

Livingston Elementary School-Wide Behavior Contract 2008-2009

At Livingston Elementary School, we encourage EVERY CHILD to take responsibility for his/her behavior...**EVERY DAY, NO EXCUSES.**

Livingston students are responsible for meeting these behavioral expectations at all times under the supervision of faculty and staff.

*Students are expected to **BE READY:***

- in the hallways
- for class
- for instruction

*Students are expected to **BE RESPONSIBLE:***

- for themselves
- for their work
- for their actions

*Students are expected to **BE RESPECTFUL:***

- toward self
- toward others
- toward property

Levels of Behavior Development

D. Democracy (highest level)

- Develops self-discipline
 - Demonstrates initiative
 - Displays responsibility
 - Does good because it's the right thing to do
- (Internal motivation)**

B. Bossing/Bullying

- Bothers others
 - Bullies others
 - Breaks classroom standards
- (This level is NEVER acceptable).**

C. Cooperation/Conformity

- Considerate
 - Complies
 - Does good because someone is watching
- (External motivation)**

A. Anarchy

- Noisy
 - Unsafe
 - Out of control
- (This level is NEVER acceptable).**

Sample Level A and B Behaviors

- | | |
|---|--|
| Not working consistently | Wasting instructional time |
| Not walking quietly in line | Running in hallways |
| Out of seat without permission | Calling out/talking without permission |
| Bringing toys/games/electronics to school | Dress code violations |
| Disruptive noises | Eating food or candy, or chewing gum |
| Pushing/shoving in line | Leaving classroom without permission |
| Inappropriate name calling | Damage to school property |
| Possessing inappropriate material | Improper use of restrooms |

We expect all students at Livingston Elementary School to exhibit behaviors at Level C or D. If a child's behavior is at Level A or B, the following consequences will occur:

First Offense: The teacher will check for understanding by questioning the student and having him/her acknowledge and take responsibility for the behavior. The student must identify the level of the behavior and how to get back to an appropriate behavior level.

Second Offense: If the student continues to disrupt learning, then s/he will go to a designated spot in the classroom to fill out an Essay form, which is a simple self-evaluation activity that has three questions. This form is discussed with the teacher, and then discarded.

1. What **did** I do? (Acknowledgment)
2. What **can** I do to prevent it from happening again? (Choice)
3. What **will** I do? (Commitment)

Third Offense: If the behavior continues, the student will then go to a designated spot in the classroom to fill out a Self-Diagnostic Referral. This form asks more questions and goes more in-depth in having the student describe the behavior and its consequences. This form will be filed by the teacher.

Fourth Offense: If a second Self-Diagnostic Referral becomes necessary, this one is filled out by the student and discussed with an administrator in the classroom. The referral is then stapled to the previous referral and both are sent home to be signed by a parent.

Fifth Offense: If the behavior continues, the teacher will explain to the student that s/he has decided to turn control of his/her behavior over to an administrator, and the student will receive an office referral.

THE FOLLOWING BEHAVIORS WILL RESULT IN AN IMMEDIATE OFFICE REFERRAL:

1. **Fighting, threatening or aggressive behavior toward students or adults**
2. **Disrespect with or without abusive language**
3. **Bullying**
4. **Possession of weapons and/or dangerous objects**
5. **Inappropriate comments/behaviors that have sexual connotations**

(Please sign and return one copy of this plan. Keep the other copy at home as a reference).

I have read the Livingston Elementary School Discipline Plan (which outlines expectations for behavior and consequences for inappropriate behavior) and discussed it with my child.

(Parent Signature)

(Student Signature)

(Date)