

Broward County Public Schools Behavior Intervention Program



Student Support Initiatives & Recovery



Behavior Intervention Committee Handbook 2020 - 2021



*All Students, All Families and All Communities
Supported Every Day*

<https://www.browardschools.com/domain/13539>

754-321-1655

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INTRODUCTION

The Division of Student Support Initiatives & Recovery leads the district-wide Behavior Intervention Program. The program was established to ensure the safety and well-being of all students. The program is dedicated to ensuring students are learning and growing academically, behaviorally and socially in the most appropriate learning environment. Our belief is that all students can and will learn if given the proper tools, resources, interventions and supports in an appropriate educational setting, and environment.

Participation in the assignment process is significant and essential to identifying students who may benefit from program options. Student Support Initiatives & Recovery staff provide technical assistance and support to schools with identifying interventions, supports and making requests for BIP program options to address students' academic, behavioral and social emotional needs.

This handbook is designed to provide an understanding of behavior intervention program options and processes. It serves as a resource guide for properly submitting requests to the Behavior Intervention Committee (BIC). All requests are considered by the District's multi-disciplinary behavior intervention committee and the team determines and makes final recommendations.

For additional information visit [Behavior Intervention Program Microsoft Team](#) Link or contact the Student Services Initiatives & Recovery Division at 754-321-1655.

DESCRIPTION OF PROGRAM

The Behavior Intervention Program is dedicated to ensuring student safety and wellness by providing opportunities and options to students who demonstrate increasingly disruptive and unresponsive behavior or who encounter extenuating behavioral circumstances. The program opportunities and options assigned to students will help them acquire the necessary skills to enable them to function optimally in the traditional school setting. Students are usually assigned to a behavior intervention center for approximately 90 to 180 school days. Transition from a behavior intervention location to a traditional school setting is based upon successful completion of a program option.

BIC COMMITTEE PROCESS

- Referrals for consideration are submitted electronically to BehaviorInterventionPacket@browardschools.com
 - Submit request using the following name format: student's first name initial, last name and school name
A. Baker Washington High School
 - Scan all documents into **one** PDF
- Submit request on or before 12:00 PM the Thursday prior to the next scheduled BIC meeting date. See BIC schedule.
- Requests are reviewed to ensure all requirements are complete
 - Completed requests are scheduled for the next scheduled BIC meeting, meetings are held twice a month, and special circumstances case by case
 - Incomplete request will not be considered at the next scheduled meetings, request will be returned, assistance and support will be provided by SSI&R staff
- SSI&R staff informs school of date, time and meeting access information for completed and approved requests
- School principal and collaborative team members present referred student to the Behavior Intervention Committee
 - Recommend school-based team members, behavior support personnel, ESE Specialist, school counselor, social worker, psychologist and/or classroom teacher(s); staff may provide written statement if unavailable to attend
- BIC listens to the school's presentation, engages in collaborative conversations and seeks additional information and/or supporting documentation as needed
- BIC makes a determination and the school is informed during the call
- School coordinates with receiving school to engage in transition planning Student remains at home school until transition conference is held and transition processes are complete
- BIC determination letter is provided to the school within 24 to 48 hours, student must remain in current setting until written notice is provided

- Parent and/or guardian is informed of the BIC's determination
(School ensures correct home address is in TERMS/BASIS)

- Student transitions to assigned educational setting

- Receiving school staff completes registration and notifies home school of student's enrollment

REFERRAL TYPES

The Behavior Intervention Committee has identified five types of referrals for behavior intervention assignment consideration. Please note: Although the table lists five categories, the Special Circumstances criteria is only as a result of a Superintendent's referral.

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

Referral Type	Criteria	Referral Requirements	Committee Options	Committee Process
Traditional	Student has chronic behavioral infractions and demonstrates increasingly disruptive behavior even with intervention and supports documented and implemented with fidelity.	Complete Behavior Intervention Committee Traditional and Transitional checklist.	<ol style="list-style-type: none"> 1. Assign 2. Pending needs assistance 3. Transition 4. Denied 	<ul style="list-style-type: none"> ▪ Committee review ▪ Committee meeting with school participation ▪ Committee assignment decision determined ▪ School notification ▪ Parent notification
Off-Campus Offenders	Student commits an expellable act off campus that may adversely affect the daily operations of the school.	Community incident report and principal letter.	<ol style="list-style-type: none"> 1. Assign 2. Pending needs assistance 3. Transition 4. Denied 	<ul style="list-style-type: none"> ▪ Committee review ▪ Committee meeting with school as needed ▪ Committee assignment decision determined ▪ School notification ▪ Parent notification

Referral Type	Criteria	Referral Requirements	Committee Options	Committee Process
Juvenile Justice Programs	Student transitions from juvenile justice programs.	DJJ completion report, academic, behaviors and social emotional review.	<ol style="list-style-type: none"> 1. Assign 2. Pending needs assistance 3. Transition 4. Denied 	<ul style="list-style-type: none"> ▪ Committee review ▪ Committee meeting with school as needed ▪ Committee assignment decision determined ▪ School notification ▪ Parent notification
Transitional	Recent transition to traditional school setting. Student demonstrates increasingly disruptive behavior even with intervention and supports documented and implemented with fidelity.	Complete Behavior Intervention Committee Traditional and Transitional checklist.	<ol style="list-style-type: none"> 1. Assign 2. Pending needs assistance 3. Transition 4. Denied 	<ul style="list-style-type: none"> ▪ Committee review ▪ Committee meeting with school participation ▪ Transition conference ▪ School notification ▪ Parent notification
Special Circumstances	Superintendent request, case-by-case consideration.	Student demonstrates severe social or behavioral concerns that require immediate intervention to prevent harm to the student or others.	<ol style="list-style-type: none"> 1. Assign 2. Pending needs assistance 3. Transition 4. Denied 	<ul style="list-style-type: none"> ▪ Committee review ▪ Committee meeting with school as needed ▪ Committee assignment decision determined ▪ School notification ▪ Parent notification

REQUIREMENTS FOR INITIATING A REQUEST FOR BEHAVIOR INTERVENTION PROGRAM CONSIDERATION

- School identifies student with behavioral concerns
(Common data sources BASIS indicators, teacher discipline referrals, suspensions, PROMISE assignments, BTA and/or behavior observations)
If the student is in foster care, contact the Foster Care program at 754-321-1565
If the student is homeless, contact the HEART program at 754-321-1566
- School refers student to Collaborative Problem-Solving team (CPST)
 - Completes BASIS Response to Intervention (RtI) forms: CPS behavior referral, Initial Meeting Notes, Behavior Intervention Records Tier 2 and/or FBA/PBIP and progress monitoring form(s)
 - Implements behavioral strategies, supports and interventions and documents RtI implementation in BASIS RtI
 - Uploads data collection e.g. frequency charts, ABC logs and other relevant behavior forms in BASIS RtI supporting documentation tab
 - Inform and engage parent or guardian throughout the process
- School informs parent and/or guardian of recommendation for BIC consideration and referral
- School conducts a Functional Behavioral Assessment (FBA) and creates a Positive Behavior Intervention Plans (PBIP), FBA/PBIP must be documented in BASIS RtI
 - School collects PBIP progress monitoring data for a minimum of six weeks and graphically illustrates a minimum six data points, PBIP must be documented in BASIS RtI with supporting evidence
- School's CPS team consults with District MTSS Instructional Facilitator and/or Positive Behavior Intervention Specialists administrator to assist with interventions, supports and/or submitting a request to the BIC for consideration
 - School completes BIC referral packet and all required components, email documents to BehaviorInterventionPacket@browardschools.com
 - See BIC Request Checklist and complete all components

BEHAVIOR INTERVENTION PROGRAM Traditional and Transitional Referral Criteria Checklist

Traditional and Transitional Referral Criteria Checklist	
	<ul style="list-style-type: none"> ▪ BIC Request for Consideration Form K – 12 <ul style="list-style-type: none"> ▪ (include copy in packet)
	<ul style="list-style-type: none"> ▪ Evidence of parent notification (parent signature is not required for approval) <ul style="list-style-type: none"> ○ Signed BIC Request Form (Principal) ○ Documentation indicating parent was informed (if parent did not sign BIC request form, explanation is required) (include copy in packet)
	<ul style="list-style-type: none"> ▪ Signed principal letter (outlining the reasons for the request, delineate the strategies, interventions and supports implemented to address the areas of concern) (include copy in packet)
	<ul style="list-style-type: none"> ▪ Collaborative Problem-Solving Team Review Form (Grades 6 – 12) (include copy in packet)
	<ul style="list-style-type: none"> ▪ Psychosocial evaluation (K-12 required) (addendum may be added if completed within the past (24) twenty-four months) (include copy in packet)
	<ul style="list-style-type: none"> ▪ Psychological evaluation (completed within the past (3) three years) (K-5 required; 6-12 if recommended by collaborative problem-solving team) <ul style="list-style-type: none"> ○ Pending psychological evaluation; signed consent form recorded in ED Plan, Eligibility and IEP staffing must be staffed prior to submission (include copy in packet)
	<ul style="list-style-type: none"> ▪ Individualized Education Plan (IEP) must be current (include copy in packet) (include statement delineate the accommodations, strategies, interventions and supports implemented to address the ESE areas of concern)
	<ul style="list-style-type: none"> ▪ Signed IEP approval letter from ESL Director or designee (excluding gifted) (include copy in packet)
	<ul style="list-style-type: none"> ▪ Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plans (PBIP) in BASIS RtI or ED Plan (PBIP minimum 6 weeks of implementation) (include copy in packet)
	<ul style="list-style-type: none"> ▪ Behavioral Threat Assessment, if applicable (committee will review online)
	<ul style="list-style-type: none"> ▪ Crisis Support and/or Safety Plan, if applicable (include copy in packet)
	<ul style="list-style-type: none"> ▪ RtI strategies, supports and interventions recorded in BASIS RtI from initial concern to present (committee will review online)
	<ul style="list-style-type: none"> ▪ TERMS panels (A03, A06, A07, A10, A13, A15, A21, A23, A24, L27) (committee will review online)
	<ul style="list-style-type: none"> ▪ Other relevant information e.g. outside agency support, counseling, mentors, extra-curricular clubs/activities (include copy in packet)

Submit documentation in the order listed above. If documentation is incomplete the request will be returned to the school for completion.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Behavior Intervention Program Request Form K - 12

Current School:	Principal:	Date:				
Student Name:	D/O/B:	Grade:				
Student Number:	Race:	Gender:				
Special Programs:	ESE	504	Gifted	Homeless	Foster Care	Other
Parent/Guardian:	Phone:	Email:				
Address:						
City:	State:	Zip Code:				

As explained in the principal/administrator letter, I am hereby requesting a review of the data, evidence and incidents for the above-named student and consideration for a Behavior Intervention Program option.

Principal Signature:	Date:
Print:	
District/School Contact Signature:	Date:
Print Name/Title:	
District/School Contact Signature:	Date:
Print Name/Title:	

As the parent/guardian of the above-named student, I am aware that the school is considering my child be assigned to a Behavior Intervention Program or other educational option. My signature indicates that I understand the process, and I am aware that the assignment, if made, is INVOLUNTARY.

Parent/Guardian Signature:	Date:
Print Parent/Guardian Name:	

If parent or guardian did not sign, explain and include any relevant communication information.

The Behavior Intervention Program Request Form and all components are required for consideration and approval. Incomplete request will be returned.

See Behavior Intervention Committee Request Checklist.

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Collaborative Problem-Solving Team Review Form (Grades 6 – 12)**

Current School:	Principal:	Date:				
Student Name:	D/O/B:	Grade:				
Student Number:	Race:	Gender:				
Special Programs:	ESE	504	Gifted	Homeless	Foster Care	Other
Parent/Guardian:	Phone:	Email:				
Address:						
City:	State:	Zip Code:				

The school-based collaborative problem-solving team must conduct a comprehensive review of the student's historical and contextual academic, behavioral, social emotional, mental, physical, community functioning and performance.

Secondary school-based teams must indicate the rationale for conducting or not conducting an individualized evaluation. Summarize findings and rationale below.

Meeting Attendees:

Name:	Title:	Initials:	Date:
Name:	Title:	Initials:	Date:
Name:	Title:	Initials:	Date:
Name:	Title:	Initials:	Date:
Name:	Title:	Initials:	Date:
Name:	Title:	Initials:	Date:
Name:	Title:	Initials:	Date:

Suggested members: Psychologist, Social Worker, Schools Counselor and MTSS Instructional Facilitator and/or Positive Behavior Interventions and Supports Specialist.

Secondary Only:

Recommended an Individualized Evaluation

Declined to recommend an individualized Evaluation

Principal Signature:	Date:
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