

# ROBERTSON ELEMENTARY

## Student Handbook

### 2020–2021

## *WELCOME TO ROBERTSON*

### **Mascot**

ROADRUNNERS

### **Colors**

White, Royal Blue

### **YEARLY THEME**

Roadrunners Rock at Leadership

**Quote:** “Leaders aren’t born, they are made. And they are made just like anything else, through hard work.” –Vince Lombardi

### **Vision Statement**

Robertson Elementary exists to cultivate leaders within a community where students, staff, and families are empowered to meet high expectations and learn social and emotional skills in a safe, joyful learning environment. We are a healing-centered community focused on understanding and prioritizing the emotional, mental, and physical health of every student through social and emotional learning initiatives, data-driven teaching practices, mental health supports, and out-of-school time learning opportunities.

Students at Robertson Elementary will learn the skills and mindsets necessary to be their best self at home and at school as evidenced by setting and achieving positive goals, showing empathy for others, making responsible decisions, and maintaining positive relationships.

### **Goals**

Students at Robertson Elementary believe in themselves as leaders and contributors in their educational experience.

Students at Robertson Elementary respect, honor, and celebrate the perspectives and experiences of their fellow learners.

Students at Robertson Elementary feel seen, heard, valued, and celebrated by all school staff.

Students at Robertson Elementary are focused, hopeful, and confident individuals who aspire to achieve their full potential.

Welcome to Robertson Elementary School. We anticipate another exciting year as we work together to foster a culture of learning designed to empower every student's worth and potential. Our school is a very fortunate school due to the exceptional group of students, families, and staff members we have each year.

As we LEAD for excellence, we value the partnership between home and school. Parents are encouraged to be active participants in the education of their children. Our caring and highly qualified teachers and staff look forward to sharing a friendly, fun, and engaging student-centered learning experience.

This handbook is provided to help students and parents understand our school policies, guidelines and practices. If you would like more information, have questions or concerns please feel free to contact the school.

**School office hours are from 7:15am-3:30pm.**

**Robertson Elementary: (918) 746-8900**

**Robertson Fax Number: (918) 746-8738**

#### **HELPFUL WEBSITES/SOCIAL MEDIA**

**TPS Family Success Guide:**

<https://www.tulsaschools.org/parents-students/student-and-family-support/behavior-guide>

**Tulsa Public Schools Website:** [www.tulsaschools.org](http://www.tulsaschools.org)

**Robertson Elementary Website:** <https://robertson.tulsaschools.org/>

**School Messenger App:** [www.TulsaSchools.org/app](http://www.TulsaSchools.org/app)

**PeachJar:** [www.peachjar.com](http://www.peachjar.com)

**Bus Route Information:** <https://www.tulsaschools.org/parents-students/bus-routes>

**Like us on Facebook...**[www.facebook.com/RobertsonElementaryParents-Tulsa](https://www.facebook.com/RobertsonElementaryParents-Tulsa) Ok

# Tulsa School Calendar 2020-2021

Tulsa Public Schools						
2020-2021 School Calendar - Fully In Person or Virtual						
<b>August 2020</b>						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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30	31					
<b>September 2020</b>						
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<b>October 2020</b>						
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30	31					
<b>November 2020</b>						
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<b>December 2020</b>						
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<b>January 2021</b>						
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30	31					
<b>February 2021</b>						
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26	27	28	29	30		
<b>March 2021</b>						
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12	13	14	15	16	17	18
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26	27	28	29	30	31	
<b>April 2021</b>						
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30	31					
<b>May 2021</b>						
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23	24	25	26	27	28	29
30	31					
<b>June 2021</b>						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
<b>July 2021</b>						
S	M	T	W	T	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Flexible Start Details	
"5th day"	All students virtual
All students start school on Aug. 31.	

Quarter Start/End (see below for full details)	
First Day of Quarter	
Last Day of Quarter	

School is not in session on days highlighted in:	
Professional Days (8)	
New Teacher Induction (5)	
Holiday/Break	
Civic Engagement Day*	
Parent Conference Day	
*non-contract day	

**Possible Intercession Acceleration Days**

Quarter Information:	
Classes Begin	Aug 31, 2020
Last Day of 1st Quarter	Nov 2, 2020
1st Day of 2nd Quarter	Nov 9, 2020
Last Day of 2nd Quarter	Jan 15, 2021
1st Day of 3rd Quarter	Jan 25, 2021
Last Day of 3rd Quarter	Apr 2, 2021
1st Day of 4th Quarter	April 12, 2010
Last Day of Classes**	June 8, 2021**
Last Day for teachers is 1 day after the last day of school	
First Quarter	38 days*
Second Quarter	35 days
Third Quarter	41 days*
Fourth Quarter	40 days
<b>Commencement Week</b>	
May 24-29	

Classes Not in Session	
Teacher PD/WD	Aug 20-28, 2020
Labor Day	Sep 7-8, 2020
Fall Break	Oct 14-16, 2020
<b>Fall P/T Conf.*</b>	<b>Nov 2, 2020*</b>
Civic Engagement Day	Nov 3, 2020
Q1 Intercession	Nov 4-6, 2020
Thanksgiving	Nov 23-27, 2020
Winter Break	Dec 21-Jan 1, 2021
Martin L. King Jr.	Jan 18-19, 2021
Q2 Intercession	Jan 20-22, 2021
President's Day Break	Feb 15-19, 2021
<b>Spring P/T Conf.*</b>	<b>Mar 15, 2021*</b>
Spring Break	Mar 16-19, 2021
Spring Holiday	Apr 5-6, 2021
Q3 Intercession	Apr 7-9, 2021
Memorial Day	May 31-Jun 1, 2021
Teacher Last day	Jun 9, 2021
*please check with your school for exact dates and times	

Up to three weather days will be added during each quarter intercession or at the end of the year.	
Q1 Weather days	Nov 4, 2020
	Nov 5, 2020
	Nov 6, 2020
Q2 Weather days	Jan 20, 2021
	Jan 21, 2021
	Jan 22, 2021
Q3 Weather days	Apr 7, 2021
	Apr 8, 2021
	Apr 9, 2021
**if ___ weather days are used in Q4: The last day of classes will be:	
Zero	June 8, 2021
One	June 9, 2021
Two	June 10, 2021
Three	June 11, 2021

## ATTENDANCE

If your child cannot come to school, you need to report the absence and the reason for the absence to the school attendance office before 9:00a.m. The phone number for the attendance clerk is (918)746-8900. School attendance is a very important part of the student's learning process.

Parents are, by law, accountable for their child's attendance. Students attending elementary schools shall be in attendance a minimum of ninety percent (90%) of the instructional time scheduled for that school (or grade) and make satisfactory academic progress in order to be unconditionally recommended for promotion to the next grade. Students' attendance records with less than 90% attendance of the scheduled instructional time may be recommended for retention (School Board Policy 2204).

Attendance problems requiring action **Students who have ten consecutive unexplained absences will be withdrawn.** If the student returns to school, a parent must accompany the child and complete the entire enrollment process again. If you do not contact the school, the absence will be considered an unexplained absence. After 3 unexplained absences or tardies, a school official will contact you. Excessive unexcused absences are grounds for interventions by school personnel and referral to the District Attorney's office for non-compliance of State Laws regarding compulsory school attendance. Students with excessive absences may be retained.

Following are reasons for excusing absences:

- Student illness- Please provide the office with a doctor's note for documentation of office visits.
- Death in the immediate family.
- Observance of a religious holiday.

While attendance is important, sick children should not be sent to school. These guidelines may help parents to determine if your child is too sick to come to school:

- Fever above 100° F. within the past 24 hours
- Continuous or frequent cough, vomiting or diarrhea within the past 24 hours
- An unidentified rash
- Open, draining wounds. Minor abrasions should be kept covered with a clean dressing while at school.
- Head lice
- Any communicable disease
- Specific instructions or advice of your physician

**A direct relationship exists between attendance and academic progress.** It is our hope that by working together we can maximize your child's potential for a successful school year.

Tardies can also result in absences. Children are expected to be punctual in arriving at their assigned areas. They are expected to be in the assigned place and ready to work when the second bell rings at **7:30am**. Any student who is not in class at the appropriate time will report to the office for a tardy slip. When a child arrives after 7:30am the student will need to be accompanied by an adult to the office to receive a tardy slip. Students who arrive after 8:45am are considered absent one-half day.

## Perfect Attendance

Students who have perfect attendance in the first 45 days will receive a free perfect attendance shirt. Perfect attendance shirts will be given to students who are in attendance a full day from **7:30am-3:11pm**. This means they have no tardies, and no early checkouts.

### ARRIVAL

TEACHERS ARE NOT ON DUTY TO SUPERVISE CHILDREN BEFORE 7:15 A.M. The school cannot be responsible for students who arrive earlier than the time stated above. School doors open at 7:15am. Breakfast will be served at that time. School starts at 7:30am.

### BEHAVIOR

We believe everyone deserves a safe, supportive, and orderly learning environment. We encourage appropriate behaviors by teaching, guiding, directing, and providing opportunities for new learning to occur. We create opportunities for students to practice and succeed in making responsible and effective choices in order to reach their academic potential and contribute to the school community.

Children with reoccurring discipline problems may be placed on an individualized behavior plan agreed upon by the teacher, parent, child, and principal. Severe disruption or extreme behavior may result in immediate removal or suspension of student.

Items brought from home that are not allowed at school will be confiscated and held until a parent picks up the item. If there are further occurrences, the item will not be returned.

Weapons are defined by Tulsa Public Schools as anything that creates a threat to the safety and well-being of students or school staff.

**Guns, knives, weapons, facsimiles of weapons, or lasers are never allowed.**

**Student behavioral expectations shall apply to all students at all times on Robertson property, including:**

- in school buildings
- on school grounds
- in all school vehicles
- at all school, school-related, or school activities, including but not limited to school study trips

### **Levels of Interventions and Consequences for Violations of the TPS Behavior Response Plan**

As with any incident of student behavior, the school administrator must exercise informed judgment as to whether a student's actions constitute a violation of the Board policy and/ or the TPS Behavior Response Plan. The tiers (1, 2, and 3) guide administrators to use *progressive interventions* to change student behaviors. The administrator always has the option to use an intervention from a lower level as long as one from the prescribed level is also employed.

Levels of consequences and options for progressive interventions follow. **Repeated chronic or cumulative offenses may require higher levels of interventions/consequences.** For serious violations, interventions/ consequences may begin at a higher level.

\*The above policies and procedures are in compliance with the Policies and Procedures that have been developed by Tulsa Public Schools. The TPS Behavior Response Plan and Student Rights and Responsibilities booklet provides more detailed information. It is available on the school website at

<b>Classroom Level interventions/consequences</b>	
Teachers use the following interventions to help the students change behavior in the classroom. If these interventions are successful, referral to the school administrator may not be necessary.	
<ul style="list-style-type: none"> <li>● Warning</li> <li>● Letter of apology</li> <li>● Loss of privileges</li> <li>● Seat change</li> <li>● Parent contact</li> <li>● Teacher conference with student</li> <li>● Conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>● In-class time-out</li> <li>● Time out in another classroom setting</li> <li>● Reinforcement of appropriate behaviors</li> <li>● Written reflection about incident</li> <li>● Behavior contract</li> <li>● School-issued uniform</li> <li>● Peer mediation</li> </ul>
<b>Appropriate when Classroom Level (Tier 1) intervention/consequence has been ineffective</b>	
<ul style="list-style-type: none"> <li>● <b>Office referral required</b></li> <li>● <b>Parent/guardian notification required</b></li> <li>● Suspension (1-5 days)</li> <li>● Lunch/Recess Detention (1-5 days)</li> </ul>	<ul style="list-style-type: none"> <li>● Administrator and/or teacher conference with student and/or parent</li> <li>● Behavior contract, Success Plan, or Behavior Intervention Plan</li> </ul>
<b>Appropriate when Tier 2 intervention/consequence has been ineffective</b>	
<ul style="list-style-type: none"> <li>● <b>Office referral required</b></li> <li>● <b>Parent/guardian notification required</b></li> <li>● Suspension (6-10 days or 10+ days depending upon the severity of the behavior)</li> </ul>	<ul style="list-style-type: none"> <li>● Referral to Alternative Learning Program</li> <li>● Modified school day</li> <li>● Alternative school-based program</li> <li>● Reportable to police (if illegal)</li> </ul>

## BULLYING

Every report of bullying will be taken seriously and will be investigated. Our school counselor, Ms. Chloe Beachy, will be the designated school liaison for conducting investigations. Reports of bullying can come from students, teachers, or parents. The investigative process will generally take more than one day due to gathering statements from witnesses. Parents will be contacted at the conclusion of the investigation. If bullying is reported...the counselor will contact both families immediately. An investigation will ensue; consisting of collecting written statements, interviewing witnesses and teachers, documenting victim and offender behaviors. Then the counselor and school leader will make a determination, followed by a conference with each family. Dependent upon the determination, appropriate consequences will be given.

<p><b>If you are being bullied:</b></p> <ul style="list-style-type: none"> <li>○ Tell someone- a parent, a teacher, a counselor</li> <li>○ Try not to show anger or fear</li> <li>○ Calmly tell the student to stop...or say nothing at all</li> <li>○ Try to avoid situations where bullying is likely to happen</li> </ul> <p>If you know someone who is being bullied:</p> <ul style="list-style-type: none"> <li>○ If you feel safe, tell the bully to stop.</li> <li>○ If you don't feel safe... <ul style="list-style-type: none"> <li>○ Say kind words to the student being bullied- be a friend!</li> <li>○ Don't encourage the bully by laughing or joining in</li> <li>○ Tell other bystanders how to help stop bullying</li> <li>○ Tell an adult</li> <li>○ Encourage the bullied student to talk to someone about what happened</li> </ul> </li> </ul>
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## **BIRTHDAYS**

Birthdays are recognized in the classroom but we will not have classroom parties for birthdays. Parents may bring party items before the class goes to lunch. There must be enough for every student and items must be store-bought. There will be no exceptions to this policy. Flowers and balloons delivered to school will be held in the office until dismissal.

## **BREAKFAST IN THE CLASSROOM**

Breakfast is served beginning at 7:15 a.m. in homeroom classrooms. Students arriving after 7:35am (tardy) will not be served in the classroom, but rather will eat in the café. Breakfast ends at 7:45am. Please make every effort to have your child at school on time.

## **CELEBRATIONS**

Students' successes are celebrated frequently in the classrooms, assemblies and anytime it seems appropriate to cheer for someone's accomplishments. Students and teachers gather together in the auditorium monthly to celebrate excellence, provide inspiration and motivation for students and teachers. Students are allowed opportunities to recite and perform before the group.

## **COMMUNICATION**

The most effective way to know what is going on school wide at Robertson is through our Robertson Elementary Facebook, Classroom DoJo, and the School Messenger app that can be downloaded on your phone. The Building Principal, Mrs. Kristen Smith, will use the school messenger app to send Robo calls for vital school information. Classroom teachers will continue to use DoJo. Please go to the android or apple store to download the apps.

We will also be sending weekly School newsletters via email. Please register for Peachjar to receive the online communication straight to your email [www.peachjar.com](http://www.peachjar.com). School and classroom newsletters will inform parents of school events, classroom activities, announcements and other information.

We will continue to use THURSDAY Folders for each student to take papers home weekly. Parents are asked to view the contents regularly and return any needed information as soon as possible. The folder is to be returned to school the following day.

## **CONFERENCES**

Parent-Teacher Conference Days are scheduled twice yearly for all parents. Conferences at other times are encouraged and may be scheduled by parents or teachers whenever the need arises. All conferences must be scheduled with the teacher prior to the conference time. Other duties and responsibilities immediately before school, during school, and after school often prevent the teacher from conferencing at unscheduled times. Since teachers are greeting children and preparing for the day's activities, they are not able to conference before school unless prior arrangements have been made.

## **DISMISSAL FROM SCHOOL**

Children are expected to remain at school until dismissal time, unless the parent or legal guardian obtains an official release of the student. Parents/guardians are requested to schedule appointments after the school day to avoid the need for a late arrival or early dismissal. If it becomes necessary for students to be excused from school for a medical appointment or other unavoidable emergency, the parents/guardians come to the office and sign out the child. Please do not call for the student to be "ready in the office". We will not call students out of class until parents arrive to sign them out of class.

Students will not be released to anyone not on student information card unless the office receives written permission from the parent/guardian. Early pick-up should not become a regular practice.

Valuable class instruction is missed and students do not get full educational benefits if they leave early. Students leaving prior to 1:35pm will be considered absent one-half day.

Students will not be released from 2:50-3:11. If you need your child during those times you will need to arrive early and sign your child out prior to 2:49 pm. Signing out early will result in a tardy for the student.

**DRESS CODE/UNIFORM POLICY**--Uniform policy has been relaxed for this school year, but the district dress code policy is still in force. Please read it thoroughly.

Given the likely changes in our 2020-2021 school year schedule, we are relaxing student uniform requirements. We know that the COVID-19 pandemic has created or increased the economic challenges that some of our families face. We hope that relaxing the uniform requirements will provide some relief for parents as we prepare for an uncertain school year. Parents should adhere to the district dress code, which includes the following expectations (which are more fully defined in district policy 2601):

Not allowed:

- Symbols, mottoes, words or acronyms that convey crude, vulgar, profane, violent, death-oriented, gang-related, sexually explicit, or sexually suggestive messages.
- Symbols, mottoes, words or acronyms advertising tobacco, alcohol, or illegal drugs or drug paraphernalia.
- Symbols, mottoes, words or acronyms identifying a student as a member of a secret or overtly antisocial group or gang
- Excessively large or baggy clothes
- Approved garments must be of a length and fit that are suitable to the build and stature of the student.
- Outerwear will not be permitted in classrooms, cafeterias, libraries, corridors or other areas of the school buildings after arrival unless authorized by the school's administration.

Expectations

- Clothing shall be clean and in good repair.
- Shirts/blouses must be appropriately buttoned
- Zippers on pants and shirts must be zipped Belts must be fastened

Appropriate dress and good grooming are recognized as positive factors for maintaining a learning environment where students can feel safe and secure. Students are expected to show good judgment as well as respect for themselves and others. Dress and personal grooming should not present health or safety problems, cause actual disruptions of the educational process, or offend common standards of decency. The following uniform dress guidelines are to be followed by each student:

## ENROLLMENT

Students must be properly enrolled at the district enrollment center located at 2819 S. New Haven. Students enrolling in Pre-K must be four (4) by September 1<sup>st</sup>. Pre-k enrollment is first come, first serve basis. Students enrolling in Kindergarten must be five (5) by September 1st. Information that is required for enrollment includes:

- ✓ Birth certificate
- ✓ Social security number
- ✓ Vision screening records
- ✓ Up-to-date immunization records
- ✓ Proof of Residency in the Robertson Boundary, or a transfer approved by the District Transfer Office.



- ✓ A valid government issued photo ID

### **FREE BREAKFAST AND LUNCH**

The TPS Child Nutrition program will be providing ALL elementary students breakfast and lunch meals at no cost for the 2020-2021 school year. This is made possible through the Community Eligibility Provision of Healthy, Hunger-Free Kids Act of 2010. Families at TPS elementary schools will still be required to submit a household application in order to maintain our free and reduced status.

### **IMMUNIZATIONS**

All children must present, upon initial entry to school, a certified immunization record indicating the date and type of immunization received. A licensed physician or an authorized public health representative must sign this record. Students who are currently receiving immunizations are required to maintain the schedule as directed by the physician or Health Department until requirements are met. Immunizations must be kept up to date.

### **ILLNESS AND/OR INJURY**

If a child is injured or becomes ill, every effort is made to contact the parent. Parents are expected to provide accurate and up-to-date telephone numbers and addresses of where they may be reached during the school day. The names and phone numbers of others who may be contacted for an emergency are also required. If the parent or other designated person cannot be reached in the event of a severe medical emergency, an ambulance may be called to transport the child to a hospital or emergency center. The cost for this service will be the responsibility of the parent or legal guardian.

### **ILLNESS AND PHYSICAL EDUCATION**

Students who are injured and unable to participate in physical education will need to have a doctor's statement explaining the reason and when the student may resume physical activity. The note should be taken to the nurse and then to the physical education teacher. Students not participating in gym will observe class from the sidelines so they will not miss instructions.

### **LOCKERS**

Lockers or "cubbies" are assigned for students' convenience. Each student is expected to use only the locker assigned to him/her. Locks are not permitted. Coats and backpacks are to be placed in lockers, hung on coat hooks or placed in cubbies in the classrooms where they are to remain until the end of the day, or when needed for outside wear. Rolling backpacks are not allowed. Students have no expectation of privacy as to school lockers, desks or other school property temporarily assigned for their personal use.

### **LOST AND FOUND**

Lost and found items should be turned in to the office. Clothing items will be placed in the Lost and Found Cabinet. Students and parents are encouraged to check the Lost and Found Cabinet to check for lost clothing. Other items that are found will be in the office Lost and Found. Items should be labeled with the student's name to help avoid loss.

### **LUNCH**

Students are expected to remain at school for lunch unless the parent/guardian comes to the school office for the child's release from school. When the child returns from lunch, the parent is to come to the office to sign the child back into school. A sack lunch may be brought from home. We encourage

students to make healthy choices about what they bring to eat and drink. Students are not allowed to share food with other students.

### **MAKE-UP WORK**

Students are encouraged to make up work for all absences. When the absence from school is excused, the student will receive credit for work that is completed in a timely manner. Students are responsible for securing and completing make-up assignments. Students will be allowed one-day make-up time for each day's absence. Credit will not be given for work missed due to an unexcused absence. Parents may request make-up work for absences by calling the school office. A 24 hour notice must be provided to the teachers when make-up work is requested.

### **MEDICATIONS**

All medications are to be kept in the school clinic. Medication will be given to the student only with the written authorization on the Administration of Medications Form provided by TPS Health Services. Prescription medications must be in a currently dated vial or properly labeled container, which states the name of the patient, physician and directions for administering. Non-prescription medications must also be properly labeled with the child's name and specific instructions for administering. No aspirin products will be given unless prescribed by a physician.

The parent is required to bring all medications to the clinic. Students are not to bring medications to school. Please do not send more than a week's supply of all medication unless the Tulsa Public School's Registered Nurse has authorized a longer time.

### **PARENT INVOLVEMENT**

Parents are encouraged to be actively involved in their child's education. In addition to staying informed about the child's progress and helping him/her at home, we invite parents to participate in school and classroom activities.

### **PARENT TEACHER ASSOCIATION (PTA)**

The PTA offers a valuable network for parents and teachers to work together for children. The affiliation with the local, state and national PTA provides expanded opportunities to network with parents in the community. Since parent participation has been shown to contribute to the child's success in school, the PTA encourages all parents and family members to be active participants. The PTA provides classroom parties, celebrations, and activities for all students. Fund-raising events have provided additional resources for students, such as special programs and assemblies, classroom materials, field trips, and playground equipment. All parents, family members, and friends of Robertson students are encouraged and invited to join the PTA and participate in the many activities that are provided. We need everyone's help and support by joining the PTA.

### **PARTIES AND REFRESHMENTS**

Homeroom parents through PTA provide two parties for the students throughout the year- a winter party and a spring party. Homemade foods are not permitted. All refreshments are to be purchased ready-made and arrive at school unopened in their original packaging. Students are not to bring refreshments or food to classrooms without the prior approval of the teacher. Students' personal birthday or party invitations are not permitted to be given out at school. We feel it is best for all parties and individuals to handle this off school grounds. Birthdays can be celebrated by providing store bought items for every child in the class, during the lunch period in the cafeteria.

## **PERSONAL BELONGINGS**

Students are expected to bring to school only items that contribute to the learning process or their well-being. Toys and games are not to be brought to school except by the teacher's permission for special projects in the classroom. Items considered inappropriate for school include, but are not limited to, toys, electronic games or devices, iPods, purses and cosmetics. Children should not bring items of exceptional value to school. The school is not responsible for valuable items brought to school. Animals are not to be brought to school by students. Any animals brought to school by an adult for an educational purpose must have the prior approval of the teacher and principal.

## **PROBLEMS**

### **STUDENT SCHOOL PROBLEMS**

If students have a problem related to discipline, security, personal welfare, or vandalism, the student should:

1. Tell the nearest teacher or adult staff member. Tell him/her exactly what happened to the student or what the student has observed happening to someone else. Problems of discipline, security, and personal safety are considered very serious.
2. Talk to the principal or school counselor right away.
3. Then get the feelings out. It is natural to feel worried and upset. Talk to someone who will listen and understand- perhaps a peer helper, teacher, counselor, or an adult mentor. It is important to talk to a neutral party who can be trusted.
4. A school counselor can help one learn ways to deal with problems to ensure safety and comfort when faced with similar problems in the future.
5. When the student has alerted school personnel, he/she should tell the parents about the problem as needed.

### **STUDENT PERSONAL PROBLEMS**

For help with personal problems which may affect student school life or activities:

1. If possible, discuss the problem with one's parent/guardians.
2. If a student and his/her parents/guardians cannot solve the problem, there are a number of persons in the school who may be able to offer additional help. If one knows of a teacher which whom one feels he/she may speak freely, contact the teacher.
3. The school counselor is trained to offer help with personal problems. He/she can lead the student to other resources he/she may not know about,
4. The principal will be able to discuss the problem with the student and attempt to work a solution. If they are unable to do so, they have others to assist.

## **PROCEDURES**

Written procedures teach students the personal and social skills they need to demonstrate in order to be successful. The procedures contribute to feelings of safety and allow students to have an environment conducive to learning. Procedures for school-wide implementation have been established. Teachers and students also develop classroom procedures so students will know how to accomplish learning tasks.

**you**

### **Arrival Procedures**

**Staff Expectations:**

- Teachers will sign in by 7:10am.
- Support staff will be at school on time and ready to start their day.
- Teachers will be at their classroom door at 7:15am.
- Teachers will greet each student with a kind word, kind touch and/or a smile.

### **Student Expectations:**

- Students will turn cellphones off prior to entering the building.
- Students have the option to turn their cell phones into the office and retrieve at the end of the day.
- Students will enter the building following hallway procedures at 7:15am and go directly to their locker then classroom.
- Students will greet their teacher with kind words, kind touch, and a smile at their classroom door.
- Students will begin their breakfast and morning work in the manner assigned by the teacher.

### **Parents Expectations:**

- Follow parking lot and arrival procedures.
- Say 'good-byes' to students in the front lobby if you wish to walk them in. After the first week of school parents will not walk students down to their classroom. You must sign in as a visitor and permission from the principal to visit the classroom during normal daily activities.
- Always feel free to check with the office any volunteer services available for that day.

## **Cafeteria/Lunch Procedures**

### **Staff Expectations:**

- Teachers/Staff will wait for all students to wash their hands.
- Teachers/Staff will walk students to and from the cafeteria on time and to class using hallway procedures.
- Adults on duty will walk throughout the cafeteria, talking with students and assisting in cafeteria duties.

### **Student Expectations:**

- Enter and exit using hallway procedures.
- Polite talk: "Please" "Thank you"
- Whisper or Restaurant voices while talking at tables
- Clean up your area after eating
- Raise hand for assistance. Students will not leave the table. If items were forgotten the duty teacher will retrieve from the serving line. Restroom breaks should not be needed since teachers will give a break immediately prior to lunch.
- Wait until the teacher directs you to throw your trash/tray away
- Close milk carton, stand up, pick up tray/trash and remain in a straight line when disposing of trash.
- Line up in Robertson Stroll: Respect personal space and remain in a straight line.

## **Dismissal Procedures**

### **Staff Expectations:**

- Teachers will ensure that students have their backpacks ready to go when the bell rings at 2:35.

- When the bell rings, all teachers will walk with their classes to their dismissal location and remain until duty teacher shows up.
- Teachers on duty will wait with students and assist and supervise students. Outside car duty teachers will assist students into vehicles as parents pick students up from the north side of the school.

**Student Expectations:**

- Students collect belongings with silent voices from locker and line up with their teacher.
- Students will use hallway and line procedures and walk with their teachers as they go to their designated dismissal location.
- Students will sit down, wait silently, patiently and read a book.
- Students will wait for duty teacher to call their number before leaving assigned areas.

**Parent Expectations:**

- Follow parking lot and dismissal procedures pertaining to your child's way home.
- Pick up student(s) on time.

Students are dismissed from school at 3:11pm. Students are either car riders, daycare riders, bike riders, aftercare, or true walkers. It is best for your child(ren) to have a consistent way home each day. You will be asked to indicate on the My Way Home Form how child(ren) will be picked up or go home. Walkers are ONLY for TRUE WALKERS. This means a parent did not drive to Robertson, park their car and then walk to pick up their child. If you come to pick up your child in a vehicle then your child is a car rider no exceptions. Car riders will receive their assigned number once this form is turned in. At the end of the day students' will go to a designated area indicated below and they are expected to sit silently and read a book until their way home transportation is here.

**After Care**

- Students who attend the onsite after care program meet in the cafeteria.

**Drinking Fountain Procedures**

- Wait Patiently
- Keep Mouth and Tongue off of the Fountain
- Count to 7
- Swallow Water

**Staff Expectations:**

- Teachers will model, monitor, and adjust as necessary.

**Student Expectations:**

- Students will silently wait for their turn while following hallway procedures.
- Students will take a drink without putting their mouth or tongue on the fountain.
- Students will count to 7 or less to determine the length of time of their drink.
- Students will swallow the water before getting in line or returning to class.

### Hallway/Line Procedures

1. Face Forward; Single File Line; Right Side
2. Hands to Self
3. Voices Off (Zero Voice Level)
4. Allow Others to Go

#### **Staff Expectations:**

- Teacher will model, monitor, and assess line procedure.

#### **Student Expectations:**

- Students will face forward while in line.
- Students will have their hands at their sides or behind their backs.
- Students will have their voices off (0 Voice Level)
- Students will be kind and allow others to go ahead of them instead of getting upset.

### Parking Lot Procedures

All adults and children are expected to observe the following arrival/dismissal procedures to ensure the safety of all children.

- Motorists are expected to use extreme caution and drive slowly while in the parking lot, car rider line and adjacent streets.
- Motorists may not park or pick up their child in the front circle drive during the hours of 2:50-3:11pm unless a true emergency exists. Students cannot be checked out of the office after 2:50. If a student needs to be picked up before the bell rings and without waiting in the car rider line, then the student must be checked out prior to 2:49. Remember this will result in a tardy. This policy will help ensure our car riders are safely loaded into the correct car.
- Cars are never to be left unattended in the line of traffic or adjacent to the building. This includes parking during school hours. Areas adjacent to the building are designated as the “fire lanes”. Parking in “fire lane” spacing is a violation of the fire codes and can result in a traffic fine.
- The flow of traffic is expected to proceed smoothly if everyone follows the pick-up procedures. If the student is not at the pick-up area, the driver is expected to pull up past the car rider line.
- Motorists are to never back up their vehicles while in the lanes of traffic.
- Motorists are to travel in a single lane of traffic. Please do not pull around and pass other cars that are in the line of traffic.

### Recess Procedures

Students have adult supervision while playing on the playground during school day recesses. Students may not play on the equipment immediately before or after school. Staff members are not available to supervise children during these times. Several play areas are available for students during recess times. Students are expected to play only in the areas assigned to them.

#### **Staff Expectations:**

- Be on time, “all the time” for duty and student pick up.
- Teachers will walk classes to the outside doors and release them to the playground.
- Staff on duty will interact with students during playground activities.
- Staff will move throughout their assigned area, watching students at separate locations.



- Show mutual respect for staff and students.
- Be proactive in addressing playground issues.

**Student Expectations:**

- Students will use hallway/line procedures.
- Show mutual respect to staff and students.
- Have free play, staying in their assigned playground area.
- Students will line up promptly when the teacher arrives.
- Enter the building following hallway/line procedures.

**Recess Equipment Procedures**

**Sporting Equipment:**

- Allow others to play.
- Follow rules of game.
- Take turns.
- Organized games such as soccer or basketball can only be played with adult supervision of a playground teacher.
- Each class will help return equipment and place in equipment basket.
- The last recess class will be responsible for bringing in the equipment baskets.

**Big Toy Equipment:**

- Slide – one person at a time, go down and around, feet first
- No jumping off any equipment, anywhere on playground
- Pea gravel, sticks, and other nature items are not to be thrown or kicked
- Keep shoes on at all times
- Keep hands and feet to yourself at all times

*If a student chooses not to follow procedures, consequences will be assigned.*

**Restroom Procedures**

1. Go
2. Flush
3. Wash: 2 Squirts
4. Dry: 3 Pulls

**Staff Expectations:**

- Teachers will model, monitor, and adjust as necessary.

**Student Expectations:**

- Students will use the restroom quickly.
- Students will use a whisper voice while in the restroom.
- Students will always flush after using the restroom.
- Students will always wash their hands after using the restroom by using 2 squirts of soap and 3 pulls of the paper towel dispenser.

- Students will place all trash in the trash can.

### Assembly Procedures

#### **Staff Expectations:**

- Be on time
- Model appropriate behavior
- Stay with class at all times, sit to the side of your students (a little in front) so they can see that you are watching.
- Attend all assemblies (unless during your plan time)

#### **Student Expectations:**

- Be on time
- Use line procedures to enter assembly
- Walk to assigned seating using
- Sit on your pockets, keeping hands and feet to yourself
- Use attentive listening and good manners when walking in and out of the assembly
- Exit following hallway/line procedures

### **PROGRAMS/ACTIVITIES/ORGANIZATIONS**

Students are provided opportunities to participate in a wide variety of programs and activities. Some of Robertson programs and activities include the following:

- Student Council
- Safety Patrol
- Junior Achievement
- Clubs--
- District Track and Field Meet
- District Art Festival

\*\*After School Programs provided: TPS Before and After Care (fee based), Girl Scouts, Campfire, and Boy Scouts

### **PROGRESS REPORTS**

Progress reports are prepared and issued by the end of the fifth week of each quarter, or whenever the need arises. Progress reports are issued whenever the student's achievement is unsatisfactory. They are also used to inform parents of commendable achievement, effort, and positive attitudes.

### **REPORT CARDS**

Report cards are issued quarterly. They contain valuable information about the child's academic and social behavior progress. Parents are expected to sign the progress reports and report card signature cards. The student is to return them the following day or as soon as possible. Parents are encouraged to call the school whenever they have concerns or questions regarding the reports.

### **SCHOOL Messenger APP**

For the 20-21 school year, the Office and Principal will use the SchoolMessenger communication system to keep our families updated. It gives us the ability to contact you by phone & text in the event of emergency weather closings and delayed starts. Make sure your contact information is up-to-date with your school and to opt-in to receive text messages, text "Yes" to 67587.

We encourage all faculty/parents/guardians/students to download the School Messenger app. Please go to the apple or android App Store to download.

Classroom Teachers will continue to use Class Dojo.

### **SCOOTERS/SKATEBOARDS/BICYCLES**

Scooters and skateboards are not allowed at school. Any child who rides a bicycle to school is to park the bicycle in the front of the building. Students are not to ride the bicycle on the school grounds or in the parking lot. Students shall walk with the bicycle until they are off the school grounds or parking lot. Bicycles are to remain in the racks until dismissal. Children are not to play on or near the bicycle racks. Locks for the bicycle are strongly encouraged. The school is not responsible for bicycles.

### **SPECIAL LUNCHES**

If a classroom desires incentive lunches or celebratory food, teachers/parents must notify the teacher and the office and include all students in the class. Food will be eaten in the classroom or other approved location. Students are not allowed to take food or drinks into the gym.

### **STUDENT INFORMATION /EMERGENCY INFORMATION**

All students are required to have a completed and accurate information form on file in the office. This information is to be kept current at all times. Please notify the school office immediately of any changes in home or work phone numbers, addresses or other emergency information. This is vital in the event of an emergency while the child is at school.

### **STUDENT OF THE MONTH ASSEMBLIES**

The last Friday of each month, we will hold a student of the month assembly. It will begin at 8:00 am. These will be used to celebrate students who exhibit positive behaviors as outlined by the 7 Mindsets and the 7 Habits of Happy Kids.

### **STUDY TRIPS**

Study Trips are planned to support the classroom activities. Parent permission is required for students to participate in trips away from school. The Tulsa Public Schools official permission form and medical release must be signed by the parent or guardian and returned to the teacher before the student goes on the study trip. We frequently request parent volunteers to assist with supervision of our students on the study trips. Volunteer chaperones must be registered as TPS Volunteers at least one week prior to the trip.

### **STUDY TRIP CHAPERONES**

Periodically classes will take study trips to compliment curriculum objectives. Parents may be needed to help supervise children when off campus. When accompanying your child's class on these trips, other

siblings may not attend. You also need to provide your own transportation unless the trip is out of town and space is available on the bus. You may also be responsible for any entry fees. Do not allow your child to bring money during a study trip, unless indicated on the permission slip. All necessary expenses will be covered by the school or taken care of ahead of time (t-shirts, etc.). More chaperone details will be given to parents at the beginning of the year meeting.

### **TARDINESS**

Children are expected to be punctual in arriving at their assigned areas. They are expected to be in the assigned place and ready to work when the second bell rings at **7:30am**. Any student who is not in class at the appropriate time will report to the office for a tardy slip. When a child arrives after 7:30am the student will need to be accompanied by an adult to the office to receive a tardy slip. Students who arrive after 8:45am are considered absent one-half day.

### **TELEPHONE/WIRELESS TELECOMMUNICATION DEVICES AND ALL ACCESSORIES (INCLUDING HEADPHONES AND MP3 PLAYERS)**

The office telephone is a business phone and is to be used by students only in emergencies. Please inform your child of after school arrangements before he/she arrives at school. Children will be called to the telephone only for emergency situations.

The following rules apply to the use of wireless telecommunication devices such as cellular telephones, iWatch, Fitbit, or other electronic devices. Students are prohibited from using wireless devices during the academic school day including passing periods and lunch periods whether inside or outside the building unless expressly approved by the principal or designee. During school hours, wireless devices must be turned off and stored in a student's locker or if on student's person it must be turned off at all times. **In order to avoid any disruption of the educational process, it is preferred that students do not bring any devices to school however if needed it is strongly suggested that all wireless devices be turned into the office upon arrival to school and picked up at dismissal.** The school is not responsible for the theft or loss of any wireless devices or accessories.

A violation of any part of this policy will result in the wireless device being confiscated by the administration and other discipline as warranted. For the first offense, a student may pick up the device at the end of the school day. Second offense, the confiscated device must be picked up by the parent/guardian and will not be released to any student. Further offense, the student may be disciplined under other categories in the Behavior Response Plan as appropriate.

### **TECHNOLOGY FOR STUDENT USE (SCHOOL DEVICE PROVIDED)**

Responsible, Respectful and Safe: **Violation of these expectations may result in a loss of student's access to the device and/or Internet.**

- Keep all food and liquids away from the device.
- Always follow the directions given by the teacher.
- Be on the task assigned by my teacher at all times. The device will be used for educational purposes only.
- Only use web tools such as video games and social networking authorized by my teacher.
- Use the Internet to search only sites that are appropriate to the school curriculum.
- Respect yourself by using the device appropriately.

- Respect the work of other students. Do not change or delete the work of other students.
- Be a team player: When working in collaboration with other students, be respectful and kind.
- Respect other students by not accessing their accounts.
- Use the device in ways that are appropriate and educational.
- Be polite and use appropriate language.
- Do not share passwords with anyone except your parents and teachers.
- Never share any personal information.
- Report to your teacher if you feel uncomfortable about an experience online including but not limited to receiving harassing messages or accidentally viewing something inappropriate.

VIOLATIONS: If a student violates these conditions then it will be considered a violation of their Internet Use Agreement. This can result in a loss of opportunity to use technology. If this occurs then the student will be assigned paper/pencil work for the duration of the loss.

### **TEXTBOOKS**

Textbooks are provided for students to use in the classrooms and at home. Library books may be checked out for home use. We ask parents to help us teach respect for books, so they will be returned in good condition. If a book is lost or destroyed, the student is expected to pay for the book. School records will be withheld for non-payment of lost or damaged school books.

### **VISITORS/GUESTS**

All visitors, volunteers and parents are required to sign in at the office and state the reason for the visit whenever they are in our school. This policy applies at all times. Visitors will be given a visitor sticker to wear while in the school. The sticker is to be returned to the office when leaving. This policy is in place to provide for the safety of all persons in our school.

There are a few times that someone may need to visit a class to observe a specific student or activity; such a visit must be arranged in advance with the principal and teacher. Parent-teacher conferences must be scheduled with the teacher prior to conferencing. Unscheduled conferences before school and during class times are not allowed because they interfere with the teaching-learning process for students.

Students may not bring school-age visitors with them to classes. It is not our intent to appear un-wanting of people in school, but it is our purpose to protect the instructional time of all students.

### **VOLUNTEERS**

We value the school volunteers who perform valued services for students and staff. Volunteers make learning materials and prepare bulletin boards. They assist children in the classrooms, during field trips, and parties, and other school and classroom activities. Parents who are unable to be at school during the school day often do volunteer projects at home. All volunteers are required to register as a school volunteer by completing a School Volunteer Profile Form, which is available in the school office.

## Distance Learning Handbook for Families

Due to the recent events of COVID-19, Tulsa Public Schools have moved to virtual learning for the first nine weeks of school for the 2020-2021 school year. During this time students and families will be working on school work from home to continue their learning experience. Below you will find information that may be needed during this time. We hope to make this experience as easy and enjoyable as possible.

### Canvas

As a district, we will be using Canvas for our learning platform during this time. Each student will have their own clever badge that they will be able to hold up to the camera on their Chromebook to sign them into Canvas. If your child loses their clever badge they can get a new one by contacting the Robertson office at 918-746-8900.

Below are links to videos that will help you and your child become more familiar with using Canvas:

[www.tulaschools.org/canvas](http://www.tulaschools.org/canvas)

How to access Canvas (English):

<https://tulsaps.instructuremedia.com/embed/de70ad5c-1181-4425-ad56-385b83ad2129>

How to access Canvas (Spanish):

<https://youtu.be/YBWD2OsdKaw>

### Zoom

Teachers will be using Zoom to allow them to meet with students in large groups or in small groups throughout the week. Zoom is an online platform that allows students and teachers to connect virtually. Zoom sessions will be recorded and the link placed on Canvas for students who cannot attend live sessions. This will allow all students to have access to teacher instruction.

Zoom Cheat Sheet:

<https://resources.finalsite.net/images/v1585868936/tulaschoolsorg/bifstw19vswg93o1emyu/ZoomforParents.pdf>

### Online Procedures for Students

1. Use clever badge to log in on chromebook
2. Always start in CANVAS
3. Click on teacher's zoom link
4. If comfortable using video, turn video on.
5. Use a virtual background if possible so teachers can see your smiling face!
6. If video is off, stay engaged by using the chat box appropriately and answering out loud when called on by the teacher.
7. Set up a distance learning space.



8. Use the tub provided by Robertson to keep your school supplies together.
9. Charge your chromebook every night.
10. Do not have food or drinks near the chromebook.
11. Do not use the chat unless directed to by the teacher.
12. Be out of bed and ready to learn.
13. Raise your hand if you have a question or comment.
14. Stay muted unless teacher says otherwise.
15. Remember, you are being recorded.
16. Respect always matters...online, in person, on the phone

### **Technology**

Tulsa Public Schools will be providing each student with their own chromebook that will allow them to work on their schoolwork from home. The chromebook will have everything downloaded that your child will need to be successful during this time. We understand that technology can be difficult and problems do occur with the chromebooks. If you have an issue with your chromebook you can take the chromebook to the Enrollment Center. The Enrollment Center is open Monday through Thursday from 8am to 6pm.

**TECHNOLOGY ISSUES?**  
[studentVL@tulsaschools.org](mailto:studentVL@tulsaschools.org) or 918-833-TECH

Repair appointments available  
Monday – Thursday from 2:00 PM – 6:00 PM  
at the Enrollment Center.

SUPPORTS ARE AVAILABLE FOR DISTRICT DEVICES ONLY.  
WE CANNOT SUPPORT PERSONAL COMPUTERS.

### Internet Access:

Tulsa Public Schools and the City of Tulsa have partnered together to provide 10,000 individual hot spots around the city to provide internet access to families during distance learning.

If you do not have access to the internet at home, you can request assistance by filling out a **back-to-school form** for every child. If you need help filling out this form, please call either your school (918-746-8900) or the Enrollment Center (918-746-7598).

### Attendance Policy

Students will have attendance taken during this time. Every student is expected to do two learning activities each day. Teachers will have activities loaded on Canvas for your child to do based on what they are currently learning. Parents can monitor their child's progress and attendance by checking PowerSchool. The daily learning activities is how attendance will be taken by your child's teacher. Under some circumstances, children may be unable to do work on a daily basis, in that situation your child will need to complete ten instructional activities per week to be marked 100% attendance for the week.

### Role of Families

Families are critical to their children's success in distance learning. Families should:

- Closely monitor district and school communication
- Ensure that students have access to a Chromebook and the internet.
- Maintain communication with their children's teachers and counselors
- Support their children's emotional balance by providing time for physical activity and play
- Allow their children to have access to a comfortable and quiet space to learn and study
- Encourage their children to dedicate appropriate daily time to learning, participate actively in online learning activities and submit all assignments by due dates established by their teachers

### **Student Success Checklist**

In order for students to be successful in distance learning students need to:

- Have access to a Chromebook and the internet.
- Have access to a comfortable and quiet space to learn and study
- Dedicate appropriate daily time to learning and participate actively in online learning activities
- Submit all assignments by due dates established by their teachers

### **Adult Support for Students**

Students can expect to lean on adults for a wide range of supports:

- Teachers will lead grade-level-appropriate instruction, develop, and grade assignments and will be available to their students for individualized guidance.
- Counselors will support students in building an appropriate school and be available for both academic guidance and social-emotional support
- Principals will be available to provide further information to any family who needs it
- Students will continue to be able to receive individualized support services (Indian Education, Gifted & Talented Education, Exceptional Student Services, and English Language Development)

### **Exceptional Student Support**

Students will meet in small group zooms and have 1-1 check-ins with ESS teachers to meet requirements as specified by their Individualized Education Plan.

### **Social Emotional and Overwhelming Behaviors**

Even with school buildings closed, we want to make sure that Tulsa students and families have access to the support services they need to stay safe and healthy. To help you with support such as referrals to mental health services, food and housing assistance, and other social services, we are launching our Wellness Care Line and Family Assistance Request Form. These services are confidential, free of charge, and available in English and Spanish.

Wellness Care Line: 918-746-6130

*Open Monday - Friday from 8:30 a.m. - 5 p.m.*

- Supporting students and parents with referrals for mental health services, community resources for basic needs and social services (food, shelter, clothing), questions about distance learning, and supports for students with special needs.

## MENTAL HEALTH RESOURCES

The outbreak of COVID-19 may be stressful for people and communities. Fear and anxiety about a disease can be overwhelming and cause strong emotions in adults and children. These articles for adults will be **helpful for** parents, guardians, and families as they manage through this unprecedented situation.

Some ways to provide support to children regarding COVID-19 include:

- Limiting your child's exposure to COVID-19 media coverage;
- Providing a calming influence to your child - remember that children look to adults to understand how to respond to the situations around them; and
- Helping children address their fears by using some of the resources and guidance below.

Child Mind Institute: Talking to Kids About Coronavirus

<https://childmind.org/article/talking-to-kids-about-the-coronavirus/>

National Association of School Psychologists: Talking to Children About COVID 19: A Parent Resource

[https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/02292020\\_NASP\\_NASN\\_COVID-19\\_parent\\_handout.pdf](https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/02292020_NASP_NASN_COVID-19_parent_handout.pdf)

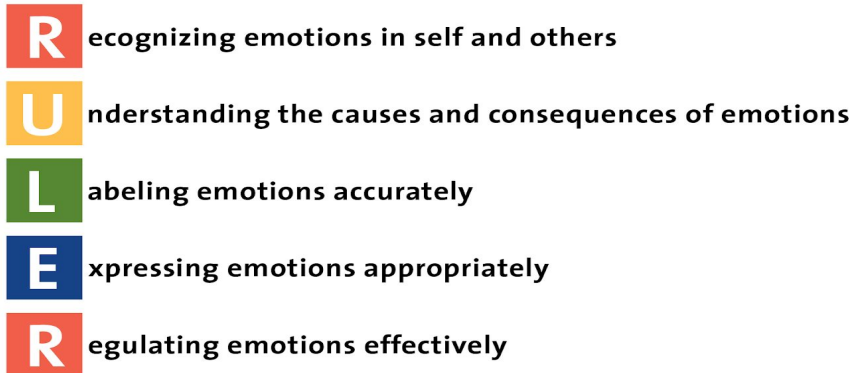
At Robertson we strive to provide our children and their families with sustainable knowledge regarding Social and Emotional Learning (SEL). For the past four years we have partnered with The Opportunity Project and Relate 918 as part of our Wallace Foundation Grant. With this partnership we have been able to implement the RULER curriculum into our everyday classroom's and conversations with children in the building. Below you will find resources to continue our RULER practices daily so that you can sustain this positive social and emotional learning at home. This can look like "family charters", creating your own Mood Meter, and talking about Meta-Moments and how you can overcome your own frustrations. As a school we will continue to provide your child with these resources throughout our digital learning time.

Links for RULER resources:

- <http://www.greatschools.org/gk/yale-tools-for-families/>
- <http://www.edutopia.org/keys-social-emotional-learning-video>
- <https://www.youtube.com/watch?v=t8UhRBwmvd4>
- <http://rulercommunity.yale.edu/>
- [https://inspired.fb.com/social\\_emotional\\_learning/](https://inspired.fb.com/social_emotional_learning/)
- <http://moodmeterapp.com/>

## What is RULER?

- RULER is a Research-based program created by the Yale Center for Emotional Intelligence
- RULER is a program used to help students, families, and educators build emotional intelligence
- RULER is an acronym used to remember the different aspects of emotional intelligence.



## Why do we use it at school?

- Research has shown many benefits of the RULER curriculum including:
  - Students using RULER have better academic performance
  - RULER increases emotional intelligence and social skills
  - Decreases anxiety and depression
  - Improves school climate
  - Students using RULER are less likely to bully other students
  - Students using RULER have better leadership skills and attention
  - Teachers have better relationships with students, less burnout, better relationships with administrators, and are more positive about teaching

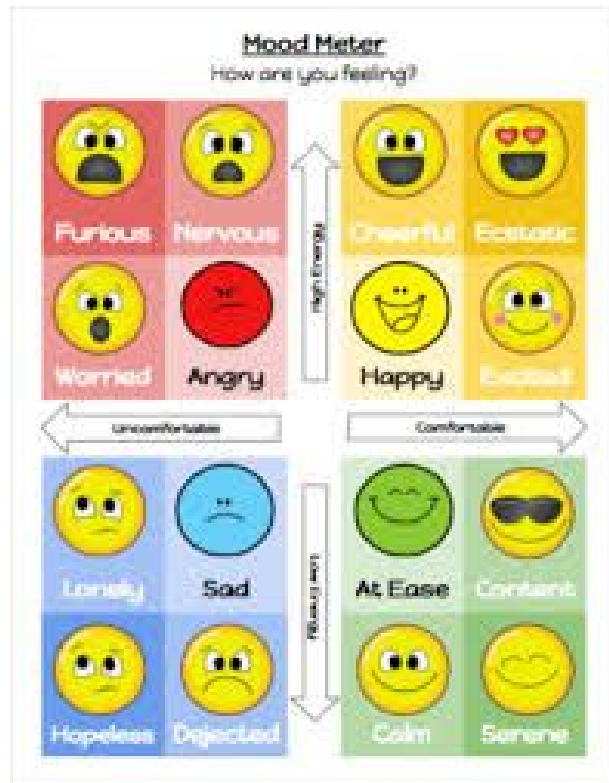
## The Four Anchor Tools of RULER and how to use them at home

1. The Charter
  - The Charter helps enhance school climate and community well-being through establishing common goals and a shared vision.
  - It is a document created by the community (the classroom or the family)- everyone should be part of the process.
  - The Charter clearly and specifically outlines what is needed to build a supportive and productive learning environment.
  - The Charter fosters a sense of shared accountability for behaviors and reduces unkind behaviors.

### How to Use The Charter at Home:

- Create a family charter of shared ideas for how everyone will be treated at home.
- The family charter should answer questions such as:

- How do you want to feel at home?
  - What behaviors help make those feelings? What can you do each day to make sure that everyone experiences those feelings? Be specific!
  - How should we prevent and manage unwanted feelings/conflict?
  - Revisit the charter regularly and use it to reflect- for example, “What have we done to appreciate each other this week?”
  - Add to the charter as needed.
  - The Charter should be signed by everyone and displayed in a visible area.
2. The Mood Meter



- The Mood Meter helps develop emotional awareness through recognition and communication of feelings.
- It is a color-coded chart used to graph feelings based on energy and pleasantness levels.
- The Mood Meter helps families and educators know how to best meet students’ needs.

How to Use The Mood Meter at Home:

- Post a mood meter in your home in a visible area. Make your own or use the above Mood Meter templates.
- Use a nametag, special magnet, photo, or picture to represent each family member- check-in throughout the day (morning, after school/work, bedtime) and move your image around depending on your mood.



- Ask questions: Where are you on the mood meter? What caused you to feel that way? How can you stay there or move to a different quadrant? What is that emotion called? How can I help you move to the green?
- Talk about how to prevent or reduce red and blue feelings and how to initiate, maintain, and enhance yellow and green feelings.
- While some emotions may be uncomfortable, remember, there are no 'bad' emotions, all feelings are ok!
- Keep a journal: Use different colors for different moods. Use the journal to understand what triggers different feelings. \*There's a mood meter app to help track your mood\*  
<http://moodmeterapp.com/>
- Plot characters in a book on the Mood Meter: where are they on the Mood Meter? Why? How can they stay or move to a different quadrant?
- Come up with a song that represents each quadrant and play a song to express or generate different emotions.

### 3. The Meta-Moment

- Helps students handle strong emotions so that they can make better decisions
- It is a brief 'step-back' from the situation
- Teaches students to pause and think before acting and consider how their "best self" would react in the situation

#### How to Use the Meta-Moment at Home:

- Know the Meta-Moment Steps: Knowing the steps will help you assist your child during triggering events
  - Step 1: Something happens- There is a triggering event that causes an unpleasant feeling
  - Step 2: Sense- How are you feeling? How does your body feel?
  - Step 3: Stop- Before reacting, pause for a second to assess what is happening.
  - Step 4: See your best self- Visualize your best self, use positive self-talk and visioning
  - Step 5: Strategize- What would your best self do in this situation?
  - Step 6: Succeed!- Reflect on the successful result, what made it successful? How can you use this knowledge next time you are triggered?
- Model the steps yourself when YOU are triggered.
- Practice breathing exercises and positive self-talk BEFORE a triggering event occurs so that you know exactly what to do in the moment
- Post a reminder of the steps in a visible spot.

### 4. The Blueprint

- The Blueprint helps students and educators manage conflict.
- Students learn to consider a disagreement from another person's perspective.
- The Blueprint helps develop empathy through considering the feelings of others.
- This tool helps people work together to identify healthy solutions to conflicts.

#### How to Use the Blueprint at Home:

- Use questions during disagreements and problem-solving to help your child understand what someone else might be thinking/feeling. For example:
  - How do I feel? How does the other person feel?

- What caused my feelings? What caused the other person's feelings?
- How did I express/regulate my feelings? How did the other person express/regulate their feelings?
- What could I have done to handle the situation better?
- Help your child consider the perspective of characters in books/movies.

### Feeling Words Curriculum

Each week your child will be given a new Feeling Word focused on the Mood Meter color of the week. Each grade level is given their own set of Feeling Words to discuss and go over so if you have children in separate grade levels they will not be working on the same word but will be working on the same color word!

- Helps students expand their vocabulary of emotion words.
  - Through developing a richer emotional vocabulary, it becomes easier to understand and support your child's needs.
    - For example: If you ask your student how they are feeling and they say, "Bad" it is more difficult to know how to support them than if they say, "Angry" "Sad" "Disappointed" etc.
- How to Use the Feeling Words Curriculum at Home:
- Tell a personal story or read a story together. Then ask your child...
    - How did the character feel?
    - How do you know they felt this way? What were the clues?
    - When was a time you felt the same way?
    - What did you do when you felt that way?
  - Ask your child to imagine what he/she would do or say if they had a friend that was feeling \_\_\_\_\_ (scared, sad, mad, etc)
  - Draw pictures of what different emotions look like or make songs of what different emotions sound like