

Behavior & Education Support (BES) Program

Students Served: Students with disabilities with significant behavioral presentation

Grades: 1-12

Program Lead: Manager, Learning and Behavior Supports

The Behavior & Education Support program is designed to meet the individual needs of students with emotional/behavioral disorders or who exhibit behaviors that significantly interfere with learning despite multiple interventions. Students in the BES program have self-contained IEPs (20+ hours of specialized instruction outside of general education) and current Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).

Academic Programming

BES classroom instruction is aligned to the Common Core State Standards with individual accommodations and modifications. In general, BES programs implement the same reading and math interventions as the general education classrooms. During the 2021-22 school year, BES programs will be using STARI for secondary and LLI for elementary in addition to any school-wide interventions.

Academic Component	DSI Program Elements and Guidance
Student to Staff Ratio	<ul style="list-style-type: none"> Grades 1-8: 10 students: 1 special education teacher, 2 paraprofessionals (1 instructional, 1 behavioral technician) Grades 9-12: 12 students: 1 special education teacher: 2 paraprofessionals (1 instructional, 1 behavioral technician)
Core Content	<ul style="list-style-type: none"> Students are scheduled in ELA, mathematics, science and social studies. Reading intervention is a separate instructional block. BES follows the DCPS Scope and Sequence and unit plans for content. Modified literacy and numeracy block to accommodate appropriate pacing (elementary grades). Blended instruction utilizing the DCPS on-line platform (secondary grades).
Interventions	<ul style="list-style-type: none"> STARI LLI Second STEP (social emotional learning)
Transition	<ul style="list-style-type: none"> Grades PK3-5: Foundational Skills Course, Elementary Transition Activities (ETAs) Grades 6 – HS: Secondary Transition Courses, IEP Transition Plan
Behavior Framework	All BES Program classrooms utilize the C.H.A.M.P.S. classroom management framework from Safe and Civil Schools. This framework promotes positive behavior expectations, procedures and management.
Assessments	BES students participate in the PARCC assessment with individual accommodations (per IEP).

Additional Programming

Partners

DCPS partners with the Rehabilitation Services Administration (RSA) to connect students with disabilities to employment opportunities. All students who are interested in working and have a documented disability can apply at their local school through their case manager. RSA will then meet with students to determine eligibility for services to support them in their pursuit of employment.

Facilities

DSI strongly recommends each school with a BES program classroom to have a dedicated de-escalation space to help increase student achievement and engagement, as well as staff efficacy and retention. De-escalation spaces should be used only in situations where a student is displaying physical behavior that presents imminent risk of injury to the student or others. De-escalation spaces are appropriate only as a last-resort after all other methods of de-escalation have been attempted without success and should be discontinued as soon as the student no longer poses a threat to self or others. Additionally, when appropriate and with the supervision of a trained adult, a student can self-identify and elect to use the de-escalation space. A trained adult must remain with the student at all times. All uses of the space must be documented.

Student Profile

DCPS students in grades 1 through 12 with self-contained IEPs (20+ hours of specialized instruction outside of general education), FBAs, and BIPs are eligible for the BES program. The goal of the BES program is to promote inclusion by transitioning students to the general education setting once they are determined ready by the IEP team.

Student Profile	
Most common primary disability served	Emotional Disturbance, Multiple Disabilities or Other Health Impairment
Hours of specialized instruction outside general educations	20+ (Related Service hours are not factored)
Related Services	Per IEP
Graduation	Students in BES program classrooms pursue high school diplomas
Other requirements	Current FBA and BIP

Staff Profile

Teacher certification and experience

BES classrooms are staffed with certified special education teachers who are responsible for planning and leading instruction. This includes aligning lessons to individual IEP goals, Common Core State Standards, and DCPS Scope & Sequence where appropriate

Paraprofessional certification and experience

Classroom instructional paraprofessionals are consistent, active members of the classroom team and can provide specialized instruction under the direction of the special education teacher. BES paraprofessionals are also responsible for data collection and small group or individual interventions. They co-plan with classroom teachers and provide additional behavioral support to students.

A strong BES teacher or paraprofessional candidate has experience in the following areas:

- Specific therapeutic interventions/ de-escalation strategies
- Culturally responsive pedagogy
- Engagement with family and community members

Behavior Technicians

Behavior technicians provide specialized instruction under the direction of the special education teacher. Behavior technicians are also the first responders to BES program students in crisis, assisting students through verbal de-escalation, redirection and implementation of Behavior Intervention Plans. They

manage the collection of student behavioral data which include daily point sheets, frequency data, and incident reports. They are trained in Safety-Care and the reading interventions that are utilized in BES program classrooms. Behavior technicians and other BES staff also provide support to students who are transitioning back to the general education setting.

BES Specialists

Itinerant DSI BES Specialists have a range of expertise that includes instruction, classroom management, verbal de-escalation, mental health diagnoses, school administration and operations, and school culture.

BES Program Classroom Locations SY 21-22

Grades 1-3	Grades 3-5	Middle School	High School
Langley	Langley	Cardozo	Anacostia
LaSalle Backus	LaSalle Backus	Hart	Ballou STAY
Malcolm X	Malcolm X	Kelly Miller	Cardozo
Marie Reed	Marie Reed	Kramer	Coolidge
Payne	Payne	MacFarland	Dunbar
		Mckinley	Eastern
			Luke C Moore
			Roosevelt
			Woodson