

DISCIPLINE POLICY

The immediate objective of school discipline is to promote and maintain a positive learning climate. The ultimate objective of school discipline is to facilitate pupil growth and responsibility.

Only when the individual understands the implications of his/her acts do they become significant for character development.

Read and understand your copy of the Student Handbook/Calendar – you must understand what is expected of the students in order to carry out your duties.

A. Commitment Process

The commitment process necessitates the teacher having the student make a value judgment concerning the inappropriate behavior and developing a plan for improvement. The commitment process establishes a responsibility on the part of the student and does not allow transfer of the problem to someone else.

In the absence of the commitment process, there is a natural tendency for teachers to give the student a lecture for falling short in his commitment, which increases the risk of the student blaming others for the problem.

COMMITMENT PROCESS TOWARD ACCEPTABLE STUDENT BEHAVIOR

The following is a recommended step-by-step breakdown of the commitment process.

STEP 1 – “Prevention” – When one perceives a student as a potential problem contact him before class, after class, or during study periods to discuss the area of concern. Try to avoid a crisis situation.

Place the responsibility on the student to tell what happened, what is wrong, what he felt he should have done, etc. Get the student to evaluate his/her own behavior and accept the responsibility for their own self-discipline.

STEP 2 – “Specific Repeated Problem” – The student, after being consulted, continues to disrupt class.

A student has a problem. He makes a value judgment. Work out a plan with the student where teacher and student agree not to repeat the problem, to do better, to meet obligations to self and to the group, etc.

Secure from the student a commitment to carry out his plan of action. This can be a verbal commitment, shake of hands, or it can be put in writing. It is important to have a commitment made before allowing the student to return to class the next day.

STEP 3 – “Natural Consequences”- When the commitment is not kept, meet with the student again and accept no excuses from the student for not keeping the plan and commitment. The teacher should assign a 25 minute detention to be served within three school days. The teacher should use this time to reinforce the original commitment. The student should be made aware that if he fails to report for the detention, the teacher has no other choice but to make an office referral. The teacher must make parent contact at this time and counselor notification is recommended.

STEP 4 – “Office Referral” – Once you have talked to the student (Step 1), made a firm commitment (Step 2), taken some action (Step 3), the referral to the office becomes necessary.

This crucial phase involves the teachers saying, “You did not keep your commitment, so together let’s work through this period of accepting the consequences and then develop another plan for the future.”

NOTE: If a student remains out of trouble for a reasonable period of time, return to Step 2 or Step 3.

B. Conduct Grades:

Our high school policy is to accept each person entering our school each grading period as an A student in conduct. If the student interferes with the learning process in the classroom, including seminar, to the point where you as a teacher have to take time from other students to discipline the individual, then his conduct grade will be cut one letter grade. The teacher will hold a conference with the student and explain the student’s responsibility.

C. Student Motivation:

The teacher has a definite obligation to the individual student. For example: A student who is not responding in the classroom and does not work up to his ability in the classroom becomes an individual problem for that particular teacher as well as himself. We emphasize to our students that they are young adults and that they must assume responsibility for their own actions. Insist that if they are absent, they should make arrangements for obtaining their make-up work.

When a student does not respond, and is not assuming his/her responsibility, the teacher then has some definite obligations.

1. The teacher is to work directly with the individual student and will insist on the student doing his work to the best of his ability.
2. If no results are obtained, then the teacher will contact the parent. The parent and teacher together will work out a plan and insist on the student doing his work.
3. If the teacher has not noticed any results, then the teacher may arrange to work with the student on an individual basis before or after school, requiring the student’s attendance. At all times insist that the student do his work. Students who require this special effort should be brought to the attention of the administration.

