

SAINT CECILIA CATHEDRAL SCHOOL

"Higher education starts here"

**SOCIAL, EMOTIONAL, AND
BEHAVIORAL HANDBOOK**

2021-2022

***BE RESPECTFUL *BE RESPONSIBLE *BE SAFE**

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Introduction

Dear Parents/Guardians,

We are excited to begin the 2021-2022 school year with a fresh start and an optimistic attitude! At St. Cecilia, we strive to ensure that your child has a positive experience every day at school. In order to do so, we will continue to implement Positive Behavior Interventions and Supports (PBIS) and Social and Emotional Learning (SEL). PBIS is a framework to teach and reinforce behaviors that we want our students to exhibit at school. Students and staff share clear and consistent expectations about how students should act in different settings (classroom, hallways, cafeteria, restrooms, etc.). We have created this handbook for the new school year, in which you can find more information about all PBIS and SEL initiatives.

The school-wide expectations that we will require all students to know, understand, and follow are:

BE RESPECTFUL
BE RESPONSIBLE
BE SAFE

Working together to promote positive behavior helps increase student achievement and get our students ready for the 21 Century Learning skills. Research shows that when the home and school work together, student learning is more successful. With that said, you will get more information throughout the school year. Practice the school-wide expectations at home and encourage your child to BE RESPECTFUL, BE RESPONSIBLE, BE SAFE.

We look forward to an exciting school year full of new learning.

Sincerely,

Saint Cecilia PBIS Team

Teacher Committee Information

St. Cecilia has a committee of teachers that collaborate together to provide the school staff and students with resources and tools to teach and learn all aspects of an appropriate social, emotional, and behavioral school learning environment.

The 2021-2022 committee includes:

Elizabeth Loehr - 6-8th Grades Reading Teacher/8th Grade Homeroom

Kevin Brown - 4-5th Grades Reading Teacher/ 5th Grade Homeroom

Jessie Stoffel - 6-8th Grades Math Teacher/6th Grade Homeroom

Libby Bost - 1st Grade Teacher

Molly Humpal - 2nd Grade Teacher

Committee Mission: To provide a nurturing school environment with focus on developing the whole child; socially, emotionally, and with the tools for success in the future.

Committee Vision: St. Cecilia Cathedral School aims to utilize PBIS and SEL to create a school community that fosters students' ability to build and sustain positive relationships, show empathy, make responsible decisions, while having their voice heard in the community.

Committee Goals:

1. Analyze the number of Cardinal Cards per grade, per month and the correlation with monthly behavioral referrals.
2. To develop a universal behavior screener for classroom teachers to identify the success of our school-wide SEL support and systems.
3. Collect and analyze SEL Morning Meeting/Second Step peer observation data for instructional support.
4. Provide teachers with additional resources for Morning Meeting and Second Step Curriculum.
5. All teachers are implementing the Second Step Curriculum.

What is SEL?

Social and emotional learning (SEL) is the process through which children and adults develop and effectively apply the knowledge, attitudes, and skills needed to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. When implemented systematically in the school, classroom, home, and community, SEL provides a powerful coordinating framework for supporting student success with self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement.

Indicators of SEL:

Explicit SEL instruction

Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.

SEL integrated with academic instruction

SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.

Youth voice and engagement

Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.

Supportive school and classroom climates

Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.

Focus on adult SEL

Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.

Supportive discipline

Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.

A continuum of integrated supports

SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.

Authentic family partnerships

Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.

Aligned community partnerships

School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.

Systems for continuous improvement

Implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.

Morning Meeting/Closing Circle

Morning Meeting is an engaging way to start each day with students. Teacher at St. Cecilia values the power of relationship building and providing students opportunities to gather together and build a stronger community. Morning Meeting is a 20-30 minute circle for the teacher and students to greet one another, share information each person values, participate in a group activity, and interact with a message for inspiration for the day. Through the use of Morning Meeting, teachers are promoting trust, building relationships, fostering academic and social growth, and promoting positive behavior and interactions.

Closing Circle is similar to Morning Meeting and takes place at the end of a class period or end of the school day. This time is an opportunity for teachers to check-in with students to understand the positive and challenging aspects of each student's day. The Closing Circle peacefully wraps up the school day and sends students off feeling a sense of accomplishment and belonging. The teachers at St. Cecilia want students to go home ready to share a highlight of their school day and willing to share their learning with their family.

Second Step Curriculum

Second Step is a SEL curriculum is a holistic approach building supportive communities for every child through social and emotional learning. Teachers focus on developing social and emotional skills for the whole child through weekly interactive lessons. There are four units for each grade level with 5-7 lessons that take 20-30 minutes in the classroom. Students discuss setting goals, building positive relationships, identifying strengths, understanding bullying, making decisions, problem solving, etc.

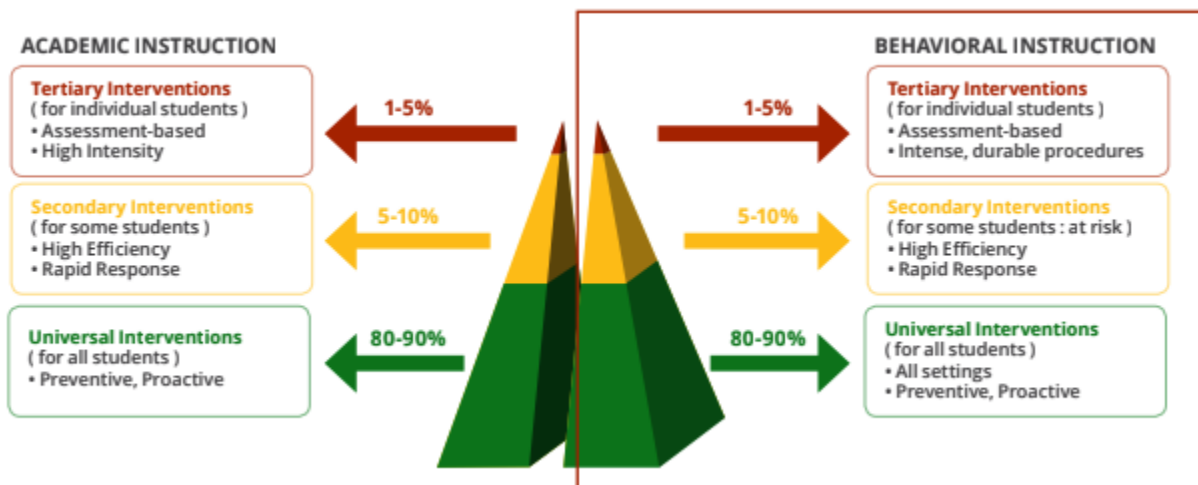
Restorative Practices

St. Cecilia utilizes Restorative Practices when addressing issues that arise from student-to-student and from student-to-teacher. The process is collaborative and inclusive with an outcome that is mutually agreed upon. This allows for students to hear about wrongdoing from others to understand the impact it can have on others. This is an important social and emotional skill for students to learn. Teachers use facilitated circles and meetings to address conflict. Part of the facilitated conversation can include a series of reflective questions to identify how actions can impact other people and find solutions to address the problems with the goal of restoring relationships. St. Cecilia believes in modeling best practices for students to learn how to navigate conflict, mend relationships, and be supportive friends.

What is PBIS?

PBIS (Positive Behavior Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning. PBIS is a framework that seeks to set up clear, consistent expectations so that each student knows exactly what is expected of them in every situation in school.

The first tier (Universal or Primary) involves teaching these expected behaviors to ALL students and acknowledging students who act accordingly. It also re-teaches and reinforces appropriate behavior to students who act improperly. Tier Two (Secondary) will concentrate school efforts on the 5-15% of students who repeatedly struggle to reach our behavior expectations, while Tier Three (Tertiary or Intensive) puts extensive strategies and supports in place for the 5% of students who have not responded to earlier interventions.



Why is it so important to focus on teaching positive social behaviors?

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. The PBIS framework helps to create and maintain a positive, safe, and effective learning environment that will increase academic achievement when implemented with fidelity. Appropriate behavior and social competence require direct teaching to students just like math and reading. When students are given positive, immediate feedback, they are more likely to continue the behaviors that elicit praise. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS framework emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts.

An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:

Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)

Practices: interventions and strategies that are evidence based. (How will you reach the goals?)

Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)

Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

School-wide Behavior Expectations

St. Cecilia has developed a school-wide behavior matrix to outline common expectations for all students in common areas of the school. This matrix is beneficial for both students to know and understand the expectations, as well as for teachers to utilize common language when teaching expectations and redirecting unwanted behavior.



CAFETERIA	HALLWAY & STAIRS	MASS	RECESS	RESTROOMS & WATER FOUNTAINS	ARRIVAL & DISMISSAL
Use table manners. Talk with people next to you. Raise your hand for help. Use kind words with classmates and teachers.	Volume of Zero. Be considerate of other classes and the learning environment. Hold the door for others.	Eyes on Priest, reader, and altar. Volume of Zero unless singing, praying, responding. Sit with back against the pew, stand tall away from the pew in front, and kneel with hands folded on top of the pew back.	Use kind words with others. Use appropriate language. Be a good sport. Include everyone.	Give privacy to others. Use appropriate volume in the bathroom and hallway (Volume of Zero).	Use appropriate volume. Use kind words and greetings with classmates and staff.
Clean up your space and place trash in bin. Take only the supplies you need. Have water to drink if not taking a milk. Participate in prayer.	Transition timely and carefully. Face forward as you move. Go directly to your destination.	Hands should be in prayerful position. Bow and genuflect upon pew entry. Participate in songs, prayers, responses. Uniform shirts tucked in and sweaters on.	Use equipment appropriately and put away after use. Help others and do the right thing even when no one is watching. Line up quickly.	Go - Flush - Wash. Use appropriate amount of supplies. Put all trash away in appropriate places. Report any problems to a teacher.	Unpack and pack quietly and in a timely manner. Go directly to your destination. Place cell phones (MS) in designated classroom area or backpack at dismissal.
Sanitize hands before and after eating. Always use walking feet. Stay in your place/seat. Only eat from your own tray/plate. Ask to use the restroom.	Use the right side of the hallway and move at a steady walking pace. Stay in line. One foot per step with hand on rail. Keep hands/body to self.	Go to the bathroom before Mass. Carefully lower the kneeler to reduce sound. Feet should be crossed or flat on the ground, not on kneeler. Sanitize hands before receiving Communion.	Follow the rules of the game. Stay in designated grade area. Keep hands/body to self. Play for fun.	One student out of the classroom at a time. Walk to and from the classroom directly.	Inform your teacher when leaving. Use the crosswalks. Walk safely inside and out of the building. Wear a mask and socially distance in designated areas.

Teachers will follow these steps in dealing with Level 1 and Level 2 behaviors:

- 1) Verbal warning/redirection (with wait time)
- 2) Re-teach expectation/apply intervention (with wait time)
- 3) Apply intervention
- 4) Phone call to parent/guardian
- 5) Submit office discipline referral
- 6) Administrative action

Serious Infractions

Some behavior incidents are of a serious nature and require an immediate response. Behavior that is considered serious in nature requires immediate contact with the principal. This issues include, but are not limited to:

- Irresponsible Behaviors
 - Serious and/or Continued disruptions to the learning environment
 - Insubordinate behaviors
 - Abusive or rude language or gestures towards students or teachers
 - Inability to control unwanted behaviors after repeated redirection
 - Repeated violations of classroom rules
- Unsafe Behaviors
 - Possessing materials inappropriate for a school setting such as knives or any type of weapon, matches, lighters, smoking materials, vaping or eCigarettes, tobacco, alcohol, drugs (including prescription drugs), or using normal objects in a dangerous way
 - Leaving school grounds without permission
- Disrespectful Behaviors
 - Stealing
 - Vandalism of school or parish property
 - Threatening or intimidating behavior including physical or psychological threats, harassment, sexual harassment, bullying, assault such as fighting (striking another student), causing injury to others, or trying to cause injury to others

Teachers will follow these steps in dealing with Serious Infractions:

Step 1: Document Inappropriate Behavior on the Behavioral Referral Google Form with phone call/email home to parents (Impactful Think Sheet completed by student and signed by parent)

Step 2: After 3 BR of any Serious Infraction, phone call home to parents about behavior and detention (Teacher and Student create goal and plan of action to address behavior)

Step 3: After 5 BR of any Serious Infraction, a Restorative Circle with Parents is scheduled (MTSS plan/SAT Meeting) *Optional*

Step 4: If any Serious Infraction continues after RC, move to Strike 1 (1-3 Day Suspension)

Step 5: Continues, Strike 2 (3-5 Day Suspension)

Step 6: Expulsion

Student Acknowledgement System

School-wide Incentive for Positive Behavior (Daily) → All teachers and staff members in the school building recognize students daily for positive behavior. Students are rewarded with a Cardinal Card for their efforts. Teachers provide students with an explanation on the positive behavior observed and how it relates to the school-wide expectations to Be Respectful, Be Responsible, and Be Safe.

School-wide Incentive Drawing (Fridays) → Recognizing students for their efforts each day is not enough. Each week all Cardinal Cards are entered into a drawing that is held by the Principal over the announcements each Friday morning. Winners are announced from all grade levels and recognized by the entire school. Students get to come to the office to choose a prize and take a picture that is later featured on the school's Social Media platforms.

Grade Specific Classroom Incentives (Optional for Individual or Whole Class) → We know that students need more or less reinforcement when it comes to school-wide behavior expectations. Each individual classroom teacher may use an additional classroom incentive program for individual students or as an entire class. Your child's teacher will share with you specifics on a classroom incentive program if necessary.