

# Positive Behaviour Support Handbook



# INTRODUCTION

Students can experience social/emotional or mental health problems that range from mild to serious that can manifest in behaviour that interferes with their ability to be successful at school. Most students with social/emotional difficulties can be supported in school through positive behaviour support planning and school-based services (e.g., counselling, child and youth care worker support). A smaller number of students require more intensive support.

The function of behaviour is to communicate and all behaviour has meaning. It is also important to recognize that children and youth do well if they can. When they cannot do well, it is up to us to understand and address their social/emotional needs. In so doing, we assist them with communication (e.g., through the use of visuals), conduct functional analyses of behaviour, re-structure the environment (including how personnel respond to the student's behaviour) or schedule (e.g., provide a sensory break), develop a student's skills (e.g., teaching them to stop on command), address emotional states such as anxiety that contribute to behaviour (e.g., teaching self-calming strategies), and ensure student safety (creating plans of supervision) through the creation of individualized support and supervision plans.

Students who are in the process of learning functional communication may benefit from the use of Augmentative and Alternative Communications (AAC). AAC includes all forms of communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas. Students who have severe speech or language problems rely on AAC to supplement their existing speech or replace speech when they are working to develop functional speech. AAC may include Picture Exchange Communication Systems (PECS), the use of technology (e.g., hardware and software), and/or sign language. For students who may benefit from AAC support, the inclusion teacher should consult with the [school SLP](#) for an AAC SLP Referral in order to receive support.

# SCHOOL BASED ASSESSMENT AND PLANNING

## Case Management and Collaboration

The principal of the school should ensure that students struggling to be successful are assigned a case manager to co-ordinate development, documentation and implementation of collaborative planning, including development of the student's IEP (Special Education Services: A Manual of Policies, Procedures and Guidelines [2016]). Case managers should be assigned whether or not students are designated. Where possible, students should have the same case manager over extended periods (e.g., K through Grade 7, or Grade 8 through 12) in order to support relationship building and a coherent education plan.

The assessment process begins at the classroom level.

When teachers first notice that a student is struggling, they will consult with the parents and attempt alternate strategies to support the student in the classroom. If this does not achieve the desired gains, the teacher may seek assistance of other school-based services or from the School-Based Team (SBT). The teacher observations should be incorporated into the identification and assessment process. The school-based team may access other school or district support services, and/or request additional assessment. For more information on school-based teams, please refer to the [SBT Rubric in the Guide to Inclusive Education for Surrey Schools: Embracing Diversity, Equity and Inclusion](#). It may also be appropriate at this stage to involve the family's physician or other community agencies (e.g., Child and Youth Mental Health).

Assessment should:

- focus on strengths as well as needs;
- integrate information from the different aspects of a student's life;
- rule out or address other conditions, which may be precipitating or contributing to the behaviour (e.g., hearing loss, learning disabilities, medication side-effects, sleep patterns);
- address the possibility of other medical or health concerns;
- analyze the student's functional behaviours in various settings and with different people who regularly are a part of her/his environment (functional behaviour assessment);
- clarify the characteristics of the behaviour concerns (or mental illness, if diagnosed);
- contribute to the process of planning and evaluating the student's educational program.

The assessment process involves the interpretation of information and data collected from multiple sources including observations, [student files](#), records, and other formal and informal behaviour assessments.

# PROGRAMMING AND ONGOING INTERVENTION

In accordance with the process described in these sections, relevant school and district staff, parents and; when appropriate, relevant professionals, service providers, or agencies and the student collaborate to develop a plan.

There are many reasons why students engage in challenging behaviour, although we generally classify the reasons in relation to (1) avoidance/escape or; (2) obtaining something desirable. Traditional thought has asserted that interventions are dependent on the function of the behaviour. This notion led to development of Functional Behaviour Assessment (FBA) approaches.

## Functional Behaviour Assessment (FBA)

Functional Behaviour Assessment is a process used to gather information about events that predict and maintain a student's challenging behaviour. The purpose of the FBA is to obtain information that will lead to development of the IEP. The manner in which a Functional Behaviour Assessment is completed depends on the student's challenging behaviour, strengths, and needs. The complexity of the functional assessment is dependent upon the complexity of the behaviour, which may range from minor disruptive behaviour to serious self-harm or aggression at home, school, and in the community. The FBA is considered complete when the following five outcomes have been achieved.

- 1) A clear description of the challenging behaviours, including classes or sequences of behaviours that frequently occur together.
- 2) Identification of the events, times, and situations that predict when the challenging behaviours will and will not occur across the full range of typical daily routines.
- 3) Identification of the consequences that maintain the challenging behaviours (that is, what functions the behaviours appear to serve for the person).
- 4) Development of one or more summary statements or hypotheses that describe specific behaviours, a specific type of situation in which they occur, and the outcomes or reinforcers maintaining them in that situation.
- 5) Collection of direct observation data that support the summary statements that have been developed.

A functional behaviour interview may be conducted when the function of the behaviour is not clear and the behaviour is significantly interfering with the ability of the student and/or his/her peers to access education.

## Positive Behaviour Support (PBS) Planning

The Surrey School District embraces the philosophy of Positive Behaviour Support (PBS); PBS is not a specific program, but rather a broad, generic term that describes a set of culturally appropriate strategies or procedures designed to improve behavioural success by employing non-punitive, proactive, systematic techniques. PBS based assessment is a planning process for understanding the function of behaviours and the development of a support plan that promotes the development of new skills, while altering the environment. This process supports team members in their development of plans, and promotes a more effective use of time to discuss assessment and implementation of a behaviour plan. Goals and objectives that are positive and attainable, as well as observable and measurable, help students and school teams set criteria for positive behaviour. The Low Arousal Approach is consistent with creating a positive and respectful learning environment.

Positive Behaviour Support Planning assists children and youth in developing appropriate and socially acceptable behaviours. A Positive Behaviour Support Plan is developed in response to the Functional Behaviour Assessment results (i.e., that which determined what in the environment may be reinforcing or deterring behaviours). Positive Behaviour Support Planning works best with a full understanding of the process and guided practice for the first few interventions. A Positive Behaviour Support Plan includes incorporating replacement behaviours and plans for teaching new skills.

FBA and PBS involves:

- 1) Collecting behavioural data to determine baselines regarding specific behaviours, frequency, duration, etc.;
- 2) Analyzing behavioural data to determine the function of the behaviour;
- 3) Identification of a more desirable “replacement behaviour”;
- 4) Development and implementation of a plan to teach the “replacement behaviour”;
- 5) Using an *Implementation Support Plan* to monitor student progress and ascertain the efficacy of the plan.

There are a number of resources and tools to help school teams develop behaviour support plans based on the functional behaviour interview and data collected from observations. Inclusion teachers may work with District Behaviour Specialists and/or district staff (when needed) to conduct FBAs and develop PBS plans. Frequent, intensive behaviour may require an integrated wrap around approach that involves community partners.

## Practical Functional Assessment (PFA)

Recent lines of thinking (Slaton & Hanley, 2018; Ghaemmaghami et al., 2018; Jessel et al., 2019; Jessel et al., 2016; Slaton & Hanley, 2016) assert that the ability to demonstrate strong control over an inferred class of problem behaviour is more important than attempting to identify the adaptive function of problem behaviour. More specifically, Hanley asserts that attempting to identify the function of a problem behaviour is both a language trap, limiting one’s ability to identify qualitatively rich interactions influencing problem behaviour, and a process trap, increasing risk during analyses and preventing the practitioner from achieving socially meaningful treatment outcomes. Our aim is to free the function of behaviour (and practitioners) from these language and process traps. At the time of this writing, the school district is working closely with Dr. Hanley to develop district capacity in relation to PFA, so watch for future learning opportunities.

## Individual Education Plans (IEPs)

The Ministry of Education requires that an Individual Education Plan (IEP) be developed for each student designated as requiring positive behaviour support/intervention or as having serious mental health. The FBA/PFA data inform the IEP and often incorporate the PBS Plan. The IEP describes:

- current behavioural and learning strengths and needs;
- goals for the student's program referenced by measurable objectives;
- behavioural strategies used to achieve the goals and measures for tracking student achievement of the goals;
- (if applicable) specification of the components of the curriculum that will be adapted and/or modified;
- resources required to support the student;
- names of staff responsible (school, community agencies) for implementing the plan;
- parents’ role in supporting the plan;
- means of evaluating the efficacy of supports/interventions and a timeline for evaluation;
- decisions regarding where the plan will be implemented; and
- transition plans.

Intervention plans should be implemented in the settings in which the behaviour(s) is/are occurring.

IEPs should be placed in the [student’s Permanent Record File](#) as per the [Inclusive Education Audit Preparation Guidebook for Surrey Schools](#) and reviewed within the school year. Please refer to the Ministry of Education document [“Special Education Services: A Manual of Policies, Procedures and Guidelines”](#) for timelines. For more information on writing IEPs, please refer to the [IEP and SSP Writing Guidebook for Surrey Schools](#).

## Student Plan of Supervision

A [Plan of Supervision](#) enables the inclusion teacher to document and formalize the school response to serious behaviours that put student safety at risk. Specifically, a [Plan of Supervision](#) identifies who is supervising the student (e.g., classroom teacher(s), EA, Child Care Worker, etc.) and what level of support is required (e.g., arm's length, visual monitoring, etc.) throughout the school day and at key times such as during transitions, recess, etc. A plan of supervision is recommended when a student leaves assigned areas, bolts, or is at risk of causing harm to his or herself or to another student.

The parent must be involved in the planning process and signatures by those involved indicate that they have been consulted in the development of the plan.

*Please note: The focus of an [Employee Safety Plan](#) is a plan developed to protect the employee; it is not a plan that to improve student behaviour. An [Employee Safety Plan](#) should always be followed by the development of a [Positive Behaviour Support Plan](#) if one is not already in place.*

## Outside Agency Involvement for Students Designated as Requiring Intensive Behaviour Intervention or as Having Serious Mental Illness

Students identified as requiring intensive behaviour intervention or having serious mental illness require ongoing inter-agency involvement. This is because the Ministry requires that we demonstrate that a student's needs are of such complexity that the involvement of multiple agencies is required to create and implement a meaningful and effective educational program. [Integrated Case Management \(ICM\)](#) is a team approach taken to coordinate various services for a specific child and/or family through development of a cohesive plan. All members of the team work together to provide assessment, planning, monitoring, and evaluation. The team should include all service providers who have a role in implementing the plan, and the child (when appropriate) and his/ her family.

ICM meetings should occur when professionals representing various agencies (e.g., Ministry of Children & Family Development, Ministry of Health, Ministry of Education) are involved with a particular student, and an integrated approach to programming is in the student's best interests. ICM meeting minutes must provide evidence of intensive, collaborative on-going planning and service coordination.

If the case manager and SBT are unable to access inter-agency involvement, please contact your [Zonal DBS or School Psychologist](#).

## Evaluation and Reporting

For students who require intensive behaviour intervention or have serious mental illness, evaluation will be based on the regular standards (e.g., extent to which learning outcomes were attained), the IEP, and ministry policy. Formal program modifications do not occur until grade 10, and then only for a student who has a mild or moderate intellectual disability.

Communication of student learning should occur as it would for all students.

The case manager is responsible for ensuring that the student file is in good order, and is audit ready. Files should be reviewed on an ongoing basis, for currency, accuracy, and organization.

The [Behaviour Intervention/Mental Illness Instructional Support Planning Process](#) tool was developed by the BC Ministry of Education to assist with assessment and programming.

# REFERRAL PROCESS

## Collaboration Requests to Student Support

Sometimes, despite ongoing school level supports and consultation/collaboration with district and community level support personnel, a student may continue to struggle. When this occurs, the principal may complete and submit a [Student Support Referral](#) form requesting a *Collaboration Request*. A [collaboration request](#) assists the district by helping to align district support with school needs; it also assists the district by:

- Providing Student Support with information about the student so that we are able to connect you with the appropriate district contact;
- Illustrating emerging needs across the district, which enables Student Support to develop workshops, and provide in-service in relation;
- Providing continuity (e.g., school, district, community) with respect to membership on educational teams; and
- Maintaining efficiency (e.g., by ensuring there is a primary district contact).

## Referrals to Student Support

When a student continues to have ongoing struggles despite formal and ongoing interventions and involvement from district and community partners, the SBT may decide to submit a referral to Student Support, for consideration as a student requiring moderate behaviour support or having mental illness. Please note that all [Student Support Referrals](#) for category H *must* be accompanied by ICM minutes and/or a communication record that clearly documents an ongoing partnership between the school district and the cross-agency partner from within 12 months of the referral date.

Referrals are made by completing the [Student Support Referral form](#) and submitting, with attachments and appropriate signatures, to Student Support where it will be processed.

## Special Program Referral Process

In a very small number of instances, a student continues to struggle despite the implementation of numerous interventions across settings and over time, and extensive District Behaviour Specialist (DBS), Special Education Helping Teacher (SPED HT) and/or District Resource Counsellor (DRC) involvement. When this occurs, placement in a district program may be considered.

Effective practice supports a collaborative team approach with involvement at the school, district, and community level. Along with ongoing consultation of the SPED HT, DBS or DRC, the referral process to special programs requires that the following copies accompany the [Student Support Referral](#):

- the [Permanent Record Card](#).
- the school-based team notes, ICM meeting minutes.
- IEP.
- achievement information (Level A/B assessment data).
- a scored Teacher Norm Referenced Behaviour Assessment Report.
- a scored Parent Norm Referenced Behaviour Assessment Report.
- most recent psycho-educational assessment.
- most recent speech-language assessment.
- medical/psychiatric reports/OT screening documents.
- [Behaviour Intervention/Mental Illness Instructional Support Planning Process](#) tool.

# DISTRICT PROCESSES: HEALTH AND SAFETY

## Ethical Touch and Maintaining Personal Space When Working with Students

Staff members must maintain personal space when working with students. This does not mean EAs may not assist with:

- Daily living (needs (e.g., a student who has mobility issues may require assistance with standing, may require lifting etc.) as outlined in his or her Individual Education Plan;
- Personal care needs (e.g., toileting) as outlined in his or her Individual Education Plan;
- Sensory needs (e.g., through the use of deep touch pressure) as outlined in his or her Individual Education Plan;
- Safety needs (e.g., verbally redirecting a student who regularly attempts to climb on a playground apparatus that he or she may fall from), as outlined in his or her Individual Education Plan.

Physical contact is also appropriate when:

- By way of his or her actions, a student is believed to be at risk of harming him or herself or another (e.g., a student attempts to run in front of traffic);
- Providing assistance or support to students who have hurt themselves (e.g., through the provision of first aid treatment);
- It consists of non-intrusive touch (e.g., pat on the upper arm, shaking hands, arm across shoulder while standing shoulder to shoulder and hip to hip).

### Important Considerations

- The use of verbal direction is preferable to the use of touch;
- Touch should occur only with a student's permission—do not presume that physical contact is acceptable;
- The reasons for touch should be explained to a student/clarified beforehand; and
- Touch needs to be governed by the student's age, ability and developmental level and *should not involve* hand holding, hugging, sitting on a lap, cuddling, or standing closer than an arm's length. *In some circumstances, young children may have expectations for hugs, cuddles, sitting on lap and hand-holding. In such situations, staff members will need to be sensitive and assist the student in developing a replacement behaviour.*

For more in-depth information regarding the Ethics of Touch, please refer to: [\*Ethics of Touch: Establishing and maintaining appropriate boundaries in service to people with developmental disabilities.\*](#)

*Maintaining Personal Space When Working with Students* was developed through collaboration between Student Support, Health & Safety, and CUPE. For additional details, please refer to [\*Maintaining Personal Space Protocol.\*](#)

# RESTRAINT AND SECLUSION

Restraint is defined as restricting a person's freedom of movement by holding the person for seconds, minutes or hours (only when prescribed by Student Support who have provided training and assisted in plan development), and even then, only when physical contact including restraint is outlined in a student's Individual Education Plan (IEP) or [Employee Safety Plan](#) and when it is done by individuals who have received training from an approved Non-Violence Crisis Intervention (NVCI) instructor. Restraint may be used only:

- as a last resort;
- when there is an immediate danger to self or others; or
- when other ways to manage the person's dangerous behaviour have failed (verbal redirection).

The British Columbia Ministry of Education provides clarity, with respect to the use of restraint and seclusion, and has directed school districts to develop policy and regulation in relation. For details, please refer to [Provincial Guidelines - Physical Restraint and Seclusion in School Settings](#).

The Surrey [Safety Seclusion/NVCI Hold/Transfer Procedure Protocol](#) notes that the use of restraint or seclusion is a restricted practice. Specifically, no school team may engage in the use of restraint or seclusion without prior written consent from the District Principal or Student Support. Furthermore, when safety seclusion, holds, or transfers are utilized, the following documents are to be completed:

1. [Safety Seclusion/Hold/Transfer Incident Report for Parents](#); and
2. [Safety Seclusion/NVCI Hold/Transfer Procedure Summary Record](#).

## WorksafeBC Risk Assessment

[Worksafe BC](#) risk assessments involve a proactive process to ensure workers are protected. Specific risk assessment requirements for organizations in B.C. are defined in different parts of the Occupational Health and Safety Regulation.

## WorksafeBC Employee Safety Plan

An [Employee Safety Plan](#) is a 'risk containment' plan - that is, instructions regarding what to do or not do to eliminate or mitigate risk. Some students may experience emotions that escalate to physical behaviours that present a risk to themselves, to employees and to other students. Employees who experience violence in the course of their work are covered under the [Workers Compensation Act](#). Surrey School District is committed to providing a workplace as safe from the threat of violence as possible through risk management, assessment and control procedures. An [Employee Safety Plan](#) is a plan designed to keep people safe. Employee Safety Plans need to be written so that a person unfamiliar with the student knows the safest way to prevent and respond to problems.

An [Employee Safety Plan](#) should be written when:

- A risk assessment reveals that the frequency or intensity of an incident or past incident indicates a possibility of injury to staff.
- There is an incident that causes injury to staff or for staff members to feel unsafe, and the risk assessment confirms the need for an [Employee Safety Plan](#). It is important that your safety concerns are taken seriously.

## Employee Safety Plans: Practical Tips

- Ensure that copies of [Employee Safety Plans](#) in a central location (e.g., office) so that TTOCs and casual EAs are able to read and sign Employee Safety Plans when dispatched to the site.
- Keep signed, original Employee Safety Plans in the [student permanent record file](#).
- Ensure that TTOCs and casual EAs have sufficient time to familiarize themselves with Employee Safety Plans (e.g., **at least 15 minutes**).
- Where a student has complex needs such as those warranting an [Employee Safety Plan](#), it is recommended that when the regular EA is absent, an EA who is familiar with the student provide support throughout the day. This information should be noted in the [Employee Safety Plan](#).
- Staff members must have the opportunity to debrief an incident with the support of administration, before the Employee Safety Planning process commences. *The Employee Safety Plan meeting is not the place to debrief an incident.*
- Reminder: Employee safety is addressed through an [Employee Safety Plan](#). The student's social-emotional development is addressed through a Positive Behaviour Support Plan.

## Ensuring Staff Safety:

- 1) The principal (or designate) must ensure that staff members are made aware of their responsibility to report situations where safety is threatened;
- 2) The district employee must promptly report incidents of violence (as defined by [WorkSafe BC](#)) to the principal;
- 3) The principal (or designate) must immediately initiate an investigation following a report of violence toward a staff member or district employee;
- 4) During the investigation, it may be appropriate for the student to be at home until the [Employee Safety Plan](#) is developed or reviewed. This process should be timely and the student should return to school as soon as possible;
- 5) When an incident of violence occurs, the affected staff member or district employee must complete an "Employee Injury/Incident Report" located **online through Employee Self Service (ESS)**. The completed report routes to the Manager, Health and Safety and a District Principal at Student Support;
- 6) Based on the results of the investigation, the principal (or designate) may call a meeting to design or review an [Employee Safety Plan](#) in order to minimize risk;
- 7) The school-based Principal is responsible for development of all [Employee Safety Plans](#). The inclusion teacher will assist/consult in this process. Student Support staff (e.g., District Behaviour Specialist) may also assist in the process;
- 8) The [Employee Safety Plan](#) meeting must include the principal (or designate), the inclusion teacher, all personnel (EAs etc.) who work directly with the student, the student's parent(s) or guardian(s) and the student (when appropriate);
- 9) Please refer to the [Employee Safety Plan template](#) on the Hub;
- 10) The principal (or designate) will review all [Employee Safety Plans](#) and communicate hazards at regularly scheduled meetings of the school Health and Safety Committee;
- 11) If the risk of student violence changes or a subsequent incident of violence occurs, the school team should call a meeting to review and/or modify the existing [Employee Safety Plan](#);

- 12) The [Employee Safety Plan](#) requires careful documentation:
- A copy of the [Employee Safety Plan](#) must be kept at the administrative office and **all** personnel (including TTOC's, casual EAs) who work with the student **must** read and sign the [Employee Safety Plan](#) before interacting with the student;
  - When the student takes a bus to school, the principal must notify Student Support staff, who will forward a copy of the [Employee Safety Plan](#) to the Transportation Department to ensure that the bus driver is aware of the plan; and
  - A copy of the [Employee Safety Plan](#) must be forwarded to the Student Support department for documentation purposes.
- 13) If anyone who will be working with the student refuses to sign the [Employee Safety Plan](#), the principal (or designate) must contact the Manager, Health and Safety for assistance.

## Violence, Threat, Risk Assessment (VTRA)

Threat assessment is the process of determining if someone who utters, writes, emails, etc., a threat to kill a target or targets, actually poses a risk to carry out the threat. Assessing a threat involves data collection and semi-structured interviews by trained district personnel and police.

The primary purpose of multi-disciplinary Violence, Threat, Risk Assessment (VTRA) is to identify indicators that suggest a student may be moving on a pathway towards violence against him/herself or others and intervene to decrease that risk, prevent injury, and support the student in receiving the help necessary to address the issues contributing to the high-risk behaviour.

When a student who has special needs engages in threat making, the school administrator may look to the school team for further information and will contact the District Resource Counsellor (DRC) to discuss whether the Threat Assessment Protocol is required. The DRC will assist the school team in clarifying *whether this is typical "baseline" behaviour, or whether a significant or gradual change has occurred* that meets the criteria for activating the threat assessment protocol. In both scenarios, the inclusion teacher and other staff who provide services to the student should work with the Threat Assessment Team to ascertain risk. In the rare circumstance when the team decides to carry out a Threat Assessment involving a student who has special needs, considerable care must be taken so as not to cause the student further trauma or emotional harm.

Please refer to School District [Policy 7280: Violence Against Employees in the Workplace](#) and [Regulation 7280.1 Violence Against Employees in the Workplace](#) for more information.

Sometimes educational teams must take extra care to ensure student and staff safety, while providing students with access to an educational program. For information regarding relevant district policies, regulations, and protocols, please refer to *Student to Staff Workplace Violence Policies Regulations and Protocols*, as well as the [Safe Schools Critical Incident Resource: A Guide for Planning and Response handbook](#).

If you require assistance with writing [Employee Safety Plans](#) or Positive Behaviour Support Plans, please contact a District Principal at Student Support.

## Suspension of Students who have Special Needs

Students who have special needs are not typically suspended from school. Some students who have identified low incidence special needs exhibit particular challenges because of the nature of their needs (e.g., difficulties with verbal communication and/or self-regulation). Careful planning (e.g., Positive Behaviour Support Plan, [Employee Safety Plan](#), Re-integration Plan) is required when these challenges present a concern to the student and the school community.

Please have your administrator contact the District Principal, Student Support and your Area Assistant Superintendent if you are considering a suspension.

## Emergency/Evacuation Planning

Every student who has a low incidence designation and requires assistance to evacuate the building during an emergency requires a written emergency/evacuation plan. The inclusion teacher should submit the drafted plan to the school's Health and Safety Committee for approval.

A copy of the plan should be attached to the student's IEP and placed in the student file and reviewed several times throughout the year. The classroom teachers and the EA should also have copies of the plan, and be fully familiar with the protocol in the event that evacuation is required.

If the student has extensive needs (e.g., medication, special equipment, etc.) a grab-and-go bag containing critical supplies should be assembled and left ready as a part of the plan. *The contents of a grab-and-go bag should also be kept along with the school's emergency preparedness supplies and checked for expiry dates.* The following is a list of possible contents:

- Phone numbers for emergency contact of parents and alternate contacts;
- Medications (3 day supply);
- Medical supplies and First Aid basics;
- Toileting supplies;
- Juice box, non-perishable snacks;
- Books, puzzles, activities, felt pen, paper, tape, scissors, string, etc.;
- Collapsible umbrella; and
- Blanket.

For more information, please see the [Safe Schools Critical Incident Resource: A Guide for Planning and Response handbook](#).

# FREQUENTLY ASKED QUESTIONS

## 1. What happened to the 333 and 328 codes?

The school district uses the BC Ministry of Education Category coding system as the '300' codes are no longer necessary.

## 2. Why do I need to submit IEP, SBT notes, ICM minutes, and assessment date with referrals?

A copy of the IEP, as well as SBT and ICM meeting minutes provides context for the duration of the challenges, student strengths and areas for growth, as well as remediation attempts and results. These documents also provide information regarding the members of the educational team and their respective role and responsibilities. Assessment data enables us to understand academic progress, which is often associated with challenging behaviour. Where a students' achievement is within the range expected, we would be able to rule out achievement as a contributing variable.

## 3. What kinds of data and information gathering resources are useful for school teams?

- ABC recording
- Frequency recording
- Interval recording
- Duration recording
- [Team Assessment and Positive Planning](#) (TAAPP)  
*(Please see BOATS publication <https://www.cieducation.ca/teaching-resources> for a copy of the above forms and a more detailed explanation of how to use them.)*
- [Permanent Student Record file](#) reviews
- School-Based Team notes/reports
- Level A/B testing and/or psycho-education reports
- Direct interviews
- Teacher/C/YCW past or current behaviour reports/letters
- Discipline records/suspension reports

## 4. What is an Employee Safety Plan?

An Employee Safety Plan is developed to help ensure the safety of the adults who work with a student who exhibits challenging behaviour. Please see the following documents on the Hub:

[Employee Safety Plan Development](#)

[Employee Safety Plan Template](#)

## 5. What is the process of maintaining an "R" or "H" designation?

Placement in a special education funding category is not intended to be static from year to year, as it is expected that an intensive and coordinated approach, including in some cases medical intervention, will result in the desired changes. Reviews should be conducted at least two times a year, and more frequently if warranted. Districts may claim students in subsequent years in this category, only if they are justified in doing so because of particular circumstances surrounding the intensity of each student's requirement for services and case management, as reflected in the student's IEP.

**6. What supporting documents are required to accompany referrals to district behaviour programs?**

The following Ministry of Education thresholds must be reflected in the H or R referral documentation.

A completed [Student Support Referral form](#) including:

1. Current IEP.
2. Documentation to identify the behaviours of concern and the school interventions, supports and programming:
  - School-Based Team meeting minutes.
  - Functional Behaviour Interview/Assessment results.
  - Current and past positive behaviour plans.
  - Suspension or discipline reports.
  - Counsellor or Child/Youth Care Worker (CYCW) reports.
  - Anecdotal notes, observation notes, ABC recording, Frequency recording.
  - Summary of behaviour concerns from file review or past/current teacher reports.
3. Level B assessment data.
4. A completed BC Ministry of Education [Behaviour Intervention/Mental Illness Instructional Support Planning Process](#) assessment.
5. A psycho-educational assessment (if available).
6. Documentation of assessment of a mental health diagnosis (if available).
7. Name and contact information of the outside agency connected to the student (for any designation and required for H designations) including *an outside agency referral and waitlist placement and/or a documented history of agency support (e.g., [ICM meeting minutes](#))*.
8. Evidence that a school psychologist has been consulted in the referral process (signature on referral or include School-Based Team meeting minutes indicating his/her participation).