



**SAMPLE Residential Philosophy  
Statements**

Below are three sample philosophy statements from respected boarding programs from around the world. Each school has given permission to share their statements with you. As you will see, each statement is unique and different to that school's situation, as unique and different as your own philosophy statements should be. These samples are provided to help you to get started thinking deeply about your own philosophy of boarding in case this task is new to you. You should avoid directly copying any of the samples below, instead we hope the samples will inspire you as you consider why you do what you do in boarding.

### **Morrison Academy, Taiwan**

#### **Boarding Philosophy**

Morrison Academy operates a Boarding Division consistent with its primary purpose of providing educational options for the children of missionaries throughout Taiwan. Children of non-missionaries may be admitted under guidelines established by the Board of Trustees. The Boarding Division operates within the framework of the policies and procedures of Morrison Academy.

The Boarding Division recognizes the need for continuing parental responsibility and involvement in the care and training of students who reside in the dormitory. The values, teachings and beliefs of the parents are supported, insofar as they do not conflict with Morrison Academy's policies and procedures.

The Boarding Division strives to create a safe, comfortable, homelike, Christian environment by providing positive loving care, such as would be found in a Christ-centered home. The Boarding Division personnel exercise flexibility and understanding in the individual care of each boarding student's physical and emotional well-being within the context of the group living environment. Open communication, mutual respect, and trustworthiness are fundamental to the effective operation of the Boarding Division.

#### **Boarding Objectives**

The Boarding Division seeks to provide a comfortable, homelike and safe residence while providing care and training for each student in the following areas.

1. Spiritual: Provide an environment conducive to personal Christian growth and to assist the student in integrating Christian faith into all areas of life.
2. Physical: Provide nutritious meals and promote a healthy lifestyle.
3. Emotional: Assist the student in growth of self-esteem, personal responsibility and self-discipline.
4. Social: Promote growth in personal relationships, respect for authority, and sensitivity to the rights of others.
5. Educational: Promote good study habits and provide an environment conducive to study.
6. Cultural: Promote understanding, appreciation, and respect for the national culture as well as other nationalities and cultures represented in the school and dorms.

#### **Philosophy of Discipline in the Boarding program**

The purpose of any disciplinary action should be to encourage boarding students to be responsible for their actions and to help them integrate Christian principles into their lives.

Boarding Division personnel reserve the right to discipline any boarding student who violates the rules and standards of the Boarding Division. Discipline should be administered, applying the following guidelines:

1. Consequences should be fair and equitable, maintain the dignity of the student, and administered in and tempered by love.
2. Consequences should be appropriate and timely.
3. Consequences should maintain confidentiality.

Possible disciplinary actions include, but are not limited to, restrictions, probation, suspension, and revocation of dormitory residency. The use of corporal punishment is prohibited.

It will be the responsibility of the Boarding Supervisor to ensure that proper documentation and due process is adhered to in the administration of any of the following disciplinary actions.

### ***Restrictions***

A boarding student may be restricted to the campus, dormitory or the student's dorm room for disciplinary purposes. If the restriction is longer than two days, the Boarding Supervisor will be consulted ahead of time. When these restrictions are imposed, the dormitory parents will confer with the parents regarding the reasons for the discipline.

### ***Probation***

A boarding student may be placed on probation, for disciplinary purposes by the Boarding Supervisor, in consultation with the Superintendent. When a student is placed on probation, the Boarding Supervisor will confer with the parents regarding the reasons for the discipline and possible consequences for violations of the terms of probation.

### ***Suspension***

Suspension from the dormitory may occur for violations of dormitory rules that are deemed by the administration to be a serious detriment to the student, the staff, or the dormitory. Students, whose presence pose a danger to persons, property, or are an on-going threat or disruption to the Christian home environment, may be immediately removed from the dormitory.

The length and terms of a suspension will depend on the situation and the discretion of the Boarding Supervisor in consultation with the Superintendent.

At the time of suspension, the Boarding Supervisor and dormitory parents will confer with the parents regarding the reasons for suspension, with conditions of re-admission established in writing.

### ***Revocation of Dormitory Residency***

Students whose presence pose a danger to persons, property, or are an on-going threat or disruption to the Christian home environment, may have their dormitory residency revoked. The Superintendent, after referral from the Boarding Supervisor, may revoke a student's dormitory residency. The Superintendent will notify the parents regarding this action.

The Superintendent will make a report to the Chair of the Board of Trustees regarding any student who has had his/her dormitory residency revoked. Parents may make an appeal to the Chair of the Board of Trustees in writing within two weeks after official notification of the revocation.

## Taejon Christian International School, South Korea

### Philosophy Statement

The TCIS Residence Life Program values students as individuals. Our staff aims to serve families by equipping internationally-minded learners to lead in purposeful change through self-development, community-mindedness, and spiritual/moral growth.

### Student Outcomes

TCIS seeks to develop the following character traits in our residence students:

1. Self-Development
2. Community-Mindedness
3. Spiritual/Moral growth

TCIS MISSION	LEARN	LOVE	LEAD
RESIDENCE LIFE PROGRAM STUDENT OUTCOMES	Self-Development	Community-Mindedness	Spiritual/Moral Growth
IN RELATION TO	(Myself)	(Others)	(God)
OUTCOME SUB-ISSUES	<ul style="list-style-type: none"><li>• Accepts Personal Responsibility</li><li>• Personal Integrity</li><li>• Time Management</li><li>• Punctuality</li><li>• Cleans Room, Daily Chores, and Service Hour (if applicable)</li><li>• General Health</li></ul>	<ul style="list-style-type: none"><li>• Communication/Practical use of English</li><li>• Relates Well with Peers</li><li>• Cultural Sensitivity</li></ul>	<ul style="list-style-type: none"><li>• Evidence of spiritual/moral growth</li><li>• Displays Sound Judgment</li><li>• Displays a positive self image</li></ul>

	<ul style="list-style-type: none"> <li>• Respects Rules and Authority</li> </ul>		
--	--	--	--

### Personal Schema for Growth (PSG) in Boarding

The Personal Schema for Growth (PSG) is the intentional action to support the development of who the young person is, building on past experiences, culture and history with the opportunity for new pertinent experiences. The growth of the person is key. The PSG program focuses on key areas that are relevant to living in the residence program, learning at a school and as a young person growing through adolescence. Implementation of the Personal Schema for Growth (PSG) is through the themes: Academic Potential, Well Being, Spiritual Strength, Healthy Growth and Leadership Action.

## **Black Forest Academy, Germany**

### **Boarding Philosophy**

The Boarding Program partners with Student Learning and Student Life in order to support the developmental goals and objectives for BFA students. In doing so, the Boarding Program supports the mission to provide a quality, international Christian education that equips students to influence their world through biblical thought, character, and action.

BFA's Boarding Program partners with parents in the education and care of their children, affirming the need for continued parental involvement in the care and training of students in the boarding program. In addition to its Duty of Care, the Boarding Program has a responsibility to create a safe, caring, Christian community for living and learning. Boarding Program staff exercise flexibility and understanding in the individual care of each boarding student's physical and emotional well-being within the context of a larger dorm community.

Because of the expectation of parents who desire parental oversight of their minor children, the ministry of BFA ResLife staff will be a parental type of ministry. BFA defines a parental type of ministry as responsible care for minors that adjusts appropriately as the child matures, is authoritative in nature involving both relationships and rules, and is intentional in creating a caring, homelike atmosphere.

### **Discipline in Boarding**

We use a Grace Based Parenting approach in our dorm homes and expect all students to live up to the expectations clearly explained in the BFA HS Handbook which includes expectations for school and boarding. Here is a statement about how we partner with parents in difficult discipline circumstances:

### **Partnering with parents in discipline**

BFA operates under the philosophy that parents retain primary responsibility for the discipline of their child even while that child is under the care of BFA's boarding staff. BFA also asserts that if the need for discipline escalates, a personal face to face re-engagement with parents is sometimes needed. For these reasons, a child who is struggling with severe behavioral problems and is suspended from the dorm will be required to spend that time with a parent. At times, BFA may be able to offer the possibility for the child to remain in school and the parent may come to Kandern to supervise the child in a guest house or vacation apartment at their own expense. Alternatively, a child may be asked to leave the community and be with his/her parents away from BFA. Both these scenarios allow parents to engage directly with their child (and vice versa) with the hope that the child will return to the dorm prepared to recommit to community standards. While BFA understands these options come at a considerable expense and inconvenience to the family, it also believes this requirement demonstrates a commitment to parents and their parenting of their child through important disciplinary situations.

*(The ResLife program at Black Forest Academy uses the school's Expected Student Outcomes values and adds outcomes in their dormitory program.)*

## **Truth and Transformation**

BFA develops students of the Bible who humbly wrestle to know God as revealed through Scripture, creation, and human history (truth) and encourages people to be changed by the truth (transformation). These two outcomes are demonstrated in dorm life through personal responsibility and relationship with the Lord.

*Indicators of these outcomes in the dorm include:*

- Bravely and authentically sharing one's own spiritual journey
- Learning to engage in a God-focused life over a self-focused life
- Discussing scriptural truth with others openly and often
- Developing relational, intellectual, and practical skills and applying these skills meaningfully
- Asking meaningful, relevant questions that pursue truth
- Becoming critical consumers of information
- Making wise decisions based on truth
- Growing in Biblical literacy: reading, comprehension, and application of Scripture
- Practicing effective time management demonstrated by thoughtful commitment to extracurricular activities, consistent bedtime, wise use of study hours, accountability for whereabouts, and the development of hobbies.
- Practicing personal responsibility and independence with things like homework, gratises, and personal hygiene and healthy living choices
- Following dorm and BFA guidelines in relation to care for property and use of electronic devices

## **Influence**

BFA equips people to have a transforming impact in their spheres of society and creation.

*Indicators of this outcome in the dorm include:*

- Being involved in service and outreach to others through activities like student council, chapel worship team, or other areas of service in and out of the dorm
- Leading in spheres of influence through service rather than authoritatively
- Positively impacting the overall health of the dorm family with helpful and appropriate words, attitudes and actions within the dorm

## **Community**

BFA fosters a place of interdependence where people are safe, rooted, known, and equipped to create community wherever they go.



*Indicators of this outcome in the dorm include:*

- Treating others with empathy and Christ-like love
- Understanding alternative viewpoints by willingly engaging in the discussion despite disagreement, and working toward right relationship
- Cultivating healthy relationships in both geographical and virtual community
- Demonstrating a willingness to engage with the staff, show respect for the staff and take guidance from the staff
- Demonstrating respect for boarding community guidelines and standards
- Developing positive relationships with peers in the dorm expressed in healthy boundaries and a service-minded attitude
- Demonstrating a sense of belonging to and investment in the dorm.
- Being involved in healthy community relationships within the BFA community, but outside the dorm

### **Global-mindedness:**

BFA engages people to understand the interconnectedness of all peoples of the world and seek justice, mercy, and the right relationship for and with "the other".

*Indicators of this outcome include:*

- Recognizing God's image in people of all nations; showing sensitivity to other cultures and languages
- Understanding one's own cultural context and presuppositions
- Evaluating worldviews from a biblical perspective
- Understanding global events and the impact they have on others in the community
- Demonstrating cultural awareness in relation to the host German culture