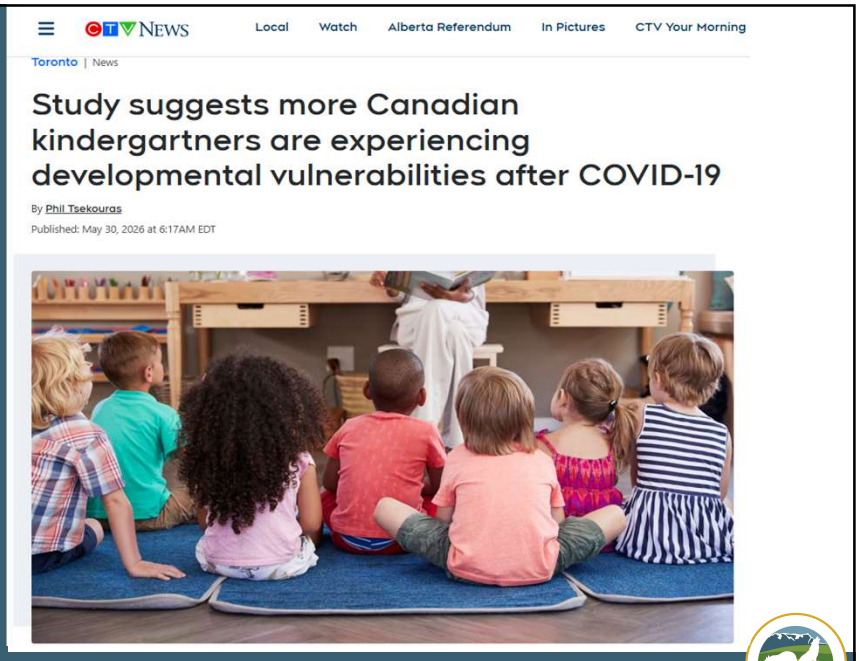
Employee Safety Plans
Positive Behaviour Support Plans
Inclusion Resource Teacher Pilot

Tuesday, November 17th, 2026

School Board Meeting – EDI

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Increase in Student Behaviour Over Several Years


CTV NEWS Local Watch Alberta Referendum In Pictures CTV Your Morning

Toronto | News

Study suggests more Canadian kindergartners are experiencing developmental vulnerabilities after COVID-19

By Phil Tsekouras

Published: May 30, 2026 at 6:17AM EDT

OUR MISSION	Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community
OUR VISION	Preparing students to become educated citizens who contribute positively to a dynamic, sustainable, and diverse world
OUR VALUES	Belonging, Respect, Reconciliation, Empathy, Equity, Perseverance

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What we were hearing from schools…

- Students exhibiting signs of not being available to learn because of significant dysregulation
- Increasing complexity of learning and behaviour needs in classrooms
- Difficulty managing significant increase in behaviour in primary classes in particular
- Taking time off to cope with major changes to working conditions
- Deficit in skills in developing Positive Behaviour Support Plans and Employee Safety Plans without department support
- Willingness to try something different to see how it goes

What our department was experiencing

- Huge increase in referrals for Inclusion Support Teachers, who both have significant experience and training in supporting complex behaviour
- Referrals were not consultative but rather direct service, which meant that we were unable to support other schools
- Feeling like we were operating in a reactive instead of proactive way continuously
- Recognition that few classroom teachers or Learning Resource Teachers have coursework in complex behaviour support
- Caring, dedicated, and skilled team who were at risk of burnout

Guiding Philosophy:

- If we have students in our schools who are struggling to read, we don't punish them. Instead, we work harder at teaching them to read. We use all the research-based, data-driven strategies we have in our toolboxes to help them. We have an expectation for consistent practice and provide resources to schools.
- Behaviour is a form of communication and a product of socialization, developmental stage, lack of skills in regulation, neuro-divergence, struggling to learn…why would we punish students for struggling with their behaviour? Why wouldn't we use all the research-based, data-driven tools in our toolboxes to help them?

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"Gift" in the Annual Budget:

Inclusion Resource Teacher Pilot

- $500,000 = approximately 4.0 FTE Teacher Time
- Working Group Summary:
  - direct, professional programming and planning for students,
  - small group support, in-class support, and behaviour intervention,
  - training for all educational staff about behaviour support,
  - non-judgmental, accessible, and low-barrier access to support, and
  - assigned to schools based on need, vulnerability, and location.
- Blend with existing 2.0 FTE elementary Bridge teacher time

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What is the Vision?

- Push-in for observations and providing additional support, pull-out for explicit teaching, and tag-in to take the class when the classroom teacher is working directly with a student
- Helping students with complex behaviours to feel more successful
- **Supporting students beyond Cat R & H's. This work will support students who have G's and D's. Based on date the majority of students IRT's will be working with WILL have Cat G and D designations (or in the process of designation)**
- Direct support of strategies and skills – could look like one-on-one instruction or coaching or small group with the IRT.

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Training Plan

- **Day One**: Nonviolent Crisis Intervention
- **Day Two**: Employee Safety Planning (ESP)
- **Day Three**: Positive Behaviour Support Planning (PBSP)
  - Mindset, resource review, intro to functional analysis of behaviour
- **Day Four**: Positive Behaviour Support Planning
  - Data-driven plan creation, monitoring, evaluation and troubleshooting
- **Day Five**: Responsive to the needs of the group



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Role of the IRT

IRT
Does <u>not</u> case manage (except in a few specific cases)
Collaborates with the school team, similar to SLPs or counsellors
Writes, monitors, troubleshoots, and updates ESPs and PBSPs
Direct services to students and teachers (push-in, pull-out, tag-in, one-on-one, small group, direct instruction, coaching, modelling)



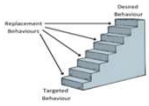
*In some schools, the IRT and LRT are the same person.

Behaviour Intervention – How it Works

- Functional Behaviour Analysis – ABC Model:
  - **A**ntecedent – what happens before, the setting events
  - **B**ehaviour – specific, observable action
  - **C**onsequence – what happens after (what child "gets" from behaviour)
- Positive Behaviour Support Plan
  - A clear, observable definition of the target behaviour
  - The identified function (what the child is communicating or getting)
  - Proactive strategies (how to set the environment up so the behaviour is less likely to occur)
  - Teaching strategies (what replacement skill the child will learn)
  - Consequence strategies (how the team will respond consistently when the behaviour does occur)
  - Data collection methods (how progress will be tracked)

POSITIVE BEHAVIOUR SUPPORT PLAN (PBSP)

E-file Code: SSD29



Date: Click or tap here to enter text.	Student: Click or tap here to enter text.	Grade: Choose an item.
Classroom Teachers: Click or tap here to enter text.	Case Manager: Click or tap here to enter text.	
Plan Developer: Click or tap here to enter text.	Collaborated with: Click or tap here to enter text.	

--- THE PLAN FOR SKILL BUILDING ---

Behaviour Targeted for Change (Current Maladaptive Behaviour), i.e. the bottom of the stairs	Current Replacement Behaviour, i.e. the steps on the stairs *must meet same needs, be easier, more efficient, teachable, and achievable*	Desired Behaviour (the long-term goal), i.e. the top of the stairs
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Consequences (i.e. Adult Responses) *ADULTS will do this when replacement OR target behaviours are shown*		Hypothesized Functions of Behaviour - Based on ABC Data
For Target Behaviour	For Replacement Behaviour	
☐ Prompt Replacement Behaviour ☐ Other: Click or tap here to enter text. Person(s) responsible: Click or tap here to enter text.	Reinforcement via: Click or tap here to enter text. Person(s) responsible: Click or tap here to enter text.	*Only elaborate on those that apply* S-sensory: Click or tap here to enter text. E-escape: Click or tap here to enter text. A-attention: Click or tap here to enter text. T-tangible: Click or tap here to enter text.

Lagging Skill	Teaching Strategy	Person(s) Responsible for Teaching	Person(s) Responsible for Practice Opportunities

--- STRATEGIES TO ENSURE SUCCESS ---

Interaction Strategies	Prior Events & Strategies for Success	Antecedents & Strategies for Success	Universal School & Class-Wide Support Strategies
Click or tap here to enter text.	Name prior event – State strategy to address it Click or tap here to enter text.	Name antecedent – State strategy to address it Click or tap here to enter text.	Click or tap here to enter text.

--- MEASURING EFFECTIVENESS OF THE PLAN ---

Type of data to be collected	How	By whom	Next Steps
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	1. Ensure everyone who works with the student has read and understands the plan. 2. Summarize the plan in a 1-page, quick-reference "cheat sheet" for staff to reference regularly. 3. Distribute intervention (not ABC) data tracking sheets to those who will be tracking data. 4. Test the Hypothesis: Run plan for 4-6 weeks; collect intervention data. 5. Analyze data to evaluate plan effectiveness. • IF EFFECTIVE – continue to the run plan or consider updating the replacement behaviour to the next step • IF INEFFECTIVE – see PBSP manual for troubleshooting

Review Date: Click or tap here to enter text.

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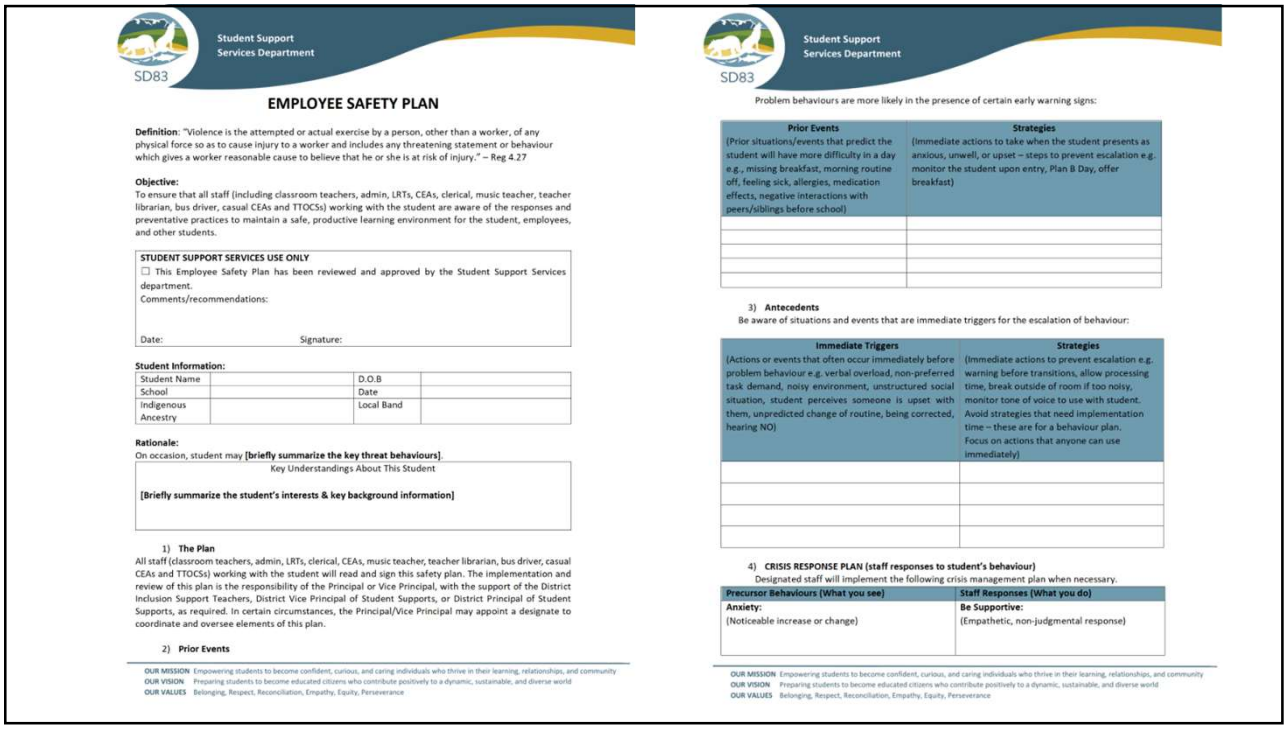
Employee Safety Plans

- Developed for students who have exhibited student to staff violence or threats of violence
- Also developed for students who, based on diagnosis or recent history of behaviour, may be at risk of exhibiting student to staff violence
- Work Safe requirement to mitigate risk of violence to staff
- Providing guidance and support to schools developing Employee Safety Plans is our department's role in the newly developed Workplace Violence Protection Program

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EMPLOYEE SAFETY PLAN

Definition: "Violence is the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker and includes any threatening statement or behaviour which gives a worker reasonable cause to believe that he or she is at risk of injury." – Reg 4.27

Objective:
To ensure that all staff (including classroom teachers, admin, LRTs, CEAs, clerical, music teacher, teacher librarian, bus driver, casual CEAs and TTOCSs) working with the student are aware of the responses and preventative practices to maintain a safe, productive learning environment for the student, employees, and other students.

STUDENT SUPPORT SERVICES USE ONLY
☐ This Employee Safety Plan has been reviewed and approved by the Student Support Services department.
Comments/recommendations:

Date: Signature:

Student Information:

Student Name		D.O.B	
School		Date	
Indigenous Ancestry		Local Band	

Rationale:
On occasion, student may **[briefly summarize the key threat behaviours]**.

Key Understandings About This Student

[Briefly summarize the student's interests & key background information]

1) **The Plan**
All staff (classroom teachers, admin, LRTs, clerical, CEAs, music teacher, teacher librarian, bus driver, casual CEAs and TTOCSs) working with the student will read and sign this safety plan. The implementation and review of this plan is the responsibility of the Principal or Vice Principal, with the support of the District Inclusion Support Teachers, District Vice Principal of Student Supports, or District Principal of Student Supports, as required. In certain circumstances, the Principal/Vice Principal may appoint a designate to coordinate and oversee elements of this plan.

2) **Prior Events**

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Problem behaviours are more likely in the presence of certain early warning signs:

Prior Events (Prior situations/events that predict the student will have more difficulty in a day e.g., missing breakfast, morning routine off, feeling sick, allergies, medication effects, negative interactions with peers/siblings before school)	Strategies (Immediate actions to take when the student presents as anxious, unwell, or upset – steps to prevent escalation e.g. monitor the student upon entry, Plan B Day, offer breakfast)

3) **Antecedents**
Be aware of situations and events that are immediate triggers for the escalation of behaviour:

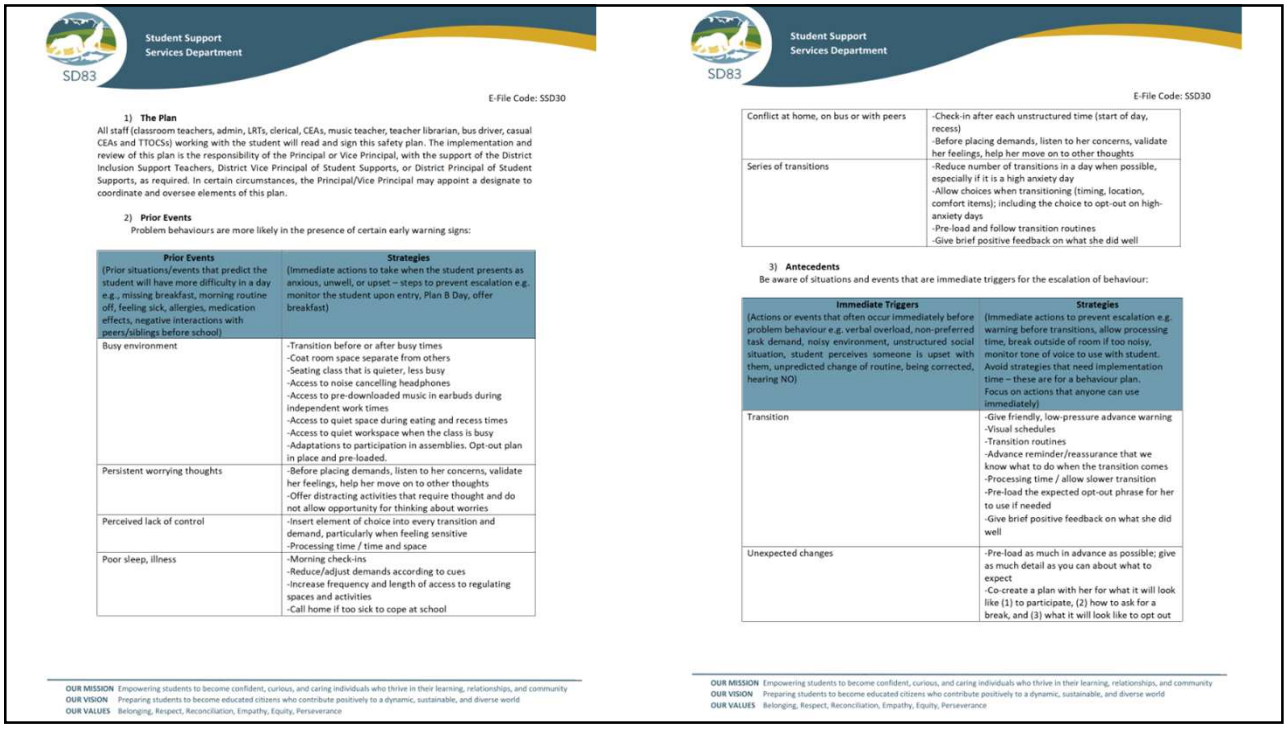
Immediate Triggers (Actions or events that often occur immediately before problem behaviour e.g. verbal overload, non-preferred task demand, noisy environment, unstructured social situation, student perceives someone is upset with them, unpredicted change of routine, being corrected, hearing NO)	Strategies (Immediate actions to prevent escalation e.g. warning before transitions, allow processing time, break outside of room if too noisy, monitor tone of voice to use with student. Avoid strategies that need implementation time – these are for a behaviour plan. Focus on actions that anyone can use immediately)

4) **CRISIS RESPONSE PLAN (staff responses to student's behaviour)**
Designated staff will implement the following crisis management plan when necessary.

Precursor Behaviours (What you see)	Staff Responses (What you do)
Anxiety: (Noticeable increase or change)	**Be Supportive:** (Empathetic, non-judgmental response)

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E-File Code: SSD30

1) **The Plan**
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2) **Prior Events**
Problem behaviours are more likely in the presence of certain early warning signs:

Prior Events (Prior situations/events that predict the student will have more difficulty in a day e.g., missing breakfast, morning routine off, feeling sick, allergies, medication effects, negative interactions with peers/siblings before school)	Strategies (Immediate actions to take when the student presents as anxious, unwell, or upset – steps to prevent escalation e.g. monitor the student upon entry, Plan B Day, offer breakfast)
Busy environment	-Transition before or after busy times -Coat room space separate from others -Seating class that is quieter, less busy -Access to noise cancelling headphones -Access to pre-downloaded music in earbuds during independent work times -Access to quiet space during eating and recess times -Access to quiet workspace when the class is busy -Adaptations to participation in assemblies. Opt-out plan in place and pre-loaded.
Persistent worrying thoughts	-Before placing demands, listen to her concerns, validate her feelings, help her move on to other thoughts -Offer distracting activities that require thought and do not allow opportunity for thinking about worries
Perceived lack of control	-Insert element of choice into every transition and demand, particularly when feeling sensitive -Processing time / time and space
Poor sleep, illness	-Morning check-ins -Reduce/adjust demands according to cues -Increase frequency and length of access to regulating spaces and activities -Call home if too sick to cope at school

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Conflict at home, on bus or with peers	-Check-in after each unstructured time (start of day, recess) -Before placing demands, listen to her concerns, validate her feelings, help her move on to other thoughts
Series of transitions	-Reduce number of transitions in a day when possible, especially if it is a high anxiety day -Allow choices when transitioning (timing, location, comfort items); including the choice to opt-out on high-anxiety days -Pre-load and follow transition routines -Give brief positive feedback on what she did well

3) **Antecedents**
Be aware of situations and events that are immediate triggers for the escalation of behaviour:

Immediate Triggers (Actions or events that often occur immediately before problem behaviour e.g. verbal overload, non-preferred task demand, noisy environment, unstructured social situation, student perceives someone is upset with them, unpredicted change of routine, being corrected, hearing NO)	Strategies (Immediate actions to prevent escalation e.g. warning before transitions, allow processing time, break outside of room if too noisy, monitor tone of voice to use with student. Avoid strategies that need implementation time – these are for a behaviour plan. Focus on actions that anyone can use immediately)
Transition	-Give friendly, low-pressure advance warning -Visual schedules -Transition routines -Advance reminder/reassurance that we know what to do when the transition comes -Processing time / allow slower transition -Pre-load the expected opt-out phrase for her to use if needed -Give brief positive feedback on what she did well
Unexpected changes	-Pre-load as much in advance as possible; give as much detail as you can about what to expect -Co-create a plan with her for what it will look like (1) to participate, (2) how to ask for a break, and (3) what it will look like to opt out

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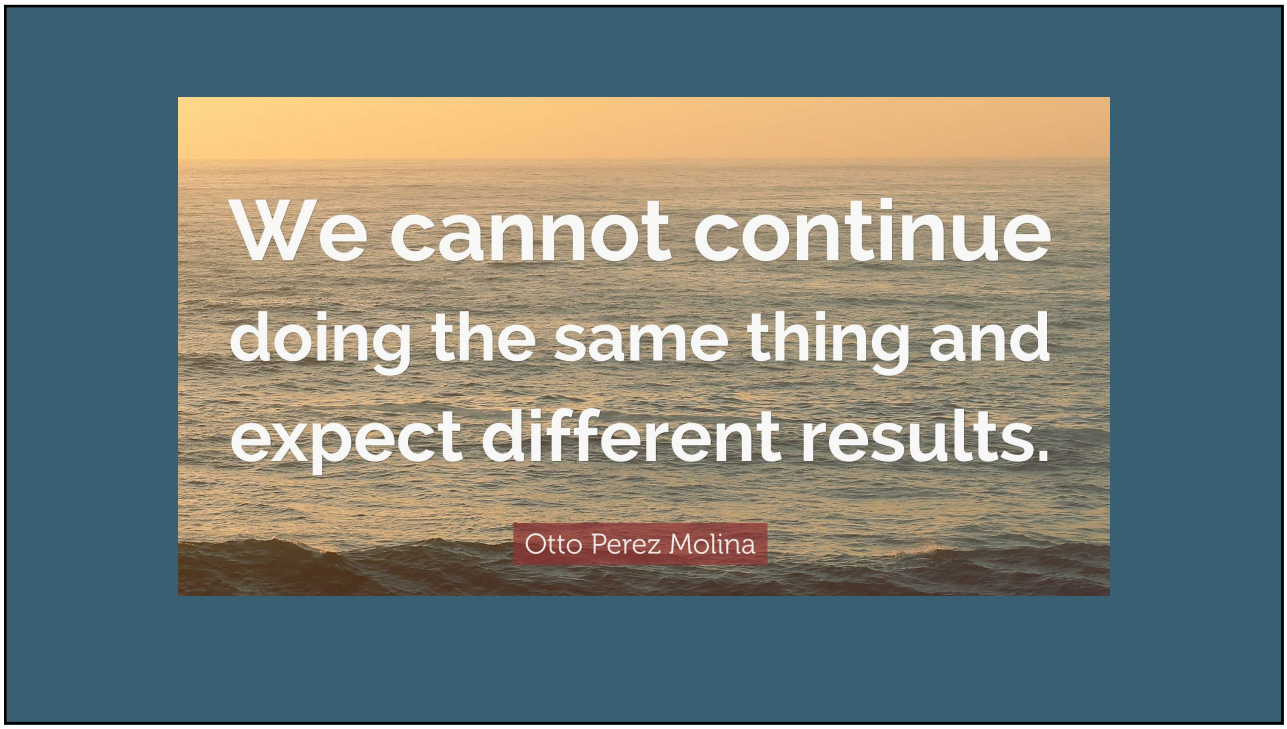
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Implementation of Employee Safety Plans

- After development of the plan, Principals use the next staff meeting to inform staff that a plan is in place for this student. Only staff who work directly with the student are required to read and sign the plan. Other staff may review and sign the copy available in the PVP office if they wish.
- **Staff who do not work directly with the student must not intervene during a crisis**. They should be aware of:
  - Appropriate non-invasive supports (e.g., closing classroom doors, reassuring students, modeling calm).
  - How staff working with the student may request assistance (e.g., signals, gestures, verbal requests).
  - Who to contact for support.
- *Only staff who regularly work directly with the student will be consulted in developing the plan.*

Inclusion Resource Teacher Pilot – Early Feedback

- Small school – non-enrolling teacher there full time
- “Game Changer” to have in-school behaviour expertise/support
- IRT’s report that training they are experiencing is like a university course, and that IST’s are available as shoulder-to-shoulder guide
- IST’s reporting that they are able to do proactive work (templates, guides, coaching, mentoring), respond reactively as a support when needed, and are more available to schools who need support
- Stretch areas – four elementary schools not staffed with IRT’s because of budget allocation, early confusion of LRT/IRT role differentiation, part-time nature means the IRT is not always available.


We cannot continue
doing the same thing and
expect different results.
Otto Perez Molina

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