SAINT GEORGE'S SCHOOL

Upper School
Handbook for Students and Parents

2026-2027

Revised July 2026

Preface

Welcome to the 2026–2027 School Year

Dear Upper School Students and Families,

Welcome to another exciting year at Saint George's School. We are grateful for the opportunity to partner with you as we begin another year of learning, growth, and community. Each August brings renewed energy, new opportunities, and the chance for every student to build on the accomplishments of the year before.

At Saint George's, we believe that outstanding schools are built on strong relationships, high expectations, and a shared commitment to helping every student flourish. Our goal is to provide an environment where students are known, challenged, supported, and encouraged to become thoughtful, compassionate, and courageous young adults. Academic excellence remains at the heart of our mission, but equally important is the development of character, resilience, curiosity, and balance.

Student well-being continues to be our highest priority. The policies outlined in this handbook are intended not simply as rules, but as structures that help create a safe, respectful, and healthy learning environment for everyone. We encourage all students and families to review the handbook together, paying particular attention to expectations surrounding attendance, communication, technology use, academic integrity, and campus life.

This year also marks another important step in our school's thoughtful integration of artificial intelligence into teaching and learning. At Saint George's, we believe AI should enhance—not replace—human thinking, creativity, and relationships. Our approach is grounded in ethical decision-making, intellectual curiosity, and responsible use. As AI technologies continue to evolve, we remain committed to preparing students to engage with these tools wisely while preserving the essential value of critical thinking, authentic learning, and meaningful human connection.

Above all, Saint George's is a community. Every member—students, families, faculty, and staff—plays an important role in shaping the culture of our school. We encourage students to take intellectual risks, participate fully in the life of the school, care for one another, and contribute positively to our community. These experiences, both inside and outside the classroom, are what make an SGS education truly exceptional.

We are excited for all that lies ahead and look forward to partnering with you throughout the year. Together, we will continue building a community that inspires excellence, cultivates character, and prepares students to lead lives of purpose and impact.

Welcome back, and Go Dragons!

Sincerely,

Nathan Lill
Head of Upper School

Table of Contents

Introduction 6

Mission Statement, Philosophy, Inclusion Statement, Core Values, and History 6

Mission Statement ***6***

Philosophy ***6***

Inclusion Statement ***7***

Core Values ***7***

Brief History of Saint George's School 9

School Hours 9

Grade 9-12 Graduation Requirements and Credits 9

International Baccalaureate (IB) Diploma Programme 10

Transferring Credits from Other Schools 10

May Term 10

College Counseling Program 11

Schedules 11

Course Changes 11

Determining Grade Point Average (GPA) 12

Quarters and Semesters 12

PowerSchool 13

Parent Conferences 14

Awards and Honors 14

Assessment 14

Attendance and Absences 15

Trips 16

Field Trip Permission Forms 17

Rules and Guidelines 17

Digital Citizenship Policy—Social Media and Cyberbullying ***20***

ABCs of Life in the Saint George's Community 22

Advisors ***22***

Bicycles and skateboards ***23***

Business Office ***23***

Buses ***23***

Cell Phone Policy ***23***

Saint George's Secondary 6-12 Cell Phone Policy ***23***

Co - Curricular Activities *25*
SGS Secondary Extra/Co-Curricular Academic Policy *25*
Communication *27*
Computer Network *28*
Counseling *28*
Dealing with Conflict *29*
Fire Drills and Alarms *29*
First Aid *29*
Free Blocks (Grades 11-12) *30*
Fund Raising on Campus *30*
Grade Level and Advisory Leaders *30*
Lockdown *30*
Lockers *30*
Lunches and Food *31*
Medications taken at school *31*
Music Lessons *31*
News of the Week *31*
Open/Closed Campus *31*
Parent Portal *32*
Schedule *32*
Snow Days, Closures, and Emergency Events *32*
Special Days *32*
Study Hall *32*
Weekly Bulletin *32*
Directory of Resources 33
Administration: *33*
IB Coordinator *33*
College and Career Counselor *33*
Mr. Joe Connolly is our Upper School College and Career Counselor. He holds office hours in his classroom and meetings in the office next to the Head of Upper School *33*
Upper School Counselor *33*
International Student Coordinator *33*
Librarian/Media Specialist *33*
Appendix 1: Upper School Academic Honesty Policy 32
Appendix 2: Athletic Handbook --Code of Conduct 34
Appendix 3: Digital Citizenship Policy 37
Appendix 4: Upper School Dress Code 40

Appendix 5: SGS Gender Identity Guidance……..43
Appendix 6: Saint George's School Grading Philosophy and Practices……..45

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.

Students and parents should take time to review the handbook. Anyone with a question about any policy or statement that follows should feel free to speak with a faculty member or administrator.

Mission Statement, Philosophy, Inclusion Statement, Core Values, and History

Mission Statement

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

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 the 11th and 12th grades. 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 wellbeing 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 School Board has adopted Gender Identity Guidance which can be found in Appendix 5, 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 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 "Flower field", 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.

School Hours

The academic day runs 8:20 am - 3:10 pm, school is open at 7:30 am and closes at 5:30 pm. Upper School students may stay until 5:25 pm. Beyond 5:25 pm, students must be in an activity supervised by an adult.

Grade 9-12 Graduation Requirements and Credits

The requirements detailed in the following section pertain to students in Grades 9-12. Please see the *Upper School Course Catalog* for more details. In order to receive a diploma, an Upper School student must successfully complete the following requirements or their equivalent and be enrolled in now fewer than five classes each year:

ENGLISH	4 credits including one English class each year
MATHEMATICS	4 credits including one Math class each year
SOCIAL STUDIES	4 credits including one History or Social Studies class each year
SCIENCES	4 credits, including Introduction to Physics and Introduction to Biochemistry
WORLD LANGUAGES	3 credits
ARTS	2 credits
PHYSICAL EDUCATION	1 credit
ELECTIVES	2 credits

International Baccalaureate (IB) Diploma Programme

Saint George's became an International Baccalaureate World School in January, 2014. We are authorized to deliver the IB Diploma Programme in Grades 11 and 12. Students in those grades have the option to pursue a Full IB Diploma in addition to their Saint George's diploma. To do so, they enroll in six IB classes, three at Higher Level (HL) and three at Standard Level (SL). In addition, students must complete an Extended Essay (research paper), a class in the Theory of Knowledge, and make a significant contribution to the community through the Creativity, Activity, Service (CAS) program. Both students pursuing the full IB Diploma and the Courses certificates may earn college credit. The SGS IB Handbook details more information.

Transferring Credits from Other Schools

Saint George's recognizes credits from other accredited schools. When a student comes to SGS, the Division Head will assess how the credits transfer. Currently enrolled students who earn credits from accredited institutions need to submit official final transcripts to the registrar. These transcripts will be included as part of the student's file. As long as the transferring institutions' grade scale matches the SGS grade scale, grades can be included in GPA calculations. In some cases, other institutions use a different grading scale, complicating accurate GPA calculations. In such cases, when sending transcripts to colleges, SGS will include the complete transcript from the other institution as part of the file without attempting to represent it on the SGS transcript.

Note: Currently enrolled students wishing to use credits from other institutions for their SGS diploma requirements must obtain written permission from the Head of Upper School in advance of starting the course for which they hope to obtain credit. To do so, submit a written request along with detailed information about the course.

Waivers

Students may apply for requirement waivers in special circumstances. These must be approved by the Head of Upper School. Approved waivers will be noted in the student's record on PowerSchool.

Spring Term

Spring Term occurs at the end of the academic school year. Students take one course during Spring Term. Courses are experiential or project-based, giving teachers and students the opportunity to explore learning. Courses are designed so that students can engage in an experience that is:

- Fun- they discover the joy of experiential learning
- Service-oriented – they may contribute to the community in a meaningful way
- Challenging – they may not succeed
- Multi-faceted – even though there is a set project, they can find different ways to contribute
- Goes beyond school – their work will impact others or may continue after school
- Demonstrably creative – they will create something to exhibit
- Collaborative – they will work with others to meet the challenge

College Counseling Program

The SGS College Counseling Program provides students with support to find the best schools that fit their academic interests and goals. The program starts in Grade 9 and culminates in Grade 12. SGS takes students on college tours in the region and hosts on-campus college rep visits, student workshops, and informational parent nights throughout the course of each school year. Additionally, the college counselor has numerous resources to share and is also available for one-on-one meetings with students and families before entering the Upper School and throughout each student's four years after enrolling.

Scoir

One of the key resources SGS shares with families is our college and career discovery platform called Scoir. Scoir facilitates research on colleges and universities, acts as a hub for communication between our college counselor, students, and families, and is a conduit between the student and colleges and for each student's post-secondary planning process. Students and their parents can access their personal Scoir accounts starting in ninth grade. We encourage students to use this resource from the beginning of grade 9 through grade 12 to track their activities' lists, develop their personal profiles.

School Sponsored College Trips

In order to develop students' understanding of the possibilities available to them in higher education, the College Counseling Office organizes college trips each year as part of the curriculum.

- Grade 11 visits the Spokane National College Fair in October and pairs that visit with a tour of Gonzaga University.
- Grade 10 takes a bus trip at the beginning of the school year and visits several schools in the region. The goal of the trip is not necessarily to encourage students to apply to the schools we visit but to broaden students' understanding of the diversity of colleges and universities available to them – from small to large, rural to urban, public, and private, religious, and secular.

Individual College Visits

Grade 11 and Grade 12 students are encouraged to visit colleges and universities during their vacations. Should they need to miss school for a visit, they can work with the college counselor to develop and itinerary and should be sure to fill out a Planned Absence form.

Schedules

Secondary students request their classes for the following year in the spring with the help of advisors. Final schedules are available in August. The school prioritizes graduation requirements when making schedules.

Course Changes

Saint George's teachers constantly evaluate their students to be sure that placements are best fit. This is especially true for when a new student begins at Saint George's. Students who feel they would be better served in a different level are encouraged to speak with the teacher and the Head of Upper School. Upper School students may add a class to their schedules within the first two weeks of the course. They may drop a semester course within the first two weeks or drop a year-long course within the first month of classes. Please email the Head of Upper School. After that deadline, only faculty may recommend a course change or a drop. Grade 11 students have until November 1st to change between Standard Level (SL) and Higher Level (HL) courses. Changes after these dates are on a case-by-case basis.

Determining Grade Point Average (GPA)

Grades transferred from other schools do not contribute to a student's SGS GPA calculation, but they may contribute to the cumulative GPA if they are computed on the same 0 – 4-point scale. Grades from schools outside of the United States or schools that do not compute grades on the same scale SGS uses will be kept on a separate transcript. Specific details of Grading and Assessment policies are in Appendix 6.

Grading Standards

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

Quarters and Semesters

The school year is broken down into five terms for Grades 9-12, four quarters (Q1, Q2, Q3, and Q4), and May Term. 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. All classes are year-long, and 1.0 credit is given for passing both terms of the class.

Failure or Need to Repeat

Parents of students in danger of failing or being asked to repeat a class will be notified by the Head of Upper School as soon as the issue becomes apparent. A parent, teacher, student, and Head of Upper School conference and action plan will follow.

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.

Report Cards

Grade 9 - 12 students receive grades in PowerSchool at the end of each quarter. At the end of each grading period, parents and students will receive an email letting them know that grades are finalized and published in PowerSchool. After the first and second semesters, teachers write individual narrative comments addressing content and skills covered and will identify areas of strength and areas for improvement. In addition, any student with quarter grades of C- or below will receive an individual comment identifying areas of strength and areas for growth. Only semester grades are included on final transcripts. **Quarter 1 grades for Seniors are sent to colleges and universities.

Failing and Incomplete Grades

In Grades 9-12, students who receive a failing grade will not receive credit for that class. If the credit is required to earn a diploma, the student must retake the class either during the summer or in an online format with another institution or online and transfer the credit to SGS. In rare cases, students may retake the class the following year. Any transferred credit must be approved in writing by the Head of Upper prior to the start of the class. Students may take no more than two online classes for SGS credit recovery.

Students may receive incomplete or “Inc” on their transcripts for courses that have not been completed due to extraordinary circumstances. Credit will not be granted for incomplete courses. In such cases, the teacher makes a written request to the Head of Upper School to allow the incomplete grade to stand in PowerSchool and will let the student know in writing the circumstances and the timeline for changing the “Inc” to a letter grade and receiving credit.

PowerSchool

PowerSchool was adopted by Saint George's School to improve communication regarding student performance between the school and home. It does not replace parent / teacher conversations related to academic concerns. Records in PowerSchool are the tool used to determine athletic eligibility.

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.

Toddle and Learning Management

This year the Upper School will be moving all of the learning management of coursework and progress to Toddle. Toddle was piloted as an alternative to Edsby and specifically identified for its widespread use among IB schools around the world. Toddle allows accessibility for all parents to the published syllabus for each course, as well as an organized and visual documentation of the course’s units, assessments, and calendar. As we enter into Year 2 with Toddle, we will be using more of its functions, to show student growth overtime with regards to IB learning objectives and grade bands. Ultimately, Toddle will allow us to better monitor student progress toward IB exams and to give consistent feedback that propels them to higher achievement, throughout high school. We will be hosting parents sessions at the beginning of the year to help with parental access and to better understand the platform.

Parent Conferences

Fall and Spring conferences are required for all students in Grades 9-12. In the Upper School we will have all teachers available for individual, 10-minute, conferences during allotted times. These are student-involved and are important opportunities to discuss progress with teachers directly. We encourage all parents and students to attend.

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.

Assessment

Upper School Assessment practices are detailed in Appendix 6.

Standardized Tests

PSATs

SGS 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.

AP Tests

We do not offer any AP courses at SGS, however, students can choose to take online courses through external organizations. If they choose to do this independently, we are an official testing site for AP. Students will pay any associated fees for the examination to the school. We provide the proctoring of the exams and ensure test security and safe handling of all AP examination materials.

IB Diploma Program Exams & Mock IB Diploma Program Exams

In May of every academic year, all SGS students sit for the IB Diploma Program exams. IBDP exams run for a period of three weeks, during which time Grade 12 students have no other classes.

We believe in the value of preparing for and practicing taking IB DP exams. We provide two opportunities for students:

. • In May of Grade 11, SGS conducts a week of IB Mock exams as an initial practice for the IB DP exam

These mock exams give students a chance to practice study skills and to practice pacing.

- In the winter of Grade 12, SGS conducts another week of IB Mock exams in February in order to prepare students for the May exams

Final Exams

At the end of each semester, all students 9-12 will have a Finals Schedule. Classes will all administer a final exam, worth no more than 15% of a semester's grade.

Homework

We believe that working on daily homework is an important habit to cultivate through a student' 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.

If you believe that your child is spending excessive time completing homework this should be a red flag for you. Please contact your child's teacher or advisor to discuss it. Using study halls and free period effectively is an important strategy to manage workloads.

Attendance and Absences

High quality learning happens when students are present in the classroom. We appreciate commitment to consistent school attendance in the learning environment, both for the student benefit and for their classmates. The following guidelines will help everyone to have clear communication about Attendance and Absences.

Daily Class Attendance:

Teachers mark attendance for each student for each class. If a student arrived after the scheduled start of a class, the student is marked Tardy. See Tardy, below. If a student does not come to class or arrives after the first fifteen minutes of class, that student is considered Absent.

Late Arrival or Leaving During the Day

Anytime a student is missing a class or leaving campus, prior written or verbal acknowledgement from parents. See: Open/Closed Campus Policy. For safety and security purposes, please inform the school of approval for being off campus. This allows the school to know where students are and when theay are expected to return

Extended absences:

Families should communicate in advance when an absence is known or anticipated. When more than one day is anticipated, please use the Planned Absence Form (found on the Upper School News and Information page) and found in paper copy with Paige. The Planned Absence Form details the dates and reason for the planned absence. It is signed by advisor and parents. Each classroom teacher also completes their portion of the Planned Absence Form, including instructions for work in each class. Teachers appreciate adequate time to prepare their support students. If review of classwork is essential to assignments, teacher may invite student to turn in work after a planned absence. Students are responsible for completing the work on the Planned Absence Form by the dates arranged in conversation with the teacher. In addition, please email travel dates to

teachers, with Paige and Head of Upper School in copy.

Single day absences

Please email or phone Paige if your child will be absent for a single day, morning, or afternoon.

Excused Absences

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. To excuse a student from school, please notify the front desk via email, phone call or note in advance of the absence or by 9:30am in the case of illness. An excused absence is defined as an absence from class classes / days missed due to:

a. Documented illness, doctor, medical appointments, mental health appointments (medical professionals are frequently able to provide documentation of appointment

b. School events (Robotics competition, track meet, etc.)

c. Family event (Graduation, wedding, funeral, etc.)

d. Religious reasons

When students miss school, they miss important class time activities and discussions. Grades may be impacted. Requests to change recorded attendance should be made within 24 hours and sent to the teacher with Paige in copy.

Unexcused Absences or "Cuts"

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 a "cut" may or may not be made up at the teacher's discretion. Saint George's (Head of Upper School, in collaboration with Administration) reserves the right to assess whether an absence is excused or unexcused.

Tardiness

Arriving after the start of class is disruptive to student learning.

- After three (3) accumulated Absent or Tardy (individual classes), the Head of Upper School will email or phone parents to discuss changes in behavior to support student learning.
- After five (5) accumulated Absent or Tardy (individual classes), the Head of Upper School will meet with the student and parents to discuss changes in behavior to support student learning. The student will lose off-campus privileges if the student is in Grade 11 or Grade 12.
- After six (6) accumulated Absent or Tardy (individual classes), the student will lose the Free Block privilege and be moved to a supervised Study Hall for the remainder of the quarter.

Medical Leaves

If a student needs to take a leave for medical reasons, please contact the Head of Upper School.

Trips

Throughout the year, students take several field trips outside of the traditional classroom. They provide an 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. School rules apply to all school-sponsored events.

Beginning-of-School-Year Trips

At the beginning of each academic year, all Upper School students go on overnight trips to build connections as a community.

Field Trip Permission Forms

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 all day-long field trips, 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 of an activity. All overnight trips require parents and/or guardians to complete an additional trip-specific permission/release form. If you have any questions, please contact Paige or Michelle.

Rules and Guidelines

Conduct within the Community

Students and faculty are expected to comport themselves according to our Core Values. 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 adhere to our Core Values and major diversions from that path will be addressed.

In the event of misconduct, the Division Head will investigate the matter and hand down consequences as necessary, including notation on a student's permanent discipline record. 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.

Social Misconduct (Bullying, Harassment, or Conflict)

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 (see also Digital Citizenship Policy, appendix), 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 investigate and address the negative behavior directly. The safety of the students and the community will be paramount. Administrative consequences may include, but are not limited to parent meeting, detentions, required counseling, and/or suspension or expulsion from the school.

In accordance with our Inclusion Statement (see p. 6), we recognize that civil rights laws prohibit discrimination and discriminatory harassment in K–12 public schools. A "protected class" is a group of people who share common characteristics and are protected from discrimination and harassment under federal and state law. These groups are protected classes under Washington state law: race and color, national origin, religion and creed, sex, sexual orientation, gender identity and gender expression, disability and the use of a trained dog guide or service animal, and honorably discharged veteran or military status.

Discrimination is the unfair or unequal treatment or harassment of a person or group because they are part of a defined group, known as a protected class.

Discriminatory harassment is harassment based on a protected class. It can take many forms, such as threats, name-calling, derogatory jokes, physical assault, or other conduct that is physically threatening, harmful, or humiliating.

From The Office of the Superintendent of Public Schools (https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights/information-families-civil-rights-washington-schools/discriminatory-harassment, https://ospi.k12.wa.us/sites/default/files/2022-12/Religion.pdf)

Social Misconduct (Bullying, Harassment, or Conflict) Resolution Procedures

· The school encourages students to work through conflicts directly with each other, when possible, with the SGS Core Values front and center: Honesty, Respect, Generosity of Spirit, and Best Efforts. Students should be clear when behavior is unwanted and respect when others share those messages.

· When direct conversation fails or the issue is of a sensitive nature, students and parents are encouraged to bring the issue to the attention of the student's advisor or class teacher. A student's advisor and/or teacher can be a resource and mentor for developing a plan and acting as a support to resolve conflict. Alternatively, students and parents may bring the issue to the division head or the counselor.

· Reporting - When a report of social misconduct has been made to the division head, they will act immediately to investigate. The school will not tolerate retaliation of any kind against a person for reporting an incident. In addition, any student who maliciously and knowingly files a false report will be disciplined.

· Disciplinary Action – If the investigation shows that the alleged offender did engage in social misconduct, the consequences will reflect the nature of the behavior. At all times, the report, investigation and outcome will be handled in a serious and confidential manner.

Dishonesty & Theft

Students found lying, cheating, or stealing will be referred to the Head of Upper School. 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. All infractions will be reported to parents and the Head of Upper School. The full Academic Honesty Policy is detailed in Appendix 1.

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 ofthis rule and will be brought to the Head of Upper School 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.

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, bullying, and harassment. Our goal is to treat others with Respect and Generosity of Spirit. While we address these issues directly in assemblies, class meetings, and advisory, the only way for us to address specific instances is when students, parents, and teachers come forward to the Head of Upper School or to the Head of School. 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, suspension, or expulsion from 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 focus on safety for all. Students found in possession of weapons or threatening members of the community will be disciplined. That discipline may include suspension or expulsion from school.

Discipline at Saint George's

If a school rule or the SGS Core Values are violated, the Head of Upper School will investigate the matter and apply consequences as necessary. Only the Head of School can expel students. When deemed

appropriate, law enforcement officials may be called.

Digital Citizenship Policy—Social Media and Cyberbullying

See Appendix 3, The Saint George's School Digital Citizenship Policy

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

See Appendix 4, The SGS Upper School Dress Code

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 desks, lockers, and hallways. 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.

Driving and Parking

Driving on campus is a privilege. A Driver Contract will be signed by student drivers and their parents. Contracts are available in the Upper School Office and must be returned to the Office before the beginning of the school year or prior to driving on campus. All drivers need to obey posted speed limits on the school driveway and campus and put the safety of pedestrians first.

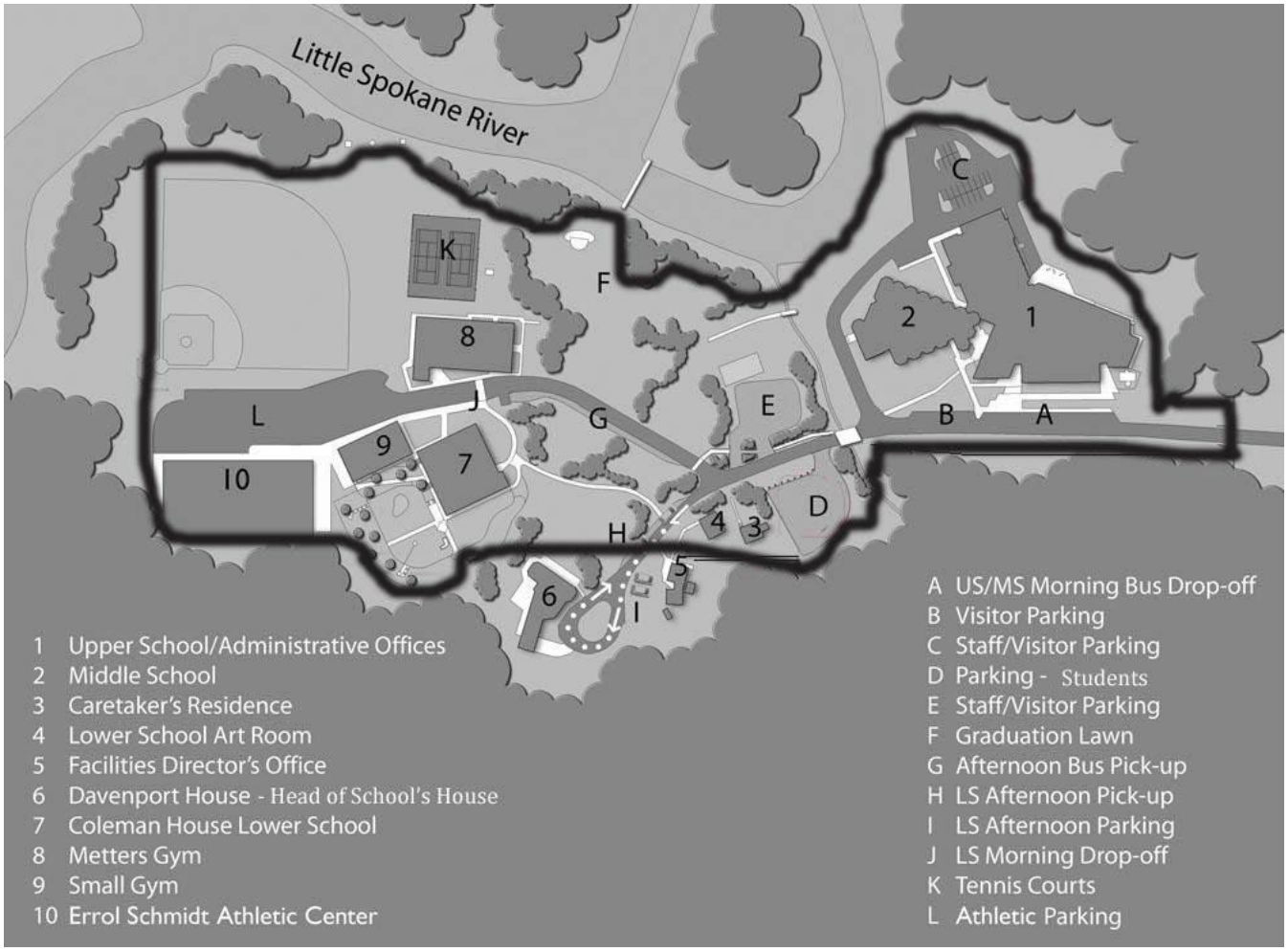
Seniors have a designated lot, over the bridge and to the left. A second lot, to the right of the senior lot, is available to all junior drivers on a first-come, first-served basis. Overflow parking is in the farthest two sections of the ESAC lot. Students may not park in any other locations without permission from the Head of Upper School. The spaces lining the driveway between the two lots are for visitors to the school. Students may not drive their cars from the senior or junior lot after school to the ESAC parking lot. There may be events when the school asks students to park in specific areas to accommodate special events or work on the physical plant.

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 b 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, unless accompanied by a teacher. This campus map shows a rough outline of these boundaries.



ABCs of Life in the Saint George's Community

Advisors

The Head of Upper School, the Counselor, and the Grade Level Advisory Leaders collaboratively assign students to advisors with the intention of best fit. Students meet with their advisors each week. Parents are invited to conference with advisors at the end of the first quarter.

The goal of the advisor system is to:

1. Create a small family within the SGS Upper School Community
2. To provide support for positive school culture and create bonds.
3. To facilitate intentional conversations with and among students
4. To help students advocate for themselves with peers, teachers, and parents
5. To support "life-skill" building: time management, organization, and communication (written and face to face conversations).

While advisors are not trained counselors, they can act as a sounding board for students and parents. Advisors can help students choose classes, manage conflict, and coordinate academic needs when students are experiencing challenges or unique circumstances. If a student wants to switch advisors, they should talk with the current advisor and the prospective advisor. If both parties agree, then the student should speak with the Head of Upper School to make the switch. The final decision for student placement rests with the Head of Upper School.

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. 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 can be found on the school's website. Students may be required to provide their own transportation to or from local activities or predetermined locations.

Bus Conduct

The bus ride considerably extends the school day for many of our students. The bus must be safe and comfortable for riders. The rules for student behavior on the bus are as follows:

- Use an indoor voice while riding the bus in order to provide safe and comfortable transportation.
- 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. Students are responsible to dispose of their own garbage.
- 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 School students are expected to serve as 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. Specific questions about the bus may be directed to John Young at john.young@sgs.org.

Cell Phone Policy

Saint George's Secondary 6-12 Cell Phone 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.

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.

Athletics

Saint George's offers seven sports for six sports for boys and seven sports for girls. We play in the Northeast 2B League against schools of similar size. Practices take place between 3:15 and 5:15pm each weekday, and sometimes on Saturday. Games, meets, and tournaments take place during the week and on Saturdays. 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 or Brook Lindamore at Brook.Lindamore@sgs.org

Clubs

All students are encouraged to get involved in a club at school. Most of the clubs listed below meet regularly during the school year, either during lunch periods or after school. All expect their members to participate in after school events or competitions at different times during the year. For more information about a club, speak with the faculty sponsor/coach listed below:

Associated Student Body (ASB)	Ian Townley
Chinese Club	Qingqing Ji
Community Service Club	Melanie Mildrew
Culture Club	World Language Department
Diversity Club	David Holte
eSports	Thomas Hurst
GLOW Club	Sara Smith
Knowledge Bowl	Jamie Billings
Math Club	Allison Byers
Outdoor Club	Melanie Mildrew
Robotics	Michelle Bledsoe
The Roundtable	Sara Smith

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

SGS Secondary 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.

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.

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.

Student Eligibility

A. **Middle School**

Grades at the end of each term (Q1, S1, Q3, S2) will be assessed to determine eligibility. Students must have passed (grade of 60% or above) all but one class in the previous grading term. An email notification will be sent to parents and students in danger of losing their eligibility status, which will affect participation in athletics and may affect participation other Saint George's School activities at the discretion of the Head of Middle School. Students are encouraged to seek extra help from their teachers.

B. **Upper School**

Weekly Grade Check Policy Each week, after the first three weeks of the semester, the school makes a list of students who will not be allowed to participate in co-curricular activities so that they can focus their efforts on academic work. This list is intended as a warning that a student may become ineligible to participate in Washington Interscholastic Activity Association (WIAA) sponsored events and Saint George's School Activities. This determination follows the review of grades in Edsby/Toddle and discussion with teachers and the advisor. Students who are on this list may be limited in their participation in non-academic activities starting on Wednesday until their grades are up to standards. Students are encouraged to seek extra help from their teachers.

C. **Designations**

1. **Eligible**: Students in this category are performing at acceptable academic standards and may practice and participate in games and other extracurricular activities without restriction.

2. **Athletic/Activity Probation:**

a. MS Teams

Students who possess two or more F grade averages at the end of the previous grading term (Q1, S1, Q3, S2) in any of their courses are considered to be performing below acceptable academic standards. Students placed on probation will be only 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. Students on probation may not

miss class to travel with the team or be released early for home games. Students on probation may also not be allowed to participate in Saint George's School activities, at the discretion of the Head of Middle School.

b. US Teams

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. Students who fall in this category will be ineligible to compete until grades are at an acceptable academic level.

A student on probation who is performing below academic standard on a Wednesday check will be unable to participate in any games or performances while grades are below standard but may continue to practice with the team.

3. **Athletic/Extra-Curricular Suspension:**

a. MS Teams

At the end of the three-week probation period, students who still possess two or more F grade averages in any of their courses will be dropped from the team in order to focus on their academics. Students who continue not meeting academic standards may also not be allowed to participate in Saint George's School activities, at the discretion of the Head of Middle School.

b. US Teams

Students who have two or more D's or an F grade average in any of their courses at quarter or semester, by WIAA rule, will be placed on Extra/Co-Curricular Academic suspension for a five (5) week period but will not be allowed to participate in games or activities. After completion of this five-week period, students whose grades have returned to acceptable academic standards will be restored to probation status. A student who still possesses two or more D's or an F will remain on Suspension until grades return to eligible status.

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 participate 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, Plays, Other events.

Communication

SGS communicates with students using a variety of methods. Teachers can communicate with students face to face, in emails, and via messages in Microsoft Teams.

Computer Network

The school provides all students with a signed Acceptable Use Policy (AUP) with access to its network resources, including 70+ student computers, wi-fi access for personal devices, network printers (in the Library), 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 Thomas Hurst, the Director of Technology, at Thomas.Hurst@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, Toddle 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.

To access the AUP, go to https://ps.sgs.org and login by entering your username and password. Once you are logged in, click the *Ecollect Forms* button on the left navigation menu which will take you to the available forms and permission slips. Once the form has been filled out, it will have a green icon next to it. Forms that have not been filled out will have a blue icon next to them. If you have any difficulties, please call Michelle Bledsoe at (509) 464-8742 or refer to the PowerSchool Instructions.

Copiers

The Secondary School has a copier in the library that students may use on a limited basis.

Counseling

Ms. Kelsey Nylund is the Upper School Counselor. Kelsey can be reached at her office in the Middle School, by email at Kelsey.Nylund@sgs.org, and at (509) 464-8760.

A comprehensive school counseling program is an integral component of supporting a school's mission. Saint George's School supports the American School Counselor Association (ASCA) National Model as best practice in the school counseling profession, and affirms the belief that every student has the right to be treated with respect and dignity. A school counselor, who is in a counseling relationship with a student, has an ethical and legal obligation to keep information contained within that relationship, as outlined below.

Confidentiality

Confidentiality is the hallmark of a school counselors' work - a student's right to privacy within an atmosphere of trust and confidence is the basis for an effective counseling relationship. Confidentiality is the ethical and

legal term ascribed to the information communicated within the counseling relationship, and it must be maintained unless keeping that information confidential leads to foreseeable harm. “Serious and foreseeable harm is different for each minor in the school setting and is determined by students’ developmental and chronological age, the setting, parental rights and the nature of harm” (ASCA, 2022). When students enter into a counseling relationship with their school counselor, the school counselor will disclose and educate the student about the purposes, goals, techniques and rules of procedure under which they may receive counseling.

This disclosure notice - which the school counselor will explain in terms appropriate to the student’s age and cognitive ability - addresses the limits of confidentiality, such as the possible need to consult with other professionals, privileged communication, and legal or authoritative limits. Consulting with other professionally competent persons is essential in the school setting when this is in the student’s best interest. The limitations of confidentiality don’t include information of possible abuse or harm to a child. Students should be informed when exceptions to confidentiality arise in which school counselors have a responsibility to disclose information obtained in counseling relationships to others to protect students, themselves, or other individuals. By law, the school counselor must report any case of abuse or neglect to the appropriate authorities.

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 Upper School. If no resolution can be reached, contact the Head of School.

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. Grade Level Leaders will take attendance. Students should remain quiet and in control until dismissed by the Head or Head of Upper School. 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 Head of Upper School.

A completed emergency card for each student is required in the Upper 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.

Free Blocks (Grades 11-12)

Within the eight academic blocks, many students have one or two blocks without scheduled classes. Most students find these blocks helpful to complete homework so that they have free time after school. For students who maintain a 3.0 or above each quarter, these are considered free blocks. Since they have demonstrated an ability to manage their work, students may use these blocks as they see fit, within the rules and values of the school. Students found abusing their free blocks or disturbing others during these times will be placed in a supervised study hall.

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

Upper School clubs and organizations often organize drives for those in need, including Scare Away Hunger food drive in October, clothing drives, and penny drives. These drives are a means to generate friendly competition within the school while focusing on serving others. 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. SGS does not allow fund raising on campus for personal benefit.

Grade Level and Advisory Leaders

The Grade Level and Advisory Leaders are the faculty leaders of each grade. They organize Back to School Trips, co-plan Advisory meetings, lead the grade levels in school wide events (such as Spirit Week), and act as point people for the grade level's activities. If students have ideas or issues to discuss with their class, they are encouraged to talk with the appropriate Grade Level Leader to develop a plan. Grade Level Leaders for the 2024-25 school year are: 9th: Julie Huber, 10th: Mark Rickard, 11th: David Holte, and 12th: Jamie Billings.

Lockdown

In the case of an emergency, the school follows lockdown procedures. 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 9-12. 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. 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 whiteboard 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 four days a week, 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 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 the Head of Upper School 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.

Over the Counter Medications: Upper School Students may take appropriate over the counter medications – such as ibuprofen or cold medications- on their own so long as: the medications are necessary and are taken in private. Students take these at their own risk. Taking more than the directed amount or sharing medications with other students may be considered a violation of our rule about drugs and alcohol.

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 Music and Theater Arts, Tonya Ballman, can provide a list of teachers who give lessons at the school.

News of the Week

SGS sends a weekly email highlighting notable events and achievements. This will be sent directly to parents' emails on file. This combined newsletter will be sent out Monday afternoon, or Tuesday, if there is a holiday. The Division Heads newsletter, Athletic Updates, and event updates will be linked in this singular email. This weekly update will simultaneously be sent to all parent is Toddle, as well.

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. Grade 12 students in good standing may have Open Campus privileges. At the beginning of the second semester, Grade 11 students in good standing may also have Open Campus privileges. **Any students who intend to leave campus, must have a parent call or email Paige, to verify parent approval for their purpose and location.** 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, Parents tab, (the password is *inspiring).*

Schedule

The Upper School has adopted a new schedule for the 25-26 school year. Please see Appendix 6.

Snow Days, Closures, and Emergency Events

In case of school closure due to weather or other unforeseen events, messages are sent out on our Instant Alert System. 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.

Instant Alert

To be notified of school closures or other school-wide emergencies directly, parents may enroll in *Instant Alert*. Parents can choose to be notified by phone, email, or text message. Parents can sign up for this service at https://instantalert.honeywell.com/InstantAlert/Login.aspx

Special Days

During the course of the school year, many special days occur including: PSAT Day, Oktoberfest, Pep Rallies, International Day, Halloween, Chinese New Year, and Matinee Performances. Many of these are on our Web Calendar months in advance. Check the Web calendar for updates. Special days may require a special schedule and will be posted in the school.

Study Hall

When Grade 9- 12 students are not scheduled for classes, they may have a required study hall period. All Grade 9 students are scheduled for at least one study hall. Grade 11 -12 students who receive below a 3.0 GPA at the end of a quarter will be scheduled into study halls. Study halls are considered academic commitments and attendance is taken. Missing a study hall is like missing a class. We advise students to use this time to work on the next day's homework rather than doing work for the current day's classes.

During study hall, students are expected to work on school assignments. They may request to see teachers for extra help or go to the library or computer lab to work in groups. Students in study hall must check in with the teacher and receive permission to study elsewhere.

Weekly Bulletin

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.

Directory of Resources

Administration:

Head of School

Mr. Jamie Tender is the Head of School. His office lies between the Middle and Upper School buildings.

Head of Upper School

Mr. Nathan Lill is the Head of Upper School. Her office is in the Upper School Building.

Athletic Director

Mr. Ryan Peplinski is the Athletic Director. His offices are in the Upper School and in the Errol Schmidt Athletic Center (ESAC).

Head of Middle School

Mrs. Joelle Neiwert is the Head Middle School. She can be found in her office in the Middle School.

IB Coordinator

Mrs. Jamie Billingsis the International Baccalaureate Coordinator. Her office is in the Upper School Building.

College and Career Counselor

Mr. Joe Connolly is our Upper School College and Career Counselor. He holds office hours in his classroom and meetings in the office next to the Head of Upper School

Upper School Counselor

Mrs. Kelsey Nylund is the school's counselor. She can be reached at her office in the Middle School.

International Student Coordinator

Mrs. Elizabeth Tender is the coordinator for international students. Her office is located in the Upper School office suites. She facilitates communication between our international families and our local host families in addition to her primary role in supporting international student success at Saint George's in academics, athletics, and the arts.

Librarian/Media Specialist

The Mary Jewett Gaiser Library holds books, videos, reference materials, and research databases for student use. Students can work in the library study areas alone and in groups. Speak with Mrs. Sara Smith, the Librarian for more information about resources.

Appendix 1 — Academic Honesty Policy (Revised June 2025)

Purpose and Process

Given the transformative impact of Artificial Intelligence (AI) and generative technologies on education, Saint George's School (SGS) is committed to fostering responsible, ethical, and transparent use of these tools. This updated policy reflects developments in digital learning and scholarship, and has been informed by the guidance of the International Baccalaureate (IB), other academic institutions, and our broader SGS community.

Philosophy and Values

Saint George's School expects its students, faculty, administration, and parents to uphold the highest standards of academic integrity. Honesty and respect—two of our core values—are the foundation of scholarly conduct.
Our mission is to inspire scholars, athletes, and artists to lead and serve others. In this spirit, we are called to be thoughtful, ethical contributors to the broader academic conversation. While mistakes happen, ethical scholarship requires the intentional and accurate acknowledgment of others' ideas and work.
Academic honesty is not merely the absence of cheating; it is the active pursuit of truth and the responsible participation in the exchange of ideas. The Latin root of "scholarship" (scholaris) and the English suffix "-ship" (shape, character) remind us that the character of our school must reflect integrity, inquiry, and reflection.

Academic Integrity in the Age of AI

The rise of generative AI, including tools such as ChatGPT, Bing Copilot, GrammarlyGO, and others, has introduced new possibilities and challenges in how students learn and produce work. These tools can support inquiry and creativity, but they must be used transparently and ethically.
In alignment with the IB and leading academic institutions, SGS affirms the following guidelines:

Acceptable Use of AI:

- Students may use AI tools as a **learning support** (e.g., to brainstorm ideas, clarify concepts, or improve understanding), when explicitly permitted by the teacher.
- AI may be used to assist in **editing, outlining, or organizing** thoughts, provided that final work submitted is the student's own original understanding and expression.
- All uses of AI tools must be **clearly documented**, either in a footnote, bibliography, or AI use declaration statement.

Unacceptable Use of AI:

- Submitting content generated wholly or partially by AI as one's own original work, without acknowledgment, is considered **plagiarism**.
- Using AI for **translation** in classes where students are expected to demonstrate competence in a second language. Submitting work that has been translated using AI, as your own, is also considered plagiarism.
- Using AI tools to circumvent learning (e.g., to complete assignments, solve problems, write essays or generate answers in place of personal effort) is a violation of this policy.
- Using AI during assessments, unless explicitly permitted, is also a breach of exam conduct.

Expectations of Faculty and Students

Faculty will:

- Integrate discussions of academic honesty—including AI use—into instruction and syllabi.
- Clearly define what constitutes acceptable use of external resources and collaboration for each assignment.
- Provide students with tools like Turnitin or AI detection software for self-checking.
- Stay informed about evolving technologies and adapt classroom policies accordingly.

Students will:

- Produce and submit their own work unless collaboration is explicitly allowed.
- Acknowledge any use of AI tools, collaborators, or external sources, using MLA or Chicago citation styles.

- Refrain from reusing their own previously submitted work (self-plagiarism).
- Ask for clarification when unsure about acceptable use of tools or collaboration.
- Uphold examination and assignment conduct rules, especially concerning the use of digital resources.
- Actively use available resources—teachers, librarians, Turnitin, citation tools—to support ethical scholarship.

Collaborative Work:

- Students must credit all group members' contributions in written submissions.
- Assignments should be treated as individual unless written instructions from the teacher indicate otherwise.

Consequences for Violations

Breaches of this policy may lead to:

- Required revision or correction of work
- Loss of credit for the assignment or assessment
- Academic or disciplinary warning
- Repeated or egregious violations may result in suspension or separation from the school

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Definitions

- **Plagiarism** is the use of someone else's words, ideas, or intellectual property without proper acknowledgment, whether intentionally or unintentionally.
- **Collusion** is the unauthorized collaboration between students on an assignment meant to be completed individually.
- **Self-plagiarism** is submitting one's own prior work for a new assignment without permission or acknowledgment.
- **Generative AI** refers to tools that produce content (text, images, code, etc.) based on user prompts; these include tools like ChatGPT, Bard, Claude, and others.

Final Note

SGS believes in preparing students to navigate an evolving academic landscape with discernment and integrity. As technology reshapes learning, so too must our commitment to the principles of honest inquiry and responsible scholarship.

AI Assistance Acknowledgment

Portions of this Academic Honesty Policy were developed with the support of OpenAI's ChatGPT, a generative AI tool. The tool was used to assist in drafting, formatting, and aligning policy language with current educational standards and best practices. Final content was reviewed and approved by school leadership to ensure alignment with Saint George's School's values and the International Baccalaureate's expectations for academic integrity.

Appendix 2 – SGS Athletic Handbook –Code of Conduct

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

In traditional years, the Athletic Department of Saint George's School consists of the following sports or activities. In the 2025-26 year the offerings will follow local and state guidelines.

Fall Sports – Cross Country, Soccer, and Volleyball (Girls)

Winter Sports – Basketball

Spring Sports – Track & Field, Tennis, Golf

ATHLETIC INFORMATION AND FORMS

Available in Final Forms at https://stgeorges-wa.finalforms.com/

OUR ATHLETICS PHILOSOPHY

Interscholastic sports are one of a number of programs and experiences available at the high school level 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

See: Secondary Extra/Co-Curricular Academic Policy

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 Durham school 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 events.**

Appendix 3 – Saint George's School Digital Citizenship Policy

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 digital tools responsibly, both in and outside of the school community, is imperative to students' success.
Digital citizenship involves understanding online rights and responsibilities, acting ethically and respectfully, and engaging in the digital world in a safe and informed manner. SGS's Core Values promote being a responsible user of technology, respecting others, and contributing positively to the online community. In the digital world, the lines are often blurred between what is public or private, personal, or professional.

- Included Digital Communication -
    - Social media - any form of online publication or presence that allows interactive communication, including social networks, apps, and forums.
    - Texting/messaging - primarily used as a one-to-one or small-group communication digital tool. This includes digital messaging that is used by a whole grade, team, division, etc.

Expectations

What Good SGS Digital Citizens Do

Think Before They Post

- Use social media to reflect who they are and what they care about.
- Share content that supports their future goals, reputation, and academic interests.
- Pause to consider how a post might affect others before publishing it.

Use Social Media Responsibly

- Treat all online interactions as extensions of the classroom.
- Follow the same respectful behavior online as they would in person.
- Use appropriate grammar, spelling, and tone in all posts.

Respect Others and Build a Positive Community

- Treat others with kindness, dignity, and fairness in digital spaces.
- Respect privacy by not sharing others' personal information or images without permission.
- Refrain from tagging classmates or anyone unless given consent.

Protect Their Privacy and Safety

- Keep personal details private (e.g., addresses, passwords, personal schedules).
- Adjust privacy settings thoughtfully and review them regularly.
- Only interact online with people they know or trust.

Represent Themselves and SGS With Integrity

- Use social media to positively represent themselves and the school.
- Take responsibility for everything they post — even under a nickname, screen name, or handle.
- Use good judgment and policy guidance whether posting from a personal or school device.

Act Ethically and Legally

- Follow SGS's Core Values, Acceptable Use Policy, Academic Honesty Policy, Athletic Code of Conduct, and Digital Citizenship Policy.

- Never pretend to be someone else or access another person's account.
- Get permission from the Head of School before creating social media accounts that use the Saint George's School name or logo.
- Avoid illegal downloading, spamming, or accessing inappropriate websites.

Speak Up and Seek Help When Needed

- Report cyberbullying or harmful behavior to a trusted adult immediately.
- Save and share evidence of harmful messages if needed to protect themselves or others.
- Support a culture of digital safety by helping others make good choices online.
- Stand up for others by calling out rude behavior online.

Use Digital Tools to Learn and Lead

- Comment thoughtfully on current events or academic topics.
- Create educational blogs, videos, or posts to share ideas and inspire others.
- Collaborate responsibly with peers using digital platforms for classwork.

ASSOCIATED SGS POLICIES

Acceptable Use Policy (AUP): (Final Forms and Handbook Appendix)

This is a required form that must be signed by parents K-12 and students in grades 6+. This policy outlines the rules and guidelines for using technology at SGS.

One to One Device Agreement (Final Forms and Handbook Appendix)

This is required form that must be signed by parents in grades 4-8. This policy outlines the expectations and responsibilities pertaining to issuing a school device to a student.

Cell Phone Policy (Handbook Appendix)

This policy explains expectations regarding cell phones and may differ by division. This will be shared with students and families by the division head at the beginning of each year.

MS and US Academic Honesty Policies (Handbook Appendix)

This is a required form that must be physically signed by parents and students in grades 6-12. This policy outlines the expectations that students will submit work that is their own, follow expectations about what resources are allowed, including, but not limited to AI, and will cite their sources of information.

Consider the Consequences to Your Digital Actions

Personal use of social media and texting may have an effect at school. While at times it is easy to tell whether digital actions are school-related or personal, at other times, it may be difficult to distinguish fully between different uses. Sometimes, personal social media use and texting, including off-hours use, may result in disruption at school and the school may need to get involved.

It is important to remember that SGS prohibits bullying, harassing, or discriminating behavior, which also applies to electronic communication. To be safe, be in control of what you do in digital spaces, even if it is during personal time. 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)

Violating the Digital Citizenship Policy may result in:

- Parent conference
- Restricted computer access
- Loss of computer access
- Required counseling
- Detention
- Suspension
- Expulsion
- Legal action including, but not limited to, criminal prosecution under appropriate state and federal laws.

Appendix 4- SGS Upper School Dress Code

Dress Code

The purpose of the SGS Upper School Dress Code is to set clear guidelines for acceptable clothing in the Upper School. This dress code seeks to provide opportunities for personal expression and implement gender-neutral rules designed to avoid unintentional discrimination. The SGS Upper School Dress Code strives to follow best practices that serve the educational interests of all students.

Goals

The SGS Upper School Dress Code aims to accomplish the following goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights / leotards), or PE (athletic attire / shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Align with and support the SGS Core Values of Respect and Generosity of Spirit.

Values

The SGS Upper School Dress Code is founded in the following philosophical and practical values:

- All students should be able to dress comfortably for school without fear of or actual sexualization, discrimination, body shaming, or unnecessary discipline.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing / self-expression.
- Teachers should be able to focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and consistent discipline should be minimized whenever possible.

Role of parents

The primary responsibility for a student's attire resides with the student and parents or guardians.

Role of the school

SGS will take necessary steps to ensure that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Specific guidelines

1. Students MUST wear the following, subject to the requirements in guidelines 2-3 below:
    a. Dress or other one-piece covering OR
    b. Shirt + bottom (pants / sweatpants / shorts / skirt / leggings)
    c. Shoes OR sandals that protect the bottom of the feet
2. Students MAY wear:
    a. Hats, including religious headwear

b. Hoodie sweatshirts
c. Fitted pants, including leggings, yoga pants and “skinny jeans”
d. Midriff baring shirts
e. Ripped jeans
f. Pajamas
g. Tank tops, including spaghetti straps, halter tops, and strapless tops
h. Athletic attire
i. Clothing with commercial or athletic logos provided they do not violate other guidelines.

3. Students CANNOT wear:
    a. Violent language or images
    b. Images or language promoting illicit drug or alcohol use (or any obviously illegal item or activity) or paraphernalia
    c. Hate speech, profanity, pornography
    d. Bathing suits (unless required for part of an activity or trip)
    e. Underwear as outerwear
4. Upper School classes that include attire as part of the curriculum (for example, professionalism, public speaking, job readiness, performing arts) may include specific dress requirements for certain assignments. Likewise, courses that require certain attire for safety (closed shoes for science, athletic attire, and footwear for PE) may include specific dress requirements as needed. However, extra requirements should not focus on covering girls’ bodies nor promoting gender-specific attire.

Dress code enforcement

A school dress code is only as effective and fair as its enforcement. Enforcement is meant to be consistent with SGS’s overall discipline plan. Enforcement for students in the upper school is meant to promote safety and education rather than sending messages predicated on body maturity or “professionalism.”

SGS intends that students should never be removed from a classroom / lose class time solely as a result of a dress code violation. Students will not be forced to wear extra school clothing (that isn’t their own) when they are in violation of the code. Students may be asked to put on their own on-site clothing, if available, to be dressed in a compliant manner.

SGS intends that no student should be disproportionately affected by dress code enforcement because of gender, race, religion, body size, or body maturity.

SGS does not intend to shame or require students to display their body in front of others (students, parents, or staff) in school. Actions that are not in keeping with this intention include but are not limited to kneeling or bending over to check attire fit, measuring straps or skirt length, asking students to account for their attire in the classroom, or directing students to correct a dress code violation during instructional time.

Consequences for dress code infractions

The goal of the consequences for dress code infractions are to stop the infraction with as little disruption to class time as possible. The SGS Upper School Dress Code is enforced in the process outlined below:

1. First infraction: Student is privately informed that their attire that does not meet the SGS Dress Code Policy by Head of Upper School or designee. This is not done during class time. The student *may* be asked to change attire, at the discretion of the Head of Upper School, if it is judged that changing attire is less harmful overall than allowing the student to remain in the non-compliant attire.

2. Second infraction: Student is informed, may need to change attire, and notification is sent to parents.
3. Third infraction: Student is informed, may need to change attire, and parents are invited to discussion with Head of Upper School and counselor.
4. Fourth and further infractions: Disciplinary measures may be chosen by the Head of Upper School

Dress code policy review

The SGS Upper School Dress Code Policy is subject to schoolwide review by stakeholders. Any revisions will adhere to research-based best practices that privilege the educational interests of all students and positions our school as an exemplary model for human rights education.

Reviewed August 3, 2020

(Adapted from the Oregon National Organization for Women Model Student Dress Code, 2016. https://noworegon.org/wp-content/uploads/sites/12/2018/01/or_now_model_student_dress_code_feb_2016___1_.pdf)

Appendix 5—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

- **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.

Appendix 6: Saint George's School Grading Philosophy and Practices

Introduction

At Saint George's School, our grading philosophy is deeply rooted in the principles of equity, transparency, and academic integrity, mirroring the International Baccalaureate's mission to develop inquiring, knowledgeable, and caring young people. We are committed to ensuring that grades not only accurately reflect students' progress toward mastery of course content but also their intellectual growth and their adept application of concepts and disciplinary thinking in a global context. This document presents our unified approach to grading, synthesizing insights, and feedback from our teaching staff on the essence of meaningful assessment. It delineates what grades should represent—academic achievement, critical thinking, and ethical understanding in a complex world. Our objective is to foster an environment where assessment empowers students to become active participants in a broader dialogue, contributing to a better and more peaceful world through intercultural understanding and respect.

Grading Philosophy

1. Academic Mastery and Skill Demonstration

Grades at Saint George's School are primarily a measure of a student's academic mastery and skill level in a subject. Mastery is defined by departments and subject-area teachers, through aligned, scaffolded, well-defined criteria. Students are led to understand the criteria by which they will be judged and how they can progress through feedback and assessment. Grading criteria includes:

- A clear demonstration of knowledge and understanding.
- Mastery of material and concepts.
- The application of skills, knowledge, and concepts in various contexts.

2. Engagement, Growth, and Reflection

While academic mastery is our primary focus, we recognize the importance of engagement and intellectual growth. While not all students may demonstrate engagement in the same way, subject appropriate engagement is a critical competency in all classes. Our students authentically embrace the roles of Scholars, Athletes, and Artists, by engaging in courses at a deep level, and continuously reflecting on their progress. Grades reflect not only where a student ends, but also, how they have evolved:

- Engagement in learning processes, and reflection on progress.
- Growth in competency and application over time.
- Active participation and self-evaluation in/of class discussions, projects, activities.

3. Objective and Equitable Assessment

Our aspiration for assessment is to be as objective and equitable as possible:

- Consistently use both formative and summative assessments to gauge progress and mastery.
- When possible, use diverse assessment methods to accommodate different learning styles and abilities.
- Always use clear, developmentally appropriate criteria for evaluation, developed and aligned within departments.

Practices and Rationale

1. Exclusion of Non-Academic Factors
In line with our commitment to academic integrity, grades at Saint George's School do not include:

- Attendance, tardiness, or other non-academic behaviors.
- Effort or completion as the sole criteria, without demonstration of mastery.
- Subjective criteria such as personal feelings towards a student.

However, there are many habits of effective learners that embedded in values such as responsibility, best efforts, respect, etc. that are encouraged, supported, and communicated in partnership with academic grades and progress.

2. Emphasis on Demonstrated Learning Outcomes
Grades are based on demonstrated learning outcomes, ensuring that they accurately reflect students' academic achievements:

- Projects, summative assessments, and other assignments are graded based on the quality of work and mastery of content, as defined by criterion-based rubrics accessible before assessment.
- Participation is valued as a means of engagement and learning but is differentiated from academic mastery in grading.

3. Consistency and Transparency
We value consistency and transparency in our grading practices:

- Common grading scales and benchmarks across departments, aligned with IB and subject specific criteria. Departments collaborate to develop a common understanding of learning outcomes and appropriate evidence. See: Appendix A
- Clear communication of grading criteria and standards to students and parents through the course syllabus, and routine posting of criterion-based rubrics for projects, papers, or assignments.

4. Support for Student Success
Our grading policy is designed to support student success and preparedness for IB examinations and college and career readiness:

- Encouragement of revision and improvement through descriptive, purposeful, and timely feedback.
- Recognition of intellectual growth and engagement as components of the learning journey.
- Appreciation and support for the individual strengths and challenges of each and every learner.

Conclusion

At Saint George's School, our grading practices reflect our commitment to excellence in education. By focusing on academic mastery, engagement, and equitable assessment, we aim to provide a grading system that is both meaningful and motivational for our students—supporting them now, while preparing them for the next steps in their academic careers and beyond.

Saint George's Upper School Assessment Policy

Introduction

Saint George's School provides a rigorous, university-prep curriculum, combining the finest aspects of American independent education with the globally recognized International Baccalaureate Diploma Program, renowned as the world's most challenging high school curriculum. In every aspect of our community life, we aspire to excel: we cultivate a love for learning, live with purpose, and nurture empathy, responsibility, and the qualities of purpose-driven citizens in our interconnected global society.

Purpose

At Saint George's School, we believe that assessment is a cornerstone of both learning and teaching. It plays a pivotal role in deepening understanding, shaping instruction, and fostering student autonomy. Effective assessment practices are rooted in collaboration between educators and students, with both parties actively engaged in the assessment process. Our approach ensures that feedback is derived from valid and reliable assessments, is timely, purposefully crafted, delivered constructively, and considers the developmental stage of each student. We hold that assessments not only gauge what students know, understand, and can achieve at various stages of their educational journey but also equip them with the support and challenges necessary for intellectual growth. To cultivate higher-order thinking skills, our assessments are diverse, designed to support and enhance learning and instruction continuously. This approach is comprehensive, balanced, and communicative, keeping families informed of their child's progress and allowing for the ongoing evaluation of our resources and pedagogical strategies.

Assessment Practices

In line with our grading philosophy, which emphasizes academic mastery, intellectual growth, and ethical understanding, our teaching and learning processes are tailored to meet the diverse needs and abilities of our students. We integrate three fundamental types of assessments:

Assessment for Learning: Guides our understanding of where students are in their learning journey, where they need to go, and the most effective paths to get there.

Assessment as Learning: Encourages students to engage in self-reflection on their learning processes, fostering a deeper understanding of their own academic and personal growth.

Assessment of Learning: Offers insights into students' knowledge and competencies at the culmination of a learning period, guiding future educational strategies.

Formative Assessment Practices (Assessment <u>for/as</u> Learning)

Purpose and Approach

In accordance with our commitment to fostering an environment of continuous learning and growth, formative assessments at Saint George's School serve as a pivotal tool for learning. These assessments are designed not only to provide immediate feedback on student engagement and understanding but also to guide and improve both teaching strategies and student learning processes.

Practices

Informal Formative: Formative assessment is continuous and can be informal, such as: observational, discussion/debrief, performance or practice, and participation in course activities. This informs teacher decisions, differentiation, course pacing, and grouping, but does not inform grading.

Diagnostic Assessments: At the course or unit outset, students undertake diagnostic formative assessments to gauge their current understanding. While these assessments are graded for feedback purposes, they do not contribute to the final grade, reinforcing our focus on growth and improvement rather than penalization.

Completion and Eligibility: To foster thorough understanding and mastery, students are required to complete all formative tasks within a unit to qualify for re-assessment opportunities or subsequent summative assessments, at the teacher's discretion.

Assessment Variety: Formative assessments encompass a range of activities (quizzes, drafts, oral responses, exit tickets, etc.) tailored to encourage deep engagement with the material and reflect the diverse learning styles within our student body.

Grading and Feedback: Formative work is assessed qualitatively, focusing on the quality of engagement, and understanding, rather than mere completion. Regular, constructive feedback is provided at least once per week, with a minimum of one formative grade entered in the gradebook bi-weekly.

Summative Assessment Practices (Assessment of Learning)

Purpose and Standards

Summative assessments aim to accurately measure student competency and achievement at the conclusion of a learning period. These assessments are integral to our rigorous academic program, reflecting our high standards and commitment to academic integrity.

Practices

Advance Preparation: Details of summative assessments, including rubrics or learning outcomes, are communicated at least a week in advance, ensuring transparency and allowing adequate preparation time.
Commonality and Norming: To ensure equity and consistency, summative assessments are designed and aligned within departments, to ensure coherence and common understanding and evaluation of program standards.
Timeliness: Assessments are graded and returned within two weeks, facilitating timely feedback that supports learning and improvement.
Assessment Diversity: Recognizing the multifaceted nature of intelligence and learning, our departments work to develop summative assessments that employ a variety of strategies, where students have multiple avenues to demonstrate their mastery.
Higher Order Thinking: Departments strive to evaluate a spectrum of cognitive abilities, from knowledge recall to synthesis and evaluation, fostering critical and creative thinking, and in alignment with the assessment design of IB subjects.
Alignment with Standards: All assessments are meticulously aligned with program-specific content standards and learning criteria, guaranteeing that our evaluations are both rigorous and relevant.

Balanced Assessment and Grading

While not all these practices are used simultaneously or in every unit of instruction, formative assessment is a valued element of learning and has a quantifiable contribution to a grade. Departments may determine the appropriate balance of formative and summative weights, with the goal to emphasize the process of learning and the growth of students over time. In general, a split such as 60% summative and 40% formative is common, but departments may advocate for a more equitable distribution, or even a greater emphasis on formative assessment, especially in environments focusing on mastery learning and continuous improvement.
The key is finding a balance that supports accurate academic measurement while promoting ongoing learning and development. Adjustments to this balance should always consider the best interest of the students' educational journey, aiming to prepare them effectively for future academic challenges and opportunities.

Guidelines

- Finals (Summative Assessment) should not have a value greater than 15% of the overall Semester Grade.
- Unit-based assessments should have allowances for time-bound retakes or test corrections for partial credit. (See: Policies)
- Finals taken at the end of a semester cannot be retaken.
- All grading policies should be clearly communicated by departments in their course syllabi.

Types of Assessments, Tools, and Strategies

Our commitment to a diverse range of assessments, strategies, and tools is essential for monitoring students'

conceptual understanding, knowledge acquisition, and skill development. In the Upper School, particularly, we emphasize "Assessment for Learning," empowering students to embrace rigorous challenges, take ownership of their learning, and foster a lifelong love for learning. Consistent with the IB philosophy, our assessments aim to:

- Support and encourage student learning through constructive feedback on the learning process.
- Inform, enhance, and improve the teaching process.
- Provide opportunities for students to demonstrate skill transfer across various disciplines.
- Promote positive attitudes towards learning.
- Encourage the development of critical and creative thinking skills.

Policies

Late Work/Assessments

Turning work in on time is an essential part of developing organizational and time-management skills. We recognize that there may be times when a student misses summative assessments in class due to absence. The following policies apply to late summative work:

1) If a student misses an assignment, they must communicate with the teacher to submit it after its due date. A student has no more than a week from the due date to turn in their assignment, barring considerations that prevent them from completing the work.
2) A student must always be given the opportunity to make up a formative/summative assessment/assignment if they have an excused absence (as defined by the student handbook). They should be prepared to make up the assessment/assignment in the first day back from an absence. Summative assessments should be made up no later than a week from a student's return.
3) Summative projects, papers, or presentations should likewise be completed during the first day back from absence.

No Extra-Credit Policy

At Saint George's School, we maintain a steadfast commitment to equity, transparency, and academic integrity. In alignment with these values, we do not offer extra credit opportunities. Our grading system is designed to accurately reflect students' mastery of course content based on assessments, projects, and class participation throughout the academic period. This approach ensures that all students are graded equitably and on the same criteria, fostering a fair and consistent learning environment.

Re-Assessment Policy

All assessments, with the exception of finals at semesters, can be made up for partial or full credit at the teacher's discretion. The form of reassessment can differ from test corrections to full retake. Department policies are detailed in the course syllabi.

In recognition of the fact that one poor summative performance may not be an accurate reflection of what a student knows or can do by the end of the semester, different departments or teaching teams may opt to drop or replace a low summative at the department's discretion.

No Surprise Policy

Parents must be informed of a struggling students' progress in advance of a reporting period. Teachers must notify the family of a student who is in danger of C- or lower, or in danger of ineligibility, at least a week prior to a grading period's end or before conferences. This is also a responsibility of the parent and student to closely monitor grades on Toddle to be up to date with student progress. Teachers will post grades continually, with comments and feedback.

Alignment of IB Principles with Saint George's School's Assessment Policies and Practices

At Saint George's School, our assessment policies and practices are deeply aligned with the International Baccalaureate's core principles, emphasizing the development of inquiring, knowledgeable, and caring students. The IB's commitment to fostering a holistic educational experience resonates with our approach to both formative and summative assessments. We prioritize assessments that encourage students to question, reflect, and engage deeply with the material, mirroring the IB's focus on inquiry-based learning. Through a variety of assessment methods, we cater to diverse learning styles and abilities, ensuring that all students have the opportunity to demonstrate their understanding and skills in multiple contexts. This approach supports the IB's goal of developing well-rounded individuals who are prepared to make meaningful contributions to an increasingly interconnected world.

Our emphasis on feedback and continuous growth aligns with the IB's principles of formative assessment, where the focus is on learning as an ongoing process rather than a final outcome. By providing regular, constructive feedback, we aim to create a learning environment that values improvement and intellectual curiosity. This nurtures a culture of self-reflection and self-assessment among our students, encouraging them to become active participants in their own learning journey. Furthermore, our summative assessments are designed to not only evaluate students' knowledge and understanding at the end of a learning cycle but also to reflect the real-world application of skills and interdisciplinary thinking, key aspects of the IB's approach to assessment.

In adopting these aligned principles, Saint George's School ensures that our assessment policies and practices not only uphold the highest standards of academic integrity and equity but also foster a global mindset among our students. We are committed to preparing our students for the challenges of the future, equipping them with the skills, knowledge, and ethical understanding necessary to navigate and contribute to the world with empathy, respect, and a lifelong passion for learning.

Appendix A:

Grading scale equivalent for competency-based assessments. Not all grades are calculated using this scale, but for those aligned with the IB learning criteria, here is a rough grade equivalency.

Descriptor	IB Scale	Letter Grade	Percentages
Exceptional	7	A+	100%
Highly Proficient	6-5	A/A-	90-100%
Proficient	4	B range	80-89%
Approaching	3	C range	70-79%
Developing	2	D range	60-69%
Concern	1	F	<60%