

I. BACKGROUND

As an International Baccalaureate School, Lakes International Language Academy (“the School”) considers the social and emotional curriculum to be as important as the academic curriculum. To guide the school community in specific steps toward the IB Learner Profile ideal, the School incorporates procedures that 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’s practices were developed based on the Responsive Classroom (RC) approach at the Lower School and Developmental Designs (DD) at the Upper School.

The School endeavors to teach and model social/emotional learning, working together, and a caring school community in which community members—staff, parents/guardians and students—know and care about each other. Parent involvement is essential to this learning process. Positive school practices supported by parents and other caregivers can influence pathways to social/emotional learning and have a lifelong benefit to students. These practices include reflection, logical consequences, 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 the responsibility of the School Board, administrators, teachers, and other adults in the school 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.

III. STUDENT CODE OF CONDUCT

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.

- A. School discipline will be consistently enforced in accordance with disciplinary procedures determined by the School administration. 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:
 - a. Students will show respect and courtesy to others at all times.
 - b. Students will show respect for school property.
 - c. 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 or a school-related function by other means at the beginning of the school day or function until the student gets off the bus or leaves school premises at the end of the day or school-related function.
- E. Behavior that occurs off-site and/or not during a school-related function, but disrupts the learning environment at school is also subject to this policy.
- F. When unacceptable behavior cannot be readily corrected the student's parents/guardians will be informed of the situation and be requested to participate in solving the problem.
- G. If the situation indicates that special services may be needed, a referral can be made to the appropriate department or staff person.
- H. 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 may escalate the student disciplinary process to the Human Rights Officer for further action, which may include expulsion.
- I. 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.
- 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.
 - a. 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.

- b. The Executive Director, Principals or their 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.
 - c. At this time, the school uses District 831 bus services for daily transportation to and from school. 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 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 behavior management and social learning developed based on the Responsive Classroom (RC) and Developmental Designs approach. Note the school uses techniques featuring characteristics of logical consequences, which are respectful, related and realistic. These techniques are, for example:
- a. reflective break
 - b. buddy room (temporarily moving student to another classroom for a short time)
 - c. loss of privilege
 - d. restitution (“You break it, you fix it—the power of apology”)
- L. Students with known or potential need for Special Education Services will be referred to the school’s student study or IEP team. If students with Individual Education Plans (IEPs) are repeatedly removed from class, the student’s IEP team will review the student’s IEP to assess its adequacy and/or the need for further assessment.

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