

X. Disciplinary Procedures

Philosophy of Discipline

Establishing an environment conducive to learning is one of the most critical tasks that a classroom teacher faces. Whether it is called discipline or classroom management, the same is true: learning occurs best when the student is prepared to learn. Individual students' lives and their conformity to the standard of God's Word are focal points. Educators in a Christ-centered school are instruments to be used by God to instill in young people godly attitudes and actions that glorify the Lord. This is a task that takes a lifetime to develop. Formal education is a small but significant part of the process. Hebrews 12:5-11 provides a foundation for discipline in the Christ-centered school classroom. The following principles are gleaned from these verses:

1. Discipline is not to be regarded lightly. It is serious business. (Hebrews 12:5).
2. Discipline involves instruction as well as the consequences for poor choices. (Hebrews 12:6)
3. Discipline is evidence of love and belonging. (Hebrews 12:9)
4. Godly discipline produces respect and honor toward one another. (Hebrews 12:9)
5. Discipline should direct us to a greater awareness of God the Father. (Hebrews 12:9)
6. Discipline should be purposeful. (Hebrews 12:10)
7. Discipline should ultimately make us more like Christ. (Hebrews 12:10)
8. Discipline for a time is painful, not pleasant. (Hebrews 12:11)
9. Righteousness and peace are the results of being trained through discipline. (Hebrews 12:11)
10. Results are not always immediate. (Hebrews 12:11)

A single thread through this passage of Scripture is the need to be habitual in the training process. In order to be successful, discipline must be regular and consistent. The specific application of the above principles in the classroom is one of the most important tasks a teacher faces. Our rules and procedures are established to help achieve the development of godly character in students.

Disciplinary Procedures

Students will be clearly informed of various rules and procedures at the beginning of the year. They may also need periodic reminders about specific issues. The focal points will be respect, responsibility, and relationship. Students will be responsible for their own behavior. We work as a team in the development of these areas. Our goal is to promote students becoming responsible for their choices and to develop character that will please God, bless others, and bring peace and joy to their own hearts.

Elementary Progressive Discipline

The clear explanation of rules and expectations is the first step in promoting a positive atmosphere of self-control on the Lower School campus. When behavior is inappropriate, consequences are administered as the next step. Natural consequences are the most common discipline method. For instance, if a child defaces another child's property, the offending child is required to make restitution. Should a child repeatedly disobey or disturb the classroom learning environment a principal will become involved. Parents are frequently contacted in these situations letting them know what behavior the student exhibited and the consequence the principal has determined would be appropriate. The goal of each step in the discipline process is to encourage the child to make choices that result in appropriate behavior and to teach students to be involved in their own character development. When the above steps are not successful, the discipline process continues. The goal remains the same, yet the consequences for the child become more serious.

MS/HS Discipline Policy

FACTS Family Portal automatically tracks the discipline record of each student. Parents may view this information daily. Detentions are scheduled from 3:25pm–4:15pm.

Academic Infractions – missing, incomplete or late work

- Parents will be notified by email after each homework offense. Students not completing work within a week of the assignment will be issued a zero.

Behavioral Infractions (Starts over each quarter – 8 weeks)

- Demerit Offenses: Consuming food or drink when not approved, classroom disruption, horseplay, or fourth late to class and thereafter.
- Detention Offenses: Minor disrespect, disobedience, deception.

<u>No. of Demerits</u>	<u>Consequences</u>
1	Warning
2	Warning
3	Email sent home warning that next demerit will result in a detention
4	1 after school detention
5	2 after school detentions
6	Student/Parent/administrator meeting and student is placed on disciplinary probation which includes the following: <ul style="list-style-type: none"> ● Ineligible for honor roll status or sports and extracurricular team status ● Behavior management plan to be evaluated
7	Suspension or expulsion

Suspension or Expulsion

Suspension or expulsion is reserved for serious infractions. The following list of behaviors may result in suspension or expulsion from Concord Christian Academy: showing disrespect, swearing, stealing, cheating, deception, defacing property, skipping classes, skipping school, bringing obscene and offensive materials or media to school and/or school functions, smoking, drinking, vaping, using drugs, bringing weapons to school, engaging in immoral conduct, threatening or intimidating students, sexual harassment, earning an excessive number of discipline slips, and/or demonstrating a consistently poor attitude and/or other major violations of the Leadership Honor Code.

Sexual Immorality

The Bible has strong words warning each of us to refrain from sexual immorality (I Corinthians 6:18-20). Involvement in promiscuous or immoral behavior by any student at any time may result in immediate suspension from school for up to five days, and the administration may make a recommendation whether to proceed with expulsion.

Stealing

Removing school property or another person's personal materials without permission or proper checkout procedures is considered stealing. Also, to "find" something (e.g., a book, calculator, jacket, money) and not immediately return it to its owner or turn it in to the office may also be considered stealing. The consequence for stealing will be determined by the administration but may include immediate suspension for up to five days with consideration of expulsion. All instances of stealing will require restitution in addition to any other consequences.

Vandalism

A student involved in willfully or negligently damaging school property or another person's property may receive suspension, with consideration of expulsion. The student may also be responsible for paying the costs to repair the damage before returning to school. School pranks, especially those involving school property, will be treated as vandalism.

Cheating and/or Lying

Believers are admonished in the Scriptures to maintain absolute integrity (Psalm 15:2, 25:21; II Corinthians 1:12). Students at CCA are expected to uphold the above scriptural standards as members of the student body. The following are examples that would be considered cheating at CCA, but are not all-inclusive:

1. Use of cell phone, calculators, or other electronic devices during testing that create even the impression of inappropriate use will result in confiscation of the phone or device along with the consequences listed below.
2. Copying the homework/classroom work of another student.
3. Permitting a fellow student to copy your homework or classroom work.
4. Copying from another student during a test or looking at another person's paper during a test.
5. Looking at, or having in your possession, or sharing with another a copy of a test that you have not yet taken.
6. Talking with other students about the content of a test after the student has taken the test and others have not.
7. Using a cheat sheet or notes while taking a test.
8. Reporting to the teacher an inaccurate score for yourself or another student.
9. Forging a required signature.
10. Plagiarizing from any source, including the Internet, and turning that in as original work. (See Academic Integrity Policy below.)
11. Turning in work that was only partially done by the student and partially done by another.

Original work means that no part of your writing should copy or too closely resemble the words, events, characters, or any part of a published work. Published work includes books, magazines, newspapers, other printed materials, or materials on the Internet as well as stories portrayed in audio and visual media, including but not limited to radio, CD, Internet, television, DVD, VHS, video games and the theater. You may not use unpublished writing or material from an author other than yourself. Previously published character names and titles may be used as long as the story events, characters, and words are sufficiently different so that anyone reading the material may distinguish it as

a new and separate work. If students are ever unclear as to whether working together is acceptable, they should ask the appropriate teacher for clarification.

Academic Integrity

All students are expected to adhere to the highest standards of personal honesty and integrity in their work. Submissions to teachers must be original or must respect the intellectual contributions of others through correct referencing.

Plagiarism is defined as stealing and passing off the ideas and words of another as one's own when they actually come from another source. This source may be written, oral or electronic, and includes copying and pasting from the Internet. It can be as subtle as inadvertently neglecting to use quotation marks or references when using another source or as blatant as knowingly copying an entire paper, or parts of a paper, and claiming it as your own.

Examples of Plagiarism

- You hand in someone else's work (that of a parent, friend, tutor, etc.) as your own.
- You copy another student's work (with or without their knowledge) and hand it in as your own.
- You allow someone else to copy your work and hand it in.
- You paraphrase material from another source without proper acknowledgement or citation.
- You change words but copy the sentence structure of a source without giving credit.
- You piece together different sections of the work of others (i.e., "cutting and pasting", especially off the Internet).
- You fail to indicate with quotation marks that you copied another person's exact written words or symbols, regardless of how few were used.
- You fail to provide a bibliography for a project that requires research.
- You buy or obtain a paper from an Internet research service and hand it in as your original work.

Precautions: In order to avoid plagiarizing material, observe the following guidelines:

1. When summarizing or paraphrasing the ideas of another person, indicate the person's name in the text and provide a footnote or properly credit the source by using a parenthetical note.
2. When using the actual words of another person, employ quotation marks around the material and include a footnote or internal citation indicating the source.

3. In creative writing assignments, be especially careful not to incorporate the plot, imagery, or character development of another work you have read in a book or magazine.

Writing Paraphrases and Summaries

- Use a statement that credits the source somewhere in the paraphrase or summary, e.g.,
According to Jonathan Kozol, . . .
- If you are having trouble summarizing, try writing your paraphrase or summary of a text without looking at the original, relying only on your memory and notes.
- Check your paraphrase or summary against the original text; correct any errors in content accuracy; and be sure to use quotation marks to set off any exact phrases from the original text.
- Put quotation marks around any unique words or phrases that you cannot or do not want to change, e.g., “savage inequalities” exist through our educational system (Kozol).

Writing Direct Quotations

- Keep the source author’s name in the same sentence as the quote.
- Mark the quote with quotation marks, or set it off from your text in its own block.
- Quote no more material than is necessary; if a short phrase from a source will suffice, don’t quote an entire paragraph.
- To shorten quotes by removing extra information, use ellipsis points (. . .) to indicate omitted text, keeping in mind that three ellipsis points indicate an in-sentence ellipsis; four points are used for an ellipsis between two sentences.
- Use quotes that will have the most rhetorical, argumentative impact in your paper; too many direct quotes from sources may weaken your credibility, as though you have nothing to say yourself, and will certainly interfere with your style.

Consequences of Plagiarism

First Offense

- The student will receive a zero for the assignment and be required to rewrite the assignment (or a similar one), using original ideas or style. When graded, the rewritten assignment will receive a ten-point deduction.
- The teacher or administrator will inform the parent in writing.

Second Offense

- The second offense of plagiarism will result in a one-day suspension plus zero for the assignment with no make-up, and the term grade will reflect this zero.
- The student will be suspended from participation in extracurricular activities for one week.

Third Offense

- The student will be dropped from the course with no credit.

Consequences of Cheating on a Homework Assignment

First Offense

- Official warning with student/teacher conference.
- Student will receive no credit for assignment.

Second Offense

- Student will receive a discipline slip and no credit for assignment.
- Parent will be contacted by the teacher.

Subsequent Offenses

- Out-of-school suspension for one to three days depending upon the severity of the situation and the number of times the student has cheated.
- The student will be suspended from participation in extracurricular activities for one week.

Consequences of Cheating on Examinations, Tests, Quizzes, or Major Projects

First Offense

- Student will receive no credit for the test.
- Parent/Teacher/Administrator conference.

Second Offense

- Student will receive no credit for the test.
- Student will be suspended for one day.

Third Offense

- Student will receive no credit for the test.
- Student will be suspended for two days.

Fourth Offense

- Student will receive no credit for the class.
- Parent/Teacher/Administrator conference to discuss withdrawal from school.

Sports and Extracurricular Activity Eligibility

- 70% or higher on all core subjects per grading period.
- No more than 5 demerits in a grading period.

XI. Conflict Resolution: The Matthew 18 Principle

One of the greatest tools we give students is God's perspective in handling conflict between one another. We have adopted many of the concepts found in the Scriptures and described in a book written by Corlette Sande called *Young Peacemakers*. The following are the principles we teach and practice when handling conflict between peers. Our goal is Romans 12:18, "If possible, so far as it depends on you, live peaceably with all."

1. Every student will learn and practice honoring one another, learning to see the value of each individual from God's perspective. This is demonstrated in the words they use, their tone of voice, and their body language. (Matt. 7:12, 1 Cor. 13, Phil. 2:3, Eph. 5:4)
2. Students learn and practice being a part of the body of Christ. They are sisters and brothers in Christ learning how to accept each person's giftedness, creativity, and individuality. They practice working as a team to bring honor and glory to God as an individual, as a class, and as a school. (1 Cor. 12)
3. When conflict arises each student will learn to practice the 5A's. (Matt. 18):
 - a. **Admit:** what you did wrong
 - b. **Apologize:** for how your choice affected someone else
 - c. **Accept:** the consequences for your choices
 - d. **Ask:** for forgiveness from the Lord and the people you sinned against
 - e. **Alter:** your choices in the future

"God opposes the proud but gives grace to the humble." 1 Peter 5:5

Unfortunately, conflicts are a normal part of life on earth. Our tendency in conflict situations is often to withdraw or retaliate. Conflict with others many times prompts us to go behind people's backs or over their heads without talking to them about the problem. These are natural reactions. In Matthew 18:15-17, Jesus urged us to have a

supernatural reaction. He advised us to lovingly approach any offending individual when we have a complaint or grievance against them. We can do this in the power of the Holy Spirit. God's resources turn conflicts into opportunities for growth. There is a spiritual battle continually being waged. We can be victorious even in difficult situations when we behave according to the Scriptures.

Students will be taught and then given opportunities to practice going to the person who has offended them to solve differences on their own. If they cannot reach restoration on their own, they can get help from their teacher to resolve the issues. In extreme cases principals will participate in helping students practice Matthew 18.

"Be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit in the bond of peace." Ephesians 4:2-3