



# Brown Elementary Progressive Discipline Plan



*Brown Elementary will provide social, emotional, and educational opportunities for personal growth for all students in a safe and accepting environment. We will provide a meaningful and rewarding educational program to prepare students for life-long learning and college and career readiness.*

The goal of our progressive discipline plan is to facilitate a climate of caring, respect and learning for all students and to maximize teaching and learning time. Brown is a Year 3 Positive Behavior Support (PBiS) School. Brown Elementary School is committed to uphold and enforce the following behavioral expectations at all times: BE RESPECTFUL, BE RESPONSIBLE, and BE SAFE.

At Brown, student discipline is dealt with on three levels:

- **Communicating Expectations**
- **Positive Recognition**
- **Responsive Interventions**

## Communicating Expectations

All academic, social and emotional, safety expectations can be found updated on our Brown Elementary website: <https://www.washoeschools.net/Page/1617> .

## Curriculum





During the first two weeks of school, teachers teach students school-wide behavior expectations for the playground, cafeteria, restrooms, hallways, arrival, dismissal, office and bus. The administrators visit every classroom as close to the first of day school as possible. Administrators review these expectations and rules. In addition, these expectations are detailed on the Brown School PBiS Matrix which is posted in all common areas around the school, classrooms and on the buses.

Brown Elementary School implements PBiS which focuses on appropriate social and academic behaviors. Students learn the expectations of being respectful, responsible and safe. Respectful behavior is displayed by following directions, using kind words & actions, waiting your turn and following school rules. Our second expectation is students will be responsible, this will be displayed by asking permission, telling the truth, being prepared to learn and modeling expected behaviors. Finally, students will be safe, this will be displayed by following the quiet signal, keeping hands, feet and objects to self, being a problem solver and having permission to pass.

Along with PBIS implementation, we also integrate Social and Emotional Learning Standards, Mind UP Curriculum, Zones of Regulation, Conscious Discipline, Restorative Practices, and Whole Brain Teaching. These standards and curriculum are taught, modeled, and reviewed throughout the school year. Staff embeds the Social & Emotional Learning standards into classroom instruction. For the 22-23 school year, we have created Behavior Essential Standards and Quarterly SMART goals School-wide.

Attached below is the Brown School PBiS Matrix and the Washoe County School District Social and Emotional Learning Standards.

# BROWN ELEMENTARY SCHOOL CLAWS FOR SUCCESS

	 <b>RESPECTFUL</b>	 <b>RESPONSIBLE</b>	 <b>SAFE</b>
<b>Everywhere</b>	<ul style="list-style-type: none"> <li>• Use kind words</li> <li>• Respect property</li> </ul>	<ul style="list-style-type: none"> <li>• Report problems immediately</li> <li>• Leave gum at home</li> <li>• Pick up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, feet &amp; objects to yourself</li> <li>• Always have a pass with you</li> </ul>
<b>Classrooms</b>	<ul style="list-style-type: none"> <li>• Be an active learner (read, write, speak, and listen)</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time</li> <li>• Be prepared</li> <li>• Do your best</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention</li> <li>• Use supplies properly</li> </ul>
<b>Hall/Quad</b>	<ul style="list-style-type: none"> <li>• Voices off</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in single file</li> </ul>	<ul style="list-style-type: none"> <li>• Get to your location</li> <li>• Keep hands, feet &amp; objects to yourself</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>• Include everyone</li> <li>• Share equipment</li> </ul>	<ul style="list-style-type: none"> <li>• After bell, line up immediately</li> </ul>	<ul style="list-style-type: none"> <li>• Follow school rules of game</li> <li>• Stay in your area</li> </ul>
<b>Multipurpose Room: Lunch/Assemblies</b>	<ul style="list-style-type: none"> <li>• Soft inside voices</li> <li>• Use good manners</li> </ul>	<ul style="list-style-type: none"> <li>• Eat your lunch</li> <li>• Pick up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Eat your own food</li> <li>• Stay in your seat until you are dismissed</li> </ul>
<b>Office/Clinic</b>	<ul style="list-style-type: none"> <li>• Wait quietly for your turn</li> <li>• Soft voices</li> </ul>	<ul style="list-style-type: none"> <li>• Tend to your business</li> <li>• Leave quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Always have a pass with you</li> </ul>
<b>Restroom</b>	<ul style="list-style-type: none"> <li>• Keep it clean, quick, and quiet</li> </ul>	<ul style="list-style-type: none"> <li>• Go, flush, wash, and leave</li> </ul>	<ul style="list-style-type: none"> <li>• Report problems immediately to an adult</li> </ul>
<b>Arrival/Dismissal</b>	<ul style="list-style-type: none"> <li>• Be on time everyday</li> </ul>	<ul style="list-style-type: none"> <li>• After bell, line up in single file</li> <li>• Voices off</li> </ul>	<ul style="list-style-type: none"> <li>• Get to your location</li> <li>• Exit and enter through wing doors</li> <li>• Walk on sidewalks</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>• Soft, inside voices</li> <li>• Respect your driver at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and follow driver's directions</li> <li>• Take all belongings with you</li> <li>• Keep bus clean</li> </ul>	<ul style="list-style-type: none"> <li>• Stay seated</li> <li>• Keep hands, feet &amp; objects to yourself</li> <li>• Keep aisle clear</li> </ul>



## Social and Emotional Learning Standards

SEL is a process for helping children and adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically.

### Self-Awareness

*Develop self-awareness competencies to:*

- Identify one's emotions
- Maintain an accurate and positive self-concept
- Recognize individual strengths
- Experience a sense of self-efficacy

#### INDICATORS

- 1A. Demonstrate knowledge of one's emotions.
- 1B. Demonstrate knowledge of personal strengths, challenges, and potential.
- 1C. Demonstrate a sense of self-efficacy.

### Self-Management

*Develop self-management competencies to:*

- Regulate emotions
- Manage stress
- Monitor and achieve behaviors related to school and life success

#### INDICATORS

- 2A. Demonstrate ability to manage emotions.
- 2B. Demonstrate an understanding of honesty and integrity.
- 2C. Demonstrate ability to set and achieve goals for success.

### Social Awareness

*Develop social awareness competencies to:*

- Exhibit empathy
- Appreciate diversity
- Understand social and ethical norms for behavior
- Recognize family, school, and community supports

#### INDICATORS

- 3A. Demonstrate awareness of other people's emotions and perspectives.
- 3B. Demonstrate an awareness of cultural factors and respect for individual differences.
- 3C. Demonstrate awareness of how to get help and support as needed.

### Relationship Skills

*Develop relationship competencies to:*

- Build and maintain relationships with diverse groups & individuals
- Communicate clearly to express needs and resolve conflict

#### INDICATORS

- 4A. Use communication and social skills to positively interact with others.
- 4B. Develop constructive relationships with individuals of diverse backgrounds, abilities and lifestyles.
- 4C. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

### Responsible Decision-Making

*Develop responsible decision-making skills to:*

- Problem solve effectively
- Maintain accountable behaviors in school, personal, and community contexts

#### INDICATORS

- 5A. Consider ethical and societal factors with making decisions.
- 5B. Use a systematic approach to decision making.
- 5C. Apply problem-solving skills to responsibly address daily academic and social situations.
- 5D. Understand and demonstrate personal responsibility.
- 5E. Positively contribute to one's community.



## **SEL Standards Language for Primary Grades**

### **Self-Awareness** – How am I feeling?

- Excited
- Challenged
- Frustrated

### **Self-Management** – How am I doing?

- How do I handle being frustrated or excited?
- Is my homework always completed?
- Am I focused in class?

### **Social Awareness** – How am I affecting others?

- Am I showing kindness?
- Do I invite others to play?
- Do I really listen to others?
- Am I being an excellent teammate? Am I on task?

### **Relationship Skills** – how am I feeling about...

- friendships
- cooperating

### **Responsible Decision-Making** – I make good choices

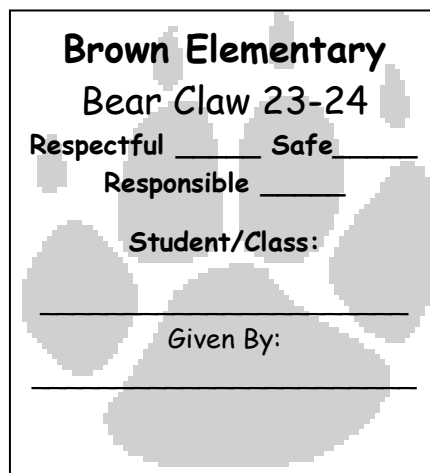
- on the playground
- in class
- in school
- at home
- even when no one is “watching me”



## Positive Reinforcement

All staff members will reward students who are following the school rules with verbal recognition, BEARCLAW awards and incentives. The philosophy of PBIS is to give five positives for every negative. Both students and classrooms are reinforced for appropriate behavior with BEARCLAWS when they are being respectful, responsible and safe. BEARCLAW's can be cashed in for special rewards which the students and staff members helped create. BEARCLAWS and Class Dojo Points are interchangeable.

### Student BEARCLAW Example:



**Brown Elementary**  
**Bear Claw 23-24**  
Respectful \_\_\_\_\_ Safe \_\_\_\_\_  
Responsible \_\_\_\_\_  
Student/Class: \_\_\_\_\_  
Given By: \_\_\_\_\_

In addition to the BEARCLAW/Class Dojo awards, we also announce Bear Claw Student Recognition, Birthdays, weekly and "Student of the Month" monthly.

Please see attached Bear Claw award forms for both individual students and classrooms.



# PBIS Classroom Awards

Brown Elementary School



# of Claws	AWARD
5	Class Picture with Brown Bear Mascot (displayed on wall)
10	Do an assignment/lesson outside
10	Extra Computer Time (30 min)
10	Story Time Writing – Students write stories (60 min. Friday only)
15	Extra Recess (15 min)
15	DEAR – 15 minutes of silent reading – Teacher too!
25	Dress-Up Day (backwards, inside out, etc.) (Friday only)
25	Crazy Hair Day (Fridays only)
25	Hat Day (Fridays only)
25	Crazy Sock Day (Fridays only)
25	Pledge on the Intercom on Friday (Entire Class)
25	Principal Story Time
25	Whole Class Lunch with Teacher (in class or outside: pond/arboretum)
30	Play Board Games (30 minutes)
30	Extra Free Time (30 min)
30	Extra P.E./Sports Game Time (30 min)
30	Extra Art Time (30 min)
50	No Homework (1 night)
50	Jungle Day - bring stuffed animals (Friday only)
50	Pajama Day (Friday only)
50	Cozy Day – Bring Blanket/Pillow (Fridays only)
50	Whole Class Lunch with Teacher AND Principal/AP
75	Walk to Park & Play – 30 min.
75	P.E. with another class
100	*Class Party: Your Choice – only ONCE per year
100	Whole class moves their desks anywhere in the room – for ONE full day.
150	*Electronic Game Day-Friday ONLY 60 min.- Only ONCE per year
200	DEAR - ALL day (Drop Everything And Read/Write – Friday only)
250	No Homework for ONE WEEK!
250	No Pencil Day (Friday only)



# PBIS Individual Awards

Brown Elementary School



## Teacher/Classroom:

- 20 Draw on whiteboard (1-15 min recess)
- 25 Homework Pass
- 25 Indoor recess w/a friend (Teacher approved)
- 25 Wear a Hat all Day (Friday's only)
- 30 Picture with Principal (Email P/AP)
- 30 Picture with Brown Bear Mascot-displayed in main hall (Email Counselor)
- 35 Stuffed Animal on desk for the day (Teacher picks day)
- 35 Teacher's Chair for the Day (Teacher picks day)
- 45 Sit next to a friend in class for the day (teacher approval needed.)
- 50 Show & Tell (in class)
- 50 Intercom Announcer on Friday! (Email Principal)
- 50 Lunch with Teacher (Teacher picks day)
- 50 Use the iPad (15 minutes)
- 50 Duty Teacher Assistant – Help teacher on duty (during your own recess time)
- 50 Be the teacher (15-minute lesson, own class or another)
- 50 Read a Story to Another Class (Email the teacher to set up.)
- 75 Move desk wherever you want for a day (Teacher's choice of day)
- 75 Lunch with Teacher & a Friend (Teacher picks day)
- 100 \*Assistant Coach-during PE time (Let our PE Aide know ahead of time.)
- 100 \*Librarian Helper – Only ONCE per year (Email our Librarian)
- 100 \*Music Helper – Only ONCE per year (Email our Music Teacher)
- 100 \*Office Helper – Only ONCE per year (Email our Secretaries)
- 100 \*Computer Helper – Only ONCE per year (Email our ETS)
- 100 >Lunch with the Principal, AP, and/or Dean (Email P/AP/D)
- 150 Be the Principal: 30-minute walk through (Email P/AP)
- 150 Brown T-Shirt (Put Student's Name, Teacher, size needed, and claws in PTO box in office.)
- 150 Lunch with Counselor & bring a friend (Everyone brings own lunch.) (Email Counselors)
- 200 Lunch with Teacher AND Principal/AP/Dean (Everyone brings own lunch.) (Email P/AP/Dean)
- 200 >\*Lunch with a friend AND the Principal/AP/Dean (Email P/AP/D)
- 250 Move desk wherever you want in the classroom for a week. (Teacher approval needed)
- 250 Brown T-Shirt & Baseball Cap Email Student's Name, Teacher, and size needed to Crystal.
- 350 >\*Lunch with a friend AND the Principal/AP/Dean –AND surprise gift! (Email P/AP/D)

## Office: Cash In Fridays only

- 10 Pencil & Eraser
- 15 Bookmark
- 25 Prize Box
- 50 Brown Lanyard
- 50 Water Bottle

\* Only once per year



## Responsive Interventions

When students violate school rules, responsive interventions are used to help identify the cause of the behavior and identify a solution. The school's MTSS Team will meet bi-monthly in order to support students, teachers and families with student behavior.

Responsive Interventions are documented and tracked using major and minor referrals on Infinite Campus. Responsive Interventions work in a progressive manner. Before consequences are assigned, teachers and administrators consider the root cause of the misbehavior.

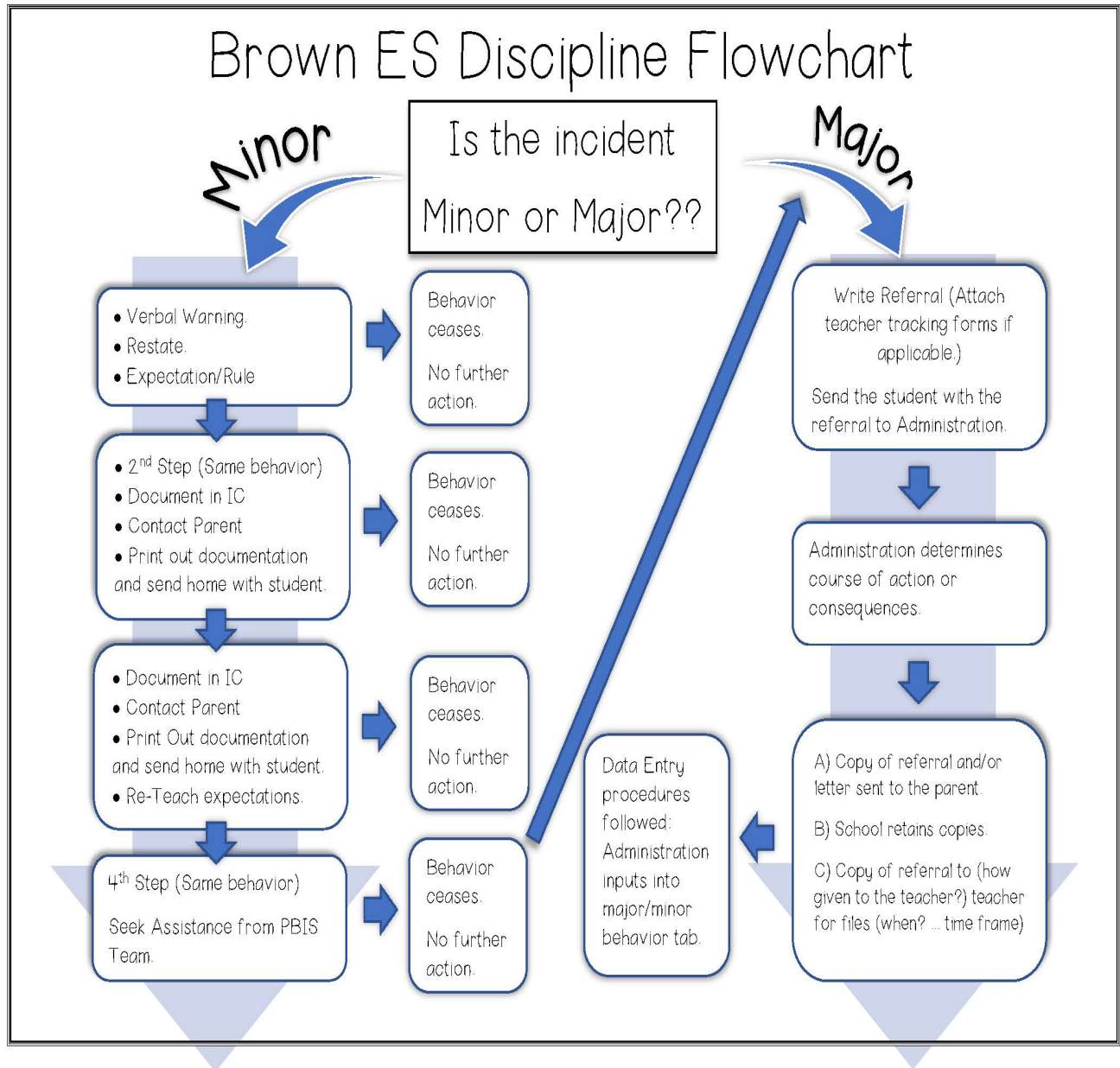
## Consequences

When other supports have not been successful, students are a part of the decision of which consequences fit the behavior. Our goal is to maximize learning for all students. Age, developmental level of students and maturity are factors in determining appropriate consequences for students and are always taken into account. As students age and mature they are held accountable to higher expectations. The two charts below distinguish between minor and major behaviors. This is then used to determine the next course of action on the flow chart.

Minor Problem Behavior	Definition	Examples
Inappropriate Language	Student engages in low intensity of inappropriate language.	Stupid, shut-up, meany, little-kid name calling, damn, crap, shiznit, etc.
Physical Contact	Student engages in non-serious, but inappropriate physical contact.	Play fighting, tag, rough housing (there isn't any malicious intent behind the contact)
Defiance	Student engages in brief or low-intensity failure to respond to adult requests.	Responds with: questioning, non-disruptive off task behaviors, off task-on task cycle, staring into space, withdrawal from group/work, veiled eyes, begins to argue but backs down, dirty looks, etc.
Disruption	Student engages in non-malicious, low-intensity behavior that disrupts teaching or learning.	Playing in desk, repetitive blurting out, getting out of seat while direct-teaching is occurring, whispering to students, habitual going to bathroom to escape, etc.
Dress Code	Student wears clothing that is near, but not within, the dress code guidelines defined by the district.	First time wearing of gang or sexually implied clothing. (2 <sup>nd</sup> time will be a major.)
Property Misuse	Student engages in activities that are not immediately dangerous or permanently damaging/destructive to school equipment, students, or staff. Does not have malicious intent behind the action(s).	Writing on school equipment with pencil, twisting in swing, habitual going to bathroom to escape,
Tardy	Student begins to demonstrate a habit of arriving to class late.	Consistently arriving after 9:00 am bell rings and showing up to special services late when not due to homeroom teacher.

Electronic Violation	Student engages in non-serious, but inappropriate, use of cell phone, pager, music/video player, camera, and/or computer.	-First time caught with cell phone/pager on person or "On" during school hours. -Use of music/video player (not showing inappropriate material), camera, and/or computer during non-instructional times or without permission.
Other	Student engages in any other inappropriate behavior that lacks maliciousness and is not destructive.	White lies, forgery on inconsequential paperwork, on school property but in an out of bounds area,

Major Problem Behavior	Definition	Examples
Abusive Language	Student engages in verbal messages that are malicious or destructive to another's reputation.	Swearing, damaging name calling, malicious sarcasm (If language is in response to a request from an adult see "Overt Defiance.")
Fighting/ Physical Aggression	Student engages in actions that involve malicious physical contact where injury may or did occur.	Hitting, punching, hitting with an object, kicking, hair pulling, scratching, strangling, etc.
Overt Defiance	Student's failure to respond to adult requests continues and becomes extreme.	Responds with: destruction of property, physical attack, severe tantrum, running away, abusive language, language intended to provoke, threats of intimidation, etc.
Harassment/ Bullying	Student delivers disrespectful messages (verbal, gesture, or electronic) to another person that includes threats and intimidation, obscene gestures, pictures, or written note.	Negative comments based on race, religion, gender, sexuality, age, disability, personal matter, and/or national origin. Sustained or intense verbal and/or written attacks and/or threats.
Electronic Violation	Student engages in serious and/or inappropriate use of cell phone, pager, music/video player, camera, and/or computer.	-Second time caught with cell phone/pager on person or "On" during school hours. -Use of music/video player (showing inappropriate material), camera, and/or computer during non-instructional times or without permission in a manner that is disparaging to another individual.
Lying/Cheating	Student delivers message that is untrue &/or deliberately violates rules.	-Copying off another students work, sharing answers with another student, plagiarism, putting name on another student's paper, etc.
Other: Disruption	Student engages in malicious, high-intensity behavior that disrupts teaching or learning.	Sustained loud talking, yelling, or screaming, noise with materials, horseplay or rough housing, and/or sustained out-of-seat behavior.
Other: Dress Code	Student wears clothing that is outside the dress code guidelines defined by the district.	Wearing of gang or sexually implied clothing, again. Wearing clothing that is too short (shirts, skirts, & shorts), that hangs too low (pants & shirt collars), spaghetti strap or shoulder less tops, sexually explicit clothing (i.e. Big Johnson shirts)
Other: Forgery/Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or having signed a person's name without their permission.	See definition
Other	Student engages in any other inappropriate behavior that is dangerous, harmful, and/or destructive.	Off school property w/o permission, brings a weapon to school, arson, graffiti, property damage, brings drugs or alcohol to school, etc.



## Removal from Class

Students who fail to change their behavior as a result of the interventions followed by the Brown ES flowchart (including a student/teacher/parent/guardian conference) may be removed from the classroom or other school premises to a temporary alternative placement. NRS 392.4644 guides removal from class. A student may be deemed a Habitual Disciplinary Problem as guided by NRS 392.4655.

**Regulations regarding the temporary removal of students from class and/or school:**

Suspension is the temporary removal of students from class (In-school Suspension, Out-of-School Suspension) or from school sponsored activities (Co-curricular Suspension). Students may be suspended for the following reasons:

- Violation of any state law or local ordinance in a school building, on school grounds, or at a school sponsored activity. Specific examples of these violations are listed in Administrative Regulation 5144.1, PROHIBITED CONDUCT.
- Violation of WCSD or school rules or regulations established under School Board Policy; refer to Administrative Regulations 5144.1, PROHIBITED CONDUCT. Student actions or inactions at school sponsored activities which disrupt, interfere with or pose a threat to the educational program, to other students, to staff, to visitors, or to the student personally.

The primary purpose of suspension is to give the student, his or her parents/guardians, and the school the time needed to resolve the problem. The duration of suspension is related to a course of action designed to resolve the problem.

#### Special Conditions of Suspension:

- A student may not participate in extracurricular activities during the term of his/her suspension.
- Suspensions may be reflected in the student's learner responsibility grade.
- A parent/guardian shall be notified whenever a student is suspended, and a mandatory conference will be held before the student may return to school.
- Students who are on a suspension are not allowed on any WCSD campus and may not attend any school functions.

#### Long-Term Suspension:

After appropriate procedures have been followed and a pupil has been deemed a "Habitual Disciplinary Problem" as defined in NRS 392.4655, a student will be suspended for a period equal to a semester. A student may be deemed a "Habitual Disciplinary Problem" for one or more of the following reasons:

- Threatening or extorting another student or district employee
- Initiating at least two (2) fights
- Receiving five (5) suspensions in a school year

#### Intervention Programs:

Attendance in an intervention program, such as conflict resolution, violence intervention, substance abuse and tobacco cessation, may reduce the total number of days suspended. For example, eight (8) days of a ten (10) day suspension may be reduced upon successful completion of a WCSD program.

#### **OTHER INFORMATION:**

**NRS 392.4644** – If a teacher decides to remove a student from class because of a severe problem that is not being addressed by the administration, the student must be assigned to a temporary alternative placement. NRS 392.4644 requires the establishment of a committee at each school called the Placement Review Committee, consisting of the Assistant Principal, and/or the Principal. If after a parent conference has been held, the principal recommends that the pupil return to the classroom and the teacher disagrees, the

committee will meet to review the circumstances of the pupil's removal from the classroom and assess the best placement for the student.

**NRS 392.466 & 392.4655** – A student may be deemed a Habitual Disciplinary Problem if any of the following conditions occurs:

- The student has threatened or extorted or attempted to extort another student or a teacher or other personnel employed by the school.
- The student has been suspended for initiating at least two (2) fights on school property.
- A student has been removed from a classroom at least four times.
- The student has a record of five (5) suspensions of three or more days in length.

If a student is considered a Habitual Disciplinary Problem, a change of placement and severe consequences, including expulsion, may occur.

## **Parents as Partners**

Brown is committed to partnering with parents to support the education of our students. We recognize the role of parents as a child's first and most important teacher. We work together with parents to address the root cause of student misbehavior and create a plan of action to support students so that they can maximize their learning and achieve their potential.

## **Building Relationships:**

We recognize that having positive, well-developed and healthy relationships between students and staff, students with students, and students with families is a factor in student success both behaviorally and academically. At Brown Elementary we utilize Restorative Practices for all parties; offenders and victims. Students are held accountable for conduct and that accountability is compassionate and balances the needs of the individual student with the needs of the school community.