

## PLEP PLAN AND BEHAVIOUR POLICY

<b>Category</b>	<b>Health and Safety</b>		
<b>Subject</b>	<b>PLEP Plan and Behaviour Policy</b>		
<b>Adopted</b>		<b>Revised</b>	May 25, 2015
<b>Policies Used / Referenced</b>			

### Policy Statement

Anglophone South School District [ASD-S] is a professional learning community that promotes responsibility, respect, and academic excellence in a safe and positive learning and working environment.

All students, families and staff have the right to be, and to feel safe in their school community. With this right, comes the responsibility of all to be accountable for actions, particularly ones that put at risk the safety of oneself or others.

Anglophone South School District sets clear standards and expectations for behavior with a focus on the Positive Behaviour Interventions and Supports (PBIS) systems approach; however, the district also has a mandate to protect the safety of all individuals within the school system, and to take appropriate action whenever that safety is threatened or compromised.

### Application

The behavior standards defined in this policy, Education and Early Childhood Development [EECD] Policy 703 and in the School Positive Learning and Working Environment Plan apply to all participants in the public school system. It applies to activities on school property, on school buses and on other school system organized transportation, at school-sponsored events, whenever the school is responsible for a student, whenever an individual is acting on behalf of or is representing the school and in all communications related to school events (e.g. meetings, phone calls and written correspondence between parents and staff, electronic communication, contacts with the public when fund-raising, out-of-school interactions based on in-school relationships).

### Guiding Principles

A positive learning and working environment is one in which:

- Everyone in the school community is treated with respect and dignity;
- Policies, expectations, and practices are clearly communicated to everyone;
- Behaviour expectations are clearly defined, communicated and taught. Students are positively reinforced and recognized for exhibiting positive behaviours.
- Parents, staff and the community understand that social skills, self-discipline, compassion and ethics continue to be learned throughout life. Each of these partners plays a role in teaching appropriate behaviors through instruction and by example;

1. Parents include guardians.

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2. Staff includes educators, support staff, bus drivers, outside professionals and volunteers.
  3. Partners include parents, staff, community and other government agencies.
- Students are responsible for their behavior in accordance with their stage of development. When disruptive behavior is due to exceptional characteristics of a student and he/she is unable to control this behavior, solutions must take the needs of the student and the student's classmates into account;
  - Students are taught the skills, attitudes and values essential for success and are consistently required to demonstrate expected behaviors; and
  - Emphasis must be placed on proactive techniques and strategies that promote prevention and productive, positive intervention.

### Roles & Responsibilities

The development, implementation and enforcement of the Anglophone South School District's Behavior Policy is a cooperative effort among students, parents, teachers, and staff, administrators, District Office staff and the District Education Council (DEC). The roles and responsibilities of each member of the school community are critical to this process.

#### A. District Education Council/District Office

The District Education Council, Superintendent, and District staff will offer support and guidance to all schools in order to promote positive learning and working environments in schools throughout the district by:

- developing directives that guide the schools in the implementation of the ASD-S Behavior Policy;
- seeking input from administrators and reviewing these policies regularly;
- establishing a process that clearly communicates to all families, students and staff, the ASD-S Behavior Policy emphasizing that it incorporates a Positive Behavior Interventions and Supports model;
- assisting schools to analyze their behavioral data and providing systems reports when requested;
- assisting schools to deal effectively with the needs and actions of students whose behaviors are persistently challenging the ASD-S Behavioral Policy, despite the application of Positive Behavior Interventions and Supports (PBIS)
- providing opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and to maintain academic excellence and a safe and positive learning and working environment.
- facilitating the transition of students and the transfer of information between schools or districts; from group homes, foster care or public safety placements

**PLEP PLAN AND BEHAVIOUR POLICY****B. School Administration**

Principals, with the support and guidance of their Parent School Support Committee [PSSC], take a leadership role in the daily operation of a school.

The Principals and Vice-Principals provide this leadership by:

- collaboratively creating and maintaining a Positive Learning Environment Plan
- creating professional learning communities dedicated to high academic and behavioral expectations within a safe and positive learning and working environment;
- involving all staff and PSSCs in the development, implementation and on-going communication of the Positive Behavior Interventions & Supports (systems approach) as part of the Positive Learning and Working Environment Plan designed to teach students the behavioral skills, concepts and knowledge necessary to become respectful, responsible and self-disciplined learners;
- inputting behavior tracking data on a regular basis and analyzing the behavioral data at least bi-monthly with staff.
- providing professional development opportunities and programs for staff; and
- collaborating with teachers and parents to develop effective Positive Behavior Support Plans for students exhibiting significant behavioral difficulties.

**Teachers & Staff**

Teachers and school staff, with the leadership and support of their administrative team, are expected to work in a professional and collegial manner in order to build a quality learning community, maintain order, maximize learning and hold everyone to the highest standard of respectful, responsible behavior.

Staffs uphold these high standards when they:

- Teach, model, review and reinforce positive school behavior with *all* students on an ongoing basis;
- Teach the behavioral skills detailed in the Positive Learning and Working Environment Plan and require students to consistently display these behaviors within the school environment;
- Develop and teach lessons consistently employing instructional strategies and classroom routines designed to maximize student learning within a well-structured invitational learning environment;
- Actively supervise all students to prevent incidents and ensure that student behavior meets school standards and expectations;
- Help students work to their full potential, develop their self-worth and prepare students to become productive members of society;
- Communicate regularly and meaningfully with parents in a way that builds the parent-teacher partnership in education; and

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- Collaborate with administrators and parents to develop effective Positive Support Plans for Students experiencing significant behavioral difficulties.

### **C. Students**

Students are expected to act in a manner which protects the safety and learning of all. To meet the behavioral standards and expectations established by the district, students must:

- Come to school prepared, on time and ready to learn;
- Show respect for: themselves and others' rules and authority; learning and teaching; school and personal property; and, the school and community environment;
- Follow established rules, procedures, expectations and staff directions;
- Demonstrate courteous, cooperative and considerate behavior;
- Demonstrate honesty and integrity
- Complete assignments and produce quality work up to one's potential;
- Be accountable for personal actions and the positive resolution of problems; and
- Be dressed appropriately as outlined in school guidelines

### **D. Families**

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment.

Families fulfill this responsibility when they:

- Show an active interest in their child's school work and progress;
- Communicate regularly with the school and share pertinent information which impacts their child's education such as illness, travel, extended absences, medical conditions, family situations, etc.;
- Contact the teacher if there are questions or concerns about classroom procedure(s), curriculum, or any incident involving their child;
- Ensure that their child attends school and arrives on time; notifying the school of their child's absence or late arrival;
- Understand and support the school's Positive Behavior Interventions and Supports expectations;
- Encourage and assist their child in following the rules of behavior; and
- Collaborate with teachers and administrators in dealing with disciplinary issues to develop appropriate and effective consequences and/or Positive Behavior Support Plans if their child is experiencing significant behavioral difficulties.

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### **E. Community Partners**

Schools work cooperatively with many community agencies, organizations and individuals in an effort to ensure student success. It is essential that all community partners actively support and respect the goals, expectations, rules and procedures of the local schools

### **Behavioral Standards & Expectations**

#### **A. Within the school learning community, all staff, students, parents and other partners are required to:**

- Follow inclusionary practices;
- Treat one another with dignity and respect at all times;
- Respect the rights of others and treat others fairly;
- Show respect for school property and the property of others
- Take appropriate measures to help those in need;
- Respect persons who are in a position of authority;
- Respect the right of others to work in a safe environment dedicated to learning and teaching;
- Comply with all applicable school rules;
- Demonstrate honesty and integrity; and
- Respect differences in people, their ideas and opinions.

#### **B. The following behaviors exhibited by any person, as outlined in the Department of Education and Early Childhood Development Policy 703, will not be tolerated in the New Brunswick public school system.**

This means intervention is consistently required when these behaviors occur:

- Harassment, intimidation and violence;
- Discrimination based on gender, race, colour, national or ethnic origin, religion, culture, language group, sexual orientation, gender identity, disability, age or grade level;
- Dissemination of hate propaganda including hate literature;
- Theft or intentional property damage;
- Any behavior which threatens the health or safety of any person (e.g. arson, bomb threats and tampering with safety equipment such as fire alarms);
- Accusations involving falsehood or malicious intent; and
- Creating or attempting to create a disturbance, using threatening or abusive language and speaking or acting in such a way as to impair the maintenance of the order and discipline on school property. This is contrary to the Education Act and is an offence punishable under the Provincial Offences Procedure Act. Any

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person behaving in such a way can be removed from school grounds by staff members or those instructed to act on their behalf.

C. The following behaviors are viewed as extreme and unacceptable in the New Brunswick public school system. In accordance with Policy 703, they may result in immediate suspension without the normal sequence of interventions. They may also require police involvement.

- **Possession/use/selling of weapons** ( A weapon is any object used, designed to be used, or intended to be used to cause injury or death, or to threaten or intimidate a person. Discipline decisions will take into account the inherent or perceived danger of the object involved.)
- **Possession/use/selling of illegal or dangerous substances or objects** (Examples include the use of illegal drugs and alcohol, possession of drug paraphernalia and possession of explosives.)
- **Criminal harassment** (causing a person to fear for their safety or the safety of a person known to them by: (a) repeatedly following from place to place, (b) repeatedly communicating directly or indirectly (e.g. by leaving notes or other indications of having been present, calling on the phone, excessively texting, using social media to harass), (c) stalking or (d) engaging in threatening behavior.)
- **Uttering threats** (Communicating intent to: cause bodily harm or death, destroy or damage property or to kill or injure an animal.)
- **Any other behavior which contravenes the Criminal Code of Canada**

### Disciplinary Action

Anglophone South School District requires every school to develop its own expectations for behavior based on the Positive Behaviour Interventions and Supports model; develop a Positive Learning and Working Environment Plan which outlines how students will acquire the behaviors, skills and attitudes required to meet established behavioral expectations; and, develop its own Pyramid of Interventions consistent with their plan.

One of the goals of the Behavior Policy is to help students learn appropriate, self-regulatory, productive behavior which enables them, increasingly, to meet their needs and to be successful in school.

In dealing with student behavior, ASD-S recommends that administrators, teachers and staff utilize four main types of strategies – prevention, instruction, correction and protection. Following is an overview of these strategies:

#### A. Prevention

The prevention of behavioral incidents is paramount. Recommended strategies can be whole school or for individual students.

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Whole school examples include but are not limited to:

- Communicating and reviewing behavioral expectations with staff and students;
- Proactive programs and services offered by guidance and school intervention workers, social workers, mental health workers, psychologists
- Involvement of classroom teachers in teaching proactive, prosocial skills
- Modeling appropriate behaviors;
- Establishing and practicing routines;
- Actively supervising hallways, bus loading/unloading, cafeteria and playgrounds
- Ongoing parental communication.
- Recognizing and reinforcing expected behaviours

Individual student examples include, but are not limited to:

- Modified timetables, flexible scheduling, breaks and recesses;
- Changes in routines;
- Removal of a student from a situation due to a lack of readiness to behave appropriately.

### **B. Instruction**

As an educational institution, ASD-S recognizes that students must be taught how to behave in accordance with school expectations. In this regard, it is recommended that school staff:

- Continually teach, model and reinforce appropriate behavior per the PBIS model;
- Teach behavioral and social skills necessary for school success;
- Provide leadership and other learning opportunities to all students;
- Provide guidance and counseling;
- Teach students how to seek staff assistance, if necessary, in order to resolve conflict peacefully.

### **C. Correction**

Inappropriate student behavior should be corrected whenever possible in such a way that the student improves their future performance. Recommended techniques include:

- Review and practice appropriate behavior;
- Provide tutorials on appropriate student conduct;
- Assign special learning projects designed to improve student knowledge and performance related to school behavior;
- Have students make up time lost and work missed due to unnecessary absence or tardiness;
- Employ and analyze behavior tracking data to develop positive interventions;
- Restitution;
- Reconciliation;



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- Resolution (solve it and/or “make it right”);
- Have the student write a plan for appropriate future action;
- Community service within the school.
- Involvement of school-based Education Support Services team and district resources if necessary
- Development of an Individual Behaviour Support Plan as necessary

### D. Protection

Anglophone South School District has an obligation to protect the learning and safety of all students. Recommended strategies include:

- Modified timetables and flexible schedules;
- Restricted privileges;
- Alternative work locations in the classroom or school in keeping with EECD Policy 322; Policy and Procedures on Physical Restraint and Seclusion;
- Removal from class or school activity;
- Detentions;
- In-school suspension;
- Out-of-school suspension ensuring that EECD Policy 322 is upheld;
- Modified/reduced school day in keeping with the Guidelines for Partial Day Programming
- Distance Education

Sometimes, despite the best efforts of school staff and parents to develop a Positive Behavior Support Plan and implement many interventions, a student’s behavior does not improve. As a result the student may be placed on a long term out-of -school program. At this stage, District ESS Staff and other agencies will be involved and the intent of EECD Policy 322 upheld.

### E. Serious Misconduct

Under *Behavioral Standards and Expectations*, Section B&C outline the behaviors which are viewed as extreme and unacceptable in the New Brunswick public school system. Serious incidents could result in immediate suspension and loss of school privileges.

In these situations, the Education Act states that the School and the School District are obligated to provide students with an education. The school Education Support Services Team and the Education Support Services Coordinator work with the parents to develop a Behavior Plan. Planning for a return to school, developing a transition plan and holding a re-entry meeting, are all important stages of the process.

### F. Community Collaboration

There will be a point at which the behavioural or social/emotional needs of a student are significant and beyond what the school or district can provide alone. In these cases, collaboration with the Integrated Service Delivery Team or with departments such as



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Mental Health and Addictions, Social Development and/or Public Safety should be sought to develop a comprehensive case plan. This comprehensive plan should alleviate some of the need for referral to the Regional Complex Case Team or the Youth Treatment Program and should decrease the incidence of a Violent Threat Risk Assessments.

**G. Threat Assessment**

Another important aspect of creating and maintaining an environment where students, staff, parents and others feel safe is in the area of assessing potentially high risk student behavior; understanding the impact of trauma on schools and communities and understanding individual student behaviors within these systems. Both are essential to know in order to deal with dramatic increase in student threat behavior.

School principals, counselors, district staff, police, social workers, probation and mental health workers have been trained in Violence Threat Risk Assessment. The students and families need to be aware through “fair notice” that this intervention will be implemented when necessary without parental participation or consent. However, parents are to be notified at the “earliest opportunity”. Specifically, notification should occur after the VTRA team has collected enough initial data to confirm that a threat or violent incident has occurred and has determined the current level of violence potential [VTRA Level One Training Guide 4<sup>th</sup> Edition, pp 27]. The primary purpose of the multidisciplinary Threat Assessment Team protocol is to identify indicators that a student is moving towards violence against self or others and to intervene to decrease the risk, prevent injury, and support the student in receiving the help he or she needs to address the issues contributing to the high-risk behavior. Collaboration between disciplines is essential to assess and to intervene on behalf of students, school and communities.

**Reference**

- EECD Policy 703: Positive Learning and Working Environment
- EECD Policy 705: Crisis Planning
- EECD Policy 322: Inclusion
- EECD Procedures – Keeping Our Schools Safe: Protocol for Violence Prevention and Crisis Response in New Brunswick Schools
- Cameron, J. Kevin. Threat Assessment Training Guide 4th ed. Lethbridge, AB, Lethbridge Community College, 2004
- Morrish, Rob. La Habra City School District, Code of Conduct