

**STUDENT CONDUCT**

## Basic Policy

The Governing Board of CCA, in support of the aims of Christian education, believes that the behavior of students attending CCA should reflect the standards set forth by the Almighty God in His Holy Word. Several scripture verses which support appropriate behavior are:

“To fear the LORD is to hate evil; I hate pride and arrogance, evil behavior and perverse speech.” (Prov 8:13 NIV)

“Once you were alienated from God and were enemies in your minds because of your evil behavior. But now he has reconciled you by Christ's physical body through death to present you holy in his sight, without blemish and free from accusation-- if you continue in your faith, established and firm, not moved from the hope held out in the gospel. This is the gospel that you heard and that has been proclaimed to every creature under heaven, and of which I, Paul, have become a servant.” (Col 1:21-23 NIV)

“But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect, keeping a clear conscience, so that those who speak maliciously against your good behavior in Christ may be ashamed of their slander. It is better, if it is God's will, to suffer for doing good than for doing evil.” (1 Pet 3:15-17 NIV)

“Dear children, let us not love with words or tongue but with actions and in truth.” (1 Jn 3:18)

The Board believes that God's mandate to “train up a child...” indicates that parents have the ultimate responsibility for the behavior of their children both in and out of the home. However, it is to be understood that if proper conduct is to be maintained in a school setting, then student discipline must be a shared responsibility between the parents, teachers, administrators and school personnel.

The Board recognizes that students within a school setting are not entitled to any special rights, privileges or amenities not enjoyed by citizens in the larger community. Every child should be afforded every opportunity to achieve within limits of his/her capabilities. He/She needs both the fundamental tools of knowledge and the ability to put them into practice by working cooperatively with others. Self control or holding one responsible for his/her actions, is one of the most important goals of CCA.

Rules and regulations serve only to insure more effective learning and help students learn and accept the need for social order so important to our way of life through the development of self control.

**STUDENT CONDUCT** (Continued)

The specific role expectations hereby adopted by the Governing Board are as follows:

**The Principal**

In fulfilling his/her responsibilities in the development and maintenance of good school discipline, the principal shall:

1. At the beginning of each school year, lead the school staff in the review of and/or formation of school rules and regulations.
2. If deemed necessary, establish a discipline committee for the purpose of establishing, maintaining, and reviewing the school's discipline policy.
3. At the beginning of each school year, see that parents and students are informed of the school rules and regulations.
4. Provide supportive help to the staff in maintaining discipline throughout the school.
5. Establish routines and procedures for the handling of discipline problems.
6. Be visible to and maintain positive contact whenever possible with the students.
7. Assist in solving problems regarding discipline between staff, parents, and child.
8. Provide educational leadership in the areas of discipline and classroom/school management techniques.
9. Demonstrate respect for the individual child.
10. Communicate with parents regarding potential or demonstrated problem areas.
11. Work toward the establishment of a positive school atmosphere.
12. Set a Godly example for the students and parents.
13. Be aware of the individual needs of the child.

**STUDENT CONDUCT** (Continued)The Teacher

In fulfilling his/her responsibilities in the development and maintenance of good school discipline, the teacher shall:

1. Demonstrate respect for the individual child.
2. Be aware of the individual needs of the child.
3. Establish a positive classroom atmosphere which will provide:
  - a) Clearly stated standards for behavior.
  - b) Consistent and fairly administered standards of behavior.
  - c) Learning experiences which promote self-discipline.
  - d) The opportunities for the child to develop Christ-like attitudes towards self and others.
  - e) An orderly, well managed, productive learning environment.
4. Make sure the student(s) understand the overall school behavioral expectations.
5. Be knowledgeable of varied behavior management techniques.
6. Set Godly examples for their student(s).
7. Initiate early communication with parents regarding potential or demonstrated problem areas.
8. Help the child understand what he/she has done and accept the consequences.
9. Work with all necessary adults (parents, school personnel, etc.) in resolving the child's discipline problems.

Other School Personnel

In fulfilling his/her responsibilities in the development and maintenance of good school discipline, all other school employees shall:

1. Demonstrate respect for the individual child.

**STUDENT CONDUCT** (Continued)

2. Be knowledgeable of varied behavior management techniques
3. Set Godly examples for all student(s).
4. Initiate early communication with the principal and teachers regarding potential or demonstrated problem areas.
5. Follow routines and procedures for the handling of discipline problems.

**The Parent**

In fulfilling his/her responsibilities in the development and maintenance of good school discipline, the parent shall:

1. Be responsible to see that the child arrives at school on time and attends regularly.
2. Teach the child respect for:
  - a) self
  - b) authority
  - c) property, both public and private
  - d) the rights of others
  - e) the feelings of others
  - f) education
3. Initiate early and open communication regarding concerns which may affect student behavior.
4. Support the school in maintaining expected standards of behavior developed at the school.
5. Cooperate with the school in resolving the child's discipline problems.
6. Help the child understand what he/she has done and accept the consequences.
7. Set Godly examples for their child(ren)

**STUDENT CONDUCT** (Continued)**The Student**

In fulfilling his/her responsibilities in the development and maintenance of good school discipline, the student shall:

1. Obey all school rules and regulations.
2. Be responsible for and accept the consequences of his/her own actions.
3. Demonstrate respect for:
  - a) self
  - b) authority
  - c) property, both public and private
  - d) the rights of others
  - e) the feelings of others
  - f) education

CCA's School Board insists that high standards of behavior be established and enforced. The Board further states that appropriate level of corrective actions will be taken with any student whose behavior interferes with either the physical or educational well-being of other students.

Until such time as the principal and/or his/her designee establish a discipline plan as stated in BP 5600(a) 1, the following general policy regarding student conduct has been initiated:

**IN A CLASSROOM:**

1. Do what you are told the first time.
2. Raise your hand and wait to be called upon.
3. No talking while someone else is speaking.
4. Be on time to every class.
5. Keep hands, feet, and objects to yourself.

**IN A BUILDING:**

1. Always use a quiet voice when inside the building.
2. No running or horseplay inside the building.
3. Observe individual church rules (i.e., no food or drinks, etc.)

**Policy adopted:** April 15, 1999

**Revised:**