

School Expectations and Disciplinary Procedures

Dear Parents/Guardians,

We are dedicated to nurturing a Christ-centered environment where respect, positivity, and growth guide our interactions among students, parents and staff. This handout shares our expectations, procedures, and the ways we can partner together to uphold and protect this learning environment.

List of strategies teachers and staff can use daily to address day to day behaviors.

1. Establish Clear Expectations

- Set classroom rules collaboratively with students.
- Post rules visibly and review them regularly.
- Use positive language (e.g., “Use kind words” instead of “Don’t be rude”).

2. Consistent Routines

- Start and end class with predictable procedures.
- Use visual schedules for younger students or those who need extra structure.
- Practice routines until they become automatic.

3. Positive Reinforcement

- Praise specific behaviors (“I like how you raised your hand before speaking”).
- Use token systems or class-wide incentives for meeting expectations.
- Celebrate small successes to build momentum.

4. Proactive Classroom Management

- Circulate around the room to monitor behavior.
- Use proximity control (standing near students who need redirection).
- Provide engaging lessons to minimize downtime.

5. Non-Verbal Cues

- Use signals like hand gestures, eye contact, or a gentle tap on the desk.
- Implement visual reminders (e.g., “quiet” sign or color-coded cards).

6. Redirect and Refocus

- Give clear, calm directions when behavior starts to escalate.
- Offer choices (“You can work at your desk or the quiet corner”).
- Avoid power struggles—keep tone neutral and solution-focused.

7. Teach Social-Emotional Skills

- Model and practice conflict resolution.
- Incorporate short mindfulness or breathing exercises.
- Use role-play to teach empathy and cooperation.

8. Restorative Practices

- Hold quick check-ins after incidents to repair relationships.
- Encourage students to reflect on the impact of their behavior.
- Use “I” statements and active listening during discussions.

9. Data-Driven Interventions

- Track patterns of behavior to identify triggers.
- Adjust seating, schedule, or instructional methods.
- Collaborate with counselors, administration and/or support staff when needed.

10. Build Relationships

- Greet students at the door.
- Learn about their interests and strengths.
- Show consistency and fairness in enforcing rules.

Advance Notice of Disciplinary Actions

Our approach to discipline is rooted in restoration, respect and responsibility. We believe every student can grow, learn from mistakes, and develop strong character. Each step of this process is designed to support the student, protect our community, and maintain a positive, Christ-centered learning environment.

Parents will be notified one day in advance of any disciplinary consequences. This ensures that students serve consequences the day after an incident, allowing time for proper and clear communication.

Behavior and Consequences

Consequences for student behavior may be administered by **teachers and/or school administration** depending on the nature and severity of the incident.

To support clear communication with families, parents will be notified **at least one day in advance** of any disciplinary action. This allows time for discussion and preparation, as well as ensures that consequences are served the **day after** the incident, not on the same day.

Examples of behaviors that may require administrative intervention include:

- Repeated classroom disruptions
- Disrespect toward staff or peers
- Physical altercations
- Bullying or harassment
- Inappropriate language & behaviors

Based on the severity and/or frequency of the behavior, the consequences may range from the following disciplinary options:

- Silent lunch
- Detention
- Nonparticipation to school and class trips
- Removal from extracurricular activities such as sports
- Suspension (School Principal)
- Expulsion (School Board)

Any student whose name is not considered for participation in an organization such as the NJHS chapter due to behaviors must be reviewed by the Principal and the School Board for final determination.

Disciplinary Behavior Support Steps

- **Verbal Reminder** – A kind, simple prompt to help the student get back on track.
- **Private Check-In with Teacher** – The teacher takes a moment to speak with the student and guide them toward making better choices.
- **Parent Contact** – We reach out to share what is happening and collaborate on a supportive solution.
- **Written Reflection** – The student completes a brief reflection to learn from the situation and identify opportunities to improve. Younger students can engage in reflection of behaviors.

- **Meeting with Administration** – An administrator steps in to provide additional support and help create a plan for success.
- **In-School Consequence** – The student remains on campus and participates in a structured consequence or restorative activity to reflect and correct behaviors.
- **Temporary Suspension** – For more serious situations, the student may need time away from school to rest and prepare to return positively and engaged in learning.
- **Probation Plan** – A written action plan is developed with the school and family to support the student in meeting clear expectations.
- **Expulsion Consideration** – In rare and serious cases, the school board may consider withdrawal when safety concerns or repeated negative behaviors make continued enrollment unsuitable.

Students are expected to report negative behaviors immediately. This will allow us to:

- Investigate while the details are fresh and accurate.
- Staff can intervene quickly to prevent escalation.
- Support can be provided to those affected.

Families will be contacted as needed, and often a formal report is not required. If a formal notification is sent, it is because we have prayerfully worked through every other option to resolve the concern and have not been able to do so through informal means.

How Students Should Report Negative Behaviors

Here are some effective ways students can report:

1. **Tell a Trusted Adult**
This could be a teacher, assistant principal, principal, or school staff member.
2. **Write a Note or Email**
If a student feels uncomfortable speaking directly, they can write down a statement to the teacher and/or principal as to what happened.
3. **Use a Peer Mediation or Support Program**
If available, students can go through peer-led programs to report and resolve issues.
4. **Emergency Situations**
If the behavior is dangerous or threatening, students should report it **immediately** to school principal.

Incident Investigation Process

School administrators will conduct a thorough investigation of any reported incidents to ensure fairness and transparency. Confidentiality of students and consequences of behaviors are maintained by school staff to protect all students involved.

Communication and Incident Reporting

In the event of behavioral incidents or concerns, teachers are required to promptly report the situation not only to the student's parent(s) or guardian(s), but also to the **Principal and Assistant Principal**. This ensures clear and consistent communication across all levels of school leadership and supports a unified approach to student well-being and discipline.

This protocol helps maintain transparency and allows administration to be fully informed of any developments that may impact the school environment.

How Parents Can Support

Parents play a vital role in shaping a Christ-centered atmosphere at school. When families discuss expectations at home, encourage respectful and responsive behavior, and communicate openly with teachers, they help create a consistent and supportive environment where children can thrive. By partnering with the school, modeling Christlike character, and reinforcing shared values, parents strengthen the unity of our community and help every child grow in faith, wisdom, and love.

Parents can help reinforce school expectations by:

- Reflecting school values and expectation at home.
- Encouraging kindness, responsibility, and Christ-centered behavior.
- Communicating promptly and respectfully with teachers and staff.
- Supporting the school's decisions and helping their child follow through.
- Partnering the school in prayer and in a spirit of cooperation.

We appreciate your partnership in supporting our students' success. Please take time to review this document and feel free to reach out with any questions.

Adapted November 2025 jcd