



PALO VERDE UNIFIED SCHOOL DISTRICT

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BEHAVIOR CONTRACT

Administrator & Teacher Instruction Sheet • Grades 3–5

PURPOSE

Use a clear, age-appropriate final-chance agreement for one specifically defined behavior, with replacement-skill teaching and coordinated adult support.

1. WHEN TO USE

- Use after prior interventions have been documented and the student needs one final structured opportunity to stop a specific behavior.
- Define only the behavior addressed by this contract; avoid vague labels such as “bad behavior” or “disrespect.”
- Explain privately and calmly that another occurrence may lead to suspension after administrator review.

2. BEFORE STARTING

- Review the incident pattern, prior interventions, student strengths, family input, and any IEP, BIP or Section 504 plan.
- Meet when the student is calm. State the behavior that must stop and teach the replacement behavior.
- Set a short contract period, review date, monitoring method and meaningful positive reinforcement.

3. IMPLEMENTATION STEPS

Step	Lead	Required action
1	Administrator	Name one observable behavior that must stop and identify the contract dates.
2	Adult + student	Explain and model what the student will do instead; allow guided practice.
3	Team	Select prompts, counseling supports, adult supports, progress checks and reinforcement.
4	Administrator	Review the warning with the student and family and obtain acknowledgment.
5	Staff	Monitor consistently, document support delivered and celebrate safe choices.

4. DATA, REVIEW & DECISION

- If the named behavior does not recur, celebrate progress and decide whether to continue, fade or close the plan.
- If the behavior recurs, investigate and document the new incident before deciding consequences.
- Document any counseling referral, assigned provider, referral date, staff contact and follow-up date.

5. IMPLEMENTATION SAFEGUARDS

- Any suspension decision must be based on the facts of the new incident, applicable Education Code, district policy and required due-process procedures.
- Follow all IEP, BIP, Section 504, manifestation, and other disability-related protections that apply.
- A signature documents review and participation; it is not an admission, waiver of rights or automatic authorization to suspend.

Codex use: File the completed form with the student's Tier 2 intervention record. Cross-reference it wherever the intervention is recommended. Review implementation fidelity before deciding the support was ineffective.