

Broward Comprehensive Universal Reduction of Violence (B-CURV)

The Broward Comprehensive Universal Reduction of Violence (B-CURV) Grant responds to Category 1: Project Sites. Through implementation of the B-CURV program plan, Broward County Public Schools (BCPS) and its community partners will enhance efforts and fill gaps in existing school-based practices that address violence prevention, reduce victimization and trauma from exposure to violence, and expand relative programming for students and families.

A. Description of the Issue

Target Population

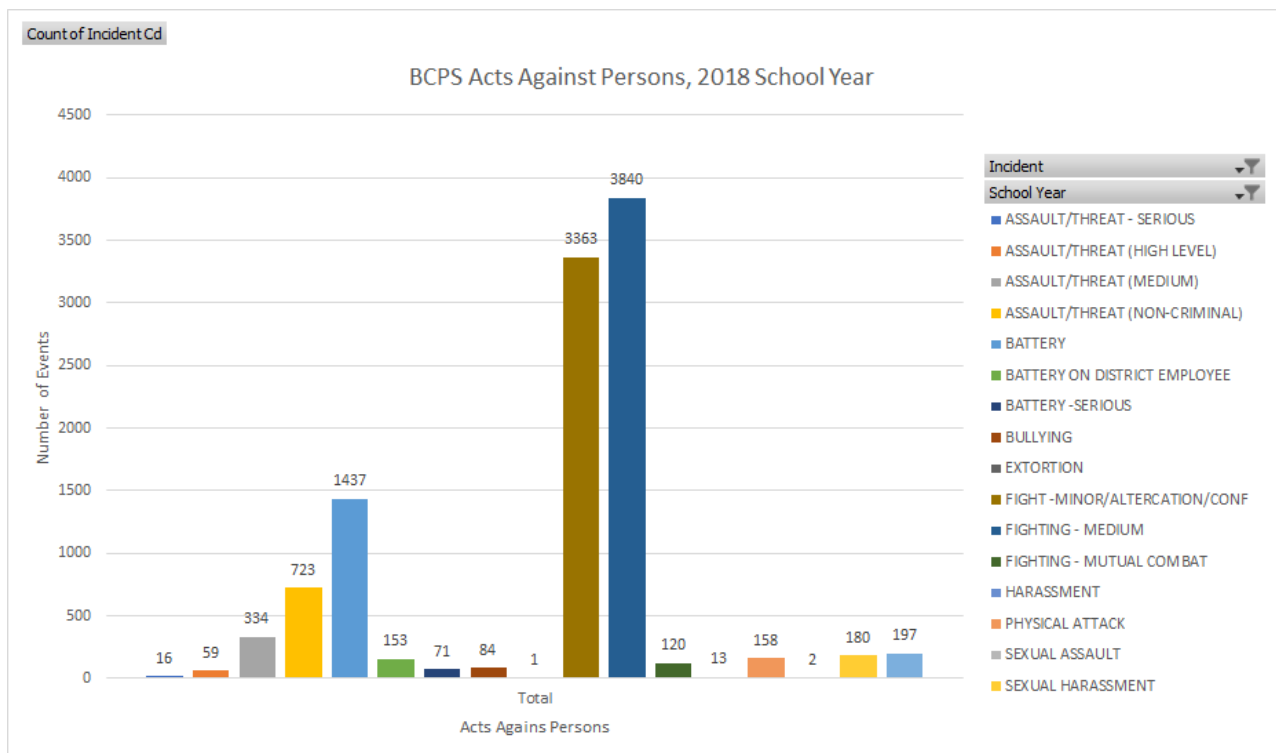
Broward County is a suburban county in southeast Florida with a school district serving over 271,500 students in Pre-Kindergarten through 12th Grade. The sixth largest school district in the nation and the second largest in the state, BCPS includes 234 schools, centers and technical colleges, and 93 charter schools. BCPS is one of the most diverse districts in the nation with students from 204 countries speaking 191 languages and a Free and Reduced-Priced Lunch (FRL) eligibility rate of 66.6% (BCPS, 2018). As diversity abounds, so does the critical charge to ensure the highest academic attainment, safety, and well-being for all students. This charge includes the most at-risk populations including the lesbian, gay, bisexual, transgender and questioning (LGBTQ) students, which make up at least 10% of the student population (Broward Youth Risk Behavior Survey (YRBS), 2017); and the high rates of youth removed from their home to be placed in foster care (ChildNet, 2018). Students in each of these subsets are prone to experience trauma either from personal involvement or as eyewitnesses.

Students bring their relationships and personal concerns from the home environment to the school campus, occasionally acting out as a result. During the 2017-18 school year, BCPS saw 6,122

Broward Comprehensive Universal Reduction of Violence – Program Narrative
 Category 1: OJJDP-2019-14964

instances of school safety concerns through bullying, fighting, substance abuse, threats or intimidation to harm, weapon possession, and other related offenses on school campuses (Florida Department of Education, 2018). These incidents paint a picture for why in 2017, about 6 percent of students ages 12–18 reported avoiding school activities or classes or one or more places in school during the previous school year because they thought someone might attack or harm them (Bureau of Justice Statistics, 2018).

B-CURV interventions will focus on reducing the most critical of school safety concerns, 22 violence related disciplinary codes collectively measured and referenced as “Acts Against Persons” (AAP). The AAP is more expansive than the Florida Department of Education data set on school safety and collects data points on multiple levels of assault and battery, fighting, bullying, and sexual assault. BCPS saw a total of 10,751 AAP incidents in the 2018 school year (BCPS Student Assessment and Research, 2019).



The FBI Uniform Crime Report provides a snapshot of how these violent acts may continue to set standards for unhealthy coping mechanisms and traumatize communities. In 2017, the rate of incidence of aggravated assault performed by an adult in the United States was 248.9 per 100,000 inhabitants. The Miami Metro area (which includes Broward County) experienced this violent incidence at a higher degree of 286.2 per 100,000 residents in the same period. A transfer of this concept to the AAP data shows an incidence rate of 4,972 per 100,000 Broward public school students. This exceptionally high rate demonstrates “Problem Area #1”, the need for districtwide universal prevention and support to reduce AAP districtwide. B-CURV will use Positive Behavioral Interventions and Supports (PBIS) to universally prevent violence through school climate improvement, while at the same time proactively identifying and intervening with schools, staff, and students in need of behavioral and mental health services.

To accomplish this, we must increase use of and ease of access to Tier 2 and Tier 3 services for schools, staff, and students in need (either due to high rates of AAP, or by being victims or perpetrators). Not only do our students suffer risk of harm from others with AAP, they also at risk of harm from themselves. According to the American Foundation for Suicide Prevention, over twice as many people die by suicide in Florida than by homicide. From 2007-2017 Broward lost an average of 4 youths aged 10-17 to suicide each year with 11 self-imposed deaths suffered in 2016 (Florida Department of Health, Bureau of Vital Statistics, 2018). Broward has experience loss from student suicide this past school year and has an exceptional need for Tier 2 and Tier 3 mental health services. On February 14, 2018, BCPS suffered one of the deadliest school shootings in the United States. Seventeen people – fourteen students and three staff members – were fatally shot and seventeen others were wounded. As if that tragedy were not enough for our community to cope with, our ongoing consultation with trauma professionals leads us to expect suicide rates

to increase in the coming years as the community continues to process what happened February 2018, at Marjory Stoneman Douglas High School. For these reasons and those previously mentioned, the grant’s “Problem Area #2” will be the need for added and more easily accessed Tier 2 and Tier 3 intervention services.

Finally, B-CURV's last violence prevention and intervention focus will be on “Problem Area #3”, Broward’s increasing rates of electronic bullying in middle schools. In 2017, 13.6% of high school students were electronically bullied, while 14.4% were bullied face to face (National YRBS). These rates are at or below the national average and have shown no significant increase. But for Broward middle school students, there has been ongoing significant increase in electronically bullying, from 12.8% in 2013, to 14.5% in 2015, and 18.7% in 2017 (Broward YRBS, 2017). In the same period more than one out of every three Broward middle school students reported ever being bullied on school property – a significant 4.3% net increase since 2015 (33.5% in 2015 to 37.8% in 2017). Bullying and cyberbullying are forms of peer aggression. It is damaging and dangerous because it can result in violence, either toward others or toward self. Youth who experienced traditional bullying or cyberbullying, as either an offender or a victim, had more suicidal thoughts and were more likely to attempt suicide than those who had not experienced such forms of peer aggression. The findings provide further evidence that adolescent peer aggression must be taken seriously both at school and at home (S. Hinduja and J. W. Patchin, Archives of Suicide Research, 2010). Therefore, a cyberbullying prevention and intervention component will be an essential piece of the B-CURV grant's comprehensive violence prevention programming.

Community Efforts in Place

School violence prevention has long been a focus of the school district leadership. Employing multiple avenues of collaboration to engage all stakeholders, BCPS recognizes the importance of mitigating threats of violent acts against persons and self for all students and takes an active role in prevention and intervention. The school district along with B-CURV Stakeholders are committed to reducing violence, victimization, and trauma by Broward youth in myriad forms. The school district has a designated department for school climate interventions. Staff of the School Climate & Discipline Department (SC&D) maintain relationships with school administrators, law enforcement, community providers, and individual families to maintain awareness of the need for services in each community. SC&D holds the expertise to coach these stakeholders through an extensive list of violence prevention curriculum and strategies to find the best interventions for a local school context.

As part of the district's School-Wide Positive Behavior Plan (SPBP), every school (as part of their School Improvement Plan (SIP)) is expected to create a Quarterly PBIS Data Report, review it, and present it to their staff. Every school has a school-based PBIS Team that is to oversee this regular process. In this way, schools can use data to ensure continuous improvement in any problem behavior areas. Currently only 63 of the district's 214 elementary, middle and high schools have been trained on PBIS. Additionally, district school staff have not been trained on how to do the PBIS reports, nor how to effectively analyze data in a continuous improvement model, nor have they been given the tools to effectively and uniformly collect and analyze the data. B-CURV will strengthen this process by imbedding a systemic framework of prevention and intervention efforts through school-wide positive behavioral interventions and supports (PBIS). PBIS is a prevention oriented multi-tiered framework for school personnel to (a)

organize evidence-based practices, (b) implement those practices with high fidelity, and (c) maximize academic and social behavior outcomes for all students (Sugai et al., 1999). The B-CURV Grant will ensure 100% of the schools have a PBIS Team trained and implementing the program consistently. Next, B-CURVE will ensure schools apply PBIS with fidelity on a quarterly basis is to provide the tools and support they need to implement it uniformly and in a manner that provides accountability. SC&D staff will attend these meetings and coach the PBIS Team meeting and provide tools to conduct the analysis. This quarterly analysis of data will then be used to drive evidence-based prevention and intervention multi-tiered systems of support for the school, staff, and students.

In additions to these universal violence prevention strategies, B-CURV's will create a framework to more effectively provide targeted interventions at schools identified as high need. This includes elementary, middle, and high schools. Violence prevention and intervention efforts are embedded in a multi-tiered system of supports (MTSS). The MTSS framework addresses three (3) tiers of support which increase in intensity as individual student and school needs dictate.

Currently, for those acting out in the second and third tiers of delinquency behaviors, Broward County offers a specialized support for students who perpetrate violence and victimization on campus. The PROMISE (Preventing Recidivism through Opportunities, Mentoring, Interventions, Supports & Education) program represents the most comprehensive thinking available to address socially unacceptable or illegal behavior, targeting both short- and long-term academic success, aligning best practice models and Restorative Justice principles, and developing pro-social and resiliency skills. PROMISE, while addressing the behavior specific to the youth, is committed to addressing family and community circumstances that serve as both strengths and challenges for the youth's resiliency. PROMISE is an intervention-based program

designed to correct student behavior that violates the district’s Policy 5.8, Code of Conduct, and/or Policy 5006, Suspension and Expulsion. PROMISE utilizes a comprehensive set of supports and education. The intent of PROMISE is to safeguard the student from entering the judicial system and currently 4 of the district’s 22 Acts Against Persons are PROMISE eligible offenses.

Intensive intervention and accountability for students at highest risk of delinquency are further supported by Broward’s Juvenile Justice System of Care. The Juvenile Justice System of Care hearing is a unique feature of the PROMISE initiative, which encourages reluctant students (and/or their parent[s]/guardian[s]) to fully engage in all facets of the PROMISE program.

Intervention by a member of the judiciary educates the student about the potential long-term implication of either refusing to participate or failing to successfully complete the PROMISE program. B-CURV's will expand the use of this The Juvenile Justice System of Care hearing to include Tier 3 students who committed one of the remaining 18 AAP infractions.

Other successful violence prevention partnerships include those with the Broward County Health Department and Women In Distress. Both joined BCPS during the 5-year Dating Matters Teen Dating Violence Prevention Grant. As can be seen in *Dating Matters Broward 2012-15 Report*, this partnership was able to reduce dating violence victimization and perpetration along with many other correlating at risk behaviors like bullying and substance abuse with many of our middle school students. As a result, we continue to partner and will provide Dating Matters and Safe Dates curriculum as part of the B-CURV grant.

Key mental health community partners working with BCPS are part of the Behavioral Health Partnership. The Behavioral Health Partnership, established in 1987, is between the school district and community providers. It provides school-based personnel with a list of behavioral

health providers who have met the standards set by the Behavioral Health Partnership (BHP) Committee. These Behavioral Health Partners are able to provide services to students on school campuses in addition to any supports that are being offered at home. As a part of the partnership, providers agree to offer these services at no cost to the families.

The United Way of Broward County has partnered with BCPS for years to bring the Choose Peace/Stop Violence pro-social club to schools. As can be seen in the *Choose Peace Club Data Overview -Post Parkland*, this peer driven campaign demonstrated improved resiliency for students in those schools who had the club versus those did not, after the Stoneman Douglas tragedy. Currently Choose Peace/Stop Violence is in 15 schools, B-CURVE will expand those numbers to include 4 more schools, chosen from those with the highest rates of AAP.

Finally, BCPS works closely with key community partners such as Children’s Services Council of Broward County to provide mental health services to our most at risk students. These partnerships will be even more important as we attempt to recover from the tragedy and mitigate the trauma of the school violence we suffered at Marjory Stoneman Douglas. It is essential that mental health services be made available in a comprehensive, tiered and accessible manner as our district begins to attempt to recover and reduce rates of violence. The grant will increase awareness and ease of access for Tier 2 and Tier 3 evidence-based services in partnership with district department and community partners, through the creation and marketing into the community of a School Resource Locator (SRL). This one stop shop will allow access to free services provided by the Behavioral Health Partnership (BHP) Committee, as well as specialized rapid response services such as Restorative Justice and The Support Group Bullying Intervention from the B-CURV grant staff to Tier 3 victims and perpetrators.

Local understanding of the issue

As stated in Reducing Effectiveness of Bullying Behavior in Schools, research has shown us what violence prevention strategies work (e.g., Biglan, 1995; Gottfredson, 1997; Gottfredson, Gottfredson, & Hybl, 1993; Mayer, 1995; Morrison, Furlong, & Morrison, 1997; Tolan & Guerra, 1994; Walker, Ramsey, & Gresham, 2004), but the challenge lies in implementing them in a systemic framework through which these strategies actually might prevent the occurrence and reoccurrences of violent behavior for all students in all schools. Broward has attempted to imbed a systemic framework of prevention and intervention through school-wide PBIS in the response to intervention (RtI) MTSS model ensuring the violence prevention and intervention strategies are delivered in increasingly higher intensity, as school, staff, and student victim and perpetrator needs dictate. The MTSS layer components “on top of” or in combination with the universal intervention to address factors that may place youth at risk for being targets or perpetrators of violence (universal plus targeted interventions) in a 3-tiered RtI model of intervention delivery.

In conducting the *BCPS Violence MTSS Gap Analysis*, the B-CURV grant will add the following Tier 1 prevention elements to 100% of the schools:

- Positive Behavioral Interventions & Supports (PBIS): Detailed within the The School-wide Positive Behavior Plan (SPBP), PBIS will be implemented with fidelity, support, and training from SC&D teams through the Quarterly PBIS Data Collection Analysis.
 - Every PBIS Team will attend the 3 day PBIS Training.
- Universal SEL and Violence Prevention Curriculum: The BCPS Violence Prevention & Intervention MTSS tool will be created and used to ensure uniform and evidence-based

school-based violence prevention. Each school will use required curriculum and programs from this list with fidelity.

- Ensure every school will have conflict resolution programming, student peer support networks, after school programs, mentoring, and/or pro-social clubs.

Across the district approximately 10-15% of schools will qualify for Tier 2 interventions and 3-5% will qualify for Tier 3 interventions. This translates to about 30 Tier 2 program sites each year and 10 at the Tier 3 level. The B-CURV grant will also add the following Tier 2 and Tier 3 intervention elements:

- Accountability Tier 2 or Tier 3 school and offenders,
- Capacity for Tier 2 and Tier 3 interventions districtwide, and
- Awareness and timely access of existing Tier 2 and Tier 3 supports and tools for victims, offenders, and community members.

B. Program Design and Implementation

The B-CURV Grant will build capacity and enhance our district's efforts to prevent and reduce youth violence and victimization. The RtI MTSS model will ensure the violence prevention and intervention strategies are delivered in increasingly higher intensity as school, staff, and student needs dictate. To reduce the district's rates of violence, B-CURV will imbed the RtI tiered and comprehensive violence prevention MTSS model in every school by the end of the 3-year project period. This model will be sustainable and all the school-based evidence supported violence prevention and intervention strategies will remain active through school-based and district staff.

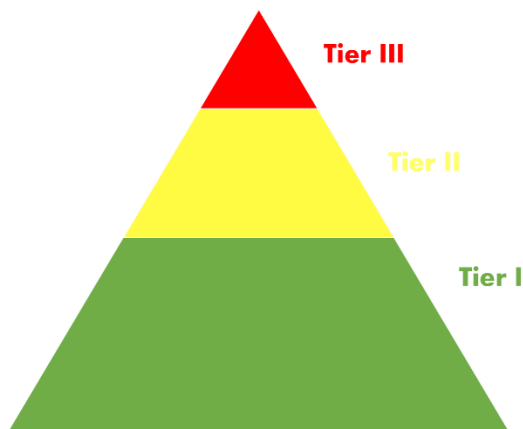
The B-CURV comprehensive approach will include new and/or existing efforts as outlined in Table 1.

Table 1: Core Areas of Programming for the Category 1 Competitive Grant Solicitation

Category 1 Core Areas for Programming	Responding B-CURV Approach
1. Provision of evidence-based mental health services for youth who experience trauma and exposure to violence in a school setting.	<p>The School Resource Locator (SRL) will provide families awareness to community mental health partnerships serving Broward youth on school sites for limited or no cost.</p> <p>Tier 3 interventions such as Restorative Justice and Support Group Method of Bullying Prevention will also be accessible for rapid response to victims and offenders.</p>
2. Universal bullying prevention and conflict resolution programming	<p>The BCPS Violence Prevention & Intervention MTSS tool will be created and used to ensure uniform and evidence-based school-based violence prevention. Each school will use required curriculum and programs from this list with fidelity.</p> <p>All school-based Prevention Liaisons will be trained on this tool and evaluate their school’s programming. Gaps will be filled with recommended programming.</p> <p>All middle schools will be offered Think B4U Post Internet Safety program and curriculum, Dating Matters/Safe Dates, and Class Meetings.</p> <p>The goal is to significantly expand the currently 56 schools with Peer Counseling programs (students are trained to intervene with and mediate conflict between students).</p>
3. Student engagement to provide peer support networks.	<p>Pro-social clubs will be a mandatory Tier 1 element for all schools. Examples of pro-social clubs in Broward include peer counseling, peer-to-peer training, Choose Peace/Stop Violence, Gay Straight Alliance, and cross-age mentoring.</p> <p>All secondary schools will be offered and strongly recommended to have all students and staff trained on Say Something and Start with Hello, as well as coordinating the SAVE Promise pro-social club.</p> <p>Schools opting will assign a school-based lead who receives a stipend to coordinate.</p>
4. Youth competence building interventions for accountability across the continuum of least intensive (innovative diversion/ treatment programs) to more intensive (suspension, expulsion, arrest) with proper considerations for campus	<p>All schools will be trained on and held accountable to implement a Response to Intervention (RtI) Multi-Tiered System of Supports (MTSS) model where interventions are dictated by need.</p> <p>Quarterly PBIS Team meetings will be held to analyze data and strategize interventions to be</p>

<p>safety and promotion of an appropriate learning environment.</p>	<p>applied at the school level, as well as to individual staff and students found to be in need. Expert B-CURV staff in partnership with SC&D Teams will help schools choose the best fit evidence-based violence prevention and intervention programs and curriculum. Effectiveness of interventions will be tracked and modified in a continuous improvement model by quarterly data pulls.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Tier 2 schools will be offered Dating Matters/Safe Dates, Think B4U Post, Get Real About Violence or other evidence-based approved programs from the <i>BCPS Violence Prevention & Intervention MTSS</i>. • Tier 3 schools will be offered Choose Peace/Stop Violence, Class Meetings, or Be the 1 Positive School Culture Initiative. • Tier 2 staff will be offered CHAMPS Classroom Management support and coaching. • Tier 3 students will be offered Restorative Justice, Support Group Method, intensive mental health wraparound services, or the PROMISE innovative diversionary program.
<p>5. School safety and climate measures.</p>	<p>From expert staff such as School Resource Officers and Prevention Liaisons to a focus on Social Emotional Learning, BCPS is engaged and intentional to respond to the national conversation on school safety and climate measures. B-CURV will expand training opportunities to broaden support networks and invite more community members to the discussion.</p> <p>All school-based Prevention Liaisons will be trained on this tool and evaluate their school’s violence prevention programming.</p> <p>Quarterly PBIS Team data analysis will provide early identification of school safety and climate concerns – at the school and individual levels.</p> <p>All district staff will be trained on Mental Health First Aid for Youth, an evidence-based 8-hour course introducing participants to risk factors and warning signs of mental illnesses along with common supports.</p>

The B-CURV comprehensive approach including efforts outlined are accomplished using the violence prevention and intervention RtI structure. This 3-tiered model of intervention delivery (MTSS) ensures interventions are applied across the continuum of least intensive to most intensive. Tier 1 is called “universal” because the methods used at this level are what all students and all schools shall receive. It is estimated 80% of students and schools respond to this preventative universal programming and no further intervention is needed. Tier 2 is called “strategic” or “targeted” because these are interventions targeted to some specific students, schools, or staff having problems with or who are identified as being at-risk of violence. Tier 2 consists of strategies that are supplemental, provided in addition to all the resources and tools in Tier 1, and are only needed for approximately 10-15% of students or schools. Finally, Tier 3 is called “intensive” because at this level the few student, staff and schools (3-5%) receive intensive targeted interventions that are specifically tailored to need.



The BCPS Violence Prevention & Intervention MTSS Gap Analysis shows prevention, intervention, and accountability items currently in use in Broward and those that the B-CURV grant will add. Please see the attachments to this proposal for more information.

The B-CURV grant will increase capacity of communities and schools to address youth violence and exposure to violence through all three tier levels, that occur concurrently and sequentially as needed.

TIER 1

The district will reduce AAP and improve school climate by addressing “Problem Area #1”, the need for districtwide universal prevention and support, which takes place in Tier 1. This tier is

called “universal” because the methods used at this level are what all students and all schools shall receive. These programs include elements such as social skill development, social-emotional learning or self-regulation, that are needed by all students to reduce the chances that youth will either engage in or be a target of violence. They include climate enhancing and peer programs such as mentoring, peer counseling, and/or pro-social clubs. A strong foundation of Tier 1 ensures 80% of students and schools will not need targeted interventions to be violence free.

Although BCPS has numerous resources, programs and services related to violence prevention and intervention, very few are provided to every school in a uniform, appropriate, and accountable manner. This challenge is largely due to the district’s size, lack of consistent and uniform accountability, and the need for increased district support. The district currently only has one violence prevention specialist for this suburban school district with 214 elementary, middle and high schools. BCPS embraces the MTSS framework, but how can it be known that each school analyzes its own MTSS to prevent and reduce their AAP? Are school communities aware of what works and how to access the relative responsive programs and evidence-based services? And how much expertise and support can each school be offered with only one trained specialist?

Strategy 1 – Positive Behavioral Interventions and Support (PBIS): PBIS will be used districtwide effectively and uniformly in a continuous improvement model to reduce rates of violence and improve school climate. PBIS school-based teams will be provided with support and held accountable by district SC&D Teams.

Currently every school must turn in an annual *School-wide Positive Behavior Plan (SPBP)* and on a quarterly basis, a school-based PBIS Team is to conduct a data pull. They are then

to analyze this data, creating a PBIS plan, and present it to the school's staff. It is impossible for this to occur with fidelity, if all the PBIS Teams do not know how to do this. Currently only 63 of the district's 214 elementary, middle and high schools have been trained on PBIS.

Additionally, district school staff have not been trained on how to do the PBIS reports, nor how to effectively analyze data in a continuous improvement model, nor been given the tools to effectively and uniformly collect and analyze the data. Finally, there is no measurable accountability to ascertain if the schools are conducting PBIS as they are directed. As a result, schools have frequently not pulled and analyzed their data to improve it. Only when teachers and administrators understand how to gather and apply academic and behavior trends can schools hope to turn the curve and reduce the rates of violence, delinquency, and victimization while improving school climate and safety.

This need is compounded by a lack of training. If the PBIS school data were to show violence trends, these PBIS Teams have no expertise on violence prevention specifically nor is it likely they are aware of how to address violence incidents in a MTSS with evidence-based programming and services. To maximize the impact of effective violence prevention strategies, careful attention must be directed to the systemic supports that enable accurate, durable, and scalable implementation (Fixsen et al., 2005). Prevention and intervention strategies must be uniformly implemented throughout the district in multi-tiered way including universal, school wide programming as well as targeted interventions for youth exposed to violence, including youth identified as at risk for delinquency and/or youth involved in the juvenile justice system. These interventions and efforts should act in cooperation with and support from district staff who are trained experts in the field of violence prevention. Finally, services and supports at all levels need to be easily accessed from both district and community providers.

The B-CURV Grant will imbed school-based PBIS universally on the Tier 1 level – districtwide in every school, with every teacher, to impact every student by using the following methods:

- The B-CURV Grant will ensure 100% of the schools' PBIS Teams have completed the 3-day PBIS training.
- A final *BCPS Violence Prevention & Intervention MTSS* and *BCPS Cyberbullying Prevention & Intervention MTSS* documents depicting the school-based MTSS that the grant will imbed into the district will be created by the B-CURV Stakeholder Committee and disseminated for use as the standard for school MTSS.
- 10 SC&D Teams will be formed and assigned to a set of schools. Each SC&D Team will consist of multiple staff who are experts in the field of behavior, data, and continuous improvement.
- 2 SC&D B-CURV Grant Violence Prevention Staff will be hired and assigned 5 SC&D Teams to support. Each SC&D Team member will shadow and learn the grant staff's processes and skills during the grant period.
- Each SC&D Team will attend the quarterly PBIS school-based meeting with the school's PBIS Team. Together they will complete the *PBIS Tier 1 Data Collection Template* and look at possibly modifying the school's School-wide Positive Behavior Plan. They will then complete the *School-wide Positive Behavior Plan PBIS Meeting Agenda* to share findings with all school staff. If one of The Big 5 disciplinary incidents on the Data Collection Template is AAP, a SC&D B-CURV Grant Violence Prevention Staff member will be assigned to the school and the school will be designated a Tier 2 school.
- During the first quarterly PBIS school-based meeting at every school, each SC&D Team will complete the *Violence MTSS Evaluation Form* to ascertain if each school has the

required Tier 1, Tier 2 and Tier 3 elements at their school, per the final *BCPS Violence Prevention & Intervention MTSS* and *BCPS Cyberbullying Prevention & Intervention MTSS* documents. All missing elements will be built into the school’s *School-wide Positive Behavior Plan (SPBP)*. At future quarterly meeting, the imbedded services will be evaluated for effectiveness and fidelity.

- Every year, every middle school principal will receive an Opt-In Memo for the Dating Matters/Safe Dates teen dating violence prevention curriculum. Schools opting in will agree to teach all students the curriculum with fidelity, provide an implementation plan, and a school-based lead for the program.
- Every year, every secondary school principal will receive an Opt-In Memo recommending all students and staff be trained on Say Something and Start with Hello, as well as have a SAVE Promise pro-social club. Schools opting in during the grant will assign a school-based lead who receives a \$200 stipend to coordinate.

BCPS Contribution to the Program Supplies

To ensure 100% of school-based PBIS Teams are trained, a training, “PBIS: Data-based Problem Solving, The Big 5”, will be made available districtwide for school staff responsible for data analysis in multiple formats, paid and unpaid. This training will teach staff what PBIS is, how to collect data from the BASIS Behavior Dashboard with a focus on The Big 5, how to follow the 4-step problem solving process to focus on school-wide behavior issues, how to use data to improve school behavior and climate, and how to conduct the PBIS quarterly Tier 1 behavior team meeting. Unpaid trainings will be made available upon demand on Brainshark and/or Canvas for all district staff. Paid evening, weekend, and summer trainings will be made available

through **Title IV matching funds**. Attendees will also be trained on the district tools to be used to effectively and uniformly collect and analyze the data during the PBIS process. The Big 5 are:

The Big 5	Leading Questions
Referrals by student/core effectiveness	Who needs immediate support? Is the core behavioral curriculum effective?
Top 5 incidents (type of behavior)	What are the most common misbehaviors? How are they linked to the school’s expectations and rules?
Events by time of day, referrals by date (monthly)	How can we PREVENT spikes in behavior during the day and year?
Events by location	Where do we need extra support, structure, or planning?
Referral by grade level or teacher	What kind of support can we provide for teachers? Who needs the support? Are they trained and implementing CHAMPs classroom management?

Before the grant begins, there will be only one violence prevention specialist for the whole district. Upon its completion, there will be at least 20-30 staff who have been trained on violence prevention and intervention’s MTSS. Once scaled up, these staff will act as both district support and as an accountability tool for schools analyzing their behavior data and violence MTSS. They will meet quarterly with each school-based PBIS Team to pull and analyze data and enact the school’s improvement plans in a continuous improvement model. See “Sustainability” for more information.

STRATEGY 2 - School Resource Locator:

Strategy 2, the School Resource Locator (SRL), will address the district’s “Problem Area #2”, the need for added and more easily accessible Tier 2 and Tier 3 interventions.

Currently the district has many services that are available to students and their families, but families are largely unaware of them and if they are aware, unsure how to access them. These services can be found on multiple webpages within the district’s website as well as multiple webpages outside the district’s website. Each of these sites detail different services, but no site is

comprehensive of all the services a family could access. Additionally, many of these services do not detail violence related services as trauma or restorative justice.

Through B-CURV grant funding, SC&D grant staff will coordinate with any district department as well as outside agency service providers, the creation of comprehensive district housed website, the Student Resource Locator (SRL) for Broward County Public Schools. The SRL will be a search database of school-based services that can be accessed by both community members and school staff. The SRL will help identify district as well as community-based resources that are school-based and free. This site will act as a “one stop shop” for both immediate and longer-term services. To be part of the SRL, agencies must agree to offer free services to families in need and be part of the Behavioral Health Committee.

Tier 2 and Tier 3 services that currently have been unavailable will be added and provided by the two SC&D grant staff. The services are Restorative Justice and the Support Group Method of Bullying Intervention. This database will be updated on an ongoing basis by school staff and by Community agencies who are part of the Behavioral Health Committee. They will enter the service, how to access it, any associated costs, as well as any wait time.

To ensure community members are aware of this new and comprehensive SRL search engine, a public marketing campaign will be conducted both in schools and throughout the Broward County community.

The currently decentralized mode of organizing community resources reduces the likelihood victims and perpetrators will receive the services they need, much less in a timely manner. Additionally, many of these services do not detail violence related services such as trauma or restorative justice. Our school district is particularly in need of services as we attempt to recover

from the tragedy and deal with the trauma of the school violence we suffered at Marjory Stoneman Douglas. It is essential these services be made available in a comprehensive, tiered and accessible manner as our district begins to attempt to recover and reduce rates of violence. The grant will increase awareness and ease of access for Tier 2 and Tier 3 evidence-based services in partnership with district department and community partners, through the creation of a School Resource Locator (SRL).

STRATEGY 3 – SCHOOL-BASED PREVENTION LIAISONS: Per Anti-Bullying Policy 5.9, each school in the district has a Prevention Liaison. Prevention Liaisons champion the message of violence prevention for their local community and disseminate curriculum and training information to school staff as well as families. All school-based Prevention Liaisons will be trained on multiple evidence-based violence prevention curricula, including PBIS, Dating Matters/Safe Dates, and Sandy Hook Promise’s “Say Something”, “Start with Hello”, and “SAVE Promise Clubs.” Prevention Liaisons will attend an annual training during which they will analyze their school’s 1) violence related data, 2) what existing and gaps in violence prevention and intervention exist at their school, and 3) be provided by SC&D the evidence-based resources or programs they need to fill these gaps based off the B-CURV Stakeholder Committee’s BCPS List of Violence Prevention Curriculum Programs.

Prevention Liaisons also serve as the direct support to prosocial clubs on all school campuses. B-CURV will ensure every primary and secondary school has a violence prevention prosocial club. These clubs can meet at during or after school.

Secondary school Prevention Liaisons who coordinate the Sandy Hook Promise’s “Say Something”, “Start with Hello”, and “SAVE Promise Clubs” will be provided a small stipend for the time they spend supervising this extracurricular event outside of school hours.

Strategy 4 – Preventing Cyberbullying Victimization: Strategy 4 addressed the district’s “Problem Area #3”, Broward’s increasing rates of electronic bullying in middle schools.

While creating new opportunity for connection, this living life electronically also creates greater vulnerabilities for unhealthy and inappropriate interaction, cyberbullying, and conflict which can spill onto school grounds in the form of fights and violence. Stemming the tide of online conflict and cyberbullying can be challenging though, as only 40–50% of cyberbullying targets are aware of the identity of the perpetrator (Patchin & Hinduja, 2016). To curtail raising rates of cyberbullying for Broward youth, B-CURV will integrate a universal middle school Internet safety curriculum.

A memo will be sent to every middle school principal requesting they implement the Think B4U Post Internet Safety Toolkit and marketing campaign. The Think B4U Post Internet Safety Program is implemented in an evidence-based leveled or tiered approach to instructional delivery. It includes interventions of increasingly higher intensity based on school and student needs. Schools opting in will complete an implementation plan, assign a school-based lead, and receive pro-social marketing to pair with school-wide curriculum implementation. To further strengthen the momentum for this positive messaging, a Resolution for Digital Citizenship Week will be passed each fall semester, and it will be requested schools celebrate this observance either with the Digital Citizenship Toolkit or lessons. Middle school prosocial clubs will be contacted and offered the opportunity to conduct peer-to-peer classroom lessons on digital citizenship and cyberbullying.

All Prevention Liaisons will be trained at their annual training on internet safety and the resources available to their schools based on need from the *BCPS Cyberbullying Prevention & Intervention MTSS* document.

SC&D Teams with grant staff will look at data related to cyberbullying and sexting. Schools with the highest Tier 2 and Tier 3 rates will be contacted to offer additional supports both schoolwide and on an individual basis to victims and perpetrators.

TIER 2 & TIER 3

BCPS rates of violence (designated by AAP) will be reduced by the grant's correction of weaknesses related to Tier 2 and Tier 3 interventions. The Grant will improve:

- Accountability Tier 2 or Tier 3 school and offenders,
- Capacity for Tier 2 and Tier 3 interventions districtwide, and
- Awareness and timely access of existing Tier 2 and Tier 3 supports and tools for victims, offenders, and community members.

Strategy 1 – Increase Accountability

Thanks to the grant, each SC&D Team will ensure accountability at each school by:

- Attending the first quarterly PBIS school-based meeting to complete the *Violence MTSS Evaluation Form* to ascertain if each school has the required Tier 1, Tier 2 and Tier 3 elements at their school. All missing elements will be built into the school's *School-wide Positive Behavior Plan (SPBP)*. At future quarterly meeting, the imbedded services will be evaluated for effectiveness and fidelity.
- Coaching them while they complete their quarterly PBIS school-based meeting and complete the *PBIS Tier 1 Data Collection Template*. During it, schools with high rates of Acts Against Persons will be identified and designated a Tier 2 school.
- Assigning the Grant staff to Tier 2 school to complete a Violence MTSS Evaluation Form, followed by a School-wide Positive Behavior Plan and Meeting Agenda. The plan will focus on climate and violence prevention and a deep dive will be conducted on the specific

students, staff, time, and locations of the AAP within that school. Staff and students identified as Tier 2 and Tier 3 will receive specialized services based on need.

- Joining grant staff and the school-based PBIS Team at the quarterly meetings to evaluate the progress being made for the school, staff, and students and if progress is not being made, the plan is modified and reinstated in a continuous improvement model.
- Collaborating with grant staff to pull The Acts Against Persons Data Table. Schools designated Tier 3 (top 5% of incidents) and Tier 2 (top 15% of incidents) will be reached out to and offered targeted interventions for the school, staff, and students after a MTSS analysis using the *Violence MTSS Evaluation Form* is completed. As with the other Tier 2 and Tier 3 schools, an implementation plan will be created along with any expectations or action steps they will need to accomplish and the SC&D Team will meet with the school quarterly to hold them accountable for their violence prevention plan and to ensure strategies are being implemented in a continuous improvement model.
- Tier 2 and Tier 3 services provided by grant staff through the SRL will receive follow up. It will be made to families and students of both aggressors and victims to assess service effectiveness.

Strategy 2 – Increase Capacity

Our district has a great need for victims, perpetrators, and community members to access trauma, mental health, and evidence-based services. Sadly, there is a lack of these Tier 2 and Tier 3 services. To remedy this, the grant will increase the number of services available through the School Resource Locator (SRL) and that are school-based schools.

- The stakeholder committees will be attended and requests for additional support will be provided. Key committees to be partnered with include the Behavioral Health Partnership

(BHP) Committee, and the Mental Health Consortium, the Mental Health Allocation Workgroup, and the Juvenile Justice System of Care Hearing members.

- SC&D Team staff members services will be added to the SRL for Tier 3 interventions to victims and perpetrators using Restorative Justice and the Support Group Method.
- When grant staff are called to a school to provide Restorative Justice or the Support Group Method, the SC&D Team staff will shadow and learn the processes and skills during the grant period as will school-based school counselors and Prevention Liaisons.
- Currently only four of the AAP are PROMISE eligible offenses that may attend the Juvenile Justice System of Care hearings. Through the grant and the JJSC partnerships, additional Tier 3 student offenders designated at risk for recidivism or criminal involvement will also be cased at the hearing.
- Choose Peace/Stop Violence pro-social clubs will be expanded to Tier 3 Schools. Choose Peace/Stop Violence is a county-wide violence prevention collaborative between BCPS and the United Way, currently in 15 schools. The grant staff will reach out to the top 4 Tier 3 schools and offer them this club for 3 years.

Strategy 3 – Increase Awareness and Timely Response

Through B-CURV, BCPS and its partners will ensure a sustainable increase in evidence-based Tier 2 and Tier 3 violence intervention services and supports as well as a systemic and ongoing way to ensure schools and community members are aware of these supports and can access them quickly. This will be accomplished by:

- Creating and implementing an ongoing marketing campaign on the School Resource Locator (SRL) for the community and schools.

- SC&D Team staff members will be accessed via the SRL and provide school-based rapid response Tier 3 interventions to victims and perpetrators using Restorative Justice and the Support Group Method.
- Proactively sending to principals an Opt-In Memo for the Think B4U Post Internet Safety Program to address Problem Area #3, middle school cyberbullying. Schools opting in will agree to teach all students the 5-subject curriculum, provide an implementation plan, and school-based lead for the program. They will also be provided marketing materials for the students and posters to display.
- Proactively sending to principals an Opt-In Memo for the Dating Matters/Safe Dates teen dating violence prevention curriculum to proactively prevent and reduce AAP. Schools opting in will agree to teach all students the curriculum with fidelity, provide an implementation plan, and school-based lead for the program. They will also be provided marketing materials and training of implementers.
- All middle school prosocial clubs will be asked to provide peer-to-peer cyberbullying prevention trainings and classroom meetings will be encouraged in schools.
- Grant staff will conduct district pulls to identify students who have been found to have committed electronic related misuse of technology infractions such as sexting or cyberbullying. The grant staff will reach out to the school, assess what services have been offered, and offer any Tier 3 services not provided.

Sustainability

Once completed, the grant's objective of reducing incidence of violence, delinquency, and victimization in the district will be met and recovery from our tragedies and violent acts can begin. Whereas prior to the grant's start, the district had few staff to implement or monitor

efforts, afterward the district will be at capacity – a level it can maintain. All the infrastructure, tools, and services will remain. Additionally, the B-CURV Stakeholder Committee will continue to perpetuate the knowledge gained through the grant to support evidence-based violence prevention programs throughout the county.

The Grant’s sustainability model is structured around Merrill's First Principles of Instruction, a well-known theory of instruction that is based on extensive research. The grant will create a tiered infrastructure of services, its staff will become violence prevention specialist, and they will then act as teachers to the staff within the 10 SC&D Teams. The grant staff will teach the Team’s staff using the tell, show, do, apply model.

C. Capabilities and Competencies of the Applicant

This application was prepared after consultation with District leadership, community licensed mental health providers, community violence prevention groups including juvenile courts and law enforcement, licensed clinical social workers, school leaders, principals, and other school personnel to ensure that the improvements to be funded under the grant are: (a) Consistent with a comprehensive approach to preventing school violence; and (b) Individualized to the needs of each school at which those improvements are to be made.

Applicant Competencies

BCPS School Climate & Discipline Department's (formerly Diversity, Prevention & Intervention) goal is to lead the change for all students in achieving lifelong academic, behavioral, social and emotional success. This goal is achieved by providing essential services, supports and resources to all BCPS schools. Resources are grouped into the six (6) strands of prevention and intervention: diversity, health and wellness, instructional strategies, substance

abuse prevention, violence prevention, and Multi-Tiered System of Supports (MTSS)/academic and behavioral supports.

SC&D employs culturally competent professionals specifically trained on the many subject areas that fall under the six strands of prevention and intervention. SC&D's professionals promote the department's vision by providing resources and services in their areas of specialty. The services include, but are not limited to, education and training, print materials, curriculum, as well as tools for assessment, intervention and follow-up support.

SC&D offers evidence-based programs and curriculum that have been shown to effectively meet the needs of students, staff and community members in a district that includes urban and suburban pockets. A representative list of the curriculum and resources that the department offers currently that will be included in B-CURV's greater MTSS context is included in the B-CURV Strategic Action Plan under list of BCPS Violence Prevention Curriculum.

Key Partners

The B-CURV Stakeholder Committee will meet at minimum monthly and will include multidisciplinary, multiagency stakeholders working in collaboration with four existing groups – the District Discipline Committee, the Behavioral Health Partnership (BHP) Committee, the Juvenile Justice System of Care, and the Mental Health Consortium. It will include one to two of each of the following: teachers, prevention liaisons, principals, district directors, courts/probation, law enforcement, mental health staff from community agencies, child welfare and social services, parents, students, and youth-serving community organizations in addition to B-CURV Grant Staff, United Way of Broward County Choose Peace/Stop Violence staff, Children's Services Council of Broward County staff, Women In Distress staff, Broward School's Special Investigative Unity police, and students active in prosocial clubs (SAVE

Promise Club leaders) or student government.

Key staff

The SC&D Violence Prevention Specialist, Aimee Wood, who will coordinate the grant implementation and staff as a matching fund with 10% of her time has been working as an expert in the field of violence prevention for over twenty years. Aimee Wood is a Licensed Mental Health Counselor and Certified Olweus Bullying Program Trainer. Ms. Wood is a recognized national trainer having presented to thousands of students, administrators, teachers and parents on violence prevention, positive school culture, classroom management, bullying prevention and intervention, the Support Group Method, cyberbullying/sexting, internet safety, and is a Master Trainer for Safe Dates and Dating Matters.

In partnership with The Broward County Health Department, Ms. Wood was part of the Center for Disease Control's (CDC) Grant, Dating Matters®: Strategies to Promote Healthy Teen Relationships. This five-year grant helped to form the comprehensive teen dating violence prevention model to stop teen dating violence before it starts. The partnership was so successful, the CDC has allowed BCPS to continue to train staff on how to implement Dating Matters and Safe Dates, both evidence-based teen dating violence prevention models.

Roles & Responsibilities

The SC&D Violence Prevention Specialist will coordinate the grant implementation as a matching fund with 10% of his/her time. The grant will provide funding for two SC&D violence prevention and intervention specialty staff. These staff will be trained on climate and violence and will study best practices and research to date. The SC&D Violence Prevention Specialist will ensure the hiring, onboarding and training of these two grant-funded staff. One B-CURV Grant Coordinator, a BCPS job position designated as a Family Counselor,

will work year-round managing the grant and providing violence prevention and intervention services and support. One B-CURV Violence Prevention Specialist, a BCPS job position designated as an Instructional Facilitator, will work during the school year on a 196-calendar providing violence prevention and intervention services and support.

D. Plan for Collecting the Required Data and Performance Measures

Throughout the program, the B-CURV Grant Manager will gather local data to submit semi-annual performance metrics as part of their progress reports through the Department of Justice's Performance Management Tool (PMT). BCPS understands the relevant performance measures outlined by the DOJ for this project category and will regularly provide the data outlined in the NOFA to measure the solicitation's objective to support planning to implement comprehensive school-based prevention and intervention initiatives to promote healing and increase the safety, well-being, and healthy development of children, youth, and families; prevent and reduce youth violence and victimization; and mitigate the consequences of trauma experienced by children, youth, and families exposed to violence.

The B-CURV Grant Manager will work with BCPS Student Assessment and Research to design a performance measurement plan that provides comprehensive review of the data within the context of the given program timeline and the elements focused upon, AAP and electronic related aggression. The B-CURV Grant Manager will also manage data collection from individual program sites at schools and OOS settings. School violence incidents are tracked within BCPS' Discipline Management System (DMS) and incorporated in the quarterly PBIS Big 5 Data review. School staff will report data alongside the Tier 3 referral process. The deliverables data will be evaluated at regular reporting periods to examine effect on the overall objective. This will be coupled with continued review of district school violence data to note trends and determine future

needs for intervention or celebration of shift in school climate. BCPS is committed to replicating best practices and providing specialized supports to areas with high rates of violence against self and others.

PROMISE data will be the central program to measure instances of delinquent offences and reoffense. The B-CURV Grant Manager will also oversee annual follow up surveys to students to measure change in student behavior.

B-CURV will incorporate the Youth Risk Behavior Surveillance System (YRBSS or YRBS) into biannual school climate measures. YRBS is administered by the CDC biannually throughout the United States to middle and high school students (grades 6-12) and is designed to monitor priority health-risk behaviors that contribute to the leading causes of mortality, morbidity and social problems among youth and adults. Broward County Schools have been administering this survey every other year since 1991 to a sample of students in grades 6-12.

Output and outcome measurements will be stored in multiple manners. BCPS uses LAB (Learning Across Broward), a web-based application, to gather and maintain professional development documents.

Furthermore, local evaluation will provide evidence on the MTSS model for Broward communities. The B-CURV Stakeholder Committee will oversee data collection to show a statistically significant reduction in AAP discipline incidents and a significant increase in the number of Tier 2 and Tier 3 curriculum, programs and services available and utilized at schools within the district. At the final quarter of the project period, the B-CURV Grant Manager will be able to share with the Department of Justice 1) The final Tier 2 School Table, detailing each Tier 2 school's AAP data numbers in a trend table and 2) A comprehensive list outlining which programs and services each school has in place by the end of the grant's implementation.