



## BC CHRISTIAN ACADEMY DISCIPLINE POLICY

<b>SUBJECT: Discipline</b>	<b>EFFECTIVE: October 31, 1997</b>	<b>PAGES: 6 [1 of 6]</b>
<b>DEPARTMENT: All Staff</b>	<b>REVISED: September 30, 2016</b>	<b>APPROVED BY: Administration</b>

### ***SECTION 1 INTRODUCTION***

The guidelines for discipline at British Columbia Christian Academy at the elementary and high school levels are positive. Students are encouraged “to grow in the grace and knowledge of the Lord Jesus Christ”, and to take up the challenge of being “conformed to Christ’s image”. Expectations for behavior for all students are outlined in the Parent/ Student Handbook. We all realize that no one is perfect or free from blameworthy behavior, and that expectations will not always be met. Appropriate consequences will be given at these times. Sometimes there may be variations in the consequences for similar student behavior. Although not limited to these factors, age, mental ability, previous involvement in inappropriate behavior, intent, et cetera may be considered which would lead to different consequences for different students involved in similar negative behavior. Although we do not expect perfection, an earnest continuing desire from each student to meet both the school’s (Bible’s) standards are a necessity. In this regard, students are encouraged to love God with all their hearts, mind and soul, and their neighbor as themselves. God has promised to all, who confess their sins, that they are forgiven and made clean through the blood of Christ and he will write His law on their hearts. (Jeremiah 31:33; Hebrews 8:10)

### ***SECTION 2 PROCEDURES FOR PARENTS***

When parents/guardians are concerned with a disciplinary action involving their child, they should follow the following procedures:

- 2.1 After hearing the child’s report, contact the staff member involved for his/her perspective on the issue.
- 2.2 Realize that the school has reasons for all rules and it is important that they be enforced consistently.
- 2.3 Try to resolve the problem at the lowest level of authority. Do not skip any of these levels when appealing.
  - Teacher
  - Vice Principal and/or Principal

### ***SECTION 3 SEQUENCE OF DISCIPLINE***

Ordinarily the sequence of discipline followed will be:

1. Counselling
2. Progressive Discipline
3. Probation
4. Suspension
5. Voluntary Withdrawal
6. Expulsion

### ***SECTION 4 SUSPENSION***

A suspension is, by definition, a removal of a student's right to attend regularly scheduled classroom instructional sessions. The suspension can be in school or out of school.

The principal may suspend a student when he/she deems the circumstances warrant that level of discipline. However, it is understood that the suspension process will only be pursued when other alternatives have failed, or when an action is severe enough to warrant removal of the student. It will be the principal's responsibility to inform parents of a suspension and involve the parents and the student in the resolution of a suspension.

### ***SECTION 5 EXPULSION***

If behavior of a very serious nature is involved, the process may proceed to expulsion without having first exhausted the other steps. When this occurs, the student will be suspended immediately until the expulsion process is completed. An expulsion is, by definition, a removal of a student's right to attend school.

If the school principal recommends expulsion, he will meet with the student/parent(s)/guardian(s). The student/parent(s)/guardian(s) will be informed that they may bring an advocate with them if they so desire. If the principal imposes an expulsion, the student and his/her parent(s) or guardian(s) will be verbally notified of their right to appeal and the process whereby an appeal may be launched to the School Board, which will act as the Appeal Committee. If an appeal of the decision is going to be made to the School Board, the student/parent(s)/ guardian(s) must file the appeal in writing with the Chairman of the Board within 5 working days following receipt of the principal's decision. If an appeal is not made within the specified time period, the decision of the principal regarding expulsion shall be final and not subject to any further appeal.

### ***SECTION 6 APPEAL OF EXPULSION***

Student/parent(s)/guardian(s) must appeal the expulsion in writing to the Chairman of the Board within the specified time period of 5 working days following the receipt of the decision from the principal. Upon a timely appeal, the School Board Appeals Committee shall set the time, date and place of the appeals meeting and the Chairman of the Board will be responsible to ensure all parties (including the student's advocate if applicable) have been given this information. At this meeting, the School Board Appeals Committee will receive oral and written submissions from the parties involved in the original decision. After the School Board Committee has heard all

relevant testimonies, the principal will absent him/herself from the meeting when the School Board makes their decision on the appeal. All parties involved should follow the guidelines for avoiding bias as outlined in Section 9D. The decision made by the School Board at the appeals meeting will be binding on all parties. The Chairman of the Board will give verbal notice within one working day after the decision is made to the student/parent(s) guardian(s) and advocate (if applicable). Within three working days of the appeals meeting, written notice of the decision will be mailed to the student/ parent(s)/guardian(s) and advocate (if applicable).

### ***SECTION 7 GENERAL APPEALS OF PROCEDURE***

Student/parent(s)/guardian(s) who wish to appeal a decision made by the head principal, may do so by writing to the Chairman of the Board within the specified time period of 5 working days following the receipt of the decision from the head principal. Upon a timely appeal, the School Board Appeals Committee shall set the time, date and place of the appeals meeting and the Chairman of the Board will be responsible to ensure all parties (including the student's advocate if applicable) have been given this information. At this meeting, the School Board Appeals Committee will receive oral and written submissions from the parties involved in the original decision. After the School Board Committee has heard all relevant testimonies, the principal will absent him/herself from the meeting when the School Board makes their decision on the appeal. All parties involved should follow the guidelines for avoiding bias as outlined in Section 9D. The decision made by the School Board at the appeals meeting will be binding on all parties. The Chairman of the Board will give verbal notice within one working day after the decision is made to the student/parent(s) guardian(s) and advocate (if applicable). Within three working days of the appeals meeting, written notice of the decision will be mailed to the student/parent(s)/guardian(s) and advocate (if applicable).

### ***SECTION 8 FINAL APPEAL TO ACSI APPEALS COMMITTEE***

Should the student/parent(s)/ guardian(s) not be in agreement with the school board's decision, and believe they have been unfairly treated, they may make a final appeal to the ACSI Appeals Committee. Appeals must be made in writing to the Director of ACSI Western Canada, within 5 working days of the school's board decision. The ACSI Appeals Committee will determine if the case will be heard based on the written report received.

### ***SECTION 9 GUIDELINES FOR ADMINISTRATORS, TEACHERS, COMMITTEE AND BOARD MEMBERS***

All staff members, committee members and board members at British Columbia Christian Academy, who are involved in the discipline process, should be familiar with the following guidelines to help them carry out their responsibilities in the school community.

### **9A. PROCEDURAL FAIRNESS WHEN IMPLEMENTING DISCIPLINE**

When implementing discipline, all teachers and administrators in BCCA will follow the basic principles of fair procedure as outlined below:

- All decisions should be made according to school policies.
- Decision- making should be transparent.
- Rules of natural justice should be followed:
  - Right to know the allegations against you.
  - Right to reply to your allegations.
  - Right to an unbiased decision-maker to hear your case/appeal.
- Actions should be taken in good faith—without malice.
- The parents/students will be notified of their right and process to appeal.

### **9B. THE STUDENTS' RIGHT TO FAIRNESS**

All appeal procedures at BCCA will acknowledge the students' right to fairness as outlined in the May, 1995 Public Report 35, Fair Schools, p. 28, by BC Ombudsman Dulcie McCallum which outlines the students' rights for a school board appeal procedure as follows:

- The right to be treated with respect and dignity.
- The right to speak on your own behalf or to have an advocate speak for or with you.
- The right to be heard.
- The right to participate in decisions that affect you.
- The right to receive clear, complete and appropriate reasons for a decision.
- The right to obtain all information that led to the initial decision or is being considered in an appeal.
- The right to an impartial review of a decision that affects you, a review that is accessible, flexible, timely and easy to use.
- The right to an appeal procedure that has a built-in mechanism to protect against retribution.

### **9C. FAIR PROCEDURES WHEN DEALING WITH STUDENT DISCIPLINE**

The basic elements of fair procedure when dealing with student discipline will be followed as outlined below:

- Students need to know what is expected of them and what their responsibilities are. Therefore, all general school rules and expectations for students will be clearly outlined in student handbooks.

- A student who is accused of breaching a rule must have notice of what he is accused of, with the essential facts of what he is alleged to have done.
- An accused student must be given an opportunity to tell his/her side of the story. The right to be heard is a fundamental element of procedural fairness. Where the stakes are minor, this can be satisfied by the principal or teacher asking the student to explain his/her actions. More serious matters require more formal processes.
- The students and parents must be informed of the appeal procedure.
- There must be an assurance of no retribution for pursuing an appeal.

#### **9D. AVOIDING BIAS**

All teachers, administrators, committee and board members should follow these rules to avoid bias or the appearance of bias.

- Don't prejudge the evidence of the particular circumstances of the student's case, or give the appearance (e.g., in public statements) of having done so, even if you have strong convictions on such matters as "zero tolerance".
- Remove yourself from participation in the appeal decision if you have a close relationship or history of personal conflict with the student, the student's family, or a staff member closely involved with the incident-giving rise to discipline. It is very important that administration and staff perceive the School Board's decision to be unaffected by personal relationships.
- Remove yourself from the hearing and decision if you have been involved in the disciplinary action in an earlier stage of the appeal process. (Testimony may be given in such a case, but do not be part of the appeal decision-making process.)
- The School Board, if hearing an appeal from a disciplinary decision made by an administrative officer such as a principal must not conceive its role too narrowly. Perception is the student has a full right of appeal, not just a review of whether the principal acted within board policy. As stated in the Ombudsman's guideline, for example, "school boards cannot simply endorse the decisions of their administrators."
- Don't receive evidence or representations from administrators or staff in the absence of the person appealing, and avoid the appearance of doing so. The administrative officer(s), who have taken a role in the investigation or the disciplinary decision, should not be present during the Board's deliberations.



## ***10. STEPS TO REMEMBER WHEN DISCIPLINING STUDENTS***

1. Use incremental steps.
2. Be clear when informing students of school rules and policies.
3. Post general rules on walls.
4. Try to handle the problem, student in class.
- 5. Contact home.**
6. If problems persist, notify VP or Principal.
7. Send to office after you have done your best in dealing with the problem (be sure to notify administration of issue).
8. Document problems and keep documents in a secured place.
9. Serious offenses (fighting, repetitive foul language, blatant disrespect) should be dealt with by administration.

### **Appropriate Consequences and Suggestions:**

The consequence should address the misbehavior. (ie drawing on desks – keep in a recess/lunch to clean desks).

1. Do not use a field trip as a consequence. Misbehaviour on a field trip may warrant a student from not being able to attend the next field trip, however, approval from the VP or Head Principal must be received before this action may be taken.
2. Have students pick up pine cones just outside the fence area in front of our entrance. We have had problems with students getting hurt from other students throwing pine cones. Removing the temptation may help.
3. Wash desks.
4. Clean boards.
5. Sweep halls/classrooms.
6. Have student write an essay on why his/her behavior was inappropriate. Provide verses from scripture that he/she can use in her/her research.
7. Talk about the misbehavior with students/parents.
8. Always have the students practice the Matthew 18 principle. It takes time, but they need to be guided through it. Encourage students to talk through their problems and to ask forgiveness.
9. Always show that you care about the child after the misbehavior has been dealt with.