



# Monteith Elementary School Positive Behavior Support/Leadership Plan

Monteith PBS Team

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# Positive Behavior Support at Monteith Elementary School

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. Our plan provides detailed expectations in every area of the school while putting an emphasis on safety.

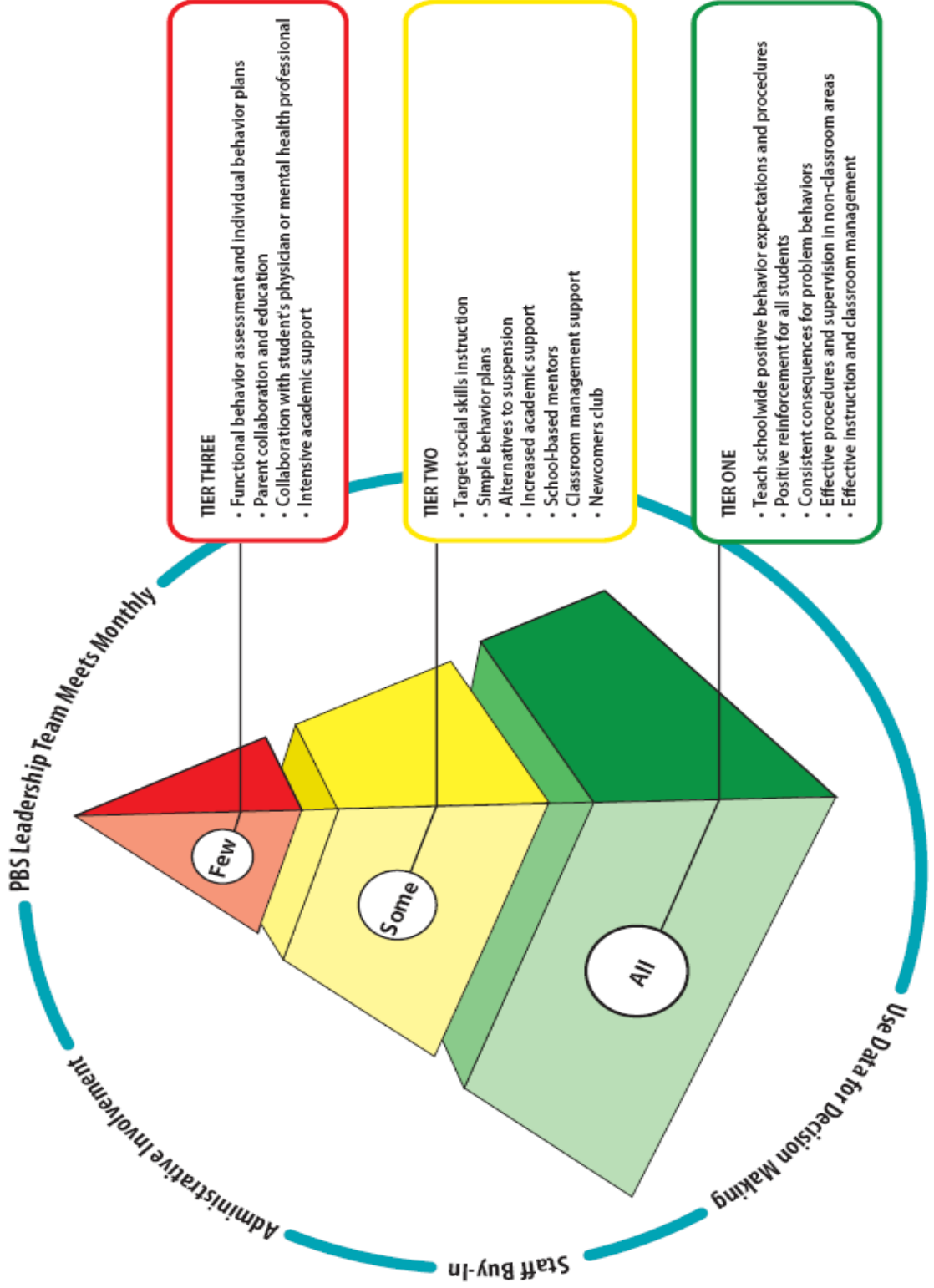
The success of our plan will improve with time and with the participation of our families. Research also shows us that school behavior plans that are followed in the home greatly improve their effectiveness in the school. Throughout this process, Monteith Elementary will provide information to help with home implementation of the Positive Behavior Support Plan.

Our plan will focus on three areas:

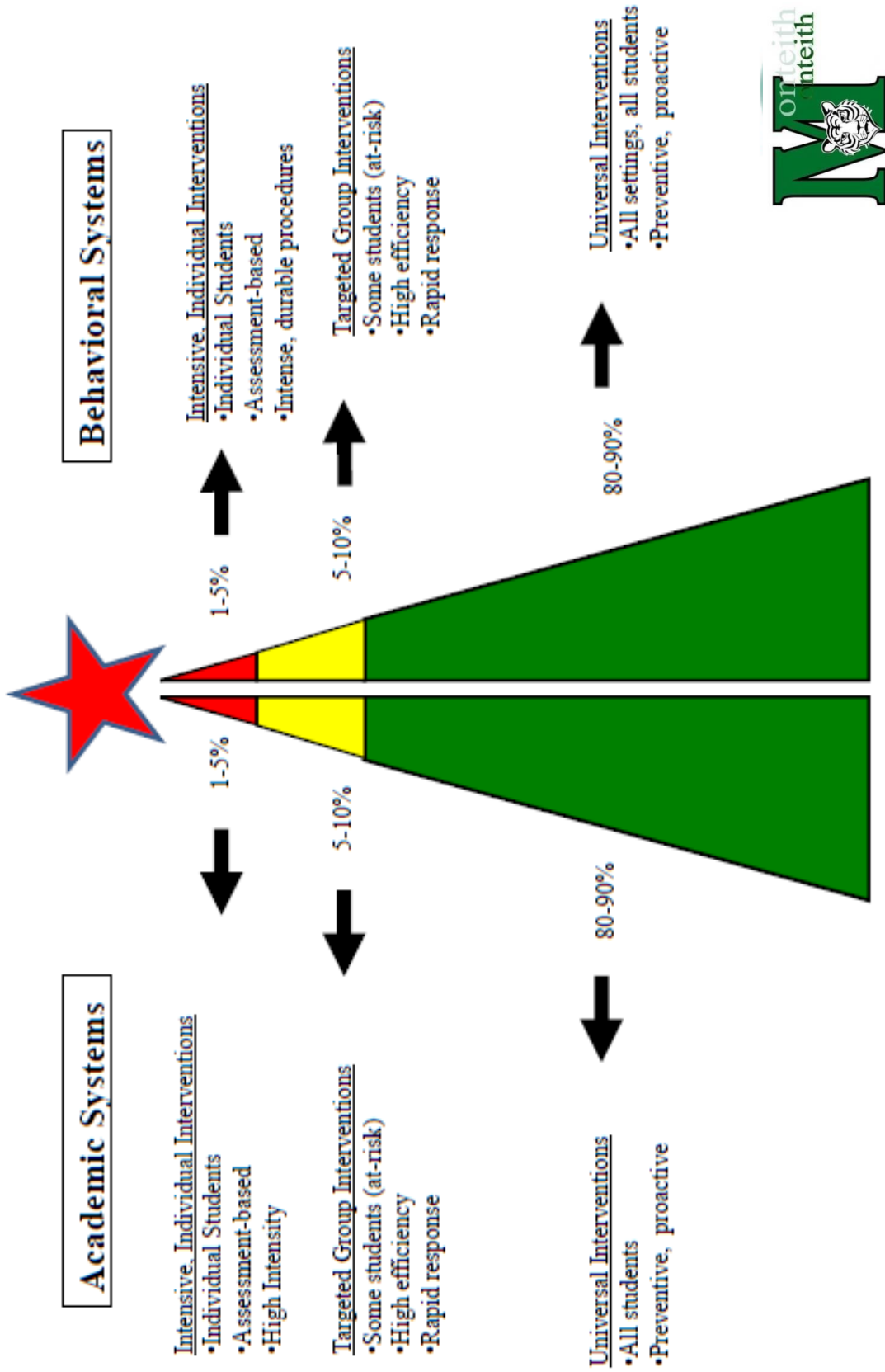
- 1. Be Respectful**
- 2. Be Responsible**
- 3. Be Safe**



# School-Wide PBS



# Designing School-Wide Systems for Student Success





# Teaching Positive Behavior Expectations

**Be Respectful • Be Responsible • Be Safe**



# Guidelines for Teaching Positive Behavior Expectations (The Matrix)

- Plan to teach positive behavior expectations over the first two-three weeks of school. Lessons will need to be repeated a few times initially and reinforced strongly throughout the year. Teachers should designate time each day to focus on behavior instruction, relationship (community) building, and review aspects of the matrix. Keep the lessons brief 5-15 minutes per lesson.
- Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. We know how important practice is for mastery of academics.

**What do you mean by “teach” the expectations?  
I always go over the class rules.**

- This is a little different. By teach we mean show, as in model, demonstrate, or role-play. Have the students then actually get up and practice exactly what you have shown them to do. Have fun with it! Give them feed-back on how they did. Lastly, praise them for their effort (and reward).
- Team up with a colleague to plan and teach lessons.
- Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. We know how important practice is for mastery of academics.

## Monty's Expectations/Procedures

1. Arrival/departure
2. Field trips
3. Safety drills
4. Assemblies
5. Lunch
6. Playground/Indoor Recess
7. Bathroom
8. Hallway

Please see matrix describing expectations



# Guidelines for Teaching the Matrix (cont.)

## How do I fit this in with everything else?

- Accompany your students to the different areas of the school described on the Matrix and plan to conduct brief lessons. Consider it an investment during the first part of the year that will pay off with more orderly behavior thereafter.
- The positive behavior expectations defined in the Matrix may be included in classroom procedures, but they are grounded in the core values of **RESPECT, RESPONSIBILITY** and **SAFETY**. Part of our objective is to teach students these core values beyond the level of simple classroom procedures





## MONTEITH ELEMENTARY – Monty’s Expectations

<i>Expectations</i>	Lunch	Playground / Indoor Recess	Bathroom	Hallway
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>- Sit at your assigned table - if table is full then you will sit at the overflow table</li> <li>- Use indoor voices – no yelling</li> <li>- Listen to all adults</li> <li>- No sharing food</li> <li>- Use your manners – please/thank-you</li> </ul>	<ul style="list-style-type: none"> <li>- Use equipment appropriately</li> <li>- Enter building quietly</li> <li>- Use appropriate language</li> <li>- Wait your turn on the tire swing</li> <li>- Respect neighborhood property along fence line. Stay 10 ft. away from fences and trees near fence line</li> </ul>	<ul style="list-style-type: none"> <li>- Respect other’s privacy</li> <li>- Flush toilets</li> <li>- Use indoor voices</li> <li>- Wash hands with soap and dry hands – throw paper towel in trash can.</li> <li>- Respect bathroom property</li> </ul>	<ul style="list-style-type: none"> <li>- Walk in a straight line with body forward on right side.</li> <li>- Walk silently – be respectful to other learners</li> <li>- Do not touch student work hanging in the halls</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>- Throw trash in garbage can - when excused</li> <li>- Clean up after yourself – pick up all garbage that you drop on the floor</li> <li>- Stay seated until excused by the lunchroom supervisor</li> <li>- Please come to school with food that does not require microwave usage.</li> <li>- Listen for bell and immediately walk to your line at end of lunch recess.</li> </ul>	<ul style="list-style-type: none"> <li>- Share equipment</li> <li>- Stay in dry areas</li> <li>- Report problems to an adult</li> <li>- Wait in line with hands and feet to yourself</li> <li>- Listen for bell and immediately walk to your line at end of recess</li> <li>- Follow indoor recess rules set by your teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Return to class promptly</li> <li>- Report problems to an adult</li> <li>- Clean up after yourself – no splashing water on the floor</li> <li>- Use closest bathroom to your classroom</li> <li>- Do not open/close (or yell out) windows in bathroom</li> <li>- Stay in your own space</li> </ul>	<ul style="list-style-type: none"> <li>- Keep belongings (books, backpack, lunch bags etc.) to self</li> <li>- Walk Silently with hands and feet to yourself</li> <li>- Arrive and depart to all specials appropriately – Be ready to learn and follow teachers directions</li> <li>- Be prepared for class – make sure appropriate learning materials are in desk and not in locker</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>- Enter quietly with hands and feet to self</li> <li>- Stay seated at all times until excused</li> <li>- Raise hand if you need an adult</li> <li>- Line up in single file line when excused</li> <li>- Walk in the halls</li> </ul>	<ul style="list-style-type: none"> <li>- Football must be 1 hand touch only</li> <li>- Keep hands and feet to yourself at all times – no physical horseplay</li> <li>- No playing tag on playground equipment</li> <li>- One person on the slide at a time - No running up the slide</li> <li>- Use swings appropriately - No jumping, twisting, or standing</li> <li>- Do not throw snow at anyone.</li> </ul>	<ul style="list-style-type: none"> <li>- Use bathroom at designated times</li> <li>- Walk with hands and feet to yourself</li> <li>- Wash hands with soap and dry hands</li> </ul>	<ul style="list-style-type: none"> <li>- Walk with hands and feet to yourself – hands at your side</li> <li>- Face forward when walking</li> <li>- Stay to right side of hall</li> <li>- No skipping steps or running on the stairs</li> <li>- DO NOT open outside doors for anyone</li> <li>- Keep belongings (books, backpack, lunch bags etc.) to self</li> </ul>

### Consequences

When students choose to not follow the school expectations, one or more of these consequences will occur:

**Progressive Discipline:** Verbal Warning – Discipline Note Sent Home – After School Detention – Loss of Privileges – Lunch/Recess Detention – Separation from Lunch/Recess Program – Parent/Student meeting with appropriate staff – Think Sheet - School Separation (in or out of school) – Suspension, etc.

Monteith intends to follow the Grosse Pointe Public School Code of Conduct for the safety of all students, staff, and parents.

Students will follow the Monteith Pledge – *I will be respectful and kind to others. I will practice responsibility. I will always be safe. Today, I will DO my best to BE my best!*

PBIS – Teachers will randomly give GOLDEN LEADERSHIP TICKETS to students who are demonstrating exceptional leadership qualities in common areas. Maximum 10 per week. **Revised 9-24-14**





## MONTEITH ELEMENTARY – Monty’s Expectations

<i>Expectations</i>	Arrival/Departure	Field Trips	Safety Drills Tornado, Fire, Lock Down, etc.	Assemblies
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>- Watch where you are walking</li> <li>- Use indoor voices once in building</li> <li>- Respect neighborhood property.</li> <li>-Students will follow dress code established by the district – see student code of conduct for detail.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and follow directions of adults in charge</li> <li>- Respect property and place you are visiting</li> </ul>	<ul style="list-style-type: none"> <li>- Walk in a straight line with eyes forward</li> <li>- Walk Silently</li> <li>- Listen to direction from the adult in charge</li> </ul>	<ul style="list-style-type: none"> <li>- Stay within personal space</li> <li>- Respond appropriately with good manners – No talking</li> <li>- Sit quietly with ears and eyes on speaker</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>- Keep belongings to self</li> <li>- Arrive on time</li> <li>- Be sure to have everything you need when arriving to school or leaving for home - Follow Homework/Classwork requirements established by district and classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Stay with the group</li> <li>- Follow expectations of Monteith students when on Field Trips</li> </ul>	<ul style="list-style-type: none"> <li>- Immediately walk to your spot in line</li> </ul>	<ul style="list-style-type: none"> <li>- Sit flat and face forward</li> <li>- Enter and Exit quietly with teacher</li> <li>- Follow directions from speaker and adults in charge</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>- Keep hands and feet to self when standing in line and walking to and from school/classroom/locker – no physical horseplay</li> <li>- Do not enter building until bell rings – must be with an adult if playing on playground equipment before school.</li> <li>- Bikes must be walked on sidewalks until away from the building</li> <li>-Do not throw snow at anyone when walking to and from school</li> </ul>	<ul style="list-style-type: none"> <li>- Follow safety expectations of Monteith and place visiting</li> <li>- Stay with group</li> <li>- Buckle up during drive on Field Trip and obey booster seat guidelines</li> <li>- Do not go with strangers and stay with adult in charge of your group</li> </ul>	<ul style="list-style-type: none"> <li>- Walk in a straight line and follow teacher to safety</li> <li>- Keep hands and feet to self</li> <li>- Stay silent and listen to safety instructions even after the drill is completed</li> </ul>	<ul style="list-style-type: none"> <li>- Keep hands and feet to self</li> <li>- Walk quietly</li> <li>- Sit flat – do not lay on floor</li> <li>-Sit in assigned area</li> </ul>

### Consequences

When students choose to not follow the school expectations, one or more of these consequences will occur:

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PBIS – Teachers will randomly give GOLDEN LEADERSHIP TICKETS to students who are demonstrating exceptional leadership qualities in common areas. Maximum 10 per week. **Revised 9-24-14**



# Monteith Behavior Pledge

I

will be respectful and kind to others.  
will practice responsibility.  
will always be safe.

Today, I will DO my best to BE my best.



# Monty's Signal for QUIET

- Raise one hand straight up.
- Other hand showing “shhh” sign with index finger at mouth.



# Ways to Practice Some Procedures

## UNIVERSAL QUIET SIGNAL

Explain to students that throughout the entire school year when a teacher or other adult wants you to come to attention, they will put one finger to their mouth and their other hand straight up. To demonstrate, allow students to talk with a partner, getting to know them, asking about favorite subjects, sport, if they have siblings, etc. After two minutes, teacher shows the signal. See how long it takes them to come to attention. Surprise students by practicing this throughout the building.

## INTERRUPTIONS DURING CLASS

Tell students that someone will be coming into the classroom to talk to you. They won't know when, but they must continue to work quietly and remain that way until the visitor is gone.

## ASSEMBLY PROCEDURES

Discuss appropriate behaviors for walking in the hallways. Practice walking to the assembly room and demonstrate appropriate manners and ways to sit. Voices should be no louder than a six-inch voice (demonstrate the difference between a six-inch conversational voice, a six-foot oral reading voice, and a twelve-foot outdoor voice) before an assembly starts and should be silent when all quiet signal is given. Remind students that bathroom breaks and drinks should be taken care of before/after assembly. Practice/discuss appropriate behaviors during assemblies (no talking, clapping when appropriate). Practice appropriate quiet dismissal procedures.

## LUNCH ROOM PROCEDURES

The Monteith lunch/recess program is a privilege. Children who do not follow the lunch/recess procedures may be sent home for lunch.

Please review **Monty Expectations Matrix on our web site.**



# Acknowledging and Rewarding Appropriate Behavior

**Be Respectful • Be Responsible • Be Safe**





# What Makes A Good Reward?

1. Readily available
2. Appropriate to the environment
3. Easy to deliver
4. Can be controlled by the teacher
5. Is powerful to the student





# School-wide Reward Systems



# 4 to 1

ratio of positive  
attention to  
corrections

# 100 Ways to Praise a Child

Wow	Magnificent	You're The Best	Fantastic
A+ Job	You're On Target	You Learned It Right	You Made My Day
How Nice	You Are Responsible	You Go	Radical
Marvelous	You're Unique	Amazing	Bravo
Well Done	You Tried Hard	Sensational	Perfect
That's Incredible	That's Correct	Exceptional	You Care
That's Hot	Spectacular Job	First-Rate	Nice Work
Good For You	You're Beautiful	Congratulations	I Like You
Fantastic Job	You're Doing Well	Remarkable	I Respect You
Hurray For You	You've Got It	Great	Beautiful Work
Remarkable Job	Brilliant	Terrific	You're Darling
You're a Winner	Phenomenal	Good Stuff	Great Discovery
You're Important	Wonderful	Superstar	You Are Exciting
You're Fantastic	Splendid	Hot Stuff	Hip Hip Hooray
How Smart	Impressive	You Belong	Now You're Flying
You're Catching On	Good	I Trust You	Thanks So Much
Looking Good	Out Of This World	Try Your Best	You're The Greatest
Tremendous	You Did It	Creative Work	Ideal
Fabulous	You're On Top of the World	You're Perfect	I'm Proud Of You
Neat	Beautiful	You're So Smart	Stupendous
Awesome	Super Work	Fine Job	Good For You
Dynamite	Good Job	Outstanding	Way To Be On Task
Love It	You're On It	Superior	You Brighten My Day
Way to Go	Good Thinking	Cool	

# Golden Leadership Tickets

- In common areas (hallways, locker, lunch, bathroom, etc.) students will be required to follow matrix expectations. Teachers will randomly give GOLDEN LEADERSHIP TICKETS to students who are demonstrating exceptional leadership qualities in common areas. Maximum 10 per week.
- All students receiving GOLDEN LEADERSHIP TICKETS during the week will be acknowledged by their teacher and classmates (each Friday after announcements) for showcasing expected Monteith behaviors.
- Teachers can recognize students from other classrooms by giving GOLDEN LEADERSHIP TICKETS to students demonstrating exceptional acts of leadership.
- Please note that these tickets are to be given for outstanding or exceptional acts of leadership as well as students who model appropriate Matrix behavior in common areas.

# Golden Leadership Ticket

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Was caught being **Respectful, Responsible and Safe**

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Room #



*Being a leader means doing the right thing, even when no one is watching.*

# Golden Leadership Ticket

---

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Was caught being **Respectful, Responsible and Safe**

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Room #



*Being a leader means doing the right thing, even when no one is watching.*

# Ongoing Positive Behavior/Leadership Focus Areas

Inspired by the 7 Habits of Happy Kids by Sean Covey

*Start With You*

## Habit 1 BE PROACTIVE

You're in Charge

## Habit 2 BEGIN WITH THE END IN MIND

Have a Plan

## Habit 3 PUT FIRST THINGS FIRST

Work First, Then Play

*Then Play Well With Others*

## Habit 4 THINK WIN – WIN

Everyone Can Win

## Habit 5 SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD

Listen Before You Talk

## Habit 6 SYNERGIZE

Together Is Better

*And Remember To Take Care of Yourself*

## Habit 7 SHARPEN THE SAW

Balance Feels Best

### •Positive Behavior Focus Areas and Suggested Activities

- ❖ Monty Matrix and DeBug
- ❖ Safety
- ❖ Caring/Sharing/Friendship
- ❖ Tolerance/Appreciation
- ❖ Bucket Fillers
- ❖ Healthy Body/Healthy Mind
- ❖ Perseverance - Never give up!
- ❖ Pay it Forward
- ❖ Sportsmanship
- ❖ Celebration of PBS- review year
- ❖ Read The 7 Habits of Happy Kids by Sean Covey during the year

Focus Lessons available in Monteith PBS Shared Drive

# Ongoing Positive Behavior/Leadership Focus Areas

Inspired by the 7 Habits of Happy Kids by Sean Covey

## Start With You

### Habit 1 - Be Proactive



I am a responsible person.  
I am in charge.  
I choose my actions, attitudes and moods.

### Habit 2 - Begin with the end in mind



I plan ahead and set goals.  
I look for ways to be a good citizen.

### Habit 3 - Put First Things First



I spend my time on things that are most important.  
I set priorities.

## Then Play Well With Others

### Habit 4 - Think win-win



I balance the courage of getting what I want with consideration of what others want.

### Habit 5 - Seek First to Understand, Then to be Understood



I listen to others without interrupting.  
I try to see things from their viewpoint.  
I am confident in voicing my own ideas.

### Habit 6 - Synergize



I value other people's strengths and learn from them.  
I seek out other people's ideas because I know that by teaming with others we can create better solutions than anyone of us can alone.

## And Remember To Take Care of Yourself

### Habit 7 - Sharpen the Saw



I take care of myself.  
I spend time with family and friends.  
I find meaningful ways to help others.

Focus Lessons available in Monteith PBS Shared Drive





# **PBS Support Teaching Strategies and Resources**

## The DeBug System

The children at Monteith use a problem solving system called Debug. Debug was originally designed by Dawn Harris in 1989. The purpose of Debug is to equip children with the skills necessary to solve problems on their own when others are “bugging” them. It helps define the adult/parent role which is one of assisting the child only after the child has attempted to resolve the issue on his own. It is believed that this system can help families and classrooms run smoothly by giving children the skills they need to solve their own problems.

The five steps of the DeBug System are simple. Even kindergartners can list them in no time. The children are taught that if someone is bugging them, they should try the following:

1. **Ignore.** If that doesn't work...  
*(No words are used on this step or looking at the person who is bothering them.)*
2. **Move away.** If that doesn't work...  
*(Again they are to implement the ignore rule as they walk away.)*
3. **Talk friendly.** If that doesn't work...  
*(Here they do not yell or use mean words. It is also important here that the child explains to the other child what is bothering him and that he/she wants “It” to stop.)*
4. **Talk firmly.** If that doesn't work...  
*(Here we still use kind words but our voices get a little louder (but not yelling) and deeper. It is also important on this step that the child explains to the other child what is bothering him/her and that he/she wants “It” to stop.)*
5. **Get adult help.**  
*(If the child is being hurt they are always told they should skip to number # 5 and get an adult before using any the steps.)*

Here are some responses a parent/adult can use when a child complains about a conflict with a sibling or friend to encourage the use of Debug:

1. Are you being hurt?  
*(We have a rule at Monteith. If someone is being hurt emotionally or physically, the child may skip the steps of Debug and go tell an adult immediately.)*
2. Have you tried the DeBug System?
3. What step are you on?
4. Come back if you get to step five.

When a child has reached step five and needs parent/adult help, the parent/adult can follow these steps:

1. Facilitate a meeting with both children to have them resolve the problem.
2. Provide a place they can talk. Have them discuss:
  - a. What do you want to happen?
  - b. How can you make that happen?
  - c. Express confidence that they can work it out.
  - d. Have the children share their agreement with the parent/adult.
  - e. If absolutely necessary, help the children talk it through.

When the child comes to you after doing all four steps, the parent/adult needs to stop and take the time to facilitate the resolution of the problem by following the above steps. A simple response of having them ignore, or move away will only reinforce that asking for help is not okay. As a community we need a balance between empowering children to solve their problems and teaching them when to ask for help. Over the years of working with families, many families have shared that the Debug System has been very helpful in their homes. We hope you find this information helpful. If you have any questions, please feel free to contact the social worker, teacher or principal.

Thank you.



# The DeBUG System



**1**

**Ignore.**

*If that doesn't work...*



**2**

**Move away.**

*If that doesn't work...*



**4**

**Talk firmly.**

*If that doesn't work...*

**5**

**Get adult help.**

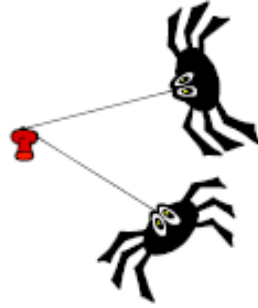


**3**

**Talk friendly.**

**Use an "I" message.**

*If that doesn't work...*



# Monteith Think Sheet



Name: \_\_\_\_\_

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

## WRITE

1. This is the rule I broke and why I broke it.

Which do I need to think about:

Safety   Responsibility   Respectfulness

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2. Write or draw a picture about who was bothered when I broke this rule.

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3. Write or draw what I need to do instead.

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Do you need to apologize to anyone?

Yes    No

To whom? \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Parent/Guardian's Signature

## DRAW

1.

2.

3.





# Consequences

Tier 1

Tier 2

Tier 3



# Consequence Sequence

## Typical Tier 1 – Examples of Progressive Discipline

When students choose to not follow the school expectations, one or more of these consequences will occur:

**Progressive Discipline Levels:** Verbal Warning - Positive Behavior Supports/Behavior Interventions – Discipline Note Sent Home – Loss of Privileges – Lunch/Recess Detention – Separation from Lunch/Recess Program – Parent/Student meeting with appropriate staff – Think Sheet - After School Detention - School Separation (in or out of school) – Suspension, Office Discipline Referral, etc.

**Monteith intends to follow the Grosse Pointe Public School Code of Conduct for the safety of all students, staff, and parents.**

**\*Major Offense – Skip levels and utilize Principal & Code of Conduct for guidance  
See Office Discipline Referral for Major Offenses**

## Typical Tier 2

**When triangle model supports and Tier 1 consequences are not working...then move students to Tier 2 supports**

*\*Consult w/PLC team, past teacher, parents, social worker, psychologist, etc. Teacher must meet w/principal before moving child into Tier 2 supports.*

### Examples of Tier 2 Supports

- Continue foundation of Tier 1 supports
- Modify procedures/increase supervision
- Classroom management modifications
- Check in and Check out system
- Targeted behavioral instruction
- Simple Behavior Plan – home/school plan
- Contracts
- Mentoring program – older peer or staff
- Focus Rewards/Consequences
- Etc.

## Typical Tier 3

**When triangle model supports and Tier 1 and Tier 2 consequences are not working...then move students to Tier 3 supports.**

*\*Consult w/PLC team, past teacher, parents, social worker, psychologist, etc. Teacher must meet w/principal before moving child into Tier 3 supports.*

### Examples of Tier 3 Supports

- Continue foundation of Tier 1 and Tier 2 supports
- Meet with Child Study team – fill out appropriate paperwork
- Functional Behavior Assessment
- Formal Behavior Intervention Plan
- Daily communication with parent
- Focus Rewards/Consequences
- Weekly meeting w/Principal
- Etc.





## Parent Notice of Office Discipline Referral

Date \_\_\_\_\_

Dear Parent/Guardian,

This letter is to inform you that your child had an Office Discipline Referral based on Monteith's Positive Behavior Support program and student behavior expectations.

Below you will find the information pertinent to your child.

Student Name \_\_\_\_\_

Referral Date \_\_\_\_\_

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Referred By \_\_\_\_\_

### Reason for Referral

### Discipline and Consequence

Please take to time to discuss this matter with your child and to review the behavior matrix of expectations for our school and the District's *Student Code of Conduct found on the website*. We appreciate your support of the school by reinforcing appropriate behaviors with your child.

Respectfully,

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Phone

**Please sign and return this form to the principal tomorrow. Thank you.**

I am aware that my child received an Office Discipline Referral and I have discussed this matter with him/her.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Parent/Guardian Comments (if necessary)





**BE RESPECTFUL**

**BE RESPONSIBLE**

**BE SAFE**

