



WEEK #2

SEPTEMBER 6, 2009

SCHOOL BOUNDARIES

School provides clear rules and consequences.

Search Institute has identified 40 Developmental Assets, as the qualities, experiences, and relationships that help young people grow up healthy, caring, and responsible.

All schools need rules. In fact, young people actually learn better when school boundaries—expectations for how they should act—are clear and consistent. Setting these standards isn't always easy, however, and neither is enforcing them. Many schools struggle with how to discipline students appropriately and effectively. It's a balancing act in which school administrators, parents, and students play important roles. Working together, families and educators can ensure young people reach their highest potential.

What can you do to increase this Asset?

At home:

- Take time to learn about and discuss school boundaries as a family each school year.
- Support school boundaries, consequences, and expectations for students' behavior.

At school:

- Include youth in establishing a conduct code and communicating it to other students.
- Notice and celebrate times when students follow school policies and respect school boundaries.

In your congregation:

- Work with schools to define common boundaries that may be taught at school and in the congregation.
- Find out about school policies for student behavior. Reinforce those expectations within the congregation.

In your community:

- Support school leaders in developing, communicating, and enforcing school boundaries.
- Be sure that coaches and other adult leaders (of teams, clubs, youth organizations, extracurricular activities, after-school programs, etc.) are informed of school boundaries. Ask for their support.

What youth can do:

- Form a committee of other students who feel the way you do about having clear and respected boundaries at school.
- Find an adult sponsor to help you and your peers brainstorm fair and clear boundaries for your list of problems at your school.

From *What Kids Need to Succeed* by Peter Benson, Ph.D., Judy Galbraith, MA and Pamela Espeland.
Reference Developmental Asset #12

Learn about another Asset next week!