

# Roosevelt Elementary School Citizenship Handbook

2020-2021



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:

- Develop self-awareness of behaviors and the choices students make, and to reflect on these choices
- Reinforce responsibility for actions
- Develop self-control
- Provide consistent, equitable standards
- Understand consequences for inappropriate behavior
- Maintain an atmosphere conducive to learning in all school areas
- Facilitate a climate of courtesy and respect

## **III. Roosevelt Discipline Policy**

Teaching and learning for all students is our 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 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 develop and 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 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.

**In order to volunteer in the classroom or on the yard, parent volunteers are required to participate in our Parent Volunteer Trainings every three years.**

### **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, and 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 and 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 who discipline other parent's children or discuss disciplinary matters with others.***

## **IV. School Wide Discipline**

### **Positive Reinforcements for Appropriate Student Behavior**

- Verbal praise and feedback
- Recognition slips
- Recognition from the assistant principal/principal for good behavior
- Awards or certificates

### **Procedures for Discipline**

- Discipline is handled by the classroom teacher as often as possible. Please review your child's classroom discipline plan. The teacher will contact the parent/guardian 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.
- 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.

### **Levels of Behavior Infractions:**

### ***Immediate Office Referral***

Physical Fighting	Damaging school property
Racial Slur	Threatening the safety of another
Bullying	Continued defiance
Vandalism	Abusive language
Inappropriate physical contact	Possession of weapons or dangerous instruments
Leaving school grounds	Harassment

### ***Handled at the teacher/staff level with possible discipline referral, signed by parent/guardian on file***

Back talking/arguing	Open defiance/disrespect
Inappropriate gestures or language/swearing	Taunting/Teasing
Rough play	Lying
Failure to return to class from recess/lunch	Refusing to follow directions
Disruption of learning	Swearing
Cheating	

### **Discipline Referral Form**

The referring staff member 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 infraction and complete the student reflection with your child. Sign and return the form to your child's teacher.

### **Office Referrals**

Prior to an office referral, students and parents/guardians 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 and more severe consequences.* Staff will use their professional judgment to determine the need for immediate office referral.

### **Consequences will be administered as necessary**

- Conference with assistant principal
- Removal from recess or lunch activity and parent notification
- Parent phone call and conference
- In school suspension ( buddy class)
- Out of school suspension

## **V: 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. We implement our Cool Tools program and Character Trait of the Month message outside as well as in the classroom.

## **VI. Roosevelt School Rules**

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

### **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 8:00 am. **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 8:00 am.** Parents will receive a phone call from the administration if a student is repeatedly left at school before 8:00 am. This is to ensure the safety of all students.

### **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 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 personal items that are lost or stolen.

### **Personal Technology Devices**

All personal devices must be turned off and put away in backpacks during school hours, and not used during the school day. If a student uses any personal device, it will be confiscated and a parent/guardian will have to pick it up from the office. The school does not take responsibility for lost or stolen personal technology.

### **Dogs**

Santa Monica Municipal Code 4.04.160 states that dogs are not allowed on campus at any time, nor tethered to school property, and no animal is allowed within the school gates without the permission of the principal. For the safety of our students, 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, scooters, or anything ridden, are not to be used 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.

### **Games that are not allowed for safety reasons**

Dodge ball  
Tag  
Chase  
Wrestling

### **Roosevelt Dress Code**

Roosevelt Elementary is committed to providing a safe and comfortable learning environment for all students. Attire is not only a reflection of the individual student, but also of the general learning environment. Students have the responsibility to wear clothing that projects a positive attitude of pride in self, school and the community. Students are required to wear appropriate, comfortable and safe clothing. Although school administrators have the final decision as to the appropriateness of all clothing and attire, the following are guidelines for students:

1. Students should wear comfortable clothing that covers all undergarments and torso, even when a student bends down or raises his/her hand.
2. Low cut tops/dresses and short shorts are prohibited.
3. Hats are allowed on the playground, but must be removed inside all classrooms.
4. Shoes must be safe and appropriate for all school activities, including PE. No open-toed shoes, sandals, heels or other footwear that does not adequately cover the feet are allowed.

If any student is not appropriately dressed for school, the parent will be contacted and the child must change into proper school attire.

### **Cafeteria Rules**

Students will walk inside of the cafeteria at all times.  
Students will clean their table space before leaving.  
Students will use quiet voices.  
Students will remain seated while eating.  
Students will wait to be dismissed by a staff member before leaving the cafeteria.

### **Restroom Rules**

Students will use the restrooms appropriately.  
Students will not play in the restrooms.  
Students will use quiet voices.  
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 toward students 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 try to help other students who are being targeted, hurt or bullied.

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

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

### **Bullying Referral Consequences:**

- 1<sup>st</sup> referral: Conference with Assistant Principal and parent phone call
- 2<sup>nd</sup> referral: Removal from activity and parent notification
- 3<sup>rd</sup> referral: Parent phone call and conference
- 4<sup>th</sup> referral: In school suspension (buddy class)
- 5<sup>th</sup> 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 the 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.**

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### **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** \_\_\_\_\_

