

**Broward County Public Schools
Guidance for Suite360 Intervention Curriculum
Code of Student Conduct Violations**

The School Board of Broward County, Florida has approved the Evolution Labs: Suite360 Intervention curriculum (a Navigate360 company) for schools with grades K-12. Schools may use the resource as a prevention curriculum in individual classrooms. ***However, when a student has committed a violation of School Board Policy 5.8, Code of Student Conduct, schools are expected to issue an applicable Suite360 lesson for the incident violation for completion during the student's assignment to in-school suspension, alternative-to-external suspension, or external suspension.***

The matrix below offers suggested lessons students can be assigned during the suspension period, but schools maintain full discretion to assign a lesson they deem to be more appropriate based on the totality and nuance of the circumstances. School-based administrators may elect to manage the assignment of the lesson(s) in any manner they deem appropriate, during the student's suspension period. This includes, but is not limited to:

- designating at least 2 staff members to be responsible for all student assignments schoolwide
- elevating selected support staff and/or paraprofessionals to assign student lessons
- requiring administrators to assign student lessons upon issuance of a disciplinary action

Schools may assign the lesson(s) to students for:

- independent completion
- independent completion with instructional reflection support

School-based staff and students may access Suite360 via the Single Sign-On/Clever dashboard. For technical assistance, schools may contact Navigate360 at Tech@navigate360.com or call the Navigate360 Support Line at 1-330-661-0106. For additional support or usage guidance, contact the School Climate & Discipline Department at 754-321-1655.

**Broward County Public Schools
 Suite 360 Behavior Intervention Program Suggested Matrix
 Code of Student Conduct Violations
 Primary Grades K-2**

| Disruptive Incidents | | | |
|----------------------|------------------------------|---|--|
| Type of Incident | | Initial Lesson(s) | Subsequent Lesson(s) |
| SB | Disruptive (Unruly) Behavior | <p style="text-align: center;">Ways to Play</p> Student will learn appropriate social skills to engage with peers during playtime or recess. | <p style="text-align: center;">I Have Self-Control</p> Students will improve attention and self-control skills by learning to engage multiple body parts. |
| UP | Disruptive (Unruly) Play | <p style="text-align: center;">Ways to Play</p> Student will learn appropriate social skills to engage with peers during playtime or recess. | <p style="text-align: center;">I Have Self-Control</p> Students will learn tools to increase self-regulation and decrease impulsivity and hyperactivity. |

| Disruptive Incidents | | | |
|----------------------|------------------------------|--|--|
| 01 | Disobedience/Insubordination | <p>On Track to Following Directions in School Students will learn and apply four steps for following directions: stop, see, hear, and do.</p> | <p>Rules, Rules, Rules Students will understand the purpose and necessity of following rules. Identify important classroom rules.</p> |
| | | | <p>I Have Self-Control Students will learn tools to increase self-regulation and decrease impulsivity and hyperactivity.</p> |
| | | <p>Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions.</p> | <p>I Can Focus and Pay Attention: Whole Body Listening Students will improve attention and self-control skills by learning to engage multiple body parts.</p> |
| | | | <p>I Can Use My Words to Get Help Students will learn communication and self-advocacy strategies for completing difficult tasks.</p> |

| Disruptive Incidents | | | |
|----------------------|---|---|--|
| ZW | Defiance of Authority-Habitual | On Track to Following Directions in School Students will learn and apply four steps for following directions: stop, see, hear, and do. | Rules, Rules, Rules Students will understand the purpose and necessity of following rules. Identify important classroom rules. |
| | | | I Have Self-Control Students will learn tools to increase self-regulation and decrease impulsivity and hyperactivity. |
| | | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. | I Can Focus and Pay Attention: Whole Body Listening Students will improve attention and self-control skills by learning to engage multiple body parts. |
| | | | I Can Use My Words to Get Help Students will learn communication and self-advocacy strategies for completing difficult tasks. |
| 02 | Profanity – Use of Insulting/Obscene Language | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. | |
| ZX | Profanity Directed Towards a Staff Member | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. | |
| DC | Discriminatory Comments/Actions | I Know How to be a Kind Friend Students will develop an awareness of diversity, identify how teasing makes someone feel, and learn appropriate ways to engage with peers. | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. |

| Disruptive Incidents | | | |
|----------------------|---|--|--|
| SF | Passing/Producing Counterfeit Money | <p>Honesty is the Best Policy Students will be able to define honesty, recognize the importance of being honest, and understand the consequence of dishonest words and actions.</p> | |
| ZH | Falsification/Misrepresentation (Lying or Forgery of Signature) | <p>Honesty is the Best Policy Students will be able to define honesty, recognize the importance of being honest, and understand the consequence of dishonest words and actions.</p> | |
| XA | Disruption on Campus – Minor | <p>On Track to Following Directions in School Students will learn and apply four steps for following directions: stop, see, hear, and do.</p> | <p>Rules, Rules, Rules Students will understand the purpose and necessity of following rules. Identify important classroom rules.</p> |
| | | <p>Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions.</p> | <p>I Have Self-Control Students will learn tools to increase self-regulation and decrease impulsivity and hyperactivity.</p> |
| | | | <p>I Can Focus and Pay Attention: Whole Body Listening Students will improve attention and self-control skills by learning to engage multiple body parts.</p> |
| D0 | Disruption on Campus – Major | <p>On Track to Following Directions in School Students will learn and apply four steps for following directions: stop, see, hear, and do.</p> | <p>Rules, Rules, Rules Students will understand the purpose and necessity of following rules. Identify important classroom rules.</p> |
| | | <p>Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions.</p> | <p>I Have Self-Control Students will learn tools to increase self-regulation and decrease impulsivity and hyperactivity.</p> |

| Acts Against Persons | | |
|-----------------------------|--|---|
| Type of Incident | Initial Lesson(s) | Subsequent Lesson(s) |
| MP Mistreatment of Peers | Bullying Hurts, Empathy Helps Students will understand the difference between bullying and mean behavior, and the impact of bullying. Students will define empathy and be able to give examples of it. | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. |
| | | I Know How to be a Kind Friend Students will develop an awareness of diversity, identify how teasing makes someone feel, and learn appropriate ways to engage with peers. |
| | | Personal Space Students will understand personal space boundaries and learn how to respect those boundaries. |
| ZA Bullying | Bullying Hurts, Empathy Helps Students will understand the difference between bullying and mean behavior, and | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. |
| | | I Know How to be a Kind Friend Students will develop an awareness of diversity, identify how teasing makes someone feel, and learn appropriate ways to engage with peers. |
| | | Personal Space Students will understand personal space boundaries and learn how to respect those boundaries. |
| HA Harassment | Personal Space Students will understand personal space boundaries and learn how to respect those boundaries. | I Know How to be a Kind Friend Students will develop an awareness of diversity, identify how teasing makes someone feel, and learn appropriate ways to engage with peers. |
| | | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. |

| Acts Against Persons | | | |
|----------------------|--|---|---|
| F1 | Fighting – Major Mutual Combat* See above | <p>I Am a Peacemaker Students will gain problem solving skills by learning to communicate with peers and express feelings.</p> | <p>Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions.</p> |
| | | | <p>Personal Space Students will understand personal space boundaries and learn how to respect those boundaries.</p> |
| | | | <p>I Know How to be a Kind Friend Students will develop an awareness of diversity, identify how teasing makes someone feel, and learn appropriate ways to engage with peers.</p> |
| F2 | Fighting – Medium* See above | <p>I Am a Peacemaker Students will gain problem solving skills by learning to communicate with peers and express feelings.</p> | <p>Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions.</p> |
| | | | <p>Personal Space Students will understand personal space boundaries and learn how to respect those boundaries.</p> |
| | | | <p>I Know How to be a Kind Friend Students will develop an awareness of diversity, identify how teasing makes someone feel, and learn appropriate ways to engage with peers.</p> |
| Z1 | Fighting – Minor Altercation/Confrontation* See above | <p>I Am a Peacemaker Students will gain problem solving skills by learning to communicate with peers and express feelings.</p> | <p>Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions.</p> |
| | | | <p>Personal Space Students will understand personal space boundaries and learn how to respect those boundaries.</p> |
| | | | <p>I Know How to be a Kind Friend Students will develop an awareness of diversity, identify how teasing makes someone feel, and learn appropriate ways to engage with peers.</p> |

| Acts Against Persons | | | |
|-----------------------------|---|--|---|
| SS | False Accusation Against School Staff | Honesty is the Best Policy Students will be able to define honesty, recognize the importance of being honest, and understand the consequence of dishonest words and actions. | |
| HT | Inappropriate Touching/Language/Gestures | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. | I Know How to be a Kind Friend Students will develop an awareness of diversity, identify how teasing makes someone feel, and learn appropriate ways to engage with peers. |
| ZN | Threat/Intimidation (Low level, non-criminal) | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. | I Am a Peacemaker Students will gain problem solving skills by learning to communicate with peers and express feelings. |
| TT | Threat/Intimidation with Transient | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. | I Am a Peacemaker Students will gain problem solving skills by learning to communicate with peers and express feelings. |
| TW | Threat/Intimidation with Serious Substantive | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. | I Am a Peacemaker Students will gain problem solving skills by learning to communicate with peers and express feelings. |
| TV | Threat/Intimidation with Very Serious Substantive | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. | I Am a Peacemaker Students will gain problem solving skills by learning to communicate with peers and express feelings. |

| Acts Against Persons | | | |
|-----------------------------|---------------------------|---|---|
| 21 | Battery – Low Level | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. | I Am a Peacemaker Students will gain problem solving skills by learning to communicate with peers and express feelings. |
| | | | I Know How to be a Kind Friend Students will develop an awareness of diversity, identify how teasing makes someone feel, and learn appropriate ways to engage with peers. |
| PA | Physical Attack (Battery) | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. | I Am a Peacemaker Students will gain problem solving skills by learning to communicate with peers and express feelings. |
| | | | I Know How to be a Kind Friend Students will develop an awareness of diversity, identify how teasing makes someone feel, and learn appropriate ways to engage with peers. |
| 23 | Aggravated Battery | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. | I Am a Peacemaker Students will gain problem solving skills by learning to communicate with peers and express feelings. |
| | | | I Know How to be a Kind Friend Students will develop an awareness of diversity, identify how teasing makes someone feel, and learn appropriate ways to engage with peers. |

| Property Incidents | | |
|--------------------|---------------------------------------|---|
| Type of Incident | Initial Lesson(s) | Subsequent Lesson(s) |
| T5 | Larceny/Theft – Petty < \$750 | Honest Citizens Students will understand the impact of the decision to steal and possible consequences of stealing. |
| T6 | Larceny/Theft – Grand ≥ \$750 | Honest Citizens Students will understand the impact of the decision to steal and possible consequences of stealing. |
| V4 | Vandalism/Damage to Property < \$1000 | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. |
| V5 | Vandalism/Damage to Property ≥ \$1000 | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. |
| 13 | Arson | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. |
| FS | Fire – Starting a Fire on Campus | Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions. |

| Other Criminal Incidents | | | |
|---------------------------------|---------------------------|---|---|
| Type of Incident | | Initial Lesson(s) | Subsequent Lesson(s) |
| B3 | Threat Kill/Mass Shooting | <p>Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions.</p> | <p>I Am a Peacemaker Students will gain problem solving skills by learning to communicate with peers and express feelings.</p> |
| B4 | False Report/Hoax | <p>Calming My Strong Feelings Students will identify strategies to cope with anger or other strong emotions.</p> | |