

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.



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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



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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.



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ALL-SCHOOL MORNING MEETING SCHEDULE

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

Dates, Host

September 22, Mr. Simons

October 6, 4th grade

October 20, 5th grade

November 3, 3rd grade

November 17, 2nd grade

December 1, 1st grade

December 15, Kindergarten

January 5, 5th grade

January 19, 4th grade

February 2, 3rd grade

February 16, 2nd grade

March 2, 1st grade

March 16, Kindergarten

April 6, Pre-K

April 27

May 18

June 1, 5th grade

June 15, Awards

ALL-SCHOOL MORNING MEETING AGENDA

Entrance to a Song

Welcome

Pledge of Allegiance

Morning Greeting

Morning Message

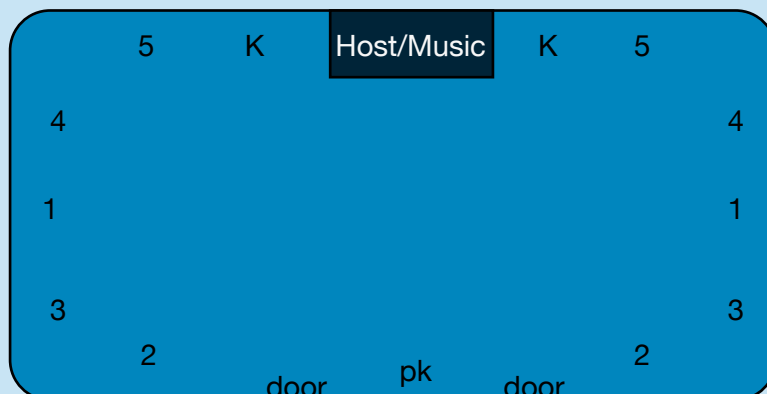
Birthdays

Announcements

Closing

Quiet exit to music

ALL-SCHOOL MORNING MEETING SETUP



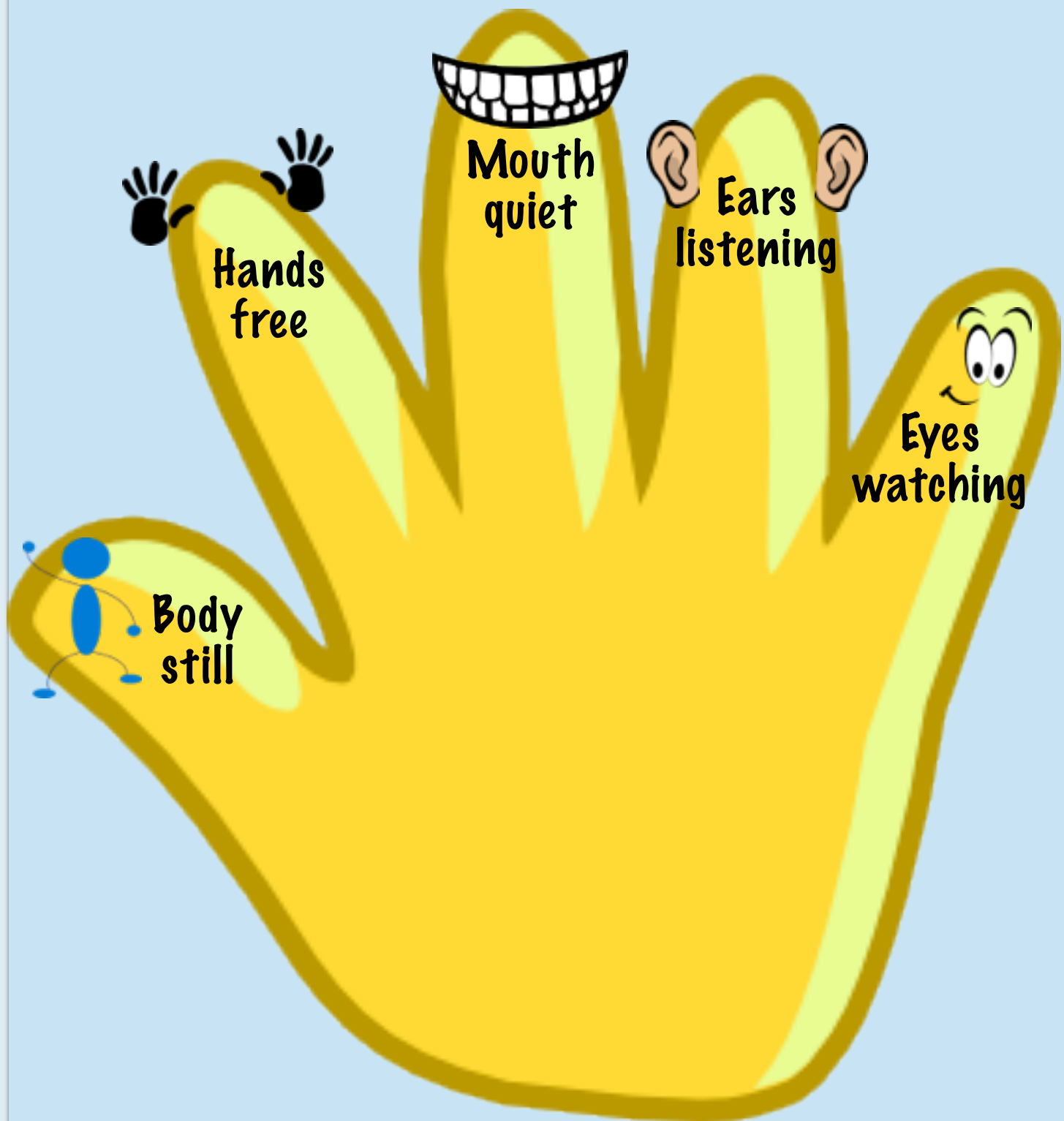
All classes should **immediately** come to the gym after the 8:00 am bell. Attendance may be submitted after the meeting. Classes will sit in the same spot each meeting. Dismissal from the gym will be the same every time beginning with pre-K and using both gym doors.



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ALL-SCHOOL SIGNAL





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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.



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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



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

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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

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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



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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



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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

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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,;

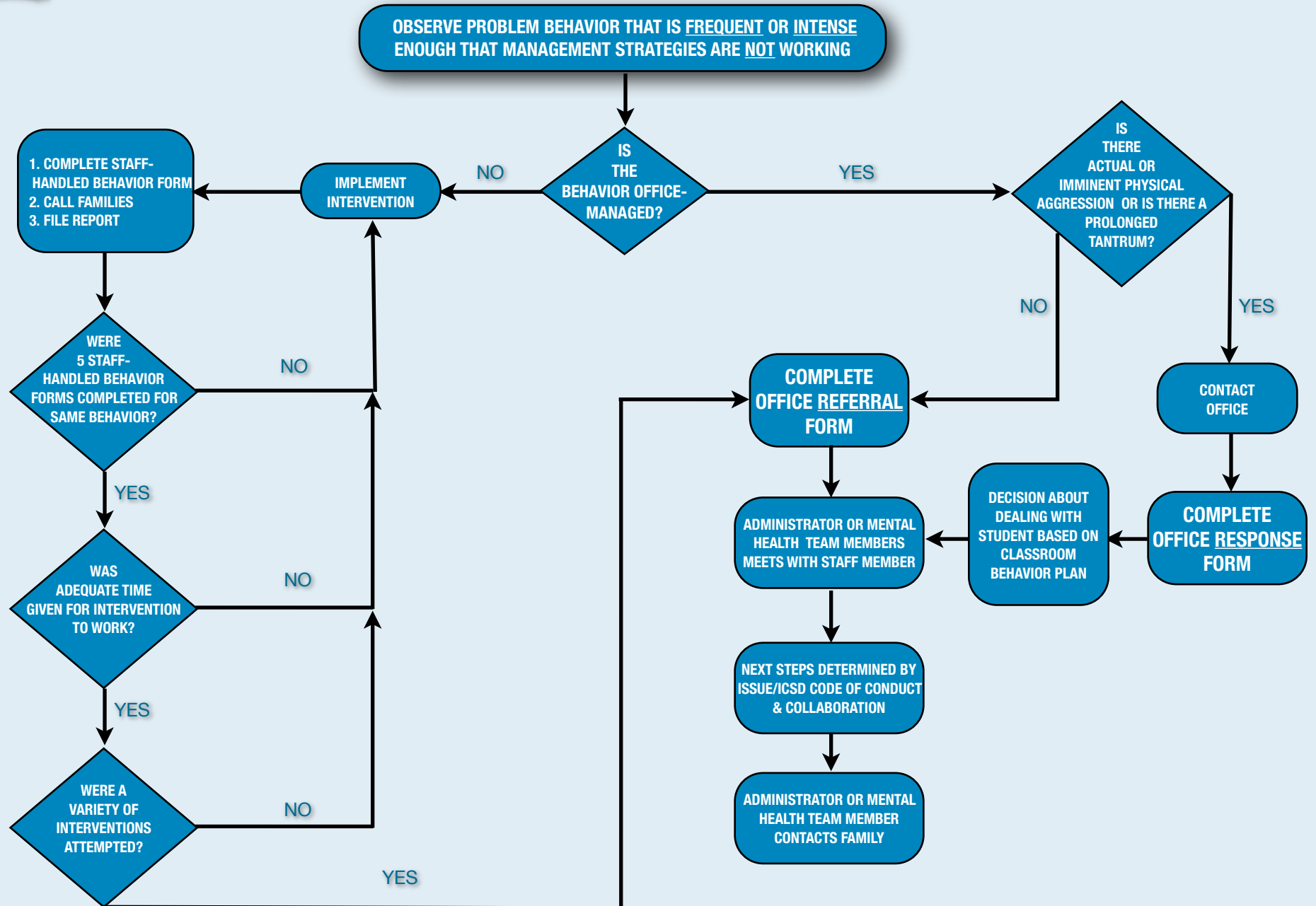
- implement interventions, notify parents, and document using the STAFF-HANDLED PROBLEM BEHAVIOR FORM. Retain the completed form in the student's classroom. Parent contact should be documented in SchoolTool.
- allow sufficient time for the intervention to work. If the behavior does not improve, attempt 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 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



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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 you “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

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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/prompted/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/redirectioned 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 _____ DATE _____ | | <input type="checkbox"/> Met with/talked to parent | Copies to: Incident # <input type="checkbox"/> Classroom teacher <input type="checkbox"/> 1 <input type="checkbox"/> Family <input type="checkbox"/> 2 <input type="checkbox"/> Office <input type="checkbox"/> 3 |
| | | <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"/> _____ | |



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/redirectioned 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 _____ DATE _____ | | <input type="checkbox"/> Met with/talked to parent | Copies to: Incident # <input type="checkbox"/> Classroom teacher <input type="checkbox"/> 1 <input type="checkbox"/> Family <input type="checkbox"/> 2 <input type="checkbox"/> Office <input type="checkbox"/> 3 |
| | | <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"/> _____ | |



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 | |
| CHRONIC MINOR OFFENSES (ATTACH 5 STAFF-HANDLED FORMS) | | <input type="checkbox"/> _____ | |
| <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 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 _____