

Bearcat Promise Behavior Expectation Structure

BEAR:CATS
Behavioral
Expectations
And
Response
Communicate
Act in Faith
Through Virtues
Support



St. Monica's Behavior Philosophy: St. Monica will strive to provide a positive learning environment for all students by providing students with positive reinforcements and consequences for the betterment of their own social and emotional growth as well as the other students in the community through their Catholic faith.

As a whole school St. Monica will utilize virtue based restorative discipline to help students understand the way in which our faith guides us to be disciples of Christ. In addition to virtues based restorative discipline St. Monica has provided teachers, deans, and administrators and the necessary tools to deal with more severe issues including bullying.

The Bearcat Promise

As a St. Monica Bearcat, I promise to treat others as I want to be treated. I promise to follow all school expectations. When I make a mistake, as I learn and grow, I will acknowledge the mistake and take the actions necessary to correct it and I will continue to grow in virtue as my Catholic faith calls me to do.

Bullying vs. Conflict

Conflict is a struggle between two or more people who appear to have different goals or desires. Conflict occurs naturally as we interact with one another. It is a normal part of life that we will not always agree with other people about the things we want, what we think, or what we want to do. Most conflicts arise in the moment, because people of the same relative amount of power see the same situation from two different points of view.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

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Bullying

- Aggression is one sided.
- No disagreement
- Imbalance of power
- One side enjoys interaction and the other doesn't
- Not angry at the person

Conflict

- Both sides are aggressive.
- There is a disagreement.
- No obvious imbalance of power
- Neither side usually enjoys the interaction
- Often angry or frustrated the person

St. Monica will treat a referral of bullying as a “case”. The Counselor will meet with students involved in the bullying case individually and she will speak with the teachers involved. By collecting this information she will determine if it is a case of bullying or if it is a behavior incident that is not considered bullying (i.e. conflict). The counselor has been given the tools in order to do this assessment. Bullying cases will be referred to the counselor by the Deans of Students.

When the case is considered bullying the following will occur:

- Parents of all students involved will be contacted and given a summary of what has occurred.
- If parents of the child being bullied would like to have an in-person meeting, this would be the time to schedule one.
- Parents of the student(s) doing the bullying will be asked to come in for a meeting to go over the consequences for the student.
- Based on the severity of the bullying the consequence will vary, but no matter what the student will have a meeting with the counselor to go over what bullying is, how to treat others with kindness, and restorative steps for returning to the classroom in a positive manner.
- This meeting could occur during In School Suspension (ISS) if actions result in such consequences.
- The parents of the student doing the bullying will also be given some information about bullying and how to help their student at home.

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- We will ask the parent to sign and return a form stating that they have read the literature.
- We are going to ask for this as this issue is something that goes beyond the school and needs to be addressed and reinforced at home.

When the case is NOT considered bullying the following will occur:

- Parents of all students involved will be contacted and given a summary of what has occurred.
- The incident will be recorded in FACTS for internal documentation purposes.
- A reminder of what bullying is will be explained to all students and parents involved.
- If parents of any student involved would like to schedule an in-person meeting now will be the time to do so.
- Since this case is **NOT** considered bullying this case will be treated like any other non-bullying behavior issue (see possible consequences).

Our goal is to model restorative practices when dealing with conflict and to accentuate positive behavior through forming respectful relationships with our students and between our students and providing them with the tools to resolve conflict.

Positive Reinforcement:

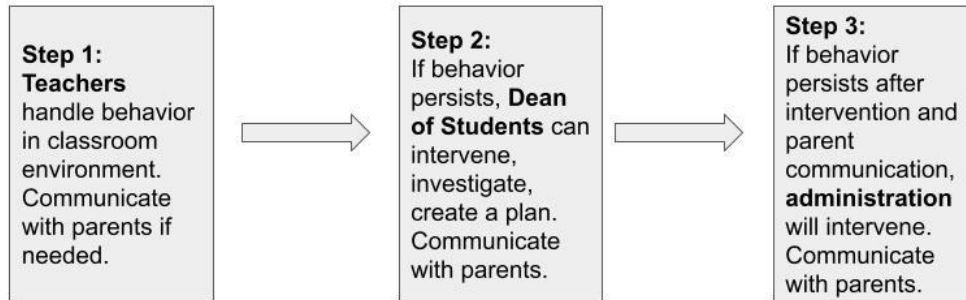
All teachers will have a way to provide students with positive reinforcement which could include but is not limited to the following (this will depend on age appropriateness/development of the students.)

- Each student needs a 3:1 ratio of positive to negative.
- Correcting a pattern of negative behavior, the student needs a minimum of a 5:1 ratio of positive to negative interactions.
- Frequent positive words of encouragement
- Positive redirecting
- A layered reward system on at least 2 of the following: individually, small group, and whole class
- A whole school reward system-Bearcat Bucks Drawing
- Visible signs of positive motivation
- Modeling the virtues in every environment
- Signage/reminders around campus

Virtue based restorative discussion circles will be utilized regularly to help students develop their own way to self reflect and regulate, problem solve, and develop responsibility for their own actions.

Teachers will collaborate with their colleagues and administration for positive reinforcement ideas. Administrators will check in with teachers and classrooms frequently to ensure that positive reinforcement is occurring.

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Classroom Level

Consequences within the classroom can include but will depend on age and severity of action which will be determined by the classroom teacher and supported by the administrator.

- Reminder of expectations
- Removal of material that is causing an issue
- Change of seat in the classroom
- Small group discussion of actions which will provide students with sentence stems on how to communicate with each other and how to problem solve on their own
- Whole class lesson on a particular virtue
- Virtue reflection sheet, which includes a parent signature
- Visit with another teacher
- Walking laps at recess (but not sitting out) for no longer than 5 minutes
- Apology letter
- Behavior plan-this will include a daily check-in with teacher and signature from parent
- Visit with administrator - could result in just a conversation or more see administration consequences
- Consequences are about changing unproductive patterns of behavior into productive ones. Therefore, consequences are not one-size-fits-all.
- If classroom redirection and consequences does not resolve the unwanted behavior, communication with parents will occur.

Every office visit does not have to be a referral. If you need a student to visit the office for a reboot, it is no problem at all. Sometimes, a warning/cool down visit is all that is needed to get students back on track.

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Dean of Students Level

A student with a behavior that has become disruptive to the learning environment of other students will be given a consequence from the Deans of Students or other administrators which could include the following but not limited to:

- A cooling off period with follow up later in the week with the teacher
- Reflection sheet
- Conference call with parents and student
- Behavior plan created which would involve check ins not only with parents and teachers but also with administrator
- Suspension (ISS or OSS)
- Expulsion

Administrators ask all parents and teachers to have communicated with each other prior to approaching them unless the case is so severe it requires immediate action. In fact, the administrator will ask the teacher, "Have you contacted parents about this issue?" If the answer is no, they will ask the teacher to first contact the parent before becoming involved. The administrator will do the same, asking the parent, "Have you spoken to the teacher about this first?" If the answer is no, they will ask them to first go to the teacher to resolve the issue. Administrators will support positive behavior in the classroom and the community by doing the following

- Walking around campus, visiting classrooms, and providing students and staff with positive words of encouragement
- Visit and guide teachers who are unsure how to provide positive reinforcement in their classrooms
- Build positive relationships with students and parents
- They may ask students to attend a "Lunch Bunch"

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Common Terminology to be used schoolwide when talking to students, other colleagues, and parents.

Behavior Management

Expectations

Conflict

Restorative Practices

Choices

Consequences

Self-Regulation