

## Reconciliation Plan

It sure would be great if every student who enrolls in your school is perfect; they have no behavioral challenges, always do the right thing, speak words that are wholesome and uplifting, display acts of kindness, and show respect for one another, teachers, parents and those in authority. I am certain there are students like this. However, there will always be a few that try your patience and violate the rules, and policies of the school. The violation of these codes may result in a student being suspended from attending school or even asked to withdraw.

Suspension in many cases does little or nothing to change the way a student behaves. It may keep their continued behavior in line, and more often, it teaches the student to be more careful in who they tell what they are doing or to find better ways of not getting caught.

Releasing a student from attending school is especially trying in schools that believe that every student who enrolls is there on divine appointment with the purpose of seeing God's plan for their lives fulfilled as stated in 2 Timothy 3:17, "That the man of God may be perfect, thoroughly furnished unto all good works."

Sometimes, when students are asked to withdraw, the question that a school faces is "why did you kick this student out for no reason?" It is difficult for some to understand that being asked to withdraw from school is the logical consequence that points to the seriousness of the choices a student has made and that it is the student's own poor decisions that result in his or her being asked to withdraw.

When students make wrong choices, and are asked to withdraw from school, both the parents and school leaders must ask, "Have we done everything we can do to help this student make the right decisions?" In most cases, the answer is "No, we could have done more." After students are asked to withdraw, the opportunities to speak into their lives to foster God's plan are diminished. Instituting a reconciliation plan is a powerful method for giving direction and guidance for a student who is asked to withdraw.

### Guiding Principles

The guiding principle in reconciliation is love, acceptance, forgiveness, plus grace and mercy. However, this does not mean that the school condones misconduct. It still is charged with the responsibility to administer certain consequences for wrong decisions. Helping students change does not mean lowering standards and expectations or compromising policies.

A reconciliation program is an attempt to give an opportunity for students who had been asked to withdraw from school to return. The foundational principle of this program is taken from 2 Corinthians 5:18-19: "Now all things are of God, who has reconciled us to Himself through Jesus Christ, and has given us the ministry of reconciliation, that God was in Christ reconciling the world to Himself, not imputing their trespasses to them, and has committed to us the word of reconciliation."

Such a program has been successfully implemented at Victory Christian School and is very effective in giving a method for the school to continue to speak into the lives of those whose behavior resulted in their being asked to withdraw from school.

Reconciliation leads to restoration, which is at the heart of the Gospels. The Apostle Peter makes the case for restoration in Acts 3:19-21 whereby sins can be forgiven and forgotten. Restore means to “bring back into a former or original condition.” The goal goes beyond restoring; it is intended to improve or increase (Joel 2:21-26).

Reconciliation becomes a process whereby the broken relationship between the school and the student can be restored. This process is presented in 2 Cor. 5:18 whereby the school staff takes on the “ministry of reconciliation.” The word reconciliation is the Hebrew word “kaphar” and is translated into English as forgive, purge away and be merciful. These are the attributes needed in ministering reconciliation to students.

The process begins with true repentance and asking for, seeking, and receiving forgiveness. Thus, it goes beyond apologizing, which is just a one-way action by the student. Charles Spurgeon writes: “Repentance is a discovery of the evil of sin, a mourning that we have committed it, a resolution to forsake it. It is, in fact, a change of mind of a very deep and practical character, which makes the man love what once he hated, and hate what once he loved.”

The biblical basis for repentance is found in Luke 3:8-14 and in Acts 3:19 where repentance results in a change of actions. Furthermore, Acts 26:20 says, *“I preached that they should repent and turn to God and prove their repentance by their deeds.”* Thus, repentance includes both a change of mind and a change of action.

Once a decision is made for change, the Holy Spirit becomes the catalyst for change. Once a decision for change is made in the heart (spirit) of the student, and there is a commitment to change, the task of the school is to do whatever is possible to strengthen this decision until its manifestation begins to show itself and bear fruit. The work of the Holy Spirit is to help complete the work of change. Philippians 1:6 says, *“being confident of this, that he who began a good work in you will carry it on to completion until the day of Christ Jesus.”*

### Importance of Time

An important aspect of the program is time. When a school only runs under the guidelines of love, acceptance, forgiveness, grace, and mercy, most students will be ready to repent and to express sorrow for their wrong choices. However, unless actions are changed, after a few days or weeks the school might find these same students repeating the same wrong choices. Extending the reconciliation period to a semester not only reinforces the seriousness of the wrong choice by the strict consequences, but it also gives enough time to discern the sincerity of the heart, to test the student’s desire to be at the school and to see if remorse and repentance were genuine. Time gives an opportunity for the student to establish new patterns of behavior. (Eph. 4:28)

At Victory Christian School ninety-five percent of the reconciliations last for a semester. Some plans have lasted three months while others have lasted a year. While on “reconciliation” students are considered suspended from school and therefore are not allowed to be on campus or to take part in any school-sponsored activities. This reinforces the seriousness of their wrong choices.

### Educational Program

Students who are suspended need to be given an opportunity to continue an educational plan. For short suspensions of 3 to 10 days, the plan can be presented and monitored by the school. For those students

who are asked to withdraw and given a reconciliation plan, the school can work with the student to enroll at another school or in an online program. While away from the school, the student is expected to continue their educational plan. Monitoring of their academic program is part of the reconciliation plan.

### Completion of the Plan

The fact that a student completes the reconciliation plan should not be an indicator that he or she will automatically be readmitted to the school. It should be the school's desire that the changes the student makes will better the student regardless of which school they attend and if they are readmitted to your school. In some cases, the changes students make are motivated by the reward of being able once again to take part in activities, such as getting back on a sports team or taking part in music and art rather than out of a desire to please God. If a student's behavior does not genuinely change, then the student may be asked to attend another school.

Following completion of the reconciliation plan students who are accepted for re-enrollment are placed on strict probation for a period of at least one quarter; however, probation may be for an entire year. During this time, should the student choose to continue to engage in conduct that is contrary to the general code, classroom code, or honor code, it is automatically understood based on parents signing the reconciliation plan, that the parents will withdraw the student from school.

A probationary period is an important consequence. It is necessary since the school takes a big risk in allowing a student who has been asked to withdraw, back in school. It is not unusual for the friends of the student to know more about the student's attitude, character, and behavior than their parents, teachers, and administrators who are monitoring the reconciliation plan. They know what is really happening in the life of a withdrawn student. In fact, survey information from our students, parents, and teachers shows that on an average, for every time a student is caught engaging in unacceptable behavior, they have had at least five other similar occurrences that have gone unnoticed. Being on probation helps in ensuring continuous improvement.

### The Success of the Program

Our experience has shown that 85% of the students who are on a reconciliation plan, have faithfully fulfilled their plan, and have become a positive influence in the school. Some of the most challenging students have developed into great examples of God's redemptive love in their lives. The other 15% either did not fulfill the conditions of their plan or input from friends and individuals gave evidence that a genuine change had not taken place. It is these that are not allowed to return to school. Not returning is another lesson to learn - there are consequences for every decision made in life.

When students engage in unacceptable behavior, the school fully expects parents to take decisive action and initiate consequences. The more the family (and in some cases public authorities) are involved in administering strict consequences, the less the school needs to be involved.

The success of a reconciliation program involves considering the circumstances, attitudes, character, truthfulness, repentance, remorse, openness, and level of home discipline surrounding each situation. Treating each student fairly may result in different consequences. Fairness is not attached to what happens to other students but is designed for that particular individual's situation. It is the same principle that we see in Jesus' story of the Widow's Mite. She contributed only two mites in the offering, yet, given her situation, her sacrifice proportionally was much greater than those who had plenty.

## Reform vs. Transformation

Some parents feel that the school has been too merciful in allowing students to return to school following a period of reconciliation. Some would use the accumulation of accusations toward a student to let the school know that “your school should not be a reform school.” In other words, they want you to know that it is not the school’s responsibility to help correct behavior. Yet, they may be the first ones to ask for mercy when the disciplinary action is directed towards their own children.

Your school should not be a “reform” school but a “transformation” school. The school is here to do its very best to see that every student who enters its doors is growing spiritually, learning to be submissive to those in authority, and being conformed to the image of Jesus. Teaching and training students to display good character, respect the rights and property of others, display a good attitude, be a positive example, involved in wholesome, Christ-pleasing relationships. They should be improving academically, contributing positively to Christ-centered homes and families, being a good citizen and a positive example for the community. Reconciliation affords an opportunity for the school to strive to work with every student to accomplish these goals as long as they are willing and show progress towards these ends.

## Reconciliation Plan

### Suspension/Withdrawal Decision

Policies should be in place specifying how many days a student can be suspended by the principal or superintendent. Asking a parent to withdraw their child should be a decision made by a group, such as an administrative council or disciplinary committee. The school board should only become involved in the case where a student is asked to be withdrawn from school and the parent refuses and the school board acts to expel the student.

### Due Process

Private schools have a little more latitude in the way that it deals with suspensions, withdrawals, and expulsions because of the contractual agreement parents sign when they enroll their student. Policies should be in place that specifies who can suspend students and the length of the suspension. For example, principals may suspend students up to three days. More than three days suspension should require the approval of the superintendent. The Superintendent may suspend a student for up to 10 days. Any action beyond 10 days suspension should be a decision of a special group. Regardless of the length of suspension or the decision to ask parents to withdraw a student or the school boards act of expulsion, all students must be afforded “due process.” This involves having in place a referral system to deal with behaviors that may call for suspension or withdrawal. Certain procedures need to be followed and students must be afforded certain “due process” rights, especially when suspension or expulsion are possible.

**Reconciliation Decision.** Just because a student is asked to withdraw does not guarantee the opportunity to be placed on a reconciliation plan. This decision should follow the level of repentance, remorse, and attitude of the student and a review of the situation by a group. There is the wisdom of a multitude of counselors. *“Without counsel, plans go awry, But in the multitude of counselors they are established”* (Prov. 15:22).

**Reconciliation Prescription.** During an out of school suspension or period of reconciliation, the student will be given a specific prescription. This may include the reading of scripture verses relating to the

situation, reading of books (mini-books), viewing of videotapes, or listening to audio tapes. The type and number of items contained in the reconciliation program are based on circumstances surrounding the incident, the spirit of repentance, willingness to make amends, steps of forgiveness and apologies, and action taken by the parents. The more the parents are involved, the less the school needs to do.

The student is required to follow an individual prescription and completes a study guide. Part of the study guide includes answering the question, "Having completed this assignment, what is the Spirit of God saying to me that needs to change in my life?" Students are asked to make a list of these areas needing to be changed and an action plan for change.

**Reconciliation Follow-up Meeting.** Once the program begins, the student is required to attend a follow-up meeting with the person assigned to monitor the program. This may be the principal, counselor or some other significant school staff, such as a key teacher, unit leader to even a coach. These meetings should start no sooner than one week into the reconciliation plan and no more than two per month. The plan is monitored throughout the length of the period of reconciliation.

**Re-entry Meeting.** When a student completes the reconciliation plan, a re-entry meeting is held. It is the responsibility of the parent to place in writing a request for the student to return to school. The parents and student may be asked to meet with a re-entry group. The re-entry group reviews the petition and listens to the testimony of the parents and student. All the information is considered and a re-entry decision made within two days of the meeting. The decision is then communicated to the parents and the student.

**Probation.** All students re-entering the school are automatically placed on a nine-week probation. During this period, they will meet weekly with the principal, or appointed school representation. At the end of the nine-weeks, a decision is made and communicated to the student, parents, and staff if the suspension is removed or extended.

### Re-admission Process

As the reconciliation plan unfolds and is near completion, there are several key questions that need to be considered as part of the readmission decision.

1. Has genuine sorrow and repentance been displayed? Repentance should be evidenced by a change in the students' actions as well as by their words. Look for situations where the student may have said one thing, but their social media pages and comments made to others indicate that their repentance was not genuine.
2. Has forgiveness actually been sought from all parties involved in the offense? This is more than just the parents taking the lead; it involves the actions the student takes to ask for forgiveness.
3. Has full restitution been made to all offended parties? This may require compensation in time, materials, work, or finances.
4. Have new positive relationships been established with the offended persons? This is especially true of situations involving other students and their families. The goal is to remove any root of bitterness.
5. Has the student been in regular attendance at his/her Sunday and youth services? A commitment to regular church attendance is a must to give the student an opportunity to hear

the Word of God. Hearing sets the stage for doing God's will. Look for faithful attendance for three of every four weeks per month over the period of reconciliation.

6. Has there been a positive report from the parents? Since the parents are ultimately responsible to God for their children, they should be taking measures to discipline them. Look for what has been done and the responses of the students to directives and expectations. Are the students respecting, honoring, and obeying their parents? If they are, then you can be confident that the parents will continue to monitor their child's behavior once the reconciliation period is over.
7. Has there been a positive report from the pastor or youth pastor? Look to see if the student has been an active participant in the church and youth services with positive interaction within services and activities.
8. Is there a positive report from the school the student is now attending during the reconciliation period? If they are sincere about the changes they are asked to make, these changes should be evident in their lives at whatever school they now attend. They should not have any disciplinary issues in the new school environment.
9. Is there a positive report from all parties affected? A positive report is the culmination of forgiveness and restitution.
10. Has the student faithfully completed all conditions for reconciliation? Completion of the reconciliation program should result in a changed life as evidenced by godly character. The goal is for the student to become willing and obedient, to submit to the authority of the school leadership and his or her parents. Students successfully completing reconciliation should be a godly example to family, friends, classmates, teachers, and administrators.

## Documentation

There are several sample documents that will help in administrating a reconciliation program. These include the following:

1. Disciplinary Referral Form – use to refer a student for misconduct
2. Reconciliation Expectations – use to confirm acceptance of reconciliation rather than withdrawal. Use as a cover letter for each reconciliation plan
3. Reconciliation Plan and Notice to Parents to Participate – use to notify parents of the opportunity to participate in a reconciliation plan and for parents to accept a reconciliation plan for their student
4. Reconciliation Letter to Parents – use to explain the seriousness of the violation of school standards that resulted in suspension or withdrawal
5. Denial of Reconciliation – use this letter to communicate to parents that the school will not be offering a reconciliation plan and will help the student transfer to another school
6. Reconciliation Prescription – use to present the conditions within the reconciliation plan
7. Reconciliation Meeting – use to document follow-up meetings with the student and to review progress on the reconciliation plan
8. Readmission Decision – use to document a decision to allow the student to be reinstated following the completion of the reconciliation plan
9. Student reinstatement agreement – signed by student and parent following the readmission decision

**Disciplinary Referral**

Student Name:	Date:
Student ID Number:	Period:

Referred to:

<input type="checkbox"/> Verbal Abuse <input type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Fighting <input type="checkbox"/> Truancy <input type="checkbox"/> Smoking <input type="checkbox"/>	<input type="checkbox"/> Cheating <input type="checkbox"/> Failed to Cooperate <input type="checkbox"/> Improper Dress Code <input type="checkbox"/> Immature Conduct <input type="checkbox"/> Hygienic Challenge <input type="checkbox"/>	<input type="checkbox"/> Reckless Driving on Campus <input type="checkbox"/> Fails to Respect Authority <input type="checkbox"/> Vandalism of School Property <input type="checkbox"/> Vandalism of Student Property <input type="checkbox"/> Other <input type="checkbox"/>
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**Action Taken**

<input type="checkbox"/> After School Detention <input type="checkbox"/> After School Probation <input type="checkbox"/> Bus Suspension <input type="checkbox"/> Conference w/parent <input type="checkbox"/> Conference w/student <input type="checkbox"/> Conference w/teacher <input type="checkbox"/> Corporal Punishment <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Counseled Student <input type="checkbox"/> Expulsion <input type="checkbox"/> Given Written Assignment <input type="checkbox"/> In-house Suspension <input type="checkbox"/> Main Office Suspension <input type="checkbox"/> Official Warning <input type="checkbox"/> Out of School Suspension <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Phoned Parent <input type="checkbox"/> Placed on Probation <input type="checkbox"/> Placed on Work Detail <input type="checkbox"/> Referral Mailed Home <input type="checkbox"/> Referred to Counselor <input type="checkbox"/> Referred to Principal <input type="checkbox"/> Sent Letter to Parent <input type="checkbox"/>
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**Signature of Referring Person** **Date**

**Signature of Principal** **Date**

**Signature of Parent** **Date**

## Reconciliation Expectations

It is our belief that every student who enrolls at [NAME OF SCHOOL] is here on Divine appointment. We know that His plans and purpose are for good and for an expected end. Part of this plan is the fulfillment of the goals established by [NAME OF SCHOOL]. Some of these include the following:

1. To be spiritually mature (1 Cor. 14:20).
2. To be submissive to those in authority from God's perspective (Romans 13:1-7; Heb. 13:17; Eph. 6:1-3).
3. To be conformed to the image (likeness) of Jesus, to think like Him and to act like Him (Matt. 5:48; John 15:4).
4. To use good study skills and habits (2 Tim. 2:3-7).
5. To be a good citizen (Rom. 13:1-7).
6. To display good ethics (Rom. 13:9).
7. To respect the rights and property of others (Rom. 14:13).
8. To foster a good attitude (1 John 2:15-17).
9. To become a positive example (1 Tim. 4:12).
10. To contribute positively to Christ-centered homes and families (Eph. 5:22,23; 2 Peter 3:18).
11. To foster wholesome, Christ-pleasing relationships (1 Thess. 4:1-7; 1 Tim. 4:12; Gen. 2:18-25; Eph. 5:22-33).

The outcome is the fulfillment of 2 Timothy 3:17, "That the man of God may be perfect, thoroughly furnished unto all good works."

We set attainable standards for our students and expect them to move towards these standards. One of our tasks is to instruct students in behavior that will result in growth. Sometimes students choose to make poor choices and as a result violate these standards.

As a result, a student may have to experience the consequences for these choices (Galatians 6:7). Some of these consequences include detention, suspension, and withdrawal from class or school.

The primary purpose in these consequences is not to punish students. Rather, the intent is to point out the seriousness of wrong choices and the need for the student to make the necessary changes to move towards the established standards.

Our heart is to love, accept and forgive a student without condoning the poor decisions they have made. Regardless of what a student may have done, they are significant to God. Our goal is to foster a spirit of reconciliation and restoration.

We understand that you and [NAME OF STUDENT] have expressed a desire to see [Him/HER] return to {NAME OF SCHOOL}. That is ultimately our desire as well. In order for this to happen, we have developed the following reconciliation plan. It is vital that each step of this plan be completed for reconciliation to occur. We are looking forward to meeting with you this summer and seeing the great things that Christ is doing in {NAME OF STUDENT}'s life.

SIGNED BY PRINCIPAL

## Notice to Parents to Participate in Reconciliation Plan

[DATE]

Dear Mr. and Mrs. [FAMILY NAME],

It is our belief that when [NAME OF STUDENT] enrolled at {NAME OF SCHOOL} it was by Divine appointment. We know that His plans and purpose are for good and for an expected end. Part of this plan is the fulfillment of 2 Timothy 3:17, "**That the man of God may be perfect, thoroughly equipped for all good works.**"

We set attainable standards for our students and expect them to move towards these standards. One of our tasks is to instruct students in behavior that will result in growth. Sometimes students choose to make poor choices and as a result violate these standards. As a result, a student may have to experience the consequences for these choices (Galatians 6:7). The consequences for the choices that [NAME OF STUDENT] made have resulted in withdrawal from [NAME OF SCHOOL] for a period of one semester. The primary purpose in this consequence is not to punish [NAME OF STUDENT]. Rather, the intent is to point out the seriousness of wrong choices and the need for him to make the necessary changes to move towards the established standards.

Our heart is to love, accept and forgive a student without condoning the poor decisions they have made. Regardless of what a student may have done, they are significant to God. Our goal is to foster a spirit of reconciliation and restoration.

Within the next 10 days, if [NAME OF STUDENT] desires to be reconsidered for enrollment at [NAME OF SCHOOL] on [FALL SCHOOL ENROLLMENT DATE], it will be necessary for him to participate in a reconciliation program. We would like to have an opportunity to work together on the items of this plan. Please call me and arrange a conference within the next 10 days.

If you have any further questions, prior to this conference, please call. If we do not hear from you within 10 days, we will conclude that [NAME OF STUDENT] will not be considered for re-enrollment at [NAME OF SCHOOL].

Sincerely

## Reconciliation Letter to Parents – Reconciliation Plan

[DATE]

Mr. and Mrs. [NAME OF FAMILY]:

Everyone, parents, students, and school deeply regret the situation that took in OK City. Jer. 29:11 says that God's plans are for you are for good.

The Administrative Council has taken another look at the level of association with alcohol and the reproach within the community. Our review took into consideration the following factors:

1) level of involvement, 2) truthfulness, 3) level of knowledge of the event, 4) effort taken to remove oneself from the situation, 5) level of remorse demonstrated and repentive spirit, 6) prior experience with alcohol or community actions, 7) respectfulness and compliance with other school rules, 8) previous behavioral issues and conduct in school, 9) parental consequences administered in the home, 10) the student's response to discipline, 11) the length of time at Victory, and 12) level of reproach to the school within the community.

We have considered the effort the school has taken to communicate to students the school's expectations. This includes 1) parent and student agreement to vision of [NAME OF SCHOOL] as presented by [NAME OF ADMINISTRATOR, FOUNDER, PASTOR, ETC.] on Tape or CD, 2) school expectations as published in the student/parent handbook, 3) signing of the 24/7 honor code each year, 4) presentations in chapel on godly lifestyles, 5) direct communication by the principal regarding the seriousness of involvement in drinking, and, 6) a special letter addressed to parents of seniors and students admonishing them to finish strong and not to become involved in any activities that would jeopardize graduation.

We all realize there are consequences for the decision we make. Sometimes, living with the decisions we make is more difficult than making the decision. We also believe in reconciliation for wrong decisions. The reconciliation plan that we are offering to you we believe is fair and equitable given our review of each student. This plan for reconciliation is presented in the attached document.

We consider [NAME OF STUDENT] be valuable and we believe in [HIM/HER]. We believe that God has some great plans for [NAME OF STUDENT] and expect His best in [NAME OF STUDENT] 's life, and that going through this situation will strengthen a godly lifestyle for [NAME OF STUDENT].

In His Service,

## Denial of a Reconciliation Plan

[DATE]

Mr. and Mrs. [NAME OF FAMILY]:

Everyone, parents, students, and school deeply regret the situation that took in OK City. Jer. 29:11 says that God's plans are for you are for good.

The Administrative Council has taken another look at the level of association with alcohol and the reproach within the community. Our review took into consideration the following factors:

1) level of involvement, 2) truthfulness, 3) level of knowledge of the event, 4) effort taken to remove oneself from the situation, 5) level of remorse demonstrated and repentive spirit, 6) prior experience with alcohol or community actions, 7) respectfulness and compliance with other school rules, 8) previous behavioral issues and conduct in school, 9) parental consequences administered in the home, 10) the student's response to discipline, 11) the length of time at our school, and 12) level of reproach to the school within the community.

We have considered the effort the school has taken to communicate to students the school's expectations. This includes 1) parent and student agreement to vision of [NAME OF SCHOOL] as presented by [NAME OF ADMINISTRATOR, FOUNDER, PASTOR, ETC.] on Tape or CD, 2) school expectations as published in the student/parent handbook, 3) signing of the 24/7 honor code each year, 4) presentations in chapel on godly lifestyles, 5) direct communication by the principal regarding the seriousness of involvement in drinking, and, 6) a special letter addressed to parents of seniors and students admonishing them to finish strong and not to become involved in any activities that would jeopardize graduation.

We have also reviewed your child's behavioral record since being enrolled in our school.

Given these factors, the Administrative Council does not feel to offer [NAME OF STUDENT] an opportunity to return to our school. We will work with you in making a smooth transition to another school.

We consider [NAME OF STUDENT] to be valuable and we believe in [HIM/HER]. We believe that God has some great plans for [NAME OF STUDENT] and expect His best in [NAME OF STUDENT]'s life and that making a change to another school is the best decision the school can make.

In His Service,

### Plan of Reconciliation for Short Suspension

Student: [NAME OF STUDENT]	Date:
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1. [NAME OF STUDENT] will be allowed to return to school after serving a 9-day suspension.  
Prior to returning to class, a meeting with the Dean of Students is necessary. The date for return is 4/4. The student must make up missed school assignments.
2. [NAME OF STUDENT] will be placed on probation for the remainder of the school year. Should any suspendable offense take place, the student will be suspended for the remainder of the school year.
3. [NAME OF STUDENT] will not be able to participate in any school-sponsored activities for the remainder of the school year.
4. [NAME OF STUDENT] will listen to chapel CD dated 4/3 and construct no less than a one-page summary of the chapel and in so doing answer the question, "what changes do I need to make in my life after hearing this CD?" This response will be turned in to the Dean of Students and reviewed together. The date for completion is 4/11. This can be purchased from the bookstore.
5. [NAME OF STUDENT] will read Mini Books entitled, *Escaping Fatal Attractions*, and *You are Valuable* and write no less than a one-page response answering the same question as with the chapel CD. These books can be obtained in the Victory Book Store. The date for completion of this is 4/18.
6. [NAME OF STUDENT] must attend Sunday and Youth services and submit a letter of confirmation from their youth pastor. Due May 16.
7. [NAME OF STUDENT] will meet with the Dean of Students no less than once every two weeks for the month of April.
8. We expect parents to continue to monitor student's associations with other students.

I accept the plan of reconciliation being offered by the Administrative Council.

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Student Signature

Parent Signature

Date

## Reconciliation Meeting

This form is to be used as a recording instrument by the administrator for each meeting with a student who is on a plan of reconciliation. It is intended as a structured interview.

<b>Student Name:</b>		<b>Date:</b>	
1.	Date of Meeting:	Time:	
2.	Was the student in dress code?	___ Yes	___ No
3.	Did the student display a repentant spirit?	___ Yes	___ No
4.	“Are you attending Sunday and Wednesday youth services? What church are you attending?”	___ Yes	___ No
5.	“Have you completed all written assignments?”	___ Yes	___ No
	Assignment 1:		
	Assignment 2:		
	Assignment 3:		
	Assignment 4:		
6.	“Have you been having daily devotionals?”	___ Yes	___ No
	If yes, “Tell me more about your devotional time.”		
	If no, make suggestions starting with VCC daily Bible reading plan.		
7.	“What are you doing to keep up with your academics?”		
8.	“How have you been living by the Word of God since our last meeting?”		
9.	“How have you been led by the Spirit of God?” and “What has the Holy Spirit being saying to you?”		
10.	“What have you been doing to reach out to minister to others?”		

11.	“Is there anything we can pray about?” (Have student begin in prayer and you conclude in prayer.)
Signature of person assigned: _____ Date: _____	

Readmission Meeting Decision	
Name of Student: _____	Date: _____
Name of Mother: _____	Father: _____
Home/Work Phone: _____	Home/Work Phone: _____
Date consequences were implemented: _____	
Family Initiated Consequences (Be Specific)	
_____	
School Initiated Consequences (Be Specific)	
_____	
Change Strategies	
List new patterns of thinking, behaving or attitude that need to be evident in the life of the student in question before consideration is given for re-admission to classes.	
_____	
Parent Signature: _____	Date: _____
Student Signature: _____	Date: _____
Re-admission Monitoring	
Person assigned to monitor re-admission progress: _____	
1. <input type="checkbox"/> Yes <input type="checkbox"/> No	Has genuine sorrow and repentance been displayed by student?
2. <input type="checkbox"/> Yes <input type="checkbox"/> No	Has forgiveness actually been sought out from all parties involved in the offense? List Names: _____
3. <input type="checkbox"/> Yes <input type="checkbox"/> No	Has full restitution been made with all offended parties?
4. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have new relationships been established with the persons offended? List Names: _____
5. <input type="checkbox"/> Yes <input type="checkbox"/> No	Has student been in regular attendance in his/her Sunday and Youth services?
6. <input type="checkbox"/> Yes <input type="checkbox"/> No	Has there been a positive report from the parents?
7. <input type="checkbox"/> Yes <input type="checkbox"/> No	Has there been a positive report from the pastor or youth pastor?

8. <input type="checkbox"/> Yes <input type="checkbox"/> No	Is there a positive report from the school the student is attending?
9. <input type="checkbox"/> Yes <input type="checkbox"/> No	Is there a positive report from all parties offended?
10. <input type="checkbox"/> Yes <input type="checkbox"/> No	Has student faithfully completed all conditions of reconciliation?
Length or probation:	
Person assigned to meet with student:	
Date of next follow-up contact:	Type of contact: <input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Personal
Date of next follow-up contact:	Type of contact: <input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Personal
What specific changes in patterns of thinking, behaving or attitude have taken place since the student was released from classes:	
Recommendation for re-admission: <input type="checkbox"/> Yes <input type="checkbox"/> No If "yes", give date: _____ If "no", what recommendations were given towards change?	
<b>Student Reinstatement Agreement</b>	

All students who are suspended from school for violation of the General Code of Conduct, the Classroom Code of Conduct, or the Honor Code, will be placed on behavioral probation upon their return to school. This probation will remain in effect for one semester. During this time parents and school staff will monitor the student's academic, behavioral and spiritual progress. It is expected that the student will be in compliance with the behavior codes.

It is important for the student, parent, and school to have an understanding concerning the direction that the student needs to take to remain enrolled in school.

I/We are the parent(s)/guardian(s) responsible for:  
 \_\_\_\_\_  
 [NAME OF STUDENT]

He/she is returning from a suspension from school. He/She was placed on suspension for [LIST  
 \_\_\_\_\_  
 BEHAVIORS]

This Student Reinstatement Agreement asserts the understanding between the parent(s)/guardian(s) and school concerning the student's conduct in the future.

FIRST, I/we recognize that as the parent(s) or person(s) responsible for the student, I/we bear the final responsibility for the student's conduct at school. I/We agree that a student who is in violation of the school codes of conduct should not be permitted to have a negative influence upon the education of students who want to attend school and follow the codes of conduct.

SECOND, I./we have been provided information addressed in the current student/parent handbook, and have had the opportunity to ask questions concerning the items that appear in the codes of conduct.

THIRD, I./we have been informed in writing of our child's conduct and the placing of him/her on probation.

FOURTH, I./we agree that the following is a reasonable plan of action for our child's conduct.

- 1. Weekly meetings with VCS Administrator beginning in June

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- 2. Monthly meetings with youth pastor beginning in May

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- 3. Proof of academic progress during time away from VCS as determined by VCS administration.

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Student:	Date:
Parent/Guardian:	Date:
Principal:	Date:
Witness to Agreement:	Date:
Follow up Conference/Phone Call:	Date:
Reinstate to regular student status (removal from probation):	Date: