

# ST. PATRICK FINE ARTS SCHOOL Student Conduct Guide & Consequences (REVISED FALL 2024)

All children are perfectly made and valuable. Our Gospel values guide all that we do, including helping students be responsible citizens. In addition, we strive to support students becoming the people God intended for them to become. These behaviours are not encouraged in our school community and students will be coached for improvement based on their unique developmental levels. This guide applies at all times in the school, on the playground, at school events/activities planned by the school, and to all online activities involving any individual in the school community. Coaching is a major part of our response model so that students can develop their own management skills and succeed in the future.

## Level 1 Action - Responded to by any staff member. What has happened that needs attention to make things better?

Academic	Verbal	Physical	Social/Relational	Sexual
<b>Effort in learning time, including participating, completing tasks &amp;/or attending.</b> <ul style="list-style-type: none"> <li>● Not finishing assigned tasks</li> <li>● Preventing others from learning</li> <li>● Leaving class without permission</li> <li>● Using tech without permission</li> <li>● Late coming in from recess</li> <li>● Off-topic use of technology</li> </ul>	<b>Impacting your own and others' feelings of safety through things you say.</b> <ul style="list-style-type: none"> <li>● Lying</li> <li>● Teasing, insulting or name calling</li> <li>● Inappropriate language, including swearing</li> </ul>	<b>Harming another's body or property (personal/school).</b> <ul style="list-style-type: none"> <li>● Rough Play: pushing, shoving, wrestling, play fighting</li> <li>● Physically bothering others or being in their personal space too much</li> <li>● Taking things from others without permission</li> <li>● Damaging personal or school property, including vandalism</li> </ul>	<b>Harming someone's ability to be part of a group.</b> <ul style="list-style-type: none"> <li>● Gossiping, spreading or starting rumours about someone</li> <li>● Taking advantage of someone (ie. convincing them to give you something after they have said no)</li> <li>● Regularly leaving others out of play or in-class activities</li> </ul>	<b>Harm of a more sexual nature to someone's self-esteem, feeling of safety, &amp;/or respect for their body.</b> <ul style="list-style-type: none"> <li>● Hitting someone in the private parts of their body</li> <li>● Talking about body parts in an unwelcome or unscientific way</li> </ul>

## Level 2 Action – Administration and/or Behaviour Support Team (Ongoing and/or increased severity of Level 1 actions)

<ul style="list-style-type: none"> <li>● Refusal to complete task(s) assigned by teacher</li> <li>● Refusal to come in after recess</li> <li>● Leaving school grounds without permission</li> <li>● Ongoing attendance concerns (whether in or out of child's control)</li> <li>● Violation of Acceptable Use Agreement for Technology</li> </ul>	<ul style="list-style-type: none"> <li>● Saying hurtful things to or about someone else that shows disrespect for that person (race, colour, gender, ability, etc.)</li> <li>● Defiance/open disregard for authority, including all staff (for developmental level)</li> <li>● Continued use of inappropriate language</li> </ul>	<ul style="list-style-type: none"> <li>● Being too physical to peers and/or self out of aggression: biting, scratching, kicking, hitting, spitting, tripping, choking, punching</li> <li>● purposefully damaging or stealing things from others (escalated)</li> <li>● Destroying school property including vandalism</li> </ul>	<ul style="list-style-type: none"> <li>● Purposeful exclusion: telling others not to be someone's friend, ostracizing someone, turning a group against someone</li> <li>● Embarrassing another student on purpose</li> <li>● Making, accessing or sharing pics/recording of another without consent unless in a public space</li> </ul>	<ul style="list-style-type: none"> <li>● Making rude jokes or making fun of someone involving sexuality</li> <li>● Touching anyone's bodies in private places</li> <li>● Inappropriate bathroom behaviour</li> <li>● Showing your privates to others</li> <li>● Looking at online content of a sexual nature (if not blocked)</li> </ul>
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## Level 3 Action – Administration + Behaviour Support Team + Senior Admin Staff (Repetitive and/or increased severity of Level 2 actions)

<ul style="list-style-type: none"> <li>● Escalated arguing with staff about learning conditions</li> <li>● Cheating or pretending someone else's work is yours</li> <li>● Attendance issues remain after intervention attempts</li> <li>● Continued violation of Acceptable Use Agreement (Tech)</li> </ul>	<ul style="list-style-type: none"> <li>● Continuously insulting others showing lack of respect</li> <li>● Encouraging others to fight</li> <li>● Defiance/open disregard for authority, including all staff (for developmental level)</li> <li>● Making vacant/concerning or plausible threats to hurt another person</li> </ul>	<ul style="list-style-type: none"> <li>● Assault (excessive force designed to cause harm)</li> <li>● Planned fighting with students</li> <li>● Aggression towards staff</li> <li>● Destroying property or vandalizing</li> <li>● Bringing weapons/dangerous items</li> <li>● Tobacco, vape, drug or alcohol use</li> </ul>	<ul style="list-style-type: none"> <li>● Older students telling younger students to do/say something they shouldn't do to hurt them or get them into trouble</li> <li>● hazing or gang activity</li> <li>● using a mobile phone or electronic device where there is an expectation of privacy (washroom)</li> </ul>	<ul style="list-style-type: none"> <li>● Unwanted physical contact</li> <li>● Unwelcome sexual comments about oneself or another person</li> </ul>
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**Admin Procedure Ref's:** [104 Harassment](https://www.holyspirit.ab.ca/documents/57c1c71b-c6b7-5f83-bcf4-9c5bd2eedebe); <https://www.holyspirit.ab.ca/documents/57c1c71b-c6b7-5f83-bcf4-9c5bd2eedebe>, [316 Student Attendance](#), [317 Student Use of Alcohol, Drugs \(Restricted or Illegal\), Tobacco and Electronic Smoking Devices](#); [319 Suspension and Expulsion of Students](#), [318 Possession of Weapons or Potentially Dangerous Items in School](#), [356 Student Discipline and Intervention](#), [113 Personal Device Use](#), [113A Acceptable Use Agreement \(K-4\)](#), [113B Acceptable Use Agreement \(5-12\)](#)

**It is important to be responsible for our actions. You are an important person and deserve respect. Consequences for these actions may include...**

**Level 1 - Staff**

**Level 2 – Admin +/or Behavior Support Team**

**Level 3 – Admin + Behavior Support Team + CEC**

**Steps that the Adults take to help/coach students...**

- Staff notice and responds (directly or through witness info)
- Staff directs student to change behaviour and talks with student about expectations and why they are important
- review applicable school rules and division policies/procedures with student in understandable words
- Work with homeroom teacher if not that person
- Staff member records the event and contacts parents when student does not respond to redirection or verbal warning; more support is needed
- Admin assist to complete any of these steps as needed

- Staff notices and respond (direct or through witness info)
- If repeated, staff coaches student to change behaviour again, explaining reasons again
- Student Completes Conduct Reflection Sheet or other recommended follow-up requirement(s)
- Admin talks with parents about barriers to attendance; develop plan with parents' guidance
- Admin follow up with Staff & Parents to keep parties in the loop and to promote healthy partnership

- Staff immediate Intervention and/or redirection
- Staff member connects with admin
- Student Completes Conduct Reflection Sheet
- Admin Follow up with Staff, CEC & Parents as needed
- Team meets to determine risk and if a VTRA/ARTO (Violence, Threat, Risk Assessment or Assessment of Risk to Others) is warranted

**Possible Consequences that considers the involved student's needs and the situation...**

- Redirection/coaching for student
- Verbal warning with consequences outlined for future events
- Student conference to explore actions
- Loss of privileges (may include recess or sport team time or use of technology as an optional tool for learning)
- Brief time out of space to think, regroup and try again
- Conduct Reflection tool for student to complete if suitable
- Restorative apology and/or restitution (make up for action in appropriate way)
- Logical consequence based on incident (i.e. if you break another's pencil, you give him one of yours)
- Parents may be notified for support, rule/policy review and to talk about strategies for at home and at school

- Level 1 Consequences apply
- Conduct Reflection tool for student if suitable with follow-up
- Check-in with designated staff member for set period of time at set time(s) of day
- Supervised non-instructional time for a set time (i.e lunch)
- Missing preferred activity (i.e. recess) for a set time
- Parent meeting in person or via video conference
- Counseling (Family School Liaison) check-in
- Targeted digital citizenship lessons
- Mental Health Support Team consult
- SIVA quality Transport or Restraint
- Attendance Plan and/or Behaviour Plan
- In-School Suspension; ½ day – 2 days
- Out of School Suspension for a defined time

- Level 1 and 2 Consequences apply
- Home visit
- Attendance Board involvement
- Lethbridge Police Service school constable involvement
- Mandatory session(s) with Family School Liaison Counsellor
- Parent meeting with homeroom teacher, school administration and/or Director of Student Supports, Counsellor, School Resource Officer, First Nations, Metis and Inuit Support Worker
- In School Suspension; 1 day – 3 days
- Out of School Suspension; ½ - 5 days
- Violence Threat Risk Assessment Protocol activated
- further steps recommended after these initial steps

**Each incident will be dealt with individually as circumstances and factors differ. Support plans for students also vary based on student needs. These guidelines will be at the discretion of the School Administration Team. AP 356 (3.8) Admin Procedure References:** 104 Harassment; 314 Welcoming, Caring, Respectful and Safe Learning Environments; 315 Student Code of Conduct, 316 Student Attendance, 317 Student Use of Alcohol, Drugs (Restricted or Illegal), Tobacco and Electronic Smoking Devices; 318 Possession of Weapons or Potentially Dangerous Items in School, 356 Student Discipline and Intervention **Alberta Education Act** references: 31, 32, 33 and 36. **Student responsibilities: 31** A student, as a partner in education, has the responsibility to (a) attend school regularly and punctually, (b) be ready to learn and actively engage in and diligently pursue the student's education, (c) ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, (d) respect the rights of others in the school, (e) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means, (f) comply with the rules of the school and the policies of the board, (g) cooperate with everyone authorized by the board to provide education programs and other services, (h) be accountable to the student's teachers and other school staff for the student's conduct, and (i) positively contribute to the student's school and community. **Parent Responsibilities: 32** A parent has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to (a) act as the primary guide and decision-maker with respect to the child's education, (b) take an active role in the child's educational success, including assisting the child in complying with section 31, (c) ensure that the child attends school regularly, (d) ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment, (e) co-operate and collaborate with school staff to support the delivery of supports and services to the child, (f) encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and (g) engage in the child's school community.