



Elk Ridge Explores show empathy, act safely, and creatively solve problems.

Student Handbook

School and Behavior Procedures and Expectations



September 11, 2023

Dear Elk Ridge Students and Families,

Our second year as Explorers is off to a great start! We have 515 students at our school and multiple sections of each grade level. Our halls are filled with familiar smiles, high fives, and connecting moments. We are all very excited to be a part of your child's learning adventure and welcome families to join us for many upcoming parent involvement activities. Please look for upcoming school newsletters for a listing of fun ways you can get involved at Elk Ridge Elementary. It takes a village, and we are grateful for your support.

At Elk Ridge, we will model a positive behavior framework and implement a school-wide approach to behavior utilizing strategies in Second Step, Conscious Discipline & CHAMPS. We will teach, model and practice expectations and procedures multiple times throughout the year. Second Step is our district-wide social skills curriculum that teaches students self-regulation, safety and problem-solving skills. Our student support service team consisting of our school counselor, Mrs. Skoglund & social worker, Mrs. Kwan will also be working with students on these same skills. As with any learning, there will be times when students may not make a positive decision. When this occurs, we will guide students by redirecting and visiting about their choice. If unacceptable behaviors continue, we will work with students to "repair and restart" the situation. This will include an "Explorer Restart" plan. Students will complete this with help from school staff and create a plan for the future, returning to the group strengthened. Parents will be contacted.

Students come to school to learn and one of the areas of learning includes managing behavior and social-emotional needs in a variety of settings and situations. Our student handbook outlines our school-wide approach to behavior. Also included in this handbook is our social emotional competencies that are taught, modeled, and measured in the classroom. We have put this information together so you can help support your child in their growth and understanding of school-wide expectations. Our classroom teachers, instructional aides and specialists will also be teaching and reinforcing these skills throughout the year. Please, take a moment to review this important information with your child throughout the school year. Going forward in the 2023-24 school year we will continue to include additional small group teaching opportunities (Social Academic Intervention Groups-SAIG) when multiple minor and/or major behaviors take place during the school setting.

We are committed to ensuring a culture of safety for all students and staff and appreciate your support in this area throughout the school year.

*In Gratitude,
Mrs. Wamboldt, Principal*

Principal
Elk Ridge Elementary, BPS



Table of Contents

Social/Emotional Learning...3 & 4
Behavior Matrix...5
Elk Ridge's Safety Behavior Expectations...6
Give Me Five; Voice Level; Movement...7
Champs...8
Problem Solving STEP Tool...9
Time Machine...9
S'cool Moves...10
ELK Card...11
Elk Ridge Restart...11
Bottom Line...11
Elk Ridge Commitment ...12
Elk Ridge Coat Policy...12
Bullying Policy; Harassment...13
Weapons Policy; Cell Phone Policy; Respectful Dismissal...14
Pets...14

Social and Emotional Learning



Social and emotional learning (SEL) is the way that both students and adults learn and practice the knowledge, attitudes, and skills necessary to:

- ♦ Understand and manage emotions,
- ♦ Set and achieve positive goals,
- ♦ Feel and show empathy for others,
- ♦ Establish and maintain positive relationships, and
- ♦ Make responsible decisions.

Cultivating the social and emotional competencies of all members of a school community is important for creating models for student social and emotional growth. The Collaborative for Academic Social and Emotional Learning (CASEL) has identified five core SEL competencies:

SELF-AWARENESS: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and challenges and possessing a well-grounded sense of confidence and optimism.

SELF-MANAGEMENT: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

SOCIAL AWARENESS: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

RELATIONSHIP SKILLS: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

RESPONSIBLE DECISION MAKING: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.



Schoolwide SEL refers to a process for developing a school community where there is systemic integration of academic, social, and emotional learning at three levels:

- ♦ Classrooms
- ♦ Schools
- ♦ Homes and Communities

CLASSROOMS

SEL at the classroom -level typically involves:

- ♦ Intentionally cultivating a warm, supportive classroom environment.
- ♦ Promoting a safe, supportive learning environment with a foundation of strong relationships among staff and students.
- ♦ Explicitly teaching and modeling social and emotional skills.
- ♦ Using SEL-informed teaching strategies.
- ♦ Providing opportunities to practice SEL skills within academic lessons and in social situations.

SCHOOLS

At the school level, SEL strategies typically take the form of systems and practices that:

- ♦ Model social-emotional competence throughout the school community.
- ♦ Incorporate schoolwide policies and practices that promote SEL.
- ♦ Provide a continuum of support services for students.

FAMILY

Schools and families can work together to promote SEL in the classroom and at home through genuine school-family partnerships. This partnership involves two-way communication between teachers and families and the participation of family members in students' education both at home and in school. Caregivers can also promote SEL by reinforcing the skill development taking place at school. Research suggests that evidence-based SEL programs are more effective when they are extended into the home.^{4,5}

COMMUNITIES

Community partners and organizations also help expand the impact of SEL by supporting and sustaining classroom and school efforts and by providing students with additional opportunities for SEL. Such partnerships may include out-of-school-time providers, community-based organizations, health care providers, governmental agencies, and other community institutions.⁶

⁴ Albright, M. I., & Weissberg, R. P. (2010). School-family partnerships to promote social and emotional learning. In S. L. Christenson & A. L. Reschly (Eds.), *Handbook of school-family partnerships* (pp. 246–265). New York: Taylor & Francis.

⁵ Patrikakou, E. N., & Weissberg, R. P. (2007). School-family partnerships and children's social, emotional, and academic learning. In R. Bar-On, J. G. Maree & M. J. Elias (Eds.), *Educating people to be emotionally intelligent* (pp. 49–61). Westport, CT: Greenwood Publishing Group, Incorporated.

⁶ Harris, E., & Wilkes, S. (2013). *Partnerships for learning: Community support for youth success*.

Behavior Matrix

Explorer Procedures	Empathy	Safety	Problem Solvers
Arrival -Voice level: 1 -Movement level: Elk	-Respect others -Follow adult directions	-Enter front door -Go to cafeteria (breakfast served from 7:45-8:15) -Go to assigned zone on playground at 8:00	-Drop backpacks off in assigned area -Keep hands and feet to self
Assemblies -Voice level: 0 -Movement level: Tree	-Active Listening -Participate at appropriate times	-Stay in spot/line	-Sit on your bottom -Keep hand and feet to self
Bathroom -Voice level: 0 -Movement level: Elk	-Respect privacy -Wait your turn	-Be quick -Walking feet -Report needs to an adult	-Be clean -Wash hands with soap and water -Throw trash in garbage can -Keep hands and feet to self
Dismissal -Voice level: 1 -Movement level: Elk	-Follow adult directions	-Walking feet -Follow procedure for bus, daycare, Blast, and parent pick up	-1st bell for bus students -2nd bell for daycare, Blast, and parent pickup -Keep hands and feet to self
Hallway -Voice level: 0 -Movement level: Elk	-Respect learners and office staff	-Walk on the right -Eyes forward -Go to assigned area	-Keep hands and feet to self
Lunch: Getting Your Food -Voice level: 0 -Movement level: Turtle	-Use thumbs up/ thumbs down signal -Use manners and positive language	-Walk single file -Use hand sanitizer	-Keep hands and feet to self -Take what you ordered
Lunch: Eating -Voice level: 1 -Movement level: Tree	-Use table manners	-Sit respectfully in assigned seat	-Raise hand for adult help -Keep hands and feet to self -Keep area clean
Lunch: Dismissal -Voice level: 0 -Movement level: Elk	-Follow adult directions	-Hold tray with two hands -Walking feet	-Wait to be dismissed -Place lunch items in assigned area
Playground	-Follow adult directions -Respectful words and actions	-Stay in playground area -Be safe -Line up quick and quiet	-Follow game and equipment procedures -Leave toys, games, and electronics at home



Elk Ridge's Safety Behavior Expectations

Fire Drill Procedures

- Voice level 0
- Line up in order
- Stay calm
- Follow adult directions

Tornado Drill Procedures

- Voice level 0
- Line up in order
- Follow adult directions
- Stay Calm

Lockdown



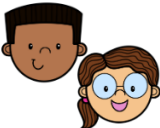
- Voice level 0
- Follow adult directions
- Go to assigned area


Give Me Five

"Give me five" is a phrase and hand signal used to help gather the attention of students in a room. It means we have listening ears, eyes watching, mouth quiet, body still, showing you care. When you hear an adult say, "give me five" you must hold your hand up in the air and think of those 5 skills and do your very best to focus and show respect.




Voice Level Chart

Voice Levels	
0	
1	
2	



Movement Speed Chart

Movement Speeds	
	Stay in your spot.
	Safe slow walk
	Purposeful walk
	Safe speedy movement



These expectation posters help students know what is expected for voice level and movement speed. These expectations will be used across all grade levels and in all areas of Elk Ridge.



Our school is full of CHAMPS!

This tool helps you see what your expectations are during transitions and activities within the classroom.

C	Conversation	Level 0: Silent Level 1:Whisper Level 2:Partner/Group
H	Help	Raise your hand Ask a friend Use your resources
A	Activity	Independent Work Partner Work Group Work Whole Group Work
M	Movement	Stay Seated Responsible Movement
P	Participation	Active Listener Work independently Work as a team
S	Success	Following our classroom procedures will lead you to success.



S.T.E.P Tool: We can follow 4 steps to help us solve problems.

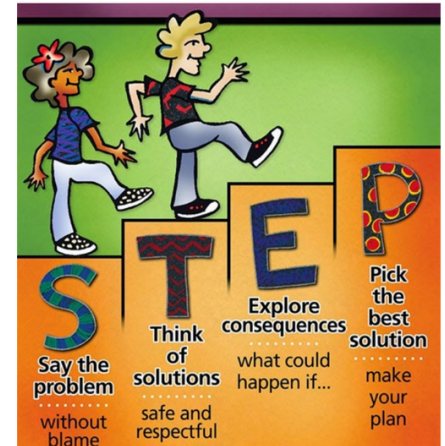
Problem-Solving Steps:

Say the problem

Think of solutions

Explore consequences

Pick the best solution



Time Machine



The time machine is another great tool for helping you solve problems with friends!




ELK RIDGE
EXPLORERS


S'cool Moves

These are some moves we can use throughout the school day to help calm our bodies to get ready for learning. These moves can also be used outside of school.


I Can Calm Myself




I can do Dots.
Use the thumb to press firmly all around the palm of the opposite hand for a count of 10. Take a deep breath before switching hands.




I can do Squeezies.
Firmly squeeze up the forearms, upper arms, and shoulders. Take a deep breath before switching arms.




I can do Listening Ears.
Gently massage and unroll the ears, moving from top to bottom.




I can do Pretzels.
Interlock fingers in front of the chest. Relax shoulders. Cross legs. Place tongue on the roof of the mouth. Hold for one minute. Uncross legs. Take a deep breath.



I can do Heart To Home.
Place one hand over the heart, the other over the belly, and take three deep breaths. Come to a quiet, focused place in the body.



I can do Calming Taps.
Cross arms across chest. Alternate tapping the right shoulder and then left shoulder with a slow, rhythmic beat.



© S'cool Moves, Inc. www.schoolmoves.com



ELK Card

You could earn one of these ELK Cards to take home to your parents to celebrate your hard work! You might just hear it over the morning announcements.

Excellence
Assertiveness
Growth Mindset
Self-Management


Leadership
Problem Solving
Integrity
Active Listening
Teamwork

Kindness
Empathy
Helpfulness
Thoughtfulness

Date: _____
Student: _____
Celebrated By: _____
Teacher/Grade: _____
Location: _____



This Explorer showed E.L.K. behavior by:



Explorer Restart

Elk Ridge Explorers show empathy, act safely, and creatively solve problems.

Student Name: _____ Grade/Teacher: _____ Time: _____

Adult Supervisor: _____ Date: _____

Location	Rule/Expectation	Perceived Function
Classroom	Active Learner	Obtain Peer Attention
Playground	Active Listener	Obtain Sensory
Lunchroom	Arguing	Obtain Tangibles
Halfway	Borrow w/o Permission	Obtain Activity
Bathroom	Classroom Disruption	Obtain Adult Attention
Gym	Defiance	Escape Activity
Music	Inappropriate Language	Escape Tangible
	Unkind	Escape Adult Attention
		Escape Peer Attention
		Escape Sensory

- S: Say the Problem (What happened?)
- T: Think of Solutions (What would have been a better choice?)
- E: Explore Consequences (How might others feel or how did it affect others?)
- P: Pick the best Solution (How might you repair this problem?)

Skills to Strengthen & Repair:

- ☐ Cooperation/Relationship Skills
- ☐ Helpfulness/Relationship Skills
- ☐ Anger Management/Self-Management
- ☐ Empathy/Social Awareness
- ☐ Assertiveness/Self-awareness
- ☐ Impulse Control/Self-Management
- ☐ Problem Solving/Responsible Decision Making

Parent Contacted

Parent Notified By: _____

Retraught By: _____

Student Signature: _____

☐ Navigation Station

Additional Information: _____

White—Office
Updated August 2022


Yellow—Parent Pink—Classroom Teacher

Explorer Restart

If unacceptable behaviors continue, we will work with students to “repair and restart” the situation. This will include an “Explorer Restart” plan. Students will complete this with help from school staff and create a plan for the future, returning to the group strengthened. Parents will be notified.

Major

Students will complete this form when an infraction against school policy has happened. Parents will be notified.



Major Behavior Notice

This is to notify you that your child has been involved in a behavior that violates BPS district policy. If a violation occurs, disciplinary action may include making up missed classroom instruction, after-school or before-school detention, recess remediation, in-school suspension, out-of-school suspension, referral to a community agency, or expulsion. Teaching components will be initiated to address this concern.

Name	Grade/Teacher	Date
Time	Reporting staff	
Described Behavior:		

Major Behavior	Location	Perceived Motivation	Teaching Component	Teacher Actions
<input type="checkbox"/> Alcohol/Drugs/Tobacco	<input type="checkbox"/> Office	<input type="checkbox"/> Escape Activity	<input type="checkbox"/> Self-Awareness	<input type="checkbox"/> Time with Teacher
<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Escape Adult Attention	<input type="checkbox"/> Self-Management	<input type="checkbox"/> Out of Class
<input type="checkbox"/> Bullying	<input type="checkbox"/> Classroom	<input type="checkbox"/> Escape Peer Attention	<input type="checkbox"/> Social-Awareness	<input type="checkbox"/> Re-Teach Expectations
<input type="checkbox"/> Vandalism	<input type="checkbox"/> Halfway	<input type="checkbox"/> Escape Sensory	<input type="checkbox"/> Resp Decision Making	<input type="checkbox"/> Loss of privileges
<input type="checkbox"/> Threats	<input type="checkbox"/> Gym	<input type="checkbox"/> Escape Tangible	<input type="checkbox"/> Relationship Skills	<input type="checkbox"/> Verbal Redirection
<input type="checkbox"/> Harassment	<input type="checkbox"/> Playground	<input type="checkbox"/> Obtain Activity	Administrative Actions	
<input type="checkbox"/> Technology Violation	<input type="checkbox"/> Rest Room	<input type="checkbox"/> Obtain Adult attention	<input type="checkbox"/> Re-Teaching	<input type="checkbox"/> Parent Contacted
<input type="checkbox"/> Theft	<input type="checkbox"/> Music	<input type="checkbox"/> Obtain Peer attention	<input type="checkbox"/> Detention	<input type="checkbox"/> Removal from Class
<input type="checkbox"/> Weapons	<input type="checkbox"/> Resource Room	<input type="checkbox"/> Obtain Sensory	<input type="checkbox"/> Referral P/B	<input type="checkbox"/> OSS
<input type="checkbox"/> Gang Related Activity	<input type="checkbox"/> Bus	<input type="checkbox"/> Obtain Tangible	<input type="checkbox"/> ISS	<input type="checkbox"/> Expulsion
<input type="checkbox"/> Direct Defiance	<input type="checkbox"/> Other		<input type="checkbox"/> R/S	<input type="checkbox"/> Parent Meeting

Notes:

Date: _____

Time: _____

Parent Signature _____

Student Signature _____

Administrator Signature _____

Other _____

White Copy: Parent Yellow Copy: Teacher Pink Copy: Office






ELK RIDGE
EXPLORERS

At Elk Ridge we will commit to taking care of our school by:

- Picking up trash in the hallways
- Keeping bathrooms clean and neat
- Keeping recycling bins neat
- Picking up scraps and pencils in the classroom
- Keeping desks organized

Coat Policy

Feels Like Temperature	What the Class Must Wear
Lower than 40 F	Coat - Snow pants, boots, mittens 
40 F to 49 F	Long sleeve or coat 
50 F or Higher	Short sleeve or long sleeve 

Bullying Policy

Bullying in the Bismarck School District is **not allowed**.

Bullying vs. Mean Moment

What is bullying? Bullying may be verbal, physical, emotional, or cyber. Bullying occurs when the actions are so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities; places the student in actual and reasonable fear of harm; places the student in actual and reasonable fear of damage to property of the student; and/or substantially disrupts the orderly operation of a public school.

The A, B, C, and D of Bullying Approach

Elementary counselors and teachers also use a chart like this to help kids distinguish between what is bullying and what is not.

Aggression: Words or actions that harm another student; to scare, embarrass or intimidate someone.

Balance of power: The balance of power is unequal: a bigger vs. smaller student; an older vs. younger student.

Consistent: It happens repeatedly over a period of time, not just once.

Deliberate: Trying intentionally to harm or hurt another student.

What is a mean moment?

- Someone is being hurt on purpose
- It's a reaction to a strong feeling or emotion
- It's an isolated event; it **does not** happen regularly

Harassment

Harassment in the Bismarck School District is **not allowed**. It is the Bismarck School District's policy to provide students an environment free from any form of harassment and to maintain a safe and supportive school learning environment.

What is harassment? Harassment occurs when a series of intentionally cruel incidents that are deliberately hostile and aggressive are directed toward a person. A person is being harassed when he or she is exposed to negative actions on the part of one or more persons. Harassment also occurs when actions of one or more persons create an intimidating, hostile



or offensive learning environment for an individual or a small group of individuals.

Weapons Policy

Carrying, bringing, using or possessing any dangerous or deadly weapon in any school building, on school grounds, in any school vehicle or at any school-sponsored activity without the authorization of the school or the school district is **not allowed**. Violation of this policy will result in disciplinary action. All weapons will be confiscated and may be turned over to the student's parents or to law enforcement officials at the discretion of the administration. Violation of this policy will also require that proceedings for the suspension and/or expulsion be initiated immediately by the Principal.

Cell Phone Policy

Cell phone use will not be allowed during school hours. Please put your phone in your backpack before coming into the building. You may use your cell phone after the bell rings at the end of the day. This will help make sure your phone is safe and being used at the appropriate times. Students are able to wear smartwatches, however, please make sure the cellular features are turned off during the hours of 8:00-3:05.

Phone Calls During the Day

There will be no phone calls during the day by the teacher or secretary to set up play arrangements for students. These plans need to be made prior, by the parents.

Respectful Dismissal

I can be respectful as I leave to go home by:

- Walking safely in the hallways
- Use voice level 1 while waiting in my designated area
- Waiting patiently and safely for my daycare bus to arrive
- Riding my bike on the sidewalks and not in the parking lot or on the road.
- Looking both ways to cross the street
- Listening to the crossing guards. They are there to help keep me safe.

Pets

Pets and other animals are not allowed in schools or on the school premises due to allergies, safety concerns, etc.

