

ST. ANNE'S SCHOOL

STATEMENT ON CAMPUS DISCOURSE



ST ANNE'S SCHOOL
— OF ANNAPOLIS —

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*My vision is for St. Anne's School to be a community that represents the multifaceted diversity of the Annapolis area, where the values of respect and kindness are lived out every day, and where students and adults develop the will, courage, spirit and knowledge to work for the common good. **Success is dependent, however, on the collective commitment of all members** of the St. Anne's School community.*

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FRAN LUKENS
FOUNDING HEAD OF SCHOOL

INTRODUCTION

The Statement on Campus Discourse is in alignment with the School's mission and values: that the School upholds the dignity of every human being while challenging students to think critically and creatively, to know themselves as learners, and to govern their lives with confidence, compassion, and integrity.

At St. Anne's School, we encourage all members of our community to understand and abide by the following Campus Discourse principles:

1.

As a School, our priority is to foster discourse that yields learning. At St. Anne's School of Annapolis, students develop social, emotional, and intellectual skills that enable them to build relationships and collaborate in the service of learning.

2.

Students grow in knowledge and character when they grapple with the reality of difference. In our diverse community, open discourse helps us cultivate empathy for one another and understand views that are different from our own.

3.

Campus discourse thrives when everyone in our community feels a sense of belonging. At St. Anne's School, community members and invited guests may not engage in abusive or hateful speech that undermines our efforts to foster an equitable, diverse, and inclusive learning environment.

4.

St. Anne's School students learn that arguments that challenge their interests are not necessarily hateful arguments. The school welcomes legitimate, respectful political speech that might affirm or critique policies or issues.

5.

Intellectually rich, open discourse is not a right; it is a collective achievement made possible by our relationships with one another.

6.

By virtue of the education they receive at St. Anne's School, graduates should be able to investigate and understand beliefs they do not hold, to critique and construct their own points of view, and to participate humanely and constructively in dialogue with others.

GUIDELINES FOR CIVIL DISCOURSE

**SHOW
GRATITUDE**

**WATCH AIRTIME
& DON'T INTERRUPT**

**GIVE INTELLECTUAL
SUPPORT**

**ACKNOWLEDGE
CONFUSION**

**MAKE SPACE FOR
GRACE & REPAIR
MISTAKES**

**WALK AWAY OR SEEK HELP
IF A CONVERSATION
FEELS UNSAFE OR IF YOU
CAN'T PARTICIPATE
CONSTRUCTIVELY**

**BE CURIOUS ABOUT
WHY SOMEONE ISN'T
SPEAKING**

**SEEK TO UNDERSTAND
SOMEONE'S IDEAS BY
ASKING QUESTIONS**

**OFFER EVIDENCE FOR
PERSONAL BELIEFS &
ACKNOWLEDGE WHAT
DOESN'T ALIGN**

**NOTICE & RESPOND TO
PEOPLE'S EMOTIONS AS
WELL AS THEIR
INTELLECTUAL ARGUMENTS**

EMBRACE COMPLEXITY

**PATIENTLY ACCEPT A LACK
OF CLEAR-CUT RESOLUTION**

**adapted from Riverdale Country School in Bronx, New York*

FRAMEWORK FOR DIFFICULT CONVERSATIONS

As a member of our School community, I will strive to model what good citizenship looks like and do my part in demonstrating how a community should work. I will join others in working to create an environment in which it is safe to explore—and disagree on—important topics.

PRACTICE LANGUAGE

VALUES OF THE HEART & MIND	MIDDLE SCHOOL UP TO ADULTS	THIRD-FIFTH GRADE	TWOS-SECOND GRADE
Respect Inspired by our mission to celebrate diversity and uphold the dignity of every human being, we seek to be just, equitable and inclusive with our words and undertakings.	All people are created equal in the image of the divine and deserving of dignity.	All people are created equal, and we all deserve respect and love.	All people are created equal, and we all deserve respect and love.
Responsibility We act and speak in ways that follow our life rules of taking care of ourselves, each other and the environment. We hold ourselves accountable for the intention and impact of our words and actions, understanding that what we say and do influences our community.	I know a lot, and I also will always have more to learn. In discussions, I will make sure my voice is heard while also staying open to other knowledge and ideas. Living in a growth mindset, I will grow and change as a person through my interactions with others, and they will grow and change through their interactions with me.	I don't know everything, and I also do know a lot! With a growth mindset, I need to make sure I listen well to others so that I can learn from them while making sure my voice is heard.	I should listen to my friends, and I should also share my ideas.

VALUES OF THE HEART & MIND	MIDDLE SCHOOL UP TO ADULTS	THIRD-FIFTH GRADE	TWOS-SECOND GRADE
Honesty Recognizing that the truth is the foundation of progress and promotes openness and trust, we speak our truth. When we see problems, we speak truth to power.	I must seek out reliable and factual information from a variety of sources. I will test my ideas as new information becomes available to me.	I must seek out reliable and factual information from a variety of sources. When I learn new things, I'll see if my ideas make sense.	I need to find answers from a lot of different places. When I learn new things, I'll see if my ideas still make sense.
Kindness By being generous and compassionate with ourselves and others, we are our best selves and help others be their best. When we begin from a place of compassion and empathy for ourselves and others, we can build a just and equitable world.	Kindness matters when communicating. I will be aware of tone, volume, and body language; I will speak up without putting others down or raising my voice.	Kindness matters when communicating. I will be aware of tone, volume, and body language; I will speak up without putting others down or raising my voice.	I can speak nicely to my friends.
Self-Aware By understanding our unique gifts and talents in the context of our community, we build empathy and respect for others that is critical for future success. Through reflection, we come to know ourselves as learners and people, and can adjust our strategies in the future.	Sometimes I may need to consciously self-regulate. When necessary, I will take a beat. I will bring awareness to my body and my emotions, and I will make a choice <i>to stop the match from lighting the fuse</i> .	Sometimes I may need to stop and take a breath. In those moments, I will remember that I can control my choices and actions, even if I am upset.	I can make choices about what my body does. I can take deep breaths and stay calm.
Principled Accepting the challenge to govern our lives with confidence, compassion and integrity, we seek to know ourselves and act in ethical ways. We are motivated to make our world a better place through our words and actions.	I am responsible for my words, actions, and place in community. I will hold myself and others accountable for these community commitments with respect, dignity, generosity of spirit, and love. As I grow as a person, I'll remember that others are growing, too. I will move forward in connection, knowing that discourse—even disagreement—makes us stronger.	I am responsible for my words, actions, and place in community. People who are in a community help and support each other with love, respect, and kindness. Disagreements don't end relationships they make them stronger.	I love and care about my friends, and we are a community.

PRACTICE LANGUAGE

VALUES OF THE HEART & MIND	MIDDLE SCHOOL UP TO ADULTS	THIRD-FIFTH GRADE	TWOS-SECOND GRADE
Communicators We share our learning with others using effective oral and written expression, and visual expression. As we share our ideas and solutions with others, we are receptive to differing approaches, recognizing what others have to offer can help everyone reach a better outcome.	Our opinions are shaped by our life experiences. I will speak from the "I" perspective and recognize that others are speaking from the "I" as well. Nothing will be solved in one conversation. Dialogue is an ongoing process. I will recognize this and practice patience.	Our opinions are shaped by our life experiences. I should use the "I" perspective and speak from my own life, and I should remember that others are also speaking from the "I." Nothing will be solved in one conversation. I will be patient and remember that things take time.	I have feelings that matter, and so do my friends. Important things sometimes take a long time.
Critical Thinkers We seek to analyze issues and conceptualize creative solutions to solve problems. By understanding that others, with their own experiences and differences, can reach conclusions different from our own, we enrich our own perspectives and develop appreciation for the common humanity that unites us all.	Conversations are not competitions. I will ask genuine questions; I will be open to counterpoints; I will listen to understand.	Conversations are not competitions. It's important to ask thoughtful questions about another person's opinion to understand them better.	It's good to ask questions so that I can understand my friends better.

**adapted from The Rashi School in Dedham, Massachusetts*

THE SCHOOL'S RESPONSIBILITY CONCERNING HATEFUL SPEECH & ACTIONS

Students know from their experiences both in and outside the classroom that hateful, abusive speech corrodes the ethos of care that makes constructive discourse possible.

As stated in our *Parent and Student Handbook*: Abusive, foul, threatening, or harassing language is an inappropriate way to communicate with others. Hateful speech can include the use of song lyrics, gestures, or symbols of any kind meant to denigrate an individual or group, including racial, ethnic, or sexual slurs. Speech of this nature will not be tolerated.

Any offense or action that is directed to a student's identity (e.g. religious, social, sexual, gender, class) including Racism, Homophobia, Transphobia, Sexism, or Antisemitism, will not be tolerated.

CONSEQUENCES FOR ENGAGING IN HATEFUL SPEECH OR ACTIONS

Per our *Behavior and Discipline Standards Policy*, students who engage in these behaviors will be required to:

Meet with students, parents, Program Head, Head of School, and minimum of two-day suspension.

Reflective assignment and restorative practices required.

