

SCHOOL DISCIPLINE

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I. BACKGROUND

At Lakes International Language Academy (“the school”), the social curriculum is as important as the academic curriculum. To this end, the school incorporates the Responsive Classroom (RC) approach at the Lower School and Developmental Designs (DD) at the Upper School. RC and DD emphasize social, emotional and academic growth in a strong and safe school community through the use of underlying principles and specific classroom practices.

The school endeavors to teach and model social learning, working together, and a caring school community in which community members—staff, parents/guardians and children—know and care about each other. Parent involvement is essential to this learning process. RC and DD practices influence pathways to social learning and include logical consequences, working with families, and problem resolution through collaboration.

II. PURPOSE

Learning best takes place in an orderly environment—one that is organized to encourage students’ independence, cooperation and productivity. Students can best learn individual and collective responsibility and gain maturity if they are provided opportunities to exercise responsibility. This School Discipline policy is intended to communicate expectations regarding acceptable conduct in school in order to provide a positive learning environment for all students.

It is a responsibility of the School Board, administrators and teachers to safeguard student health and safety. The School Board and administrators will support school personnel who, in dealing with students on disciplinary matters, act in accordance with state law, state Board of Education regulations and school policies.

The School Board recognizes its responsibility to meet the educational needs of students. If a student consistently exerts a disruptive influence on the educational environment of the school, the needs of the other students and staff must become a major factor in planning alternatives.

With due consideration to these obligations, it is the responsibility of the School Board and administrators to make reasonable rules and regulations for the governing of student behavior and conduct.

III. STUDENT CODE OF CONDUCT

- A. School discipline will be consistently enforced in accordance with disciplinary procedures determined by the Campus Administration.

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Parental/guardian involvement and cooperation is vital in the discipline process.

- B. Staff and parents/guardians will work together to correct the misbehavior of the student and to maintain a written record of incidents of serious misbehavior.
- C. The following rules will apply to all students:
 - 1. Students will show respect and courtesy to others at all times.
 - 2. Students will show respect for school property.
 - 3. Students will behave in a manner that does not endanger themselves or others.
- D. The above rules are in effect from the time a student arrives at the bus stop or arrives at school by other means at the beginning of the day until the student gets off the bus or leaves school premises at the end of the day.
- E. When unacceptable behavior cannot be readily corrected the child's parents/guardians will be informed of the situation and be requested to participate in solving the problem.
- F. If the situation indicates that special services may be needed, a referral can be made to the appropriate department or staff person.
- G. If the severity of the incident requires suspension, exclusion or expulsion, the state Fair Pupil Dismissal Act shall be followed. If the problem is not resolved, the Executive Director/ Director may escalate the student disciplinary process to the Human Rights Officer for further action, which may include expulsion.
- H. Measures to correct misbehavior will depend upon the nature of the behavior, the frequency, and the willingness of the student to correct the undesirable behavior. The use of these measures is intended to encourage acceptable behavior..
- I. Students will dress in a manner that is in accordance with the Dress Code. Considerations for determining appropriateness include, but are not limited to, items such as student age, the weather, health and safety, the interference with work and learning, or the creation of classroom or school disorder. Clothing, accessories, and headwear should not include offensive messages or symbols. Messages and symbols should not be in conflict with the school's curriculum and goals on such things as tobacco, drugs, violence prevention and courtesy. Hats and hoods may not be worn in school.

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- J. School discipline and expectations extend to conduct on school buses, with consequences for misbehavior (See also Policy 328 *Transportation of Pupils*.) NOTE: Depending on the bus transportation service that the school contracts or has agreements with, the school follows the provider's policies and codes of conduct.
1. Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop.
 2. The Executive Director/Director or his/her designee will impose consequences for school and bus stop misconduct. In addition, all school bus/bus stop misconduct will be reported to the school's Dean of Students. Serious misconduct will be reported to the Department of Public Safety and may be reported to local law enforcement.
 3. At this time, the school uses District 831 bus services. We therefore follow their rules and policies, as posted on the District 831 website. . Other bus or transportation services may have their own code of conduct and/or rules; the school's bus riders are subject to these whenever using these services. If rules are broken, the school discipline procedures and policies are to be followed. Consequences are generally progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school.
- K. The school uses the Responsive Classroom (RC) approach to behavior management and social learning at the Lower School and Developmental Designs (DD) at the Upper School.

Note the school uses the RC/DD techniques of:

1. reflective break
2. buddy room (temporarily moving student to another classroom for a short time)
3. loss of privilege
4. restitution (“You break it, you fix it—the power of apology”)

The characteristics of logical consequences, under RC and DD, are respectful, related and realistic.

M. Students with known or potential need for Special Education Services will be referred to the school's student study team. Students with

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Individual Education Plans (IEPs) who are removed from class, the student study team will review the student's IEP to assess its adequacy and/or the need for further assessment.

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