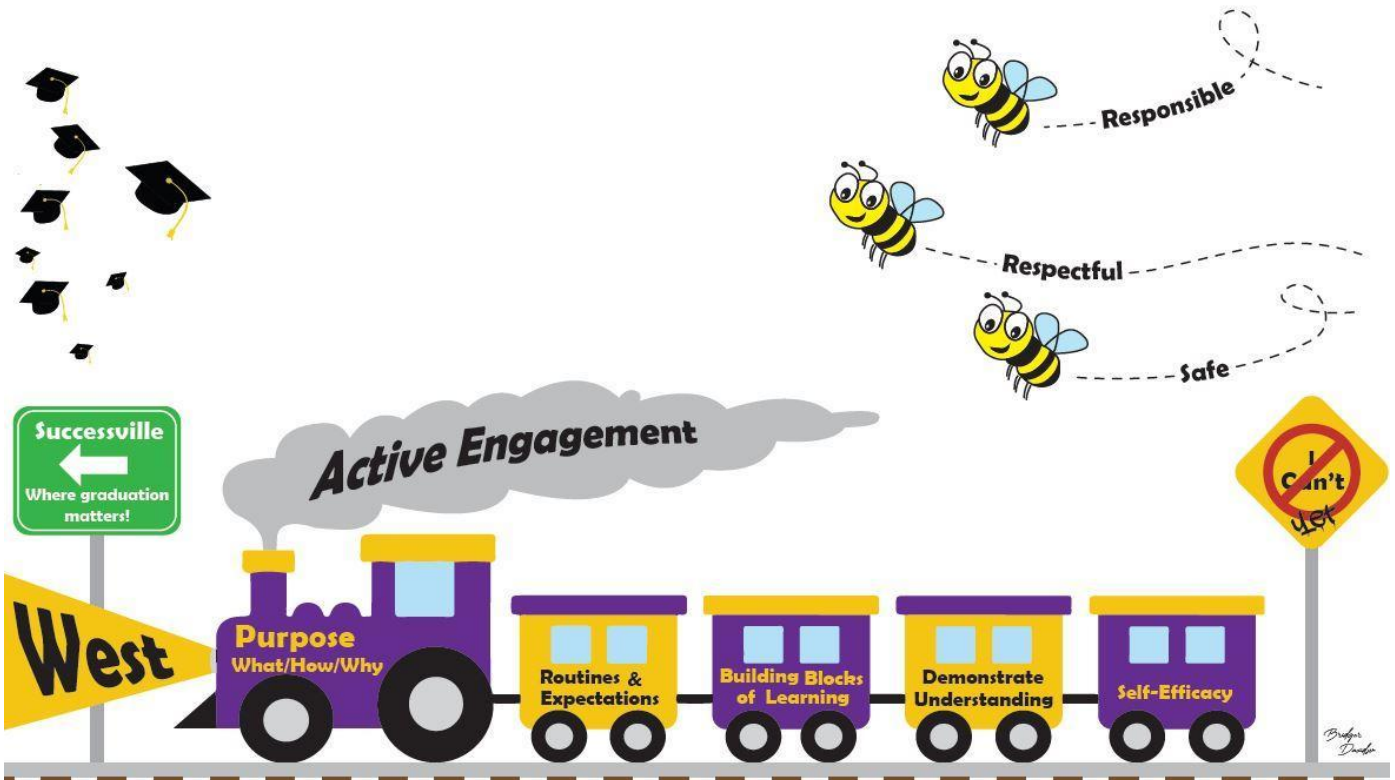


WEST'S VISION:

Our school is a place where students and staff build relationships while growing and learning in a safe, fun, and supportive community.



Relationships

West Elementary School

The following discipline grids are designed to help teachers and administrators at WestElementary determine referrals to the office as well as consequences for unwanted behaviors. The following is a key to help you understand the consequences better.

ISS – In School Suspension – At West, the student would sit in the office area where he / she is monitored all day (or a partial day) by an adult. Homework and/or academic activities will be given to the student by the classroom teacher and the teacher will follow up with the student during the day. The principal and secretary also follow up with the student throughout the day.

OSS – Out of School Suspension – At West, the student is asked to leave the building for the determined number of days. The classroom teacher will work out a plan for missed work upon their return.

OR – Office Referral – The student will receive a discipline referral out of Infinite Campus and the Principal or teacher will notify home of the occurrence. Discipline referrals are mailed home to guardians. In the event that a parent cannot be contacted the referral will be mailed home with a letter from the teacher or principal. Discipline records will be kept strictly confidential. **For any infraction or incident that requires an office referral the parent(s) or guardians will be notified.**

Loss of Recess / Privileges – Students that lose their recess or privileges will sit at the office or other designated location during recess or the event they lose. The secretary or principal monitor these students during this break. Teachers may also ask to keep students in their classroom to work on homework.

TRANSPORTATION CONSEQUENCE GRID

The safety of our children is our number one priority at Laurel Public Schools, including during our routes to and from school or to school events. Bus drivers are responsible for the safety of these students on our roadways and ask for the safety rules to be followed closely. Please note that if a student continues to disregard behavioral expectations on the school bus, they will be asked to leave our routes and will be responsible for getting to and from school on their own.

LEVEL I (Steps repeat if student is not referred for 45 school days)

OFFENSE- # OF OCCURRENCES	1	2	3	4	5
Disruptive Behavior including inappropriate interactions with students, talking loudly	Warning including discipline referral	3 day suspension from the bus	5 day suspension from the bus	10 day suspension from the bus	Loss of privilege to ride the bus
Inappropriate Behavior					
Boarding or disembarking improperly					
Lack of cooperation with bus driver					
Rude, inappropriate language					
Possession of inappropriate materials					
Moving or being seated improperly while the bus is in motion including being out of assigned seat					
Body parts or other objects outside the windows					
Throwing objects					
Blocking aisles with books or other objects					
Crossing improperly					
Cell phone violation					

Transportation continued:

Level II

OFFENSE-# OF OCCURRENCES	1	2
Fighting or non-mutual physical aggression, Verbal or physical peer to peer conflict	10 day suspension from the bus	Loss of privilege to ride the bus
Harassment/Intimidation		
Flagrant, vulgar, deliberate misbehavior; racial or gender slurs; misbehavior on a field trip		
Gross disrespect of Faculty/Staff		

Level III

OFFENSE- # OF OCCURRENCES	1
Open and persistent defiance/ profane insubordination	Loss of privilege to ride the bus
Indecent exposure of self or others	
Use or possession of alcohol, other illegal drugs, look alike drugs, or drug paraphernalia on school grounds or at school activities	
Threatening behavior (written, verbal, or physical)	
Possessions of inappropriate or dangerous materials	

West administrators have the authority to place students on the grid according to offenses not specifically listed. This grid is a guide and not designed to be all-inclusive.

ANTI-BULLYING POLICY

West Elementary School will strive to provide a positive and productive learning and working environment. Hazing, harassment, intimidation, menacing, cyber bullying or other bullying by students, staff, or third parties is strictly prohibited and shall not be tolerated. Students whose behavior is found to be in violation of this policy will be subject to discipline up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the board. Individuals may also be referred to law enforcement officials.

The Anti-Bullying Alliance defines bullying as *“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.”* Bullying behavior may include physical behavior but is also defined as excessive name calling, shunning, repeatedly making unkind remarks and other harassing behaviors. Students and/or parents are encouraged to report bullying behaviors to the teacher and/or principal immediately. All reports will be investigated promptly. Consequences will apply according to the Bullying Consequence Grid.

WEST BULLYING CONSEQUENCE GRID

OFFENSE	1	2	3
Bullying Behavior	OR Loss of privileges such as recess will be issued.	OR 1 Day ISS Parent Meeting may be required to develop a Behavior Plan	OR 1 Day OSS with further offenses moved to Harassment/Intimidation Level 3 offenses on Discipline grid

Playground - Expectations

Playground rules are to be followed at all times while on the West playground. Failure to follow these rules will result in consequences following the steps listed below.

1. Playground Aide, teacher or other adult in charge will verbally warn a student of failure to follow playground rules.
2. Playground Aide, teacher or other adult in charge, will remind the student of the verbal warning and assign an outside consequence (standing by the wall, making the child stand with the adult, etc.). The time of this consequence is set by the adult. The teacher will be notified after recess of the offense and consequence.
3. Playground Aide, teacher or other adult in charge, will remind the student of the verbal warning and previous consequence. The adult in charge will ask the student to stand by the wall or next to them until the end of the recess. At this time, the adult in charge will walk the student to his/her teacher and report the offense. Teacher, student and Aide will report the offense to the principal for an Office Referral (OR) and follow the following grid starting at number 4 (previous 3 steps are aligned above). If the offense is severe enough, the staff at West Elementary School have the authority to place the student on the grid at any level.

Individual Playground rules are to be followed at all times while on the West playground. Failure to follow these rules will result in consequences following the grid below.

WEST Playground Expectations

1. Students are to be involved in constructive playground activities.
2. Students are to remain on the playground during recess or after arriving in the morning.
3. Students need to have a clothespin from an adult on the playground if they enter the building during recess.
4. Any activity may be stopped if it endangers students or interferes with the play of others.
5. Students' coats not worn need to be put in their class line, NOT in a pile.
6. Students are only to use equipment and toys provided by the school when on the playground.

Safety Comes First!

The following activities are prohibited on the playground:

1. Fighting, play fighting, tackle games of any kind
2. Throwing dirt, rocks, snowballs, or dangerous objects
3. Inappropriate use of playground equipment
4. Climbing up or getting on top of the slides or monkey bars
5. Climbing, standing, twisting, or jumping off the swings
6. Standing or sitting on concrete tubes
7. Playing near school doors or steps
8. Climbing on fences or poles
9. Sliding on ice or playing in puddles
10. Chewing gum, eating suckers or hard candy
11. Inappropriate language (swearing), gestures, or spitting

Playground Consequences

1. Verbal warning
2. Walk laps
3. Stop and Think sheet

Serious Infraction- Office Referral

Classroom or School- DISCIPLINE/CONSEQUENCE GRID

Individual teachers set classroom rules and expectations for their students. Teachers will do their own discipline within their classroom as needed. However, after the teacher has moved through his/her classroom level behavior plans, students will be referred to the Principal.

Parents will be notified of all interactions.

LEVEL I (Students move back one step if they are not referred for 45 school days)

	Classroom Level	Office Referral				
		4	5	6	7	8
Classroom Disruption	1 st Offense: Teacher conference with student.	1 Recess Lost	1 Full Day of recess loss and privileges, with parent contact by teacher or principal.	2 Full Days of recess loss and privileges, parent contact by teacher or principal, and OR	3 – 5 days of recess loss and privileges, parent contact and OR.	1 day of ISS, parent contact and OR. A possible behavioral meeting to be held.
Inappropriate Behavior						
Inappropriate Peer Interactions	2 nd Offense: Loss of a day of privileges and possible parent contact.					
Lack of cooperation with teacher/staff						
Rude, inappropriate language	3 rd Offense: Loss of privileges for multiple days and parent contact.					
Possession of inappropriate materials						

LEVEL II

OFFENSE-# OF OCCURRENCES	1	2	3	4	5	6
Filing a false report	OR Loss of recess for 1-2 days	OR ½ day ISS	OR 1 – 2 days ISS	OR 1 day OSS	OR 2 – 3 days OSS	OR 5 days OSS with possibility of long-term OSS
Disruption of an assembly						
Damage to school property/ restitution required						
Disrespect for staff or environment						
Verbal or physical peer to peer conflict						
Cheating						

LEVEL III

OFFENSE-# OF OCCURRENCES	1	2	3	4	5
Fighting or non-mutual physical aggression	OR 1 day ISS	OR 1-2 days OSS plus required parent conference with administrator and staff to develop a behavioral plan	OR 2-3 days OSS	OR 3-5 days OSS	OR Long-term OSS pending suspension/expulsion hearing
Harassment/Intimidation					
Flagrant, vulgar, deliberate misbehavior; racial or gender slurs; misbehavior on a field trip					
Gross disrespect of Faculty/Staff					
Theft/vandalism <\$300, restitution required					

LEVEL IV

OFFENSE- # OF OCCURRENCES	1	2	3
Open and persistent defiance/ profane insubordination	OR 2-3 days OSS	OR 3-5 day OSS	OR Long-term OSS pending expulsion hearing
Indecent exposure of self or others			
Felony theft/vandalism >\$300/ restitution required			
Threatening behavior (written, verbal, or physical)			
Possessions of inappropriate or dangerous materials			

LEVEL V

OFFENSE-# OF OCCURRENCES	1	2
Use or possession of alcohol, other illegal drugs, look alike drugs, or drug paraphernalia on school grounds or at school activities	OR 3-5 Day OSS	OR Long-term OSS pending expulsion hearing
False alarm/ tampering with fire protection systems		

LEVEL VI

OFFENSE- # OF OCCURRENCES	1
Possession or use of firearms, dangerous weapons, or explosives	Long-term OSS pending expulsion hearing Legal authorities will be contacted.
Possession or use of alcohol, other illegal drugs, look alike drugs, or drug paraphernalia with intent to distribute	
Physical assault	

West administrators have the authority to define behaviors and place students on the grid according to offenses not specifically listed. The grid is a guide and not designed to be all-inclusive.

RE-ENTRY MEETING

If your student has had ISS (in school suspension) or OSS (out of school suspension), a mandatory re-entry meeting will be held with the parent/guardian prior to the student returning to the building

West Elementary School Behavior Flow Chart

Observe Problem Behavior

Give warning: "I need you to ____"

Is the behavior Teacher/Staff Managed or Office Managed?

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 Think Sheet 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.

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

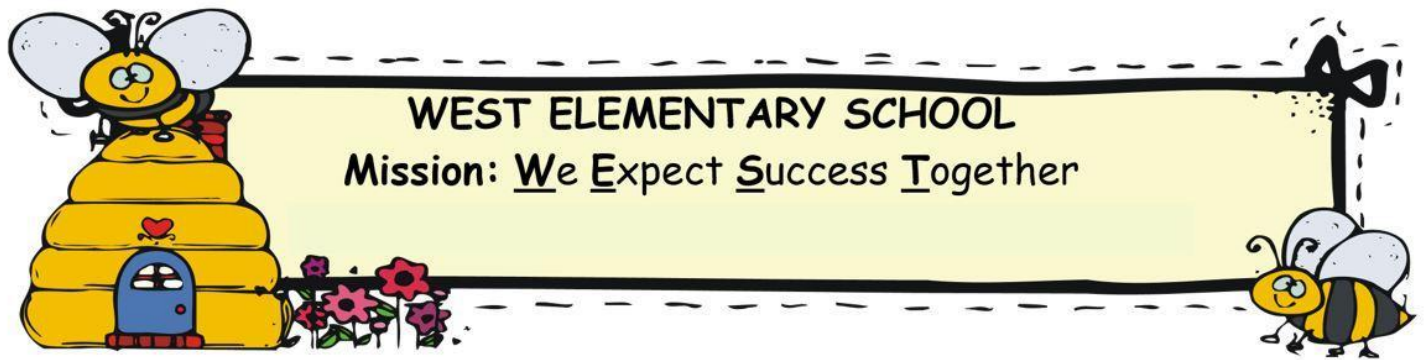
Take concrete actions to correct behavior
 (i.e. individual practice, removal from activity, seat change, etc.)

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

BEHAVIOR DEFINITIONS

Level I	
Classroom Disruption	Student engages in 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
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Lack of cooperation with a teacher or staff	Student engages in brief or low-intensity failure to respond to adult requests.
Possession of inappropriate materials	Student is found in possession of a non-serious but inappropriate materials (laser pen, shocking toys)
Cheating	Student claims another's work as their own
Inappropriate behavior	Student engages in problem behavior not listed (misuse of property, failure to observe safety rules, non-serious, but inappropriate physical contact)
Level II	
Filing a false report	Student files a report that is purposely not true and inaccurate
Disruption of an assembly	Student willfully and disrespectfully disrupts an assembly
Damage to school property/restitution required	Student damages school property that must be fixed or replaced/cost for such repairs or replacements are the student's responsibility
Disrespect for staff or environment	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions; by doing so they interfere with the learning environment
Verbal peer to peer conflict	Student says inappropriate things that leads to or may lead to a greater conflict
Physical peer to peer conflict	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Level III	
Fighting	Student is involved in mutual participation in an incident involving physical violence.
Harassment/ Intimidation	Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. <i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</i>
Flagrant, vulgar, deliberate misbehavior; racial or gender slurs; misbehavior on a field trip	Student engages in problem behavior of a serious nature; Student makes a comment that is considered a racial or gender slur; Student misbehaves on a field trip
Gross disrespect of faculty/staff	Student engages in refusal to follow directions, yells and/or delivers socially rude interactions to staff member, including cussing, name calling, or any other inappropriate thing directed specifically at a staff member
Theft/vandalism <\$300, restitution required	Student is in possession of, having passed on, or being responsible for removing someone else's property/ Student participates in an activity that results in destruction or disfigurement of property.

Level IV	
Open and persistent defiance/profane insubordination	Student engages in extended refusal to comply, office assistance and possibly school resource officer support is needed. Student may yell and/or deliver socially rude interactions to staff member, including cussing, name calling, or any other inappropriate thing directed specifically at a staff member
Indecent exposure of self or others	Student exposes body parts of self or others that are inappropriate to expose
Felony theft/vandalism >\$300, restitution required	Student is in possession of, having passed on, or being responsible for removing someone else's property/ Student participates in an activity that results in destruction or disfigurement of property.
Threatening Behavior (written, verbal, or physical)	Student threatens to seriously harm another
Possessions of inappropriate or dangerous materials	Student is found in possession of serious, inappropriate materials or potentially harmful materials



Greetings to all new and returning West Elementary families. 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:

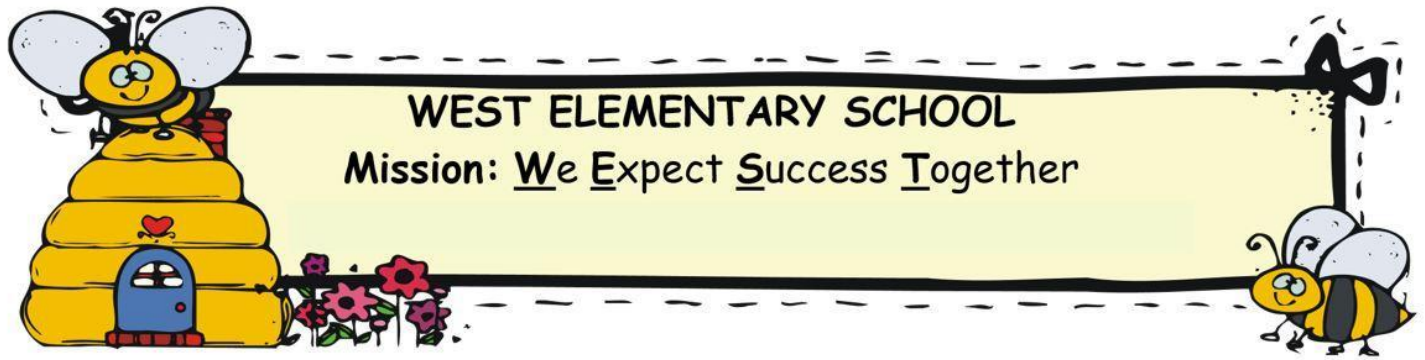
1. This is what it looks like.
2. This is what it sounds like.
3. I will model it for you.
4. We will practice it together.
5. You will practice it and I will monitor your progress.

We hold students accountable for their actions, therefore, we reward those who follow the appropriate behaviors. If a student does not demonstrate appropriate behaviors, the student is prompted and retaught the expectations. If the student continues to demonstrate inappropriate behaviors, the student will be led through completing a Think Sheet. They will be asked what their behavior was, what they were trying to accomplish, and what they could have done differently. The Think Sheet allows students to critically analyze their behavior resulting in students becoming more responsible. If a child brings home a Think Sheet, you have an opportunity to help them think about their behavior and what they need to do differently.

Your child’s learning is too important for us not to be concerned with maintaining a positive learning environment for all. Our program is a strong, proactive, and 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. As always, if you have any questions, please call the school at 628-3400.

Thank you,
MBI Team & Bethany Fuchs, Principal



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 Think Sheets 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, staff will reteach the expectations. If the student continues to ignoring the prompt and reteaching, their behavior may be considered defiant. Immediate intervention is required in the form of a Think Sheet.

A Think Sheet is still a low level of intervention. The staff member hands the student a Think Sheet. This will occur away from the area where the incident occurred and will be completed when the student has returned to a regulated state. 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 Think Sheet, the student rejoins the class. All students will be taught how to re-join their class.

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

Sincerely,
MBI Team MBI Team & Bethany Fuchs, Principal