



Upper School
Handbook for Students

2020-2021

Preface for the 2020-21 school year:

As we prepare for school to begin in the fall of 2020, there is a lot of innovation required in order for everyone in the SGS community to be able to learn and work in the buildings, if possible, and at home, if distance learning is required.

To that end, we expect everyone to follow the expectations set out in this handbook as well as any expectations that are communicated by the administration and teachers as the year progresses. This is required in order to keep everyone as safe as possible and to ensure an optimal learning environment. Please see Appendix 5 – Community Expectations and Norms, for more specific guidance related to safety and learning during the pandemic, both for in-person and distance learning.

There will be more procedures, routines, and expectations shared with students and families as we continue to refine what is working and what needs work. SGS prioritizes student learning and safety and we expect that we can count on everyone to do their part to honor those intentions as well.

Sincerely,

Dr. Francesca Mulazzi
Head of Upper School

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Introduction

This handbook sets forth the rules and policies of Saint George's School. It is intended as a guide to help you understand both what is expected of you as a student at Saint George's and what you can expect from the school. We hope that this handbook will answer many of the questions that you may have about matters relating to academics, security, discipline, school rules, athletics, arts, and other topics. If your question is not answered directly, we encourage you to use the contact lists included in the handbook. These lists provide the contact information of our faculty, administration, and staff.

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

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 but must be the result of institutional and individual resolve as well as intentional decision-making at all levels.

Consistent with our school philosophy, SGS must value diversity and personal well-being while protecting and promoting freedom of thought, freedom of inquiry, and freedom of expression. Members of the SGS community further recognize that this is an ongoing process and requires our sustained Best Efforts.

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 “Flowerfield”, the 120-acre summer estate of local hotel-owner Louis Davenport on the banks of the Little Spokane River just north of the Spokane city limits. Originally connected with the Episcopal Church, the school has been independent and non-religious since 1957. Traditions also have grown – the Dragon Dance to open the school year, Outdoor Club adventures, class trips, the Ski Bus, and seniors crossing Graduation Bridge – that bring students together year after year in memorable ways.

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

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

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 5:30 pm. Beyond 5:30 pm, students must be in an activity supervised by an authorized 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 (https://www.sgs.org/upl/files/2020-21%20US%20Course%20Catalog%206_15_20.pdf). In order to receive a diploma, an Upper School student must successfully complete the following requirements or their equivalent:

ENGLISH	4 credits including one English class each year.
MATHEMATICS	4 credits including one Math class each year.
HISTORY	4 credits including one History class each year.
SCIENCES	4 credits, including Introduction to Physics & Chemistry, and Introduction to Chemistry & Biology
WORLD LANGUAGES	3 credits in Upper School
ARTS	2 credits
PHYSICAL EDUCATION	1.0 Credit – Fitness and Health, usually taken in the Freshman or Sophomore year.

International Baccalaureate (IB) Diploma Programme

Saint George's became an International Baccalaureate World School in January of 2014. We are authorized to deliver the IB Diploma Programme in Grades 11 and 12. Students in those grades have the option to pursue an 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. Students not pursuing the full IB Diploma may take individual IB classes for certificates which may earn college credit. Please see the SGS IB Booklet for more information at https://www.sgs.org/upl/files/2019-2020%20IB%20Handbook%20with%20Math%20Appendix%207_26_19.pdf.

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.

May Term

May Term occurs at the end of the academic school year. Students take one course during May Term. Courses are project-based, giving teachers and students the opportunity to explore something outside their regular strengths. Courses are designed so that students can engage in a project that is:

- Meaningful – they care about this beyond grades
- Iterative – they have a chance to improve it through multiple “drafts”
- 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

Happy Avery and Kerry Clark collaborate to provide 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. The team hosts many informational parent nights throughout the course of the year and has numerous publications to share. Don't hesitate to contact one of them if you have any questions.

The Family Connection

In addition to the one-on-one meetings available to each student, the school provides access to "The Family Connection" (<https://connection.naviance.com/family-connection/auth/login/?hsid=mtnbrook>) for each student. The Family Connection facilitates research on colleges and universities, acts as a hub for communication between counselors, students, and families, and is a conduit between the student and the colleges for the many parts of a student's application (including essays, recommendations, and transcripts). Students are given a log on to The Family Connection in the 8th grade, when our college counseling program begins. We encourage students to log on at least once a quarter until they are in 11th grade to explore and update their resumes.

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 9 visits the Spokane National College Fair in October and pairs that visit with a tour of Gonzaga University.
- Grade 10 takes a bus trip to the coast at the beginning of the year and visits schools in Oregon or western Washington. The goal of the trip is to broaden their understanding of the diversity of colleges and universities available to them – from small to large, rural to urban, public and private, religious and secular.
- Grade 11 visits schools in the spring, usually during Spring Break. The details are available in January. Recent trips have gone to Boston, southern California, and the San Francisco area.

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 should submit an itinerary to their college counselor for approval and 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 use the "[Add/Drop Form](#)". 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.

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.

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. In many cases, students can retake the class the following year. In some cases, students may elect to transfer a credit from another institution, e.g. summer school or an online class. Any transferred credit must be approved in writing by the Division Head prior to the start of the class.

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 should make 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. SGS uses PowerSchool to schedule classes, take attendance, and record grades and comments. This tool assists in timely communication between the teachers, students and parents. It is designed to provide information reflecting a student’s progress during a grading period. It does not replace parent / teacher conversations related to academic concerns, nor serve as a site for upcoming homework assignments. 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. PowerSchool reinforces this goal by allowing parent and student access to essential information regarding attendance and academic progress. Students and parents are encouraged to log in to PowerSchool once a week to check grades. Any questions about specific assignments should go directly to the teacher via email or by phone.

PowerSchool Learning

All teachers have individual course websites on PowerSchool Learning. Teachers post the syllabus for the class and any handouts or reading materials given out in class. Assignments for the coming week are also available. Major assessments, such as papers, tests, and projects, show up as events on the Calendar. Assignment sheets

for these assessments are included with the event. If you cannot find the assignment sheet or the event on the calendar, please contact the teacher directly. Some teachers also use the course page as a place to turn in work. Teachers will go over specific expectations in class.

Turnitin.com

All classes in the Upper School teach students to use Turnitin.com as a tool to support the correct use of citations and crediting of sources. See the Appendix 1, Academic Honesty Policy for more details.

Parent Conferences

Fall conferences are required for all students in Grades 9-12. Parents and students meet with advisors to review Q1 progress, set goals, and address any questions. Parents of students in Grades 9 – 12 may request a spring conference, but it is not required. Parents may request a conference with teachers at any time.

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 currently under review per the development of a comprehensive Upper School Assessment Philosophy and Practices Policy. This information may be updated within the 2020-21 academic year.

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.

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 seniors have no other classes.

Final Exams

At the end of each semester, teachers have the option to give a cumulative final exam worth up to 20% of the final semester grade. The practice of giving Final Exams is currently under review. This information may be updated within the 2020-21 academic year.

Homework

We believe that working on daily homework is an important habit to cultivate through a child's school career. Homework is used to reinforce and practice lessons taught and to prepare students for future lessons. Students should expect to spend time on each subject regularly, based on the following guidelines:

Daily:

Grade 9 and Grade 10: Approximately 2 hours per night

Grade 11 and Grade 12: Approximately 3 hours per night

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

If you find that your child is spending significantly more time than the guidelines above on a regular basis, this should be a red flag for you. Please contact your child’s advisor to discuss it. Using study halls and free period effectively is an important strategy to manage workloads. This information may be updated within the 2020-21 academic year.

Late or Incomplete Homework

Teachers set guidelines and rules for the acceptance of late or incomplete work for their own classes. This policy may be updated within the 2020-21 academic year.

Rewrites, Corrections, “Re-Subs”, and Extra Credit

Many teachers see value for student learning in revision of previous work: reorganizing, rethinking, and correcting mistakes. These teachers may allow rewrites, corrections and re-submission (re-subs). Some teachers may offer extra credit assignments. Though teachers have flexibility in offering a variety of learning opportunities, all work must be completed by the end of the semester. This policy may be updated within the 2020-21 academic year.

Attendance and Absences

Teachers take attendance for each class in PowerSchool (for the 20-21 school year, this will include both in-person and distance learning). Requests to change recorded attendance should be made within 24 hours and sent to the teacher with Paige in copy.

When students miss a class, excused or otherwise, they are responsible for finding out what was covered in class, making up assignments, and turning in all work. Alternately, students can proactively communicate with their teachers by email.

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

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. When students miss school, they may miss important class time activities and discussions. Grades may be impacted.

Planned Absences

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

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.

Tardiness

Habitual tardiness may be considered similarly to unexcused absences.

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 to more fully explore and apply the topics they are learning about. 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 set the stage for the year as a class and to get to know their classmates and teachers.

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.

Protocol for Permission Form Completion on PowerSchool

- Parents will receive an email to let alert them when they need to complete a field trip form on PowerSchool.
- Please be mindful that PowerSchool will list all of the possible forms for each division, for example, you may need to fill out a form for an upcoming 9th grade trip, but will see all forms available for your child's grade level, including forms that may not apply to you.
- Overnight trip forms will have a due date of one week ahead of the trip, after which Admin. Assistants will contact the families with missing forms to let them know that they missed the due date via email and phone.
- The final deadline to complete the permission form be two school days before the trip at 3:30pm, at which point we will turn off access to the form.
- Once the deadline passes, we will send a final email to any students with missing forms to let them know they missed the deadline, the form is no longer accessible, and to keep their child home on the day of the trip.
- 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 with the highest level of personal conduct. When a breach happens, we will address it quickly and clearly, with the primary goals being the safety and growth of the community and its individuals. The rules laid out below are guidelines but should not be considered all-inclusive or a rigid contract of expectations. We expect everyone to follow our values and major diversions from that path will be addressed.

Discipline at Saint George's

If a school rule is broken, 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.

Major School Rules

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

Dishonesty & Theft

Students found lying, cheating, or stealing will be referred to the 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 of this 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, and bullying. 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 Head of Upper 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 the school.

Dangerous Weapons/Threats

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

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

Social Media and Cyber Issues

See Appendix 3, The Saint George's School Social Media and Cyber Issues 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.

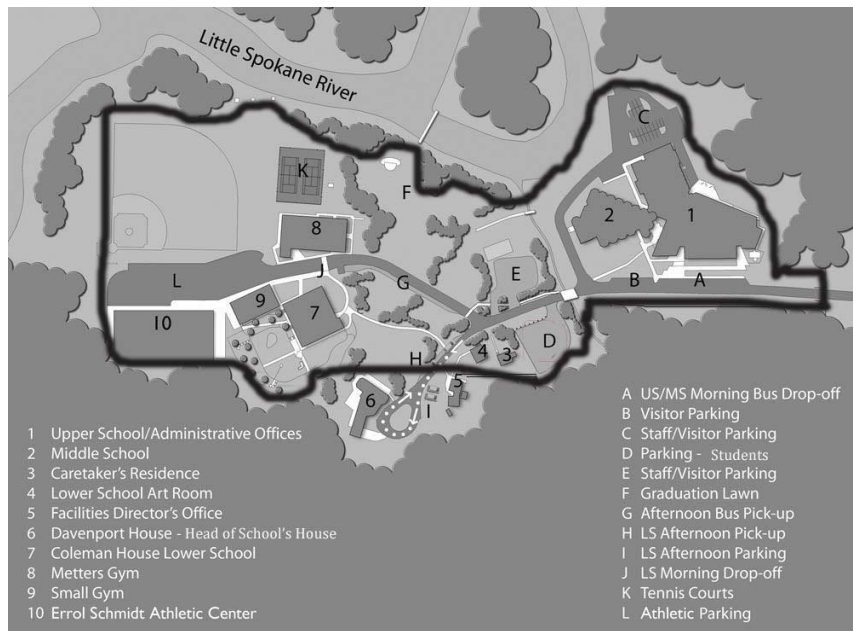
Driving and Parking

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 afterschool 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 graduation bridge is out of bounds, as are the Story Trail, the forested areas on the hills to the south and west, and the area beyond the creek to the east of the building. This campus map shows a rough outline of these boundaries.

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 at <https://www.sgs.org/46/>. 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 Ryan Peplinski at ryan.peplinski@sgs.org.

Cell Phones & Tablets

Students are expected to bring an Internet-ready laptop or tablet to class. (See the Upper School ***Bring Your Own Device*** recommendations for more details.) Student device (cell phone, laptop, or tablet) use during class is at the teachers' discretion. Some teachers and some lessons may require that devices be put away. Immediate and cheerful compliance with that request is expected. Outside of class, appropriate use of technology is expected (please refer to the AUP for more details).

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 girls and seven sports for boys. 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.

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)

Mark Rickard

Chinese Club	Qingqing Ji
Community Service Club	Melanie Mildrew
Culture Club	World Language Department
Diversity Club	David Holte
GLOW Club	Sara Smith
Knowledge Bowl	Jamie Billings
Math Club	Jonathan Rowland
Outdoor Club	Melanie Mildrew
Robotics	Rick DeFord
<i>The Roundtable</i>	Kerry Clark

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

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.

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

Unacceptable Academic Standards: Unacceptable academic standards are when a student has two or more D's or an F grade average in any of their courses.

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

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

Mid Quarter Grade Checks: A grade check will be run at each mid quarter (approximately five weeks after the beginning of the quarter). If the student's grades are at an Unacceptable Academic Standard, an email will be sent to the Student, Parents, Advisor, Coach/Director of Activity, and the Athletic Director/Dean of Students warning of impending suspension should the student continue to have two D's or an F at Quarter.

Note: A student who does not get the letter at mid-quarter could still be suspended if their quarter or semester grades are at an Unacceptable Academic Standard. Teachers are expected to communicate

appropriately about these situations.

Quarter/Semester Grade Checks - If the student's grades are at an Unacceptable Academic Standard, the student will be placed on Athletic/Extra-Curricular Suspension. Students on Athletic/Extra-Curricular Suspension:

- May attend practice.
 - Coaches will excuse students from practice if they are meeting with a teacher.
- May attend, but not partake in home contests or activities provided they do not miss class.
- May not suit up for athletic contests.
- May not miss school or travel to school sponsored events including, but not limited to – Athletic Contests, Concerts, Knowledge Bowl, Robotics, Debate, Ski Bus, Community Service Activities, field trips, History Bowl, Math is Cool, dances, Casino Night, Movie Night, or other events.

Return to Eligibility: At mid-quarter, after approximately five weeks Athletic/Extra-Curricular Suspension, grades will be checked on PowerSchool to determine if eligibility will be restored. Students will be notified by email of their eligibility.

If after the five weeks the grades are still at an Unacceptable Academic Standard, the grade will be checked at the next Mid-Quarter or Quarter grade check.

Students found to be participating inappropriately in activities when they are ineligible may cause their groups to be disqualified from competitions and may face disciplinary consequences.

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 math classroom, Computer Labs, and Language Lab), 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, PowerSchool Learning, 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

Mrs. Meghan Kilgore is the school's counselor. She can be reached at her office in the Middle School, by email at Meghan.Kilgore@sgs.org, or by calling (509) 464-8773.

Dealing with Conflict

The school encourages students to work through conflicts calmly and with an eye to solving them rather than avenging them. 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 10-12)

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. The school 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 2020-21 school year are: 9th: Sara Smith, 10th: Jonathan Rowland, 11th: Mark Rickard, and 12th: Jeff Darnall.

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 white board on the outside of their locker for messages. Writing on lockers is prohibited and may be considered vandalism. At the end of the school year, students will be asked to return their lockers to their original state. Failure to do so may incur a cleaning and/or repair charge.

Lunches and Food

Due to the proximity of the school to the Little Spokane River and the surrounding wetlands, Saint George's School does not have a cafeteria. We do have a lunch program 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 Performing Arts, David Demand, can provide a list of teachers who give lessons at the school.

News of the Week

The School sends a weekly email highlighting notable events and achievements. This will be sent directly to parents' emails on file. Students can opt in to this e-mail by speaking with John Carter or sending him an e-mail (john.carter@sgs.org) requesting addition to the list.

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 be considered an unexcused absence. Seniors in good standing may have Open Campus privileges. At the beginning of the second semester, Juniors in good standing may also have Open Campus privileges. 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

To provide flexibility for the 2020-21 school year, the Upper School has moved to a modified block schedule. Please see Appendix 6 for the Upper School schedule.

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 10 -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

Dr. Francesca Mulazzi 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. Elizabeth Tender is the International Baccalaureate Coordinator. Her office is in the Upper School Building.

Counseling

Mrs. Meghan Kilgore 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.

Library

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 8/2017

Saint George's School (SGS) expects its faculty, students, administration, and parents to adhere to the highest level of integrity in all aspects of their conduct. Two of the school's core values are honesty and respect; both relate to academic honesty.

Our mission as an institution is to inspire scholars, athletes, and artists to serve and lead others. Our values entreat us to be honest, respectful, generous of spirit, and give our best efforts at all times. While moral people may fail to consider other people's ideas or inadvertently use those ideas without giving proper credit, good scholars do not.

The faculty believes that an emphasis on academic honesty should be more than a simple campaign against rule breaking. Academic honesty is an essential foundation of any meaningful inquiry; good scholarship amounts to a conversation in which multiple voices are recognized, acknowledged, and carefully considered. We take scholarship to mean the knowledge acquired by study, in our case through the give and take of ideas between teachers, students, and texts in and out of the classroom. The root of the word scholarship is Latin – “scholaris” – meaning “school”. The suffix, -ship, comes from the middle English – “-scipe”, roughly meaning “shape”, now denoting condition or character.ⁱ The character of school at Saint George's is that of a conversation of ideas.

In order to distinguish between our own ideas and those we have acquired from others, we will only use other people's words, ideas, and arguments with appropriate permission and when we do, we will give credit where credit is due using accepted formats and methods. SGS prefers either the MLA or Chicago citation conventions. When assessed on our knowledge and skills, we will use those opportunities to show what we know and will not use any means - electronic or otherwise - to access other people's information or ideas inappropriately, including through plagiarismⁱⁱ or collusionⁱⁱⁱ.

Each of us has a responsibility to understand the difference between collaborating and copying. In addition, we are responsible for knowing when we can collaborate with peers and when we need to do our own work. Teachers must be clear with students about their expectations regarding collaboration on assignments. If students have questions about a particular assignment, they should treat the assignment as something to be done individually unless the teacher gives written instruction otherwise. Work submitted for assessment will be completed according to the following guidelines.

Specifically, teachers will:

- Regularly review the meaning of scholarship, the conversation of ideas, in the context of their disciplines. They will show students how to engage appropriately in that conversation both by providing written expectations and definitions on their syllabi and by discussing the ethical dimensions of work and assignments.
- Review expectations for citation and referencing using either MLA or Chicago conventions.
- Provide written permission on every assignment on which individuals may collaborate with other students or other people or access external ideas, data, opinions, or arguments.
- Provide students with access to tools such as turnitin.com for rough drafts so that they can check themselves for appropriate citation and references.

Specifically, students will:

- Take it upon themselves to earn their grades, accolades, and diplomas ethically, based on their own work.
- Answer questions with forthrightness and refrain from intentionally misleading anyone.
- Submit only work that reflects their own ideas and understanding when an assignment is an individual one.
- Refrain from plagiarizing themselves, i.e. submit work as original only once.
- Submit all assignments on time and in accordance with school practice
- Abide by the conduct of examinations set forth by their teachers or the overseeing organization, in the case of a standardized test
- Make it their responsibility to understand the definitions of plagiarism and collusion as well as how to use such tools as Turnitin.com, MLA resources, and the school librarian(s) to properly cite any sources, images, data, or ideas.
- Recognize, encourage, and explicitly acknowledge contributions from everyone in the group in writing, when they work collaboratively, as they often will.

Breach of these guidelines may lead to one or more of the following: correction, loss of credit, reprimand, or separation from the school.

ⁱ "scholarship." *Dictionary.com Unabridged*. Random House, Inc. 24 Mar. 2013. <Dictionary.com <http://dictionary.reference.com/browse/scholarship>>.

ⁱⁱ Plagiarism occurs when someone 1)Uses words, ideas or work products 2)Attributable to another identifiable person or source 3)Without attributing the work to the source from which it was obtained 5)In a situation in which there is a legitimate expectation of original authorship 5)In order to gain some benefit, credit, or gain" (Fishman, Teddi. "We know it when we see it..." 4th Asia Pacific Conference on Educational Integrity. University of Wollongong NSW Australia. 2009. 5. Available online at: <http://www.bmartin.cc/pubs/09-4apcei/4apcei-Fishman.pdf>

ⁱⁱⁱ "Collusion is usually defined as occurring when the unattributed sources is one or more fellow learners (Academic Honesty in the IB, October 2012)."

Appendix 2 – Student Athlete 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 2020-21 year the offerings will follow local and state guidelines.

FALL

Cross-country (Varsity Boys & Girls, 6-8th grade Boys & Girls, 2nd -5th Boys & Girls)

Soccer (Boys V and JV)

Soccer (Girls V)

Volleyball (Girls V, JV, & Middle School)

WINTER

Basketball (Boys V, JV/C, 8th, 7th, 6th, & 5th)

Basketball (Boys V, JV/C, 8th, 7th, 6th, & 5th)

SPRING

Baseball (Boys Varsity & 7th/8th)

Track & Field (Varsity Boys & Girls, 7th/8th)

Tennis (Boys & Girls Varsity & JV)

Golf (Boys & Girls)

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

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

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

The goal of this Policy is to:

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

Unacceptable Academic Standards:

- **Upper School:** Students who possess two or more D's or an F grade average in any of their courses are considered to be performing below acceptable academic standards.

Athletic/Extra-Curricular Suspension:

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

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

- **Mid Quarter Grade Checks** – A grade check will be run at each mid quarter (approximately 5 weeks after the beginning of the quarter). If the student's grades are at an Unacceptable Academic Standard, an email will be sent to the Student, Parents, Advisor, Coach/Director of Activity, and the Athletic Director warning of impending suspension should the student continue to fall under the Unacceptable Standards listed above.

Note - A student who does not get the letter at mid-quarter could still be suspended if their quarter or semester grades are at an Unacceptable Academic Standard. Teachers are expected to communicate appropriately about these situations.

- **Quarter/Semester Grade Checks** - If the student's grades are at an Unacceptable Academic Standard, the student will be placed on Athletic/Extra-Curricular Suspension.
 - Students on Athletic/Extra-Curricular Suspension:
 - A student on academic suspension is required to meet once a week with the Division School Head to review their progress.
 - May attend practice.
 - Coaches will excuse students from practice if they are meeting with a teacher.
 - May attend, but not partake in home contests or activities provided they do not miss class.
 - May not suit up for athletic contests.
 - May not miss school or travel to school sponsored events including, but not limited to – Athletic Contests, Concerts, Knowledge Bowl, Robotics, Debate, Ski Bus, Community Service Activities, Field Trips, History Bowl, Math is Cool, Dances, Casino night, Movie Night, Other events.

- At mid-quarter, after approximately five weeks for Upper School, Athletic/Extra-Curricular Suspension, grades will be checked on PowerSchool to determine if eligibility will be restored. Students will be notified by email of their eligibility.
- If after the 5(US) weeks the grades are still at an Unacceptable Academic Standard, the grade will be checked at the next Mid-Quarter or Quarter grade check.
- Students found to be participating inappropriately in activities when they are ineligible may cause their groups to be disqualified from competitions and may face disciplinary consequences.

SMOKING, ALCOHOL, & SUBSTANCE USE/ABUSE

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

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

SCHOOL ATTENDANCE

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

LATE AND/OR MISSING PRACTICE

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

1st offense - conference between coach and team member where coach determines appropriate action to make up for lost practice session

2nd offense - suspension from next practice session or contest

3rd offense - dismissal from team

REQUIREMENTS FOR PARTICIPATION

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

- Current (**good for exactly two calendar years**) medical evaluation form properly completed by a physician/nurse practitioner.
- Written acknowledgment of insurance coverage from his/her parents/guardians which also serves as permission to participate in an athletic activity.
- Student/Athlete Code of Conduct signed by the student/athlete and his/her parent/guardian.
- Concussion/Sudden Cardiac Arrest form signed by the student/athlete and his/her parent/guardian.

TRANSPORTATION

Most teams are transported to contests by 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 Social Media Policy

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

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

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

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

Definition of Social Media

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

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

Align your online image with your goals

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

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

Use good judgment

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

Be respectful

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

Be responsible and ethical

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

Be a good listener

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

Be accurate and appropriate

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

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

- Be sure to correct any mistake you make immediately, and make it clear what you've done to fix the mistake.
- Apologize for the mistake if the situation warrants it.
- If it's a major mistake (e.g., exposing private information or reporting confidential information), please let your division head or supervisor know immediately so the school can take the proper steps to help minimize the impact it may have.

Stand behind your words

You should always take responsibility for the content you post in all social media environments. While you may think that using a fake name may prevent posts from becoming part of your footprint, there are still ways

to link that information to the person who posted it (for example, through an Internet IP address or other distinguishing information linking posts). Be your best self online – post accurate information and be accountable for what you say.

Families can be helpful partners

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

Post Responsibly – Be Mindful of Your Audience

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

Put your best foot forward

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

Pause before you post

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

Consider the Consequences to Your Online Actions

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

Protect yourself

There are many ways to protect yourself online. For example, only accept friend requests from people you know. You may interact online with people you have never met in person. Use caution, find out as much as you can about the person, and tell a parent if you are considering meeting one of these people face to face.

Additionally, while it is important to be yourself online, it is also important to remember not to post too many identifying details (such as where you live or your social security number) because revealing that information can be potentially dangerous or compromise your identity in some way. Do not share passwords with friends and be sure that the computers do not automatically save passwords. Always log off when you have finished using a site – do not just click out of the browser.

Adjust your privacy settings appropriately

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

Respect private and personal information

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

Take Threats of Cyberbullying Seriously

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

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

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

Report the behavior and get help

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

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

Know what to do

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

Understand the Fine Print and Other Rules

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

- Disrupting the computer system, or improperly restricting or inhibiting others from using the computer system.
- Vandalism or theft of resources (including data and files)
- Pretending to be someone else when sending or receiving information (including using another person’s username or password when using the computer system)
- Making any unauthorized changes to the operating system or software of any school computer.
- Using the Internet to access chat rooms or obviously inappropriate sites
- Using the computer system to send unsolicited e-mail or “spam”
- Transmitting or storing any material, information, or software in violation of school policy, or local, state or federal law
- Violating the Acceptable Use Policy may result in:
 - restricted computer access
 - loss of computer access
 - disciplinary or legal action including, but not limited to, criminal prosecution under appropriate state and federal laws

Appendix 4- SGS 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: Community Expectations and Norms

These roles and responsibilities were outlined with the intention of making clear what is expected of each of us, so that everyone can learn and work together as a community and in line with our school's core values:

Honesty, Respect, Generosity of Spirit, Best Efforts

Note: Items with an asterisk will be shared with students and families in September 2020.

ROLE	EXPECTATIONS AND NORMS
Everyone	<ul style="list-style-type: none"> • Take care of yourself • Take care of each other • Take care of this place • Do everything in your power to limit COVID-19 spread to avoid going back to phase 1

ROLE	All Learning Formats
Student	<ul style="list-style-type: none"> • On assignments where collaboration is allowed (verify this first), work with and support your friends and classmates in their learning; refer to the following: <ul style="list-style-type: none"> • Academic Honesty and Integrity document* • Acceptable Use Policy* • Digital Citizenship Info Sheet* • Regularly monitor online platforms to check for announcements and feedback from teachers (during normal school hours, 8-4) • Read feedback provided by teachers to help you learn and make progress
	In-person Learning
	<ul style="list-style-type: none"> • Keep your mask and/or face shield on and your hands away from your face • Maintain social distancing • Extra quiet when teacher is talking so everyone can hear through the mask or in communal spaces to not disturb classes • Only touch/use supplies with permission
	Distance Learning
<ul style="list-style-type: none"> • General: <ul style="list-style-type: none"> • Establish daily routines that will help you with your learning (For example, bedtime and wake-up time) • Find a comfortable, quiet space in your home where you can work effectively • Keep materials for learning nearby: pencils, pens, paper, etc. • Do your best work with integrity and academic honesty • Do your best to meet timelines, commitments, and due dates 	

Student	Distance Learning
	<ul style="list-style-type: none"> • Teams/Zoom meetings: • Attendance is expected • Communicate with teacher about missed classes (just like in traditional school) • Place device on a flat, stable surface • Find a location free of distractions (pets, siblings) • Join a few minutes early with requested supplies ready • Videos should be on unless given permission to turn off • Microphones should be muted unless instructed otherwise • Chat feature should only be used if given permission; content must be relevant to topic (refer to Digital Citizenship Info Sheet) • Agree not to share or distribute pictures or video recordings of any SGS teacher or class, following SGS Social Media Policy • Behavior in meetings should be similar to classroom behavior <ul style="list-style-type: none"> • Sitting up • Paying attention and focusing on lesson • Actively participating • Allowing friends to focus and learn • Student Work: • If you have a question on assigned work <ul style="list-style-type: none"> • Read/re-read instructions • Ask 3 peers before reaching out to teacher • Communicate proactively with your teachers if you cannot meet deadlines or require additional support • Submitting work <ul style="list-style-type: none"> • Turn in your work in the manner and place your teacher instructs • Turn in work with appropriate file name • Turn in your work on time • Communications: • If you need to ask your teacher a question after 4 pm, send an email or a Teams chat. Follow teacher's instructions for contact; students can expect a response during normal school hours • Check student email daily • Respond to teacher's emails within 24 hours • Respond to teacher's chats by 4pm of same school day or by 9am of next school day • Consider putting Teams on Do not Disturb after 4pm • Emails include: a subject line that defines the topic, a greeting, a thank you and signature at the end, and a cc to parents on all communication (grades 3-8) • International students:

	<ul style="list-style-type: none"> • Routine is important, communicate proactively with teacher • Engage in online classes by attending live class if possible or watching recorded lessons when available
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Parent	All Learning Formats
	<ul style="list-style-type: none"> • When on campus follow social distancing and PPE requirements (wear mask and/or face shield) • Establish routines and expectations • Define the physical space for your child’s study • Monitor communications from your child’s teachers • Work in partnership with school and teachers <ul style="list-style-type: none"> • Maintain respectful and timely communication <ul style="list-style-type: none"> ○ Encourage students in grade 5 and up to contact their teacher by email and cc you to practice proactive communication on their part ○ If you are upset and want to reach out to a teacher, you are encouraged to wait 24 hours before hitting send, to think (in order to be intentional) about what you are trying to convey ○ If you have a concern, please go directly to the teacher to learn more about the particular issue • Frame conversations with your child using positive language (use open-ended questions, don't assume negative outcome, let student label feelings, help them learn to problem-solve by focusing on what the student can do next) <ul style="list-style-type: none"> ○ Family Conversation Starters* • Begin and end each day with a check-in • Encourage physical activity and/or exercise • Remain mindful of your child’s stress or concerns • Monitor how much time your child is spending online (looking at a screen) • Keep your children social, but set rules around their online interactions • Refer to Digital Citizenship Info Sheet*
	Distance Learning (Grades 3-12)
	<ul style="list-style-type: none"> • Check PSL to be aware of plan for week in each class • Take an active role in your child’s learning • Provide a comfortable, quiet space in your home where your child can work effectively • Establish daily routines that will help your child with their learning • Communicate proactively with your child’s teachers if you cannot meet deadlines or require additional support