

## **Northwest Outdoor Science School Positive Behavior Support Plan**

At NWRESD Outdoor School, our expectations are outlined to students at the community meeting that occurs upon arrival. These expectations are based on “**Three Rs**”; **Respect for yourself, Respect for others, Respect for the environment**. Our staff members utilize calm, positive and responsive child management techniques, taking into account any information we have about a student to help meet them where they are, such as needs listed on an IEP or anxiety, homesickness, etc. We want to create an environment where students walk away with skills such as empathy, accountability, responsibility, and asking for help. **Therefore, it is the responsibility of all Outdoor School Staff and Teachers to provide positive feedback and support for all students.** While at Outdoor School, teachers who would like assistance or support in talking with a student about unexpected behaviors should feel free to speak to any of our staff members. Teachers with questions or concerns regarding the behavior of our Student Leaders should speak to the Outdoor School Site Supervisor as soon as possible.

**The following is a list of supports that may be utilized by our staff (in communication with school-based staff) while students attend Outdoor School:**

**Verbal Reminder:** Some students need only a reminder of the “Three Rs” expectations to be successful. When a student is making choices that are not aligned with the “Three Rs”, we will remind the student and invite them to share their plan for meeting those expectations.

**Collaborative Conversation (The Empathy Stage):** If a student is repeatedly making decisions that are disrespectful to themselves, others, or the environment, a staff member will invite them to discuss why those decisions are being made. We have a genuine desire to understand **why** a student's behavior is occurring so that we can collaborate to solve the problem. The focus of this conversation will be to discover the root of the problem, and help the student generate ideas on how to be successful with the remainder of their time at Outdoor School. This conversation may include teachers or Site Supervisors.

**Written Agreement:** This is usually done in conjunction with a Collaborative Conversation and in the presence of the Site Supervisor. The student will be asked to write or dictate the root cause of the issue they are experiencing, and list some positive strategies for making different choices (e.g. asking for breaks when frustrated or tired, requesting additional food if hungry, etc.). The student will also list next steps if they are unable to follow the agreement. A copy of the agreement will be given to school-based staff.

**Restorative Circle:** In instances where harm has been done to others, it could be beneficial to invite a restorative conversation (this assumes that the person causing harm and the person who has been harmed both want to participate). The Restorative Circle will focus on allowing each person to speak, uninterrupted, to promote understanding and work towards reconciliation.

**Contact with Family:** Families play an important role in helping us to understand student behavior. Allowing students to speak with their family members about written agreements they have in place can help students stick to their plan. The Site Supervisor may arrange for a conversation between families, students, teachers, and Outdoor School Staff.

**There are situations, especially when a student’s behavior is unsafe to themselves or others, when the decision will be made for a student to leave Outdoor School early and return home. This decision will be made collaboratively with the student and the Site Supervisor, the student’s family, teachers on-site, and the student’s school administration.**