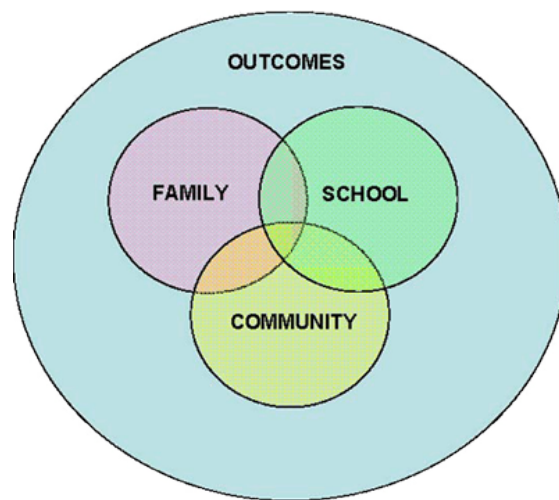




Roosevelt Elementary Family SEL Handbook 2024-2025



Be Respectful
Be Responsible
Be Safe

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PBIS Overview

PBIS focuses on creating and sustaining school-wide, classroom, and individual systems of support that improve the educational environment for all children. Our aim is to explicitly teach behavioral expectations and then recognize the positive behaviors they are admitting.

By implementing PBIS, we hope to reduce school and classroom behavior disruptions and educate all students about acceptable school behaviors. Our PBIS implementation plan includes clearly defined outcomes, research-validated practices, supportive administrative systems, and information for problem-solving.

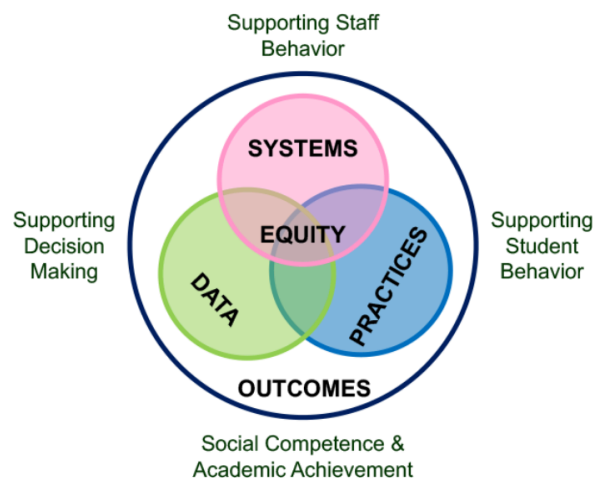
All staff members at Roosevelt Elementary School will establish regular, predictable, positive learning and teaching environments. Staff members will serve as positive role models to students as they teach expected school behaviors.

Our school also has a system in place for recognizing and rewarding expected behaviors. By improving the school environment, we hope to increase learning time and promote academic and social success for every student.

Family Involvement has a positive effect on student behavior

- When families are involved, students exhibit more positive attitudes and behavior.
- When students report feeling support from both home and school, they have more self-confidence, feel school is more important, and they tend to do better in school.
- Student at-risk behaviors such as alcohol use, violence, and other anti-social behaviors decrease as parent involvement increases

(National PTA, 2005)



School-Wide Roosevelt Way Expectations

School-wide expectations posters and matrix are displayed throughout the school. The posters display the designated area's expectations (including all classrooms) and are consistent with the school-wide Roosevelt Way vocabulary and matrix.

Rules	Be Respectful	Be Responsible	Be Safe
Arrival	Obey safety patrol and supervisors Voice Volume = 0-1	Be on Time Line up quickly when the bell rings	No Wheels on school property Use crosswalks and sidewalks Stay in supervised areas
Dismissal	Obey safety patrol and supervisors Voice Volume = 0-2	Leave promptly at the end of the day If your after school plan doesn't work, report to the office	No wheels on school property Use crosswalks and sidewalks Do not play on the playground after school
Classroom	Per classroom	Per classroom	Per classroom
Office	Voice Volume = #0-2. Being polite and positive with adults and peers. Waiting quietly until staff members are finished talking on the phone or to other people. Waiting quietly in the chairs for your turn to talk to the nurse.	Keeping the office clean. Asking for permission before entering the principal's office.	Keeping your hands, feet, and objects to yourself.
Hallways	Voice volume = 0 Respect learning environments Keep hallways clean	Keep your materials in your lockers or on your hooks	Use line basics Walk on the stairs step at a time Keep your hands, feet, and objects to yourself
Bathroom	Voice volume = 0, 1 Give others/yourself privacy	Flush the toilet <u>Think 2 or Less Rule:</u> 2 pumps of soap 2 hands to wash 2 paper towels 2 points in the trash 2 minutes or less • Report problems to a staff member	Do your business and leave
Lunchroom	Voice volume = 0, 1, 2	Use good table manners	Use line basics

	<p>Clean up the table and floor area around you</p> <p>Follow the supervisor's directions</p>	<p>Eat what you brought or ordered</p> <p>Empty your tray into the trash</p> <p>Move away from conflict or distractions</p>	<p>Keep your hands, feet, and objects to yourself</p>
Playground	<p>Voice volume = 0, 1, 2, 3</p>	<p>Dress for the weather</p> <p>Report incidents to supervisors</p>	<p>Play safely</p>
	<p>Take turns</p> <p>Play by the game rules</p> <p>Include everyone</p> <p>Use good sportsmanship</p>	<p>Line up quickly when the bell rings</p> <p>Return equipment to the equipment bin</p>	<p>Follow the recess rules</p>
	<p>Voice volume = 0, 1</p> <p>Before school, sit in the hallway quietly outside your classroom</p> <p>Follow supervisor's directions</p> <p>Play by game rules</p> <p>Include everyone</p> <p>Use good sportsmanship</p>	<p>Hang up your jacket and backpack before school</p> <p>Clean up games and put them away</p>	<p>Play safely</p> <p>Follow the recess rules</p> <p>Ask a supervisor if you need to use the restroom</p> <p>Keep your hands, feet, and objects to yourself</p>
Indoor Recess	Per classroom	Per classroom	Per classroom
Assembly	<p>Voice volume = 0</p> <p>Listen, learn and participate with respect</p> <p>Show appreciation</p>	<p>Use body basics</p> <p>Be a good listener</p> <p>Follow directions given by the presenter and teachers</p> <p>Choose a spot where you can stay focused and attend</p>	<p>Stay in your seat</p> <p>Keep your hands, feet, and objects to yourself</p>
Bus/Field Trips	<p>Voice volume = 0, 1, 2</p> <p>Follow the supervisor's/ adult's directions</p>	<p>Use body basics</p> <p>Keep your materials in your backpack</p> <p>Notify bus driver or chaperone(s) of problems</p>	<p>Stay in your seat</p> <p>Keep your hands, feet, and objects to yourself</p> <p>Use line basics</p> <p>Follow site rules</p>
LSH After School Care Program	<p>Voice volume = 0, 1, 2</p> <p>Listen, learn, and participate with respect</p> <p>Use good sportsmanship</p>	<p>Follow the supervisor's/ adult's directions</p> <p>Be a good listener</p> <p>Clean up after yourself</p>	<p>Play safely</p> <p>Follow the recess rules</p> <p>Ask a supervisor if you need to use the restroom</p> <p>Keep your hands, feet, and objects to yourself</p>

Student Acknowledgement

Noticing is a way for staff to notice the positive things students are doing. Staff will give students positive specific feedback who are respectful, responsible, and safe. We will be using this framework to acknowledge and celebrate positive student behavior.

	That was...
Roosevelt Way	Respectful Responsible Safe
	You _____

	_____.

Roosevelt Way Student Acknowledgements

<u>Individual/Whole Class</u>	<u>All School</u>
<ul style="list-style-type: none"> • Student of the month 	<ul style="list-style-type: none"> • 'Feathers' received as a whole class • Celebrations quarterly • Golden roadrunner awarded to classes weekly

Student of the Month

Each month staff will nominate a student that has shown the Roosevelt Way by being respectful, responsible, and safe. Any staff member can nominate a student they feel has modeled the school expectations.

The students that have been nominated have consistently shown the Roosevelt Way and have created a positive environment for all. When a student is chosen for the award they are announced by the principal at their designated lunch time, handed a certificate, and a Roosevelt item for showing excellent behavior. Their picture is taken and displayed for a month outside of the media center.



Golden Roadrunner



During the school day, classes are awarded feathers when they are showing the Roosevelt Way as a whole class. Staff can award any class feathers at any part of the day. For example, lunch, recess, specials, in the hallway, etc. The staff brings their feathers down to the lunchroom to display them to the entire school. Each week the feathers are counted and on Friday a class is announced as the Golden Roadrunner winner. The class gets to display the roadrunner outside of their classroom for the entire week. Then, the next week a new class is chosen. The roadrunner rotates around the school as a symbol of all the classes working together with a common goal of showing the Roosevelt Way every day.

Minor Offenses

Universal Data Rule: The learning process is not linear and all students go through the process at a different pace and with different levels of support. The student learning process and teacher practices include:

- Newly taught skill
 - Learn it with accuracy
 - Practice for fluency
 - Keep practicing for maintenance
 - Adapt and apply the new skill to situations
- **1 contact**= redirecting the student, reteaching the expectation, then remodeling the right behavior in the same conversation
 - **Teachers will document contacts of the behavior that has been taught and will document the behavior so it can be analyzed for future trends so we can address the minor behavior and intervene.**

Minor Offenses: Reteach, Redirect, and Model

Arguing with peers	Cell phone use	Cheating	Disrespect to others	Dress Code Violation	Expectations Violation
Gossip	Inappropriate Language/ Profanity	Leaving class without permission	Minor dishonesty	Minor theft	Name calling/bullying
Off task disruption	Physical Contact	Property/ Food Misuse/ Destruction	Running in the halls	Technology violation	Other

Major Offenses

An office referral form (ODR) must be filled out for a major offense.

Abusive language	Continual minor behavior infractions	Credible threats	Fighting/Physical aggression	Inappropriate affection/contact	Inappropriate location
Major/chronic property misuse/ destruction	Major dishonesty	Major disrespect/ insubordination	Major theft	Repeated cell phone use in class	Severe or Repeated Bullying
Behaviors or Harassment	Technology violation	Weapons			*or meeting the data rule for the same behavior

Roosevelt Procedures for Managing Student Behaviors

Be consistent and patient...behavior change takes time



- Level 1 (Supportive):**
- Use positive language and approach student with an empathetic, nonjudgmental attitude
 - Restate behavior expectations from classroom matrix
 - Re-teach desired behavior
 - Be aware of volume when speaking with student
- Level 2 (Directive):**
- Set limits and expectations
 - Avoid engaging in a verbal power struggle
 - Limits should be simple, clear, reasonable, and enforceable
 - Remove students from audience is necessary
 - Restate directives or requests in a clam and non-emotional manner
 - Describe alternatives using "if..then" statements reminding students of incentives and consequences
- Level 3 (Logical Consequence):**
- Follow-through with consequences examples include: time out, loss of privileges, conference, behavior contract, etc
- *Document and contact administrator and possibly parent/guardian..

Minor (Retraught by staff in classroom *document as a "minor" if student meets data rule)	Major (Send student to office, with phone call ahead, and document Major Behavior Referral)
<ul style="list-style-type: none"> Arguing with peers Cell phone use Cheating Disrespect to others Dress Code Violation Expectations Violation Gossip Inappropriate Language/Profanity Leaving class without permission Minor dishonesty Minor theft Name calling/bullying Off task disruption Physical Contract Property/Food Misuse/ Destruction Running in the halls Technology violation Toys 	<ul style="list-style-type: none"> Disruptive Behavior (9) Defiance/Insubordination (25) Bullying (64) Disrespectful (tone, attitude, body language) (7) Property Misuse or Damage (45) Aggressive Behavior (66) Technology Violation (22) Inappropriate Language (23) Theft (more valuable item) (40) Dishonesty (62) Dress Code Violation (12) Inappropriate Items/Weapons/ Look-A-Likes (32) Harassment [Sexual (37); Racial (60); Disability (61); Religion (65)] Other Major Behavior (UNK)

- Office Discipline Referral (ODR)**
- Referring teacher completes a Behavior Referral form as a Major, and sends student to Administration immediately
 - Send student to office with a pass and call secretary to inform them that the student is on their way
 - Student conferences with administrator to determine consequence which is documented
 - Administrator follows-up with referring teacher
 - Parent(s)/Guardian(s) contacted and student behaviors and administrative consequences and supports are reviewed

When a minor is needed or not needed

Minor is not needed when...

- A redirect is all that is needed
- A minimum break in the lesson occurs
- Behavior results in a minimum disruption to the student's or other peers' learning
- A student needs to be taught (or re-taught) a routine
- A student needs more practice with a routine

Minor is needed when...

- Behavior error requires more than a minimum break in the lesson
- The behavior significantly disrupts learning of self or others
- The consequence is a teacher consequence. Documentation is needed to determine if the consequence is making a difference
- Behavior has been taught to fluency
- Always document when instructional time is missed

Student Learning Process and Teacher Practices

Student learning process

Newly Taught Skill or Strategy

Learn It With Accuracy

Practice for Fluency/Automaticity

Keep Practicing for Maintenance

Adapt/ Apply to New Situations

THE LEARNING PROCESS IS NOT LINEAR

Not all students will go through this process at the same pace/level of support



DEFINE simply



MODEL



PRACTICE in setting



MONITOR & ACKNOWLEDGE continuously



ADJUST for efficiency

Teacher practice and planning process

EXAMPLE: We may have to return to modeling or guided practice if monitoring shows that <80% of students are not gaining accuracy/fluency/maintenance.

Understanding PBIS

Positive Behavior Interventions and Supports (PBIS) is a proactive system that provides behavioral supports for all students to achieve social, emotional, and academic success. Through PBIS, staff provide various interventions and supports to all students.

In the diagram to the right, the bottom part of the pyramid represents universal supports that all students receive. About 80% of students will be successful with universal supports. These include school-wide expectations (Be Respectful, Be Responsible, and Be Safe), weekly classroom social skills lessons, acknowledgements, celebrations and recognitions.

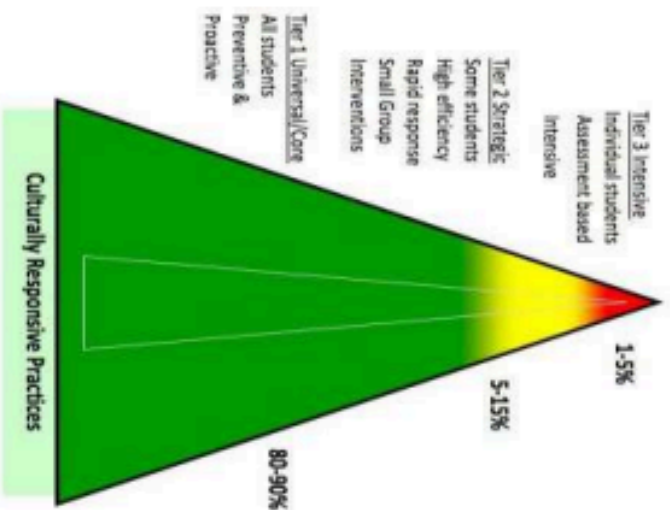
There will be times when a student may need more support than universal supports provide. This is represented in the middle portion of the pyramid, Tier 2 interventions. Students may move in and out of this level at different times as their needs change. Tier 2 interventions may include Check-In/Check-Out (CICO), Social/Academic Instructional Groups (SAIG), Individualized CICO, and/or Mentoring.

Students are part of these interventions on an as needed basis and may enter or exit them as they become more successful or require more support.

Mentoring

Some students benefit from individual attention from one consistent adult. Mentors are employees of the school district and spend at least 15 minutes each week with the student. Mentoring may be layered with other Tier 2 Interventions.

PBIS School-wide Systems for Success



Check In-Check Out

CICO is designed to build positive adult connections that support and encourage students to meet the school-wide expectations.

- Students “check in and out” with a staff member other than their classroom teacher at the beginning and end of the day
- Students receive positive, corrective feedback for their behavior throughout the day during natural breaks, by all staff they interact with
- Student progress is monitored using a Daily Point Sheet (DPR)
- Students bring home their DPR to share with parents/guardians and return the sheet the following day

Individualized CICO

It's CICO with one or more of the following modifications:

- The check-in location or time is changed
- “Check-In” is added before a problematic time of day (lunch, writing, math, etc.)
- DPR goals are individualized
- Is tailored based on student needs

Social / Academic Instructional Groups (SAIG)

Students receive direct instruction in identified areas and practice replacement skills, either individually or in a small group setting. The 3 types of groups include:

- Problem Solving- learn to effectively express difficult emotions and solve conflicts peacefully
- Pro-Social- skill development to positively communicate their needs to others and be an active participant in the classroom and with peers
- Academic Behaviors- learn life skills related to school success. This may include school-wide expectation review, listening skills, asking for help, work habits, etc.

SAIG groups may be provided in addition to other Tier 2 Interventions

PBIS Resources

<https://www.pbis.org>

<http://www.wisconsinpbisnetwork.org/parents-and-family.html>

<https://sites.google.com/oshkosh.k12.wi.us/rooseveltelementaryschoolpbis/home>

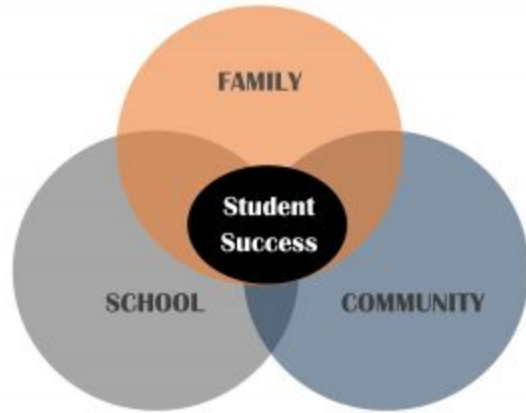
How Parents and Families Can Support the Schoolwide Positive Behavior Support Plan

Your help with PBIS is very important and your support sends an important message to your child that we are working together as a team to help him/her be successful in school. We understand that your home environment may have different expectations, but in order to support your child's success in school, we ask that you support our school's expectations in the following ways:

1. Please spend time reviewing the Roosevelt Way Expectations with your child.
2. Please remind your child of the Roosevelt Way Expectations (be respectful, be responsible, and be safe) each day before he/she leaves for school.
3. Our system is consistent and predictable so if your child has earned a major or minor please support the decision and do all you can to have your child take responsibility for his/her actions. Your child will be told the reason for the major or minor and he/she should be able to tell you what occurred. If you have any questions regarding the situation please call the classroom teacher or administrator.
4. When your child gets home from school-talk with them about their day and ask if their behavior was acknowledged with a Beep Buck. Ask your child what they did to earn a Beep Buck ticket. Please offer your child extra praise and reinforcement for these behaviors.
5. If your child did not meet the school expectations that day, use the matrix as a tool to go over and reinforce specific expected behaviors.
6. You might try to use the same language at home. You might even add a column to the matrix defining expected behavior at home.

Implement PBIS At Home

1. Make clear expectations
 - Create a matrix at home to establish expected behaviors
 - Create the matrix together
2. Hold a family meeting each day
 - Connect with your child after school
 - Demonstrate expected behavior
 - Roleplay/practice expected behavior
 - Explain the positive reinforcement and the consequences
3. Use positive affirmations and positive reinforcement
 - It is essential to consistently provide positive reinforcement of expected behaviors.



4. Teach and acknowledge positive school-wide expectations, rules, and routines.
 - Ask your child to tell the positive expectations and usual classroom routines.
 - Ask your child to give you positive examples of school rules and expectations.
 - Praise and acknowledge displays of positive expectations at school and home.
5. Build a daily routine for homework
 - Establish a regular time and place.
 - Supervise actively, positively, and regularly
 - Reward all efforts frequently.
 - Catch 'em early before an error occurs (don't "nag").

Some ideas:

- Child could have a goal and earn a reward for reaching the goal.
- Create a "menu" of rewards that a child can "buy" with their points earned
- Verbal praise

EXAMPLE

PBIS Family Matrix			Family Name _____			
Expectation	Morning Routine	Traveling Time	Meal Time	Homework	Bedtime Routine	
Be Respectful						
Be Responsible						
Be Safe						

Family Matrix

Expectation:						
Be Respectful						
Be Responsible						
Be Safe						