



# **Delta South Elementary 2017-2018**



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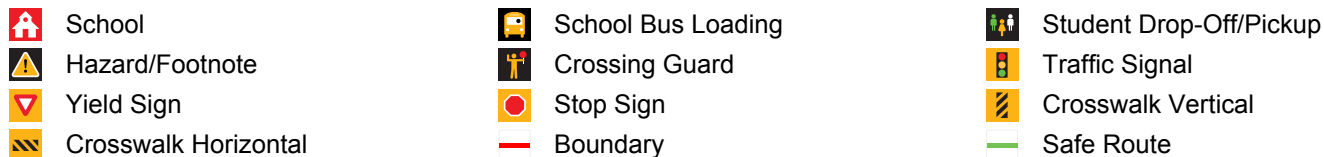
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# **Child Access Routing**

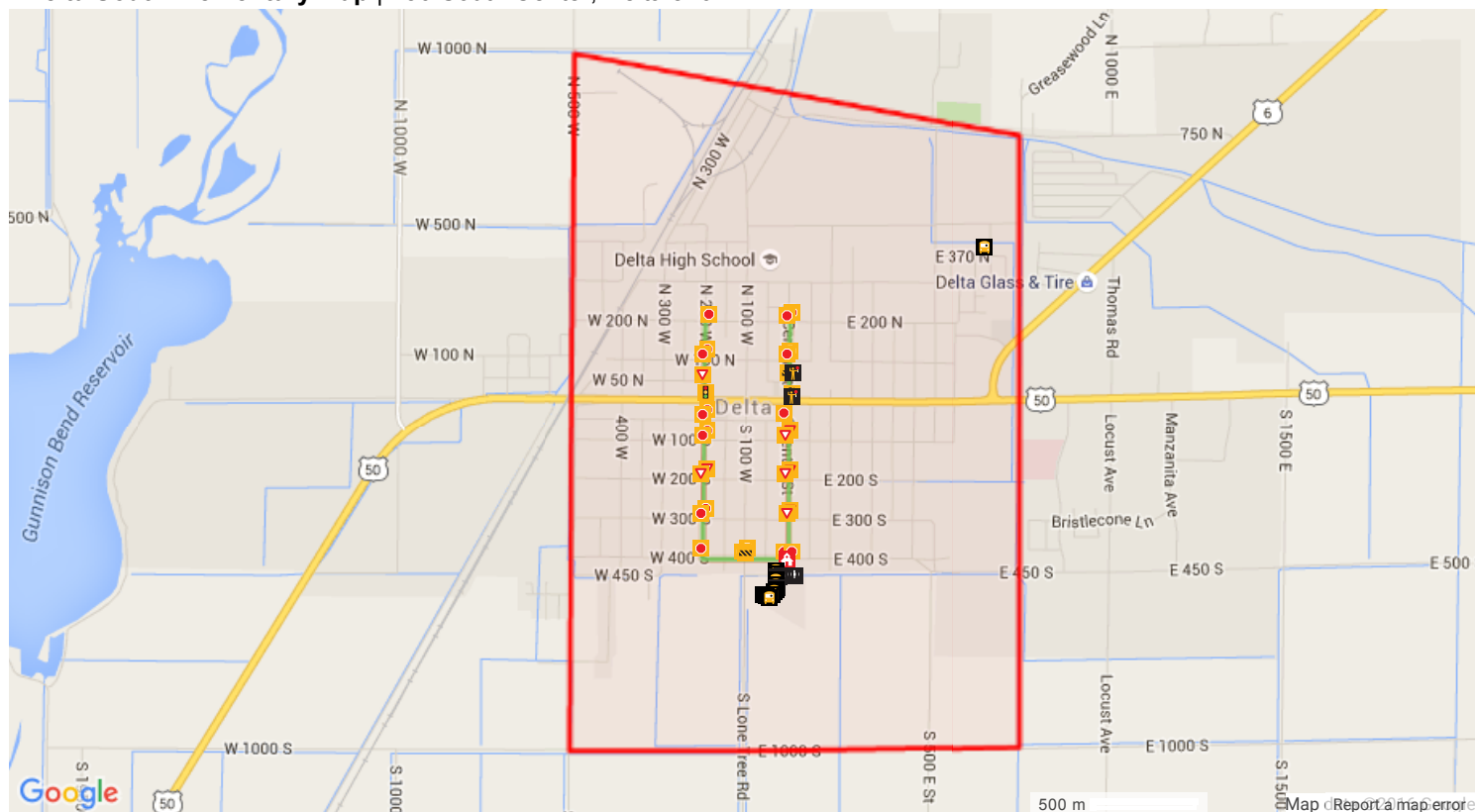
**Goal Group: Child Access Routing**

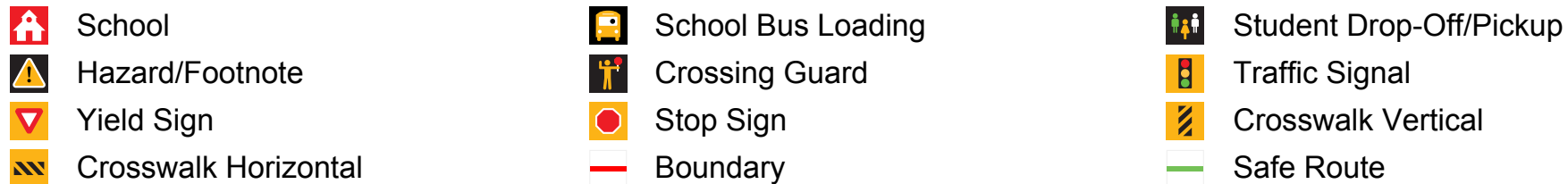
**Statement of Goal:** The school will continue to assess the effectiveness of the current child routing plan and make changes as necessary for the safety of students and their parents as school numbers are increased.

Areas of Concern	Strategies	Strategies (cont.)
Cars are not following the recommended pattern of traffic flow to pick up students in front of the school after school.	Hand out the flow pattern of the front drop off zone during a Back to School Night. Explain the use of the travel lane so there is less congestion.	Use cones to block off 450 South so that the pickup traffic can only enter from Center Street. Permission has been granted by Delta City mayor to do it for a short time.  Spray the travel lane a different color to differentiate it from the parking spaces. Label the lane.
Cars that are parking outside of the parking lots along Center Street.	Continued supervision of students as they wait in the pick-up area.  Exit out of the building using several doors for faster egress.  Set Expectations for using the sidewalk to get to cars parked on Center Street instead of cutting across the parking lot.	
Supervision of bus students will be critical as buses will wind around the parking lot.	Use of teachers and staff in brightly colored vests to encourage movement to get on the buses in a safe manner.	SNAP map is on file with the district and the state.
Encourage front of school as space for pick up without exiting.  West parking lot for those who exit vehicle and/or carpool.	Put parking lot information in the newsletter for a couple of months; send home reminders and hand out diagrams at Back to School, first day of school, etc.  Include the parking lot flow pattern during registration time, on-line (Facebook and Web Page) and at Back to School Night.	SNAP map is on file with the district and state.

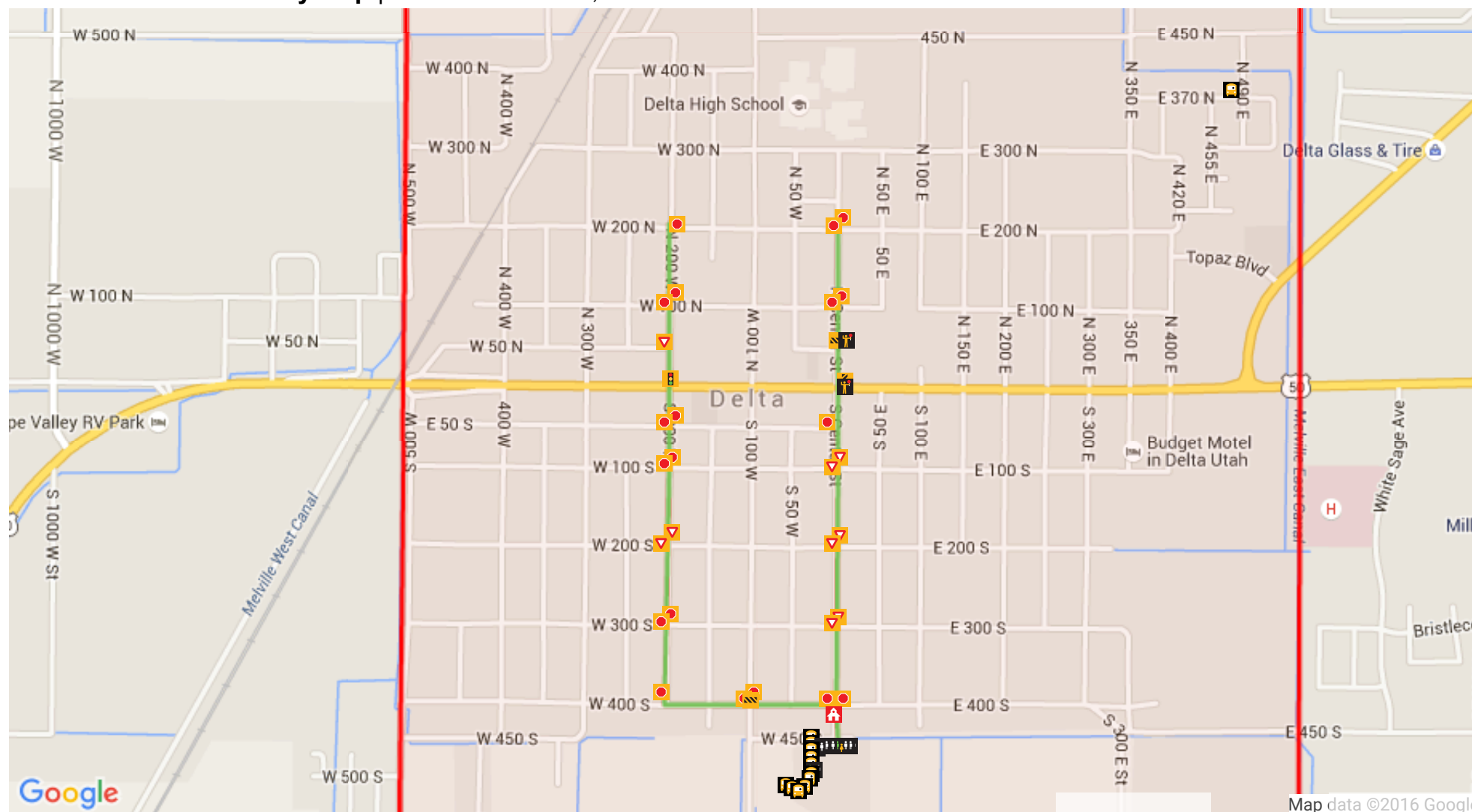


## Delta South Elementary Map | 450 South Center, Delta 84624















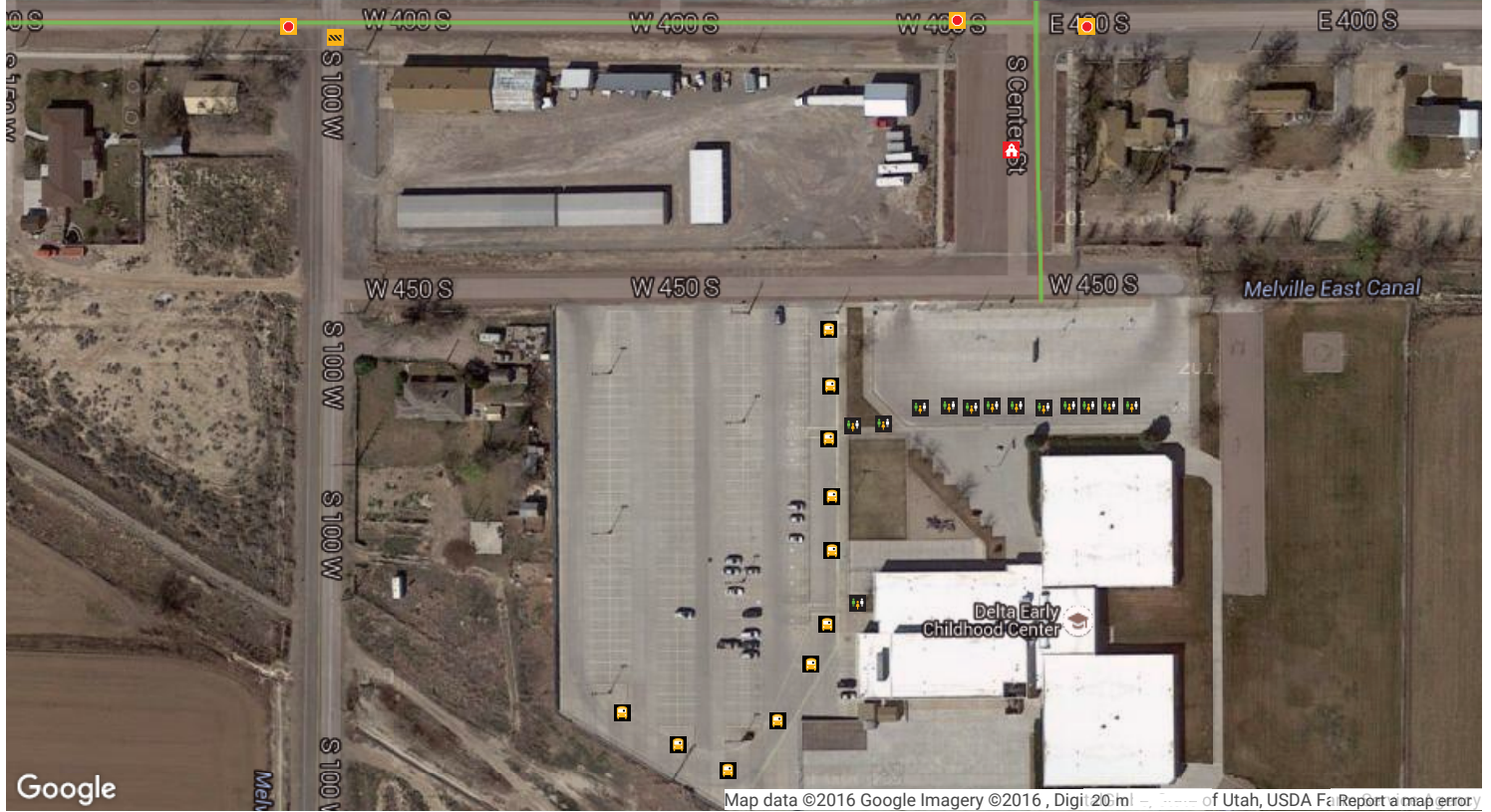


## Delta South Elementary Map | 450 South Center, Delta 84624





	School		School Bus Loading		Student Drop-Off/Pickup
	Hazard/Footnote		Crossing Guard		Traffic Signal
	Yield Sign		Stop Sign		Crosswalk Vertical
	Crosswalk Horizontal		Boundary		Safe Route

**Delta South Elementary Map | 450 South Center, Delta 84624**


# **School Improvement Plan**



<b>Goal: Safety</b>		
<b>Statement of Goal:</b> Delta South Elementary School will continue to improve and update the school safety plan for all emergencies.		
<b>Activities</b>	<b>Resources</b>	<b>Professional Development</b>
Continue to implement the district safety techniques in responding to drills.	Green/Red Cards, safety instruction sheets, class rosters	School level in-service at the beginning of the school year.  Development of a safety/behavior handbook for substitutes and other volunteers within the school.
Improve on our school wide communication system to account for all students during the drills.	Radios, telephones in each room, communication protocol, cell phone use	Mini-in-service and/or faculty meetings to go over areas of improvement and need after each type of drill.  Update Teacher initials for outside drills
Tie in school emergency drills with community plan.	CERT instructors, Sheriff's department, Fire department, Delta City Mayor's office, Utah Highway Patrol  Continue to update the school plan and tie it in with the district plan.	Discussions with staff to address the issues of hazards in the community around our school.  Participation in the Local Emergency Planning Committee (LEPC)
Identify and work on issues of guests entering and leaving DSES.	Install cameras inside the building near each entrance of the school, walking traffic flow within the school, protocols for checking students/adults in and out	Discussion with Community Council, Parent Volunteer Group, and staff.  Communication with parents and visitors to the school.

**Goal Group: Building a Positive School Community**

**Statement of Goal:** Delta South Elementary will introduce and implement the program of “The Leader in Me”. It is our goal to increase citizenship in students so that they become an example in their homes and community.

Activities	Resources	Professional Development
Explicit teaching of expectations in non-classroom settings: Halls, Bathroom, Playground, Lunchroom, Assemblies, Computer Lab, Bus, Office, etc. Review areas of concern through the year.	Posters hung in the appropriate setting clearly stating expectations.  USOE resources and conferences  Organize a team of teachers and staffs to help promote expectations and behaviors.	Input from staff about the non-classroom expectations.  Training of students throughout the year.  Continued use of the incentives to reward good behaviors in target areas each month.
Use the “Leader in Me” book to teach the 7 habits to students.  Create classroom expectations that reflect the 7 habits.	“Leader in Me” Trainings  School Counselor  Coordination of effort with Delta North Elementary for expectations.	Short staff in-services to introduce different topics  Assemblies/Instruction for the 7 traits – notebooks compiled by committee  Introduce parents to the skills of the month via the Bunny Bulletin.
Improve Teacher/Parent Communication by increasing interactions about student growth	Keep parents up to date by posting the habits on Facebook, school newsletters, web page, etc.  Teachers will use technology like Powerschool, Class Dojo, or other similar interactive software.	Using the technology specialist to provide training to teachers who are interested.  Teacher initiators provide training during PLC’s

Goal Group: Mathematics		
<b>Statement of Goal:</b> DSES will continue to strengthen the teaching of Mathematics by providing a program of direct instruction with continued review of basic skills using research based materials.		
Instructional Areas	Strategies	Professional Development
<p>Representing and comparing whole numbers, initially with sets of objects:</p> <ul style="list-style-type: none"> <li>Counting and Cardinality</li> <li>Operations and Algebraic Thinking</li> <li>Numbers and Operations</li> </ul> <p>Describing shapes and space:</p> <ul style="list-style-type: none"> <li>Measurement and Data</li> <li>Geometry</li> </ul>	<p>Continue to coordinate efforts between schools to provide vertical alignment.</p> <p>Find materials that align with math program to address the needs of struggling students.</p> <p>Implement a Tier 2 and Tier 3 system to address the needs of all students. Find research based materials that address the needs of the students in these Tiers.</p> <p>Use technology resources to provide feedback to parents and students about mathematics progress.</p> <p>Provide training to parents about technology for assignments and to be aware of the progress of students. Awareness of the helps for Parents to help with homework.</p> <p>Participation in the Assessment to Achievement project sponsored by the USBE. Defines Learning Centered problems for Math and Language Arts.</p>	<p>PLC's at school and district level to coordinate the math core with the resources that are available.</p> <p>Awareness of current research and materials to help address areas of concern.</p> <p>Attendance at professional development opportunities offered by the district and state office.</p> <p>In-service provided by the textbook publisher.</p> <p>Math resources and learning opportunities provided by the district and USBE.</p> <p>Encourage teachers to enroll in Math endorsement classes.</p> <p>Participation in the A2A School Team and shared with the grade level Collaborative Teacher Teams.</p>

**Reading  
Achievement  
Plan  
And  
Professional  
Development  
Plan**

**Goal Group: Reading Achievement Plan: Instructional Strategies**

**Statement of Goal:** DSES will find instructional materials that are aligned with the Utah Common Core that has been adopted in Math and Language Arts as well as all other content areas.

Activities	Strategies	Professional Development
<p>Continue to implement a quality reading program that addresses all levels of learning.</p> <p>Use the SIOP instructional strategies to enhance the learning of all students.</p> <p>Explicit and systematic instruction across all curriculum areas.</p> <p>Use Data to guide screening, benchmarks, progress monitoring, assessments and final outcomes.</p> <p>Use the data to design effective instruction in all curriculum areas.</p> <p>Identify intervention programs that will help students who are struggling and not meeting benchmark standards.</p>	<p>Use research from the National Reading Panel, National Mathematics Council, and others to find materials that are most appropriate for the grade level.</p> <p>Use academic coaches to help identify programs and areas that will help with assessments and interventions.</p> <p>Attend Spalding PLC's at both school and district level to practice and refine skills, review successes, and find help with areas of concern.</p> <p>Participation in the Assessment to Achievement project sponsored by the USBE. Defines Learning Centered problems for Math and Language Arts.</p>	<p>Use the in-service provided by the academic coach to ensure that all staff is aware of each component of the program.</p> <p>Provide opportunities for in-service in areas of concern for staff.</p> <p>Professional learning groups within grade level and school for study of current research and practices.</p> <p>Participate in the Core Academies in all subject areas sponsored by the state in an on-line format.</p> <p>Participate in local, regional and state trainings for the Common Core.</p> <p>School Transformation Teams participate in the A2A training and give information to the Collaborative Teacher Teams.</p>

Goal Group: Reading Achievement Plan: Early Literacy/Literacy Skills		
<b>Statement of Goal:</b> Students will continue to improve literacy skills through explicit instruction through all grade levels using the Utah Common Core Language Arts Curriculum.		
Skills	Strategies	Professional Development
<p>Phonemic Awareness: The ability to hear, identify and manipulate individual sounds (phonemes) in a spoken word.</p> <p>Alphabetic Principle/Phonics: Knowing that words are composed of letters that represent sounds and being able to use letter/sound correspondence to read or spell an unknown word.</p> <p>Fluency: The ability to accurately and automatically read words with no conscious attention or effort so that focus is on comprehension.</p> <p>Vocabulary: These are the words we have to know in order to effectively communicate in listening, speaking, reading and writing.</p> <p>Comprehension: The student's focus is on the meaning of the story.</p>	<p>Use research based instruction that will increase student achievement.</p> <p>Continued implementation of the Spalding method in the "Writing Road to Reading."</p> <p>Use differentiation to address individual needs of students identified in screening or benchmark assessment.</p> <p>Set aside a block of time (minimum 90 minutes or more) to concentrate on literacy skills.</p> <p>Explicit instruction in all skills areas.</p> <p>Continue to use instruments to screen, benchmark, progress monitor, and diagnose areas of concern that are approved by the district. (DIBELS, Spalding, common assessment, etc.)</p> <p>Create before school opportunities for literacy practice using resources such as: Read Live, Peer Tutors, Review of phonograms, etc.</p> <p>Schedule a dedicated time for Tier II instruction within the school schedule.</p> <p>Use AmeriCorps volunteers to practice literacy skills.</p>	<p>Ongoing in-service training provided by local, regional, and state specialists.</p> <p>In-service for software and programs that are implemented as part of an intervention.</p> <p>In-service and professional collaboration for the instructional processes involved in the "Writing Road to Reading."</p> <p>Literacy coaches used as a resource for building level in-service and peer coaching.</p> <p>Continued collaboration within the school and district as the common core continues to be implemented.</p>

**Goal Group: Reading Achievement Plan: Writing**

**Statement of Goal:** Students will continue to improve their writing skills using strategies outlined in a comprehensive literacy program.

Areas of Focus	Strategies	Professional Development
Preparing to write by gathering and organizing information	Explicit teaching of the components of composition, word usage, mechanics and spelling.	Common Core professional learning communities to share ideas that increase the writing skills in the three types of writing.
Informative and opinion writing components	Include more cross-curricular writing using the types of writing in the common core: persuasive, narrative, informative, and informative-narrative.	Grade Level/cross curriculum professional development to better use the strategies for the common core.
Revision of written drafts	Model and demonstrate to students.	Staff in-service to share strategies to increase student interaction in writing.
Elaborate and clarify drafts	Develop writing goals for each grade level with student portfolios work samples showing student growth in the writing area.	Grade-level collaboration grading of writing samples that will help to set the standards for writing equally.
Word Usage	Thinking maps (types of graphic organizers) to help with the writing process.	Use of software and other technology resources to increase writing proficiency.
Mechanics	Use strategies for writing in the "Writing Road to Reading"	
Early Writing skills that include oral language and picture writing	Resources such as "Talking, Drawing, Writing" for Pre-K and Kindergarten.	

**Goal Group: Reading Achievement Plan: Assessment and Evaluation of Progress**

**Statement of Goal:** DSES will implement a tiered instructional system which will address the needs of all students, both struggling and advanced. Assessments will be used to monitor progress of students in order to differentiate instruction.

Activities	Assessments	Professional Development
<p>Tiered Instruction:</p> <p>I - Instruction delivered by a highly qualified classroom teacher to ALL students.</p> <p>II - Instruction delivered by classroom teacher assisted by others as needed. Targeted interventions such as ELL and Title I small group /individual assistance, extended day kindergarten and special education services will be applied and monitored regularly (Additional 30-45 minutes).</p> <p>III - Instruction delivered by special educator or reading specialist/literacy coach (Another 30-45 minutes)</p> <p>Communication with parents on progress and growth in each of the levels at PCCR's.</p> <p>Differentiated instruction: Tailoring instruction to address a student's current level of knowledge and skills -- groups are flexible.</p>	<p>DIBELS Given 3 times/year – Goal is to meet or exceed the state average in each grade level.</p> <p>DIBELS Progress Monitoring and Screening – ongoing through the year.</p> <p>Common Assessments for Math/Writing/Literacy – ongoing throughout the year.</p> <p>Kindergarten Pre and Post Assessments – administered twice annually.</p> <p>Programs which will use a multi-sensory language approach that rebuilds a foundation for learning to read (Spalding method of instruction for literacy).</p>	<p>In-service provided by district and regional specialists in the areas of literacy including Spalding and other curriculum related topics.</p> <p>Student Learning Objectives (SLO's).</p> <p>Collaborative teams of professionals and paraprofessionals to identify strengths and weaknesses of students.</p> <p>Establish Collaborative Teachers teams to accomplish the tasks described in this section.</p> <p>Common Core curriculum mapping – use of a standards based report card in K-2.</p> <p>Common assessments for the Language Arts. Mathematics and Science developed in district collaboration sessions.</p> <p>Use of Learning Intentions and Success Criteria in all core academic areas.</p>



# **Land Trust Plan**

**Goal #1:**

To provide the students of the Delta South Elementary School an opportunity to participate in an arts class which is partially funded through a Beverly Taylor Sorenson Arts grant. Money allocated from Land Trust will allow us to continue to employ a person to teach one of the arts (dance, music, visual arts, drama) for students in grades K-2.

**a. Time line:**

The current dance teacher will be exiting the district at the end of the year. The timeline is to hire another teacher that can teach one of the arts listed in the goal. Teacher will be hired during the month of March or whenever someone is available. Money will be dispersed throughout the 2017-2018 school year.

**b. Academic areas:** Mathematics, Reading, Fine Arts, Science, Health, Social Studies

**c. Specific Measurement:**

- Students will participate in an arts class at least once a week with a specialized instructor
- Curriculum from the above areas will be addressed throughout the year during weekly sessions of the arts
- Observations of teaching by administration indicate use of curriculum
- Professional Learning Communities at each grade level will help direct the curriculum choices

**d. Action Plan:**

1. Collaboration with all grade levels and arts teacher to review the curriculum periodically throughout the year.
2. Provide an opportunity within the schedule for each class to have a period of the arts weekly.

**e. Behavior Component** -- None

**f. Expenditures:***Salary and Employee Benefits (100 and 200)*

The money assigned to this goal will be used to provide the salary and benefits of one arts instructor currently employed through the BTS grant we currently have in place.

***Budgeted amount: \$10,000.00***

**Goal #2:**

It is our goal to continue to employ additional personnel in order to meet the needs of all student in all grade levels. These additional Instructional assistants will help with Tier II and III instruction. This decision was made as we looked at student needs and the availability of Instructional Assistants. During the 2016-2017 year we have employed three (3) 3.5 hour instructional assistants. It was determined that we will add a fourth person during the 2017-2018 school year.

**a. Time line:**

Spring of 2017 – determine if employees will be returning for the next school year

August of 2017 – advertise and hire Instructional Assistants should there be any vacancies.

**b. Academic areas:** Mathematics, Reading, Writing**c. Specific Measurement:**

1. Progress monitoring of students is current and up to date. This will be done by checking individual and class progress monitoring records such as those found in the DIBELS program.
2. Provide students with Tier II/III needs will have additional help and support. This will be monitored through weekly PLC's and bi-monthly data reviews.
3. Observations of Instructional Assistants while working with small groups of students.

**d. Action Plan:**

- Train the instructional assistants and help them become familiar with the instructional practices of Spalding (English Language Arts method of instruction), progress monitoring, and small group instruction. This will be done at the beginning of the year and will have follow-up sessions during each quarter.
- Use the Instructional Assistants to help with progress monitoring of students in all grade levels.
- Instructional assistants will work under the direction of the classroom teacher and the academic coach.
- Invite Instructional Assistance to a monthly staff meeting and participate in school-wide professional development.

**e. Behavior Component** -- None**f. Expenditures:**

*Salaries for four (4) 3.5 hour employees for the 2017-2018 school year.*

***Budget Amount: (\$32,000.00)***

**Goal #3:**

Delta South Elementary will review the common core curriculum and decide on materials and instructional strategies that can be used in the following areas for intervention and extension.

- Writing
- Comprehension
- Vocabulary
- Phonemic Awareness
- Phonics
- Mathematics – all areas

**a. Time line:**

Collaboration with teachers during Spring 2017 and Fall 2017 PLC's, school-wide and grade-level, to determine the greatest need. Materials will be ordered by January 15, 2018.

**b. Academic areas:** Mathematics, Reading, Writing**c. Specific Measurement:**

1. DIBELS given 3x yearly with progress monitoring done for those who need intense intervention or strategic intervention. Intense intervention to be progressed monitored weekly and strategic 2x monthly. It is the goal for DSES to meet or exceed the state average for each grade level for typical growth of students.
2. Kindergarten students will be given a pretest in the spring or the fall (depending on the new state assessment window). A posttest will be given in May of 2018. 80% of Kindergarten students will be proficient by scoring at 85% or above.
3. 80% of students will make at least one year's growth on adaptive testing provided by the district. Use of technology and assessment along with software that will help with progress monitoring will be used. Specific programs will be determined by the district.
4. Continue to provide Tier II and Tier III instruction and use the progress monitoring to meet the needs of as many students as possible. We will do this in conjunction with a volunteer program such as AmeriCorps. Bi-monthly meetings will be held to look at the progress of students and periodic checks to make sure that goals have been mastered.
5. Bi-monthly collaborative teacher teams at each grade level will meet to use data from assessments and progress monitoring to address the needs of students.
6. Participation in professional development provided by the Utah Board of Education (A2A) that will help us use data to drive instructional practices and programs more effectively.
7. Continued professional development in language arts and writing.

**d. Action Plan:**

- Teachers will look at student growth for current students to determine areas of strengths and weaknesses. Materials to enhance the learning in areas of weakness will be the focus of this area.
- Teachers will look at their 2017-2018 class growth from the previous year to determine areas in need of additional/supplemental instruction.
- Identified materials will be purchased to help with the instruction. Materials may include leveled libraries at the classroom or grade level, use of software such as Moby Max, and Overdrive (an eBook resource), manipulatives for Math and Science activities, etc.
- Purchases would be approved by the administration.

**e. Behavior Component -- None**

**f. Expenditures:**

General Supplies (610)

*Materials to enhance the curriculum areas listed above of Math, Reading, and Writing.*

*Materials would include the following items:*

***Math:*** *manipulatives such as counting bears, base 10 blocks, geometric shapes and geometrical 3-D shapes, rulers, clocks, scales, and other measurement tools, math literature, and overhead materials for whiteboard use.*

***Reading:*** *leveled readers for Tier II instruction and e-books for use with whiteboards*

***Writing:*** *Use of software such as Moby Max or Read Live as determined by grade level/classroom choice.*

***Budget amount: \$7308.00***

Software (670)

*This money will be used to pay for the software component of our goal.*

***Budget amount: \$1200.00***

***Total Budget Amount: \$8508.00***

**Goal #4:**

Delta South Elementary has implemented the “Leader in Me” program during the 2016-2017 school year. We would like to continue this program because it would continue to help us teach students leadership skills, communication skills, responsibility for their own learning, conflict resolution, etc.

**a. Time line:**

- August 2017: Introduce the “7 Habits” through an assembly.
- September 2017: Plan the year of assemblies to introduce each habit.
- Sept-Apr: Monthly Assemblies
- Quarterly: In-service with staff members
- Monthly: Celebrations of success for the school – Looking at leaders in all areas

**b. Academic areas:** Mathematics, Language Arts, Writing**c. Specific Measurement:**

1. Students will set goals in areas of testing (DIBELs) and will track their progress to their goal using data binders.
2. Students will set goals in other academic areas such as Language Arts, Mathematics and Writing.
3. Teachers will discuss student progress monthly.
4. Student referrals to the office will decrease as the “7 Habits” are introduced and worked on through the months.
5. Reduce student absences by 5% and absentees by 10% for the 2017-2018 school year.

**d. Action Plan:**

- Monthly Assemblies
- Develop a Leader Board to display leaders through the ages and throughout the world.
- Develop a wall of school “leaders” (students)
- Celebrate student success
- Involve parents through the newsletter and other communications such as Facebook and school web page.

**e. Behavior Component** -- Yes

Absenteeism and tardiness are affecting student learning. The “Seven (7) Habits” have been implemented with success. It is important to share the habits with our school community, parents, and others to help them realize the correlation of student attendance with student achievement.

**f. Expenditures:***General Supplies(610)*

*Supplies for data binders, teacher teaching materials, posters and materials for the leadership walls, materials for assemblies, nominal academic student incentives, and celebrations, “Leader in Me” books for adult in-service.*

***Budget Amount: \$2500.00***

**Goal #5:**

Millard School District has implemented a technology initiative. This provides additional technology for the classrooms. There is a need at Delta South Elementary to purchase some additional apple mini ipads for student use in classrooms.

**a. Time line:**

- July 2017: Put in a purchase order for 20 refurbished mini ipads
- August 2017: Order covers for mini ipads and assign them to the library for checkout

**b. Academic areas:** Mathematics, Language Arts, Writing**c. Specific Measurement:**

1. Increased technology use by students – observation within the classrooms
2. Use of mini ipads for extensions and interventions (teacher reports)

**d. Action Plan:**

- Teachers check out ipads from the libraries
- Walk through observations – look at how students are using the technology
- Increased use by teacher and students of web based activities

**e. Behavior Component** -- None**f. Expenditures:**

New Equipment (730)

*Refurbished mini iPads with covers*

**Budget Amount: \$5100.00**

**Increased distribution:**

Should there be any leftover or additional funds, we would use the money to compensate teachers and instructional assistants for additional professional development and/or collaboration after hours in areas as identified by the school improvement plan. Funds may also be allocated to Goal #3 to allow teachers to purchase additional materials in this goal area.

**Digital Citizenship Training:**

Delta South Elementary does the following activities:

- ✓ All students are enrolled in a keyboarding class. Discussions about websites that are appropriate are discussed. It goes from simple in preschool to additional details in second grade.
- ✓ Technology teacher goes to NetSmartz quarterly to show appropriate videos to students and they participate in the games and activities.
- ✓ Every three years, NetSmartz personnel come to the school and give instruction in digital safety in an assembly format.
- ✓ Follow the district policy for users of the internet. Students and parents sign the user agreement at the beginning of the year.



Trust Lands Current Budget 2016-2017				
	<i>Anticipated Budget*</i>		<i>Actual budget</i>	
		<b>\$42,620.00</b>		
<b>Program</b>	<b>Cost</b>	<b>Running Total</b>	<b>Cost</b>	<b>Running Total</b>
Carry Over From 15-16		\$42,620.00	\$134.00	\$47,241.86
Additional Increase if any			\$4,487.86	
<b>Dance</b>	<b>\$10,000.00</b>	\$32,620.00	\$3,482.08	\$43,759.78
<b>Instructional Assistants</b>	<b>\$25,000.00</b>	\$7,620.00	\$10,272.67	\$33,487.11
<b>Character Education</b>	<b>\$2,000.00</b>	\$5,620.00		\$33,487.11
<b>Student Achievement Activities</b>	<b>\$5,620.00</b>	\$0.00	\$5,223.30	\$28,263.81
<b>Anticipated Carry Over</b>		<b>\$0.00</b>		\$28,263.81

Note: Current as of January 31, 2017

Trust Lands Proposed Budget 2017-2018				
	<i>Anticipated Budget*</i>		<i>Actual budget</i>	
		<b>\$58,108.00</b>		
<b>Program</b>	<b>Cost</b>	<b>Running Total</b>	<b>Cost</b>	<b>Running Total</b>
Carry Over From 16-17		\$58,108.00		\$58,108.00
Additional increase if any				
<b>Dance</b>	<b>\$10,000.00</b>	\$48,108.00		\$58,108.00
<b>Instructional Assistants</b>	<b>\$32,000.00</b>	\$16,108.00		\$58,108.00
<b>Character Education</b>	<b>\$2,500.00</b>	\$13,608.00		\$58,108.00
<b>Student Achievement Activities</b>	<b>\$8,508.00</b>	\$5,100.00		\$58,108.00
<b>Technology</b>	<b>\$5,100.00</b>	\$0.00		\$58,108.00
<b>Anticipated Carry Over</b>		<b>\$0.00</b>		\$58,108.00

# **School Discipline Plan**

**Students:**

Appropriate student behavior is critical for success at school. One of our primary objectives at Delta South Elementary School is to help students learn proper classroom and school behavior. Students are expected to conduct themselves in a manner that shows respect for others and for school property. All students are expected to comply with the rules and regulations outline by the Millard School District Board of Education.

**Parents:**

Parents are encouraged to become aware of Delta South Elementary School and Millard School District rules and policies and to spend time teaching and reinforcing proper school and classroom behavior.

# DSES Behavioral Expectations

Common Area	BE KIND	BE SAFE	BE RESPONSIBLE
Halls	*Use quiet voice	*Always walk *Keep hands and feet to self.	*Get straight to your destination.
Playground	*Use kind words *Include everyone.	*Use equipment correctly	*Stay in assigned areas *Bring in Equipment *Beat the teacher
Restroom	*Use quiet voice *Respect others	*Wash hands with soap *Keep area clean	*Enter, Go, Leave
Lunchroom	*Show your appreciation *Use an indoor voice	*Pay attention *Walk	*Clean up your area *Hands, Feet and Food to self
Assembly	*Voice is quiet *Show Appreciation	*Sit school style *Hand and feet to self	*Eyes Watching *Ears Listening

## Expectations Hierarchy

Please use name if you know it

1. "Please" + request
2. "I Need You To" + request + "Now"
3. Sign the Behavior Log/Clipboard
4. Time Out/Think Time/ Flip Card/Marble/Ticket/ Etc.
5. Office Referral\*\*

\*\*Immediate office referral for fighting, swearing, bullying, and safe school policy violations.  
Also if behavior is frequent i.e. daily