


# Student Behavioral Expectations



## Calvary Knights'

- A**cademics
- R**esponsibility
- M**ission
- O**bedience
- R**everence for GOD

"Put on the whole **ARMOR** of God, that you may be able to stand against the wiles of the devil."

Ephesians 6:11

## School Board Policy 701.2.1

*Students should understand that discipline is an act of love, and that Calvary Christian Academy (CCA) loves students enough to discipline them.*

## Colossians 1:28-29

*"To whom God would make known what is the riches of the glory of this mystery among the Gentiles; which is Christ in you, the hope of glory: Whom we preach, warning every man, and teaching every man in all wisdom; that we may present every man perfect in Christ Jesus."*

# **Calvary Christian Academy**

## **700 Series**

### **School Board Policy**

We exist as a school to serve students. Part of serving students is guiding, enabling, and equipping them for discipleship, which leads to discipline. Discipline is the process by which one learns to live consistently according to the demands of Christ. Discipline leads to discipleship, the call to serve. The goal of discipline is one of nurturing, encouraging, and enabling children to live in accord with God's will. All children are created in the image of God and must be respected accordingly. Christian discipline begins with a common goal – service to God and neighbor – and is dependent upon directives that enable the child to move toward the goal. The goal of this policy is that students learn to become self-disciplined in order to accept the responsibilities of citizenship in the Kingdom of God and the society in which they live.

The following has been taken from the Family-Student Handbook as a means of introduction to the system that will be followed if students consistently fail or refuse to follow the expected behaviors as outlined in our handbook and board policy.

#### **EXPECTED & UNEXPECTED BEHAVIORS - DISCIPLINE**

##### **A. STUDENTS - Expected Behaviors in Common Areas**

Children are made by God to reflect Him, and God calls them to be His disciples. Students are responsible under God to obey and to show respect for faculty and staff members as they should their parents, and they are responsible for helping to maintain the learning environment for themselves and others (**2 Timothy 2:15**). Part of the mission of CCA is “to lead through servanthood”. In order to better serve God and others, Christian character traits must be developed and demonstrated.

Our main goal of character education is to invite students to grow in their understanding of biblical characteristics that help each of us to be a part of God's Story, moving from head knowledge to heart commitment and living actions. Together, we should all model and practice these characteristics in every situation. We seek to restore brokenness when it occurs by resolving conflict directly, protecting the dignity of all parties involved. Each situation is unique. Consequences will not be the same for every student/situation in order to foster empathy and ownership of choices. As a teaching staff and school board members, we have determined Expected Behaviors in the Academy's Common Areas:

## **B. Discipline**

We exist as a school to serve students. Part of serving students is guiding, enabling, and equipping them for discipleship, which leads to discipline. Discipline is the process by which one learns to live consistently according to the demands of Christ. Discipline leads to discipleship, the call to serve. The goal of discipline is one of nurturing, encouraging, and enabling children to live in accord with God's will. All children are created in the image of God and must be respected accordingly. Christian discipline begins with a common goal – service to God and neighbor – and is dependent upon directives that enable the child to move toward the goal. The goal of this policy is that students learn to become self-disciplined in order to accept the responsibilities of citizenship in the Kingdom of God and the society in which they live.

Many BEHAVIORS CAN AND SHOULD BE HANDLED within the classroom setting and depending on the nature of these may or may not need to be communicated to parents. We refer to these as MINOR BEHAVIORS. Other behaviors are more severe in nature and are communicated to the Director and to Parents. These are referred to as MAJORS. Those listed here are not all encompassing:

### **MINOR & MAJOR BEHAVIOR DESCRIPTIONS**

The school is interested in and responsible for promoting values and behaviors that are consistent with the Kingdom of Christ. The school has obligations both to the individual student and to the school community. The school is interested in both preventing problems as well as helping those who may need help in dealing with problems.

Discipline is an act of love, and Calvary Christian Academy loves students enough to discipline them when needed. The school promotes self-control in living according to biblical principles and encourages students in conducting themselves in a manner that promotes the witness of their Lord and Savior, Jesus Christ.

As Christians, we live in a community. It is necessary that each person helps and is helped by the community in maturing as a disciple of Christ.

The school has the right to discipline or to require a student to withdraw for any reason. A student's failure to comply with expected standards of conduct will subject the student to potential disciplinary action, up to and including expulsion or dismissal.

Students have the responsibility to be and to do their best. They are expected to be in school when school is in session, to be in class on time, and to be prepared to learn. Dress, attitude, speech, and behavior all contribute to an atmosphere in which all can grow and live for Christ. Students are expected to show dignity and respect to all students, faculty, and staff members. To help everyone live in such an atmosphere, teachers and administrators will instruct, model, and discipline as needed.

The **purpose of discipline** at CCA is to develop disciples (followers) of Christ. Discipline is the process of discipleship.

- The aim of discipline is to renew or re-establish a relationship with God and with others. Disciplining helps one recognize the wrong, confess it, restore the situation, experience forgiveness, and make a commitment toward correction.
- God holds parents responsible for the leading (discipline) of their children. This parental responsibility is shared with our faculty and staff, to whom parents entrust their sons and daughters.
- Sometimes logical consequence is needed for discipline to occur. Logical consequences may act as a deterrent for inappropriate behavior that shows a lack of respect for God, other people, or property.

Discipline, and its application at CCA, is grounded in Scripture. From Scripture, we confess that God is the supreme authority in our lives. He is, therefore, also the source of all delegated authority. Authority over children is delegated by God to parents (**Col. 3:20**), and, in the school setting, this authority is further delegated to teachers and staff members.

### **Student Behavior Outside of School**

Calvary Christian Academy is to be a living example of a Christian learning community. Calvary Christian Academy students take upon themselves the responsibility of defending and promoting the ideals of the school through their actions and words, both while at school and during out-of-school time. Students are to behave at all times in a manner consistent with that expected of a Christian and to conduct their lives so as to bring honor and respect upon themselves and their school. The school may take disciplinary action, even though the behavior was not at school or at a school-sponsored activity, in cases in which there is a serious immoral and/or illegal behavior that is opposed to the philosophical, religious, and organizational standards of the school and that will negatively affect the school community. The school may take disciplinary action if student conduct brings public reproach to the name and honor of the school, whether the student conduct occurs at school or outside of school or a school-sponsored activity.

Students who use online tools and social media at school or in private are subject to school discipline if, in the opinion of the Director, the communication promotes behavior that is seriously immoral and/or illegal or that is opposed to the philosophical, religious, or organizational standards of the school and that the communication will negatively affect the school community.

Students who use online tools and social media at school or in private are prohibited from posting, in the Director's opinion, unflattering, character-defaming information, or a false profile that degrades or harms Calvary Christian Academy or a Calvary Christian Academy student, family, or employee. Misuse of such media is considered more serious if the student is identifying him/herself or others as members of the Calvary Christian Academy community.

A negative effect on the school community may be one that creates an environment that gives approval of unacceptable behavior to other Calvary Christian Academy students, for

example, by participating in the unacceptable behavior in the presence of another Calvary Christian Academy student, by communicating with another Calvary Christian Academy student of the unacceptable behavior without remorse for the breach of the moral aspect, by the unacceptable behavior becoming known to the school community through the media, or by the unacceptable behavior becoming broadly known in any way. A negative effect on the school community may be one in which the student who has participated in the unacceptable behavior is identified as a Calvary Christian Academy student to the public. The student is expected to tell the whole truth concerning situations and behaviors that break school policy and/or are not in line with the school expectations, philosophy, and/or learning environment.

Voluntary disclosure of violations by the student and/or the parents genuinely seeking to permanently correct conduct will be dealt with on an individual basis by the administration. This is still considered an offense and merits disciplinary actions, but the administration may consider a reduction in the penalty.

If a student lies during the investigation or enforcement process, a significantly greater penalty could result.

## **Director**

The role of the Director in responsibility and discipline is to guide faculty, staff, and students in their efforts to achieve the school's mission. The Director will provide assistance to faculty and staff in implementing the classroom management and school-wide management system in all areas. In this capacity, the Director will provide training and continued support to faculty and staff as they strive to teach students to follow the guidelines.

The Director will assist faculty and staff with severe misbehavior such as physically dangerous situations, illegal acts, insubordination, and any chronic or recurring problems. As needed on a case-by-case basis, the Director will initiate interventions, recovery spaces, parental communication/meetings, alternate learning environments, in-school suspension, out-of-school suspension, contacting the appropriate authorities, or other severe consequences, such as expulsion.

## **Teachers**

Teachers will focus on teaching responsible behavior and encouraging discipleship through caring and modeling. Teachers are God's servants to lead children to obey Him. Disciplining them is the heart of discipleship.

*Teaching:* There is no special class called "Character Education" or "Discipleship". Character traits and related topics must be integrated into the entire curriculum. That's what Christian education is all about. Every area of the curriculum must be taught from a biblical, Christian perspective. There are ample opportunities to include character education in the established curriculum. However, it will not just happen automatically. It needs to be planned and built into daily lesson plans. There will also be opportunities in devotions, chapel, etc. to teach character education.

*Caring/Modeling:* Each teacher will be caring in all relationships with students and faculty and staff members and model what it means to be a disciple of Jesus Christ by:

1. Demonstrating love for God
2. Demonstrating love for students, families, and colleagues
3. Demonstrating Christian professionalism
4. Communicating effectively according to biblical standards
5. Building Christian community within and outside the school

Promote and maintain an atmosphere in which children can be disciples – ones who learn and reflect this learning in their relationships with others. Set clear and high expectations at the start of the year so that each child is able to learn, grow, and thrive. Involve students as much as possible in determining and setting expectations using positive language. Correct and encourage students with respect and gratitude. Provide kind, specific, and helpful feedback, reinforcing positive behavior whenever possible. Help all students to take responsibility for their behavior and to restore brokenness with others, practicing empathy and ownership of choices. Model resolving conflict directly, protecting the dignity of all parties involved. Each situation is unique. Consequences will not be the same for every student/situation.

Carry out all school policies and procedures with fidelity as a member of a strong collegial team. Promote and enforce the shared space expectations.

Communicate concerns, interventions, and progress with parents regarding students you are working with. Limit the sharing of this information to faculty/staff working directly with the student involved (do not gossip about students or student's families with other colleges).

Expect that students address you and refer to colleagues with titles of courtesy: Mr., Mrs., Miss, Ms. Build relationships with students, but do not be overly "chummy". You are a mentor and guide to your students and should not be seen as a friend. Students should be redirected when seeking to interact as a peer.

### **Support Staff**

All employees have an equal and contributing part in the teaching of responsibility and discipleship at CCA. Our rules and guidelines include all students and all employees. Through positive interactions with students, our support staff members will encourage students to be responsible, to cooperate with others, and to treat everyone with dignity and respect as an image bearer of Christ. Each staff member should be knowledgeable of the rules and guidelines specified for school-wide areas and implement the procedures in this handbook when misbehavior occurs.

### **Parents**

Parents are our partners in all facets of Christian education. The school is never alone in teaching discipleship. We are partners with the home and the church in providing models and support for students in discovering what it means to live out our part in God's Story.

Parents are encouraged to participate in the educational process. We need the support and cooperation of parents to effectively help each student better reflect God's image and live as a disciple of Jesus Christ. The major role of parents in assisting us with school discipline responsibility is to consistently demonstrate interest and support in how their children are doing in school. When there is a cooperative working of home, school, and church toward the common goal of discipleship, students will make real progress through the working of the Holy Spirit.

We will keep parents informed of student growth through conferences, report cards, phone calls, notes, and other forms of communication.

### C. BEHAVIORAL SUPPORT - Discipline Matrix; [HF 604](#)

- Intrinsic motivation
- Training in Christian character – Who does God call us to be? How should we live?
- Showing respect for each other in shared spaces
- Providing a process of correction, ownership, and redemption for students
- Providing a unified faculty and staff front for expectations at school

Offense Type	Behaviors	Interventions
<b>Level 1</b>  Teachers: Document offenses, including date, time, and description of the incident and restoration steps.	Running in hallways, yelling, off-task behavior, defiance, disruptive to others, inappropriate behavior or language, dress code violation, damage to school property, blatant complaining or arguing  *See acceptable use policy.	The teacher works with students, parents, co-curricular teachers, and paras to implement any interventions to support students and communicates interventions to all stakeholders within 24 hours.  These behaviors are not severe in nature.
<b>Level 2</b>  Teachers: Document offenses, including date, time, and description of the incident and restoration steps.  Additional documentation will be included in the student's file by the school counselor and Director, as needed.	Repeated level 1 offense at the teacher's discretion, lying, horseplay, inappropriate or unwanted physical contact, unsafe use of playground or school equipment, inappropriate use of technology, leaving classroom without permission, observing unauthorized behaviors, unsupervised presence before or after school.  *See acceptable use policy.	The teacher works with the Director to implement interventions to support students. <b>*The teacher emails a referral using the address listed below to begin the referral process.</b>  A written intervention plan and/or character contract will be completed and implemented and may include recovery space options, additional supervision, restricted access/privileges, alternate learning environments, and/or in- or out-of-school suspension.  Communication with parents, co-curricular teachers, and paraprofessionals will be determined by the teach, Director, and/or school counselor.
<b>Level 3</b>  Teachers: Document offenses, including date, time, and description of the incident and restoration steps.	Repeated level 2 offenses, direct written or verbal inappropriate language or gestures, fighting or physical aggression, harassment or bullying, intentional destruction of property, theft, cheating/plagiarism, truancy, accessing unauthorized websites/social media/school database, Internet misuse/cyberbullying, taking pictures without consent, possession of imitation firearm.	The teacher works with the Director to implement interventions to support students. Communicate violation within 24 hours.  A written intervention plan and/or character contract will be completed and implemented, which may include recovery space options, additional supervision, restricted access/privileges, alternate learning environments, in- or out-of-school suspension, and/or expulsion.

		Communication with parents, co-curricular, and paraprofessionals will be determined by the teacher, Director, and/or school counselor.
<b>Illegal Violations</b>	Drug possession, possession/use of a weapon, assaults, threats, harassment, bomb threats, arson, obscene acts, robbery, extortion	The Director will contact law enforcement as needed.  Communication with parents, co-curricular, and paraprofessionals will be determined by the teacher, Director, and/or school counselor.

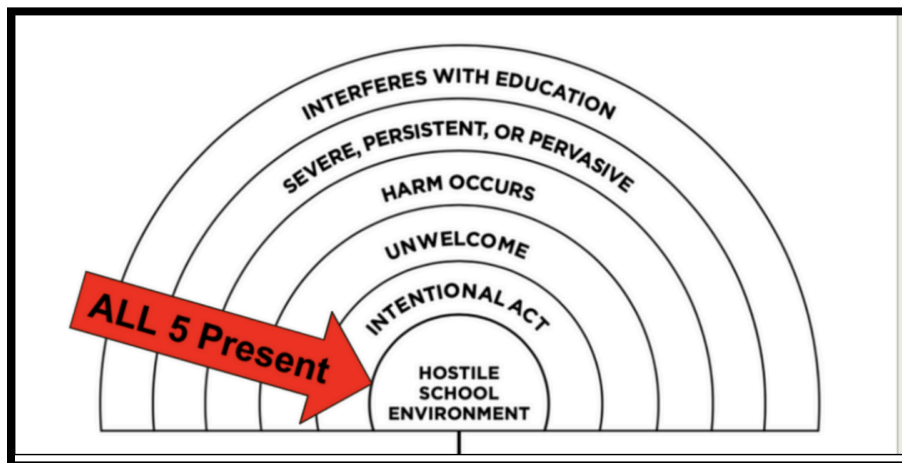
### Interventions

- The Director has the final authority to discipline and correct student behavior.
- Calvary Christian Academy will employ the use of research, brain based strategies to support student development in the areas of executive functioning, social communication skills, brain-based trauma etc.
- Should emphasize modeling and practicing appropriate behaviors, while emphasizing restoration and prioritizing the safety of all students. For example: practice walking in the hallway, if running.
- Are learning opportunities. For example: if a student violates dress code, talk directly with the student about the violation to ensure that they understand the violation. Respect the dignity of the student by addressing the violation privately and emphasizing that the violation is a learning opportunity.
- Teachers and staff members are encouraged to promote positive behaviors by showing gratitude and genuine praise when students are demonstrating appropriate behaviors, especially during the restoration/correction process.

### Referrals

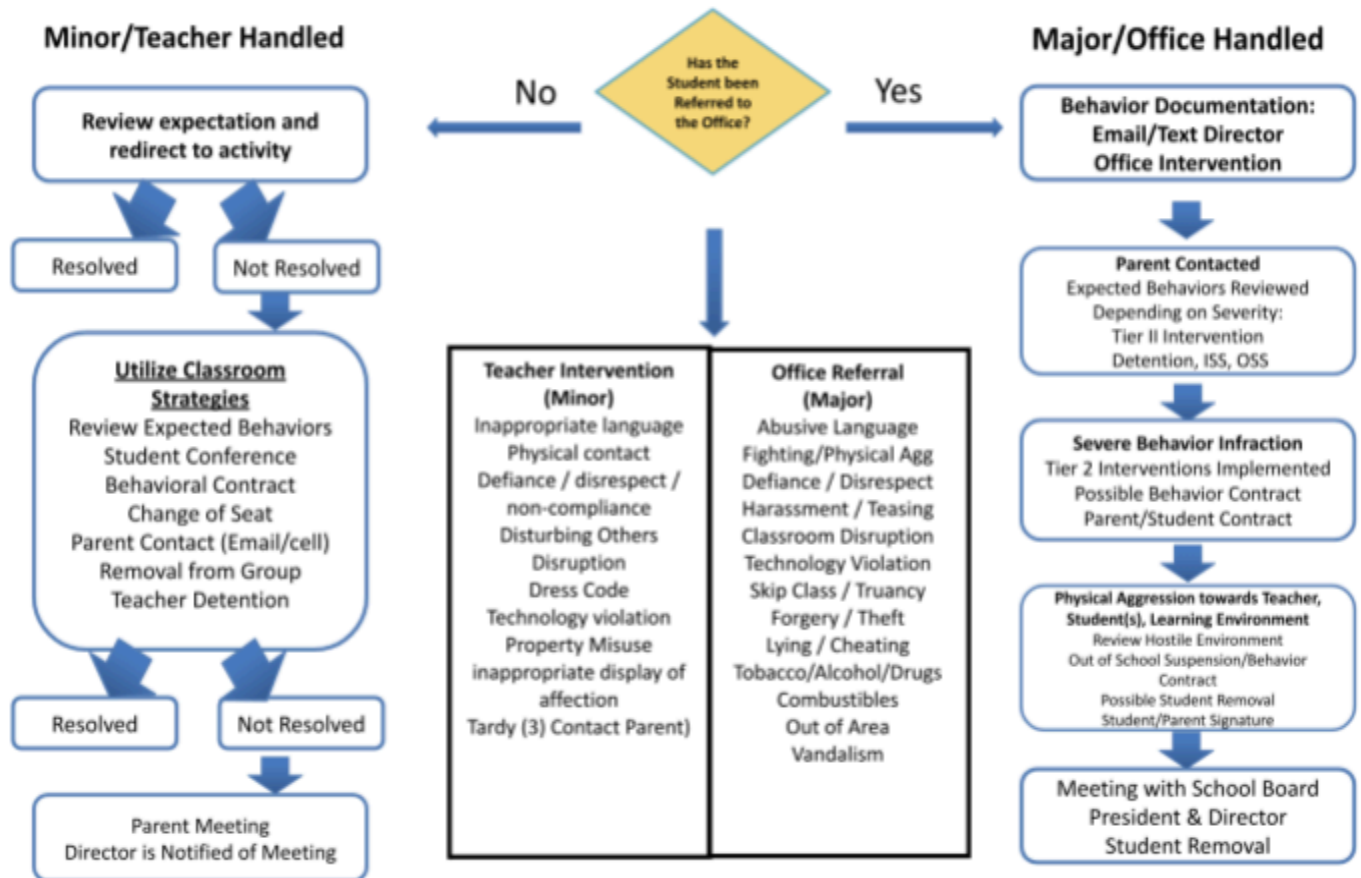
- The Director and teaching will determine next steps in the process, which may include teacher interventions, counseling support, administrative support, parent meeting, and/or creating an intervention plan.
- When and if In-School or Out of School Suspensions are determined as essential as a result of unexpected behaviors, a Tier 2 Intervention will be put in place.

### Hostile School Environment is in violation of HF. 280.28





## Calvary Behavioral Flow Chart



I have read, understand and agree to support my child(ren) and Calvary Christian Academy in the policies and procedures outlined by the Family Student Handbook and Board Policies.

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Parent Signature

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Date

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Parent Signature

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Date

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Director's Signature

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Date

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School Board President

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Date