



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 15 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://brown.washoeschools.net/families/pbis-and-school-based-crisis-plan>.

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, and classrooms.

Brown Elementary School implements Positive Behavioral Interventions and Supports (PBIS), a school-wide framework that promotes positive social and academic behaviors. Through PBIS, students learn the core expectations of being respectful, responsible, and safe. Students demonstrate respect by following directions, using kind words and actions, waiting their turn, and following school rules. They demonstrate responsibility by asking permission when appropriate, telling the truth, coming prepared to learn, and modeling expected behaviors. Finally, students demonstrate safety by following the quiet signal, keeping their hands, feet, and objects to themselves, solving problems appropriately, and obtaining permission before leaving the classroom or designated area.

In addition to implementing PBIS, Brown Elementary School incorporates a variety of evidence-based social-emotional learning programs and practices, including the Social and Emotional Learning (SEL) Standards, MindUP Curriculum, Zones of Regulation, Conscious Discipline, Restorative Practices, Whole Brain Teaching, and Love and Logic. These frameworks are explicitly taught, modeled, and reinforced throughout the school year to support students' social, emotional, and behavioral development. Staff intentionally integrate SEL standards into daily classroom instruction while using these approaches to foster self-awareness, self-management, responsible decision-making, relationship skills, social awareness, and positive problem-solving skills.

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

	 RESPECTFUL	 RESPONSIBLE	 SAFE
Everywhere	• Use kind words • Respect property	• Report problems immediately • Leave gum at home • Pick up after yourself	• Keep hands, feet & objects to yourself • Always have a pass with you
Classrooms	• Be an active learner (read, write, speak, and listen)	• Be on time • Be prepared • Do your best	• Pay attention • Use supplies properly
Hall/Quad	• Voices off	• Walk in single file	• Get to your location • Keep hands, feet & objects to yourself
Playground	• Include everyone • Share equipment	• After bell, line up immediately	• Follow school rules of game • Stay in your area
Multipurpose Room: Lunch/Assemblies	• Soft inside voices • Use good manners	• Eat your lunch • Pick up after yourself	• Eat your own food • Stay in your seat until you are dismissed
Office/Clinic	• Wait quietly for your turn • Soft voices	• Tend to your business • Leave quietly	• Always have a pass with you
Restroom	• Keep it clean, quick, and quiet	• Go, flush, wash, and leave	• Report problems immediately to an adult
Arrival/Dismissal	• Be on time everyday	• After bell, line up in single file • Voices off	• Get to your location • Exit and enter through wing doors • Walk on sidewalks
Bus	• Soft, inside voices • Respect your driver at all times	• Listen and follow driver's directions • Take all belongings with you • Keep bus clean	• Stay seated • Keep hands, feet & objects to yourself • Keep aisle clear



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

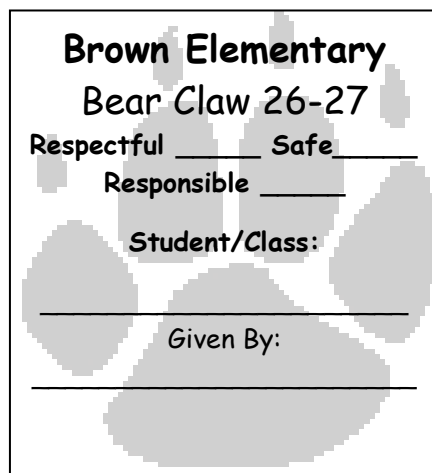
Responsible Decision-Making – I make good choices

- 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 weekly which the students and staff members helped create. BEARCLAWS and Class Dojo Points are interchangeable.

Student BEARCLAW Example:



Brown Elementary
Bear Claw 26-27
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. We announce classes that have 10 days of perfect attendance and they are awarded class bear claws.

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



PBIS Classroom Awards

Brown Elementary School



# of Claws	AWARD
10	Class Picture with Brown Bear Mascot (displayed on wall)
10	Do an assignment/lesson outside
10	Extra Computer Time (30 min)
10	DEAR: silent reading – Teacher too! (15 min)
15	Extra Recess (15 min)
15	Principal Story Time
25	Dress-Up Day (backwards, inside out, etc.) (Friday only)
25	Crazy Hair Day (Friday only)
25	Hat Day (Friday only)
25	Crazy Sock Day (Friday only)
25	Pledge on the Intercom on Friday (Entire Class)
25	Whole Class Lunch with Teacher (in class or outside: pond/arboretum)
30	Extra P.E./Sports Game Time (30 min)
30	Extra Art Time (30 min)
35	No Homework (1 night)
50	Jungle Day - bring stuffed animals (Friday only)
50	Pajama Day (Friday only)
50	Cozy Day – Bring Blanket/Pillow (Friday only)
50	Whole Class Lunch with Teacher AND Principal/AP/Dean – Email admin
75	Popcorn Party
75	Walk to Park & Play – 30 min.
75	Extra Free Time (30 min)
75	P.E. with another class
85	Play Board Games (60 min) Fridays ONLY! PTO has tub of games
100	FREE Choice – 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 & Read/Write – Friday only)
250	No Homework for ONE WEEK!
250	NO PENCIL/Writing UTENSIL DAY: Ex: Charades, learning outside, presentations, collaboration, Science investigations, etc. (Friday only)



PBIS Individual Awards

Brown Elementary School



Teacher/Classroom:

20	Draw on whiteboard (One 15 min recess)	10	Pencil & Eraser
25	Homework Pass	15	Bookmark
25	Indoor recess w/a friend (Teacher approved)	25	Prize Box
25	Wear a Hat all Day (Friday's only)	50	Brown Lanyard
25	Picture with Principal (Email P/AP)	50	Water Bottle
25	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 any class. Email teacher)		
50	Intercom Announcer on Friday! (Email Principal)		
50	Lunch with Teacher (Teacher picks day)		
50	Use the iPad (15 minutes)		
50	Sit next to a friend in the lunchroom (Bring bear claws to lunch, hand to admin)		
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 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 (Email PE Asst to set up.)		
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	Lunchroom Helper – Only ONCE per year (Email P)		
100	Lunch with the Principal, AP, and/or Dean (Email P/AP/D)		
150	Be the Dean or the Principal: 30-minute walk through (Email P/AP/Dean)		
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.		
300	*Lunch with/friend AND the Principal/AP/Dean AND surprise gift! *Only ONCE per year (Email P/AP/D)		

Restorative Practice/Restorative Interventions

When students violate school rules, restorative practices and interventions are used to help identify the cause of the behavior and identify a solution. The school's MTSS Team meets weekly in order to support students, teachers and families with student behavior. Every grade level meets weekly and one week a month is focused primarily on students with Tier supports both academically and behaviorally.

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

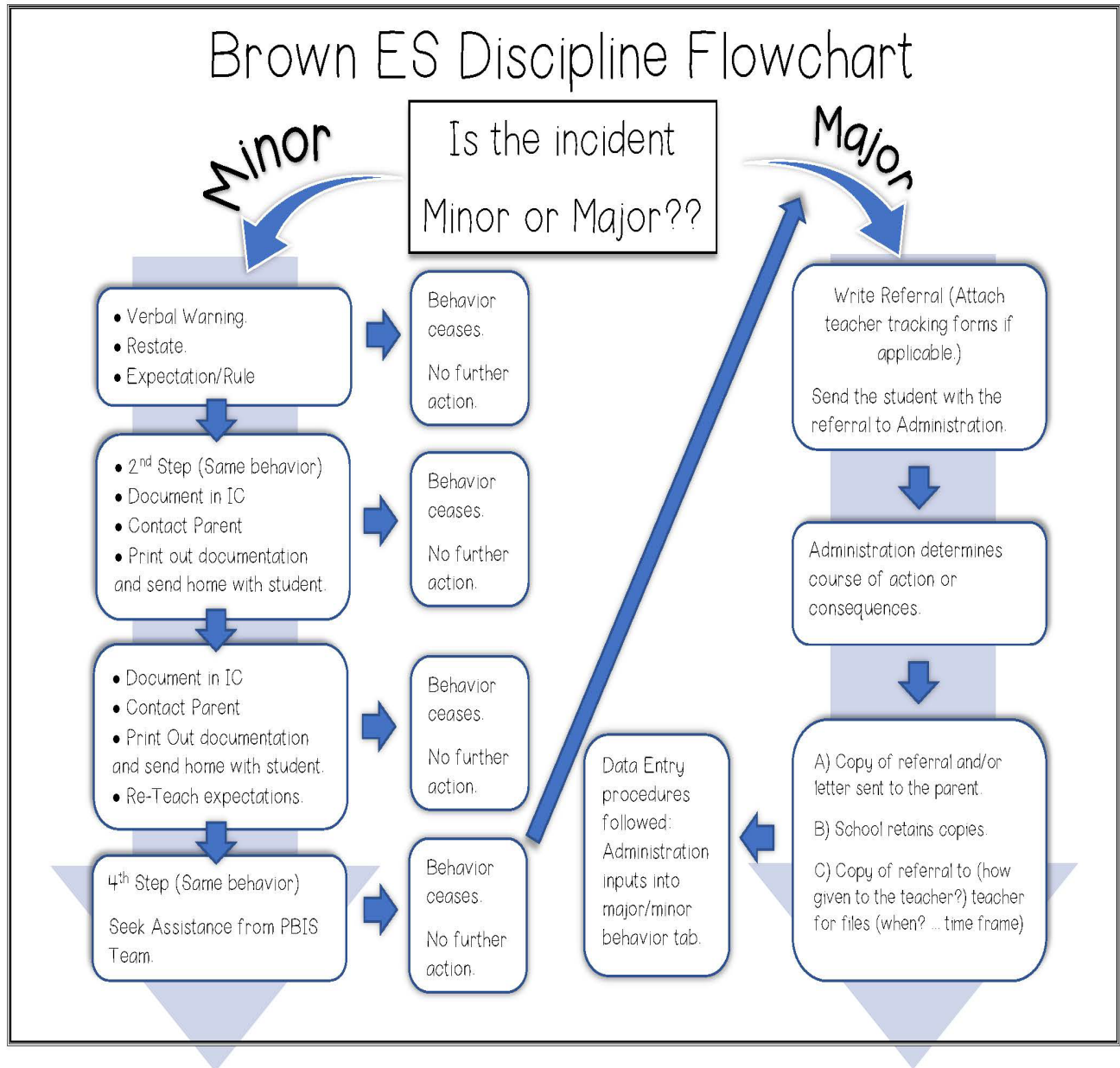
Consequences

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 uses low-intensity inappropriate language that is not directed to harm or intimidate others.	Name-calling (e.g., "stupid," "mean," "little kid"), "shut up," mild profanity (e.g., "crap," "damn"), or other inappropriate slang.
Physical Contact	Student engages in non-serious physical contact without intent to harm.	Play fighting, tag, roughhousing, horseplay, or other playful physical interactions.
Defiance	Student engages in brief or low-Student demonstrates brief or low-intensity noncompliance with adult directions or expectations	Questioning directions, refusing briefly before complying, off-task/on-task cycle, staring into space, withdrawing from work or the group, eye rolling, or mild arguing that quickly de-escalates.
Disruption	Student engages in low-intensity behaviors that interrupt teaching or learning.	Playing in desk, blurting out, whispering during instruction, getting out of seat without permission during direct instruction, making unnecessary noises, or repeatedly requesting the restroom to avoid work.
Dress Code	Student's attire does not fully meet district dress code expectations but can be corrected with minimal intervention.	First occurrence of clothing that violates dress code (e.g., gang-related or sexually suggestive attire). Repeated violations may be considered a major behavior.
Property Misuse	Student uses school or personal property inappropriately without causing significant damage or demonstrating malicious intent	Writing on school property with pencil, improper use of playground equipment, misuse of classroom materials, or minor misuse of school property.
Tardy	Student repeatedly arrives late to class or scheduled activities without a valid reason.	Arriving after the morning bell, repeatedly arriving late to specials, intervention groups, or other scheduled services.
Electronic Violation	Student uses or possesses an electronic device in violation of school expectations without causing disruption or harm.	First offense of having a cell phone on or visible during school hours, or using a music player, camera, smartwatch, or other device without permission.

Other	Student engages in other low-level inappropriate behaviors that do not fit another category and do not pose a safety concern.	Minor dishonesty, forgery on non-consequential documents, entering out-of-bounds areas, or other classroom-managed behaviors.
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Major Problem Behavior	Definition	Examples
Abusive Language	Student engages in verbal messages that are malicious or destructive to another's reputation.	Profanity directed at others, degrading name-calling, malicious sarcasm, or verbal intimidation. (If directed toward an adult during refusal to comply, refer to Overt Defiance .)
Fighting/Physical Aggression	Student engages in intentional physical aggression that could result in or causes injury.	Hitting, punching, kicking, biting, hair pulling, scratching, choking, striking with an object, or other aggressive physical acts.
Overt Defiance	Student demonstrates repeated or severe refusal to comply with adult directions that significantly disrupts the learning environment or creates a safety concern.	Destroying property, running away from staff, threatening behavior, severe tantrums, physical aggression, or abusive language directed at staff during noncompliance.
Harassment/Bullying	Student intentionally targets another individual through repeated or severe verbal, physical, written, or electronic actions that intimidate, threaten, or demean.	Threats, discriminatory comments based on race, religion, disability, gender, sexual orientation, age, or national origin, repeated teasing, cyberbullying, or intimidating gestures.
Electronic Violation	Student uses electronic devices in a manner that is unsafe, inappropriate, repeated, or harmful to others.	Second or repeated offense involving a cell phone, recording others without permission, accessing or sharing inappropriate content, or using technology to harass or embarrass others.
Lying/Cheating	Student intentionally provides false information or violates academic integrity expectations.	Plagiarism, copying another student's work, sharing answers, signing another person's name, or intentionally misleading staff during an investigation.
Other: Disruption	Student engages in high-intensity behaviors that significantly interfere with instruction or the safe operation of the classroom or school.	Sustained yelling, screaming, throwing objects, repeated refusal to stop disruptive behavior, prolonged horseplay, or repeated out-of-seat behavior after interventions.
Other: Dress Code	Student's attire is a serious or repeated violation of district dress code expectations.	Repeated dress code violations, gang-related clothing, sexually explicit clothing, excessively revealing attire, or clothing that creates a disruption or safety concern.
Other: Forgery/Theft	Student steals, possesses, or transfers property without permission, or intentionally falsifies another person's signature or information.	Stealing property, possessing stolen items, forging signatures, or falsifying official school documents.
Other	Student engages in dangerous, illegal, or highly disruptive behavior that does not fit another category.	Leaving campus without permission, possessing a weapon, arson, vandalism/graffiti, significant property damage, possession of drugs or alcohol, or other serious safety violations.



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 5000 Series.
- Violation of WCSD or school rules or regulations established under School Board Policy; refer to Administrative Regulations 5000 Series. 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.