

**GOOD
SHEPHERD
SCHOOL**

**EXCELLENCE
IN CHRISTIAN
EDUCATION**

HANDBOOK

**28986 SE Haley Rd, Boring, Oregon, 97009
503.663.5280
gssrams.com**

A Letter from the Principal

Dear Parents,

Thank you for considering the educational opportunities at Good Shepherd School. We're a private, Christian school for kindergarten through eighth grade and are funded through tuition payments from parents and financial support from Good Shepherd Community Church. The school is a ministry of the church and not a separate or independent entity.

We believe a quality education is a joint effort of the school and parents. Our goal is to integrate biblically based instruction in all areas of life, including academics.

This handbook will provide you with information to help you better understand our school. If you'd like more information, please visit our website gssrams.com. If you wish to visit our school, please call the office at 503.663.5280.

We look forward to hearing from you.

Sincerely,

Debbie Booth
Principal

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Philosophy-Mission-Goals

“A blind man cannot guide a blind man, can he? Will they not both fall into a pit? A pupil is not above his teacher; but everyone, after he has been fully trained, will be like his teacher.”

Luke 6:39-40

Philosophy of Education

At the heart of our philosophy of Christian education is a commitment to provide an environment where children can learn and grow academically, socially, emotionally and spiritually with a Christ-centered worldview. As educators we strive to model the Master of all teachers, our Lord Jesus Christ.

Mission

Good Shepherd School’s purpose is to partner with families to provide a private, Christ-centered education.

Goals

- Provide every student opportunity to gain the attributes of godly character and master relevant content in basic education, critical thinking and problem solving.
- Foster a spirit of excellence in teaching and learning, behavior, relationships, communications and spiritual growth.
- Manage available resources effectively and efficiently to fulfill the mission. Engage families in the process of student’s learning in all areas.

Statement of Faith

WE BELIEVE...

...in the Bible. We believe the Bible—the Old Testament and New Testament which together contain 66 books—is inspired by God and is without error. Therefore, we believe it to be our only true and reliable written source for understanding and obeying God’s will.

...you can understand the Bible. We believe there’s only one correct method of interpreting any portion of the Bible and that’s to take a “literal” approach. In other words, Scripture means literally or exactly what it says unless a study of the original grammar, culture and/or history indicates some figurative meaning was intended by the writer and understood by the reader. Therefore, Scripture is not subject to change from era to era nor is it a matter of “what it means to me.” An accurate understanding by the reader requires both diligent study and illumination by the Holy Spirit to determine what the Scripture was intended to mean to its original readers, not what it can be made to mean.

...God surely exists. We believe the Bible teaches there is but one true and living God who is one in His unchanging nature, and yet who has eternally existed in three persons: Father, Son and Holy Spirit. Though it’s hard for us as finite (limited) creatures to fully understand an infinite God, Scripture tells us each person of this trio – called the Trinity – has exactly the same nature and qualities, and each is equally worthy of our confidence, obedience and worship.

...man’s sins separate him from God. Man was originally created by God to enjoy close, personal fellowship with Him, but by his own sin and disobedience man has received the penalty of death and separation from God.

...God offers loving forgiveness and eternal life with Him. God, in His immeasurable compassion and grace, offers to save us from our sin through the life, death and resurrection of His Son, Jesus. We must understand this gift is freely offered but not automatically bestowed. God gives this gift of forgiveness and eternal life to those who humble themselves, confess their sinfulness, repent (turn around), and receive Jesus as their only hope for salvation.

About the School

“But these are written that you may believe that Jesus is the Christ, the son of God, and that believing you may have life in His name.”

John 20:31

About the School

- Students develop and use their God-given gifts and abilities to serve the school, church and community.
- Under the authority of the Good Shepherd Church Elders, the school leadership, faculty, staff and parents work together for the best interest of the students.
- The school assists families in preparing students to be growing Christians while living in a secular culture.
- The school participants learn together to live like Christ while reaching out in His name.

The School Day

School Hours

Preschool..... 8:30 a.m.- noon Monday, Tuesday, Thursday (most) & Friday. Afternoon preschool 12:30 p.m - 4:00 p.m.

Full Day Kindergarten through Eighth 8:25 a.m.-2:45 p.m. Monday through Thursday. 8:25 a.m.-noon on Fridays

Student arrival & departure:

Transportation to and from school is the responsibility of parents. Families may arrange for their own carpools. Students’ arrival at school should be between 8:05 to 8:20 a.m. Student’s arriving after 8:20am must check in at the school office. Student departure is between 2:45 p.m. and 3pm (12:00-12:15 on Fridays).

Lunch:

Hot lunch is available on designated days beginning the second week of school. Students may choose to provide their own lunch or order a hot lunch. Lunch tickets can be purchased at the school office. There is no lunch period on Fridays because school is dismissed at noon.

Prayer Meetings

Faculty and staff meet at 7:55 a.m. each morning for devotions and prayer. We would appreciate your consistent prayers so we can be effective in our ministry to your family.

Educational Offerings

Art:

Students in grades one through six receive art instruction one day each week. Grades seven and eight may select art as an elective. They learn theory and how to use a wide variety of art mediums and methods.

Basic education:

We use a variety of curricula based on the scope and sequence regularly reviewed by our teaching staff and leadership. These include but are not limited to: A Beka, BJU Press, Christian Schools International, Growing with Grammar, Handwriting without Tears, Collaborative Classroom (SIPPS) Eureka Math² and Oregon Focus Math.

Bible:

Students in grades K-6 use Christian School's International Bible curriculum. Junior high reads scripture and is guided through the process of critical thinking and application.

Chapel:

Every other week our students gather for chapel services to worship and *Learn together to live like Christ*. Our chapel services are primarily led by the Pastoral staff of Good Shepherd Community Church.

Keyboarding:

First through sixth grade students attend keyboarding class one day a week. They learn basic typing skills.

Content integration:

Elements of godly character, critical thinking and problem solving are integrated across all curricula at all grade levels.

Field Trips:

A variety of field trips are scheduled to provide students unique opportunities to learn outside the classroom. A small fee may be charged.

Library:

All students learn library and research skills appropriate for their grade level. A typical class session for the primary classes may include book selection, a story read aloud or learning interesting facts about an author's life. The upper grades receive assistance and instruction in using the library for research. Children are encouraged to check out books to be read at home. We are a community library so entire families are encouraged to use it.

Each Good Shepherd School student/patron should write their assigned patron number on the checkout card each time an item is checked out. The number of books allowed per grade is as follows:

Kindergarten & 1 st grade	one book-classroom use only
2nd grade	two books-may take home
3 rd -8th grades	three books, one video game/CD/audio tape

Music:

Music classes are provided for grades kindergarten through sixth twice weekly. Students learn music appreciation as well as theory, vocal and some instrumental skills. Special programs for K-6th grade throughout the year encourage involvement in music. Junior high students are given the opportunity to participate on the Worship team for Chapel as an elective.

Physical Education:

Students attend physical fitness classes twice a week to help them develop and care for their physical body. Activities range from simple body weight-bearing exercises to running the mile along with a variety of games and activities that help them develop skills for a lifetime of fitness.

After-School Sports

We organize athletic teams with an emphasis on skill development, participation, and teamwork with a goal of teaching children what it means to be a Christian athlete.

Student Absences & Tardies

If a child is well enough to come to school, they are expected to participate in all activities including physical activities and recess. The exception would be a note or email from the parent or doctor stating otherwise. Please do not send children to school with a communicable disease (for COVID information please contact the office). Please email the school office and their teacher if your child will not be at school.

Good Shepherd School values good attendance and punctuality. The quality of education is compromised by absenteeism and tardiness. Three days of tardy will equal one day of absence. More than 15 absences per year is at an unacceptable range. Absenteeism will affect promotion and re-admittance decisions at the discretion of the principal. We will work with families in extenuating circumstances.

It is the family's responsibility for students to make up work when students are absent. Teachers are not required to gather the work ahead of the student's absence. Check with the teacher on their make-up work policy and due dates.

Friday Afternoons

Students are dismissed each Friday at noon; thus, there is no lunchtime. Families can use the time as they see fit.

Student Behavioral Expectations & Responsibilities

Good Shepherd School emphasizes developing the godly character of children. We expect students to take responsibility for their behavior by making choices that demonstrate attitudes and actions that honor the Lord, their parents and one another. We look to Jesus and God's Word for our example of setting standards and expectations for student behaviors. If a child struggles with any of the behaviors listed below, the school will endeavor to come alongside the student to foster growth. If a child continues to struggle despite the effort of the school and family, the child will be at risk of losing their spot at the school at the discretion of the principal.

Attitude

Students are expected to have an attitude of mutual respect in all relationships.

- Student to staff
- Student to student
- Student to adult

We encourage students to follow the *golden rule* principle, "Do unto others as you would have others do unto you." This includes:

- Building one another up
- Believing the best of others
- Supportive relationships

Language

Students are expected to use edifying language. We encourage:

- Problem solving
- Constructive criticism

We discourage:

- Degrading language-oral and written
- Name calling
- Destructive criticism
- Gripping
- Any form of bullying

Safety

Students are expected to conduct themselves in a safe manner.

- Physical safety
 - no scuffling, pushing, shoving
 - no unnecessary risks
 - nothing with wheels (skateboards, shoes, etc.)
- Emotional safety
 - no intimidation
 - no name calling, degrading talk or bullying
- Facility safety
 - keep an orderly, clean environment
 - personal property will be well cared for and will not create unnecessary temptation to others
 - do not damage or deface church/school property
 - students will be responsible for replacement of damaged property

Dress & Appearance

Students' dress should be modest, representing the Lord, as a believer's body is a temple of the Holy Spirit.

- Clothes should be appropriate for the function and occasion.
- Appearance should not be a distraction (unnatural hair color, goth style make-up, Mohawks, piercings, etc. with this judgment being the sole discretion of the principal).
- Any written message on clothing is to be in good taste and not political.
- Clothing is to cover underwear.
- Tops are to cover midriffs.
- Shorts with an inseam of 5" or longer are acceptable.
- Dresses or skirts should be modest in length.
- Please [click here for our dress code visuals](#).
- Clothing that is too tight is a distraction so err on the side of modesty (for example yoga pants/leggings on 5th grade or older should be covered with a long sweatshirt or something wrapped around their waist).
- Hats/hoods/beanies are not to be worn in the building.

Electronics

We prefer electronics are not brought to school. If they must come to school, they should stay in the student's backpack. Phones should not be on the student's person during the school day. If teachers or staff see a cell phone, they will confiscate it and hold it in the school office until a parent comes to retrieve it. Exceptions may be made for teacher directed activities.

Food & Gum

The use of food should not distract from the learning environment or damage the facility. Gum is not allowed.

Disciplinary Process & Philosophy

"No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it." Hebrews 12:11

When mistakes are made, and/or poor behavior happens we desire to get to the heart of what happened and why a child behaved the way they did. Our goal is to invite Christ into these situations and work with the student(s) in a way that lets them know we care about them as a person, not just behavior management.

The classroom teacher will implement a variety of incentives and consequences in an effort to support the student's positive behavior. Minor infractions of class/school rules are handled in a variety of ways, depending on the age of the student and nature of the offense, including but not limited to apologizing, making restitution, and detention. More serious infractions, or repeated offenses of minor infractions will result in the student visiting the principal's office. The principal will have a conversation with the student(s) involved in the incident or regarding the poor behavior, determine what disciplinary action will take place (see Appendix for sample consequences), and make the appropriate phone calls or emails to notify parents. When efforts made by the teacher and admin do not produce positive and lasting results in the student's behavior, the student will be put on Probation.

Behavior Probation

- Notify pastor and school elders
- Behavior plan, meeting with Teacher/Admin Team and parents (maybe a pastor) with an explanation of the plan and parents signing a form once they understand the probation plan and what the next steps will be if there is no improvement.
- If the student improves, they are removed from probation after a determined period of time.
- If the student continues to struggle, the Disciplinary Action Plan will be enacted.**

Disciplinary Action Plan:

At the point when a student is referred for a Disciplinary Action Plan, which implies that other means of discipline, including Probation, have been employed without seeing the necessary improvement(s) in behavior, elements of the action plan appropriate to the student and the situation will be activated. Those elements are, but are not limited to, the following:

- Possible extended suspension (10 days), parent/admin meeting
- Possible extended ½ day suspension (up to 4 weeks), parent/admin meeting
- Possible temporary withdrawal from school with re-enrollment on Disciplinary Probation possible, parent/admin meeting
- Meeting of the Admin Team
- Expulsion after a parent meeting with the Admin Team

This general process is to be followed except if the violation is egregious and necessitates immediate suspension such as violence or possession of a weapon - in such cases, a further investigation may be warranted possibly resulting in withdrawal or expulsion.

Student Progress & Assessment

A variety of methods are used to monitor student progress and report results. Results are provided to assist the student, parent and teacher in working together to achieve the best education possible for the students. They are not intended, in any way, to be used to determine a child's self-worth or value.

Grading Policy

Report cards are issued on a quarterly basis. Students receive an achievement grade and an effort grade for most subjects. The achievement grade is based on how well the child is performing in relation to a predetermined standard. If a student is on an accommodation plan and therefore not working at grade level, the grade is asterisked to indicate that the work has been modified. The effort grade is earned by student participation and attitude toward learning.

Students are expected to take responsibility for meeting deadlines when completing their work. Efforts to notify parents of missing work will be made. Missing assignments contribute to low and/or failing grades. Parents are encouraged to contact the teacher regarding grades and assignments throughout the quarter.

Fourth through eighth grade tri-weeklies are a snapshot of your child's performance on the activities, assignments and/or tests completed every three weeks throughout the quarter. It is not a prediction or guarantee of the final quarter grade. A student may receive satisfactory grades for the tri-weekly and yet receive unsatisfactory quarterly grades. Factors that may contribute to unacceptable grades may be late and/or missing assignments and low test scores in the last part of the quarter. Another factor that may affect the final quarter grade is if a long-term assignment or final test is weighed more heavily than other work.

The final quarter grade is derived from teacher-selected assignments and tests as well as classroom participation. Because quarter grades are tied to a specific time period, they cannot be changed by completing extra credit or re-doing assignments or tests. However, for the sake of knowledge and/or skill attainment, remedial work is recommended.

Tests, Quizzes, Projects, Daily Assignments & Homework

These are the primary methods used by teachers to assess student progress. A written copy of the teacher's student progress assessment methods and grading policy are available for parents.

Stanford Achievement Test

The Stanford Achievement Test (SAT) is a nationally standardized test administered annually to all students in grades three through eight. The results are recorded in each student's folder and forwarded to parents. Detailed interpretation is available upon request through a conference. This test indicates how each student is progressing in school as measured against students in the same grade throughout the United States.

Academic Success Plan

Academic requirement for **Good Standing** status:

- As, Bs, and Cs in all core classes (Math, L.A., Science, History)

Academic Review

5th-8th grade: If at the end of a *3-week cycle (tri-weekly)* the student has:

- One or more Ds or one or more Fs in core classes

...then the student will be placed on **Academic Review**, which requires the student to:

- Meet briefly with their teacher.
- 5th/6th graders will have a one week grace period to allow them to turn in work and avoid study hall. If at the end of the grace week, they still have a D/F, then they will be expected to attend daily study sessions during lunch recess and lunch until the next tri-weekly or report card (whichever comes first). If a student gets caught up and has no other work to do in study hall that will allow them to improve their grade, they may petition to get out of study hall. Students will need to bring their cold lunch. Attendance will be taken.
- 7th/8th graders do not have a grace week and will be expected to go straight to study hall after earning low grades on a tri-weekly. If/when they are able to get their grades up, they may petition to get out of study hall. Students will need to bring their cold lunch. Attendance will be taken.
 - Rules for Study Hall:
 - Students must bring their work with them to Study Hall.
 - Lunch study is to be quiet so students may concentrate.
 - Group work is not allowed.
 - Chromebooks should be used solely for academic purposes. They may come with their class-issued Chromebook but will not be allowed to leave and get it if they forget.
 - A student may be on **Academic Review Level 1** for multiple tri-weekly periods throughout the year. However, if the student still has Ds or Fs at the very next tri-weekly/grading period (in other words, two in a row) they will enter **Academic Review Level 2**. At Level 2:
 - Administration will call parents to discuss after-school tutoring options (instead of lunchtime)
 - GSS may require after school tutoring. A student may be required to attend tutorials at GSS two days a week and/or one hour of tutoring per week outside of GSS and submit a record of tutoring to the school.
 - Students who continue to have low grades (Ds and Fs) after these interventions, may be at risk of losing their spot at GSS. *

If a student receives a *D* or lower on the next report card, parents will meet with the teacher and the principal; and the student is placed on probation. The next checkpoint will be discussed as well.

If appropriate, a full evaluation may be recommended at this time. If an evaluation is recommended, an appointment must be made with the testing coordinator, Mrs. Cox, within one week. At this point, the student will follow *Identifying Special Needs* steps instead of this process, but still may benefit from tutorial or tutoring assistance.

*Principal has final say on dismissal.

Student Admission Standards & Procedures

Minimum Admission Standards

At least one parent who has legal, daily responsibility for the child must meet the following minimum admission standards:

- Must trust Jesus as Savior and have a close, consistent walk with Him
- Agreement and support of our beliefs (see pg 2)
- Agreement and support of our stated philosophy of education, mission and goals (see pg 1)
- Ongoing, active involvement in child's education, parent conferences, meetings and school activities
- Agreement to work with the school to provide the best possible Christian education for the child
- Sign handbook, behavior contract and dress code

Application Procedure

- Visit gssrams.com & click on the enrollment tab.
- Complete the online application then you will be contacted by the school to setup an assessment.
- Students meeting admission requirements are considered for enrollment on the following priority structure (Principal/Elders retain the right to make final admission decisions)
 - -Returning students
 - -Siblings of currently enrolled students
 - -Good Shepherd Community Church members (length of attendance, tithing and service at GSCC will be given priority)
 - -Christian families attending other churches
 - -All things being equal, applicants will be selected by lottery
- An interview is part of the application process. Although we generally use the above-mentioned criteria, families may not be admitted due to several factors. The existing classroom composition and limited resources influence admittance decisions. New applicants at the junior high level will be accepted on a probationary status only. Other grade-level students may be accepted on a probationary status as well. The school strives to maintain a balanced class population.
- When a class becomes full, a waiting list is established.

Costs

- | | |
|--|--|
| ● Tuition | see schedule |
| ● Application fee (non-refundable) One-time | \$25 per student |
| ● Registration fee (non-refundable) Annually | \$50 per child/\$75 for seventh and eighth |
| ● Books & classroom fees (non-refundable) Annually | approximately \$200 per student |

Tuition Payments & Penalties

- **Tuition is due the first of each month.**
- Tuition payments may be made on a monthly basis, beginning July 1, or a lump sum payment July 1st.
- Tuition payments are made through electronic payments.
- Students will not be admitted for a new school year until all past school tuition and fees have been paid.

Good Shepherd School admits students of any race to all the rights, privileges, programs and activities generally accorded or made available to students and does not discriminate on the basis of race in the administration of its educational policies, admissions policies and other school-administered programs.

Withdrawal Policy

- If a student is withdrawn before the school year begins, the July payment will be forfeited. The August tuition will also be forfeited if the spot is not filled within 30 days.
- If a student is withdrawn before the end of any given month, all year-to-date tuition as well as tuition for the entire month will be forfeited. If tuition has been paid ahead, there may be a refund minus the tuition for the current month.
- No books/fees will be refunded (this will be considered a withdrawal fee).

Parental Involvement*

At Good Shepherd School, parents and teachers work together as a team to meet the educational needs of each child. Teachers work to develop a scope and sequence of material to be presented within each grade level. They present and reinforce new concepts and monitor progress. Parents reinforce at home what their child learns in the classroom. This requires a definite commitment on the part of the parents to be involved in their child's education. Parents are uniquely qualified to deal with a student's attitude toward their schoolwork. A parent need not know all the answers to be meaningfully involved in the child's education. Because of our concern that parents be part of Good Shepherd School, there will be easy access to classrooms and teachers. With this privilege, we request that families support each teacher and communicate thoroughly with minimum disruption to students. Any differences/concerns families might have with any teacher should be discussed in a private talk with the appropriate teacher sometime other than during the school day, unless arrangements have been made and agreed upon.

*Lack of compliance on the parents' part may be grounds for the child's dismissal from the school.

COMMUNICATION PROGRAM

Our school community is committed to relationships that honor our Lord and one another. The following program outlines Biblical principles and procedures to assist us in *learning together to live like Christ*.

To establish a community characterized by loving, open and trusting relationships between students, parents, teachers, administrative staff and church leadership we encourage members to:

- Rely upon the principles of communication set forth in the Scriptures, for His Word penetrates the heart and judges our thoughts and attitudes (Hebrews 4:12)
- Communicate personally and directly to the appropriate person(s) to solve problems and avoid involving third parties (Matthew 18:15)
- Allow the Holy Spirit to produce His fruit in each life (Galatians 5:22)
- Maintain a pure heart for out of the abundance of the heart the mouth speaks (Matthew 12:35)
- Speak to benefit others (Ephesians 4:29-32)
- Select words that bring true understanding (Proverbs 17:27)
- Listen to learn and listen before we evaluate; hear others out (Proverbs 23:12, 25:12)
- Control our tongues (James 1:26)
- Stop a quarrel before it gets started (Proverbs 20:3)
- Be accountable for what we say (Matthew 12:34-37)
- Do not speak evil of another person (Ephesians 4:31, James 4:11)
- Seek to help, not hurt (I Corinthians 13:4-7)

Good Shepherd School seeks to provide accurate and up-to-date information and support positive relationships through both formal (Monday Messengers, emails, letters, grading, meetings, conferences, etc.) and informal (day-to-day interactions, conversations, informal meetings) processes.

In the communication process, disagreements and misunderstandings inevitably occur. We desire to use these situations as opportunities for growth and a deepening of relationships. We ask that each member use the following process in seeking resolution to a disagreement or misunderstanding. The purpose of this procedure is to secure between individuals at the simplest level possible, orderly solutions that may arise from time to time.

1. Prayerfully, calmly and respectfully go directly to the person with whom you have a misunderstanding or concern to work toward resolution.
2. If you have a question, misunderstanding or disagreement with a school practice; or if a problem with an individual has not been resolved in a private meeting, the principal will meet with the concerned party or parties to seek and provide information and/or to resolve conflict.
3. In the event the problem is not satisfactorily resolved at levels one and two as above, the church leadership (pastors and/or Elders) will be asked to help facilitate a resolution.
4. In the final analysis, after receiving input and careful deliberation of issues, it is the responsibility of all participants to support decisions made by those in leadership positions.

Chart of Progressive Discipline

As a general rule, classroom actions which evidence disrespect, lack of courtesy, general disturbance, abuse of permission, incomplete homework, lateness and other offenses shall be handled by the teacher. Situations that the teacher evaluates as chronic, flagrant, or otherwise worthy of special handling will be referred to the administration. The following chart illustrates the basic framework used at GSS to help guide the disciplinary process once it moves to the administration. We endeavor to be fair and consistent in our discipline. The support of parents is essential in this crucial aspect of education and character development. Infractions occurring at school, during school sponsored events, or not, on or off campus are subject to appropriate action by the school. Severe or continued infractions may result in suspension or expulsion (see Action Plan).

Category 1	Category 2	Category 3
Sample behaviors: Disruptive behavior Excessive talking/noise Minor disobedience Subtle disrespect Failure to follow rules Non-profane name calling Repeated dress code violations	Sample behaviors: Overt disrespect Profanity Targeting/mean behavior Destruction of property Insubordination Dishonesty/cheating Recurring Cat. 1 behavior	Sample behaviors: Heavy physical contact (hitting, kicking, etc.) Harassment/bullying (continued/extreme) Vandalism/Theft Lewd or vulgar behavior Sexual harassment Recurring Cat. 2 behavior
Frequency First time/infrequent	Frequency Repeated/recurring Cat. 1	Frequency Chronic/recurring Cat. 2
Severity Category 1, 2, 3 Minor/Cat. 1	Severity Moderate/Cat. 2	Severity Major/Cat. 3
Possible Consequences Verbal or written warning Conversation w/ principal Parent contact Apology/restitution	Possible Consequences Detention In-school suspension Parent conference Behavior plan	Possible Consequences Out-of-school suspension Probation/Action plan* Expulsion

*At the point at which an action plan is created, the procedures laid out and adopted by the school and church elders will be followed.