

### 4.1.1 BCS Character Traits [new section]

The following character traits will be discussed monthly as part of our focus on mentoring and discipleship.

1. Love (September)
2. Honor (October)
3. Gratitude/Thankfulness (November)
4. Hospitality (December)
5. Perseverance (grit) (January)
6. Humility (February)
7. Patience (March)
8. Service (April)
9. Hope (May)

### 4.2 Discipline Philosophy [revised section]

Teachers are given the responsibility of using preventive and corrective measures to maintain a high level of discipline within their classrooms. Policies and procedures of discipline are designed to help the student and the teacher work together in a respectful and pleasant atmosphere. We believe that self-discipline and learning go hand in hand to build character. Further, the discipline policy should be used as a partner to our student conduct policy (UPPM 4.1) and the BCS character traits (4.1.1) that outline our aims and goals as school community.

Ultimately, our goal in discipline is to guide each student in repentance and discover living that honors and brings glory to God. Our system outlines four steps regardless of the infraction type or level: *Counsel, Consequence, Communication, and Restoration (3CR)*.

Classroom teachers will develop classroom behavior plans that reflect this model at the appropriate level for their students. Classroom behavior plans include rules and expectations, systems of communication and clear consequences. Classroom consequences may include things such as loss of privileges, warnings through classroom tracking systems, reflective writing practices, and classroom service.

Secondary teachers will include their classroom behavior plans as part of their class syllabus.

## 4.3 Discipline Philosophy [revised section]

The discipline philosophy will be applied with the following policies:

### **Level 1 - Classroom Conduct**

Includes common classroom infractions such as: eating, roaming, off limits, failure to follow instructions, misuse of equipment, classroom disruption, disrespect of environment

Counsel: teacher verbally reminds student of expectation and discusses the classroom standard

Consequence: teacher initiates classroom behavior plan (loss of privilege, warning, etc.)

Communication: teacher calls or emails brief notification to parents

Restoration: *Restorative meeting or action as assigned by classroom teacher (see below)*

### **Level 2 - Relational Conduct**

Includes infractions such as: PDA, vulgar and inappropriate language, discourteous language to peers or teachers, repeated level 1 offenses, horseplay

Counsel: teacher verbally reminds student of expectation and discusses the classroom standard. Teacher involves both the offended and offending party.

Consequence: teacher initiates classroom behavior plan (loss of privilege, warning, etc.)

Communication: teacher calls or emails brief notification to parents

Restoration: *Restorative meeting or action as assigned by classroom teacher (see below)*

### **Level 3 - Disruptive Conduct**

Infractions such as: Disrespect, disruption, defiance, bullying, cheating, stealing, lying, fighting, cutting class, repeated level 1 or 2 offenses.

Counsel: teacher verbally reminds student of expectation and discusses the classroom standard and seeks to discover student motivation. Teacher involves both the offended and offending party. Follow-up with a school administrator will follow.

Consequence: classroom behavior plan, office referral resulting in possible detention, suspension or school service.

Communication: parent receives phone call from teacher or administrator, with follow up written report from administrator

Restoration: *Restorative meeting or action as assigned by classroom teacher in conjunction with administrator (see below)*

### **Level 4 - Dangerous Conduct**

Possession of tobacco, smoking, willful destruction, pornography, harassment, alcoholic beverages, illicit drugs, weapons, repeated 1-3 offenses.

Counsel: The student will immediately discuss the behavior in question with the Head of School.

Consequence: office referral resulting in possible detention, suspension, school service, dismissal, along with a formal behavior plan.

Communication: An in-person meeting with parents will be scheduled.

Restoration: Restorative meeting or action as assigned by the head of school (see below)

### **Procedural Discipline**

The school has a number of procedures that also carry consequences for students who fail to follow them. These procedures do not fall within our normal four-level 3CR disciplinary code.

Cell Phone Use: Cell phones should not be in use during the school day. When seen or heard during the day, phones will immediately be taken by staff. For additional information, please see UPPM 4.8.

- First time, students may pick up the phone at the end of the day.
- Second time, phone must be picked up by parent
- Third and additional infractions, becomes a level 3 disciplinary action.

Dress Code: Students out of dress code will be asked to immediately conform to the dress code. Parents may be notified to bring appropriate attire to the school or the student may be asked to wear clothing from the school's uniform closet. For details on our Dress Code Policy, please see UPPM section 4.5.

- First time, student is verbally warned and instructed to change immediately. Sweatshirts that are out of code will be taken and can be picked up by students at the end of the day.
- Second time, student is warned and instructed to change immediately. Sweatshirts that are out of code will be taken and can be picked up by students at the end of the day. Parents are notified.
- Third and additional infractions, becomes a level 3 disciplinary action.

Technology use: which includes improperly signing in or out equipment and violating the use agreement. For more information on our technology policies, please see UPPM section 4.13.

- Technology use violations are tracked with a number of built in warnings.
- Multiple violations result in monetary library fines and possible technology use suspensions.

Tardiness: (Secondary only) Includes tardiness to class and tardiness to school. For more information on our tardy policies, please see UPPM 6.1

- The 10th tardy results in an after school detention.
- Every additional 5 tardy marks (15, 20, etc.) results in an after school detention.

Homework: Secondary students who do not complete homework will be assigned to homework flex and subject to our late assignment policy (UPPM 3.12). Additionally, excess homework flex will result in detention (every 10 missed assignments). Elementary students may lose privileges or be required to make up the missed work during other times of the day. For more information on our homework policies, please see UPPM section 3.2

### **Detention and Suspension and Dismissal**

*DETENTION*: (Secondary only) This is held after school on assigned days or during Flex / Lunch. A teacher can also assign detention for chronic misbehavior and actions of disrespect by students. A student will be given at least one day's notice prior to serving detention, and a form will be sent home for the parent's signature when a detention has been assigned. Parents are responsible to arrange transportation home for any student who must serve after-school detention.

*SUSPENSION*: When a student's behavior requires an immediate consequence of separation from the group, the student may be given a partial-day or a full-day in school suspension from class. The supervisor or the Head of School will notify parents or guardians. When necessary, a student will receive an out-of-school suspension for one or more days at the discretion of the Head of School. Parents/guardians will be notified and, if necessary, will be asked to meet with the level supervisor, Head of School and other teachers. The President of the Board will be notified.

*DISMISSAL*: Dismissal from BCS requires board action. When a student's conduct has resulted in a level 4 suspension, the Head of School may request a board review for dismissal based on the student's behavior. The following will occur:

1. A review will be scheduled with the ARC committee of the board to review the student's record.
2. The board will determine if the severity and/or repeated nature of the disciplinary record merits dismissal or a behavioral probation plan.
3. After the decision, parents of the students have the right to appeal the decision of the ARC to the full school board.

### **Restorative Meetings**

*When the disciplinary action involves multiple students, a restorative meeting may be convened. A restorative meeting involves parents, students, and teachers and follows a sequence of listening to each other and structured conversation that leads to restoration of relationship and appropriate consequences.*

### **Restorative Actions**

*Ephesians 4:28*

*Let the thief no longer steal, but rather let him labor, doing honest work with his own hands, so that he may have something to share with anyone in need.*

Restorative actions should counter the student's negative choice with a related positive choice. Staff will consider the following categories to guide the student's development of character:

- Act of service for the school or individual
- A repair or improvement to physical property
- A written or verbal apology
- A guided study of an appropriate passage of scripture
- A sharing of repentance with a group (discipline of confession)
- Another act that exemplifies our BCS character traits (see UPPM 4.1.1)