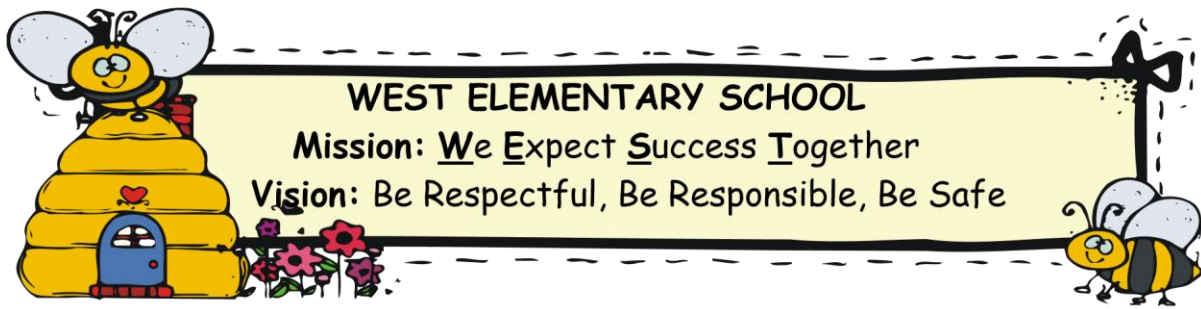


WEST MISSION: BE SUCCESSFUL AT WEST

 **BE RESPECTFUL
BE RESPONSIBLE
BE SAFE**

**IT WILL LEAD TO A
SAFE, CARING, AND
PRODUCTIVE LEARNING ENVIRONMENT.**



502 8th Avenue, Laurel, Mt. 59044

406-628-3400

Greetings to all new and returning West Elementary students and parents/guardians. The West staff welcomes you and is excited about the prospects that this new school year brings to all of us.

The intent with this letter is to give you a brief overview and share some pertinent information about the Positive Behavior Support System.

Our West School Team has implemented the positive behavior program since 2010. Our goal is to teach students exactly what is expected of them in all areas of our school. We asked ourselves what it is that each student needs to know and understand in order to comply successfully with each of these rules. We identified these behaviors for the hallways, bathroom, drinking fountain, bathroom, playground, classroom, etc.

We “teach to” these behaviors in the following ways:

1. This is what it looks like.
2. This is what it sounds like.
3. I will model it for you.
4. We will practice it together.
5. You will practice it and I will monitor your progress.

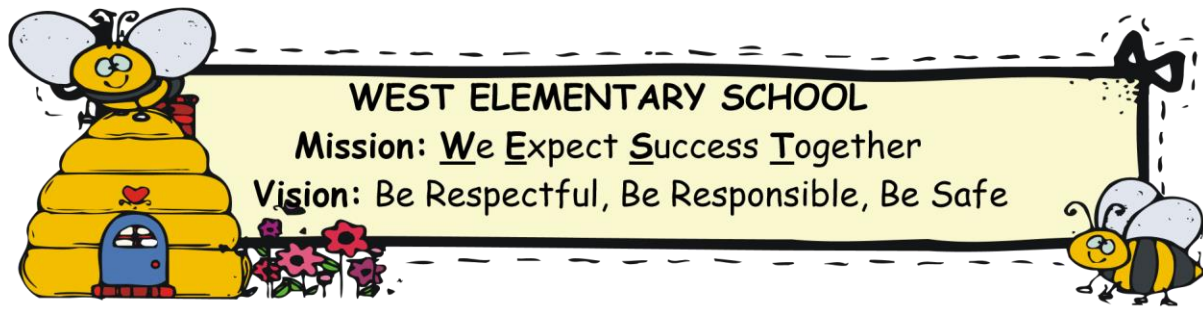
We hold students accountable for their actions, therefore, we reward those who follow the appropriate behaviors and refocus those who don't. To refocus means that a student is removed from the areas of the misbehavior and seated in a quiet area, either in their classroom, or in another teacher's classroom. There, the student will complete a refocus form asking what their behavior was, what they were trying to accomplish, what they could have done differently, and if they are ready to rejoin their group. Younger students can refocus orally.

Refocusing allows students to critically analyze their behavior resulting in students becoming more responsible. If a child is sent to refocus it gives them the opportunity to think about their behavior and what they need to do in order to rejoin in learning.

Your child's learning is too important for us not to be concerned with maintain a positive learning environment for all. Our program is a strong, proactive/positive approach to discipline that emphasizes care and nurturing for all students founded on the principles of defining expectations, positive interaction, modeling, and a high degree of staff involvement.

Additional information and an update on our progress will be forthcoming.

Thank you,
MBI Team & Karla Miller, Principal



502 8th Avenue, Laurel, Mt. 59044

406-628-3400

Dear Parents/Guardians:

This is the second of three informational letters about our positive behavior plan. In the first letter we described the general program with a brief explanation of Teach To's and refocusing. This letter will deal with refocusing in more detail.

School has been in session for a couple of weeks and teachers and students have been working very hard on our "Teach To's" for desirable behaviors. Our students are following expectations very well, and are making the school a very enjoyable place to learn.

If a student chooses to not follow expected behaviors, the teacher will provide the student with a prompt. A prompt is a non-confrontational intervention to remind the student that a behavior has begun to interfere with his/her learning. Two examples: "I need you to use quiet voices in this class." "I need quiet hands now." This is intervention at the lowest level. For the majority of students this is all that is necessary to alert them to a behavior that is interfering with their learning. There is no verbal response expected. The teacher continues teaching.

For some students the prompt may not work. In this case, ignoring the prompt and continuing the misbehavior elevates the situation to the defiance level. Immediate intervention is required in the form of a refocus.

Refocusing is still a low level of intervention. The teacher hands the student a refocus form and directs him/her to refocus. In this way the student is removed from the area of the incident. It allows learning to continue for the rest of the class. It saves the teacher and the offending student the ill feelings and embarrassment that comes from a confrontational exchange. After completing the refocus form, the student rejoins the class. Younger students can refocus orally.

All students have been taught how to complete the refocus form and how to re-join their class.

REFOCUSING IS AN EARLY INTERVENTION ALLOWING THE STUDENT TO IDENTIFY THE BEHAVIOR THAT WAS INTERFERING WITH HIS/HER LEARNING AND TO THINK OF HOW TO BEHAVE DIFFERENTLY NEXT TIME.

The West Staff considered carefully the consequences for a student who refuses to refocus or who continues to disrupt learning. This is considered severe non-compliance. If a student misbehaves in this manner he/she is removed to the office and the parents/guardians are contacted.

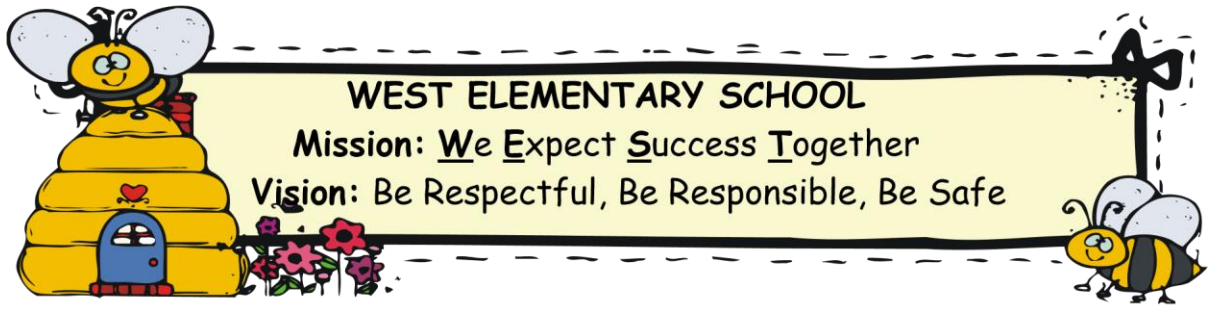
WE CARE TOO MUCH ABOUT OUR STUDENTS TO ALLOW MISBEHAVIOR TO INTERFERE WITH LEARNING!

We value the time for learning. In this regard, we view the lost time from class for refocusing as a serious issue. Refocusing is in itself a powerful enough response to most low-level problem behaviors. However, students who are refocused more than three times during one school week will spend 30 minutes after school. Parents will be informed through a form letter and a phone call so that arrangements can be made.

In our next letter we will define and address West's Office Managed Behaviors.

As always, if you have any questions, please call the school at 628-3400.

Sincerely,
MBI Team
Karla Miller, Principal



502 8th Avenue, Laurel, Mt. 59044

406-628-3400

Dear Parents/Guardians,

This is the third, and final, informational letter about our Positive Behavior Support Plan. The focus of this letter is Office Managed Behaviors.

Office Managed Behaviors	
Definition: Serious misbehavior that endangers the safety or well-being or makes normal classroom activities difficult or impossible	
Behaviors	Responses/Consequences
<ul style="list-style-type: none"> • Danger to others with intent to hurt • Weapons • Fighting/assault, physical aggression • Serious disruption • Overt defiance • Harassment/Bullying • Inappropriate touching • Unsafe activities • Theft • Vandalism • Use/possession of alcohol or drugs • Chronic minor behavior 	<ul style="list-style-type: none"> • Send student to office • Complete office referral form • Parent contact • Detention • Suspension • Restitution • Loss of privileges • Formal behavior plan • Notify law enforcement

As always, if you have any questions, please call the school at 628-3400.

Sincerely,
 MBI Team
 Karla Miller, Principal

Referral Form Definitions

Minor Problem Behavior	Definition
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Physical contact/aggression	Student engages in non-serious, but inappropriate physical contact.
Defiance/Disrespect/Non-compliance	Student engages in brief or low-intensity failure to respond to adult requests.
Disruption	Student engages in low-intensity, but inappropriate disruption.
Dress code violation	Student wears clothing that is near, but not within, the dress code guidelines defined by the school district.
Property misuse	Student engages in low-intensity misuse of property.
Technology violation	Student engages in non-serious, but inappropriate use of cell phone, music/video players, camera, and computer.
Other	Student engages in other minor problem behaviors that do not fall within the above categories.

Major Problem Behavior	Definition
Abusive Language/inappropriate language/profanity	Verbal messages that include swearing, name calling or use of words in an inappropriate way.
Use/possession of combustibles	Student is possession of substances/objects readily capable of causing bodily harm and/or property damage.
Defiance/disrespect/insubordination/non-compliance	Refusal to follow directions, talking back, and/or socially rude interactions.
Disruption	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Fighting/Physical aggression	Actions involving serious physical contact where injury may occur (hitting, punching, hitting with an object, kicking, hair pulling, scratching, spitting, and biting).
Forgery/Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Inappropriate location/out of bounds area	Student is in an area that is outside of school boundaries.
Harassment/Bullying	Bully behavior occurs when there is a deliberate intent harm, dominate, inflict pain, exclude or otherwise cause distress to the person being targeted. The person who bullies purposefully misuses her/her power usually repeatedly . The balance of power between the bully and the target is NOT EQUAL.
Inappropriate display of affection	Student engages in inappropriate verbal and/or physical gestures/contact, of a sexual nature to another student/adult, either consensual or non-consensual.

Staff Managed Behaviors

Definition: Failure to follow school or classroom rules and expectations.

Behaviors	Responses/Consequences
<p>Level 1-Minor</p> <ul style="list-style-type: none"> • Talk outs • Off task • Failing to follow rules/directives • Interrupting instruction • Inappropriate voice level • Disruptive • Inappropriate language/comments • Put downs/low level teasing • Hands/feet/objects on others • Note passing • Out of assigned area • Unsafe play/inappropriate use of equipment • Late coming in from playground • Running in halls • Littering <p>Level 2-Refocus</p> <ul style="list-style-type: none"> • Repeated minor behavior • Unexcused tardy/absence • Cheating • Defiance • Intimidation/threats • Inappropriate displays of affection • Electronic equipment at school 	<p>First minor offence</p> <ul style="list-style-type: none"> • Ask student which school rule was broken • Teach appropriate behavior • Remind, redirect, reinforce • Additional practice of the correct behavior • Closer monitoring/proximity • Ignore/acknowledge appropriate behavior • Use humor • Complete paperwork for minor behavior if necessary • Contact parent (as necessary) <p>Repeated minor offense or Level 2 behavior</p> <ul style="list-style-type: none"> • Re-teach appropriate behavior with student practice • Complete necessary paperwork • Mild consequences • Consult with student • Conference with student and parent • Consult with colleagues, behavior specialist • Develop a plan of support

Office Managed Behaviors

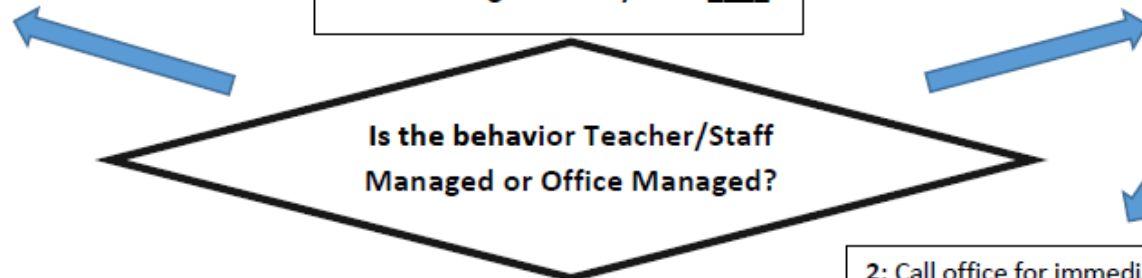
Definition: Serious misbehavior that endangers the safety or well-being or makes normal classroom activities difficult or impossible

Behaviors	Responses/Consequences
<ul style="list-style-type: none"> • Danger to others with intent to hurt • Weapons • Fighting/assault, physical aggression • Serious disruption • Overt defiance • Harassment/Bullying • Inappropriate touching • Unsafe activities • Theft • Vandalism • Use/possession of alcohol or drugs • Chronic minor behavior 	<ul style="list-style-type: none"> • Send student to office • Complete office referral form • Parent contact • Detention • Suspension • Restitution • Loss of privileges • Formal behavior plan • Notify law enforcement

West Elementary School Behavior Flow Chart

Observe Problem Behavior

Give warning: "I need you to ____"



Teacher/Staff

Intervention 1: Prompt, re-direct, provide choice or re-teach appropriate behavior to meet expectations.

Intervention 2: Conference with student. Discuss behavior and review expectations.

Intervention 3: Conference with student, complete refocus together and send home.

Intervention 4: Behavior continues: Stop, Walk and Think. Walk to buddy room to think about appropriate behavior.

Does child have 2 refocuses/ week or 3 refocuses/ month?
If YES, refer to BIT team.

Office

1: Is immediate removal necessary to ensure safety?

YES **NO**

2: Call office for immediate assistance.

2: Notify administrator and continue classroom instruction if possible.

3: Administrator determines consequence
If student has an IEP, consult with Case Manager

4: Administrator follows through on consequence.

5: Administrator/Infinite Campus provides teacher feedback.

Respectful	Responsible	Safe
Level 1: Minor a. Minor disruptions b. Inappropriate words/comments/hand gestures	Level 1: Minor a. Not following directions/rules b. Property misuse	Level 1: Minor a. Physical contact
Level 2: Refocus a. Chronic disruptions b. Verbal harassment c. Cheating	Level 2: Refocus a. Repeated off-task behavior b. Repeated property misuse/theft	Level 2: Refocus a. Chronic physical contact
Level 3: Office a. Serious disruptions b. Repeated harassment/bullying c. Chronic minor behavior	Level 3: Office a. Defiance b. Vandalism/theft	Level 3: Office a. Fighting/assault b. Weapon possessions c. Use or possession of inappropriate substances

Take concrete actions to correct behavior
(i.e. individual practice, removal from activity, seat change, etc.)

Fill out **Discipline Referral** on Infinite Campus after meeting with administrator the same day.