Education research recognizes that social and emotional learning are prerequisites for academic success.

To ensure that students have this foundation for healthy learning, NCS is committed to fostering healthy relationships within the community of students, teachers, and parents. This value is reflected in our School's Core Values, throughout the curriculum and implicit in the working of the school.

Under the guidance of the **Student Support Team (SST)** our school has three branches of student support. Each branch is guided by two faculty members.

- **Social Inclusion**
- **Discipline and Guidance**
- **Learning Support and Care**

**Respect**

**Collaboration**

**Creativity and the Art of Teaching**

**Holistic/Developmental Approach**

**Accountability**

We believe conflict is a valuable part of learning and can strengthen relationships when handled with care. We approach disputes with the belief that they can be best resolved when there is a genuine desire and effort on the part of everyone involved to understand the various viewpoints, and a commitment to work through the differences that underlie our disagreements. This is the basis of our school culture.
All of our humanity is dependent upon recognizing the humanity in others.”
— Desmond Tutu

Our curriculum begins with meeting children at their developmental stage. Classrooms are designed to keep social and sensory complexity low, with high form and predictability. These implicit strategies are intended to diminish the need for explicit disciplinary actions. If classroom strategies are not orienting a student to productive learning and relationships, the teacher will work with the Student Support Team, and the family, to implement individual support plans. If you have questions about this approach, or your child's school experience, speak with your child's teacher. He or she can guide you in this process. There is also a parent support person available. Contact a member of the support team for more information.

Student Support

Student Support Team is comprised of the chair from each of the three branches, and a coordinator. Each branch is comprised of two faculty members. A dedicated group of 7th and 8th grade students additionally supports this work as part of the Student Support Action Committee (SSAC).

- The Social Inclusion Group supports students and groups having social difficulties. Difficulties may include (but are not limited to) excluding/being excluded, bullying/being bullied, teasing/be ing teased, etc.

- The Discipline and Guidance Group supports teachers in the creation and maintenance of healthy learning environments. They may also provide guidance for serious or ongoing behavior challenges. The goal is to guide and reorient a child using a Restorative Discipline Model.

- The Learning Support & Care Group acknowledges that teachers use a rich curriculum and methodology geared to different learning styles. When this holistic approach requires additional support a teacher will consult with colleagues, and members of the Student Support Team. If greater improvement is needed then additional assessments, in cooperation with a NUSD Resource Specialist, may lead to an Individual Education Plan (IEP).