

## **General Code of Conduct for Students**

St. George's faculty works with students to create an atmosphere that promotes learning and positive social interaction. As a St. George's citizens, students pledge to act with respect, compassion, integrity and perseverance in everything they do on and off the school campus.

While specific rules may vary somewhat from classroom to classroom, we have general expectations for students to which all teachers adhere. These expectations reinforce the four core values and must be observed in the school building, outdoors, and at all school-sponsored events.

1. Think before you act, be polite and use good manners.
2. Follow adult-given instruction, be accountable and fulfill your obligations.
3. Be confident and demonstrate self-control.
4. Value and maintain school property, be supportive of maintenance staff.
5. Treat others as you would want to be treated, remember to be sensitive and think about how others feel.
6. Appreciate the gifts and talents you have, be thankful and express gratitude and thanks to others as well.
7. Be honest and tell the truth.
8. Be dependable and loyal, let others count on you; stand-up for yourself and others.
9. Show pride in yourself and what you do, be prepared and ready to work hard; do your best and don't give up.
10. Be kind and caring; give your time and/or money for the sake of helping, not for praise or reward.

## **Specific Codes of Conduct**

This handbook provides an overview of St. George's Episcopal School for parents and students. Parents and students have the responsibility to know and follow what the handbook states. Parents and students also have the responsibility to know and follow specific guidelines, schedules, rules and regulations that are issued by the school for the many different programs, classes and activities that are offered. Please remember that changes and updates occur and to follow the most recent information handed out. If you have any specific concerns or questions, please let the appropriate person know.

- **Harassment**

St. George's School strongly opposes any harassment of its employees and students, including sexual harassment. Sexual harassment has been determined to be a form of sex discrimination which is expressly prohibited by Title VII of the 1964 Civil Rights Act and will not be tolerated at St. George's. Our employees and students must be allowed to work and study in an environment free from unsolicited and unwelcome intrusions.

Harassment directed at anyone is improper and will not be tolerated. This applies to harassment of any kind, but most especially to sexual harassment. You should report any incident of harassment to the Head of School or, in the event that the incident involves the Head, to the division head. All complaints of harassment which are reported to St. George's will be handled promptly, and special efforts will be made to protect the privacy of all parties involved. Your notification of the problem is essential.

**Bullying will not be tolerated at our school.** Bullying occurs when a student is the target of negative actions usually in the form of intentional, repeated hurtful acts, words (including cyberbullying, sexting, or any other electronic form), or other behavior such as:

Intimidation, such as name-calling or threatening;  
Social alienation, such as shunning or spreading rumors; or  
Physical aggression, such as spitting or pushing.

Any student who believes that he/she has been the victim of bullying shall report the incident(s) to an adult.

Any student found to have engaged in bullying shall be subject to appropriate disciplinary actions, which may include suspension or expulsion.

## **Discipline**

The aim of our discipline system is to maintain a safe and orderly environment in which the most learning and positive social interaction can take place. In addition, our goal is that each student will develop self-control by learning to recognize their mistakes and to be responsible for the consequences of his/her actions.

- **Preschool**

In preschool, our goal is to create and maintain an environment where all children feel safe. This requires clearly stating consistent rules and guidelines. We do not discipline children, but rather guide them towards developing a sense of "inner" control, enabling them to become responsible and caring individuals. We provide children with experiences and opportunities to practice these skills by carefully planning our classroom and by following these steps when children have conflicts:

1. Rules and routines are clearly established. Adults tell children the specific behaviors that are acceptable in the classroom.
2. Adults help children express their feelings, wants and needs. Teachers ask questions, encourage children to communicate with one another, and if possible, verbalize how they are feeling.
3. The adult redirects the child to a new activity or to a more appropriate situation.
4. If necessary, and only after other strategies have failed, the adult will help the child take a short break away from the problematic situation. We do not call these breaks “time-outs.” The child is with a teacher at all times. The goal of the break is to help the child calm down, give them space away from other children, and provide the child with a private place where emotions can be expressed and brought under control.

- **Lower School**

In Lower School, we accomplish creating a positive, warm and safe learning environment by using the Responsive Classroom approach. Students are involved in creating classroom rules during morning meeting at the beginning of the year. In the classroom, teachers address misbehavior immediately with a simple verbal or nonverbal response. Teachers may use a non-punitive consequence if needed such as asking a child to do a simple reparation, taking away a privilege or responsibility, or asking the child to take a short break in a designated place. For children who continue to require more direct instruction to display positive behaviors, teachers will provide more intensive, individualized support. In some situations, a child may need to take an extended break from the classroom (in-school suspension) or school (at-home suspension) especially if a child’s behavior poses a significant safety risk to himself or others, disrupts classroom teaching and learning, or imposes emotional harm on others. In these instances the teacher will complete an Inappropriate Behavior Form that is reviewed and approved by the Director of Lower School. This form is also sent home to describe incidents of a more serious or chronic nature that are affecting your child’s school success.

Lower School teachers will make every effort to communicate with parents the steps that have been taken in the classroom to support your child in displaying positive behaviors. Teachers may call, send a note or an email, or request a meeting. Lower School teachers prefer a team approach in addressing issues of behavior in the classroom, and parents are invited to share concerns, ideas and strategies at any point that they feel it is necessary.

The school reserves the right to suspend or dismiss, or not to re-enroll for any academic year, any student whose academic performance is determined by the school to be inadequate; whose behavior or conduct is determined by the school to be contrary to its rules, regulations, or standards; or whose parents have failed to follow recommendations as outlined by the school administration.

- **Middle School**

The purpose of the middle school discipline system is to create an atmosphere that promotes learning and positive social interactions. As children move from childhood into adolescence,

it is a natural process to question adult wisdom and authority. This student need can conflict at times with the need of the school to establish an orderly learning environment and safe social/emotional climate. The rules and procedures established by the school are designed to facilitate the smooth functioning of groups of teachers and students.

When a behavioral problem arises, the teacher addresses it in the classroom first in accordance with his/her discipline plan. For minor disruptions of instruction or unkindness to others, students generally (but not always) receive a warning with a reminder of expectations. Students who do not heed the warnings continually prove that they are lacking strategies necessary to meet the expectations. For this reason, the middle school discipline system mainly serves to influence positive behavior by providing strategies that may support improvement in the classroom. Parent-school cooperation is essential in matters of discipline, and when a discipline system offers more practical ways to improve, it is not viewed as simply punitive, but also as a reward of good behavior in meeting expectations.

With this in mind, the middle school uses a three-tiered discipline system, offering greater intervention to those students who need it most. With each tier, the level of intervention increases.

#### **At Tier One**

- Student meets 20 minutes after school with issuing teacher and conduct moderator to reflect on behavior.
- Student and teachers problem solves ways to meet expectation and build greater rapport between student and classroom teacher.

#### **At Tier Two**

- Student meets 40 minutes after school or at lunch with all classroom teachers, advisor, and conduct moderator.
- The group targets specific expectations that are most difficult and develop strategies and goals that support improvement.
- A daily check in/check out system with advisor is established, lasting up to two weeks.
- Student and teachers work together by acknowledging positive behavior in every class for consistent reinforcement

#### **At Tier Three**

- Student meets 60 minutes after school or during lunch with Head of School, all classroom teachers including Resource or TAG instructors, school counselor, advisor, conduct moderator, parents, and/or outside professionals.
- The team develops an intervention plan to include both school and home implementation.
- The team signs a behavioral contract focused on specific goals and objectives of the student for the remainder of the trimester
- The team reconvenes at the end of the trimester to discuss adjustments to intervention plan if necessary.

The basic premise is that students need to know what is expected of them, have expectations reinforced and be rewarded for meeting expectations and re-directed when they do not. By

offering a three tiered system, students are able to receive the most appropriate amount of support necessary for success in the school setting.

Parents are notified via email that their child will be detained for intervention after school the following day so that the necessary arrangements can be made for carpool or after school activities. The Tiered Intervention System promotes constant communication between parent and school.

Though the school makes a proactive effort to educate students through its Life Skills Program, there are times when a student may demonstrate poor judgement. These instances, whether on or off campus, subject students to immediate suspension or dismissal. Smoking cigarettes, consuming alcohol, or using drugs is strictly prohibited. Additionally, using technology inappropriately such as sexting, cyberbullying, irresponsible use of apps, or exhibiting poor social media behavior is not condoned. While we recognize that student conduct away from campus is the responsibility of parents, St. George's must reserve the right to issue consequences to any student whose conduct reflects negatively on the school community.

Additionally, students are subject to suspension and dismissal from school for instances such as excessive disruptions of classroom learning, for emotional and/or physical harm to other students, or for dishonesty. The school reserves the right to suspend or dismiss, or not to re-enroll for any academic year, any student whose academic performance is determined by the school to be inadequate; whose behavior or conduct is determined by the school to be contrary to its rules, regulations, or standards; or whose parents have failed to follow recommendations as outlined by the school administration.

- **All Divisions**

Another method used to protect our student body is the Behavioral Crisis Form. The teacher is required to instantly report all incidents of a student threatening to take his or her life or the life of another, or to threaten serious harm. This form is given immediately to a school administrator who will notify the child's parents so the appropriate actions can be taken. The school reserves the right to require psychological intervention as a prerequisite for continued enrollment.

Since we recognize that children are by their very natures "works in progress," we make every effort to maintain clear and frequent communication with parents when we anticipate one of the above problems. This gives the student an opportunity to change and for parents and/or professional therapists to work with the student to put into effect the needed changes.