



CITIZENSHIP EDUCATION

Creating a Safe and Positive Learning Environment

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The staff at Académie Lafayette strives to create a safe and positive learning environment for the children. In this environment, students should feel accepted and valued by their peers and the staff of the school. Student behavior plays a large role in creating the type of school culture we desire at Académie Lafayette.

I - Our Mission

We bring together a diverse community of students and an international teaching staff to develop critical thinkers, global citizens and engaged-learners through immersion in the French language and World cultures

II - Our Vision

Académie Lafayette is a national leader in language immersion and global studies education, empowering our students to reach their full potential and make a difference in the world.

III - Our Values

- ❖ **The Joy of Learning** - We provide a supportive and engaging environment where learning comes naturally.
- ❖ **Excellence** - We value high expectations, rigorous academics, and hard work. We challenge and support each student, enabling them to reach their full potential.
- ❖ **Caring** - We support each other, and are willing to do whatever it takes to make every child succeed.
- ❖ **Character** - Our students learn the value of service and respect for others. We expect the adults in our school community to teach this by example.
- ❖ **Diversity** - We appreciate differences and work to attract and welcome all into our school community.
- ❖ **Accountability & Transparency** - We openly share our practices and outcomes; and we demand responsibility for results.

IV - Students Right and Responsibilities

<p><i>I have the right to a good education</i></p>	<p>Therefore it is my responsibility to listen, learn, and complete assignments in a timely manner and ask for help when needing it. I will behave in a manner that does not disrupt the learning environment.</p>
<p><i>I have the right to be safe and secure in school.</i></p>	<p>Therefore I will not hurt anyone physically, spiritually, or mentally. It is my responsibility to treat others the way I want to be treated.</p>
<p><i>I have the right to go to school and be in a class with other children my age.</i></p>	<p>Therefore it is my responsibility to be a classmate and act respectfully toward every adult and student in a team effort.</p>
<p><i>I have the right to be treated with dignity and respect.</i></p>	<p>Therefore it is my responsibility to treat all others with dignity and respect, to be polite, and to use consideration. Bullying, intimidation, harassment, or any menacing to personal safety will not be tolerated, and I will not act in this matter.</p>
<p><i>I agree to follow the Académie Lafayette Uniform Code.</i></p>	<p>Therefore it is my responsibility to come to school in appropriate uniform dress or uniforms will be provided for me.</p>
<p><i>I have the right to express my opinions and feelings in a polite and respectful manner.</i></p>	<p>Therefore, it is my responsibility to respect others as individuals even though they may look, act or think differently than I do. ACADEMIE LAFAYETTE represents a microcosm of the diverse community we live in.</p>
<p><i>I have a right to keep my property in a safe place.</i></p>	<p>Therefore it is my responsible to respect the property of others, including students, staff and community.</p>
<p><i>I have the right to participate in an appropriate course of studies.</i></p>	<p>Therefore, it is my responsibility to listen to and respect the thoughts, ideas, and feelings of others. The classroom is a place for cooperative learning in which everyone's voice is recognized, free from bullying, intimidation, and manipulation.</p>

V – Behavior Expectations

Areas	Be Safe	Be Respectful	Be Responsible
Arrival and Dismissal Areas	<ul style="list-style-type: none"> ▪ Use sidewalks and crosswalks ▪ Wait calmly ▪ Do not use loud voices 	<ul style="list-style-type: none"> ▪ Use kind words and actions ▪ Follow adult directions 	<ul style="list-style-type: none"> ▪ Arrive on time ▪ Leave on time
Common Areas	<ul style="list-style-type: none"> ▪ Walk facing forward ▪ Keep hands, feet, and objects to self ▪ Get adult help for accidents and spills ▪ Use all equipment and materials appropriately 	<ul style="list-style-type: none"> ▪ Use kind words and actions ▪ Wait your turn ▪ Clean up after self ▪ Follow adult directions 	<ul style="list-style-type: none"> ▪ Follow school rules ▪ Remind others to follow school rules ▪ Take proper care of all personal belongings and school equipment ▪ Be honest
Passing Areas: Halls, commons, sidewalks	<ul style="list-style-type: none"> ▪ Stay to the right, single file ▪ Allow others to pass ▪ Walk using safety rules 	<ul style="list-style-type: none"> ▪ Hold the door open for the person behind you ▪ Use quiet and kind voices ▪ Keep body to self 	<ul style="list-style-type: none"> ▪ Follow the rules that are presented by staff ▪ Watch out for younger children and older adults
Bathrooms	<ul style="list-style-type: none"> ▪ Keep water in the sink ▪ Wash hands thoroughly ▪ Put paper towels in garbage 	<ul style="list-style-type: none"> ▪ Give people privacy ▪ Use quiet voices ▪ Finish quickly 	<ul style="list-style-type: none"> ▪ Flush toilet ▪ Wash hands thoroughly ▪ Return to room promptly
Special Events and Assemblies	<ul style="list-style-type: none"> ▪ Carry chairs properly ▪ Single file ▪ Sit respectfully 	<ul style="list-style-type: none"> ▪ Use audience manners ▪ Enter and exit quietly ▪ Respect personal space 	<ul style="list-style-type: none"> ▪ Follow directions ▪ Set a good example for others
Lunch time	<ul style="list-style-type: none"> ▪ Keep all food to self ▪ Stay seated with feet on floor, and facing desk ▪ Do not share food 	<ul style="list-style-type: none"> ▪ Allow anyone to sit next to you ▪ Use quiet voices 	<ul style="list-style-type: none"> ▪ Raise hand and wait to be excused ▪ Clean up your space ▪ Do not waste food

VI - The Classroom Teacher's Commitment

- Enforce the school wide system as agreed
- Communicate high behavioral expectations to students and parents
- Model high behavior expectations
- Commit to follow through of either the success or failure of student behavior
- Take responsibility for classroom problems and behavior
- Foster a school climate characterized by a concern for students as individuals
- Take an interest in the personal goals, achievements, and problems of students
- Support the students in their academic and extracurricular activities
- **Be timely:** don't wait to praise or correct
- **Be specific:** tell the student exactly what they did (good or bad)
- **Be sincere:** insincere praise is usually worse than none at all
- **Be consistent:** with everything, everywhere
- **Be proportional:** match the amount of intensity or recognition, do not go overboard
- **Communicate:** the many people involved in the students' lives need to communicate

VII - The Principal's Commitment

- Support the teachers
- Model high behavioral expectations
- Delegate discipline to the Division I and II Directors for all in school consequences
- Share decision making power
- Maintain a school climate in which everyone wants to achieve self-discipline
- Foster a school climate where the administration is sincerely concerned for the staff as individuals
- Interest in personal goals by the administration reaching out to the teachers

VIII - Académie Lafayette Community's Commitment

- Promote school Mission and Values
- Enforce Code of conduct
- Support all school policy
- Partner with teachers and administration to promote a safe and healthy learning environment

IX - Character Education

a) Character Education in the Classroom

Goal: To provide education and to integrate Académie Lafayette's values into the classroom teaching environment.

Proposal: Classroom teachers may choose how they want to incorporate citizenship and character education into their classroom teachings. School counselor, will provide character education and bullying prevention on a regular basis by request of the teacher. Resources and materials can also be provided to teachers.

b) Conseil de Class / Class Council

Each Homeroom teacher will dedicate around 30 minutes every other week to a class meeting and discussions. The teacher and students can facilitate these discussions, however, other staff/counselor or community members can be invited to co-facilitate. Main topics for discussion can be class problems, successes and concerns.

X - Character / Citizenship Assembly

The purpose of these assemblies is to spotlight and praise outstanding student behaviors and talents. Students will be honored in the monthly celebration for demonstrating great and consistent examples of these values.

Each grade level will be assigned to one month and will be responsible for organizing and showcasing student or classroom talents. The teachers of the assigned grade level will be in charge of the assembly. The school counselor will help grade level teachers to coordinate the assemblies. All grade levels will attend and be recognized in every assembly.

- **September: Respect**
- **October: Empathy**
- **November: Responsibility**
- **January: Integrity**
- **February: Self-Discipline**
- **March: Citizenship**
- **April: Perseverance**

Assemblies are meant to recognize students demonstrating excellent character, provide entertainment and to encourage positive school behaviors.

Assemblies will be at the end of the month and last approximately 45 minutes. The time of each month's assembly can rotate from morning and afternoon so the same class time is not lost every month.

Assemblies can celebrate but are not limited too:

1. One student character of the month from each classroom
 2. One Peace Builder (anti- bully student) of the month, either from each class or one for each grade level
 3. Showcase a special student talent or skill (specials teachers can help)
 4. Showcase a class skit, song or skill they want to present as a class
- ❖ Parents of celebrated students will also be invited to attend.
 - ❖ Entertainers or outside speakers could be brought in to motivate and encourage students.

The school counselor will coordinate Character and Peace Builder students with grade level teachers in charge of each month's assembly.

XI – Behavior Intervention Process

a) Classroom Management

Classroom management is the best approach to handling behavior issues in the classroom. It can include a broad category of strategies ranging from positive rituals to designing a safe and friendly environment. A strong partnership with parents can help address behavior challenges. Here are few tips teachers can use to create a safe learning environment (From Edutopia):

- ❖ Build inclusive classroom community
- ❖ Design a safe and friendly environment
- ❖ Include students in creating classroom rules and routines
- ❖ Create a variety of communication channels
- ❖ Always be calm, fair, and consistent
- ❖ Know the students you teach
- ❖ Address conflict quickly and wisely
- ❖ Integrate positive classroom rituals
- ❖ Partner with parents and guardians

b) Behavior Management Continuum

- ❖ **Safe Seat-** This is a desk/chair inside the classroom for students to go where their inappropriate behaviors can stop and the students can begin to think about the natural consequences of their actions. The teacher will determine when the student is ready to leave the safe seat.
- ❖ **Buddy Room-** A buddy room is simply a classroom other than the student's regular room. Buddy rooms fall third on the scale of least restrictive to most restrictive. A student's regular seat in the classroom is least restrictive, then the safe seat, and then the buddy room. It is meant to provide a safe place for students where the acting out can stop and the student can begin to take responsibility for their actions. They may go to the buddy room with a "think sheet" and/or academic work. After the adult and student process successfully about the problem, the student may return to the classroom.

- ❖ **Division Director’s Office /Principal-** A safe area other than a classroom where students are given extended time to think through the situation, begin to take responsibility, and make a plan for the future. The Division Director and the teacher will discuss with each student the problem that took place and look at alternative methods of handling the situation.
- ❖ **Head of School-** Some behaviors may merit a referral to the Head of School. The Head of School will decide on consequences per the Code of Conduct.
 - **Prevention-** The division director’s office and the counselor’s office are often used to prevent negative behaviors before they occur. Students may visit with either and use that space to calm down and get themselves ready to return to the classroom.

c) Behavior Data Analysis

Every month, part of the Division / Grade level meeting will be devoted to analyzing the behavior incident data and finding solutions to most common violations. Grade levels, locations, time of the day, classroom management, disability factors etc. will be taken into consideration

XII – Behavior Violations and Consequences

Type I Violation

- ❖ **Misuse of Computer or Violation of Network Practices** - Any misuse or inappropriate network practices including, but not limited to, practices that do not conform to Académie Lafayette’s Internet Policy.
- ❖ **Disruptive Behavior before, during, or after school in the Classroom, School or During School Activity** Intentional acts or conduct in the classroom, in the school building or upon school grounds that disrupt the educational process (i.e., talking, making noises, getting out of seat without permission, etc.). In addition, students are prohibited from bringing disruptive items to school including, but not limited to, large amounts of money, beepers, cellular phones, portable radios, televisions, tape players and other personal audio and electronic equipment. School administration has the right to confiscate any electronic devices and release them only to the student’s parents/guardians.
- ❖ **At Académie Lafayette nous communiquons en français (We communicate only in French except during specific support services).** Communicating in French is the “raison d’être” of Académie Lafayette, and students are expected to support and follow this policy.
- ❖ **Failure to adhere to the approved dress code** - Dress or appearance that does not adhere to the approved dress code guidelines. Dress or appearance that is likely to cause disruption of the educational process or to create a health or safety problem.
- ❖ **Minor Truancy** - Student is out of assigned area without permission.

- ❖ **Lying/Making false statements** - Students are to show good character by displaying honesty at all times. Deliberately and knowingly lying or being dishonest to teachers or staff is unacceptable.
- ❖ **Profanity, obscenity or indecency** - Students may not use profane language to each other or to staff.
- ❖ **Excessive tardies** - Repeated failure to report without acceptable excuse to assigned classrooms or other instructional areas on time (after three tardies/quarter, class I consequences will be applied).

Type II Violation

- ❖ **Repeated type I violation** - Persistent violations of type I violations where appropriate documentation of interventions utilized by school personnel has been presented.
- ❖ **Bullying/Cyber Bullying**- Bullying is strictly prohibited. Bullying is defined as acts committed repeatedly and systematically with the intention to make, or which have the effect of making, another person feel intimidated, threatened, fearful or apprehensive for their safety, humiliated, degraded, ostracized or excluded, subservient to another person, less important, or unworthy because of the physical appearance, socioeconomic status, academic ability, sexual identity, or other characteristic. Prohibited bullying acts include but are not limited to name calling, taunting, physical movements or aggression, social exclusion, teasing, pranks, gestures, physical attacks, demeaning comments, rumors, and ridicule. Acts of bullying may be committed verbally, non-verbally, physically, in writing, electronically by email or on the Internet, phone messages, text messages, or any other medium of communication or expression.
- ❖ **Major truancy**- A student is considered truant if their parent or guardian is unaware of, or does not consent to, an absence, from school, if they leave the building during school hours without permission, or if they fail to attend class while in the building.
- ❖ **Profanity/Obscenity**- The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures. Any slurs, innuendoes or other verbal or physical conduct reflecting on an individual's sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation or any other factor prohibited by law, which has the purpose or effect of creating an intimidating, hostile or offensive educational environment.
- ❖ **Threats to students/staff** - Intentional verbal or physical threat to do violence to a student or staff member by a student who possesses an apparent ability to do so and in doing so creates a reasonable fear that violence may occur.
- ❖ **Academic Dishonesty**- Cheating on tests, plagiarizing, copying assignments or papers, signing parent's/guardian's/teacher's signature on documents.

- ❖ **Vandalism-** The willful or malicious destruction and/or damage of school property or the property of another (i.e. damaging textbooks, lockers, equipment, walls, furniture, etc.)
- ❖ **False Alarm-** Pulling a fire alarm when there is no fire or smoke and/or making a false report of any danger.
- ❖ **Fighting-** Mutual combat in which both parties have contributed to the conflict, either verbally or by physical action
- ❖ **Physical Assault-** Any act which actually brings about a harmful or offensive contact to the student or staff's body, whether on or off school grounds, whether intentional or unintentional
- ❖ **Disrespect/defiance-** Refusal to follow directions from school personnel or comply with classroom or school rules.
- ❖ **Sexual misconduct-** Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student's educational performance or creating an intimidating, hostile or offensive educational environment. Examples of sexual misconduct include, but are not limited to an actual and intentional touching or fondling, which would constitute sexual contact regardless of whether the touching occurs through or under the clothing, sexual jokes or comments, inappropriate or unwelcome verbal conduct of a sexual nature. This offense also includes acts of indecent exposure where touching or fondling of another student does not occur. This offense includes touching or fondling members of the same sex as well as members of the opposite sex.
- ❖ **Gambling-** Participation in games of chance for money and/or other things of value.
- ❖ **Stealing-** The taking or disposition of property of another with intent to deprive the person of the property.

Type III Violation

- ❖ Repeated type II violations
- ❖ Possession of any type weapons (fake or real)
- ❖ The use of any object that can serve as a weapon.
- ❖ Possession of a firearm, knife, explosive.
- ❖ Possession of cigarettes, drugs or alcohol
- ❖ Physical Assault of another student or staff.
- ❖ Conspiracy to commit arson or destruction of school properties

XIII - POSSIBLE CONSEQUENCES

COMMUNICATION	CONSEQUENCES	TYPE I VIOLATION	TYPE II VIOLATION	TYPE III VIOLATION	
Communication should be done in a timely manner by teacher, Social worker or Principal	The teacher, the principal or the Citizenship Committee reserves the right to apply any or all of the following consequences	<ul style="list-style-type: none"> • Disruptive behavior • Not prepared for class • Uniform violation • Excessive tardies • Misuse of Computer • Lying/ false statement • Possession of personal electronic device • Language use violation • Minor truancy 	<ul style="list-style-type: none"> • Repeated Type I violation • Bullying / cyber bullying • Fighting • Profanity/ obscenity • Physical assault • Threats to a student / staff 	<ul style="list-style-type: none"> • Gambling • Vandalism • Stealing • False alarm • Major truancy • Sexual misconduct • Academic dishonesty • Disrespect / defiance 	<ul style="list-style-type: none"> • Repeated Type II violation • Possession/ use/ distribution of drug/ alcohol • Physical assault of another student or staff • Possession / use of weapon: knife, firearm, explosive etc. • Arson / conspiracy to commit arson
CONSEQUENCES (please circle the appropriate one)					
Conference with the student	Safe seat	X			
	Buddy Room	X			
Inform the parents	Principal's Office		X		
Conference with Parents	Saturday School		X		
	In School Suspension		X	X	
	Out of School Suspension			X	
	Dismissal			X	

NB: The principal reserves the right to apply any of the consequences after assessing the nature and circumstances of the violation.

BEHAVIOR REPORT FORM

(Violation of Académie Lafayette Code de Conduite)

Students Name: _____ Grade: _____ Date of Incident: _____ Time _____

Please circle the Behavior Incident:

COMMUNICATION	CONSEQUENCES	TYPE I VIOLATION	TYPE II VIOLATION	TYPE III VIOLATION
Communication should be done in a timely manner by teacher, Social worker or Principal	The teacher, the principal or the Citizenship Committee reserves the right to apply any or all of the following consequences	<ul style="list-style-type: none"> • Disruptive behavior • Not prepared for class • Uniform violation • Excessive tardies • Misuse of Computer • Lying/ false statement • Possession of personal electronic device • Language use violation • Minor truancy 	<ul style="list-style-type: none"> • Repeated Type I violation • Bullying / cyber bullying • Fighting • Profanity/ obscenity • Physical assault • Threats to a student / staff 	<ul style="list-style-type: none"> • Gambling • Vandalism • Stealing • False alarm • Major truancy • Sexual misconduct • Academic dishonesty • Disrespect / defiance
CONSEQUENCES (please circle the appropriate one)				
Conference with the student	Safe seat	X		
	Buddy Room	X		
Inform the parents	Principal's Office		X	
Conference with Parents	Saturday School		X	X
	In School Suspension		X	X
	Out of School Suspension			X
	Dismissal			X

PLEASE DESCRIBE _____

Who was/were involved in incident? _____

LOCATION:

- Playground
 Restroom
 Classroom
 Hallway
 Library
 Bus Line
 After School Care
 Walk /Pickup Line
 Cafeteria
 Other (please explain) _____

Written by _____ Signature _____ Date: _____ Submitted to _____ Date: _____

ADDITIONAL INFORMATION: _____

STUDENT REFLECTION: _____

CONSEQUENCE: _____

FUTURE CONSEQUENCE (if behavior does not improve): _____

FOLLOW-UP MEETING

DATE: _____ **TIME:** _____ **BEHAVIOR EXPECTATIONS:** _____

Parent's Name: _____ **Principal's Signature:** _____

Signature: _____ **Date:** _____ **Date:** _____

DISCIPLINE RECORD: During this school year, how many times did the student receive the following consequences:

Saturday Detention _____ **In-School-Suspension** _____ **Out-of-School Suspension** _____

XIV - Service to the Community

A. Service Learning:

- Promotes learning through active participation and the integration of service into the curriculum.
- Encourages student driven projects and reflection.
- Provides students opportunity to use skills and knowledge in real life situations.
- Provide opportunity to extend learning beyond the classroom and promote empathy for others.

B. Community Service: The School Counselor and selected teachers will supervise the Académie Lafayette Service Team. These students will need to apply to the team or can be selected. The AL Service Team will provide service to their school and community.

XIV - Partnership with Families

Communication with parents & community is very important for the establishment of a safe and nurturing learning environment. Teachers, administration and parents are strongly encouraged to use the following means of communication to build a strong partnership and help the students in their learning journey:

- ❖ Weekly all school newsletters
- ❖ School Reach phone system
- ❖ Each classroom- Weekly memo/letter
- ❖ Journal de class
- ❖ Email/group email
- ❖ Websites
- ❖ Parent / teacher conferences
- ❖ School wide: La Voix - Newsletter by middle school
- ❖ Via mail for report cards
- ❖ School website
- ❖ Facebook
- ❖ Twitter
- ❖ Message boards at both campuses displaying information on school and non-school sponsored activities such as camps, etc. The administration must approve in advance all information.