

Our Behavior and Conflict Philosophy

Browne Elementary

School Year 2021-2022 – updated August 25, 2021



Philosophical approach to providing a productive learning environment and support to individual students

Spokane Public Schools believes that responsible, respectful and safe student behaviors are positively associated with learning. The two main goals in dealing with student behavior are thus to:

- (1) develop and maintain a school environment where students and staff are responsible, respectful and safe
- (2) help students behave in ways that contribute to academic achievement and school success.

Spokane Public Schools believes that a responsible, respectful and safe environment along with achievement and success are strengthened when:

- School staff build positive relationships with students, actively engaged in each student's learning, and hold students to high expectations
- School staff actively engage students in learning and use consistent and effective classroom procedures
- The school and district climate align with the classroom
- Students are provided clear rules of conduct
- Effective restorative practices are used to prevent and respond to misbehavior
- Effective discipline is used after misbehavior occurs.

Spokane Public Schools also believes that positive and preventative behavioral systems, such as Positive Behavioral Interventions & Supports (PBIS) or social emotional learning are valuable methods to affirmatively teach students behavioral expectations, recognize positive behavior, and provide additional supports or interventions for students who struggle to meet those expectations." In addition, Spokane Public Schools believes in providing staff with ongoing training related to establishing a positive and inclusive school culture. This includes topics related to cultural responsiveness, trauma sensitivity, response to interventions models, and supporting students with special needs.

- **Browne ROAR Student Expectations:** We believe that all students should have the opportunity to learn in a safe, caring, orderly environment. The staff at Browne is committed to encouraging and expecting safe, respectful behavior from all members of our learning community. We also believe that it is important to take a proactive approach to teaching and reinforcing responsible and respectful behavior. Our Browne ROAR traits of **R**esponsibility, **O**wnership, **p**aw-sitive **A**ttitude, and **R**espect are taught and modeled for students at our school on an on-going basis. Students are recognized for demonstrating safe, responsible, and respectful behavior. ROAR behavior not only promotes a healthy learning environment where

students feel safe and cared for, it also builds character and successful, productive citizens. Our Browne ROAR Students Plan is a tool to ensure consistent and clear behavioral expectations for our students and staff. This plan will be implemented and supported by all staff throughout the school environment.

We believe that a successful school focuses on educating the whole child to support all aspects of a student's social and emotional well-being, character development, and academic growth and success. By supporting students' basic needs, social emotional learning, and academic growth, students are best prepared with the tools and skills they will need to achieve college and career success. To do this work successfully, it requires strong partnerships between school staff, students' families, and the larger school community.

- **Positive Behavior Intervention Supports (PBIS)**: Browne is a PBIS school. We believe that providing students with clear, consistent expectations followed by positive reinforcements leads to a positive, safe learning environment for all. We recognize that students must be explicitly taught expectations and be given many opportunities to practice them in various school settings. When a student has difficulties meeting expectations, our staff will use a variety of interventions/consequences, including restorative and/or corrective actions, with the goal of helping the student to learn the correct behavior and repairing any harm they may have caused others in our learning environment. When a student repeatedly demonstrates an inability to meet expectations, progressive discipline may apply.
- **Restorative Practices**: At Browne, we utilize restorative practices as outlined in School Board Policy 3240. A restorative approach sees conflict or misbehavior as an opportunity for students to learn about the consequences of their actions, to develop empathy with others, and experience how to make amends in such a way as to strengthen the community bonds that have been damaged. Restorative actions will be considered in all circumstances and may be used in lieu of or in addition to corrective action.
- **Social Emotional Learning (SEL)**: In our classrooms students will be taught the knowledge and skills necessary to develop healthy peer relationships, demonstrate positive character at school and home, practice managing their emotions, feel and show empathy for others, make responsible choices, and learn how to own their mistakes and the impact on other people. Our district's *PurposeFull People* SEL Curriculum provides students and staff with common language that can be used to talk about character, emotions, friendship, and choices. Students will be engaged in on-going classroom lessons, in which they get to learn about and demonstrate good character and will also be involved in classroom and school character dares.
- **Positive Communication**: We believe that frequent and on-going communication helps build trusting relationships between home and school. Our philosophy is to communicate early and often and to always start with the positive attributes of our students. It is the goal of Browne staff to provide five positive communications for each corrective communication we may need to convey. Positive communications may include phone calls, notes home, emails, in-person

conversations with families before/after school, parent-teacher conferences, classroom-based incentives, and school-wide incentives.

- **Our Student Recognition Programs:**
 - **PAW Tickets** will be used by individual teachers to recognize students' learning ready behaviors as part of Classroom-based Student Recognition Systems.
 - **BEAR Tickets** will be used by our playground duty staff to recognize students' positive social behaviors on the playground. Weekly drawings will occur in the lunch room.
 - **"Caught in the Act" of Showing Character slips** can be used by all Browne staff members to recognize individual or groups of students displaying excellent character around our school. These are completed by staff, a copy given to the student, and a copy displayed in various hallway locations as part of our PurposeFull People Recognition system.
 - **Class Goal Progress Awards** will be managed by individual teachers in the classroom to help students learn how to set individual and class goals, create a plan to achieve the goal, and then will be celebrated at school assemblies as students make progress toward their individual or class goals.
 - **AM Daily Announcements** that include Student and Staff focused "Caught in the Act" announcements will occur the first 5 minutes of each school day over the intercom and will be led by office staff and student leaders. These daily announcements will include the Flag Salute, daily events, birthday celebrations, and on-going items to positively recognize the great contributions of our students and staff.

Resource directory defining a comprehensive list of resources of support. This list of resources may include, but is not limited to:

School Counselors, MTSS Specialists, Mental Health Therapists, Nurses, Chemical Dependency Specialists, Administrators (PA, APs and Principals), Student support services and other community resources (GEAR-UP, Community in Schools).

Principal	Paul Gannon
Principal Assistant	Corina Fletcher
School Counselor	Nikkita Cochran
MTSS Specialist	Natalie Poulson
Mental Health Therapist	Brooke Weber
School Psychologist	John Cash
Special Ed Resource Teachers	Megham Kent and Meritt Miller

A list of who is on the MTSS Intervention Team and their roles.

Principal	Paul Gannon
Principal Assistant	Corina Fletcher
Counselor	Nikkita Cochran
MTSS Specialist	Natalie Poulson
Rdg/Math Inter/Coaches	Anne Cluever, Deanna Dashiell, Vicki Sax, Dorothy Schultheis
SLP	Cindy Gleesing
SpEd Resource Teachers	Megham Kent and Meritt Miller
Classroom/Specialist Teachers	Teacher(s) directly serving referred student
Paraeducators	Staff member(s) directly serving referred student
School Psychologist	John Cash

The purpose and use of an intervention room or other intervention spaces (Ex. buddy rooms, de-escalation/calming stations)

At Browne, classroom teacher/specialists will use a variety of calming tools that they teach in their classrooms to students and put into place as needed throughout the year. In addition, teachers/specialists will have access to tools that they can use based on the needs of their students (i.e. calming tools, breathing exercises, Playdoh, squishy ball, mazes, Zones of Regulation lessons and visuals, and movement exercises). These materials are accessible through the school counselor and administrative team.

At the beginning of the school year, our leadership team will model and co-teach lessons with teachers in each classroom focused on Zones of Regulation in order to launch self-regulation strategies in our classrooms. Additional lessons will be used throughout the school year to continue to support students in this area.

The school counselor is available to staff to help provide training to individual students on the use of self-regulation tools. At the beginning of the year, classroom teachers/specialists will teach and model for students what to do when they need to request a break to get back into the Green Zone.

- **Reflect and Repair Forms**: Each classroom will have a designated area for students to complete a Reflect and Repair Form. When a student rupture has occurred, the teacher will calmly direct the student to safely move to the area of the classroom designed for this purpose to complete the Reflect and Repair Form.
- **Buddy Classrooms**: In addition, each classroom will have 1-2 designated buddy rooms. The buddy room is accessed when a student is unable to correct behaviors after using the Reflect and Repair Form. When a student's time reflecting in a buddy room does not result in a change in their behavior, administrative support may be requested. If this occurs, an administrator will come to the classroom and ask the student to walk to the office, where the student will complete an RRS Form in the office, with administrative assistance as needed.
- **Office/Counseling Area Calming Center**: Students can request to move to an alternate calming space located in the office/counseling center if/when the classroom space is loud or unavailable. Upon student request, the teacher will notify office staff that the student is being sent down to the office and will send a note letting the office know the student needs a place to calm down before returning to class. (Note: Following the first use of this strategy, the teacher and admin will meet and determine if this needs to be written up into a formal intervention plan that can be tracked and communicated with parents and any other impacted staff to ensure that we are all of the same page, and so we can support student growth in this area.)
- **Calming Center for Students with an IEP/504 Plan**: Students with an IEP/504 can use a pre-designated alternate calming space if/when the classroom space is loud or unavailable, or if more time is needed for calming. (Note: This strategy should be noted in their IEP or 504 plan as a designed intervention/accommodation so that we can track and communicate with parents and any other impacted staff to ensure that we are all on the same page, and so we can support student growth in this area.)

The district MTSS framework for behavior and school specific classroom-based interventions that a teacher may use to address student behavior

Multi-Tiered System of Supports (MTSS) includes having frameworks for literacy, math, and behavior that outline Tier 1, Tier 2, and Tier 3 interventions for students.

The frameworks are intended to serve as a guideline for connecting students to specific interventions and resources based on need. In addition, using frameworks promotes consistency and a common language across the district. Visit the SPS website to access the MTSS Frameworks and talk with your principal about how the frameworks are being used in your school.

Life Skills Behavior

- [Elementary](#)
- [Secondary](#)

Literacy

- [Elementary](#)
- [Middle School](#)
- [High School](#)

Math

- [Elementary](#)
- [Middle School](#)
- [High School](#)

The link above will provide access to the MTSS Frameworks or visit:

<https://www.spokaneschools.org/Page/1935>

Description of the MTSS Intervention Team

Spokane Public Schools believes that students need varying levels of support to find success. As a result, we use a **Multi-Tiered System of Supports** to address the Whole Child and connect students to interventions based on individual need.

- **Tier 1:** Students are taught school-wide expectations and receive core academic instruction using a research-based core comprehensive curriculum in all areas.
- **Tier 2:** Students who do not achieve benchmarks, or are not responding to universal supports, are provided additional evidence-based interventions beyond the core curriculum.
- **Tier 3:** A small percentage of students require more intense instruction or support beyond the interventions in Tier 2 because they have not shown progress.

School Intervention Team Process

Each school has two teams to support students in their academic and behavioral development. The **school-wide team** focuses on Tier 1 programs and supports intended for all students. The **intervention team** identifies and monitors the use of Tier 2 and Tier 3 interventions for specific students.

Once a student is assigned to the school's intervention team, their progress is closely followed with a process that outlines interventions, academic performance, attendance, and behavior.

- **Step 1:** Identify students needing support using data and input from teachers and families. This includes Social Emotional Learning Survey, Climate and Culture Survey, academic performance (grades, tests, etc.), attendance and behavior.
- **Step 2:** Connect students to interventions and monitor their progress. Teachers, administrators, counselors and other school staff work together, in partnership with parents, to ensure students participate in the right interventions based on their individual level of need. The team then monitors how the student is progressing once interventions have begun.
- **Step 3:** Monitor students' progress using the district early warning and monitoring system. SPS staff have access to a data system that communicates all available data points about a student.

Process for referring a student to the school's MTSS Intervention Team

Prior to students being referred to our school's MTSS Intervention Team, teachers will collaborate with grade level colleagues, administrative team, and parents to identify classroom interventions to implement and collect student data around to check for growth. If/when classroom interventions

have been exhausted, teachers will seek additional academic and/or behavioral support for students by making a referral to our school's MTSS Intervention Team.

Browne's MTSS Intervention Team consists of both a **Child Study Team (CST)** focused on academic concerns and a **MTSS Tier 2-3 Team** focused on behavioral concerns. The CST and MTSS Tier 2-3 Teams meet together weekly throughout the year.

To refer students to the CST or MTSS Tier 2-3 Team, teachers should first contact the school counselor to get the appropriate form. Completed forms, accompanied by any requested classroom data about interventions previously tried, will be submitted to the counselor. The counselor reviews the form, seeks additional information if needed, and places the student on the next available CST or MTSS Tier 2-3 Team meeting agenda. The counselor will also notify the referring teacher (and other staff that work directly with the child) via email of their student's meeting date.

Process for documenting student behavior and submitting an office referral.

At Browne, each classroom teacher will develop a **Classroom Behavior Plan** aligned with our schoolwide plan. Classroom plans will include clear student expectations, a recognition system to recognize positive student behaviors, and a list of interventions/consequences, including restorative practices and corrective actions, that will be used when a student does not successfully follow the classroom plan. A copy of each teacher's Classroom Behavior Plan will be submitted to the principal and communicated to parents by the end of the 2nd week of school. Our administrative team will support both the teacher and students in ensuring the success of the classroom behavior plan.

- **Classroom-Managed Interventions / Corrective Actions:**
 - Teachers will create and follow a Classroom Management Plan and explicitly teach and model behavior expectations.
 - Teachers will develop clear classroom routines and expectations, and will teach, model, and reinforce positive behaviors, as well as enforce classroom discipline procedures for student misbehavior, while remaining focused on supporting positive growth in student behaviors.
 - Teachers will administer interventions/corrective action for classroom offenses that can include, but are not limited to, in-class reset, Reflect and Repair Process, the use of a Buddy Classroom, use of positive reinforcement, review and practice expectations, student conference, parent contact, restorative actions, or loss of recess.

- Chronic/repetitive minor infractions can increase the level of intervention support needed. This can result in interventions/corrective actions supported by our administrative team.
 - All classroom plans will have an emergency removal clause for unsafe and significantly disruptive behaviors. Steps may be bypassed to provide an immediate appropriate response when student behavior creates an unsafe environment for other students and the teacher.
 - Classroom documentation will be specific and non-judgmental and will include interventions attempted to support growth in positive student behaviors.
- **Classroom Progressive Discipline Procedures**
 - Step 1: Teacher-Student interventions/corrective action
 - Classroom management techniques utilized by the teacher to help change student behavior through redirects, reteaching expectations, providing opportunities to practice, and positive reinforcement.
 - Reflect and Repair Process is completed in the classroom or in a Buddy Room with an Reflect and Repair Form.
 - *This is a schoolwide procedure that is taught in each class to begin the year, with refresher lessons as needed. Each class has at least 1-2 buddy rooms.
 - Step 2: Teacher-Parent communication
 - Step 3: Teacher-Administrator Communication
 - Step 4: Student-Administrator Conference (Office Referral) after 3rd RRS Form
- **Considerations Prior to Interventions / Corrective Action:**
 - Interventions/corrective action should be viewed by all as a learning opportunity rather than punishment, and students should always be referred to the ROAR Citizenship and PurposeFull People traits to identify appropriate replacement behaviors.
 - Interventions/corrective action should occur in the area in which the behavior occurred, and actions should be easy for anyone to administer (i.e., student practices walking in the hall after he/she ran, student practices raising his/her hand in class in place of blurting out, student practices cleaning up eating area in place of dumping food on the ground).
 - Interventions/corrective action should be individualized to the situation and student.
- **Teacher-Parent Communication:** Teachers will inform parents of classroom behaviors in a timely manner. The teacher will make multiple attempts to contact families either in-person, via phone, or via email. Constructive conversations will include specific information about the current behavior, the expected behavior, and include information about what the student is currently doing well. On-going communication and a strong home-school partnership are vital to student success at school. (Use the OREO Approach and Rule of No Surprises).

- **Support Referral:** Staff members can refer students for various types of support needed, such as behavior and self-regulation, academic, basic needs, mental health support, counseling support, technology needs, etc. **Support Referrals** will be made using the MTSS App and will be followed up within 1-2 school days by the appropriate MTSS Team member.
- **Just in Time Support:** Teacher will inform administration when a problem is developing and/or persisting in class, and the teacher has previously contacted the parent. Administration will offer classroom support, advice, and guidance. Administrator will follow up with a call to the student's parent/guardian to problem solve and generate additional solutions for working with their child. **Just in Time** referrals will be made using the MTSS App and will be followed up with as soon as possible by a member of our school's Support Team.
- **Emergency Office Support (Office Referral):** Students that engage in unsafe or significantly disruptive behaviors may be referred directly to the administrative team for assistance with intervention support/corrective action. **Emergency Office Support** requests may also be used for life threatening situations, serious classroom disruptions, or illegal behaviors (i.e. fist fighting, threats, bullying/cyber-bullying, harassment, destruction of property, drugs/alcohol, etc.) **Immediate Office Referrals** will be made using the MTSS App, which will immediately alert our school's Support Team members so someone can quickly respond to the classroom.
 - Office referrals may result in missed class time for the student to solve the problem they have created and to have a phone/in-person conference with their parent.
 - Progressive discipline will be followed at the office level and may include non-exclusionary discipline and/or exclusionary discipline, depending on the frequency and severity of the behavior, and other previous interventions and restorative practices attempted to help change the behavior and repair the harm.
 - Restorative practices will be considered in all circumstances and may be used in lieu of or in addition to corrective action. The goal of restorative practices is to help students learn about and understand the consequences of their actions, to develop empathy with others, and experience how to make amends in such a way as to strengthen the community bonds that have been damaged as a result of their behavior. Restorative practices may include Mediation, Proactive Circles, Rupture Repair Agreements, Restitution, and/or Re-entry Conferences.
 - An administrator will inform the classroom teacher/referring staff member of the outcome using the MTSS App and/or administrator and teacher will discuss re-entry prior to the student returning to class.
- **Student-Administrator Conference:** Administrator meets with student to provide support. This support may be the result of student behavior, or other needs as identified by school staff. Administrator will communicate actions with the teacher, and when appropriate with families.

- **Administrator-Parent Communication:** Any behavior resulting in an Office Referral will be followed up with a call to the student's parent/guardian by the administrator involved.
- **Repeated Minor Infractions:** Chronic/repetitive minor infractions can increase the level of intervention support needed. This can result in office managed interventions/corrective action.
- **Requesting Office Assistance:**
 - Staff member will use the **MTSS Support App** on their phone or district computer to inform our School Support Team that they need either **Just in Time Support** or **Emergency Office Support**.
 - Staff member will provide an explanation of the event, via the **MTSS Support App**.
 - If additional information is needed, administration will seek clarifications in person or via text or call.
 - Administration will meet with the student to implement intervention/corrective action.
 - Administration will communicate the intervention/corrective action to the teacher and appropriate staff in a timely manner. If desired, staff may initiate communication to seek information sooner.

Before School, Lunch Time, and After School: Yellow Vest Supervisors will use the green **Supervisor Infraction Notice form** to document inappropriate student behavior before school, at lunch recess, and after school. Once completed, the form will be given to the teacher as soon as possible so they can follow up with the student to help correct future behavior. For more serious or dangerous behaviors, the green form will be given directly to an administrator for action. The administrator/office staff will inform the classroom teacher if they are working with the student in the office, so they are aware of the student's location.

Process for communicating the outcome of an office referral

- **Prior to Re-entry to the Classroom:** Administration will confer with the staff member to communicate the intervention/corrective action. This communication will occur away from students (and when possible outside the classroom environment) so everyone is clear about the plan and so the teacher does not rehash the incident with the student, potentially causing the student's behavior to re-escalate. This communication may be done using the MTSS App, in person, or via note, email or text. To promote a smooth transition back to the learning environment, administration will attempt to work with each staff member to determine their preferred method of communication.

- **After Returning the Student to Class:** If further clarifications are needed by staff and/or administrator, they will determine another time for a more detailed conversation.
- **Administrator-Teacher Communication:** Administration will share outcome of office referral with additional staff who may benefit from being aware of incident and/or intervention/corrective action (i.e. classroom teacher, specialist, recess staff, etc.).

Process for requesting administrator assistance to support and/or remove a student from the learning environment

- The teacher will use the MTSS App **Emergency Support** option, call the office, or personally bring the student to the office for support.
- The teacher will provide an explanation of the event using the MTSS App, a note, or phone call to the office.
- If additional information is needed, administration will seek clarifications in person or by phone.
- Administration will meet with student to implement intervention/corrective action.

Process for conferring with an administrator regarding a student exclusion

- Prior to the return of a referred student, or upon return of a referred student to class, administration will confer with staff member to communicate the intervention/corrective action. This communication may be in person or via note, email, or text. To promote a smooth transition back to the learning environment, administration will attempt to work with each staff member to determine their preferred method of communication.
- After returning the student to the classroom, if further clarifications are needed by staff and/or administrator, they will determine another time for a more detailed conversation.
- Administration will share outcome of office referral with additional staff who may benefit from being aware of incident and/or intervention/corrective action (i.e. classroom teacher, specialist, recess staff, etc.).

Process for how students are managed when they are sent to the office

- Administration will make every attempt to meet student at the office.
- If student is unable to move to office on his/her own, administration will come to the classroom location to supervise and assist student to the office.
- Students will not be sent to the office unsupervised or without additional information from the referring staff member. Student will be directed to sit in a chair outside administrator office and will be given a **Reflect and Repair Form** to collect their thinking as part of reflection and due process.
- If administration is unaware of student arrival to the office, office staff will notify administration via text. Student will wait at the office table until administration arrives to assist.
- Administration will work with student to resolve the issue in the office and determine what interventions/corrective actions are needed. Students with an IEP goal may work to resolve the incident with support from the resource room staff. (This additional resource should be part of the student's IEP plan when appropriate to help track student growth in this area.)
- Referring staff member will be notified of the outcome of the office referral.
- Parent will be contacted by the administrator to share details and outcome of the office referral.

Process, which includes staff, for addressing changes to the plan when needed.

The school-wide discipline plan must be reviewed at least once a year with all affected staff prior to the beginning of the school year and updated if needed. At the review, opportunity for input shall be provided. Any changes to the school-wide discipline plan shall be made upon approval of 80% of affected staff.