

FRANK M. SILVIA SCHOOL



Chatter Matters Parent Information Session March 28, 2019

SILVIA STARS

Stay safe * Treat others with kindness * Always do your best * Respect yourself, others, and the school

Objectives

- ❑ Educate parents/guardians on the laws schools are held to in relationship to student privacy.
- ❑ Provide parents/guardians with tools to be active in resolving behavior issues.
- ❑ Continue to work with parents/guardian as partners in their child's educational experience.

What does "confidential" mean in a school setting?

- ❑ Protection of any information collected, used or maintained on a student.
- ❑ Every employee has the obligation to protect student rights in regard to information that we hear, see, or create.

What "information" is confidential?

Information that you see...

- Test scores
- Transcripts
- Grades
- Confidential files
- Health records
- Student's name
- Student's address
- Social Security number

Information regarding free and reduced lunch status

Information that you hear about a student

Information in written or verbal reports from physicians or other agencies

Information that is generated in our district (i.e. Special Education forms)

Information or notes from meetings with professionals or parents

What a School Official Can/Cannot Tell You

What a School Official CANNOT

Specific disciplinary procedures instituted against any child except your own.

Any actions the school is taking that specifically affect a child other than your own.

The content of any communications with another child's parents or guardians.

Any contract or agreement with a child who is not your own, or with the parents of that child.

The names or identification of other children involved in previous incident(s) in which your child had some involvement, for which there is a record.

Measures other parents are taking to help their child.

Previous or past behavior problems of any child other than your own child.

What a School Official CAN

Specific disciplinary procedures that are defined in school policy or administrative procedures, and whether or not they intend to follow that policy in this case.

Any actions the school is taking that affect your child.

The fact that they have been in communication with parents or guardians of other children.

Any actions the school is taking which affect the children generally but which may impact the incident(s) in questions.

Previous incident(s) in which your child had some involvement, without naming other children.

Measures you might use to help your child.

Any reports or referrals made to law enforcement regarding the incident(s) in questions.

What is FERPA (Family Educational Rights and Privacy Act)

A federal privacy law that affords parents the right to—

- have access to their children's education records,
- seek to have the records amended, and
- consent to the disclosure of personally identifiable information from education records, except as provided by law.

When can school staff discuss student information protected by FERPA?

- During a meeting with other school personnel involved with this student.
- If there is a legitimate and real need to talk about the information ... not just to be "gossiping."

The Individual with Disabilities Act (IDEA)

- ❑ The Individuals with Disabilities Education Act (IDEA) is a federal law that requires schools to serve the educational needs of eligible students with disabilities.
- ❑ Schools must evaluate students suspected of having disabilities, including learning disabilities.
- ❑ Not every child with learning and attention issues qualifies for special education services under IDEA.
- ❑ Allows parental input in decision making and maximizes provision of an appropriate education for students with disabilities
- ❑ All students with disabilities eligible under the IDEA must receive a free appropriate public education (FAPE)
- ❑ Students with disabilities must be educated in general education settings to maximum extent possible.

The Individual with Disabilities Act (IDEA)

While IDEA extends certain protections to special education students, schools can subject them to the same disciplinary actions allowed for all students.

- ❑ **Functional Behavioral Assessment (FBA):** A problem-solving process for addressing student problem behavior. FBA relies on a variety of techniques and strategies to identify the reasons for a specific behavior and to help IEP teams select interventions that directly address the problem behavior.

- ❑ **Behavior Intervention Plan (BIP):** A plan to address problem behavior that includes, as appropriate, positive behavioral interventions, strategies, and supports; program modifications; and supplementary aids and services that may be required to address the problem behavior

- ❑ **Interim Alternative Educational Setting (IAES):** A setting other than the student's current placement that enables the student to continue to participate in the general curriculum and to progress toward meeting the goals in his or her IEP. Students in an IAES should also receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again. The particular IAES is determined by the student's IEP team.

Silvia School Core Beliefs

- ❑ We believe all students are entitled to a respectful, caring, and safe learning environment where they are encouraged to take risks in order to grow academically, emotionally and socially.
- ❑ We believe that recognizing and honoring diversity strengthens our ability to teach the whole child and build a sense of community.
- ❑ We believe all students will develop the coping skills necessary to build self reliance, perseverance, and self awareness in order to become intrinsically motivated independent thinkers in a collaborative environment.
- ❑ We believe mastery learning is best achieved when students have opportunities to apply skills in authentic situations.

Silvia Tiered System of Supports (STSS)

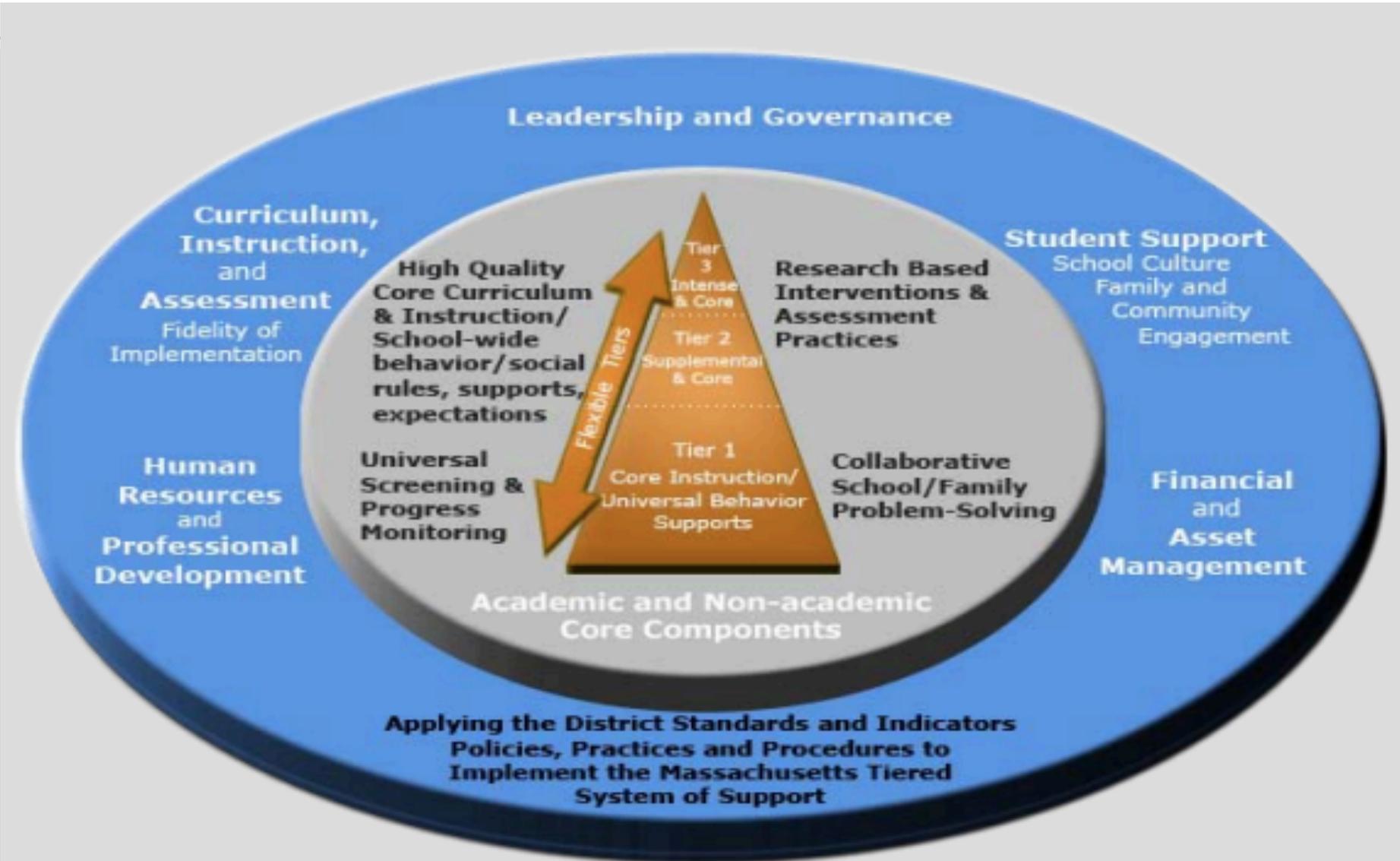
Competencies for Students



Teaching Practices



Silvia Tiered System of Supports (STSS)



Social Health Curriculum and SEL Interventions

Social Health Curriculum Topics:

- Beginning Together
- Managing Ourselves
- Strengthening Relationships
- How to Sort Problems
- Problem Solving

SEL Interventions

- Small Group Counseling
- Individual Counseling
- Classroom Mini Lessons
- Consultation with parents/guardians/teachers
- Referrals for Counseling and

Approach to Discipline

Discipline is both proactive and reactive.

- 1) **Proactively**, we work with children to create, teach, and practice classroom/school rules (Behavior Matrix).
- 2) **Reactively**, we use logical consequences to help children regain control, make amends, and get back on track when they forget or choose not to take care of themselves or each other.

Logical Consequences

- ❑ The goal of logical consequences is to help children develop internal understanding, self-control, and a desire to follow the rules.
- ❑ Logical consequences are respectful of the child's dignity while punishment often calls upon an element of shame.
- ❑ The goal of punishment is to enforce compliance with the rules by using external controls or authoritarian discipline.
- ❑ Logical consequences are related to the child's behavior; punishment usually is not.
- ❑ The belief underlying the use of logical consequences is that with reflection and practice children will want to do better, whereas the belief behind punishment is that children will do better only because they fear punishment and will seek to avoid it.

Progressive Discipline

Essential to progressive discipline is helping students who have engaged in unacceptable behavior to:

- ❑ understand why the behavior is unacceptable and the harm it has caused.
- ❑ understand what they could have done differently in the same situation and take responsibility for their actions.
- ❑ be given the opportunity to learn pro-social strategies and skills to use in the future.

Progressive Discipline

Important Considerations:

- Age and maturity of students involved.
- Prior disciplinary record (including the nature of prior misconduct, the number of prior instances of misconduct, and the disciplinary and intervention measures applied for each).
- Nature, severity and scope of the behavior.
- Circumstances/context in which the conduct occurred.
- Frequency, duration and intensity of the behavior.
- Number of persons involved in the behavior.
- Student's IEP, BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable.

What is Bullying?

“Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Bullying vs. Peer Conflicts

- ❑ **Bullying is intentional.** The target does not knowingly provoke the bully and may have made it clear that the behavior is unwelcome.
- ❑ **The behavior is often repetitive.** Bullying is generally a repeated action, but can sometimes be a single incident.
- ❑ **The incident involves hurtful acts, words, or other behavior.** Bullying is a negative act intended to hurt someone else.
- ❑ **The act is committed by one or more people against another.** Bullying can be done by a single person or by a group.
- ❑ **There is a real or perceived imbalance of power.** A child without power cannot bully. Power can be defined as: intimidation, physical strength, or social status

How to Become Active Parent/Guardian in Resolving a Potential Bullying Situation

- Get specific information from your child** – the more specific the information you can get, the better the school will be able to help end the situation.
- Ask the following and record the answers:**
 - Where did this happen?
 - When did this happen?
 - Is this the first time this happened?
 - What happened right before this happened?
 - Walk me through what happened.
 - Who else was there?
 - Did you tell anyone?

How to Become Active Parent/Guardian in Resolving a Potential Bullying Situation

- Take this information, in written form, to the school.** Ask them to read it, and make the appointment to sit down afterward.
- During the appointment, ask the school:**
 - Is there any information that I can get from my child to help you address this situation?
 - Will you be following school policy in addressing this situation? The policy states...
 - What specific actions can you tell me you will be taking?
 - Have you spoken with child's teacher? Playground aide? Have you spoken with any children or adults who witnessed the event?
 - What will you tell to my child to emphasize that you are here to make the school a safe place for them?
 - Set up another meeting in a week or two to review progress.

Questions