

Roseau Elementary Behavior & Student Support

2026–27 Behavior Support & Response System

WE ARE RESPECTFUL • WE ARE RESPONSIBLE • WE ARE SAFE • WE BELONG

EVERY STUDENT. EVERY DAY.

Broad Staff Involvement

27 Different Elementary Staff & Administrators Involved

Across RTA, Leadership, PBIS, and the joint review process

RTA Review Team

9 Elementary staff
4 High School staff
Provided review and recommendations

Elementary Leadership

12 Members
Reviewed data, current system, and needs
Identified clarity/consistency priorities

Elementary PBIS

11 Members
Reviewed data, current system, referrals,
flowcharts, Reset Room
Helped develop 2026–27 approach

Leadership + PBIS Joint Review

Teams came together to review the work and develop the 2026–27 elementary behavior approach. Incoming Leadership: Shelly LaPlante — 2nd Grade • Todd Wensloff — 5th Grade

Some individuals served on more than one team. 27 represents unique elementary staff and administrators.

Teams Involved in the Review & Development

27 different elementary staff & administrators involved across the RTA, Leadership, and PBIS processes

RTA

9 Elementary / 4 High School

Brian Bergstrom — 1st
Angie Swanson — 1st
Brooke Brateng — 2nd
Angie Bjorkquist — 3rd
Brittany Goos — 4th
Todd Wensloff — 5th
Heidi Moser — 6th
Becky Hayden — Elem. Specials
Sandra Johnson — Elem. SPED
Mary Vatnsdal — HS
Leif Eidsmoe — HS
Jeff Swanson — HS
Ashley Filpula — HS

ELEMENTARY LEADERSHIP

12 Elementary Members

Brittany McCormack — K
Sue Vatnsdal — 1st
Celena Jensen — 2nd Rep.
Tanya Byfuglien — 3rd
Nancy Lee — 4th
Cindy Lee — 5th
Heidi Moser — 6th
Becky Hayden — Elem. Specials
Josh Weckman — Elem. Specials
Sara Lundbohm — Elem. SPED
Wade Hinson — Dean
Bryce Lingen — Principal

ELEMENTARY PBIS

11 Elementary Members

Kelsey Vatnsdal — K
Brian Bergstrom — 1st
Brooke Brateng — 2nd
Dani Gunderson — 3rd (now Music)
Katie Schaan — 4th (now Elem. SPED)
Shawn Goos — 5th Rep. (now Specials)
Heidi Moser — 6th
Tianna Millner — Elem. SPED
Beth Ulvin — School Nurse
Mckenzie Cole — Social Worker
Bryce Lingen — Principal

LEADERSHIP + PBIS JOINT REVIEW

Incoming Leadership: Shelly LaPlante — 2nd Grade • Todd Wensloff — 5th Grade

Some individuals served on more than one team. The 27 represents unique elementary staff and administrators.

Additional Professional Guidance

Outside professional and legal guidance was part of the process

Michelle Krell

MESPA Executive Director

Roger Aronson

MESPA Legal & Legislative Counsel

Local data + staff input + professional guidance + legal considerations

What Does Our Data Tell Us?

Progress — and continued work

	2024–25	2025–26
Enrollment	560	534
0–1 Referrals	77.50%	80.71% ↑
6+ Referrals	48 / 8.57%	32 / 5.99% ↓
Total Referrals	1,099	1,096

More students with few referrals • Fewer students with chronic referrals • Total referrals essentially flat

What Are We Learning?

Unstructured Times

Recess • Lunch • Other less-structured settings

Repeated Behavior

A smaller group can account for a significant amount of behavior

Earlier Intervention

Identify patterns before they become chronic

Consistency

Consistent classroom → Reset Room → office response

Documentation

Additional information about Level 2 behavior

Intervention Work & Results

Building on what has been working

Past & Ongoing Work

- SAT • Mrs. Landman • Mr. Lingen • Mr. Hinson
- Teachers and support staff
- Individual interventions and behavior plans
- Supports adjusted based on student response
- Family involvement when appropriate

Highest-referral students from 2024–25 → following-year outcomes

Student	2024–25	2025–26	Change
A	92	25	↓67
B	55	Below 6	↓49+
C	45	8	↓37
D	44	Below 6	↓38+
E	33	Below 6	↓27+
F	31	Below 6	↓25+

300 referrals → fewer than 57 the following year

Four of the six students no longer appeared on the 6+ referral report.

The next step is to continue this work while identifying patterns even earlier.

Earlier, Proactive Intervention

Continuing the work — with a regular behavior-review process

2026–27 PBIS Role

- Receives behavior referrals
- Meets every two weeks
- Reviews SWIS data
- Develops and monitors interventions

SAT Role

- Primarily academic focus
- Some overlap when student needs intersect
- Coordination when academic and behavior needs connect

***Goal: continue this work while identifying students earlier and making intervention more proactive and consistent.**

One System: Three Levels of Support

LEVEL 1

CLASSROOM SUPPORT

Teach & Respond

Reteach expectations

Redirect / problem solve

Classroom interventions

Stop & Think when appropriate

LEVEL 2

RESET ROOM & BEHAVIOR SUPPORT

Intervene & Document

Reset Ticket

Reset / regulate / reflect

Stop & Think

DOCUMENT IN SWIS

LEVEL 3

ADMINISTRATIVE SUPPORT

Respond & Document

Office / administrative response

Fix-It Plan

Consequence / repair / re-entry

DOCUMENT IN SWIS

Level 2 + Level 3 behavior incidents are documented in SWIS.

Tools That Support the Process

Current 2026–27 tools

Reset Ticket

Communicate

ROSEAU ELEMENTARY
RESET TICKET

STUDENT NAME: _____ DATE: _____ TIME: _____

TEACHER: _____

REASON FOR RESET	RESET ROOM REQUEST
☐ DISRUPTION	☐ REFLECTION
☐ REFUSAL TO WORK	☐ REGULATION SUPPORT
☐ PEER CONFLICT	☐ PROBLEM SOLVING
☐ EMOTIONAL REGULATION	☐ BREAK
☐ INAPPROPRIATE LANGUAGE	☐ CHECK-IN
☐ DEFENSIVE	☐ OTHER: _____
☐ OTHER: _____	

NOTES: _____

RESET ROOM

- Bring Ticket
- Reset & Reflect
- Return Ready to Learn

RESET • REFLECT • RETURN

ROSEAU ELEMENTARY
RESET TICKET

STUDENT NAME: _____ DATE: _____ TIME: _____

TEACHER: _____

REASON FOR RESET	RESET ROOM REQUEST
☐ DISRUPTION	☐ REFLECTION
☐ REFUSAL TO WORK	☐ REGULATION SUPPORT
☐ PEER CONFLICT	☐ PROBLEM SOLVING
☐ EMOTIONAL REGULATION	☐ BREAK
☐ INAPPROPRIATE LANGUAGE	☐ CHECK-IN
☐ DEFENSIVE	☐ OTHER: _____
☐ OTHER: _____	

NOTES: _____

RESET ROOM

- Bring Ticket
- Reset & Reflect
- Return Ready to Learn

RESET • REFLECT • RETURN

Stop & Think

Reflect & Reteach

Roseau Elementary School
Stop and Think Form

Name: _____ Date: _____ Location: _____

1. Which Ram Pride expectation did you break? (Circle one or more)

☐ We are Respectful ☐ We are Responsible ☐ We are Safe ☐ We Belong

2. What happened? _____

3. How were you feeling? (Circle one or more)

☐ Happy ☐ Sad ☐ Mad ☐ Scared ☐ Hurt

4. How did that make others feel? (Circle one or more)

☐ Happy ☐ Sad ☐ Mad ☐ Scared ☐ Hurt

5. How can you solve the problem and make amends? _____

6. What can you do next time? _____

Check-In Time: _____ Check-Out Time: _____ Staff Signature: _____

Teacher Comments: _____

Parent/Guardian Signature: _____

Fix-It Plan

Repair & Re-Enter

Ram Pride Reflection & Fix-It Plan
Respectful - Responsible - Safe - We Belong

Student Name: _____ Grade: _____

Teacher: _____ Date: _____

Time: _____ Location of Incident: _____

Why am I completing this reflection? _____

What happened?
Describe what happened from your perspective: _____

☐ Disruption
☐ Defiance / Noncompliance
☐ Inappropriate Language
☐ Physical Contact / Aggression
☐ Property Misuse
☐ Unsafe Behavior
☐ Harassment / Teasing
☐ Technology Misuse
☐ Other: _____

What RAM PRIDE expectations were affected?
☐ Respectful - I use kind words and actions.
☐ Responsible - I follow directions and make positive choices.
☐ Safe - I keep my hands, feet, objects and words safe.
☐ We Belong - I help others feel welcome and included.

Who was impacted by my choices? _____

Describe how your choices impacted others: _____

☐ Myself
☐ Another student
☐ Staff member
☐ Entire class
☐ School property
☐ Other: _____

Behavior Response Guide

Guide Staff Response

ROSEAU RAMS
— BEHAVIOR RESPONSE GUIDE —

WE ARE RESPECTFUL **WE ARE RESPONSIBLE** **WE ARE SAFE** **WE BELONG**

LEVEL 1
CLASSROOM SUPPORTS

Staff: Teacher, Specialists, Paraprofessionals

LEVEL 2
RESET ROOM AND BEHAVIOR SUPPORT

Staff: Resource Room Staff, Case Manager, Social Worker

LEVEL 3
ADMINISTRATIVE SUPPORTS

Staff: Administrative Team

Example Behaviors:
Physical aggression, fighting, teasing, harassment, sexual bullying, major property destruction, weapons, holding dangerous objects, repeated Level 1 behaviors. Other unsafe behaviors, major technology violation.

Interventions:
Respecting RAM Pride expectations, Reset Room or Resource Room, Stop and Think Form, Parent/Guardian communication.

Documentation of Incident in SMS for Level 2 and Level 3 Behavior Incidents:

Level 1 behaviors can be only addressed through classroom supports. → Level 2 behaviors require additional support to provide the behavior due to the severity or frequency of the behavior. → Level 3 behaviors are often costly, major violations, and/or violations of Level 2 rules.

Communicate → Reflect & Reteach → Repair & Re-Enter • Staff use the Response Guide to support a consistent response.

Documentation

What are we documenting?

LEVEL 1

Classroom Support

Routine classroom-managed
behavior

Not routinely entered in SWIS

LEVEL 2

Reset Room / Behavior Support

Additional intervention / support

DOCUMENT IN SWIS

LEVEL 3

Administrative Support

Major, significant or repeated
behavior

DOCUMENT IN SWIS

LEVEL 2 + LEVEL 3 = SWIS DOCUMENTATION

Why? Identify patterns • Intervene earlier • Monitor interventions • Make data-informed decisions

Does this level of documentation meet the Board's expectation?

LEVEL 1

Staff respond, reteach & intervene

LEVEL 2

DOCUMENT IN SWIS

LEVEL 3

DOCUMENT IN SWIS

If additional documentation is being requested, what specifically would the Board like documented?

Continued Communication + SWIS Confirmation



*2026–27 addition requested by the RTA Executive Committee: **confirmation of SWIS entry**

Discipline Matrix

Consistency + professional judgment

Roseau Elementary School Discipline Matrix - Grades K-6

We are Responsible | We are Respectful | We are Safe | We Belong

Level 2 - Reset Room & Behavior Support | Level 3 - Administrative Support

This matrix provides consistent guidance, not an automatic response. Administration will use professional judgment based on severity, context, frequency, student age, individual needs, safety, impact on learning, and other relevant circumstances.

DISRUPTIVE BEHAVIOR					
Examples (listed, but are not limited to):	1x	2x	3x	4x	5x
- Cheating/Academic Misconduct - Inappropriate Conduct - Disrespect/Lying - Dress Code Violation - Insubordination - Language - Classroom Disruption - Halfway Disruption - Lunchroom Disruption - Interfering with Learning - Hoaxing - Elopement	MINIMUM - Reset Room - Document in SWIS - Complete Stop & Think Form	MINIMUM - Reset Room - Document in SWIS - Complete Stop & Think Form	MINIMUM - Reset Room - Document in SWIS - Complete Fix-It Form - Complete Stop & Think Form	MINIMUM - Document in SWIS - Complete Fix-It Form - Admin contacts parents/guardians - ISS (Grades 4-6)	MINIMUM - Document in SWIS - Complete Fix-It Form - Admin contacts parents/guardians - ISS (Grades 4-6)
MAXIMUM RESPONSES (based on context, age, severity, frequency, impact on learning, and safety): • Reset Room • Office Referral • Document in SWIS • Conference with admin • Admin contacts parents/guardians • Detention • Team meeting • Reset • Parent/guardian re-entry meeting required • ISS (Grades 4-6) • OSS (Grades 4-6) • Community Resources					
AGGRESSIVE BEHAVIOR					
Examples (listed, but are not limited to):	1x	2x	3x	4x	5x
- Physical Assault - Fighting - Bullying/Harassment - Sexual Harassment - Weapon Possession - Hitting, Kicking, or Biting - Hazing - Threat - Threats of Violence - Destruction of Property - Verbal Abuse - Destruction of Classroom - Arson	MINIMUM - Document in SWIS - Complete Stop & Think Form - Admin contacts parents/guardians - Detention	MINIMUM - Document in SWIS - Complete Stop & Think Form - Admin contacts parents/guardians - Detention	MINIMUM - Document in SWIS - Complete Fix-It Form - Complete Stop & Think Form - Admin contacts parents/guardians - ISS (Grades 4-6)	MINIMUM - Document in SWIS - Complete Fix-It Form - Admin contacts parents/guardians - ISS (Grades 4-6)	MINIMUM - Document in SWIS - Complete Fix-It Form - Admin contacts parents/guardians - OSS (Grades 4-6) - Parent/guardian re-entry meeting required
MAXIMUM RESPONSES (based on context, age, severity, frequency, impact on learning, and safety): • Reset Room • Office Referral • Document in SWIS • Conference with admin • Admin contacts parents/guardians • Detention • Team meeting • Reset • Parent/guardian re-entry meeting required • ISS (Grades 4-6) • OSS (Grades 4-6) • Community Resources / Law Enforcement					

Consistent guidance — not an automatic response.

Responses consider severity, context, frequency, student age, individual needs, safety, impact on learning, and applicable IEPs or behavior plans.

Consistency ≠ Identical Consequences

The response can vary while the framework remains consistent.

Purpose

Clearer guidance for staff, students, and families.

Accountability + Support

STOP

inappropriate behavior

MAINTAIN

safety

TEACH

expected behavior

RESPOND

with an appropriate consequence

REPAIR

harm when needed

RETURN

successfully to learning

When behavior repeats, we increase support — not simply repeat the same response.

**Administrative Review → Parent/Guardian → PBIS / SAT → Targeted Intervention →
FBA / IEP Review when applicable → Additional Supports**

How Will We Know If It's Working?

Ongoing review — not an end-of-year check

EVERY TWO WEEKS — PBIS

- Behavior referrals
- Repeated behavior
- Students needing intervention
- Intervention follow-up

MONTHLY DATA REVIEW

- Total referrals
- Majors / minors
- Location & time
- Behavior type
- Reset Room usage

ONGOING LEADERSHIP REVIEW

- Staff feedback
- Procedures
- Interventions
- Adjustments

Use the data to adjust — not wait until the end of the year.

Moving Forward

Clear Expectations

Consistent Responses

Earlier Intervention

Continued Documentation

Continued Communication

Ongoing Data Review

EVERY STUDENT. EVERY DAY.