

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
STUDENT SUPPORT INITIATIVES & RECOVERY
STUDENT SERVICES DEPARTMENT



BEHAVIOR INTERVENTION PROGRAM
HANDBOOK

2019 – 2020

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INTRODUCTION

The District-wide Behavior Intervention Program, formerly Behavior Change Program/Discipline Centers, was established to ensure the welfare and safety of all students. The mission of the program is to ensure that students are assigned to the most appropriate setting, which is conducive to learning and maximizing academic achievement, growth, and development. The vision of the program is that all students are academically and socially successful. The belief is that all students can learn and progress if given the proper tools, resources, appropriate educational setting, and environment.

Participation in the assignment process is significant and essential in identifying those students who would benefit most from the program. This handbook was designed to provide an understanding of the assignment consideration process. Additionally, it serves as a resource guide for properly submitting requests for behavior intervention consideration to the Behavior Intervention Committee.

Should you have any further questions or concerns, please feel free to contact the Student Services Department at [754-321-1550](tel:754-321-1550).

DESCRIPTION OF PROGRAM

The Behavior Intervention Program is geared towards ensuring the safety and welfare of all students by addressing students who exhibit severe, unmanageable behavior that cannot be adequately regulated in a traditional school setting. Through the structures provided in this program, it is expected that students will acquire the necessary skills to enable them to optimally function in the traditional school setting when they return. Students are usually assigned to the Behavior Intervention Center for 90 to 180 days based on successful completion of the program.

Benefits of the program include, but are not limited to:

- Smaller structured environment
- Intensive behavior support
- Behavior modification techniques
- Individual therapeutic services (counseling)
- Student growth by learning appropriate social skills
- Acceptable coping skills to self-regulate behavior
- Reductions in behavioral infractions

The Behavior Intervention Committee has identified five types of referrals for behavior intervention assignment consideration. These types of referral have been categorized as:

- Traditional – repeated behavioral infractions
- Off Campus Offenders – if committed on campus would qualify for expulsion
- Returning from residential Juvenile Justice Programs
- Transitional – unsuccessful adjustment to traditional school; possible consideration for return to center
- Special circumstances – Superintendent request, case-by-case consideration

TYPES STUDENTS SERVED

The following table outlines the types of referrals with accompanying definitions that would be appropriate for Behavior Intervention Assignment consideration.

Please note: Although the table lists five categories, the Special Circumstances criteria are **only** as a result of a Superintendent's referral.

TYPE OF REFERRAL*	DEFINITION	CRITERIA	REQUIREMENTS & TIMELINE	DISPOSITION & NEXT STEPS
Traditional	Repeated behavioral infractions with documented interventions that have minimal or no success.	Ongoing class/school disruptions and/or repeated suspensions (internal, AES, external) BASIS flag being finalized. This will alert schools to students who may benefit from assignment to a Behavior Intervention Center.	Interventions include but not limited to: class/schedule change, referral to the Mental Health Team, social work referral, family counseling referral, Collaborative Problem Solving/RtI resulting in written plan such as PBIP based on an FBA with 6 weeks of documented interventions. Complete Behavior Intervention packet and submit electronically to the BehaviorInterventionPacket@rowardschools.com by noon on Thursday before the targeted meeting date. (See meeting schedule, page 16.)	School notified of scheduled appointment time to present and discuss the case with the Behavior Intervention Assignment Committee. School immediately advised of the Committee's decision and/or next steps. Decision sent in writing to school and parent (see sample letter in appendix).
Off-Campus Offenders	Behavior if committed on campus would qualify for an expulsion.	Committed expellable act off campus that meets the criteria as outlined in Code of Student Conduct that could adversely affect the daily operations of the school.	Principal letter outlining potential adverse impact on the school campus. Document verifying community incident.	MAY REQUIRE AN UNPLANNED MEETING School notified of scheduled appointment time to present and discuss the case with the Behavior Intervention Assignment Committee. School immediately advised of the Committee's decision and/or next steps. Decision sent in writing to school and parent.
Returning From Residential Juvenile Justice Programs	Student convicted of a serious crime.	Documented completion of DJJ residential program, <u>not including the Detention Center.</u>	Summary of academic progress while in residential program.	School notified of scheduled appointment time to present and discuss the case with the Behavior Intervention Assignment Committee. School immediately advised of the Committee's decision and/or next steps. Decision sent in writing to school and parent.

TYPE OF REFERRAL*	DEFINITION	CRITERIA	REQUIREMENTS & TIMELINE	DISPOSITION & NEXT STEPS
Transitional	Student recently returned to traditional school from Behavior Intervention Center and is not successful in the traditional school.	Student has behavior problems at the traditional school and interventions attempted failed.	<p>A review of the case by the School Based Team outlining interventions that were attempted with a recommendation for student's return to the Behavior Intervention Center.</p> <p>The case should be scheduled for review within 30 days, not to exceed a marking period.</p> <p>Above documents should be submitted electronically to the BehaviorInterventionPacket@browardschools.com by 12noon on Thursday before the targeted meeting date. (See meeting schedule, page 16.)</p>	<p>School notified of scheduled appointment time to present and discuss the case with the Behavior Intervention Assignment Committee.</p> <p>School immediately advised of the Committee's decision and/or next steps.</p> <p>Decision sent in writing to school and parent.</p>
Special Circumstances	Request from Superintendent or Designee.	Superintendent of Schools/Designee shall have the authority to assign, provide for the proper placement, and govern students so as to promote the safety and welfare of all students and school personnel. F.S. s.1006.08	Documentation that supports the Superintendent or Designee's request.	<p>MAY REQUIRE AN UNPLANNED MEETING</p> <p>School notified of scheduled appointment time to present and discuss the case with the Behavior Intervention Assignment Committee.</p> <p>School immediately advised of the Committee's decision and/or next steps.</p> <p>Decision sent in writing to school and parent.</p>

NOTE:

***ESE students are included in all categories listed above.**

For some ESE students, assignment to a Behavior Intervention Center may constitute a change of placement per the IEP. Such cases require the action of an IEP staffing committee and appropriate documentation of such.

DATA FOR SY18 & SY19

Chart 1 provides a two-year trend of students referred to the program by grade level during SY18 & SY19.

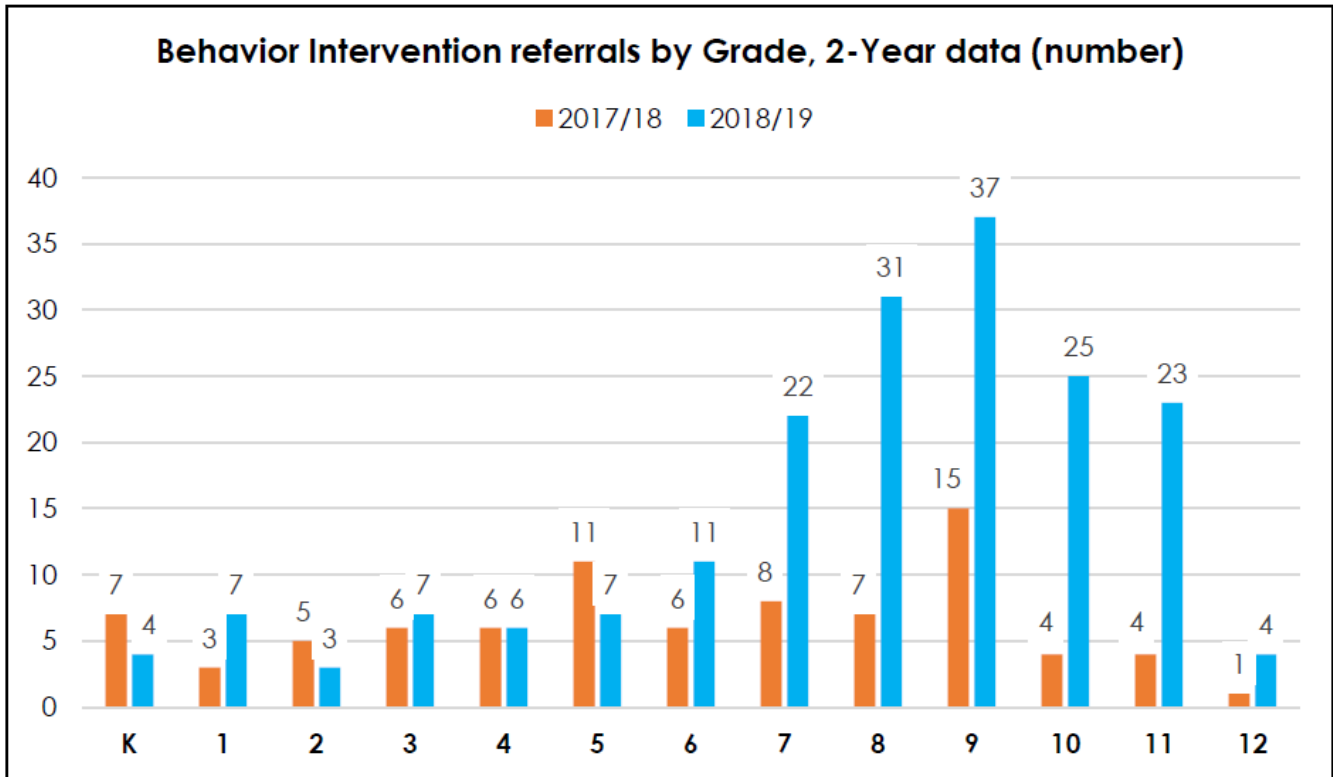


Chart 2 provides a two-year trend of students referred to the program by gender and race during the SY18 & SY19.

You will note that highest consideration rate were black males.

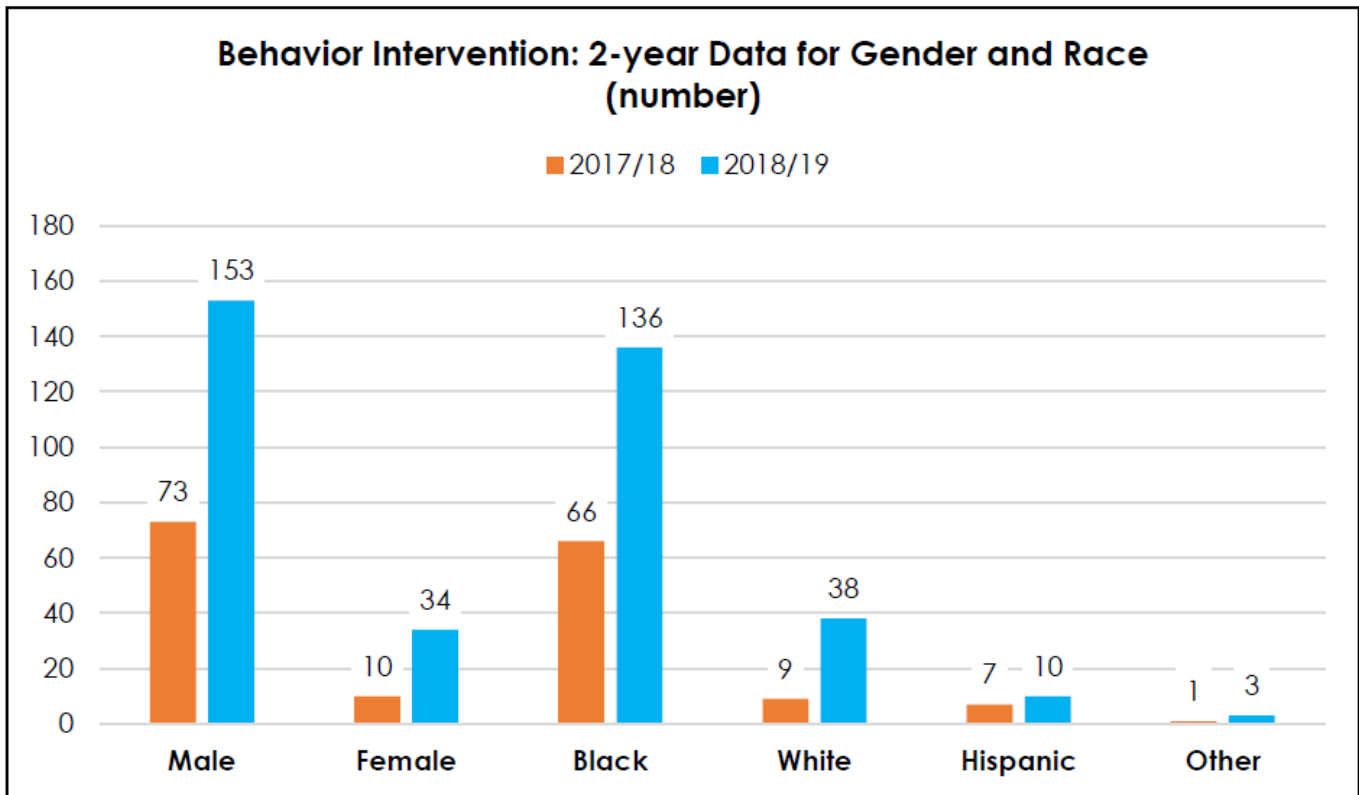
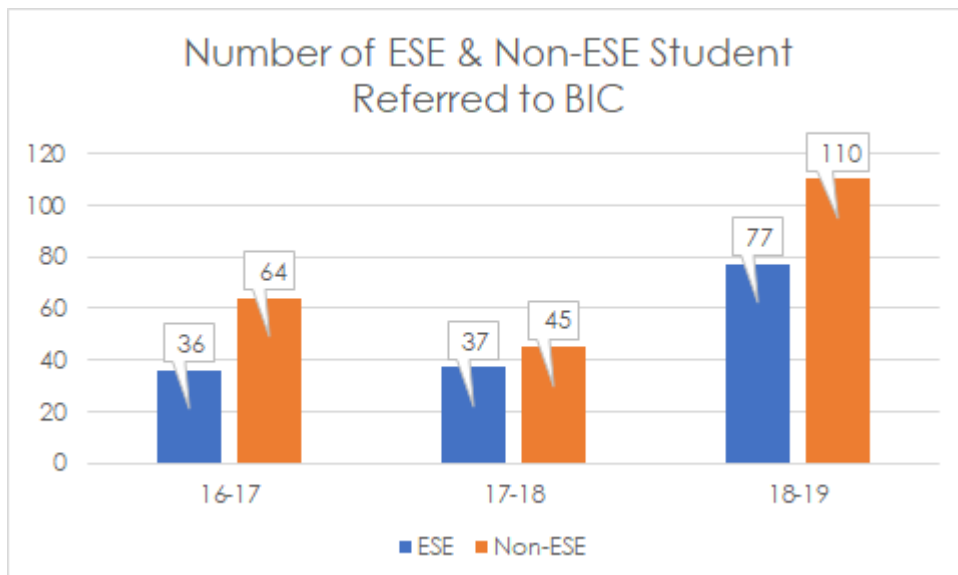


Chart 3 is a three-year trend of student referrals by ESE and non-ESE status.



REQUIREMENTS FOR INITIATING A REQUEST FOR BEHAVIOR INTERVENTION CONSIDERATION

Please note: Individual cases may have exceptions to the process or steps listed below.

- School identifies student with behavior concerns (BASIS indicators, teacher referrals, suspensions, multiple PROMISE assignments, and/or behavior flags).
- School refers student to School-based Leadership Team (SBLT)/Collaborative Problem-Solving Team (CPST).
- Rtl process is implemented – conducting a supplemental supports and strategies, individualized intervention plan(s), including Functional Behavioral Assessment (FBA) and developing Positive Behavior Intervention Plans (PBIP); data are collected and monitored for a minimum of six weeks and all data must be recorded in BASIS Rtl.
- If interventions are not successful, graphic illustration and supporting documentation are required, SBLT/CPST recommends referral to Behavior Intervention Assignment Committee for consideration.
- Referring school meets with parent and/or guardian (if have not already met) and discusses the recommended referral to the Behavior Intervention Assignment Committee.
- Referring school completes referral packet for Behavior Intervention Assignment Committee and submits to Students Services for further processing.

The following documents **must** be included in the referral packet in order to be reviewed by and receive consideration from the Behavior Intervention Assignment Committee.

- Completed Request for Consideration of Behavior Intervention Form (ensure parent/guardian signature to document notification or indicate why parent/guardian signature is not provided on the form and verify that the parent is informed of the packet submission). **Signature is not required for approval, as assignment is involuntary.**
- Letter from principal/designee outlining the reasons for this request, delineating all school-based attempts to ameliorate this situation, and including any other pertinent information. (If ESE, please include statement that ESE issues were addressed and discussed prior to submission). Principal signature is required on the referral letter.
- Most recent Psychological evaluation (**required K-5; required 6-12 only if recommended by School-Based Committee**).
- Signed Eligibility Form if Psychological evaluation was completed. All reports must be staffed prior to submission.
- School-Based Committee Recommendation Form (**required 6-12 for Regular Education and Gifted Students only**).
- Most recent Psychosocial Evaluation (addendum if full psychosocial completed within the last 2 years).
- Copy of Positive Behavioral Intervention Plan (PBIP) and Functional Behavioral Assessment (FBA) to include 6 weeks of documented interventions.
- For an ESE student, in addition to the above, the following is also required:
 - A copy of current IEP
 - Signed Letter from ESE Director or designee regarding IEP implementation
- Record of outside agency involvement, if applicable.
- All Rtl documentation from initial concern(s) to current must be in BASIS Rtl (Committee will review online in BASIS Rtl do **NOT** print).
- Current updated TERMS panels (**Do not need to include in packet, but must be updated prior to submission of packet**):

PACKET SUBMISSION CHECKLIST

This has been provided as a guide when submitting referral packets for consideration:

Request for Consideration of Behavior Intervention Program Form.
Signed letter from principal/designee.
Most recent Psychological evaluation (required K-5; required 6-12 only if recommended by School-Based Committee).
Signed Eligibility Form if Psychological evaluation was completed.
School-Based Committee Recommendation Form (required 6-12 for Regular Education and Gifted Students only).
Most recent Psychosocial Evaluation (required K-12 must be completed within the past 3 years). (Addendum if full psychosocial completed within the last 2 years)
Copy of the Positive Behavioral Intervention Plan (PBIP) based on a Functional Behavioral Assessment, and response data, based on 6 weeks of implementation.
Copy of Current IEP, if student is ESE.
Signed Letter from District ESL Department Representative, if student is ESE. (signed letter indicates full review of _____ completed by appropriate ESE personnel)
Rtl documentation from initial concern(s) to current must be in BASIS Rtl. (Committee will review online in BASIS Rtl do NOT print)
TERMS Panels: A03, A06, A07, A10, A13, A15, A21, A23, A24, L27 (Panels do NOT need to be included but should be updated prior to submission of packet)

Submit packets electronically to BehaviorInterventionPacket@browardschools.com
For clarification, contact Student Services Department
754 321-1550

COMMITTEE PROCESS

Now that your referral packet is complete and has been submitted electronically to BehaviorInterventionPacket@browardschools.com for consideration, the Committee will review the packet and schedule a time for you to present your reason for the request. After your case has been presented to the Committee, the Committee may ask questions or may want you to elaborate on the documentation you have provided. Below is a general overview and helpful information about the Committee's process in reviewing referral packets for Behavior Intervention Assignment consideration.

Behavior Intervention Assignment Committee's Process:

- Meetings are held twice per month.
- School submits the completed packets electronically to the Student Services Department via BehaviorInterventionPacket@browardschools.com no later than 12:00 p.m. on the Thursday before the scheduled meeting, to be included in that week's Assignment meeting.
- The principals from the receiving schools, ESE Specialists, and/or Behavior Specialist(s) attend the meetings in person.
- District representatives from ESLs, Equity & Diversity, School Climate & Discipline, School Social Work, School Psychology, and Office of Service Quality attend the meeting in person as well.
- The referring schools have a scheduled time to call into the conference line to present their case and answer questions from the Committee. Please call in at the time your school is scheduled. Recommended attendees from the referring school include Principal or designee, school counselor, school social worker, school psychologist, classroom teacher, subject to availability of staff.
- After deliberation, the Committee makes an assignment decision and the school is informed during the call and by a confirmatory letter within 24 to 48 hours.
- Parents are notified of the decision by letter mailed to the home address. (Please ensure correct home address is in TERMS.).

EDUCATIONAL OPTIONS

Provided that all of the steps in the Behavior Intervention process have been completed and the referral packet contains all of the required documentation, the Behavior Intervention Assignment Committee will review and give your request the appropriate consideration. The Committee will consider and prioritize what is in the best interest of the student. If your packet is not deemed as an appropriate assignment, there are other educational options that may be available for you to consider. The Committee is available to assist and provide direction.

The table below gives an overview of the types of alternatives available and the location of the assignment. **Please note that not all of these options are under the jurisdiction of the Behavior Intervention Assignment Committee and may be subject to additional or separate requirements, review processing and/or documentation.**

Please check with the Committee or Coordinator of these services or departments for their application procedures, timelines, and requirements.

Type	Definition	Location/School
Behavior Intervention Center	Uses a behavior modification program to positively change problematic behavior	<ul style="list-style-type: none"> ➤ Pine Ridge (K-6) ➤ Cypress Run (7-12) N. of Sunrise Blvd ➤ Lanier-James (7-12) S. of Sunrise Blvd
Alternative to Suspension	Alternative to Suspension Sites	<ul style="list-style-type: none"> ➤ Pine Ridge (K-6) ➤ Cypress Run (7-12) N. of Sunrise Blvd ➤ Lanier-James (7-12) S. of Sunrise Blvd
PROMISE	Preventing Recidivism Through Opportunities, Mentoring, Interventions, Support & Education	<ul style="list-style-type: none"> ➤ Pine Ridge (11 yrs. old-12th grade)
Expulsion	Option for students who have been expelled from school	<ul style="list-style-type: none"> ➤ Pine Ridge (K-6) ➤ Cypress Run (7-12) N. of Sunrise Blvd ➤ Lanier-James (7-12) S. of Sunrise Blvd
Alternative Secondary Centers	Serves overage for grade (7-12) students in an effort to bring them up to grade level	<ul style="list-style-type: none"> ➤ Dave Thomas ➤ Whiddon Rogers ➤ Seagull ➤ Hallandale Adult and OCLC Sites
Emotional Behavior Disability Centers	Exceptional Student Education Center K-12	<ul style="list-style-type: none"> ➤ Cross Creek ➤ Whispering Pines

LENGTH OF STAY AT CENTER

Category	School	1-10 days	45 days	90 days	180 days	Based on Individual
Alternative to Suspension	<input type="checkbox"/> Pine Ridge (K-6) <input type="checkbox"/> Cypress Run (7-12 – north) <input type="checkbox"/> Lanier-James (7-12 – south)	X				
PROMISE	<input type="checkbox"/> Pine Ridge (K-12)	X				
Behavior Intervention	<input type="checkbox"/> Pine Ridge (K-6) <input type="checkbox"/> Cypress Run (7-12 – north) <input type="checkbox"/> Lanier-James (7-12 – south)					X
Expulsion	<input type="checkbox"/> Pine Ridge (K-6) <input type="checkbox"/> Cypress Run (7-12 north) <input type="checkbox"/> Lanier-James (7-12 south)		X	X	X	
Alternative Secondary Centers	<input type="checkbox"/> Dave Thomas <input type="checkbox"/> Whiddon Rogers <input type="checkbox"/> Seagull <input type="checkbox"/> Hallandale Adult					X
Credit Retrieval	<input type="checkbox"/> OCLC (Hallandale Adult)					X

Sample Letters and Forms on the following pages.



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Student Support Initiatives & Recovery
Antoine L. Hickman, Ed.D.
Chief Student Support Initiatives & Recovery Officer
754-321-1660
antoine.hickman@browardschools.com

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Broward County, Florida**

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Patricia Good
Laurie Rich Levinson
Ann Murray
Dr. Rosalind Osgood
Nora Rupert

Robert W. Runcie
Superintendent of Schools

Date

Parent Name
Address
City, State, Zip

Student: Student

Home School: School Name

Dear Parent:

The Behavior Intervention Committee met on **DATE, 2019**, to review the documents submitted by the school for consideration of your child's assignment to a Behavior Intervention Center. After careful review, the Committee has approved your child, **CHILD NAME**, to attend the Behavior Intervention Program at **Cypress Run Education Center**.

Please contact Debbie Newbern, at Cypress Run Education Center, 754-321-6500, to schedule an appointment to register your child.

On behalf of the Behavior Intervention Committee, please accept my best wishes for your child's success in this program and for his academic future.

If you have any questions, please contact **Dr. Laurel Thompson, Director, Student Services at 754-321-1550**.

Sincerely,

Antoine Hickman, Ed.D.
Chief Student Support Initiatives & Recovery Officer

ALH/LET: cwm

c: Dr. Gastrid Harrigan, Principal, Cypress Run Education Center
SENDING PRINCIPAL, Principal, **SENDING SCHOOL**
Dr. Laurel Thompson, Director, Student Services Department
Debbie Newbern, Registrar, Cypress Run Education Center



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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antoine.hickman@browardschools.com

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Dr. Rosalind Osgood
Nora Rupert

Robert W. Runcie
Superintendent of Schools

Date

Parent Name
Street Address
City, State, Zip

Student: Name

Home School: School Name

Dear Parent:

The Behavior Intervention Committee met on **DATE 2019** to review the documents submitted by the school for consideration of your child's assignment to a Behavior Intervention Center. After careful review, the Committee has approved your child, **CHILD NAME**, to attend the Behavior Intervention Program at **Lanier James Education Center**.

Please contact Shalyn Allen, at Lanier James Education Center, 754-321-7350, to schedule an appointment to register your child.

On behalf of the Behavior Intervention Committee, please accept my best wishes for your child's success in this program and for his/her academic future.

If you have any questions, please contact **Dr. Laurel Thompson, Director, Student Services at 754-321-1550**.

Sincerely,

Antoine Hickman, Ed.D.
Chief Student Support Initiatives & Recovery Officer

ALH/LET: cwm

c: Kelvin Lee, Principal, Lanier James Education Center
SENDING PRINCIPAL, Principal, **SENDING SCHOOL**
Dr. Laurel Thompson, Director, Student Services Department
Shalyn Allen, Registrar, Lanier James Education Center



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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Dr. Rosalind Osgood
Nora Rupert

Robert W. Runcie
Superintendent of Schools

DATE

Parent Name
Street Address
City, State, Zip

Student: STUDENT

Home School: School Name

Dear Parent:

The Behavior Intervention Committee met on **DATE, 2019** to review the documents submitted by the school for consideration of your child's assignment to a Behavior Intervention Center. After careful review, the Committee has approved your child, **CHILD NAME**, to attend the Behavior Intervention Program at **Pine Ridge Education Center**.

Please contact Linda Hughes, at Pine Ridge Education Center, 754-321-7250, to schedule an appointment to register your child.

On behalf of the Behavior Intervention Committee, please accept my best wishes for your child's success in this program and for **his/her** academic future.

If you have any questions, please contact **Dr. Laurel Thompson, Director, Student Services at 754-321-1550**.

Sincerely,

Antoine L. Hickman, Ed.D.
Chief Student Support Initiatives & Recovery Officer

ALH/LET: cwm

c: Dr. Henry Brown, Principal, Pine Ridge Education Center
SENDING PRINCIPAL, Principal, **SENDING SCHOOL**
Dr. Laurel Thompson, Director, Student Services Department
Linda Hughes, Registrar, Pine Ridge Education Center

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
REQUEST FOR CONSIDERATION OF BEHAVIOR INTERVENTION PROGRAM (K-12)

(PLEASE PRINT)

CURRENT SCHOOL: _____ DATE: _____
NAME OF STUDENT: _____ DOB: _____
(Last) (First) (Middle)
FL. ID/SS: _____ GRADE: _____ RACE: _____ SEX: _____ *ESE? Yes No
PARENT/GUARDIAN: _____ TELEPHONE: (Home) _____ (Work) _____
(Other) _____
ADDRESS: _____
(Number & Street) (City) (Zip Code)

As explained in the attached letter, I am hereby requesting a review of the information below for consideration of a Behavior Intervention Program for the above-named student. If needed, please indicate the reason for missing parental signature.

Principal Signature Date

District/School Contact Person Signature Date _____ District/School Contact Person Name/Title (Please Print)

As the parent/guardian of the above-named student, I am aware that the school is considering that my child be assigned to a Behavior Intervention Program. *My signature indicates that I understand the process, and am aware that the assignment, if made, is INVOLUNTARY.*
No parent signature, please explain:

Parent Signature Date

Please note: If the student is in foster care, please contact the Foster Care Office at 754-321-1565.

FORWARD THIS FORM TO THE DISTRICT STUDENT SERVICES OFFICE FOR REVIEW AND ATTACH THE FOLLOWING FOR K-12 UNLESS OTHERWISE SPECIFIED:

1. Letter from principal/designee outlining the reasons for this request, delineating all school-based attempts to ameliorate this situation, and including any other pertinent information. (If ESE, please include statement that ESE issues were addressed and discussed prior to submission.)
2. Most recent Psychosocial evaluation (**required K-12; addendum if full psychosocial completed within the last 2 years**)
3. Most recent Psychological evaluation (**required K-5; required 6-12 only if recommended by School-Based Committee**)
4. **Eligibility Form if an evaluation was completed. All reports must be staffed prior to submission.**
 - a. School-Based Committee Recommendation Form (**required 6-12 for Regular Education and Gifted Students only**)
 - b. **Copy of the Positive Behavioral Intervention Plan (PBIP) based on a Functional Behavioral Assessment (FBA)**
5. **For an *ESE student, in addition to the above, the following is required:**
 - a. A copy of the current IEP
 - b. **Letter from ESE Director or designee regarding IEP implementation**
6. Record of Outside Agency Involvement if applicable
7. RtI documentation from initial concern(s) to current must be in BASIS RtI (**Committee will review online in BASIS RtI do NOT print**)
 - Current updated TERMS Panels (**Do not need to include in packet, but must be updated prior to submission of packet:**)

A06 Health Information	A13 Academic History	A23 Special Programs
A07 Assignment History	A15 Daily Summary	A24 Discipline
A10 Current Schedule	A21 Test Scores	L27 Student Support Interventions and Comments

Documentation should be submitted in the order listed above. Please note that if documentation is not complete, the folder will be returned to the home school principal for completion prior to being considered by the committee.

*Not including Exceptional Student Education (ESE) Students who are Gifted only

BEHAVIOR INTERVENTION ASSIGNMENT COMMITTEE 2019-2020 MEETING DATES

11:00 AM

(End time may vary due to the volume of cases to be reviewed/discussed.)

September 5, 2019
September 19, 2019
October 17, 2019
October 31, 2019
November 21, 2019
December 5, 2019
December 19, 2019
January 16, 2020
January 30, 2020
February 13, 2020
February 27, 2020
March 12, 2020
April 2, 2020
April 16, 2020
May 7, 2020
May 28, 2020
June 18, 2020

- All meetings will be held at Lauderdale Manors Early Learning & Family Resource Center.
- Interim telephone assignment meetings will be scheduled on an as-needed basis.

