|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Behavior Agreement | | |  | |
| |  |  | | --- | --- | | Student: |  | | Teacher(s): |  | | Parent(s): | <insert parent(s) name here> | | Date: | <Date> |   has agreed to make an effort to modify his/her behavior. will self-assess and teacher will assess using a Performance Level rubric of four to one:   |  |  | | --- | --- | | Score 4 | Outstanding effort with excellent success! | | Score 3 | Good effort and acceptable behavior. Yay! | | Score 2 | Some effort with limited success. Keep trying! | | Score 1 | Little or no effort during this period. Let’s talk. | | | | It takes a village to raise a child, and the names to the left represent the most important influences on behavior for our student. We agree to support specific behavioral expectations with:   * <edit for daily, weekly goals> communication * Urgent alerts as needed * Positive reinforcement * Incentives * Clear consequences * Specific goals and goal reassessment |
|  | | | |
| Behavior Goals | Student Assessment | Teacher Assessment | Notes (S or T) |
| Student will <insert comment from page 2> |  |  |  |
| Student will <insert comment from page 2> |  |  |  |
| Student will <insert comment from page 2> |  |  |  |
| Student will <insert comment from page 2> |  |  |  |
| Student will <insert comment from page 2> |  |  |  |
| Based on the Performance Levels in the chart above for this reporting period, Behavior Goals do / do not need to be adjusted. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| --- | --- | --- | --- | --- |
| List of Behavior Goals to be Considered (copy and paste into grid on page one five behavior goals) | | | | |
| Speak respectfully |  | Keep hands to yourself |  | Avoid interrupting teacher |
| Avoid interrupting students |  | Pick-up after yourself |  | Greet peers with a smile and eye contact |
| Follow directions the first time given |  | Change tasks quickly |  | Have a positive attitude |
| Bring all materials to school |  | Turn in homework on time |  | Turn in classwork on time |
| Turn in projects on time |  | Give best effort |  | Be in the right place as directed |
| Take time to consider actions before taking actions |  | Line up immediately after bell rings |  | Use restroom during breaks |
| Avoid bullying other students |  | Use kind words;  swallow mean words |  | Coexist with technology; do not be ruled by it |
| Accept failure/errors as perfectly normal opportunities to learn |  | Ask for help if needed |  | Listen carefully |