

# **Fillmore Elementary School Land Trust Plan 2019-2020**

## **Fillmore Elementary School Community Members**

Karilyn Shields- Chair  
Whitney Swallow-Vice-Chair  
Leisa Carling-Secretary  
Shannon Blad-Parent  
Alexis Taylor-Parent  
Lorna Adams-Parent  
Canisha Harrison-Kindergarten  
Vicki Allen-3<sup>rd</sup> Grade Teacher  
Harold Robison-Administrator

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## School Improvement Plan

At Fillmore Elementary School we focus on the whole child and the data that supports improvement in the following areas as part of a student-centered school.

**Annual Goal:** Fillmore Elementary School will demonstrate proficiency from the identified areas to meet the benchmark growth percentage as determined by USOE Acadience (formerly known as DIBELS) assessment. All students will show growth by closing the achievement gap through the interventions defined in the Land Trust Proposal.

Principle areas of focus:

- Literacy & Math
- Support for Curriculum
- Professional Development
- 21<sup>st</sup> Century Skills

Literacy and Math Interventions:

- Fillmore Elementary School adopted National Geographic (NG) Reach for Reading as the new literacy curriculum. To identify student growth in the new curriculum, teachers administer a beginning of the year (BOY), middle of the year (MOY), and an end of the year (EOY) benchmark assessment. The data gathered through these assessments provide another layer of information to identify students who are in need of additional literacy support/intervention.
- Take home library: Students from all grades participate in the take home library. Take home books are distributed to students daily. Each book is leveled for students reading ability.

The research is clear that students who read 20 minutes a night are exposed to 1.8 million words in a year and will likely score in the 90<sup>th</sup> percentile on the national achievement test. Students who read 5 minutes a day are exposed to 282,000 words in a year, these students will likely score in the 50<sup>th</sup> percentile on the national achievement test. Students who read 1 minute a day will be exposed to 8,000 words in a school year and will likely score in the 10<sup>th</sup> percentile on the national achievement test.

- Push In's and Pull Out's: We feel the need to provide additional literacy support to students by providing a Push In Intervention program that allows teachers and instructional assistants to work with students in small groups. In these small groups, the classroom teacher provides intensive literacy support to those students who have the greatest need on a daily basis. The reading interventionist and other instructional assistants work with the other students in small groups. During Intervention, students who need intensive support receive additional literacy support through Pull Outs.
  
- Leveled Readers: Each teacher has a classroom set of leveled readers. Leveled readers allow the student to have the greatest success at becoming proficient readers. Periodically, these readers need replacement due to normal wear and tear.
  
- 4<sup>th</sup> grade Acadience: The Acadience assessment allows teachers to track students' reading fluency, accuracy, and comprehension. With this reading diagnostic tool, teachers are able to identify their students' literacy needs, track their growth, and inform effectiveness in teaching ELA curriculum.

#### Support for Curriculum:

- We feel that a positive school climate is necessary for student achievement. When students and teachers feel safe and rewarded for their efforts, greater productivity occurs. In addition to the current skills center, we have implemented activities to create a positive school environment.
  
- Fillmore Elementary School reinforces Stephen Covey's Seven Habits of Effective Leadership. Each habit has a direct influence on student achievement. For example, the second habit, Begin with the End in Mind, allows students to set academic goals which are tracked through student data binders. Researcher John Hattie states that students who set goals and self-report (track their own growth) have the highest effect rate for student achievement.

- Specialty Class: Fillmore Elementary School has implemented the Beverly Taylor Sorenson's Arts Language Program (BTSALP). A highly qualified instructor coordinates a collaborative relationship with the regular education teacher to ensure which standards to address.
- Professional Development: It is essential that teachers and staff continue to have the means to receive relevant and ongoing training in areas supporting student growth and achievement as well as personal professional growth. Other professional development considerations include teaching strategies, grade level in-service and behavioral issues.
- Substitute Teacher Shortage: In an effort to increase our substitute teaching pool, we feel that it is necessary to advertise and provide training to community members that may otherwise be reluctant to substitute at the elementary school. A well-trained and reliable substitute makes a huge impact in maintaining the scope and sequence of the subject area. Along with the training, substitutes are awarded a stipend for successful substitute teaching ten consecutive days. The more experience a substitute teacher has in the classroom, the more proficient and valuable they become.

#### 21<sup>st</sup> Century Skills:

- Supplement to Curriculum: Software

Educational Software for Guiding Instruction (ESGI): ESGI is a software to provide Kindergarten teacher a snapshot of where students are functioning academically. This feedback allows teacher the time to spend on the skills and concepts that are needed without taking the time to teach the skills the students have already mastered.

Scholastic Readers is a tool that provides enrichment and intervention to all students to increase reading fluency. This is accomplished through Dyad reading. Dyad reading is a time-tested practice to increase reading fluency and comprehension.

- Technology:

As a Community Council, we recognize the continual need to provide opportunities for student growth that reflect 21<sup>st</sup> Century skills. With greater use of technology, it is necessary to replace broken headphones and mice.

Many of the Smart Boards in the classrooms are aging and need repairs or upgrades. We feel that it is important to provide teachers with functional equipment that will assist them in their instruction.

### **Reading Achievement Plan & Title 1**

**Annual Goal:** Fillmore Elementary School will identify interventions that are research-based and focused on student achievement for all demographics of the school.

**Interventions:**

- Optional Extended Day Kindergarten (OEk):

This program provides full day support with highly qualified instructors, and additional instructional assistants, for kindergarten students who score in the lower 50% of the class on the Kindergarten Entry and Exit Profile (KEEP) assessment.

- Tier 1 instruction:

All students enrolled at Fillmore Elementary School receive direct instruction from a highly qualified teacher. Students receive literacy and math instruction as outlined in the Utah Core Standards.

- Tier 2 and 3 Instruction:

Tier two instruction includes: providing additional support through small group instruction, Special Education, ALS, STAR, Peer Leader and Lexia.

Tier three support is intensive intervention providing one-to-one support and Pull Out for special education.

- Sheltered Instruction Observation Protocol (SIOP):

SIOP is designed to increase academic achievement for English Language Learners (ELL) by supporting their language development, and making grade-level academic content comprehensible. It uses instructional practices such as hands-on materials and cooperative learning.

- AmeriCorp-Star Program:

The STAR tutoring program provides struggling readers with one-to-one help twice a week throughout the school year. Each student takes a literacy diagnostic assessment three times during the school year. Students who receive this STAR tutoring support are identified from the Fall DIBELS assessment. STAR tutoring volunteers work with students on fluency timings, reading, comprehension, writing, and vocabulary worksheets.

- Peer Leaders:

Each week, during class time, a group of high school students and their advisor come to the elementary school to assist students with their Spalding phonograms and reading.

- Dyad Reading:

3<sup>rd</sup> and 4<sup>th</sup> grade students participate in Dyad reading to help with reading fluency. Students are paired with each other based on similar reading levels. The Lexile level is increased by two levels to provide rigor. While one student reads the other student tracks the words. This practice has proven to accelerate reading fluency.

- Push In and Pull Out:

All students in grades first through fourth participate in small groups for twenty minutes daily, focusing on literacy. During this time, students receive instruction at their reading level. During Pull Out time, students who score in the red on the Acadience assessment receive additional literacy support. Enrichment opportunities are available during this time for students to write and research topics. Weekly progress monitoring occurs to track individual growth along with quarterly screenings.

**Assessments:**

- Kindergarten Entry and Exit Profile (KEEP): The purpose of this assessment is to identify students who need intensive academic support.
- NG Reach for Reading: Students will take three benchmark assessments throughout the year. This data will also provide another layer of information to provide support to students who need additional literacy acquisition.
- Acadience: Growth in reading fluency, accuracy, and comprehension will be measured three times during the year to identify students who need reading interventions. Progress monitoring will also take place at the classroom level on a weekly and needs base.
- RISE Assessment (standardized testing venue to replace SAGE): RISE Benchmark Assessment data will identify areas of focus and provide meaningful information for individual student academic growth.
- World Class -Instructional Design and Assessment (WIDA): WIDA is a federal mandated test for students whose primary language is not English. WIDA Access is a summative assessment given annually to monitor ELL students' progress in acquiring academic English. This test assesses comprehension and communication.
- Additional common grade level formative and summative assessments as developed by the classroom teacher.

**Professional Development**

It is essential that teachers and staff receive relevant and ongoing training that supports student growth and achievement as well as personal professional growth. Professional Learning Communities meet weekly, facilitated by teacher leaders and other specialists, on topics that are relevant to math and literacy.

The following is not a comprehensive list of the professional development, but a synopsis of current and proposed areas of emphasis. Our first priority is to provide professional development, in ranking order of importance, starting with literacy.

- Literacy Training
- Supplemental English Language Curriculum
- Acadience training
- Close Reads and text structure



- RISE assessment training
- Grade level best practices
- Common Core
- Positive Behavior Intervention System (PBIS)
- In-service in areas that are of concern for staff

## **Digital Citizenship Review**

### **Definition of Digital Citizenship**

“Digital citizenship is the ability to participate safely, intelligently, productively and responsibly in the digital world.”

“Digital citizenship should also include positive, creative, deliberate use of technological tools and skills to create, connect, communicate, and collaborate in ways that make a positive contribution to family, school, and community life.”

— Digital Citizenship Utah <http://digcitutah.com/>

Other Resources: [http://www.digitalcitizenship.net/Nine\\_Elements.html](http://www.digitalcitizenship.net/Nine_Elements.html)

Responsible use of digital media: We live in an age where information is accessible in many forms. The brick and mortar style of learning coupled with technology advances student achievement. The conditions for learning occur best in a safe environment (real and virtual) that encourages the give and take of discussion. It is vital that students and staff receive training on proper netiquette as outlined in the acceptable use policy and through professional development and classroom use. Students attend a technology specialty class where quarterly they are taught proper use of computers.

## **Child Access Routing Plan**

At Fillmore Elementary School, students and patrons enter the East side of the building. All other doors on campus are locked during school hours with the exception of a door on the West side of the school building that allows access for the classes that meet in the modular building.

### **Buses**

The buses will drop off and pick up students on 400 South, Northeast of Fillmore Elementary. Faculty and staff members are assigned bus duty to ensure safety while students unload and load the bus.

### **Parking lot**

Safety of our students and patrons is of utmost importance at Fillmore Elementary School, it is important to follow the safety protocols. Elementary School students are quick and small which presents a risk for inattentive drivers, for this reason students wait for their parents/guardians in a designated area next to the building. Because there is a passing lane next to the drop off lane, parents and students should use the crosswalk to ensure their child's safety. Large traffic cones positioned at the stop line in front of the crosswalk are there for patrons to safely use the crosswalk.

To alleviate congestion, patrons avoid parking at the curb for an extended period of time. They park in the parking lot and wait until their child is ready to be picked up as a courtesy to other patrons. Once all the buses have left, students who are still waiting to be picked up wait in the office for their rides.

### **School Hours**

Students should not arrive to school any earlier than 7:40 as there is minimal adult supervision. School begins at 8:10 and ends at 2:45 with the exception of Friday early release at 1:10.

### **Identifications tags**

All adults that enter the building are required to wear an identification tag for security purposes. Visitors and volunteers sign in at the main office and pick up a tag representing their purpose for being at the school. It is a requirement that school staff wear a photo identification tag.

## School Discipline Plan

At Fillmore Elementary School, we focus on the three R's expectations: Respectful, Responsible and Ready. During the course of the school year, teachers model to their students what each of these three expectations look like in various settings including: the classroom, playground, assemblies, hallway, restrooms and cafeteria. To promote positive citizenship, students who demonstrate these positive behaviors receive incentives using the UBI model, (The Principal's 200 High Five Club).

Our goal is to continue to reinforce the expectations and instill in our students the concepts from Stephen Covey's Leader in Me. This year we have incorporated the Seven Habits in our Principal's High Five Club incentive program. Each month as a school-wide community, we emphasize these habits with the goal of producing students who will be leaders.

We have also implemented a discipline referral matrix and flow chart to create uniformity in discipline referrals. The forms attached to this document illustrates the levels and types of intervention. Level one and two disciplinary actions are handled at the classroom level. At the second level, a blue slip informs parents of a level two infraction. Level three is an office referral which is accompanied by a white form and/or a phone call or visit with the parent.

### Fillmore Elementary School 2019-2020

#### Land Trust Proposal

Total Land Trust Amount: \$ 68,607.00

Reading interventionist:

We feel the need to provide additional literacy support to students by providing a Push In intervention program that allows teachers and instructional assistants to work with students in small groups. In small groups, the classroom teacher will be able to provide intensive literacy support on a daily basis for those students who have the greatest need. The Reading Interventionist and other instructional assistants will work with the other students in small groups on a daily basis.

Projected cost: \$20,547.00

Skill Center:

The Skills Center serves the academic and behavioral needs of our students. Fillmore Elementary would like to continue to supplement an instructional assistant salary from the Land Trust budget.

Projected cost: \$8,917.00

Specialty Class:

Students at Fillmore Elementary School are given the opportunity to receive instruction in art through the help of the Beverly Taylor Sorenson Grant. The Beverly Taylor Sorenson Grant pays eighty percent of the salary for our half-time equivalent teacher. The remaining twenty percent would be paid for through the Land Trust Grant. Our one half-time art teacher collaborates with our grade level teachers in their PLC's to identify how to supplement core instruction through the arts (\$7,222-salary; \$1,000-supplies).

Projected cost: \$8,222.00

Leadership:

Our school reinforces Stephen Covey's Seven Habits of Effective Leadership. Each habit has a direct influence on student achievement. For example, the second habit, Begin with the End in Mind, allows students to set academic goals, tracked through student data binders. Researcher John Hattie states that students self-reporting has the highest effect rate for student achievement.

Projected Cost \$5,000.00

Professional Development:

Ongoing professional development is important for educators to use best practices in their classroom. We encourage teachers and instructional assistants to continue to improve upon their professional practice.

Projected Cost \$3,721.00

### Teacher Resources:

Each year teachers receive legislative money to be utilized for classroom supplies. In addition to this resource, teachers will need additional funds to purchase manipulatives and other education resources to enhance their teaching repertoire. Funds are also set aside for individual professional growth. Items purchased through this fund will directly promote academic growth in math and literacy.

Projected Cost: \$9,000.00

### Leveled Readers:

There is a need to replace and invest in new leveled readers. These books experience more wear and tear than normal classroom use and ultimately need to be replaced.

Projected cost \$1,000.00

### Supplement to Curriculum:

We recognize the value of funding the Acadience assessment for our 4<sup>th</sup> grade classes. This assessment allows our teachers to track students' reading fluency and comprehension. This tool allows teachers to identify their students' growth throughout the school year and to gauge teacher's effectiveness in teaching ELA curriculum.

ESGI is a software to provide quick information for Kindergarten teachers a snapshot of where students are functioning academically. The information allows teachers to spend time teaching skills and concepts needed, without taking time to teach skills students have already mastered.

Scholastic Readers is a tool that provides enrichment and intervention to all students to increase reading fluency. This is accomplished through Dyad reading.

Projected cost: \$2,500.00

### Technology:

With greater use of technology, it is necessary to replace broken headphones and mice.

Many of the Smart Boards in the classrooms are aging and need repairs or upgrades. We feel that it is important to provide teachers with functional equipment that will assist them in their instruction.

Projected cost: \$5,000.00

### Teacher Leaders

Teacher leaders attend conferences, meet with the principal outside of contract time, and prep for school wide training to empower schools with a focused purpose in student achievement. Through this process our school identifies the academic areas that need the greatest attention in Math and ELA. Evidence Based Instructional Strategies (EBIS) are implemented at the school level that have a high effect rate based on the researcher John Hattie's meta-analysis. The EBIS that our school has adopted is questioning strategies. It is Fillmore Elementary Community Council's feeling that these teachers receive a stipend for the time, outside of contract time, for planning and prepping for the training that will occur in school wide professional development. Also, carry over from the previous year will be used to provide a stipend to the teacher/leaders in the current year.

Projected cost: \$2,700.00

### Substitute Incentive and Training

At Fillmore Elementary, we recognize the need for quality substitute teachers. We value those who come here day after day that know the routine and jump in providing instruction to students without negatively impacting the students learning experience. We feel that there is a need to provide training to patrons who may be interested in providing this service to our school. For every ten days of teaching, a stipend of Twenty-five dollars will be awarded

Projected cost: \$2,000.00

Trust Lands Proposed Budget 2019-2020		
	Anticipated budget	\$68,607.00
Program	Costs	Balance
Reading Interventionist	\$20,547.00	\$48,060.00
Skill Center	\$8,917.00	\$39,143.00
Beverly Taylor Sorenson-20% salary for art and music teachers and supplies	\$8,222.00	\$30,921.00
Leadership	\$5,000.00	\$25,921.00
Professional Development	\$3,721.00	\$22,200.00
Teacher Supplies	\$9,000.00	\$13,200.00
Teacher Leader Stipend	\$2,700.00	\$10,500.00
Leveled Readers	\$1,000.00	\$9,500.00
Substitute Incentive and training	\$2,000.00	\$7,500.00
Software: Mobi Max, ESGI, Scholastic Reader and 4 <sup>th</sup> Grade DIBELS	\$2,500.00	\$5,000.00
Technology	\$5,000.00	\$0

Addendum: Carry over funds and funds allocated but not used, will be put towards technology, professional development, and general supplies.

**Fillmore Elementary School  
Parent and Family Engagement Policy**

- I. Annual Title I Parent Meeting**  
Fillmore Elementary School will convene an annual meeting, at a convenient time, to which all parents of all participating children shall be invited and encouraged to attend. At these meetings, parents and families will be informed of Fillmore Elementary School's participation in the Title I program and their rights to be involved. Such meetings as Back to School Night, PCCR meetings, and individual meetings with teaches or intervention specialists.
- II. Parent Input and Review of Policy and Plan**  
Fillmore Elementary will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school parental involvement policy and joint development of the Title I Schoolwide Plan. Such involvement may include, but is not limited to, Community Council Meetings, PTO meetings, school newsletters, and other forms of feedback and input.
- III. Description and Explanation to Parent of School Curriculum, Assessments and State Standards.**  
Fillmore Elementary School uses a variety of research-based materials to deliver instruction aligned with state standards. Such programs include but are not limited to: EnVision Math, Reach for Reading, Lexia Reading. Fillmore Elementary School uses a variety of formative and summative assessments such as, RISE, and Acadience.
- IV. Home and School Connection**  
Fillmore Elementary School will provide all parents and families with appropriate materials and training to help them work with their children to improve achievement and academic success in literacy and mathematics. Such materials may include, appropriately leveled reading books and materials, homework folders, and mathematics practice assignments. Parental training may include Back to School Night, PCCR conferences, Parent Newsletters, individual meetings with teachers and intervention specialists, or the availability of parent resource materials at the school.
- V. Coordination to Early Childhood**  
Fillmore Elementary School will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities to parents of preschool age children entering kindergarten in the Fall at kindergarten registration. In addition, public and private preschools will be encouraged to visit the school to become acquainted with the facility, teachers, and staff.
- VI. Equal Access to Information**  
Fillmore Elementary School with ensure that information related to school and parent programs, meetings, and other activities are made available to parents of participating students in a platform or format in, to the extent possible, a language that the parents can understand. Fillmore Elementary School will also provide such other reasonable support for parental involvement as parents may request.



## SCHOOL – PARENT COMPACT

*The best way for schools to be successful with students is for parents to be a part of the process of education. Schools and parents are partners in helping children, which requires communication and work on both parts.*

### THE SCHOOL AGREES TO:

Conduct a needs assessment annually. The school will use multiple sources for information to determine strengths and needs of the school. The school will disaggregate the data by gender, ethnicity, ELL status, migrant status, disabled vs. non-disabled, and economic disadvantaged.

Use the needs assessment to establish school goals and individual student achievement standards.

Provide scientifically based curriculum and instruction that meets the state core curriculum and accountability standards.

Provide extended learning time opportunities for students that are disadvantaged.

Ensure that educational services are provided by qualified teachers and para-professionals.

Provide a quality curriculum that enables all students to achieve challenging standards.

Ensure that high quality professional development activities are on-going and available to the staff to help in making positive instructional decisions.

Provide a safe climate for student learning.

Involve parents in the development of goals and expectations.

Share assessment data with parents and public.

Share with parents on a regular basis the progress of each student.

### THE PARENTS AGREE TO:

Ensure that their children attend school regularly.

Monitor homework assignments.

Participate in school decisions as they relate to their child's education.

Encourage their student to read and to monitor children's television time.

Ensure that their children get proper rest and care.

Attend parent-teacher conferences

Return school communications in a timely manner.

# RULES MATRIX – Fillmore Elementary

		SETTING							
		Classroom	Hallways	Playgrounds	Cafeteria	Library/ Computer Labs	Assembly	Bus	Bathroom
School Rules	Respect	<ul style="list-style-type: none"> <li>*Raising your hand</li> <li>*Follow the rules</li> <li>*Hands and feet to yourself</li> <li>*Be Kind</li> </ul>	<ul style="list-style-type: none"> <li>*Walk</li> <li>*Quiet</li> <li>*Listen to teacher</li> <li>*Hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>*Be kind</li> <li>*Don't throw things</li> <li>*Follow the rules</li> <li>*Listen to Duty</li> </ul>	<ul style="list-style-type: none"> <li>*Use inside voice</li> <li>*Hands and feet to yourself</li> <li>*Wait your turn</li> <li>*Listen to Duty</li> <li>*Include others</li> </ul>	<ul style="list-style-type: none"> <li>*Push in chairs, treat books and equipment carefully</li> </ul>	<ul style="list-style-type: none"> <li>*Clap when appropriate</li> <li>*Sit appropriately</li> <li>*Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>*Listen to bus driver</li> <li>*Be kind</li> <li>*Include others</li> <li>*Take care of seats/bus</li> <li>*Keep hands/feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>*Clean up your mess</li> <li>*Don't climb on walls</li> <li>*No peeking</li> </ul>
	Responsible	<ul style="list-style-type: none"> <li>*On task</li> <li>*Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>*Hang up coat and backpack</li> <li>*Quickly go where you need to</li> </ul>	<ul style="list-style-type: none"> <li>*Play safe</li> <li>*Include others</li> <li>*Share equipment</li> <li>*Take your things with you at the end of recess</li> </ul>	<ul style="list-style-type: none"> <li>*Practice good table manners</li> <li>*Replace trays &amp; utensils</li> <li>*Clean up eating area</li> </ul>	<ul style="list-style-type: none"> <li>*Follow teachers directions</li> <li>*Work quietly</li> <li>*Whisper.</li> <li>*Return books</li> </ul>	<ul style="list-style-type: none"> <li>*Listen/watch.</li> </ul>	<ul style="list-style-type: none"> <li>*Use a quiet voice</li> <li>*Stay in your seat.</li> <li>*Take belongings and trash with you</li> </ul>	<ul style="list-style-type: none"> <li>*Ask to go</li> <li>*Hurry back</li> <li>*Don't play around</li> <li>*Flush it</li> <li>*Wash hands</li> </ul>
	Ready	<ul style="list-style-type: none"> <li>*Homework done</li> <li>*Be prepared</li> </ul>	<ul style="list-style-type: none"> <li>*Get all of your materials</li> <li>*Be ready/prepare</li> </ul>	<ul style="list-style-type: none"> <li>*Come in when bell rings</li> <li>*Dress properly</li> </ul>	<ul style="list-style-type: none"> <li>*Be ready for recess</li> </ul>	<ul style="list-style-type: none"> <li>*Be on correct program</li> </ul>	<ul style="list-style-type: none"> <li>*Pay attention</li> <li>*Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>*Watch for your stop</li> <li>*Be on time</li> </ul>	<ul style="list-style-type: none"> <li>*Use during recess and break times</li> </ul>

# Fillmore Elementary Discipline / Referral Levels and Policies

Level 1 – Incidental Violations (Non-referred/Non-recorded)	Level 2 – Minor Violations (Non-referred/Recorded)	Level 3 – Major Violations (Referred/Recorded)
<ul style="list-style-type: none"> <li>▪ Running</li> <li>▪ Loud voices/yelling</li> <li>▪ Off-task behavior</li> <li>▪ Name calling</li> <li>▪ Noise making</li> <li>▪ Insubordination</li> <li>▪ Out of seat</li> <li>▪ Missing homework</li> <li>▪ Disruptive</li> <li>▪ Breaking cafeteria rules</li> <li>▪ Breaking playground rules</li> <li>▪ Inappropriate in the bathrooms</li> <li>▪ Gum or candy w/o teacher permission</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lying/cheating</li> <li>▪ Indirect, inappropriate language/gestures</li> <li>▪ Inappropriate dress</li> <li>▪ Spitting</li> <li>▪ Third Level 1 Offense</li> <li>▪ Insubordination</li> <li>▪ Other:</li> </ul>	<ul style="list-style-type: none"> <li>▪ Third level 2 Offense</li> <li>▪ Direct, inappropriate language/gestures</li> <li>▪ Fighting/physical aggression</li> <li>▪ Harassment/bullying</li> <li>▪ Overt defiance</li> <li>▪ Property destruction/misuse</li> <li>▪ Theft</li> <li>▪ Forgery</li> <li>▪ Internet misuse/cyber bullying</li> <li>▪ Skipping class</li> <li>▪ Spitting on someone else</li> <li>▪ Taking pictures/video without consent</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Drug use/possession</li> <li>▪ Weapon use/possession</li> <li>▪ Habitual Truancy</li> <li>▪ Arson</li> <li>▪ Bomb threat</li> <li>▪ Extreme property damage/vandalism</li> <li>▪ Combustibles</li> <li>▪ Assault/threats</li> <li>▪ Other:</li> </ul>

	Level 1- Incidental Violations	Level 2- Minor Violations	Level 3- Major Violations
<b>Addressing the Behavior</b>	<p><b>Teacher-handled</b> The teacher addresses the behavior using classroom management strategies.</p>	<p><b>Teacher-handled</b> The teacher addresses using logical consequences (apology, take a break, loss of privilege, focus room).</p>	<p><b>Office-handled</b> Send student to the office</p>
<b>Forms</b>	<p><b>No form-</b></p>	<p><b>Teacher takes notes</b> *Call parents or email home *Parent Contact Log</p>	<p><b>Office Referral Form-</b> *Send office referral form with as much information as possible to the office *The principal will document the incident on Power School *Principal will call the parent and follow up with teacher ASAP.</p>
<b>Possible Responses</b>	<p><b>Teacher handled</b> Re-teach Warning Allow a natural consequence</p>	<p><b>Teacher handled</b> Apology Time out Loss of privilege Complete a "refocus sheet" Recess Detention Intervention Skills Center Blue Form (3 blue forms in a quarter result in referral to the office)</p>	<p><b>Office handled</b> Parent Conference In school suspension Out of school suspension Change of schedule Contact police</p>

### Level 1

#### Handled in the Classroom

Student behaviors include disregard for Fillmore Elementary School's 3R's expectations. Examples include but are not limited to the following:  
Disrespectful behavior, cheating, minor theft, lying, spreading rumors, name calling, destruction of school property, inappropriate language and gestures.

#### Strike 1: Warning/Reminder

Approach the student during class to verbally remind the student that their behavior is not meeting your expectations of how to behave in the classroom. Tell the student they need to make the necessary adjustments in order to meet the expectations. You as the teacher have complete autonomy and creativity within this step.

#### Step 2: (strike 2) Teacher Conference

Teacher holds a brief conference with the student inside the classroom. (1-3 minutes) Pull the student away from the other students to talk. Let the student know that if their behavior does not change, they will be assigned "Think Time or complete a Time Out" assignment in the classroom or hallway.

#### Step 3: (Strike 3) Time Out Assignment

Student completes a Time Out assignment in the hall or in an appropriate location inside the classroom. Once the assignment is completed, the student is welcomed back to class. If the assignment is not completed within a reasonable amount of time, issue a "Blue Slip". All completed Time Out assignments are filed in the students file.

### Level 2

Parent Notification/Handled in classroom:  
Repeated/chronic level 1 behaviors, plus the following... Vandalism, swearing, offensive gestures, aggressive behavior, inappropriate touching, theft, class disruption, throwing objects

#### Blue Slips:

Upon Teacher request, the student fills out a "Blue Slip" and teacher determines appropriate consequence/loss of privilege. Teacher documents the incident in student's file. Blue slips are to be returned the next school day. Teacher contacts the parent/guardian if not returned the next school day.

When and if a student's behavior becomes a chronic problem (3 Time Out assignments within a week, or 3 Blue Slips within the same quarter), please refer student to Principal in a timely manner.

## Fillmore Elementary School (Blue Slip)

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Location: \_\_\_\_\_

<b>Behavior Infraction</b>	
Disregard for the 3 R's (Respect, Responsible and Ready)	
-Vandalism	-Defiance
-Swearing or gestures	-Aggressive behavior
- Bully tactics	-Lying
-Theft	-Cheating
- Gossip	-Inappropriate language

What did I do?

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What are some things I could have done differently?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What will I do next time?

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Student Signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

\*Parents, please ensure that your child will return this paper to his/her teacher on the following school day.

