

The new and improved Rhodes SEL program

We have done so much to improve the Social Emotional Learning program at Rhodes! Here is just a sample of what our SEL/LEAD team, and the Rhodes Staff overall, does to positively impact the Rhodes School community!

LEAD Team Members

Leading the emotional, academic, and discipline changes for success.

Brian McConnell

Nicole Newsome

Justin Johnson

Emily Lahti

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Paige Fitterer

Isabella Lombardi

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Sarah Korntheuer

Megan Martino

Jessi McGinness

Ashley Gunville

Rhodes Respect Matrix: SchoolWide

Settings →	All Classroom Settings	Hallway and Stairs	Cafeteria	Bathroom	Drinking Fountain	Main Office and Nurses Office	Recess	School Bus	Locker Rooms	Extra Curricular Events
Respect Yourself	<ul style="list-style-type: none"> Be present (Attendance) Show up ready to learn Practice a Growth Mindset-effort and attitude Follow the school's dress code 	<ul style="list-style-type: none"> Walk in a straight line Walk on the right hand side 	<ul style="list-style-type: none"> Make healthy food choices Use good manners (say "please" and "thank you") 	<ul style="list-style-type: none"> Wash your hands with soap and water Privacy (close the stall door, pull up your pants) 	<ul style="list-style-type: none"> The water should stay in your mouth 	<ul style="list-style-type: none"> Ask permission before leaving the classroom Ask for a pass 	<ul style="list-style-type: none"> Report problems to adults Keep your hands and feet to yourself Remain on the blacktop 	<ul style="list-style-type: none"> Walk to your seat Stay seated until you arrive at your stop 	<ul style="list-style-type: none"> Change quickly Organize your belongings 	<ul style="list-style-type: none"> Enter space quietly Remember you represent Rhodes School
Respect Others	<ul style="list-style-type: none"> Give everyone a chance to speak Respect all ideas and opinions On-task, non-distracting behaviors Use appropriate voice levels Personal space-hands and feet to self Solve problems 	<ul style="list-style-type: none"> Keep hands and feet to yourself Keep your space in line 	<ul style="list-style-type: none"> Use an inside voice Keep your hands on your own food Line up quietly 	<ul style="list-style-type: none"> Wipe the seat if needed Keep your hands and feet to yourself Privacy (No looking over or under stalls) 	<ul style="list-style-type: none"> Three second drinks Wait your turn 	<ul style="list-style-type: none"> Enter the offices quietly Use "excuse me" before speaking with an adult 	<ul style="list-style-type: none"> Be kind to others Take turns Use school appropriate language Use cool down bench when asked by a teacher 	<ul style="list-style-type: none"> Hands and feet to yourself Use your inside/classroom voice Share seats Use school appropriate language 	<ul style="list-style-type: none"> Respect privacy Use an inside voice Be aware of personal space Be kind 	<ul style="list-style-type: none"> Respect personal space Pay attention/listen to all presentations Follow directions given by an adult Stay with your class/group Enter/exit quietly and safely
Respect Learning	<ul style="list-style-type: none"> Be prepared with homework and supplies Active learning-whole body listening Participate Do your own work Arrive to class on time 	<ul style="list-style-type: none"> Quietly walk through the halls 	<ul style="list-style-type: none"> Follow cafeteria rules Raise your hand to leave seat Be quiet when the lights are off 	<ul style="list-style-type: none"> Return to class in a timely manner Use your inside voice 	<ul style="list-style-type: none"> Ask for permission to leave Stay quiet in the hallway 	<ul style="list-style-type: none"> Sit quietly Only visit the offices when needed 	<ul style="list-style-type: none"> Enter and exit quietly on the right Line up when you hear the whistle Follow adult directions 	<ul style="list-style-type: none"> Follow safety rules Listen to the bus driver's directions 	<ul style="list-style-type: none"> Quickly report to class ready to learn Follow rules/directions 	<ul style="list-style-type: none"> Keep your eyes on the speaker Listen and respond to the speaker
Respect the Environment	<ul style="list-style-type: none"> Keep desk and supplies organized Respect property of classroom/others Recycle 	<ul style="list-style-type: none"> Keep hands at your side Keep hands off lockers, walls, and student work Keep hallways and stairs clean 	<ul style="list-style-type: none"> Leave and enter the room quietly Clean up the trays and return them Throw trash away in the cans 	<ul style="list-style-type: none"> Throw paper towels in the garbage can Keep the bathroom clean Use one squirt of soap Only use 3-4 paper towels 	<ul style="list-style-type: none"> Keep the water fountain clean 	<ul style="list-style-type: none"> Enter and exit the offices quietly 	<ul style="list-style-type: none"> Use equipment properly Stay in designated areas 	<ul style="list-style-type: none"> Food and drinks are forbidden on the bus Enter and exit lined up, one at a time 	<ul style="list-style-type: none"> Put personal belongings away Throw away all trash Keep your property to yourself 	<ul style="list-style-type: none"> Keep space around you clean Follow all posted rules in the area

Rhodes Respect

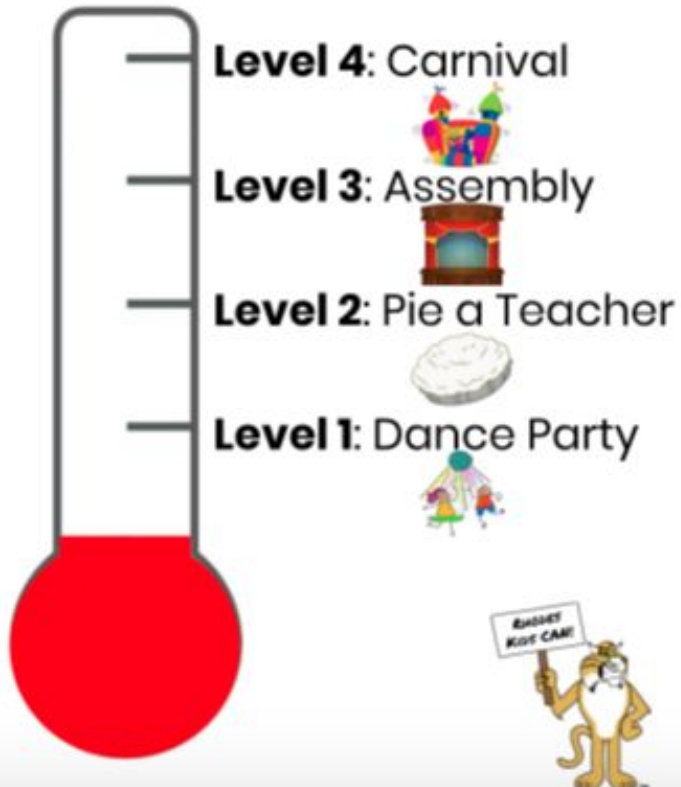
- Respect Tickets will be done on ClassDojo (Only cafeteria staff, custodial staff, transportation, and office staff will continue to use the paper tickets)
- Dojo Points will align to our Rhodes Respect Matrix... 1 point = 1 Dojo Dollar
 - Respect Yourself
 - Respect Others
 - Respect Learning
 - Respect the Environment
- Dojo Dollars will be awarded every Friday and points will be reset for the next week
- Students redeem their Dojo Dollars for prizes from the Rhodes Dojo Store every 2 weeks

Dojo Points

- What to give points for:
 - Whole classroom complements - whole class can get a point
 - Following respect expectations in the classroom... like turning in homework!
- Don't forget to give points to the students who are typically following the rules/ directions

Respect Meter!

Whole school totals of Dojo points earned each week.



11:37 LTE

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Students Groups

Class 85	Aiden Va... 3	Alejandro... 3	Alonso T... 4
Amayran... 5	Anthony... 4	Chris Dia... 6	Delicia W... 3
Destanie... 5	Emmanu... 6	Era Must... 4	Izac Terr... 6
Jacquelin... 3	Jeremy C... 4	Jocelyn R... 3	Kadmiel... 5
Ruby Lari... 4	Samanth... 4	Sebastia... 3	Tony Feli... 6
Zuzanna... 4	Student +		

Classroom Toolkit Stories Messages



Rhodes Respect Store Menu



	\$
pts.	LOW LEVEL
5	Sticker
5	Small Eraser
10	Colorful Pencil
15	Little Candy
20	Big Eraser
30	Mechanical & Fancy Pencils
30	Yarn Bracelet
30	Rubber Bracelet

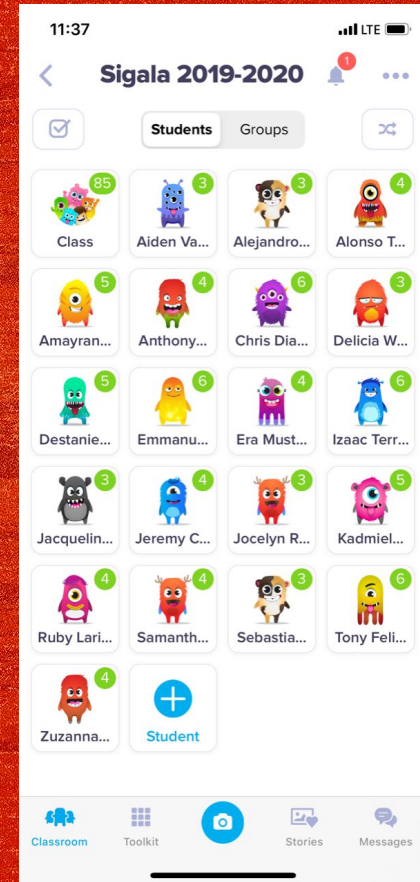
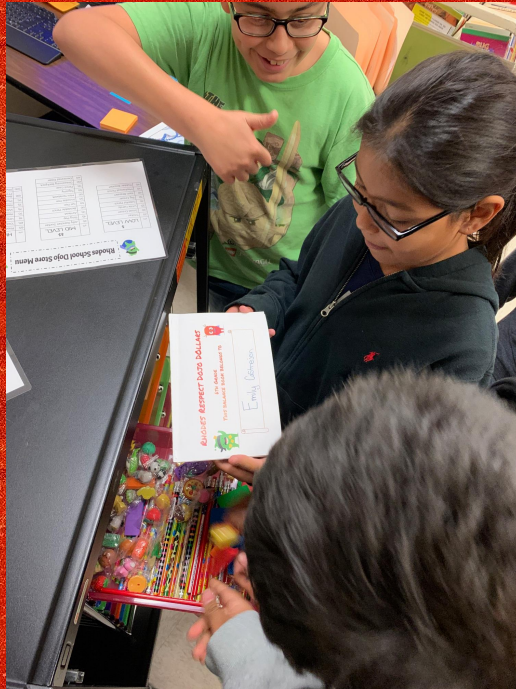
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pts.	MID LEVEL
45	Jolly Rancher Sucker
45	Ring Pop
45	AirHead
50	Bendable Pencil
50	Gel Pen
50	Invisible Pen
50	Mini Notebook
50	Chips
55	Squishy
55	Pencil Case
60	Drawstring Backpack
60	Decorated Folder

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pts.	HIGH LEVEL
65	Rhodes Lanyard
65	"Only One You" Book
70	Unicorn Headband
70	Headphones
75	Water Bottle
75	Rhodes Phone Case
75	Phone Charger
200	Bought Lunch from Principal in the Office
250	Teddy Bear
300	Rhodes Spirit Wear

SEL TEAM Setting up DOJO Carts



Dojo Cart and Dojo Points



Monthly SEL Schedule

This school year, SEL will be taught the first Wednesday of every month. On that Wednesday, there will be a 2:00 schedule and SEL topics and activities will be discussed during that time. There will be a planned activity each month that teaches students the importance of SEL. Rhodes recognizes the importance of SEL to support our students' social and emotional well being to help them succeed academically in a safe and supportive environment.

August 15th/16th: Respect

SEL Station Reflection – Wall of Respect

September 4th: Fairness

Equity vs. Equality Activity

October 2nd: Positive Communication

Reframing Thoughts

October 30th: Family Event

1:30 Assembly – Introduction to Families

November 6th: Family Event

Family Crest Design

December 4th: Caring and Kindness

We're all Wonders Activity

January 8th: Family Event

Family Traditions

February 5th: Resolving Conflict

Conflict Resolution Scenarios

March 4th: Honesty

Being Frank Activity

April 8th: Mindfulness

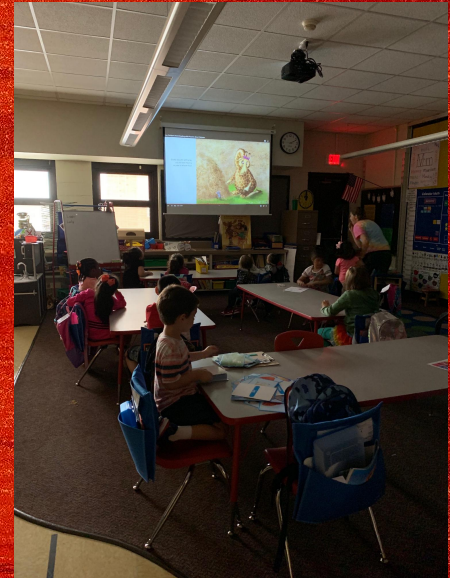
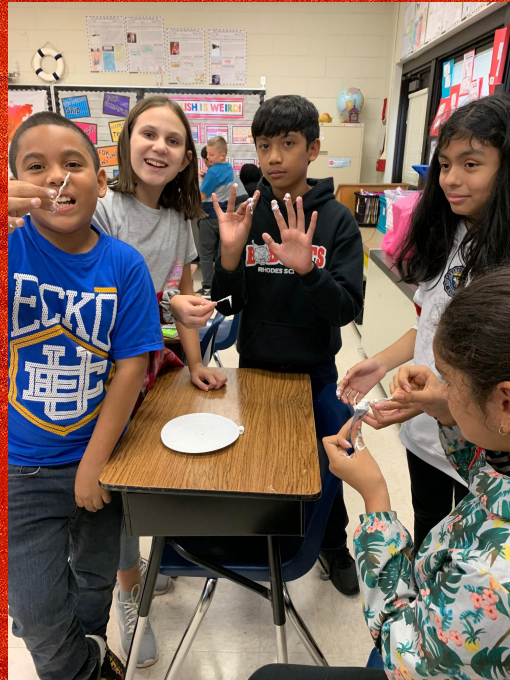
Stress Balls/Sensory Bottles

May 6th: Safety and Digital Safety

TBA

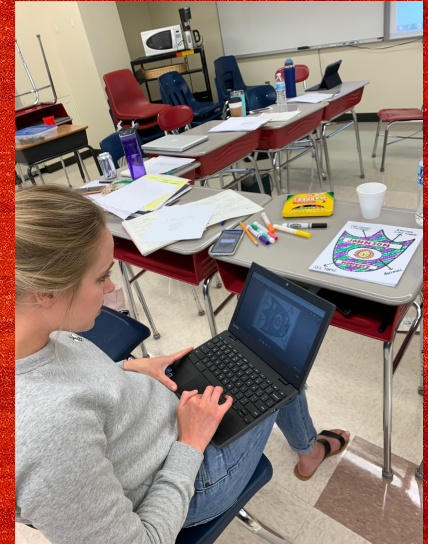
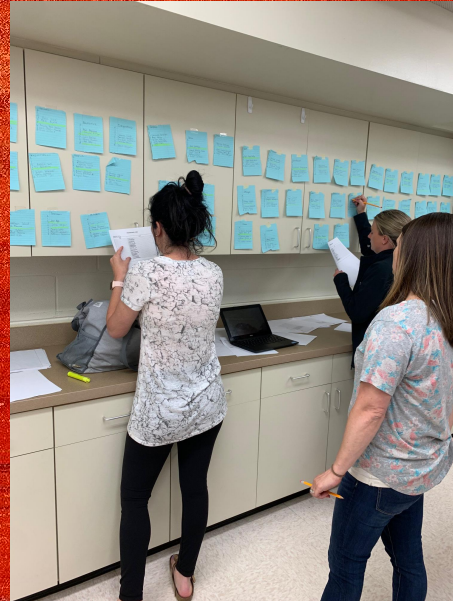
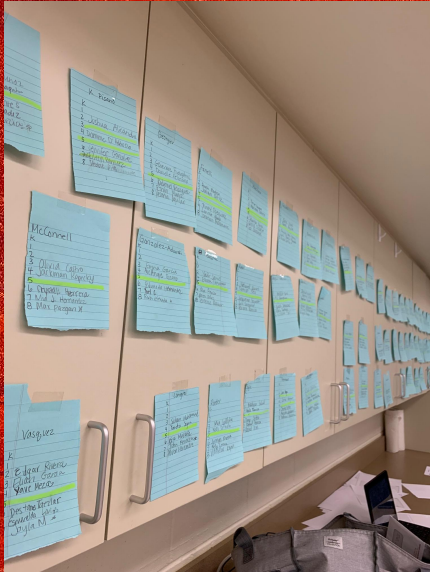
May: Family Event

End of Year Celebration



SEL Lessons

Creation of Families and Lesson Plans At the SUMMER MEETINGS



Families & Events



Events

- Skittles
- Shields
- Traditions
- Winter Concert
- Assembly
- May Rocks



Why are we doing this, you might ask...

- We want to create an atmosphere where students:
 - Are more connected to other students throughout the building and they can build relationships that can last throughout their time at Rhodes and into High School
 - Are more connected to other staff in the building so they have more support from adults
 - Can help create traditions within their families
 - Learn about the importance of family and working with/protecting each other
- Each family will have 1-3 staff members as parents and 6 or 7 students across all grade levels

Check and Succeed

Core Elements of the Check & Succeed Support System

Elements	Description
Relationship Building	Mutual trust and open communication, nurtured through a long-term commitment that is focused on student's educational success.
Problem Solving	Cognitive-behavioral approach to promote the acquisition of skills to resolve conflict constructively, encourage the search for solutions rather than a source of blame, and foster productive coping skills.
Individualized, Data based Intervention	Support that is tailored to individual student needs and monitored frequently

Student Name:
Referring Teacher:
Mentor:

Referral Reason:	
Meeting Days/ Time:	
Start Date:	
Goal:	

Attendance:

	Monday	Tuesday	Wednesda y	Thursday	Friday
Week 1:					
Week 2:					
Week 3:					
Week 4:					
Week 5:					
Week 6:					
Week 7:					
Week 8:					

Notes:

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Check and Succeed Level 1 Referral Process

- 1
 - Student is not responding to Rhodes Respect Universal Expectations (examples: 5+ behavior incidents, 7+ tardies/ absences, 8+ homework assignments missing, etc.)
- 2
 - Begin to track areas of concern (i.e. number of behavior logs/ incidents, number of tardies/ missed days of school, grades/ number of missing assignments, etc.)
 - Try to determine if there is a reason for these behaviors (i.e. lack of motivation, environmental, etc)
- 3
 - Bring information and data to grade level team meeting
 - Determine if Check and Succeed would be beneficial for the student's academic success
- 4
 - Complete Check and Succeed Referral Form
 - Turn form into Britta for 1st - 4th grade students
 - Turn form into Maury for 5th - 8th grade students
- 5
 - Student matched with a trained Check and Succeed mentor
 - Mentor and student set up a scheduled meeting time (3-5 x week for 5 minutes at a time)
- 6
 - Mentor and student create goals for their meetings with the ultimate goal of developing a positive relationship
 - Mentor will receive teacher and parent feedback/ input as needed
- 7
 - Every 6-8 weeks the social worker and mentor will evaluate the progress of the student's goals
 - Social worker and mentor will determine if we need to revise the goals or if the student is ready to exit the program

Student: _____ Mentor: _____

Check & Succeed GOAL!

STEP 1:

STEP 3:

STEP 2:

GOAL:

				
<p>Name: _____</p> <p>Date: _____</p> <p>I can</p> <p>Goal: ___stamps</p> <p>Did I reach my goal today?  </p>				
				