

# **Roosevelt Elementary School Citizenship Handbook 2025-2026**

801 Montana Ave. | Santa Monica, CA 90403  
Santa Monica-Malibu Unified School District



## **Roosevelt Elementary School Staff Handbook 2025-2026**

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## ROOSEVELT ELEMENTARY SCHOOL VISION STATEMENT

Roosevelt is a diverse community that values each individual. We are dedicated to using best practices to engage students to become enthusiastic, life-long learners and confident global citizens. We cultivate academic achievement, positive character traits, and independent, creative thinking. With kindness, trust, and respect, we set high expectations and commit to bringing out the best in ourselves and others.

## ROOSEVELT ELEMENTARY SCHOOL MISSION STATEMENT

We are an inclusive community that inspires and empowers all learners to pursue excellence with compassion and integrity.

Our ***Citizenship Handbook*** outlines shared expectations that support a respectful, inclusive, and safe environment where every student can thrive academically, socially, and emotionally. These expectations are taught and reinforced so that all students feel supported and valued as members of our school community.

We encourage families to review the school's guidelines and expectations together, recognizing the important role caregivers play in each child's educational journey. The handbook includes our schoolwide discipline plan, designed to be fair, restorative, and focused on maintaining a positive learning space for everyone.

In partnership with programs like *Cool Tools Conflict Resolution*, *Stand By Me Olweus Bullying Prevention*, and the *Character Book of the Month*, this handbook reflects our commitment to fostering a school culture rooted in respect, empathy, and belonging for students from all backgrounds.

## **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

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# General Information

## I. Purpose

The purpose of our school-wide discipline plan is to support the growth of all students by fostering a safe, inclusive, and respectful learning environment. Our approach is grounded in empathy, accountability, and the belief that every student has the capacity to learn from their experiences. Specifically, the plan aims to:

- Support students in developing self-awareness and understanding how their actions impact themselves and others
- Encourage reflection and responsible decision-making
- Build self-regulation and emotional resilience
- Ensure consistent and equitable expectations for all students, across all settings
- Provide clear, fair, and restorative responses to inappropriate behavior
- Promote a school-wide atmosphere that supports learning, belonging, and safety
- Cultivate a community of mutual respect, cultural understanding, and kindness

## II. Our Approach to Discipline

We recognize that all students bring unique experiences, cultures, and strengths to the classroom. Therefore, we approach behavior and learning with empathy, high expectations, and a commitment to growth. While we support individual students, we also ensure that:

- No student's behavior prevents others from fully engaging in their learning.
- Teachers are supported in creating inclusive classrooms where all students can thrive.
- Students who face challenges in behavior are still held to high academic expectations and are supported in meeting learning goals.

Guidance, reflection, and opportunities to learn from mistakes are integrated into our daily routines. Our goal is not just discipline, but development—helping students learn to make thoughtful, respectful choices that support a positive classroom community.

Families are essential partners in this work. We encourage open, respectful communication between families, educators, and school leaders to support each child's growth. Together, we share the responsibility of ensuring a learning environment that is safe, inclusive, and academically engaging for all.

## III. School-Wide Discipline

### Guiding Principles

- All behaviors are seen as opportunities for growth and learning.
- Staff will consider cultural context, student intent, and individual needs when responding to behavior.
- Restorative practices will be prioritized to repair harm and rebuild trust.

## **A. Positive Reinforcement**

- Authentic verbal praise that acknowledges effort, growth, and cultural strengths (e.g., “I appreciate how you supported your classmate—your kindness makes our classroom stronger”)
- Recognition notes/slips that reflect the student’s unique contributions and values from their home/community culture
- Shout-outs or acknowledgments from school leaders (principal/assistant principal) that highlight specific behaviors and connect them to shared school/community values
- Culturally inclusive awards or certificates (students’ unique identities and strengths) with student input where possible, celebrating personal growth, community contributions, and academic or social achievements

## **B. Teacher/Staff Supported/Managed (Restorative Strategies and Possible Referral)**

These behaviors are managed at the classroom level, using strategies such as redirection, conferencing, and restorative conversations. A discipline referral may be completed if behavior persists.

## **C. Administrative Supported/Managed (Referral mandatory)**

When behaviors have become persistent or unsafe, this may be escalated to the administrative team.

# **IV. Supporting Students**

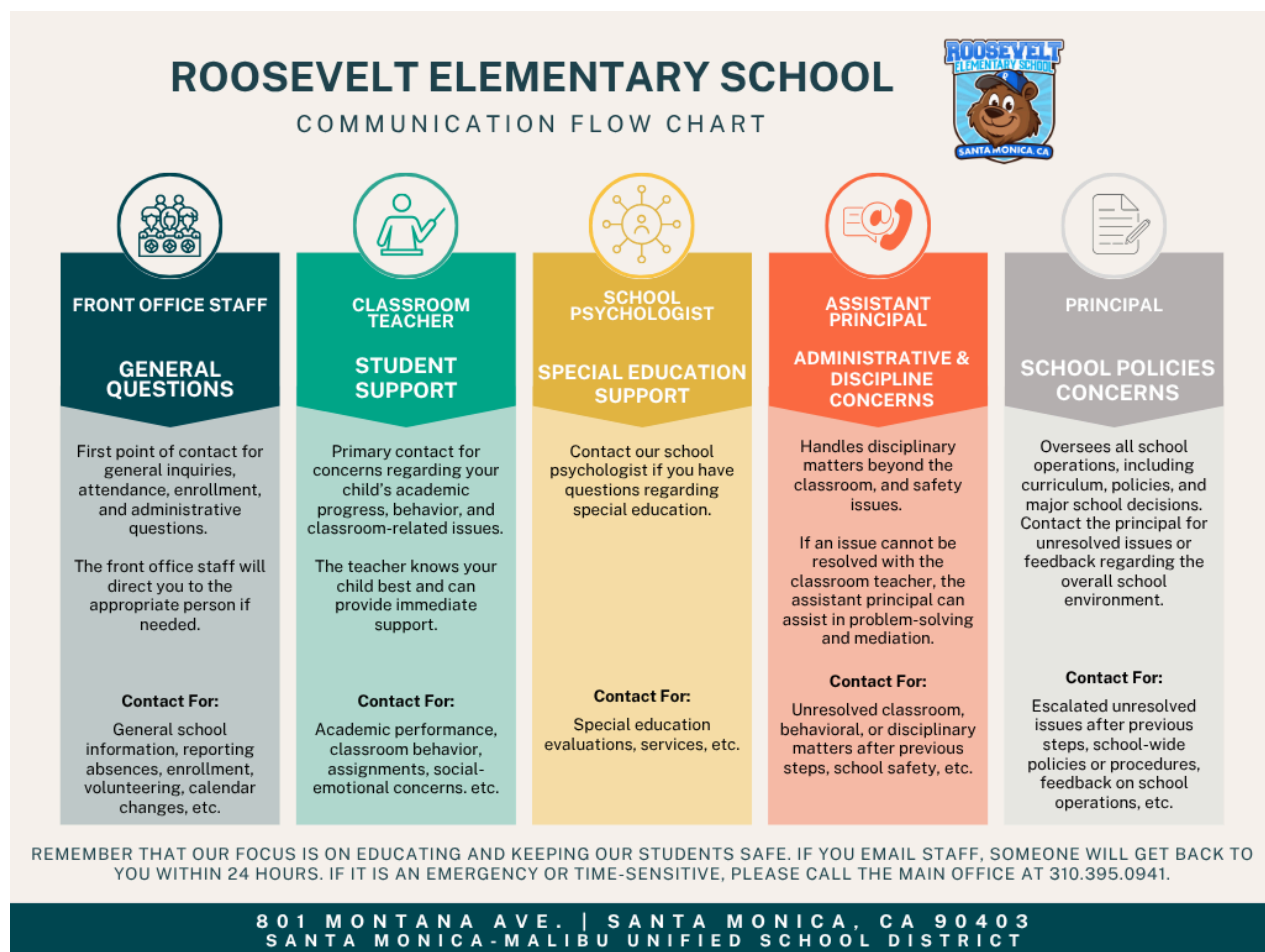
## **A. Classroom-Based Support**

Whenever possible, behavior concerns are addressed by the classroom teacher using proactive strategies that support students' social and emotional growth. We encourage families to review the classroom community expectations and behavior support plan.

## **B. Family Communication and Partnership**

When a concern arises, the teacher will reach out to the parent or guardian to share what happened, the steps taken, and ways we can work together to support the student. We aim to keep communication open, respectful, and solution-focused. Teachers are encouraged to document incidents to help track patterns and inform support.

Please refer to our Roosevelt Communication Flow Chart below when needed.



### C. Ongoing Support and Escalation

If a behavior becomes repetitive, disruptive, or cannot be de-escalated in a way that allows learning to continue, a teacher-parent/guardian conference will be arranged to collaboratively discuss next steps and additional support options. If needed, a student may be referred to the office based on the nature or repetition of the behavior, and after appropriate interventions have been attempted.

### D. Fair and Supportive Responses

All school staff use professional judgment and a progressive approach to determine appropriate responses to behavior. We consider the individual needs of each student, the context of the behavior, and prior interventions when determining consequences. Our goal is to support student learning and growth.

## **E. Restorative and Reflective Practices**

When a student engages in behavior that does not align with school expectations, staff members will speak with the student to help them understand the impact of their actions and guide them toward more positive choices. Together, they will explore alternative strategies and consider better ways to respond. Staff draw upon resources such as Cool Tools, the Olweus Bullying Prevention Program, and the Character Book of the Month to support these conversations and encourage positive decision-making.

## **V. Campus Guidelines**

### **A. Playground Guidelines**

- Students are to remain on the north side of the wall in front of the bungalows facing Alta Ave.
- Snacks and lunches should be enjoyed at the designated lunch tables.
- We encourage play that is respectful, fair, and safe. All community members—including students, families, and staff—are expected to promote good sportsmanship and inclusive play.

### **B. Playground Supervision**

- Supervision begins at 8:10 a.m. daily. There is no staff supervision available before this time.
- If your child needs to arrive earlier, please make arrangements through our Childcare program.
- For student safety, families may receive a reminder call if a child is dropped off before supervision begins.

### **C. Toys and Personal Items**

To help students focus on learning and reduce the chance of lost or stolen belongings:

- Please leave toys and electronic games at home, except on scheduled “Share Days.”
- On Share Days, items should remain in backpacks or classrooms.
- Toys and personal sports equipment are not allowed on the playground at any time.
- The school cannot take responsibility for personal items that are misplaced or taken.

### **D. Personal Technology Devices**

- During school hours, all personal technology devices (phones, smartwatches, tablets) must be turned off and stored in backpacks.
- If a student uses a personal device during the school day, it will be held in the office for a parent or guardian to pick up.
- The school is not responsible for lost or stolen devices.



## **E. Pets on Campus**

In accordance with Santa Monica Municipal Code 4.94.160, dogs and other pets are not allowed on campus, even if leashed or tethered. This rule helps maintain a safe and comfortable space for all students, especially those with allergies or fears. Pets should never be left unattended or placed under a child's care during school events.

## **F. Wheeled Transportation**

To support safety on and around campus:

- Bicycles, skateboards, scooters, and shoes with wheels must not be used on school grounds.
- Students may park bikes and scooters at the designated bike rack.
- Helmets are required for all students riding to and from school, as required by California law (CA VC 21212).
- Shoes with wheels are not permitted at any time on campus.

## **VI. Dress Code**

At Roosevelt Elementary, we are dedicated to fostering a welcoming, inclusive, and respectful learning environment where every student feels safe, comfortable, and valued. We recognize that clothing can be an expression of culture, identity, and individuality. At the same time, we ask that all students dress in a way that supports a positive, focused, and respectful school community.

The goal of our dress code is to balance the expression of personal and cultural identity with a commitment to a distraction-free learning environment that ensures safety and equity for all. Our expectations apply to all students consistently and respectfully.

### **General Guidelines:**

- Students are encouraged to wear comfortable clothing that allows them to fully participate in all school activities. Clothing should cover undergarments and the torso, even during movement (e.g., when raising hands or bending down).
- Clothing that is too revealing—such as low-cut tops or extremely short shorts—is not appropriate for school.
- No clothing, jewelry, accessories, or other items will be allowed that defame, degrade, or offend a culture, religion, or gender, or that depict profanity, violence, drugs, or alcohol in any form.
- Hats and other head coverings are allowed outdoors. In classrooms, students may be asked to remove hats unless they are worn for cultural, religious, or medical reasons.
- Footwear must be safe and suitable for all school activities, including physical education. Open-toed shoes, high heels, and sandals that do not securely protect the foot are not allowed.

If a student's clothing does not meet these expectations, staff will approach the situation with sensitivity and respect. Parents or caregivers may be contacted, and the student may be asked to change into attire that aligns with the school's guidelines.

## **VII. Campus Expectations**

### **A. Cafeteria Expectations: Respecting Our Shared Space**

- We walk calmly in the cafeteria to keep everyone safe.
- We clean up our eating space to show respect for others who use it next.
- We use indoor voices to create a peaceful space for everyone.
- We stay seated while eating to keep the environment organized and safe.
- We wait for a staff member to dismiss us, showing patience and cooperation.

### **B. Restroom Expectations: Caring for Our Community**

- We use restrooms respectfully and privately.
- We use quiet voices to respect everyone's privacy.
- We wash our hands to take care of our health and the health of others.
- We keep our restrooms safe and clean by not playing in them, not using materials inappropriately, and not writing on or damaging the walls or fixtures.

### **C. Hallway Expectations: Supporting a Focused Learning Environment**

- We walk quietly in the halls to keep everyone safe.
- We stay on the lines as a way to move safely and respectfully through the building.
- We use quiet voices to show respect for others who are learning.
- We only use the halls during recess or lunch when going to the restroom, to maintain a calm and focused environment.

### **D. Playground Expectations**

- We listen to the adults on the playground — they're here to help everyone stay safe and have fun.
- If we see something wrong or someone gets hurt, we tell an adult right away.
- We must get a nurse pass from an adult if we need to visit the nurse.
- When we hear the whistle, we stop and look to see if an adult is trying to get our attention.
- We leave sports gear, toys, cards, and electronics at home — we use school equipment, so everyone has a chance to play.

## **VIII. Our Resources for Discipline Support**

### **A. 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 conflicts 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.

## **B. 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.

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 cyberbullying.

### **The key components of bullying behavior:**

- 1) Involves an aggressive behavior
- 2) Typically involves a pattern of behavior repeated over time
- 3) 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.

At Roosevelt, our administrators, teachers, and staff are dedicated to partnering with families to support the growth and well-being of every child. We believe that strong, respectful relationships between home and school create a foundation for students to thrive—academically, socially, and emotionally.

We recognize and value the unique strengths, cultures, and perspectives each family brings to our community. As you review this handbook with your child, we encourage you to reflect on how the school's expectations align with your own family values and to use it as a starting point for open, supportive conversations.

Please take a moment to read through the handbook with your child. Afterward, we ask that you sign and return the contract on the last page to your child's classroom teacher. Your partnership is deeply appreciated as we work together to support your child's journey.

# **Roosevelt Community Agreement**

## **Parent/Student Partnership**

At Roosevelt, we believe that every student and family is a valued part of our learning community. Together, we support a school environment where everyone feels respected, safe, and ready to learn.

By signing below, we affirm that:

- We have read and discussed the **Roosevelt Citizenship Handbook**, including the school's expectations, discipline policies, and the **Stand by Me (Olweus) Bullying Prevention** guidelines.
- We understand that these guidelines are designed to create a safe and supportive environment for all students.
- We commit to working together—students, families, and school staff—to uphold these values and contribute to a positive school climate.

We recognize that every student brings unique strengths and perspectives, and we will strive to honor and respect the diverse backgrounds and experiences in our school community.

**Student Name:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Parent/Guardian Name:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Teacher Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_