



PALO VERDE UNIFIED SCHOOL DISTRICT

Students • Parents • Teachers • Community • UNITED IN EXCELLENCE

BEHAVIOR CONTRACT

Administrator & Teacher Instruction Sheet • Grades 6–8

PURPOSE

Use a clear final-chance agreement for one specifically defined behavior while teaching a replacement behavior and documenting coordinated supports.

1. WHEN TO USE

- Use after prior interventions have been documented and a student needs one final structured opportunity to stop a specific behavior.
- Use one observable behavior; do not rely on labels such as “defiant,” “disrespectful” or “disruptive” without describing the conduct.
- Explain privately that a new incident may lead to suspension after administrator review.

2. BEFORE STARTING

- Review the incident pattern, prior interventions, student and family input, and any IEP, BIP or Section 504 plan.
- Meet when the student is calm. Invite the student to identify triggers, replacement strategies and helpful adult supports.
- Set a short contract period, measurable success goal, monitoring schedule and meaningful positive reinforcement.

3. IMPLEMENTATION STEPS

Step	Lead	Required action
1	Administrator	Define the behavior, settings, contract dates and prior supports.
2	Adult + student	Explain and practice the replacement behavior and help-seeking plan.
3	Team	Select prompts, counseling options, daily checks and reinforcement.
4	Administrator	Review the warning with the student and family; document acknowledgment.
5	Staff	Monitor consistently, record support delivered and complete the review.

4. DATA, REVIEW & DECISION

- Review both student progress and adult implementation of the promised supports.
- Document counseling referrals, assigned provider, referral date, staff contact and follow-up.
- If the behavior recurs, investigate and document the new incident before deciding consequences.

5. IMPLEMENTATION SAFEGUARDS

- The contract does not make suspension automatic. Base any decision on the new incident, applicable Education Code, district policy and due process.
- Follow all IEP, BIP, Section 504, manifestation and other disability-related protections.
- Signatures document review and participation; they are not admissions, waivers 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.