Positive Behavior Support

Violet Elementary

“If a student doesn’t know how to read, we teach
If a student doesn’t know how to swim, we teach
If a student doesn’t know how to multiply, we teach
If a student doesn’t know how to behave, we punish?”
Violet Elementary School

Positive Behavior Support Team

Paul Schroll
Jennifer Rafferty
Lisa Pecoraro
Scarlett Camaj
Kim Hayden
Tina Morris
Kimberly Pavlovich
Ann Lynch
Jennifer Perkins-Rose

With Support From: PTC
Joan Grassi
Violet Staff
Table of Contents

Positive Behavior Support
Positive Behavior Support at Violet………………………………………………………………4
LIFESKILLS and Lifelong Guidelines……………………………………………………………5

Teaching Positive Behavioral Expectations
Violet All Star Pledge………………………………………………………………………………8
All-Star Anthem (Responsible Song) …………………………………………………………9
Behavioral Expectations Matrix……………………………………………………………10

Acknowledging and Rewarding
All-Star Tickets …………………………………………………………………………………13
Whole School Activities…………………...………………………………………………14

Consequences for Problem Behavior
Problem Behavior Definitions…………………………………………………………………..16
Script for Parent Phone Call…………………………………………………………………18

Appendix
Behavior Report (home to parents)…………………………………………………………19
Later Elementary Reflection Form (for 3rd-5th grade student)…………………………20
Violet Elementary Behavior Guide………………………………………………………..21
(September, 2015)
Positive Behavioral Support at Violet

Safe

Trustworthy

And

Respectful
Positive Behavior Support will allow us the opportunity to provide a consistent and fair behavior plan. The original theories behind this approach to discipline were developed by special education instructors. However, the benefits of this type of a plan are beneficial to ALL students.

Research shows us that students achieve at a higher level when they know the expectations and feel safe. Positive Behavior Support will help us improve both of these areas. Our plan provides detailed expectations in every area of the school while putting an extreme emphasis on safety.

The success of our plan will improve with time and with the participation of our families. Research also shows that school behavior plans that are followed in the home greatly improve their effectiveness in the school.

Our plan will focus on three goals for our students:

1. Safe,
2. Trustworthy,
   and
3. Respectful
**Lifelong Guidelines**

TRUSTWORTHINESS: To act in a manner that makes one worthy of trust and confidence.

TRUTHFULNESS: To act with personal responsibility and mental accountability.

ACTIVE LISTENING: To listen with the intention of understanding what the speaker means to communicate.

PUT-UPS: Use kind and caring words and actions.

PERSONAL BEST: To do one’s best given the circumstances and available resources.

The LIFESKILLS explain in detail the meaning of doing one’s personal best:

INTEGRITY: To act according to a sense of what’s right and wrong.

INITIATIVE: To do something, of one's own free will, because it needs to be done.

FLEXIBILITY: To be willing to alter plans when necessary.

PERSEVERANCE: To keep at it.

ORGANIZATION: To plan and implement in an orderly way; to keep things orderly and ready to use.

SENSE OF HUMOR: To laugh and be playful without harming others.

EFFORT: To do your best.

COMMON SENSE: To use good judgment.

PROBLEM-SOLVING: To create solutions in difficult situations and everyday problems.

RESPONSIBILITY: To respond when appropriate, to be accountable for your actions.

PATIENCE: To wait calmly for someone or something.

FRIENDSHIP: To make and keep a friend through mutual trust and caring.

CURIOSITY: A desire to investigate and seek understanding of one's world.

COOPERATION: To work together toward a common goal.
CARING: To feel and show concern for others.

COURAGE: To act according to one's beliefs.

PRIDE: Satisfaction from doing your Personal Best.
Teaching Positive Behavioral Expectations

Safe
Trustworthy
And
Respectful
Violet All Star Pledge

I pledge to be a Violet All-Star Student

I promise to be Safe, Trustworthy, and Respectful

I will show care and concern for others

I will take responsibility for my actions and act with integrity

I will make Violet SHINE!
S T A R

You are a shining star!

Shining star for you to see,

What your life can truly be!

RESPONSIBLE

I’m able to respond. I’m able.

I’m able, yeah. Response able.

I’m able to respond. I’m able.

I’m able, yeah. Response able.

No matter what the outside throws at me,

I’m choosin’ to react responsibly with

Decency, fairness, honesty, respect. Discipline,

justice, courage and respect.

Integrity, compassion, morality, respect. Humility,

kindness.

And did I say respect?

Yeah, yeah, yeah –

All Stars! 😊

VIOLET ELEMENTARY BEHAVIOR EXPECTATIONS

<table>
<thead>
<tr>
<th>Location</th>
<th>Bathrooms</th>
<th>Cafeteria</th>
<th>Classroom and Instructional Areas</th>
<th>Hallways and Common Areas</th>
</tr>
</thead>
</table>

Safe Trustworthy Respected
<table>
<thead>
<tr>
<th>Expectations</th>
<th>Safe</th>
<th>(PE, Art, Lab, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Be quick, clean &amp; quiet</td>
<td>*Keep all food to self</td>
<td>*Follow class procedures</td>
</tr>
<tr>
<td>*Wash hands properly</td>
<td>*Be in control of your body and voice</td>
<td>*Be in control of your body and voice</td>
</tr>
<tr>
<td>*Sit on pockets facing the table</td>
<td>*Follow adult directions</td>
<td>*Walk always</td>
</tr>
<tr>
<td></td>
<td>*Follow adult directions</td>
<td>*Use the message</td>
</tr>
<tr>
<td><strong>Trustworthy</strong></td>
<td>*Follow adult directions</td>
<td>*Follow adult directions</td>
</tr>
<tr>
<td>*Return to room promptly</td>
<td>*Be on time</td>
<td>*Use borrowed items</td>
</tr>
<tr>
<td>*Report problems to an adult</td>
<td>*Take only what you pay for</td>
<td>*Take care of all property</td>
</tr>
<tr>
<td></td>
<td>*Be on time</td>
<td>*Indoor voice</td>
</tr>
<tr>
<td><strong>Respectful</strong></td>
<td>*Return borrowed items</td>
<td>*Go directly to location</td>
</tr>
<tr>
<td>*Respect privacy of others</td>
<td>*Indoor voices</td>
<td>*Respect personal space</td>
</tr>
<tr>
<td>*Knock before opening door</td>
<td>*Stand patiently in line</td>
<td>*Hallway message!</td>
</tr>
<tr>
<td>*Clean up after yourself</td>
<td>*Clean up after yourself</td>
<td>*Hands, feet and body to self</td>
</tr>
<tr>
<td>*Respect personal space</td>
<td>*Respect personal space</td>
<td>*Indoor voices, silent wave and quiet lockers</td>
</tr>
<tr>
<td></td>
<td>*Hands, feet and body to self</td>
<td>*Respect personal space</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Playground</th>
<th>Special Events, Assemblies, Field Trips, Extra-Curricular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe</td>
<td>Trustworthy</td>
<td>Respectful</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>*Walk to and from playground</td>
<td>*Follow adult directions</td>
<td>*Follow adult directions</td>
</tr>
<tr>
<td>*Be in control of your body and voice</td>
<td>*Follow adult directions</td>
<td>*Follow adult directions</td>
</tr>
<tr>
<td>*Stay within boundaries and in sight of adults</td>
<td>*Follow adult directions</td>
<td>*Follow adult directions</td>
</tr>
<tr>
<td>*Use equipment correctly</td>
<td>*Follow adult directions</td>
<td>*Follow adult directions</td>
</tr>
<tr>
<td>*Keep rocks on ground</td>
<td>*Follow adult directions</td>
<td>*Follow adult directions</td>
</tr>
<tr>
<td></td>
<td>*Follow adult directions</td>
<td>*Follow adult directions</td>
</tr>
<tr>
<td></td>
<td>*Play fair, follow rules</td>
<td>*Use audience manners</td>
</tr>
<tr>
<td></td>
<td>*Include everyone</td>
<td>*Use good sportsmanship</td>
</tr>
<tr>
<td></td>
<td>*Return equipment</td>
<td>*Be on time</td>
</tr>
<tr>
<td></td>
<td>*Line-up when asked</td>
<td>*Stay with your group</td>
</tr>
<tr>
<td></td>
<td>*Follow adult directions</td>
<td>*Stay with your group</td>
</tr>
<tr>
<td></td>
<td>*Follow adult directions</td>
<td>*Follow adult directions</td>
</tr>
<tr>
<td>*Good Sportmanship</td>
<td>*Follow adult directions</td>
<td>*Follow adult directions</td>
</tr>
<tr>
<td>- Include everyone</td>
<td>*Follow adult directions</td>
<td>*Follow adult directions</td>
</tr>
<tr>
<td>- Share equipment</td>
<td>*Follow adult directions</td>
<td>*Follow adult directions</td>
</tr>
<tr>
<td>- No Put-Downs</td>
<td>*Follow adult directions</td>
<td>*Follow adult directions</td>
</tr>
<tr>
<td>*Hands, feet and body to self</td>
<td>*Follow adult directions</td>
<td>*Follow adult directions</td>
</tr>
<tr>
<td>*Respect personal space</td>
<td>*Follow adult directions</td>
<td>*Follow adult directions</td>
</tr>
<tr>
<td></td>
<td>*Follow adult directions</td>
<td>*Follow adult directions</td>
</tr>
<tr>
<td></td>
<td>*Use active listening</td>
<td>*Use active listening</td>
</tr>
<tr>
<td></td>
<td>*Appropriate applause</td>
<td>*Appropriate applause</td>
</tr>
<tr>
<td></td>
<td>*Encourage &amp; support others</td>
<td>*Encourage &amp; support others</td>
</tr>
<tr>
<td></td>
<td>*Respect personal space</td>
<td>*Respect personal space</td>
</tr>
<tr>
<td></td>
<td>*Respect personal space</td>
<td>*Respect personal space</td>
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<td></td>
<td>*Respect personal space</td>
<td>*Respect personal space</td>
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Acknowledging and Rewarding Appropriate Behavior

Safe
Trustworthy
And
Respectful
“Violet All-Star” Tickets

“Violet All-Star” Tickets are immediate recognition rewards given by Violet staff to students who are “caught” using our Lifelong Guidelines, LIFESKILLS, or being Safe, Trustworthy or Respectful. The student writes down his or her name at the side along with room number. The left side part is cut off and turned in so that student’s name gets posted on the “Wall of Fame”. The right side part goes home with the student to share with parents. There is also a weekly drawing of tickets with winners getting an All-Star pencil. The intent of the Violet All-Star Ticket program is to recognize and reward students for using their LIFESKILLS and showing “All-Star” behavior- in a Safe, Trustworthy, and Respectful manner.

Name____________________   Issued by_______ Date _____-____-____  Name____________________

VIOLET ALL STAR!  Safe, Trustworthy And Respectful  Homeroom Teacher____________

__ Caring  __ Common Sense  __ Cooperation  __ Courage  TO VIOLET ALL STAR BUCKET!
__ Curiosity  __ Effort  __ Flexibility  __ Friendship  TO VIOLET ALL STAR BUCKET!
__ Initiative  __ Integrity  __ Organization  __ Patience  TO VIOLET ALL STAR BUCKET!
__ Perseverance  __ Pride  __ Problem Solve  __ Resourceful  TO VIOLET ALL STAR BUCKET!
__ Responsible  __ Sense of Humor  TO VIOLET ALL STAR BUCKET!

I was a Violet All STAR an “I helped make Violet shine by showing the above.  ------------------------→
Whole-School Activities

1. Beginning of school.............Kick-Off Assembly for Students
   Procedures and Expectations taught

2. Weekly..........................“Lifeskill/All-Star Ticket” Recognition
   Name on the “Wall of Fame”/Pencil drawing
   Grade Level All-Star Celebration
   (Behavior and work expectations must be met)

3. Monthly.......................... All-Star Students of the Month/Lunch table
   (2 students each month from each class)

Violet All-Star Revival Reminders (at Assemblies)

September- Teach/re-teach expectations and
   Explain recognition/rewards

January – Teach/re-teach expectations and
   Explain recognition/rewards

April – Teach/re-teach expectations and
   Explain recognition/rewards
Consequences for Problem Behavior

Safe
Trustworthy
And
Respectful
<table>
<thead>
<tr>
<th>Minor Problem Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiance/Disrespect/Non-compliance (M-Disrespt)</td>
<td>Student engages in brief or low-intensity failure to respond to adult requests.</td>
</tr>
<tr>
<td>Disruption (M-Disruption)</td>
<td>Student engages in low-intensity, but inappropriate disruption.</td>
</tr>
<tr>
<td>Inappropriate Language (M-Inapp Lan)</td>
<td>Student engages in low-intensity instance of inappropriate language.</td>
</tr>
<tr>
<td>Physical Contact/Physical Aggression (M-Contact)</td>
<td>Student engages in non-serious, but inappropriate physical contact.</td>
</tr>
<tr>
<td>Property Misuse (M-Prpty Misuse)</td>
<td>Student engages in low-intensity misuse of property.</td>
</tr>
<tr>
<td>Frequent Incomplete Work</td>
<td>Student fails to complete work (home or school) on a frequent basis.</td>
</tr>
<tr>
<td>Technology</td>
<td>Student engages in low-intensity inappropriate use of a Chromebook, phone or any other personal device in violation of District procedures for use of technology.</td>
</tr>
<tr>
<td>Other (M-Other)</td>
<td>Student engages in any other minor problem behaviors that do not fall within the above categories.</td>
</tr>
<tr>
<td>Major Problem Behavior</td>
<td>Definition</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)</td>
<td>Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.</td>
</tr>
<tr>
<td>Defiance/Disrespect/ Insubordination/ Non-Compliance</td>
<td>Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.</td>
</tr>
<tr>
<td>Fighting (Fight)</td>
<td>Student is involved in mutual participation in an incident involving physical violence.</td>
</tr>
</tbody>
</table>
| Harassment/Bullying (Harass) | Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.  
*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters. |
| Lying/Cheating (Lying) | Student delivers message that is untrue and/or deliberately violates rules. |
| Physical Aggression (PAgg) | Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). |
| Property Damage/Vandalism | Student participates in an activity that results in destruction or disfigurement of property. |
| Technology | Student engages in inappropriate use of a Chromebook, phone or any other personal device in violation of District procedures for use of technology. |
Phone Call Home Procedures

When a phone call is necessary according to the Behavior Guide, the following procedures should be implemented:

1. The Student Behavior Report needs to be completed (stick to the facts, avoid reflection).

2. Prepare student to describe his/her behavior (e.g. “I kicked Steven, I am going to miss a recess.”)

3. Any teaching staff in the building may initiate the phone call to the parent. Phone call should be made immediately in a private setting.

4. The adult follows the Phone Script below.

5. Student takes responsibility for the incident and describes what he/she did.

6. The adult ends the phone call on a positive note.

Violet Elementary Parent Call Script

Hi, this is ___(Staff Name)____ from Violet Elementary.

___(Student Name)____ was involved in an incident today and we thought you would like to know. Here she/he is to tell you about it:

(Child explains-Needs to include their action(s) done and consequence(s) earned.)

Thank you for listening. I want you to know your child:
- was truthful in reporting what he/she did today.
- cooperated in discussing the incident.

(State something positive about how the child handled the situation.)

A Student Behavior report will be coming home today.

Have a good day!
## Violet Elementary School

### Student Behavior Report

**Name:** ________________________________  
**Date:** ______________  
**Time:** ______________

**Teacher/Grade:** ________________________________  
**Referring Staff:** ________________________________

**Location:**  
- ☐ Playground  
- ☐ Classroom  
- ☐ Cafeteria  
- ☐ Bathroom  
- ☐ Hallway  
- ☐ Gym  
- ☐ Music/Art  
- ☐ Other ________________________________

**Prior intervention(s) by:**  
- ☐ Verbal Warning  
- ☐ Redirected  
- ☐ Changed Seat  
- ☐ Loss of Recess/Privilege

**teacher or administrator:**  
- ☐ Classroom Behavior Plan  
- ☐ Parent Contact  
- Date: ______________  
- ☐ Other______________________________

### Minor Problem Behavior

<table>
<thead>
<tr>
<th>Inappropriate language</th>
<th>Physical contact</th>
<th>Defiance/Disrespect</th>
<th>Disruption</th>
<th>Mild Teasing/Harassment</th>
<th>Property misuse</th>
<th>Frequent Incomplete work (class/home)</th>
<th>Technology</th>
<th>Other __________________</th>
</tr>
</thead>
</table>

### Major Problem Behavior

<table>
<thead>
<tr>
<th>Abusive language</th>
<th>Fighting</th>
<th>Physical aggression</th>
<th>Defiance/Disrespect</th>
<th>Harassment/Bullying</th>
<th>Lying/ Cheating</th>
<th>Property Damage</th>
<th>Technology</th>
<th>Other __________________</th>
</tr>
</thead>
</table>

### Possible Motivation

- ☐ Obtain peer attention  
- ☐ Obtain adult attention  
- ☐ Obtain items/activities  
- ☐ Avoid Peer(s)  
- ☐ Avoid Adult  
- ☐ Avoid task or activity  
- ☐ Don’t know  
- ☐ Other __________________

### Teacher/Administrative Decision

- ☐ Loss of privilege: ________________________________  
- ☐ Individualized instruction  
- ☐ In-school suspension (____hours/ days)  
- ☐ Out of school suspension (_____ days)  
- ☐ Other __________________

1. Age/development considered

### Others involved in incident:

- ☐ None  
- ☐ Peers  
- ☐ Staff  
- ☐ Teacher  
- ☐ Substitute  
- ☐ Unknown  
- ☐ Other

### Description of Incident/Comments:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

### Parent Contact:

- ☐ No Answer  
- ☐ Message left  
- ☐ Phone d/c  
- ☐ Referral sent home  
- ☐ Emailed parent

**Name/number of person if contacted:** ________________________________  
**Date:** ______________

**Student Signature:** ________________________________  
**Date:** ______________

**Parent Signature:** ________________________________  
**Date:** ______________

**Signature of Referring Staff:** ________________________________  
**Date:** ______________

**Signature of Administrator:** ________________________________  
**Date:** ______________

(if necessary)***Please return form to school after signatures at home.*** (September, 2018)
Violet Later Elementary Reflection Form (in-school use only)

Student Name: ________________  Teacher/Grade: ________________

Date of Incident: ___ ___ Date Form Completed: ______  Assisting Staff: ______

1) What did you do? (Please start with “I” and be specific.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2) What’s wrong with what you did? (Who did it hurt? How do you know it hurt him/her?)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3) Why did you make this choice? (Were you trying to impress somebody? Did you want to be left alone? Were you already upset about something else?)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4) What are 3 different actions you could do next time? (Please list 3 ways to reach your goal or solve the problem.)

1. ________________________________________________________________
   ________________________________________________________________

2. ________________________________________________________________
   ________________________________________________________________

3. ________________________________________________________________
   ________________________________________________________________

Additional thoughts:
Violet Elementary Behavior Guide

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor Problem</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mild Teasing, Harassment</td>
<td>• Student calls parent</td>
<td>• Student calls parent</td>
<td>• Student calls parent</td>
</tr>
<tr>
<td>(name-calling or other actions that may cause physical or emotional</td>
<td>• Verbal warning</td>
<td>• 1 lost recess or All-Star celebration</td>
<td>• 2 lost recesses</td>
</tr>
<tr>
<td>harm to another)</td>
<td></td>
<td></td>
<td>• Loss of All-Star celebration</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Reflection</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Optional parent conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Consider development of individual behavior plan</td>
</tr>
<tr>
<td><strong>Minor Problem</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freq. Incomplete Work, Inapprop. language, Disruptive, Defiant/Disrespectful Behavior</td>
<td>• Student calls parent</td>
<td>• Student calls parent</td>
<td>• Student calls parent</td>
</tr>
<tr>
<td>(intentional behavior disrespectful to others or that interferes with</td>
<td>• Verbal warning</td>
<td>• 1 lost recess or All-Star celebration</td>
<td>• 2 lost recesses</td>
</tr>
<tr>
<td>the learning process)</td>
<td></td>
<td></td>
<td>• Loss of All-Star celebration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Optional parent conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Consider development of individual behavior plan</td>
</tr>
<tr>
<td><strong>Minor Problem</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Contact, Property misuse</td>
<td>• Student calls parent</td>
<td>• Student calls parent</td>
<td>• Student calls parent</td>
</tr>
<tr>
<td>(actions that cause or may cause harm to self, others, property)</td>
<td>• 1 lost recess or All-Star celebration</td>
<td>• 2 lost recesses</td>
<td>• 3 lost recesses</td>
</tr>
<tr>
<td></td>
<td>• Reflection</td>
<td>• Loss of All-Star celebration</td>
<td>• Reflection</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Parent conference</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Consider development of individual behavior plan</td>
</tr>
<tr>
<td><strong>Major Problem</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abusive language, Fighting, Physical aggression, Defiance/Disrespect,</td>
<td>• Student calls parent</td>
<td>• Student calls parent</td>
<td>• Student calls parent</td>
</tr>
<tr>
<td>Harassment/Bullying</td>
<td>• 3 lost recesses</td>
<td>• 5 lost recesses</td>
<td>• OSS, ISS or Classes Only</td>
</tr>
<tr>
<td>(deliberate actions that may cause severe physical or emotional harm to</td>
<td>• Possible loss of All-Star celebration</td>
<td>• Loss of All-Star celebration</td>
<td>• Reflection</td>
</tr>
<tr>
<td>another person)</td>
<td>• Reflection</td>
<td></td>
<td>• Parent conference</td>
</tr>
<tr>
<td></td>
<td>• Optional parent conference</td>
<td></td>
<td>• Develop individual behavior plan</td>
</tr>
<tr>
<td><strong>Major Problem</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lying/Cheating, Property Damage, other behaviors</td>
<td>• Student calls parent</td>
<td>• Student calls parent</td>
<td>• Student calls parent</td>
</tr>
<tr>
<td>(committing or participating in any behavior prohibited by school or</td>
<td>• 1 lost recess or All-Star celebration</td>
<td>• 2 lost recesses</td>
<td>• 3 lost recesses</td>
</tr>
<tr>
<td>District procedures or Lifelong Guidelines)</td>
<td>• Reflection</td>
<td>• Loss of All-Star celebration</td>
<td>• Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Parent conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Consider development of individual behavior plan</td>
</tr>
</tbody>
</table>

Notes: 1K- 3 students may receive one additional warning and/or more immediate, brief consequences. Consequences may vary based upon severity of actual behavior, circumstances, and requirements of board policies and state or federal laws.

After a third incident of behavior in a category school staff and parent(s) meet to discuss concerns and develop or modify individualized behavior plan.

(September, 2018)