

SELF DISCIPLINE GUIDE

At New Summit Charter Academy: “Life is About New Summits”

The staff at New Summit Charter Academy attempts to create a safe place where we can care for one another and everyone has a chance to learn. The purpose of developing guidelines for student self-discipline is to encourage everyone in the New Summit community toward those goals.

Self-Discipline Goal Guidelines

Overview:

NSCA teachers and staff are dedicated professionals and life-long learners who are constantly embracing a variety of ways to exercise positive classroom and school-wide management skills. We believe that we are obligated to help students learn how to maintain self-discipline in all types of situations. We encourage students to learn to make appropriate decisions from the “inside out”. NSCA utilizes a school-wide behavior system. We use expectations, guidelines, and principles that allow students and staff the opportunity to promote and engage in positive solutions, as well as learn from their mistakes.

Just as we value the variety and uniqueness found in the individuals that make up the NSCA learning community, we value the ability to deal with situations based on the student, parent, and staff needs when possible, rather than a “one approach fits all” system. When an incident occurs, we investigate the incident and speak to all involved. We do not jump to conclusions, but we do take incidents of misconduct seriously and we make every attempt to discern what occurred. We believe that “every behavior is an expression of a need;” however, this does not mean that we allow misconduct. We have expectations for our students and while we will attempt to meet their needs in any way that we can, we cannot and will not allow ongoing disruption of the classroom environment or positive peer culture at New Summit Charter Academy.

The vast majority of classroom and school management issues fall under the oversight of individual classroom teachers. Caring, highly trained, and passionately prepared teachers engage students in such a way that most behavior problems are easily resolved under their supervision. Therefore, all issues that can be handled in the classroom, will be handled in the classroom. We discourage office referrals for behavior unless the situation is extreme and in violation of an ASD20 policy or habitually disruptive. In a growing learning community, teacher and staff expectations are made clear to students and they are given exact and clear instructions concerning school procedures, routines, and classroom management. We encourage each student to make appropriate, informed choices for their own good and the good of the NSCA community. The vast majority of students are able to make wise choices most of the time. For those students; however, who unwisely choose to regularly resist direction and guidance or interrupt the flow of learning in the classroom, or those very few who choose to engage in dangerous, illicit, or illegal activities within the NSCA learning community, there are procedures put in place to help correct their behavior or protect others from future acts.

Guidelines for Reaching These Goals

Goal Guideline #1:

We want parents to be actively involved in teaching self-discipline to their children. This may require immediate interaction with the classroom teacher first, then the school Administration or the proper

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authorities in response to choices a child might make. Parents should feel free to discuss classroom issues with teachers first and then the School Counselors, Dean, or other Administration.

Goal Guideline #2:

We want classroom teachers to maintain the learning environment in their individual classrooms and establish the “learning” climate for the school. Our teachers are highly motivated and caring individuals looking for ways to challenge each student to learn and to encourage them to be self-motivated and self-disciplined young people. The staff trusts one another to pursue the best course of action in addressing student needs and working through situations that arise within the school environment.

Goal Guideline #3:

We want students to develop the ability to think, make informed decisions and act with wisdom in difficult situations. We want them to own their own problems and, with guidance, solve them in an appropriate way. We want them to look at problems and mistakes as opportunities for growth.

Goal Guideline #4:

We want students to face logical and natural consequences for their actions and attitudes instead of “punishments” whenever possible. We want them to see adults as helpers and guides rather than arbitrary judges who hand out punishment. When possible and appropriate, community service will be used in addition to other modalities for students to learn from their choices and mistakes. Caring adults will be available to help students process through situations that arise and help them to learn from their choices, positive or negative.

Goal Guideline #5:

We want students to love learning and to appreciate their relationships with those who guide them toward becoming lifelong learners.

In order to reach these goals, teachers are given continued support and training by the school Administration and school counselors. The Administration is responsible for ongoing, comprehensive teacher training in the area of classroom management skills. The Administration will be in constant contact with teachers concerning individual classroom issues and will be available to set up conferences with students, parents, and teachers.