



**Lions Light Academy**  
Escalation & Discipline Policy

# Escalation & Discipline Policy

Clear Authority, Order, and Restoration

Effective: Fall 2026 | Version 1.1

## Purpose & Authority

This policy ensures a safe, orderly, and Christ-centered learning environment at Lions Light Academy (LLA). It supports teacher authority, provides consistent escalation steps, and protects instructional time.

This policy applies to all co-op days, activities on church property, and all off-site LLA events.

## Discipline Philosophy

Discipline priorities at LLA, in order:

- **Safety** — protecting students, staff, and the learning environment
- **Order** — maintaining conditions for instruction and community life
- **Clear Authority** — supporting teacher and leadership responsibility
- **Restoration** — pursued with grace once safety and order are secured

Discipline is corrective, not shaming. The goal is growth and stability for the entire community.

## Levels of Behavior & Typical Responses

### Minor Concerns

Examples may include:

- Disruptions during class
- Failure to follow instructions promptly
- Inappropriate language or tone
- Misuse of technology (when not permitted)

Typical response: immediate correction, redirection, and reminder of expectations.

### Moderate Concerns

Examples may include:

- Repeated minor issues
- Disrespect toward adults or peers
- Disruption that interferes with instruction
- Failure to comply after correction
- **Failure to complete required assignments necessary for participation in co-op instruction**

Completion of assigned work is essential to the effectiveness of co-op instruction. When required assignments are not completed, instructional time is compromised, and corrective action may be necessary.

Typical response: temporary removal from activity if needed, parent notification, and documentation.

### Severe Concerns

Examples may include:

- Unsafe behavior
- Aggressive actions or threats
- Defiance of authority that compromises safety or order
- Behavior requiring immediate leadership involvement

Typical response: immediate removal from the learning environment, leadership involvement, parent contact, and next-step determination.

### Teacher Authority

- Teachers and supervising adults correct behavior immediately.
- Teachers may temporarily remove a student from class/activity to maintain order and safety.
- Teachers document and escalate concerns as appropriate.

### Escalation Pathway

Concerns are addressed through the following pathway as appropriate (severity may require skipping steps):

- **1) Teacher / Supervising Adult** — immediate response and initial correction
- **2) Principal (Damian) / Leadership** — review, documentation, next-step determination
- **3) Parent / Guardian** — communication and collaborative correction plan
- **4) LLA Leadership Team** — review of patterns or serious incidents; participation decisions

### Corrective Actions

Corrective actions may include:

- Verbal correction and redirection
- Temporary removal from class/activity

- Parent conference
- Structured re-entry expectations (as needed)
- Removal from a co-op day (rare but possible)
- Conditions for continued participation

### Documentation & Review

- Significant incidents are documented by leadership.
- Patterns may be tracked to support accountability and student safety.
- Documentation protects clarity for families, teachers, and leadership.

### Continued Participation

LLA reserves the right to set conditions for participation and to determine when removal from the program is necessary to protect students, teachers, and the learning environment. Such decisions are made prayerfully, carefully, and in alignment with the mission and values of the school.