

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA  
STUDENT SUPPORT INITIATIVES  
STUDENT SERVICES



BEHAVIOR INTERVENTION PROGRAM  
HANDBOOK

2017-2018

## TABLE OF CONTENTS

Introduction .....	3
Description of Program .....	4
Table of Students Served .....	5
2016 – 2017 School Year Data .....	7
Requirements for Initiating a Request .....	9
Packet Submission Checklist .....	10
Committee Process .....	11
Educational Options .....	12
Length of Stay in Programs .....	13
Forms	
• Application .....	14
• School Based Committee .....	15
Meeting Dates .....	16

## **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.

## 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 controlled 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 successful school days.

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

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.

## TYPES STUDENTS SERVED

TYPE OF REFERRAL*	DEFINITION	CRITERIA	REQUIREMENTS & TIMELINE	DISPOSITION & NEXT STEPS
<b>Traditional</b>	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, social work referral, family counseling referral, Collaborative Problem Solving/RtI resulting in written plan such as FBA & PBIP with 6 weeks of documented interventions.  Complete Behavior Intervention packet and submit electronically to the <a href="mailto:BehaviorInterventionPacket@browardschools.com">BehaviorInterventionPacket@browardschools.com</a> by 12noon 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.
<b>Off-Campus Offenders</b>	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.	<b>MAY REQUIRE AN UNPLANNED MEETING</b> 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.
<b>Returning From Residential Juvenile Justice Programs</b>	Student convicted of a serious crime such as: rape, murder, attempted murder, sexual battery or firearm related.	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.

TYPE OF REFERRAL*	DEFINITION	CRITERIA	REQUIREMENTS & TIMELINE	DISPOSITION & NEXT STEPS
<b>Transitional</b>	Student recently returned to traditional school from Behavior Intervention Center and is not successful in the traditional school.	Student has behavior problems at the regular 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 <a href="mailto:BehaviorInterventionPacket@browardschools.com">BehaviorInterventionPacket@browardschools.com</a> by 12noon on Thursday before the targeted meeting date. (See meeting schedule, page 16.)</p>	<p>Decision sent in writing to school and parent.</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>
<b>Special Circumstances</b>	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.	Documentation that supports the Superintendent or Designee's request.	<p><b>MAY REQUIRE AN UNPLANNED MEETING</b></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 the categories above***

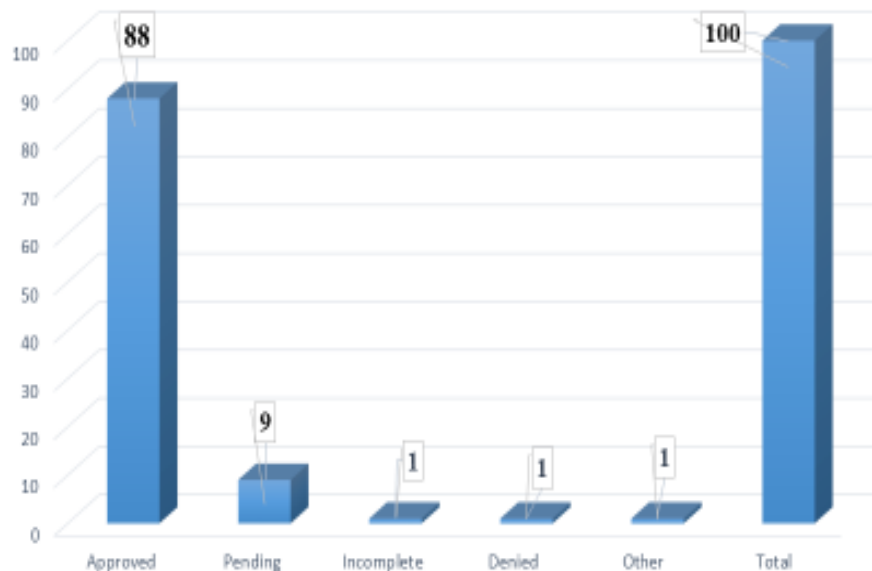
For some ESE students, assignment to a Behavior Intervention Center may constitute a change of assignment per the IEP. Such cases require the action of an IEP staffing committee and appropriate documentation of such.

## DATA FOR SCHOOL YEAR 2016 – 2017

The following charts provide a breakdown of students referred to the program during the 2016-2017 school year.

Data represented in Chart 1, shown below, indicates that 100 students were referred for consideration of assignment. Of those referrals, 88 were approved, 9 were pending, 1 was incomplete, 1 was denied, and 1 was considered as “other” is termed as reassigned to another school (not alternative placement), placed in credit retrieval program, or the request was revoked by the school.

**BEHAVIOR INTERVENTION APPLICATIONS  
2016 – 2017**



## DATA FOR SCHOOL YEAR 2016 - 2017 (Cont'd)

Chart 2 reflects the breakdown of students by race, gender, and grade. You will note that highest consideration rate was black males between K-5<sup>th</sup> grades.

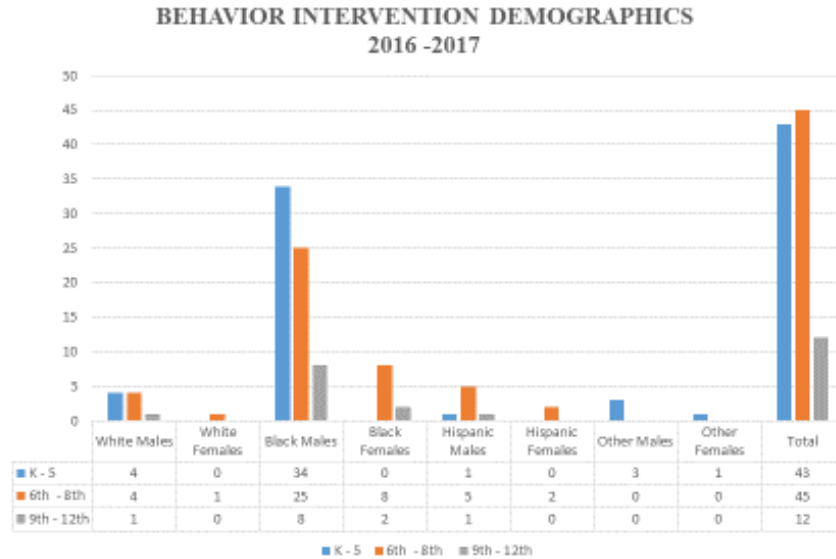
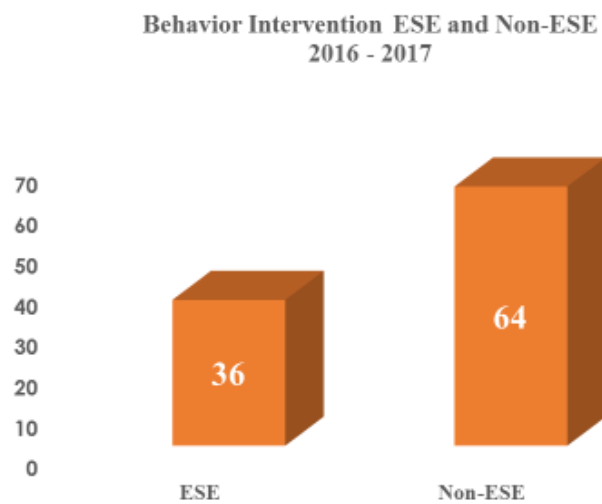


Chart 3 is a breakdown of student referrals by ESE and non-ESE status.





## **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).
- RtI process is implemented – supplemental supports and strategies, individualized intervention plan(s), including completion of Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plans (PBIP); data are collected and monitored for a minimum of six weeks and all data must be recorded in BASIS RtI.
- If interventions are not successful, graphic illustration and supporting documentation 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.
- 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 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**):
  - A03, A06, A07, A10, A13, A15, A21, A23, A24, L27

## **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 and/or Superintendent's designee
Most recent Psychological evaluation, if applicable (K-5)
Signed Eligibility Form if Psychological evaluation was completed.
School-Based Committee Recommendation Form (6-12 Regular Ed and Gifted Students)
Most recent Psychosocial Evaluation (K-12)
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 ESE Department Representative, if student is ESE.
RtI documentation from initial concern(s) to current must be in BASIS RtI. <i>(Committee will review online in BASIS RtI do NOT print)</i>
TERMS Panels: A03, A06, A07, A10, A13, A15, A21, A23, A24, L27 <i>(Panels do NOT need to be included but should be updated prior to submission of packet)</i>

Submit packets electronically to [BehaviorInterventionPacket@browardschools.com](mailto: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](mailto: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](mailto: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 ESE, 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.

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

## **LENGTH OF STAY AT CENTER**

Category	School	1-10 days	45 days	90 days	180 days	Based on Individual
<b>Alternative to Suspension</b>	<ul style="list-style-type: none"> <li>➤ Pine Ridge (K-6)</li> <li>➤ Cypress Run (7-12 – N)</li> <li>➤ Lanier-James (7-12 – S)</li> </ul>	X				
<b>PROMISE</b>	<ul style="list-style-type: none"> <li>➤ Pine Ridge (K-12)</li> </ul>	X				
<b>Behavior Intervention</b>	<ul style="list-style-type: none"> <li>➤ Pine Ridge (K-6)</li> <li>➤ Cypress Run (7-12 – N)</li> <li>➤ Lanier-James (7-12 – S)</li> </ul>					X
<b>Expulsion</b>	<ul style="list-style-type: none"> <li>➤ Pine Ridge (K-6)</li> <li>➤ Cypress Run (7-12 – N)</li> <li>➤ Lanier-James (7-12 – S)</li> </ul>		X	X	X	
<b>Alternative Secondary Centers</b>	<ul style="list-style-type: none"> <li>➤ Dave Thomas</li> <li>➤ Whiddon Rogers</li> <li>➤ Seagull</li> <li>➤ Hallandale Adult</li> </ul>					X
<b>Credit Retrieval</b>	<ul style="list-style-type: none"> <li>➤ OCLC (Hallandale Adult)</li> </ul>					X

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 \_\_\_\_\_

School Contact Person Signature \_\_\_\_\_ Date \_\_\_\_\_ 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 \_\_\_\_\_

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

- 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.)
- Most recent Psychosocial evaluation (**required K-12**)
- Most recent Psychological evaluation (**required K-5; required 6-12 only if recommended by School-Based Committee**)
- **Eligibility Form if an 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**)
- **Copy of the Positive Behavioral Intervention Plan (PBIP) based on a Functional Behavioral Assessment (FBA)**
- **For an \*ESE student, in addition to the above, the following is required:**
  - A copy of the current IEP
  - **Letter from ESE Director or designee regarding IEP implementation**
- Record of Outside Agency Involvement if applicable
- 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.

<b>Student Services Office Use Only</b>	
<b>This information has been reviewed and the consideration for assignment to a Behavior Intervention School has been:</b>	
<input type="radio"/> Approved <input type="radio"/> Disapproved	
<input type="radio"/> Cypress Run	<input type="radio"/> Pine Ridge
<input type="radio"/> Lanier James	
_____ <b>Executive Director, Student Support Initiatives Signature</b>	_____ <b>Date</b>

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

# **SCHOOL-BASED COMMITTEE REVIEW(CPST/RTI)**

Assignment to a Behavior Intervention Program Grades 6-12  
(To be included in packet sent to Student Services Department)

SCHOOL: \_\_\_\_\_

STUDENT: \_\_\_\_\_

GRADE: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_

REFERRED BY: \_\_\_\_\_

DATE: \_\_\_\_\_

THE FOLLOWING INFORMATION SHOULD BE REVIEWED TO DETERMINE THE FINAL RECOMMENDATION TO CONDUCT OR NOT CONDUCT A COMPREHENSIVE EVALUATION:

- Psychosocial Evaluation (Attach Report)
- Previous Psychological Evaluation (if yes, Year \_\_\_\_\_(Attach Report)
- Discipline File
- Attendance Records
- Interventions Attempted and Results included from RTI data
- Academic History, Retentions, Mobility, etc.
- RtI documentation from initial concern(s) to current must be in BASIS RtI  
*(Committee will review online in BASIS RtI 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)*

**COMMENT SECTION (i.e. rationale for the decision to conduct or not conduct a comprehensive evaluation):**

---

---

---

---

---

---

---

---

---

---

**MEETING ATTENDED BY:** *(Please include title next to name)* (Required members: Social Worker, Psychologist, School Counselor)

---

---

---

---

- Recommended for Comprehensive Evaluation
- Not Recommended for Comprehensive Evaluation

## BEHAVIOR INTERVENTION ASSIGNMENT COMMITTEE 2017-2018 MEETING DATES

---

**8:30 AM - 11:30 AM**

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

September 28, 2017  
October 26, 2017  
November 16, 2017  
November 30, 2017  
December 14, 2017  
January 25, 2018  
February 15, 2018  
March 1, 2018  
March 15, 2018  
April 26, 2018  
May 17, 2018  
May 31, 2018  
June 21, 2018

- **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.**

