

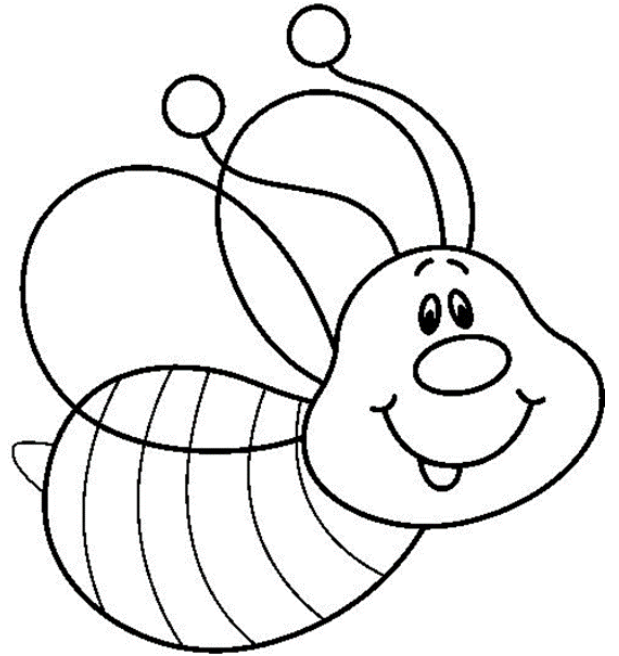
South Elementary School

Universal Expectations

Be Respectful

Be Responsible

Be Safe



Kindergarten Students Learning
and Caring for a Bright Future

What Is MBI?

MBI (Montana Behavioral Initiative) is a proactive approach in creating behavioral supports and a social culture that establishes social, emotional, and academic success for all students.

MBI uses the Response to Intervention model, which is a 3- tiered system of support and a problem-solving process to assist schools in meeting the needs of all students.

Universal Expectations

Be Respectful

- Listen and follow directions
- Take turns and share
- Be helpful

Be Responsible

- Listen and follow directions
- Finish classroom papers and homework
- Take care of classroom and supplies

Be Safe

- Keep your hands and feet to yourself
 - Keep chairs pushed in
- Walk in the classroom and hallways
- Follow playground rules

3 Be's of Student Behavior for South Elementary

	Be Safe	Be Responsible	Be Respectful
Bathroom	<ol style="list-style-type: none"> 1. Walking feet 2. Feet on floor 3. Enter & exit quietly 	<ol style="list-style-type: none"> 1. Wash hands 2. One pump of soap 3. Turn off water 4. Keep bathroom clean 	<ol style="list-style-type: none"> 1. Level one voice 2. Hands and feet to self 3. Respect others' privacy
Hallway	<ol style="list-style-type: none"> 1. Walking feet 2. Stay on the right 3. Walk in a straight line 	<ol style="list-style-type: none"> 1. Go directly where you need to go 2. Keep hallways clean 3. Bubbles & duck tails 	<ol style="list-style-type: none"> 1. Hands and feet to self 2. Bubbles in 3. Allow personal space
Playground	<ol style="list-style-type: none"> 1. Rocks stay on the ground 2. Slides are for going down 3. Be gentle and play with others 	<ol style="list-style-type: none"> 1. Bring it out bring it in 2. Be honest 3. Be patient and wait your turn 4. Line up quickly & quietly 	<ol style="list-style-type: none"> 1. Be kind and helpful 2. Care for your playground and environment 3. Play fair and include others 4. Listen to adults & follow the rules
Lunchroom	<ol style="list-style-type: none"> 1. Walking feet 2. Face forward feet under table 3. Clean your hands 	<ol style="list-style-type: none"> 1. Stay seated 2. Clean up after yourself 3. Be patient 4. Only eat your lunch 	<ol style="list-style-type: none"> 1. Be polite to all students and staff 2. Level one voice 3. Quiet on signal
Assembly/ Field Trips	<ol style="list-style-type: none"> 1. Sit on bottom 2. Walking feet 3. Follow directions when entering and exiting 	<ol style="list-style-type: none"> 1. Sit in assigned seat area 2. Keep track of personal items 3. Keep hands and feet to self 	<ol style="list-style-type: none"> 1. Give your full attention to presenter 2. Wait until the speaker asks for questions 3. Raise your hand to talk 4. Respect others' property and space
Transportation	<ol style="list-style-type: none"> 1. Sit on your bottom 2. Walking feet 3. Backpacks stay on your back 	<ol style="list-style-type: none"> 1. Go straight to your line 2. Follow directions when bus is called 	<ol style="list-style-type: none"> 1. Level one voice 2. Respect others' personal space and property

Addressing Positive Behaviors

When does a student receive a Buzz Ticket?

When a student is recognized for being safe, being responsible, and/or being respectful.

Colors of our Buzz tickets:

1. Purple-playground
2. White-classroom
3. Gold-common areas
4. Tan-bus

Use a Classroom Buzz Ticket for an entire class doing it correctly. Classes will earn a class reward for every 10-15 classroom Buzz Awards .

Positive awards:

1. Positive Office Referral
 - Students can be recognized for being positive role models and good friends. If a student is given a Positive Office Referral, they will get their award along with a prize from the principal.
2. Perfect Attendance (This includes your child not having a tardy)
 - Students who receive the Perfect Attendance award will get to sit at a special table at lunch to honor their hard work.
3. Citizen of the Quarter
 - One student from each class will be chosen each quarter for this award. Students who exhibit citizenship-like qualities will be picked. For example: being a good friend, helpful, hardworking, kind, etc.

What are Blitz Days?

Blitz days will take place twice a month on Wednesdays. If students are following the 3 Be rules at South Elementary, and do not receive a Think Sheet, they will earn their Blitz Day. We will be doing a craft, game, movie, etc. on this day.

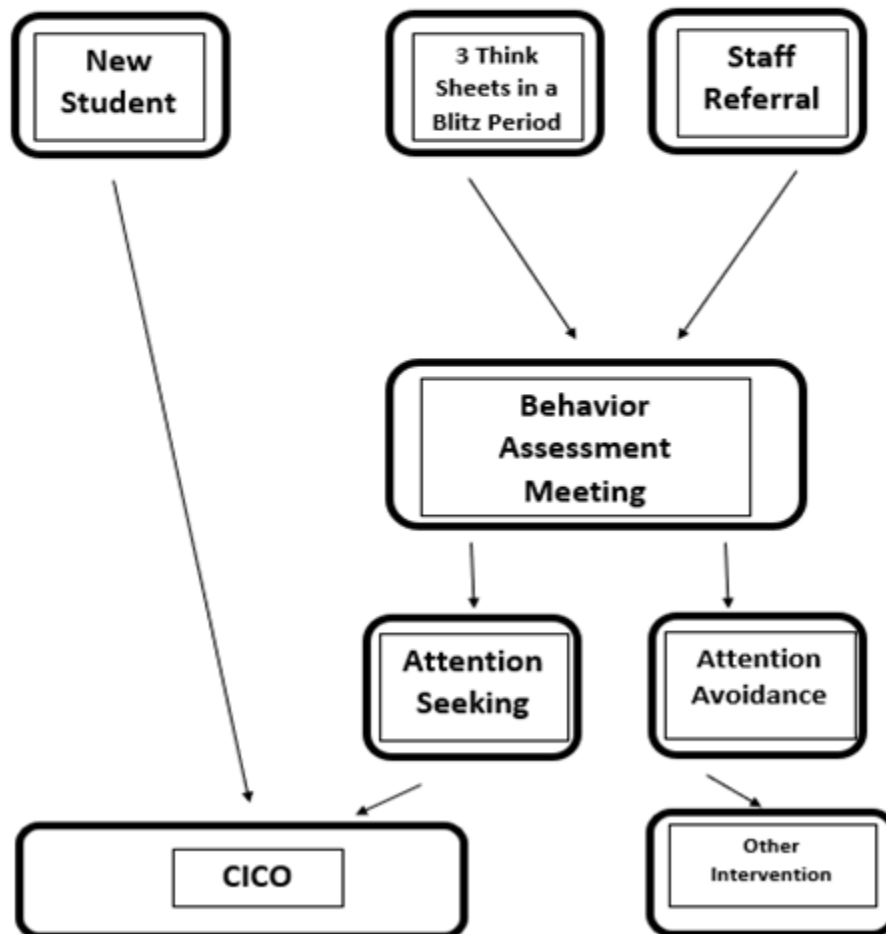
** Kinder Boost will participate in Blitz Day on Fridays.

Check In Check Out (CICO)

The Check-In, Check-Out (CICO) program is a positive intervention that allows students to start their day by checking in with an adult to promote positive behavior throughout the day. The team will set weekly goals for the student to meet. Students will spend a few minutes at the beginning and the end of each day with an adult reviewing their progress. The Daily Behavior Point Sheet will be sent home on Fridays for parents/guardians to review, sign and send back the following Monday.

MBI TIPS Team Tier 2

Flowchart



Addressing Negative Behaviors

Think Sheets :

Students will receive a Think Sheet for behaviors that do not follow the 3 Be rules at South Elementary. Think Sheets will be sent home on the day the behavior takes place for parents/guardians to review. Parents/Guardians will be contacted by their student's teacher about the behavioral concern.

When does a student receive a refocus?

When a child is asked to refocus, he/she will be asked to visit the "Refocus Chair" in the classroom. There, the student will be seated in a quiet area and asked to think about the inappropriate behavior. The teacher will then visit quietly with the student WITHIN 5 MINUTES of refocus time and discuss the behavior and what changes will need to be made.

The following discipline grids are designed to help teachers and administrators at SouthElementary 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 South, the student would sit in the office area where he / she is monitored all day by an adult. Homework 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 South, 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 and only disciplinary actions about your child will be shared with you.

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 will 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. All offenses will include parent contacts.

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 and parent/guardian contact	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					

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		

Transportation continued:

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	

South 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

Graff 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.

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.

SOUTH 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

Classroom, School or Playground - 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.

Playground rules are to be followed at all times while on the South 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 South Elementary School have the authority to place the student on the grid at any level. All consequences will include parent contacts.

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					
Lack of cooperation with teacher/staff						
Rude, inappropriate language	3 rd Offense: Loss of privileges for multiple days					
Possession of inappropriate materials						

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

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	

South 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.

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

School-Wide Teach-To's

Kindergarten and Kinder Boost

Area	Be Safe	Be Responsible	Be Respectful
Classroom	<ol style="list-style-type: none"> 1. Walking feet 2. Push in chairs 3. Enter & exit quietly 4. Use materials safely 	<ol style="list-style-type: none"> 1. Keep supplies organized 2. Hang up coat/backpack 3. Keep belongings organized 4. Be on task 	<ol style="list-style-type: none"> 1. Level one voice 2. Hands and feet to self 3. Respect others' space 4. Respect others' belongings
Examples of behaviors not meeting expectations in classroom:	<ol style="list-style-type: none"> 1. Running 2. Leaving chair out 3. Yelling/shouting 4. Harming other with supplies 	<ol style="list-style-type: none"> 1. Destroying/losing supplies 2. Belongings on floor 3. Chair pocket not tidy 4. Not listening 	<ol style="list-style-type: none"> 1. Yelling/shouting 2. Hitting/kicking others 3. Invading others space 4. Stealing/destroying belongings
Bathroom	<ol style="list-style-type: none"> 1. Walking feet 2. Feet on floor 3. Enter & exit quietly 	<ol style="list-style-type: none"> 1. Wash hands 2. One pump of soap 3. Turn off water 4. Keep bathroom clean 	<ol style="list-style-type: none"> 1. Level one voice 2. Hands and feet to self 3. Respect others' privacy
Examples of behaviors not meeting expectations in Bathroom:	<ol style="list-style-type: none"> 1. Running 2. Jumping on toilets or stalls 3. Yelling/shouting 	<ol style="list-style-type: none"> 1. Not washing hands 2. Excess pumps of soap 3. Leaving water running 4. Throwing paper towels on floor 	<ol style="list-style-type: none"> 1. Yelling/shouting 2. Hitting/kicking others 3. Invading others space 4. More than one student in the stall at a time
Hallway	<ol style="list-style-type: none"> 1. Walking feet at low speed 2. Stay on the right 3. Walk in a straight line 	<ol style="list-style-type: none"> 1. Go directly where you need to go 2. Keep hallways clean 3. Bubbles & duck tails 	<ol style="list-style-type: none"> 1. Hands and feet to self 2. Bubbles in 3. Allow personal place
Examples of behaviors not meeting expectations in Hallway:	<ol style="list-style-type: none"> 1. Running 2. Walking on the left 3. Not following the teacher in a straight line 	<ol style="list-style-type: none"> 1. Wandering the halls 2. Throwing trash on floor 	<ol style="list-style-type: none"> 1. Hitting/kicking others 2. Invading others space 3. Talking/Yelling/Shouting 4. Touching things on walls
Playground	<ol style="list-style-type: none"> 1. Rocks stay on the ground 2. Slides are for going down 3. Be gentle and play with others 	<ol style="list-style-type: none"> 1. Bring it out Bring it in 2. Be honest 3. Be patient and wait your turn 4. Line up quickly and quietly 	<ol style="list-style-type: none"> 1. Be kind and helpful 2. Care for your playground and environment 3. Play fair and include others 4. Listen to adults & follow the rules
Examples of behaviors not meeting expectations on Playground:	<ol style="list-style-type: none"> 1. Throwing rocks or snow 2. Climbing up the slide 3. Pushing/Wrestling/Hitting 	<ol style="list-style-type: none"> 1. Leaving toys out 2. Telling lies 3. Cutting in line 4. Playing after the bell rings 	<ol style="list-style-type: none"> 1. Not being kind to others (name calling) 2. Breaking Toys 3. Not letting others play 4. Talking back to adults
Lunchroom	<ol style="list-style-type: none"> 1. Walking feet 2. Face forward feet under table 3. Clean your hands 	<ol style="list-style-type: none"> 1. Stay seated 2. Clean up after yourself 3. Be patient 4. Only eat your lunch 	<ol style="list-style-type: none"> 5. Be polite to all students and staff 6. Level one voice 7. Quiet on signal

Examples of behaviors not meeting expectations in Lunchroom:	<ol style="list-style-type: none"> 1. Running 2. Turning around at tables 3. Crawling under tables 4. Not washing hands before lunch 	<ol style="list-style-type: none"> 1. Getting up without asking 2. Leaving garbage on tables or floor 3. Not waiting your turn 4. Sharing food 	<ol style="list-style-type: none"> 1. Not being kind to others 2. Screaming/yelling 3. Talking when asked to be quiet
Field trip/Assembly	<ol style="list-style-type: none"> 1. Sit on bottom 2. Walking feet 3. Follow directions when entering and exiting 	<ol style="list-style-type: none"> 1. Sit in assigned seating area 2. Keep track of personal items 3. Keep hands and feet to self 	<ol style="list-style-type: none"> 1. Give full attention to the presenter 2. Wait until the speaker asks for questions 3. Raise hands to talk 4. Respect others' property and space
Examples of behaviors not meeting expectations at Field Trips/Assemblies:	<ol style="list-style-type: none"> 1. Standing/sitting on knees 2. Running around 3. Not listening to staff 	<ol style="list-style-type: none"> 1. Getting up without asking 2. Leaving personal items behind 3. Hands and feet touching others 	<ol style="list-style-type: none"> 1. Talking to friends 2. Interrupting the presenter/speaker 3. Screaming/yelling 4. Not being a polite guest
Bus pick-up	<ol style="list-style-type: none"> 1. Sit on bottom 2. Walking feet 3. Backpacks stay on back 	<ol style="list-style-type: none"> 4. Go straight to line 5. Follow directions when bus is called 	<ol style="list-style-type: none"> 6. Level one voice 7. Respect others' personal space and property
Examples of behaviors not meeting expectations on the bus:	<ol style="list-style-type: none"> 1. Standing/sitting on knees 2. Running around 3. Leaving personal items 	<ol style="list-style-type: none"> 1. Getting up without asking 2. Running around halls/gym 3. Not listening to directions 	<ol style="list-style-type: none"> 1. Yelling/screaming 2. Invading others' space 3. Taking others' property