

Laurel Intermediate School

**MBI Handbook
2026-2027**



**Dedicated to the individual development of each student,
every day, without exception**

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.

The staff at Laurel Intermediate School is committed to teaching all students how to successfully meet the expectations of school in positive, fun, and age appropriate ways. Throughout the school year, students will learn expected behaviors in all school settings. Students will learn what the behaviors look like and sound like while they are modeled, practiced, and monitored. Charts on the following pages clarify the expected and unexpected behaviors.

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

Be Ready to Learn

- Be on time
- Bring all supplies/homework to class
- Be an active listener and participant
- Complete your own work
- Ask for help when you need it

Student Behavior Expectations for Laurel Intermediate

	Be Safe	Be Responsible	Be Respectful	Be Ready to Learn
Bathroom	1. Walking feet 2. Feet on floor 3. Enter & exit quietly	1. Wash hands 2. One pump of soap 3. Turn off water 4. Keep bathroom clean	1. Level one voice 2. Hands and feet to self 3. Respect others' privacy	1. Return to class promptly
Hallway	1. Walking feet 2. Stay on the right 3. Walk in a straight line	1. Go directly where you need to go 2. Keep hallways clean 3. Stay within an arm's length	1. Hands and feet to self 2. Zero Voice 3. Allow personal space	1. Travel quietly as not to disrupt learning of others 2. Enjoy hallway displays with eyes only
Playground	1. Rocks stay on the ground 2. Slides are for going down 3. Be gentle and play with others	1. Bring it out bring it in 2. Be honest 3. Be patient and wait your turn 4. Line up quickly & quietly	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	1. Be active/get exercise 2. Problem solve 3. Meet new friends 4. Try new activities 5. Make a plan
Lunchroom	1. Walking feet 2. Face forward feet under table 3. Clean your hands	1. Stay seated 2. Clean up after yourself 3. Be patient 4. Only eat your lunch	1. Be polite to all students and staff 2. Level one voice 3. Quiet on signal	1. Make healthy food choices 2. Practice positive social skills 3. Eat first, talk second 4. Reduce-Reuse-Recycle
Assembly/ Field Trips	1. Sit on bottom 2. Walking feet 3. Follow directions when entering and exiting	1. Sit in assigned seat area 2. Keep track of personal items 3. Keep hands and feet to self	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	1. Be an active listener 2. Challenge yourself 3. Learn something new
Transportation	1. Sit on your bottom 2. Walking feet 3. Backpacks stay on your back	1. Go straight to your line 2. Follow directions when bus is called	1. Level one voice 2. Respect others' personal space and property	1. Know your bus number
Entering the building and classroom	1. Walking feet 2. Keep your backpack until you reach your hook	1. Store backpack and personal items 2. Bring your planner/folder everyday	1. Use quiet level one voice in hallways 2. Follow directions of staff 3. Keep hands, feet, and objects to yourself	1. Enter/exit building quietly

Addressing Positive Behaviors

When does a student receive a Train Ticket?

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

Name: _____

Room: _____

Got a **Train Ticket**



From: _____

Name: _____

I got a TRAIN ticket for:

- ☐ Being Respectful
- ☐ Being Responsible
- ☐ Being Safe
- ☐ Being Ready to Learn



From _____

Teachers and staff use a Classroom Train Ticket to recognize an entire class for following the Universal Expectations correctly. Classes will earn a class reward for classroom Train Tickets as determined by the MBI Team.



CLASS TRAIN TICKET



From _____

Super Kid: Two students 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 Train Days?

Traindays will take place once a quarter on Wednesdays. If students are following the Universal Expectations at Laurel Intermediate School, and do not receive 2 Think Sheets, they will earn their TrainDay. We will be doing a craft, game, movie, etc. on this day along with a Student of the Quarter Certificate and t-shirt.

Addressing Negative Behaviors

Students will receive a Think Sheet for behaviors that do not follow the Universal Expectations at Laurel Intermediate School. 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.



THINK SHEET

Name (first and last) _____

Refocusing Staff _____ Date _____ Time _____

Classroom Teacher: _____

Location: _____

I was not being: Respectful Responsible Safe Ready to Learn

What happened? _____

What should I do next time? _____

Teacher's Comments: _____

Behavior: Defiance Dishonest/Lying Disruption/Blurting/Voice level Not working

Not following directions Technology violation Property misuse/Damage/Destruction

Inappropriate/Mean/Threatening Language Physical contact/aggression Theft

☐ Teacher will conference with the Principal

Parent/Guardian Signature: _____ Date _____

Comments: _____

Please sign and RETURN

Playground - Expectations

Playground rules are to be followed at all times while on the Laurel Intermediate 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, the child standing with an adult, walking the box, 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 Laurel Intermediate 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 Laurel Intermediate playground. Failure to follow these rules will result in consequences following the grid below.

Laurel Intermediate 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. Any activity may be stopped if it endangers students or interferes with the play of others.
4. Students' coats not worn need to be put in their class line, NOT in a pile.
5. 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. Inappropriate language (swearing), gestures, or spitting
7. Playing near school doors or steps
8. Climbing on fences or poles
9. Sliding on ice or playing in puddles
10. No food or drinks on the playground

Playground Consequences

1. Verbal warning
2. Walk the path, laps, sitting out, loss of privileges, office visit
3. Stop and Think Sheet

School-Wide Teach-To's

Area	Be Safe	Be Responsible	Be Respectful	Be Ready to Learn
Classroom	1. Walking feet 2. Push in chairs 3. Enter & exit quietly 4. Use materials safely	1. Keep supplies organized 2. Hang up coat/backpack 3. Keep belongings organized 4. Be on task	1. Level one voice 2. Hands and feet to self 3. Respect others' space 4. Respect others' belongings	1. Complete your own work 2. Give your best effort 3. Actively listen & participate 4. Be on time and prepared
Examples of behaviors NOT meeting expectations in classroom:	1. Running 2. Leaving chair out 3. Yelling/shouting 4. Harming other with supplies	1. Destroying/losing supplies 2. Belongings on floor 3. Desk area messy 4. Not listening	1. Yelling/shouting 2. Hitting/kicking others 3. Invading others space 4. Stealing/destroying belongings	1. Copying someone else's work 2. Saying "I can't" or "I don't get it" 3. Laying head on the desk 4. Missing assignments
Bathroom	1. Walking feet 2. Feet on floor 3. Enter & exit quietly	1. Wash hands 2. One pump of soap 3. Turn off water 4. Keep bathroom clean	1. Level one voice 2. Hands and feet to self 3. Respect others' privacy	1. Return to class promptly
Examples of behaviors NOT meeting expectations in Bathroom:	1. Running 2. Jumping on toilets or stalls 3. Yelling/shouting	1. Not washing hands 2. Excess pumps of soap 3. Leaving water running 4. Throwing paper towels on floor	1. Yelling/shouting 2. Hitting/kicking others 3. Invading others space 4. More than one student in the stall at a time	1. Talking with other students 2. Splashing water 3. Waiting for friends
Hallway	1. Walking feet at low speed 2. Stay on the right 3. Walk in a straight line	1. Go directly where you need to go 2. Keep hallways clean	1. Hands and feet to self 2. Level 0 Voice 3. Allow personal place	1. Travel quietly as not to disrupt learning of others 2. Enjoy hallway displays with eyes only
Examples of behaviors NOT meeting expectations in Hallway:	1. Running 2. Walking on the left 3. Not following the teacher in a straight line	1. Wandering the halls 2. Throwing trash on floor	1. Hitting/kicking others 2. Invading others space 3. Talking/Yelling/Shouting 4. Touching things on walls	1. Making loud noises 2. Stopping and talking with students in flex spaces/other classrooms
Playground	1. Rocks stay on the ground 2. Slides are for going down 3. Be gentle and play with others	1. Bring it out, bring it in 2. Be honest 3. Be patient and wait your turn 4. Line up quickly and quietly	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	1. Be active/get exercise 2. Problem solve 3. Meet new friends 4. Try new activities 5. Make a plan
Examples of behaviors NOT meeting expectations on Playground:	1. Throwing rocks or snow 2. Climbing up the slide 3. Pushing/Wrestling/Hitting	1. Leaving balls out 2. Telling lies 3. Cutting in line 4. Playing after the bell rings	1. Not being kind to others 2. Breaking Toys 3. Not letting others play 4. Talking back to adults	1. Arguing 2. Taking equipment others are using 3. Excluding others in games
Lunchroom	1. Walking feet 2. Face forward feet under table 3. Clean your hands	1. Stay seated 2. Clean up after yourself 3. Be patient 4. Only eat your lunch	5. Be polite to all students and staff 6. Level one voice 7. Quiet on signal	1. Make healthy food choices 2. Practice positive social skills 3. Eat first, talk second 4. Reduce-Reuse-Recycle
Examples of behaviors NOT meeting expectations in Lunchroom:	1. Running 2. Turning around at tables 3. Crawling under tables 4. Not cleaning hands before lunch	1. Getting up without asking 2. Leaving garbage on tables or floor 3. Not waiting your turn 4. Sharing food	1. Not being kind to others 2. Screaming/yelling 3. Talking when asked to be quiet	1. Eating other student's food 2. Talking/yelling at others 3. Only eating treats/sugary food 4. Throwing food away
Field trip/Assembly	1. Sit on bottom 2. Walking feet 3. Follow directions when entering and exiting	1. Sit in assigned seating area 2. Keep track of personal items 3. Keep hands and feet to self	1. Full attention to the presenter 2. Wait until the speaker asks for questions 3. Raise hands to talk 4. Respect others' property and space	1. Be an active listener 2. Challenge yourself 3. Learn something new
Examples of behaviors NOT meeting expectations at Field Trips/Assemblies:	1. Standing/sitting on knees 2. Running around 3. Not listening to staff	1. Getting up without asking 2. Leaving personal items behind 3. Hands and feet touching others	1. Talking to friends 2. Interrupting the presenter/speaker 3. Screaming/yelling 4. Not being a polite guest	1. Talking 2. Poking/touching others 3. Blurting comments/questions
Bus pick-up	1. Sit on bottom 2. Walking feet 3. Backpacks stay on back	4. Go straight to line 5. Follow directions when bus is called	6. Level one voice 7. Respect others' personal space and property	

Examples of behaviors NOT meeting expectations on the bus:	1. Standing/sitting on knees 2. Running around 3. Leaving personal items	1. Getting up without asking 2. Running around halls/gym 3. Not listening to directions	1. Yelling/screaming 2. Invading others' space 3. Taking others' property	
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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.

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

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 who lose their recess or privileges will sit at the office or other designated location during recess or the event they lose. The secretary, other staff, or principal will monitor these students during this break. Teachers may also ask to keep students in their classroom to work on homework.

ISS – In School Suspension – At Laurel Intermediate, the student would sit in the office area or ISS room where he / she is monitored all day by an adult in person or through video. When observed through video, the adult supervising will be in the area. 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, other staff, and secretary also follow up with the student throughout the day to ensure they eat lunch, have a drink, and use the restroom.

OSS – Out of School Suspension – At Laurel Intermediate, 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.

RE-ENTRY MEETING

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

BEHAVIOR DEFINITIONS

Level I: Classroom/Teacher handled	
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: Think Sheet referral	
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: Office referral	
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;	Student engages in problem behavior of a serious nature; Student makes a comment that is considered a racial or gender slur;
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 misbehavior 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.
Threatening Behavior (written, verbal, or physical)	Student threatens to seriously harm another

Level IV: Unlawful incidents	
Open and persistent defiance/profane insubordination/disorderly conduct	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 defiance 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.
Possessions of inappropriate or dangerous materials	Student is found in possession of serious, inappropriate materials or potentially harmful materials (drugs, explosives, etc.)

Classroom or School- DISCIPLINE/CONSEQUENCE GRID

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

Infraction	Classroom Level consequence	Student Conference with Principal		
		4	5	6
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 a behavior plan is implemented
Inappropriate Behavior				
Inappropriate Peer Interactions	2 nd Offense: Loss of a day of privileges and Think Sheet sent home for 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: Think Sheet (All incidents classified as Level II will include communication with families.)

OFFENSE-# OF OCCURRENCES	1	2	3
Repeated classroom behaviors	Loss of recess or privileges for 1 day	OR Loss of recess or privileges for 2 or more days	OR ½ day ISS
Damage to school property/ restitution required			
Disrespect for staff or environment			
Aggressive verbal or physical peer to peer conflict			

LEVEL III: Office Referral

OFFENSE-# OF OCCURRENCES	1	2	3
Fighting or non-mutual physical aggression	OR ½ or 1 day ISS	OR 1-2 days ISS	OR plus required parent conference with administrator and staff to develop a behavioral plan
Repeated Harassment/Intimidation			
Major defiance			
Property destruction			
Vandalism			
Theft: chronic acts or extreme value			

LEVEL IV: Unlawful—this is an office referral and referral for additional services or contact with SRO

OFFENSE- # OF OCCURRENCES	1	2	3
Possessions of inappropriate or dangerous materials	1-2 days OSS	OR 3-5 day OSS	OR Long-term OSS pending expulsion hearing
Use or possession of alcohol, other illegal drugs, look alike drugs, or drug paraphernalia on school grounds or at school activities			
Premeditated false alarm/ tampering with fire protection systems			
Possession or use of firearms, dangerous weapons, or explosives	Long-term OSS pending expulsion hearing Legal authorities will be contacted.		

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.

ANTI-BULLYING STATEMENT

Laurel Intermediate 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 a recommendation for 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.

LAUREL INTERMEDIATE 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

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 30 calendar 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		

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	

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.