wall of Metter's to the west, and the trees next to the river on the north. Students may not walk on the Graduation Bridge. Additionally, the creek is out of bounds. Use the foot bridge to cross the creek rather than walking on the rocks.

ABCs of Life in the Saint George's Community

Advisors

During their time in Middle School, students will usually have two advisors. One in 6th grade and another in 7th and 8th. Requests for specific advisors cannot be guaranteed. Switches are rare and discouraged.
The goal of the advisor system is to facilitate communication between the students, parents, and the school. Advisors will facilitate the student/parent/teacher conferences that are held in the fall and spring. Advisors can help students choose classes, manage conflict, and coordinate academic needs. While advisors are not trained counselors, they can act as a sounding board for students and parents.

Awards and Honors

Saint George's School gives out numerous academic, artistic, and athletic awards during the year and at the end of the year to recognize exceptional performance by its students.

Bicycles and skateboards

Helmets are required when riding on campus. Bikes are not allowed in the buildings. There is a bike rack near the east entrance (closest to the business office) where riders can lock their bikes.

Business Office
The Business Office is a resource to help students with financial issues regarding student accounts and tuition. Feel free to go to the Business Office if you have a question about these issues.

Buses

Buses pick up students in the morning to arrive at school between 8:10 and 8:20am. The afternoon buses leave the campus at 3:20pm unless otherwise noted. These buses load on the road between the Graduation Lawn and the Davenport House. Each day (except half-days), one late bus leaves the campus at 5:30. It picks up students at ESAC and in front of the Upper School Building. Students who miss their bus must arrange their own transportation home.

Routes and Schedules
Each student is requested to be at their stop and be ready to board the bus five minutes before the time scheduled. Bus drivers will not wait for students past the designated time. Bus drivers set their watches by the official time clock – www.time.gov. This is the same standard used to set the school's clocks. The bus schedule may be adjusted during the school year. Parents will be advised of a revised schedule through the weekly SGS news emails. Bus schedules will be posted on the school's website. Students may be required to provide their own transportation to or from local activities or predetermined locations. Specific questions about the bus may be directed to John Young at john.young@sgs.org.

Bus Conduct
The bus ride considerably extends the school day for many of our students. The bus must be safe and comfortable for riders, and to this end, we have rules for student behavior on the bus:

- No loud voices or shouting. (Please discuss this with your child. This will be a point of emphasis with the drivers this year, as we strive to provide safe and comfortable transportation.)
- No intimidating behavior of any kind.
- Students must be seated at all times and must keep their bodies out of the aisle.
- Food is allowed on the bus as a privilege as long as students properly dispose of their own garbage. (Keeping in mind that we have food allergies among a growing number of our students, especially peanuts and tree nuts, please be sensitive if you send a snack for the bus.)
- Students are expected to follow the same guidelines of behavior as is expected from them at school and refrain from behaving in ways that infringe on others – this includes appropriate language, viewing appropriate content on personal devices, and using earbuds to listen to music.
- Upper and Middle School students are expected to serve as good role models for the younger students, assisting them when needed.

Repeated poor behavior on the bus may result in suspension of the student's privilege to ride the bus and/or administrative consequences. We establish a seating chart for the bus early in the year. Students or parents wishing to make changes must speak with John Young, Transportation Director.

Cell Phones & Device Policy

Purpose

A growing body of research into the mental health and well-being supports more restrictive guidance for adolescents when it comes to cell phone use. Studies have shown that schools, who have enacted policies that eliminate cell phones from the educational environment, have seen reduction in mental health issues,

especially amongst girls, and reductions in bullying. (Abrahamson, 2024) At Saint George's School, we aim to create a more vibrant and engaged student culture by limiting the use of cell phones and electronic devices to foster a focused and interactive learning environment.

Policy
Saint George's School is a cell phone free environment. Students are to store their phones in either their backpack or locker for the duration of the school day. All areas of the school will be a device-free zone, even in common areas or in outdoor spaces on campus.

Restricted Areas:
Cell phones and all their functions (e.g., cameras, applications) are prohibited in all areas of the school unless permitted by staff for educational purposes.

Prohibited Uses:
Using cell phones in a way that disrupts the educational environment or violates the rights of others (e.g., academic dishonesty, harassment, bullying, unauthorized photography/video recording, or illegal activities) will result in disciplinary actions.

First Offense: The teacher will give a verbal warning.

Second Offense: The teacher will hold on to the phone until the end of the class period.

Third Offense: The phone will be turned into the office and held until the end of the school day. An Administrator will issue a receipt for the phone and contact the parent or guardian.

By adhering to this policy, we aim to build a more vibrant and engaged student culture during the school day, promoting better focus, interaction, and overall mental well-being.

References:

Abrahamsson, Sara, Smartphone Bans, Student Outcomes and Mental Health (February 22, 2024). NHH Dept. of Economics Discussion Paper No. 01, Available at
SSRN: https://ssrn.com/abstract=4735240 or http://dx.doi.org/10.2139/ssrn.4735240

Haidt, Jonathan. *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness* Penguin Press, 2024.

Extra / Co - Curricular Activities

The school encourages students to participate in activities outside of academics as education takes many forms. In some cases, the school integrates these activities into the curriculum.

Saint George's School Extra/Co-Curricular Academic Policy
Saint George's rules and regulations are determined largely through rules imposed by the Washington Interscholastic Activities Association (WIAA), which governs interscholastic athletics in the State of Washington. Pertinent eligibility rules apply.

The goal of this Policy is to:

1. Provide clear guidelines to students, teachers, parents, and administrators about how academic grades affect eligibility at SGS.
2. Motivate students to proactively manage their time and activities such that they derive the optimal academic benefits from SGS while contributing to the tripartite mission of the school and develop themselves as well rounded people.

For MS students – to be eligible to play, students must have passed all but one class in the previous quarter. Students placed on suspension will be allowed to practice with their teams for a three-week period, then will be allowed to participate in game play if they have returned to acceptable academic standards.

Athletics

In the Middle School, students have the opportunity to play competitively in the following sports: Cross Country, Volleyball, Basketball, Baseball, and Track. Leagues vary and the purpose of these sports is to develop students as athletes, teammates, and leaders. While our teams' records tend to be strong, our goals are developmental. For more information on the Athletic Program, see the Student Athlete Handbook/Code of Conduct in the appendix. For more information, email Ryan Peplinski at Ryan.Peplinski@sgs.org.

Performing Arts

Many students participate in the performing arts at Saint George's, either singing with the award-winning choir or performing in the fall or spring musical. For more information, contact David Demand at David.Demand@sgs.org.

Clubs

All students are encouraged to get involved in a club at school. Most of the clubs listed below meet regularly during one designated tutorial time per week. For more information about a club, ask Michelle Bledsoe, the Secondary Administrative Assistant (michelle.bledsoe@sgs.org), to connect you with the advisor for the club.

Outdoor Club

Lifetime Sports

MS Leadership

Future Lego League (FLL)

Math Club

Students wishing to start additional clubs should find a faculty sponsor and talk with their Division Head to create a proposal.

Computer Network

The school provides all students with a signed Acceptable Use Policy (AUP) with access to its network resources, including desktop student computers, wi-fi access for personal devices, network printers, a personal network folder, library databases, broadband access to the Internet, and school software. (Note that network folders are purged each June.) We ask that students think before printing documents so that we don't waste paper. For specific questions about access, contact tech.support@sgs.org.

Acceptable Use Policy (AUP)
In order to be connected to the school's network: school computer log ins, wi-fi access, PowerSchool, Edsby, and school Internet resources, students must have a signed Acceptable Use Policy (AUP) on file and be in good standing. The AUP form is available on the school Website and is sent home in the back-to-school packet. Students with personal laptops or tablets that they wish to use at school, may fill out paperwork and bring these items to Thomas Hurst in order to have access to the School network.

Counseling
Kelsey Nylund is the secondary counselor, she can reached by email at Kelsey.Nylund@sgs.org.

Dealing with Conflict
The school encourages students to work through conflicts with the SGS Core Values front and center: Honesty, Respect, Generosity of Spirit, and Best Efforts. Issues with other students that have gone beyond conversation should be brought to the attention of the student's Advisor. Issues with an adult should be addressed with that person. Advisors can be a resource and mentor for developing a plan and acting as a support to resolve conflict. If an issue cannot be resolved through a direct conversation, students are empowered to bring the issue to an Administrator or the Counselor.

Expected "Flow" for conflict resolution: Contact the student, teacher, coach, and advisor with whom the conflict exists to work through it. Include parents and advisors in the conversation if they have not been involved to this point. If no resolution can be reached through the parent and advisor, talk with the Head of Middle School. If no resolution can be reached, contact the Head of School.

Digital Citizenship
Saint George's School has established a goal to integrate digital citizenship skills learning at all grade levels. Digital Citizenship is a very broad topic that can become obscured by complexity, so we seek to outline our focuses and expectations in this document for all members of the SGS community. We are utilizing *The Social Institute*'s, *Win at Social,* curriculum and platform. Parent account information will be sent in August or September.

Directory of Resources
Link to Staff directory

Fire Drills and Alarms
The fire drill signal is an intermittent tone on the fire alarm system. When the alarm goes off, students should follow the directions of the teacher and proceed quickly, quietly, and calmly to the graduation lawn. There, they should line up by class in alphabetical order. Class Deans will take attendance. Students should remain quiet and in control until dismissed by an administrator. In case of a dangerous situation on campus, the school will go into "lockdown".

First Aid
All employees are required to be certified for First Aid and CPR and will respond to medical issues as warranted. However, school employees are not trained as medical personnel and may not dispense medications without explicit written permission from a parent or guardian. If a student needs specific medication during the school day, please contact the Division Head to make arrangements. A completed emergency card for each student is required in the Middle School Office **before** the first day

of school. They are sent in the August packet. STATE LAW (RCS 18.71.220) gives legal permission for emergency care without parental consent as long as the emergency room physician and hospital has acted in good faith to contact the parents. In the event of the need for emergency transportation for a student, the school will make reasonable effort to have the student taken to the hospital of choice per the student emergency card, unless emergency personnel determine another hospital is necessary.

Fund Raising on Campus

For School Clubs and Events

Fund raising for school clubs and events needs to be approved by the Head of School.

For Off Campus Organizations or Personal Benefit

Often, school organizations will organize drives for those in need, including Scare Away Hunger food drive in October, clothing drives, and penny drives. These are often used as a means to generate friendly competition within the school while focusing on serving others. These drives are coordinated through the Community Service club or the ASB. If you have an idea for bringing the school together while serving others, please see Melanie Mildrew or Mark Rickard. The school does not allow fund raising on campus for personal benefit.

Lockdown

In the case of an emergency situation, the school has a lockdown procedure. In the case of a lockdown, students should follow the directions given to them by their teachers. Lockdown procedures are evaluated every year and tested at least once per year.

Lockers

The school assigns lockers and locks to all students in grades 6-12. Lockers are the property of the school and can be searched at any time. If students choose to use their own locks, they do so with the understanding that the school may need to disable the lock in order to look inside the locker.
Regardless of whether students choose to close and lock their lockers, they to use their lockers to store their belongings in order to keep hallways clear of detritus. Students are expected to keep lockers tidy. We encourage students to lock them, especially during non-school hours.
Students may decorate the inside of their lockers with appropriate, removable decorations. Some students choose to hang a magnetic white board on the outside of their locker for messages. Writing on lockers is prohibited and may be considered vandalism. At the end of the school year, students will be asked to return their lockers to their original state. Failure to do so may incur a cleaning and/or repair charge.

Lunches and Food

Due to the proximity of the school to the Little Spokane River and the surrounding wetlands, Saint George's School does not have a cafeteria. We do have a lunch program, to which students can sign on. Details of this program are sent home at the beginning of the school year and can be found online.
For those who bring their lunch, the school provides a kitchen with microwave ovens and some dishes and cutlery. While an advisory group is assigned to monitor the kitchens, students are expected to keep them tidy, including washing their own dishes, discarding of trash, and wiping up spills.

Medications taken at school

Prescription Medications:
In the case that a student needs to take prescribed medications during the day, please let their Division Head know so that they can work out an appropriate way to administer them. Sharing these with other students for any reason is a violation of school rules.

Middle School students may not take over the counter medications on their own. Parents of students needing such medications should contact the front desk to arrange for such situations.

Music Lessons

Many students take private music lessons at school using the school's facilities. These lessons may be scheduled before or after school, or during free blocks. The Director of Performing Arts, David Demand, can provide a list of teachers who give lessons at the school.

News of the Week

The School sends a weekly email highlighting notable events and achievements. This will be sent directly to parents' emails on file. This also includes a link to the weekly letter from the Head of the Middle School

Open/Closed Campus

Once students arrive on campus, they are expected to stay on campus until the end of the day. If they arrive late or need to leave early, they must have parental permission (contact the front desk), and sign in or out at the front desk. Failure to do so will considered an unexcused absence. Some students may have Open Campus privileges. This privilege is most often conferred on seniors in good standing. Students going off campus may not miss any commitments and must sign in and out at the front desk.

Parent Portal

Many important documents are available online at sgs.org, Parent Portal, (the password is *inspiring).*

Snow Days, Closures, and Emergency Events

In case of school closure due to weather or other unforeseen events, messages are sent out through the Bright Arrow platform. Parents are automatically enrolled through their contact info in PowerSchool. Closings are also posted on the school website, www.sgs.org, as well as on the ESD 101 website (https://esd101.net/services/technology/alerts).They are broadcast on all local TV and radio stations; check the television lists first. Generally, we notify the stations by 5:30 a.m. of closings.
In case of an emergency on campus or on a school-sponsored trip, our first goal is the safety of the students and adults. Once we have secured the situation, we will communicate the situation to families involved.

Special Days

During the course of the school year, many special days occur and may include: Pep Rallies, Halloween, Genius Hour Extravaganza, and Matinee Performances. Many of these are on our Web Calendar months in advance. Some are added later. Check the Web calendar for updates. Special days may require a special schedule and will be posted around the school building.

Tutorial

All Middle School students have a tutorial class built into their schedule. Some of these blocks are used for group meetings. Most are times when students can ask for extra help or complete homework.

Weekly Bulletins

A weekly bulletin, summarizing what is on the Web Calendar, is available on the Parent Portal. In addition, these bulletins are posted across from the division offices.

Appendix 1 – MS Academic Honesty Policy 8/2023

Saint George's School expects its faculty, students, administration, and parents to adhere to the highest level of integrity in all aspects of their conduct. Three of the school's Core Values: Honesty, Best Efforts, and Respect all support academic integrity.

Each of us has a responsibility to understand academic integrity. Teachers must be clear with students about their expectations regarding collaboration on assignments. Work submitted will be completed according to the following guidelines.

Teachers will:

- Regularly review the meaning of academic integrity in the context of their disciplines, including expectations regarding AI generative platforms.
- Review expectations for citation and referencing using either MLA, APA, or Chicago styles.
- Provide students with access to tools such as Turnitin.com for rough drafts so that they can check themselves for appropriate citation and references.

Students will:

- Earn their grades, accolades, and diplomas ethically, based on their own work.
- Submit work that reflects their own ideas and understanding.
    - Ensure that they understand and follow the teacher's expectations about use of AI generative platforms before submitting work that utilizes such platforms.
    - Submit only writing that is composed using their original thought (i.e., not written by others, including AI).
- Abide by the conduct of examinations set forth by their teachers or the overseeing organization, such as the IB or the College Board (PSAT and SAT).
- Understand the definitions of cheating, plagiarism, and collusion.
- Understand how to cite all sources, images, data, or ideas.

Academic dishonesty violates Saint George's School Core Values and Mission and will not be tolerated. Academic honesty violations differ in weight and nature.

Definitions of Violations of the Academic Integrity Policy:

Cheating - using or attempting to use unauthorized materials, assistance, and/or aids in an effort to gain an unfair advantage.

Plagiarism - presenting, in whole or in part, another person's words or ideas as one's own without giving proper acknowledgement of sources.

Collusion - when a student supports another student in committing academic misconduct. While collaboration is often encouraged, unauthorized collaboration is not permitted.

Violations of the Academic Integrity Policy include, but are not limited to, the following examples:

Presenting materials taken from sources, such as books, periodicals, newspapers, AI generative platforms, or other Internet sources, without appropriate citation.

Copying another's work and claiming it as one's own (i.e., other students, AI, et. al.)

Allowing another student to copy your work.

Receiving unauthorized help on an assignment from another person, either live or over the Internet, including AI.

Changing answers on an assessment after grading.

Using technology (iPads, calculators, math apps, phones, AI generative platforms) in a manner not specified by the teacher.
Unauthorized use of an electronic translator for world language.
Fabrication of data in a lab setting.
Using concealed notes on a test.
Attempting to receive credit for the same work in two different classes without teacher authorization.
Providing or accepting information regarding specific test content.
Passing off someone else's work as your own.

Consequences for Violations of the Academic Integrity Policy:
In the event of an incident of cheating, plagiarism, or collusion the teacher will contact the student's advisor and the Head of Upper School (HUS). After meeting with the teacher, student, and advisor, the HUS and teacher will collaboratively determine whether to issue a no-fault, a warning, or a strike to the student. The HUS will keep records of these decisions in PowerSchool.

No-Fault
There is insufficient evidence to issue a warning.

Warning
A warning is issued for a one-time offense where cheating or plagiarism was discovered, was accidental or explicable in nature, and will not be repeated. The work from a warning may or may not be redeemable, based on discussions with student and advisor. A warning may also necessitate reworking the project to avoid a strike.

Strike
A strike is issued for a clear and intentional violation of academic integrity. Repeated or unresolved warnings will also constitute grounds for a strike.

Multiple Strikes
The school follows a three-strike policy for dealing with academic dishonesty.
Strike 1. A zero for the assignment (at the discretion of the teacher) and an email to parents
Strike 2. A zero for the assignment (at the discretion of the teacher), a parent meeting, a discussion of the consequences of the third strike, and a letter in the student's file that could be sent to universities.
Strike 3. Loss of credit or separation from the school.
Separation from the school will result when there is repeated, significant, intentional dishonesty. The severity of this consequence is in alignment with SGS's Core Values.

Appendix 2 – Student Athlete Handbook/Code of Conduct

This document and any subsequent updates will also be available on the parent portal of the school website, choose "Documents and Bulletins", and scroll down to "Athletics".

INTRODUCTION

This Appendix describes the rules, policies, procedures, and framework within which the Saint George's School Athletic Department functions. The prospective student-athlete and their parents / guardians should carefully review the contents. Upon reviewing the contents, the student and their parent should sign the attached contract and submit it to the coach prior to the first contest.

ATHLETIC PROGRAM

FALL

Cross-country (Varsity Boys & Girls, 6-8th grade Boys & Girls, 2nd -5th Boys & Girls)
Soccer (Boys V and JV, 8th graders allowed)
Soccer (Girls V, 8th graders allowed)
Volleyball (Girls V, JV, & Middle School)

WINTER

Basketball (Boys V, JV/C, Middle School, &
5th) Basketball (Boys V, JV/C, Middle School,
& 5th)

SPRING

Baseball (Boys Varsity & Middle School)
Track & Field (Varsity Boys & Girls, Middle School)
Tennis (Boys & Girls Varsity, 8th graders allowed)
Golf (Boys & Girls Varsity, 8th graders allowed.

OUR ATHLETICS PHILOSOPHY

Interscholastic sports are one of a number of programs and experiences available to assist students in their personal growth and development. Among other attributes, athletics can assist in promoting the importance of teamwork and team unity; the importance of hard work, loyalty, and dedication to tasks; the importance of establishing goals and working toward their achievement; and the development of principles relating to sportsmanship and fair play. Winning and losing becomes a secondary issue when compared to the manner in which athletes conduct themselves on the field, exhibiting dignity and grace in the face of adversity.

Winning is secondary as well when compared to the extent of the effort put forth by the individual in whatever endeavor he/she undertakes. All athletes do not perform at the same level, but maximum effort, commitment, and a winning attitude are requisite expectations for any and all team members.

SPORTSMANSHIP AND CITIZENSHIP

Dragon athletes and team members will be expected to display appropriate conduct and sportsmanship at all times throughout the season, both on and off the field/court. Specific violations might include, though are not limited to, fighting, theft, use of improper language, and misuse of school facilities and equipment. The conduct of individual athletes reflects on the entire team, the Athletic Department, and the school, and certainly contributes to the image and success of all of the above. Accordingly, exemplary behavior is a requisite for continued participation on all Saint George's athletic teams.

ELIGIBILITY

Saint George's School Extra/Co-Curricular Academic Policy

Saint George's rules and regulations are determined largely through rules imposed by the Washington Interscholastic Activities Association (WIAA), which governs interscholastic athletics in the State of Washington. Pertinent eligibility rules include:

The goal of this Policy is to:

1. Provide clear guidelines to students, teachers, parents, and administrators about how academic grades affect eligibility at SGS.
2. Motivate students to proactively manage their time and activities such that they derive the optimal academic benefits from SGS while contributing to the tripartite mission of the school and develop themselves as well rounded people.

Unacceptable Academic Standards:

- **Upper School:** Students who possess two or more D's or an F grade average in any of their courses are considered to be performing below acceptable academic standards.
- **Middle School:** In order to maintain athletic eligibility during the current semester, the student shall maintain passing grades in 6 of the 7 classes.

Athletic/Extra-Curricular Suspension:

- **Upper School:** Students placed on suspension will be allowed to practice with their teams for a five (5) week period but will not be allowed to miss school to participate in home games nor would be allowed to travel with their teams/activity. After completion of this five-week period, students whose grades have returned to acceptable academic standards will be restored to eligible status. In addition, students on suspension would be ineligible to participate in any school sponsored activity that is not required, e.g. ski

trips, community service.

- **Middle School:** Students placed on suspension will be allowed to practice with their teams for a three (3) week period but will not be allowed to miss school to participate in home games nor would be allowed to travel with their teams/activity. After completion of this three-week period, students whose grades have returned to acceptable academic standards will be restored to eligible status. In addition, students on suspension would be ineligible to participate in any school sponsored activity that is not required, e.g. ski trips, community service.

Grade Checks: Grade Checks will occur each mid-quarter, quarter, and semester throughout the school year.

- **Mid Quarter Grade Checks** – A grade check will be run at each mid quarter (approximately 5 weeks after the beginning of the quarter). If the student's grades are at an Unacceptable Academic Standard, an email will be sent to the Student, Parents, Advisor, Coach/Director of Activity, and the Athletic Director warning of impending suspension should the student continue to fall under the Unacceptable Standards listed above.
  - **Note -** A student who does not get the letter at mid-quarter could still be suspended if their quarter or semester grades are at an Unacceptable Academic Standard**.** Teachers are expected to communicate appropriately about these situations.

- **Quarter/Semester Grade Checks** - If the student's grades are at an Unacceptable Academic Standard, the student will be place on Athletic/Extra-Curricular Suspension.
  - Students on Athletic/Extra-Curricular Suspension:
    - A student on academic suspension is required to meet once a week with the Division School Head to review their progress.
    - May attend practice.
      - Coaches will excuse students from practice if they are meeting with a teacher.
    - May attend, but not partake in home contests or activities provided they do not miss class.
    - May not suit up for athletic contests.
    - May not miss school or travel to school sponsored events including, but not limited to – Athletic Contests, Concerts, Knowledge Bowl, Robotics, Debate, Ski Bus, Community Service Activities, Field Trips, History Bowl, Math is Cool, Dances, Casino night, Movie Night, Other events.
  - At mid-quarter, after approximately five weeks for Upper School, Athletic/Extra-Curricular Suspension, grades will be checked on Edsby to determine if eligibility will be restored. Students will be notified by email of their eligibility.
  - If after the 5(US) weeks the grades are still at an Unacceptable Academic Standard, the grade will be checked at the next Mid-Quarter or Quarter grade check.
- Students found to be participating inappropriately in activities when they are ineligible may cause their groups to be disqualified from competitions and may face disciplinary consequences.

SMOKING, ALCOHOL, & SUBSTANCE USE/ABUSE

The use or possession of alcohol, e-cigarettes, vaping, tobacco, or drugs will not be tolerated. At the least, the use of either substance adversely affects the performance of an individual, which in turn impacts upon the success, unity, morale, and performance of the team. The safety of individual team members can be compromised in the process. Even further, possession/abuse of alcohol, e-cigarettes, tobacco, or drugs is inconsistent with the philosophy of athletics at Saint George's School, which features dedication, loyalty, personal development, and dignified conduct among its goals. The abuse/possession of alcohol or drugs by a team member will automatically result in disciplinary measures, which might include criminal charges, suspension from school or expulsion from the team.

- 1st Offense – Two-week suspension from contests beginning with the next possible contest.
- 2nd Offense – One calendar year suspension from contests.
- 3rd Offense – Removal from athletics for remainder of career.

SCHOOL ATTENDANCE

- Unexcused absences or chronic tardiness to class or team practice may be sufficient reason for declaring a student ineligible at any time. The coach, in consultation with the athletic director and head of the Upper School will determine the date and time of ineligibility.
- Any unexcused absence during the school day will result in the loss of eligibility from all practices or events occurring that day.
- In order to participate in any athletic event or practice, athletes are expected to be in **at least half** of their scheduled classes the day of the event provided the absences are excused. The Head of the Upper School or the Athletic Director may excuse an athlete for scheduled appointments, such as driver's test, court appearance, medical appointments, or for unforeseen emergencies. A student who has any absence other than those specified may not practice or compete on that date.

LATE AND/OR MISSING PRACTICE

Prompt and regular attendance at practice sessions is necessary for the safety and conditioning of the student as well as for the benefit of the team. Team members should notify their coach prior to any practice that they must miss and should offer an adequate explanation for the absence. Chronic tardiness to practice or unexcused absences will be dealt with by the coach, and unless the coach specifies otherwise, the following measures will be taken:

- 1st offense - conference between coach and team member where coach determines appropriate action to make up for lost practice session
- 2nd offense - suspension from next practice session or contest
- 3rd offense - dismissal from team

REQUIREMENTS FOR PARTICIPATION

Prior to a student's participating in any tryout, practice, or contest with a team, he/she must supply to the school with the following items:

- Current **(good for exactly two calendar years)** medical evaluation form properly completed by

a physician/nurse practitioner.

- Written acknowledgment of insurance coverage from his/her parents/guardians which also serves as permission to participate in an athletic activity.
- Student/Athlete Code of Conduct signed by the student/athlete and his/her parent/guardian.
- Concussion/Sudden Cardiac Arrest form signed by the student/athlete and his/her parent/guardian.

TRANSPORTATION

Most teams are transported to contests by Saint George's buses, while coaches may drive others. All athletes on teams that take buses are expected to return to the school on the bus, unless the coach determines that the student can return with his/her parents. Students may not leave with anyone other than their parents unless the Athletic Director has written notification twenty-four hours prior to taking the trip. Similarly, students who are driven to contests must have the approval of their coaches if alternative means of return travel are arranged. At all times, the coaches reserve the final decision on how players can return from away event.

Appendix 3 – Saint George's School Social Media Policy

As of July 2019 – due to the nature of advances in technology and use, this policy will be reviewed and updated regularly

At Saint George's School, teachers, students, staff, and other school community members use social networking/media (Twitter, Facebook, blogs, etc.) as a way to connect with others, share educational resources, log Global Studies travel experiences, create educational content, enhance the classroom experience, and network within and outside of the school community. While social networking is fun and valuable, there are some risks we need to keep in mind when using these tools. In the social media world, the lines are often blurred between what is public or private, personal, or professional.

Saint George's School strives to provide all students with access to an education that prepares them with the tools to succeed in college and career. Learning to use social media responsibly, both in and outside of the school community, is imperative to a students' success.

Students and other unauthorized people may not create any social media accounts that use the Saint George's School name or logo without the express written authorization of the Head of School.

Definition of Social Media

Social media is any form of online publication or presence that allows interactive communication, including social networks, blogs, photo sharing platforms, Internet websites, Internet forums, and wikis. Examples of social media include, but are not limited to, Facebook, Twitter, SnapChat, Edmodo, Schoology, Instagram, YouTube, Google+, and Flickr.
Some examples of social media use include:

- Blogging about movies, sports, or news events;
- Posting updates or activities on your Facebook page;
- Participating in a teacher-established Edmodo group; or
- Using a Google Hangout to work on a class project.

Align your online image with your goals

A digital footprint is the reputation you leave online and can include material posted on blogs, and mentions on websites and videos that are uploaded onto sharing sites. Online actions leave a permanent record and remain online, even if you click "delete." Be thoughtful about what you share online and consider how it would appear to family, friends, colleges, and future employers. Because many colleges and employers search social media before making admissions and hiring decisions, you might want to use social media as a tool to demonstrate your interests in positive ways. For example, social media allows you to show who you are as a student online by sharing what you think about and what matters to you. This can help as you get closer to graduation and begin considering post-secondary education and career options. Some examples of how you can use social media for academic advancement include:

- Commenting on articles in a knowledgeable way; or
- Starting a blog about current events.

Use good judgment

- We expect good judgment in all situations. Behave in a way that will make you and others proud and reflect well on the school.
- Know and follow the school's Core Values, Student Code of Conduct and Acceptable Use Policy.
- Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information.

Be respectful

- Always treat others in a respectful, positive, and considerate manner.

Be responsible and ethical

- Because you represent the school, please stick to discussing only those school-related matters that are within your area of responsibility.
- Adults should be open about their affiliation with the school and the role/position they hold.
- If you are someone's peer, interact with them online if you are so inclined. If you are an employee thinking about interacting with a student, consider the following questions before proceeding. What is the purpose of my interaction with a student? (If it is not related to your classroom activities, reconsider using a social network.) What is the social network in which I propose to interact with a student? (If the social network in question has limited professional applications – Facebook, for instance – reconsider using that social network.) If you are uncertain how to proceed, consult your division head.
- Share and interact in a way that will enhance your reputation, the reputation of others, and the reputation of the school, rather than damage them.

Be a good listener

- Keep in mind that one of the biggest benefits of social media is that it gives others another way to talk to you, ask questions directly, and share feedback.
- Be responsive to others when conversing online. Provide answers, thank people for their comments, and ask for further feedback, etc.

Be accurate and appropriate

- Check all work for correct use of grammar and spelling before posting.
- A significant part of the interaction on blogs, Twitter, Facebook, and other social networks involves passing on interesting content or sharing links to helpful resources. However, never blindly repost a link without looking at the content first.

And if you don't get it right ...

- Be sure to correct any mistake you make immediately, and make it clear what you've done to fix the mistake.
- Apologize for the mistake if the situation warrants it.

- If it's a major mistake (e.g., exposing private information or reporting confidential information), please let your division head or supervisor know immediately so the school can take the proper steps to help minimize the impact it may have.

Stand behind your words
You should always take responsibility for the content you post in all social media environments. While you may think that using a fake name may prevent posts from becoming part of your footprint, there are still ways to link that information to the person who posted it (for example, through an Internet IP address or other distinguishing information linking posts). Be your best self online – post accurate information and be accountable for what you say.

Families can be helpful partners
Share your digital footprint with your parents and consider their suggestions. Get your parents' input about what information they feel should remain private and what is fine to post publicly. Your parents are responsible for what you do online if you are a minor and may want your passwords and usernames to monitor your social media use. Additionally, because technology is constantly changing, you may know more about social media than your family, so you may also want to show your parents and other family members how to create an online presence themselves.

Post Responsibly – Be Mindful of Your Audience
Using social media academically is an extension of your classroom environment. When you use social media for academic purposes, such as for a school assignment, treat the platform as a digital extension of your classroom – the same rules apply online as they do at school. For example, if you would not make fun of a classmate in English class, do not do it online either. For school-related social media, do not tag student posts, photos, or videos unless your teacher gives you permission, as this may expose the content to audiences for whom it was not intended.

Put your best foot forward
People of all ages sometimes act differently on social media than they would "face-to-face," assuming that, because they are not communicating in person, they are not accountable for their actions. In fact, because of the nature of the digital world, you should be as responsible, if not more, when acting online. Since you never know who will ultimately be reading content online, always assume that anyone might have access. If you do not know who will be reading it, ask yourself if you would be okay with a parent or relative reviewing your content. If not, there might be a better way to get your point across.

Pause before you post
Once a comment is posted online, you cannot later say, "never mind." It may seem funny or harmless when you post it, but it could hurt or offend someone. As guidance, take a few extra minutes to think about whether a post will be hurtful or embarrassing or whether it could negatively affect a future opportunity. For example, if you post an aggressive or inflammatory comment online because you felt heated in the moment, this may end up making you a less attractive candidate in some employers' minds. Because online posts can never be completely deleted, it is important to make sure that each post is something you want to live with.

Consider the Consequences to Your Online Actions

Personal use of social media may have an effect at school. While at times, it is easy to tell whether a social media use is school-related or personal, at other times, it may be difficult to distinguish fully between different uses. Sometimes, personal social media use, including off-hours use, may result in disruption at school and the school may need to get involved. This could include disciplinary action such as a parent conference or suspension. It is important to remember that infractions outlined in the Student Handbook prohibiting certain types of communication also apply to electronic communication. To be safe, be in control of what you do online, even if it is during personal time. For example, if your classmate is tagging you in rude Tweets, do not reciprocate in a similar way. Instead, stay positive, do what you know is right, and consider blocking or reporting this person if you feel it is warranted.

Protect yourself

There are many ways to protect yourself online. For example, only accept friend requests from people you know. You may interact online with people you have never met in person. Use caution, find out as much as you can about the person, and tell a parent if you are considering meeting one of these people face to face. Additionally, while it is important to be yourself online, it is also important to remember not to post too many identifying details (such as where you live or your social security number) because revealing that information can be potentially dangerous or compromise your identity in some way. Do not share passwords with friends and be sure that the computers do not automatically save passwords. Always log off when you have finished using a site – do not just click out of the browser.

Adjust your privacy settings appropriately

Privacy settings are automatically set by social media providers governing who can see your posts, how information is linked, and what data is available to the public. Each social media platform has different privacy setting defaults, and some change those settings without making it obvious to you. As a user of social media, you should determine whether to change the default settings to make access to postings more or less private. For example, if you are creating a personal site to promote a social or political issue, you likely want to make that site open to everyone. However, if you want to discuss a project you are doing in class, it may be better to limit access only to a small group of classmates.

Respect private and personal information

- To ensure your safety, be careful about the type and amount of personal information you provide.
- Avoid talking about personal schedules or situations.
- Never share or transmit personal information of students, parents, faculty, staff, or colleagues online.
- While taking care when posting to safeguard people's privacy, be sure – as necessary and appropriate – to give proper credit to sources. In cases of doubt, privacy should be the default.
- Generally, use only first names of students. There may be special circumstances where a student is widely known for a particular achievement, in which case the use of the full name may be appropriate.
- Always respect the privacy of school community members.

Take Threats of Cyberbullying Seriously

Cyberbullying takes many forms. Cyberbullying is the use of electronic technologies to hurt or harm other people. Examples include:

- Sending offensive text messages or emails;
- Posting statements that are not true and create rumors; or
- Circulating embarrassing photos of a classmate online.

Sometimes, it may be difficult to draw the line between a harmless joke and one which goes too far and becomes hurtful. Washington state law has a comprehensive definition of the behavior that constitutes cyberbullying. (RCW 28A.300.285)

Report the behavior and get help

If you are being cyberbullied or hear about/observe someone else being cyberbullied, report the behavior, and get help. You can tell a parent, school staff, another adult family member, or a trusted adult. If no adult is available and you or someone else is in danger, call 911.

The SGS Student Handbook also includes what to do when you become aware of harassing or discriminating behavior, including behavior conducted online. Students who violate those rules may be subject to discipline.

Know what to do

It is important not to respond to, retaliate to, or forward any harassing, intimidating, or bullying content. "De-friend," block, or remove people who send inappropriate content. It may also be a good idea to save harassing messages, or take a screen shot if the message will self-delete, as this evidence could be important to show an adult if the behavior continues. If the behavior is school-related, print out the messages and provide them to the school when you report the incident (do not email them to anyone). If you have questions about reporting incidents, contact your Division Head.

Understand the Fine Print and Other Rules

There is no right to privacy when using school-related social media. If you are using the school's device or network, the school may review what you post. The SGS AUP sets forth the Student Guidelines related to online communication that includes the following:

- Disrupting the computer system, or improperly restricting or inhibiting others from using the computer system.
- Vandalism or theft of resources (including data and files).
- Pretending to be someone else when sending or receiving information (including using another person's username or password when using the computer system).
- Making any unauthorized changes to the operating system or software of any school computer.
- Using the Internet to access chat rooms or obviously inappropriate sites.
- Using the computer system to send unsolicited e-mail or "spam".

- Transmitting or storing any material, information, or software in violation of school policy, or local, state, or federal law.

- Violating the Acceptable Use Policy may result in:
    - restricted computer access.
    - loss of computer access.
    - disciplinary or legal action including, but not limited to, criminal prosecution under appropriate state and federal laws.

Appendix 4 – SGS Gender Identity Guidance

Saint George's School (SGS) is committed to providing a safe and nondiscriminatory environment for all students, including transgender, nonbinary, and gender-expansive students. In accordance with federal and state laws, SGS Core Values, the SGS Inclusion Statement, and guidance provided by the Washington Office of Superintendent of Public Instruction for gender-inclusive schools, SGS will foster inclusivity and a student-centered approach through communication, record keeping, confidentiality, accessibility, dress codes, and other school activities, in order to provide all students with an equal opportunity for learning and achievement.

Communication - SGS faculty and staff are directed to:

- Respect confidentiality. The student and a counselor will meet to create a gender support plan to confirm the student's direction about their name, pronouns, and gender to be used when communicating with others, including SGS faculty and staff, students, and parents/guardians.
    - Information about a student's gender status, legal name, or gender assigned at birth may constitute confidential medical or educational information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Education Rights and Privacy Act (FERPA) (20 U.S.C. §1232; 34 C.F.R. Part 99). Therefore, to ensure the safety and well-being of the student, SGS faculty and staff should not disclose a student's transgender, gender diverse, gender nonconforming, or gender-expansive status to others, including the student's parents/guardians or other school personnel, unless the school is (1) legally required to do so or (2) the student has authorized such disclosure.[1]
- Address students by their requested name, gender designation, and pronouns.
- Use a student's requested name and gender designation, and pronouns (if applicable) on non-official records.
- Communicate dress codes and dress requirements for special occasions in a gender-neutral manner.

Access – SGS is committed to:

- Permitting each student to use facilities (i.e., restrooms and locker rooms) that correspond to their gender identity. Any student—transgender, nonbinary, gender-expansive, or not—who requests greater privacy for any reason should be given access to an alternative facility.
- Permitting all students to participate in physical education and athletics in a manner that corresponds to their gender identity. Eligibility for interscholastic athletics is determined by the Washington Interscholastic Activities Association (WIAA).
- Facilitating conversations among trip leaders, counselors, and administrators to plan for possible rooming assignments on an individual basis.

Nondiscrimination Laws – Transgender, nonbinary, and gender-expansive individuals have evolving legal protections based on their Gender Identity and Gender Expression

- **Federal Law**
  Title IX of the Education Amendments of 1972 (34 C.F.R. Part 106).
  Note: Title IX prohibits discrimination based on sex and sex-stereotyping, such as discrimination based on a person's failure to conform to stereotypical notions of masculinity and femininity.

[1] Adapted from Washington State School Directors' Association (WSSDA) model policy 3211
https://wssda.app.box.com/s/1c2bjp451nezhbdjvyxl2fqcwvuwdxaa

- **Washington State Law**
  Chapter 28A.642 RCW | Chapter 392-190 WAC — Equal Educational Opportunity Law; and Chapter 49.60 RCW — Washington Law Against Discrimination.
  Note: Discrimination based on gender identity and gender expression is explicitly prohibited under two Washington laws and the accompanying regulations, the Washington Law Against Discrimination which applies to K-12 public schools as places of public accommodation, and the Equal Educational Opportunity Law which applies specifically to K-12 public schools. At the direction of the Washington Legislature, OSPI developed enforceable guidelines to help school districts and public charter schools implement these state laws and regulations. These guidelines are currently under revision; however, the Equity and Civil Rights Office has posted updated guidance specific to creating gender-inclusive schools on its website, which the administration continues to monitor.[2]

- Federal and State Laws on this issue are continuing to evolve. The SGS Board of Trustees will continue to monitor changes and amend Board policies and procedures involving this issue as indicated. The SGS administration will continue to monitor changes as well and amend SGS Student Handbooks involving this issue as indicated.

[2] From p. 3 of OSPI's "Creating Gender-Inclusive Schools" (March 2022), with quotations omitted, available at: https://www.k12.wa.us/sites/default/files/public/equity/pubdocs/Gender-Inclusive%20Schools%20Handout.pdf