

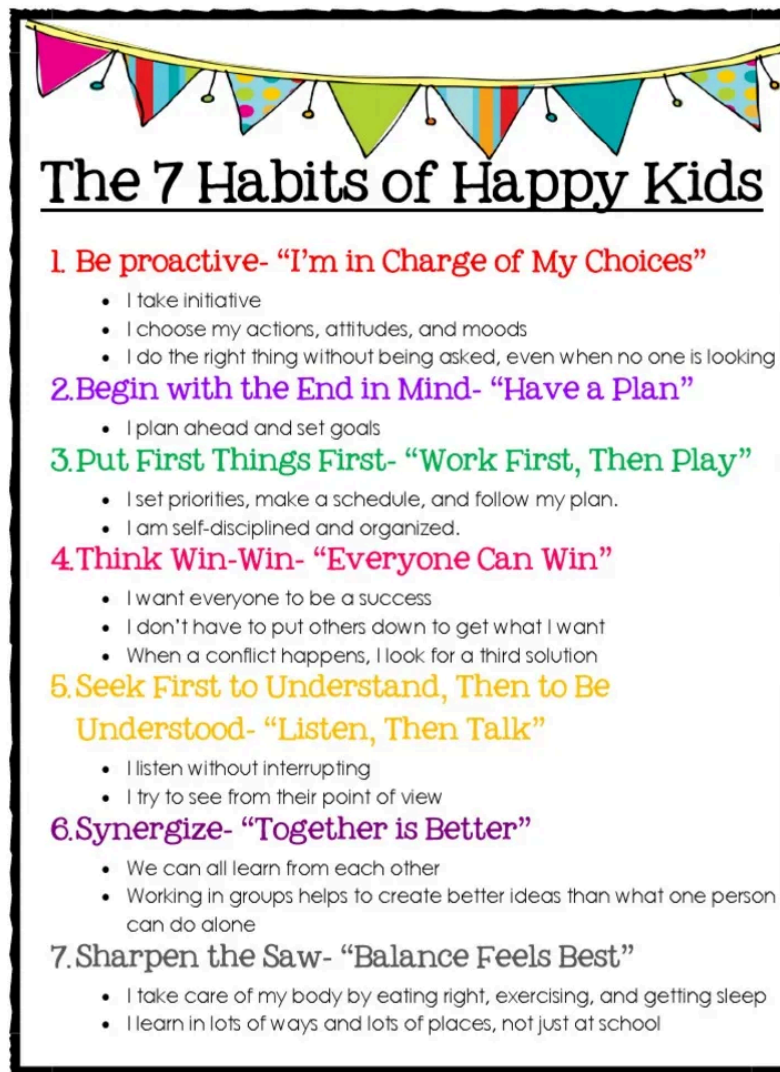
# Taylors Elementary School

Second Grade

2025-2026

## Leader In Me

Our school is proud to have accomplished Lighthouse Status in the Leader in Me program. Each day we strive to model and train students to follow these ideals:



## SCHOOL WIDE BEHAVIOR SYSTEM

# Topcat Behavior Plan

As a Leader in Me Lighthouse School our mission is to “empower leaders for today and tomorrow.” Part of supporting that mission is expecting top notch behavior from our Topcats. This year Taylors Elementary will be implementing the “Topcat Behavior Management” in an effort to promote Habit #1: Be Proactive. This habit teaches that “you are in charge of you.” This plan promotes positive student behavior reinforced with rewards that are set by each child’s teacher. In the case that a student’s behavior is not reflecting their very best, consequences may be implemented.

Student behavior will be tracked daily and include all components of their day. Students will record their ending level on their calendar each day. We encourage you to check in with your child each day about their level and talk with them about their success or provide support for behaviors as needed. If a student is observed repeating the same behaviors over several days or a couple of weeks, or if the student makes a more severe infraction just once, the child will receive a “red note.” The purpose of this is to make sure that you are aware of the continued behavior that might be impacting their learning. These notes will need to be signed and returned. It’s also important to note that most classroom behaviors will be handled by your child’s teacher, though there are certain behaviors that would automatically be turned over to administration to handle. These behaviors would include things like threats, physical assault, weapons (real or fake), inappropriate physical contact or exposure, inappropriate language, inappropriate use of a Chromebook, destruction of school property, improper use of personal devices (phones/smart watches), bullying, etc.

We are tracking their behavior on a scale of 4-0. Students start on a 3 each day and can move up for a display of exceptional leadership and may move down for not following set expectations for behavior. We will track specific student behaviors with a code system shown on the next page. This is to make tracking easier and more manageable for teachers and students alike. Please keep the attached sheet as a reference to the codes and the meaning of each number on the scale. If you have any questions about this system or the rewards and consequences, please reach out to your child’s teacher.

### Behavior Scale and Reporting

4 I have exceptional leadership!	3 I am a Topcat leader.	2 I need to reflect.	1 I need to make a change.	0 I need a new perspective. Look for a red note in your child's folder.
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T- I was talking excessively and/or disrupting class.	L- I didn't follow cafeteria expectations.
OOS- I was out of my seat.	RA- I had trouble during related arts.
NFD- I did not follow directions given.	☺ - I went above and beyond to display exemplary leadership skills.
M- I did not have necessary materials.	AB - absent
S- I was sleeping during class.	ED- early dismissal
D- I was disrespectful.	W- Warning
U- I said unkind words and/or inappropriate language.	IR- Isolated Recess
PC- I used inappropriate physical contact.	SL- Silent Lunch
H- I did not follow hallway expectations.	BB- Bounce Back
B- I was not following bathroom expectations.	CA- Contact Administrator
SE- I didn't follow safety expectations.	R- Referral (after 3 red notes in a one month period)

Consequences:	Student/Teacher One-on-One
Warning	Bounce Back
Isolated Recess	Think Sheet
Silent Lunch	Contact Administrator