

The background features a vibrant blue color palette with various geometric shapes and patterns. In the top right corner, there is a large, bright yellow sun. Below the sun, a white pencil with a blue eraser and a blue band is positioned horizontally. A blue ruler is placed below the pencil, showing measurement markings. The overall design is clean and modern, suitable for an educational or social theme.

Let's Be Social!

Fredericktown Elementary School



#Outcomes

- Learn ways to recognize positive behavior
- Learn strategies for improving character education
- Learn how Fredericktown Elementary School is increasing parent communication and involvement to write students, parents and the community into its story



#Demographics

- Students - 440
- Administrator - 1
- Teaching Staff - 37
- Support Staff - 19



#Demographics

○ 95.5% White

○ 0.4% Black

○ 1.8% Hispanic

○ 2.3% Multi-racial



#Demographics

○ ADA - 95.74%

○ F/R Lunch - 68.2%

Fredericktown Elementary School

Report Card 2016-2017

	2013	2014	2015	2016	2017
Office Referrals	390	201	221	184	113
Attendance (% @ or above 90%)	88.0%	91.3%	92.2%	93.5%	92.0%

Acuity

The Acuity test is used to measure students' academic growth throughout the year. Students are given a pretest in September and a posttest in April. The results are compared to measure individual, class, and schoolwide growth in domains of the Missouri Learning Standards. Percentages indicate the schoolwide performance and improvement in each area.

First Grade ELA

Writing	77%	+40%
Narrative Text	71%	+45%
Opinion Text	72%	+44%
Reading	76%	+37%

Second Grade ELA

Writing	73%	+28%
Informational Text	64%	+26%
Opinion Text	70%	+32%
Reading	64%	+20%

First Grade Math

Geometry	91%	+19%
Measurement & Data	79%	+41%
Numbers & Operations	73%	+41%
Operations & Algebraic Thinking	72%	+41%

Second Grade Math

Geometry	81%	+45%
Measurement & Data	72%	+31%
Numbers & Operations	70%	+50%
Operations & Algebraic Thinking	91%	+55%

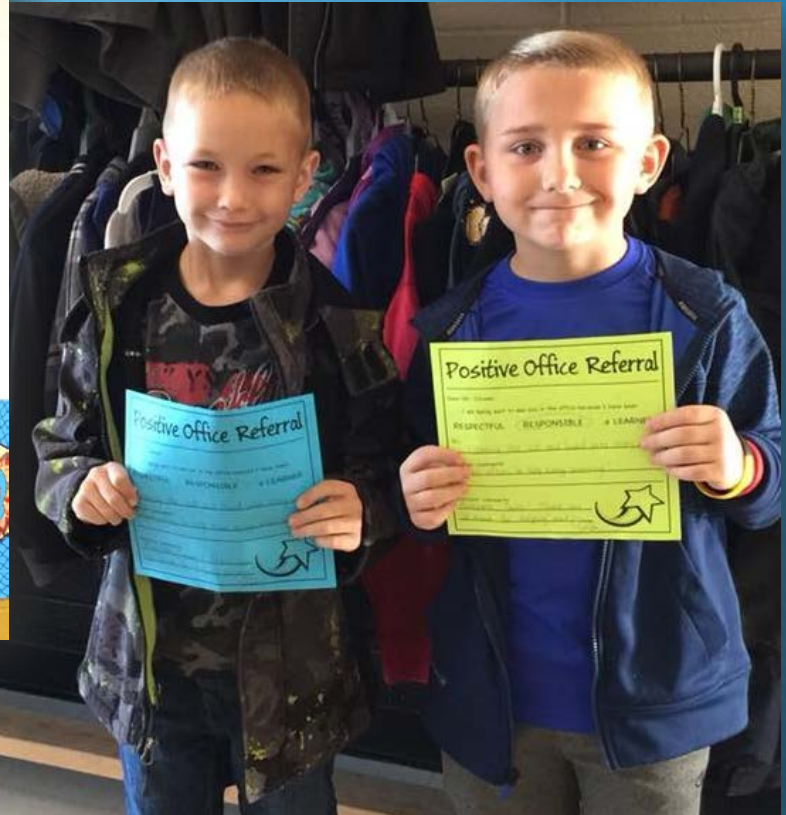


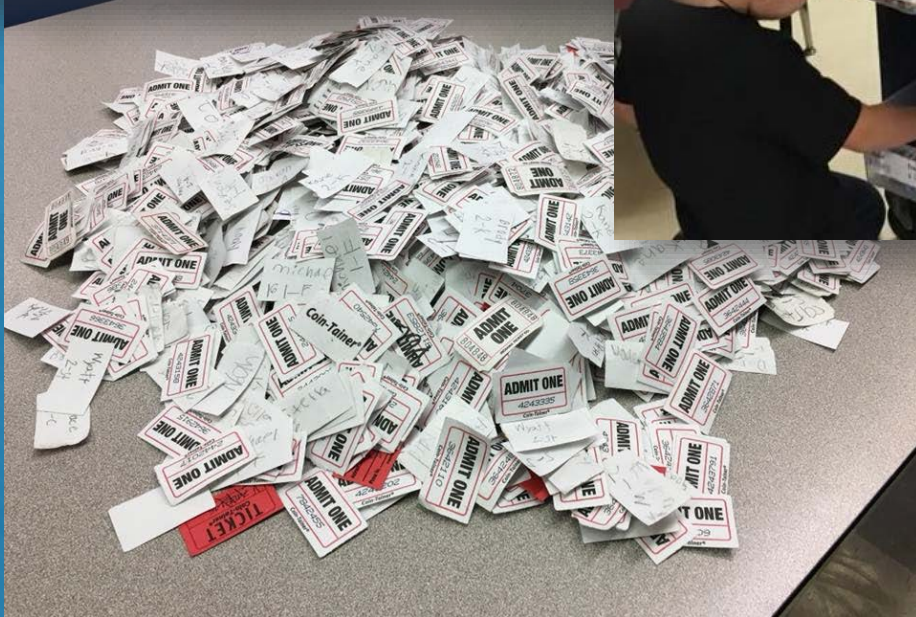
Recognizing Positive Behavior

#ODRChallenges



#PositiveOfficeReferrals





#CatCart



#Incentives



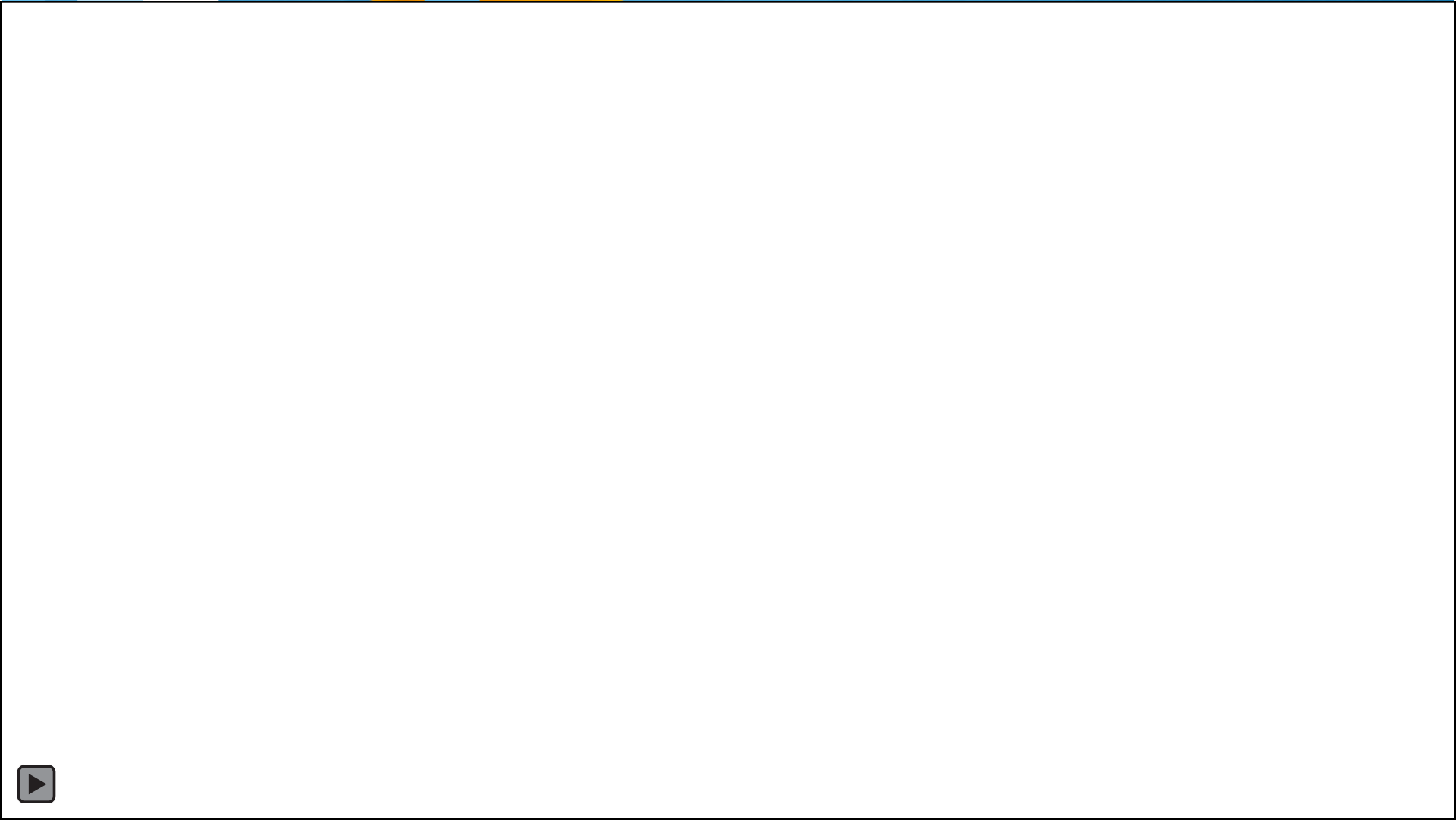
#Incentives



Increasing Positive Behavior



#Lunch
w/Teachers





**Decreasing Inappropriate
Behavior**



#ExpectationsPosters

»»» **BE** «««
RESPECTFUL

Follow
voice level
expectations

Eat your
food only

Use your
manners



»»» **BE** «««
RESPONSIBLE

Remember to
get your straw
and napkin

Wait quietly and
take turns at the
trash cans

Leave nothing
on the floor or
table



»»» **BE** «««
READY
to
LEARN

Raise your
hand for help

Report spills
or accidents

Follow adult
directions



#ExpectationsPosters



#RecessExpectations

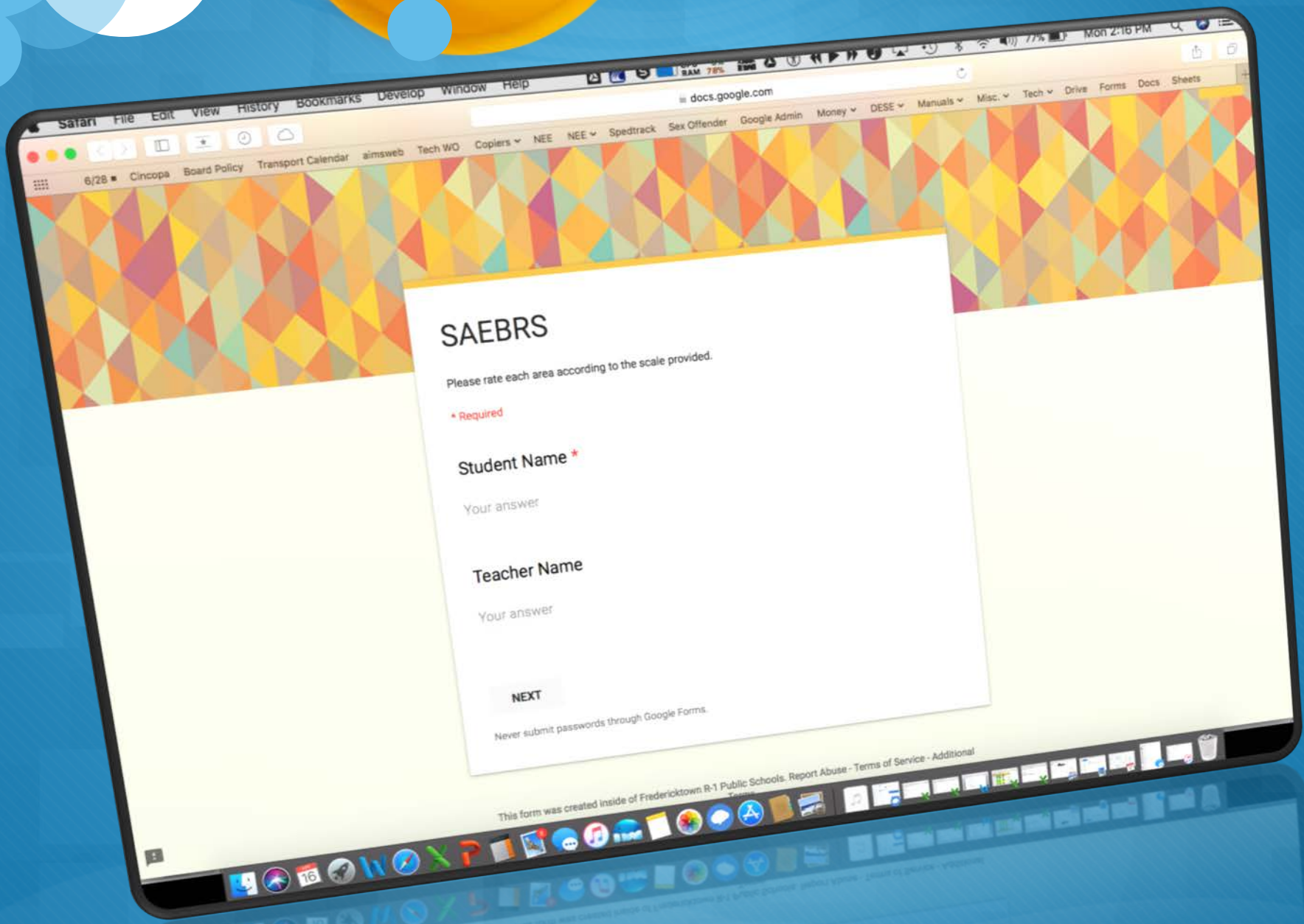


#RecessExpectations



Decreasing Inappropriate Behavior

- Student Support Meetings
- Tier 1 & Tier 2 Consultations



SAEBRS

Please rate each area according to the scale provided.

* Required

Student Name *

Your answer

Teacher Name

Your answer

NEXT

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Continuum of Support

Discouraging Inappropriate Behaviors

Level	Definition	Adult Response
Level 1 Non-Problem	Common behaviors that are <i>brief</i> in duration and do not interfere with instruction or learning. May be attributed to age or normal human needs. Typically self-correcting.	None A reaction would consume too much energy, interrupt lessons, disrupt student engagement, and detract from a positive climate.
Level 2 Minimal Problem	<i>Infrequent behaviors that run counter to expectations or class procedures but do not seriously interfere with learning.</i> If left unattended, likely to persist or spread until learning is affected and teacher is undermined.	Teacher-managed <ul style="list-style-type: none">🐾 Proximity🐾 Nonverbal cue🐾 Proximal praise🐾 Review routine🐾 Change activity
Level 3 Minor or Chronic Problem	Behaviors that <i>disrupt an activity or interfere with learning</i> ; usually limited to a single student or a few students not acting together. OR Minimal problems that occur so frequently that they <i>constitute a threat to learning</i> .	Record as Minor <ul style="list-style-type: none">🐾 Re-direct🐾 Re-teach🐾 Provide choice🐾 Student conference🐾 Increase group/individual teaching🐾 Home contact🐾 Arrange for role playing practice🐾 Restrict privileges (seating arrangement, etc.)🐾 Behavior planning, contract
Level 4 Major Problem	Behaviors that represent a <i>threat to order and the learning environment</i> . Student is out of instructional control, unable to respond to adult teaching.	Office-managed <ul style="list-style-type: none">🐾 Referral to office (ODR)🐾 Other support services

After 3rd Minor, teacher must consult with Tier 1 Representative.
After 4th Minor, teacher must consult with Tier 2 Representative.

I am a Respectful, Responsible Learner!



Fredericktown Elementary School

Behavior Flowchart

Level 1: Common behaviors that are *brief in duration and do not interfere with instruction or learning*. May be attributed to age or normal human needs. Typically self-correcting.

Level 2: *Infrequent behaviors that run counter to expectations or class procedures but do not seriously interfere with learning*. If left unattended, likely to persist or spread until learning is affected and teacher is undermined.

Level 3: Behaviors that *disrupt an activity or interfere with learning*; usually limited to a single student or a few students not acting together. **OR** Minimal problems that occur so frequently that they constitute a *threat to learning*.

Level 4: Behaviors that represent a *threat to order and the learning environment*. Student is out of instructional control, unable to respond to adult teaching.

Step 1: Verbal or Nonverbal Cue

- 🐾 Close proximity to student
- 🐾 Hand on shoulder
- 🐾 Eye contact
- 🐾 Saying the student's name
- 🐾 Restate expectation to the group
- 🐾 Positive feedback for other students

Step 2: Review Expectations

- 🐾 What are you doing?
- 🐾 What should you be doing?
- 🐾 What can you do to meet my expectations?
- 🐾 How can you be a respectful, responsible learner right now?

Step 3: Safe Seat

- 🐾 Set a timer for five minutes, then check on the student. Allow more time if needed.
- 🐾 Calmly ask the student if they are ready for class.

Step 4: Buddy Room

- 🐾 Set timer for 10 minutes then Buddy Room teacher checks on student. If Think Sheet is not filled out correctly, the student's behavior has escalated or has not de-escalated, allow more time.
- 🐾 Send the student back to class with the completed Think Sheet. The student will conference with the classroom teacher.
- 🐾 If the student's behavior does not improve after 20 minutes, send them to the office.

Step 5: ODR

This will be the last action to take place if it is a minor behavior. If a major behavior occurs, Behavior Log should be completed and turned in to Mr. Clauser. If you are sending a student to the office, please notify the office first.

Where Learning Takes Priority!

Examples of Inappropriate Behaviors

	Level 1 Non-Problem	Level 2 Minimal Problem	Level 3 Minor or Chronic Problem	Level 4 Major Problem
Violation of Classroom Rules	<ul style="list-style-type: none"> Brief inattention or daydreaming Short pause while working 	<ul style="list-style-type: none"> Off task/doing unrelated activity Refusal to follow instructions Destruction of property as a result of horseplay Theft 	<ul style="list-style-type: none"> Chronic off-task Repeated refusal to follow instructions Intentional destruction of property Repeated theft 	<ul style="list-style-type: none"> Level 3 behaviors that have not responded to interventions Violation of Board Policy Repeated intentional destruction of property Continued theft
Disruptive Conduct/Speech	<ul style="list-style-type: none"> Some quiet talking during transitions 	<ul style="list-style-type: none"> Some social talking Leaving seat Calling out without being recognized 	<ul style="list-style-type: none"> Excessive social talking Roaming around room at will Persistent speaking without being recognized 	<ul style="list-style-type: none"> Level 3 behaviors that have not responded to interventions
Disrespectful Conduct/Speech		<ul style="list-style-type: none"> Rude comments or actions toward others Use of profanity with no evidence of context 	<ul style="list-style-type: none"> Arguing/disrespectful to teacher or staff Use of profanity with intent to offend Making physical threats without intent to injure 	<ul style="list-style-type: none"> Level 3 behaviors that have not responded to interventions Making physical threats with intent to injure
Hands/Feet Not Kept to Self		<ul style="list-style-type: none"> Contact that is accidental or unintentional and/or resulting from horseplay 	<ul style="list-style-type: none"> Repeated contact that is accidental or unintentional and/or resulting from horseplay 	<ul style="list-style-type: none"> Level 3 behaviors that have not responded to interventions Contact that is intended to inflict injury on another person
Physical Aggression/Fighting			<ul style="list-style-type: none"> Overly rough horseplay that, if not addressed, could lead to fighting (includes physical contact that leaves a mark.) 	<ul style="list-style-type: none"> Level 3 behaviors that have not responded to interventions Mutual combat in which both parties have contributed to the conflict.

I am a Respectful, Responsible Learner!

I am a Respectful, Responsible Learner!

the conflict
 behavior have contributed to
 mutual combat in which both
 parties have contributed to

Fredericktown Elementary Behavior Log

Student: **Minor 1** Teacher: _____ Month: _____

Behavior	Location	Motivation	Action	Time
Violation of Classroom Rules	Classroom	Escape/Avoidance	Redirect/Reteach	7 :00
Disrespectful Conduct/Speech	Restroom	Attention Seeking	Safe Seat	8 :15
Disruptive Conduct/Speech	Playground	Tangible	Buddy Room	9 :30
Hands and/or Feet Not Kept to Self	Cafeteria	Sensory Needs	Parent Contacted	10 :45
Physical Aggression/Fighting	Bus			11
				12
				1
				2
				3

Date: _____


Notes: _____

Student: **Minor 2** Teacher: _____ Month: _____

Behavior	Location	Motivation	Action	Time
Violation of Classroom Rules	Classroom	Escape/Avoidance	Redirect/Reteach	7 :00
Disrespectful Conduct/Speech	Restroom	Attention Seeking	Safe Seat	8 :15
Disruptive Conduct/Speech	Playground	Tangible	Buddy Room	9 :30
Hands and/or Feet Not Kept to Self	Cafeteria	Sensory Needs	Parent Contacted	10 :45
Physical Aggression/Fighting	Bus			11
				12
				1

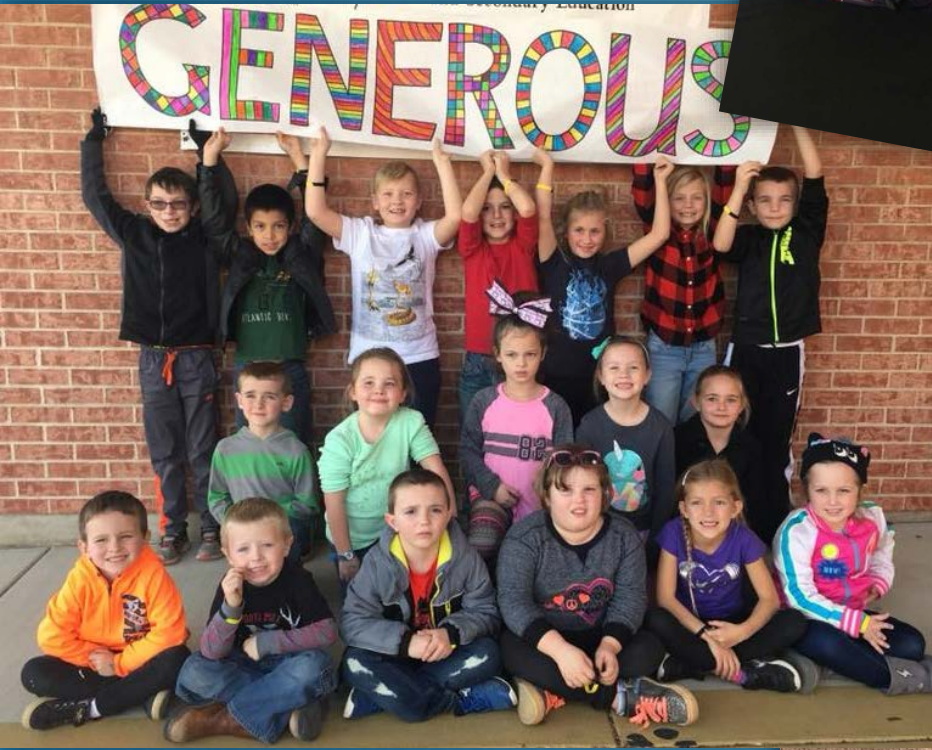
Date: _____

Notes: _____



**Improving Character
Education**

#StudentoftheMonth

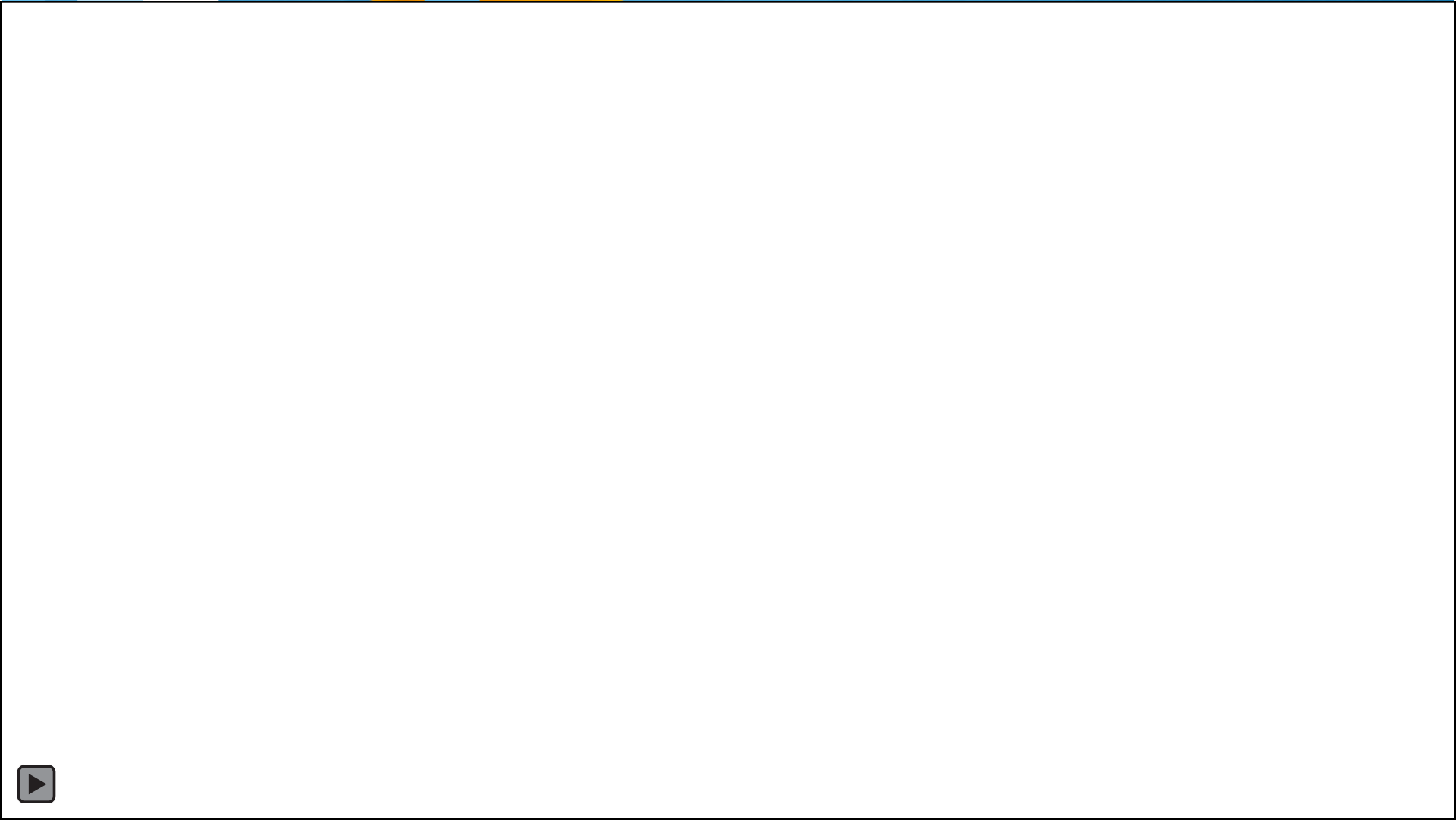


#KickoffAssemblies



#KickoffAssemblies





#StudentInvolvement





#StudentInvolvement



#FESGivesBack

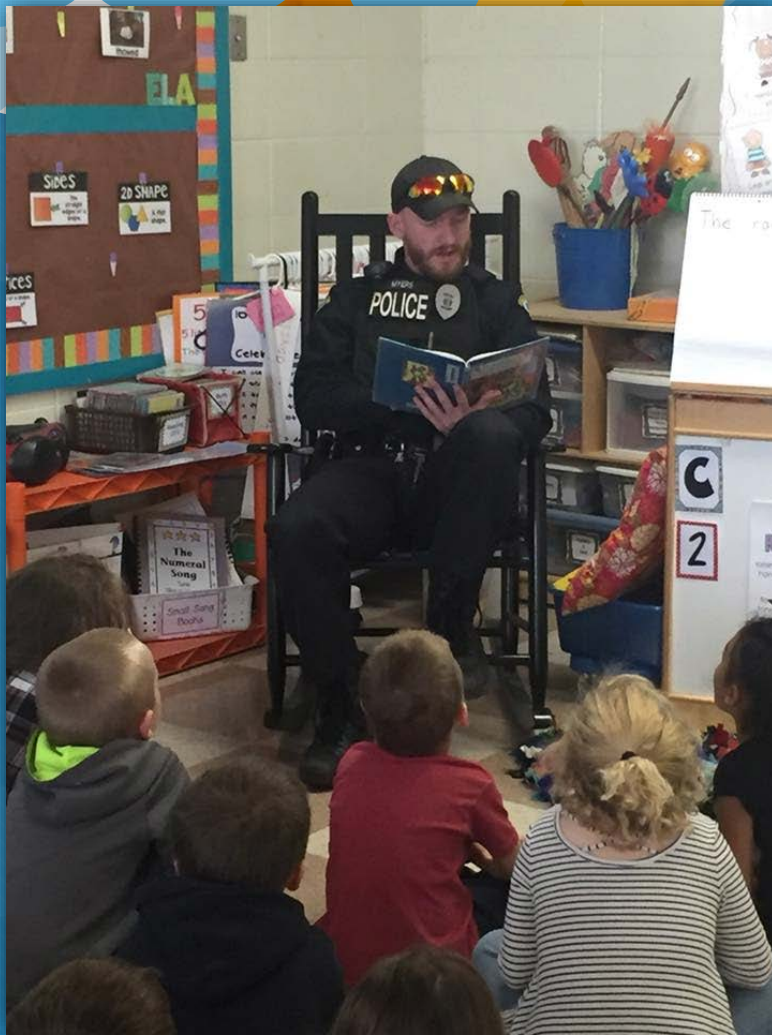




#StudentAmbassadors



#CommunityInvolvement



#CommunityInvolvement



#CommunityInvolvement



#CommunityInvolvement



#CommunityInvolvement



Parent Communication & Involvement



#Events

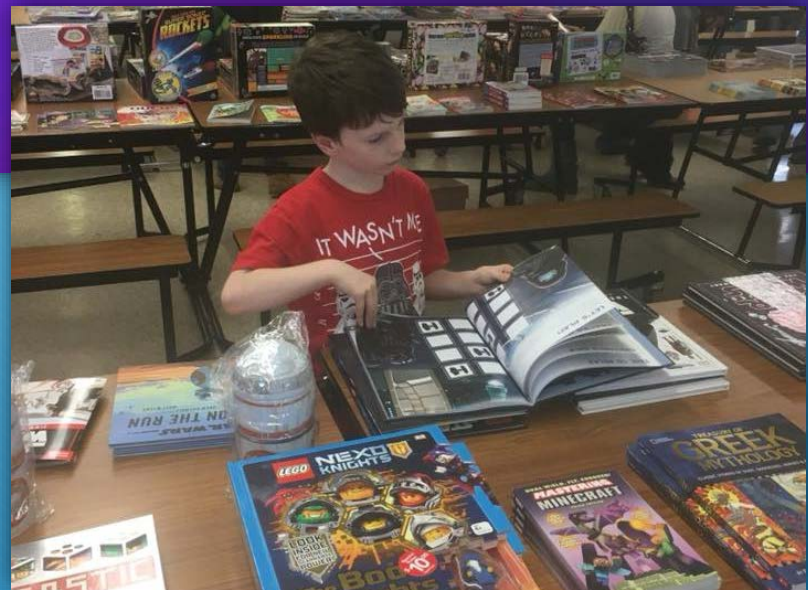


#Events



#Events

STUDENT SHOWCASE



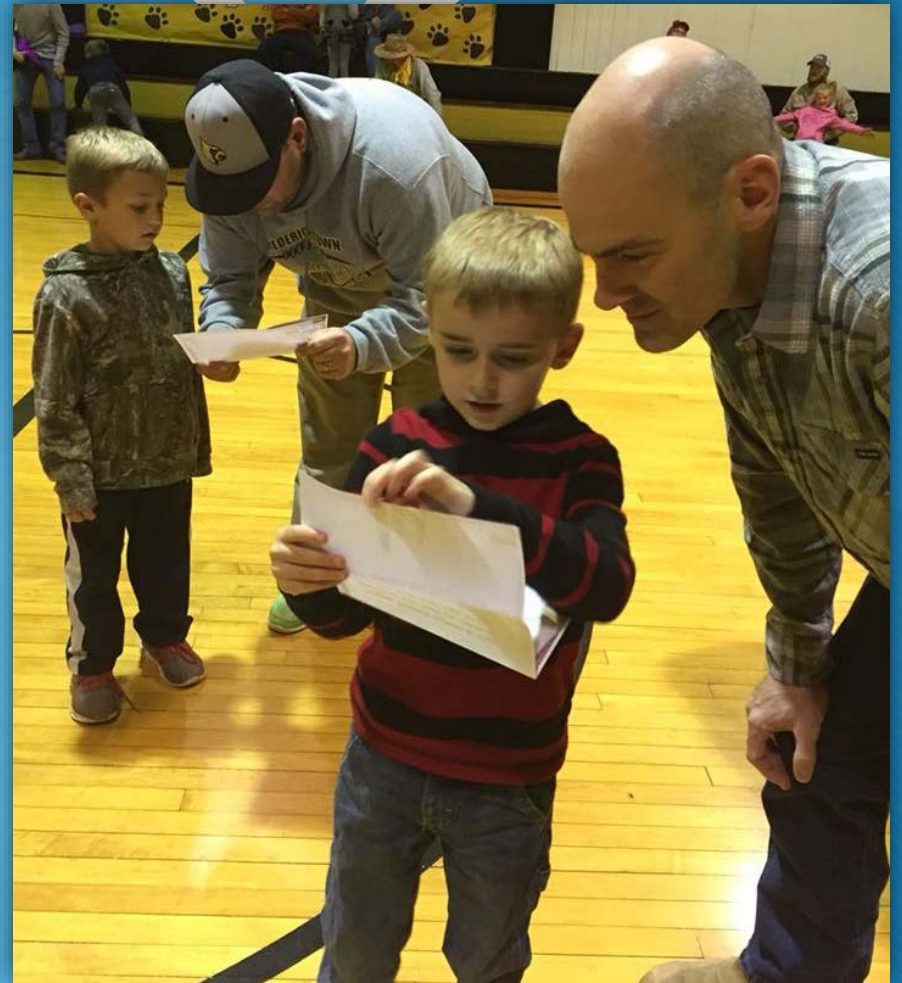
DREAMWORKS
HOW TO TRAIN YOUR
DRAGON



DREAMWORKS
HOW TO TRAIN YOUR
DRAGON
2



#Events



#Events



#Events

A stylized illustration of a bright yellow sun with rays, partially obscured by light blue, fluffy clouds. The background is a solid blue color with a subtle pattern of faint, light blue squares.

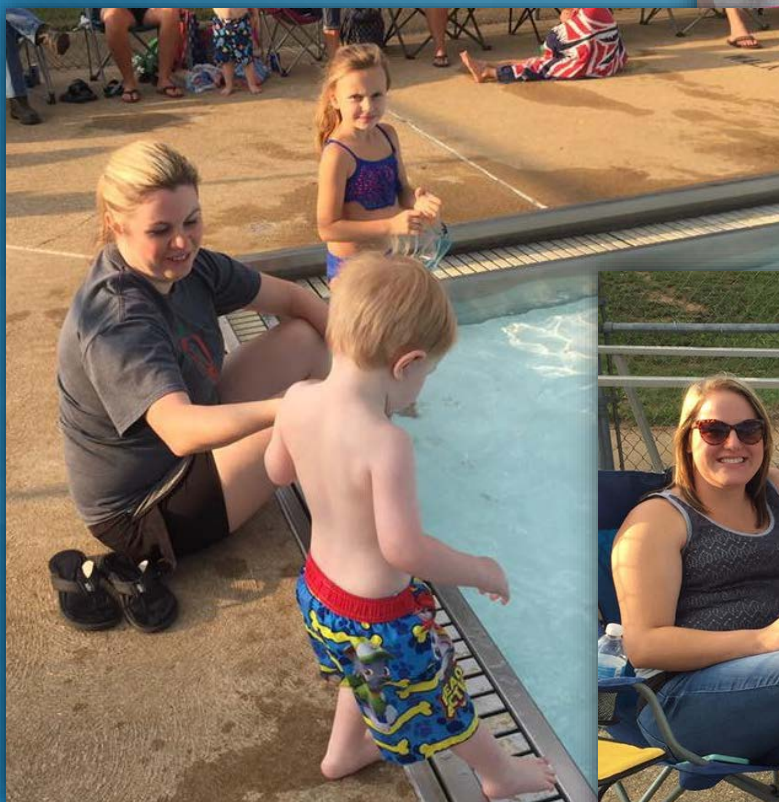
Let's Be Social!



@fpsk12es

text @fpsk12es to 81010

#Morale



#StaffAwards



#FESBOA



#Morale



#Morale

You are



+



“Water” the best things about our school? Our teachers!!



It's no “SNACK”cident...

You make a difference to our school!



#Morale



#Morale





Challenges

- Staff buy-in & turn-over
- Money
- Timing – not too many changes at once
- Meaningful discipline that will change behavior

Fredericktown Elementary

○ Joe Clauser, Principal

○ joe.clauser@fpsk12.org

○ fb.me/fpsk12es

Let's Be Social!



@fpsk12es

text @fpsk12es to 81010