



Schoolwide Behavior Plan

*School Plan for Management of Student Behavior in conjunction with
NHCS School Board Policy 4302

School Name: Ogden Elementary School

Date: 2024-2025

Mission Statement

The mission of Ogden Elementary School is to foster a collaborative and welcoming environment that promotes ownership of personal and academic growth for all members of the Stingray community.

Guidelines for Success

Ogden Elementary's Guidelines for Student Success are communicated with students and parents in various ways. Expectations are clear, concise and consistent in all areas of the school.

Ogden Radical Rays Are:

Responsible

Respectful

Safe

Kind

STOIC Guidelines

Classroom STOIC checklist is shared annually with teachers to guide classroom setup in order to maximize student learning and success [behaviorally]; and reflect on classroom management practices.

S Structure for success

T Teach expectations

O Observe and monitor

I Interact positively

C Correct fluently

Examples of Application of STOIC

1. Car Loading Zones (Front Circle)

- **Structure:** The sidewalk is used to separate a safe loading/unloading area from an area of transit where students walk to and from cars. Additionally, cones delineate spaces where students stand a car-length apart. When loading in the afternoon, students wait in the library and walk to a designated spot when called over the walkie talkie.
- **Teach expectations:** Expectations are modeled by adults at the beginning of each school year. At the kindergarten level, adults walk with students to model the expected behavior. The expectations are explicit:
 - While in transit, students walk on the sidewalk near the grass.
 - As their name is called, students walk to their assigned waiting spot and wait for all cars to stop moving.
 - Adults monitor students as they get into vehicles, sometimes holding doors and closing them, depending on the vehicle and child.
 - When unloading in the morning, some adults and 5th grade safety patrol team members approach vehicles and open doors to greet students.
 - For our SDA population, specific students are greeted by TA's who walk them into the building or to their dismissal mode of transportation.
- **Observe and monitor:** Supervision is prevalent in all areas where students convene or walk to vehicles. A duty schedule in the school's Master Schedule is followed.
- **Interact positively:** Teachers on duty greet students with a warm "Good morning" as they exit their cars. Additionally, students are welcomed with the doors held open for them and are greeted multiple times as they make their way from the door to their classrooms. We address

each student by name, offer a positive comment, and check in with them when appropriate. Our goal is to ensure that positive interactions outnumber corrective ones by at least three to one for each student. If a student requires behavioral guidance, an adult will have a conversation with them and accompany them to class.

- **Correct fluently:** Supervisors respond in a brief, calm, consistent, and respectful manner, aiming to handle situations as privately as possible. When corrections are necessary, they offer clear instructions to the students.

2. When teachers have difficulty with behavior management and discipline with their students, administration meets with them to reflect upon their management, using the STOIC approach.

Questions for reflection are:

- **Structure:** Do you have a schedule that keeps students occupied with meaningful, relevant tasks? Do you have consistent routines for attendance, handing papers out, turning papers in, correcting papers in class, and so on? Is the classroom organized in a way that prompts behavioral success?
- **Teach expectations:** Do you have clear and consistent expectations for student behavior in all classroom activities and transitions? Have these expectations been explicitly taught to students?
- **Observe and monitor:** Is the teacher's classroom supervision, in terms of proximity management and visual scanning, adequate? Do you regularly collect and analyze behavioral data for students?
- **Interact positively:** Do you interact frequently and positively with students? Do you provide at least three times more positive than corrective interactions with students?
- **Correct fluently:** Do you respond briefly, calmly, consistently, respectfully, and as privately as possible? Do you provide instruction with your corrections?

Schoolwide and Tier 2 Reinforcement Systems

Schoolwide reinforcement systems consider the basic human needs of students and are addressed with these reinforcement systems:

Acknowledgment – Birthdays are recognized on the Morning Announcements, and multiple adults greet students by name daily.

Recognition – Adult behaviors often set the tone for student behaviors. Staff members acknowledge and encourage each other to model positive behaviors and be supportive of their colleagues. Staff members have Ray of Sunshine cards to write a note of thanks to acknowledge staff. Student accomplishments are rewarded with Radical Ray stickers and acknowledged on the morning announcements.

Attention – A point is made to call students by name, overlook minor negative behaviors, and praise students when they exhibit desired behaviors. Staff aim for a 3:1 ratio of positive to negative interactions, providing feedback that emphasizes the desired behavior.

Belonging – School spirit days, apparel, and school-wide PTA-sponsored events are provided.

Purpose – Students are involved in goal-setting and student-led conferences, helping them take ownership of their learning.

Competence – Opportunities for students to develop and showcase their skills through events like the Battle of the Books, Literacy Showcase, and Safety Patrol.

Nurturing – Families in need are supported through Nourish NC, student orientations, lunch buddies and social groups led by the guidance counselor or social worker.

Stimulation and Change – As students progress through grade levels, they take on increasing responsibilities, such as 4th and 5th-grade Safety Patrol, library helpers and Quest for the Summit

Ratios of Positive Interactions

Staff are expected to maintain a high ratio of positive interactions to corrective ones throughout the school. Adults focus more on recognizing and reinforcing positive student behaviors than on addressing misbehavior. Reinforcing positive actions is a core part of the school culture.

Welcoming and Orienting New Students, Families, and Staff All parents, guardians, returning students, current students, and new families/staff will be made aware of our school-wide behavior plan. This information is communicated by teachers to parents via newsletters and class websites. All information is available on the Ogden school website as well.

Safety Policies and Procedures

Ogden Elementary follows NHCS policies in regard to Bullying and Harassment. Policy Code: 4329/7311 Bullying and Harassing Behavior Prohibited Policy Code: 1710/4020/7230 Discrimination and Harassment Prohibited by Federal Law Policy Code: 4331 Assaults and Threats Policy Code: 4340 School-Level Investigations
[2018-Updated-PolicyandProceduresProhibitingHarassmentandBullying.pptx](#)

Attendance Policy

Ogden Elementary School follows NHCS Policies related to Attendance
[Policy Code: 4400 Attendance](#)

Personal Electronics Policy

Students: Cell phones must be turned off and put in backpacks while on campus.

Staff: Staff may not use cell phones while responsible for students. Cell phones must be turned off while working with students. Texting is also not allowed while employees are responsible for working with students. There is one exception. Teachers may carry their cell phones on the play ground so they can contact the office if needed.

Discipline Policy and Procedures (Insert Menu of Responses to Behavior)

[Behavior Management Plan/Menu of Responses](#)
[Schoolwide Expectations Matrix \(Posters\)](#)

Guidelines for Disagreeing With Others

[Opening Staff Meeting Presentation 2024](#)

Seek Win-Win
Assume Positive Intent
Solution-Focused

Establishing and Working With a Behavior Leadership Team Organization Team name:

Behavior Leadership Team Organization

Team name: Ogden School Climate Committee

Name	Current School Position	Team Role/Responsibility	Who Does the Person Represent?
Sarah Buchanan	Principal	Participant	Administration
Stephanie Washington	Assistant Principal	Participant	Administration
Ruth Pitstick	2nd teacher	Co-Chair	Instruction
Danielle Smallwood	4th teacher	Co-Chair	Instruction
Sarah Gould	K teacher	Participant	Instruction
Lisa Miskech	5th teacher	Participant	Instruction
Pam Wiles	3rd teacher	Participant	Instruction
Chris Hanson	Counselor	Participant	Student Support
Morgan Ryzcko	1st Teacher	Participant	Instruction
Jen Cockrell	K teacher	Participant	Instruction

Behavior Leadership Team Guidelines

MTSS/PBIS training	How do team members receive ongoing training in multi-tiered systems of support (MTSS) and positive behavioral interventions and supports (PBIS) practices?	Monthly MTSS Meetings
Team members' terms	When do staff rotate off the team? How long is the term of service (e.g., 1-, 2-, or 3-year term)?	Term of service is 1 year
Compensation	Are team members compensated for time spent serving on the team? Is so, how?	No
Team meeting schedule	How often does the team meet (1x/week, 2x/month, etc.)? What are the dates? How long are the meetings?	Once per month
Team meeting place	Where does the team meet? Does this area need to be reserved?	Co-Chairs classroom
Team meeting ground rules	What are the ground rules for team meetings?	The ground rules for team meetings are: <ul style="list-style-type: none"> ● All leaders to be present ● Minimize distractions (silence cell phones and refrain from use) ● Confidentiality ● Assume best intentions
Absences	How do team members who miss meetings catch up? Do all team members have a backup person who can attend meetings for them?	Meeting minutes will be shared with all staff members for reference.
Team meeting agenda and minutes	How do we capture our work during our meetings? Do we take minutes?	A designated person will be tasked with taking meeting notes.
Schoolwide Behavior Plan (SBP)	Who is in charge of archiving all work completed by the team? Where will the SBP binder be kept?	The Schoolwide Behavior Plan is located in the staff drive with the SIT notes and information

Improvement Priority Sequence

Year 1

- Create behavior management plan
- Create school wide behavior matrix
- Create Ray Trackers for classrooms, enhancements and cafeteria
- Present completed documents to staff
- Make posters and hang in designated areas
- Explicitly teach expectations to students

Year 2

- Re-teach and present plan to staff at the leadership retreat over the summer
- Spend to weeks teaching expectations to students
- Quarterly focus on one expectation
 - Highlight specific behaviors and align to bronze rays
- Reintroduce common voice levels

Year 3

- Celebrate successes
- Reflect and adjust plan

