At Wilder Elementary, we have common expectations that define how we live together in our school community in a positive and productive way.

We believe that behavior is something to be taught, just like we teach reading, writing, and math. Teachers and staff explicitly teach what each of these expectations look and sound like around the campus and in different situations such as assemblies, bus lines, the cafeteria, and the playground. This teaching is followed up by consistent reinforcement and logical consequences when needed.

Positive Behavioral Interventions and Supports (PBIS) and Leader of the Pack

Wilder Elementary uses Positive Behavioral Interventions and Supports (PBIS) to create a safe, predictable, and positive learning environment for all students. Our PBIS framework is built around our Leader of the Pack expectations:



Throughout the school year, students are taught what these expectations look like in classrooms and in the common areas across the school. Staff regularly recognize students who demonstrate these behaviors using positive acknowledgements such as Wolf Paws, verbal praise, classroom recognition, and other celebrations. Our goal is to build a strong school community where students know what is expected, feel connected to school, and develop the social, emotional, and behavioral skills needed to be successful learners and leaders.

Actions taken to respond to and to teach behavior

Minor Unexpected Behavior: Behaviors that are inappropriate but minor in nature are responded to and resolved by the staff in the setting in which the behavior occurs (teacher, recess supervisor, etc.) The staff member may use discretion in determining the response to minor behaviors, depending on the severity and/or frequency of the action(s).

Actions may include but are not limited to:

- Verbal Reminder of Expectations: A brief conference between a student and staff member.
- Reteaching of Expectations: The staff member reteaches the expectation to the student.

- Break/Reset: A student may be asked to go to a different spot in the classroom or on the playground to take a break, fill out a Think sheet, calm down, etc.
- Problem Solving Conference: A meeting with the staff member and student(s).
- Logical Consequences: A consequence designed by a staff member that is related in some way to the misbehavior. (Example: Misuse of playground equipment results in loss of use of that equipment for a specific time.)
- Loss of Privileges
- Behavior Contracts: A written agreement among student(s), staff member, and parent designed to set clear expectations, improve behavior and communicate progress.
- Restorative Justice: Repairing a relationship or damage done with a verbal or written apology, compensation of time, work, effort, replacement of property, etc.

Major Unexpected Behavior: Behaviors that cause a significant disruption to teaching, learning, or physical/emotional student safety, or repeated minor behaviors are typically responded to and resolved by an administrator or designee. The principal/designee may use discretion in determining consequences for behaviors depending on the severity and/or frequency of the action(s).

Actions may include but are not limited to:

- Break/Reset
- Problem Solving/Reteaching Conference
- Logical Consequences
- Loss of Privileges
- Behavior Contracts
- Restitution

For more information about student behavior expectations and disciplinary procedures, please refer to the Lake Washington School District Student Rights and Responsibilities Handbook and Board Policy 3241: Classroom Management, Corrective Actions, and/or Discipline.