

Not Yesterday's Kindergarten

Top Things Every Child Should Know Before Entering Kindergarten Today

1. State first and last name.
2. Write first name with first letter upper case and remaining letters lower case.
3. Use appropriate three-finger grasp when using writing instruments (pencils, crayons, etc).
4. Cut with scissors.
5. Count to at least twenty.
6. Identify basic geometric shapes (triangle, circle, square, rectangle, star, and heart).
7. Know basic colors (red, blue, green, yellow, orange, purple, black, white, brown, pink).
8. Identify numerals 1-10 in random order.
9. Make most letter/sound matches.
10. Identify most upper and lower case letters in random order.
11. Use finger to accurately touch count items to ten.
12. Know concepts of print (front and back of book, which page comes first, which word is first).
13. Rhyme words.
14. Retell simple stories in sequence.

Socially your child should be able to:

1. Adjust own clothing before and after using restroom.
2. Use restroom independently including washing hands without reminder.
3. Take off and put on outer clothing (tie shoes, zip, button)
4. Sit for a story for 5-10 minutes
5. Clean up after themselves
6. Shares materials and toys with other children.
7. Attend kindergarten with a positive attitude
8. Be confident and ready to separate from parent.
9. Be able to listen and follow 2-3 step directions.
10. Be able to solve problems without aggression.

Help Prepare Your Child by:

1. Going to interesting places such as the beach, park, zoo, airport, farm or lake.
2. Encourage your children to observe and talk about their experiences, as conversations with adults who care enrich a child's vocabulary and understanding of world.
3. Make eye contact with your child while listening to them speak, showing them that you value what they say.
4. Expose your child to many kinds of literature by reading to them daily.
5. Praise and encourage your child's efforts and curiosity, knowing that from mistakes come learning and confidence. Criticism can discourage children from trying new things and lower self confidence.

Top 10 Home Influences that Promote Early Reading

- 1. Availability of numerous and diverse reading material**
- 2. Special place where reading occurs daily**
- 3. Lots of writing media available**
- 4. Parents read aloud to children regularly**
- 5. Siblings play school often**
- 6. Electronic viewing reduced to 10 hrs/week**
- 7. Parents read books themselves**
- 8. Parents take children to public events**
- 9. Parents are willing to answer child's questions**
- 10. Words and letters are displayed around the house (magnet letters on fridge, etc.)**



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Martell Menlove, Ph.D.
State Superintendent
of Public Instruction

MATH Kindergarten

In the Utah Core State Standards for kindergarten there are two critical areas.

The critical areas define what students should know and understand (conceptual understanding), and be able to do (procedural understanding and fluency).

CRITICAL AREA ONE: By the end of kindergarten, students should:

1

1. Use numbers, including numerals (the symbols for numbers) to:
 - a. Represent quantities (how many items there are).
 - b. Solve problems involving quantities such as counting objects in a set, counting out a certain number of objects, comparing one set with another or one numeral with another.
 - c. Solve problems by modeling such as joining sets of objects together (addition) and separating them (subtraction).
 - d. Solve problems by using simple equations, such as $5 + 2 = 7$ and $7 - 2 = 5$.
2. Choose and apply effective strategies for answering questions involving quantities, including:
 - a. Quickly recognizing how many objects are in a set (cardinality).
 - b. Counting and making sets of given sizes.
 - c. Counting the number of objects in combined sets.
 - d. Counting the number of objects that remain in a set after some are taken away.
3. Fluently add and subtract within 5.



Examples:

1. Students are given several sets of random quantities from 0–20. Students are asked to identify the quantity of each set and match a numeral card to show the value of each set.
2. Hyrum has 7 gumballs. Lucy has 6. Mario has 7. Which students have the same number of gumballs?
3. Olivia has 3 lollipops and her friend Sophie has 2 lollipops. How many lollipops do they have all together? Students draw a picture or place objects in sets and then combine them to solve the problem. The teacher then models the equation $3 + 2 = 5$ and relates it to the sets the students combined.
4. Carlos had 10 pieces of gum. He gave 4 of them to his friends. How many does he have left? Students draw pictures or place objects in a set to solve the problem by separating. The teacher then models the equation $10 - 4 = 6$ and relates it to the set the students separated.



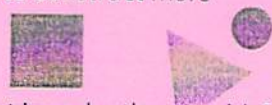
CRITICAL AREA TWO: By the end of kindergarten, students should:

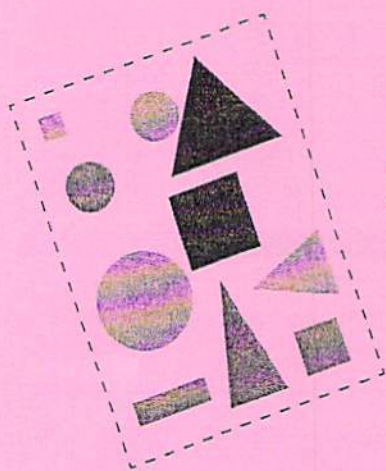
2

1. Describe their world using shapes, orientation (how is the shape turned or positioned), and spatial relations (e.g., above/below, right/left).
2. Identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons in a variety of ways, e.g., with different sizes and orientations.
3. Identify, name, and describe basic three-dimensional shapes, such as cubes, cones, cylinders, and spheres in a variety of ways, e.g., with different sizes and orientations.
4. Use basic shapes and spatial relations to model objects in their environment and to construct more complex objects.

Examples:

1. What shape is the whiteboard? If I turn this square like this, is it still a square? What is under the art table? What is above your heads? What shape is it? Find an object in the room that is shaped like a (circle, rectangle, etc.). What is next to it?





2. Given a piece of paper with different shapes drawn on it, students can circle or color all examples of the same shape, regardless of size or orientation. When given a list of attributes describing a shape, students can point to the correct shape.

TIPS FOR FAMILIES – HOMEWORK HELP

- ▶ **Help your child see that the mathematics he is learning is very much a part of everyday life.** From statistics in sports to the sale price of clothing to the amount of gas needed to travel from one city to another, mathematics is important to us every day. Help your child to link his "school" math to practical events.
- ▶ **Show your child that you like mathematics.** Letting your child see that you use math—and that you aren't afraid of it—will go much further to building positive attitudes than just telling her that she should learn it.
- ▶ **Set high standards for your child in mathematics achievement.** Challenge your child to succeed in math and encourage his interest by finding mathematics in books, on television, in movies, at the playground, or anywhere else you see the opportunity.

(Adapted from Helping Your Child Learn Math, <http://www2.ed.gov/parents/academic/help/math/index.html>)

Other tips for parents can be found at <http://www.nctm.org/resources/content.aspx?id=7928>.

LANGUAGE ARTS

Apply the processes of speaking and listening.

- Understand:* Contribute to/confirm understanding of texts and topics through participation in conversations.
- Present:* Describe familiar topics by speaking audibly and clearly, using visual displays to add detail.

Actively engage in group reading activities with purpose and understanding.

- Access:* Apply print concepts, phonological awareness, phonics/word recognition, fluency, and vocabulary to read emergent level text with purpose and understanding.
- Understand:* With prompting and support, show understanding through questioning and retelling.
- Analyze:* With prompting and support identify how author's reasons support points.
- Transfer:* With prompting and support, compare/contrast texts and characters.

Apply the processes of writing: write numerous pieces over short and extended time frames.

- Knowledge:* With guidance, answer a question with information from experiences/shared research.
- Communication:* With adult guidance, write simple sentences and add details in response to peers.
- Product:* Draw, dictate, or write about a topic to represent detailed knowledge and thinking.
- Language:* Use basic skills to write words; produce and expand sentences in shared language experiences.

MATH

Build student mathematical thinking and problem solving aptitudes by developing a foundational understanding of:

- Counting and Cardinality:* Use whole numbers to count, sequence, compare, name, and represent objects
- Operations and Algebra:* Understand addition and subtraction
- Numbers and Operations:* Understand foundations for place value
- Measurement:* Describe, compare, and classify objects using observable and measurable attributes
- Geometry:* Identify, describe, analyze, compare, create, and compose 2- and 3-D shapes

SCIENCE

Understand the world and how it affects us.

- Observe and describe the sun and weather.
- Investigate living things.
- Investigate non-living things.

SOCIAL STUDIES

Develop a sense of self in relation to family, school, and community.

- Understand roles and the responsibilities of being good citizens.
- Examine the contributions of individuals and how humans meet their needs.
- Identify differences and similarities in individuals and families.
- Use basic geography and social studies terms and tools.

FINE ARTS

Explore and appreciate the elements of visual art, music, drama, and dance.

HEALTHY LIFESTYLES

Participate in activities that promote fitness and encourage good health.

TECHNOLOGY

Explore computers and practice correct keyboarding technique.

Put Reading First

Helping Your Child Learn to Read

The Partnership for Reading

This brochure was published by The Partnership for Reading, a collaborative effort of the National Institute for Literacy (NIFL), the National Institute of Child Health and Human Development (NICHD), and the U.S. Department of Education to make evidence-based reading research available to educators, parents, policy-makers, and others with an interest in helping all people learn to read well.

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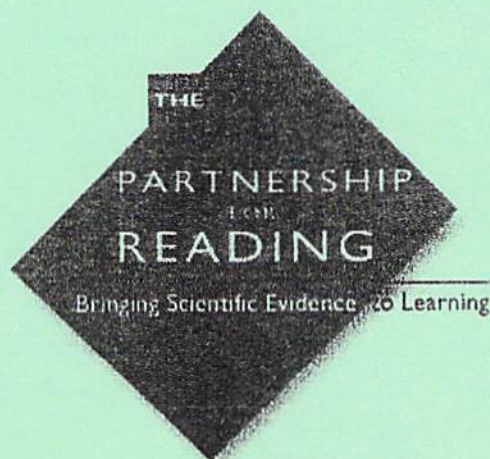
The National Institute for Literacy

The National Institute for Literacy, an independent federal organization, supports the development of high-quality state, regional, and national literacy services so that all Americans can develop the literacy skills they need to succeed at work, at home, and in the community. The National Institute for Literacy administers The Partnership for Reading and other programs that promote child and adult literacy. For more information about NIFL and reading, visit **www.nifl.gov**.

To obtain the full copy of *Teaching Children to Read*, the 2000 report of the National Reading Panel, which serves as the basis for the information in this brochure, visit **www.nationalreadingpanel.org**.

For additional copies of this brochure, contact the National Institute for Literacy at ED Pubs, PO Box 1398, Jessup, MD 20794-1398, 1-800-228-8813, Fax 301-430-1244.

Email **EdPubOrders@aspensys.com**. Or download the document at **www.nifl.gov**.



National Institute for Literacy

National Institute of Child Health
and Human Development

U.S. Department of Education

If your child is reading

At school you should see teachers...

Continuing to teach letter-sound relationships for children who need more practice. On average, children need about two years of instruction in letter-sound relationships to become good spellers as well as readers.

Teaching the meaning of words, especially words that are important to understanding a book.

Teaching ways to learn the meaning of new words. Teachers cannot possibly teach students the meaning of every new word they see or read. Children should be taught how to use dictionaries to learn word meanings, how to use known words and word parts to figure out other words, and how to get clues about a word from the rest of the sentence.

At home you can help your child by...

Rereading familiar books. Children need practice in reading comfortably and with expression using books they know.

Building reading accuracy. As your child is reading aloud, point out words he missed and help him read words correctly. If you stop to focus on a word, have your child reread the whole sentence to be sure he understands the meaning.

Building reading comprehension. Talk with your child about what she is reading. Ask about new words. Talk about what happened in a story. Ask about the characters, places, and events that took place. Ask what new information she has learned from the book. Encourage her to read on her own.

Making reading a part of every day

Share conversations with your child over meal times and other times you are together.

Children learn words more easily when they hear them spoken often. Introduce new and interesting words at every opportunity.

Read together every day. Spend time talking about stories, pictures, and words.

Be your child's best advocate. Keep informed about your child's progress in reading and ask the teacher about ways you can help.

Be a reader and a writer. Children learn habits from the people around them.

Visit the library often. Story times, computers, homework help, and other exciting activities await the entire family.

If your child is just beginning to learn to read

At school you should see teachers...

Teaching the sounds of language. The teacher provides opportunities for children to practice with the sounds that make up words. Children learn to put sounds together to make words and to break words into their separate sounds.

Teaching the letters of the alphabet. Teachers help children learn to recognize letter names and shapes.

Helping children learn and use new words.

Reading to children every day. Teachers read with expression and talk with children about what they are saying.

At home you can help by...

Practicing the sounds of language. Read books with rhymes. Teach your child rhymes, short poems, and songs. Play simple word games: *How many words can you make up that sound like the word "bat"?*

Helping your child take spoken words apart and put them together. Help your child separate the sounds in words, listen for beginning and ending sounds, and put separate sounds together.

Practicing the alphabet by pointing out letters wherever you see them and by reading alphabet books.

If your child is just beginning to read

At school you should see teachers...

Systematically teaching phonics—how sounds and letters are related.

Giving children the opportunity to practice the letter-sound relationships they are learning. Children have the chance to practice sounds and letters by reading easy books that use words with the letter-sound relationships they are learning.

Helping children write the letter-sound relationships they know by using them in words, sentences, messages, and their own stories.

Showing children ways to think about and understand what they are reading. The teacher asks children questions to show them how to think about the meaning of what they read.

At home you can help by.....

Pointing out the letter-sound relationships your child is learning on labels, boxes, newspapers, magazines and signs.

Listening to your child read words and books from school. Be patient and listen as your child practices. Let your child know you are proud of his reading.

Put Reading First

Helping Your Child Learn to Read

A Parent Guide

Preschool Through Grade 3

Success in school starts with reading

When children become good readers in the early grades, they are more likely to become better learners throughout their school years and beyond.

Learning to read is hard work for children. Fortunately, research is now available that suggests how to give each child a good start in reading.

Becoming a reader involves the development of important skills, including learning to:

use language in conversation

listen and respond to stories read aloud

recognize and name the letters of the alphabet

listen to the sounds of spoken language

connect sounds to letters to figure out the "code" of reading

read often so that recognizing words becomes easy and automatic

learn and use new words

understand what is read

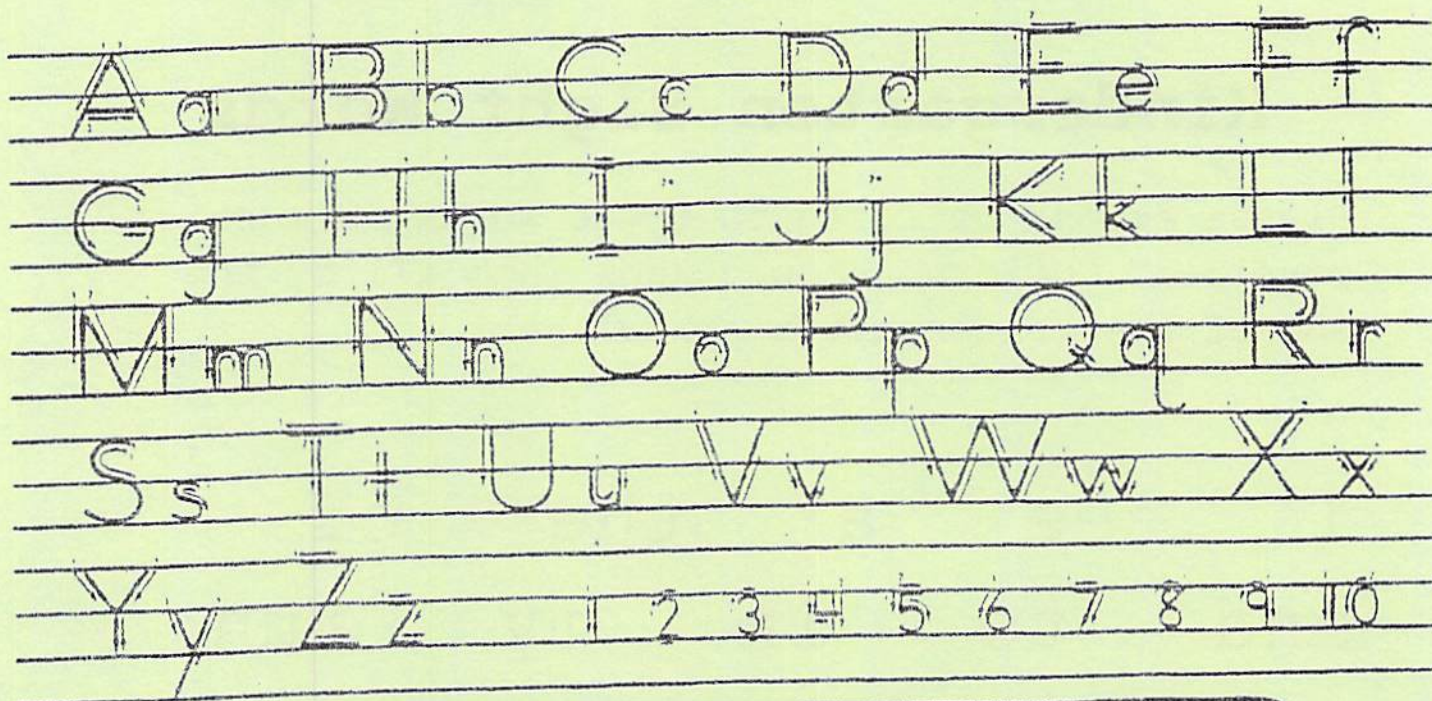
Preschool and kindergarten teachers set the stage for your child to learn to read with some critical early skills. First, second, and third grade teachers then take up the task of building the skills that children will use every day for the rest of their lives. As a parent, you can help by understanding what teachers are teaching and by asking questions about your child's progress and the classroom reading program.

You can also help your children become readers. Learning to read takes practice, more practice than children get during the school day. This brochure describes what a quality reading program should look like at school and how you can support that program through activities with your children.

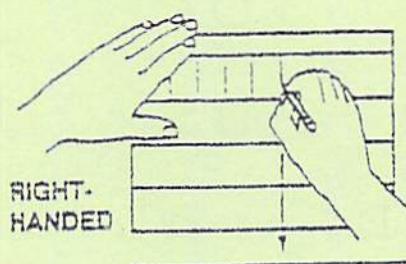
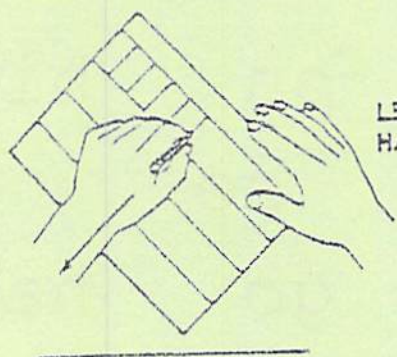
Kindergarten Sight Words

Please expose children to these words as much as possible. Children should know them all by the end of the kindergarten school year.

I see a the of
and to in my run
we said she this
is that it was
he for you on his
are as they be
with at or go had
her from here have
like play

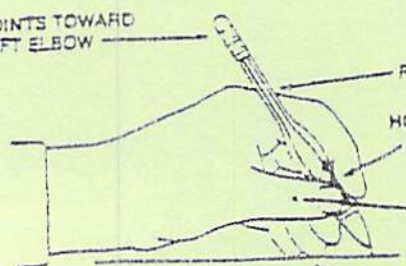


PAPER POSITION (Manuscript)

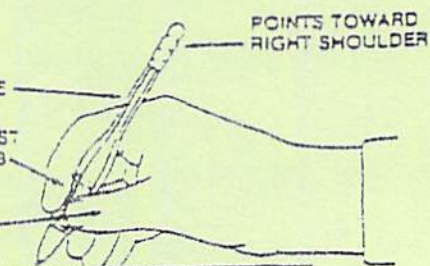


PENCIL POSITION

LEFT-HANDED
POINTS TOWARD
LEFT ELBOW



RIGHT-HANDED



100 Picture Books Everyone Should Know

Selected by the New York Public Library, The Office of Children's Services

ABUELA, Arthur Dorros
ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY, Judith Viorst
ANANSI AND THE MOSS-COVERED ROCK, Eric A. Kimmell
ANDY AND THE LION, James Daugherty
BARK, GEORGE, Jules Feiffer
THE BOSSY GALLITO: A TRADITIONAL CUBAN FOLK TALE, retold by Lucia M. Gonzalez; illustrated by Lulu Delarce
BREAD AND JAM FOR FRANCES, Russell Hoban, illustrated by Lillian Hoban
BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE?, Bill Martin, Jr.; illustrated by Eric Carle
BRUNA MUNARI'S ABC, Bruno Munari
BUZ, Richard Egielski
CAPS FOR SALE: A TALE OF A PEDDLER, SOME MONKEYS AND THEIR MONKEY BUSINESS, Esphyr Slobodkina
THE CARROT SEED, Ruth Krauss, illustrated by Crockett Johnson
A CHAIR FOR MY MOTHER, Vera B. Williams
CHICKA CHICKA BOOM BOOM, Lois Ehlert
CLICK, CLACK, MOO: COWS THAT TYPE, Doreen Cronin
COME ALONG, DAISY!, Jane Simmons
CORDUROY, Don Freeman
CURIOUS GEORGE, H.A. Rey
DINOSAUR ROAR!, Paul and Henrietta Stickland
DON'T LET THE PIGEON DRIVE THE BUS!, Mo Willems
DUCK ON A BIKE, David Shannon
FIRE TRUCK, Peter Sis
FREIGHT TRAIN, Donald Crews
FROGGY GETS DRESSED, Jonathan London
THE GARDENER, Sarah Stewart
GEORGE AND MARTHA, James Marshall
GO AWAY, BIG GREEN MONSTER!, Ed Emberley
GOIN' SOMEPLACE SPECIAL, Patricia McKissack
GOOD NIGHT, GORILLA, Peggy Rathmann
GOODNIGHT MOON, Margaret W. Brown; illustrated by Clement Hurd
GOSSIE, Dunrea Olivier
GRANDFATHER'S JOURNEY, Allen Say
HAROLD AND THE PURPLE CRAYON, Crockett Johnson
HARRY THE DIRTY DOG, Gene Zion; illustrated by Margaret Graham
HENRY HIKES TO FITCHBURG, D.B. Johnson
HORTON HATCHES THE EGG, Dr. Seuss
HOW DO DINOSAURS SAY GOODNIGHT?, Jane Yolen
I KISSED THE BABY!, Mary Murphy

IF YOU GIVE A MOUSE A COOKIE, Laura J. Numeroff
IT COULD ALWAYS BE WORSE: A YIDDISH FOLKTALE, retold and illustrated by Margot Zemach
JOHN HENRY, Julius Lester; illustrated by Jerry Pinkney
JULIUS, Angela Johnson; illustrated by Dav Pilkey
KITTEN'S FIRST FULL MOON, Kevin Henkes
LILLY'S PURPLE PLASTIC PURSE, Kevin Henkes
THE LINE-UP BOOK, Russo Marisabina
THE LITTLE RED HEN: AN OLD STORY, Margot Zemach
LON PO PO: A RED RIDING HOOD STORY FROM CHINA, Ed Young
LYLE, LYLE, CROCODILE, Bernard Wager
MABELA THE CLEVER, Margaret Read MacDonald
MACHINES AT WORK, Byron Barton
MADELINE, Ludwig Bemelmans
MAISY GOES SWIMMING, Lucy Cousins
MAKE WAY FOR DUCKLINGS, Robert McCloskey
MAMA CAT HAS THREE KITTENS, Denise Fleming
THE MAN WHO WALKED BETWEEN THE TOWERS, Mordicai Gerstein
MARTHA SPEAKS, Susan Meddaugh
MIKE MULLIGAN AND HIS STEAM SHOVEL, Virginia L. Burton
MILLIONS OF CATS, Wanda Gag
MISS NELSON IS MISSING!, Harry Allard and James Marshall
MR. GUMPY'S OUTING, John Birmingham
MUFARO'S BEAUTIFUL DAUGHTERS: AN AFRICAN TALE, retold and illustrated by John Steptoe
MUNCHA! MUNCHA! MUNCHA!, Candace Fleming
MY FRIEND RABBIT, Eric Rohmann
THE NAPPING HOUSE, Audrey Wood
NO, DAVID!, David Shannon
OFF TO SCHOOL, BABY DUCK!, Amy Hest
OLD BLACK FLY, Jim Aylesworth
OLIVIA, Ian Falconer
OWEN, Kevin Henkes
PAPA, PLEASE GET THE MOON FOR ME, Eric Carle
PIERRE: A CAUTIONARY TALE, Maurice Sendak
THE POLAR EXPRESS, Chris Van Allsburg
PUSS IN BOOTS, Charles Perrault
THE RANDOM HOUSE BOOK OF MOTHER GOOSE: A TREASURY OF 386 TIMELESS NURSERY
RHYMES, Arnold Lobel
ROUND TRIP, Ann Jonas
RUMPELSTILTSKIN, Paul O. Zelinsky
THE SNOWY DAY, Ezra Jack Keats
SPOTS, FEATHERS AND CURLY TAILS, Nancy Tafuri

THE STORY OF FERDINAND, Munro Leaf
THE STRAY DOG, Marc Simont
STREGA NONA, Tomie De Paola
SWIMMY, Leo Lionni
SYLVESTER AND THE MAGIC PEBBLE, William Steig
THE TALE OF PETER RABBIT, Beatrix Potter
TAR BEACH, Faith Ringgold TEN, NINE, EIGHT, Molly Bang
THERE WAS AN OLD LADY WHO SWALLOWED A FLY, Simms, Taback
THE THREE BEARS, Paul Daldone
TRASHY TOWN, Andrea Griffing Zimmerman
THE TRUE STORY OF THE THREE LITTLE PIGS BY A. WOLF, John Scieszka
TUESDAY, David Wiesner
UPTOWN, Bryan Collier
THE VERY HUNGRY CATERPILLAR, Eric Carle
THE WHEELS ON THE BUS, adapted and illustrated by Paul O. Zelinsky
WHERE THE WILD THINGS ARE, Maurice Sendak
WHERE'S SPOT?, Eric Hill
WHISTLE FOR WILLIE, Ezra Jack Keats
THE WOLF'S CHICKEN STEW, Keiko Kasza
YOKO, Rosemary Wells
ZOMO THE RABBIT: A TRICKSTER TALE FROM WEST AFRICA, retold and illustrated by Gerald
McDermott

Kindergarten (Words 1-25)

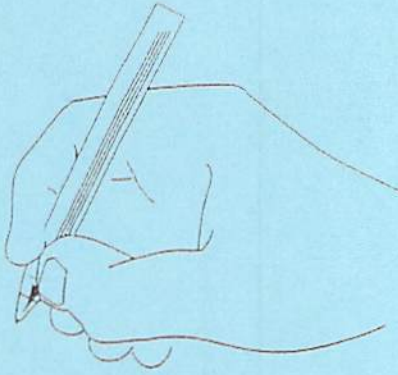
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Name _____

#1 Homework: How to hold a pencil!

I have a lot of students who do not know how to hold a pencil. We need to change this ASAP!



This is what you should look like while holding a pencil.

Here is a poem we learned in class:

Pick up the pencil (pinch the pencil right above the sharpened part with your thumb and pointer finger)

Lay it to bed (rotate pencil so it is resting on the skin between the thumb and pointer finger)

Put three pillows under its head (Put your middle finger, ring finger and pinky under the pencil)

Another trick:

Have your child hold a penny or a cotton ball with their middle, ring, and pinky fingers while they are pinching the pencil with their thumb and pointer finger.

Homework on back!

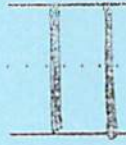
Name _____

#1 Homework: How to hold a pencil!

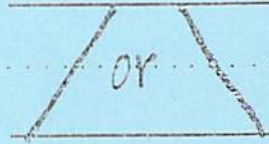
***Please practice this every day until they are holding their pencil the right way.

Homework: Have your child pick up the pencil the right way 5 times mark each time they do it right.

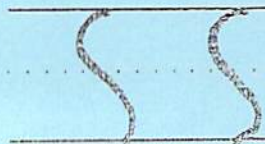
Have your child pick up the pencil and hold it the right way to draw 10 straight lines from top to bottom.



Have your child pick up the pencil and hold it the right way to draw 10 diagonal lines.



Have your child pick up the pencil and hold it the right way to draw 10 curvy lines.



Muir Elementary Behavior Plan



Most of this Behavior Plan is modeled on the Utah Behavior Initiative (UBI) teaching children what you want and using lots of positives to help it happen. It also is designed to keep power with the classroom teacher.

It is a leveled system that uses different interventions to encourage students to learn how to make good choices and return quickly back to a regular routine.

We will use SNAP centers as one of our consequence options. SNAP centers, as utilized by teachers and the administration, keep students in a learning environment since student learning is the priority, are designed for students to work on independent work (or at least they'll hear/see some instruction from the classroom they're in), and show students that teachers have the power and they can manage students and there's always another teacher waiting to back them up. It would be an expectation that every teacher at Muir has an empty desk set aside along the edge or corner of the room, hopefully near the door, where a teacher or administrator could quietly walk a student in and seat them for a bit. Sometimes it may only be to finish a page of work or take a 5 minute break. Other times it may be for an hour or so. It's meant as a "time out" – for both the student and the teacher.

These are the forms that are used in the Muir Behavior Plan

- Behavior Grid – these are the expectations that we will train children on in the classroom and will have posted in each classroom. We would then need to review them again in January – probably having teachers take their students to each location and reminding them of the expectation. These grids will hang around the school to remind everyone of the expectations.
- Successful Recess form – these will be used by both teachers and administrators. We encourage you to write notes at the bottom about what skill the SR teacher should work on with the student. Students in S.R. (Successful Recess) will be retaught the skill they have trouble with, and do worksheets (in a packet) that are character based (honesty, responsibility, making good choices, etc...) to encourage positive behavior.
 - Intervention (Behavior/Academic) Tracking form – these are for use as you start to worry about frequent repeated behaviors from a particular student. They are necessary for any sort of assistance/referral to Special Ed. These can/should be used for LCMT as the interventions you have done.
 - Office Discipline Referral form – this is an adaptation of the one we've been using in the office. You'll notice that its use has changed more for significant (Level 2) behaviors and will be filled out by the child in the SNAP Center rather than coming to the office to fill it out. Witnesses will not fill this out. It will also now be sent home to parents for a signature for the Level 2/3 offenses.

Muir Behavioral Expectations: Our Three Big Rules!

Be Safe

Be Respectful

Be Responsible



Be Safe Be Respectful Be Responsible

Teacher & Staff Responsibilities:

- ✓ Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.
- ✓ Teachers and staff will acknowledge student behaviors and expectations.
- ✓ Teachers and staff will follow procedures for infractions.

Acknowledgment System

The acknowledgement system is a feature of the Lions behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate Muir behavioral expectations. This program works in conjunction with school-wide and classroom goals.

Specific verbal feedback

- ✓ When you observe students being, safe, organized, accountable, and/or respectful, acknowledge them by giving specific positive verbal feedback such as:
 - "That was so helpful the way you held the door open for your classmates."
 - "Thank you for walking with your hands and feet to yourself."

Lion Links

- ✓ Acknowledge students who are exhibiting outstanding behaviors by giving them specific positive feedback along with a link.
- ✓ Each grade level team may establish guidelines for the number of links needed to earn specific whole-class incentives. Incentives could include extra recess, free time, computer time, art time, mystery motivator, iPad time, privilege pass, etc.

200 Club Board

- ✓ Each time a student has accumulated 20 links, the student receives a 200 Club ticket from the teacher or the office. Students will bring their 200 Club ticket to the office during morning and afternoon recess and will choose a number and have their name placed on the 200 Club Board, OR they can save their ticket until Friday and receive a prize from the Student Council (where they are selling beef jerky). On the 200 Club Board, when one vertical or horizontal row of ten is filled, those students will participate in *Lunch with the Principal*.

Handling Infractions of Behavioral Expectations

Muir Elementary will maintain a level system for handling infractions of behavioral expectations. Outlined below is the level system along with the instructions for handling such behaviors:

Level 1 behaviors include:

- Inappropriate language (cursing)
- Physical aggression (pushing, shoving)
- Defiance, disrespect, insubordination, non-compliance
- Lying, cheating
- Harassment, teasing, taunting (physical and/or verbal)
- Refusal to do schoolwork
- Vandalism (reversible destruction of school property)

- Late return from recess
- Disruption, excessive talking
- Dress code violation

Step 1: Level 1 behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. Restate expectation to student.

Step 2: If behaviors persist, the classroom teacher will have student go to SNAP Center, preferably on the same grade level, with some independent classwork to do. Later the same day, teacher will meet with the student for the purpose of restating the expectation and determining any obstacles to compliance. The classroom teacher will also notify the parent that same day by phone or email of the incident and meeting. One of the following staff members may be a resource for this process: Counselor, School Psychologist, and Administration. If you would like to utilize the resources of one of these staff members, please email, call or text the individual.

Step 3: If similar behavior is repeated more than 3 times, referrals to Successful Recess will be made by the classroom teacher. Please use the Successful Recess referral form and place it in the Successful Recess box.

Step 4: If Level 1 behaviors have not improved after all the above interventions have been implemented, please complete the Intervention Tracking Form – Behavior (blue) and put in an administrator’s mailbox. One or more Instructional Team members will attend your next PLC to brainstorm ideas and next steps.

Level 2 behaviors include:

- Abusive language (threat of physical harm, offensive racial/sexual comments)*
- Fighting (defined as two or more students engaged in deliberate aggression toward one another)*
- Forgery, theft*
- Property damage*
- Vandalism (irreversible destruction of school property)*
- Violation of district technology guidelines*

*Level 2 behaviors may be referred to the office at teacher discretion. They may also be dealt with following the Level 1 guidelines instead, if appropriate.

Student should be sent to the SNAP Center classroom to complete an Office Discipline Referral form and/or classwork. When complete, the student returns to class and the teacher sends the Office Discipline Referral Form to the office with a different student. The appropriate personnel will call for the student when instruction is least interrupted and an administrator is available. After meeting with the student, an administrator will give a copy of the Discipline Referral form to the student for parent signature. Student should return the signed copy to the office.

Level 3 behaviors include:

- Arson
- Bomb threat, false alarm
- Use, possession of alcohol
- Use, possession of prescription or non-prescription drugs
- Use, possession of tobacco
- Use, possession of weapons

Level 3 behaviors should be referred to the office immediately. Teacher will complete an Office Discipline Referral form to accompany the student. Consequences for students who engage in level 3 behaviors may include removal from the classroom for a period of time. An administrator will notify parents.

