

Care for Self • Care for Others • Care for the Environment



Enfield  
Elementary  
School

*School-wide  
behavior plan*



# ENFIELD SCHOOL-WIDE BEHAVIOR PLAN

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## RESPONSIVE CLASSROOM

In March of 2009, the staff of Enfield Elementary School decided by consensus that Enfield would become a Responsive Classroom School and use the principles of the approach in developing our school-wide plan. This was a result of the School Development Plan goal of creating a school-wide behavior plan.

The guiding principles of Responsive Classroom, which Enfield has adopted are:

- ◆ The social curriculum is as important as the academic curriculum
- ◆ How children learn is as important as what they learn: Process and content go hand-in hand
- ◆ The greatest cognitive growth occurs through social interaction
- ◆ To be successful academically and socially, children need to learn and practice specific social skills. Five particularly important skills (often referred to in Responsive Classroom as CARES) are:
  - C**ooperation
  - A**ssertion
  - R**esponsibility
  - E**mpathy
  - S**elf-Control
- ◆ Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach
- ◆ How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community (2007, Northeast Foundation for Children, Inc.)

In order to align our plan with these principles, staff have been involved in professional development and are using the Responsive Classroom language and techniques in their practice. Some important components that are being incorporated throughout the school include:

- **Morning Meeting** - gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- **Rule Creation** - helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling** - teaching children to notice and internalize expected behaviors through a unique modeling technique
- **Positive Teacher Language** - using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- **Logical Consequences** - responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- **Guided Discovery** - introducing classroom materials using a format that encourages independence, creativity, and responsibility
- **Academic Choice** - increasing student learning by allowing students teacher-structured choices in their work
- **Classroom Organization** - setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- **Working with Families** - creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- **Collaborative Problem Solving** - using conferencing, role playing, and other strategies to resolve problems with students

*It is the expectation that all staff will be moving toward this approach in their classrooms and specialties.*



# ENFIELD SCHOOL-WIDE BEHAVIOR PLAN

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## CLASSROOM IMPLEMENTATION (TIER I)

**Schedule:** first 30 minutes of school day is scheduled for classroom morning meetings

**Responsive Classroom:** aligning the approach of Responsive Classroom with classroom structures and activities. Supports will include ongoing training through trainer-in-residence, mentor staff, Responsive Classroom I & II offerings, buddy classrooms, modeling/sharing, inservice training, book club, mini-topic workshops, building professional library resources in print and electronically

**Classroom rule creation:** first six weeks devoted to building classroom community including rule creation. Classroom rules follow class on clipboard along with attendance list.

**Positive family contacts:** all staff are encouraged to make positive phone calls or other personal contact (e.g., face-to-face, e-mail, note in backpack) at a ratio far greater than contacts about concerns.

**Classroom behavior plans:** classroom plans must be submitted and on file in the office and with the mental health staff member who is the classroom partner.

## BEGINNING SCHOOL YEAR EXPECTATIONS

In addition to following the ideals of The First Six Weeks of School, all classrooms are expected to explicitly teach and interactively model (i.e., Looks like, Sounds like, Feels like) the following common areas:

- Morning routine (NOTE: Morning recess will begin, after following areas are taught, on Friday, Sept. 10)
  - Exiting the bus
  - Going to classroom or breakfast
  - Morning recess
- Hallways
- Bathroom
- \*Cafeteria (all-school signal), requesting lunch
- Playground zones & line-up signal
  - Structures: sand box, swings, large structure
  - Sidewalk area
  - Playing fields including playground games
- Safety procedures (evacuation/fire drills)
- Dismissal procedures
- Bus expectations/procedures

\* Note: cafeteria learning will be most effective if ESPs are involved



# ENFIELD SCHOOL-WIDE BEHAVIOR PLAN

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## SCHOOL-WIDE IMPLEMENTATION

**All-school Morning Meetings:** will be scheduled two times per month on Wednesday mornings. Grade levels will be in charge of hosting 2-3 meetings.

**Positive Behavior Sunrays:** students receive rays of sunlight for positive behaviors staff notice. These are conspicuously displayed for all to see. After enough are collected, the school is rewarded with a school-wide celebration.

**Drop-A-Note:** staff write notes on postcards to each child in the school, detailing a specific positive behavior that they had noticed. Postcards are available at all times and are mailed to every student before cycling through again.

**School-wide Signal:** Silent, raised open hand = *Body still, Hands free, Mouth quiet, Ears listening, Eyes watching*. Please refrain from verbal reminders such as “shhhhh”.

**Building Communication:** poster-creation, publication of plan in family handbook, newsletters, website.

**Classroom Management Plans:** all classrooms will complete classroom management plans that provide specific information about each classroom's plan for teaching expectations and dealing with student behaviors.

**Data Team:** team members will use classroom referral data to discuss appropriate behavioral interventions for students. Ongoing training in these areas.

**Positive Home Communication:** telephone calls, e-mails, and/or home visits to all families for positive and information-gathering contact.

**Kindergarten Home Visits:** home visits for all incoming kindergarten students during the summer or soon after school begins.

**Neighborhood Open Houses:** activity and information gatherings for Enfield neighborhoods.

**School-wide RTI:** creating school-wide interventions for pressing issues.



# ENFIELD SCHOOL-WIDE BEHAVIOR PLAN

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## ALL-SCHOOL MORNING MEETING SCHEDULE

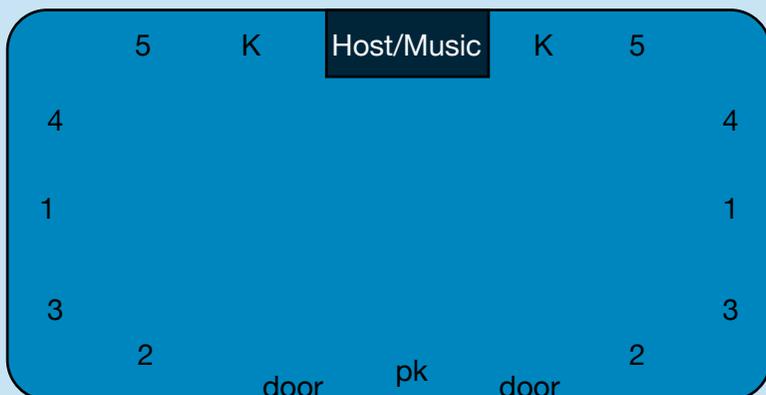
Wednesdays from 8:05-8:25 in the gymnasium

<b>Dates, Host</b>	September 22, Mr. Simons	February 16, 2nd grade
	October 6, 4th grade	March 2, 1st grade
	October 20, 5th grade	March 16, Kindergarten
	November 3, 3rd grade	April 6, Pre-K
	November 17, 2nd grade	April 27
	December 1, 1st grade	May 18
	December 15, Kindergarten	June 1, 5th grade
	January 5, 5th grade	June 15, Awards
	January 19, 4th grade	
	February 2, 3rd grade	

## ALL-SCHOOL MORNING MEETING AGENDA

- Entrance to a Song
- Welcome
- Pledge of Allegiance
- Morning Greeting
- Morning Message
- Birthdays
- Announcements
- Closing
- Quiet exit to music

## ALL-SCHOOL MORNING MEETING SETUP



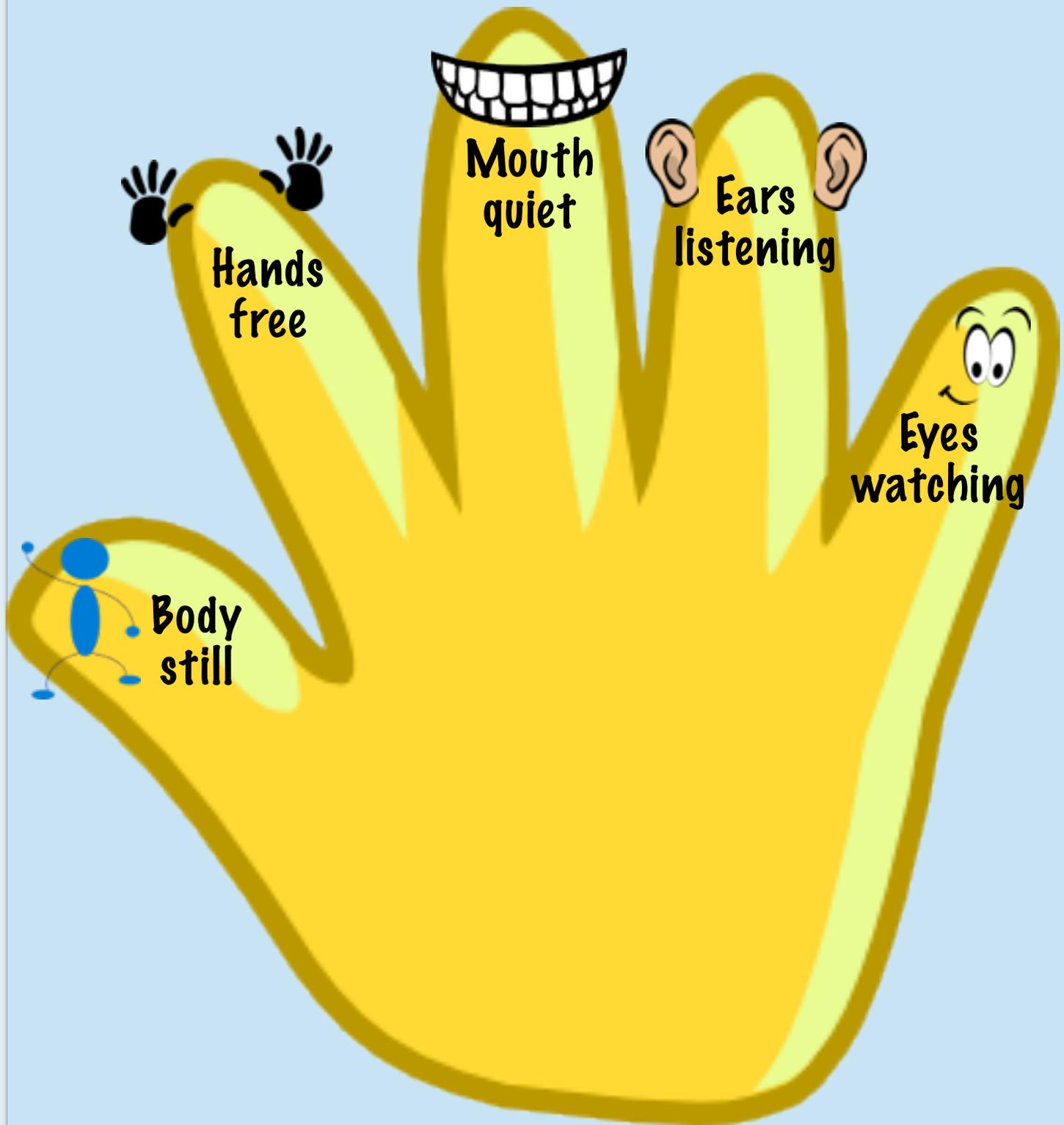
All classes should **immediately** come to the gym after the 8:00 am bell. Attendance may be submitted after the meeting. Classes will sit in the same spot each meeting. Dismissal from the gym will be the same every time beginning with pre-K and using both gym doors.



# ENFIELD SCHOOL-WIDE BEHAVIOR PLAN

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## ALL-SCHOOL SIGNAL





# ENFIELD SCHOOL-WIDE BEHAVIOR PLAN

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## POSITIVE BEHAVIOR SUNRAYS



Students receive rays of sunlight for positive behaviors staff notice. These are conspicuously displayed for all to see. After enough are collected, the school is rewarded with a school-wide celebration. In the past these have included pajama & bedtime story day, ice skating, and a field trip to a NYS park.



# ENFIELD SCHOOL-WIDE BEHAVIOR PLAN

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## DROP-A-NOTE



**You  
shine  
and I  
noticed!**

**Enfield Kids Shine!**

Enfield Elementary School  
20 Enfield Main Road  
Ithaca, New York 14850

front image from [www.cartoonclipartworld.com](http://www.cartoonclipartworld.com)



Staff write notes on postcards to each child in the school, detailing a specific positive behavior that they had noticed. Postcards are available at all times and are mailed to every student before cycling through again.



# ENFIELD HALLWAY EXPECTATIONS

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## CARE FOR SELF

**BODIES TO SELF**

## CARE FOR OTHERS

**WALK**  
**QUIET VOICES AT**  
**ALL TIMES**  
**WALK IN A LINE**

## CARE FOR THE ENVIRONMENT

**HANDS OFF WALLS**  
**AND ART WORK**



# ENFIELD PLAYGROUND EXPECTATIONS

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## CARE FOR SELF

### HAVE FUN

**\*USE PLAYGROUND  
EQUIPMENT  
CORRECTLY**

**\*KNOW & FOLLOW  
RULES OF WHAT  
YOU ARE PLAYING**

**ADULT PERMISSION  
BEFORE LEAVING  
PLAYGROUND**

\* Rules are written on other forms

## CARE FOR OTHERS

**INCLUDE  
EVERYONE WHO  
WANTS TO PLAY**

**ASK AN ADULT IF  
YOU WANT TO  
PLAY TAG**

**WORK PROBLEMS  
OUT FAIRLY, SAFELY  
& RESPECTFULLY**

**RESPECT  
CLASSROOMS IN  
SESSION**

**LINE UP WHEN  
CLASS IS CALLED**

## CARE FOR THE ENVIRONMENT

**KEEP THE  
PLAYGROUND  
CLEAN**

**PUT PLAYGROUND  
MATERIAL AWAY**



# ENFIELD SCHOOL-WIDE BEHAVIOR PLAN

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## PLAYGROUND RULES

### Slides

- Go DOWN the slide feet first while sitting on bottoms (no climbing up, head first, on bellies, etc.)
- One person going down the slide at a time or side-by-side on the large slide
- Check at the bottom of the slide to ensure that it's all clear before sliding down

### Swings

- Seated on bottoms only (no knees, bellies, standing, etc)
- Stay a safe distance from other students who are swinging
- Be careful to stay a safe distance from those who are swinging; be careful not to run/walk in front of or behind
- One person on a swing at a time
- Swing from front/back, not side/side or twisting
- Push safely (no underdogs)
- Get off the swing after it has fully stopped, no jumping

### Tire swings

- Three people on at time
- Stop the swing completely so others can safely get on/off
- Sit on bottoms only with legs inside the tire
- Keep from wildly pushing the tire swings
- Keep a safe distance from the tire swings
- Hold on with both hands, lean forward

### Climbing Equipment

- Always watch for others at the bottom before climbing down
- Monkey bars are for swinging from hands only (no legs, climbing on top)
- Be aware of others swinging legs on the monkey bars

### Track

- For walking/running
- Keep stones on track

### Sandbox

- Sand should remain in the sandbox and on the ground (or on toys such as dump trucks) at all times
- Keep toys in sandbox

### General

- Stones, pebbles, sticks, sand, snow, etc. should remain on the ground at all times.
- Recess equipment should be returned to the blue bin with the white top (located in the hall between the gym and Mrs. Cudlin's class) at the end of each grade's use.
- Boundary for playground is inside the track
- Stay out of trees



# ENFIELD SCHOOL-WIDE BEHAVIOR PLAN

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## WINTER PLAYGROUND RULES

### General

- Students need to be appropriately dressed for the weather and conditions—hats, gloves/mittens, boots, jackets, snow pants
- Students without appropriate dress may check if the school has clothes before recess time
- Students without boots and/or snowpants must stay on the sidewalk
- Stay off ice
- Keep snow on ground, but you may make snow structures or people

### Sledding

- Sleds are for the “sledding hill” that is away from the building
- Sleds go down the middle of the hill
- Students walk sleds up the side of the hill
- Sit or kneel on sleds
- One sled at a time
- No more than three students on a sled
- Get seated on a sled from a standing position (not jumping on)
- Move out of the way when stopped at the bottom
- Look down the path to make sure nobody is in the way before going down the hill



# ENFIELD SCHOOL-WIDE BEHAVIOR PLAN

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## TEAM SPORT RULES

*Please note that team sports are not open until they have been taught and learned by all students*

### **Kickball**

Two teams chosen by counting off by 1,2 or some other fair way. Late comers go on team with fewer players.

- 3 outs/team
- 3 fouls = out.
- Full leg kick, no bunting (counts as foul ball)
- 1 base on an overthrow
- May run past first base
- Kick in order picked
- Kick from home plate only
- Pitcher pitches to three kickers then switch
- Must touch ball to runner, no throwing (pegging)

### **Basketball**

Two teams chosen by counting off by 1,2 or some other fair way. Latecomers go on team with fewer players.

- At most 6 players on a team
- Fouls
  - Be able to call other team's fouls
  - No arguing fouls
  - When caught making a foul, ball goes out-of-bounds to the other team
  - When fouled with the ball, check in the ball at the foul line
- Teams must pass and involve all players on the team

### **Soccer Rules**

Two teams chosen by counting off by 1,2 or some other fair way. Latecomers go on team with fewer players.

- Use wrist bands or belts for one team
  - Rock/Paper/Scissors between two players for belts/bands
  - Team with belts/bands starts with ball
- Go for the ball standing up (no slide tackling)
- Penalties
  - Tackling/pushing/tripping violation = penalty kick
    - Two penalties = out of game
  - Hand ball = free kick at that spot for the other team
- Ball out
  - on sideline = throw in for the other team
  - on endline = corner kick or goalie free kick (opposing team kicked out)



# ENFIELD BUS EXPECTATIONS

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## CARE FOR SELF

**STAY IN SEAT**

**HEAD FACING  
FRONT**

**FEET IN FRONT &  
ON FLOOR**

**ARMS AT SIDES**

**BACKPACK ON  
BACK, SEAT, OR  
FLOOR**

## CARE FOR OTHERS

**KIND WORDS  
ONLY**

**QUIET VOICES**

**HANDS/FEET TO  
SELF**

## CARE FOR THE ENVIRONMENT

**WALK ON FLOOR**



# ENFIELD CAFETERIA EXPECTATIONS

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## CARE FOR SELF

**STAY IN YOUR SEAT—RAISE YOUR HAND IF YOU NEED SOMETHING**

**EAT YOUR FOOD**

## CARE FOR OTHERS

**BE KIND—USE GOOD MANNERS AND KIND WORDS**

**TALK QUIETLY**

**WALK**

## CARE FOR THE ENVIRONMENT

**TAKE ONLY THE MATERIALS YOU NEED**

**RECYCLE AND COMPOST**

**TAKE CARE OF YOUR MESS**



# ENFIELD BATHROOM EXPECTATIONS

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## CARE FOR SELF

**WASH HANDS  
WITH SOAP &  
WARM WATER**

**ONE PERSON AT A  
TIME**

**CLOSE THE DOOR**

**ASK PERMISSION  
TO GO**

## CARE FOR OTHERS

**FLUSH TOILETS**

**LEAVE DOOR OPEN  
WHEN DONE SO  
OTHERS KNOW IT'S  
AVAILABLE**

**IF YOU MAKE A  
MESS, CLEAN IT UP  
OR ASK FOR HELP**

## CARE FOR THE ENVIRONMENT

**USE MATERIALS  
PROPERLY AND PUT  
IT WHERE IT NEEDS  
TO BE—PAPER  
TOWELS, TOILET  
PAPER, SOAP,  
WATER**

**TRY YOUR BEST TO  
AIM FOR THE  
TOILET**



# RESPONDING TO STUDENT MISBEHAVIOR

OBSERVE A PROBLEM BEHAVIOR THAT IS FREQUENT OR INTENSE ENOUGH THAT GENERAL MANAGEMENT STRATEGIES ARE NOT WORKING

DETERMINE WHETHER BEHAVIOR IS CLASSROOM MANAGED OR OFFICE MANAGED

## CLASSROOM MANAGED

disruption  
disrespect  
non-compliance  
property misuse  
physical contact  
inappropriate language  
lying  
cheating  
theft/possession of stolen property  
left supervised area  
trash/littering  
name calling  
bullying

## OFFICE MANAGED

fighting  
assault  
reckless endangerment: *engaging in conduct that creates a grave risk of death or serious physical injury*  
harassment  
chronic bullying including intimidation  
committed obscene act  
weapon  
destruction of property  
theft/possession of stolen property  
left supervised area (missing)

For a **classroom managed** misbehavior,:

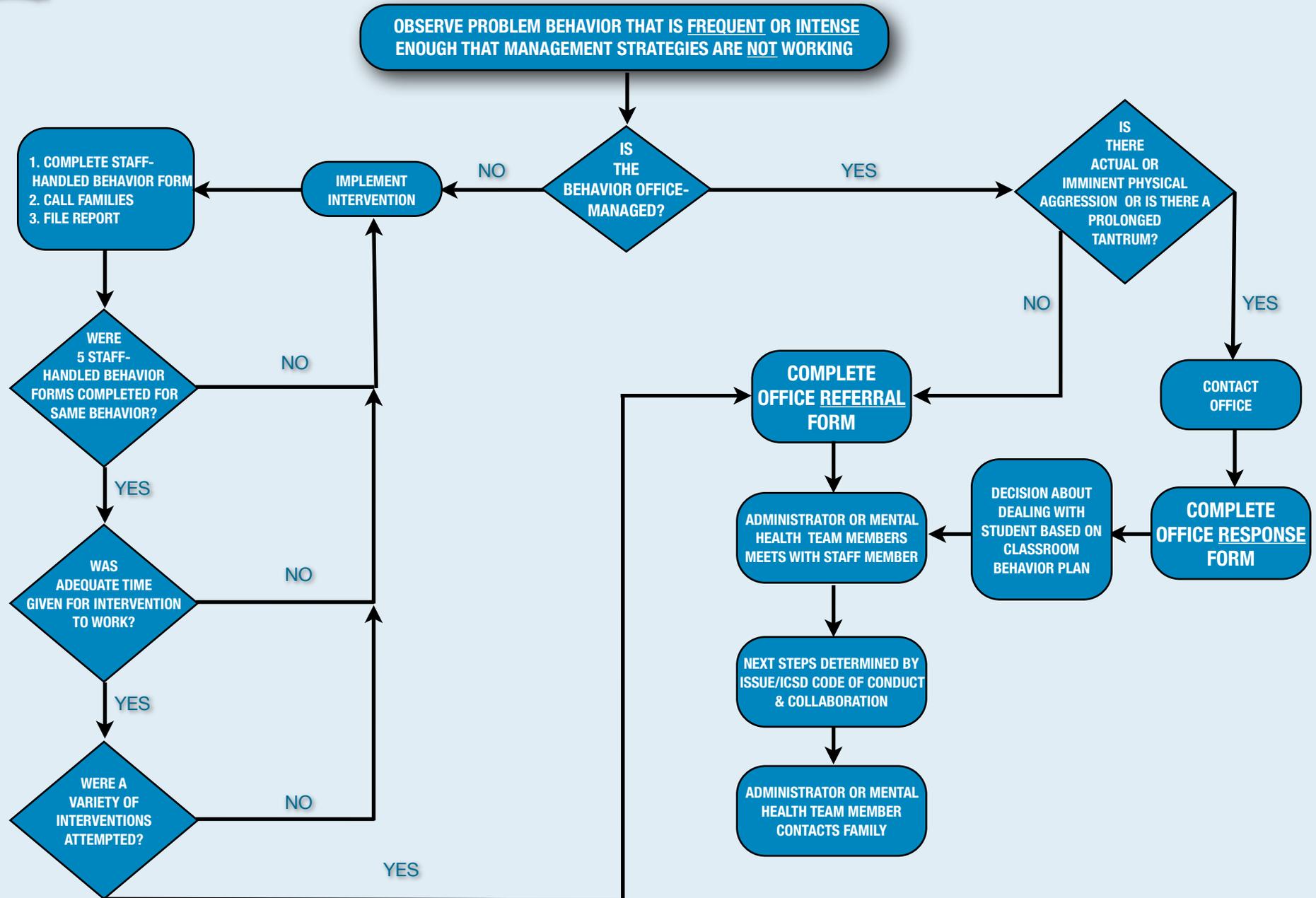
- implement interventions, notify parents, and document using the STAFF-HANDLED PROBLEM BEHAVIOR FORM. Retain the completed form in the student's classroom. Parent contact should be documented in SchoolTool.
- allow sufficient time for the intervention to work. If the behavior does not improve, attempt other interventions and allow time for interventions to work (keep data). Document repeated misbehavior with the STAFF-HANDLED PROBLEM BEHAVIOR FORM.
- if minor behaviors occur frequently and 5 STAFF-HANDLED PROBLEM BEHAVIOR FORMs have been completed over 4 weeks, complete OFFICE REFERRAL FORM and attach all STAFF-HANDLED PROBLEM BEHAVIOR FORMs.

For an **office managed** behavior:

- determine whether you need immediate assistance (e.g., physical aggression, imminent threat of aggression, prolonged tantrum, currently missing student). If you need immediate assistance, contact the office for help, and complete OFFICE RESPONSE FORM.
- if you do not need immediate assistance, complete the OFFICE REFERRAL FORM.
- the principal or mental health team member will meet with classroom teacher and determine the next steps, which may include an intervention or a consequence.
- the principal or mental health team member will contact parents and follow-up with referring adult.



# ENFIELD BEHAVIOR REFERRAL FLOW CHART





# MENU OF TIER I INTERVENTIONS FOR CLASSROOM-MANAGED PROBLEM BEHAVIORS

- ◆ **Clearly define and post** behavioral expectations/class rules
- ◆ **Implement procedures** for class routines
- ◆ **Teach, interactively model, and/or role-play** behavioral expectations and routines
- ◆ **Pre-correct** by providing descriptions of what the expected behavior will look like/sound like. *“In two minutes we will break for lunch. I expect everyone to put their material away, push in chairs, and quietly line up for lunch.”* (later) *“Who can remind me what we need to do to be ready for lunch?”*
- ◆ **Cue/prompt/remind/redirect** Provide a pre-arranged/previously taught cue to remind specific students to engage in appropriate behavior
- ◆ **Verbally remind children of expected behavior** *“Show me a safe and careful way to put the books away.”*
- ◆ **Verbally redirect children when behavior goes off track** *“Stop! Hands down!”*
- ◆ **Acknowledge/reinforce** students when they are engaged in expected behaviors. *“I see that you are reading quietly.”*
- ◆ **Specifically explain** how the behavior did not meet the stated/taught expectation. *“When you call out when others are talking you are not showing care for others because it makes it hard for you and others to listen and hear.”*
- ◆ **Provide a warning** Explain what consequences may occur. *“If you continue to play with your eraser rather than do your work, you will need to finish your problems during choice time.”*
- ◆ **Respond to rule-breaking with logical consequences** that enlist children’s cooperation and help them to learn from their mistakes.
- ◆ **Behavior plan or contract** See [interventioncentral.org](http://interventioncentral.org) for templates and ideas
- ◆ **Check for student understanding** of behavioral expectations
- ◆ **Evaluate the student’s skill repertoire** Determine whether the student has the necessary behavioral and academic skills to meet the expectation
- ◆ **Provide a structured choice** Clearly offer a choice between two alternatives and state the consequence for each
- ◆ **Evaluate environmental factors** within the classroom (e.g., space, time, materials, interactions) that may contribute to misbehavior
- ◆ **Use “Take a break”** to teach students to refocus and return to successful participation in classroom activities after breaking a rule or making a mistake
- ◆ **Problem solving conference** A Responsive Classroom strategy for addressing one persistent problem involving one student
- ◆ **Student to student conflict resolution** Take care of the problem at hand fairly and with minimal disruption to classroom functioning and for children to independently resolve conflicts in a fair and acceptable manner to both parties



# ENFIELD SCHOOL-WIDE BEHAVIOR PLAN

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## CLASSROOM MANAGEMENT PLAN TEMPLATE

Please describe how you will teach and reinforce the Enfield community expectations to your students.

---

---

---

When thinking of adult responses to student behavior, the intention is to keep students learning in the classroom and student support staff plans should be to help in the room as much as possible.

CLASSROOM EXPECTATION	STAFF RESPONSE IF EXPECTATION IS NOT MET

How will you communicate and teach expectations and responses?

\_\_ visuals \_\_ class discussion \_\_ verbal reminders \_\_ modeling \_\_ other: \_\_\_\_\_

Please describe a “cool down” space in your room that students can access when they need a break (where is it, what does it look like, how do students access it, expectations for using the space, etc.)

---

---

---

Who is your "buddy" teacher/classroom? \_\_\_\_\_

*Please describe the following:*

In what types of situations would you access the buddy teacher? How does the child get there? How long do they stay? Do they bring work with them? What do they do while they are there? What is the re-entry plan for the student?

---

---

How will you communicate positive feedback about your students to parents?

---

---

Please describe your system for calling/communicating with parents when a student is having difficulty following expectations (when will this happen? who will call? who will cover the classroom, etc).

---

---

In the case of a situation when a student is in extreme crisis (safety, prolonged tantrum or , distraction to others' learning, left supervised area without permission, weapons) you must call the office immediately and ask for support in adherence to the Enfield School Wide Behavior Plan. Who is your primary support person? \_\_\_\_\_

What do you envision their supporting role in your room?

---

---

What is your student crisis plan?

---

---

Positive character development and restorative justice are critical to student success and are an integral part of student learning. Please describe how you will teach these skills to your class (i.e. social skills, coping skills, cooperation, assertion, responsibility, empathy, and self-control).

---

---

Communication among classroom staff is crucial for successful classroom management. Please indicate when and how the adults in your classroom will meet each week.

---

---

**Please hand in to Sarah, Sheila or Mike by Tuesday, November 23rd. Your office support person is available to assist in completing the form.**



# ENFIELD SCHOOL-WIDE BEHAVIOR PLAN

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## SOCIAL CONFERENCE

STUDENT \_\_\_\_\_

DATE \_\_\_\_\_

STAFF MEMBER \_\_\_\_\_

### I. ESTABLISHING WHAT THE ADULT AND STUDENT NOTICE ABOUT BEHAVIOR

◆ Positive areas of behavior

◆ Areas that are not working

### 2. NAMING THE PROBLEM

When I see children \_\_\_\_\_

I know there is a problem. That student is \_\_\_\_\_

I would like to figure out a way to help you \_\_\_\_\_

\_\_\_\_\_

### 3. UNDERSTANDING THE PROBLEM

When I see children \_\_\_\_\_

I wonder if \_\_\_\_\_

## **4. GENERATING ALTERNATIVES (SPECIFIC STRATEGIES)**

Our brainstormed ideas:

## **5. ESTABLISHING AN AGREEMENT TO TRY AN IDEA ON THE LIST**

ADULT SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

STUDENT SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_



# ENFIELD STAFF-HANDLED PROBLEM BEHAVIOR FORM

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

STUDENT \_\_\_\_\_

DATE OF INCIDENT \_\_\_\_\_

STAFF MEMBER \_\_\_\_\_

TIME OF INCIDENT \_\_\_\_\_

LOCATION	PROBLEM BEHAVIOR	INTERVENTION ADMINISTERED	POSSIBLE FUNCTION
<input type="checkbox"/> Bus	<input type="checkbox"/> Disruption: _____	<input type="checkbox"/> Taught/re-taught expectations	<input type="checkbox"/> Gain peer attention
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Disrespect: _____	<input type="checkbox"/> Taught/roleplayed appropriate behaviors	<input type="checkbox"/> Gain adult attention
<input type="checkbox"/> Classroom (Activity _____)	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Interactive modeling	<input type="checkbox"/> Gain/obtain item
<input type="checkbox"/> Library	<input type="checkbox"/> Property misuse	<input type="checkbox"/> Cued/promoted/reminded/redirected student	<input type="checkbox"/> Gain/obtain activity
<input type="checkbox"/> Office	<input type="checkbox"/> Physical contact	<input type="checkbox"/> Clarified how behavior did not meet expectation	<input type="checkbox"/> Avoid peer(s)
<input type="checkbox"/> Hallway	<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Provided warning(s)	<input type="checkbox"/> Avoid adult(s)
<input type="checkbox"/> Restroom	<input type="checkbox"/> Lying	<input type="checkbox"/> Behavior plan/contract	<input type="checkbox"/> Avoid seat work
<input type="checkbox"/> Gym	<input type="checkbox"/> Cheating	<input type="checkbox"/> Checked student understanding of expectation	<input type="checkbox"/> Avoid group work
<input type="checkbox"/> Playground	<input type="checkbox"/> Theft/Possession of stolen property	<input type="checkbox"/> Provided structured choice	<input type="checkbox"/> Avoid scheduled event
<input type="checkbox"/> Music Room	<input type="checkbox"/> Left supervised area	<input type="checkbox"/> Collaborated with colleagues	<input type="checkbox"/> _____
<input type="checkbox"/> Art room	<input type="checkbox"/> Trash/littering	<input type="checkbox"/> Evaluated student skill: academic/behavioral	
<input type="checkbox"/> _____	<input type="checkbox"/> Name calling	<input type="checkbox"/> Changed environmental factors	
	<input type="checkbox"/> Bullying	<input type="checkbox"/> Met with/talked to parent	
	<input type="checkbox"/> _____	<input type="checkbox"/> Reviewed student data for pattern/trend	
		<input type="checkbox"/> Had student take a break	
		<input type="checkbox"/> Social Conference	
		<input type="checkbox"/> _____	

## DESCRIPTION OF INCIDENT

*please be specific and include examples and accurate information about what happened before, during, and after incident*

---



---



---



---



---

DATE OF LAST CAREGIVER CONTACT \_\_\_\_/\_\_\_\_/\_\_\_\_

WAS THIS BEHAVIOR BIAS RELATED? \_\_\_\_\_ NO \_\_\_\_\_ YES

HOW DO YOU KNOW?

---



# ENFIELD OFFICE RESPONSE FORM

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

STUDENT \_\_\_\_\_

DATE OF INCIDENT \_\_\_\_\_

STAFF MEMBER \_\_\_\_\_

TIME OF INCIDENT \_\_\_\_\_

LOCATION	PROBLEM BEHAVIOR	CLASSROOM PLAN INTERVENTION	OFFICE RESPONDER ACTION	
<input type="checkbox"/> Bus	<input type="checkbox"/> Fighting	<input type="checkbox"/> Taught/re-taught expectations	ACTION TAKEN IN _____	
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Assault	<input type="checkbox"/> Taught/roleplayed appropriate behaviors	<input type="checkbox"/> Problem solving process/re-taught expectations	
<input type="checkbox"/> Classroom (Activity _____)	<input type="checkbox"/> Reckless endangerment	<input type="checkbox"/> Interactive modeling	<input type="checkbox"/> Parent contact _____ (date)	
<input type="checkbox"/> Library	<input type="checkbox"/> Left supervised area	<input type="checkbox"/> Cued/prompted/reminded/redirected student	<input type="checkbox"/> Classroom management suggestion	
<input type="checkbox"/> Office	<input type="checkbox"/> Threat of physical harm	<input type="checkbox"/> Clarified how behavior did not meet expectation	<input type="checkbox"/> Suggestion to refer to refer to RtI team or for SBC	
<input type="checkbox"/> Hallway	<input type="checkbox"/> Harassment: _____	<input type="checkbox"/> Provided warning(s)	<input type="checkbox"/> Cool down	
<input type="checkbox"/> Restroom	<input type="checkbox"/> Chronic bullying including intimidation	<input type="checkbox"/> Behavior plan/contract	<input type="checkbox"/> Logical consequence _____	
<input type="checkbox"/> Gym	<input type="checkbox"/> Obscene act	<input type="checkbox"/> Checked student understanding of expectation	<input type="checkbox"/> Recess detention	
<input type="checkbox"/> Playground	<input type="checkbox"/> Weapon	<input type="checkbox"/> Provided structured choice	<input type="checkbox"/> ISS	
<input type="checkbox"/> Music Room	<input type="checkbox"/> Destruction of property	<input type="checkbox"/> Collaborated with colleagues	<input type="checkbox"/> OSS	
<input type="checkbox"/> Art room	<input type="checkbox"/> Theft/stolen property	<input type="checkbox"/> Evaluated student skill: academic/behavioral	<input type="checkbox"/> _____	
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> Changed environmental factors		
OFFICE RESPONDER'S SIGNATURE _____		<input type="checkbox"/> Met with/talked to parent	Copies to: Incident #	
DATE _____		<input type="checkbox"/> Reviewed student data for pattern/trend		<input type="checkbox"/> Classroom teacher <input type="checkbox"/> 1
		<input type="checkbox"/> Had student take a break		<input type="checkbox"/> Family <input type="checkbox"/> 2
		<input type="checkbox"/> Social Conference		<input type="checkbox"/> Office <input type="checkbox"/> 3



# ENFIELD OFFICE RESPONSE FORM

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

STUDENT \_\_\_\_\_

DATE OF INCIDENT \_\_\_\_\_

STAFF MEMBER \_\_\_\_\_

TIME OF INCIDENT \_\_\_\_\_

LOCATION	PROBLEM BEHAVIOR	CLASSROOM PLAN INTERVENTION	OFFICE RESPONDER ACTION	
<input type="checkbox"/> Bus	<input type="checkbox"/> Fighting	<input type="checkbox"/> Taught/re-taught expectations	ACTION TAKEN IN _____	
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Assault	<input type="checkbox"/> Taught/roleplayed appropriate behaviors	<input type="checkbox"/> Problem solving process/re-taught expectations	
<input type="checkbox"/> Classroom (Activity _____)	<input type="checkbox"/> Reckless endangerment	<input type="checkbox"/> Interactive modeling	<input type="checkbox"/> Parent contact _____ (date)	
<input type="checkbox"/> Library	<input type="checkbox"/> Left supervised area	<input type="checkbox"/> Cued/prompted/reminded/redirected student	<input type="checkbox"/> Classroom management suggestion	
<input type="checkbox"/> Office	<input type="checkbox"/> Threat of physical harm	<input type="checkbox"/> Clarified how behavior did not meet expectation	<input type="checkbox"/> Suggestion to refer to refer to RtI team or for SBC	
<input type="checkbox"/> Hallway	<input type="checkbox"/> Harassment: _____	<input type="checkbox"/> Provided warning(s)	<input type="checkbox"/> Cool down	
<input type="checkbox"/> Restroom	<input type="checkbox"/> Chronic bullying including intimidation	<input type="checkbox"/> Behavior plan/contract	<input type="checkbox"/> Logical consequence _____	
<input type="checkbox"/> Gym	<input type="checkbox"/> Obscene act	<input type="checkbox"/> Checked student understanding of expectation	<input type="checkbox"/> Recess detention	
<input type="checkbox"/> Playground	<input type="checkbox"/> Weapon	<input type="checkbox"/> Provided structured choice	<input type="checkbox"/> ISS	
<input type="checkbox"/> Music Room	<input type="checkbox"/> Destruction of property	<input type="checkbox"/> Collaborated with colleagues	<input type="checkbox"/> OSS	
<input type="checkbox"/> Art room	<input type="checkbox"/> Theft/stolen property	<input type="checkbox"/> Evaluated student skill: academic/behavioral	<input type="checkbox"/> _____	
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> Changed environmental factors		
OFFICE RESPONDER'S SIGNATURE _____		<input type="checkbox"/> Met with/talked to parent	Copies to: Incident #	
DATE _____		<input type="checkbox"/> Reviewed student data for pattern/trend		<input type="checkbox"/> Classroom teacher <input type="checkbox"/> 1
		<input type="checkbox"/> Had student take a break		<input type="checkbox"/> Family <input type="checkbox"/> 2
		<input type="checkbox"/> Social Conference		<input type="checkbox"/> Office <input type="checkbox"/> 3



# ENFIELD OFFICE REFERRAL FORM

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

STUDENT/GRADE \_\_\_\_\_ DATE OF INCIDENT \_\_\_\_\_

STAFF MEMBER \_\_\_\_\_ TIME OF INCIDENT \_\_\_\_\_

LOCATION	PROBLEM BEHAVIOR	ENVIRONMENTAL FACTORS	POSSIBLE FUNCTION
<input type="checkbox"/> Bus	<input type="checkbox"/> Fighting	<input type="checkbox"/> Adult request/directive	<input type="checkbox"/> Gain peer attention
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Assault	<input type="checkbox"/> Oral instruction	<input type="checkbox"/> Gain adult attention
<input type="checkbox"/> Classroom (Activity _____)	<input type="checkbox"/> Reckless endangerment	<input type="checkbox"/> Individual seat work	<input type="checkbox"/> Gain/obtain item
<input type="checkbox"/> Library	<input type="checkbox"/> Left area (missing)	<input type="checkbox"/> Group work	<input type="checkbox"/> Gain/obtain activity
<input type="checkbox"/> Office	<input type="checkbox"/> Threat of physical harm	<input type="checkbox"/> Managing materials	<input type="checkbox"/> Avoid peer(s)
<input type="checkbox"/> Hallway	<input type="checkbox"/> Harassment: _____	<input type="checkbox"/> External interruptions (guest, PA, phone)	<input type="checkbox"/> Avoid adult(s)
<input type="checkbox"/> Restroom	<input type="checkbox"/> Chronic bullying including intimidation	<input type="checkbox"/> Classroom transition	<input type="checkbox"/> Avoid seat work
<input type="checkbox"/> Gym	<input type="checkbox"/> Obscene act	<input type="checkbox"/> Teasing from peer	<input type="checkbox"/> Avoid group work
<input type="checkbox"/> Playground	<input type="checkbox"/> Weapon	<input type="checkbox"/> Change in routine	<input type="checkbox"/> Avoid scheduled event
<input type="checkbox"/> Music Room	<input type="checkbox"/> Destruction of property	<input type="checkbox"/> Guest teacher	<input type="checkbox"/> _____
<input type="checkbox"/> Art room	<input type="checkbox"/> Theft/stolen property	<input type="checkbox"/> Assembly	
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> Recess	
<b>CHRONIC MINOR OFFENSES (ATTACH 5 STAFF-HANDLED FORMS)</b>			
<input type="checkbox"/> Disruption			
<input type="checkbox"/> Non-compliance			
<input type="checkbox"/> Inappropriate language			
<input type="checkbox"/> Property misuse			
<input type="checkbox"/> _____			

### WHAT LED UP TO INCIDENT

*please be specific and include examples and accurate information about what happened before, during, and after incident*

---



---



---

### WHAT DID WITNESSES REPORT

---



---

DATE OF LAST CAREGIVER CONTACT \_\_\_\_/\_\_\_\_/\_\_\_\_

WAS THIS BEHAVIOR BIAS RELATED? \_\_\_\_ NO \_\_\_\_ YES HOW DO YOU KNOW? \_\_\_\_\_

ADMINISTRATIVE ACTION TAKEN	
<input type="checkbox"/> Problem solving process/re-taught expectations	<input type="checkbox"/> Recess detention
<input type="checkbox"/> Parent contact	<input type="checkbox"/> ISS
<input type="checkbox"/> Classroom management suggestion or suggestion to refer to refer to RtI team or for SBC	<input type="checkbox"/> OSS
<input type="checkbox"/> Logical consequence _____	
<input type="checkbox"/> _____	

ADMINISTRATOR SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

REPORT SENT TO PARENT ON \_\_\_\_/\_\_\_\_/\_\_\_\_ VADIR REPORT \_\_\_\_/\_\_\_\_/\_\_\_\_ VADIR CODE \_\_\_\_\_