PARENTS COUNCIL OF WASHINGTON BEST PRACTICES ENCOURAGING KINDNESS IN OUR SCHOOLS

MARCH 1, 2012





**THE PARENTS COUNCIL**

 **OF WASHINGTON**

***BEST PRACTICES PROGRAM***

***ENCOURAGING KINDNESS IN OUR SCHOOLS***

***A FORUM TO SHARE HOW SCHOOLS CULTIVATE KINDESS AND RESPOND TO BULLYING***

***THURSDAY, MARCH 1, 2012***

***HOSTED BY***

***THE NATIONAL PRESBYTERIAN SCHOOL***

***WWW.PARENTSCOUNCIL.ORG***

THE PARENTS COUNCIL OF WASHINGTON

2012 PCW BEST PRACTICES

Thursday, March 1, 2012

8:30 AM to 12:00 PM

**The National Presbyterian School**

**Topic**

**Encouraging Kindness in our Schools:**

**A Forum to Share how Schools Cultivate Kindness and Respond to Bullying**

**Agenda**

8:30 AM - 9:15 AM Registration, Coffee and Networking

9:15 AM Welcome Remarks by School Chaplain, Jennifer Dunfee,

 Parents Council of Washington President, Molly LaRochelle,

 and Best Practices Co-Chair, Joan Levy

9:30 - 10:30 AM School Presentations:

 Lower School - Barnesville School, Vickie Roos,

 Assistant Head of School

 Middle School - Holton-Arms School, Kristen Edma,

 Middle School Counselor

 Upper School - Sidwell Friends School, Gaby Grebski,

 Upper School Counselor

10:30 - 11:30 AM Question and Answer Session

 Discussion

Summaries of this morning’s program and E-binder contents, containing each school’s description of their Character Education programs, will be sent to all participants.

Thank you for attending this annual Parents Council of Washington event!

**TABLE OF CONTENTS**

**SUBMISSIONS BY PARENTS COUNCIL MEMBER SCHOOLS**

**Best Practices Submission Format page 4**

**The Barnesville School pages 5-7**

**The Blessed Sacrament School pages 8-10**

**The British School of Washington pages 11-15**

**The Browne Academy page 16**

**The Bullis School page 17**

 **The Flint Hill School pages 18-20**

**The Fourth Presbyterian School pages 21-25**

**The Green Hedges School pages 26-28**

**The Heights School pages 29-40**

**The Lab School pages 41-53**

**The Landon School pages 54-58**

**The Maret School pages 59-60**

**The National Presbyterian School pages 61-65**

**The Norwood School pages 66-71**

**The Potomac School pages 72-77**

**The St. Albans School pages 78-82**

**The St. Andrew’s Episcopal School pages 83-85**

**The Sandy Spring Friends School pages 86-91**

**The Sidwell Friends School pages 92-94**

**The Washington Episcopal School pages 95-100**

**PCW 2012 BEST PRACTICES SUBMISSION FORMAT**

**Please include the following information in your submission.**

**A brief description of how your school addresses character education.**

 - Curriculum

 - Parent programs

 - Student programs/activities

 - Classroom based programs

 - School-wide programs/activities

 - Division-wide (lower, middle, upper school) programs/activities

**What support (e.g., counselor, health coordinator? assigned faculty? parent committees? consultant?) does your school have available to respond to issues of bullying?**

**How are “bullying” situations brought to the school’s attention - parents, teachers, students? Who is it reported to?**

**Does your school have a policy regarding bullying, harassment, and appropriate use of technology?**

**What is the range of consequences?**

**Does your school have a code of conduct? (Civility code)**

**Does your school have an honor code? Do they have an honor committee?**

**Do varsity athletes have an honor code?**

**Do policies vary for grade divisions or do they share policies?**

**Parent contact for follow-up questions:**

**Faculty/administrator contact for follow-up questions:**

**Feel free to provide any additional information that you think might be useful or of interest to your counterparts at other schools. Thank you in advance for participating in what promises to be a very valuable program.**

***Mary Cohen and Joan Levy, Best Practices 2012 Co-Chairs***

**THE BARNESVILLE SCHOOL**

**Encouraging Kindness in our Schools**

**The Barnesville School**

Everything we do at The Barnesville School refers back to the mission of the school which states: We are dedicated to providing a **joyful** and **supportive** learning environment for the development of **excellence** in each of us. Joy, support and excellence are words we live by.

As we work with our students to encourage kindness we begin this process each day as soon as they arrive to school. We feel it is important for children to become aware of the world around them at an early age and learn how to become part of a community. We all know that many children struggle to see beyond the end of their noses so we feel it is important for them to begin appreciating differences and what others have to offer. We have a wonderful “**Buddy Program**” at Barnesville which pairs younger students with older students. As soon as our students arrive at school they head for the gym for “Morning Meeting” and sit with their buddies to listen to announcements and get their day started. The relationships that the “buddies” develop throughout the year is very meaningful to the students and it encourages kindness and communication. We have buddy meetings built into our schedule once a month which allows the students to participate in a variety of activities together. Part of our Morning Meeting also involves highlighting our character word of the month. These character words are printed on our school calendar and highlighted throughout the halls of our school to create a consistent awareness of these words. The character words we have chosen to use are: kindness, service, perseverance, respect initiative, courage, cooperation, responsibility, and honesty.

Our Lower School is divided into what we call “Pods.” Pre-K through 1st grade is a Pod and 2nd through 4th grade is a Pod. Each Wednesday afternoon during the last 50 minutes of school the Pods meet in designated areas to either meet with their buddies or participate in a health or character lesson. We focus on the character words of the month and most of the lessons are literature based in the lower school with role playing and hands-on activities integrated into each theme. We work on conflict resolution activities and help the children to understand how to become part of a community.

Community Service activities are another way we work to encourage kindness. Each lower school class has their own community service connection/focus (i.e., 3rd grade muffin delivery to local neighbors, 1st grade adopt a family, 8th grade work with the Frederick Rescue Mission, 4th grade work with soldiers overseas, etc.) and we also have some school-wide community service activities such as the Fannie Mae Walk for the Homeless, Adopt a Family from the Dwelling Place at the holidays, recycling program, etc. We have also just built an outdoor classroom space with raised bed gardens which the students will be in charge of planting and maintaining.

We do not have a counselor on staff so I handle the student concerns and if I am not available my Head of School is contacted. We do focus on early intervention for both academics and social-emotional growth at Barnesville. The joy of working in a small school is that you get to know all of your students and are able to assess social situations. If we see any type of unkind behavior occurring we address it immediately. On the playground, in the hallways and in the classrooms we work to make each situation a learning experience with immediate feedback. Communication with the parents is also important in these situations so that the children know that we are all on the same page. Our children know that if they have a problem they are unable to work out themselves they are to turn to an adult in the community for guidance. At school we have a “you can’t say you can’t play” philosophy to deter cliques and a “pack” mentality developing. If we witness or hear of a child being left out in a play situation we address it immediately with the children by bringing them together and talking about it. We work diligently at all age levels to help the children understand to not just stand by and allow a friend to be treated inappropriately. Students are encouraged to support students who are targets of bullying by confronting bullies, telling adults what they have observed or heard and communicating with faculty and the administration about such issues.

Each year in conjunction with Martin Luther King’s birthday we have created what we call “Peace Week.” Peace Week has a different theme each year. Last year’s theme was “International Peace” and this year’s theme was “Bullying.” Lessons and activities are developed by our “Diversity Committee” at the school to support the theme for the year. The culminating activity for the week is our school-wide Peace Assembly where each buddy group makes a presentation and we carry out a silent candle lighting ceremony with each grade level lighting a candle and reading a quote about peace and kindness. During our Peace Week this year each morning during our morning meeting we would have students and teachers announce the names of students who performed a random act of kindness and took initiative to do the right thing. Those students then went to the front and signed their name on our large “Kindness” banner. Peace Week each year helps to continually reinforce to the children the need to respect differences and treat each other with compassion.

As we thought about all of the things adolescents must deal with in today’s society and our desire to continue to help the students focus on the “bigger picture.” We created an ethics class which middle school students take once a week all year at each grade level. The 5th and 6th grade course is titled “Changes and Choices” and gives us a chance to work on communication skills, decision making skills, work to understand and develop personal values, etc. The 7th and 8th grade course is titled “Beliefs and Ethics” and this course begins to broaden the students look at different value and belief systems and begin to understand how their personal values may conflict with social values and beliefs.

The Barnesville School does have an Honor Code and an Acceptable Use Policy which all 4th through 8th grade students and parents are expected to read, sign and return to the school. When any behavioral concerns are brought to our attention these documents are referred to as a reminder of the commitment made by the student to adhere to those expectations. We do have a bullying and cyber-bullying policy in our Student/Parent Handbook and encourage students and families to inform the school immediately when they are aware of a bullying situation. We work to deal with behavioral concerns on a case-by-case basis. We feel it is important for children to understand the importance of telling the truth and to learn from their mistakes. If a child communicates to a parent that they feel they are being bullied the parents are encouraged to contact the child’s classroom teacher to discuss the concerns. We work in a variety of ways to support a bullying situation with the younger children (talk as a class or meet with specific children involved). At the lower school level there are a range of consequences for inappropriate behavior ranging from apologies both in writing and in person to missed recess to spending time in my office. If a student is involved in a physical altercation with another student the consequence depends on the severity of the behavior and if the student has demonstrated this type of behavior before. If we have a student who has repeated inappropriate behavior such as biting, pushing, hitting, etc. after intervention and communication with the parents has taken place, the parents are aware that the student will be sent home immediately and if the behavior continues the parents, Head of School and I will meet to discuss an appropriate plan for the child.

Our AUP policy has clear cut consequences for inappropriate use of technology. The consequences involve: First Time = No use of a computer for one week, Second Time = No use of a computer for two weeks and parent notification, and Third Time = No use of a computer for the trimester and a parent conference.

In closing, I think it is important for us as educators to continue to work with children to learn how to be a friend and how to be accepting of differences. We need to make our moral standards clear and have ongoing conversations with students, teachers and parents about values and principles. Creating an atmosphere that encourages kindness should, and can, also support values that are fundamental to being members of the human family.

**BLESSED SACRAMENT SCHOOL**

A brief description of how your school addresses character education.

- **Curriculum** - Catholic education/faith formation based on religious guidelines of the Archdiocese of Washington

- **Parent programs** – Active Parent Educational Partnership that attempts to provide information regarding school climate as well as trainings and workshops on student relationships, bullying etc. A task force of parents took on the issue of school climate one year ago. This resulted in the adoption of the Responsive Classroom model, the Bulldog Pledge and the revised CARE theme.

- **Student programs/Classroom based programs** – See Responsive Classroom explanation below.

**School-wide programs/activities** - Decade old CARE (Courtesy Acceptance and Respect for Everyone) program and updated middle school CARE (Courage, Altruism, Responsibility and Excellence) program. The school has the CARE theme posted on its website including definition of bullying, expectations of the CARE covenant and consequences of breaking the CARE contract.

Also, the school has adopted a school-wide Responsive Classroom model. The Responsive Classroom approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community…the approach consists of practical strategies for helping children build academic and social/emotional competencies day in and day out. Results consist of an increase in student engagement and academic achievement and fewer discipline problems. Basic strategies range from morning meetings to collaborative problem solving. All teachers have been trained in the model and are using it actively in their classrooms.

The school has adopted a Bulldog Pledge that is recited daily. Students are all taking collective responsibility to be kind and caring.

Finally, the school has a comprehensive and intensive service component. All grades sponsor individual service projects as well as participate in school-wide service events. In addition, students in the 8th grade who are preparing for confirmation have an individual service requirement. All of these service programs contribute to the sense of a school climate of caring and reaching out to others in need.

- **Division-wide** (lower, middle, upper school) programs/activities- In addition to Responsive Classroom, students in the lower grades (K-2) have a “Caregram” system. When students (either individually or as a group) show an act of care, kindness, support or encouragement to others, they are awarded a “caregram.” Once the class collects a certain number of caregrams, they are rewarded with a party or fun activity for the group. Also, there is a special commitment form for the middle school (see below under Code of Conduct).

**What support (e.g., counselor, health coordinator? assigned faculty? parent committees? consultant?) does your school have available to issues of bullying**?- A School Culture Committee was put in place for 10-11 school year. This Committee recommended the Responsive Classroom model, the daily Bulldog Pledge and revisions to the CARE theme.

**How are "bullying" situations brought to the school's attention-parents, teachers, students? Who is it reported to?** School principal or assistant principal.

**Does your school have a policy regarding bullying, harassment, and appropriate use of technology? -** Yes, we follow ADW policy on bullying, harassment and technology use.

**What is the range of consequences?** From teacher intervention to expulsion.

**Does your school have a code of conduct**? (Civility code) There is a Middle School Commitment form that is signed by principal and students outlining responsibilities as a student at BSS.

**Does your school have an honor code? Do they have an honor committee?** No

**Do varsity athletes have an honor code?** NA

**Do policies vary for grade divisions or do they share policies?** See above regarding two CARE themes. The Middle School CARE theme is defined differently than the lower grades.

**Parents contact for follow-up questions**: Rosalie Days/Kathleen Curtin

**Faculty/administrator contact for follow up questions:** Colleen Molloy/Chris Kelly

***Blessed Sacrament***

***Middle School Student Commitment***

I understand that as a Blessed Sacrament student, I am expected to follow the CARE theme of Courtesy, Acceptance and Respect for Everyone, but this responsibility becomes even greater as a middle school student. I am also expected to model Courage, Altruism, Responsibility and Excellence.

**Courage**- the ability to recognize and to act in accordance with our Christian beliefs, especially in spite of criticism

**Altruism**- the practice of unselfish concern for or devotion to the welfare of others

**Responsibility**- reliability or dependability especially in meeting obligations

**Excellence**- best effort every day in behavior and work

As a member of the sixth, seventh or eighth grade at Blessed Sacrament School, I realize that I have a responsibility to act as a strong positive role model both for my classmates and for the younger students in the school.

I understand that my teachers feel that being a person of good character is the most important part of being a successful Blessed Sacrament student, more important than the grades I earn or the sports or other activities in which I participate and that is why I am asked to be a role model.

I understand that this expectation is not limited to my actions here at school. I am expected to be a positive role model at all times, but especially when I am at school, on a team representing the school, or when I am wearing my school uniform at any time.

I pledge to do my best to act as a role model for my fellow classmates and the younger students. I pledge to stand up for others or speak up if I observe behavior that is inconsistent with good character. I pledge to represent the school as a true disciple of Jesus.

Student’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**THE BRITISH SCHOOL OF WASHINGTON**

1. **A brief description of how BSW addresses character education:**

In the curriculum:

In the primary ages (3-11) character education is covered in Personal Goals (Thoughtfulness, Enquiry, Respect, Resilience, Communication, Morality, Respect, Cooperation, & Adaptability) within the International Primary Curriculum. This follows through with the International Middle Years Curriculum and the weekly SEAL (Social, Emotional Aspects of Learning) classes, completing with the IB Learner Profile.

In student programs/activities:

As part of our enrichment of the curriculum, teachers make excellent use of the rich cultural opportunities offered in a capital city. Educational excursions are organised regularly throughout the school to enhance the learning experiences in the classroom.

As well as day outings, longer overnight trips are offered to enhance the physical, emotional, and social development of the pupils. Upper primary classes go on excursions to Sheridan School Mountain Campus in Luray, Virginia where they are challenged and inspired in a natural environment. The physical experiences enhance the children’s learning both mentally and physically with the aim of building confidence while becoming members of a close knit and supportive community that respects individual needs and the natural environment.

A number of clubs and activities are offered by teachers at BSW. The school also offers activities or camps during some mid-term breaks and vacations.

The Curriculum Enrichment Sports Programme runs a full range of activities for students in Year 3 to Year 13. In these training sessions students are able to develop skills and awareness that will equip them to play against other schools and clubs.

There are numerous opportunities for students to expand their involvement in BSW beyond the classroom. In both the Primary and Secondary School sections, a Head Boy, a Head Girl, and Deputies are chosen to lead and represent their peers. . The Head Boy and Head Girl are supported by Librarians and Prefects who are chosen by the staff to take responsibility for a variety of activities. They are normally chosen from Year 5 and Year 6 pupils and Year 12 and Year 13 students**.**

Additionally,in both the Primary and Secondary School sections, House Captains and Deputies are chosen each year. They take responsibility for assisting in organising house events and activities. Eco-Prefects are another opportunity for Primary and Secondary students to take on a leadership role.

BSW operates two Student Councils (one in the Primary section and one in the Secondary section) so that learners may be represented and encouraged to bring issues to the Administration of the school. In the Primary School section, councilors are elected for half a year to represent their class. In the Secondary School section, councilors are elected by their peers to serve for one full year. The Student Council is chaired by the Head Boy and Head Girl (Primary School) and by the Student Council Prefects (Secondary School) one of whom is elected President.

**2)** **What support does BSW have available to issues of bullying?**

BSW has named teachers for pastoral support, additional counseling support from a professional organization, training for all staff at the beginning of the year, and a medical administrator.

**3) How are bullying situations brought to the school’s attention? Who is it reported to?**

* All reports of bullying will be taken seriously and an immediate investigation will take place in the school.
* All learners must know that they can report bullying to any member of staff or a senior student within the school and not fear reprisals.
* Sanctions will take into account the severity of the actions, and children, students who persist in bullying (despite counselling, sanctions and support) will be excluded from the school, either temporarily or permanently.
* Parents will be involved throughout in order to take a partnership approach to dealing effectively with the issue and stop the bullying.
* The Head of School or a member of the School Leadership Team – which includes the Leader for Social and Emotional Aspects of Learning, is advised once the bully/bullies have been identified, and witnesses if possible, have been obtained.
* Discussions are held with the bully, and they are told the details and asked to tell the truth about the situation/incident, whilst reminding them that bullying is not acceptable in a WCL school.
* If they do not own up, matters will be investigated further.
* Instigate separate discussions with parents of bully and victim
* Ensure that through the appropriate, confidential, route all members of staff who need to be aware have been informed to ensure support for both victim and bully
* Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, use of a common room, suspension or exclusion from school, depending on the perceived severity of the incident(s)
* Continue monitoring the situation by observing at playtimes/free times/lunchtimes and having regular discussions with victim to ensure no repetition
* As the behaviour of the bully (hopefully) improves, then favoured activities etc. can be reinstated, and the student may be praised for improved behaviour.

**4) Does BSW have a policy regarding bullying, harassment, and appropriate use of technology?**

Yes

**5) What is the range of consequences?**

Misuse of the school Internet and computer resources will result in disciplinary action i.e. written warnings, withdrawal of access privileges, suspension or expulsion. BSW also reserves the right to report any illegal activities to the appropriate authorities.

**6) Does BSW have a code of conduct?**

Primary School Student Code of Conduct

1. I will ensure that my conduct reflects well on the school at all times.
2. I will respect the rights of all learners to learn and teachers to teach.
3. I will show respect for others’ property, the school’s equipment and environment
4. I will listen to instructions and respect others’ opinions
5. I will give everyone a fair turn and put up my hand to ask or answer questions
6. I will observe the safety precautions in the various different departments
7. I will walk around the school and will not run and remember to be calm, stop and not to push forward when in crowded areas

Secondary School Student Code of Conduct

* I will ensure that my conduct reflects well on myself and the school at all times.
* I will respect the rights of all students to learn and the teachers to teach.
* I will show respect for others’ property, the school’s equipment and environment.
* I will listen to instructions and respect others’ opinions.
* I will put up my hand to ask or answer questions.
* I will observe the safety precautions in the various different departments.
* I will move around the school quietly and sensibly at all times.
* I will be prompt for all school commitments.

**7) Does BSW have an honor code or honor committee?**

No

**8) Do varsity athletes have an honor code?**

No

**9) Do policies vary for grade divisions or do they share policies?**

They are age appropriate based on a central BSW belief.

**10) Faculty/admin contact for follow-up questions:**

Ann McPhee

Interim Head of School

a.mcphee@wclgroup.com

Please note that BSW is in the process of currently reviewing these policies and terminologies.

**THE BROWNE ACADEMY**

1. In the middle school (grades 5-8), each class has an advisory session once in every 6-day rotation which is aimed at character education. I provide each advisor with an age-appropriate activity or lesson each week to educate children about many topics including bullying, kindness, organization, problem solving, and friendship.

2. In the lower school, I visit the classrooms to teach these same types of social skill and character education lessons. The frequency depends on the grade (for instance, the primary grades typically have me in during every other 6-day rotation, while the 4th grade has me in once every week). I incorporate the "Second Step" curriculum into the lower school lessons, which is aimed at teaching the students empathy skills, problem-solving, and conflict resolution.

3. We just finished a "Kindness Campaign" here at Browne. Since our advisory lessons in the middle school focused on bullying and the negative behaviors that occur between students, we decided to start the new year in a positive tone and talk about spreading kindness and appreciating one another. For the middle school, the advisory classes for several weeks focused on recognizing kindness in ourselves and others, what an extraordinary act of kindness looks like, and the positive effects of kindness on others. For two weeks leading up to Valentine's Day, students were encouraged to "turn people in" for doing kind things. I placed boxes around the school, along with "reporting slips," and each day the students would fill out a slip if they witnessed an act of kindness. The students who were "turned in" were recognized by having their name written on a heart and displayed on the community bulletin board in the atrium. For the lower school, we discussed how each grade level could incorporate an aspect of the Kindness Campaign into their classes. For one day, every teacher in the lower school would give out heart stickers to students who were seen doing acts of kindness. For the remainder of the week, each grade level decided on how they would incorporate the Kindness Campaign into their own class, because having one activity for the entire school would be difficult as the developmental differences are so vast between kindergarten and fourth grade. Some classes continued with stickers, some classes had their own "kindness reporting" boxes and recognized students in their own ways.

**THE BULLIS SCHOOL**

In the Upper School, we don't talk about "bullying," per se, too much. I think that by the time kids get to the US, they believe they are "beyond" bullying. But we certainly know that unkind and hurtful behavior continues and so we have built in the topic to a variety of avenues and activities throughout the year.

We use advisory topics, diversity training, student groups like Peer Mentors, SADD, Diversity club, Beyond the Books, and assemblies to address the topics of kindness, tolerance, celebration of differences, and respect for others. Our theme in the US is "Live and Let Live" and we have flyers posted around North Hall to remind students of that message. Our social curriculum, which is run through the advisory program, devotes several advisories per year to the topic of kindness. For example, this week each advisory watched four video clips from the ThinkB4YouSpeak campaign on not using the term "gay" as a pejorative comment. Advisors then led discussions on the use of that word (and others) in our own community. Next week we will have a speaker who will be addressing all aspects of Internet behavior and he will speak to cyber-bullying and how we comport ourselves online. Our Beyond the Books keynote address is always inspirational and almost always addresses how we treat others as a reflection of ourselves.

***Lisa Gray, M. Ed.***

***US Counselor***

***Bullis School***

**THE FLINT HILL SCHOOL**

**Ref: Flint Hill School Best Practices**

Among a number of notable programs at the Flint Hill School are the following:

**Parent Programs**

We host a series of Parents’ Programs at Flint Hill that promote our sense of “School Family” and the partnership between home and school. The Headmaster runs a series every year called, “The Parent Discussion Series.” Some coffees are targeted for particular grades to allow those parents to come together, with the Headmaster, to talk about everything from raising their children, partnering with the school, and looking at key issues along the way like technology, peers, siblings, diversity, relationships, drugs and alcohol, stress, and pressure. Some sessions are “school wide” discussions such as the ones on the Budget and College Counseling. Next year, we plan to focus on curriculum and the impact that it has at the various age levels.

Division Directors also host a yearlong series of coffees, targeting specific issues and activities, relative to that year, to make certain that school and home are working together.

The Counseling Department also provides a number of programs that include both, coffees and evening presentations, at the various grade levels to allow us to look at everything from discussions of play, social aggression, use of technology, stress and pressure, family dynamics, etc.

And our College Counseling Department hosts a monthly series of presentations on college and various aspects of the experience – College and financial aid, college and athletes, college and learning differences, preparing to leave home, etc.

**Issues of Bullying**

The need to teach youngsters to deal with issues of “bullying” cannot start too early. Beginning in our Lower School, with our Junior Kindergarten to Grade 3, we actively use a program called, “Second Step.” Lead by the teacher and counselor, this involves teaching our children about impulse control, anger management, respect for others, and the “I” message. It is also an opportunity where we have students learn “The Husky Promise.” This pledge allows us to focus on our four core values as a school: Honesty, respect, responsibility, and compassion. Students utilize those traits referring back to the “I” statements and how they can share their feelings in various situations. It allows the young children to begin to accept that sense of having ownership over their relationships with other people.

For Grade 4, we use a program called, “The Ophelia Project.” We don’t use the word “bully,” but replace it with “relational aggression.” The program allows us to look at the various roles people play in trying to understand “why” one is the aggressor, “why” one is the victim, and “why” other people are in the middle. It is key, to make them aware that the people who are in the middle, the ones who are watching it and seeing it, have the most powerful role in all of this. And how it is imperative that they stand up for other people. We also utilize literature where appropriate, like the book **One**. We talk about the difference between “telling” and “tattling” and how important it is that we are partners, student and teacher, in respecting each other and working together.

As our students move into the Middle School, they continue to focus on their relationships through their Homeroom/Advisory meetings and “Wellness Curriculum.” Our Counselors teach the concept of relationships and the roles we play.

As we get into the Upper School, the discussions become more focused through “Advisory” and through “Guest Speakers.” Rachel Simmons, author of the book, “Odd Girl Out,” has been a regular fixture on our campus for several years and does a terrific job working with our students, faculty, and parents.

Tied with all that work, is an emphasis on our “Acceptable Use Policy” that all students and families accept as part of our technology initiative. In those rare instances, when someone has violated that use or has been actively engaged in any form of harassment, bullying, or relational aggression, students are confronted. Parents are always brought in as part of the solution. Sadly, occasionally, we may lose a student due to their inability to stop such behavior. We teach, as part of our civility efforts, that behaviors have consequences, and you hope that those are always positive, but sometimes they may be very painful and difficult. These discussions are always done in great confidence, but are very much at the core of our “Honor Code” and how we will treat each other.

**Honor Code**

We have an “Honor Code” in our Middle and Upper Schools. In the Lower School, all the children learn the “Husky Promise” and our four core values. It turns into an “Honor Code,” in both the Middle and Upper Schools. At both divisions, all students, after a serious of discussion at the beginning of the year, sign the “Honor Code” on a large board, in the presence of their peers. These are serious and respectful ceremonies. Then every adult who works in their building and/or on their campus also sign the Board during a major school assembly, their names are called out and they sign the “Honor Code” in the presence of the students. We promote the concept that these high standards are not “Thrust on them,” but that we **all** live them…together…each day. Those honor boards are then placed on the wall, so that whenever you walk into the buildings, you walk past and see the signatures and the “Honor Code” permanently displayed.

We have an “Honor Council” in the Upper School, which handles all violations and cases related to honesty, cheating, or stealing. Elected student-leaders and two faculty members form the Council.

The Council hears various cases when something is brought forth. After very thoughtful deliberation, they make a recommendation of a consequence to the Upper School Director. The Upper School Director either accepts or amends the recommendation. If dismissal from school is a possibility, the Headmaster is then consulted and involved in the meeting with the family and student.

THE FOURTH PRESBYTERIAN SCHOOL

****

School Contact: John A. Murray, Headmaster

Parent Contact: Karen Walker, PCW Representative

Recognizing each child as an image-bearer of God, we seek to integrate character education into all that we do, as we engage the hearts and minds of our Pre-K through 8th grade students in three vital areas: faith, virtue, and knowledge.

**FAITH**

***Weekly Assemblies***

The school community gathers together for a 15-minute assembly each Monday and Friday morning. These assemblies play a critical role in building community across grades, as the School uses the assemblies to set the tone for the week and to celebrate the many exciting things happening at Fourth School. Parents are invited to stay and watch.

***Chapel***

Weekly chapel services are a vital part of Fourth School’s mission to develop the faith and character of our students. Lower School students participate in a chapel service designed specifically for younger children, while the Middle School participates in a service geared to this age group.

Each service includes an age-appropriate chapel talk, as well as praise and worship music that is both joyful and vibrant, using songs that students can relate to. The Headmaster and Principal each give a chapel talk once per month. In the weeks they are not speaking, students listen to various pastors from Fourth Presbyterian Church. With many different churches represented among the student population, the weekly chapel time is a major unifying factor as students worship, learn, and celebrate their faith together as a school community.

This year’s chapel theme has been focused on the topic of “Godly Character.” Our students have been exposed to different people of the Bible and today’s world to see how they can best exemplify Christian character in all they do.

***Christmas Program***

The highlight of the Christmas season is the annual Christmas program, where the entire school community comes together at Fourth Presbyterian Church for an evening of music and pageantry presented by the children that celebrates the birth of Jesus Christ.

**VIRTUE**

***Athletics***

One of the more tangible ways for our students to develop virtue is through sports—whether through P.E., recess, or organized teams. Our athletic philosophy places a strong emphasis on the development of character in our athletes:

*We seek to develop young men and women who excel in all areas of life, including athletics. At the middle school athletic level, our goals are participation, the development of basic skills, leadership, and sportsmanship. Being an athlete does not simply mean wearing a uniform and attending practices and games. Being a member of a team means committing yourself to a common goal. It means giving 100% all the time and not being satisfied with mediocrity (Colossians 3:23). Fourth athletes are representatives of their team, their school, and, more importantly, of the Lord. Therefore, we believe athletics should encourage the positive attributes of teamwork, commitment, dependability, selflessness, loyalty, good work ethics, perseverance, self-discipline, and sportsmanship.*

In training up athletes of character, one of our stated athletic goals is to hire coaches who will model these character traits as well:

*We seek to recruit and retain qualified, dedicated, and godly coaches that provide outstanding leadership to the student body, in all aspects of the athletic program.*

***Mission Work/Service***

Each year our students participate in two school-wide mission projects—one in the fall and one in the spring.

***Operation Christmas Child***

As a part of our school-wide fall mission project, students participate in Operation Christmas Child. The school kicks off this mission project in October with a special chapel service that introduces students to Samaritan's Purse and its Operation Christmas Child ministry. Students learn about the critical role they can play in touching lives--first by preparing shoebox gifts during the month of October, and then by praying for the boys and girls who will receive them.The shoebox gifts are collected the first week of November and dedicated at a special Fourth Friday Assembly. The Christmas gifts are then delivered to over 100 children around the world showing the love of Jesus Christ.

***The Fourth School Run***

With the theme, *“Be devoted to one another in brotherly love. Honor one another above yourselves”* (Romans 12:10), our spring mission project raises scholarship monies for our sister school, the Cornerstone Schools of Washington, DC (a K-8th grade Christian school set in D.C.’s southeast neighborhood). In preparation for the run, students are asked to obtain sponsors who will pay them for each lap they complete around the track developed on our school’s campus.

***Lower School Code of Conduct***

In the lower school classrooms, and throughout the school day, our students are expected to abide by the “High Fives.”

1. Students will listen to others while they are speaking. (Love)
2. Students will be honest with their classmates and teachers. (Honesty and Godliness)
3. Students will focus on their work and complete it without complaint. (Perseverance)
4. Students will respect the property of our school and others. (Self-control and Godliness)
5. Students will encourage others and use supportive language. (Kindness)

***Middle School Honor Code/Honor Code Signing Service***

Middle school students and faculty commit/re-commit to the honor code and sign the following pledge during the honor ceremony held in September each year.

***The Honor Code***

A Fourth School student will not lie.

A Fourth School student will not cheat.

 A Fourth School student will not steal.

***Honor Pledge***

To add to my faith, virtue, and to virtue knowledge, I do solemnly pledge my honor that as long as I am a member of Fourth School, I will faithfully uphold the principles of the Honor Code, and will respect and observe its requirements to not lie, cheat, or steal. I make this pledge in view of Almighty God and the pledges of my fellow students and faculty, which signifies our mutual trust and resolve to keep our honor secure.

***Expectations of the Honor Code***

The Fourth School administration, faculty, and staff agree to model the principles of the Honor Code in their lives and to support the Honor Code, recognizing that students most likely emulate behavior more than words. The administration, faculty, and staff are responsible for consulting with the Principal concerning any violation of the Honor Code. Appropriate consequences will be administered on a case-by-case basis.

**KNOWLEDGE**

***Curriculum***

While character is discussed throughout the curriculum, our Bible courses taught from Pre-K through 8th grade prove to be a great venue for learning how best to live a life of purpose that glorifies God. The Bible curriculum culminates with our 8th grade “Christianity and Culture” class. Below is a description of this course:

*In his book Can Man Live Without God? philosopher Dr. Ravi Zacharias states, “A massive global assault has been launched upon us, and it is the arts more than any single force that predominate as an influential agent, molding our character, our values, and our beliefs.  This invasion bypasses our reason and captures our imagination.  Never before in history has so much been at stake as is now in the hands of the image-makers of our time.”  Given this premise, this class will teach the doctrines of Christianity found in the Apostles’ Creed and how they are portrayed in the media (both positively and negatively). Throughout the course, students will be asked to analyze current events and debate various worldviews, as they define and articulate their own.*

***General Behavioral Expectations (in out and out of the classroom)***

To provide an appropriate educational and social environment, it is important for students to understand that appropriate standards of behavior are expected at all times—in and out of the classroom. The Golden Rule of “loving your neighbor as yourself” should guide students’ actions at all times. One of the first evidences of maturity is the ability to talk out a disagreement with someone else without resorting to ridicule, backbiting, or fighting. Following the Matthew 18 principle, students must learn to talk directly to other people and to work out their problems through constructive discussion.

Students are expected to know and abide by the School’s rules and policies. The following are additional examples of disciplinary actions that may be taken by the School with regard to a middle school student who violates School rules: loss of privilege, after-school detentions, in-school or out-of-school suspension, or even expulsion.

***Policy Against Harassment (As set forth in the Family and Employee Handbook)***

Sexual harassment of students by other students or by employees of Fourth School is contrary to biblical teaching, inconsistent with the School’s culture, possibly in violation of applicable law, and is not tolerated. Sexual harassment includes making unwelcome sexual advances, engaging in improper physical contact, making improper sexual comments, or otherwise creating an intimidating, hostile, or offensive educational environment.

Students who become a victim of sexual harassment should immediately report the incident to an administrator and to their parents or guardians. School authorities will investigate all such reports immediately. Civil authorities will handle criminal charges. Anyone found to have violated this policy is subject to disciplinary action up to and including expulsion for students or termination for employees.

All such reports are handled discretely in order to maintain confidentiality and to protect the student making the report. However, it should be understood that the School is required by law to report any incidents of child abuse to the appropriate state agencies.

If a student has concerns about the nature of any conduct or physical contact by an adult employee of Fourth School, by a fellow student, or by a member of the public, the student is encouraged to report this conduct to an administrator as well as to discuss the concern with his or her parents or guardians.

The Fourth School will also not tolerate harassment of students or employees based on race, color, sex, national origin, religion, age, or disability. Employees are not expected to tolerate harassment based on any of the above categories by any other employee, student, parent, or other person with whom they have contact as part of their jobs. Similarly, School employees are expressly prohibited from harassing, based on these same protected categories, anyone with whom they have contact as part of their jobs.

Examples of inappropriate behavior include obscene or suggestive remarks or jokes, verbal abuse, and insults; displays of explicit, offensive, or demeaning materials; physical or verbal hazing; threats; and comments that are demeaning with respect to race, religion, ethnic origin, gender, sexual orientation, or class.

***Policy Against Cyber-Bullying (As set forth in the Family Handbook)***

Cyber-bullying, like other forms of harassment, is not tolerated and results in disciplinary action. Cyber-bullying is the practice of using technology to humiliate, threaten, or intimidate another person. Using a campus computer for the purpose of cyber-bullying is a violation of the computer Acceptable Use Agreement.

***Growing Up Talk***

Bringing in outside presenters for both fifth grade boys and girls, this is a special time for the students as they hear about some of the issues relating to getting older.

This is not a “sex education” talk. Instead we cover the differences between the physical, intellectual, and emotional changes that accompany puberty, personal care, hygiene, healthy living habits, godly behavior, and sportsmanship.

**(Fourth Presbyterian School also has a Technology Code of Conduct for both lower and middle school students, as well as an Alcohol, Tobacco, and Illegal Drug Policy.)**

**THE GREEN HEDGES SCHOOL**

**KINDESS AND CHARACTER EDUCATION AT GHS ORIGINATES FROM THE SCHOOL’S MISSION AND CORE VALUES:**

**Mission**

*We inspire young people of talent and promise to develop clear values, a desire for wisdom, and an appreciation for all endeavors which broaden the mind and enlighten the spirit.*

**Core Values**

**Achieve Distinction:** *While celebrating the uniqueness of each child, we embolden all students to strive for excellence in their personal pursuits.*

**Commit to Character:** *Strong moral conduct is fundamental to our community and we purposefully promote appropriate conduct, encourage self-awareness, and exhort responsible habits of the mind, body and soul.*

**Explore Opportunities:** *We believe that a child’s growth is best fostered through exposure to a broad range of academic, fine art, athletic and extracurricular endeavors and we require all students to engage in these pursuits.*

**Become Yourself:** *By maintaining a low student-teacher ratio and promoting personal approach to a student’s school experience, we support each child’s unfolding as s/he emerges into a capable, confident, conscientious young adult.*

**KINDNESS AND CHARACTER EDUCATION AT GHS IS IMPLEMENTED THROUGHOUT THE SCHOOL’S PROGRAM:**

**School-wide programs/activities:**

* Twice weekly assemblies often have behavior/theme based topics and presentations

**Division-wide (lower, middle school) programs/activities**

* CELP (Character Education Leadership Project) for grades 4 through 6. Overall goal is to provide students the opportunity to develop their own unique leadership skills while working within their schools to challenge marginalization and support an inclusive, tolerant and respectful environment.
* Montessori Peace Education – Many activities in the Montessori environment contribute towards resolution of conflict.

**Classroom programs**

* Morning Meetings/Homeroom Meetings with character and behavior based topics
* Middle School Advisory sessions with character and behavior based topics
* Friendship interventions with school counselor

**Curriculum**

* Literature selections are made and utilized to promote character education
* Language Arts reading series has emphasis on character education

**Parent programs**

* Parent Education Programs (PEP) offered on campus
* GHS promotes positive parent/teacher partnership

**PARENTS COUNCIL OF WASHINGTON ~ SPECIFIC QUESTIONS**

**What support does your school have available to address issues of bullying?**

* Topics related to bullying and marginalization are addressed through the above mentioned programs as well as our school counselor

**How are “bullying” situations brought to the school’s attention – parents, teachers, students? Who is it reported to?**

* Bullying situations are brought to the School’s attention from various sources, including parents, teachers, and students. Bullying is typically first reported to the teacher, followed by Asst. Head/Head and counselor.

**Does your school have a policy regarding bullying, harassment, and appropriate use of technology?**

 **Yes**

**What is the range of consequences?**

 **Minor to severe (separation from school).**

**Does your school have a Code of Conduct? (Civility Code)**

 **No**

**Does your school have an honor code?**

 **No**

**Do they have an honor committee?**

 **No**

**Do varsity athletes have an honor code?**

 **N/A**

**Do policies vary from grade divisions or do they share policies?**

* Policies are the same, but the manner in which we work with them may be different, depending on age. (We work with children ages 3 to 14.)

**Contact for follow-up questions:**

**Robert E. Gregg, III**

**Head of School**

**bgregg@greenhedges.org**

**THE HEIGHTS SCHOOL**

1. **Introduction**

***The Heights School is a private, independent, preparatory school for boys, grades three to twelve. Our mission is to assist parents in the intellectual, moral, physical, and spiritual education of their sons, with dedicated teachers training boys rigorously in the liberal arts. This formation in virtue fosters respect for every person, a desire to serve God and others, and an optimistic attitude towards life's challenges.***

The Heights School, like any other educational institution, has a clear and distinct mission. A mission that sets it apart from other schools and gives it its character. This mission pervades every aspect of the School’s life: academic, athletic, and spiritual. The administration, the faculty and staff, and the School’s families work together in making this mission a reality for each student.

The mission is accomplished through a rigorous academic program, competitive athletic teams, and a dedicated faculty and staff. What makes it all come together in the life of each boy is the Advisory Program. Advisory seeks *to assist parents in the intellectual, moral, physical, and spiritual education of their sons*.

Jacques Maritain, a philosopher of the Aristotelian tradition, once said in a lecture given at Yale University, “The prime goal of education is the conquest of internal and spiritual freedom by the individual person, or, in other words, his liberation through knowledge and wisdom, good will, and love.” (*Education at the Crossroads*, p. 11). In a sense, Advisory seeks precisely that. It brings together “knowledge and wisdom, good will, and love”—all the different aspects of the School’s programs —academic, athletic, spiritual—into one single conversation. In so doing, advisory helps each student reach his full potential both in his academic endeavors and in his personal formation as a man.

The advisory effort is reinforced and made complete when the advisor works hand in hand with the boy’s parents. Cooperation between parents and advisor is what makes the advisory program successful. This relationship is necessary because the parents are the primary educators of their sons and are the ones who know him best. The advisor, therefore, must work in tandem with the parents in a *partnership for the good*.

Another component of the advisory program is the interest and empathy the advisor shows for his advisee. The advisor looks out for his advisee. This is the most basic of all his duties. "How is he doing in class? What do his teachers say about his academic work? Is he interacting well with his peers?" The advisor thinks about each advisee. "What are his talents and weaknesses? What could he do with his gifts? How should he be developing academically?"

After observing each advisee and thinking about him, the advisor may point out things that the advisee may not realize about himself. An advisee may be reminded of the importance of using his time well on school nights. A second suggestion may be that it’s better to study certain subjects first and take care of others later. Another suggestion could be that he needs to get his binder in order. Counsel may be tailored to the boy’s personal struggle for virtue and excellence.

Advisors meet with their advisees often. Regular communication fosters fruitful conversation, goal setting, encouragement, support, and accountability. The advisor presents the mission of the School to each student so he may benefit from every opportunity the School offers.

**2) General Considerations Regarding Advisory**

***i) Definition of Advisory***

Advisory is an individual means of education that personalizes the mission of the School for each student. At The Heights, every student is assigned an advisor who facilitates his full development as a man. The advisor seeks *to assist parents in the intellectual, moral, physical, and spiritual education of their sons.* This formation takes place during monthly, one-on-one conversations between the advisor and advisee and in the ongoing dialogue between the parents of the advisee and his advisor.

Advisory is a tutorial in Christian manhood. It is a means of teaching, personally and individually, the ideals that form the foundation for everything we do at the School. The advisor starts with a picture of what he hopes each boy will become as a man. Then, working in the context of each boy’s personal circumstances, the advisor teaches him—through advice, example, and encouragement—how to acquire the virtues that will make that picture a reality. The School, through its curriculum and discipline, teaches these virtues in the abstract. The advisor and the faculty seek to exemplify and inculcate in the students these same virtues—addressing them specifically to each boy’s needs.

What is this picture envisioned by the School? What kind of man would the School hope each of its students to be at the age of 25? It wants each student to become a solid professional who will serve his family and society. He will be a man who is committed, faithful, and courageously noble in heart and mind. He will also be a man of faith, principled, with a well-formed conscience. He will be a man respected by his peers: a friend with sound judgment and a seriousness of purpose, good taste, and a sense of humor.

In dealing with the advisee, the advisor always has to have this picture in mind, and articulate it clearly to him, especially as he advances through high school. Long after the student may have forgotten anything specific the advisor told him, he will have the memory of this picture of what he should hope to be.

***ii) A Partnership with Parents***

At The Heights we believe that parents are the primary educators of their children. The education of a person is not simply or exclusively the teaching of a series of facts and numbers—that’s only a limited part of what an education entails. The education of a person in its deepest sense is how he knows himself and the world around him; how he grows in virtue; and how he, ultimately, reaches his full potential. Jacques Maritain also said that the aim of education, “is to guide man in the evolving dynamism through which he shapes himself as a human person—armed with knowledge, strength of judgment, and moral virtues—while at the same time conveying to him the spiritual heritage of the nation and the civilization in which he is involved” (*Education at the Crossroads*, p. 10). In the full sense of the word *education*, it is obvious that the role of parents is crucial, and the role of the advisor, although important, only secondary.

The advisor’s secondary role complements the parents’ own because the advisor gets to know the boys in a different context: the school environment. There the advisor sees his advisee interact with his peers and with his teachers. He will see the student in class and on the playing fields.

The advisor also will have regular conversations with the advisee. These conversations give the advisor a great opportunity to know his advisee well. “What are his talents? What are his shortcomings? What motivates him and discourages him? How does he relate with his parents and siblings?”

It is the partnership between the advisor and the parents that makes advisory successful. The advisee should be able to recognize that the message he hears at home is similar to the one he hears from his advisor. The parents and the advisor work in a *partnership for the good*.

***iii) The Importance of Advisory***

The Advisory Program can have a tremendous impact on a student. The reason is simple: the individualized attention each student receives. This focused approach allows for the advice to be tailored to the specific academic and personal needs of the advisee.

At times, one may think that the School’s curriculum, religion and ethics classes, chapel periods, and assemblies are enough for the formation of the students. But the School would find it hard to attain its mission if it relied only on these means. Each student is different. Each student possesses an individual soul and a unique character. He needs to be guided and helped in the context of his particular family situation, academic and athletic abilities, and personal development.

Educators everywhere support this emphasis on personal attention. For example, *Independent School Management*, one of the leading voices in independent school education and research efforts offers: “Advisory must attend to the individual student; otherwise, a group [advisory] program constitutes more classes that students take… Each student must perceive that his advisor plays a particular role for him as an individual, not just a part of a group” (*Mission-Based Advisory*, 2010, p. 17).

The authors of *Mission-Based Advisory* also list, among others, the following positive outcomes of an individual advisory program: (see pgs. 16-17, *slightly modified to reflect a boy’s school reality*)

* Foster individual development, academically and personally, so that each student can maximize his experience at school;
* Ensure that each student perceives an environment of predictability and support and that both students and parents perceive a genuinely caring environment;
* Enlist students’ participation in athletic teams, performing arts, clubs and other extracurricular activities and, in so doing, enhance students’ sense of belonging to the school community;
* Serve as the primary “delivery system” for education on topics of importance to the boys (e.g., family relationships, friendships, study skills, drugs and alcohol, etc.);
* Personalize students’ school experiences; provide a safety net so that no student with emerging problems goes unnoticed;
* Enhance fulfillment of the broad school mission.

**3) Practical Considerations**

***i) Number and Duration of Meetings***

The Advisor meets with each advisee at least once a month. The meeting is one-on-one where the advisor can give his full attention to the advisee. Accidental conversations in the hallway, quick check ups, group meals, sideline chitchat, etc., although encouraged and quite effective some times, do not take the place of an advisory meeting. Although a meeting may be longer, especially at the beginning of the year, 15 minutes will quite often be sufficient. For Lower School students, 5-10 minutes will be in most cases sufficient.

The emphasis on the one-on-one mode is essential to advisory. “A program that consists of group only (i.e., has no one-on-one dimension) is not a true advisory program” (*Mission-Based Advisory,* p. 3).

One meeting a month is the minimum required. However, due to special academic, social or family situations, a student may need two meetings a month or even a weekly conversation with the advisor. As the advisor gets to know the student better, he will be able to assess whether these extra meetings are necessary.

At the end of each month, the advisor enters the date of each one of his meetings with his advisees in the *Advisory Form* provided by the Head of Advisory. Diligent bookkeeping not only helps advisors track their work but also helps the School track the regularity and frequency of advisor/advisee meetings. At any given point in the year, the School knows how often a student has met with his advisor.

***ii) The Advisor as Mentor and Advocate***

In his role as mentor, the advisor plays a key part in the development of the student. As mentor, he’ll advise from and share information with other members of the School community for two key reasons. First, to gain a better understanding of the advisee and, second, to formulate appropriate goals for the student. These conversations, of course, always respect the advisee’s privacy (See *Section 7, Guidelines for Student Privacy*). Among others, here are some key relationships:

* *With Parents*: As mentioned earlier, this is a partnership that needs to be established early. Although there are only two required Advisor/Parent Conferences in the School year, the advisor is encouraged to have regular contact with the parents—and the parents are encouraged to seek out their son’s advisor. These interactions may take the form of a quick phone call, a conversation while watching a game or attending a musical performance, etc. Ideally, the advisor should have deliberate, purpose-driven conversations with parents and not simply reactive ones.
* *With Faculty Members*: Quite often the advisor may want to discuss his advisee’s academic performance with his teacher. “How is he in class? Does he turn in his homework? How does he relate with his classmates? What could I reinforce as advisor?” These conversations are carried out with professionalism and a positive tone.
* *With Administrators*: Two areas where the advisor can rely on an administrator are disciplinary and academic issues. First, it is important that Advisory be not perceived as a way to discipline students. Discipline is the prerogative of the individual teacher and, if it merits it, of the administrator in charge of student discipline. Students should always see their advisors as mentors, not disciplinarians. They should feel they can go to their advisor without fear—someone they can turn to when the going gets tough. Therefore, when disciplinary issues arise, advisors should let an administrator handle them.
* It is important, however, for the advisor to be aware of any disciplinary issue his advisee may have, for it may be a great occasion for giving some helpful advice.
* Besides disciplinary issues, advisors can rely on administrators, especially the Heads of Schools, with issues having to do with course scheduling and course requirements. This is particularly true for upper classmen as they begin to have more options, or they want to add or drop a class. The advisor may help his advisee and the School Head determine what course selection would be best for him (of course, parents have the crucial and final voice).
* *With Coaches*: At times the advisor may want to talk to the advisee’s coach. Perhaps the advisor has noticed how his advisee relates to the other players on the team, or has exhibited certain unsportsmanlike conduct during games. The advisor may talk to the coach and try to work with him in helping the boy grow in this or that virtue. The coach, of course, may also seek the advisor’s help in his job with a particular player.
* *With the Head of Advisory*: Of all the relationships the advisor has with the different members of the School community, the one with the Head of Advisory has a special quality. That’s because the Head of Advisory is a member of the School’s administration. It is through this link that the School supervises, supports, and fosters the Advisory program. The quarterly meeting with the Head of Advisory may be seen as a chance for the professional development of the advisor. The Head of Advisory will have a good sense of the School and its mission, and also ideas on how to effectively communicate that mission to the boys and to the parents.

***iii) The Advisor/Parent Conference***

The purpose of the advisor/parent conference is to unite the efforts of the parents and the School in forming the advisee. The conference seeks to put parents and advisor “on the same page” regarding the academic and personal development of the advisee. It’s a friendly conversation in which parents and advisor, who mutually want what’s best for the student, to find ways to help him reach his potential. For that reason, the conversation is usually centered on the concerns and expectations the parents may have regarding their son. At the same time, the advisor’s input is very important since he knows the student in a different context from the parents.

***Key ideas:***

Each conference between parents and advisor requires preparation. As a result, the advisor knows where the boy stands academically and personally. The advisor is up-to-date with his advisee’s grades and his overall performance in class and on the fields. Regular conversations with teachers and coaches help the advisor have a good grasp of the advisee’s development. Here are some areas the advisor should be familiar with:

* Courses
* Grades
* Talents
* Friendships
* Areas for character growth
* Shortcomings
* Attitude towards school work
* Sports played

Advisors may bring their advisory binder to the meeting in order to be well versed and able to take notes. The advisor needs to show in a natural way, that he knows his advisee while at the same time, recognizing that parents know him best. Therefore, listening is key.

Although the bulk of the conference may center on the advisee’s academic performance, it is important not to let that subject overtake the whole conference. The conversation should also touch on character issues, which are regularly discussed during the advisor/advisee conferences.

For example, topics may include:

* Study habits
* Use of time on weeknights
* Use of time on weekends
* Household chores
* Relationship with parents
* Relationship with siblings
* Main virtues
* Defects and shortcomings
* Age-appropriate issues
* Technology: TV, Smartphones/Texting, Internet Use/Videogames
* Friendships

In the course of the conversation, both advisors and parents should avoid drawing comparisons between the son and his siblings and/or classmates.

***Final thoughts:***

The tone of the conference should be warm, open, positive, respectful, and helpful. To this end, during the conference parents and advisor both should:

* Avoid negative criticism of other teachers/advisors
* Direct parents to the appropriate Head of School when unsure how to respond
* Discuss only the advisee in question, avoiding negative comments about other students
* Give each conference adequate time. If more time is needed and there are other parents waiting, advisors should reschedule a meeting for a later time.
* Be open and understanding about the advice given
* Whenever possible, both parents should be present at the conference.

**4) Content of Advisory**

***i) Nature and Scope of Advice Given***

Advisory seeks to help each boy in the areas suggested in the mission of the School: intellectual, moral, physical, and spiritual. But before explaining each area in detail, there are some general considerations that are worth discussing.

The conversation between the advisor and the advisee should have a relaxed tone—an exchange among friends. It should have the tenor of a friendship of an older brother with a younger one, or a father with a son.

There are certain subjects that should be brought up regularly that the advisor should be familiar with:

* School Work
	+ Grades
	+ Reasons for good/bad grades
	+ Study habits
	+ Anticipating possible problems
	+ Reading for pleasure
* Temperament and Personality
	+ General temperament: extrovert, introvert, calm, nervous, etc.
	+ Strengths and Weaknesses
	+ Self-knowledge
	+ Interests/hobbies
	+ Friendships
	+ Human refinement: language/dress/personal grooming
* Family Life
	+ Charity to parents and siblings
	+ Use of time
	+ Obedience to parents
	+ Responsibilities at home: chores; spirit of service; example to younger siblings
* Moral Formation and Character
	+ Learning to choose the good
	+ Seeking truth
	+ Use of technology
	+ Respect for women: mothers, sisters, friends
	+ Self-dominion
	+ Courage to do and say the right thing
* Life of Faith
	+ Taking advantage of the spiritual activities at School
	+ Serving others
	+ Learning to pray
* Aspirations: What is the advisee looking forward to?
* Worries and Concerns

***ii) The Advisor/Advisee Conversation***

The advisor should always make the advisor/advisee conversations an occasion for the advisee to feel he is understood. It’s not the time for reprimands or guilt trips, but quite the opposite. The advisor tries to create an environment where the young person opens up because he feels he is being heard. This, of course, is particularly important for older students as they are trying to exert their own personalities.

The advisee should know from the beginning that this conversation is not a time to complain about teachers or his parents. The advisor will listen and help the boy understand why his parents want this or that or why that teacher gave that assignment.

**5) Advisor Responsibilities**

***i) Meetings Required and Administrative Issues***

The overall responsibility of the advisor is to personalize The Heights education for his advisee. As a result, the advisor seeks to help parents in developing their son into a Heights man: a professionally competent, morally upright man of faith. Specifically, the advisor should:

* Have two face-to-face conferences per year with the parents of each advisee
* Meet one-on-one, at least once per month, with each advisee
* Record and submit the date of each monthly one-on-one meeting to the Head of Advisory
* Have a quarterly meeting with Head of Advisory

**6) The Role of the Advisor**

***i) Characteristics of the Advisor***

The two most important characteristics of the advisor are first, his understanding of and agreement with the mission of the School, and second, his understanding of and sincere concern for his advisee.

Since the goal of advisory is to individualize the School’s mission for each student, the advisor strives to live it himself.

The understanding and knowledge the advisor has of his advisee ensures his objectivity when looking at the student’s strengths and weaknesses, as well as subjectively feeling empathy for the advisee and fulfilling the role of mentor and coach.

The advisor should also try to work on the following traits:

* Demonstrate sincere interest in advising boys
* Exhibit empathy towards each advisee
* Have a good rapport with advisee and his parents
* Show a real interest for the problems and life of advisee
* Know how to listen and be patient
* Offer encouragement and help motivate
* Give good example trying to live what he teaches
* Respect the privacy and good name of advisee
* Know how to be demanding on advisees
* Help advisees set goals for themselves
* Demonstrate patience and perseverance
* Be positive with his advisees

**7) Guidelines for Student Privacy**

***i) Not a Closed Circuit***

The conversation between the advisor and the advisee is confidential. In some cases, however—and *only* for the benefit of the advisee—the advisor may seek advice from the Head of Advisory or the Headmaster. In those cases, the advisor should avoid using the advisee’s name.

Topics normally dealt with in advisory are ones that the advisor could address even if the parents were present. These subjects may include issues such as order in the advisee’s room; suggestions for improved use of time; appropriateness of playing two varsity sports; or playing a second musical instrument. This is particularly true for Lower School students and in most cases, with Middle School students. Respect for the privacy of each student should be kept in mind.

As the advisee gets older, the issues brought up in advisory change. A student may discuss difficulties in dealing with his parents or seeking greater independence from them. Another student may discuss doubts of faith or difficulties with the use of the Internet. It’s here that the student’s right for privacy begins and should be respected.

Teenagers quite naturally seek independence from their parents and yet, it is precisely at this time when they need advice most. The advisor can be the person the advisee confides in for guidance. Keeping that line of communication open, and a sense of trust between advisor and advisee is crucial for a good advisor/advisee relationship.

In a few instances, and *only* for the benefit of the advisee, the advisor may determine that a certain issue needs to be discussed with the boy’s parents. In this case, out of respect for the privacy of the advisee, the advisor will first encourage the student to discuss the matter directly with his parents. Quite naturally, he may find it very difficult and not be willing to do it. The advisor will then try to help the advisee by seeking his consent in disclosing that information himself. If the advisee still declines his consent, then the advisor will respect the advisee’s decision.

In extreme cases, however, where the advisee brings up an issue that poses a significant threat to himself or to some other person either because of its nature or immediacy —such as suicidal thoughts—the advisor will communicate with the Head of Advisory and the parents immediately—without the need for the advisee’s consent. Yet, even in these cases, the advisor will notify the advisee of his intent to disclose that information.

When in doubt, the advisor should always seek the advice of the Head of Advisory.

The advisor needs to respect the advisee’s privacy when meeting with the parents. In the vast majority of cases, however, the topics discussed between the advisor and the advisee will deal with issues the parents should already have knowledge of. It is only when dealing with more sensitive issues that the advisor should be cognizant of the advisee’s need for privacy and mindful of the guidelines indicated above.

***ii) Record Keeping and Written Communication***

The advisor may want to keep a record of his meetings with his advisee in order to make them more productive. The advisor should always be aware of the need to respect the good name of the advisee as well as his privacy.

“There may have been a time when casual notes about a student could be kept by an advisor… Times have changed, and this practice may no longer be prudent. And now is certainly the time when much communication about advisees is exchanged electronically. This e-communication is quick and easy and tends not to “feel like” record keeping” (*Mission-Based Advisory*, 2010, p. 89).

Advisors should not discuss with parents by email issues brought up in advisory. Phone conversations or face-to-face meetings should be the normal forum to discuss them.

A good rule of thumb: an advisor should never write anything (either by hand or electronically) about an advisee that he would not like to see printed on the front page of *The Washington Post*.

However, it is often useful and necessary to have some type of written record about each advisee. This record keeping can help the advisor in his efforts to mentor his advisees. So, what may be written down?

* Family make up: siblings, etc.
* Chores at home
* Weekend schedule
* Hobbies and interests
* Best friends
* Sports played
* Favorite/least favorite subjects
* Grades
* Extracurricular activities
* Books he likes to read
* Monthly goals set during advisory

This is not an exhaustive list. The guiding principle when recording personal information about the advisee should be never to write anything negative or of moral content. Advisors should not write down or keep track of matters having to do with the student’s moral life: defects, shortcomings or struggles. These issues should, of course, be brought up in meetings, but always in the context of a one-on-one conversation.

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The Advisory Program is indeed the trademark of The Heights School. Every advisor, through the personal attention he gives his advisees, demonstrates his dedication and commitment to the formation and development of every student who walks the halls of The Heights. The advisor truly seeks, as the School’s mission states, *to assist parents in the intellectual, moral, physical, and spiritual education of their sons*

**THE LAB SCHOOL**

Character Education at the Lab School

**CHARACTER EDUCATION COMPONENTS AT THE LAB SCHOOL**

Each Lab School division has a separate character education component in place for the specific developmental and social-emotional needs of its students. These are called, variously, self-education, wellness, health, or some other title appropriate to the content. Below is a summary, by division, of the major curricular components, and the primary topic areas covered by each.

**ELEMENTARY DIVISION**

All elementary students participate in a Self-Education ("Self-Ed") class as part of their academic curriculum. The clinical social worker teaches Self-Ed within the classroom twice monthly. Lessons are between 30-40 minutes each. The focus is fostering the emotional and social development of our students, and helping students develop an emotional vocabulary. Topics of meetings this year have included the following:

* + - team building skills
		- identifying and expressing emotions
		- managing anger & frustration
		- bucket-filling lessons (self-esteem and positive relationship development)
		- physical and emotional safety with adults (e.g., ‘good touches’ and ‘bad touches’)
		- respecting differences/learning styles
		- mindfulness lessons
		- building healthy relationships.

Students participate in lessons in their homeroom classes but may work in small groups within the lesson. Most lessons begin with a welcoming greeting to the group, involve a movement or activity-based portion and end with a short debriefing on the lesson. Teachers, interns and assistants are encouraged to join in the lesson and participate in activities. Students receive between 18-20 lessons throughout the school year.

**INTERMEDIATE DIVISION**

The goal of the Intermediate Wellness program is to build social-emotional skills critical to the pre-adolescent stage of development. Classes consist of discussion, role play, games, and art projects. Classes meet for one, 40-minute period every other week.

Topics covered include:

* + - Positive self-esteem and self-advocacy
		- Recognizing personal strengths and areas
		- Identifying/healthy expression of emotions
		- Respectful classroom behavior
		- Making friends/being a good friend
		- Conflict-resolution
		- Physical and emotional changes during puberty
		- Learning differences

**JUNIOR HIGH DIVISION**

**Sexual Harassment Awareness**: This involves two days of lessons, led by the social worker, in the science classes with 8th graders. Students learn definitions, body language, mixed messages, and how to handle difficult situations with appropriate language and responses.

**Drug and Alcohol Awareness**: This program involves one lesson in the science classes with 8th grade students. The focus is to provide important information to the students regarding drug and alcohol use and abuse, the progression of addiction, and how to handle situations involving alcohol or drugs.

**Diversity Conference**: This important program lasts for 1-2 months. Staff meet with a select group of 7th and 8th graders and prepare them regarding the topic of discussion for the upcoming Diversity Conference; this program is city-wide, and is conducted at East Ed. Students and staff attend the conference and then find ways to share the information that was learned at the conference. This is student led with guidance and structure provided by the Diversity Team adults. Topics in the past have involved gender identity, inclusion, and anti-biases.

**Diversity Curriculum**: This is a year-long program in the 8th grade English department. The curriculum was developed by the head of the English department, the 8th grade teachers, a speech and language pathologist, and the Junior High Social Worker. Each quarter focuses on a different aspect of diversity. This year, the first quarter focused on homelessness, the second quarter involved racism, the third quarter will focus on gender identity, and the year concludes with a discussion of multiculturalism. The students read, discuss, and write about each topic as the year progresses.

**Girls groups**: Time-limited girls groups are conducted as needed with both 7th and 8th grade. These groups generally last for approximately four weeks. The focus is on friendships, body image, and relationship issues.

**HIGH SCHOOL DIVISION**

**Girls Group**: This program currently spans the academic year of 10th grade, with breaks at times. This is a social skills group, based roughly on the work of Rosalind Wiseman, that covers topics including: friendship, communication, healthy relationships, sexual harassment, body image, coping skills, and bullying prevention.

**Man Talk**: This program is the 10th grade boys’ equivalent of Girls Group. This program is also roughly based on the Rosalind Wiseman curriculum. However, this program is shorter, lasting approximately 8 sessions, primarily to accommodate the larger number of boys. Topics covered include: friendship, communication, gender identity and stereotypes, conformity and peer pressure, healthy relationships, and coping skills.

**Health class**: The social worker supports the science education by discussing mental health elements that arise in the course of the course. These include: mental illness, addictions, stress management, eating disorders, emotional aspects of sexual relationships, and date rape prevention. From the Parent Handbook and the Staff Handbook.

**CODE OF CONDUCT/COMMUNITY STANDARDS**

As members of The Lab School of Washington community, we must treat each other with respect. We recognize that everyone has a contribution to make to our community. We promote a community that embraces personal differences. We strive to be considerate of others when we make individual decisions. We do not tolerate individual behaviors that demean or harm others. We understand that our behaviors must be in keeping with maintaining a positive, healthy community.

As members of our community, we are representatives of The Lab School. Our actions at school as well as outside of school reflect on the entire community. We expect that members will carry out the values of our community beyond the school walls.

As a school that honors the interests of trustworthy people, we cannot accept lying, theft or plagiarism. Integrity is expected of all community members.

From the Parent Handbook

**STUDENT CONDUCT POLICY**

To help provide a positive, productive, and safe learning environment, The Lab School of Washington has established a Student Code of Conduct, which students are expected to follow, with the support of their parents/guardians. While the School cannot anticipate and list every example of impermissible conduct or every example of expected appropriate conduct, the School intends for the Student Code of Conduct to help students and their parents/guardians understand the general parameters of student conduct. In addition, the School has included in this handbook an outline of the Staff expectations for student conduct.

The conduct of LSW students may reflect on the School, regardless of whether it occurs during school hours, on school property, or at school-related events. Accordingly, students and parents should understand that there may be school disciplinary consequences for violations of major school rules, behavior that is not consistent with the mission and philosophy of the school, or violations of local, state or federal laws, regardless of whether the activity takes place outside of the School or outside of school hours. This includes student behavior on the internet, such as, but not limited to, e-mail, instant messages, blogs and social networking websites, text messages, and communications via telephone or other method.

**STUDENT CODE OF CONDUCT**

As members of The Lab School of Washington community, we must treat each other with respect. We recognize that everyone has a contribution to make to our community. We promote a community that embraces personal differences. We strive to be considerate of others when we make individual decisions. We do not tolerate individual behaviors that demean or harm others. We understand that our behaviors must be in keeping with maintaining a positive, healthy community.

As members of our community, we are representatives of The Lab School. Our actions at school as well as outside of school reflect on the entire community. We expect that members will carry out the values of our community beyond the school walls.

As a school that honors the interests of trustworthy people, we cannot accept lying, theft or plagiarism. Integrity is expected of all community members.

**DISCIPLINE AND CONSEQUENCES**

Consequences for failure to comply with the rules of conduct set forth in this handbook are determined on an individual case basis. The school takes disciplinary action as it deems appropriate under the circumstances, consistent with those required by the District of Columbia, Maryland, and Virginia Local Education Agencies (LEA). Such actions may include, but are not limited to the actions listed below. While the School may elect to apply these actions in succession, the School is not required to do so and has discretion to determine the appropriate action for the particular circumstance:

1. An **IN SCHOOL SUSPENSION** may be most appropriate for certain behaviors. Students and parents speak with administrators to address the issue and then the student will be monitored as they complete their schoolwork.

2. In more serious situations, a student may face **SUSPENSION** from school. The student's parent/s or guardian receives a call by The Lab School Division Head, requesting mat they participate in a suspension conference either by phone or in person and men take the student home.

a. The suspension conference will include the student, when appropriate, the parent/s or guardian, the Division Head and any other appropriate Lab School staff members. The conference will include:

• Notice of grounds for suspension

• An explanation of the facts and/or evidence upon which The Lab School of Washington has determined than the student is subject to suspension

• When appropriate, an opportunity for the student to present his version of the facts or explain the situation upon which the suspension is based.

b. The Lab School of Washington shall make available all class-work assignments to the student during the period of the suspension.

c. The length of the suspension shall be at the discretion of The Lab School of Washington. If the student is placed and funded by the LEA and has one or more suspensions that constitute 10 school days, the Division Head will send written notice to the LEA. At that point, for LEA funded students, a Manifestation IEP meeting will be held to determine if the reason for the removal was a manifestation of the student's disability. A revision of the student's IEP goals and objectives may be necessary as an outcome of the meeting.

d. The students and the parent/s or guardian must attend a re-entry conference with the Division Head and any appropriate Lab School staff member including the Head of School before being permitted to return to school.

e. If behavior becomes so problematic that Lab School is recommending a change in placement for a funded student, the Division Head will notify the LEA in writing 60 days prior to a student's proposed change in placement. An IEP meeting will be scheduled with the student, the parent/s or guardian, the Academic Director and the LEA to discuss the needs of the student and reasons for the proposed change of placement. The Lab School of Washington will maintain the student's placement during mediation, due process proceedings, or until an approved placement is found.

3. In the rare case where a student must be **EXPELLED** immediately for engagement in criminal activity or disruptive or dangerous behavior to himself or others, the Division Head will call an emergency meeting, which will include the student when appropriate, the parent/s or guardian, the Division Head, the Head of School or a designee, any appropriate Lab School staff, and a representative of the LEA if the student is funded. Documentation of expulsion will be included in a student's cumulative record.

4. If a student is suspended or expelled, it is the responsibility of the Division Head or the designee to immediately notify all the members of the academic team working with that student, including related service providers.

5. Documentation of In School Suspension and formal Suspension may be included in a student's cumulative file.

**STUDENT ACCEPTABLE USE POLICY FOR TECHNOLOGY AT THE LAB SCHOOLS OF WASHINGTON AND BALTIMORE**

As part of its educational programs, The Lab School may provide students with extensive technology resources, such as computing facilities, local area networks, Internet access, and e-mail addresses. Our goal in providing resources of this nature and/or allowing students to incorporate their own technology resources is to maximize the learning experience and promote educational excellence by facilitating resource sharing, innovation and communication within our own community and the world. Use of all electronic communication devices at The Lab School of Washington and Baltimore is subject to the School's acceptable use policy, as well as the Student Code of Conduct. The term 'electronic communication device' includes, but is not limited to, laptop and desktop computers, personal digital assistants, cell phones, MP3 players, and any other electronic devices used for one-way or two-way communication, whether the property of The Lab School or not. Any electronic devices that are used on school property - whether owned by the student, by the school, or a third party - are subject to these policies.

All Lab School computers, software, networks, and servers are the property of the school, and the school reserves the right to monitor and/ or limit all electronic activity by students. Students should have no expectation of privacy in their use of school electronic resources. Electronic devices can be tremendous assets to learning, and we aim to encourage uses of these devices that maximize the learning experience. However, these devices can also serve to distract from and interfere with the learning environment. In order to maintain an environment that is conducive to learning, The Lab School of Washington and Baltimore institutes the following policies regarding behavior of its students.

**Scope of Coverage:**

These policies are in effect regardless of whether the documents, communication, images, or other material in question originated on school property or outside of school. The Lab Schools reserve the right to investigate any electronic behavior mat is believed to negatively impact the learning environment at school, regardless of where or when the behavior occurred or originated. All students are to read the policy and must sign a pledge acknowledging mat they understand the expectations upon their entry to Lab School. Lab School faculty and staff are responsible for enforcing the policies, and any policy violations must be reported to the appropriate administrator for disciplinary action.

**APPROPRIATE USES OF TECHNOLOGY**

While in the classroom, students are expected to use electronic devices solely for educational use. The following represent the types of appropriate student use of technology approved at The Lab Schools:

1. **Instructional** Use: Laptops, computers, software, internet, and other electronic resources, including assistive technologies are permitted with the teacher's permission and when used for educational purposes.

2. **Personal Organization:** Use of electronic devices to track or send assignments, record teacher lectures, and other educational uses are permitted with teacher permission.

3. **Collaboration:** Students are encouraged to use technology to collaborate with one another and with teachers on academic work or other projects when appropriate and with the teacher's permission.

4. **Downloading/ Uploading:** Students are permitted to download/ upload files pertaining to their assignments from USB, flash drives, or other electronic devices onto a school computer only with the permission of a teacher.

**INAPPROPRIATE USE OF TECHNOLOGY**

Inappropriate uses include, but are not limited to, the following:

1. **Cheating and Plagiarism:** Representing as one's own work any materials that were created by another, whether obtained on the internet or through any other means, constitutes plagiarism and/ or cheating and is a violation of school policy.

2. **Non-Educational Activity during Instruction:** The following are not permitted during class time:

* + - Internet surfing
		- Use of personal email accounts
		- Participation in chat rooms or message boards
		- Talking, IMing, text messaging, gaming, or other forms of electronic communication on cell phone or other electronic device
		- Shopping for, selling, or purchasing merchandise on commercial websites
		- Other electronic activity without teacher permission

3. **Illegal or Inappropriate Content:** Students are prohibited from accessing, viewing, publishing, forwarding, or in any other manner engaging with materials that are vulgar, threatening, defamatory, harassing, abusive, illegal, or content of sexual nature, on any electronic resource - even if the resource is their personal property - to other Lab School students, to minors, while on the campus of any of The Lab Schools, or while attending any Lab School activity. According to Merriam-Webster, 'sexually obscene' refers to any material that is "abhorrent to morality or virtue," or "repulsive by reason of crass disregard of moral or ethical principles."

4. **Harassment:** Any use of electronic technology on or off school grounds, to harass, defame, threaten, harm, or otherwise offend is prohibited.

5. **Misrepresentation:** Students are expected to be truthful in any online or electronic interactions (such as logging in to websites), just as they are in non-electronic interactions. Therefore, students are prohibited from misrepresenting their age, name, school, or other information in order to gain inappropriate access to a website, network, or other electronic domain.

6. **Copyright:** Students are not to download or upload copyrighted material without the owner's express permission.

7. **Cell Phone** Use: Student cell phones, and other personal communication devices, are only to be used for educational purposes during the school day. Cell phones should be turned off and kept out of sight. The use of cell phones during lunch time is at the discretion of the program head. Cell phones may be confiscated at teacher discretion.

8. **Audio Devices:** The use of MP3 players or other music devices during class time is only permitted with teacher permission.

9. **Image Capturing Devices:** Cameras, or any image capturing device, including, but not limited to, cameras and cell-phone cameras, should only be used on school property for educational purposes and with explicit permission of a faculty or staff member and with the knowledge and consent of any persons being photographed, including other students.

10. **Laptops:** During the School day, all computers, including personal and school-owned laptops, are only to be used for educational purposes; non-educational use may result in the confiscation of the computer for a given period of time as decided by the division head. This may include either confiscating the laptop for the remainder of the class or the rest of the day. See next section regarding network use.

11. **Damage to Property:** Students are fully responsible for any electronic device while they are using it. Damage to any computer, software, or other resource, may become the responsibility of the user if it is deemed that the user was using it in an inappropriate manner.

**INAPPROPRIATE USE CONCERNING THE LAB SCHOOL NETWORK**

The following are examples of inappropriate use concerning the network, which can hinder the security of it or violate ones privacy:

1. **Computer and Network Settings:** All Lab School computers and networks are school property set up by the School to meet the needs of the entire community, not individuals. The settings on these may not be altered and no programs or software may be installed on any computer except by the technology staff. Unauthorized access to any part of the school network is prohibited.

2. **Logging In/Out of the Network:** When leaving a computer unattended, the user must log off the network.

3. **Accounts and Passwords:** Students are responsible for maintaining the privacy of their own accounts, passwords, and files on all computers and servers. **Students are NOT for any reason to share, borrow, or otherwise compromise their electronic accounts at any time. Students are NOT to log into any network, file, website, or other resource with the identity - including login names and passwords - of anyone else.**

4. **File Tampering and Divulging Personal Information:** Users will not tamper with files or accounts of other users and will not divulge personal information about themselves or about other users while communicating on-line on the network.

5. **Introduction of Viruses:** Users will not intentionally introduce any computer code or program that hinders the performance or security of any network or computer.

6. **Laptops:** Personal laptops must be configured to safeguard The Lab School's network. It is important that the School's technology staff verify that student-owned laptops are safely configured before they are allowed to connect to me school's network. Any student who wishes to use his or her own laptop at school must register that laptop with the School's Technology staff.

**HARASSMENT**

Each person at The Lab School has a right to feel safe and valued. Harassment violates this right and creates an atmosphere which is intimidating and demeaning for the parties involved.

**VERBAL ABUSE**

Verbal abuse is the use of words to cause harm to the person being spoken to. It is difficult to define and may take many forms. Similarly, the harm caused is often difficult to measure. The most commonly understood form is name-calling. Verbal abuse may consist of shouting, insulting, intimidating, threatening, shaming, demeaning, or derogatory language, among other forms of communication.

**CYBERBULLYING**

Cyberbullying involves the use of information and communication techniques such as e-mail, cell phone and paper text messages, instant messaging, defamatory personal Web sites and online personal polling Web sites, to support deliberate, repeated, and hostile behavior by an individual or group, which is intended to harm others. In addition, any communication of this form that disrupts or prevents a safe and positive educational environment will also be considered cyberbullying.

From the Staff Handbook

**A STAFF’S GUIDE TO STUDENT BEHAVIOR**

Respect is expected

 for one's self and others, for one's own feelings and those

 of others, for one's own thoughts and those of others, for one's own property and those of others

Cooperation is fostered.

Good manners are encouraged.

We praise and promote looking at one's own strengths and those of others

willingness to work hard, to dare to try,

helping others

caring deeply about someone and/or something

imagination

originality

We do not tolerate

swearing

teasing

threatening

rudeness

smoking on campus

and deal with these behaviors through discussion;

if they continue to exist after these discussions; then we call home

We do not tolerate

bullying

fighting

hitting

stealing

destroying property

bringing weapons to school

the possession, use, or distribution of drugs or alcohol

inappropriate use of the Internet

Suspension or expulsion may result. We will report criminal/illegal activity to the police.

We understand impulsiveness

frustration

anger

guilt

feeling picked on feeling hurt

We want our students to realize that these feelings are acceptable and normal but it's how we handle them that counts!

It is the responsibility of The Lab School staff to explicitly teach our students what is appropriate behavior and what is not, just as they teach academic material. Each day, it is our job to help Lab School students feel better about themselves, and treat each other properly. Students who feel better about themselves do better at school.

**SUSPENSION, EXPULSION AND CHANGE OF PLACEMENT FOR BEHAVIOR**

Students with learning disabilities experience considerable frustration or failure over the years; they often develop secondary emotional or behavioral problems. Should the student exhibit behaviors that require measures beyond basic teacher management, The Lab School of Washington follows procedures outlined in its Behavior Management Plan.

There are times when a student may not respond to in-school behavior management measures and further action is needed. In these cases, the following procedures are followed, consistent with those required by the District of Columbia, Maryland, and Virginia Local Education Agencies:

1. An **IN SCHOOL SUSPENSION** may be most appropriate for certain behaviors. Students and parents will speak with administrators to address the issue and the student will be monitored as he/she completes schoolwork.

2. In more serious situations, a student may face **SUSPENSION** from school. The student's parent/s or guardian receives a call by The Lab School Division Head, requesting that they participate in a conference either by phone or in person.

a. The suspension conference will include the student, when appropriate, the parent/s or guardian, the Division Head and any other appropriate Lab School staff members. The conference will include:

• When appropriate, an opportunity for the student to present his version of the facts or explain the situation upon which the suspension is based.

• An explanation of the facts and/or evidence upon which The Lab School of Washington has determined that the student is subject to suspension.

• Notice of grounds for suspension.

b. The Lab School of Washington shall provide all class-work assignments to the student during the period of the suspension.

c. The length of the suspension shall be at the discretion of The Lab School of Washington. If the student is placed and funded by the LEA and has one or more suspensions that constitute 10 school days, the Division Head will send written notice to the LEA. At that point, for LEA funded students, a Manifestation IEP meeting will be held to determine if the reason for the removal was a manifestation of the student's disability. A revision of the student's IEP goals and objectives may be necessary as an outcome of the meeting.

d. The students and the parent/s or guardian must attend a re-entry conference with the Division Head and any appropriate Lab School staff member including the Head of School before being permitted to return to school.

e. If behavior becomes so problematic that Lab School is recommending a change in placement for a funded student, the Division Head will notify the LEA in writing 60 days prior to a student's proposed change in placement. An IEP meeting will be scheduled with the student, the parent/s or guardian, the Academic Director and the LEA to discuss the needs of the student and reasons for the proposed change of placement. The Lab School of Washington will maintain the student's placement during mediation, due process proceedings, or until an approved placement is found.

3. In the rare case where a student must be **EXPELLED** immediately for engagement in criminal activity or disruptive or dangerous behavior to himself or others, the Division Head will call an emergency meeting, which will include the student when appropriate, the parent/s or guardian, the Division, possibly the Director or her representative, any appropriate Lab School staff, and a representative of the LEA if the student is funded. Documentation of expulsion will be included in a student's cumulative record.

4. If a student is suspended or expelled, it is the responsibility of the Division Head or the designee to immediately notify all the members of the academic team working with that student, including related service providers.

5. Documentation of In School Suspension and formal Suspension may be included in a student's cumulative file.

From the Athletics Handbook

**ATHLETICS**

Interscholastic athletics, offered to students in grade seventh through twelve, are an important part of the educational program at The Lab School of Washington. Through the years competitive athletics have provided hundreds of student/athletes valuable opportunities to work, grow, learn, and have fun. Interscholastic activities are voluntary at The Lab School of Washington and we are proud of the fact that each year approximately three-fourth of the eligible student/athletes chooses to participate.

**ATHLETIC DEPARTMENT MISSION STATEMENT**

The mission of the Lab School of Washington Athletics is to provide a developmental and competitive athletic program, while promoting and embodying the ideals of teamwork, sportsmanship, hard work, and self-discipline. Developing the student/athlete's character through a positive and supportive environment increases self-confidence and therefore is essential to personal success.

**PHILOSOPHY STATEMENT**

The Lab Schools of Washington Athletic Philosophy is one that encourages and allows for participation by all students at any level of competition. We aim to develop character and teach many values to our athletes. Among the values that help our athletes and competitors to become responsible adults include sportsmanship, leadership both on and off the field, commitment to one’s team or activity, critical thinking during practices and games, time management, self-discipline, and enjoyment. We believe that the athletes will gain these and other values by taking part in The Lab School of Washington athletic program throughout their career. Our goal is to challenge our student/athletes to strive to be the best they can be both on and off the field. In truth, what really is important about athletics is to have fun, to fight adversity, to risk failure, to get up when you are knocked down, to compete as hard as you can, not to use excuses, and to learn how to win and lose gracefully.

**COACHING**

The Lab School of Washington hires experienced coaches, dedicated to educating students/athletes in developing individual skills, teamwork, good sportsmanship, and fair play. Our preference is always to recruit coaches from our staff/faculty. For those coaches hired from outside the school, every effort is made to integrate them in to the entire school community. The same behavior expected of a teacher in the classroom is expected of all coaches during practices and games.

**SPORTSMANSHIP**

As a member of the Lab School athletic program, students, coaches and parents are expected to demonstrate proper respect for each other, opponents, opposing coaches, teachers, officials, spectators, and community. Student/Athletes and coaches are expected to exhibit the highest level of conduct, both on and off the playing field, remembering, that at all times they are a representative of their team, and school.

**COMMITMENT**

In order to be successful, a student/athlete must place the highest priority on academics, health, and training. All team members are valuable, and each team needs to know that they can count on the teammate to be there at all times. Often this means making sacrifices in social life and other events that would keep the athlete from a practice or a game. Learning how to make choices is one of the most valuable life lessons an athlete takes away from a good athletic program.

**THE LANDON SCHOOL**

 ***LANDON SCHOOL PCW 2012 Survey Response***

***A brief description of how your school addresses character education.***

**Landon’s Mission Statement**: Landon School prepares talented boys for productive lives as accomplished, responsible and caring men whose actions are guided by the principles of perseverance, teamwork, honor and fair play.

**Landon’s Code of Character**: Landon School expects its students to become young men of character and integrity – men who behave honorably in all of their actions and relationships with others. Respect drives our Civility Code. Honesty drives our Honor Code. As a member of the Landon community, I am expected to live by and model these virtues.

At Landon, character education is woven into the daily experience in formal and informal ways. The formal channels – both classroom- and activity-based – are outlined below. The informal channels are part of the tradition and culture of the Landon experience. Our teacher-coach-mentor model and advisor program provide ongoing opportunities for discussions about character, as the adults in the community both model appropriate behavior and capitalize on “teachable moments” that arise organically and regularly in the classroom, the art studios, the music rooms and playing fields.

***- Curriculum***

* Ninth Grade “Life Skills” course, taught in part by the School Counselor provides all students entering the Upper School with a common language and common approach to address issues of bullying and harassment. Discussions extend to Cyberbullying and bystander behavior.
* Ninth Grade Character Education class, taught by Headmaster David Armstrong. In this class, wide-ranging discussions cover Landon’s core values of teamwork, perseverance, honor and fair play as well as the School’s Code of Character.
* Eighth Grade Health/Sex Ed class, taught by the Counselor and the Athletic Trainer. Issues of homophobia and gender differences provide the springboard for broader conversations about disrespect, bullying, harassment and other inappropriate behavior.

***- Parent programs***

* Code of Character: Parents agree to support the Code as part of their contract when they enroll their sons each year.
* Parents play an important role in supporting School policies 24/7: Students are expected to abide by Landon’s policies on and off campus and when school is in session and out of session, as are parents.
* Positive Coaching Alliance: Parents are invited to attend workshops on making athletics a positive experience for all. These are sponsored by the Athletic Department and run by the Positive Coaching Alliance. Landon has partnered with PCA for almost 10 years.
* Webinars through Campus Outreach Services: Landon makes available a service through Parent Connect and Primary Connect that help parents address issues as diverse as cyber security and eating disorders. Two separate programs are offered each month, targeting primary grades as well as middle and upper school grades.

***- Student programs/activities***

* Student Council: Each school division has its own Student Council, and in Middle and Upper School, students elected to the council have a role to play in administering the Honor Code, as appropriate to their grade level/maturity. Both division conduct honor trials for infractions involving lying, cheating, stealing or plagiarism.
* Prefect Program: Drawn from Form VI (Grade 12), the Prefects are responsible for modeling the School’s core values of honor and civility in a variety of capacities, including presenting at new student orientation, leading community meetings, monitoring activities, and assisting administrators in reviewing infractions of the Civility Code.
* Peer Advisor Program: Under the direction of the Upper School Counselor, Peer Advisors are student leaders who serve as resources and role models (on and off campus) for their classmates in the Upper School. They are charged with upholding the Landon concept of “brotherhood” – inclusion and a sense of belonging to a proud school community. Students in Forms IV, V and VI (Grades 10-12) are eligible to apply for the limited number of spots (approximately 24).
* ALLY Council: This is an Upper School discussion group promoting fairness and equality for every person regardless of differences. An ally is defined as someone who looks beyond social, political, racial, gender and sexual differences to value the worth of every individual. The Council meets regularly and sponsors presentations.
* Captains Meetings: The Athletic Director meets regularly with varsity team captains to promote sportsmanship and other school values as reflected in the Code of Character.

***- Classroom based programs (see curriculum)***

* The Ninth Grade “Life Skills” course, taught in part by the School Counselor, addresses issues of bullying and harassment.
* Ninth Grade Character Education class, taught by Headmaster David Armstrong. In this class, wide-ranging discussions cover Landon’s core values of teamwork, perseverance, honor and fair play.
* Eighth Grade Health/Sex Ed class, taught by the Counselor and the Athletic Trainer. Issues of homophobia and gender differences provide the springboard for broader conversations about disrespect, bullying, harassment and other inappropriate behavior.
* Advisor Meetings, held regularly, are opportunities for specific conversations based on what is happening on a daily basis with each division.

***- School-wide programs/activities***

* The Code of Character: Covers Civility and Honor Codes. Each member of the community signs the Code at the beginning of each school year. The signed Codes are displayed in each Division Building.
* The George Boiardi ’00 Memorial Forum for Ethical Reflection: A series of lectures named in memory of an outstanding Landon alumnus. The forum is part of Landon’s integrated ethics and character education program.
* Paul Banfield Ethics Chair: Fully endowed position. Current holder is Assistant Headmaster and Humanities teacher John Botti.
* Gender Equity Initiative: The Gender Equity Committee is comprised of 13 members with an additional 20 participants on its four subcommittees: School Culture, Extracurricular Activities and Programs, Curriculum, and Institutional Modeling. Each has developed recommendations and action items to further the School’s Gender Equity Initiative. Among the efforts to date have been science, art and performance collaborations with girls from Holton-Arms School. Also, ethics discussions have addressed the issue of gender stereotyping. A separate Gender Equity Statement of Values has been written and is now in its final review.
* International Boys School Coalition Regional Conference on Redefining Masculinity: Landon will host a conference in April that will address issues of gender equity in boys’ schools around the world.

***- Division-wide (lower, middle, upper school) programs/activities***

* Upper School: Students attend Ethics Assemblies once every eight-day cycle. A faculty member or student presents on a personal topic that relates to ethical behavior. Students meet subsequently to discuss these presentations with their Advisor groups. Faculty also meet to reflect on the presentations. Speeches are posted in the portal.
* Middle School: Students also attend Ethics Assemblies once every eight-day cycle. Topics include “Bullying, Technology, Responsibility” and “How to Behave.” Faculty speeches are posted.
* The motto of the Lower School ***–*** “Be Kind, Do Your Best, and Help the Other Fellow” ***–*** captures the division’s goals for Landon’s youngest students.
* Division Family Handbooks, distributed at the beginning of each year and available on-line throughout the year state the School’s policies and responses for Lower, Middle and Upper Schools, and Athletics.

***What support (e.g., counselor, health coordinator? assigned faculty? parent committees? consultant?) does your school have available to issues of bullying?***

For Upper School, a full-time counselor oversees formal and informal programs to address bullying. He meets regularly with the Peer Advisors to discuss how to strengthen relationships at Landon, by reaching out to those who may be feeling disenfranchised. Noting that bullying can take two distinct forms (physical and more subtle but potentially as power “shunning), the Counselor and Peer Advisors are “radars” to identify and address instances of both.

A Counselor in Middle and Lower Schools is a resource for those divisions, meeting regularly with students, teachers and the Division Head to address a range of issues.

***How are "bullying" situations brought to the school's attention - parents, teachers, students? Who is it reported to?***

Any incidents of bullying can be identified by any member of the community: parents, students, teachers, coaches or staff. Incidents are reported to each of the Division Heads or in the Upper School to the School Counselor or Dean of Discipline.

***Does your school have a policy regarding bullying, harassment, and appropriate use of technology?***

* School Policy: Landon School will not tolerate harassment of any individual associated with the School by another, including sexual harassment or harassment based on color, race, gender, national origin or ancestry, marital status, age, religion, disability, sexual orientation, family responsibilities, or genetic status or information. Violations should be reported to the Headmaster’s Office.
* Responsible Use Policy: Each year, students and parents sign the Responsible Use Policy governing use of Landon’s computing and network resources. The RUP states in part: Harassing, insulting, or attacking others is not allowed. Offensive speech is disrespectful of the rights of others; be polite in your messages.

***What is the range of consequences?***

Consequences range from Green Slips to detentions, suspensions or separation. Green Slips are given by adult members of the community when students fail to discipline themselves and need to be reminded of their obligation to do so.

***Does your school have a code of conduct? (Civility code)* Civility Code**: *“I will treat each member of the community with respect, civility, and dignity. I will also respect my school, my surroundings, and myself.”*

The principle of respect is meant to assure that Landon will remain a community in which each person is valued, cultural diversity is celebrated, and individual differences are accepted. Further, behavior that demonstrates respect as well as sportsmanship is expected from members of the community at all times, in all circumstances. Offenses to the Civility Code not only harm others, but may hurt the reputation of the School and every person associated with it. Everyone in the community is responsible for upholding the Civility Code.

***Does your school have an honor code? Do they have an honor committee?* Honor Code**:

*“I will not lie, cheat, or steal, or tolerate those who do.”*

The Landon Honor Code is basic to the respect and goodwill under which our School operates from day to day. It is the duty and responsibility of everyone in the community to celebrate and uphold the Honor Code and to conduct ourselves in accordance with its principles and ideals.

***Do varsity athletes have an honor code?***

Athletes abide by the Code of Character that covers all aspects of life at Landon. The Athletic Director meets regularly with team captains to discuss issues of leadership and sportsmanship.

***Do policies vary for grade divisions or do they share policies?***

* The entire school community (students, faculty and staff) signs the Code of Character at the beginning of each school year, pledging to abide by and uphold both the Civility and Honor Codes.
* In Upper School, transgressions to the Honor Code are adjudicated by the Student Council. Transgressions to the Civility Code are adjudicated through a process administered by the Dean of Student Discipline and the Discipline Committee.
* In Middle School, the Student Council meets to determine if there have been violations to the Honor Code but does not have input into consequences.

***Parents contact for follow-up questions:***

Mary Shue, Chair of Landon Mothers Association (mothersassociation@landon.net)

Rafael Flores, President of Landon Fathers Club (fathersclub@landon.net)

***Faculty/administrator contact for follow up questions:***

John Botti, Assistant Headmaster, holder of the Paul L. Banfield Chair in Ethics John\_Botti@landon.net 301-320-7166

**February 2012**

**THE MARET SCHOOL**

**Maret Social Curriculum for Kindergarten through Twelfth grades**

As part of our commitment to educate the whole child, the Maret social curriculum seeks to develop the social, emotional and physical health of our students. This K-12 program promotes respect for self and others, an appreciation of differences, and empathy. Students will gain decision-making and communication skills, which may empower them to become leaders. Give them the means/tools for conflict resolution and cross-cultural understanding. In addition, students will have an awareness of connectedness to the Maret, local and global communities through this and other curricular opportunities. The social curriculum will give students the opportunity to develop leadership skills and a sense of responsibility (to these communities). As students grow in their understanding of these issues and develop the related skills, they will be better equipped to lead happy and healthy lives.

The social curriculum addresses the following eight areas:

* Conflict resolution, bullying
* Decision making, Drug and alcohol Education
* Relationships, Empathy
* Connection to the Global Community
* Nutrition and Health
* Diversity & stereotypes
* Sexuality Education
* Leadership training

**Lower school**

In lower school, each homeroom sets aside time for social curriculum lessons that address developing empathy, conflict resolution, expressing feelings, speaking assertively, listening actively, appreciating differences and creating community. The social curriculum for each grade level has been designed specifically for each developmental level and fits into a scope and sequence across grades K-4. The lessons occur consecutively over a period of weeks and last for 30-50 minutes. Lessons are delivered by classroom teachers, sometimes in partnership with the lower school learning specialist, the assistant director of lower school or the school psychologist. This past summer a group of lower and middle school faculty members spent time developing a new bullying curriculum to be integrated with our already-existing curriculum. The new lessons, which will be delivered in 2nd-8th grades, address the hallmarks of bullying behavior, including cyber-bullying, and how to intervene when bullying is experienced or witnessed.

**Middle school**

The social curriculum is delivered through middle school Human Development classes which meet weekly for one semester each year. Several lessons on bullying have been added to the human development classes, which cover a range of topics including managing emotions and conflict resolution (in 5th and 6th grades) and body image, healthy eating, and puberty in 7th and 8th grades.

**Upper school**

In upper school the social curriculum topics are addressed in academic classes as well as though co-curricular programming. The 10th grade Human Sexuality course meets weekly for 15 weeks and addresses topics such as recognizing unhealthy relationships and pregnancy and disease prevention. Social curriculum goals are also met through Assemblies, speakers, and special celebrations and activities (e.g. Color Day, National Coming Out Day, Day of Silence, and Day of Dialogue).

**Some resources used to develop our social curriculum lessons K-12:**

Breeding, K. & Harrison, J. (2007). *Connected and Respected*. Cambridge, MA: Educators for Social Responsibility

Wilson, P. (1999). *Our Whole Lives*. Boston, MA: Unitarian Universalist Association

Limber, S.,Kowalski, R. & Agatston, P. ( ). *Cyberbullyng: A prevention Curriculum for Grades 6-12*. Center City, MN: Hazelden

Wiseman, R. (2009). *Owning Up Curiculum: Empowering adolescents to confront social cruelty, bullying and injustice*. Champaign, IL: Research Press

<http://www.teachingsexualhealth.ca>

**THE NATIONAL PRESBYTERIAN SCHOOL**

**NPS MISSION**

Founded in 1969 as an educational mission of the National Presbyterian Church, National Presbyterian School is a traditional, co-educational elementary school dedicated to educational excellence in an ecumenical Christian environment. A loving and inclusive community, NPS strives to help children develop intellectual, spiritual, and personal foundations that will serve them throughout their lives.

**NPS PHILOSOPHY**

**Developing Children in a Loving Environment**

National Presbyterian School works to nurture each child’s sense of self and to promote a life-long love of learning so that its graduates can enrich their communities and the world. The School embraces and seeks to engender in its students five core values: love, respect, honesty, responsibility, and safety. A small, independent, co-educational elementary school, NPS is committed to safeguarding the precious decade of childhood – the years from Nursery to Sixth Grade. It is a place where childhood and children come first. Recognizing that children learn and grow best in a supportive and engaging school environment, we strive to maintain just such an atmosphere and to be a caring and mutually supportive school community. We believe that the education of children is a partnership between a school and its families, and that both children and adults deserve to be in a safe and comfortable setting -- one where they are known and appreciated as individuals.

**Embracing Diversity**

National Presbyterian School embraces all individuals in a manner consistent with our core values, and admits students of any race, color, creed, and national or ethnic origin. We believe that diverse perspectives enrich both the educational experience and the school community. Because we are all children of God, we strive to honor and love one another, to respect and celebrate those qualities that define us as human and distinguish us as individuals. As a community, we foster an enriching and diverse educational environment in all dimensions of the school experience so that we may explore, understand, and value our differences. As life-long learners, we strive to continue to deepen our appreciation of our pluralistic world.

**Fostering Spiritual Growth**

In an inclusive and ecumenical Christian atmosphere, children at NPS participate in the observance of religious holidays and attend weekly Chapel services. NPS values a vibrant and supportive relationship with the National Presbyterian Church. The School encourages faith in God and belief in a Judeo-Christian system of values, including respect for God, for others, for other faith traditions, and for the self; the importance of showing compassion and caring for others; a commitment towards community; and a responsibility to develop and share those gifts that make each person unique. These teachings are interwoven throughout the curriculum and the daily life of the School, and more generally articulated in our core values.

**Promoting Self-Esteem**

As an elementary school, the process of learning receives as much attention as content. We understand that children learn in different ways and at different speeds, and work to address the differences in how children learn. To the extent possible, we strive to tailor pedagogical approaches to the needs of students. NPS fosters the capacity for independent learning and growth and focuses on the development of each student’s sense of self-esteem and confidence as an essential outcome of this approach. We believe that enthusiastic and caring teachers are essential to both curricular and non-curricular lessons; thus we seek to maintain an environment where our educators are content, engaged, and continuously learning. NPS promotes education as a way of life for all of its community members and strives to create learning opportunities for all constituencies.

**Educating the Whole Child**

National Presbyterian School affirms a traditional emphasis on middle and secondary school preparation, and on the development of personal and intellectual disciplines. We are committed to remaining a fresh, relevant, and dynamic institution that also honors and remains true to its heritage and traditions. Our educational program is a balanced one that focuses on establishing competencies in the core areas of reading, writing, and mathematics, while recognizing the importance of providing a rich array of different educational experiences that enables students to pursue their own individual interests, to understand various perspectives, to engage their own creative voices, and to tap their individual aptitudes and talents. Accordingly, the program at NPS places a strong emphasis on music, art, and drama and is further strengthened through offerings in social studies, foreign language, science, technology, and physical education. We also believe that learning does not stop at the classroom door and provide many after school enrichment and interscholastic athletic opportunities to complete our program. We seek to ensure that we offer a well-rounded and rich experience, one that lays a sound spiritual, intellectual, personal, physical, and emotional foundation on which children can build.

**STUDENT MANAGEMENT**

**Behavior**

Central to the School’s behavioral expectations is the cultivation of five Core Values: love, respect, honesty, responsibility, and safety. Adherence to these values, as well as good citizenship and civility, is expected of every student and adult in the NPS community. In instances where an individual violates these standards, the School reserves the right to respond accordingly, including expulsion or withdrawal of enrollment privileges.

A successful school experience for students is the product of a cooperative and mutually supportive relationship between parents and the School. The School encourages communications with parents and invites parents to discuss all matters of concern with the classroom teacher, the appropriate Division Director, or the Head of School, generally in that order. The primary and initial contact for concerns regarding a student should always be the student’s teacher(s). Likewise, the School will address with parents matters of concern about a student’s performance and behavior. In the unlikely event the School determines there is insufficient parental cooperation to promote the best interests of a student or the School, the School reserves the right to withdraw reenrollment privileges or to cancel a reenrollment contract.

Parents are asked to read the Association of Independent Maryland Schools (AIMS) statement regarding Parents and Independent Schools.

Mere adherence to specific rules and regulations ignores a subtle but important dimension of human behavior, namely generosity of spirit. The ebb and flow of daily life provides countless opportunities for students and adults to exhibit qualities such as kindness, tact, sensitivity, empathy, discretion, and inclusiveness. Thus we hope that parents and their children will actively reach out to others beyond their immediate social circles and will look for opportunities to ensure that all members of the community feel welcome and included.

**Student Conduct**

There will be occasions when the Core Values are not upheld and where the accompanying standards of behavior are not met. Responses to these lapses must help students improve while still reflecting the age of the student and the ideals of fair treatment, respect for the individual and sensitive consideration of each situation.

Students whose behavior or actions do not reflect the Core Values of the School will be held accountable in the following manner:

For minor violations, the teacher will first verbally correct the student.

Students who persist in being disruptive will be given brief time-outs or another similar suspension of activity in a space within sight of the classroom.

Children who are persistently uncooperative or irresponsible should be escorted to the office of the appropriate Division Director. If it is not possible to escort the child individually, the child should be sent with a brief note from the teacher about the offense and the teacher should speak with the Division Director as soon as possible. If that Division Director is not present, the child should be escorted first to the other Division Director’s office and second to the Head of School’s Assistant. Under these circumstances, the Division Director or the Head of School will communicate with the child’s parents as deemed necessary.

Serious discipline issues such as violence, gross violations of the Core Values, possession of any weapon including knives, or possession of any unsanctioned substance (e.g. drugs, tobacco, alcohol) should always be brought to the Head of School’s and the Division Director’s attention immediately. Parents will be called as needed to pick up their child and/or to speak with the Division Directors and/or Head of School.

Disruptive or inappropriate behavior, at the sole discretion of the School, may also result in after school detention, suspension, expulsion, cancellation of re-enrollment contract, or withdrawal of re-enrollment privileges.

**Bullying -** The School is currently redeveloping this policy.

As a school where “Safety” and “Respect” are among its core values, National Presbyterian School does not tolerate bullying.

As members of the NPS Community, we all have a responsibility to be kind, to be fair, and to protect each other.

“Bullying” is defined as any behavior or set of behaviors that is hurtful and/or threatening to others, including:

* Pushing, shoving, hitting, kicking, grabbing, throwing objects, or any other action that is, or has the potential to be, physically harmful
* Teasing, taunting, or threatening
* Excluding or isolating others
* Hurtful or sarcastic remarks about physical appearance, intelligence, family, attire, race, religion, or economic status
* Demanding money or other possessions from another student
* Using messages (including the internet) to engage in hurtful behaviors

Teachers who witness or learn about such behaviors by their students or by any students will address them immediately. The offender(s) first will be told what they are doing and why it is unacceptable. Depending upon the age of the students and the seriousness of the offense, they may be sent to their Division Director and/or the Head of School, and their parents will be informed. Repeated infractions by the student or students could result in suspension or expulsion.

Students who witness bullying by other students should either speak to the antagonist(s) directly and/or report the behavior to a teacher. Retaliation for intervening or reporting will be considered a serious school offense.

**Prohibited Items**

Students are not permitted to bring the following items to School except under special circumstances, and only with the prior approval of the Upper or Lower Division Director or Head of School: cellular telephones, iPods, Gameboys or other electronic games, laptops, portable CD players, chewing gum, and toy weapons (e.g., costume sword, squirt gun). We also suggest children do not bring cash greater than $5.00. Prohibited items will be confiscated. Of course, items such as drugs and weapons are prohibited at all times.

**Technology Policy**

Access to the Internet has become increasingly important for students, even at the elementary school level. Faculty and staff supervise students when they are using the Internet and expect a strict code of conduct, which they go over in detail with the students. In Grades 2-6, students and their parents sign the NPS Acceptable Use Policy. However, the School takes no responsibility for the conduct of any student who violates the rules in regards to computer usage. Serious misuse of school computers will result in disciplinary action up to and including expulsion.

**CHARACTER EDUCATION CURRICULUM AND PROGRAMMING**

**School-wide**

Responsive Classroom approach to teaching and behavior management

Core Value of the month

Counseling lessons—whole class and small group

Weekly chapel services

All-school Assemblies

Buddies—upper grade students paired with lower grade

Service learning projects—whole school and by grade level

Religious Studies curriculum—6th grade focus on ethics

**Student Activities**

Caring Cardinals after school club

Student Council Service Learning Committee

**Parent Programs**

Parent Encouragement and Enrichment Roundtable (PEER)

Diversity and Community Committee (DCC)

**School-wide supports**

National Presbyterian employs a counselor and a chaplain.

**NPS CONTACTS**

Parent contacts for follow-up:

Cynthia Eastment: cynthia.eastment@verizon.net

Nicole Ruman Skinner: Nrumanskinner@aol.com

Staff contacts for follow-up:

NPS phone number: 202-537-7500

Rev. Jen Dunfee, Chaplain, jdunfee@nps-dc.org

Megan Finnerty, Director of Communications, mfinnerty@nps-dc.org

Jeni Reklis, Counselor, jreklis@nps-dc.org

**THE NORWOOD SCHOOL**

**a.** Since its founding 57 years ago, The Norwood School has believed that education is fundamentally a moral endeavor and that we should stand for and teach a set of core values: the pursuit of knowledge, integrity, respect, responsibility, diligence, kindness, cooperation, and service. We look to our faculty and staff to incorporate character education and service to the community in their work with students. We are also committed to being a diverse and inclusive school, respecting and protecting the dignity and worth of all members of our community without regard to race, color, national origin, religion, creed, gender, sexual orientation, family composition, economic status, age, learning style, or physical ability. We firmly believe that education is broadened and strengthened by the inclusion of people of diverse backgrounds and perspectives, and the School’s mission has always been to ensure that each student grows in wisdom, character, and responsibility. Its motto, “How you lead your life matters,” both informs and supports the work we do.

Our belief in the value of character education has been in place since our beginning as a small parish school in the fall of 1952 when Norwood first opened its doors to welcome 40 students in Kindergarten through Second Grade – with four teachers, a $1,200 budget, and a bit of space in the basement of a local Episcopal church. That day began, as has every day for the next 56 years, with a welcoming handshake for each child and a chapel service that celebrates community and focuses on moral and ethical education.

Today, The Norwood School, no longer a religious school, is a nationally recognized independent K-8 school with 524 students. It is located in a major metropolitan area on a large suburban campus. Through years of growth and subsequent changes in leadership, Norwood has held fast to its founder’s ultimate objective to “instill in all our boys and girls an intelligent awareness of the world around them; a sense of their own worth; and a recognition of the obligation to share that worth with society and the community in which they live.”

In the past few years, we have made it our top institutional priority to figure out how to make every child, from Kindergarten through Eighth Grade, feel supported and valued regardless of background. In 2005-2006, the Board of Trustees spent 18 months looking at whether the School’s practices in the area of religion and spirituality should be modified, giving careful consideration to our heritage as an Episcopal parish school and our commitment to being a diverse and inclusive school. The Board affirmed that Norwood is a nonsectarian school and at the same time reaffirmed the importance of attending to the spiritual and ethical development of students and teaching them about religion, while welcoming and supporting people of all religious backgrounds.

Another milestone development in the School’s growth was the expansion of our Middle School from Sixth Grade to Eighth Grade more than a decade ago. The School spent a great deal of time studying the unique needs of this age group, working with consultants, and reviewing curricula. Because we were able to start from scratch and had the benefit of nearly 50 years of successful elementary education to draw upon, we were able to develop a middle school program like none other in the area, and since then Norwood has served as a role model for high-quality, character-centered middle school teaching.

Our focus is on showing each student how to live by the Golden Rule: how to treat everyone with the kindness and respect with which they themselves would like to be treated. This is especially important in light of the increasing breadth of differences our students encounter in the flourishing diversity of our community and country. We feel strongly that teaching the Golden Rule must remain at the core of the life and work of the Norwood School as we prepare students during a rich period of development, ages five through 14, for the challenges of high school, college, and beyond. It is our firm belief that it is never too early to begin these important life lessons.

Over and over again, we hear from area high schools – both independent and public – that Norwood graduates are incredibly well-prepared for grades 9-12. They are good school citizens capable of making smart decisions when faced with a variety of academic and social challenges. We would like to share our nearly six decades of character education experience with other schools and families in our area, so that we may bring a collective energy and community spirit to this important work. Our focus would be on laying the groundwork in the elementary and middle school years to enable high school students to make sound decisions based on a strong sense of self-esteem and an appreciation for the worth and dignity of each of their peers and all members of their communities and families.

**b.** Character and values education is an integral part of life at Norwood, with the goals being to teach at an age-appropriate level a set of core values; to challenge students to use these values as the basis for how they lead their lives; to foster a sense of community in the School; and to infuse the teaching of values and character into all aspects of the school program. At the beginning of each school year, students at all grade levels and their parents are asked to review and discuss the School’s standards of conduct, honor, and responsibility. A community agreement form is signed and returned to the School. These standards and expectations are discussed and reinforced throughout the year, while issues of character are interwoven throughout the students’ daily lives in a multitude of ways:

*Morning Handshake* – While it may seem like a small thing, a morning greeting with Norwood’s lower and middle school principals is a friendly and respectful way to say “you matter” to each and every student as they arrive for a new day and for each student to learn how to convey such a message to everyone they meet as well. Students are encouraged to practice a firm handshake, make eye contact, and use one another’s name.

*Morning Chapel* – The experience of chapel at Norwood is an enduring and defining characteristic of the School. Chapel provides a time for students and teachers to slow down, sing, reflect, listen to presentations which reinforce values, and come together as a community. The messages presented each day are specifically designed to help students grow intellectually, morally, socially, emotionally, and spiritually, and to encourage them to think about how they treat others.

*Value of the Month* –Five years ago, we embraced the concept of a “Value of the Month” program, which focuses on a set of core values (honesty, cooperation, humility, peace, patience, courage, to name a few). Values are discussed in the context of morning chapel through age-appropriate stories and examples, and in the classroom when connected to lessons or when “teachable moments” arise.

*Teaching Respect for Differences:*

*• SEED* – “Seeking Educational Equity & Diversity” is an experiential monthly seminar process that includes reading books and articles, viewing films, experiencing thought-provoking exercises, and engaging in candid discussions on topics of diversity and equity. Norwood is one of the few independent schools in the country that offers four vibrant SEED programs – Faculty/Staff SEED, Parent SEED, Advanced Parent SEED, and SEEDling for our older students. The Parent SEED group meets monthly and a combined Faculty/Staff/ Parent SEED group meets annually.

*• GLOW* – The success of SEEDling led to the development of a program to serve younger students. “Growing Leaders of Our World” meets once a month for activities/discussion on topics of diversity and equity. Topics include: Defining and Celebrating Diversity, Stereotypes, Exploring Cultural Differences, Conflict Resolution, Labeling, Cliques, and Prejudice Reduction.

 • *Multicultural Festival* – This annual festival serves as a wonderful opportunity to begin the school year by celebrating the rich diversity of our community. It includes a sampling of food, crafts, music, dance, photographs, traditional clothing, and books from countries around the world, and features a variety of country “booths” created and manned by Norwood families who are from or have lived in other countries.

 • *Salons* – Several times a year, Norwood’s faculty, administrators, and staff members participate in required discussion/work groups (salons) to explore topics pertaining to diversity and equity.

*• Community Service* –Norwood’s community service projects are developed by two branches of the school community: parents and faculty. These two groups explore opportunities in which unselfish actions and attitudes of acceptance can be practiced through class projects appropriate for each grade. All community service experiences are followed by a period of reflection and discussion in advisories and classrooms.

*• Buddy Program* – At the start of each school year, each of our youngest students is paired with an older student “buddy.” Buddies get together throughout the year for a variety of activities. Buddies stay together throughout their years at Norwood, building a strong sense of community, promoting a sense of responsibility for others, and encouraging leadership among our older students.

*• SELF Win* – The concept of the “SELF Win” has become central to the Norwood experience. An acronym of Sportsmanship, Effort, Learning, and Fun, it seeks to teach children the importance of their own approach to and behavior in athletics, and take the emphasis off the “scoreboard win.” It sets up every athletic contest to be an opportunity for character education, allowing every student, no matter their ability, to excel in our physical education program and feel genuinely proud of their accomplishments, and to support classmates.

*Family Life Education and Social/Emotional Learning* – The Family Life Education curriculum uses the rich period of development from childhood to preadolescence to teach communication and decision-making strategies; encourage wholesome attitudes, positive feelings, and comfort regarding the body and self-image; build an understanding and appreciation of differences; and encourage taking responsibility for behavior which promotes the health and well-being of self and others. School counselors engage students, teachers, and parents in a collaborative effort to provide children with the tools and strategies to manage their social/emotional lives.

*Citizenship and Disciplinary Approach –* To emphasize Norwood’s commitment to good citizenship, all progress reports include comments on how students conduct themselves. Beginning in fifth grade, students also receive citizenship grades that reflect their personal contribution to the well-being of the Norwood community. Students are evaluated on their ability to demonstrate personal responsibility, integrity, and respect for school/class policies; treat adults with respect; and to treat peers with kindness and respect.

**c.** To improve upon our existing program, which we feel is vibrant, effective, and fluid, we would like to partner with other educators and parents of elementary and middle school students in our metropolitan area to share our experiences while working toward the common goal of preparing students to enter high schools with the strength of character to be good school, community, and world citizens. Specifically, a grant from CSEE would allow us to:

• Establish a “Community for Character” consortium consisting of key administrators, faculty, parents, and students from area public, parochial, and independent elementary and middle schools. We are fortunate to be able to use an existing consortium of high schools in our area as our model. This group, while narrower in focus than what we are proposing, involves several public school systems and more than 50 area independent schools, reaching tens of thousands of students. It has been very successful addressing substance abuse issues at the high school level, but there is nothing of its kind that is either focused on character education issues or on younger children.

• Appoint Norwood’s Director of Multicultural and Ethical Education and Dean of Studies as co-directors of this initiative and recruit local schools to join the “Community for Character.”

• Work with member schools of the “Community for Character” to identify the most pressing character issues on which to focus its first few years. Possibilities include: respect and tolerance, conflict resolution, sexuality, honesty and trustworthiness, being a kind and responsible cyber citizen, substance abuse, as well as peer pressure and bullying. Identify objectives and key messages specific to agreed-upon character issues.

• Work with the consortium to identify best methods of achieving objectives and delivering messages. Specific programs will depend upon the level of grant awarded by the CSEE, but possibilities include: a publication or series of publications for use by teachers, parents, and students at all schools; workshops for students, teachers, and parents; speakers; community service and social activities; curricular components; an ongoing media relations program to inform local press about the consortium’s mission and activities; and/or a website which could serve as a resource of programs and materials for all member schools.

• Develop and implement a comprehensive communications plan to efficiently and effectively deliver the consortium’s mission and work to school administrators, teachers, students, parents, and the broader community.

• Follow-up with consortium schools on an ongoing basis to offer guidance and solicit feedback, and offer visits to Norwood to observe character education programs in action.

 **d.** One of the unique and defining characteristics of Norwood is the fact that it was founded on the very idea of integrating character education into all aspects of school life. Its nearly six decades of experience in character and values education is one of the main reasons parents choose to send their children to Norwood, and it is one of the primary reasons teachers choose to work here. The steps outlined in section “c” would enable Norwood to make a significant impact on the broader community in terms of preparing young children and adolescents to serve as ethical and productive school/community citizens **before** they face the challenges of high school. Younger students, particularly those in middle school, face many of the same character challenges as high school students, and Norwood is well positioned to address the unique needs, questions, and concerns surrounding two significant periods of transition: moving from elementary school to middle school and transitioning from middle school to high school. Our mission is to put students on the right path so they can make positive contributions to their high schools, colleges, and the communities in which they live.

**e.** Since the beginning, Norwood parents have played an important role in carrying out key elements of our character education efforts. Parents sign and are expected to uphold the Community Agreement each year; reinforce disciplinary action; participate in chapel; organize and lead community service projects; participate in Parent Peer Group meetings; serve on a Parent Diversity Committee; participate in Parent SEED; run the annual Multicultural Festival; and with 13 parents serving on our 24-member Board of Trustees, they assist in formulating policy in the area of character and values education. If we were able to move forward with the steps outlined above, it would be important to have parent representation in the “Community for Character” partnership and involve them in all activities, including work to identify key character issues, the development of publications, and participation in workshops. One of the primary goals of the consortium would be to put schools, parents, and students on the same page when it comes to matters of character.

**f.** In the first year, we would appoint co-directors; contact area schools and establish the consortium; work with consortium participants to develop mission statement and objectives; identify key issues, activities and programs; develop a timeline for programs and begin work; announce establishment and purpose of “Community for Character” consortium to metropolitan area schools and media; establish website. In the second year we would expand the number of member schools; continue to meet with consortium participants on a regular basis; improve and expand programs and publications for students, parents, teachers, and administrators.

**THE POTOMAC SCHOOL**

**The Potomac School**

**Report on Kindness, Character, and Community**

**A brief description of how your school addresses character education.**

Character education is essential to our mission. We strive at all times to create a strong community aligned to our cultural ideals of “kindness, civility, and generosity of spirit”. We see all of our initiatives in and out of the classroom as opportunities to actualize our vision of character and community. For a fuller exposition of our philosophy, please consult our website regarding our mission, our Strategic Plan, and our Excellence Document which all speak in greater detail to the centrality of character education at Potomac School.

***Curriculum***

***-Parent programs***

Living our cultural ideals of “kindness, civility, and generosity of spirit” necessitates active, trusting partnerships with parents. We build these relationships by scheduling regular meetings throughout the year in the form of coffees, open-forums, and other gatherings which form a part of our parent education program. We also have an active orientation program in which new families have a “mentor” from our parent community along with parallel programs for the children. Within this mentoring framework, we seek to ensure that every family feels a genuine sense of connection to the school.

In addition to the agendas mentioned above, we have many other parent education initiatives. Some of these are yearly events that have evolved to deal with perennial challenges and some are ad hoc gatherings organized to respond to emergent needs.

We have, for example, yearly programs for parents that explore topics such as drugs and alcohol (9th grade), sexuality (10th grade), stress (11th grade), and transitional challenges (12th grade.) We also have parent orientation programs for every grade level in which our students transition to the next division; these sessions would typically explore the developmental challenges and opportunities that children - and parents - are likely to experience next**.** We have also in the last few years enlisted consultants to offer programs related to bullying (Catherine Steiner-Adair), peer pressure (Michelle Kriebel) and technology use (Common Sense Media). We know that our children must develop effective skills and form good habits in regard to the various challenges they will face in managing relationships, social media, and the general stress of growing up in this milieu. We offer two parenting classes organized by our counselors for the parents of younger children and for parents of teenagers; both are optional programs that involve weekly seminars over an 8 week period with a specific focus on character and resiliency. Our counselors are also hosting a book-club in the Spring of 2012 on “Mindset” by Carol Dweck whose ideas have been adopted into our Strategic Plan.

***-Student programs/activities***

Potomac has many student-centered programs focused on cultivating a greater awareness of the needs of others along with opportunities for community service. We view these initiatives as integral parts of supporting character education and building of community. In our Lower School, third grade students take on leadership roles by participating in third grade committees where they organize and lead events for all students; these Lower School initiatives include Students for Environmental Action (SEA), Community Service, Character Counts, and Lunch and Recess Buddies. Our Middle and Intermediate Schools have many student-centered clubs and activities that provide leadership opportunities for our students. Our service programs begin in the lower grades and become increasingly student-centered as children are developmentally ready to take more initiative and responsibility. Programs for older students include tutoring disadvantaged students, hosting gatherings with marginalized populations such as a group of children from a local shelter, two blood drives hosted on campus, extensive participation in events such as the Breast Cancer Walk, and other causes. Through these opportunities, our students form partnerships beyond our community with organizations such as The Latino Fund, Ronald McDonald House, Herndon Resource Center, and Alternative House. The students also raise money for charity in an evening Coffee House Event that features brief creative performances from dozens of student poets, musicians, and actors. Thirty of our art students have voluntarily participated in program called the Memory Project in which our Upper School students paint a portrait from the photograph of an orphan from either Sierra Leone or Honduras and then send the portrait to the child. Giving our students a wide variety of opportunities to find their “voice” in the service world is critically important to how we live out mission.

***-Classroom based programs***

Using a backwards-design vision of building curriculum, we frequently use big picture “essential questions” to explore moral qualities, such as courage, integrity, honesty, respect, and kindness. Our social studies curriculum has an explicit focus on the adaptive skills and qualities necessary for civilized life throughout history. Our science programs are consciously designed to give our students a keen appreciation and sense of stewardship for the natural world around them with many hands-on experiences at every grade level. A large part of our Strategic Plan involves the development of our cross-divisional curriculum to ensure that we have a steady focus on themes that are critically important in terms of character, responsibility, and global citizenship.

***-School-wide programs/activities***

The entire student body assembles together on several occasions to create a dynamic sense of connection beyond the divisional level. These gatherings feature short presentations by student government and community service leaders along with musical performances representing each division. Our Thanksgiving Assembly for the entire school celebrates the bonds of family, friendship, and community. There are also many opportunities for students from different divisions to learn from and appreciate each other. Classes of Upper School students have worked with our Lower School students on illustrating book as well as various art projects. Older students have visited students from the younger divisions to talk about sportsmanship and proper fan behavior. Many juniors play a large role in a series of orientation sessions designed to prepare 8th graders for high school life. These programs continue in our Big Brother/Big Sister Programs though which we strengthen our sense of community.

***-Division-wide (lower, middle, upper school) programs/activities***

Social awareness and civic responsibility thread throughout all of our educational initiatives. We use Responsive Classroom in every homeroom in the Lower and Middle Schools. Lower School students gather weekly to build community, share classroom events, and problem-solve, focusing on four character traits: respect, responsibility, caring, and trustworthiness. Each classroom develops a charter, learns about supporting each other as a community, practices conflict resolution techniques, and establishes the idea that each child has an equal “voice” as part of the classroom community. In addition to Responsive Classroom, we use our assembly program in the Middle School to reflect on and highlight the importance of seven core character traits developed by Chris Peterson and others: zest, self-control, optimism, grit, social intelligence, gratitude, and curiosity. Also supporting the promotion of character development are monthly guidance lessons in the Middle School, on topics such as conflict resolution, self-advocacy, and stress management. Our Intermediate School (Grades 7 and 8) and our high school explore the affective aspect of our curriculum through the advisee system, assemblies, and three-day grade-level retreats which create forums to explore the school’s core values; these occur in the 7th, 9th, 11th, and 12th grades. In addition to these initiatives, the Upper School has unique meeting-structures, called “families” in which two “generations” of our in-house Big/Brothers and Big/Sister Program meet together. Lastly, our Upper School offers a three-day leadership retreat in August to explore the adaptive challenges of leadership and character in our community; although this program is not mandatory (except for the student government), it regularly attracts over 70 students.

***What support (e.g., counselor, health coordinator? assigned faculty? parent committees? consultant?) does your school have available to issues of bullying?***

Division heads are responsible for the social/emotional well-being of students in the division. They are assisted by counselors, learning specialists, deans (in the Upper School), and teams of teachers, depending on the need of each child. In addition, advisors for grade 7 and 8 and deans for grade 9-12 are attuned to the social-emotional needs of students in their care. Homeroom teachers K-6 are trained in conflict resolution strategies, and work in conjunction with counselors to reduce or remove the impact of anti-social behavior on students. As mentioned earlier, parent forums held twice a year at most grade levels connect parents to talk about social-emotional issues related to students of specific grade levels. Frequent communication from administrators to parents keeps the community apprised of issues facing the student body and warning signs that antisocial behavior may be occurring. The school has engaged a consultant, Catherine Steiner-Adair, who is experienced in combating antisocial behaviors, to create a school-wide antisocial behavior-busting program.

***How are "bullying" situations brought to the school's attention-parents, teachers, students? Who is it reported to?***

Situations are brought to the attention of the aforementioned caregivers (homeroom teachers, advisors, deans and division heads) by all sources--primarily parents and students. All major issues are reported to the relevant counselor, teacher, dean, and/or division head. Cases of unusual complexity or ones that may involve consequences, such as suspension from school, are reported to the Head of School. Our process always involves investigating the specific details of an incident, meeting with parents to share relevant information, supporting students and parents who are the victims of a bullying incident, establishing consequences and behavioral parameters in regard to the bully. In each instance of bullying, we reflect on all of the circumstances and the specific context of the incident and reflect on how to focus our anti-bullying efforts.

***Does your school have a policy regarding bullying, harassment, and appropriate use of technology?***

There is clear anti-harassment policy written into the school handbooks, and each division has a division-specific Acceptable Use Policy for technology use. This information is provided to each family before the start of the school year.

***What is the range of consequences?***

Throughout every division, confirmed anti-social behavior can result in a continuum of consequences, from the loss of privileges, to after-school detention, a writing assignment that prompts reflection, suspension, and then in severe cases – expulsion. The severity or pattern of negative behavior and specifics details of the incident would be the key factors in determining the school’s response.

***Does your school have a code of conduct? (Civility code)***

Potomac School has a code of conduct which is published in the Parent Student Handbook. It covers topics such as honesty, substance abuse, interactions with others, theft and vandalism, and appropriate use of computers. All parents are required to sign a statement that says that they have read this material before they sign Potomac’s enrollment contract. Additionally, students in the Upper School also sign this document. Students in the Intermediate School sign an “Acceptable Use” policy with regard to technology use. In addition to this document, each classroom in the Middle School has an established list of behavioral guidelines that evolve through discussion in the first week of school and are then posted in the classroom.

***Does your school have an honor code? Do they have an honor committee?***

Upper School has an Honor Committee composed of students and faculty. Four juniors are elected by the students from a list of nominees approved by the faculty and these juniors then continue to serve in their senior year. Three adults participate on the Honor Committee, including the advisor of the student who is coming before the committee, the grade level Dean, and a faculty member appointed by the Head of the Upper School. The Honor Committee’s deliberations result in a recommendation to the Head of the Upper School.

***Do varsity athletes have an honor code?***

We ask our athletes to sign pledge (copied below) that commits each of them to a standard of behavior and leadership.

**THE POTOMAC SCHOOL TEAM TRAINING RULES AND EXPECTATIONS**

The student-athlete must sign and return this form to his or her coach on the first day of try-outs. **Students ARE NOT permitted to practice until this form is signed and returned.**

**TEAM TRAINING RULES AND EXPECTATIONS**

 Participation in athletics at Potomac is both a privilege and a responsibility. As members of a Potomac athletic team, student-athletes are expected to make a personal commitment to represent Potomac in an exemplary fashion and to follow training rules to maintain strong, healthy minds and bodies. Because student-athletes are in a highly visible position requiring leadership and responsibility, they will be held to a higher standard of conduct and behavior than students who choose not to participate in interscholastic athletics.

 With regard to alcohol, tobacco, or drug use, the following is a statement of belief, which was established by the Potomac School’s Athletic and Captains’ Councils in 1994:

 “We regard alcohol, tobacco and drug use as destructive of both the spirit and the standard of athletic competition at The Potomac School. Adversely affecting both the body and the mind, alcohol, tobacco and drug use are wholly incompatible with athletic achievement. Student-athletes who choose to violate the training rules jeopardize team morale, team reputation, team success, and most importantly, self-growth and personal safety.”

 **As a student-athlete at The Potomac School, I will not use nor will I be in possession of alcohol, tobacco, drugs or any other illicit substances. My signature below indicates that I have read and understand both the letter and spirit of these rules and expectations.**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_**

 ***Student Signature Printed Name Sport***

***Do policies vary for grade divisions or do they share policies?***

 The general standards of behavior are similar in all four divisions. Being a K-12 school we naturally see different kinds of discipline issues in our four divisions. Therefore, our division heads and their support teams manage bullying and other negative behaviors in way that is responsive to the developmental context of the students. In all cases, we regard our responses in regard to discipline issues as important learning opportunities.

**Faculty/administrator contact for follow up questions:**

**Bill Cook**

**Assistant Head**

**The Potomac School**

Bcook@potomacschool.org

**703-749-6396**

**ST. ALBANS SCHOOL**

**St. Albans School (grades 4-12)**

**A brief description of how your school addresses character education.**

 **- Curriculum**

***Life Skills***

This is a multisession, continual class for Forms C, B, and A (4th-6th grades) taught by various Lower School teachers. The class addresses responsible decision-making, healthful living, human sexuality, and the dangers of tobacco and alcohol use.

***Decisions***

The Form I (7th grade) Decisions course presents basic information about sexuality and drugs and equips students to make reasoned decisions about these areas. This course also addresses human differences and how we accept and embrace differences.

There is no official Upper School curriculum concerning bullying or larger life skills.

 **- Parent programs**

Unsure.

 - **Student programs/activities**

Over the past few years both Lower and Upper School students and faculty have attended bullying conferences off campus**.**

 - **Classroom based programs**

Homeroom teachers and advisors (all grades) often discuss matters related to character and interaction among the student body, including bullying. Form I and II (grades 7th and 8th) advisors specifically discuss positive behavior such being a leader and being kind.  They also address internet behavior and bullying with their advisees, both in a group and one-on-one.

 **- School-wide programs/activities**

The school’s counseling teams have addressed topics such as bullying, decision-making, nutrition, learning styles, sleep, puberty, sibling rivalry, brain injury, and Internet safety.

The Lower and Upper School Diversity Committees work to celebrate not only the diversity of our Lower School community, but that of the world in general. To date, they have hosted a Peace Corps assembly, developed a weekly lunchtime *History Brief* activity, and engaged the entire Lower School in age-appropriate anti- bullying seminars.

Our chapel meetings during the week set the tone for positive interactions among boys. Chapel talks ask the students to think about themselves and others and the importance of honesty and respect.

 **- Division-wide (lower, middle, upper school) programs/activities**

***Lower School***

Forms C and B: Before entering the Lower School, boys attend an orientation day led by the head of Lower School. The head of Lower School also meets periodically with the boys in form meetings to follow up on this day. The focus of the social and emotional curriculum in Forms C and B is centered on safety, nutrition, peer relationships, study skills, and an introduction to the issues surrounding illegal substances.

Forms A, I, and II: The focus of the social and emotional curriculum in Forms A, I, and II is centered on peer bullying, Internet safety, and peer relationships. The Lower School counselor and the head of Lower School teach a four-session course to all Form A students, the content of which covers human sexuality, conflict management, and interpersonal skills. In Form II, the head of Lower School teaches Decisions, a course which addresses issues relating to drugs, alcohol, and sexuality.

**What support (e.g., counselor, health coordinator? assigned faculty? parent committees? consultant?) does your school have available to respond to issues of bullying?**

Generally, the school psychologist and the Lower School counselor share the day-to-day leadership in caring for the emotional and social well-being of all members of this community. Weekly pastoral counseling meetings are held to discuss individual students of concern. In the Upper School, counseling meetings are staffed by the school psychologist, the Upper School chaplain, and the head of Upper School. Additionally, once a month, the consulting psychiatrist and the school nurse will join these meetings. The Lower School counseling meetings are staffed by the Lower School counselor, the Lower School chaplain, the head of Lower School, the school’s consulting psychiatrist, the school nurse, the Lower School academic dean, and the Lower School deans of students. These meetings, in which counseling team members share their experiences and concerns from the preceding week, serve as the weekly foundation upon which all outreach, both individual and curricular, is conducted and coordinated.

In the case of bullying, there are many different paths taken. A student may come forward to discuss the matter with his advisor, a counselor, a teacher, a coach, a chaplain, the dean of students, or an administrator. A parent may contact any of the above personnel if concerns arise as would individual faculty or staff. Once an adult in the community is involved, he or she will typically refer the matter to a counselor, a chaplain, the school psychologist, and/or an administrator. If is student is bullied by another St. Albans students, then the division head and the dean of students also become involved. The students involved in bullying other students will be counseled and educated on the dangers and problems of bullying as well as being brought in front of the honor or discipline committees to face disciplinary action. It is a violation of school rules to bully:

From the *Student Handbook,* “**Disrespect.** The failure - in action or in words - to treat other people, including students and members of the faculty and staff, with dignity, respect, or courtesy is considered a violation of the rules.”

**Violence or Threatened Violence**. Physical violence or threats of violence that injure or endanger another person or cause a reasonable person to be in fear of injury or endangerment are not allowed.”

**How are “bullying” situations brought to the school’s attention- parents, teachers, students? Who is it reported to?**

Please see above.

**Does your school have a policy regarding bullying, harassment, and appropriate use of technology?**

Yes, relevant excerpts are below:

***The St. Albans School Acceptable Use Statement***

**Security**

Security is an individual and collective responsibility of all users on the network. Anyone who can identify a security problem must notify a System Administrator immediately and not demonstrate the problem to anyone but a System Administrator. Users must protect the security of their passwords, must use passwords that cannot easily be deduced, and may not share them with others. Users should immediately notify a System Administrator if they suspect someone else may know their password. A user identified as a security risk or one who has a history of problems with CloseNet computer systems may be denied access to the system.

**Publishing/ Privacy**

Like any other publishing medium, the Internet allows information to spread quickly. This can be a great asset, but since one cannot reclaim information once it is out, no student should reveal personal information about himself or about others in a public forum such as the web. The School, as a matter of policy, does not publish Lower Schoolers' last names on the web, nor does it in any way associate any part of a student's name with an image of that student. Even image addresses may not identify students in the image. Students should also realize that supposedly confidential information sent in e-mails may (accidentally or otherwise) be forwarded to others.

Harassment; libel; copyright violation; and publication of threatening, profane, or sexually offensive material are violations of School policy and are in many cases illegal. Information stored or transmitted electronically, such as electronic mail, system access logs, and network records, may be considered public records and therefore be subject to disclosure or discovery in litigation.

**Sanctions**

As in all manners of discipline, St. Albans relies first on students' voluntary cooperation and consideration to govern their actions. Naturally, the School Honor Code and all other school rules, including those governing vandalism and behavior that brings discredit upon the School, apply to use of computers and the network. In addition, actions on the Internet may fall under the jurisdiction of Federal, State, or local laws; and St. Albans will assist authorities in the investigation, arrest, and conviction of lawbreakers. In addition, System Administrators may suspend or terminate a student's e-mail or network access for improper use of the network.

**What is the range of consequences?**

There is no set or prescribed consequence to bullying. The honor or discipline council, make a recommendation to the division head and headmaster on the appropriate course of action. Discipline for any violation of school rules can range from a warning to probation to suspension to expulsion.

**Does your school have a code of conduct? (Civility code)**

From the *Student Handbook:* “Policy on Conduct. St. Albans is committed to providing a healthy school environment, free of physical or verbal abuse, or other unprofessional or unlawful conduct, including the use of alcoholic beverages by minors and the use of illegal drugs or substances by any person. St. Albans does not tolerate harassment on the basis of race, color, gender, disability, religion, national origin, sexual orientation, or age. This includes bullying or sexual harassment of any kind.

Faculty, counselors, and clergy, by virtue of their chosen professions, represent power and authority to those with whom they come in contact. For this reason, clear and appropriate guidelines must be maintained between those in positions of authority, actual or perceived, and students. Likewise, young people need to be aware that a natural tendency to acknowledge or accept authority figures may render them particularly vulnerable to sexual or other exploitation, and they should act quickly to obtain assistance if confused or in doubt about a situation. Romantic or sexual relationships with students on the part of faculty or other adults connected with the School or the Protestant Episcopal Cathedral Foundation (PECF) are forbidden. Likewise, faculty, staff, and others employed by or working at the School may not serve or condone the use of alcohol or illegal drugs or substances by students, whether on or off the school premises.

Students who feel that they have been subjected to unprofessional or unlawful behavior by any adult connected with the School, or connected with the PECF of which the School is a part, or by another student, should bring their concerns to the attention of the Headmaster, the Lower School or Upper School Head, the school nurse, or the PECF’s director of human resources. All complaints of unprofessional or unlawful behavior will be investigated and, if it is determined that unprofessional or unlawful behavior has occurred, appropriate corrective action and disciplinary measures, up to and including dismissal or expulsion, will be taken.”

**Does your school have an honor code? Do they have an honor committee?**

# *St. Albans School Honor Code*

“Recognizing that honesty is of primary importance in an educational institution, St. Albans requires its students to observe an Honor Code in all aspects of School life. Lying, cheating, and stealing, including plagiarism, are violations of the Code; violators make themselves liable to expulsion. Any student who has violated the Code is expected to report his offense to a member of the Student Council or of the faculty. Any student who has knowledge of a violation should speak to the offender and ask him to report himself as soon as possible. If the offender fails to do so, the student is urged to report him to a member of the Student Council, the Dean of Students, or a member of the faculty.”

The School has two honor committees, one for the Lower School and one for the Upper School. The Lower School has two deans of students. If a student violates the Honor Code, he must meet with his respective dean. Depending on the age of the boy, the dean either will handle the situation with the homeroom teacher and parents or will gather the Honor Committee, comprised of the two deans of students and two other faculty members, and have the student come before the committee with his advisor or homeroom teacher present as his advocate.

The Upper School has two deans of students, one who handles Forms III and IV and one who handles Forms V and VI. The Upper School Honor Council is made up of the five senior prefects and two elected faculty members as well as the dean of students and the academic dean. It hears all cases involving infractions of the Honor Code.

**Do varsity athletes have an honor code?**

St. Albans has a “Core Value of the St. Albans Athlete” which is given to all athletes grades 4 through 12. All varsity teams at the start of the season discuss the core values with each other and the coaches. Each year a different theme is chosen by the athletic department and this theme is stressed in preseason meetings and throughout the year:

**The Core Values of the St. Albans Athlete**

 **COMMITMENT TO COMMUNITY**

***Sacrifice:*** A St. Albans athlete realizes that his efforts should primarily be directed toward the betterment of others, not himself.

***Loyalty:*** A St. Albans athlete looks for ways to help others and the program.

***Leadership and Honor:*** A St. Albans athlete follows all school rules, including going to all chapels, classes, lunches, and assemblies. He interacts positively with all members of the community, listening respectfully to others, particularly adults, and looks to initiate conversation in an effort to make people feel welcome.

 **ATTITUDE**

***Courage:*** A St. Albans athlete is positive, persistent, and confident. He respects all hisopponents, but fears none of them. He is also humble. He realizes that a truly confidentathlete does not need to talk about his performance. He allows his performance to speakfor itself.

***Excellence:*** A St. Albans athlete realizes that the more we think only about winning, the less we will win. The more we think about those things which we can control—our work ethic, our behavior, and our positive support for each other—the better we will perform.

***Pride:*** A St. Albans athlete is proud to be part of the 100-year tradition of the St. Albans athletic program. He takes care of his equipment and his facilities.

  **CHARACTER**

***Discipline:*** A St. Albans athlete does the things the right way even when people aren’t looking. He makes good decisions about his physical and emotional well being for the good of the team and himself.

**Do policies vary for grade divisions or do they share policies?**

The Lower School and Upper School each have their own dean of students, honor and discipline councils, and division heads. However, all St. Albans students are expected to abide by the same Honor Code and Code of Conduct.

**ST. ANDREW’S EPISCOPAL SCHOOL**

**Encouraging Kindness at the St. Andrew’s Episcopal School**

In 1978, St. Andrew’s Episcopal School was founded as a safe, co-educational space, grounded in the tenets and teaching of the Episcopal Church. St. Andrew’s Episcopal identity is best exemplified in the ways in which we live out five specific verbs: we love; we worship; we question; we welcome; and we serve. Central to all of this is our belief in the inherent dignity and worth of every human being and our call to respect and learn from one another. Our mission statement sums up our commitment to meeting the needs of each of our students in an inclusive community. Inherent to this mission is the School’s overarching goal of fostering kindness, empathy, and character within the entire

St. Andrew’s community: each student, faculty and staff member and parent.

Community expectations are reinforced throughout the St. Andrew’s curriculum - most easily demonstrated by six basic tenets:

* **Responsive Classroom** –“The Responsive Classroom approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community…. The approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out…. Educators using these strategies report increased student engagement and academic progress, along with fewer discipline problems.” (responsiveclassroom.org) – **Responsive classroom begins in** **Preschool I and continues through 6th grade.**
* Guiding principles include a belief that the greatest cognitive growth occurs through social interactions and that children need a set of social skills (cooperation, assertion, responsibility, empathy, and self-control) to be successful in school.
* Morning Meeting and Closing Meeting at start and end of each school day to emphasize a sense of belonging to a community that actively fosters kindness and understanding
* Classroom practices include Rule Creation (helping students create classroom rules), Interactive Modeling (teaching children to internalize expected behaviors), Positive Teacher Language (using words and a tone to promote children’s active learning and self-discipline), Logical Consequences (incorporating discipline strategies that encourage learning from mistakes and preserving dignity), and Collaborative Problem Solving (using conferencing, role playing, and other strategies).
* **Advisory System** – Creates a six-year structure for regular interaction between students and an adult advisor. Through this system, students learn to take responsibility and ownership for their academic future while developing relationships with peers that are diverse. The advisory system also fosters a sense of social cognition. **The advisor system begins in 7th grade.**
	+ 7th grade theme is Diversity, Empathy and Inclusion
		- 7th grade class creates and signs a pledge for kind, peer relationships
		- Regular meetings (by gender) are held to discuss topics like sexual harassment, social cruelty, sportsmanship, etc.
	+ 8th grade theme of Positive Leadership Initiative is connected to 8th grade service trip and leaders/heroes curriculum in English and History.
* **Religion Classes** – **Begin at earliest grade level**
* Students from the Lower School through the Upper School study the stories, beliefs, and practices of faithful people. In a spiral curriculum, students are introduced – and re-introduced – to Hebrew and Christian Scripture, the religions of the world, and ethical decision-making. Across all levels, they engage the dynamic question of how to treat others as they themselves wish to be treated – even when they disagree or come into conflict with their “neighbors.” The Intermediate School Religion curriculum includes specific discussion of “cyber citizenship” and “cyberbullying.”
* **Weekly Chapel** – **Begins at earliest grade level**
	+ Because we are an Episcopal School, we affirm that God is at the center of all life, and we gather weekly to worship, pray, and reflect together. Through story and song and Chapel Talks – usually, but not always, led by one of our two full-time Chaplains – participants are invited to consider how God’s presence and their individual relationship with God makes a difference in their daily lives.
	+ A dramatic example from this current academic year of our Episcopal mission as lived through a weekly chapel is the Service that was held upon hearing of the tragic death of one of our students. He died over Thanksgiving break, so upon our return, the Middle and Upper Schools gathered for Chapel. Students were encouraged to be kind and patient to themselves and each other. The Chaplain, as well as our School Counselor, served the community by fostering a sense of openness and caring that allowed students, and grieving faculty, to freely share their feelings about our loss.
* **Service Learning** – **Begins at earliest level**
	+ Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection, with an eye toward helping students grow in their understanding of the world’s people and of themselves. The centrality of our common humanity is emphasized across all age levels. Service Learning is introduced to even our youngest students through classroom work and interaction with our Chaplains.
	+ Examples across the School range from preschoolers and elementary students raising money to purchase a herd of goats for a village in Haiti, to high school students providing meals for the homeless through our weekly Campus Kitchen program. Whether it is a fourth grade bake sale or a twelfth-grade internship with a local social service agency, all Service Learning opportunities seek to stretch students’ awareness of, and sense of responsibility for, the needs of our local and global communities.
* **Peer Leadership** – **Begins at earliest level**
* Students are encouraged to take leadership roles from the earliest of ages (line leader, etc.). Beginning in Middle School, it begins to take on a more formal, organized structure.
	+ SGA and Diversity Club run joint service projects, assemblies and discussions:
		- An SGA goal is to make sure that no one sits alone on free seating days in the lunchroom; this initiative is supported by active adult monitoring.
		- Broader efforts include: Celebration of Ally Day and/or Day of Silence to support Gay/Lesbian youth; and an annual student-run diversity assembly in March.

**THE SANDY SPRING FRIENDS SCHOOL**

**Sandy Spring Friends School**

**Upper School Best Practices – Bullying**

9th Grade

* 9th grade Life Skills class has several lessons focusing on conflict resolution, cyber bullying, GLBT awareness and bullying, harassment and communication
	+ Focus on how to help a friend, how to recognize when there is a problem and what can you do about it
	+ Discuss resources in the school and in the community
	+ Members of the GSA (Gay Straight Alliance) teach a Life Skills lesson about bullying of the GLBT community and how we can all be allies
* Conflict Resolution workshop with Campbell Plowden

Upper School Advisory

* Advisory lessons – Diversity is our theme this year in our weekly advisory meetings
	+ Advisory lessons focus on Quaker Testimonies including Simplicity, Peace, Integrity, Community, Equality and Spirituality
	+ Lessons about stereotypes and prejudices
	+ Discussions about how to be a positive member of our community by not condoning negative and hurtful behavior

Peer Counseling Program

* There are 12-14 students selected each year to participate in a 16 hour training to become a Peer Counselor
	+ These trainings include lessons about the psychological effect of bullying, the correlation between teen suicide and bullying, and the types of bullying including cyber, exclusion, and direct bullying
	+ The training emphasizes the importance of reaching out to students on the fringe and standing up for students who may be harassed or bullied

US Assemblies

* Each year we have at least one US assembly that focusses on bullying in either direct or indirect ways
	+ Scot Fried – A national speaker who discusses the bullying of the GLBT community, self esteem and how to make healthy decisions
	+ Sexual harassment speaker including Katie Koestner and Sara Jane Johnson from Campus Outreach Services and Iris Mersky from Victim Assistance Unit of Montgomery County
	+ 11th grade assembly focusing on bullying and friendships

Student Support Services

There is a full-time counselor in each division and a part-time counselor in the dorm. The counseling staff is available to counsel any students who are feeling bullied and we are in communication with the faculty and parents in each division. The counselors get to know the students very well and are made aware of any type of bullying incidents very quickly. As a result, we can act fast and prevent the likely occurrence of a recurrent act of bullying. The counselors also provide in-service education for the faculty and staff when necessary and provide parent education programs when necessary.

**Our Policies**

**Upper School**

**Sexual Harassment**

There is no place for actions or comments that could be interpreted by another as sexual harassment. Sexual harassment includes but is not limited to unwanted attention, advances, or physical contact, sexually-oriented kidding, teasing, joking, graphic comments about an individual’s body, derogatory or demeaning comments about women or men or sexual ori­entation, or display of objects or pictures which are sexually derogatory or demeaning. The School shall make the final determination whether an action or expression falls within the above description.

**Condoning Rule**

It is the School’s expectation that each of its members will maintain a high standard of hones­ty and integrity, especially while on campus or participating in school functions. Collectively, we all have a responsibility to uphold the rules and guidelines that govern our community and upon which we have agreed to abide. It is only by maintaining and enforcing this ex­pectation that we, students as well as faculty, can preserve our shared community values. Therefore, when students are confronted with situations or individuals that challenge these standards or violate school rules, they are expected to take appropriate action (i.e., removing themselves from the situation) or face similar penalties as the primary offender.

**Middle School**

**Bullying Behaviors**

The following is a list of behaviors that the Sandy Spring Middle School community considers bullying. We realize that most of the time bullying starts small (teasing, name-calling) and escalates into something much worse (threats of violence, coercion). Our community has made a commitment to helping all of our members understand what bullying behaviors are and stopping them before they escalate. We define bullying as:

***Bullying is any hurtful, negative behavior that is done deliberately and is repeated even after the victim has asked the bully to stop.***

**Physical Aggression**

|  |  |  |  |
| --- | --- | --- | --- |
| • Pushing • Shoving • Spitting • Kicking • Hitting  | • Destroying property • Defacing property • Stealing • Physical acts that are demeaning and humiliating (e.g., de-panting)  | • Locking in a closed or confined space • Physical violence and family or friends  | • Threatening with a weapon • Inflicting bodily harm |

**Social Alienation**

|  |  |  |  |
| --- | --- | --- | --- |
| • Gossiping • Embarrassing • Setting up to look foolish • Spreading rumors about  | • Ethnic slurs • Teasing or joking about sexual orien-tation • Excluding from a group • Setting up to take the blame  | • Publicly humiliating (e.g. revealing personal information) • Social rejection  | • Manipulating social order to achieve rejection • Malicious rumor-mongering • Threatening with total isolation by peer group  |

**Sexual Harassment**

|  |  |  |  |
| --- | --- | --- | --- |
| • Sexual or dirty jokes • Conversa-tions that are too personal • Joke telling about sexual orientation  | • Howling, catcalls, whistles • Leers and stares • Wedgies (pulling underwear up at the waist) • Repeatedly asking someone out when he or she is not interested  | • Spreading sexual rumors • Pressure for sexual activity • De-panting • Bra-snapping • Cornering, block-ing, standing too close, following  | • Sexual assault and attempted sexual assault * Rape
 |

**Lower School**

**Policies Concerning Hurtfulness**

If a student behaves hurtfully toward another student, we help that student talk about the situation using the conflict resolution principles above. Then we engage both students in thinking of possible solutions and agreeing on one. If the hurtful behavior is serious, we intervene. We talk with students who go beyond limits to help them understand the conse­quences of their behavior.

We define serious hurting as:

|  |  |
| --- | --- |
| 1.  | physical hurting (hitting, kicking, etc.)  |
| 2.  | verbal hurting (swear words, words that intentionally hurt, etc.)  |
| 3.  | non-verbal hurting (exclusivity, body language, etc.)  |
|  |  |

If a serious hurting incident occurs, the Lower School Head talks with the students involved and calls the parents of the student who has been hurtful and the parents of the hurt student.

If a second serious incident occurs, the Lower School Head confers with the students involved and the parents of the student who has been hurtful. This time the Lower School Head, in consultation with the teacher and the Counselor, may develop a behavioral contract with the student and parents.

If a third serious incident occurs, a suspension is considered. The decision to suspend or expel/exclude a student temporarily or permanently is made by the Lower School Head and/ or the Head of School, usually in consultation with the Counselor and one or more faculty members who have worked with the student. If a student is sent home, resolution of the incident is reached through a parent conference with the Lower School Head. Serious con­sideration is given before separating a student from the community. The needs of both the individual and the community are considered before taking action, but when the needs of the individual conflict with the needs of the community, the community’s needs will prevail. The School reserves the unconditional right to suspend or expel, at any time, any student for behavioral or attitudinal reasons.

It is recognized that specific circumstances may warrant some variation from the steps out­lined above.

**Sandy Spring Friends School**

**Middle School Best Practices – Bullying**

**Middle School**

Bullying Prevention education is included in our orientation program and continues throughout the school year. We have curriculum, established behavioral expectations policies and a disciplinary system that help to promote and maintain a respectful and caring community.

**Peaceful Conflict Resolution**Peaceful Conflict Resolution (PCR) is offered to sixth, seventh and eighth grade students and taught by the Counselor. Students learn communication and listening skills to better understand and improve social interactions and strategies for resolving conflict peacefully and within the context of the Quaker approach to conflict resolution. Bullying prevention and respectful and courteous behavior are explored in this trimester course.

Sixth grade students are introduced to the concept of normal conflict vs. bullying behavior, and research famous peacemakers and their contributions to the world

Seventh grade students focus on Bullying Prevention: Identifying what type of bullying occurs in our community, Strategies for targets, perpetrators and bystanders, Building empathy

Eighth grade students focus on Consequences of Conflict (short-term and long term), Improving communication, Learning to resolve conflict peacefully

**Health Class**

All Middle School students are required to complete a Health Class in grades 6, 7, and 8.

Relevant topics taught in the health classes:

Self-esteem building, resisting peer pressure, decision-making and refusal skills

**Committee Work**

Students perform community service by serving on committees. Specific student committees that work to maintain and promote a healthy Middle School climate are:

Governance Committee

Climate Committee

George Fox Committee

Multicultural Committee

**Assemblies and Speakers**

Internet Safety and Cyberbullying prevention, Annual Diversity Conference, Authors and Educators who “Let their Lives Speak”

**Advisory Program**Middle School advisors have numerous roles in the lives of their advisees. They are responsible for serving as student advocates, supporting their advisees in school endeavors and helping them to achieve an appropriate balance between academic and extracurricular activities. Advisors work to get to know their advisees beyond the structured classroom setting. They observe advisees’ social interactions and offer guidance when needed. In addition, Advisors are instrumental in identifying when a student may need support from the Counselor. Lastly, adolescent issue lessons are taught in Advisory. Some topics include: evaluating friendships, setting boundaries,

**Diversity Work**

- Month Celebrations (Hispanic Heritage Month, Black History Month, Women’s History month, etc.) Identity exercises, Committee sponsored activities such as food drives, bake sales etc., Curriculum based projects

**Parent Partnership**

Preadolescence Workshop, Bullying Prevention Workshop, articles in the newsletter and resources on counselor web page, maintaining a current library for parents

**Sandy Spring Friends School
Lower School Best Practices – Bullying**

2011-2012 Rolling out Connected and Respected Lifeskills curriculum developed by Educators for Social Responsibility (K and 4th grades) (2012-2013 Full implementation, all grades in lower school)

SEL(Social and Emotional Learning Competencies)

* Self-Awareness
* Social Awareness
* Self-Management
* Responsible Decision Making
* Relationship Skills
* Emotional Literacy
* Effective and Caring Communication
* Cultural Competence and Social Responsibility
* Conflict Management

Emotional Literacy Posters in each classroom

Conflict Resolution Model:
Stop and Think
“I” message
Brainstorm Solution
Decide
Act on it
(1-Try to work it out, 2-Get an available adult(teacher), 3-see the counselor)

Size of problem:
Pebble(small problem, may need to be checked on within 24 hours, could go away on its own)
Rock (harder to get out of mind, need help by end of the day)
Boulder (unavailable to learn, preoccupied by issue)

Mix It Up lunches for 4th and 5th graders multiple times a week to encourage inclusion and appreciation for each other’s differences.

Retreats for 4th and 5th graders at beginning of year with focus on collaborative problem solving and greater communication and inclusion (team building).

Development and implementation of bully prevention program based on Youth Light professional development workshop on Mean Girls and social aggression.

Professional development for faculty on social aggression and bullying in order to promote individual and group change of bullying behavior, empowering the target/victim and bystander. Use of Bullying in the Girl’s World: School Wide Approach by Diane Senn.

Parent workshops on social aggression, specific to grade.

Gender specific social skills groups, led by counselor and teachers, to address social aggression and promote acceptance and inclusion of others.

**THE SIDWELL FRIENDS SCHOOL**



**What does “bullying” look like?**

* Students generally report that bullying is not a big problem but acknowledge that certain behaviors do exist
* Behavior in US, for the most part, does not look like stereotypical bullying (physical bullying is basically non-existent)
* Social aggression: inclusion/exclusion, gossiping, acting before they think (“being stupid” or jokes going too far)

**Harassment Policy**

* Sidwell Friends is committed to having a positive learning environment for all of its students. SFS will not tolerate harassment on the basis of race, color, gender, disability, religion, national origin, sexual orientation, gender expression, or age, or harassment of an individual in terms of a stereotyped group characteristic or because of a person’s identification with any particular group. This includes bullying behavior and sexual harassment of any nature.”
* “The deliberate persecution of another individual, either alone or as a part of a group, is unacceptable behavior. This includes any behavior or use of language that hurts or intimidates another person. This behavior represents blatant disrespect for other people.”
* “Any conduct that creates an intimidating, hostile, or offensive learning or social environment is not acceptable. This includes student-to-student behavior as well as behavior between students or parents and other adults in the community.”
* “The School’s harassment policy rules apply to email correspondence by and between Sidwell Friends School students and/or adults, regardless of whether it is delivered, read, or accessed through an SFS account or server”.
* “Any episode of student or employee harassment should be reported to the Head of School, Principal, Dean of Students, Counselor, Advisor or faculty member. Harassment of any nature may be viewed as a violation of the Sidwell Friends School policy and Honor Code and will be addressed accordingly. Discretion for determining the significance of an infraction rests with the School Administration.”

**Formal Structures**

* Honor Code – Sidwell has an Honor Code, stating that students should not lie, cheat, steal, plagiarize, vandalize or harass any member of the community.
* Honor Committee – consisting of students and faculty to help preserve and protect the Honor Code
* Freshman Studies– health and wellness class required of all 9th graders

**Promoting Kindness -** (Student perspective)

* Student body
* Co-ed
* Teachers
* Lots of clubs - niche for everyone
* Random Acts of Fun and Kindness Club
* Social Justice Club
* Cross-over between athletes, thespians, singers, etc.
* Lots of mixing between grades (AAL)
* Teaching Assistant (TA) Program for Freshman Studies class
* Freshman Orientation
* Emphasis on diversity, acceptance and progressive thinking
* Sense of Community
* Quaker Influence
* Meeting for Worship (Thursdays)

**What Next?**

* Task Force of counselors, nurses and deans with representatives from faculty, athletics and Administrative Council to look at how we:
	+ reframe bullying as a developmental phenomena
	+ promote healthy social & emotional development
	+ support teachers and provide them with tools to comfortably intervene
	+ support parents

**WASHINGTON EPISCOPAL SCHOOL**

KINDNESS AND RESPONSE TO BULLYING

Following is a brief description of how Washington Episcopal School (WES) addresses character education. More detailed curriculum information is also available online at: <http://www.w-e-s.org>

As an Episcopal School with the official school motto “Be Kind,” kindness and character building are integral to our school culture, community and curriculum. These themes are deeply woven into the everyday fabric of our curriculum, spanning from circle time to research projects, in addition to stand-alone programs and a dedication to community service. WES is committed to encouraging responsible and caring behavior in students. To heighten awareness of and commitment to moral and ethical living, specific activities are a part of the school’s ongoing program. They include: Formal Class Meetings in Grades 1-6, which are designed to provide a continuous forum for promoting cooperation and mutual support, for planning activities, and for solving problems in a democratic way. WES uses a system of “3Ps” – praise, planning, and problem solving – to instill and foster responsible behavior in students. Advisory Group weekly meetings in Grades 7-8 address similar issues, and focus particularly on respect, diversity and anti-bullying lessons. A Class Constitution is drawn up in each class in K-Grade 6 during the first days of school and referred to for guidance throughout the year. A copy of each class constitution is given to parents. It is our commitment to encourage mutual respect and support, caring for others outside our school community, and a sense of responsibility to oneself and others. We provide opportunities for this growth in cooperative educational activities and also by encouraging each child to give and receive help freely.

Specific anti-bullying programs are taught in third, fifth and seventh grade health classes, including curriculum such as HealthSmart. Ethics and our virtues curriculum, which teaches a new virtue monthly, are further reinforced in each classroom as well as in religion class and chapel. Friendship building, conflict resolution, safety planning and anti-bullying programs are implemented by the school counselor across all grade levels, during class discussions, class meetings, lunch groups, and middle school advisories. These lessons also reinforce character building, particularly in regards to respect and kindness. Books which are routinely used to facilitate these discussions include: Say Something, by Peggy Moss, Just Kidding, and My Secret Bully , by Trudy Ludwig, How Full is Your Bucket, by Tom Rath and Mary Recmeyer, Do Unto Onto Otters, by Laurie Keller, Recess Queen, by Alexis O’Neil, Chrysanthemum, by Kevin Henkes, and Odd Velvet, by Mary Whitcomb.

The primary support personnel available at WES to respond to issues of bullying include the school counselor, division directors, school chaplain and head of school. Classroom teachers are often the first responders, utilizing additional support personnel as helpful and necessary.

IDENTIFICATION AND RESPONSE TO BULLYING:

WES’ parent handbook specifies that parents “...are welcome to call the Head of School about concerns relating to the student or any aspect of the school program. Any concerns about behaviors that may include verbal or physical aggression; social alienation; racial, ethnic, or sexual harassment; molestation; or child abuse and neglect should be brought to the attention of the School Counselor and/or the Head of School.” Concerns regarding bullying or unkindness can be identified by parents, students, teachers or WES staff. Depending on the individual situation, a team response is generally utilized coordinated by the school counselor in close collaboration with the classroom teacher and division director. Additional support personnel, previously noted, can also be of great help. The counselor, often in conjunction with this team, will also work closely with affected students and parents.

School Policies regarding bullying, harassment, and appropriate use of technology:

The following related policies are printed in our parent and student handbook:

**Bullying**

The WES school setting offers the intimacy to create a feeling of safety, which

encourages risk-taking as children learn to formulate their personal

convictions and openly express them. The WES school community is

committed to helping students understand and stop bullying behaviors, which

may include verbal or physical aggression, social alienation, or racial, ethnic,

or sexual harassment.

**Acceptable Use Policy (AUP) for Technology**

Washington Episcopal School has an internal computer network with Internet

access for student use. Access to the Internet enables students to utilize its vast

resources to further our educational goals and objectives. Students in the third

grade and below will use the Internet through their classroom accounts.

Students from fourth through eighth grade will be given an AUP form. Those

who return the AUP form, signed by both student and parent, will have their

own user account with access to the Internet.

**General Information**

The Internet connection used by the school has a secure firewall and a filter.

Nonetheless, if objectionable material does inadvertently slip through, students

must demonstrate responsibility in Internet usage by disengaging immediately

and informing a teacher. Students are as responsible for appropriate behavior

on the school’s computer network as they are in the classroom. The network is

to be used for educational purposes; those related to a WES assignment,

project, or function for which the user is responsible. The computers are

school property and, unlike home computers, are set up for the use of the

school community. Network use is a privilege and may be revoked if abused.

Other disciplinary action may also be taken for not following this AUP.

Computers are not to be used in ways that might adversely affect the work,

privacy, and access of other users, or reflect adversely on the student or the

School. This applies to the use of a computer by a student either in or out of

school if such use involves another student, family, or faculty member in the

School.

**Student Responsibilities**

Overview

Students are responsible for using common sense and good manners when

online with another WES student. “Online” includes email, instant messaging,

social networks, blogs, personal web pages, Nicenet, and other similar sites

accessed through the Internet. Inappropriate and profane language is

forbidden at all times, as are statements to or about another student or faculty

member that may be interpreted as harassing, provocative, or threatening.

Students should report all such incidents of misconduct to a teacher or parent

immediately.

**Social Networking Sites**

Social networking sites such as MySpace and Facebook are blocked by the

school filter. However, the school realizes many students have access to these

sites outside of school. Students are reminded that regardless of where their

posting originates, any postings, photographs, or videos to these sites,

YouTube, or similar sites which would be derogatory to the school or the

school community, or threaten, demean, or bully faculty or other students, is

strictly prohibited and may result in disciplinary action being taken by the

school. Students should also use caution when posting pictures or videos of

school events; the school name and students’ last names should not be used.

**Cell Phones**

Cell phones are not allowed at school for students below Grade 7. For Middle

School students, cell phone use is not permitted in the school building before,

during, or after the academic day. Middle School cell phones must be turned

off and kept in a locker while in the building. After school, Middle School

students may only use a cell phone when they have left the building, and then

only with specific permission from a teacher or administrator. Any use of a

cell phone that does not follow these guidelines will result in the immediate

confiscation of the cell phone. The student’s parent must retrieve the cell

phone from the Middle School Director. Cell phones may never be used to

take pictures or videos, to text message or to access the Internet while on

school property. Multiple or significant infractions may result in the loss of

cell phone privileges.

**Student Guidelines for Using Technology**

1. Follow safety guidelines for online searching and for evaluating both

the quality of the sources and the value of the content you find online.

2. Understand that the Internet is public and whatever you publish will

be available to everyone.

3. Report to your teacher any problems relating to offensive or

inappropriate language, graphics, or photographs.

4. Use email connected to educational applications such as Nicenet for

school related activities only.

5. Do not give out personal information on yourself or others (last name,

address, phone number, photograph, etc.) online unless your teacher

and parent approve.

6. Use only your own account and your own files.

7. Do not tell anyone your password.

8. Help to keep the school computers virus-free by not downloading

files or loading files onto computers without specific permission.

Flash drives from home must contain only school-related work.

9. Remain within allocated disk space by deleting material not needed.

10. Be aware that network storage areas may be reviewed by network

administrators to ensure responsible use.

11. Do not change either hardware or software settings on school

computers without permission.

12. Do not use the Internet for political or commercial purposes; students

may not offer, provide, or purchase anything through the WES

network.

13. Do not use an account unless you are the authorized owner of the

account.

14. Do not access material that has been deemed inappropriate for school

use.

15. Do not damage the computer, other hardware, software, or the

network.

16. Do not use games, handheld or online, at school unless expressly

given permission by a teacher, proctor, or Extended Day staff

member.

Students in Grades 4-8 grade will be given an AUP form. The form is also

available online. This signed form must be returned at the beginning of school for the student to participate in technology at WES.

Range of Consequences, per Parent and Student Handbook:

As children grow in their social relationships and become more and more

independent in thinking and doing, it is inevitable that some behavior

problems will arise. These will be handled first in the classroom setting

through the class management plan, with the teacher guiding the students

through questioning to think through the problem and discover an appropriate

solution. In case of serious misbehavior that resists correction within this

framework, the help of school administrators will be enlisted to meet with

students during lunchtime or after school on Friday, to make up any missed

work or address discipline problems. Serious infractions may include as

consequences in-school or out-of-school suspension. Serious infractions by

Middle School students may be reported to any secondary school. At all

times, a close partnership with parents is essential to the success of our efforts.

Honor Code, per student and parent handbook:

The Honor Code is a pledge signed by each student in Grades 3-8 at the

beginning of each school year. It is discussed in class meetings or advisory

and provides a guide for attitudes and behavior shared by the entire school

community. The text is as follows:

***I am proud to be a student at Washington Episcopal School and pledge to do***

***my utmost to be a responsible citizen of the school. I respect myself and***

***others, I help to make our school a fine place, and I demonstrate my***

***commitment to strong character at all times.***

***I shall continue to grow in self-confidence and self-respect by following the***

***ideals of our Honor Code:***

***I tell the truth. I am truthful about my words and my actions. I will not***

***be misleading or withhold the truth.***

***I am honest with my work. I am fair to others and honest to myself. I am***

***honest about my schoolwork; it is my own and not copied from books,***

***online resources, or other people’s work.***

***I show respect and caring for others. I participate in school activities with***

***kindness and cooperation. I try hard to win, but I remember to show good***

***sportsmanship. I extend my help and friendship to all members of the***

***school community.***

***I respect the property of others. I use or take only what is mine. If I use***

***other people’s property, I have their permission. I will care for school***

***property.***

***I pledge my best effort to meet these goals throughout the year.***

Parent contact for follow-up questions: Tom Johnson, PA President, 301-367-1606 tpjohnson55@gmail.com

Faculty/administrator contact for follow-up questions:

Kristie Postorino, LICSW, School Counselor, 301-652-7878, ext 263

kpostorino@w-e-s.org

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