

Family Engagement and the Behavior Education Plan

March 10, 2020
Family Information & Discussion Session

How can families be engaged?

- Read the BEP with your students
- If you hear about things coming up at school, talk with your student and the school
- Advocate for changes you think are needed at Board of Education meetings



How are schools and the district engaging with families?

- Schools are doing presentations about the BEP with students
- As the district we are interested in learning more from families about what they want to know

Effective Communication

Dynamics of Communication

Environment

- Welcome, Honor, Connect
- Physical environment

Non-verbal Communication

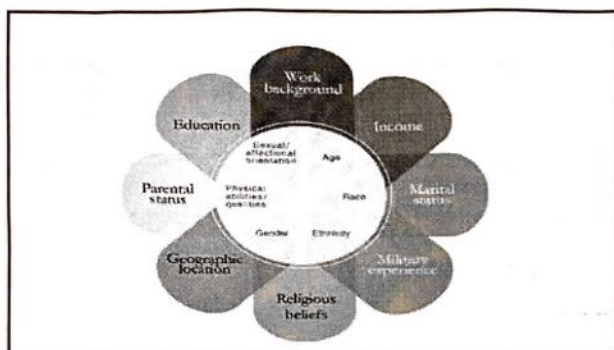
- Body language
- Cell phones/clocks

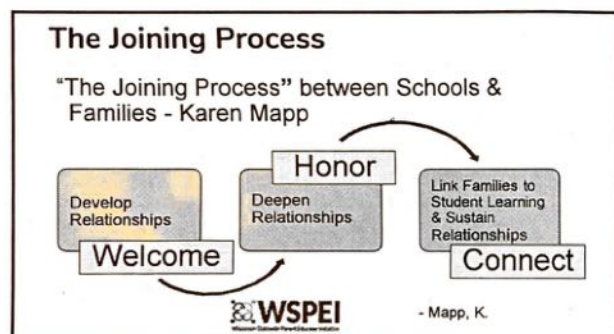
Message

- Facts or interpretations
- Jargon and equal partners

Culture







Goal of the Behavior Education Plan

The primary goal of the BEP is to increase the number of students, families, and staff who **feel safe** and a **sense of belonging**.

Goal #2:

Improve the successful development of:

- Foundational practices and integration into school-wide systems
- Effective use of intervention

Goal #3:

Reduce the disproportionality in use of exclusionary practices, including suspensions for African-American students and students with disabilities

Foundational Practices & School-Wide Systems

Foundational Practices and School-Wide Systems

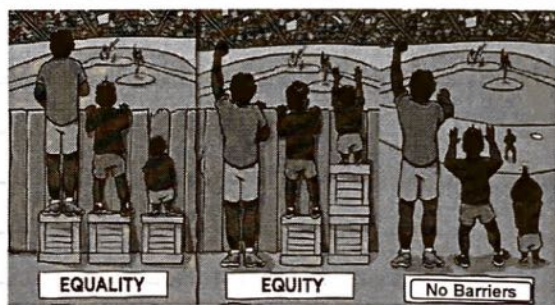
The BEP includes an explanation of foundational practices and school-wide systems

Examples of what this looks like...

We believe that social, emotional, and academic development requires four foundational practices:

- Culturally Responsive Teaching
- Restorative Justice
- Social Emotional Learning
- Positive Behavior Interventions and Supports

The integration of these practices into school-wide systems and structures takes time, effort, and learning. Some teams responsible for this collective integration include Teacher Teams, Multi-Tiered Systems of Support (MTSS) Teams, Student Services Teams, Culture Based Leadership Teams (CBLE), PBIS or Culture and Climate Teams, and Family and Community Engagement Teams.



Adapted from Center for Story Based Strategy and Interaction Institute for Social Change WSPEI

FBA

When a district uses an FBA to take a closer look at the child's behavior, they will be trying to find an answer to the question, "What function does this behavior have for this child?"

Experts say there are only two answers to that question. All behaviors either:

- Get something (attention, sensory stimulation, status, reward, power) or
- Escape or avoid something (pain, boredom, anxiety, fear, someone not liked)

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Behavior plans are like tools

They can be used by the school to help the child learn better ways of behaving:

The IEP Team can create a behavioral intervention plan that helps the school to:

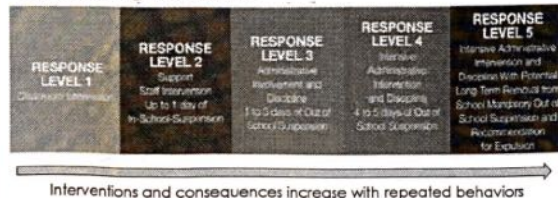
- Understand the meaning of the behaviors
- Understand what might cause the behaviors to happen, and
- Understand how to respond to the behavior so the child can learn a better behavior

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The Progressive Approach

We use a progressive approach to addressing behavior.



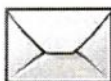
Suspension Process Board Policy 4043 requires:

- Chance for student to be heard
 - "Student shall be advised of the reason for his/her proposed out-of-school suspension and be given the opportunity to explain her/his version of the incident prior to being suspended out of school"



Suspension Process Board Policy 4043 requires:

- Parent/guardian notification
 - "The parent or guardian of a suspended minor student shall be given prompt notice of the suspension and the reason therefor"
 - Immediate contact by telephone, if possible
 - Letter by U.S. mail, hand delivery, or email with facts of suspension
 - Includes dates of suspension
 - Information about re-admit meeting
 - Right to appeal (conference with superintendent designee)



Expulsion

Board Policy 4045 requires:

- Recommendation for expulsion for Level 5 behaviors
- Option for expulsion abeyance program (Restore) for most behaviors
- Length of expulsion guidance: 2-3 semesters with early reinstatement option after 1-2 semesters

Five steps for families

Top five things families should do related to the BEP:

Communication is Key



The goal is for schools, families, and students to work together to support positive behavior in schools

We want everyone to feel safe and a sense of belonging

Links to More Information

MMSD BEP [home page](#)

Or type into your web browser: mmsd.org/bep

Links directly to the BEP:

- [Elementary School](#)
- [Middle School](#)
- [High School](#)

Academia de Liderazgo de Padres
Sesion Informativa de
¿Que es un BEP?
3.10.2020



1. ¿Obtuve información útil durante la presentación?

Muy en Desacuerdo 1 2 3 4 5 Muy de Acuerdo

2. ¿Siento que entiendo mas sobre el el plan educativo de conducta (BEP, sus siglas en ingles)?

Muy en Desacuerdo 1 2 3 4 5 Muy de Acuerdo

3. ¿Disfrute pasando tiempo con otras familias de MMSD?

Muy en Desacuerdo 1 2 3 4 5 Muy de Acuerdo

4. ¿Me siento bienvenido y valorado como familia en MMSD ?

Muy en Desacuerdo 1 2 3 4 5 Muy de Acuerdo

¿A qué escuelas asisten sus hijos/as?

Pensamientos, lecciones o ideas que obtuve hoy ...

¿Hay algo más que le gustaría compartir con nosotros?



What is an BEP?

2.12.2020



1. I learned valuable information in the info sessions?

Strongly Disagree 1 2 3 4 5 Strongly Agree

2. I have a better understanding about the processes relating to the Behavior Education Plan?

Strongly Disagree 1 2 3 4 5 Strongly Agree

3. I enjoy taking part in building community with other MMSD families?

Strongly Disagree 1 2 3 4 5 Strongly Agree

4. I feel welcomed and valued as an MMSD family/care-provider

Strongly Disagree 1 2 3 4 5 Strongly Agree

Which School(s) do(es) your child(ren) attend?

Thoughts, learnings or ideas I had today?

Is there anything else you would like to share with us?

