

St. Gall Code of Conduct Appendix (Action Plan)



Saint Gall School

2023-2024

MISSION STATEMENT

Como familia, St. Gall School's mission is to prepare students to be compassionate models of Christ. We seek to nurture the whole child, foster the leader in each of them, and empower every student to achieve their full potential

Root Beliefs:

- We are a family.
- We are made in the image and likeness of God.
- Challenges are opportunities.
- Everyone can be successful.
- Joy and learning coexist.

Saint Gall School Code of Conduct

Behavior regulations at St. Gall Catholic School are founded upon the mutual respect children and adult members of the school community must have for one another. Since the development and formation of self-discipline and respect for all is the goal of the school program, we expect St. Gall students to conduct themselves in a refined, courteous manner and serve as a model for Christ-like behavior. Discipline procedures are based on correcting a student's behavior should it be inappropriate, disrespectful, or unsafe for the student or other students.

1. SHOW RESPECT:

- Honor God
- Have regard for authority
- Affirm the rights of others
- Love yourself
- Take care of property

2. DEMONSTRATE INTEGRITY:

- Do what is right according to the teachings of Christ
- Be prompt and prepared
- Stand up to negative pressure
- Fulfill commitments
- Follow directions
- Accept responsibility for one's choices

3. SERVE OTHERS:

- Solve disagreements by talking, listening carefully, and compromising
- Think about consequences of one's actions beforehand
- Recognize how decisions affect others
- Avoid physical and verbal aggression
- Use strengths appropriately to enrich and serve our community

Action Plan

Saint Gall School

The Pastor, administration, and staff of Saint Gall School are committed to teaching and modeling the values of the Gospel and encouraging students to live their lives as a reflection of Christ. Saint Gall School strives to recognize and respect the dignity of each person and to offer a positive, Christ-centered, safe learning environment based on the social and moral teachings of the Catholic Church. A safe learning environment is focused on fostering academic achievement, maintaining high expectations, nurturing positive relationships among staff and students, and encouraging parental and community involvement. It is the shared responsibility of the home and school to help students develop self-discipline appropriate to their age and to be responsible for their own words and actions. Any action or behavior which disrupts the safe, moral, or productive learning environment of the school will not be tolerated and may subject the student to corrective measures. It should also be noted that the legitimate interest of the school extends beyond the school day and beyond school hours. Students are expected to behave in a manner that reflects admirably on themselves during school hours and at any school-sponsored activity. The consequences listed below are intended to serve as guidelines for faculty and staff, using reasonable discretion and appropriate due process for students.

Parents are expected to support the Action Plan and cooperate fully with the administration and faculty in enforcing these policies. The administration of Saint Gall School does not engage in debates with parents about our rules and regulations, nor can it be supportive of parents who interfere with a child's growth in accepting personal responsibility for his or her actions. By enrolling a child at Saint Gall School, the parents agree to partner with us in the enforcement of the rules and regulations the school deems as critical in the spiritual, academic, and behavioral growth of the child. Lack of cooperation on the part of the parents and/or the student may jeopardize the present and future enrollment of a student. Additionally, it is important for all to understand that the administration reserves the right to modify and/or add new directives and consequences to this plan, as individual circumstances require. The administration reserves the right, in serious cases, to circumvent the process stated below. Students with identified neurobehavioral circumstances may require individualized adult response strategies.

Action Plan Goals:

- Create an environment for all students that is safe and conducive to learning
- Hold students accountable for their actions and words
- Provide explicit, consistent boundaries and expectations with predictable outcomes
- Encourage constructive behavior
- Stop inappropriate behavior
- Support students in learning and practicing appropriate behaviors
- Empower teachers to respond quickly, firmly, and respectfully to student misbehavior
- Increase parent communication and support
- Implement a structured response to misbehavior

Action ➔ Response Charts

(See Definition Chart for explanation of terms)

Before Issuing a Minor

Adult Action

Prior to the issuance of Minor, concentrated efforts to prevent and mitigate misbehavior should be made by the teacher or supervising adult, in accordance with *Responsive Classroom* practices. This includes the process of Interactive Modeling, establishing classroom rules, and explicitly teaching expected behaviors. Teachers should use cues, proximity, and deliberate teacher language (reinforce, remind, redirect) to signal the student(s) to provide them an opportunity to change their behavior. In some instances, a verbal warning using clear language, restating the expectation, and stating the responsive adult action if the behavior does not subside should be issued.

Level 1: Minor Teacher/Staff Handled

Student Actions

- Out-of-uniform violation
- Unprepared for class - missing materials, uncharged Chromebook, etc.
- Missing or incomplete homework
- Running in the building/disruptive behavior - students shall not engage in conduct that is unsafe or disruptive of any school activity, function or process
- Non-compliance with direction - failing or refusing to start or complete a task or follow a given instruction
- Minor disrespect towards any school personnel or another student
 - Acting in an insulting way toward another; rude, impolite, and offensive; to include tone, gestures, and facial expression

Response Strategies

Required Response:

- Out-of-Uniform or FYI Slip
 - Copy for teacher, parent, record for office
 - Parent must sign and return with student next day
- Staff-Student discussion

Response Options (can be more than 1):

- Logical consequence
 - Regroup & Reflect (R&R)
 - You Break It - You Fix It
 - Loss of Privilege

2 FYIs for same/similar behavior = Level 2: Moderate

3 FYIs for same/similar behavior = Level 3: Major - Office Referral

*Minors reset at the beginning of each trimester

Level 2: Moderate Teacher/Staff or Administration Handled

Student Actions	Response Strategies
<ul style="list-style-type: none"> ● Profanity - not directed towards another individual ● Excessive horseplay - Students shall not engage in conduct that is dangerous to the health, welfare or safety of themselves or others. Excessive horseplay: biting, scratching, leaving a mark on someone's body. INTENTIONAL harm that leaves a mark on someone's body. ● Harassment - any unwanted behavior, physical or verbal, that makes a reasonable person feel unsafe, humiliated, or mentally distressed. ● Unpermitted electronics use ● Inappropriate internet or electronic usage on a school-issued device ● Disobeying rules of student conduct or directives from teachers, staff members, or supervising adult ● Overt disrespect - yelling at, arguing with, ignoring, or refusing requests of a teacher, staff member or supervising adult ● Overt disrespect towards another student yelling at, arguing with aggressively, making fun of, using sarcasm or mocking, gossip or perpetuating rumors, etc. ● Tardy/Cutting Class - Failure to attend advisory, class, assembly, or meeting after being present at school is considered cutting class. Any student found in the building or grounds without a pass, in a location other than specified on the pass, or off the most direct route to class or destination is considered to be tardy/cutting class. 	<ul style="list-style-type: none"> ● Reflection/Think Sheet- Parent must sign and return with student the next day. ● Staff Student Discussion <p>Response Options (can be more than 1):</p> <ul style="list-style-type: none"> ● Logical consequence <ul style="list-style-type: none"> ○ Regroup & Reflect (R&R) ○ You Break It - You Fix It ○ Loss of Privilege ● Parent contact via phone call or meeting ● Lunch reflection with teacher ● Lunch detention ● Other, as deemed by school faculty

2 FYIs for same/similar behavior at a Level 2: Moderate = Level 3: Major - Office Referral

*Moderate behaviors **do not** reset each trimester

Level 3: Major Administration Handled

Student Actions

- Repeated minor or moderate behavior
- Profanity directed towards another individual
- Insubordination - resistance to authority, refusal to obey, or rebellion.
- Fighting/assault, or urging other students to engage in such conduct
- Bullying - targeted, repeated harassment or behavior causing physical or psychological harm, or urging other students to engage in such conduct
- Making discriminatory remarks, using words or gestures based on race, age, gender, sexual orientation, disability, cognition, physical appearance, religion, belief system, ability, or socioeconomic status (this is not an exhaustive list).
- Cyberbullying
- Possession of illegal drugs, nicotine products (includes vape pens, etc.), or alcohol or false representations of any of the above
- Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an exam, altering report cards, and wrongfully obtaining test copies or scores.
- Being absent without a recognized excuse from parent/guardian
- Gang involvement or imitating gang affiliation, activity, or symbols
- Making an explicit threat on a virtual site against a school employee, student, or school-related personnel
- Possession of weapons
- Engaging in any sexual activity, including without limitation, displays of affection with romantic intent, offensive touching, indecent exposure (including mooning and de-pantsing self or others)
- Sexual Harassment - Sexual harassment is defined as unwelcome conduct of a sexual nature.
- Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property - School property includes textbooks, buildings, equipment, grounds, furnishings, buses, calculators, etc. A fine will be assessed for any damages to school property, and the student must make restitution as established by the

Response Strategies

Required Response:

- Office Referral
- Parent contact

Response Options (can be more than 1):

- Logical consequence
- Regroup & Reflect (R&R) with adult support.
 - You Break It - You Fix It
 - Loss of Privilege
- Student does not return to class during that period for at least 20 minutes
- Lunch reflection with teacher
- Lunch detention
- Individualized behavioral contract/Intervention plan
- After-school detention
- Alternate Learning Environment
- In-school suspension
- Out-of-school suspension
- Loss of privilege-School representation
 - Extracurricular activities
 - Field trips/special events
 - Leadership opportunities

administration.	
-----------------	--

Please Note: Parents/Guardians are primarily responsible for the student’s appropriate and ethical use of technology outside of school. However, the inappropriate use of technology outside of school may subject the student to disciplinary action. Inappropriate use of technology may include but is not limited to harassment/bullying of others, use of the school name, remarks directed to or about teachers and staff, offensive communications including videos/photographs, and threats.

**Level 4: Critical
Administration Handled**

Student Actions	Response Strategies
<ul style="list-style-type: none"> ● Repeated Major offenses ● Extreme cases of behavioral instances 	<p>Required Response:</p> <ul style="list-style-type: none"> ● Office Referral ● Parent and administration meeting (may include the Pastor) ● Loss of privilege <ul style="list-style-type: none"> ○ Extracurricular activities ○ Field trips/special events ○ Leadership opportunities <p>Response Options (can be more than 1):</p> <ul style="list-style-type: none"> ● Individualized behavioral contract/Intervention plan ● Referral for in-school or out-of-school intervention and/or evaluation ● Probationary enrollment status ● Expulsion

In the absence of a reasonable belief that an emergency exists, calling emergency responders (911); setting off alarms indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.

False fire alarms and bomb threats expose others to unnecessary danger and anxiety. Because these actions violate state statutes, they are strictly prohibited. All incidents shall be reported to law enforcement agencies and the fire marshal for their investigations and action. A mandatory, out-of-school suspension will result from a false alarm/bomb threat violation.

Definitions

Action	Definition
Minor	When a student does not comply with expectations and a slip (called FYI slip) goes home for the parent/guardian to sign.
Teacher Redirection	Redirection of misbehavior is made by teachers with verbal cues using clear and direct language. Another method of redirecting student misbehavior is by increasing teacher proximity. Often a verbal redirection along with a teacher moving closer to the student will reestablish positive behavior.
FYI Slip & Out of Uniform Slip	FYI (For Your Information) Slip or Out of Uniform Slip will be filled out by the teacher or staff member, sent home for guardian signature, and returned to the office.
Logical Consequence	Teachers who use the Responsive Classroom approach use a variety of strategies for responding to misbehavior; logical consequences are one of those strategies. Depending on the student and the situation, teachers might combine a logical consequence with other strategies, or they might use more than one logical consequence.
Logical Consequence: -Regroup & Reflect (R&R)	This type of logical consequence is used when a teacher believes that a student needs a way to calm down and recover self-control. The consequence is that the student takes time to regroup, and then rejoins the class once he or she has calmed down. Teachers use R & R to keep minor misbehaviors, intentional and accidental, from escalating and becoming disruptive, and to give children opportunities to practice strategies they've learned for regaining self-control. The student takes a break from the classroom or educational setting. During this time the student will be provided a time to cool down, reflect on their actions and try to think about how to change their behavior for next time and/or how to repair the situation. Tools to prompt students can be provided by the teacher. The goal is for the student to rejoin the classroom activities without disruption. Independent: the student is able to take a break in the hallway or designated space alone. Adult Supported: the student requires an adult to support regrouping strategies
Logical Consequence: -You Break It-You Fix It	Those responsible for the problem take responsibility for fixing it. Teachers use this type of logical consequence when they see an opportunity for a child to solve a problem he or she has caused.
Logical Consequence: -Loss of Privilege	This type of logical consequence is used when a student's behavior does not meet expectations. The consequence is that the child loses the privilege of participating in an activity or using materials for a brief time, usually a class period or a day. Teachers use this type of logical consequence when children defy, test, or simply forget the rules.
Reflection	This is an intentional process to engage the student in thinking about specific incidents that continue a pattern of undesirable behaviors. Undesirable behaviors typically come at a cost, and students can reflect on the cost of their actions and missed opportunities, both academic and social. The goal is to help students critically reflect on past mistakes, take responsibility for their actions, and enable them to be proactive in changing how they act in the future.
Parent contact	A parent email or phone call will be made prior to the end of the school day, or as soon as possible after the same school day.
Lunch detention	Students need time and help to complete the reflection process. While teachers cannot take the time to guide a student through this reflection during instructional time, it will be done during the lunch period. Students are allowed to eat during this time.

<p>After-school detention</p>	<p>After-school detention means staying after school for 45 minutes on Monday, Tuesday, Wednesday, Thursday, or Friday with an assistant principal. During this time, a behavior reflection will be accomplished. Students assigned detention may be given a 24-hour grace period if necessary to make arrangements for transportation. Students assigned to detention will not be allowed to participate in extracurricular activities until detention is served.</p>
<p>Loss of Privilege - School Representation</p>	<p>Participating in extracurricular activities such as athletics, the musical, student council, etc. are all privileges. The privilege to be involved in these activities/opportunities can be suspended or revoked if the student participates in behaviors that do not properly represent Saint Gall School.</p>
<p>In-school suspension</p>	<p>In-school suspension is an exclusion from a classroom for disciplinary purposes that allow a student to remain under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision. Special Education students must have access to their specially designed instruction. Students assigned to in-school suspension will not be allowed to participate in extracurricular activities until the suspension is served.</p>
<p>Out-of-school suspension</p>	<p>Out-of-school suspension is an exclusion from school and/or any school-sponsored activity or function. Students who are suspended must meet with the principal prior to the suspension.</p>
<p>Alternate Learning Environment</p>	<p>Students remain in the school building with an adult for a designated period of time to complete class work independently, or with adult support, in an environment conducive to the child's learning needs.</p>
<p>Probationary Enrollment Expulsion</p>	<p>The administration places conditions under which the student and family must meet in order to continue their enrollment at the school.</p> <p>Permanent removal or banning of the student from the school's educational program and/or school-sponsored activities.</p>

Code of Conduct Family Pledge

In keeping with the Catholic values taught and encouraged at Saint Gall School, I understand that students will be expected to abide by the standards set by the Code of Conduct. I understand that if students' actions do not align with the Code of Conduct, students may face consequences as set forth in the Action Plan.

I understand that Saint Gall School adheres to a uniform policy, with specific standards given regarding acceptable color, type, length, and fit of clothing worn at school. I understand that the uniform policy will be enforced, with increasing consequences related to the number of violations given.

Student Signature	Grade
Student Signature	Grade
Student Signature	Grade
Student Signature	Grade

I agree to comply with all school policies, support the Code of Conduct and cooperate fully with the administration and the faculty in the enforcement of these policies.

Name Parent/Guardian Signature	Date
Name Parent/Guardian Signature	Date