

**ASPIRE OF WNY
Educational Services
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Code of Conduct and Behavior Management Approach

Aspire promotes a positive, nurturing, safe climate that provides our students with a supportive environment in which to learn, gain skills, and grow socially. Responsible behavior by students, parents, staff, and administrators is essential to achieving this goal.

Students are expected to:

- Be safe to themselves and how they treat others (no threat to harm others, no threats of weapons to school) to the best of their functional ability.
- Be kind to the people within the school community.
- Be responsible and do the best that they can.
- Use language that is respectful of others.

Parents are expected to:

- Respect staff and therapists.
- Use appropriate language when on school property.
- Recognize that the education of their children is a joint responsibility of the parents and the school community.
- Send their children to school ready to participate and learn, regularly, and on time.
- Provide written excuse for absences.
- Know school rules and help their children understand them.
- Build good relationships with the teachers, therapists, and other school personnel.
- Seek appropriate medical/psychological services when needed.
- Cooperate and assist to ensure equipment is well maintained and safe.
- Work with school personnel on the development of behavior plans, when appropriate, to support safety.
- Have a reliable plan in place for transporting their children home if they become ill or injured.
- Notify school teachers of any significant changes in child's family make-up or routine.
- Exemplify conduct that fosters civility, kindness, and acceptance towards all people.

Staff are expected to:

- Maintain a climate of mutual respect and dignity, which will strengthen student's self-concept and promote confidence to learn.
- Be prepared to fulfill their job responsibilities.
- Demonstrate interest and concern for the students.
- Understand and abide by school policies and procedures.
- Follow and implement all safety protocols and plans.

- Communicate regularly with students and parents concerning expectations, growth, and achievements.
- Alert supervisor and/or administration of any concerns or suggestions.
- Build positive relationships with parents, teachers, therapists, and other school personnel.
- Maintain confidentiality when utilizing social media and texting.
- Participate in staff development activities to enhance professional growth.
- Be respectful of all cultures and traditions.

Administrators are expected to:

- Promote a safe, orderly, and stimulating school environment, supporting active teaching, and learning.
- Maintain an environment that fosters open communication between parents, teachers, therapists, and other school personnel.
- Evaluate all instructional and behavioral programs on a regular basis.
- Enforce the code of conduct and ensure that all situations are handled promptly and fairly.
- Address all accusations of a student being teased, bullied, harassed, or threatened.
- Be respectful of all cultures and traditions.
- Participate in activities to enhance professional growth.

This code of conduct helps establish a school-wide culture and promotes positive individual behavior supports, while minimizing challenging behavior for all students.

The successful implementation of a school-wide model includes support for staff as follows:

- Administrative support of this formal policy
- Collaboratively setting expectations and identifying goals
- Allocation of resources
- Ongoing professional development
- Team approach
- Partnerships with families

In accordance with the Dignity for All Students Act, Aspire Center for Learning will maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Student Use of Electronic Devices

Students are prohibited from using a cellular phone or other devices that are disruptive to the educational process.

Visitors to Aspire Center for Learning

All visitors are expected to abide by safety and security procedures as communicated via, emails, memos, and school messenger.

Public Conduct on School Property

All individuals on school property should conduct themselves in a respectful and orderly manner. Per New York State law, smoking/vaping and weapon possession are prohibited anywhere on school property. The school may rescind authorization to be on school property for any visitor who violates the rules of public conduct.

Behavior Management Approach

Behavior management is based on the philosophy that an appropriate curriculum increases skill acquisition and the occurrence of positive behaviors, thus decreasing challenging behavior. Perfect behavior is not expected of students, and it is recognized that behavior challenges may occur.

The school utilizes a proactive approach to address challenging behaviors.

Positive Behavioral Interventions and Supports or PBIS is a program used to promote and maximize academic achievement and behavioral competence. It is a school-wide strategy for helping all our students achieve important social and learning goals. We know when good behavior and good teaching come together, our students will excel.

We have established clear rules for the behaviors we expect in our school. We will explicitly teach these expectations to the students and reward them frequently with positive reinforcers, star charts, etc. The expectations for all students will be clear throughout our building, playground, cafetorium, gym and classrooms. Our supervisors, teachers, and staff will utilize positive common language.

The implementation of positive behavioral support(s) maximizes the development of desirable and adaptive behaviors, rather than merely eliminating or reducing maladaptive ones. Staff teach and acknowledge appropriate behaviors that support school-wide expectations and establish a continuum of behavioral interventions for use when students need more intense support. Aspire prohibits the use of aversives, time-out, and unauthorized use of restraints.

Student supports include, but are not limited to:

- Positive Behavioral Supports
- Physical prompts and verbal cues
- Pictures and other visual representations
- Positive attention and feedback
- Picture schedules
- Problem solving strategies
- Modeling
- Social and emotional skills training as part of curriculum
- Specifically designed instruction and effective teaching
- Individualized materials
- Choices include preferred reinforcements
- Natural and logical consequences
- Redirecting and periods of reduced demand/calming
- Clear classroom rules and routines
- Supporting students in communicating to the best of their ability
- Regularly scheduled Team Meetings

Parent involvement is crucial to a student's learning. All team members, including parents/guardians, will be involved in Team Meetings. During these meetings, conversations regarding the student's educational program, including social, emotional, physical, and management needs will be discussed. If a student is seeing medical or healthcare professionals, a release of information for communication and coordination of services will be requested.

Behavior Support Plans are developed for those students who require a systematic approach to learn positive behaviors; to maintain, increase, and maximize existing appropriate behaviors; or to extinguish maladaptive behaviors. Parents, behavior specialists, therapists, classroom team members, and students, when appropriate, will provide input throughout the development and implementation of the plan. The Behavior Support Plan shall include interventions developed to help achieve the student's educational goals and safeguards, to ensure that safety, welfare, and civil rights are protected. Data tracking and collection will be implemented to monitor progress towards developing positive behaviors. The primary goal is to assist students to find safe, appropriate alternatives for maladaptive behaviors.

SCIP-R (Strategies for Crisis Intervention and Prevention Revised) is a New York State Office for People with Developmental Disabilities (OPWDD) approved program for crisis prevention and intervention of maladaptive behaviors. The Center for Learning utilizes the SCIP-R strategies in a proactive way to encourage and support positive behaviors. SCIP-R utilizes non-verbal and verbal calming techniques, as well as physical interventions, during the following situations. The student is:

- A danger to himself/herself
- A danger to another person

Physical interventions are documented, and parents will be notified when they are utilized. Physical interventions are not utilized with preschool students, daycare children, or those with a contraindication based on medical history.

Additional interventions that may be used:

- Voice control which includes firm commands.
- Time-limited planned ignoring of a specific behavior.
- Positive reinforcement which can include tiny amounts of food when necessary.
- Physical prompts to interrupt or prevent a specific behavior.
- Physical prompts that are medically necessary for the treatment or protection of the student.
- Interventions medically necessary and well documented for the treatment or protection of the student such as helmets, to protect student from self-injurious behaviors.
- Other similar interventions.

Aspire of WNY **DOES NOT** allow such interventions as:

- Any form of noxious, painful, intrusive stimuli or activities such as hitting, slapping, kicking, shoving, grabbing, pinching, or other similar stimuli.
- Any form of noxious, painful, or intrusive spray including water or other mists, inhalants, or tastes.
- Contingent food programs that include the denial or delay of the provision of meals or intentionally altering staple food or drink in order to make it distasteful.

- Movement limitation used as a punishment, including but not limited to helmets and mechanical restraint devices.
- Physical restraints unless there is a documented need by approved personnel for medical or safety reasons.
- Blindfolds
- Withholding sleep, bedding, bathroom facilities, or clothing.
- The placement of a student unsupervised or unobserved in a room from which the student cannot exit without assistance (exclusionary time out).
- White noise helmets or electric shock.

This Code of Conduct must be reviewed at least annually and updated when necessary. Applicable regulations are to be addressed and included. Also, this policy must be disseminated annually to staff and a summary will be available to parents.

The overall goal is that these procedures will allow staff to actively engage in teaching and supporting the social-emotional development of our students and their educational success.