

# Marjory Stoneman Douglas High School Public Safety Commission

## Session 2 Discipline System and Diversion Programs

June 07, 2018



# BCPS Philosophy

Broward County Public Schools firmly believes that all students should receive regular feedback from adults on their behavior. The reinforcement of positive behaviors, intervention with inappropriate behavior, and discipline for misbehavior provides students with guidance designed to promote life-long abilities to self-regulate and contribute to the civic society.

Broward County Public Schools firmly believes that the application of discipline should be age appropriate and applied objectively, consistently and equitably. It is the responsibility of all school personnel, parents, students, external stakeholders and the greater community to ensure the school environment is safe and promotes a climate conducive to learning.



# Guidance & Direction

**State Statute**



**Agreements**



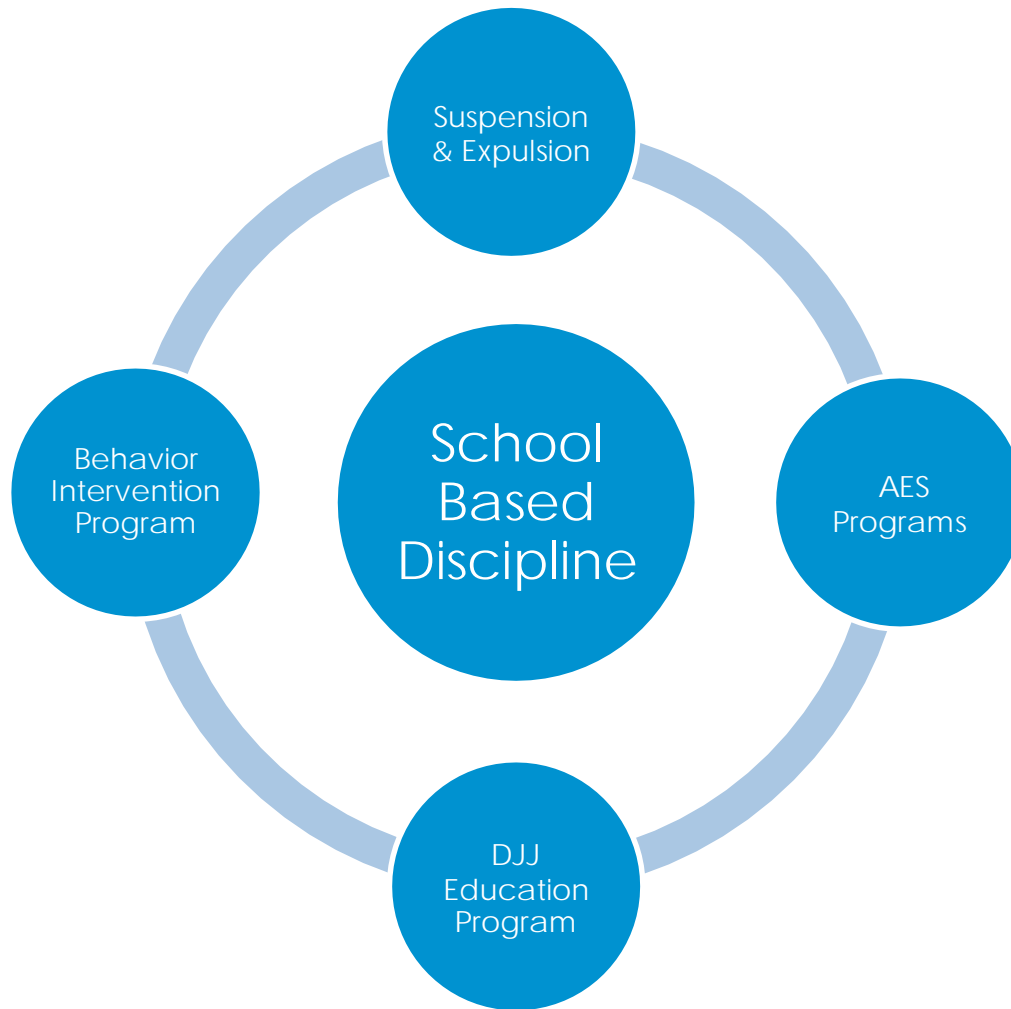
**Committees**



**Advocacy**



# Behavior & Discipline at School



# Guiding Statutes, Policies & Agreements

## State Statutes

- **School Environmental Safety Incident Reporting (SESIR)**
- **FS 1006.13 (2013) Zero Tolerance for Crime and Victimization**
- FS 1003.52 - Educational Services in Department for Juvenile Justice Programs
- FS 985.618 - Education and Career-related Programs in Department of Juvenile Justice Programs
- FS 1003.53 - Dropout Prevention & Academic Intervention
- Florida Title I Part D - Delinquent & Neglected Services
- FS 985.046 – Interagency Information Sharing

## Local Policies and Agreements

- **Policies 5.8 & 5006 - Code of Student Conduct and Suspension & Expulsion**
- **Collaborative Agreement of School Discipline (PROMISE)**
- Policy 6000.4 - Exceptional Student Education, Special Policies And Procedures (SP&P)
- Interagency Agreements:
  - State Attorney's Office
  - Public Defender's Office
  - Juvenile Assessment Center
  - Division of Juvenile Justice
  - School Resource Officer
  - Childnet
  - Department of Children and Families
  - Broward Behavior Health Coalition



# School Environmental Safety Incident Reporting

## SESIR Codes and Definitions

The following SESIR definitions were developed to enable school districts to correctly code data used to report incidents that are against the law or represent serious breaches of the code of student conduct. This includes those incidents considered severe enough to require the involvement of a School Resource Officer (SRO) or incidents to be "Reported to Law Enforcement." The following definitions are not meant to match the Uniform Crime Report, nor are they intended to be an additional reporting system for law enforcement. When interpreting student behavior for SESIR reporting, consideration should be given to both developmental age-appropriate behavior and to those students with an Individual Educational Plan (IEP) or a 504 Plan.

### INCIDENTS THAT **MUST** BE REPORTED TO SESIR AND **ARE EXPECTED** TO INCLUDE CONSULTATION WITH LAW ENFORCEMENT

#### **ALCOHOL (ALC)-LEVEL IV**

(possession, use, or sale) Possession, sale, purchase, or use of alcoholic beverages. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

#### **ARSON (ARS)- LEVEL I**

(intentionally setting a fire on school property) To damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents.

#### **\*BATTERY (BAT)- LEVEL I**

(physical attack/harm) The physical use of force or violence by an individual against another. The attack must be serious enough to warrant consulting law enforcement and result in more serious bodily injury. (To distinguish from Fighting, report an incident as Battery only when the force or violence is carried out against a person who is not fighting back.)

#### **BREAKING AND ENTERING/BURGLARY (BRK)- LEVEL II**

(illegal entry into a facility) Unlawful entry with force, or unauthorized presence in a building or other structure or conveyance with evidence of the intent to damage or remove property or harm a person(s).

#### **DISRUPTION ON CAMPUS-MAJOR (DOC)- LEVEL III**

(major disruption of all or a significant portion of campus activities, school-sponsored events, and school bus transportation) Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Examples: Bomb threat, inciting a riot, initiating

### INCIDENTS THAT **MUST** BE REPORTED TO SESIR BUT **MAY NOT NEED** TO INCLUDE CONSULTATION WITH LAW ENFORCEMENT

#### **BULLYING (BUL)- LEVEL IV**

(intimidating behaviors) Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation.

#### **FIGHTING (FIT)- LEVEL III**

(mutual combat, mutual altercation) When two or more persons mutually participate in use of force or physical violence that requires either 1) physical restraint or 2) results in injury requiring first aid or medical attention. (Do not report to SESIR lower level fights such as pushing, shoving, or altercations that stop upon verbal command. Use local codes.)

#### **HARASSMENT (HAR)- LEVEL IV**

(insulting behaviors) Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.

#### **SEXUAL HARASSMENT (SXH)- LEVEL III**

# Reporting of Incidents

## School Environmental Safety Incident Reporting (SESIR) Codes and Definitions

### Office of Safe Schools

- The SESIR incidents and definitions were developed to enable school districts to correctly code data used to **report incidents that are against the law or represent serious breaches of the Code of Student Conduct**. This includes those incidents considered severe enough to require the involvement of a School Resource Officer (SRO) or incidents to be "Reported to Law Enforcement."
- The **definitions are not meant to match the Uniform Crime Report, nor are they intended to be an additional reporting system for law enforcement.**
- When interpreting student behavior for SESIR reporting, **consideration should be given to both developmental age-appropriate behavior and to those students with an Individual Educational Plan (IEP) or a 504 Plan.**



# FSS 1006.13 (2013)

## Zero Tolerance for Crime and Victimization

(3) Zero-tolerance policies must require students found to have committed one of the **following offenses to be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year; and to be referred to the criminal justice or juvenile justice system.**

(a) Bringing a firearm or weapon, as defined in chapter 790, to school, to any school function, or onto any school-sponsored transportation or possessing a firearm at school.

(b) Making a threat or false report, as defined by ss. [790.162](#) and [790.163](#), respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity.





# FSS 1006.13 (2013) {Continued}

## Zero Tolerance for Crime and Victimization

(4) (a) Each district school board shall enter into agreements with the county sheriff's office and local police department specifying guidelines for ensuring that acts that pose a serious threat to school safety, whether committed by a student or adult, are reported to a law enforcement agency.

(b) The agreements must include the role of school resource officers, if applicable, in handling reported incidents, circumstances in which school officials may handle incidents without filing a report with a law enforcement agency, and a procedure for ensuring that school personnel properly report appropriate delinquent acts and crimes.

(c) Zero-tolerance policies do not require the reporting of petty acts of misconduct and misdemeanors to a law enforcement agency, including, but not limited to, disorderly conduct, disrupting a school function, simple assault or battery, affray, theft of less than \$300, trespassing, and vandalism of less than \$1,000.



# ESSA & FL Administrative Code

In order to comply with Every Student Succeeds Act (ESSA) and Florida Administrative Code 6A-6.6.0.331, BCPS does the following:

- Implement a **multi-tiered system of supports (MTSS)** to address all students' academic, behavior, and social-emotional needs
- Implement **Positive Behavioral Interventions and Supports (PBIS)** at the school and classroom level
- Develop **school-wide positive behavior plans** to align with school improvement plans
- Utilize a cadre of District MTSS Coaches who provide technical assistance and/or direct support at the school level
- Use a **data-based problem-solving** process to (1) identify student need (2) collect and analyze student data (3) design effective behavior interventions and (4) evaluate student progress
- Implement **evidence-based strategies** to improve academic performance, **decrease problem behavior** and establish positive school cultures in the general education environment
- Prioritize **relationship-building** with students



# Multi-Tiered System of Supports (MTSS)

A Multi-Tiered System of Supports (MTSS) is a term used to describe an **evidence-based model** of schooling that uses **data-based problem-solving** to integrate academic and **behavioral instruction and intervention**.

The integrated instruction and intervention is **delivered to students in varying intensities** (multiple tiers) based on student need.

Florida's MTSS Project, University of South Florida



# MTSS: Academic and Behavior

## ACADEMIC SYSTEMS

### Tier 3:

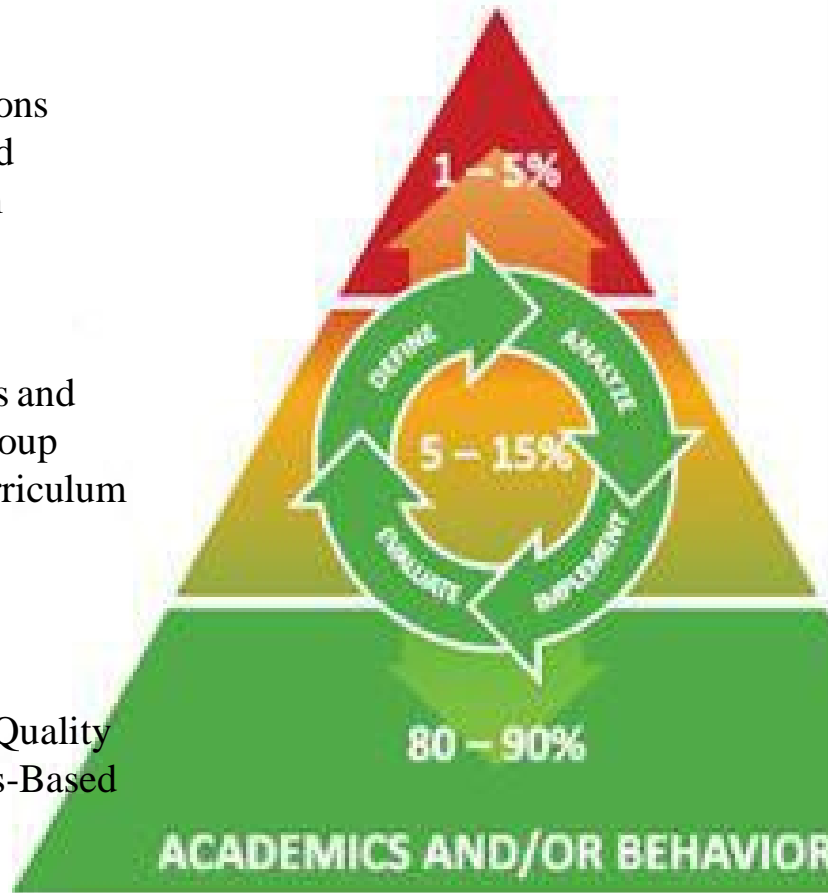
Intensive Interventions  
Individualized and  
Core Curriculum  
**Few students**

### Tier 2:

Targeted Interventions and  
Additional Small Group  
Instruction and Core Curriculum  
**Some students**

### Tier 1:

Universal  
Core Curriculum High Quality  
Differentiated Standards-Based  
Instructions  
**All students**



## BEHAVIOR SYSTEMS

### Tier 3:

Intensive Interventions  
Functional Behavioral Assessment  
Individualized Behavior Plan  
**Few students**

### Tier 2:

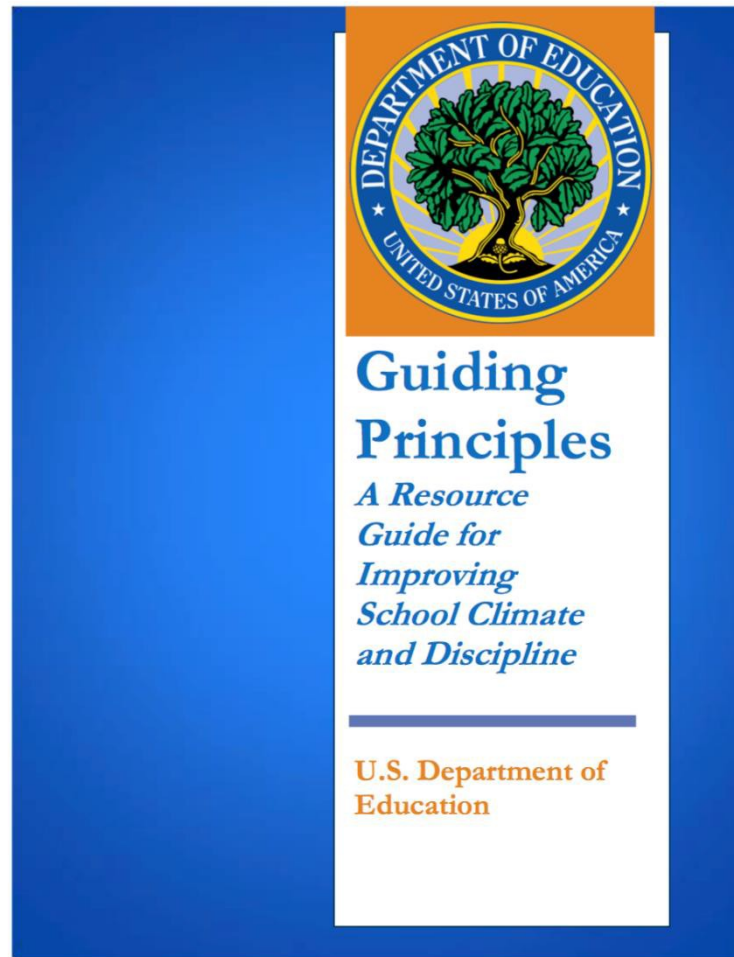
Targeted Interventions and  
Additional Social Skills  
Instruction  
**Some students**

### Tier 1:

Universal PBIS School  
Positive Behavior Plan  
Social Emotional Learning  
Classroom Management Plans  
**All students**



# U. S. Department of Education Guiding Principles - January 2014



<https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>



# U. S. Department of Education { Cont. }

## Guiding Principles - January 2014

**A call for state, district and school leaders to reexamine school discipline** in light of three guiding principles that are grounded in our work with a wide variety of high-achieving and safe schools, emerging research and consultation with experts in the field.

### **Three Guiding Principles**

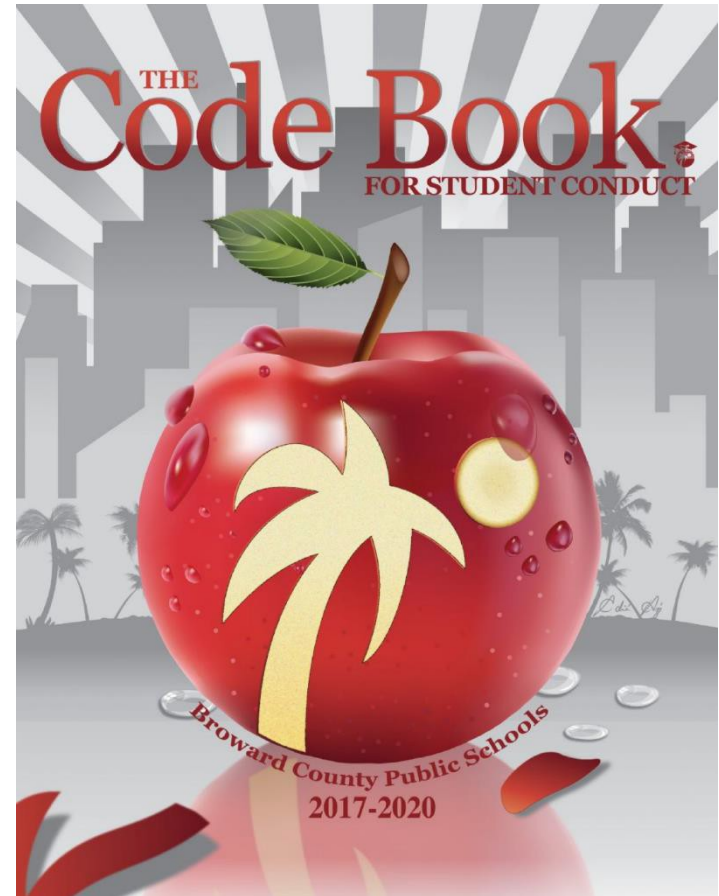
1. Take **deliberate steps to create positive school climates** that can help prevent and change inappropriate behaviors:
  - Deploy **resources to help students develop social, emotional and conflict resolution skills**
  - Focus student supports on **addressing underlying behavior**, such as trauma, substance abuse and mental issues.
2. Ensure clear, appropriate, and consistent expectations and consequences are in place to address disruptive student behaviors. **Hold students accountable for their actions in developmentally appropriate ways...rely on suspension and expulsion as a last resort...** alternative strategies to address problem behaviors while keeping all students engage in instruction to the greatest extent possible.
3. **Districts and schools must understand their civil rights obligations and ensure fairness and equity for all students**, and continuously evaluate the impact of their discipline policies and practices using data and analysis.



# Student & Families are Informed

F.S. 1006.07 requires that each school district

“Adopt a code of student conduct for elementary schools and a code of student conduct for middle and high schools and distribute the appropriate code to all teachers, school personnel, students, and parents, at the beginning of every school year.”



# Responding to Misbehavior

- Interventions and consequences for student misbehavior are outlined in the School Board approved Code of Student Conduct / Discipline Matrix.
  - Age-appropriate Interventions
  - Suspensions
  - Expulsions
- Discipline Matrix outlines when consultation with law enforcement should arise, per SESIR Guidelines.
- **School administration** is the primary source of application of intervention and disciplinary consequences for misbehavior.
- **Law enforcement** is the primary source of intervention in matters related to school security and safety.





# Responses Guided by Discipline Matrix

- The **Discipline Matrix** is a tool for administrators which is used to assign consequences and interventions for student **misbehavior**.
- This tool is designed to offer **consistency** and provide for **equity** in dispensation of discipline.
- There are four developmentally appropriate versions of the Discipline Matrix for the following grade levels:
  - K-2
  - 3-5
  - 6-8
  - 9-12



# Discipline Matrix & Principal Discretion

- The Discipline Matrix aligned with the School Board Policy 5.8 - Code of Student Conduct and 5006 – Suspension and Expulsion. Interventions and consequences are prescribed for each violation.
- School Principals have the discretion to deviate from these guidelines by assessing an appropriate consequence other than stated in the Matrix if he or she determines in his or her sole discretion that there are mitigating or aggravating circumstances. Principals may deviate by one level when applying consequences per the Discipline Matrix.
- Principals may not deviate from the Discipline Matrix for mandatory expellable infractions.



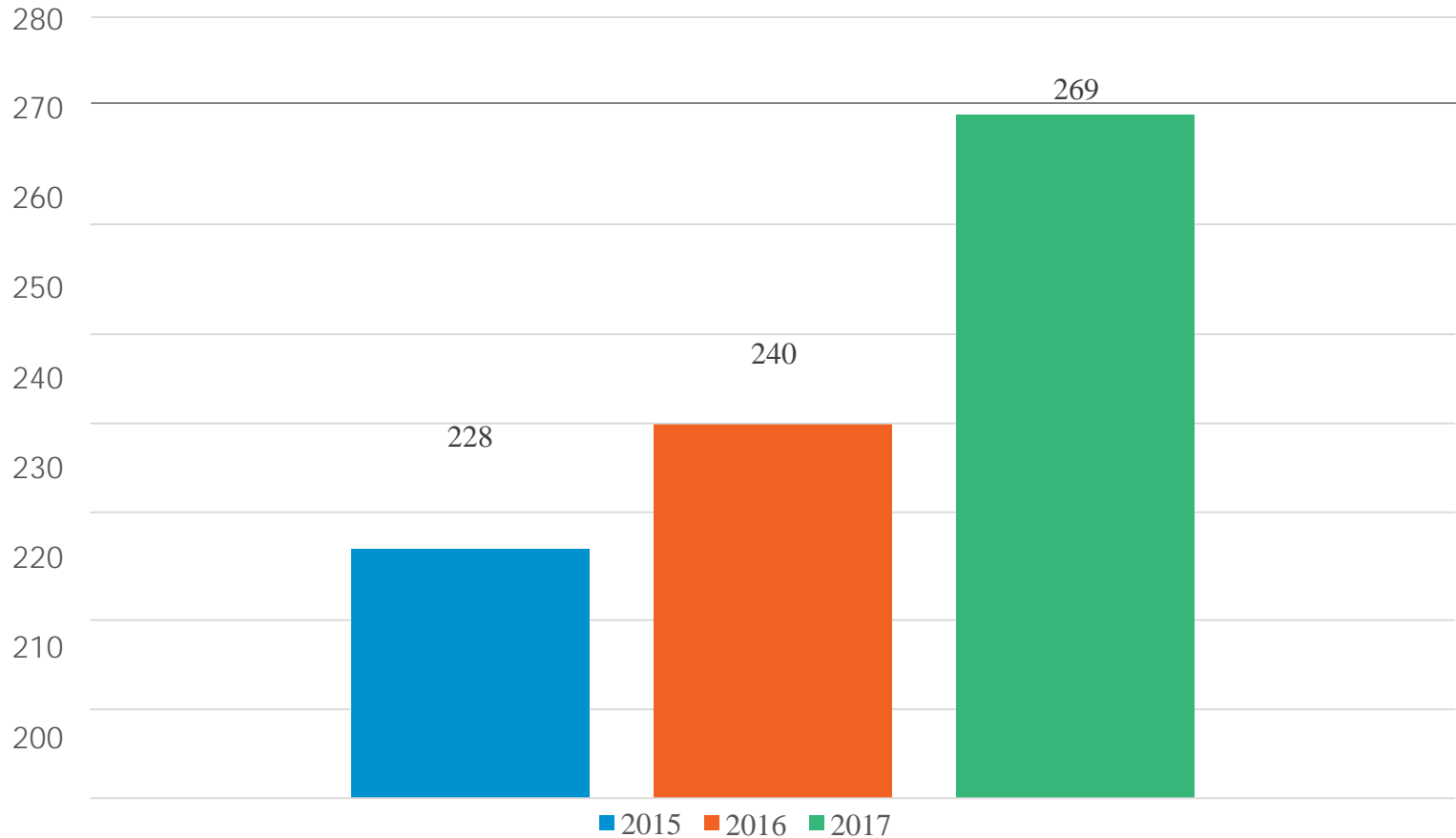
# Expulsion With Continuing Services

- **F.S. 1006.07- Student Discipline and School Safety**
- **School Board Policy 5006 – Suspension and Expulsion**
- Substance Infractions
- Possible Expellable Behaviors
- Mandatory Expellable Behaviors



# Expulsion Data in Broward

## Broward Expulsions with Continuing Education Services



# Maintaining Supervision with Services



(Preventing Recidivism through Opportunities, Mentoring, Interventions, Support and Education)



# PROMISE – A True Collaborative

Signatory and partners include, but are not limited to:

- 17<sup>th</sup> Circuit Court
- Local law enforcement
- Department of Juvenile Justice
- Public Defenders Office
- State Attorney's Office
- NAACP
- Broward Teacher's Union
- Broward Principals and Assistants Association
- Children Services Council
- Parent Advisory Groups



# The PROMISE Agreement

## Collaborative Agreement on School Discipline

- Aligned to F.S. 1006.13
- Establishes guidelines and processes for handling **specific, misdemeanor offenses** on school campuses to eliminate the school to prison pipeline.
- It outlines for school personnel when it is necessary to involve law enforcement and when **specific offenses** can be handled through school resources and intervention programs, such as the PROMISE program.
- Nothing in this agreement is intended to limit the discretion of law enforcement. Law enforcement officials are encouraged to use their discretion in determining the best course of action, especially when using alternatives to arrest (2.05, Collaborative Agreement on School Discipline).



# PROMISE Eligible Incidents

Assignment is for no more than 10 days per incident with 13 eligible behaviors:

- Disruption on Campus – Major
- Trespassing
- Alcohol – Use/Possession/Under the Influence
- Alcohol – Sale/Attempted Sale/Transmittal
- Drug - Use/Possession/Under the Influence  
(Marijuana - other than sale or felony)
- Drug Paraphernalia
- Fighting – Mutual Combat
- False Accusation Against School Staff
- Assault/Threat (no harm or injury)
- Theft – Petty (< \$ 300)
- Vandalism / Damage to Property (< \$ 1,000)
- Bullying
- Harassment





# PROMISE Matrix Crosswalk Highlights

- Pre-PROMISE Administrators had discretion when to consult with law enforcement
- Post-PROMISE Consultation with law enforcement was prescribed
- Pre-PROMISE Some infractions did not require consultation with law enforcement
- Post-PROMISE For these infractions consultation with law enforcement was prescribed
  - Petty Theft Less than \$300
  - Vandalism Less than \$1,000
  - Drug Paraphernalia
- PROMISE eligible substance infractions requires state-certified substance abuse treatment programming on the 2<sup>nd</sup> occurrence.



# PROMISE Matrix Crosswalk

Fighting - Major (Mutual Combat)					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Pre PROMISE</b>	1-2 Days (Offer AES)	3-10 Days (Offer AES)	6-10 Days (Offer AES)	6-10 Days (Offer AES)	6-10 Days (Offer AES)
Additional Progressive Action - Consultation with Law Enforcement					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Post PROMISE</b>	3 Days AES / Consultation with Law Enforcement Required	6 Days AES / Consultation with Law Enforcement Required	9 Days AES / Consultation with Law Enforcement Required	9 Days AES / Consultation with Law Enforcement Required	9 Days AES / Consultation with Law Enforcement Required

Vandalism (Less than \$1,000)					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Pre PROMISE</b>	3-10 Days (Offer AES)	6-10 Days (Offer AES)	10 Days (Offer AES)	10 Days (Offer AES) / APC	10 Days (Offer AES) / Expulsion
No Consultation with Law Enforcement Prescribed					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Post PROMISE</b>	3 Days AES	6 Days AES / Consultation with Law Enforcement Required	9 Days AES / APC / Consultation with Law Enforcement Required	10 Days AES / Expulsion / Consultation with Law Enforcement Required	10 Days AES / Expulsion / Consultation with Law Enforcement Required

Alcohol - Use/ Possession/ Under Influence					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Pre PROMISE</b>	10 Days AES / Expulsion	10 Days AES / Expulsion	10 Days AES / Expulsion	10 Days AES / Expulsion	10 Days AES / Expulsion
Additional Progressive Action - Consultation with Law Enforcement					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Post PROMISE</b>	6 Days AES	10 Days AES / Expulsion	10 Days AES / Expulsion	10 Days AES / Expulsion / Consultation with Law Enforcement Required	10 Days AES / Expulsion / Consultation with Law Enforcement Required



# PROMISE Matrix Crosswalk continued

Assault Threat - Medium (No Harm/ Injury)					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Pre PROMISE</b>	3-10 Days (Offer AES)	6-10 Days (Offer AES)	10 Days (Offer AES)	10 Days (Offer AES) / APC	10 Days (Offer AES) / Expulsion
Additional Progressive Action - Consultation with Law Enforcement					
Required Action - Comprehensive Threat Assessment Per Occurrence					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Post PROMISE</b>	3 Days AES	6 Days AES	9 Days AES / APC	10 Days AES / Expulsion / Consultation with Law Enforcement Required	10 Days AES / Expulsion / Consultation with Law Enforcement Required
Required Action - Comprehensive Threat Assessment Per Occurrence					

Drug - Use/ Possession/ Under Influence					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Pre PROMISE</b>	10 Days AES / Expulsion	10 Days AES / Expulsion	10 Days AES / Expulsion	10 Days AES / Expulsion	10 Days AES / Expulsion
Additional Progressive Action - Consultation with Law Enforcement					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Post PROMISE</b>	6 Days AES	10 Days AES / Expulsion	10 Days AES / Expulsion	10 Days AES / Expulsion / Consultation with Law Enforcement Required	10 Days AES / Expulsion / Consultation with Law Enforcement Required



# PROMISE Matrix Crosswalk continued

Drug Paraphernalia					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Pre PROMISE</b>	3-10 Days (Offer AES)	6-10 Days (Offer AES)	10 Days (Offer AES)	10 Days (Offer AES) / APC	10 Days (Offer AES) / Expulsion
No Consultation with Law Enforcement Prescribed					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Post PROMISE</b>	3 - 5 Days ISS	3 Days AES	6 Days AES	9 Days AES / APC / Consultation with Law Enforcement Required	10 Days AES / Expulsion / Consultation with Law Enforcement Required

Alcohol - Sale/Attempted Sale/Transmittal					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Pre PROMISE</b>	10 Days AES / Expulsion	10 Days AES / Expulsion	10 Days AES / Expulsion	10 Days AES / Expulsion	10 Days AES / Expulsion
Additional Progressive Action - Consultation with Law Enforcement					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Post PROMISE</b>	10 Days AES / Expulsion	10 Days AES / Expulsion / Consultation with Law Enforcement Required	10 Days AES / Expulsion / Consultation with Law Enforcement Required	10 Days AES / Expulsion / Consultation with Law Enforcement Required	10 Days AES / Expulsion / Consultation with Law Enforcement Required

Disruption on Campus - Major					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Pre PROMISE</b>	6-10 Days (Offer AES)	10 Days (Offer AES)	10 Days (Offer AES) / APC	10 Days (Offer AES) / Expulsion	10 Days (Offer AES) / Expulsion
Additional Progressive Action - Consultation with Law Enforcement					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Post PROMISE</b>	3 Days AES	6 Days AES / Consultation with Law Enforcement Required	9 Days AES / APC / Consultation with Law Enforcement Required	10 Days AES / Expulsion / Consultation with Law Enforcement Required	10 Days AES / Expulsion / Consultation with Law Enforcement Required



# PROMISE Matrix Crosswalk continued

False Accusation Against Staff					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Pre PROMISE</b>	1-2 Days (Offer AES)	3-10 Days (Offer AES)	6-10 Days (Offer AES)	6-10 Days (Offer AES)	6-10 Days (Offer AES)
Additional Progressive Action - Consultation with Law Enforcement					
<b>Post PROMISE</b>	3 Days AES	6 Days AES	9 Days AES	9 Days AES / Consultation with Law Enforcement Required	9 Days AES / Consultation with Law Enforcement Required

Theft - Petty (Less than \$300)					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Pre PROMISE</b>	1-5 Days ISS	6 -10 Days ISS	1-2 Days (Offer AES)	3-10 Days (Offer AES)	6-10 Days (Offer AES)
No Consultation with Law Enforcement Prescribed					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
<b>Post PROMISE</b>	1-2 Days ISS	3 - 5 Days ISS	3 Days AES	6 Days AES / Consultation with Law Enforcement Required	9 Days AES / Consultation with Law Enforcement Required



# PROMISE Matrix Crosswalk continued

Trespassing					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
Pre PROMISE	3-10 Days (Offer AES)	6-10 Days (Offer AES)	10 Days (Offer AES)	10 Days (Offer AES)	10 Days (Offer AES)
Additional Progressive Action - Consultation with Law Enforcement					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
Post PROMISE	Behavior Contract	3 Days AES	6 Days AES	6 Days AES / Consultation with Law Enforcement Required	6 Days AES / Consultation with Law Enforcement Required

Bullying					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
Pre PROMISE	1 - 2 Days (Offer AES)	3-10 Days (Offer AES)	6-10 Days (Offer AES)	6-10 Days (Offer AES)	6-10 Days (Offer AES)
No Consultation with Law Enforcement Prescribed					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
Post PROMISE	3 Days AES	6 Days AES	9 Days AES	9 Days AES	9 Days AES

Harassment					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
Pre PROMISE	1 - 2 Days (Offer AES)	3-10 Days (Offer AES)	6-10 Days (Offer AES)	6-10 Days (Offer AES)	6-10 Days (Offer AES)
No Consultation with Law Enforcement Prescribed					
	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence	5th Consequence
Post PROMISE	3 Days AES	6 Days AES	9 Days AES	9 Days AES	9 Days AES



# PROMISE Incidents

## 6 Year District Student Comparison - Grades K-12

	SY 2013 Total	SY 2014 Total	SY 2015 Total	SY 2016 Total	SY 2017 Total
Total # of Students Committing PROMISE Incidents	6,091	4,572	4,567	2,875	1,942
Benchmark 20-Day Enrollment Count	223,235	220,632	220,510	220,215	220,009
Total Student %	2.7%	2.1%	2.1%	1.3%	0.9%

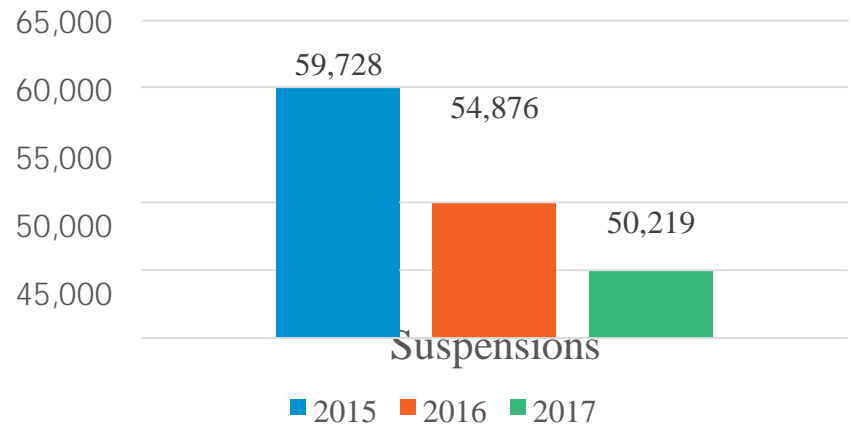
Note: The Benchmark Enrollment Count excludes Pre-K and Charter School Students



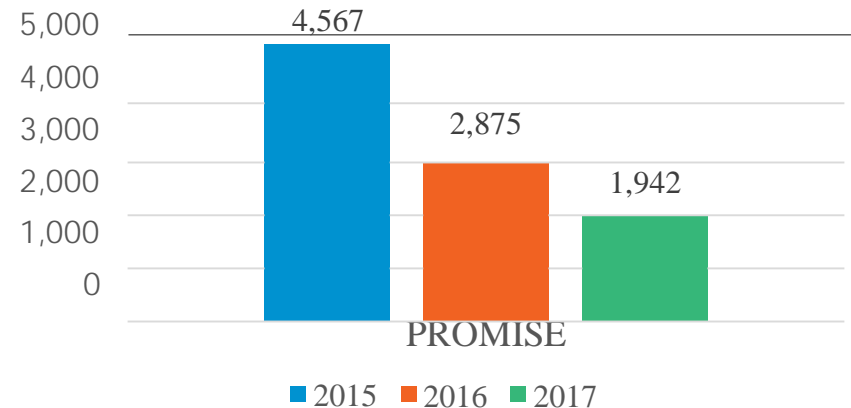
# Downward Trend in Suspension Rates

- Broward and State suspension rates demonstrate a downward trend
- 15.9% decrease in suspensions from 2015-2017
- 57.4% decrease in PROMISE eligible infractions from 2015-2017

Broward Suspensions



Broward PROMISE





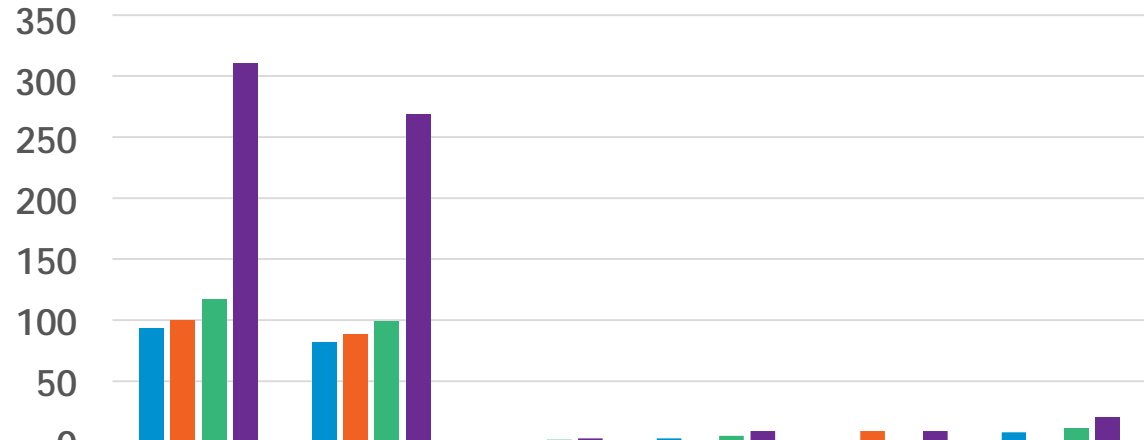
# Reassignment for Behavior Intervention/Change Program

- Types of Referrals
  - Traditional
  - Transitional
  - Specific Behavior Event
- Comprehensive and Inclusive Process
- Committee Composition
- Meeting Structure
- Benefits



# Behavior Intervention Reassignment Totals

### 3-Year Data Trend for Referrals to the Behavior Intervention Committee



- 2014/15
- 2015/16
- 2016/17
- 3-Year Totals

	Total Referrals	Total Approved	Denial	Incomplete	Pending	Other
<span style="color: blue;">■</span> 2014/15	93	82	0	3	0	8
<span style="color: orange;">■</span> 2015/16	100	88	1	1	9	1
<span style="color: green;">■</span> 2016/17	117	99	2	5	0	11
<span style="color: purple;">■</span> 3-Year Totals	310	269	3	9	9	20



# Transition & Education Services for DJJ Involved Youth

- Section 1002.221, **permits a public school, center, institution, or other entity that is part of Florida's education system to release a student's education records without written consent of the student or parent to parties to an interagency agreement** among the Department of Juvenile Justice, the school, law enforcement authorities, and other signatory agencies.
- Section 985.04 (1) Florida Statutes, **requires DJJ and the sheriff, chiefs of police and district school superintendent in each county to enter an interagency agreement for the purpose of sharing information about juvenile offenders among all parties**, to specify the conditions under which summary criminal history information is to be made available to appropriate school personnel, to specify the condition under which school records are to be made available to appropriate department personnel, and to provide for notification to any classroom teacher of assignment to the teacher's classroom of a juvenile who has been placed in a probation or commitment program for a felony offense



# Transition of DJJ Involved Youth

## **F.S. 1003.52 –**

### **Educational Services in Department of Juvenile Justice Programs**

- School districts and juvenile justice education providers shall develop individualized transition plans during the course of a student's stay in a juvenile justice education programs to coordinated academic, career and technical, and secondary and postsecondary services that assist the student in successful community reintegration upon release.
- Development of the transition plan shall be collaboration of the personnel in the juvenile justice education programs, reentry personnel, personnel from the school district where they student will return, the student, the student's family, and Department of Juvenile Justice personnel for committed students.
- A local school district may not maintain a standardized policy for all students returning from a juvenile justice program but place students based on their needs and their performance in the juvenile justice education program, including any virtual education options



# DJJ Involved Youth: Educational Support

## F.S. 1003.53 – Dropout Prevention and Academic Intervention

- Dropout prevention and **academic intervention programs may differ from traditional educational programs and schools** in scheduling, administrative structure, philosophy, curriculum, or setting
- Shall employ alternative teaching methodologies, curricula, learning activities, and diagnostic and assessment procedures in order to meet the needs, interests, abilities, and talents of eligible students.
- The educational program shall provide curricula, character development and law education, and **related services that support the program goals and lead to improved performance in the areas of academic achievement, attendance, and discipline.** Student participation in such programs shall be voluntary. District school boards may, however, assign students to a program for disruptive students.



# State of Florida Title I- Part D: Neglected and Delinquent Program

- Educational Achievement of students in Neglected, Delinquent and At-risk programs is the responsibility of Lead Education Agency.
- Effective transition of students to and from delinquent institutions.
- Dropout Prevention efforts for students in danger of not completing high school.
- Educator Quality Goal of ensuring that student in neglected, delinquent and at-risk programs receive quality instruction from teachers who are as good as or better than those in traditional school settings .



# DJJ Education Program Service Locations

- Provide educational and transition services in:
  - Secure Detention Center
  - Residential Facilities
  - Diversion Programs
  - Adult Correctional Facilities

Department of Juvenile Justice Centers	Broward County Adult Correctional Facilities
• Juvenile Assessment Center	• Broward County Main Jail
• Broward Regional Juvenile Detention Center	• Joseph V. Conte Facility
• Broward Youth Treatment Center	• Paul Rein Detention Facility
• Pompano Youth Treatment Center	• North Broward Bureau
• AMI Kids – Greater Fort Lauderdale	
• Broward PACE Center for Girls	



# DJJ Transition Services

## Transition In

- Pre-Disposition Services - 17<sup>th</sup> Judicial Circuit
- Community Re-Entry Team Staffing - DJJ
- Interagency Review Team Staffing
- Detention Review Staffing
- Diversion Coalition Workgroup

## Transition Out

- School District Delinquency Court Transition Support Plan
- School District Dependency Court Transition Support Plan
- Behavioral Intervention Committee Placement Consideration
- Mainstreaming Education College & Career Advancement (MECCA)
- Restorative Justice Referral
- Title I Part D – (Delinquent and Neglected) Funded Supplemental Academic Resources





# Individuals with Disabilities Education Act 2004 (IDEA)

- Rule 6A-6.03312, F.A.C., Florida Administrative Code, Discipline Procedures for Students with Disabilities
- Policy 6000.4 Exception Student Education, Special Policies And Procedures (SP&P)

**The IDEA governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.**

- Any change of placement for a student eligible for special education services under IDEA must be agreed upon by the Individualized Education Plan (IEP) committee.
- Students With Disabilities (SWD) cannot be suspended or expelled from school for more than 10 days per year without the provision of a *Free Appropriate Public Education (FAPE)*.



# Authority, Implementation, Monitoring

## Federal

- U.S. Department of Education
- U.S. Department of Civil Rights

## State & Local

- Florida Department of Education
- State Board of Education
- School Board of Broward County, Florida

## Advocacy

- American Civil Liberties Union
- National Association for the Advancement of Colored People
- Human Rights Campaign
- Southern Poverty Law Center
- Advancement Project
- Broward Children's Services Council

## Advisory

- Discipline Committee (4)
- Multiple District Advisory Groups



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The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, national origin, marital status, race, religion, sex or sexual orientation. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine TTY 754-321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.