

# School District No. 78 (Fraser-Cascade)

## Standards of Practice for Behavioral Student Programs



**Fraser Cascade School District #78:  
Standards of Practice for Behavioral Student Programs**

1. The student has been properly assessed and identified to screen out and program for any precipitous learning difficulties.
2. Parental/guardian consent and cooperation has been garnered through ongoing cooperative planning and care team participation and membership.
3. Where parental/guardian consent and cooperation has not been garnered, appropriate conflict resolution has been utilized to ensure maximum adult cooperation and teamwork.
4. The student's behavioral profile has been determined through in-school assessments, Functional Behavioral Assessments, and through psychological educational assessments as needed. This information adequately informs the IEP goals and student programs.
5. The student's behavioral program (IEP) reflects best practices for intervention and education relative to the particular behavioral disorders identified in the assessments that are used to inform the development of the IEP.
6. The student's IEP demonstrates a thoughtful understanding of the student's academic and behavioral assets and deficiencies. The IEP reflects adequate programming as per best practices in the field for utilizing the student's assets and for the remediation and/or elimination of the deficiencies.
7. The school's role and the role of the home and family are clearly identified in the IEP. These roles are based upon the primary responsibility of the home to provide a safe, structured nurturing home environment and on the primary responsibility of the school to provide an educational program (including a behavioral learning program) that efficaciously addresses the student's learning needs.
8. The school's assets and resources are clearly identified and leveraged to adequately support the student's behavioral learning needs. The school has prioritized behavioral learning and is resourcing this learning through special education, counselling, administrative support, and through additional teacher assistant support as required and identified by the IEP planning process.
9. The home's assets and resources are clearly identified and leveraged through collaboration and agreement to support the student's need for structure, consistent messaging and expectations, and for personal support and recognition. (The home is not the primary locus for implementing a behavior program anymore than as the primary source for providing a school's academic curriculum.)

10. The school's and home's precipitating and contributing factors are clearly identified (assessment/FBA information), and plans to address these factors are in place and identified in the IEP.
11. The IEP is fully implemented and adequately supported.
12. Behavioral learning is prioritized and addressed through additional supports, alternate schedules, and alternative placements within the school.
13. Metacognitive counselling, practice, perseverance, patience, role play, games, routines, consistency, and appropriate educational programming and best practices that are disability specific characterize the program interventions that are in place to address the student's behavioral learning needs.
14. Misbehavior is understood and accepted as the work of behavioral programming, is conceptualized as a learning opportunity, and is addressed as per above, and through persistent disciplining methodologies that focus on metacognition, restitution, and restorative action.
15. Isolation and removal of privileges may be used during periods of student non-compliance with the interventions used in #1-14 above. These measures are articulated in the IEP. The provision of an educational program is not a privilege it is a requirement.
16. 1-15 are clearly in place, and the IEP has been given adequate time to achieve its intended purposes prior to requesting additional support for conflict resolution, discipline, placement, or resourcing of the student's program.
17. If at any time during the process some outside agency support or district support is needed to assist in conflict resolution, resourcing the home, or for adequately articulating programming approaches, then that support is sought and utilized with an understanding that the basic responsibility for programming for and resourcing behavioral student's programs is the school's. Any request for additional support is informed and thoughtfully based on a clear understanding of the school's roles, assets, and deficiencies as these apply to the student's behavioral programming needs. Any unresolved conflict is clearly understood from a perspective of both parties with the school being able to identify its role in the conflict and possible solutions to such conflict.
18. Requests for additional resources are made only after all attempts to utilize and prioritize the school's existing resources have been deemed inadequate. These requests only apply to low incidence, high needs behavioral profiles.