

Discipline Program Handbook

Early Childhood through Middle School

Table of Contents

<u>Objectives and Principles</u>	3
<u>Principles for Acceptable Behavior and Discipline Policies,</u>	3
<u>Rights and Responsibilities</u>	4
<u>St. Cecilia Discipline Dimensions</u>	6
<u>Action Steps</u>	10
<u>Definition of Specific Behaviors</u>	11
<u>Guidelines for Dealing with Unacceptable Behavior</u>	12
<u>Early Childhood Discipline</u>	15
<u>St. Cecilia Holistic Rubrics for Non Academic Factors</u>	15

St. Cecilia Love & Logic Core Beliefs

1. We believe that every attempt should be made to maintain the dignity of both the adult and the student.
2. We believe that students should be guided and expected to solve the problems they create without making problems for anyone else.
3. We believe that students should be given the opportunity to make decisions and live with the results, whether the consequences are good or bad.
4. We believe that misbehavior should be handled with natural consequences instead of punishments whenever possible.
5. We believe that students should have the opportunity to tell their side of the story (due process hearing) when consequences appear to be unfair.
6. We believe that teachers are responsible for raising student self-esteem.
7. We believe that misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
8. We believe that it is best if a student does most of the thinking.
9. We believe that there should be a logical connection between misbehavior and resulting consequences.

Discipline Program Handbook

I. Objectives and Principles

It is important to understand that to most effectively manage the discipline of our students we must work together, the school, the student, and the family. This triangulation allows us to address any concerns or problems at home, as well as at school, bringing congruence to the important work we all undertake to educate and prepare our children for a life of commitment and service.

St. Cecilia Catholic School recognizes that learning and teaching will thrive in a school climate that is caring, orderly, and safe. Standards of behavior supporting the total education process and consequences of failure to adhere to those standards shall therefore be established and clearly communicated within St. Cecilia. These policies and guidelines for student behavior at St. Cecilia are designed to describe an approach to student behavior and discipline that is fair, firm, and consistent. Collectively, these documents provide the foundation upon which school codes for acceptable behavior and discipline are developed.

In accordance with the school's philosophy and in order to fulfill the school's mission of ongoing Catholic formation and education of the whole child in mind, heart, and spirit, in preparation for an adult life of commitment and service, student conduct must be of a sufficient standard to ensure the teacher's ability to deliver an effective program. The ultimate goal of the our Caring Community at St. Cecilia is the development of a Christian person whose habits are consistent with good moral principles and Christian values. When a student's behavior falls below the basic expectations of the school, disciplinary action will be positive rather than negative in its approach, and while maintaining respect for the student, will ensure that the classroom learning environment is preserved. Teachers using appropriate disciplinary measures will be able to proceed with the expectation that support will be forthcoming from the parents, principal, and pastor.

Discipline is seen as a two-sided affair. Whether occurring within or outside the school, when behavior jeopardizes the safe environment of the school, is contrary to Gospel values, or provides opportunity for a disruption to the normal function or operation of the school, such behavior will generate consequences. Consequences, however, that will have an educational element. Our goal is to help students learn from their mistakes and give them support in changing their behavior.

II. Principles for Acceptable Behavior and Discipline Policies,

- Preventive strategies inspired by respect, courtesy and care for others promote appropriate behavior.
- Clearly defined expectations and consequences foster a productive learning and teaching environment.
- Communication among all educational partners is an essential part of effective development and implementation of policies and codes dealing with acceptable behavior and discipline.
- Appropriate records of disciplinary actions are maintained.
- Appropriate school procedures which are consistent with this policy shall be established for students.
- Attendance at school is an essential part of the learning process.
- Inappropriate behavior and discipline must be addressed through the St. Cecilia approach of intervention involving teachers, school administration, and appropriate parents/guardians.
- Every effort must be made to ensure that a student's educational process will be continued in the event of suspension from school.
- Inappropriate behavior on educational visits and on the school bus is subject to such portions of this policy as are applicable; policies and guidelines on transportation safety shall also apply.

III. Rights and Responsibilities

A. Student Rights

Students have the right to quality education in positive learning environments which provide the opportunities for personal development. Students have the right to be treated with respect, dignity and fairness. In meeting these obligations, St. Cecilia must make every effort and strive to provide:

- Quality instruction in a clean, safe environment, free from verbal, physical or psychological bullying;
- Teaching methods and styles which do not belittle or disparage students' honest efforts to make progress;
- Opportunities for growth through extra- and co-curricular activities;
- Appropriate intervention to address inappropriate behaviors;
- Individual assistance when it can reasonably be made available;
- Opportunities to express ideas in interactive settings, e.g. through Student Council/ Advisory Program and Class Meeting.
- Confidential personal guidance when appropriate

B. Student Responsibilities

Accompanying these rights, students have a responsibility to participate in school affairs in a positive way and to respect school property and the rights of others by living the **St. Cecilia Student Covenant**.

Student Covenant

As a member of the student body of St. Cecilia Catholic School, and in partnership with my parents and teachers, I will be guided by the values of *Catholic faith and tradition*. I will lead with integrity and excellence. I will learn the skill of *communication* and value my teacher and parents' effort to provide a *nurturing* environment for my fellow students and me. In order to accomplish this mission, I will abide by the following Covenant:

- First and foremost, I will be a *Christian* role model in thought, word, and deed.
- I will be *respectful* of all adults in the St. Cecilia Catholic Community.
- I will honor the *dignity* of my fellow students, respecting their individuality and treating each with care.
- I will recognize the hurtfulness of all forms of harassment and bullying, and will follow the example set by **Jesus**: "*Do unto others as you would have them do unto you.*"
- I will *respect* and protect the personal property of the school.
- I will set a good example by using proper *manners*, showing exemplary *courtesy*, and displaying good *sportsmanship* at all times.
- I will be *honest*.
- I will accept *responsibility* for my actions and understand there are choices and *consequences* for my actions.
- I will do my own *work* and *not* share my work with other students.
- I will be on *time* – prepared and ready to learn.
- I will complete my homework because it will help me be *successful*.
- I will always try to do my utmost personal *best*.

I understand that failure to follow the Student Covenant may result in my involuntary withdrawal from the school.

C. Parent Rights

- Be treated with respect and dignity by students, other parents and staff.
- Opportunities to provide feedback to school administration.

D. Parent Responsibilities

Accompanying these rights, parents have a responsibility to participate in school affairs in a positive way and to respect school personnel and policies by living the **St. Cecilia Parent Covenant**.

Parent Covenant

As my child's first and most important educator, and in partnership with St. Cecilia Catholic Community, I am entrusting my child's Christian formation and academic development to St. Cecilia Catholic School. In recognition that I am a partner in this mission, I will be guided by the Gospel values of Catholic faith and tradition. I will lead with integrity and excellence. I will strive at all times to create a nurturing environment and will promote effective communication. In order to accomplish this mission, I will abide by the following Covenant:

- First and foremost, I will be a *Christian* role model in thought, word, and deed.
- I will protect against the harmful effects of rumor and innuendo by setting a *Christian* example for my children and peers.
- I acknowledge that public criticism of school personnel, policies, or procedures will be deemed a violation of this covenant and may result in dismissal from the school.
- I will lead my child by setting a positive example of *honesty, integrity*, and by taking *responsibility* for one's own actions.
- I will be diligent in teaching my child to recognize the harmful nature of harassment and bullying. I will encourage him or her to *honor* and help protect the *dignity* of every individual.
- I will create a home environment that encourages *preparation, responsibility*, and *self-discipline*, skills necessary for success in the classroom and school environment.
- I will ensure that my family follows and *supports* St. Cecilia School's rules, policies, calendars, and deadlines.
- I will create and participate in a mutually respectful *relationship* with my child's teachers, setting a positive example at all times, encouraging effective communication, constructive dialogue, and a *partnership* in problem-solving.
- I recognize and *respect* the policy of St. Cecilia Catholic School that provides proper channels in addressing conflict or concerns, and I will familiarize myself with such guidelines if or when the need should arise.
- In matters of discipline, my priorities will be to support the teacher's or principal's *fairness, consistency*, and enforcement of clear *expectations* for my child's desired behavior.

I understand that failure to follow the Parent Covenant may result in the involuntary withdrawal of my child(ren) from the school.

E. Teacher Rights

- Be treated with respect and dignity by students, parents and staff.
- To a clean, safe work environment.
- Opportunities for professional growth through guidance, ongoing training and coaching in specialized area.
- Materials and equipment available to support the delivery of the curriculum.
- Opportunities to express ideas, and school decision making.
- Instructional time that is protected from unnecessary interruptions.
- At least one period a day for planning and parent meetings (when scheduling allows it).
- Support from administrators.
- Opportunities to be recognized.

F. Teacher responsibilities

- Help build a caring community by showing respect and courtesy towards teaching, students, parents and staff.
- Fulfilling teacher's responsibilities as well as administrative responsibilities.
- Help ensure student safety, both physically and emotionally.

IV. St. Cecilia Discipline Dimensions

A. Prevention/Proactive Strategies

B. Action

C. Resolution/Follow Up Strategies

A. Prevention: In order to prevent discipline problems and promote a caring community, this approach assumes that students are going to behave appropriately and look for ways to generate success.

As part of the prevention initiatives, different grade levels may implement or promote specific strategies campaigns and/or programs such as: *Classroom Management, Building a Caring Community, Love and Logic, Class Meeting and Advisory Program (refer to Teacher's Handbook)*

B. Action: Despite all efforts at prevention, conflicts inevitably occur. Should a conflict arise, the goal is to quickly resume teaching, preserving both the teacher's and student's dignity. When misbehavior occurs, logical consequences are applied and are therefore part of the action dimension according to the categories of behavior.

We must emphasize the importance of having students accept responsibility for their actions. Students must understand that they will be held accountable for their actions. However, we also recognize the importance of building relationships, developing trust, and listening to what students have to say and must emphasize that consequences by themselves are not *"the solution."*

Categories of Behaviors

Behavior is a total educational process. Discipline policies are designed to enhance self-knowledge, self-esteem and self-confidence. Discipline involves a collection of skills that promote effective learning and teaching. The following chart outlines the four levels of behavior and actions that may be taken at each level.

Good Behavior

DEFINITION	EXAMPLES may include but are not limited to:	Natural Consequences may include but are not limited to:
<p>Appropriate behavior that promotes and allows for a good learning climate and the well-being of others.</p>	<p>Students:</p> <ul style="list-style-type: none"> ● Responsible, respectful, reverent, caring and honest. ● Good problem solvers, resourceful, and idea-contributors. ● Promoters of school activities. <p>Students that:</p> <ul style="list-style-type: none"> ● Are dependable and cooperative in team works. ● Actively participate in class ● Exemplify positive attitudes about life ● Uphold principles of morality and ethics; show courtesy; demonstrate high standards of honesty, reliability, concern and respect for others. ● Value civic involvement, have a high regard for freedom, justice, and democracy. ● Voluntarily contribute to the school or community without seeking compensations and with a positive, courteous, and enthusiastic spirit. ● They show the necessary dedication to achieve an extraordinary academic level. 	<ul style="list-style-type: none"> ● A feeling of self worth and pride in oneself, ● Verbal compliments to reinforce good behavior, recognition through incentives or recognition programs, ● Opportunities for participation in school activities that supplement the curriculum.

Disruptive Behavior

DEFINITION	EXAMPLES may include but are not limited to:	CONSEQUENCES may include but are not limited to:
<p>Inappropriate behavior that is not frequent or serious enough to significantly interrupt the learning climate or endanger the well-being of others. Most behaviors of this type can be dealt with adequately by the classroom teacher.</p>	<ul style="list-style-type: none"> ● Frequent homework or uniform infractions. ● Minor class disruptions ● Late attendance to classes ● Sarcastic, impertinent, angry or inappropriate language; stereotyping and labeling ● Unauthorized use of an electronic devices including cell phones. ● Lack of responsibility ● Minor attendance concerns ● Public displays of amorous or sexual affection between individuals ● Marking on desks or graffiti ● Any obscene language ● Lack of respect/participation during Honors or other assemblies ● Misuse of school property and materials ● Running in the halls ● Lack of responsiveness, apathy ● Disrespect or insubordination. 	<ul style="list-style-type: none"> ● Verbal reminders and directions from staff ● Student-teacher conferences ● School administration-student conferences ● School administration-parent conferences ● Homework, Uniform or Discipline report to parents ● Referral for guidance counseling ● Reflection time or In-school time out ● Repair/ restitution of damaged property ● \$50.00 fee for each confiscated electronic device. ● Suspension from sports, dances, extra-curricular activities ● Verbal or written apology ● Tracking sheet. ● School officials may conduct searches at any time. This includes requesting students to empty book bags, backpacks, pockets, sport bags, or pencil bags. ● In all cases the incident will be reflected in the students 'conduct, effort and/or personal habits mark.

Severe Behavior

DEFINITION	EXAMPLES may include but are not limited to:	CONSEQUENCES may include but are not limited to:
<p>When inappropriate behavior reaches the level where its frequency and/or nature is disruptive to the learning environment, it is considered to be severely disruptive. Ordinarily only a small number of students display severe behavior, and it is expected that school efforts to develop collaborative approaches to building and maintaining a positive school climate will reduce the occurrences of such behavior.</p>	<ul style="list-style-type: none"> ● Fighting or physical assault ● Verbal abuse ● Repeated acts of disrespect or insubordination ● On-going failure to accept responsibility ● Disruptions of the operations of the school or classroom ● Vandalism ● Lewd behavior; obscenity in verbal, visual or physical form ● Theft ● Pushing/showing ● Academic integrity infraction; ● Repeated remarks/slurs about an individual's physical characteristics, friends or relatives ● Harassment of any kind including electronic harassment or 'cyber-bullying' ● Bullying ● Skipping Class ● Threats to harm self or others (see below) 	<ul style="list-style-type: none"> ● Discipline report to parents ● School administration-student conferences ● School administration-parent conferences ● School-based counseling services ● Out of school counseling ● Repair/ restitution of damaged property ● In school time out; in-school or out-of-school suspension ● Behavioral contract as a condition of return to school; ● Tracking sheet; ● Academic Dishonesty Letter in student file ● Suspension from sports and extracurricular activities; ● Verbal or written apology ● In all cases the incident will be reflected in the students 'conduct, effort and/or personal habits mark. ● Expulsion

Illegal Behavior

DEFINITION	EXAMPLES may include but are not limited to:	CONSEQUENCES may include but are not limited to:
Some behaviors require immediate and urgent intervention. Counseling is an integral part of all consequences at this level. For every Illegal behavior incident, a meeting with parents will be held and the conduct evaluation will be not meeting the expectation.	<ul style="list-style-type: none"> ● Physical violence resulting in injury or inciting others to use force resulting in injury ● Racial misconduct of any form ● Sexual assault, physical or sexual abuse or harassment ● Vandalism or inciting others to vandalize ● Possession of a weapon or using a weapon to threaten others ● Stealing from others by use of intimidation, threat or force; ● Possession of alcohol, drugs, pornography ● Repeated severe misconduct even after different courses of action have taken place ● Possession or use of tobacco and tobacco products, including vaporizers (first or occasional offense) ● Cyber bullying ● Use or manipulation of others people's email accounts ● Misuse of technology including hacking ● Threatening harm upon others 	<ul style="list-style-type: none"> ● Verbal or written apology. ● Suspension from school and/or from sports and extracurricular activities; ● School-based community service ● Repair/ restitution of damaged property ● Behavioral contract as a condition of return to school ● Counseling ● Expulsion ● In all cases the incident will be reflected in the students 'conduct, effort and/or personal habits mark.

C. Resolution/Follow Up

St. Cecilia has designed processes to reach the students on an ongoing basis to keep track of the student’s development and modification of behaviors. School Staff will contact students and families to give closure to actions taken with the students at the end of the established term.

At all times a Parent-Student-Staff conference will take place to give closure and feedback for Action plans, Behavioral Contracts and Disciplinary Probation. These will include a plan to continue communication and guidance for students. (Appropriate templates will be used).

V. Action Steps

For any behavioral problem the following action steps should be followed:

Action Step 1	Preventative Step	During this stage the teacher uses various classroom management and Love and Logic strategies to work with the student to identify the “Disruptive Misbehavior” and the actions needed to modify behavior to the level of “Good Behavior”
Action Step 2	Teacher Conference Step	A formal meeting with student will take place. A report will be issued and sent home for parents to sign. This will be recorded in the students file and considered for final evaluation. Student’s reflection takes place (Appendix #1) and is recorded in file.
Action Step 3	Teacher-Parent Conference Step	When inappropriate behavior reaches the level where by its frequency and nature is disruptive to the learning environment a Parent-Teacher conference will take place. Teacher, parent, and student will develop a reflection/action plan that identifies the “Disruptive Misbehavior” and the actions needed to modify behavior to the level of “Good Behavior” This will be recorded into the student's file and considered for final evaluation.
Action Step 4	Principal/VP Conference Step	When disruptive behavior is not modified through parent-teacher conference and teacher-parent-student action plan, or when student misconduct is deemed Severe or Illegal Misconduct the Vice Principal or Principal will have a meeting with student and teacher to identify the misbehavior and outline an action plan. A report will be issued and sent home for parents to sign and will be recorded in file. Step 5 may immediately follow step 4.
Action Step 5	Principal/VP – Parent Conference Step	When inappropriate behavior reaches the level where by its frequency and nature has become severely disruptive to the learning environment and/or when previous conferences and action plans have not succeeded in decreasing the frequency and/or severity of such behaviors a Vice Principal/Principal-Parent meeting will take place. A Behavioral commitment contract is signed by student and parents and a close support-monitoring process will be part of the contract. (Student’s re-enrollment may be in jeopardy, and student's participation in school events may be cancelled.) If the unacceptable behavior persists, a one-day suspension (either in-school or out-of-school) will be in effect. Record of the meeting, the Behavioral Commitment Contract, and the Student reflection is recorded in student file.
Action Step 6	Disciplinary Contract Step	When inappropriate behavior does not improve after Action Step 5 another Vice Principal/Principal-Parent meeting will take place and a Disciplinary Probation Letter will be issued and the student will be placed on disciplinary probation status. (Student’s re-enrollment may be in jeopardy, and student's participation in school events may be cancelled.) An in-school or out-of-school suspension for up to 5 days may accompany this step. Any student on Disciplinary Probation is subject to expulsion if unacceptable behavior is not improved. In extreme cases step 7 may immediately follow step 6.
Action Step 7	Disciplinary Committee Step	All students under disciplinary contract will be recommended to a Disciplinary Committee. The Disciplinary Committee will review the student’s case to determine next steps. Possible consequences include expulsion.

Some offenses are of a serious enough nature that immediate reflection time or suspension may be necessary. If a student commits an offense that constitutes grounds for expulsion, the Pastor will be informed and a recommendation may be made.

All unacceptable behaviors will be recorded in the St. Cecilia Discipline System.

VI. Definition of Specific Behaviors

Harassment and/or Bullying are defined as a persistent, offensive, abusive, intimidating, malicious or insulting behavior which amounts to an abuse of power or authority which attempts to undermine an individual or group and which might cause them to suffer stress.

Harassment and Bullying can include, but is not necessarily limited to the following categories and specific behaviors:

- *Sexual Harassment:* Behavior that is sexual or lewd in nature, including sexual advances, physical contact, and other verbal, physical or visual conduct of a sexual nature.
- *Verbal Harassment/Bullying:* Unwelcome and persistent behavior that makes a person feel threatened, humiliated, or unsafe. Name calling, teasing, using inappropriate language (i.e. swearing); Making fun of or being disrespectful of another person's physical characteristics, nationality, religion, color, size, physical disabilities, family problems (i.e. divorce), ability to learn, athletic ability; derogatory comments or jokes; social ostracization; spreading lies or rumors about a person and/or laughing at another's misfortune; putting people down; inciting others to fight or bully someone in any way
- *Physical Bullying:* Pushing or shoving someone; grabbing someone's clothes and fighting is considered physical bullying.
- *Cyber Bullying:* Use of the internet, cell phone or other electronic device to send or post text messages or visual images intended to be hurtful, cruel, vicious, threatening or embarrassing to another person; creating or using websites with jokes, pictures and/or videos ridiculing or mocking others or school personnel; using others' email addresses to do all the above;
- *Threatening:* Behavior that is intimidating, including but not limited to, threatening gestures, assault, unwanted touching, and blocking of normal movement that interferes with another student's work, study, or play. Saying that someone will be beaten up if they do not comply with bully's request; using antagonistic language towards someone, i.e. saying things like, "I do not like the way you are looking at me."
- *Social Exclusion:* Not allowing someone to play with or participate in your group; forming a circle or group on the playground or in the hallways so that another person can not join in; speaking with a group so that one person is excluded either because of the language being used or the slang used by a group; ignoring a person; refusing to be someone's friend or a group pressuring others to isolate someone or exclude as a friend; refusing to allow someone his or her place in a line or on a bus.

Threat of Harm to Self or Others. Every incident of a threat of harm to one's self or to others will be taken extremely seriously. Any reported threat of harm to one's self or others will result in the student being suspended from school pending a psychiatric or psychological evaluation completed by a psychiatrist or licensed psychologist in the state of Texas, stating that the student is not a threat to his/herself or others, under the care of the psychiatrist or licensed psychologist, and safe to return to school on a regular schedule.

Theft. The St. Cecilia community is founded on a shared trust. Any student found stealing, i.e. taking someone else's lunch, money and/or belongings, violates this trust.

Vandalism. It is important that we keep our school looking good and in working order for all of us. Any student who marks, defaces, breaks, or destroys school property will be responsible for cleaning, repairing or replacing the damaged item.

Academic Integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, cheating, copying, plagiarism, giving answers, misuse of technology. Such acts of dishonesty violate the fundamental principles and values of St. Cecilia. *Incidents involving academic dishonesty may appear in the student's file.*

- **Plagiarism** is using others' ideas and words without clearly acknowledging the source of that information.

VII. Guidelines for Dealing with Unacceptable Behavior

St. Cecilia recognizes that, depending on the situation, no one particular strategy may be appropriate for all students in a given situation. Conferencing with parents, the student(s) and school administration may produce variations or combinations of strategies that will achieve the desired outcomes. Appropriate school personnel shall make every possible effort to notify the student's parents as soon as possible if behavior modification strategies are being implemented.

Students are encouraged to report any incident of harassment to the teacher or principal. The principal has the responsibility to investigate a harassment or bullying complaint in an expeditious manner. Retaliation or intimidation for having reported or threatened to report harassment, or for assisting the school in the investigations, is strictly prohibited. Acts of retaliation will result in disciplinary action.

The following guidelines provide options that are adaptable to individual circumstances. Administrative procedures will be developed to ensure that these strategies are managed in a fair and consistent manner and that due process is available to all students affected by the provisions of the acceptable behavior and discipline policies.

A) Frequent Homework / Uniform Reports

Students are expected to have good personal appearance that is neat and clean and wear a well-fitting, complete uniform in good condition. Students who do not follow these requirements will receive a report for uniform, and will be considered to assess student's "Personal Habits" on their report cards, thus being affected. If students have been reminded and reports for uniform have been sent home on several occasions, the issue will be considered disruptive behavior and due process will take place, considered for the final conduct evaluation.

Students are expected to do their assigned homework every day as an important complement to their learning process and their work/study habits. Students who do not complete their homework on time will receive a report for homework and considered to assess student's "Effort" on their report card, thus being affected. If students have been reminded and homework reports have been sent home on several occasions, the issue will be considered disruptive behavior and due process will take place, considered for the final conduct evaluation.

B) Report to Parents of Unacceptable Behavior

Whenever a student demonstrates an unacceptable behavior, a reflection process will take place. (Please refer to the referral process.) Parents will be informed of these reflections. Sometimes parents will be required to sign documents sent home and/or attend meetings to be part of the

growth process. These reports will be filed and used for the final evaluation. Most times a conference will take place to give families feedback on the student's behavior progress.

C) Reflection Time

Sometimes students need time to reflect on the issues concerning the behavior. The teacher might assign time for this to happen before or after the academic day or during recess. Reflection time is assigned at the discretion of the teacher. Parents are informed in writing if the reflection time is scheduled for another day or via telephone if it is necessary that the student stay on the same day. Failure to comply with a reflection time will result in an immediate referral to the Principal or Assistant Principal.

D) In-school Time Out/Suspension

Disruptive misconduct or severe behaviors may lead to in-school time out/suspension. To avoid students having the sense that is an easy way out, students will be required to continue their daily work or to turn in all work missed and no fall behind in their academic learning. Any time a student is suspended the parents will be asked to come to school for a conference.

E) Conference with parents

Parents will be asked to come to a conference with the teacher, Assistant Principal, or Principal when requested by any party.

F) School community service

Students whose behavior results in additional work for maintenance staff may be assigned duties designed to correct the problems they caused. Examples include restoring desks, picking up garbage, and cleaning walls or fixtures. The work may be performed during school time or outside of school hours, depending on school and home circumstances.

G) Restitution

Students are expected to pay for damaged or stolen property. A student, who damages property, whether through carelessness or vandalism, will be held responsible. Other disciplinary action may also apply.

H) Counseling

Counseling refers to personal interaction in which students explore their feelings, ideas and behaviors with a school-designated psychologist, guidance counselor, teacher or administrator. In-school, one-on-one counseling, as well as group counseling, will be provided through the Student Counselor. Out-of-school referrals to professional counselors may be required in consultation with parents.

I) Behavior/ Commitment contract

A written agreement setting the terms and conditions of admission/continued school attendance might be set when a student fails to meet other avenues. The terms are set by the school in consultation with parents, and the student signs the document signifying intent to abide by its conditions. Failure to abide by the contract will result in further consequences.

J) Tracking Sheet

A tracking sheet is written and given to students to keep parents informed about academic or behavioral issues. This tracking sheet is sent electronically to parents. A written or electronic email response is needed from parents.

K) Suspension (Temporary Exclusion)

Suspensions should be reserved for extremely serious behavior that cannot be managed through other strategies. Suspension (temporary exclusion) for up to 5 days can be imposed for serious offenses at the discretion of the Disciplinary Committee after meeting with parents. Pastor should be informed of all instances where suspension is necessary. Students on suspension are required to turn in all work missed to avoid falling behind in their academic learning. Suspensions can consist of in-school suspension or out-of-school suspension.

Suspension on sports, dance or any other extracurricular activities can be imposed for an undetermined amount of days at the discretion of the Disciplinary Committee.

L) Expulsion (Permanent Exclusion)

For cases of *repeated severe behavior or illegal behavior*, expulsion can only take place after due consultation with the School Disciplinary Committee and the Pastor.

M) End of Term/Year Community Service

When students fail to meet Conduct, Personal Habits or Effort Expectations, these will be required to fulfill afternoon or weekend school community service for a determined number of hours assigned by the Disciplinary Committee.

*Note: the community service should be logically linked to the inappropriate behavior.

This service could include and not limited to the following suggestions.

- Library support
- Teacher support
- Maintenance support
- Office tasks

N) Yearly Non Academic Failing Averages

When students fail the non academic areas, conduct, effort and/or personal habits, the St. Cecilia report cards will be withheld and student will be required to attend to a workshop for at least 40 hours during summer school or up to 60 hours during school time in which, with the help of an expert, the students will help develop the skills needed.

O) Disciplinary Committee

Depending on the nature of the incident as listed in the Disciplinary Process, a small group consisting of Principal and /or Vice principal, teachers, and counselors will convene to discuss consequence or actions to be followed when an inappropriate act is committed.

P) Discipline Reports and Protocol

- a. Teachers will describe the incident watching the vocabulary being used, spelling and grammar, making sure it does not diminish the students' dignity.
- b. A student that has received a printed report of any kind is required to bring it home, get it signed by their parents and turn in to teacher the following day. Teachers will collect these as one of the most important portions of the protocol.

Q) Establishing if a situation or issue is severe or illegal

- a. A detailed written explanation will be given using a basic format but open not to guide the answers.
- b. After this session, in all cases, the participants will have an interview with teacher or administrator, in which the incident will be explained orally.
- c. This document will be analyzed by teacher, principal or vice principal and counselor or any combination as needed and used to determine consequences and used for referral if a parent-teacher meeting occurs

VIII. Early Childhood Discipline

Due to the nature of the developmental stage, preschool discipline is based on teachers’ observations and notes taken every day. When an area of concern is detected teachers will meet with Principal, meet with School Counselor, meet with parents to describe the situation and offer guidance to parents. Follow up meetings will take place as needed and will be recorded for future follow-up.

IX. St. Cecilia Holistic Rubrics for Non Academic Factors

The following rubrics serve to define each Non-Academic Factor and outline the criteria used to determine the degree and frequency with which a student demonstrates the target Non-Academic Factors. Rubrics have been developed for Conduct, Effort, & Personal Habits.

St. Cecilia Holistic Conduct Rubric

4	Exceeding	Student consistently respects other people’s opinions, feelings, ideas, & property (i.e. refrains from bullying, name calling, laughing at, making fun of, stealing, etc); follows classroom expectations (i.e. does not interrupt others while speaking, does not distract or disrupt class, exercises self control of impulsive behaviors); acts as a positive team member; and acts with kindness and honesty.
3	Meeting	Student usually respects other people’s opinions, feelings, ideas, & property (i.e. refrains from bullying, name calling, laughing at, making fun of, stealing, etc); follows classroom expectations (i.e. does not interrupt others while speaking, does not distract or disrupt class, exercises self control of impulsive behaviors); acts as a positive team member; and acts with kindness and honesty. Student may consistently demonstrate some of these behaviors but at times may be inconsistent or require reminding or prompting from the teacher regarding one or more of the habits.
2	Developing	Student sometimes respects other people’s opinions, feelings, ideas, & property (i.e. refrains from bullying, name calling, laughing at, making fun of, stealing, etc); follows classroom expectations (i.e. does not interrupt others while speaking, does not distract or disrupt class, exercises self control of impulsive behaviors); acts as a positive team member; and acts with kindness and honesty. Student may usually demonstrate some of these behaviors but may require frequent reminding or prompting from the teacher regarding one or more of the other habits. Teacher may have had a conference with parents. Student may have had more than one meeting with principal and /or discipline report.
1	Beginning	Student rarely respects other people’s opinions, feelings, ideas, & property (i.e. refrains from bullying, name calling, laughing at, making fun of, stealing, etc); follows classroom expectations (i.e. does not interrupt others while speaking, does not distract or disrupt class, exercises self control of impulsive behaviors); acts as a positive team member; and acts with kindness and honesty. Student requires frequent reminders or prompting from the teacher and still only occasionally demonstrates these behaviors. Teacher may have had a conference with parents. Student has had numerous meetings with principal and/or discipline report. A student may have

		demonstrated illegal behaviors of repeated severe behaviors as outlined in the St. Cecilia Discipline Handbook. A student at this level is considered to have unsatisfactory, or "failing" conduct.
--	--	---

St. Cecilia Holistic Effort Rubric

4	Exceeding	Student consistently demonstrates best effort in the classroom. The student consistently demonstrates persistence and perseverance in his or her work, positively responds to feedback, and shows genuine interest and curiosity in learning and growing. In addition, student consistently : participates in class discussion, is actively engaged in learning tasks, turns in all completed class work and homework assignments on time, and is prepared for class. The teacher does not have to remind the student and can always count on the student to be working as expected, giving best effort at all times.
3	Meeting	Student usually demonstrates best effort in the classroom throughout the term. The student usually demonstrates persistence and perseverance in his or her work, positively responds to feedback, and shows genuine interest and curiosity in learning and growing. In addition, student usually : participates in class discussion, is actively engaged in learning tasks, turns in all completed class work and homework assignments on time, and is prepared for class. Once in a while the student may need a teacher reminder or prompt to continue giving best effort.
2	Developing	Student sometimes demonstrates best effort in the classroom throughout the term. The student sometimes demonstrates persistence and perseverance in his or her work, positively responds to feedback, and shows genuine interest and curiosity in learning and growing. In addition, student sometimes : participates in class discussion, is actively engaged in learning tasks, turns in all completed class work and homework assignments on time, and is prepared for class. There may be an attempt on the part of the student, but requires prompting on the part of the teacher.
1	Beginning	Student rarely demonstrates best effort in the classroom throughout the term. The student rarely demonstrates persistence and perseverance in his or her work, positively responds to feedback, and shows genuine interest and curiosity in learning and growing. In addition, student rarely : participates in class discussion, is engaged in learning tasks, turns in all completed class work and homework assignments on time, and is prepared for class. The student often requires prompting to give best effort and lack of effort is affecting academic achievement.

St. Cecilia Holistic Personal Habits Rubric

4	Exceeding	Student consistently wears the complete uniform and adheres to St. Cecilia grooming and personal appearance expectations, demonstrates organization and neatness in personal belongings (i.e. cubby, desk, locker, backpack, etc.), picks up after oneself, and is on time for all classes.
3	Meeting	Student usually wears the complete uniform and adheres to St. Cecilia grooming and personal appearance expectations, demonstrates organization and neatness in personal belongings (i.e. cubby, desk, locker, backpack, etc.), picks up after oneself, and is on time for all classes. Student may consistently demonstrate some of these habits but at times may be inconsistent or require reminding or prompting from the teacher regarding one or more of the habits.
2	Developing	Student sometimes wears the complete uniform and adheres to St. Cecilia grooming and personal appearance expectations, demonstrates organization and neatness in personal belongings (i.e. cubby, desk, locker, backpack, etc.), picks up after oneself, and is on time for all classes. Student may usually demonstrate some of these habits but may require frequent reminding or prompting from the teacher regarding one or more of the other habits
1	Beginning	Student rarely wears the complete uniform and adheres to St. Cecilia grooming and personal appearance expectations, demonstrates organization and neatness in personal belongings (i.e. cubby, desk, locker, backpack, etc.), picks up after oneself, and is on time for all classes. Student requires frequent reminders or prompting from the teacher and still only occasionally demonstrates these habits.

