The Stark County Elementary School School-Wide Behavior plan’s key focus is on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

The following diagram illustrates the multi-level approach offered to all students at Stark County Elementary School. These group depictions represent systems of support not children:

Stark County Elementary school has established a school wide behavior support team. Team members work together as a representation of the school environment. This team consists of the school principal, social worker, school psychologist and teachers. Together they work to plan, implement and monitor this system approach. Included below is the Stark County Elementary School-Wide Matrix of student expectations.
<table>
<thead>
<tr>
<th>Bus Procedures</th>
<th>Classroom procedures</th>
<th>Hallway procedures</th>
<th>Cafeteria procedures</th>
<th>Recess procedures</th>
<th>Restroom procedures</th>
<th>Morning procedures</th>
<th>Dismissal Procedures</th>
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<tbody>
<tr>
<td>Keep voices quiet and silent on railroad crossings</td>
<td>Use low voices</td>
<td>Voices off</td>
<td>Voices low</td>
<td>Take turns</td>
<td>Voices off</td>
<td>Voices off</td>
<td>Voices low</td>
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<tr>
<td>Raise your hand</td>
<td>Keep hands off walls</td>
<td>Eat your own food</td>
<td>Follow directions of recess supervisors</td>
<td>Use the toilet appropriately and flush</td>
<td>Stay calm and sit quietly in your spot in the gym</td>
<td>Stay calm</td>
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<tr>
<td>Stay seated</td>
<td>Use good manners</td>
<td>Remain calm &amp; use inside voices during inside recess</td>
<td>Speak to students, teachers and other adults with respect</td>
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<tr>
<td>Keep bus clean and damage free</td>
<td>Do your best work</td>
<td>Stay in line</td>
<td>Stay seated</td>
<td>Avoid hands on games</td>
<td>Wash hands</td>
<td>Bus students report to gym if arrival is before 7:45 breakfast or 8:00 school</td>
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<tr>
<td>Listen and obey the bus driver or monitor</td>
<td>Bring needed materials, but leave toys, and electronics at home or in bag</td>
<td>Walk on the right</td>
<td>Raise your hand for help</td>
<td>Use equipment safely and appropriately and observe gym rules when inside</td>
<td>Use one paper towel and throw it away</td>
<td>Arrive no earlier than 7:45: for breakfast &amp; go directly to gym</td>
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<tr>
<td>Keep all school rules on the bus</td>
<td>Follow directions of teachers</td>
<td>Walk slowly</td>
<td>Put trash in can</td>
<td>Stay in assigned area</td>
<td>Use equipment appropriately</td>
<td>Arrive between 8:00 &amp; 8:15 for school and go directly to classrooms</td>
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<tr>
<td>Follow exit procedures to stay safe on the bus</td>
<td>Turn in work on time</td>
<td>Take turns at the drinking fountain and keep hands and body calm</td>
<td>Stack trays quietly</td>
<td>Play in dry areas</td>
<td>Leave restroom right away</td>
<td>Unpack &amp; sign up for lunch between 8:00 – 8:15</td>
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<tr>
<td>Gather and complete all make-up work</td>
<td>Clean up</td>
<td>Line up quietly by class at bell or whistle</td>
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<td>Be courteous of others and use kind words and gestures</td>
<td>Use kind words</td>
<td>Hands and feet off others</td>
<td>Keep hands &amp; feet to yourself</td>
<td>Leave nature alone</td>
<td>Hands and feet off others</td>
<td>Hands and feet off others</td>
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<tr>
<td>Stay seated and keep hands and feet to yourself</td>
<td>Hands and feet off others</td>
<td>Use kind words</td>
<td>Use kind words and actions</td>
<td>Use kind words</td>
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<tr>
<td>Respect others’ property</td>
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**Respect**

- Keep voices quiet and silent on railroad crossings
- Raise your hand
- Stay seated
- Speak to students, teachers and other adults with respect

**Responsibility**

- Keep bus clean and damage free
- Listen and obey the bus driver or monitor
- Keep all school rules on the bus
- Follow exit procedures to stay safe on the bus

**Relationships**

- Be courteous of others and use kind words and gestures
- Stay seated and keep hands and feet to yourself
- Respect others’ property
Tier One

Stark County Elementary School has implemented a primary or universal intervention for all students. This is a proactive plan that includes the following components:

Effectively teaching appropriate behaviors to all children  It is Stark County Elementary School’s belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.

Early Intervention  It is best practices to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.

Use of a multi-tier model of service delivery  The Stark County School-Wide Behavior Plan is an efficient, needs-driven resource system that matches behavioral resources with student need. To efficiently differentiate behavioral instruction for all students, Stark County Elementary uses tiered models of service delivery.

Use of research-based, scientifically validated interventions to the extent available  No Child Left Behind requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.

Monitoring of student progress to inform interventions  The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.

Use of data to make decisions  A data-based decision regarding student response to the interventions is central to our process. Decisions for interventions are based on professional judgment informed directly by student office discipline referral data, classroom behavior data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.

Tier one also consists of the following teacher driven actions:

- Enforcement of School-Wide Behavior Expectations (Respect, Responsibility, Relationship Building)
- Reinforcing common behavior plan language
  - Display and reference School-Wide expectations (Respect, Responsibility, Relationship Building)
• Continually teaching and modeling expectations
  o Beginning of the year Behavior Boot Camp
  o Second semester Behavior Refresher
• Using weekly School-Wide Character Education Lessons
• Observing and praising appropriate behaviors
  o Behavior Bingo
  o Monthly grade level Good Behavior Activities
  o End of the Year Awards
  o Classroom recognition

**Tier Two**

Secondary Prevention or Tier Two is designed to provide intensive or targeted interventions to support students who are not responding to Primary Prevention efforts. Interventions are more intensive since a smaller number of students requiring services from within the yellow part of the triangle are at risk for engaging in more serious problem behavior and need a little more support.

Students who have received 3-5 Office Disciple Referrals (ODR) will be involved in tier two intervention programming.

Common Tier Two practices involve small groups of students or simple individualized intervention strategies. Targeted interventions are an important part of the continuum of behavior support needed in our school. Targeted interventions also are recommended as an approach for identifying students in need of more intensive, individualized interventions.

**Common Tier Two interventions may include:**

• Modification of procedures
• Increased supervision
• Check in-Check out Plan (CICO)
• Target small group instruction in social skills
• Simple individualized behavior plan
• Home-School behavior connection plan
• School based mentor
• Lunch Buddy
• Contracts

Tier Two also consists of the following teacher driven and team driven actions:

• Rapid access to interventions
• Consistent with school-wide expectations
• Implemented uniformly by all staff
• Administrative support
• Continual monitoring of data

**Tier Three**

Tertiary Prevention or Tier Three was originally designed to focus on the needs of individuals who exhibited patterns of problem behavior. At this level it is important that Stark County Elementary
focuses its attention to addressing the challenges of behaviors that are dangerous, highly disruptive, and/or impede learning and result in social or educational exclusion. In addition, the design and implementation of individualized supports are best executed when they are conducted in a comprehensive and collaborative manner. This process will include the individual with behavioral challenges and people who know him/her best all working together to promote positive change. Support will be tailored to specific needs and circumstances. The goal of Tier Three interventions is to diminish problem behavior and, also, to increase the student's adaptive skills and opportunities for an enhanced quality of life.

Tier Three interventions involve a process of functional behavioral assessment (FBA) and a support plan comprised of individualized, assessment-based intervention strategies, including a wide range of options such as:

- Guidance or instruction for the student to use new skills as a replacement for problem behaviors
- Some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged
- Procedures for monitoring, evaluating, and reassessing of the plan as necessary. In some cases, the plan may also include emergency procedures to ensure safety and rapid de-escalation of severe episodes (this is required when the target behavior is dangerous to the student or others), or major ecological changes, such as changes in school placements, in cases where more substantive environmental changes are needed.

At the Tier Three level the a team consisting of SWBC members, students, teachers and parents meet to review data plan appropriate interventions and/or consequences to poor decision making.
Stark County Elementary School Wide Behavior Plan Short Sheet

Students that show qualities of respect, responsibility and good relationships will have a chance to put their name on the weekly incentive bingo board. These students will be called randomly to go to the office for behavior reinforcement. Also students will be invited to attend monthly school wide/grade level celebrations, individual classroom recognition activities and end of the year award ceremony. These celebrations will be determined monthly by grade level teachers. Students who have difficulty being respectful, responsible and building good relationships will have their behaviors documented. Teachers will fill out weekly minor infraction logs on the computer or ipad. These logs will be submitted to the principal every Friday before you leave school. Teachers will also be responsible for keeping a hard copy of these logs for parent conferences, classroom reinforcement and incentive parties.

Students who have trouble with following any of the school wide expectations in the area of respect will be documented with a number 1.

Students who have trouble with following any of the school wide expectations in the area of responsibility will be documented with a number 2.

Students who have trouble with following any of the school wide expectations in the area of building good relationships will be documented with a number 3.

Any child with four or more numbers (minor infractions) in a day will be sent to the principal’s office. Their infractions will be documented on Skyward and parents will be notified.

Each teacher is responsible to keep record of where these minor infractions occur and any short notes about the situation. Teachers can notify parents of the weekly infraction sets by copying infraction set write ups and sending them home with student.

Any student that receives four or more numbers in one day for two or more days in a month or has an major infraction office discipline referral (ODR) in the month will not participate in the monthly incentive activity. An office referral will be filled out by the teacher, sent to the office and mailed home to parents. *Immediate office referrals are major infractions that warrant a child to be sent to the office (ex. fighting, bullying, defiant behavior, destruction of peer/school property, stealing).

Teachers will be required to send class clip board with students as they travel to specials throughout the day. An example chart is included and may be used to document infractions.

Learner consequences
Students who are not Respectful, Responsible or working on building good relationships
First Number- Student receives a documented warning and redirection
Second Number- First Level privilege loss
Third Number- Second level privilege loss/time out sheet
Fourth Number- Office referral

*Not all classrooms will have the same privileges
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Stark County Elementary Example Rules
Rebels are Respectful, Responsible and build good Relationships.

1. Respectful students:
   a. Use low voices
   b. Raise their hands
   c. Speak to teachers, other adults and students in a respectful way
   d. Stay Seated

2. Responsible students:
   a. Do their best work
   b. Bring needed materials to class, but leave toys and electronics at home or in their school bag
   c. Follow directions
   d. Turn work in on time
   e. Gather and complete all make-up work

3. Students who build good Relationships:
   a. Use kind words
   b. Keep hands, feet and objects off others
   c. Respect other people’s property

Learner consequences

Students who are not Respectful, Responsible or working on building good relationships:

First Number- Students receive a documented warning and redirection
Second Number- First level privilege loss
Third Number- Second level privilege loss/ time out sheet
Fourth Number- Office referral
List of Major and Minor Infractions

Minor Infractions
- Not completing class work
- Not having homework
- Not having materials
- Not following staff directions
- Being disrespectful with staff
- Being off task
- Disrespectful comments or gestures (rolling eyes)
- Leaving area in room
- Being out of seat
- Making disruptive noises
- Talking out
- Not having hall pass
- Lying or cheating (minor)
- Tattling (different than “telling”)
- Spreading rumors/gossip
- Cutting in line
- Running/horseplay in building
- Inappropriate language
- Inappropriate gestures
- Cursing (isolated)
- Spitting (not at a person)
- Name calling, minor teasing
- Throwing objects (no safety concern)
- Using/taking other’s belongings
- Not keeping hands/feet to self
- Bullying
- Disruptive cell phone/electronic use

Major Infractions
- Repeated minor infractions
- Inappropriate technology use
- Destruction of property
- Cursing peers or staff
- Leaving classroom without permission
- Using, controlling, transferring or possessing weapons or objects used to cause physical harm
- Using or possessing an electronic paging device
- Inappropriate sexual touching
- Threat of harm to self or others
- Inappropriate sexual/racial comments
- Physical aggression
- Severe or repeated Bullying
- Spitting at someone
- Leaving building
- Inappropriate cell phone/electronic use (ex. Laser pointer)
- Being involved in a gang or engaging in gang like activities
- Violating any criminal law
- Physically hurting self/others
- Using, possessing, purchasing or selling illegal drugs, look alike drugs, prescription drugs, anabolic steroids or drug paraphernalia
- Stealing property
- Student is serious/major disruption to the learning environment (i.e., after adult intervention and redirection prolonged/severe disruption continues)
- Severe defiance or profanity (i.e., after adult intervention and redirection prolonged/severe behavior continues)