



School-Wide Behavior Expectations Plan

Parent Guide to PBIS, Restorative Practices
and Our Hutton School Community Standards

HUTTON HAWKS SOAR

At Hutton Elementary, we believe that all students can meet behavior expectations when given the opportunity to learn them and with proper support. Behavior that is expected is taught and modeled to students in a variety of ways, both inside and outside the classroom. We have a set of school-wide expectations that guide student behavior in all areas of the school. We believe that all students should have the opportunity to learn in a safe, orderly and caring environment. The staff at Hutton is committed to modeling, encouraging, teaching and expecting safe, respectful behavior from all our students. Furthermore, we believe that it is important to take a proactive approach to teaching and learning responsible and respectful behavior. All classrooms use a classroom management system that aligns with our school-wide plan to help students learn and meet the expectations. Restorative practices are part of the classroom management system.

OUR CORE BELIEFS

- We believe that consistently teaching and reviewing expectations supports positive behavior and high academic achievement for ALL students.
- We believe in providing a learning environment where ALL students can achieve through fairness and equitable decisions.
- We believe in building strong relationships to create a safe, caring school that is focused on teaching and learning.
- We believe in improving student character and citizenship by using Positive Behavior Interventions & Supports, Restorative Practices, and Interventions.
- We believe that each student is responsible for his/her own behavior, although some students may need intervention and support to be successful.
- We believe that parents are essential in supporting school. Expectations and home/school communication are imperative.
- We believe that all behavior is a form of communication that must be acknowledged and understood.
- We believe discipline should provide a learning opportunity for every child to grow.

POSITIVE BEHAVIOR INTERVENTION & SUPPORTS (PBIS)

Hutton 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. We do this in the following ways: School-wide kick off assembly, picture and trade books for each classroom expectation used by the classroom teacher to teach the HAWKS expectations, school-wide common area rotations to teach, model and practice the expectations and times to review expectations throughout the year. When a student has difficulties meeting expectations, interventions, restorative practices and/or corrective actions will be applied, with the goal of helping the student learn the correct behavior. When a student repeatedly demonstrates an inability to meet expectations, progressive discipline can apply.

WAYS WE CELEBRATE AND RECOGNIZE POSITIVE BEHAVIOR

- Verbal praise (4:1 Ratio – By definition, the 4:1 ratio is 4 positives to 1 corrective statement.)
- HAWK HIGH FIVES – These can be given out by any adult in the building.
- Classroom-based Incentives

- Positive Notes and/or Phone Calls Home
- **Classroom Shout Out:** Classrooms demonstrating the Hawk Expectations have the opportunity to earn marbles when meeting focus expectations of the week.
- **Hawk High Five Shout Out** – Everyday 2-3 students are recognized during morning announcements for earning a Hawk High 5.
- **HAWK of the Month Award** (formally known as the Citizenship Award): To recognize students nominated by their teacher for standing out or going above and beyond to consistently demonstrate the Hawk Expectations (2 students per class each month). Based on Building-wide expectations.
- **HAWK NEST Assemblies:** Assemblies are a way to celebrate meeting our goals as Nests and to recognize students that engage in after school activities at Hutton.
- **HAWK NEST Celebrations:** When the nests meet the goal set for each quarter, each Nest earn a fun experience to celebrate their accomplishments.
- **GOLDEN SPATULA-Lunchroom Behavior:** Each grade level will have an opportunity to earn a golden spatula each day for following PBIS lunchroom expectations. For each spatula earned, they will earn marbles for their nest for the week. They will also have the opportunity to earn either music in the lunchroom or school-approved videos or movie shorts.

EXPECTATIONS: HUTTON “HAWKS” SOAR BY:

1. Have a positive attitude

- Use kind and positive language
- Include Others
- Accept Consequences

2. Always show respect

- Cooperate and follow adult directions
- Respect what belongs to you and to others
- Take care of our school

3. Will follow directions

- Listen to adults
- Ask for clarification if you do not understand
- Do what is expected

4. Keep everyone safe

- Follow ALL safety rules
- Advocate for yourself
- Report unsafe behaviors

5. Strive for excellence

- Try your best
- Complete your work
- Do not give up (Show a Growth Mindset/GRIT)

RESTORATIVE PRACTICES

At Hutton, 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.

RESTORATIVE PRACTICES PRINCIPLES:

The following principles reflect the values and concepts for implementing restorative practices in the school setting.

1. Acknowledge that relationships are central to building community.
2. Builds systems that address misbehavior and harm in a way that strengthens relationships.
3. Focuses on the harm done rather than only rule breaking.
4. Gives voice to the person harmed.
5. Engages in collaborative problem solving.
6. Empowers change and growth.
7. Enhances Responsibility.

POSITIVE COMMUNICATION

We understand that frequent communication builds trusting relationships between home and school. Our philosophy is: communicate early and often and to always start with a positive. It is the goal of staff and administration to provide four positive communications for each corrective communication we may need to deliver. Positive communications may include phone calls, notes, emails, conversations with families before/after school, classroom-based incentives, and school-wide incentives such as Hawk High Fives.

SOCIAL EMOTIONAL LEARNING

Hutton is committed to ensuring that we support the social emotional needs of our learners. Hutton teachers along with our school counselor use Purposeful People curriculum to teach students a variety of character traits and social and emotional strategies to support student's growth as strong, positive citizens. This work is supported by all staff at Hutton and is communicated regularly to families.

HARASSMENT, INTIMIDATION, AND BULLYING (HIB)

Washington State law prohibits harassment, intimidation, or bullying (HIB) in our schools. The law and Policy and Procedure 3207 defines harassment, intimidation or bullying as any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental, physical or sensory handicap, or other distinguishing characteristics, when an act physically harms a student or damages the student's property; has the effect of substantially interfering with a student's education; is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of the school. Schools are required to take action if students report they are being bullied, and any district staff member can take the report. Individuals who believe there has been a violation of policy are encouraged to contact their building administration or HIB/Student Civil Rights Officer. Procedure 3207 provides the reporting and investigation process. Further information and complaint forms may be found on the Spokane Public Schools website, www.spokaneschools.org and selecting – Parents & Students– Quick Access Center- Bullying & Harassment.

SEXUAL HARRASMENT

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on school campus, on the school bus, or school-sponsored off-campus events, such as a school-sponsored field trip. Sexual harassment is a form of sex discrimination. You can find a copy of the district's policy and procedure 5011 on the district's web site www.spokaneschools.org, at your school, or Human Resources. Individuals who believe there has been a violation of policy are encouraged to report to any school staff member, SPS Equal Opportunity Officer, or SPS Title IX/Staff Civil Rights Officer. Further information and complaint forms may be found on the Spokane Public Schools website, www.spokaneschools.org. If you cannot resolve your concern with the school, you may wish to file a formal complaint with the school district. There are three (3) steps: Step 1: Complaint to School District Superintendent, Step 2: Appeal to the School Board, and Step 3: Complaint to OSPI. The instructions on how to follow these steps may be found at www.k12.wa.us/Equity/Complaints.aspx and brochures are located at district schools and online at www.spokaneschools.org.

NON-DISCRIMINATION

Spokane Public Schools complies with all federal and state rules and regulations and does not discriminate in the admission, treatment, employment, or access to its programs or activities on the basis of age, sex, marital status, race, color, creed, national origin, the presence of any sensory, mental, or physical disability, to the use of a trained guide or service animal by a person with a disability, sexual orientation including gender expression or gender identity, or honorably discharged veteran or military status. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/Staff Civil Rights Officer, ADA Officer, Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer and/or 504 Compliance Officer. You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Officer, listed above. You also have the right to file a complaint (see below).

- [Spokane Public Schools Policy 3210: Nondiscrimination](#)
- [Spokane Public Schools Procedure 3210: Nondiscrimination](#)

HUTTON SCHOOL-WIDE TEACHING TOPICS AND COMMON AREA EXPECTATIONS

Welcome Assembly in September, Cafeteria, Recess, and Bus Academy "Teach To" rotations by grade level in September, classroom meetings throughout the year, assemblies, classroom and school newsletters. Teachers will reteach expectations throughout the year. We will review data to determine if a specific rotation needs to be taught to specific classrooms/students.

Topics Taught:

- Character traits from Purposeful People Curriculum
- Appropriate voice Levels
- Expectations and procedures for all common areas (see posters on following pages)
 - Assemblies
 - Bathroom
 - Buses
 - Hallway
 - Lunchroom
 - Outside Line Up
 - Playground

- Proper use of play equipment and rules for playground games
- Manners and etiquette (hello, goodbye, please, and thank you)
- Lunchroom procedures and table manners
- Keeping hands and feet to self and respecting each other's personal space
- Taking turns and playing fairly
- Campus boundaries
- Kelso Choices and problem solving

All members of Hutton's staff including but not limited to; noon aides, office staff, paraeducators, will be thoroughly trained in PBIS expectations as well as familiar with expectations specific to Hutton. All members of Hutton's staff will use PBIS strategies when teaching or redirecting student behavior. All office staff is required to review the School Wide Behavior Expectation Plan each fall. We work as a collective team to ensure that all students are safe and have a positive experience at Hutton Elementary.

Hutton HAWKS Soar! <u>ASSEMBLIES</u>  <u>H</u>ave a positive attitude: *Be enthusiastic about the topic. <u>A</u>lways show respect: *Give appropriate applause. *Listen and watch.  <u>W</u>ill follow directions: *Stay on your pockets so everyone can see. *Keep your eyes on the presenter. <u>K</u>eep everyone safe: *Keep hands and feet to self. <u>S</u>trive for excellence: *Be a role model. *Learn something new! 	Hutton HAWKS Soar! <u>BATHROOM</u>  <u>H</u>ave a positive attitude: *Wait patiently.  <u>A</u>lways show respect: *No peeking. *Wait your turn. *Use a level 1 voice.  <u>W</u>ill follow directions: *Follow the rule of 2: *2 squirts of soap *2 paper towels *2 minutes <u>K</u>eep everyone safe: *Keep hands and feet to self. *Report problems to an adult.  <u>S</u>trive for excellence: *Leave the bathroom clean.
Hutton HAWKS Soar! <u>BUSES</u>  <u>H</u>ave a positive attitude: *Respect the personal space of others. *Be a positive role model.  <u>A</u>lways show respect: *Use appropriate language. *Use a level 2 voice. <u>W</u>ill follow directions: *Sit in your assigned seat. *Listen to the driver. *Keep food and drinks in your backpack. <u>K</u>eep everyone safe: *Keep hands and feet to self. *Stay seated.  <u>S</u>trive for excellence: *Keep track of your belongings. *Be on time.	Hutton HAWKS Soar! <u>HALLWAYS</u>  <u>H</u>ave a positive attitude: *Hold the door for others.  <u>A</u>lways show respect: *Keep the hall quiet to respect those who are learning in classrooms. *Yield the right of way.  <u>W</u>ill follow directions: *Stay to the right. *Face forward. *Stop at designated spots. *Have permission to be in the hall. *Use a level 0 voice.  <u>K</u>eep everyone safe: *Keep hands and feet to self. *Watch where you're walking. <u>S</u>trive for excellence: *Be a role model.

Hutton **HAWKS** Soar! LUNCHROOM

Have a positive attitude:

- *Have appropriate conversations.

Always show respect:

- *Use good table manners.
- *Clean up after yourself.
- *Wait patiently to be served.



Will follow directions:

- *Ask permission to get up.
- *Wait to be dismissed.
- *Enter/exit appropriately.
- *Use a level 2 voice.



Keep everyone safe:

- *Keep hands and feet to self.
- *Don't share food.
- *Walk when dismissed.



Strive for excellence:

- *Eat to give yourself fuel for the afternoon.

Hutton **HAWKS** Soar! OUTSIDE LINE UP

Have a positive attitude:

- *Be happy with your spot in line.

Always show respect:

- *Greet other students and adults.
- *Enter and exit building with a level 0 voice.



Will follow directions:

- *Use a level 2 voice.
- *Stay in your spot in line.
- *Keep your personal items in your backpack.

Keep everyone safe:

- *Inform adults if there is a problem.
- *Keep hands and feet to self.



Strive for excellence:

- *Be a role model.
- *Get ready for learning.

Hutton **HAWKS** Soar! PLAYGROUND

Have a positive attitude:

- *Be a good sport.
- *Encourage others.



Always show respect:

- *Share equipment.
- *Include others.
- *Use appropriate language.



Will follow directions:

- *Follow Hutton rules of the game.
- *Bring in what you take out.
- *Line up right away when you hear the signal.



Keep everyone safe:

- *Use equipment correctly.
- *Be aware of people and activities around you.

Strive for excellence:

- *Help everyone around you have fun.
- *Use Kelso strategies to solve small problems.

Hutton **Hawks** Soar Using Appropriate Voice Levels!

3	<u>Loud - Outside Voices</u> On the playground	
2	<u>Normal - Speaking Voices</u> Buses Lunchroom Outside Line Up Group Work	
1	<u>Whisper - Quiet Voices</u> Bathroom Partner Work	
0	<u>No Talking - Silent Voices</u> Entering and Exiting the Building Hallways Assemblies Independent Work	

STUDENT BEHAVIOR

SCHOOL-WIDE EXPECTATIONS

- Have a Positive Attitude
- Always Show Respect
- Will Follow Directions
- Keep Everyone Safe
- Strive for Excellence

Again, we'd like to reiterate that at our school, we emphasize a positive approach to classroom and school culture. In alignment with all SPS schools, we implement restorative practices. Restorative practices are defined as "an approach to promoting positive behaviors that focus on understanding the conflict and how to repair the harm, rather than traditional discipline." When we use restorative practices, we:

1. Build positive relationships and interactions with and between students,
2. Repair relationships when they have been ruptured, and
3. Create a school community that is founded on trust, respect, and empathy for one another.

The advantages of restorative practices and transitioning from rupture to repair are many. They help students to self-regulate and understand their own emotions; they help students to recognize the consequences (both positive and negative) of their actions; they foster empathy and understanding of others; they enhance critical thinking skills and broaden perspectives; they encourage students to become more independent problem solvers as they work to mend their own relationships; they promote accountability for actions; and they address the needs of those harmed in various interactions. Broken relationships are mended through open and calm dialogue, guided by the teacher until students can conduct their own reparative conversations. We reflect on both perspectives of the conflict, identify the needs of each party, and work together to find a solution.

The reflective questions used to guide this conversation is as follows:

1. What happened?

2. What do we need to change this?

3. How can we make it better? What do we need to do in the future?

Staff are trained in restorative practices, are committed to helping students learn how their behavior is harming themselves or others, and help students take actions or steps to repair the harm they have committed. We will use restorative practices as the standard response whenever possible to resolve issues. We use morning meetings, problem solving circles, restorative agreements and contracts, support from the school counselor and other non-punitive ways of helping students own their behavior and repair the harm.

Students having a classroom environment that allows them to learn without the disruption or distraction of others is important. We also believe that, when given a chance, students can take a moment, refocus, and become a positive classroom learner again. When students disrupt, teachers use the following to help students.

- **Acknowledge peers** who are demonstrating the expected behavior.
- **Privately reteach** the expected behavior and explicitly teach the expectation.

- **Take a break** to provide space and time in the classroom for the student to regulate so that he or she can be ready to learn again.
- **Restorative or regulating conversation** with the teacher.
- **Buddy Room Break**: Student will be prompted to take a break in a buddy classroom. Buddy classroom teacher will have a check-in and/or regulating or restorative conversation with student as will the teacher when the student returns.
- **Minor Behavior Incident Protocol**:
 - Behavior documented
 - Teacher chosen consequence
 - Parent Contacted by Classroom Teacher/Specialist Teacher
- **Major Behavior Incident Protocol (Office Referral)**:
 - Behavior documented
 - Staff request for push-in support from an administrator
 - Administrator chosen consequence
 - Parent Contacted by administration
- **Refocus questions** to help students to take a moment to pause and refocus themselves is a proactive way to build self-management skills. When asked to refocus, students will be asked to identify “What happened? What do you need? How can we solve this problem?” These questions are rooted in Restorative Practices. The teacher/staff member will notify administration of the problem.

RESPONSES TO INAPPROPRIATE BEHAVIOR

SPS Policy 3240 details behaviors that our Hutton Expectations are designed to prevent. Corrective actions and consequences that may be assigned to a student in response to their inappropriate behavior include but are not limited to conferencing, restorative circles/conversations, community service, in-school intervention (working in a buddy classroom), lunch detention, and in and out of school suspension. In severe situations, emergency action could result in immediate removal from school, bypassing progressive discipline procedures. If students are referred to the office for inappropriate behavior, administrators always try to communicate with families.

If a student continues to display inappropriate behavior or causes a major disruption after several interventions by the teacher, or if an incident occurs with immediate support needed from the office, the following will occur:

- **Process/Investigating the problem**:
 - The administrator will speak with the student, ask for their perspective, and work together to determine other choices to solve the problem.
 - The administrator may further investigate the issue. This may include additional questioning of the student and/or witnesses about an incident.
- **Consequences** may include a range from apologizing, losing privileges as connected to the behavior as possible such as lunch with friends or recess, a call home, or even removal from class for a specified amount of time. We follow all state, local, and any federal laws regarding due process and students’ rights.
- **Communication home**: The principal will use discretion when contacting the parent, depending on the severity of the incident/consequences and whether the child has had past incidents. If necessary, the principal will arrange a conference to include the student, the teacher and the parents to discuss a plan for prevention of further difficulties.

PARENT RECORD OF REVIEW

In an effort to work together with our school and families, thank you for reviewing our school-wide behavior plan. If you have questions, please contact your child's teacher or our school administrators at 354-3030.

In Partnership,
Hutton Staff