

Citizenship at Roosevelt Elementary:

Our Citizenship Handbook contains expectations that we believe are important for maintaining a trusting, safe, and positive environment where all students will learn. All students will know these expectations. In addition, the rules of the school are articulated for you and your child to review together. The school wide discipline plan is also included in the event that additional measures are required to maintain a safe, positive and healthy learning environment for all students. In conjunction with the Cool Tools Conflict Resolution Program, Stand by Me (Olweus) Bullying Prevention Program, as well as the Character Book of the Month Program, this Citizenship Handbook is intended to help maintain a respectful and positive learning environment at Roosevelt at all times.

I. Roosevelt Student Code of Citizenship:

This pledge articulates the behavior expectations for each individual at Roosevelt.

I am respectful
I am responsible
I am safe
I am prepared
I am learning

Therefore:

I will respect others, the environment, and myself
I will cooperate with my school family
I will work conscientiously so that my teachers can teach and all students can learn
I will make choices that do not endanger others or myself

II. General Information

Purpose:

The purpose of a school-wide discipline plan is to:

- Teach students to exercise and sustain self-control
- Maintain focus on learning and teaching
- Reinforce responsibility for actions
- Provide consistent, equitable standards
- Enforce consequences
- Build knowledge of appropriate and inappropriate behavior
- Require an atmosphere conducive to learning in all school areas
- Instill courtesy and respect

Roosevelt beliefs about discipline:

Teaching and learning of the curriculum for all students is the highest priority...

Therefore, the misbehavior of one student:

- will not be allowed to interfere with the learning opportunities of another student
- will not be allowed to interfere with teachers' responsibility to teach all students
- will not excuse the misbehaving student from successfully completing the learning objectives

Teaching students to make better choices is integrated into the daily routine and, in most cases, discipline is not a disruption to the daily routine.

Parents have a responsibility to collaborate with their child's teacher and administration to ensure that their child's behaviors do not take away from a safe, orderly and academically productive learning environment for all.

Definition of Discipline:

Discipline is a process that uses teaching, modeling and other appropriate strategies to maintain the behaviors necessary to ensure a safe, orderly and productive learning environment by reinforcing acceptable behavior and changing unacceptable behaviors.

Discipline and Cool Tools:

Cool Tools is a conflict mediation program that teaches students skills and strategies to use when they encounter difficult situations. Each year students receive instruction from the classroom teacher on the Cool Tools language. School staff facilitates mediation of conflict between students using the Cool Tools philosophy. The discipline plan and Cool Tools work in conjunction with each other. An additional way that we teach and reinforce positive behavior is through the Character Book of the Month Program.

Stand by Me (Olweus) Bullying Prevention Program

The Olweus Bullying Prevention Program, which we implemented in the fall of 2011, is a research based bullying prevention program that has been proven to reduce bullying and is recognized by the U.S. Department of Education. The goals are to reduce bullying, improve overall school climate, and build stronger relationships among all students and the overall school community. This school-wide program includes all members of the Roosevelt community including teachers, students, staff and parents.

Parent volunteers are required to receive Cool Tools and Stand by Me Training every two years in order to volunteer in the classroom or on the yard.

Communication About Discipline:

Please ensure that you and your child understand the components of the Roosevelt Citizenship Handbook, Code of Citizenship, School Wide Discipline Plan, as well as classroom rules and procedures. The Cool Tools and Olweus strategies will be taught in the classroom. Each teacher has a classroom management system plan to address discipline in the classroom. If your teacher or an administrator calls you about a discipline concern, please be supportive and responsive. Our goal is to help students to make positive behavioral changes so that they are successful in and out of the classroom and are able to make and maintain friendships.

Parents are asked to read and sign the Parent/Teacher/Student Contract and return it to their child's classroom teacher.

Classroom Rewards/Consequences:

Teacher classroom plans may consist of different positive or negative consequences. Please make sure that you review your child's teacher's discipline plan and are familiar with it.

Parent Concerns:

If your child is having difficult issues with another student please contact the teacher immediately. We cannot address the situation if we are not informed. Communication between the school and family is imperative. Please allow the teachers and school staff to address student behavior that you may observe or become aware of. We do not support parents disciplining other parent's children or discussing disciplinary matters with others.

III. School Wide Discipline**Positive Reinforcements for Appropriate Student Behavior:**

- Verbal praise and feedback
- Caught Being Good slips read over the intercom
- Referral to the assistant principal/principal for good behavior (they will receive praise, a certificate, a call home, or other reward as appropriate)
- The opportunity to read a book or show class work to the assistant principal/principal
- Awards or certificates

Procedures for Discipline:

- Discipline is handled by the classroom teacher when appropriate. Please review your child's classroom discipline plan. The teacher will contact the parent and inform the parent of the incident and the consequence given. Documentation by the teacher is encouraged. If the behavior continues, a teacher-parent conference will be necessary (by phone or in person).
- Students will be sent to the office when the teacher deems it necessary based on the severity or recurrence of the behavior and the interventions that have been attempted.
- School staff will use their professional judgment to determine the appropriate level of discipline that is required.
- School staff will use progressive discipline based on the level of the infraction and/or the number of referrals to determine the appropriate consequence.
- Staff members will talk to the students when they misbehave to explain why the behavior is inappropriate and suggest or brainstorm better choices for the future. Staff will reference the Cool Tools and Olweus programs and the Character Book of the Month to encourage better choices in the future.

3 Levels of Behavior Infractions:

Red: (Immediate Office Referral)

Fighting	Punching/hitting that causes injury
Ethnic Slur	Damaging property
Bullying	Obscene gestures
Stealing	Threatening bodily harm
Use of profanity	Inappropriate touching

Orange: (Handled at the teacher/staff level with discipline referral on file and signed by parent)

Back talking/arguing	Open defiance
Inappropriate gestures or language	Excessive taunting
Hitting/punching	Cheating, untruthfulness
Throwing objects	Refusing to work

Yellow: (Handled at the teacher/staff level – documentation suggested)

Interruption of instruction	Not following directions
Teasing/putdowns	Excessive talking
Derogatory notes or pictures	Wandering in and/or out of class
Consistent tardiness (from recess, lunch, PE)	Misuse of materials

Discipline Referral Form:

The teacher, staff member or administrator will fill out this form, when there is a concern about behavior. The teacher, parent or administrator may request a conference about behavior.

If you receive one of these forms, please review the concern with your child and the character trait that your child may need some support with. Sign and return the form to your child's teacher.

Office Referrals:

Prior to an office referral students and parents will know the teacher and school expectations and procedures. Staff members will document unacceptable behaviors and consequences imposed, trying several strategies and interventions to stop the inappropriate behavior. Certain offenses may require an immediate office referral. Staff will use their professional judgment to determine what is an immediate office referral and consequence.

Office Referral Consequences:

- 1st referral: Conference with assistant principal
- 2nd referral: Removal from a recess or lunch and parent notification
- 3rd referral: Parent phone call and conference
- 4th referral: In school suspension (buddy class)
- 5th referral: Out of school suspension

IV: Outside Behavior

As a professional community we have noticed that behavior outside of the classroom has a direct impact on instruction in the classroom. Whether that is playing after the bell and arriving late to class, running down the hallways and yelling while others are in their classrooms, or play fighting with each other that leads to someone being hurt; these infractions have a major impact on the instruction that students receive. As a school we have developed a Warning Slip system to address this issue.

Warning Slips:

Warning slips will be given to students who are not adhering to the rules outlined below. A slip will be sent home with the child to be signed. The teacher and the administrator will also receive the notice. Once a student receives two warning slips, he/she will miss a recess. When a student receives four warning slips, a conference will be called with the assistant principal and the parent. At the beginning of every month, warning slips are cleared and the count starts over. However, if we see that a student is repeatedly engaging in behaviors each month, a conference may be warranted with the parent at that time. All school personnel are responsible for making sure that students are held accountable for their behavior. We are encouraging students to be respectful of the learning that is occurring on campus while learning to be responsible for their own behavior.

V. Roosevelt School Rules:

Please take the time to review these rules with your child. With over 800 students on our campus, adherence to these rules is necessary for student safety.

Toys:

Toys, including electronic games and media players, are not to be brought to school. A designated share day is the exception. On these days, items shall be kept in the backpacks or classrooms only. At no time are toys, including personal sports equipment, allowed outside on the playground. The school does not take responsibility for lost or stolen items brought to school.

Cell phones:

Cell phones are not allowed to be turned on during school hours. If a student uses a cell phone during school hours, the phone will be confiscated and a parent will have to pick up the phone from the office. The school does not take responsibility for lost or stolen cell phones.

Dogs:

Santa Monica Municipal Code 4.04.160 states that dogs are not allowed on campus at any time and no animal is allowed within the school gates without the permission of the principal. For the safety of our students, please do not leave a pet unattended or in the control of a child at any time. This includes all after school and weekend events.

Wheels:

Bicycles, skateboards and scooters are not to be ridden on school campus. Please park all bicycles and scooters at the bike rack. All students must wear helmets at all times when riding to and from campus (CA VC 21212). Shoes with wheels are not permitted at anytime.

Playground:

The cinderblock wall is the southern perimeter of the yard. Students are expected to be on the north side of the wall during lunch and recess. Food is to be eaten at the lunch tables during snack and lunch. The rules of play are articulated with safety and fairness as the primary concerns. Good sportsmanship is expected from all Roosevelt community members.

Playground Supervision:

Supervision on the yard begins at 8:15 am and there is no supervision until that time. Parents must make arrangements for their child to be supervised (CREST) if they are dropped off prior to 8:15 am. Parents will

receive a phone call from the administration if a student is repeatedly left at school before 8:15 am. This is to ensure the safety of all students.

Games that are not allowed for safety reasons:

Dodge ball
Tag
Chase

Cafeteria Rules:

Students will walk in the cafeteria at all times.
Students will clean up before leaving.
Students will use quiet voices.
Students will remain seated while eating.

Restroom Rules:

Students will use the restrooms appropriately.
Students will not play in the restrooms.
Students will wash their hands.

Hallway Rules:

Students will walk in the hall at all times.
Students will stay on the yellow lines for safety reasons.
Students will use quiet voices in respect of other classes that are learning.
Students are not permitted in the halls during recess or lunch except to use the restrooms.

VI. Stand by Me (Olweus) Bullying Prevention Program

Bullying creates a climate of fear and disrespect and interferes with student learning. Roosevelt has adopted the Olweus Program to train all adults to act as role models, to display warmth and interest to students who are affected by bullying and to give consistent consequences to students who engage in bullying behaviors. In weekly classroom meetings, students learn to safely advocate for themselves and other students.

Definition of Bullying

Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself. There are two types of bullying, direct and indirect.

Direct Bullying includes, but is not limited to, hitting, taunting, and name-calling.

Indirect Bullying includes, but is not limited to, rumors, exclusion, and cyber bullying.

The key components of bullying behavior:

- 1) It involves an aggressive behavior
- 2) It typically involves a pattern of behavior repeated over time
- 3) There is an imbalance of power between students

Roosevelt Anti-bullying Rules

Rule 1: At Roosevelt, my friends Stand by Me. We do not bully others.

Rule 2: We will try to help other students who are being targeted, hurt or bullied.

Rule 3: We will make a point to include students who are easily left out.

Rule 4: When we know that somebody is being targeted, hurt or bullied, we will tell an adult at school and an adult at home.

Bullying Referral Consequences:

- 1st referral: Conference with Assistant Principal or Stand by Me Team Member
- 2nd referral: Removal from a recess and/or lunch and parent notification
- 3rd referral: Parent phone call and conference
- 4th referral: In school suspension (buddy class)
- 5th referral: Out of school suspension

Roosevelt administrators, teachers and staff are committed to working with families to support the development of the whole child. A strong connection between school and home is best way to support children to become successful students, friends, and navigators of the world. We appreciate your support in discussing the school rules and expectations with your child and hope that this handbook is helpful to you to in engaging in a conversation with your child about your family values. Please sign the contract below after reviewing this handbook with your child and return it to your child's classroom teacher.

Parent/Student Contract:

My child and I have read the Roosevelt Citizenship Handbook. We have reviewed the discipline policies, the rules of the school and the Stand by Me (Olweus) Bullying Prevention rules and consequences.

We know that rules help all students to learn and to stay safe and will abide by them.

Student Name _____ Signature _____

Parent Name _____ Signature _____

Teacher Name _____

Date _____

