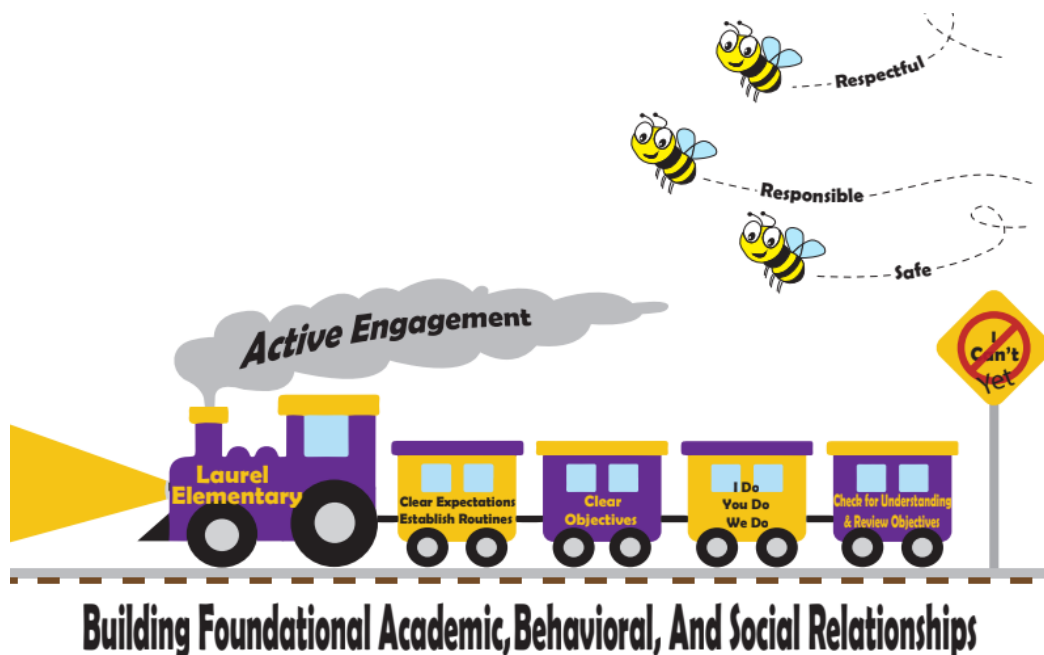


Laurel Elementary School

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



LAUREL EXPECTS SUCCESS

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.

Laurel students continue their educational journey at Laurel Elementary School. The staff at Laurel Elementary 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 included on 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



3 Be's of Student Behavior for Laurel Elementary

	Be Safe	Be Responsible	Be Respectful
Bathroom	1. Walking feet 2. Feet on floor 3. Enter & exit quietly	1. Wash hands 2. Turn off water 3. Keep bathroom clean 4. Put paper towels in trash	1. Level one voice 2. Hands and feet to self 3. Respect others' privacy
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. Pause for others	1. Hands and feet to self 2. Zero voices (Bubbles & duck tails) 3. Allow personal space
Playground	1. Rocks stay on the ground 2. Slides are for going down 3. Be gentle and play with others	1. Help to pick up equipment 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
Lunchroom	1. Walking feet 2. Keep hands and food to yourself 3. Two hands on lunch trays	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
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. Raise your hand to talk 3. Respect others' property and space
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
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 folder everyday	1. Use quiet level one voice in hallways 2. Follow directions of staff 3. Keep hands, feet, and objects to yourself



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.

Name: _____

Got a **BUZZ TICKET**



From: Mrs. Fuchs
(Principal)

Name: _____

I got a BUZZ ticket for:

- ☐ Being Respectful
- ☐ Being Responsible
- ☐ Being Safe

From: Mrs. Fuchs
(Principal)



Teachers and staff use a Classroom Buzz Ticket to recognize an entire class for following expectations. Classes will earn a class reward for classroom Buzz Tickets, as determined by each classroom teacher.

Class: _____



Got a **CLASS BUZZ TICKET**



From: Mrs. Fuchs
(Principal))

Super Kid: One student from each class will be chosen each month for this award. Students who exhibit citizenship-like qualities will be picked. For example: being a good friend, helpful, hardworking, kind, etc.

What are Buzz Days?

Buzz days will take place once a month on Wednesdays. If students are following the 3 Be rules at Laurel 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.

Addressing Negative Behaviors

Students will receive a Think Sheet for behaviors that do not follow the 3 Be rules at Laurel 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.

		THINK SHEET						
Name (first and last) _____		2nd Grade						
Refocusing Staff _____		Date _____		Time _____				
Classroom Teacher:		Arneson	Grutsch	Lavold	Musfeldt	Polkow	Salo	Smith
Location:		Bathroom	Cafeteria	Classroom	Safety Drill	Gym	Guidance	
		Hall	Library	Music	Recess	STEAM	WIN	
Title 1		SPED						
I was not being:		Respectful		Responsible		Safe		
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 Elementary School 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, walking laps, 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.

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

Laurel Elementary School 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. Playing near school doors or steps
7. Climbing on fences or poles
8. Sliding on ice or playing in puddles
9. No food or drinks on the playground
10. Inappropriate language (swearing), gestures, or spitting

Playground Consequences

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

School-Wide Teach-To's

Kinderboost through 2nd grade

Area	Be Safe	Be Responsible	Be Respectful
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
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. Chair pocket not tidy 4. Not listening	1. Yelling/shouting 2. Hitting/kicking others 3. Invading others space 4. Stealing/destroying belongings
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
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
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 3. Bubbles & duck tails	1. Hands and feet to self 2. Bubbles in 3. Allow personal place
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
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
Examples of behaviors not meeting expectations on Playground:	1. Throwing rocks or snow 2. Climbing up the slide 3. Pushing/Wrestling/Hitting	1. Leaving toys out 2. Telling lies 3. Cutting in line 4. Playing after the bell rings	1. Not being kind to others (name calling) 2. Breaking Toys 3. Not letting others play 4. Talking back to adults
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
Examples of behaviors not meeting expectations in Lunchroom:	1. Running 2. Turning around at tables 3. Crawling under tables 4. Not washing 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

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. 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:	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
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

Laurel Elementary School

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

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.

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. 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 monitors 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 Elementary, 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 Laurel Elementary, 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.

Laurel Elementary School Behavior Flow Chart

Observe Problem Behavior

Give Warning "I need you to _____"

Teacher/Staff



Is the behavior Managed by Teacher/Staff or Office?

2: Call office for immediate assistance.

1: Is immediate removal necessary to ensure safety?

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 think sheets/ week or 3 think/ month? If YES, discuss with PLC for further problem solving. If behavior persists, refer to SIT (Student Intervention Team) team.

Respectful	Responsible	Safe
Level 1: Minor (Redirect or reteach) a. Minor disruptions b. Inappropriate words/comments Level 2: Think Sheet a. Chronic disruptions (same behavior repeated over time) b. Verbal harassment (repeated language that is obscene or hurtful) c. Profane words or gestures d. Cheating Level 3: Office a. Serious disruptions (Threats towards others—physical or verbal) b. Repeated harassment/bullying c. Chronic minor behavior	Level 1: Minor (Redirect or reteach) a. Not following directions/rules b. Property misuse Level 2: Think Sheet a. Repeated off-task behavior b. Property misuse (cumulative)/stealing (but returning items) Level 3: Office a. Major Defiance b. Vandalism c. Theft (Chronic acts or extreme value)	Level 1: Minor (Redirect or reteach) a. Physical contact Level 2: Think Sheet a. Impulsive physical contact (repeated over time) b. Leaving class without permission Level 3: Office a. Fighting/assault b. Weapon possessions c. Use or possession of inappropriate substances d. Property destruction (throwing chairs, desks, etc.)

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.

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.

Office 2025

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 30 calendar days)

Infraction	Classroom Level consequence	Student Conference with Principal		
		4	5	6
Classroom Disruption	1 st Offense:	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	Teacher conference with student.			
Inappropriate Peer Interactions	2 nd Offense:			
Lack of cooperation with teacher/staff	Loss of a day of privileges and Think Sheet sent home for parent contact.			
Rude, inappropriate language	3 rd Offense:			
Possession of inappropriate materials	Loss of privileges for multiple days and parent contact.			

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

Use or possession of alcohol, other illegal drugs, look alike drugs, or drug paraphernalia on school grounds or at school activities			Long-term OSS pending expulsion hearing
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.		
Tobacco Policy and Vaping Device Violation: Law enforcement will be notified.	1-3 days OSS/ISS	3-5 days OSS/ISS	Long-term OSS pending expulsion hearing

Laurel Elementary 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 POLICY

Laurel 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 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 Elementary School 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.

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	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	

Laurel Elementary 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.