

Theodore Vick Elementary School



PBIS Handbook

2023-2024

Theodore Vick PBIS Mission Statement

Ted Vick Elementary is a community of responsible learners and leaders, setting and achieving goals for our future.

Behavioral Expectations & Mustang Pledge

As a Ted Vick Mustangs, we pledge to:

Respect our World

Own our Choices

Care for Others

Keep our Focus

Mustangs **ROCK!**

School Wide Incentives

- | | |
|---------------------------|-------------------------|
| 1. Mustang Cash | 5. Mustang Store |
| 2. Model Mustang | 6. Positive Phone Calls |
| 3. Golden Mustang Tickets | 7. Student of the Month |
| 4. Positive Postcards | |

Mustang Cash

Mustang Cash will be used to reward students for making positive choices. They are a quick and easy way to recognize students who are doing the right thing. Mustang Cash can be used to reward students for a variety of positive behaviors. Some examples* are:

1. Walking safely down the hallway
2. Turning in homework
3. Helping another student or staff member
4. Waiting patiently in the cafeteria lunch line
5. Waiting their turn at the water fountain
6. Using playground equipment safely

Mustang Cash can be used at the Mustang Store, which is held monthly (with the exception of months with holidays and/or breaks). The Mustang Store offers prizes valued from 3 to 100 Mustang Cash. Prizes vary monthly.

****Teachers may award Mustang Cash at their own discretion.***

Model Mustang

Model Mustang award will recognize students who exemplify at least one of the school wide expectations. Teachers will submit a Model Mustang award to the office. Model Mustangs will be recognized during morning announcements and will receive a prize. Each month, all students receiving a Model Mustang will be entered into a monthly drawing for special prizes.

Golden Mustang Ticket

Golden Mustang Tickets will be used to reward positive whole class behavior. This is a quick and easy way to recognize classrooms who are modeling the Mustang Pledge.

The Golden Mustang Ticket **requires a signature** from the person giving it out. It should be handed out to the class with an **explanation** for why they are receiving it. When a classroom earns Golden Mustang Tickets, the entire class (at teacher's discretion) will receive a reward. **Each teacher will be limited to 5 tickets per month to hand out to their own class.**

Golden Mustang Tickets can be used to reward classrooms for a variety of positive behaviors. Some examples are:

1. Walking in a straight and quiet line
2. All students arrive at school on time
3. All students in a class line up quietly when the bell rings
4. Classroom perfect attendance (ticket will be awarded by attendance clerk)
5. All students are on task and working responsibly
6. Every student returns to class without any playground referrals (during transitions and breaks)
7. Classroom cleanliness is generally maintained throughout the day

* Golden tickets will be cumulative

Golden Mustang Ticket Rewards

25 tickets= Extra Recess (15 minutes of extra recess)

50 tickets= Popsicle Party

75 tickets= Popcorn Party

100 tickets=Cookie Party

125 tickets= Choice of Popsicle, popcorn, cookies, or extra recess

150 tickets=Pizza Party

Positive Postcards

Positive postcards are a way for teachers to recognize a child's outstanding behavior. Postcards will be filled out and put into the outgoing mail bin. This is an opportunity to build a relationship with the community. Teachers will recognize every student in their class each semester.

Mustang Store

The Mustang Store is an incentive for students who have followed the expectations and received Mustang Cash. Students can exchange their Mustang Cash for prizes at the monthly Mustang Store. A monthly sign-up sheet will be given to teachers so they may choose the time when their class visits the Mustang Store. Only students with Mustang Cash will be allowed in the store.

Positive Phone Calls

Positive phone calls home are an excellent way of building a relationship with parents/guardians. Teachers will fill out a Positive Phone Call Sheet and turn it into the office. A site administrator will contact the parent/guardian and share the positive message from the teacher. Teachers will recognize every student in their class once a year.

Student of the Month

Student of the Month will recognize a student from each classroom that follows the Mustang expectations. This student will receive a certificate, 10 Mustang Cash, and a treat with an administrator. They will also be recognized at our monthly awards assemblies.





Universal Behavioral Interventions

Classroom Managed (Minor) Problem Behaviors

Classroom managed behaviors are “minor” problems that can be redirected quickly without significantly disrupting the flow of instruction or school activity. These behaviors do not require direct contact with the office, and if occurring infrequently would not be considered a problem.

Examples of Classroom-Managed “Minor” Problem Behaviors

- Cheating
- Name calling/teasing
- Running in the walkways
- Being in an unsupervised area
- Disruptive transitions
- Disruptive classroom behaviors
- Defiance/disrespectful/insubordination/non-compliance
- Littering
- Play fighting/rough play
- Chewing gum/spitting
- Inappropriate displays of affection
- Minor disrespect toward adults/peers
- Excessive talking in class

Example Staff Provided Consequences

- State rule/redirect
- Conference with student
- Re-teach rules
- Clean-up duty (for misuse of property or littering the environment)
- Use of partner teacher for time-in
- Time-in in the classroom
- Call parent
- Loss of privileges

Suggested Procedures for Minor Problem Behaviors

1st Incident: Verbal Warning- Students are given a choice to correct the behavior problem or receive a low-level referral.

2nd Incident: Think Sheet and low-level referral

Minor Referral Procedures

Once a low level referral (LLR) is given, the teacher will ensure that all parts of the referral are filled in. The referral should be entered into Aeries and the white copy should be filed in the classroom. A phone call should be made to notify parents that the referral is coming home. The yellow and pink copy will be sent home with the student. The pink copy is for the parent's record. The yellow copy is to be returned with a parent signature. If the low level referral is not returned the next school day, a second LLR will be issued. If the second Low level is not returned a high level referral will be issued.

Office Managed (Major) Problem Behaviors

Problem behaviors that are "major" and require being sent to the office include any behavior that places self or others at physical risk, prevents the on-going delivery of instruction, or violates a school rule/expectation.

Example Office-Managed Problem Behaviors

- Physical aggression/fighting
- Harassment/directed abusive language/verbal abuse
- Defiance/disrespectful/insubordination/non-compliance
- Inappropriate touching
- Vandalism/property damage/theft
- Possession of illegal drugs
- Possession of a weapon
- The third instance of the **same** minor behavior problem within the same day.
- The third instance of **any** minor behavior problem within the past **two weeks**.

Suggested Procedures for Major Problem Behaviors

1st incident: Conference with administrator; possible parent/guardian contact or administrative consequence

2nd incident: Conference with administrator; parent/guardian contact; administrative consequence (campus clean up, loss of privilege, etc.)

Major Referral Procedures

The teacher must ensure that all teacher-required parts of the referral are filled in. The student receiving the referral should be sent to his/her time-in teacher and the referral should be sent to the office. Referrals will be dealt with by administration within 15 minutes to adhere to district policy. **If a student has not been called by the administration within the 15 minute time frame, time-in teacher should call the office to remind the administration that they have a student in their classroom for whom a high-level referral needs to be addressed.**

If needed, call the office immediately to inform them of the situation. If the high level has not been filled out at this time, fill in the appropriate areas and send it to the office with another student as soon as possible. The administrator will fill in the remaining portions of the referral, including the administrator's decision. The white copy will be kept in the office and filed in the slot labeled "Major Referrals." The yellow and pink copy should be sent home with the student. The yellow copy should be returned to an administrator with a parent signature.

	Minor	Major
Defiance Disrespect Non-compliance	<p><i>Low-intensity failure to respond to adult requests</i></p> <ul style="list-style-type: none"> ● Not following rules ● Rude body language (facial grimace, sigh) ● Questioning adult authority ● Not doing work after redirection 	<p><i>Intense refusal to follow directions, talks back and/or delivers socially rude behavior</i></p> <ul style="list-style-type: none"> ● Talking back to challenge authority ● Minor behavior escalates
Disruption/ Harassment	<p><i>Repeatedly engages in low-intensity but inappropriate disruption</i></p> <ul style="list-style-type: none"> ● Talking to neighbor ● Passing notes ● Calling out answer; Talking out of turn ● Bothering another student ● Tapping pencil ● Wandering around room 	<p><i>Behavior causing an interruption in a class or activity</i></p> <ul style="list-style-type: none"> ● Yelling, screaming ● Throwing objects with malicious intent ● Minor behavior escalates

<p>Inappropriate Language</p>	<p><i>Low-intensity instance of inappropriate language</i></p> <ul style="list-style-type: none"> ● Name calling (shut-up, stupid, dummy) ● Cursing ● Insulting a peer ● Foreign profanity 	<p><i>Delivers verbal messages that include swearing, name calling, or inappropriate words</i></p> <ul style="list-style-type: none"> ● Direct insults to a staff member ● Racial comments ● Oral, written comments, or pictures meant to insult or threaten ● Repeated cursing
<p>Physical Contact/ Physical Aggression/ Fighting</p>	<p><i>Non-serious, but inappropriate physical contact</i></p> <ul style="list-style-type: none"> ● Pushing ● Game arguments ● Hitting, poking, touching, pinching, scratching ● Throwing objects at someone with intent 	<p><i>Actions involving serious physical contact where injury may occur</i></p> <ul style="list-style-type: none"> ● Spitting on someone with intent ● Biting ● Punching ● Knocking someone to ground/wall
<p>Property Misuse Vandalism</p>	<p><i>Low-intensity misuse of property</i></p> <ul style="list-style-type: none"> ● Drawing or writing on someone else's paper or possessions ● Breaking pencils or crayons ● Writing on furniture or textbooks (school property) intentionally 	<p><i>An activity that results in destruction or disfigurement of property</i></p> <ul style="list-style-type: none"> ● Graffiti ● Damage of school property/facility ● Intentional damage to clothing of others
<p>Harassment Tease Taunt</p>	<p><i>Isolated instances of disrespectful messages (verbal or gestural) that includes threats and intimidation, obscene gestures, pictures, or written notes</i></p> <ul style="list-style-type: none"> ● Teasing ● Name calling ● Exclusion ● Dirty looks ● Spreading rumors 	<p><i>Intense, sustained, or repeated disrespectful messages (verbal or gestural) that includes threats and intimidation, obscene gestures, pictures, or written notes</i></p> <ul style="list-style-type: none"> ● Systematic exclusion ● Stalking ● Organizing a group to intimidate ● Sexual statements; comment about looks ● Inappropriate touching

Lying Forgery Cheating	<i>Delivers message that is untrue and/or deliberately violates rules</i> <ul style="list-style-type: none"> • Copying neighbor's homework or test • Forgery of parent or teacher signature 	<i>Delivers message that is untrue and/or deliberately violates rules repeatedly</i>
Theft	<i>Isolated instances</i> <ul style="list-style-type: none"> • Taking something without permission 	<i>Possession of, passes on, or is responsible for removing someone's property without permission</i> <ul style="list-style-type: none"> • Substantial monetary value

Positive Behavior Matrix

Common Areas	<u>R</u> espect Our World	<u>O</u> wn Our Choices	<u>C</u> are for Others	<u>K</u> eep Our Focus
Office	-Always have a pass -Use inside voices -Wait Patiently -Get permission to use the phone	-Tell the truth -Take responsibilities for your actions	-Treat staff, students, and parents with respect	-State your purpose politely -Be ready to write a statement
Classroom	-Follow directions quickly -Raise your hand for permission to speak -Raise your hand for permission to leave your seat -Use quiet voices	-Take notes -Do your homework -Complete work -Use my strategies -Bring my materials -Make smart choices	-Keep you dear teacher happy -Use kind words	-Sit in the front -Lean forward -Ask questions -Nod head -Talk to the teacher -Come prepared to learn
Cafeteria	-Use quiet voices -Wait patiently in line -Walk at all times -Clean up your area -Raise your hand to be excused -Eat all food in the cafeteria	-Eat only your own food -Keep all food on your tray -Sit at your assigned table	-Allow anyone to sit next to you -Be polite to staff	-Know your lunch number
Restroom	-Wash your hands when finished -Flush the toilets/urinals only once -Keep water in the sink -Urinate in the urinals and toilets only -Defecate in toilets only	-clean up any messes you make	-Give people privacy	-Use the restroom for appropriate reasons

Library	-Use quiet voices -Only take one book off the shelf at a time -Keep hands and feet to yourselves	-Keep the library shelves and tables organized	-Take good care of the books you borrow	-Check out books at your AR level
Assemblies	-Enter the area quietly -Keep hands and feet to self -Sit facing forward -Wait for dismissal signal	-Use audience manners	-Allow your friends to enjoy the presentation	-Give the speaker your full attention -Clap at appropriate times
Arrival & Dismissal Areas	-Use sidewalks and crosswalks -Wait patiently in designated areas -Walk all bikes and scooters on campus -Wait patiently for buses to arrive	-Keep yourself in control at all times -Pay attention to your surroundings and others	-Watch out for younger children	-Go directly to your dismissal gate -Arrive on time -Leave on time
Quad	-Walk at all times -Use quiet voices	-Use the drinking fountain appropriately	-Keep your hands and feet to yourself	-After lunch walk through the quad directly to the playground
Playground	-Stay within the boundaries -Return the balls to the cart -Walk directly to your line when the bell rings -Wait patiently for your teacher to arrive -Swing facing forward	-Report any problems to proctor	-Use respectful voices toward the adults on the playground -Keep your hands and feet to yourself -Use kind words -Include everyone in games	-Play safely and use the equipment properly
Walkways	-Throw trash in garbage can	-Show your pass -Walk at all times	-Use quiet voices -Listen to adult directives	-Go directly to your destination
Field Trips	-Follow the directions of your chaperone quickly -Use audience manners when listening to speakers	-Be on time to the bus	-Keep your hands and feet to yourself	-Maintain your learning focus -Be aware of your surroundings

Behavior Lessons

A behavior lesson is a 10-15-minute lesson that is taught to the class to help directly teach students behavioral expectations. Each lesson is taught on the week listed on the TVE PBIS Calendar. All teachers are required to teach these lessons and hold their students accountable for the skills taught. A schedule will be provided and a morning announcement will address the lesson for the day. Teachers should revisit behavior lessons throughout the year at their discretion. Please see the to access these lessons:

[W TVE PBIS MODEL Behavior Lesson Plans \(2\).docx](#)

Week 1 (Day 2-5)	Walk-Throughs	
Week 2 (8/14-8/18)	Respecting Staff Respecting Peers Keeping Hands/Feet to Self Responsibility Walking in the Hallways	3 4 5 6 9
Week 3 (8/21-8/25)	Following Directions Apologizing Tattling vs. Telling Clean Up Complimenting Others	11 13 14 15 16
Week 4 (8/28-9/1)	Compromising Skills Dealing with Teasing Entering the Classroom Excessing Talking Exiting to Playground for Recess	17 18 19 20 21
Week 5 (9/5-9/8)	Going to and Attending Assembly Guest Teacher Lesson Personal Space Please and Thank You	22 23 24 25
Week 6 (9/11-9/15)	Talking Out Stop Spreading Rumors Transitions Visitor Comes to Talk to Teacher Accepting No for an Answer	27 28 29 30 31
Week 7 (9/18-9/22)	Playground Behavior Lunch Line Procedure Cafeteria Expectations Office Expectations Library Behavior Preparing for a Guest Teacher	2 7* 8* 10 11 26 (*Teach together)
Week 8 (9/25-9/30)	Respecting Staff Respecting Peers Keeping Hands/Feet to Self Responsibility Walking in the Hallways	3 4 5 6 9
Week 9 (10/2-10/6)	Following Directions Apologizing	11 13

	Tattling vs. Telling Clean Up Complimenting Others	14 15 16
Week 10 (10/17-10/20)	Compromising Skills Dealing with Teasing Entering the Classroom Excessing Talking Exiting to Playground for Recess	17 18 19 20 21
Week 11 (10/23-10/27)	Going to and Attending Assembly Guest Teacher Lesson Personal Space Please and Thank You	22 23 24 25
Week 12 (10/30-11/3)	Talking Out Stop Spreading Rumors Transitions Visitor Comes to Talk to Teacher Accepting No for an Answer	27 28 29 30 31

Week 13 (11/6-11/9)*	Playground Behavior Lunch Line Procedure Cafeteria Expectations Office Expectations Library Behavior Preparing for a Guest Teacher	2 7* 8* 10 11 26 (*Teach together)
Week 14 (11/13-11/17)	Respecting Staff Respecting Peers Keeping Hands/Feet to Self Responsibility Walking in the Hallways	3 4 5 6 9
Week 15 (11/27-12/1)	Following Directions Apologizing Tattling vs. Telling Clean Up Complimenting Others	11 13 14 15 16
Week 16 (12/4-12/8)	Compromising Skills Dealing with Teasing Entering the Classroom Excessing Talking Exiting to Playground for Recess	17 18 19 20 21

Week 17 (12/11-12/15)	Going to and Attending Assembly Guest Teacher Lesson Personal Space Please and Thank You	22 23 24 25
Week 18 (1/3 -1/5)*	Talking Out Stop Spreading Rumors Transitions Visitor Comes to Talk to Teacher Accepting No for an Answer	27 28 29 30 31
Week 19 (1/8-1/12) {Walk Throughs}	Playground Behavior Lunch Line Procedure Cafeteria Expectations Office Expectations Library Behavior Preparing for a Guest Teacher	2 7* 8* 10 11 26 (*Teach together)
Week 20 (1/16-1/19)*	Respecting Staff Respecting Peers Keeping Hands/Feet to Self Responsibility Walking in the Hallways	3 4 5 6 9
Week 21 (1/22-1/25)*	Following Directions Apologizing Tattling vs. Telling Clean Up Complimenting Others	11 13 14 15 16
Week 22 (1/29-2/2)	Compromising Skills Dealing with Teasing Entering the Classroom Excessing Talking Exiting to Playground for Recess	17 18 19 20 21
Week 23 (2/5-2/9)	Going to and Attending Assembly Guest Teacher Lesson Personal Space Please and Thank You	22 23 24 25
Week 24 (2/13-2/16)*	Talking Out Stop Spreading Rumors Transitions Visitor Comes to Talk to Teacher Accepting No for an Answer	27 28 29 30 31

Week 25 (2/20-2/23)*	Playground Behavior Lunch Line Procedure Cafeteria Expectations Office Expectations Library Behavior Preparing for a Guest Teacher	2 7* 8* 10 11 26 (*Teach together)
Week 26 (2/25-3/1)	Respecting Staff Respecting Peers Keeping Hands/Feet to Self Responsibility Walking in the Hallways	3 4 5 6 9
Week 27 (3/4-3/8)	Following Directions Apologizing Tattling vs. Telling Clean Up Complimenting Others	11 13 14 15 16
Week 28 (3/11-3/15)	Compromising Skills Dealing with Teasing Entering the Classroom Excessive Talking Exiting to Playground for Recess	17 18 19 20 21
Week 29 (3/18-3/22)	Going to and Attending Assembly Guest Teacher Lesson Personal Space Please and Thank You	22 23 24 25
Week 30 (4/1-4/5)	Talking Out Stop Spreading Rumors Transitions Visitor Comes to Talk to Teacher Accepting No for an Answer	27 28 29 30 31
Week 31 (4/8-4/12)	Playground Behavior Lunch Line Procedure Cafeteria Expectations Office Expectations Library Behavior Preparing for a Guest Teacher	2 7* 8* 10 11 26 (*Teach together)
Week 32 (4/15-4/19)	Respecting Staff	3

	Respecting Peers Keeping Hands/Feet to Self Responsibility Walking in the Hallways	4 5 6 9
Week 33 (4/22-4/26)	Following Directions Apologizing Tattling vs. Telling Clean Up Complimenting Others	11 13 14 15 16
Week 34 (4/29-5/3)	Compromising Skills Dealing with Teasing Entering the Classroom Excessive Talking Exiting to Playground for Recess	17 18 19 20 21
Week 35 (5/6-5/10)	Going to and Attending Assembly Guest Teacher Lesson Personal Space Please and Thank You	22 23 24 25
Week 36 (5/13-5/17)	Talking Out Stop Spreading Rumors Transitions Visitor Comes to Talk to Teacher Accepting No for an Answer	27 28 29 30 31

*** Means that it is a short week. Lessons will be combined on weeks 13, 18, 20, 21, 24, & 25.**





Tier 2 & 3 Support

ROCK in/ROCK out

ROCK in/ROCK out is a Tier 2 intervention. RIRO is a school-wide intervention for students who may need more positive adult attention and structured feedback to be successful in school. Students may be identified for RIRO based on behaviors documented in Aeries. RIRO will be established through the SST process. A teacher may also recommend a child for RIRO with appropriate documentation and 6 weeks of interventions. A parent letter will be sent home by the RIRO coordinator once the student has been approved by administration.

Counseling

Individual counseling is an intervention for students who may need counseling to assist with coping and learning how to control their impulses. Students may be identified for intervention by RIRO data, parent request, and teacher recommendation. The forms will be given to the child or placed in your box for parent signature.

Behavior Lessons

Classroom lessons are a Tier 2 and 3 intervention for classrooms that may need social skills and counseling support. A Student Assistance Program (SAP) referral form must be signed by parents for each student participating. The classes are four-week sessions and meet once weekly. The counselor will visit your classroom to provide lessons geared towards promoting social skills. **The SAP referral may be requested from administration. 80% of the class must return the signed referral form in order to be eligible to participate in the classes.**

Individual Counseling/CARE

Individual counseling is a Tier 3 intervention to provide students support to help with crisis situations. A DMCC authorization for release referral must be signed by parents in order for students to be seen by the counselor. The counselor will contact parents to inform them that their child is receiving counseling services. Referral forms may be requested through administration or school counselors.

Restorative Practices

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the

impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to make it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behavior, and disputes between pupils, their families, and members of staff.

To be effective, restorative approaches must be in place across the school. This means all pupils, staff (including non-teaching staff), management, and the wider school community must understand what acting restoratively means and how they can do it. As a result, restorative schools adopt a whole-school approach to restorative methods. AESD offers staff training throughout the year.

Mindfulness

Mindfulness-based interventions are therapeutic approaches grounded in mindfulness, promoting the practice as an important part of good physical and mental health. Mindfulness is designed to deliberately focus a person's attention on the present experience in a way that is non-judgmental. Mindfulness-based interventions, whether offered individually or in a group setting, may offer benefit to students seeking therapy for any number of concepts.





PBIS Forms

TK-2 Think Sheet

THINK SHEET

I can circle WHERE I had inappropriate behavior.



classroom



lunchroom



playground



hall



restroom

Which rule did I break?

I can circle HOW I FEEL about my inappropriate behavior.



happy



angry



confused



embarrassed



shocked



sad

Next time, I will

Student Signature _____ Date _____

Staff Signature _____ Date _____

Parent Signature _____ Date _____

Infraction Log Sheet

Name: _____

Teacher _____ Grade _____

Date	Time	Infraction	Intervention Used



3rd – 5th Grade Think Sheet

Name: _____ Date: _____

1. What expectation did I not meet?

2. Why was my behavior a problem? (Continue on back if needed.)

3. What could I have done instead? (Continue on back if needed.)

4. Do I need to apologize to anyone?

Yes No

Did I apologize?

Yes No

To whom? _____

Student's Signature

Teacher's Signature

Parent's Signature

Mustang Cash



Name: _____

Staff: _____

Mustang Cash



Name: _____

Staff: _____

Mustang Cash



Name: _____

Staff: _____

Mustang Cash



Name: _____

Staff: _____

Mustang Cash



Name: _____

Staff: _____

Mustang Cash



Name: _____

Staff: _____

Mustang Cash



Name: _____

Staff: _____

Mustang Cash



Name: _____

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Mustang Cash



Name: _____

Staff: _____

Mustang Cash



Name: _____

Staff: _____

Mustang Cash



Name: _____

Staff: _____

Mustang Cash



Name: _____

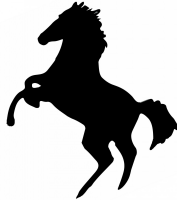
Staff: _____

Model Mustang

Name: _____

Grade: _____ Date: _____

- Respect our World
- Own our Choices
- Care for Others
- Keep our Focus



Message

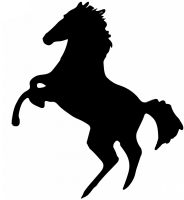
Staff: _____

Model Mustang

Name: _____

Grade: _____ Date: _____

- Respect our World
- Own our Choices
- Care for Others
- Keep our Focus



Message:

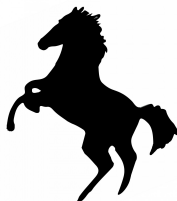
Staff: _____

Model Mustang

Name: _____

Grade: _____ Date: _____

- Respect our World
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Message:

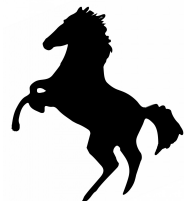
Staff: _____

Model Mustang

Name: _____

Grade: _____ Date: _____

- Respect our World
- Own our Choices
- Care for Others
- Keep our Focus

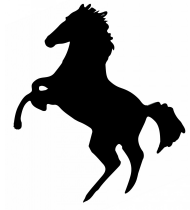


Message:

Staff: _____



Mustang Golden Ticket
Respect our World ~ Own our Choices
Care for Others ~ Keep our Focus



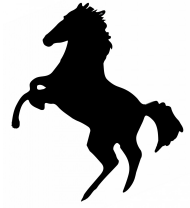
Class: _____ Date: _____

Congratulations! You just earned this golden ticket for:
Safe, responsible, and respectful behavior in the cafeteria/at recess/in the walkway!
 Other (if needed): _____

Given by: **Mr/Ms.** _____



Mustang Golden Ticket
Respect our World ~ Own our Choices
Care for Others ~ Keep our Focus



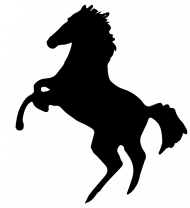
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 Other (if needed): _____

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Mustang Golden Ticket
Respect our World ~ Own our Choices
Care for Others ~ Keep our Focus



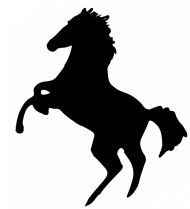
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Mustang Golden Ticket
Respect our World ~ Own our Choices
Care for Others ~ Keep our Focus



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