



Eliminating the School-to-Prison Pipeline

Broward County Public Schools
Superintendent, Robert W. Runcie

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Eliminating the School to Prison Pipeline

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Section 1

Acknowledgements

Special Thanks to: The School Board of Broward County, Florida, all members of the Eliminating the School-House to Jail-House Committee, our PROMISE Program anchor partners, local advisory groups, district and school leaders who provided field-driven recommendations, parents and other stakeholders.

Executive Summary

Broward County Public Schools is committed to keeping students engaged in school and out of the Juvenile Justice System. We take great responsibility towards achieving our mission - *to educating all students to reach their highest potential*. We believe the potential of each of our students is worth developing, including our youth who are at risk of engaging in delinquent or criminal behaviors, and those already involved in the juvenile justice system. It is for this reason that we have invested heavily, in partnership with a number of community organizations, to provide prevention and intervention programs and wraparound services for identified youth.

Additionally, Broward County Public Schools is a learning organization that values and considers emerging research and is driven by the analysis of a body of data to inform our practices. The national research and data on school discipline is clear on a number of issues:

- ✓ Exclusionary practices such as out-of-school suspension, expulsion and school related arrests are detrimental to student success in school and in life.
- ✓ School districts have a legal, and more importantly, a moral responsibility to eliminating disproportional representation of minorities, student with disabilities, and LGBT students in discipline.
- ✓ Adults, in and out of school buildings - school leaders, teachers and support personnel, law enforcement, court and juvenile justice leaders, behavior health professionals, advocacy groups, policymakers, parents and students, all play an important role in addressing this issue.

In the school year 2011-2012, Broward County Public Schools set a goal to develop approaches that would keep students engaged in classrooms and out of courtrooms. This goal became actionable through a series of steps that transformed not only district policies and practices, but the policies and practices of local law enforcement and the juvenile justice system. This transformation created the added benefit of uniting key community organizations around a vision to improve student conduct and adult responses to the behavior of children. It also created a collaborative network for more positive behavioral interventions that fostered better school climate and conditions for learning, and helped close the school-to-prison pipeline.

Major steps in the action plan from the initial year of 2011-2012 to the present include:

- Development of a video message from the Superintendent of Schools and the Chief of School Performance & Accountability outlining the district's discipline goals and expectations for all school and district leaders.
- Work with stakeholders - collaborative body of partners interested in coordinating efforts, providing advocacy, fostering best practice for programming and services, and creating practical solutions. This group came to be known as the Committee for Eliminating the School-House to Jail-House Pipeline. Membership includes representation from Division of Juvenile Justice, NAACP, The Advancement Project, Public Defenders Office, State Attorney's Office, State Representatives, Law Enforcement, Juvenile Court System, Broward Teachers Union, Children's Services Council, local universities, Broward School Board, district and school leaders, parent affiliate groups, district advisory groups, and others.

- Review of the Code of Student Conduct policy & Discipline Matrix to revise infractions that require police involvement and to clarify language and definitions.
- Revise board approved agreements between the District and School Resource Officers to reflect an understanding that law enforcement should not be involved in incidents of minor school misbehavior and an intention to lower the number of non-violent misdemeanor arrests for school based behavior.
- Create mechanisms for community involvement and communication to parents and other stakeholders.
- Develop district oversight mechanisms for data collection and to monitor school practices.
- Design and implement the PROMISE Intervention Program.
- Provide ongoing culturally responsive practice training of school leaders and school support personnel, including implicit bias, black male success strategies, Courageous Conversation about Race, Critical Support Guidance for LGBT Students.
- Implement MTSS/Response to Intervention plan in addressing student behaviors.
- Design school Positive Behavior Intervention Plans to focus on school climate transformation.
- Facilitate successful transition programming for DJJ involved students to home school/community.
- Provide robust district programs to keep court-involved students from deeper involvement with the delinquency system.

As a result of this work, student engagement in school and positive behavior have dramatically increased, while exclusionary practices and contact with law enforcement have significantly decreased. After the first year of implementation, our data reflects an overall decrease of 62.9% in misdemeanor arrest, a 25% reduction in the number of discipline incidents and a 29% reduction in the number of suspensions.

Interventions for Incarcerated Youth

Broward School Public Schools, Department of Equity & Academic Attainment (EAA) has, as a primary function, the oversight of educational outcomes for court-involved students. This includes educational program delivery within the Department of Juvenile Justice (DJJ) sites, and transition of DJJ youth back to District schools. EAA also works to prepare these students for college and career options.

Functions of the department include:

- ✓ Provide school district court liaisons to support students as they move through the adjudication process
- ✓ Coordinate transition of students between the court system, schools, commitment facilities, treatment centers and child welfare agencies.
- ✓ Cooperatively plan and deliver programs and educational services to meet the special needs of delinquent students in collaboration with juvenile judges, public defenders, state attorneys, law enforcement officers, social services providers and the Department of Juvenile Justice personnel.
- ✓ Engage students in academic programming toward graduation and post-secondary education, including: evaluation of transcripts for appropriate educational placement and diploma options, including High School Equivalency (GED); virtual education options, on-line credit recovery programs, state assessments, End-Of-Course Exams, and ACT exam.
- ✓ Provide student access to vocational/career programming.
- ✓ Facilitate student application for college and FAFSA while in custody and provide access to post-secondary scholarships.
- ✓ Assign mentors to incarcerated youth through partnerships with: CARES Mentoring Movement; Jason Taylor Foundation Blue Apple Poetry Network, Omari Hardwick; Gangsta Yoga Inc.; Broward County Public Schools Youth Mentoring Program and others.
- ✓ Facilitate outside educational enrichment opportunities including, field trips, district graduation ceremonies as well as college and career fairs in the community.
- ✓ Coordinate student transition from DJJ program to traditional educational environments utilizing wraparound case management with multiple systems of support.
- ✓ Develop and implement a service plan to meet the youth's immediate and future needs and goals.

After one year of implementation, positive student outcomes include:

- Graduation rate of incarcerated youth in Broward County Public Schools increased by 20%. Out of approximately 100 eligible students each year, 5 students graduated in SY 2014 compared to 25 students in SY 2015.
- Youth in confinement in SY 2015 earned over 500 credits toward their standard diploma, compared to 180 credits earned by confined youth in SY 2014.
- 131 students earned industry certifications while incarcerated in SY 2015 compared to 28 in SY 2014.

- In SY 2015, 8 incarcerated students secured employment within their area of vocational certification to begin working upon release, compared to 0 in SY 2014.
- Five hundred seventy Broward County Public School students have successfully transitioned back to schools during SY 2015, compared to 325 during SY 2014.

Superintendent's Message to District

This video was launched at the start of our campaign to end the schoolhouse-to-jailhouse pipeline.



[Click here](#)
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your system's configuration

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2011-12 to 2014-15 Discipline Incidents and Suspensions



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Broward County Public Schools (BCPS), Data Snapshot Incidents and Suspensions, 2012-13

Report from Student Assessment & Research

May, 2014

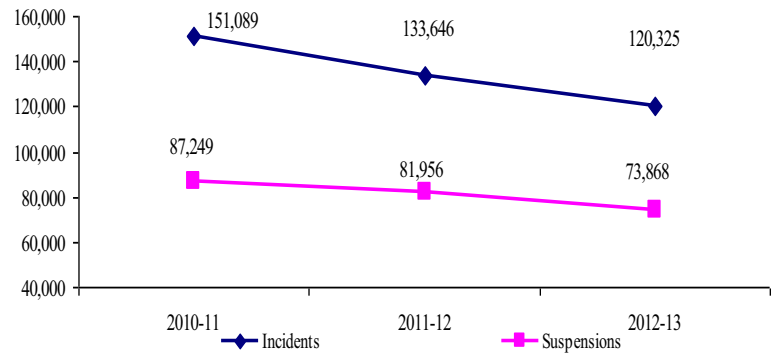
From 2010-11 to 2012-13,
the total number of **Incidents** decreased by

20%

and the total number of **Suspensions** decreased by

15%

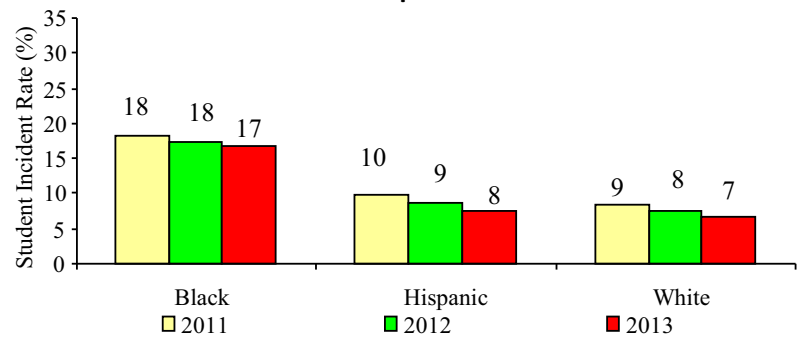
Total number of Incidents and Suspensions



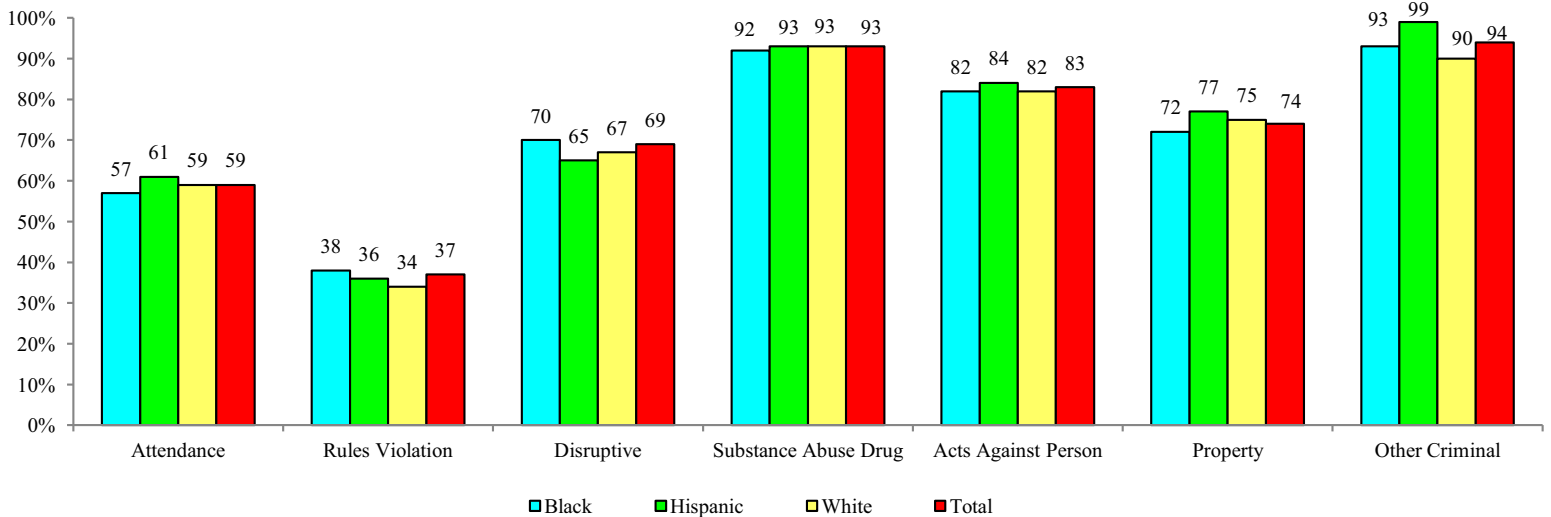
Suspension/Incidents At A Glance

- The largest percent of incidents were at middle schools (46%), followed by high schools (32%), elementary schools (16%), and centers (5%).
- In-school suspensions (58%) occurred at more than twice the rate of out-of-school suspensions (21%).
- Black students registered higher suspension rates (17%) than did Hispanic (8%) or White (7%) students.
- Students from different ethnic groups were suspended at similar rates for the same incident.

Student Suspension Rate



Rate of Incidents Resulting in an Internal, External, and/or AES Suspension by Race/Ethnicity, 2012-13



Additional Resources

- Each school has a unique School-wide Positive Behavior Plan that details prevention and intervention strategies intended to reduce suspensions, expulsions, and law enforcement involvement at the school level.
- Data summaries will assist school leaders in examining incidents and suspensions by student sub-populations, and target interventions on the most prevalent behavioral concerns, and student needs.
- All administrators are trained on the Breaking Barriers Professional Development series, which provides strategies for reducing suspensions and disciplinary referrals and creating a culture of learning in schools.
<http://www.browardprevention.org/resources/professional-development/>
- The Preventing, Recidivism through Opportunities, Mentoring, Interventions, Supports and Education (PROMISE) Initiative addresses the unique needs of students who have committed behavioral infractions that would normally lead to arrest and entry into the juvenile justice system.
<http://www.browardprevention.org/resources/professional-development/>
- Detailed school-by-school results: <http://www.broward.k12.fl.us/sar/Releases.htm>
- Information on intervention programs: <http://www.browardprevention.org>



Broward County Public Schools (BCPS), Data Snapshot Incidents and Suspensions, 2013-14

Report from Student Assessment & Research

February 2015

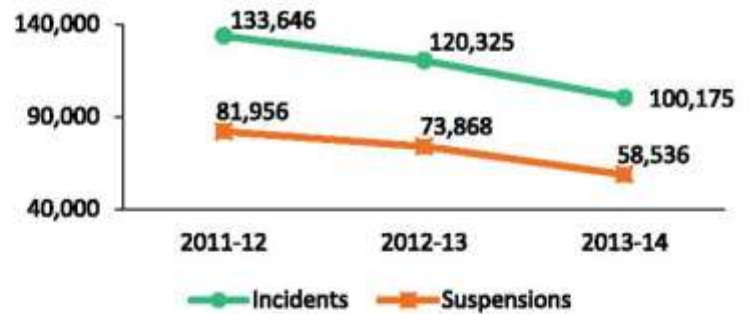
From 2011-12 to 2013-14,
the total number of **Incidents** decreased by

↓ 25%

and the total number of **Suspensions** decreased by

↓ 29%

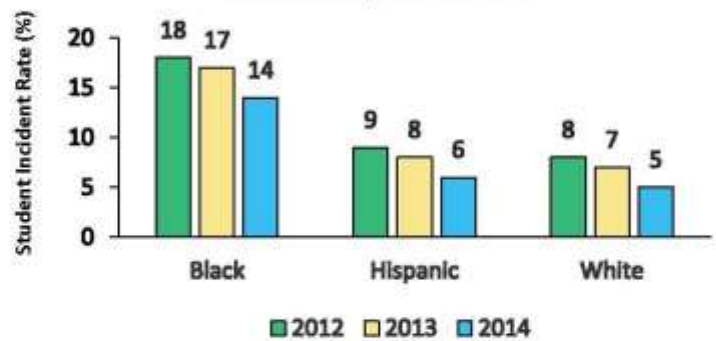
Total number of Incidents and Suspensions



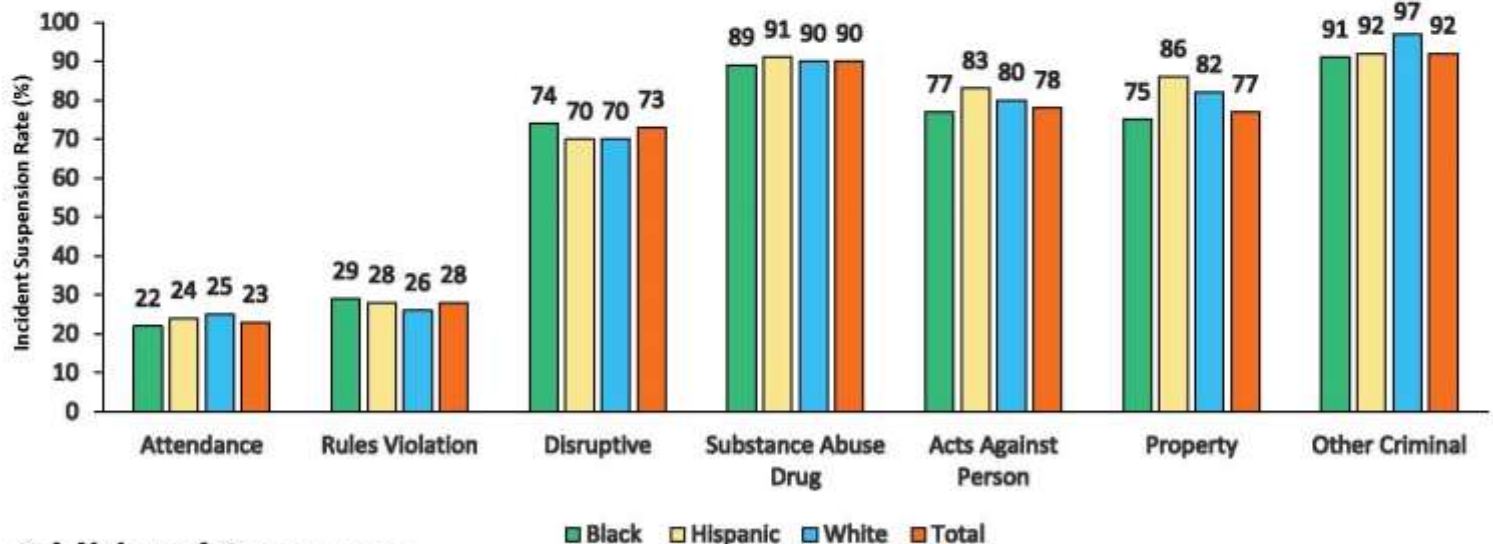
Suspension/Incidents At A Glance

- The largest percent of incidents were at middle schools (44%), followed by high schools (33%), elementary schools (19%), and centers (4%).
- In-school suspensions (67%) occurred at more than five times the rate of out-of-school suspensions (12%).
- Black students registered higher suspension rates (14%) than did Hispanic (6%) or White (5%) students.
- Students from different ethnic groups were suspended at similar rates for the same incident.

Student Suspension Rate



Rate of Incidents Resulting in an Internal, External, and/or AES Suspension by Race/Ethnicity, 2013-14



Additional Resources

- Each school has a unique School-wide Positive Behavior Plan that details prevention and intervention strategies intended to reduce suspensions, expulsions, and law enforcement involvement at the school level.
- Data summaries will assist school leaders in examining incidents and suspensions by student sub-populations, and target interventions on the most prevalent behavioral concerns as well as student needs.
- All administrators are trained on the Breaking Barriers Professional Development series, which provides strategies for reducing suspensions and disciplinary referrals and creating a culture of learning in schools.
<http://www.browardprevention.org/resources/professional-development/>
- The Preventing Recidivism through Opportunities, Mentoring, Interventions, Supports and Education (PROMISE) Initiative addresses the unique needs of students who have committed behavioral infractions that would normally lead to arrest and entry into the juvenile justice system. <http://www.browardprevention.org/resources/professional-development/>
- Detailed school-by-school results: <http://www.broward.k12.fl.us/sar/Releases.htm>
- Information on intervention programs: <http://www.browardprevention.org>



Broward County Public Schools Data Snapshot Incidents and Suspensions 2014-15

Report from Student Assessment & Research

April 2016

From 2012-13 to 2014-15,
the **Incident Rate** decreased by



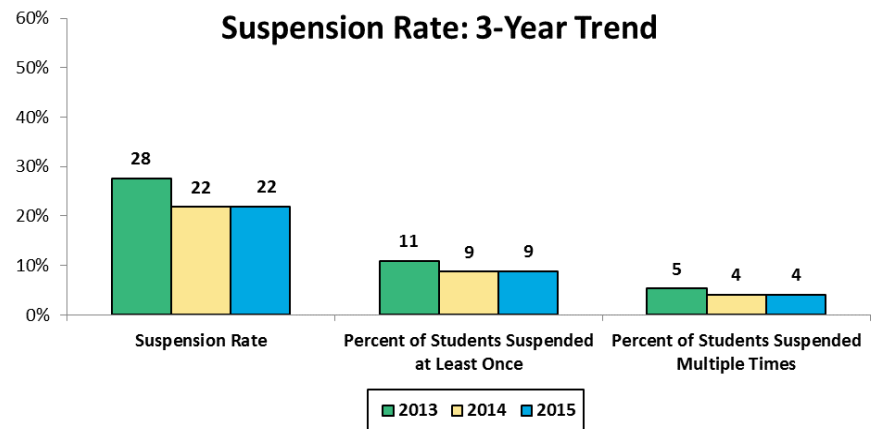
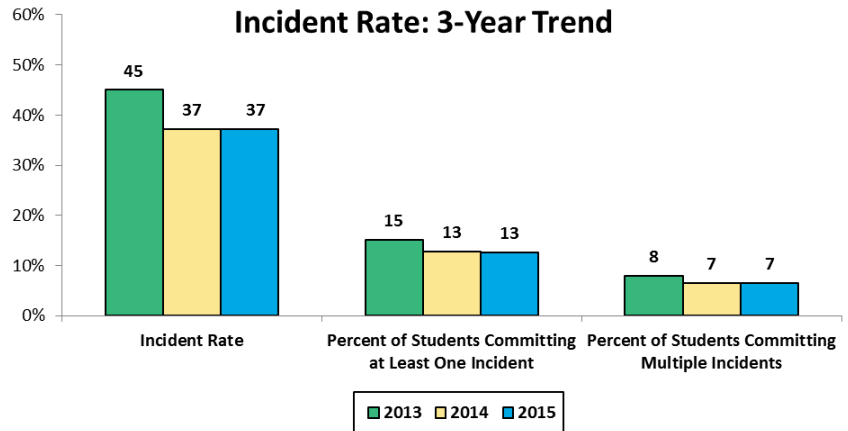
8 percentage points

and the **Suspension Rate** decreased by

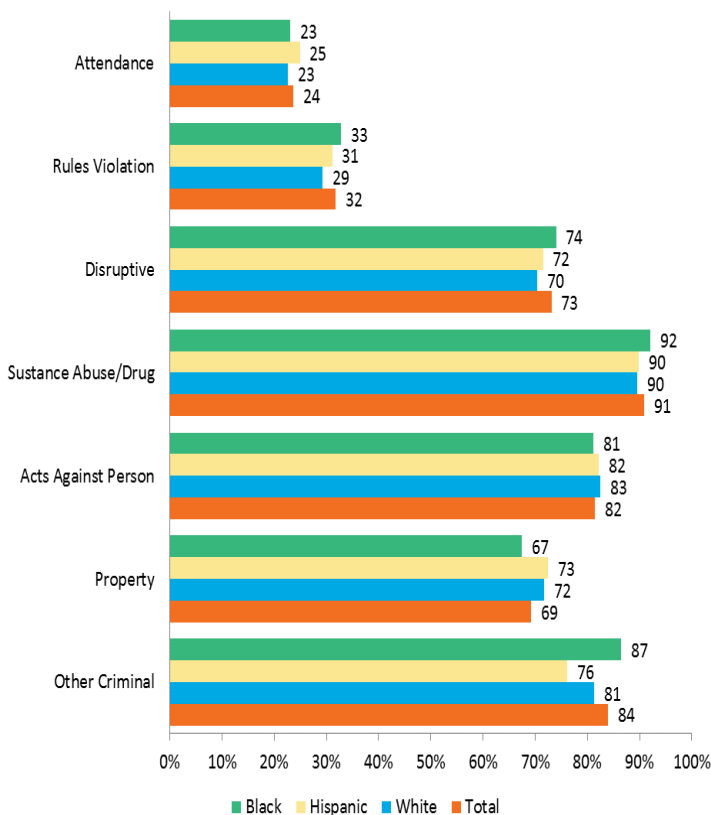


6 percentage points

- The Incident Rate decreased from 45% to 37% between 2012-13 and 2014-15. The percent of students committing incidents decreased from 15% to 13% in the same time period, with the percent of students committing multiple incidents decreasing from 8% to 7%.
- The Suspension Rate decreased from 28% to 22% between 2012-13 and 2014-15. The percent of students suspended in the same time period decreased from 11% to 9%. The percent of students suspended multiple times decreased from 5% to 4%.



Rate of Incidents Resulting in Suspension by Race/Ethnicity



- While the rate of incidents and suspensions decreased over the three year period, the **rate remained stable** from 2013-14 to 2014-15.
- Students from different ethnic groups were suspended at similar rates for the same incident.
- The majority of suspensions (89%) did not remove students from an academic environment (In-school 68%, AES 21%, and External 11%). This represents a 9 percentage point decrease in external suspensions since 2012-13.

Additional Resources

- Detailed school-by-school results: <http://www.broward.k12.fl.us/sar/Releases.htm>
- Information on intervention programs: <http://www.browardprevention.org>

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2011-12 to 2014-15 School Environmental Safety Incident Reporting (SESIR)



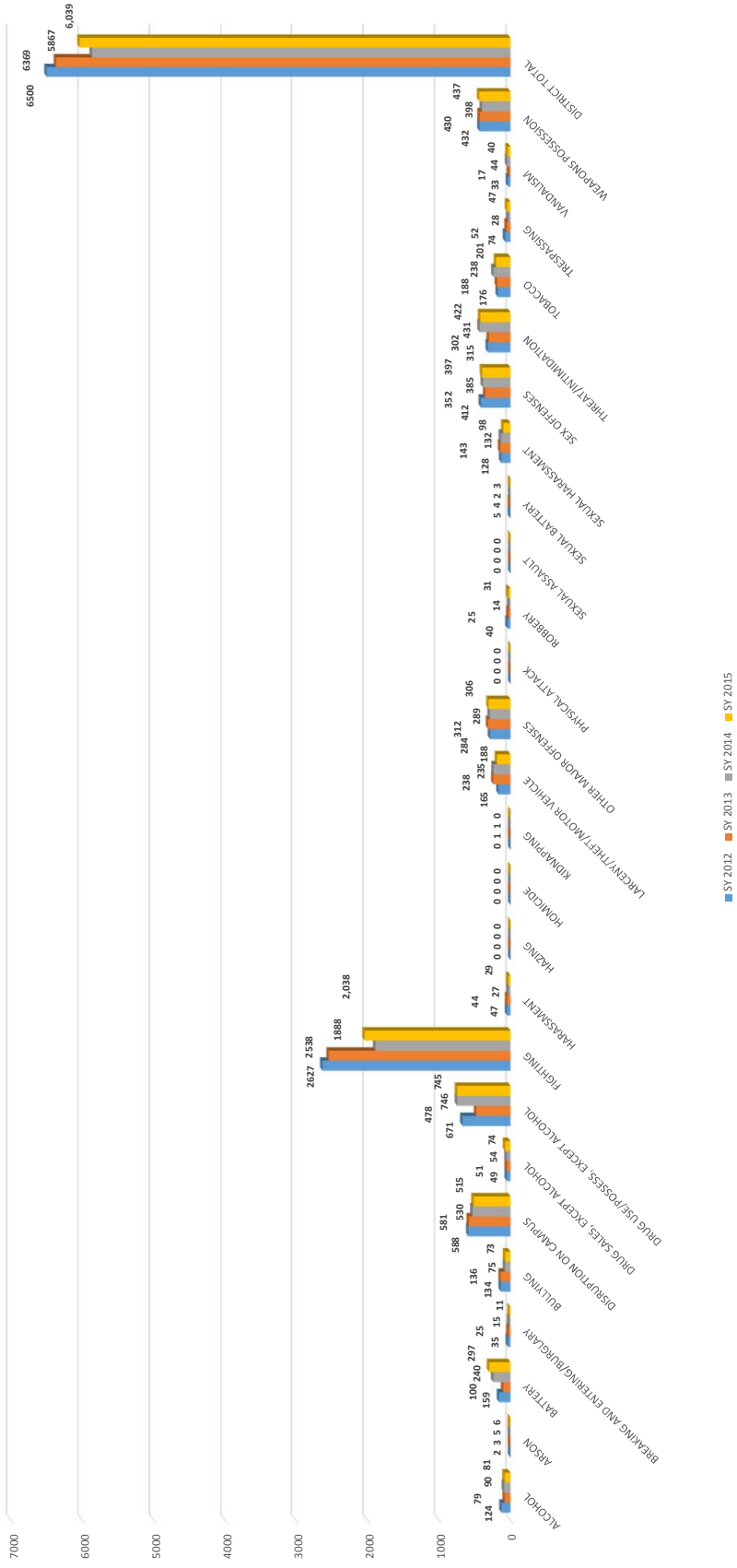
SESIR

School Environmental Safety Incident Reporting

SESIR was 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 incidents are not meant to match the Uniform Crime Report, nor are they intended to be an additional reporting system for law enforcement. When reporting student behavior for SESIR, consideration should be given to both developmental age-appropriate behavior and to those students with an Individual Educational Plan (IEP) or a 504 Plan.

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Broward County Public Schools
 SESIR Incidents
 SY 2011-12 to SY 2014-15



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Supporting Artifacts

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COLLABORATIVE AGREEMENT ON SCHOOL DISCIPLINE

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COLLABORATIVE AGREEMENT ON SCHOOL DISCIPLINE

THIS AGREEMENT is made and entered into as of this 5 day of November, 2013, by and between

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

(hereinafter referred to as "SBBC"),
a body corporate and political subdivision of the State of Florida
whose principal place of business is
600 Southeast Third Avenue, Fort Lauderdale, Florida 33301

and

CHIEF JUDGE OF THE SEVENTEENTH JUDICIAL CIRCUIT

whose principal place of business is
201 SE 6th Street, Ft Lauderdale, Florida 33301

and

OFFICE OF THE STATE ATTORNEY

whose principal place of business is
201 SE 6th Street, Ft Lauderdale, Florida 33301

and

LAW OFFICE OF THE PUBLIC DEFENDER

whose principal place of business is
201 SE 6th Street, Ft Lauderdale, Florida 33301

and

SHERIFF OF BROWARD COUNTY, FLORIDA

whose principal place of business is
2601 West Broward Boulevard, Fort Lauderdale, Florida 33311

and

**CITY OF FORT LAUDERDALE
FORT LAUDERDALE POLICE DEPARTMENT**

whose principal place of business is
1300 W Broward Boulevard, Fort Lauderdale, Florida 33312

and

FLORIDA DEPARTMENT OF JUVENILE JUSTICE

whose principal place of business is
2737 Centerview Drive, Tallahassee, Florida 32399

and

FORT LAUDERDALE/BROWARD BRANCH NAACP

whose principal place of business is
1100 Sistrunk Boulevard, Fort Lauderdale, Florida 33311

and

JUVENILE JUSTICE ADVISORY BOARD

and in collaboration and consultation with a committee of stakeholders that include representation from the Broward Teacher's Union, Broward Principals' and Assistants' Association, District Advisory Council, Diversity Committee, Children's Services Council of Broward County, State Representative Perry Thurston, State Senator Christopher Smith, and State Representative Gwyndolen Clarke-Reed for the purpose of establishing a cooperative relationship between agencies involved in the handling of student misbehavior.

WHEREAS, the parties acknowledge that law enforcement plays an essential role in maintaining safety in the community. However, the use of arrests and referrals to the criminal justice system may decrease a student's chance of graduation, entering higher education, joining the military, and getting a job.¹

WHEREAS, in the 2011-2012 school year, the Department of Juvenile Justice reported 1,062 school-related arrests in Broward County, the highest number in the state.² 71% of these arrests were for misdemeanor offenses. Over half of those students had never been referred to the Juvenile Justice System before.

WHEREAS, across the country, students of color, students with disabilities and LGBTQ students are disproportionately impacted by school-based arrests for the same behavior as their peers.³

WHEREAS, The Florida Legislature "encourage[s] schools to use alternatives to expulsion or referral to law enforcement agencies by addressing disruptive behavior through restitution, civil citation, teen court, neighborhood restorative justice, or similar programs" and has instructed school districts "that zero-tolerance policies are not intended to be rigorously applied to petty acts of misconduct and misdemeanors, including, but not limited to, minor fights or disturbances."⁴

WHEREAS, with a joint commitment to ending school-based arrests for minor misbehavior, school districts and law enforcement agencies across the country have improved school safety, school engagement and academic achievement. The parties to this agreement are confident that by working together, they can return Broward County Public Schools to a culture of common sense discipline that allows all students to enjoy a safe and effective education.

NOW, THEREFORE, in consideration of the premises and of the mutual covenants contained herein, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

In order to follow the guidelines set forth by the Legislature,⁵ the parties are entering into this cooperative effort among the public agencies named herein to establish guidelines for the handling of school-based student misbehavior. The guidelines are intended to establish uniformity in the handling of incidents while ensuring that each case is addressed on a case-by-case basis. The manner in which each incident is handled by the Police, School System, and/or Court is dependent upon the many factors unique to each child that includes, but is not limited to, behavioral history, present circumstances, disciplinary record, academic record, general demeanor and disposition toward others, disability or special education status, and other factors. Therefore, the parties acknowledge that students involved in the same incident or similar incidents may receive different and varying responses depending on the factors and needs of each student.

To address these issues and ensure that all students have access to a safe and effective learning environment, the parties agree to enter into a cooperative agreement governing appropriate responses and use of resources when responding to school-based misbehavior.

¹ See Kirk, David S, and Robert J Sampson, *Juvenile Arrest and Collateral Educational Damage in the Transition to Adulthood*. 86 *Sociology of Education* 36 (2013).

² Florida Department of Juvenile Justice, *Delinquency in Florida Schools: An Eight Year Study* (Jan. 2013).

³ U.S. Department of Education, Office for Civil Rights, *The Transformed Civil Rights Data Collection* (Mar. 2012); Kathryn E. W. Himmelstein and Hannah Brückner. *Criminal Justice and School Sanctions Against Nonheterosexual Youth: A National Longitudinal Study*. *Pediatrics* (2010).

⁴ § 1006.13, Fla. Stat. (2013).

⁵ § 1006.13(4) Fla. Stat. (2013). "(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. 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."

ARTICLE I. DEFINITIONS

1.01 **Student Misbehavior**: breaches of the Code of Student Conduct, disruptions, and other transgressions or omissions by a student that occur on school grounds, school transportation or during a school sponsored or related event.

1.02 **Non-Violent Misdemeanors** are limited to:

Disrupting or Interfering with a School Function;
Affray;
Theft of less than \$300;
Vandalism of less than \$1,000;
Disorderly Conduct;
Trespassing;
Criminal Mischief;
Gambling;
Loitering or Prowling;
Harassment;
Incidents relating to Alcohol;
Possession of Cannabis (misdemeanor, requires consultation with law enforcement to determine the level of offense);
Possession of Drug Paraphernalia;
Threats;⁶ and
Obstructing Justice without Violence.

ARTICLE II. TERMS OF AGREEMENT

The parties agree that students need to be held accountable for misbehavior in order to learn from their mistakes, take responsibility for their actions, and reconnect to the school community. The parties also agree that the most effective means of holding students accountable for their actions include providing them with continuity and support from school officials that interact with them on a daily basis.

2.01 **Responding to Student Misbehavior.**

In the event a student misbehaves, the school principal and their designees will be the primary source of intervention and disciplinary consequences. The Code of Student Conduct and Discipline Matrix provides detailed information on consequences and interventions and shall guide the responses to particular types of misbehavior. In addition, school officials should make every effort to connect students to school or community-based support services, such as counseling, mentoring, or extra-curricular activities.

Many types of minor student misbehavior may technically meet the statutory requirements for non-violent misdemeanors, but are best handled outside of the criminal justice system. In any school year, the first instance of student misbehavior that rises to the level of a non-violent misdemeanor and requires consultation with a police officer should not result in arrest nor the filing of a criminal complaint, but instead be handled through the Code of Student Conduct and Discipline Matrix. Behavior that rises to the level of a felony offense under any of the above statutes is not included herein.

All parties involved in school discipline decisions shall consider the surrounding circumstances including the age, history, disability or special education status, and other factors that may have influenced the behavior of the student, the degree of harm caused and the student's willingness to repair the harm.

⁶ §1006.13, Fla. Stat. (2013), requires that certain felony threats (§ 790.162 and § 790.163, Fla. Stat. (2013)) be referred to the criminal or juvenile justice system. Felonies, including § 790.162 and § 790.163, fall outside of the scope of this agreement.

2.02 **Further Incidents.**

Repeated incidents of non-violent misdemeanors as defined in section 1.02 shall result in graduated levels of school-based interventions and consequences by the administrators on campus, according to the Code of Student Conduct and Discipline Matrix, and referral to law enforcement for certain incidents.

The Discipline Matrix outlines the specific incidents in which repeated misbehavior shall result in a referral to law enforcement. Records of section 1.02 incidents shall be maintained by SBBC, in a manner consistent with the requirements of a Probable Cause Affidavit as mandated by F.S.985.13, and said information may be reported to law enforcement by SBBC should the youth willfully fail to complete sanctions.

In addition, a student who has accumulated three incidents in a school year that fall under section 1.02 shall be referred to the Behavior Intervention Committee. Upon the fourth incident in a school year that falls under section 1.02, the student shall be referred for consultation with law enforcement, unless such referral is sooner required by the Discipline Matrix.

2.03 **Consultations with Law Enforcement – Role of School Administrator.**

The school principal and their designee are encouraged to talk to the student and evaluate the unique surrounding circumstances in each case. Before referring a student to law enforcement, the school principal or their designee shall:

STEP 1. Consult the Code of Student Conduct:

Does the Discipline Matrix require consultation with law enforcement? If not, the school principal or their designee should determine the consequences and interventions to be used without involving law enforcement, including the PROMISE program.

STEP 2. Consult with law enforcement:

If the Discipline Matrix does require consultation, work with law enforcement to assess and respond to the situation. A consultation does not mean that an arrest is necessary.

STEP 3. Collaborating with law enforcement to resolve the situation:

If the law enforcement officer has exhausted their efforts to resolve the situation, could the student be held accountable through further intervention from the Collaborative Problem Solving Team, PROMISE program or community-based programs? Refusal to participate in the offered alternatives to arrest may result in referral to the Juvenile Justice System of Care and, after input from the State Attorney offices, could be referred back to law enforcement. If further support is needed but not available at the school level, the school principal or designee may call the district designee at Student Support Initiatives for guidance.

Emergency and other situations may arise that require the immediate involvement of law enforcement. In such instances, school officials and law enforcement should confer after the situation has been diffused, but, if feasible, before any arrest is made, and follow the process outlined in this agreement to ensure the most effective and least punitive means of discipline is being employed.

2.04 **Consultations with Law Enforcement – Role of Officer.**

Before making an arrest of a student for misbehavior on school grounds, school transportation or during a school sponsored or related event, a law enforcement officer shall follow the steps and guiding questions below and attached herein as Exhibit “A”. If the situation is resolved short of arrest at any point during this process, the officer does not need to move on to the next step.

STEP 1. Consult with the school principal or their designee:

Has the Discipline Matrix been followed in this instance? Could this be resolved by consequences within the school discipline system (such as detention, suspension, or interventions)?

STEP 2. Evaluate the situation:

Considering all the surrounding circumstances, does this incident rise to the level of a felony or pose a serious threat to school safety that necessitates an arrest? If so, the officer shall proceed to Step 6. If the behavior falls into the category of non-violent misdemeanor, continue to the steps below. If the behavior is non-criminal or otherwise minor and not rising to any of these levels, it may be referred back to the school for consequences and interventions.

STEP 3. Issue a warning:

Can the situation be resolved with an intervention approach that may include the officer talking to the student about their behavior; a verbal warning; taking the student out of the situation in order to cool off or other intervention?

STEP 4. Talk to the parents or guardians:

Can the situation be resolved by the officer talking to the student's parents or guardians?

STEP 5. Consider alternatives with school principal or designee:

Could the student be held accountable through the Collaborative Problem Solving Team, PROMISE program or community-based programs? If further support is needed but not available at the school level, the officer may call the district designee at Student Support Initiatives for guidance.

STEP 6. After exhausting all of the above options, the officer may consider placing the student under arrest. The officer must ensure that the school principal or their designee is notified of any school-based arrest.

STEP 7. All contraband must be placed in the care and custody of the law enforcement personnel of the Department that initiates the arrest or the Broward District Schools Police Department, if no arrest is made.

2.05 **Discretion of Law Enforcement.**

Nothing in this agreement is intended to limit the discretion of law enforcement. Officers responding to an incident or consulting with school officials are encouraged to use their discretion in determining the best course of action, especially when using alternatives to arrest. While the option to use the criminal justice system is available for many incidents, the totality of the circumstances should be taken into consideration and any less punitive alternatives that ensure the safety of the school community should be considered.

2.06 **Parental Notification.**

In addition to the required notification⁷ of parents and legal guardians by the law enforcement officer taking the student into custody, school principals or their designee are also responsible for an additional notification of parents and legal guardians upon a school-based arrest of their child.

⁷ § 985.101(3), Fla. Stat. (2013).

ARTICLE III. TRAINING

Parties will ensure that members of their respective agencies, especially those directly interacting with students and making discipline or arrest decisions, are trained in the content of this agreement within three months of signing this agreement. Training and implementation for existing parties should be an on-going process and any new officers, employees, agents, representatives, contractors or subcontractors whose work relates to this Agreement should be trained as they are hired.

ARTICLE IV. DATA COLLECTION AND OVERSIGHT

Data reflecting all school-based arrests, referrals to law enforcement, and filing of criminal complaints and disaggregated by location of arrest/school, charge, arresting agency, gender, age, race/ethnicity, disability and ESL status is collected by the School District and Department of Juvenile Justice. Data reflecting the number and nature of incidents of misbehavior is also collected by the School District.

Each month, this data will be delivered to the Juvenile Justice Advisory Board and the Eliminating the Schoolhouse to Jailhouse Committee to monitor compliance with the terms of this agreement, the overall number of minor incidents being handled by the criminal justice system and reductions in racial disparities. In addition, these factors should be included in reviewing each school's overall school climate. This data will also be reported to the public at the end of each semester to monitor whether there have been reductions in the overall number of minor incidents being handled by the criminal justice system and reductions in racial disparities.

The parties agree to meet twice a year, at the end of each semester, with the Eliminating the Schoolhouse to Jailhouse Committee to provide oversight of the Agreement and make recommendations to the heads of each agency on any modifications to the Agreement.

ARTICLE V. GENERAL CONDITIONS

5.01 No Waiver of Sovereign Immunity.

Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding until such time as any proceeding brought on account of this Agreement is barred by any applicable statute of limitations.

5.02 No Third Party Beneficiaries.

The parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this Agreement. None of the parties intend to directly or substantially benefit a third party by this Agreement. The parties agree that there are no third party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.

5.03 Equal Opportunity Provision.

The parties agree that no person shall be subjected to discrimination because of age, race, color, disability, gender identity, gender expression, marital status, national origin, religion, sex or sexual orientation in the performance of the parties' respective duties, responsibilities and obligations under this Agreement.

5.04 **Public Records.**

Each party shall maintain its own respective records and documents associated with this Agreement in accordance with the records retention requirements applicable to public records. Each party shall be responsible for compliance with any public documents request served upon it pursuant to Section 119.07, Florida Statutes, and any resultant award of attorney's fees for non-compliance with that law.

5.05 **Student Records.**

Notwithstanding any provision to the contrary within this Agreement, the parties under this Agreement shall fully comply with all applicable State or federal law or regulation regarding the confidentiality of student information and records. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding until such time as any proceeding brought on account of this Agreement is barred by any applicable statute of limitations. Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes.

5.06 **Compliance with Laws.**

Each party shall comply with all applicable federal and state laws, codes, rules and regulations in performing its duties, responsibilities and obligations pursuant to this Agreement.

5.07 **Place of Performance.**

All obligations of the parties under the terms of this Agreement are reasonably susceptible of being performed in Broward County, Florida and shall be payable and performable in Broward County, Florida.

5.08 **Governing Law and Venue.**

This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of Florida. Any controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted to the jurisdiction of the State courts of the Seventeenth Judicial Circuit of Broward County, Florida.

5.09 **Entirety of Agreement.**

This document incorporates and includes all prior negotiations, correspondence, conversations, agreements and understandings applicable to the matters contained herein and the parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.

5.10 **Binding Effect.**

This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

5.11 **Assignment.**

Neither this Agreement nor any interest herein may be assigned, transferred or encumbered by any party without the prior written consent of the other party. There shall be no partial assignments of this Agreement.

5.12 **Incorporation by Reference.**

Exhibit “A” and “B” attached hereto and referenced herein shall be deemed to be incorporated into this Agreement by reference.

5.13 **Captions.**

The captions, section designations, section numbers, article numbers, titles and headings appearing in this Agreement are inserted only as a matter of convenience, have no substantive meaning, and in no way define, limit, construe or describe the scope or intent of such articles or sections of this Agreement, nor in any way effect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.

5.14 **Severability.**

In the event that any one or more of the sections, paragraphs, sentences, clauses or provisions contained in this Agreement is held by a court of competent jurisdiction to be invalid, illegal, unlawful, unenforceable or void in any respect, such shall not affect the remaining portions of this Agreement and the same shall remain in full force and effect as if such invalid, illegal, unlawful, unenforceable or void sections, paragraphs, sentences, clauses or provisions had never been included herein.

5.15 **Preparation of Agreement.**

The parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agreed to herein expresses their mutual intent and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the parties than the other.

5.16 **Amendments.**

The Agreement may be modified at any time by a written amendment to the Agreement agreed to by all parties. In addition, the parties hereby authorize the Superintendent of Schools to execute addendums to this agreement using the form attached as Exhibit "B" to add additional municipalities to the Agreement.

5.17 **Waiver.**

The parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any party’s failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of this Agreement unless the waiver is in writing and signed by the party waiving such provision. A written waiver shall only be effective as to the specific instance for which it is obtained and shall not be deemed a continuing or future waiver.

5.18 **Force Majeure.**

Neither party shall be obligated to perform any duty, requirement or obligation under this Agreement if such performance is prevented by fire, hurricane, earthquake, explosion, wars, sabotage, accident, flood, acts of God, strikes, or other labor disputes, riot or civil commotions, or by reason of any other matter or condition beyond the control of either party, and which cannot be overcome by reasonable diligence and without unusual expense (“Force Majeure”). In no event shall a lack of funds on the part of either party be deemed Force Majeure.

5.19 **Survival.**

All representations and warranties made herein, indemnification obligations, obligations to maintain and allow inspection and audit of records and property, obligations to maintain the confidentiality of records, and reporting requirements shall survive the termination of this Agreement.

5.20 **Authority.**

Each person signing this Agreement on behalf of either party individually warrants that he or she has full legal power to execute this Agreement on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this Agreement.

5.21 **Indemnification.**

Each party agrees to be fully responsible for its acts of negligence, or its agents' acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding until such time as any proceeding brought on account of this Agreement is barred by any applicable statute of limitations. Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes.

5.22 **Effective Date of Agreement.**

This Agreement shall become effective immediately upon its execution by signature.

5.23 **Withdrawal from the Agreement by a Party.**

A party may terminate their participation in the agreement by providing written notice to all parties to this Agreement of their intent to withdraw ninety days from the date of the letter. Within thirty days from the date of a termination letter, the Eliminating the Schoolhouse to Jailhouse Committee shall convene. The party wishing to terminate may withdraw at the end of the original ninety days if a resolution is not reached. An updated agreement reflecting that change shall be provided to all parties.

5.24 **Notice.**

When any of the parties desire to give notice to the other, such notice must be in writing, sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of this paragraph. For the present, the Parties designate the following as the respective places for giving notice:

To SBBC: Robert Runcie
Superintendent of Schools
The School Board of Broward County, Florida
600 Southeast Third Avenue
Fort Lauderdale, Florida 33301

With a Copy to: Chief David Golt
Broward District Schools Police Department
The School Board of Broward County, Florida
7720 West Oakland Park Boulevard – Suite 355
Sunrise, Florida 33351

With a Copy to: Michaëlle Pope
Executive Director

Student Support Initiatives
600 Southeast Third Avenue
Fort Lauderdale, Florida 33301

To Chief Judge of the 17th Judicial Circuit: Honorable Peter M. Weinstein
Chief Judge of the 17th Judicial Circuit
201 SE 6th Street
Ft Lauderdale, Florida 33301

With a Copy to: Honorable Elijah H. Williams
Judge of the 17th Judicial Circuit
201 SE 6th Street
Ft Lauderdale, Florida 33301

To the Office of the State Attorney: Honorable Michael J. Satz
State Attorney
201 SE 6th Street
Ft Lauderdale, Florida 33301

With a Copy to: Maria Schneider
Assistant State Attorney
State Attorney's Office
Room 640
201 SE 6th Street
Ft Lauderdale, Florida 33301

To the Law Office of the Public Defender: Honorable Howard Finkelstein
Public Defender
Third Floor, North Wing
Broward County Courthouse
201 SE 6th Street
Ft Lauderdale, Florida 33301

With a Copy to: Gordon Weekes
Chief Assistant Public Defender
201 SE 6th Street
Ft Lauderdale, Florida 33301

To Sheriff of Broward County, Florida: Sheriff Scott Israel
Broward Sheriff's Office
2601 West Broward Boulevard
Fort Lauderdale, Florida 33311

With a Copy to: Major Oscar Llerena
Youth and Neighborhood Services
2601 West Broward Boulevard
Fort Lauderdale, Florida 33311

With a Copy to: Ronald M. Gunzburger
General Counsel
2601 West Broward Boulevard
Fort Lauderdale, Florida 33311

To the Fort Lauderdale Police Department: Chief Franklin Adderley

Fort Lauderdale Police Department
1300 W Broward Boulevard
Fort Lauderdale, Florida 33312

With a Copy to:

Bradley H. Weissman
Police Legal Advisor
1300 W Broward Boulevard
Fort Lauderdale, Florida 33312

To the Florida Department of Juvenile Justice:

Secretary Wansley Walters
Florida Department of Juvenile Justice
2737 Centerview Drive,
Tallahassee, Florida 32399

With a Copy to:

Cassandra Evans, M.S.
Chief Probation Officer, Circuit 17
Probation & Community Intervention
5070 Coconut Creek Parkway
Margate, FL 33063

To the Fort Lauderdale/Broward Branch NAACP:

Marsha Ellison
President
Fort Lauderdale Branch of the NAACP
1100 Sistrunk Boulevard
Ft. Lauderdale, Florida 33311

To the Juvenile Justice Advisory Board:

Marsha Ellison
Chair, Juvenile Justice Advisory Board
1100 Sistrunk Boulevard
Ft. Lauderdale, Florida 33311

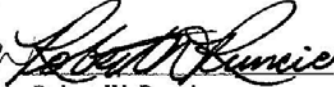
IN WITNESS WHEREOF, the Parties hereto have made and executed this Agreement on the date first above written.

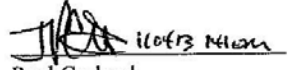
[Signature Pages to Follow]

FOR THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA, BY:

Approved as to Form
and Legal Content:


Laurie Rich Levinson
Chair

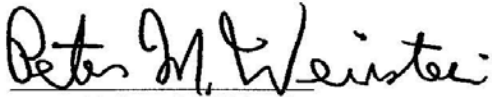

Robert W. Runcie
Superintendent


Paul Carland
Office of the General Counsel

BROWARD COUNTY COLLABORATIVE AGREEMENT ON SCHOOL DISCIPLINE

FOR THE CHIEF JUDGE OF THE SEVENTEENTH JUDICIAL CIRCUIT, BY:

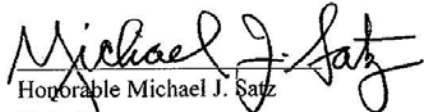
Approved as to Form
and Legal Content:



Honorable Peter M. Weinstein
Chief Judge of the 17th Judicial Circuit

BROWARD COUNTY COLLABORATIVE AGREEMENT ON SCHOOL DISCIPLINE

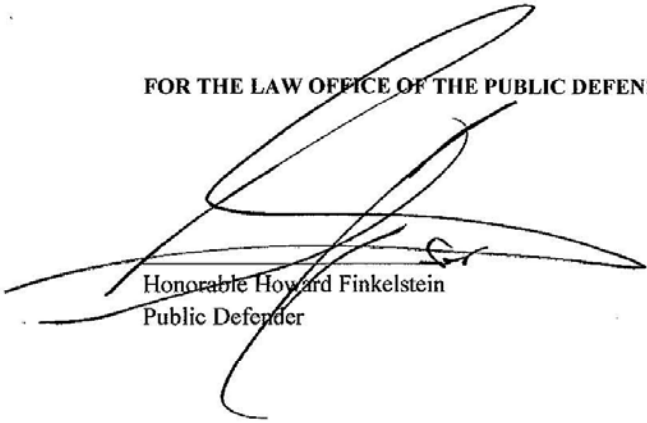
FOR THE OFFICE OF THE STATE ATTORNEY, BY:


Honorable Michael J. Satz
State Attorney

Approved as to Form
and Legal Content:

BROWARD COUNTY COLLABORATIVE AGREEMENT ON SCHOOL DISCIPLINE

FOR THE LAW OFFICE OF THE PUBLIC DEFENDER, BY:





Honorable Howard Finkelstein
Public Defender

Approved as to Form
and Legal Content:

FOR THE SHERIFF OF BROWARD COUNTY, FLORIDA, BY:


Sheriff Scott Israel
Sheriff

Approved as to Form
and Legal Content: 

Ronald M. Gunzburger
Office of the General Counsel
12.09.13

BROWARD COUNTY COLLABORATIVE AGREEMENT ON SCHOOL DISCIPLINE

FOR THE CITY OF FORT LAUDERDALE, FORT LAUDERDALE POLICE DEPARTMENT, BY:

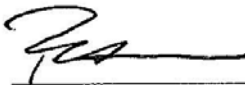


Russell H. Hanstein
Acting Chief of Police / Authorized Representative



Lee R. Feldman, City Manager
Pursuant to Resolution No. 00-24 and §2-152(c)(1), City of Fort Lauderdale Code of Ordinances

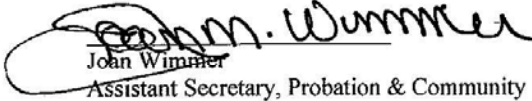
Approved as to Form
and Legal Content:

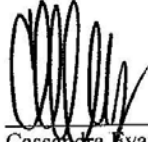


Bradley H. Weissman
Asst. City Attorney / Police Legal Advisor

BROWARD COUNTY COLLABORATIVE AGREEMENT ON SCHOOL DISCIPLINE

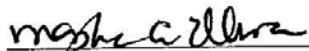
FOR THE FLORIDA DEPARTMENT OF JUVENILE JUSTICE, BY:


Joan Wimmer
Assistant Secretary, Probation & Community Intervention


Cassandra Evans, M.S.
Chief Probation Officer, Circuit 17

BROWARD COUNTY COLLABORATIVE AGREEMENT ON SCHOOL DISCIPLINE

FOR THE FORT LAUDERDALE/BROWARD BRANCH NAACP, BY:



Marsha Ellison
President, Fort Lauderdale/Broward Branch NAACP



Adora Obi Nweze
President, Florida State Conference NAACP

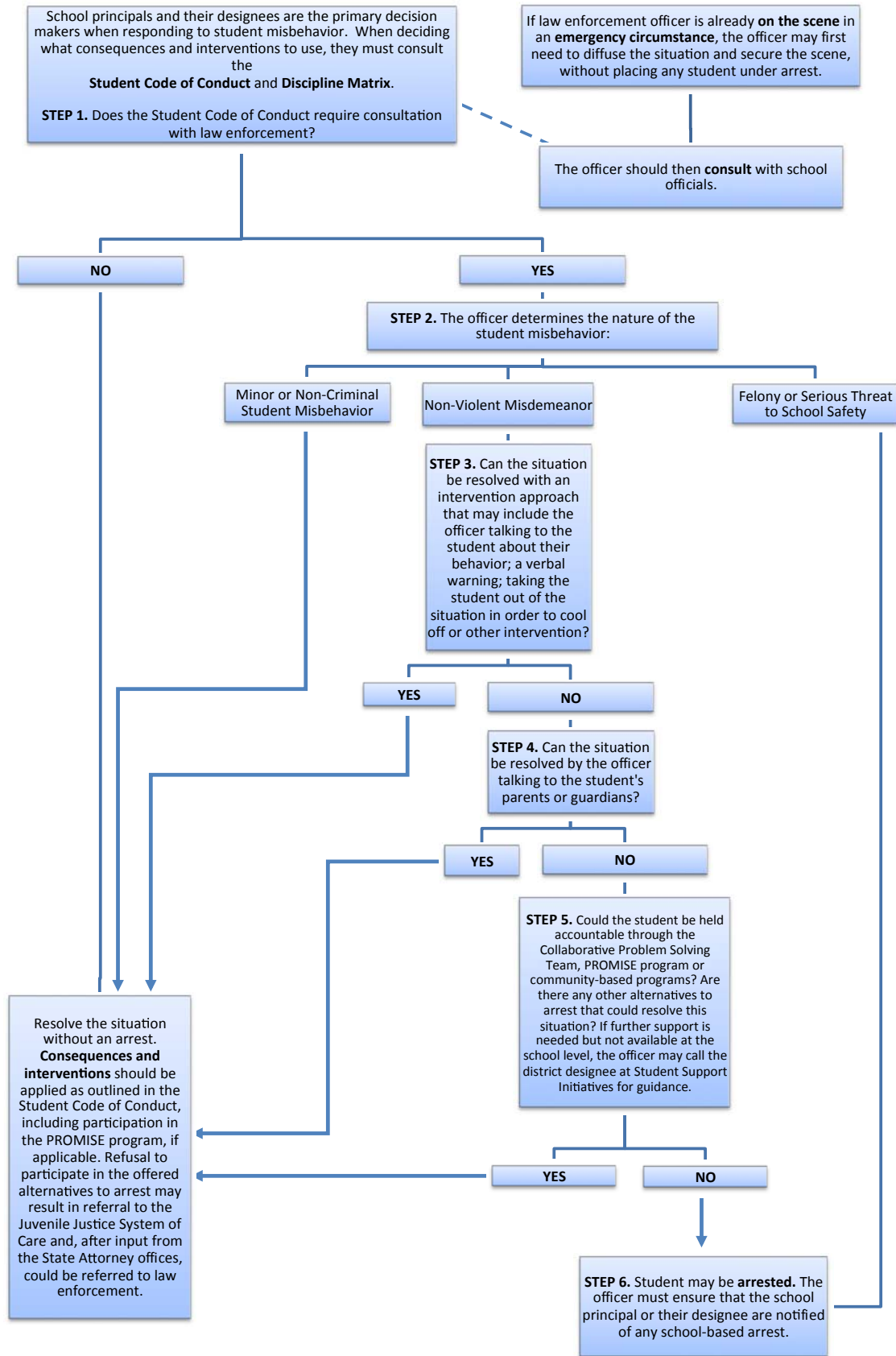
BROWARD COUNTY COLLABORATIVE AGREEMENT ON SCHOOL DISCIPLINE

FOR THE JUVENILE JUSTICE ADVISORY BOARD, BY:

Marsha Ellison
Marsha Ellison
Chair

BROWARD COUNTY COLLABORATIVE AGREEMENT ON SCHOOL DISCIPLINE

EXHIBIT A



All contraband must be placed in the care and custody of the law enforcement personnel of the Department that initiates the arrest or the Broward District Schools Police Department, if no arrest is made. Nothing in this agreement is intended to limit the discretion of law enforcement. Officers responding to an incident or consulting with school officials are encouraged to use their discretion in determining the best course of action, especially when using alternatives to arrest. In addition to the Discipline Matrix consequences, a student who has accumulated three non-violent misdemeanors shall be referred to the Behavior Intervention Committee. Upon the fourth incident, the student shall be referred to law enforcement, unless such referral is sooner required by the Discipline Matrix.

EXHIBIT B

ADDENDUM TO COLLABORATIVE AGREEMENT ON SCHOOL DISCIPLINE

This Addendum to the Collaborative Agreement on School Discipline is made and entered into on this the ____ day of _____, 20__, by and between the Parties to said agreement and _____ (Municipality)

WHEREAS, the following parties (“the Parties”) entered into the Collaborative Agreement on School Discipline on _____ (date approved): The School Board of Broward County, Florida, the Chief Judge of the Seventeenth Judicial Circuit, the Office of the State Attorney for the 17th Judicial Circuit in and for Broward County, Florida, the Office of the Public Defender for the 17th Judicial Circuit in and for Broward County, Florida, the Sheriff of Broward County, Florida, the City of Fort Lauderdale, the State of Florida, Department of Juvenile Justice, the Fort Lauderdale/Broward Branch NAACP, et al; and,

WHEREAS, the Collaborative Agreement establishes a cooperative effort amongst the Parties to establish guidelines for the handling of school-based student misbehavior; and,

WHEREAS, the guidelines are intended to establish uniformity in the handling of incidents while ensuring that each case is addressed on a case-by-case basis and that the manner in which each incident is handled by the Police, School System, and/or Court is dependent upon the many factors unique to each child that includes, but is not limited to, behavioral history, present circumstances, disciplinary record, academic record, general demeanor and disposition toward others, disability or special education status, and other factors; and,

WHEREAS, the Municipality is desirous of joining the Parties in this collaboration;

NOW THEREFORE, the Parties and Municipality agree as follows:

1. The Municipality agrees to enter into and abide by the terms of the Collaborative Agreement on School Discipline.
2. The Parties and Municipality shall jointly abide by the terms of the Agreement except as such may be amended as set forth in the Agreement.

For the Parties:

Robert W. Runcie
Superintendent of Schools

For the Municipality:

(Authorized Signatory)

Broward County Public Schools hosted a joint conversation with school leaders and law enforcement stakeholders on January 13, 2016 in order to ensure effective communication and develop a shared vision relating to student disciplinary practices.



[Click here](#)

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Highlight of Discipline Policy Changes

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Discipline Matrix Summary of Changes

- * All behavior incidents and consequences were reviewed with consideration to student's developmental level, appropriate progression of discipline/consequence based on severity, and intent to keep students in an educational setting while the behavior is being addressed
- * Multiple interventions were prescribed along with a consequence to each specific incident in order to address the infraction at the root
- * Most of the out-of-school suspensions listed on the Matrix were reduced by half, replaced with internal suspension, and Saturday school options
- * Out-of-school suspensions were only used for more severe behavioral infractions
- * Incidents with out-of-school suspension days were capped - typically at the third time (i.e., they do not continue to increase in external suspension days)
- * No incident was given 10 days out-of-school suspension unless the incident required mandatory recommendation for expulsion
- * More student contract agreements were incorporated to offer additional interventions prior to recommendation for expulsion
- * Alternative to External Suspension (AES) was either recommended or mandated for all out-of-school suspensions
- * Students who commit one of the 11 non-violent misdemeanors identified by the ESHJH subcommittee, along with bullying and harassment incidents now participate in a unique mandated AES program called PROMISE
- * PROMISE (Preventing Recidivism through Opportunities, Mentoring, Interventions, Supports and Education) program is a Broward County initiative aimed to address the unique needs of students who have committed a behavioral infraction that would have normally lead to entry into the juvenile justice system
- * Clarification and training was prescribed for all administrators on when to consult with law enforcement

Appendix - A Administrative Discipline Matrix Elementary - 2012/2013

Reported to State	Incident Code	Incident	Prevention/Intervention (Re-entry parent conference)/Consequence (Record on TERMS C26 Panel) - Minimum of Two	Collaborative Problem Solving Team (RPD)	Threat Assessment Protocol	Confiscation (When Applicable)	Restitution (When Applicable)	School Specific Consequences	Loss of Privilege	Removal From Class (Less than 1 day)	Detention	Verbal Warning (dress code violation only)	Loss of Extra Curricular Activities (1-5 days)(dress code violation only)	In-school Suspension 1-3 Days & Loss of Extra curricular Activities 1-30 days (dress code violation only)	In-School Suspension: 1-5 days	In-School Suspension: 6-10 Days	Out-of-School Suspension: 1-5 Days (Offer AES)	Out-of-School Suspension: 6-10 Days (Offer AES)	Mandatory Out-of-School Suspension: 10 Days	Recommendation for Emergency Behavior Change	Recommendation for Expulsion	Complete Immediate Notification Form (SIU)	Report to local Law Enforcement required	
	Substance Abuse/Drug Incidents																							
		X* 1st Offense	Mandatory 10 day out-of-school suspension; up to 7 days may be waived after referral to the Area Substance Abuse Counselor.																					
		X* 2nd and 3rd Offense	Mandatory 10 day out-of-school suspension and referral to the Area Substance Abuse Counselor.																					
	Z4	Medication - Over-the-Counter (Possession/Unauthorized use)	M	A	M		X	A	A						A	A	A						M	
S	TU	Tobacco - Possession/Use/Sale/Transmittal	M	A	M										X	A	A	A					M	
S	A1	Alcohol - Possession/Use/Under the Influence	M	M	M														X*				M	A
S	A3	Alcohol Sale/Attempted Sale/Transmittal	M	M	M														X*				M	A
S	D5	Drug - Possession/Use/Under the Influence	M	M	M														X*				M	A
S	D7	Drug or Imitation Drug Sale/Attempted Sale/Transmittal	M	M	M														X*				M	A
S	DF	Drug - Possession of unauthorized substances	M	M	M														X*				M	A
	DP	Drug Paraphernalia - Possession	M	A	M												X	A	A	A			M	A
	Acts Against Persons																							
		X* - When deciding what disciplinary action should be taken, the Principal or designee shall consider the severity of the offense and may impose a more severe consequence up to and including a ten day out of school suspension.																						
	ZI	Fight - Minor/Altercation/Confrontation	M	A			X	A	A	A					A	A								
S	F1	Fighting	M	M											X*	A	A	A					M	A
	ZA	Bullying	M	A	M										X	A	A	A					M	
S	HA	Harassment	M	M	M										X	A	A	A					M	
	ZT	Hazing	M	M	M										X	A	A	A						
S	SS	False Accusation Against School Staff	M	A											X	A	A	A					M	A
S	56	Sexual Misconduct/Indecent Exposure	M	M											X	A	A	A					M	A
S	50	Sexual Harassment	M	M											X	A	A	A					M	A
	ZN	Assault/Threat (Low Level-Non-Criminal)	M	A	M			X	A	A					A									
S	A5	Assault/Threat (Medium Level)	M	M	M										X	A	A	A					M	A
S	A6	Assault/Threat (High Level)	M	M	M											X	A	A	B				M	A
S	A7	Assault/(Threat -Serious)	M	A	M												X	A	B				M	A
S	22	Battery	M	A												X	A	A					M	A
S	26	Battery on a SBBC Employee/Law Enforcement Officer	M	A															X	B			M	A
S	23	Battery - Serious	M	A															X	B			M	A
		B- A Recommendation for Emergency Behavior Change: This applies when the student commits an offense for which a secondary student would receive a mandatory expulsion under School Board Policy 5006. Since the policy does not contemplate the expulsion of elementary students (except where noted), other disciplinary action may be taken (i.e., administrative placement into the Behavior Change program).																						

Appendix - A Administrative Discipline Matrix Elementary - 2012/2013

Reported to State	Incident Code	Incident	Prevention/Intervention (Re-entry parent conference)/Consequence (Record on TERMS C26 Panel) - Minimum of Two	Collaborative Problem Solving Team (RPD)	Threat Assessment Protocol	Confiscation (When Applicable)	Restitution (When Applicable)	School Specific Consequences	Loss of Privilege	Removal From Class (Less than 1 day)	Detention	Verbal Warning (<i>dress code violation only</i>)	Loss of Extra Curricular Activities (1-5 days)(<i>dress code violation only</i>)	In-school Suspension 1-3 Days & Loss of Extra curricular Activities 1-30 days (<i>dress code violation only</i>)	In-School Suspension: 1-5 days	In-School Suspension: 6-10 Days	Out-of-School Suspension: 1-5 Days (Offer AES)	Out-of-School Suspension: 6-10 Days (Offer AES)	Mandatory Out-of-School Suspension: 10 Days	Recommendation for Emergency Behavior Change	Recommendation for Expulsion	Complete Immediate Notification Form (SIU)	Report to local Law Enforcement required	
			<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Documentation on TERMS C26 panel is required for all violations requiring administrative action.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.</div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">LEGEND</p> <p>M = Mandatory action X = Initial punitive action (for 1st offense) A = Additional (progressive) action S = Incident codes reported to the State B= Recommendation for emergency behavior change</p> </div>																					
	Property Incidents																							
	T5	Theft - Petty < \$300	M	A		M	A	X	A	A					A	A							M	
S	T6	Theft - Grand ≥ \$300	M	A		M	A										X	A					M	A
S	80	Theft - Motor Vehicle				M											X						M	A
S	V4	Vandalism/Damage to Property < \$1000	M	A			A										X	A					M	
S	V5	Vandalism/Damage to Property ≥ \$1000	M	A			A										X	A					M	A
	Z3	Technology - Inappropriate use (Computers or Networks)	M	A				X	A	A	A				A									
S	ST	Technology - Illegal use (Computers or Networks)	M	A															X				M	A
S	13	Arson	M	M			A										X	A	B				M	A
	FS	Fire - Starting a fire on campus	M	A													X	A	A				M	A
S	36	Burglary -Unlawful Breaking/Entering into a school facility	M	M			A										X	A					M	A
	Other Criminal Incidents																							
S	OS	Other Serious Incident/Delinquent Act	M	M														X	A				M	A
	XX	Delinquent Act/Felony Off-Campus	M	M															X					
S	WA	Weapons - Class A - Possession	M	M		M												X		M	M	M		
S	WB	Weapons - Class B (Possession)	M	M		M										X	A	A	B				M	A
S	R2	Robbery or Attempted Robbery	M	M		M											X	A	B				M	A
S	R4	Robbery (Armed) or Attempted Armed Robbery	M	M		M												X	B				M	A
S	S1	Sexual Battery/Rape (Actual or Attempted)	M	M														X	B				M	A
S	K1	Kidnapping or Abduction	M	M															X	B			M	A
S	42	Homicide	M	M															X	B			M	M
S	SE	Extortion	M	M													X	A	B				M	A
S	B3	Bomb Threat (Placing)	M	M															X		M	M	M	
S	B4	Bomb Threat (False Reporting)	M	M															X		M	M	M	
		<i>B- A Recommendation for Emergency Behavior Change: This applies when the student commits an offense for which a secondary student would receive a mandatory expulsion under School Board Policy 5006. Since the policy does not contemplate the expulsion of elementary students (except where noted), other disciplinary action may be taken (i.e., administrative placement into the Behavior Change program).</i>																						

Appendix - A Administrative Discipline Matrix Elementary - 2012/2013

Reported to State	Incident Code	Incident	Prevention/Intervention (Re-entry parent conference)/Consequence (Record on TERMS C26 Panel) - Minimum of Two	Collaborative Problem Solving Team (RTI)	Threat Assessment Protocol	Confiscation (When Applicable)	Restitution (When Applicable)	School Specific Consequences	Loss of Privilege	Removal From Class (Less than 1 day)	Detention	Verbal Warning (<i>dress code violation only</i>)	Loss of Extra Curricular Activities (1-5 days)(<i>dress code violation only</i>)	In-school Suspension 1-3 Days & Loss of Extra curricular Activities 1-30 days (<i>dress code violation only</i>)	In-School Suspension: 1-5 days	In-School Suspension: 6-10 Days	Out-of-School Suspension: 1-5 Days (Offer AES)	Out-of-School Suspension: 6-10 Days (Offer AES)	Mandatory Out-of-School Suspension: 10 Days	Recommendation for Emergency Behavior Change	Recommendation for Expulsion	Complete Immediate Notification Form (SIU)	Report to local Law Enforcement required
	Bus Behavior Incidents																						
	Z7	Level One Violations: Eating/drinking on the bus. Failure to sit as assigned by bus operator.	M																				
		1st Offense																					
		2nd Offense																					
		3rd Offense																					
		Repeated Offenses																					
	Z8	Level Two Violations: Disrupting, distracting, disobeying the bus operator. Failure to utilize required safety equipment on the bus. Getting out of seat while bus is in motion. Loud talking, inappropriate remarks, or spitting out of bus window at students, pedestrians, motorists.	M																				
		1st Offense																					
		2nd Offense																					
		3rd Offense																					
	Z9	Level Three Violations: Placing head, arms, and legs outside of window. Opening the emergency door while the bus is in motion. Opening or exiting emergency door when the bus is stopped unless directed by the bus operator. Threats against the bus operator, attendant or passengers on the bus. Profanity directed at the bus operator or bus attendant. Fighting or smoking on the bus. Throwing objects out of the bus window or at the bus. Vandalism of seats or other bus equipment. Boarding or attempting to board (also attempting to leave) a bus other than the student's assigned route or stop without permission.	M																				A
		1st Offense																					
		2nd Offense																					
		3rd Offense																					

Appendix - A
 Administrative Discipline Matrix
 Secondary - 2012/2013

Reported to State	Incident Code	Incident	Prevention/Intervention (Re-entry parent conference) Consequence (Record on TERMS C26 Panel) - Minimum of Two Collaborative Problem Solving Team (RTI)	Threat Assessment Protocol	Confiscation (When Applicable)	Restitution (When Applicable)	Detention	Detention (Extended/Multiple)	Saturday School	Verbal Warning (dress code violation only)	Loss of Extra Curricular Activities (1-5 days)(dress code violation only)	In-School Suspension: 1-3 Days & Loss of Extra Curricular Activities 1-30 days (dress code violation only)	In-School Suspension: Less Than One Day	In-School Suspension: 1-5 Days	In-School Suspension: 6-10 Days	Out-of-School Suspension: 1-2 Days (Offer AES)	Out-of-School Suspension: 3-10 Days (Offer AES)	Out-of-School Suspension: 6-10 Days (Offer AES)	Mandatory Out-of-School Suspension: 10 Days	Alternative Probationary Contract	Recommendation for Expulsion	Complete Immediate Notification Form (SIU)	Report to local law Enforcement required
Substance Abuse/Drug Incidents																							
		X* 1st Offense	Mandatory 10 day out-of-school suspension; up to 7 days may be waived after referral to the Area Substance Abuse Counselor.																				
		X* 2nd and 3rd Offense	Mandatory 10 day out-of-school suspension and recommendation for expulsion.																				
	Z4	Medication - Over-the-Counter (Possession/Unauthorized use)	M	A		M							X	A	A	A	A					M	
S	TU	Tobacco Use/Possession/Sale/Transmittal	M	A		M								X	A	A	A	A				M	
S	A1	Alcohol - Possession/Use/Under the Influence	M	A		M												X*	X*	M	A		
S	A3	Alcohol Sale/Attempted Sale/Transmittal	M	A		M												X	M	M	A		
S	D5	Drug - Possession/Use/Under the Influence	M	A		M												X*	X*	M	A		
S	D7	Drug or Imitation Drug Sale/Attempted Sale/Transmittal	M	A		M												X	M	M	A		
S	DF	Drug - Possession of unauthorized substances	M	A		M												X	M	M	A		
	DP	Drug Paraphernalia - Possession	M	A		M											X	A	A	A	M		
Acts Against Persons																							
X* - When deciding what disciplinary action should be taken, the Principal or designee shall consider the severity of the offense and may impose a more severe consequence up to and including a ten day out of school suspension.																							
	ZI	Fight - Minor/Altercation/Confrontation	M	A										X	A	A	A						
S	F1	Fighting	M	A														X*	A	A		M	A
	ZA	Bullying	M	A	M													X	A	A		M	
S	HA	Harassment	M	M	M													X	A	A		M	
	ZT	Hazing	M	M	M									X	A	A	A	A					
S	SS	False Accusation Against School Staff	M	A														X	A	A		M	A
S	56	Sexual Misconduct/Indecent Exposure	M	M														X*	A	A		M	A
S	50	Sexual Harassment	M	M										X	A	A	A	A				M	A
	ZN	Assault/Threat (Low level-Non-Criminal)	M	A	M									X	A	A	A						
S	A5	Assault/Threat (Medium Level)	M	M	M													X	A	A	A	M	A
S	A6	Assault/Threat (High Level)	M	M	M													X	M	M	M	A	
S	A7	Assault/(Threat - Serious)	M	A	M													X	M	M	M	A	
S	22	Battery	M	A														X	A	A	A	M	A
S	26	Battery on a SBBC Employee/Law Enforcement Officer	M	A														X	M	M	M	A	
S	23	Battery - Serious	M	A														X	M	M	M	A	

Appendix - A
 Administrative Discipline Matrix
 Secondary - 2012/2013

Reported to State	Incident Code	Incident	Prevention/Intervention (Re-entry parent conference) Consequence (Record on TERMS C26 Panel) - Minimum of Two	Collaborative Problem Solving Team (RRI)	Threat Assessment Protocol	Confiscation (When Applicable)	Restitution (When Applicable)	Detention	Detention (Extended/Multiple)	Saturday School	Verbal Warning (dress code violation only)	Loss of Extra Curricular Activities (1-5 days)(dress code violation only)	In-School Suspension: 1-3 Days & Loss of Extra Curricular Activities 1-30 days (dress code violation only)	In-School Suspension: Less Than One Day	In-School Suspension: 1-5 Days	In-School Suspension: 6-10 Days	Out-of-School Suspension: 1-2 Days (Offer AES)	Out-of-School Suspension: 3-10 Days (Offer AES)	Out-of-School Suspension: 6-10 Days (Offer AES)	Mandatory Out-of-School Suspension: 10 Days	Alternative Probationary Contract	Recommendation for Expulsion	Complete Immediate Notification Form (SIU)	Report to local law Enforcement required
		<p>Documentation on TERMS C26 panel is required for all violations requiring administrative action.</p> <p>Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.</p> <p>LEGEND M = Mandatory action X = Initial punitive action (for 1st offense) A = Additional (progressive) action S = Incident codes reported to the State</p>																						
		Bus Behavior Incidents																						
	Z7	<p>Level One Violations: Eating/drinking on the bus. Failure to sit as assigned by bus operator.</p> <p>1st Offense</p> <p>2nd Offense</p> <p>3rd Offense</p> <p>Repeated Offenses</p>	M																					
	Z8	<p>Level Two Violations: Disrupting, distracting, disobeying the bus operator. Failure to utilize required safety equipment on the bus. Getting out of seat while bus is in motion. Loud talking, inappropriate remarks, or spitting out of bus window at students, pedestrians, motorists.</p> <p>1st Offense</p> <p>2nd Offense</p> <p>3rd Offense</p>	M																					
	Z9	<p>Level Three Violations: Placing head, arms, and legs outside of window. Opening the emergency door while the bus is in motion. Opening or exiting emergency door when the bus is stopped unless directed by the bus operator. Threats against the bus operator, attendant or passengers on the bus. Profanity directed at the bus operator or bus attendant. Fighting or smoking on the bus. Throwing objects out of the bus window or at the bus. Vandalism of seats or other bus equipment. Boarding or attempting to board (also attempting to leave) a bus other than the student's assigned route or stop without permission.</p> <p>1st Offense</p> <p>2nd Offense</p> <p>3rd Offense</p>	M																				A	

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Appendix – A
Administrative Discipline Matrix
Elementary

Post Revision

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Attendance Incidents					
ZL Class Cut (Skipping)	A, I	A, N	A, B, O	_____	_____
ZM Tardiness, Habitual (5 in a marking period)	A	A, B, G, H	_____	_____	_____
ZV Truancy	A	A, B, G, H	_____	_____	_____
ZG Leaving Campus Without Permission	A, N	A, B, N	_____	_____	_____
ZU Out of Assigned Area	A, I	A, N	A, B, N	_____	_____
Rule Violation Incidents					
ZE Dress Code Violation	A, I	A, U	A, T	_____	_____
ZB Cheating Major	A, V	A, H, W	A, B, X	_____	_____
ZP Detention – Unserved	A, N	A, N	A, O	_____	_____
ZS Unserved Saturday Detention	A, N	A, N	A, O	_____	_____
S ED Electronic Devices (offensive/unlawful use or publication)	A, D, G, H, N, LL, MM	A, B, D, X, LL, MM	_____	_____	_____
ZY Cell Phone Violation (punitive action begin on 2 nd offense)	A, I	A, D	A, D, N	_____	_____

Action Legend
Administrative Consequences/Interventions

Documentation in DMS and parent contact is required for all violations requiring administrative action. Identified schools will document on TERMS C26 Panel. Discipline for ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.

A. Parent Contact/Conference (Required for each offense)	Q. In-School Suspension (less than a day)	FF. Out-of-School Suspension: 6 Days (PROMISE AES Mandatory)
B. Collaborative Problem Solving Team (RtI) Referral	R. Additional Interventions	GG. Out-of-School Suspension: 9 Days (PROMISE AES Mandatory)
C. Threat Assessment Protocol	S. Incident codes reported to the State	HH. Out-of-School Suspension: 10 Days (PROMISE AES Mandatory)
D. Confiscation (when applicable)	T. In-School Suspension (1-3 days) & Loss of Extra Curricular Activities (1-30 days)	II. Out-Of-School Suspension: 10 Days (Offer AES)
E. Restitution (when applicable)	U. Loss of Extra Curricular Activities (Up to 5 days)	JJ. Recommendation for Behavior Intervention Program
F. Referral to Substance Abuse Case Manager	V. In-School Suspension: 1-2 Days	KK. Mandatory Recommendation for Expulsion
G. Referral to Social Worker/Guidance	W. In-School Suspension: 3-5 Days	LL. Complete Immediate Notification Form (BDSP)
H. Attendance/Behavior Contract	X. Out-of-School Suspension: 1-2 Days (Offer AES)	MM. Consultation With Law Enforcement
I. Verbal Warning	Y. Out-of-School Suspension: 2 Days (Offer AES)	NN. Alternative to Probationary Contract required
J. Detention (1)	Z. Out-of-School Suspension: 3-5 Days (Offer AES)	OO. Probationary Substance Contract required
K. Multiple Detentions (2-3)	AA. Out-of-School Suspension: 4 Days (Offer AES)	PP. Bus – Verbal or Written Reprimand
L. Multiple Detentions (4-5)	BB. Out-of-School Suspension: 6-9 Days (Offer AES)	QQ. Bus – 3 Days Bus School Suspension
M. Saturday Detentions/School or Community Service Work	CC. Out of School Suspension: 2 Days (PROMISE AES Mandatory)	RR. Bus – 1 to 10 Days School Bus/School Suspension
N. School Specific Consequence	DD. Out of School Suspension: 3 Days (PROMISE AES Mandatory)	SS. Bus - 10 Days School Bus/School Suspension
O. Loss of Privilege	EE. Out-of-School Suspension: 4 Days (PROMISE AES Mandatory)	TT. Bus – Expulsion from School Bus for Remainder of School Year
P. PROMISE Eligible Incident		

The Discipline Matrix sets forth the guidelines for assessing consequences for violations of School Board policies. 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. A Recommendation for the Behavior Intervention Program applies when the student commits an offense for which a secondary student would receive a mandatory expulsion under School Board Policy 5006.

Appendix – A
Administrative Discipline Matrix
Elementary

Post Revision

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Disruptive Incidents					
SB	A, I, G	A, G, H, Q	A, G, V	→	→
UP	A, I, G	A, G, N	A, Q	→	→
01	A, I, J	A, G, H, J	A, B, Q	→	→
ZW	A, V	A, B, V	A, B, X	→	→
02	A, J	A, N	→	→	→
ZX	A, G, Q	A, B, H, V	A, B, X	→	→
S	A, D, I, G, LL	A, B, D, J, LL	A, B, N, LL	→	→
Z1	A, I, G	A, N	→	→	→
SF	A, D, I, LL, MM	A, D, N, LL, MM	→	→	→
ZH	A, N	A, J	A, Q	→	→
ZC	A, D, I	A, D, N	→	→	→
ZJ	A, D, I	A, D, N	→	→	→
Z2	A, D, Q, LL	A, B, D, H, X, LL	A, B, D, Z, LL	A, B, D, BB, NN, LL	A, B, D, I, J, LL
S	A, C, Q, LL, MM	A, B, C, H, X, LL, MM	A, B, C, Z, LL, MM	A, B, C, BB, NN, LL, MM	A, B, C, I, J, LL, MM
XA	A, G, I	A, G, H, Q	A, B, N	→	→
S	A, H, Q, LL	P, A, B, CC, LL, MM	P, A, B, EE, LL, MM	P, A, B, FF, NN, LL, MM	P, A, B, HH, JJ, LL, MM
S	A, I, LL	A, G, LL	A, B, H, LL	A, B, N, LL, MM	P, A, B, CC, LL, MM
S	A, H, V, LL, MM	A, B, Y, LL, MM	A, B, AA, LL, MM	→	→

Action Legend
Administrative Consequences/Interventions

Documentation in DMS and parent contact is required for all violations requiring administrative action. Identified schools will document on TERMS C26 Panel. Discipline for ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.

A. Parent Contact/Conference (Required for each offense)	Q. In-School Suspension (less than a day)	FF. Out-of-School Suspension: 6 Days (PROMISE AES Mandatory)
B. Collaborative Problem Solving Team (RtI) Referral	R. Additional Interventions	GG. Out-of-School Suspension: 9 Days (PROMISE AES Mandatory)
C. Threat Assessment Protocol	S. Incident codes reported to the State	HH. Out-of-School Suspension: 10 Days (PROMISE AES Mandatory)
D. Confiscation (when applicable)	T. In-School Suspension (1-3 days) & Loss of Extra Curricular Activities (1-30 days)	II. Out-of-School Suspension: 10 Days (Offer AES)
E. Restitution (when applicable)	U. Loss of Extra Curricular Activities (Up to 5 days)	JJ. Recommendation for Behavior Intervention Program
F. Referral to Substance Abuse Case Manager	V. In-School Suspension: 1-2 Days	KK. Mandatory Recommendation for Expulsion
G. Referral to Social Worker/Guidance	W. In-School Suspension: 3-5 Days	LL. Complete Immediate Notification Form (BDSP)
H. Attendance/Behavior Contract	X. Out-of-School Suspension: 1-2 Days (Offer AES)	MM. Consultation With Law Enforcement
I. Verbal Warning	Y. Out-of-School Suspension: 2 Days (Offer AES)	NN. Alternative to Probationary Contract required
J. Detention (1)	Z. Out-of-School Suspension: 3-5 Days (Offer AES)	OO. Probationary Substance Contract required
K. Multiple Detentions (2-3)	AA. Out-of-School Suspension: 4 Days (Offer AES)	PP. Bus – Verbal or Written Reprimand
L. Multiple Detentions (4-5)	BB. Out-of-School Suspension: 6-9 Days (Offer AES)	QQ. Bus – 3 Days Bus School Suspension
M. Saturday Detentions/School or Community Service Work	CC. Out-of-School Suspension: 2 Days (PROMISE AES Mandatory)	RR. Bus – 1 to 10 Days School Bus Suspension
N. School Specific Consequence	DD. Out-of-School Suspension: 3 Days (PROMISE AES Mandatory)	SS. Bus – 10 Days School Bus/School Suspension
O. Loss of Privilege	EE. Out-of-School Suspension: 4 Days (PROMISE AES Mandatory)	TT. Bus – Expulsion from School Bus for Remainder of School Year
P. PROMISE Eligible Incident		

The Discipline Matrix sets forth the guidelines for assessing consequences for violations of School Board policies. 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.

A Recommendation for the Behavior Intervention Program applies when the student commits an offense for which a secondary student would receive a mandatory expulsion under School Board Policy 5006.

Appendix – A
Administrative Discipline Matrix
Elementary

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Substance Abuse/Drug Incidents					
Z4 Over-the-Counter Medication – Unauthorized Use/Possession	A, D, I	A, D, I	A, D, F, N	→	→
OC Over-the-Counter Medication – Sale/Attempted Sale/Transmittal	A, D, Q	A, B, D, F, V	A, B, D, F, X	→	→
S Tobacco – Use/Possession/Sale/Transmittal	A, D, G, J, LL	A, D, F, Q, LL	A, B, D, F, V, LL	→	→
S Alcohol – Use/Possession/Under the Influence	P, A, B, D, F, EE, LL	P, A, B, D, F, HH, JJ, OO, LL	P, A, B, D, F, HH, JJ, LL	→	→
S Drug – Possession/Use/Under the Influence	P, A, B, D, F, EE, LL	P, A, B, D, F, HH, JJ, OO, LL	P, A, B, D, F, HH, JJ, LL	→	→
S Drug – Possession of Unauthorized Substance	A, D, F, HH, JJ, LL, MM	A, B, D, F, HH, JJ, LL, MM	→	→	→
S Alcohol Sale/Attempted Sale/Transmittal	A, D, F, R, X, LL	P, A, B, D, F, R, CC, LL, MM	P, A, B, D, F, R, EE, LL, MM	→	→
S Drug Sale/Attempted Sale/Transmittal	A, D, F, R, Y, LL, MM	A, B, D, F, R, Z, LL, MM	A, B, D, F, R, II, JJ, LL, MM	→	→
S Drug Paraphernalia - Possession	A, D, F, N, LL	P, A, B, D, F, CC, LL	P, A, B, D, EE, LL	P, A, B, D, HH, NN, LL, MM	P, A, B, D, F, HH, JJ, LL, MM

Action Legend
Administrative Consequences/Interventions

Documentation in DMS and parent contact is required for all violations requiring administrative action. Identified schools will document on TERMS C26 Panel. Discipline for ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.

A. Parent Contact/Conference (Required for each offense)	Q. In-School Suspension (less than a day)	FF. Out-of-School Suspension: 6 Days (PROMISE AES Mandatory)
B. Collaborative Problem Solving Team (RtI) Referral	R. Additional Interventions	GG. Out-of-School Suspension: 9 Days (PROMISE AES Mandatory)
C. Threat Assessment Protocol	S. Incident codes reported to the State	HH. Out-of-School Suspension: 10 Days (PROMISE AES Mandatory)
D. Confiscation (when applicable)	T. In-School Suspension (1-3 days) & Loss of Extra Curricular Activities (1-30 days)	II. Out-Of-School Suspension: 10 Days (Offer AES)
E. Restitution (when applicable)	U. Loss of Extra Curricular Activities (Up to 5 days)	JJ. Recommendation for Behavior Intervention Program
F. Referral to Substance Abuse Case Manager	V. In-School Suspension: 1-2 Days	KK. Mandatory Recommendation for Expulsion
G. Referral to Social Worker/Guidance	W. In-School Suspension: 1-2 Days	LL. Complete Immediate Notification Form (BDSP)
H. Attendance/Behavior Contract	X. Out-of-School Suspension: 3-5 Days	MM. Consultation With Law Enforcement
I. Verbal Warning	Y. Out-of-School Suspension: 2 Days (Offer AES)	NN. Alternative to Probationary Contract required
J. Detention (1)	Z. Out-of-School Suspension: 3-5 Days (Offer AES)	OO. Probationary Substance Contract required
K. Multiple Detentions (2-3)	AA. Out-of-School Suspension: 4 Days (Offer AES)	PP. Bus – Verbal or Written Reprimand
L. Multiple Detentions (4-5)	BB. Out-of-School Suspension: 6-9 Days (Offer AES)	QQ. Bus – 3 Days Bus School Suspension
M. Saturday Detentions/School or Community Service Work	CC. Out-of-School Suspension: 2 Days (PROMISE AES Mandatory)	RR. Bus – 1 to 10 Days School Bus Suspension
N. School Specific Consequence	DD. Out-of-School Suspension: 3 Days (PROMISE AES Mandatory)	SS. Bus - 10 Days School Bus/School Suspension
O. Loss of Privilege	EE. Out-of-School Suspension: 4 Days (PROMISE AES Mandatory)	TT. Bus – Expulsion from School Bus for Remainder of School Year
P. PROMISE Eligible Incident		

The Discipline Matrix sets forth the guidelines for assessing consequences for violations of School Board policies. 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.
A Recommendation for the Behavior Intervention Program applies when the student commits an offense for which a secondary student would receive a mandatory expulsion under School Board Policy 5006.

Appendix – A
Administrative Discipline Matrix
Elementary

Post Revision

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Acts Against Persons					
S ZA Bullying	P, A, B, CC, LL	P, A, B, EE, LL	P, A, B, FF, LL	↑	↑
S HA Harassment	P, A, B, CC, LL	P, A, B, EE, LL	P, A, B, FF, LL	↑	↑
<i>*When deciding what disciplinary action should be taken for Fighting, the Administrator may consequence the involuntary mutual combatant differently based upon the results of the investigation</i>					
S F1 Fighting – Major (Mutual Combat)*	P, A, B, CC, LL, MM, A, I	P, A, B, EE, LL, MM, A, N	P, A, B, FF, LL, MM, A, Q	↑	↑
ZI Fighting – Minor Altercation/Confrontation*	A, G, H, V, MM	A, B, H, X, MM	A, B, Z, MM	↑	↑
ZT Hazing	A, H, Q, LL	A, B, V, LL	P, A, B, CC, LL	P, A, B, EE, LL, MM	↑
S SS False Accusation Against School Staff					
<i>**When deciding what disciplinary action should be taken, the Administrator may consider the severity of the offense and may impose a more severe consequence.</i>					
S 56 Sexual Misconduct &/or Indecent Exposure**	A, G, H, I, LL, MM	A, B, G, H, Q, LL, MM	A, B, G, V, LL, MM	A, B, G, X, LL, MM	↑
S 50 Sexual Harassment	A, B, H, V, LL, MM	A, B, H, X, LL, MM	A, B, H, Z, LL, MM	A, B, BB, LL, MM	↑
ZN Assault/Threat (Low level, non-criminal)	A, C, N	A, B, C, Q	A, B, C, V	↑	↑
S A5 Assault/Threat (no harm or injury) – medium level	P, A, B, C, CC, LL	P, A, B, C, H, EE, LL	P, A, B, C, FF, LL	P, A, B, C, FF, LL, MM	↑
S A6 Assault/Threat – High/(Serious) Level	A, B, C, X, LL, MM	A, B, C, H, Z, LL, MM	A, B, C, BB, LL, MM	A, B, C, II, JJ, LL, MM	↑
22 Battery	A, G, V, LL, MM	A, B, H, X, LL, MM	A, B, Z, LL, MM	↑	↑
S 26 Battery on SBBC Employee/Law Enforcement Officer	A, B, G, Z, JJ, LL, MM	A, B, H, Z, JJ, LL, MM	A, B, BB, JJ, LL, MM	A, B, BB, JJ, LL, MM	A, B, II, JJ, LL, MM

Action Legend

Administrative Consequences/Interventions

Documentation in DMS and parent contact is required for all violations requiring administrative action. Identified schools will document on TERMS C26 Panel. Discipline for ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.

A. Parent Contact/Conference (Required for each offense)	Q. In-School Suspension (less than a day)	FF. Out-of-School Suspension: 6 Days (PROMISE AES Mandatory)
B. Collaborative Problem Solving Team (RtI) Referral	R. Additional Interventions	GG. Out-of-School Suspension: 9 Days (PROMISE AES Mandatory)
C. Threat Assessment Protocol	S. Incident codes reported to the State	HH. Out-of-School Suspension: 10 Days (PROMISE AES Mandatory)
D. Confiscation (when applicable)	T. In-School Suspension (1-3 days) & Loss of Extra Curricular Activities (1-30 days)	II. Out-of-School Suspension: 10 Days (Offer AES)
E. Restitution (when applicable)	U. Loss of Extra Curricular Activities (Up to 5 days)	JJ. Recommendation for Behavior Intervention Program
F. Referral to Substance Abuse Case Manager	V. In-School Suspension: 1-2 Days	KK. Mandatory Recommendation for Expulsion
G. Referral to Social Worker/Guidance	W. In-School Suspension: 3-5 Days	LL. Complete Immediate Notification Form (BDSP)
H. Attendance/Behavior Contract	X. Out-of-School Suspension: 1-2 Days (Offer AES)	MM. Consultation With Law Enforcement
I. Verbal Warning	Y. Out-of-School Suspension: 2 Days (Offer AES)	NN. Alternative to Probationary Contract required
J. Detention (1)	Z. Out-of-School Suspension: 3-5 Days (Offer AES)	OO. Probationary Substance Contract required
K. Multiple Detentions (2-3)	AA. Out-of-School Suspension: 4 Days (Offer AES)	PP. Bus – Verbal or Written Reprimand
L. Multiple Detentions (4-5)	BB. Out-of-School Suspension: 6-9 Days (Offer AES)	QQ. Bus – 3 Days Bus School Suspension
M. Saturday Detentions/School or Community Service Work	CC. Out-of-School Suspension: 2 Days (PROMISE AES Mandatory)	RR. Bus – 1 to 10 Days School Bus Suspension
N. School Specific Consequence	DD. Out-of-School Suspension: 3 Days (PROMISE AES Mandatory)	SS. Bus – 10 Days School Bus/School Suspension
O. Loss of Privilege	EE. Out-of-School Suspension: 4 Days (PROMISE AES Mandatory)	TT. Bus – Expulsion from School Bus for Remainder of School Year
P. PROMISE Eligible Incident		

The Discipline Matrix sets forth the guidelines for assessing consequences for violations of School Board policies. 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.

A Recommendation for the Behavior Intervention Program applies when the student commits an offense for which a secondary student would receive a mandatory expulsion under School Board Policy 5006.

Appendix – A
Administrative Discipline Matrix
Elementary

Post Revision

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Property Incidents					
T5 Theft – Petty <\$300	A, D, E, N, LL	A, B, D, E, V, LL	P, A, B, D, E, CC, LL	P, A, B, D, E, EE, LL, MM	P, A, B, D, E, FF, LL, MM
T6 Theft – Grand > \$300	A, D, E, G, V, LL, MM	A, B, D, E, G, X, LL, MM	A, B, D, E, G, R, Y, LL, MM	A, B, D, E, G, R, Z, LL, MM	A, B, D, E, G, R, II, JJ, LL, MM
S 80 Theft/Motor Vehicle	A, D, E, G, X, LL, MM	A, B, D, E, G, Y, LL, MM	A, B, D, E, G, R, Z, LL, MM	A, B, D, E, G, R, BB, LL, MM	A, B, D, E, G, R, II, JJ, LL, MM
V4 Vandalism/Damage to Property < \$1000	P, A, B, D, E, CC, LL	P, A, B, D, E, EE, LL, MM	P, A, B, D, E, FF, NN, LL, MM	P, A, B, D, E, HH, JJ, LL, MM	↑
S V5 Vandalism/Damage to Property > \$1000	A, D, E, G, R, V, LL, MM	A, B, D, E, G, Y, LL, MM	A, B, D, E, G, Z, LL, MM	A, B, D, E, G, BB, LL, MM	A, B, D, E, G, II, JJ, LL, MM
Z3 Technology – Inappropriate Use (computers or networks)	A, I, O, R	A, N, R	A, J, R	A, R, Q	A, R, V
S ST Technology – Illegal Use (computers or networks)	A, Y, LL, MM	A, B, AA, LL, MM	A, B, BB, NN, LL, MM	A, B, II, JJ, LL, MM	↑
S 13 Arson	A, B, E, G, BB, JJ, LL, MM	A, B, E, G, II, JJ, LL, MM	↑	↑	↑
FS Fire – Starting a Fire on Campus	A, D, E, G, R, W, LL, MM	A, B, D, E, G, W, LL, MM	A, B, D, E, G, X, LL, MM	↑	↑
S 36 Burglary – Unlawful breaking/entering into a school facility or property	A, B, E, G, X, LL, MM	A, B, E, G, X, LL, MM	A, B, E, G, Z, LL, MM	↑	↑

Action Legend
Administrative Consequences/Interventions

Documentation in DMS and parent contact is required for all violations requiring administrative action. Identified schools will document on TERMS C26 Panel. Discipline for ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.

A. Parent Contact/Conference (Required for each offense)	Q. In-School Suspension (less than a day)	FF. Out-of-School Suspension: 6 Days (PROMISE AES Mandatory)
B. Collaborative Problem Solving Team (RtI) Referral	R. Additional Interventions	GG. Out-of-School Suspension: 9 Days (PROMISE AES Mandatory)
C. Threat Assessment Protocol	S. Incident codes reported to the State	HH. Out-of-School Suspension: 10 Days (PROMISE AES Mandatory)
D. Confiscation (when applicable)	T. In-School Suspension (1-3 days) & Loss of Extra Curricular Activities (1-30 days)	II. Out-of-School Suspension: 10 Days (Offer AES)
E. Restitution (when applicable)	U. Loss of Extra Curricular Activities (Up to 5 days)	JJ. Recommendation for Behavior Intervention Program
F. Referral to Substance Abuse Case Manager	V. In-School Suspension: 1-2 Days	KK. Mandatory Recommendation for Expulsion
G. Referral to Social Worker/Guidance	W. In-School Suspension: 3-5 Days	LL. Complete Immediate Notification Form (BDSP)
H. Attendance/Behavior Contract	X. Out-of-School Suspension: 1-2 Days (Offer AES)	MM. Consultation With Law Enforcement
I. Verbal Warning	Y. Out-of-School Suspension: 2 Days (Offer AES)	NN. Alternative to Probationary Contract required
J. Detention (1)	Z. Out-of-School Suspension: 3-5 Days (Offer AES)	OO. Probationary Substance Contract required
K. Multiple Detentions (2-3)	AA. Out-of-School Suspension: 4 Days (Offer AES)	PP. Bus – Verbal or Written Reprimand
L. Multiple Detentions (4-5)	BB. Out-of-School Suspension: 6-9 Days (Offer AES)	QQ. Bus – 3 Days Bus School Suspension
M. Saturday Detentions/School or Community Service Work	CC. Out-of-School Suspension: 2 Days (PROMISE AES Mandatory)	RR. Bus – 1 to 10 Days School Bus Suspension
N. School Specific Consequence	DD. Out-of-School Suspension: 3 Days (PROMISE AES Mandatory)	SS. Bus - 10 Days School Bus/School Suspension
O. Loss of Privilege	EE. Out-of-School Suspension: 4 Days (PROMISE AES Mandatory)	TT. Bus – Expulsion from School Bus for Remainder of School Year
P. PROMISE Eligible Incident		

The Discipline Matrix sets forth the guidelines for assessing consequences for violations of School Board policies. 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.

A Recommendation for the Behavior Intervention Program applies when the student commits an offense for which a secondary student would receive a mandatory expulsion under School Board Policy 5006.

Appendix – A
Administrative Discipline Matrix
Elementary

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Other Criminal Incidents					
S OS	A, B, H, X, LL, MM	A, B, BB, NN, LL, MM	A, B, II, JJ, LL, MM	→	→
S WA	A, B, D, II, KK, MM, LL			→	→
S WB	A, B, D, X, LL, MM	A, B, D, Y, LL, MM	A, B, D, AA, LL, MM	A, B, D, BB, NN, LL, MM	A, B, D, II, KK, LL, MM
S R2	A, B, D, E, Y, LL, MM	A, B, D, E, Z, LL, MM	A, B, D, E, BB, LL, MM	→	→
S R4	A, B, D, E, G, BB, JJ, LL, MM	A, B, D, E, G, II, JJ, LL, MM		→	→
S S1	A, B, BB, JJ, LL, MM	A, B, G, II, JJ, LL, MM		→	→
S K1	A, B, BB, JJ, LL, MM	A, B, G, II, JJ, LL, MM		→	→
S 42	A, B, II, JJ, LL, MM			→	→
S SE	A, B, Z, LL, MM	A, B, BB, JJ, LL, MM		→	→
S B3	A, B, II, KK, LL, MM		A, B, II, JJ, LL, MM	→	→
S B4	A, B, II, KK, LL, MM			→	→

Action Legend
Administrative Consequences/Interventions

Documentation in DMS and parent contact is required for all violations requiring administrative action. Identified schools will document on TERMS C26 Panel. Discipline for ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.

A. Parent Contact/Conference (Required for each offense)	Q. In-School Suspension (less than a day)	FF. Out-of-School Suspension: 6 Days (PROMISE AES Mandatory)
B. Collaborative Problem Solving Team (RtI) Referral	R. Additional Interventions	GG. Out-of-School Suspension: 9 Days (PROMISE AES Mandatory)
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F. Referral to Substance Abuse Case Manager	V. In-School Suspension: 1-2 Days	KK. Mandatory Recommendation for Expulsion
G. Referral to Social Worker/Guidance	W. In-School Suspension: 3-5 Days	LL. Complete Immediate Notification Form (BDSP)
H. Attendance/Behavior Contract	X. Out-of-School Suspension: 1-2 Days (Offer AES)	MM. Consultation With Law Enforcement
I. Verbal Warning	Y. Out-of-School Suspension: 2 Days (Offer AES)	NN. Alternative to Probationary Contract required
J. Detention (1)	Z. Out-of-School Suspension: 3-5 Days (Offer AES)	OO. Probationary Substance Contract required
K. Multiple Detentions (2-3)	AA. Out-of-School Suspension: 4 Days (Offer AES)	PP. Bus – Verbal or Written Reprimand
L. Multiple Detentions (4-5)	BB. Out-of-School Suspension: 6-9 Days (Offer AES)	QQ. Bus – 3 Days Bus School Suspension
M. Saturday Detentions/School or Community Service Work	CC. Out-of-School Suspension: 2 Days (PROMISE AES Mandatory)	RR. Bus – 1 to 10 Days School Bus Suspension
N. School Specific Consequence	DD. Out-of-School Suspension: 3 Days (PROMISE AES Mandatory)	SS. Bus - 10 Days School Bus/School Suspension
O. Loss of Privilege	EE. Out-of-School Suspension: 4 Days (PROMISE AES Mandatory)	TT. Bus – Expulsion from School Bus for Remainder of School Year
P. PROMISE Eligible Incident		

The Discipline Matrix sets forth the guidelines for assessing consequences for violations of School Board policies. 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.
A Recommendation for the Behavior Intervention Program applies when the student commits an offense for which a secondary student would receive a mandatory expulsion under School Board Policy 5006.

Appendix – A
Administrative Discipline Matrix
Elementary

Post Revision

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Bus Behavior Incidents					
Z7	PP	A	A, QQ	A, TT	
Z8	PP	A, RR	A, TT		
Z9	A, RR	A, SS	A, TT		

Action Legend	
Administrative Consequences/Interventions	
<p>Documentation in DMS and parent contact is required for all violations requiring administrative action. Identified schools will document on TERMS C26 Panel. Discipline for ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.</p>	<p>FF. Out-of-School Suspension: 6 Days (PROMISE AES Mandatory) GG. Out-of-School Suspension: 9 Days (PROMISE AES Mandatory) HH. Out-of-School Suspension: 10 Days (PROMISE AES Mandatory) II. Out-Of-School Suspension: 10 Days (Offer AES) JJ. Recommendation for Behavior Intervention Program KK. Mandatory Recommendation for Expulsion LL. Complete Immediate Notification Form (BDSP) MM. Consultation With Law Enforcement NN. Alternative to Probationary Contract required OO. Probationary Substance Contract required PP. Bus – Verbal or Written Reprimand QQ. Bus – 3 Days Bus School Suspension RR. Bus – 1 to 10 Days School Bus Suspension SS. Bus - 10 Days School Bus/School Suspension TT. Bus – Expulsion from School Bus for Remainder of School Year</p>
<p>A. Parent Contact/Conference (Required for each offense) B. Collaborative Problem Solving Team (RtI) Referral C. Threat Assessment Protocol D. Confiscation (when applicable) E. Restitution (when applicable) F. Referral to Substance Abuse Case Manager G. Referral to Social Worker/Guidance H. Attendance/Behavior Contract I. Verbal Warning J. Detention (1) K. Multiple Detentions (2-3) L. Multiple Detentions (4-5) M. Saturday Detentions/School or Community Service Work N. School Specific Consequence O. Loss of Privilege P. PROMISE Eligible Incident</p>	<p>Q. In-School Suspension (less than a day) R. Additional Interventions S. Incident codes reported to the State T. In-School Suspension (1-3 days) & Loss of Extra Curricular Activities (1-30 days) U. Loss of Extra Curricular Activities (Up to 5 days) V. In-School Suspension: 1-2 Days W. In-School Suspension: 3-5 Days X. Out-of-School Suspension: 1-2 Days (Offer AES) Y. Out-of-School Suspension: 2 Days (Offer AES) Z. Out-of-School Suspension: 3-5 Days (Offer AES) AA. Out-of-School Suspension: 4 Days (Offer AES) BB. Out-of-School Suspension: 6-9 Days (Offer AES) CC. Out-of-School Suspension: 2 Days (PROMISE AES Mandatory) DD. Out-of-School Suspension: 3 Days (PROMISE AES Mandatory) EE. Out-of-School Suspension: 4 Days (PROMISE AES Mandatory)</p>

The Discipline Matrix sets forth the guidelines for assessing consequences for violations of School Board policies. 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. A Recommendation for the Behavior Intervention Program applies when the student commits an offense for which a secondary student would receive a mandatory expulsion under School Board Policy 5006.

Appendix – A
Administrative Discipline Matrix
Secondary

Post Revision

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Attendance Incidents					
ZL Class Cut (Skipping)	A, K	A, B, M			↗
ZM Tardiness, Habitual (5 in a marking period)	A, B, H, I	A, B, G, K	A, B, G, M		↗
ZV Truancy	A, G	A, B, G			↗
ZG Leaving Campus Without Permission	A, H, M	A, B, H, V			↗
ZU Out of Assigned Area	A, I	A, B, K	A, B, L	A, B, M	↗
Rule Violation Incidents					
ZE Dress Code Violation	A, I	A, U	A, T		↗
ZB Cheating Major	A, Z	A, B, BB			↗
ZP Detention – Unserved	A, K	A, B, M			↗
ZS Unserved Saturday Detention	A, V	A, B, W			↗
S Electronic Devices (offensive/unlawful use or publication)	A, D, H, Z, LL, MM	A, B, D, BB, NN, LL, MM	A, B, D, II, KK, LL, MM		↗
ZY Cell Phone Violation (punitive action begin on 2 nd offense)	A, I	A, D, J	A, D, T		↗

Action Legend
Administrative Consequences/Interventions

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B. Collaborative Problem Solving Team (RtI) Referral	R. Additional Interventions	GG. Out-of-School Suspension: 9 Days (PROMISE AES Mandatory)
C. Threat Assessment Protocol	S. Incident codes reported to the State	HH. Out-of-School Suspension: 10 Days (PROMISE AES Mandatory)
D. Confiscation (when applicable)	T. In-School Suspension (1-3 days) & Loss of Extra Curricular Activities (1-30 days)	II. Out-of-School Suspension: 10 Days (Offer AES)
E. Restitution (when applicable)	U. Loss of Extra Curricular Activities (Up to 5 days)	JJ. Recommendation for Behavior Intervention Program
F. Referral to Substance Abuse Case Manager	V. In-School Suspension: 1-2 Days	KK. Mandatory Recommendation for Expulsion
G. Referral to Social Worker/Guidance	W. In-School Suspension: 3-5 Days	LL. Complete Immediate Notification Form (BDSP)
H. Attendance/Behavior Contract	X. Out-of-School Suspension: 1-2 Days (Offer AES)	MM. Consultation With Law Enforcement
I. Verbal Warning	Y. Out-of-School Suspension: 2 Days (Offer AES)	NN. Alternative to Probationary Contract required
J. Detention (1)	Z. Out-of-School Suspension: 3-5 Days (Offer AES)	OO. Probationary Substance Contract required
K. Multiple Detentions (2-3)	AA. Out-of-School Suspension: 4 Days (Offer AES)	PP. Bus – Verbal or Written Reprimand
L. Multiple Detentions (4-5)	BB. Out-of-School Suspension: 6-9 Days (Offer AES)	QQ. Bus – 3 Days Bus School Suspension
M. Saturday Detentions/School or Community Service Work	CC. Out-of-School Suspension: 2 Days (PROMISE AES Mandatory)	RR. Bus – 1 to 10 Days School Bus Suspension
N. School Specific Consequence	DD. Out-of-School Suspension: 3 Days (PROMISE AES Mandatory)	SS. Bus - 10 Days School Bus/School Suspension
O. Loss of Privilege	EE. Out-of-School Suspension: 4 Days (PROMISE AES Mandatory)	TT. Bus – Expulsion from School Bus for Remainder of School Year
P. PROMISE Eligible Incident		

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Appendix – A
Administrative Discipline Matrix
Secondary

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Disruptive Incidents					
SB Disruptive (Unruly) Behavior	A, Q	A, B, H, V	A, B, H, W	_____	_____
UP Disruptive (Unruly) Play	A, J	A, K	_____	_____	_____
O1 Disobedience/Insubordination	A, Q	A, B, H, V	A, B, H, W	A, B, H, X	_____
ZW Defiance of Authority-Habitual	A, B, X	A, B, Z	A, B, BB, NN	A, B, II, KK	_____
O2 Profanity – Use of Insulting/Obscene Language	A, Q	A, B, V	_____	_____	_____
ZX Profanity Directed Towards a Staff Member	A, X	A, B, Z	_____	_____	_____
S SG Gambling	A, D, J, LL	A, B, D, K, LL	A, B, D, M, LL	A, B, D, V, LL, MM	_____
Z1 Inciting a Disturbance	A, V	A, W	_____	_____	_____
S SF Passing/Producing Counterfeit Money	A, D, X, LL, MM	A, B, D, Z, LL, MM	_____	_____	_____
ZH Falsification/Misrepresentation (lying, forgery of signature)	A, L	A, B, V	A, B, Z	_____	_____
ZC Prohibited/Distracting Items – Possession/Use	A, D, J	A, B, D, K	A, B, D, V	_____	_____
ZJ Distribution/Sale of Unauthorized Materials (non-criminal)	A, D, J	A, B, D, K	A, B, D, M	_____	_____
S Z2 Laser Device – Inappropriate Use	A, D, Z, LL	A, B, D, BB, NN, LL	A, B, D, II, KK, LL	_____	_____
S G1 Gang Activity	A, C, Z, LL, MM	A, B, C, BB, NN, LL, MM	A, B, C, II, KK, LL, MM	_____	_____
XA Disruption on Campus – Minor	A, H, L	A, B, M	A, B, V	_____	_____
S D0 Disruption on Campus – Major	P, A, B, DD, LL	P, A, B, FF, LL, MM	P, A, B, GG, NN, LL, MM	P, A, B, HH, KK, LL, MM	_____
S 66 Trespassing	A, H, LL	P, A, B, DD, LL	P, A, B, FF, LL	P, A, B, FF, LL, MM	_____
S F9 False Fire Alarm/911 Call	A, H, Z, LL, MM	A, B, Z, LL, MM	A, B, BB, LL, MM	A, B, II, KK, LL, MM	_____

Action Legend

Administrative Consequences/Interventions

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L. Multiple Detentions (4-5)	BB. Out-of-School Suspension: 6-9 Days (Offer AES)	QQ. Bus – 3 Days Bus School Suspension
M. Saturday Detentions/School or Community Service Work	CC. Out-of-School Suspension: 2 Days (PROMISE AES Mandatory)	RR. Bus – 1 to 10 Days School Bus Suspension
N. School Specific Consequence	DD. Out-of-School Suspension: 3 Days (PROMISE AES Mandatory)	SS. Bus - 10 Days School Bus/School Suspension
O. Loss of Privilege	EE. Out-of-School Suspension: 4 Days (PROMISE AES Mandatory)	TT. Bus – Expulsion from School Bus for Remainder of School Year
P. PROMISE Eligible Incident		

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Appendix – A
Administrative Discipline Matrix
Secondary

Post Revision

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Substance Abuse/Drug Incidents					
Z4 Over-the-Counter Medication – Unauthorized Use/Possession	A, D, I	A, D, I	A, D, F, J		↗
OC Over-the-Counter Medication – Sale/Attempted Sale/Transmittal	A, D, W	A, B, D, F, X	A, B, D, F, Z		↗
S Tobacco – Use/Possession/Sale/Transmittal	A, D, F, V, LL	A, B, D, F, W, LL			↗
S A1 Alcohol – Use/Possession/Under the Influence	P, A, B, D, F, FF, LL	P, A, B, D, F, HH, KK, OO, LL	P, A, B, D, F, HH, KK, LL	P, A, B, D, F, HH, KK, LL, MM	↗
S D5 Drug – Possession/Use/Under the Influence	P, A, B, D, F, FF, LL	P, A, B, D, F, HH, KK, OO, LL	P, A, B, D, F, HH, KK, LL	P, A, B, D, F, HH, KK, LL, MM	↗
S DF Drug – Possession of Unauthorized Substance	A, D, F, II, KK, LL, MM	A, B, D, F, II, KK, LL, MM			↗
S A3 Alcohol Sale/Attempted Sale/Transmittal	P, A, B, D, F, HH, KK, LL	P, A, B, D, F, HH, KK, LL, MM			↗
S D7 Drug Sale/Attempted Sale/Transmittal	A, D, F, II, KK, LL, MM	A, B, D, F, II, KK, LL, MM			↗
S DP Drug Paraphernalia - Possession	A, D, F, W, LL	P, A, B, D, F, DD, LL	P, A, B, D, F, FF, LL	P, A, B, D, F, GG, NN, LL, MM	P, A, B, D, F, HH, KK, LL, MM

Action Legend

Administrative Consequences/Interventions

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D. Confiscation (when applicable)	T. In-School Suspension (1-3 days) & Loss of Extra Curricular Activities (1-30 days)	II. Out-Of-School Suspension: 10 Days (Offer AES)
E. Restitution (when applicable)	U. Loss of Extra Curricular Activities (Up to 5 days)	JJ. Recommendation for Behavior Intervention Program
F. Referral to Substance Abuse Case Manager	V. In-School Suspension: 1-2 Days	KK. Mandatory Recommendation for Expulsion
G. Referral to Social Worker/Guidance	W. In-School Suspension: 3-5 Days	LL. Complete Immediate Notification Form (BDSF)
H. Attendance/Behavior Contract	X. Out-of-School Suspension: 1-2 Days (Offer AES)	MM. Consultation With Law Enforcement
I. Verbal Warning	Y. Out-of-School Suspension: 2 Days (Offer AES)	NN. Alternative to Probationary Contract required
J. Detention (1)	Z. Out-of-School Suspension: 3-5 Days (Offer AES)	OO. Probationary Substance Contract required
K. Multiple Detentions (2-3)	AA. Out-of-School Suspension: 4 Days (Offer AES)	PP. Bus – Verbal or Written Reprimand
L. Multiple Detentions (4-5)	BB. Out-of-School Suspension: 6-9 Days (Offer AES)	QQ. Bus – 3 Days Bus School Suspension
M. Saturday Detentions/School or Community Service Work	CC. Out-of-School Suspension: 2 Days (PROMISE AES Mandatory)	RR. Bus – 1 to 10 Days School Bus Suspension
N. School Specific Consequence	DD. Out-of-School Suspension: 3 Days (PROMISE AES Mandatory)	SS. Bus – 10 Days School Bus/School Suspension
O. Loss of Privilege	EE. Out-of-School Suspension: 4 Days (PROMISE AES Mandatory)	TT. Bus – Expulsion from School Bus for Remainder of School Year
P. PROMISE Eligible Incident		

The Discipline Matrix sets forth the guidelines for assessing consequences for violations of School Board policies. 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.

Appendix – A
Administrative Discipline Matrix
Secondary

Post Revision

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Acts Against Persons					
S ZA Bullying	P, A, B, C, DD, LL	P, A, B, C, FF, LL	P, A, B, C, GG, LL	_____	_____
S HA Harassment	P, A, B, C, DD, LL	P, A, B, C, FF, LL	P, A, B, C, GG, LL	_____	_____
<i>*When deciding what disciplinary action should be taken for Fighting, the Administrator may consequence the involuntary mutual combatant differently based upon the results of the investigation.</i>					
S F1 Fighting – Major (Mutual Combat)*	P, A, B, DD, LL, MM	P, A, B, FF, LL, MM	P, A, B, GG, LL, MM	_____	_____
ZL Fighting – Minor Altercation/Confrontation*	A, Q	A, V	A, W	A, X	_____
ZT Hazing	A, B, C, Z, MM	A, B, C, BB, MM	_____	_____	_____
S SS False Accusation Against School Staff	P, A, B, DD, LL	P, A, B, FF, LL	P, A, B, GG, LL	P, A, B, GG, LL, MM	_____
<i>**When deciding what disciplinary action should be taken, the Administrator may consider the severity of the offense and may impose a more severe consequence.</i>					
S 56 Sexual Misconduct &/or Indecent Exposure**	A, B, G, X, LL, MM	A, B, G, Z, LL, MM	A, B, G, BB, LL, MM	_____	_____
S 50 Sexual Harassment	A, B, G, W, LL, MM	A, B, G, X, LL, MM	A, B, G, Z, LL, MM	A, B, G, BB, LL, MM	_____
ZN Assault (Verbal)/Threat (Low level, non-criminal)	A, C, V	A, B, C, W	A, B, C, X	_____	_____
S A5 Assault/Threat(no harm or injury) – medium level	P, A, B, C, DD, LL	P, A, B, C, FF, LL	P, A, B, C, GG, NN, LL	P, A, B, C, HH, KK, LL, MM	_____
S A6 Assault/Threat – High/(Serious) Level	A, B, C, D, II, KK, LL, MM	_____	_____	_____	_____
S 22 Battery	A, Z, LL, MM	A, B, BB, NN, LL, MM	A, B, II, KK, LL, MM	_____	_____
S 26 Battery on SBBC Employee/Law Enforcement Officer	A, B, II, KK, LL, MM	_____	_____	_____	_____
S 23 Battery - Serious	A, B, II, KK, LL, MM	_____	_____	_____	_____

Action Legend

Administrative Consequences/Interventions

Documentation in DMS and parent contact is required for all violations requiring administrative action. Identified schools will document on TERMS C26 Panel. Discipline for ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.

A. Parent Contact/Conference (Required for each offense)	Q. In-School Suspension (less than a day)	FF. Out-of-School Suspension: 6 Days (PROMISE AES Mandatory)
B. Collaborative Problem Solving Team (RtI) Referral	R. Additional Interventions	GG. Out-of-School Suspension: 9 Days (PROMISE AES Mandatory)
C. Threat Assessment Protocol	S. Incident codes reported to the State	HH. Out-of-School Suspension: 10 Days (PROMISE AES Mandatory)
D. Confiscation (when applicable)	T. In-School Suspension (1-3 days) & Loss of Extra Curricular Activities (1-30 days)	II. Out-of-School Suspension: 10 Days (Offer AES)
E. Restitution (when applicable)	U. Loss of Extra Curricular Activities (Up to 5 days)	JJ. Recommendation for Behavior Intervention Program
F. Referral to Substance Abuse Case Manager	V. In-School Suspension: 1-2 Days	KK. Mandatory Recommendation for Expulsion
G. Referral to Social Worker/Guidance	W. In-School Suspension: 3-5 Days	LL. Complete Immediate Notification Form (BDSP)
H. Attendance/Behavior Contract	X. Out-of-School Suspension: 1-2 Days (Offer AES)	MM. Consultation With Law Enforcement
I. Verbal Warning	Y. Out-of-School Suspension: 2 Days (Offer AES)	NN. Alternative to Probationary Contract required
J. Detention (1)	Z. Out-of-School Suspension: 3-5 Days (Offer AES)	OO. Probationary Substance Contract required
K. Multiple Detentions (2-3)	AA. Out-of-School Suspension: 4 Days (Offer AES)	PP. Bus – Verbal or Written Reprimand
L. Multiple Detentions (4-5)	BB. Out-of-School Suspension: 6-9 Days (Offer AES)	QQ. Bus – 3 Days Bus School Suspension
M. Saturday Detentions/School or Community Service Work	CC. Out-of-School Suspension: 2 Days (PROMISE AES Mandatory)	RR. Bus – 1 to 10 Days School Bus Suspension
N. School Specific Consequence	DD. Out-of-School Suspension: 3 Days (PROMISE AES Mandatory)	SS. Bus - 10 Days School Bus/School Suspension
O. Loss of Privilege	EE. Out-of-School Suspension: 4 Days (PROMISE AES Mandatory)	TT. Bus – Expulsion from School Bus for Remainder of School Year
P. PROMISE Eligible Incident		

The Discipline Matrix sets forth the guidelines for assessing consequences for violations of School Board policies. 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.

Appendix – A
Administrative Discipline Matrix
Secondary

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Property Incidents					
T5	A, B, D, E, V, LL	A, B, D, E, W, LL	P, A, B, D, E, DD, LL	P, A, B, D, E, FF, LL, MM	P, A, B, D, E, GG, LL, MM
S T6	A, D, E, BB, NN, LL, MM	A, B, D, E, II, KK, LL, MM			
S 80	A, D, II, KK, LL, MM	A, B, D, II, KK, LL, MM			
V4	P, A, B, D, E, DD, LL	P, A, B, D, E, FF, LL, MM	P, A, B, D, E, GG, NN, LL, MM	P, A, B, D, E, HH, KK, LL, MM	
S V5	A, D, E, BB, NN, LL, MM	A, B, D, E, II, KK, LL, MM			
Z3	A, V	A, B, W			
S ST	A, BB, LL, MM	A, B, BB, NN, LL, MM	A, B, II, KK, LL, MM		
S 13	A, E, G, II, KK, LL, MM	A, B, E, II, KK, LL, MM			
FS	A, E, G, Z, LL, MM	A, B, E, BB, NN, LL, MM	A, B, E, II, KK, LL, MM		
S 36	A, E, Z, LL, MM	A, B, E, BB, NN, LL, MM	A, B, E, II, KK, LL, MM		

Action Legend

Administrative Consequences/Interventions

Documentation in DMS and parent contact is required for all violations requiring administrative action. Identified schools will document on TERMS C26 Panel. Discipline for ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.

A. Parent Contact/Conference (Required for each offense)	Q. In-School Suspension (less than a day)	FF. Out-of-School Suspension: 6 Days (PROMISE AES Mandatory)
B. Collaborative Problem Solving Team (RtI) Referral	R. Additional Interventions	GG. Out-of-School Suspension: 9 Days (PROMISE AES Mandatory)
C. Threat Assessment Protocol	S. Incident codes reported to the State	HH. Out-of-School Suspension: 10 Days (PROMISE AES Mandatory)
D. Confiscation (when applicable)	T. In-School Suspension (1-3 days) & Loss of Extra Curricular Activities (1-30 days)	II. Out-Of-School Suspension: 10 Days (Offer AES)
E. Restitution (when applicable)	U. Loss of Extra Curricular Activities (Up to 5 days)	JJ. Recommendation for Behavior Intervention Program
F. Referral to Substance Abuse Case Manager	V. In-School Suspension: 1-2 Days	KK. Mandatory Recommendation for Expulsion
G. Referral to Social Worker/Guidance	W. In-School Suspension: 3-5 Days	LL. Complete Immediate Notification Form (BDSP)
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I. Verbal Warning	Y. Out-of-School Suspension: 2 Days (Offer AES)	NN. Alternative to Probationary Contract required
J. Detention (1)	Z. Out-of-School Suspension: 3-5 Days (Offer AES)	OO. Probationary Substance Contract required
K. Multiple Detentions (2-3)	AA. Out-of-School Suspension: 4 Days (Offer AES)	PP. Bus – Verbal or Written Reprimand
L. Multiple Detentions (4-5)	BB. Out-of-School Suspension: 6-9 Days (Offer AES)	QQ. Bus – 3 Days Bus School Suspension
M. Saturday Detentions/School or Community Service Work	CC. Out-of-School Suspension: 2 Days (PROMISE AES Mandatory)	RR. Bus – 1 to 10 Days School Bus Suspension
N. School Specific Consequence	DD. Out-of-School Suspension: 3 Days (PROMISE AES Mandatory)	SS. Bus - 10 Days School Bus/School Suspension
O. Loss of Privilege	EE. Out-of-School Suspension: 4 Days (PROMISE AES Mandatory)	TT. Bus – Expulsion from School Bus for Remainder of School Year
P. PROMISE Eligible Incident		

The Discipline Matrix sets forth the guidelines for assessing consequences for violations of School Board policies. 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.

Appendix – A
Administrative Discipline Matrix
Secondary

Post Revision

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Other Criminal Incidents					
S OS	Other Serious Incident/Delinquent Act	A, G, BB, NN, LL, MM			
S WA	Weapons – Class A (Possession/Use/Transmittal)	A, B, C, D, II, KK, LL, MM			
S WB	Weapons – Class B (Possession/Use/Transmittal)	A, B, D, BB, NN, LL, MM			
S R2	Robbery or Attempted Robbery	A, B, D, II, KK, LL, MM			
S R4	Robbery (Armed) or Attempted Armed Robbery	A, B, D, II, KK, LL, MM			
S S1	Sexual Battery/Rape (Actual or Attempted)	A, B, II, KK, LL, MM			
S K1	Kidnapping or Abduction	A, B, II, KK, LL, MM			
S 42	Homicide	A, B, II, KK, LL, MM			
S SE	Extortion	A, B, C, II, KK, LL, MM			
S B3	Bomb Threat (Placing)	A, B, II, KK, LL, MM			
S B4	Bomb Threat (False Reporting)	A, B, II, KK, LL, MM			

Action Legend
Administrative Consequences/Interventions

Documentation in DMS and parent contact is required for all violations requiring administrative action. Identified schools will document on TERMS C26 Panel. Discipline for ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.

A.	Parent Contact/Conference (Required for each offense)	Q.	In-School Suspension (less than a day)	FF.	Out-of-School Suspension: 6 Days (PROMISE AES Mandatory)
B.	Collaborative Problem Solving Team (RtI) Referral	R.	Additional Interventions	GG.	Out-of-School Suspension: 9 Days (PROMISE AES Mandatory)
C.	Threat Assessment Protocol	S.	Incident codes reported to the State	HH.	Out-of-School Suspension: 10 Days (PROMISE AES Mandatory)
D.	Confiscation (when applicable)	T.	In-School Suspension (1-3 days) & Loss of Extra Curricular Activities (1-30 days)	II.	Out-of-School Suspension: 10 Days (Offer AES)
E.	Restitution (when applicable)	U.	Loss of Extra Curricular Activities (Up to 5 days)	JJ.	Recommendation for Behavior Intervention Program
F.	Referral to Substance Abuse Case Manager	V.	In-School Suspension: 1-2 Days	KK.	Mandatory Recommendation for Expulsion
G.	Referral to Social Worker/Guidance	W.	In-School Suspension: 3-5 Days	LL.	Complete Immediate Notification Form (BDSP)
H.	Attendance/Behavior Contract	X.	Out-of-School Suspension: 1-2 Days (Offer AES)	MM.	Consultation With Law Enforcement
I.	Verbal Warning	Y.	Out-of-School Suspension: 2 Days (Offer AES)	NN.	Alternative to Probationary Contract required
J.	Detention (1)	Z.	Out-of-School Suspension: 3-5 Days (Offer AES)	OO.	Probationary Substance Contract required
K.	Multiple Detentions (2-3)	AA.	Out-of-School Suspension: 4 Days (Offer AES)	PP.	Bus – Verbal or Written Reprimand
L.	Multiple Detentions (4-5)	BB.	Out-of-School Suspension: 6-9 Days (Offer AES)	QQ.	Bus – 3 Days Bus School Suspension
M.	Saturday Detentions/School or Community Service Work	CC.	Out-of-School Suspension: 2 Days (PROMISE AES Mandatory)	RR.	Bus – 1 to 10 Days School Bus Suspension
N.	School Specific Consequence	DD.	Out-of-School Suspension: 3 Days (PROMISE AES Mandatory)	SS.	Bus - 10 Days School Bus/School Suspension
O.	Loss of Privilege	EE.	Out-of-School Suspension: 4 Days (PROMISE AES Mandatory)	TT.	Bus – Expulsion from School Bus for Remainder of School Year
P.	PROMISE Eligible Incident				

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Appendix – A
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Secondary

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Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Bus Behavior Incidents					
Z7	PP	A	A, QQ	A, TT	
Z8	PP	A, RR	A, TT		
Z9	A, RR	A, SS	A, TT		

Action Legend
Administrative Consequences/Interventions

Documentation in DMS and parent contact is required for all violations requiring administrative action. Identified schools will document on TERMS C26 Panel.
Discipline for ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.

A. Parent Contact/Conference (Required for each offense)	Q. In-School Suspension (less than a day)	FF. Out-of-School Suspension: 6 Days (PROMISE AES Mandatory)
B. Collaborative Problem Solving Team (RtI) Referral	R. Additional Interventions	GG. Out-of-School Suspension: 9 Days (PROMISE AES Mandatory)
C. Threat Assessment Protocol	S. Incident codes reported to the State	HH. Out-of-School Suspension: 10 Days (PROMISE AES Mandatory)
D. Confiscation (when applicable)	T. In-School Suspension (1-3 days) & Loss of Extra Curricular Activities (1-30 days)	II. Out-of-School Suspension: 10 Days (Offer AES)
E. Restitution (when applicable)	U. Loss of Extra Curricular Activities (Up to 5 days)	JJ. Recommendation for Behavior Intervention Program
F. Referral to Substance Abuse Case Manager	V. In-School Suspension: 1-2 Days	KK. Mandatory Recommendation for Expulsion
G. Referral to Social Worker/Guidance	W. In-School Suspension: 3-5 Days	LL. Complete Immediate Notification Form (BDSP)
H. Attendance/Behavior Contract	X. Out-of-School Suspension: 1-2 Days (Offer AES)	MM. Consultation With Law Enforcement
I. Verbal Warning	Y. Out-of-School Suspension: 2 Days (Offer AES)	NN. Alternative to Probationary Contract required
J. Detention (1)	Z. Out-of-School Suspension: 3-5 Days (Offer AES)	OO. Probationary Substance Contract required
K. Multiple Detentions (2-3)	AA. Out-of-School Suspension: 4 Days (Offer AES)	PP. Bus – Verbal or Written Reprimand
L. Multiple Detentions (4-5)	BB. Out-of-School Suspension: 6-9 Days (Offer AES)	QQ. Bus – 3 Days Bus Suspension
M. Saturday Detentions/School or Community Service Work	CC. Out-of-School Suspension: 2 Days (PROMISE AES Mandatory)	RR. Bus – 1 to 10 Days School Bus Suspension
N. School Specific Consequence	DD. Out-of-School Suspension: 3 Days (PROMISE AES Mandatory)	SS. Bus - 10 Days School Bus/School Suspension
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PROMISE Program

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

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The PROMISE program is an initiative designed to address the unique needs of students who have committed a behavioral infraction that would normally lead to a juvenile delinquency arrest and, therefore, entry into the juvenile justice system. In addition, it serves students who have committed infractions related to bullying and harassment.

The PROMISE program represents the most comprehensive thinking available in regard to addressing 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.

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Pine Ridge Education Center
 1251 S.W. 42nd Avenue,
 Fort Lauderdale, FL 33317

Phone: (754) 321-7250

Fax: (754) 321-7290

<http://pineridge.browardschools.com>

PROGRAM HOURS

Office Hours: 8:30am to 4:00pm

School Hours: 9:45am to 3:45pm

PREVENTING RECIDIVISM THROUGH OPPORTUNITIES, MENTORING, INTERVENTIONS, SUPPORT & EDUCATION

WHAT IS PROMISE?

The PROMISE program is an initiative designed to address the unique needs of students (Grades K-12), who have committed a specific non-violent behavioral infraction that would normally lead to a juvenile delinquency arrest and, therefore, entry into the juvenile justice system. In addition, it serves students who have committed infractions related to bullying and harassment.

MODEL:

PROMISE is designed to enhance pro-social skills by both a short-term on-site intervention portion and a longer-term regular school progress-monitoring component. The foundation of the PROMISE program is both respect for community safety and a systemic understanding that [1] builds on the strengths of the participant[s], [2] employs a System-of-Care team approach, [3] embeds Response to Intervention [RTI] practices and [4] identifies clear and specific expectations and outcome measures, in order to help the youth develop more effective coping skills and pro-social behaviors. This approach focuses on the situation as being the problem rather than the individual being the problem. PROMISE also includes components that help to safeguard the rights of victims so their voices may be heard, their choices valued, reconciliation occurs, and further victimization is avoided.

WHAT INCIDENTS QUALIFY FOR THE PROMISE PROGRAM?

1. Alcohol – Possession / Use / Under the Influence
2. Alcohol Sale / Attempted Sale / Transmittal
3. Assault / Threat (no harm or injury)
4. Bullying
5. Disruption on Campus (Major)
6. Drug – Use / Possession / Under the Influence
7. Drug Paraphernalia - Possession
8. False Accusation Against School Staff
9. Fighting – Mutual Combat
10. Harassment
11. Theft- Petty <\$300
12. Trespassing
13. Vandalism/Damage to Property <\$1,000

The community has come together to realize that, while every delinquent act that a youth commits can legislatively lead to entry into the juvenile justice system, it does not positively serve the youth, the family or the community for this to occur. Stakeholders have agreed, in fact, that the long-term social cost savings [not to mention fiscal savings] of children being given the opportunity to learn effective pro-social skills is a more opportune use of community resources. These interventions are highly predictive of the individual adapting more effective socially-normed behavior.

Consequently, the PROMISE program has been designed to provide youth who have committed a delinquent act

[that is classified as a non-violent misdemeanor and does not negatively affect public safety] the opportunity to participate in a series of evidence-based experiences, designed within the six PROMISE domains [Prevention, Recidivism, Opportunities, Mentoring, Intervention, Supports & Education]. Successful completion of the PROMISE program will serve as the acceptable consequence in lieu of an external suspension, expulsion, or delinquent referral to the juvenile justice system.



HOW WILL STUDENTS GET TO THE PROMISE PROGRAM?

Transportation will be provided by Broward County Public Schools. The assigning administrator at the youth’s sending school will arrange transportation. Transportation arrangements must be confirmed by the sending school, District Transportation Department and the receiving PROMISE program location. The District has a depot stop model to identify appropriate pick up / drop off locations. Behavior will be closely monitored during the transportation segment of the school day and expectations will be embedded into the student’s PROMISE plan. Student behavior while on the bus will be taken into account when determining if the student successfully completes the PROMISE program.

WHAT SUPPORTS ARE THERE FOR VICTIMS?

With the consent and active participation of the student, each victim is referred to on campus/community resources that offer immediate crisis intervention and initial support, as well as information and/or remedy to meet the student’s specific immediate and ongoing needs. Staff may initiate necessary changes that may result from the immediate offense and the long-term impact of that offense on the student’s academic success.

HOW LONG IS A STUDENT ASSIGNED TO A PROMISE LOCATION?

Assignment at a PROMISE site can be from two [2] to ten [10] days, depending on the assignment days called for by the District’s Discipline Matrix.

WHAT INTERVENTIONS WILL BE PROVIDED?

- Direct instruction, tutoring, and other academic assistance
- Counseling (individual and/or group) provided by school counselors, family counselors, therapists, social workers, mentors, or graduate students
- Social Skills/Conflict Resolution instruction
- Prevention activities in the areas of violence, drugs, gangs, etc.
- Restorative Justice supports
- Direct communication with parents (counseling, etc. as needed)
- Referrals to community agencies

WHAT IS CONSIDERED SUCCESSFUL COMPLETION OF THE PROMISE PROGRAM?

The development of successful pro-social behavior as demonstrated by completion of the transition plan components [both short and long-term goals], along with outcome measures including student attendance and numbers and types of behavioral referrals will be factors pointing to successful program completion.

WHAT ARE THE CONSEQUENCES IF A STUDENT DOES NOT PARTICIPATE IN THE PROMISE PROGRAM?

Successful completion of the PROMISE program will serve as the acceptable penalty/consequence in lieu of an external suspension and/or delinquent referral to the Juvenile Justice System. The student may be arrested as the conditions to avoid the mandated Code of Student Conduct consequence have not been met.

WHAT ARE THE POSSIBLE RAMIFICATIONS IF A STUDENT DOES NOT COMPLETE THE PROMISE PROGRAM SUCCESSFULLY?

In order to avoid external suspension and/or referral to the Juvenile Justice System of Care, the student must fully and successfully complete all assigned activities and all requirements of the PROMISE program. The student may



be arrested as the conditions to avoid the mandated Code of Student Conduct consequence have not been met.

The School Board of Broward County, FL

Robert W. Runcie
Superintendent of Schools

Donna P. Korn, Chair
Dr. Rosalind Osgood, Vice-Chair
Robin Bartleman
Ann Murray
Patricia Good
Heather P. Brinkworth
Abby M. Freedman
Laurie Rich Levinson
Nora Rupert

The School Board of Broward County, FL 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.

Need more information regarding PROMISE?

Contact your school administrator,
contact the PROMISE Program,
or
contact Diversity, Prevention & Intervention, a
department of
Student Support Initiatives
754.321.1655

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Juvenile Justice System of Care

Broward County Public Schools, 17th Circuit Judicial Court, Florida Department of Juvenile Justice, Broward County Public Defender's Office & Broward County State Attorney's Office

The Juvenile Justice System of Care 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 is intended to educate the student about the potential long-term implication of either refusing to participate or failing to successfully complete the PROMISE program.

The Juvenile Justice System of Care is a hearing, which includes a Juvenile Court Judge, Broward County Public Schools staff and representatives of the Juvenile Justice System. The Judge explains to the student and to the responsible adult[s], why participation in the PROMISE program will lessen the potential for the student to enter the delinquency system [for the specific Code of Student Conduct violation.

During this hearing, both the short and long-term ramifications caused by entry into the delinquency system are shared with the student [and to the responsible adults]. Documentation of the Juvenile Justice System of Care hearing will become part of the student's disciplinary record for the Code of Student Conduct violation, which originally allowed the student access to the PROMISE program.

The **System of Care** model involves collaboration across agencies, families, and youth for the purpose of improving services and accessing and expanding community-based services supporting youth.



Every attempt will be made to ensure the parent[s]/guardian[s] and students understand the severity and urgency of completing participation in PROMISE. Parent[s]/guardian[s] and students should note that failure to fully engage in all aspects of PROMISE, including completion of the entire program, will cause the PROMISE liaison to initiate a Juvenile Justice System of Care Intervention Referral and the student may be arrested for the original offense.



Students are referred to the Juvenile Justice System of Care if they refuse to participate in the PROMISE program or if they do not fulfill the terms of the PROMISE agreement.

The Juvenile Justice System of Care offers students the opportunity to reconsider their decision not to participate in the PROMISE Program and avoid the negative consequences associated with refusal.



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Juvenile Justice System of Care F.A.Q.

IS PARTICIPATION IN THE PROMISE PROGRAM MANDATORY?

Broward County Public Schools, in collaboration with its community partners, has designed the PROMISE program as a mandatory component of the District's Discipline Matrix. The goal of PROMISE is to reduce the number of students who become enmeshed in the State of Florida's Juvenile Justice System as the result of committing a behavioral offense [select outlined non-violent misdemeanors that do not impact public safety]. While not advisable, if a parent/guardian chooses not to accept the PROMISE program for their child, the Juvenile Justice System of Care hearing will be held to meet with youth, and their parent[s]/guardian[s]. This hearing is also held if they have unsatisfactorily participated in PROMISE. The Judge will impress upon the student (and their parent[s]/guardian[s]), the potential negative outcomes for unsuccessful completion of PROMISE or refusal to participate in the program.

WHERE IS THE JUVENILE JUSTICE SYSTEM OF CARE HEARING?

These hearings are convened by the Juvenile Justice partners and Broward County Public Schools at:

Kathleen C. Wright
Administration Building
600 SE 3rd Avenue
Fort Lauderdale, FL 33301

WHO MUST ATTEND THE JUVENILE JUSTICE SYSTEM OF CARE HEARING?

The student and parent[s]/guardian[s] must attend the Juvenile Justice System of Care hearing. Also present will be school staff and the representatives from the District Attorney's office.

IF MY CHILD DOES NOT APPEAR BEFORE THE JUVENILE JUSTICE SYSTEM OF CARE, ARE THERE ANY CONSEQUENCES?

Your child may be subject to arrest for the original offense.

WHAT HAPPENS AS A RESULT OF THE JUVENILE JUSTICE SYSTEM OF CARE HEARING?

The student may be directed to attend the PROMISE Program at Pine Ridge Educational Center, be administratively assigned to one of Broward County Public Schools' Behavior Intervention Programs, be referred for additional services, or be subject to arrest for the original offense.

In all cases, the student will be required to complete the PROMISE program as well as the follow up components at his/her home school.

QUESTIONS ABOUT THE JUVENILE JUSTICE SYSTEM OF CARE?

Diversity, Prevention & Intervention, a department of Student Support Initiatives
(754) 321-1655

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PROMISE PROGRAM VICTIM SERVICES



MISSION

To safeguard the rights of victims so their voices may be heard, their choices valued, reconciliation occurs, and further victimization avoided.



REPAIRING THE HARM DONE

With the ongoing consent and active participation of the student, each victim is referred to on campus or community resources that:

- offer immediate crisis intervention and initial support;
- serve as a spokesperson for the student within the school and off campus community ensuring privacy and dignity in all aspects of the intervention and assistance process;
- work with the student to minimize disruption to the victim's class attendance, class work, academic schedule, and/or initiate necessary changes that may result from the immediate crime and the long term impact of that crime on the student's academic success;
- assist in locating appropriate on campus and community resources, information and/or remedy to meet the student's specific immediate and ongoing needs; and
- explain the reporting process and assist the victim, if he/she chooses, in filing a report with the appropriate law enforcement agency.

RESTORATIVE JUSTICE

Restorative justice offers alternatives to our traditional juvenile and criminal justice systems and school discipline processes. Rather than focusing on punishment, restorative justice seeks to repair the harm done. At its best, through face-to-face dialogue, restorative justice results in consensus-based plans that meet victim-identified needs in the wake of a crime. This can take many forms, most notably conferencing models, victim-offender dialogue, and circle processes. In applications with youth, it can prevent both contact with the juvenile justice system and school expulsions and suspensions. Restorative justice also holds the potential for victims and their families to have a direct voice in determining just outcomes, and reestablishes the role of the community in supporting all parties affected by crime.

WANT TO LEARN MORE?

Speak to your local school administrator.

Speak to a representative from:

Diversity, Prevention & Intervention,
a department of Student Support Initiatives
(754) 321-1655

Speak to one of our Restorative Justice Partners:

Harmony Development (954) 766-4483
Broward Sheriff's Office (954) 765-4838



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BROWARD COUNTY PUBLIC SCHOOLS



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

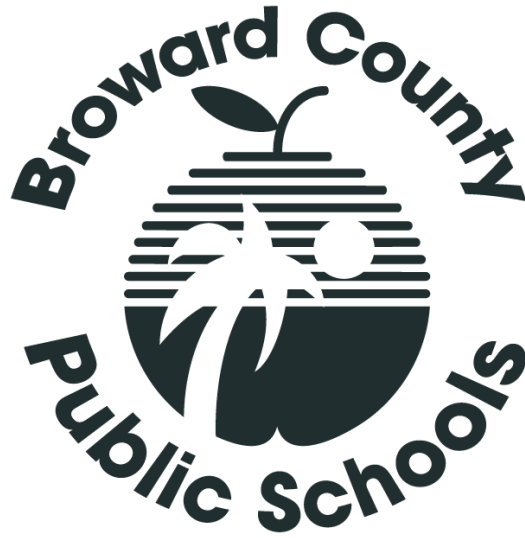
2013-2014
Program Manual

Pine Ridge Education Center

1251 S.W. 42nd Av., Ft. Lauderdale, FL 33317

Phone: 754-321-7250 Fax: 754-321-7290

<http://pineridge.browardschools.com/>



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PROMISE 2013–2014 Program Manual

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The Nation's Sixth Largest School District



"Educating Today's Students For Tomorrow's World."

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**DIVERSITY, CULTURAL OUTREACH & PREVENTION
AMALIO C. NIEVES
DIRECTOR**

**PROMISE AT PINE RIDGE EDUCATION CENTER
BELINDA HOPE
PRINCIPAL**

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Rationale

The PROMISE (Preventing Recidivism through Opportunities, Mentoring, Interventions, Support & Education) program is an initiative designed to address the unique needs of students who have committed a behavioral infraction that would normally lead to a juvenile delinquency arrest and, therefore, entry into the juvenile justice system.

Over the past ten years, The Advancement Project has addressed this issue nationally and has focused on the use and devastating effects of harsh school discipline policies and practices and the increased role of law enforcement in public schools. Work has been done to examine, expose, and reform practices that lead to the criminalization of students.

Across the country, school systems are shutting the doors of academic opportunity on students and funneling them into the juvenile and criminal justice systems. The combination of overly harsh school policies and an increased role of law enforcement in schools has created a “school-to-prison pipeline,” in which punitive measures such as suspensions, expulsions, and school-based arrests are increasingly used to deal with student misbehavior, and huge numbers of youth are pushed out of school and into prisons and jails. This is more than an education crisis; it is a racial justice crisis, because the students pushed out through harsh discipline are disproportionately students of color.

This is also a significant financial crisis. Youth in the Detention Center cost local taxpayers a conservative \$250.00 dollars per day. The vast majority of these youth are incarcerated for misdemeanor offenses. These offenses do not expose the public to significant safety risks. Addressing the youth’s delinquent behavior in a manner that limits the use of secure detention and promotes pro-social development therefore is economically intelligent in both the short and long-term.

Current Florida data has pointed to Broward County as a significant contributor to youth entering the delinquency system. The PROMISE program represents the most comprehensive thinking available in regard to addressing 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 adds significant layers between a students’ delinquent behavior and entrance into the delinquency system.

Overview

The PROMISE program is an initiative designed to address the unique needs of students who have committed a behavioral infraction that would normally lead to a juvenile delinquency arrest and, therefore, entry into the juvenile justice system. In addition, it serves students who have committed infractions related to bullying and harassment.

The PROMISE program represents the most comprehensive thinking available in regard to addressing 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.

Model

PROMISE is designed to enhance pro-social skills by both a short-term on-site intervention portion and a longer-term regular school program progress monitoring component. The foundation of the PROMISE program is both respect for community safety and a systemic understanding that [1] builds on the strengths of the participant[s], [2] employs a System-of-Care team approach, [3] embeds Response to Intervention [RTI] practices and [4] identifies clear and specific expectations and outcome measures, in order to help the youth develop more effective coping skills and pro-social behaviors. This approach focuses on the situation as being the problem rather than the individual being the problem.

Goals

- Safe, secure and supportive environments for all students
- Increased seat time in class for students
- Reductions in external suspensions, expulsions and arrests
- Improved student achievement, graduation and dropout rates

Benefits

Students will:

- Have potential entry into the delinquency system mitigated
- Receive the necessary supports to improve behaviors
- Develop pro-social and resiliency skills

Enrollment

PROMISE was designed as an enhancement to Broward County Public Schools' Student Code of Conduct, Policy 5006 (Suspension and Expulsion) and, consequently, it's District Disciplinary Matrix. A specific set of code of conduct violations has been identified by a cross-community collaborative workgroup, as being appropriate infractions for which participation in PROMISE [misdemeanors that do not raise to the level of serious challenges to public safety, bullying and harassment] would be an appropriate intervention.

BROWARD COUNTY PUBLIC SCHOOLS
PROMISE Eligible Incidents
Administrative Discipline Matrix
Elementary

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Disruptive Incidents					
S D0 Disruption on Campus – Major	A, H, Q, LL	P, A, B, CC, LL, MM	P, A, B, EE, LL, MM	P, A, B, FF, NN, LL, MM	P, A, B, HH, JJ, LL, MM
S 66 Trespassing	A, J, LL	A, G, LL	A, B, H, LL	A, B, N, LL, MM	P, A, B, CC, LL, MM
S A1 Alcohol – Use/Possession/Under the Influence	P, A, B, D, F, EE, LL	P, A, B, D, F, HH, OO, LL	P, A, B, D, F, HH, JJ, LL	P, A, B, D, F, HH, JJ, LL, MM	↑
S D5 Drug – Possession/Use/Under the Influence	P, A, B, D, F, EE, LL	P, A, B, D, F, HH, OO, LL	P, A, B, D, F, HH, JJ, LL	P, A, B, D, F, HH, JJ, LL, MM	↑
S A3 Alcohol Sale/Attempted Sale/Transmittal	A, D, F, R, X, LL	P, A, B, D, F, R, CC, LL, MM	P, A, B, D, F, R, EE, LL, MM	↑	↑
S DP Drug Paraphernalia - Possession	A, D, F, N, LL	P, A, B, D, F, CC, LL	P, A, B, D, EE, LL	P, A, B, D, HH, NN, LL, MM	P, A, B, D, F, HH, JJ, LL, MM
S ZA Bullying	P, A, B, CC, LL	P, A, B, EE, LL	P, A, B, FF, LL	↑	↑
S HA Harassment	P, A, B, CC, LL	P, A, B, EE, LL	P, A, B, FF, LL	↑	↑
S F1 Fighting – Mutual Combat*	P, A, B, CC, LL	P, A, B, EE, LL, MM	P, A, B, FF, LL, MM	↑	↑
S SS False Accusation Against School Staff	A, H, Q, LL	A, B, V, LL	P, A, B, CC, LL	P, A, B, EE, LL, MM	↑
S A5 Assault/Threat(no harm or injury) – medium level	P, A, B, C, CC, LL	P, A, B, C, H, EE, LL	P, A, B, C, FF, LL	P, A, B, C, FF, LL, MM	↑
T5 Theft – Petty <\$300	A, D, E, N, LL	A, B, D, E, V, LL	P, A, B, D, E, CC, LL	P, A, B, D, E, EE, LL, MM	P, A, B, D, E, FF, LL, MM
V4 Vandalism/Damage to Property <\$1000	P, A, B, D, E, CC, LL	P, A, B, D, E, EE, LL, MM	P, A, B, D, E, FF, NN, LL, MM	P, A, B, D, E, HH, JJ, LL, MM	↑

Action Legend

Administrative Consequences/Interventions

Documentation in DMS and parent contact is required for all violations requiring administrative action. Identified schools will document on TERMS C26 Panel. Discipline for ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.

A. Parent Contact/Conference (Required for each offense)	Q. In-School Suspension (less than a day)	FF. Out-of-School Suspension: 6 Days (PROMISE AES Mandatory)
B. Collaborative Problem Solving Team (RTI) Referral	R. Additional Interventions	GG. Out-of-School Suspension: 9 Days (PROMISE AES Mandatory)
C. Threat Assessment Protocol	S. Incident codes reported to the State	HH. Out-of-School Suspension: 10 Days (PROMISE AES Mandatory)
D. Confiscation (when applicable)	T. In-School Suspension (1-3 days) & Loss of Extra Curricular Activities (1-30 days)	II. Out-Of-School Suspension: 10 Days (Offer AES)
E. Restitution (when applicable)	U. Loss of Extra Curricular Activities (Up to 5 days)	JJ. Recommendation for Behavior Intervention Program
F. Referral to Substance Abuse Case Manager	V. In-School Suspension: 1-2 Days	KK. Mandatory Recommendation for Expulsion
G. Referral to Social Worker/Guidance	W. In-School Suspension: 3-5 Days	LL. Complete Immediate Notification Form (BDSF)
H. Attendance/Behavior Contract	X. Out-of-School Suspension: 1-2 Days (Offer AES)	MM. Consultation With Law Enforcement
I. Verbal Warning	Y. Out-of-School Suspension: 2 Days (Offer AES)	NN. Alternative to Probationary Contract required
J. Detention (1)	Z. Out-of-School Suspension: 3-5 Days (Offer AES)	OO. Probationary Substance Contract required
K. Multiple Detentions (2-3)	AA. Out-of-School Suspension: 4 Days (Offer AES)	PP. Bus – Verbal or Written Reprimand
L. Multiple Detentions (4-5)	BB. Out-of-School Suspension: 6-9 Days (Offer AES)	QQ. Bus – 3 Days Bus School Suspension
M. Saturday Detentions/School or Community Service Work	CC. Out-of-School Suspension: 2 Days (PROMISE AES Mandatory)	RR. Bus – 1 to 10 Days School Bus Suspension
N. School Specific Consequence	DD. Out-of-School Suspension: 3 Days (PROMISE AES Mandatory)	SS. Bus – 10 Days School Bus/School Suspension
O. Loss of Privilege	EE. Out-of-School Suspension: 4 Days (PROMISE AES Mandatory)	TT. Bus – Expulsion from School Bus for Remainder of School Year
P. PROMISE Eligible Incident		

The Discipline Matrix sets forth the guidelines for assessing consequences for violations of School Board policies. 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.

A Recommendation for the Behavior Intervention Program applies when the student commits an offense for which a secondary student would receive a mandatory expulsion under School Board

PROMISE Eligible Incidents
Administrative Discipline Matrix
Secondary

Policy 5006.

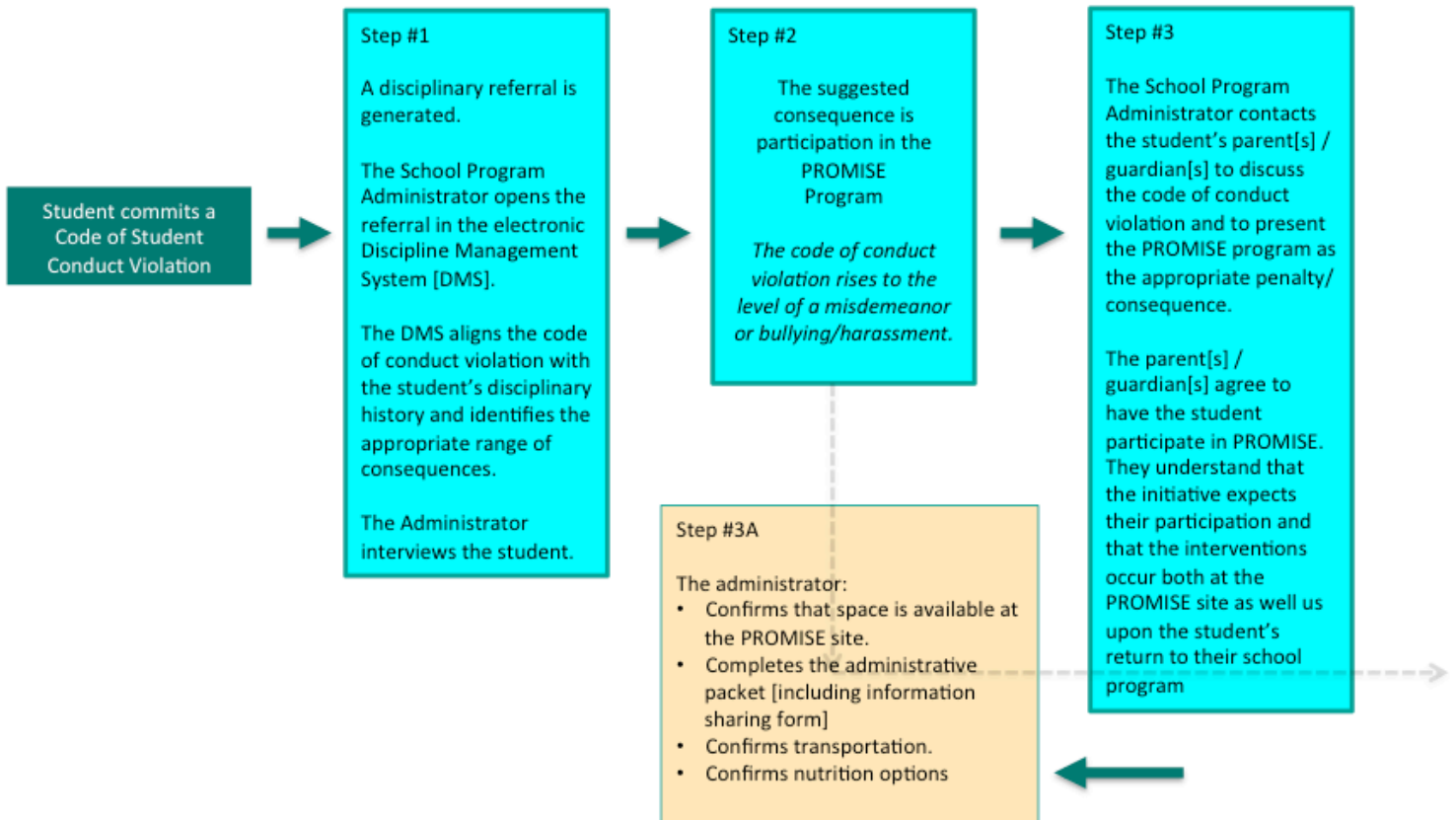
Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Disruptive Incidents					
S D0	P, A, B, DD, LL	P, A, B, FF, LL, MM	P, A, B, GG, NN, LL, MM	P, A, B, HH, KK, LL, MM	↑
S 66	A, H, LL	P, A, B, DD, LL	P, A, B, FF, LL	P, A, B, FF, LL, MM	↑
S A1	P, A, B, D, F, FF, LL	P, A, B, D, F, HH, OO, LL	P, A, B, D, F, HH, KK, LL	P, A, B, D, F, HH, KK, LL, MM	↑
S D5	P, A, B, D, F, FF, LL	P, A, B, D, F, HH, OO, LL	P, A, B, D, F, HH, KK, LL	P, A, B, D, F, HH, KK, LL, MM	↑
S A3	P, A, B, D, F, HH, KK, LL	P, A, B, D, F, HH, KK, LL, MM	P, A, B, D, F, FF, LL	P, A, B, D, F, HH, KK, LL, MM	↑
S DP	A, D, F, W, LL	P, A, B, D, F, DD, LL	P, A, B, D, F, FF, LL	P, A, B, D, F, GG, NN, LL, MM	↑
S ZA	P, A, B, C, DD, LL	P, A, B, C, FF, LL	P, A, B, C, GG, LL	↑	↑
S HA	P, A, B, C, DD, LL	P, A, B, C, FF, LL	P, A, B, C, GG, LL	↑	↑
S F1	P, A, B, DD, LL, MM	P, A, B, FF, LL, MM	P, A, B, GG, LL, MM	↑	↑
S SS	P, A, B, DD, LL	P, A, B, FF, LL	P, A, B, GG, LL	↑	↑
S A5	P, A, B, C, DD, LL	P, A, B, C, FF, LL	P, A, B, C, GG, NN, LL	P, A, B, C, HH, KK, LL, MM	↑
T5	A, B, D, E, V, LL	A, B, D, E, W, LL	P, A, B, D, E, DD, LL	P, A, B, D, E, FF, LL, MM	↑
V4	P, A, B, D, E, DD, LL	P, A, B, D, E, FF, LL, MM	P, A, B, D, E, GG, NN, LL, MM	P, A, B, D, E, HH, KK, LL, MM	↑

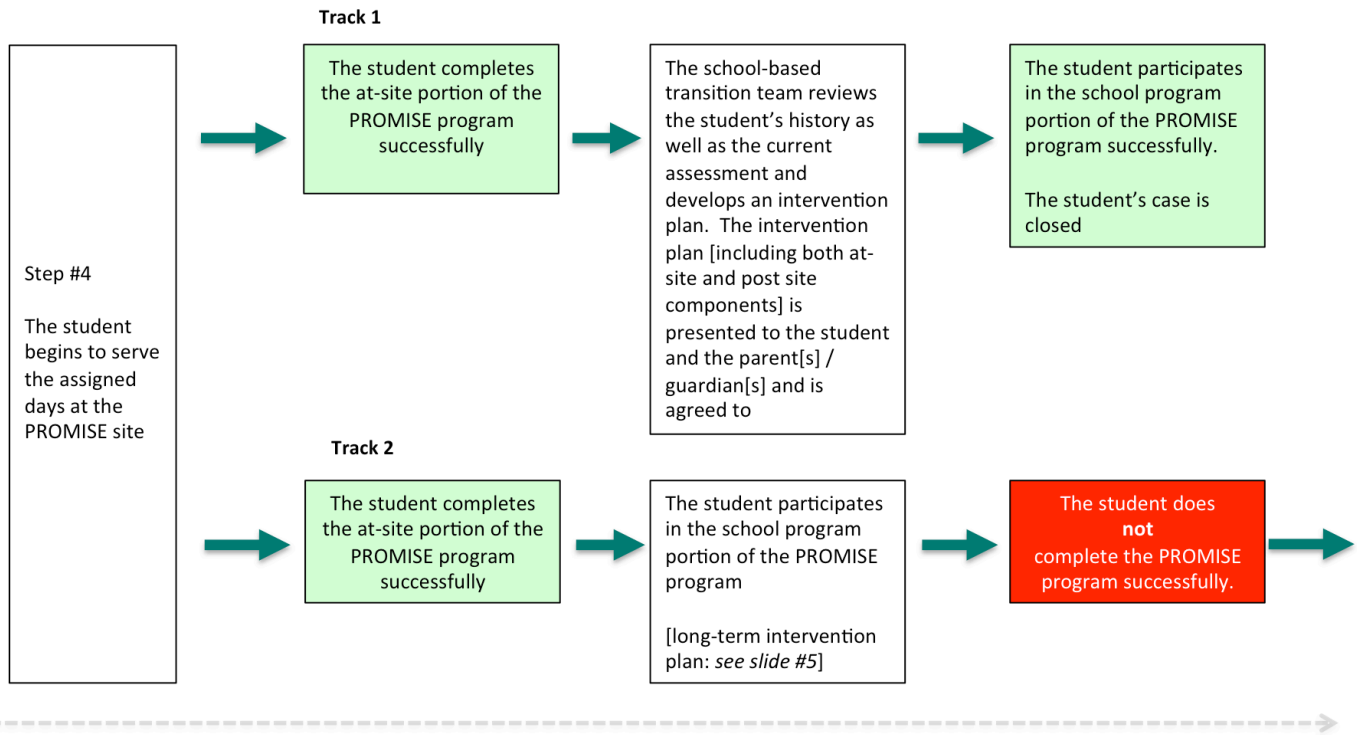
Action Legend
Administrative Consequences/Interventions

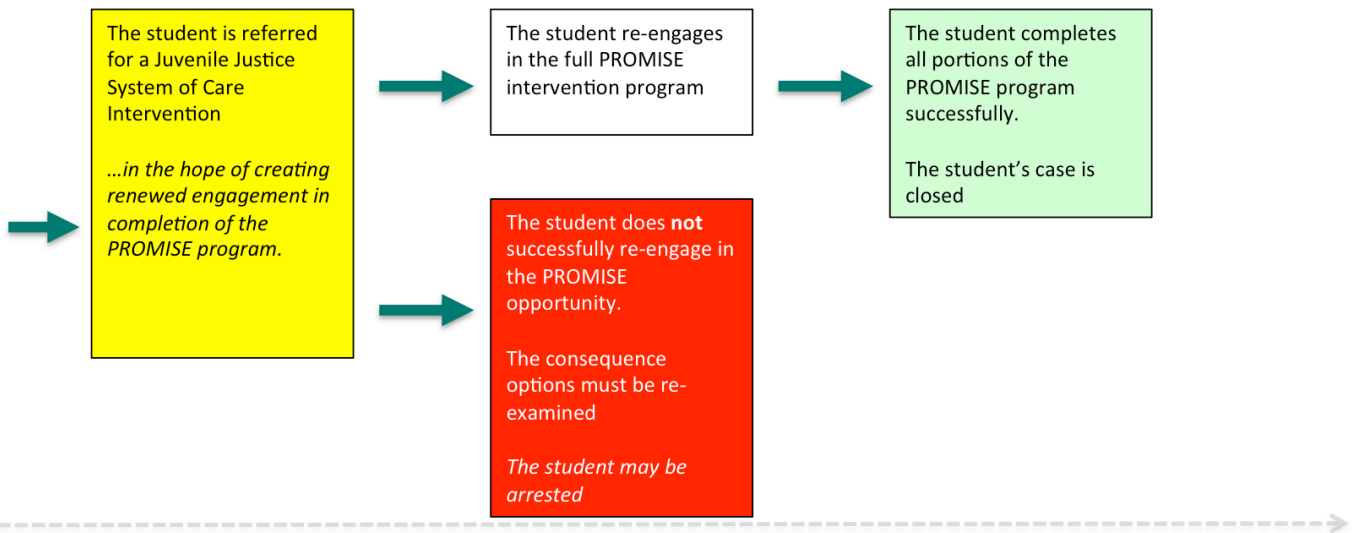
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C. Threat Assessment Protocol	S. Incident codes reported to the State	HH. Out-of-School Suspension: 10 Days (PROMISE AES Mandatory)
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E. Restitution (when applicable)	U. Loss of Extra Curricular Activities (Up to 5 days)	JJ. Recommendation for Behavior Intervention Program
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G. Referral to Social Worker/Guidance	W. In-School Suspension: 3-5 Days	LL. Complete Immediate Notification Form (BDSP)
H. Attendance/Behavior Contract	X. Out-of-School Suspension: 1-2 Days (Offer AES)	MM. Consultation With Law Enforcement
I. Verbal Warning	Y. Out-of-School Suspension: 2 Days (Offer AES)	NN. Alternative to Probationary Contract required
J. Detention (1)	Z. Out-of-School Suspension: 3-5 Days (Offer AES)	OO. Probationary Substance Contract required
K. Multiple Detentions (2-3)	AA. Out-of-School Suspension: 4 Days (Offer AES)	PP. Bus – Verbal or Written Reprimand
L. Multiple Detentions (4-5)	BB. Out-of-School Suspension: 6-9 Days (Offer AES)	QQ. Bus – 3 Days Bus School Suspension
M. Saturday Detentions/School or Community Service Work	CC. Out-of-School Suspension: 2 Days (PROMISE AES Mandatory)	RR. Bus – 1 to 10 Days School Bus Suspension
N. School Specific Consequence	DD. Out-of-School Suspension: 3 Days (PROMISE AES Mandatory)	SS. Bus - 10 Days School Bus/School Suspension
O. Loss of Privilege	EE. Out-of-School Suspension: 4 Days (PROMISE AES Mandatory)	TT. Bus – Expulsion from School Bus for Remainder of School Year
P. PROMISE Eligible Incident		

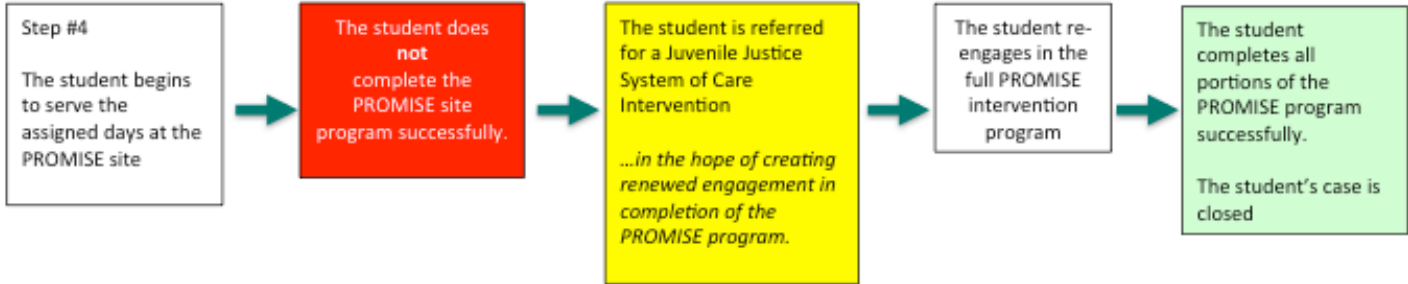
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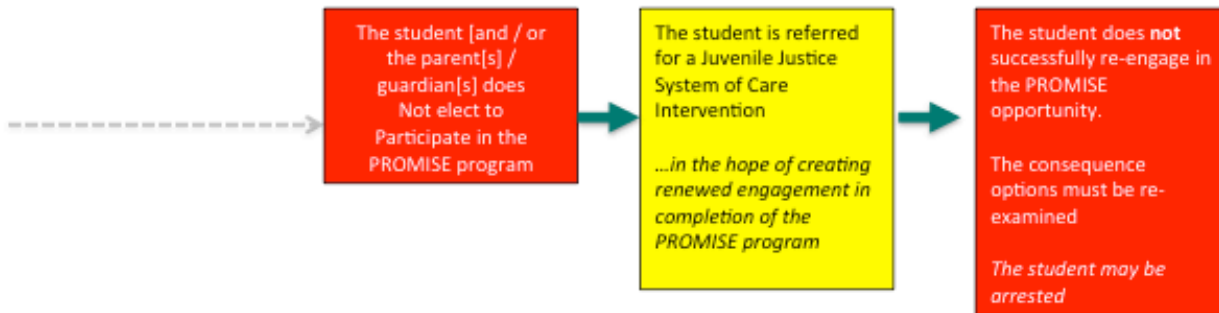




Track 3



Track 4



A

TRANSITION BACK TO SCHOOL / TRANSITION PLAN

It is required that a transition plan be developed for students who have committed a PROMISE-eligible infraction upon return to the school site from the PROMISE program at Pine Ridge Education Center. The purpose of the plan is to ensure a continuum of services and appropriate supports are identified and provided to address the student's behavioral health needs.

- ◆ The plan must be personal to the student and detailed, with specific actions that will be taken to help the student learn and apply the expected behaviors back at the school site
- ◆ The plan will include specific steps, deadlines, needed documents, and identified resources, particularly for those students who require Tier 2 or 3 interventions

PROMISE Community Liaison / PROMISE Site Coordinator Action

1. PROMISE Liaison (housed at Diversity, Cultural Outreach & Prevention Department) contacts school administrator to secure a meeting time scheduled for the day student returns to school
2. If appropriate, Administrator and PROMISE Liaison may invite additional support to the meeting, such as outside agencies involved in:
 - a. Mentoring
 - b. Family counseling
 - c. Restorative justice
 - d. Individual counseling
3. PROMISE Site Coordinator communicates with school what was done, assessment information, lessons provided, etc. while student was at site. (Example: What LEAPS lessons were completed, what services were provided)

Home School Administrative Action

1. Hold a meeting upon student's return to school with a minimum of the following:
 - a. Administrator
 - b. Guidance counselor
 - c. Social worker (at any school with a full-time social worker)
 - d. Additional attendees could be: parent/ guardian, ESE specialist, academic coach, general education teacher, social worker, counselors, etc.

*Note: Depending on the student / circumstance and time frame of your RtI meetings, this can be a mini or a full CPST / RtI meeting

2. A CPST / RtI Initial meeting must be held. This is where you indicate your plan of action. The plan must incorporate meaningful actions / activities that ensure the student is monitored, supported and required to complete specific tasks. This is implemented throughout the transitional period of time before the student's PROMISE obligation is finalized. You should indicate the following information which becomes your record of the plan:
 - a. Meeting date
 - b. Members present
 - c. Referral date

- d. Referral reason (IE: As a mandatory part of PROMISE)
 - e. Relevant data
 - f. Relevant parent comments / concerns
 - g. Recommendations / actions for transition period.
 - h. Indicate a follow up date
 - i. Indicate specific actions that will be implemented as part of the transition piece of the PROMISE program and for completion of the program (See examples provided)
3. Ensure all actions, recommendations are carried out by the assigned and appropriate personnel
 4. A follow up meeting is held on the date indicated during initial meeting

***Notes:**

- If a Tier 2 or Tier 3 intervention was indicated during the initial meeting, a follow up meeting should not be held for **six weeks** – allowing full implementation of the intervention and time for it to work
- If other action was indicated and the student is not being successful, a meeting date prior to six weeks should be held so a more intensive intervention (Tier 2 or Tier 3) can be developed for the student
- A full RtI team meeting should be held if the student is in need of Tier 2 or 3 intervention in order for communication / collaboration to take place. When students need Tier 2 or 3 Response to Intervention, access and use the electronic RtI forms from the BASIS Help section or from www.browardprevention.org under the BASIS tab.

You will be given access to use an electronic Transition Plan document to form your plan. Step 1 will be completed by the PROMISE on-site staff and forwarded to the receiving school.

REFER TO APPENDICES FOR SAMPLE BCPS RtI TRANSITION PLANS WITH DIFFERENT SCENARIOS.

Student Action

1. Upon completion of the on site portion of PROMISE, the student will return to school and must complete the following before the administrator will sign them off for full completion of PROMISE:
 - a. Must complete all requirements of the transition plan developed to ensure school success and the absence of recidivism of the initial violation of school policy.
 1. Some requirements may include restitution, community service, work detail, counseling as outlined in the matrix of mandatory action for PROMISE eligible violations (see Transitional Plan – Action Matrix)

Parent / Guardian Action

1. The parent / guardian must participate fully in all actions / requirements determined appropriate for their child’s specific situation both at site and in their child’s transition plan. Parents may be required to attend family counseling sessions or ensure student’s attendance at individual counseling sessions, at school or off campus.

* Every attempt will be made to ensure the parents and students understand the severity and urgency of complete participation in PROMISE. Parents and students should note that failure to fully engage in all aspects of PROMISE until completion of the entire program would cause the PROMISE liaison to initiate a Juvenile Justice System of Care Intervention referral and the student may be arrested for the original offense.

Broward County Public Schools

Transition Plan Step 1
(Completed by PROMISE on site coordinator)

Student Name:

Student FSI #

Receiving School:

Grade Level:

PROMISE eligible infraction: (check below)

Number of days served on site:

<input type="checkbox"/> Alcohol – Possession / Use / Under the influence	<input type="checkbox"/> Alcohol sale / attempted sale / transmittal
<input type="checkbox"/> Assault / threat (no harm or injury)	<input type="checkbox"/> Bullying
<input type="checkbox"/> Disruption on campus (major)	<input type="checkbox"/> Drug use / possession / under the influence
<input type="checkbox"/> Drug paraphernalia – possession	<input type="checkbox"/> False accusation against school staff
<input type="checkbox"/> Fighting – mutual combatant	<input type="checkbox"/> Harassment
<input type="checkbox"/> Theft petty <300	<input type="checkbox"/> Trespassing
<input type="checkbox"/> Vandalism / Damage to property <1000	

The following individuals / professionals worked with this student while at the PROMISE site:
(Check and complete all that apply)

Position	Name	Contact Number
<input type="checkbox"/> Teacher:		
<input type="checkbox"/> School Social Worker		
<input type="checkbox"/> Family Counselor		
<input type="checkbox"/> ESE Specialist / Facilitator		
<input type="checkbox"/> Other ESE personnel: <i>(IE: PT)</i>		
<input type="checkbox"/> Other:		

Outside Behavioral Health Agency

Agency	Name	Contact Number
<input type="checkbox"/> Harmony		
<input type="checkbox"/> Nova University		
<input type="checkbox"/> Other outside agency:		

PROMISE On – Site Actions:

- A Developmental Assets Profile was done on the student *(The recommendation is for the home school to re-administer the Profile 60 days following completion of the entire program)*
- LEAPS assessment / assignment(s) completed
- Systematic Changes in Schools planning guide (SCIS) and recommendation assignment(s) completed
- Completed student creative writing assignment
- Met behavioral expectations outlined in the “Student Rules Overview”
- Participated in all activities and sessions

Met program attendance and behavioral requirements

Signature of PROMISE site coordinator: _____

Comments:

***Forward to receiving school**

Broward County Public Schools

Transition Plan Step 2

(Completed by receiving school case manager / transition team)

Student Name:

Student FSI #

Receiving School:

Grade Level:

Transition Plan Case Manager: _____

Team Members present:

NAME	POSITION

Please complete all that will apply. The transition plan should be in place for a minimum of six weeks. Students participating in a state certified drug or alcohol program or who require an RtI Tier 2 or 3 Intervention Record may require a longer time period.

Services / Activities / Actions:					
Service / Expectation	Start Date	End Date	Frequency / Duration	Person (s) Responsible to meet expectation	Student Commitment Met (Adult Initial)
<input type="checkbox"/> Check in at start of school, close of school					
<input type="checkbox"/> Community Service					
<input type="checkbox"/> Counseling <ul style="list-style-type: none"> <input type="checkbox"/> Group <input type="checkbox"/> Family <input type="checkbox"/> Individual 					
<input type="checkbox"/> LEAPS Lessons					
<input type="checkbox"/> Mentoring					

Services / Activities / Actions:					
Service / Expectation	Start Date	End Date	Frequency / Duration	Person (s) Responsible to meet expectation	Student Commitment Met (Adult Initial)
<input type="checkbox"/> Monitored or supervised lunch or transition periods					
<input type="checkbox"/> Prohibited or limited access to after school / extra curricula activities					
<input type="checkbox"/> Restorative Justice					
<input type="checkbox"/> Other (<i>Indicate specifics</i>)					
<input type="checkbox"/> RtI Tier 2 or 3 needed – Go to RtI forms located in BASIS Comments:					
<input type="checkbox"/> State drug / alcohol counseling: Follow protocol for required state certified approved drug / alcohol counseling program Comments:					

TRANSITIONAL PLAN - ACTION MATRIX

C = Counseling
CS = Community Service
DAP = Developmental Assets Profile (given on entry into PROMISE site, recommended for completion of the PROMISE obligation)
L = LEAPS Assessment with coordinated social skills lessons. Mandatory for any student who requires Tier 3 behavior intervention, optional to use as activities within the action steps of transition plan
M = Mentoring
R = Restorative Justice
RtI – Student brought up to CPS / RtI Team documented in BASIS
E – Student Essay
S– State-Certified Approved Drug/Alcohol Counseling Program

OFFENSE	MANDATORY	RECOMMENDED and at the discretion of the PROMISE / RtI Team
Alcohol – Possession / Use / Under the Influence	E, RtI, S	M, L, DAP
Alcohol Sale / Attempted Sale/ Transmittal	E, RtI, S	M, L, DAP
Assault / Threat (no harm or injury)	E, RtI, C, R	M, L, DAP
Bullying	E, RtI, C, R	M, L, DAP
Disruption on Campus (Major)	E, RtI, C, R	M, L, DAP, CS
Drug – Use / Possession / Under the Influence	E, RtI, S	M, L, DAP
Drug Paraphernalia – Possession	E, RtI, S	M, L, DAP
False Accusation Against School Staff	E, RtI, C, R	M, L, DAP
Fighting – Mutual Combatant	E, RtI, R	M, L, DAP, C
Harassment	E, RtI, C, R	M, L, DAP
Theft – Petty <\$300	E, RtI, R	M, L, DAP
Trespassing	E, RtI	M, L, DAP, CS
Vandalism / Damage to Property <\$1000	E, RtI, R	M, L, DAP, C, CS

* Schools should first use in house services and staff as part of day to day monitoring of student during transition period. Restorative justice, some counseling and mentoring are offered through internal and external outside agencies. The PROMISE Community Liaison is available to assist in providing linkages to these services as part of the student’s transition plan.

BROWARD COUNTY PUBLIC SCHOOLS JUVENILE JUSTICE SYSTEM OF CARE

The Juvenile Justice System of Care is a unique feature of the PROMISE initiative, designed by the collaborative team, to use the implied power of the judiciary to encourage reluctant or recalcitrant 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 is intended to educate the student of the potential long-term implication of either the refusal to participate or the failure to complete successfully the PROMISE program.

The Juvenile Justice System of Care is built around a private discussion session with a Juvenile Court Judge. The Judge will explain, to the Student, and to the responsible adult[s], why participation in the PROMISE program will mitigate the potential for the student to enter the delinquency system [for this specific Code of Student Conduct the student committed]. The Judge will further explain why refusal to participate [or complete successfully] could well cause the student to enter the delinquency system. Both short and long-term ramifications caused by entry into the delinquency system will be shared with the student [and to the responsible adults].

Documentation of the Juvenile Justice System of Care interdiction will become part of the disciplinary record of the event for which the student is being offered access to the PROMISE program.

The Juvenile Justice System of Care Referral Process flow chart and sample Notice to Appear can be found on the pages that follow.



**Broward County
Public Schools**



Juvenile Justice System of Care Referral Process



FREQUENTLY ASKED QUESTIONS

WHAT IS THE PROMISE PROGRAM?

The PROMISE program is an initiative designed to address the unique needs of students who have committed a behavioral infraction that would normally lead to a juvenile delinquency arrest, or bullying or harassment, and therefore, entry into the juvenile justice system. PROMISE involves systemic adaptation of the School Board of Broward County inclusive discipline matrix in order to significantly reduce the practice of linking an inappropriate behavior with a referral to law enforcement [as documented by the inordinate number of school-related juvenile delinquency arrests in Broward County]. The model is the product of an inclusive committee, including members of school district leadership, as well as representatives of law enforcement and community advocates, in order to insure public safety measures are consistent and in force while, at the same time, allowing children who have committed specific misdemeanor offenses, the opportunity to participate in experience-based pro-social interventions to abrogate the necessity of following through on the referral to law enforcement.

The PROMISE program represents the most comprehensive thinking available in regard to addressing 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.

The foundation of the PROMISE program is both respect for community safety and a systemic understanding that [1] builds on the strengths of the participant[s], [2] employs a System-of-Care team approach, [3] embeds Response to Intervention [RTI] practices and [4] identifies clear and specific expectations and outcome measures, in order to help the youth develop more effective coping skills and pro-social behaviors. This approach focuses on the situation as being the problem rather than the individual being the problem.

WHAT DOES PROMISE STAND FOR?

PROMISE is an acronym:

- P Preventing
- R Recidivism through
- O Opportunities
- M Mentoring
- I Intervention
- S Support
- E Education

WHO IS THE PROMISE PROGRAM DESIGNED TO SERVE?

The community has come together to realize that, while every delinquent act that a youth commits can legislatively lead to entry into the juvenile justice system, it does not positively serve the youth, the family or the community for this to occur. Stakeholders have agreed, in fact, that the long-term social cost savings [not to mention fiscal savings] of children being given the opportunity to learn effective [legal] pro-social skills is a more opportune use of community resources. These interventions are highly predictive of the individual adapting more effective socially-normed behavior.

Consequently, the PROMISE program has been designed to provide youth who have committed a delinquent act [that is classified as a misdemeanor and does not negatively affect public safety] the opportunity to participate in a series of evidence-based experiences, designed within the six PROMISE domains [Prevention, Recidivism, Opportunities, Mentoring, Intervention, Supports, Education]. Successful completion of the PROMISE program will serve as the acceptable consequence in lieu of an external suspension, expulsion, or delinquent referral to the juvenile justice system.

WHAT ENTRY PROCEDURES MUST BE FOLLOWED FOR A STUDENT TO PARTICIPATE IN THE PROMISE PROGRAM?

In order for the program to function in an orderly manner and provide positive experiences for students, the following must occur prior to the student's PROMISE assignment to begin: (1) appropriate parent notification and explanation, (2) confirmation that the program is not functioning over capacity (a reservation) and, (3) all paperwork completed and either transmitted prior to the start date or brought by the student on the start date. When these three stipulations are met (all too often parents arrive without appropriate paperwork or they indicate they were not made aware they were required to participate in orientation or pick up their child daily) the program will run efficiently. Staff commitment to the expected standard removes possible issues.

WHAT ARE THE INFRACTIONS ALIGNED WITH PARTICIPATION IN THE PROMISE PROGRAM?

1. Alcohol – Possession / Use / Under the Influence
2. Alcohol Sale / Attempted Sale / Transmittal
3. Assault / Threat (no harm or injury)
4. Bullying
5. Disruption on Campus (Major)
6. Drug – Use / Possession / Under the Influence
7. Drug Paraphernalia - Possession
8. False Accusation Against School Staff
9. Fighting – Mutual Combatant

- 10. Harassment
- 11. Theft-Petty <\$300
- 12. Trespassing
- 13. Vandalism / Damage to Property <\$1000

IS PARTICIPATION IN THE PROMISE PROGRAM MANDATORY?

Broward County Public Schools, in collaboration with its’ community partners, has designed the PROMISE program with the expectation that it be a mandatory component of the District’s Discipline Matrix. This systemic adaptation was created with the express goal of directly and significantly reducing the number of students who become enmeshed in the State of Florida Juvenile Justice System as the result of committing a behavioral offense [a select misdemeanor that does not impact public safety] whose execution has the logical outcome of said involvement. While not advisable, there exists the possibility for a parent/caregiver to choose not to accept the PROMISE program for their child. The creators of the PROMISE model have included the innovative Juvenile Justice System of Care component to the program. This is an effort, facilitated collaboratively by the Broward School District and the Juvenile Justice System to meet with youth, and their parent[s] / guardian[s], if they have either unsatisfactorily participated in PROMISE or if they have rejected participation altogether. The intent is for the Judge to impress upon the student (and their parent[s] / guardian[s]), the potential negative outcomes for unsuccessful completion of PROMISE or refusal to participate in the program.

HOW LONG IS A STUDENT EXCLUDED FROM A REGULAR SCHOOL PROGRAM AND ASSIGNED TO A PROMISE LOCATION?

Assignment at a PROMISE site can be from three [3] to ten [10] days, depending on the assignment days called for by the District Disciplinary Matrix.

HOW IS A STUDENT OFFERED THE OPPORTUNITY TO PARTICIPATE IN PROMISE?

Promise was designed as an enhancement to Broward County Public Schools’ Student Code of Conduct and, consequently, it’s District Disciplinary Matrix. A specific set of code of conduct violations has been identified, by the cross-community collaborative workgroup, as being appropriate abuses for which participation in PROMISE [misdemeanors that do not raise to the level of serious challenges to public safety] would be an appropriate intervention. PROMISE is embedded within the spectrum of consequences as spelled out in the District’s Disciplinary Matrix.

When a student’s code of conduct violation meets the threshold for assignment to the PROMISE program, it will be offered to the student’s parent/guardian.

WHAT ARE THE PARAMETERS REGARDING PARTICIPATION IN PROMISE?

Participation in the PROMISE program is open to all Broward County Public Schools’ students in traditional schools, regardless of age or grade-level.

HOW MANY TIMES CAN A STUDENT PARTICIPATE IN PROMISE?

Participation in PROMISE is based on where the behavioral infraction falls within the Broward County Public Schools’ Code of Student Conduct and District Disciplinary Matrix. There is no specific limitation regarding participation in PROMISE. However, chronic behavior and that would meet the threshold for the PROMISE model consequence, inappropriate behavior while participating in PROMISE, and/or behaviors inconsistent with the identified outcomes for success, may be determined to demand consequences/interventions greater than those embedded within the PROMISE program.

WHERE WILL THE PROMISE PROGRAM BE LOCATED?

Pine Ridge Education Center
 1251 S.W. 42nd AVUENE FORT LAUDERDALE, FL 33317 (Off State Road 7/441 behind Walgreens between Peters Rd. & Davie Blvd.)
 Phone: (754) 321-7250
 Fax: (754) 321-7290
<http://pineridge.browardschools.com/>
Email: PRECPROMISE (CAB)

HOW DO CHILDREN ACCESS PROMISE?

Transportation will be provided by Broward County Public Schools. The assigning administrator at the youth’s sending school will arrange transportation. Transportation arrangements must be confirmed by the sending school, District Transportation Department and the receiving PROMISE program location. The District will develop a depot stop model to identify appropriate pick up / drop off locations. Behavior will be closely monitored during the transportation segment of the school day and expectations will be embedded into the student’s PROMISE plan. Student behavior while on the bus will be taken into account when determining if the student successfully completes the PROMISE program.

CAN PARENTS/GUARDIANS TRANSPORT THEIR CHILDREN?

Parents/Guardians can choose the option of transporting their children to PROMISE and picking them up at the conclusion of the school day. If the parent/guardian chooses this option, they must: [1] accompany their child into the program location and [2] sign them in. [3] At the

conclusion of the PROMISE school day, the parent/guardian must sign their child out of the program. In order to meet the program participation requirements, the student must be present for the full assigned PROMISE school day (s).

CAN A HIGH SCHOOL STUDENT PARTICIPATING IN PROMISE DRIVE TO THE PROGRAM?

Students are not allowed to drive to PROMISE.

WHAT WILL BE THE HOURS OF PROMISE?

Office Hours: 8:30am to 4:00pm
 School Hours: 9:45am to 3:45pm

WHAT IF THE STUDENT HAS AN APPOINTMENT [EG: DOCTOR, LAWYER] WHILE SCHEDULED IN THE PROMISE PROGRAM?

Students are expected to participate fully in the PROMISE model, including observing the entire scheduled day. When designing PROMISE, the collaborative committee understood that unique situations arise and expects that they will be handled appropriately at the specific PROMISE location. Documentation of the appointment may be expected.

WHO CAN I CONTACT IF I HAVE QUESTIONS ABOUT THE PROMISE PROGRAM?

The PROMISE location will have an administrator. The sending administrator, at the student's home school, will provide the PROMISE program administrator's name, and contact information, at the time of assignment.

WHAT ARE THE DOCUMENTS IN PLACE TO ASSIGN/MONITOR THE STUDENT'S ASSIGNMENT TO, AND PARTICIPATION IN, PROMISE?

1. Electronic Discipline Management System documents
2. PROMISE parent / guardian / student agreement form
3. Transportation Order
4. Free & Reduced Breakfast / Lunch Order
5. If applicable, student's IEP At-A-Glance
6. If applicable, student's 504 plan summary

*Assignments do not need to be sent to the PROMISE site; however, per School Board policy, students must be provided with the opportunity to make up missed classwork.

WHAT IS CONSIDERED SUCCESSFUL COMPLETION OF THE PROMISE PROGRAM?

The development of successful pro-social behavior as demonstrated by completion of the transition plan components [both short and long-term goals], along with outcome measures including student attendance and numbers and types of behavioral referrals will be factors pointing to successful program completion.

WHAT ARE THE CONSEQUENCES IF A STUDENT DOES NOT AGREE TO PARTICIPATE IN THE PROMISE PROGRAM?

Successful completion of the PROMISE program will serve as the acceptable penalty / consequence in lieu of an external suspension and / or delinquent referral to the Juvenile Justice System. The student may be arrested as the conditions to avoid the mandated Code of Student Conduct consequence have not been met.

WHAT ARE THE POSSIBLE RAMIFICATIONS IF A STUDENT DOES NOT COMPLETE THE PROMISE PROGRAM SUCCESSFULLY?

In order to avoid external suspension and / or referral to the Juvenile Justice System of Care, the student must fully and successfully complete all assigned activities and all requirements of the PROMISE program. The student may be arrested as the conditions to avoid the mandated Code of Student Conduct consequence have not been met.

WHAT PROCEDURE IS IN PLACE WHEN A STUDENT MISSES A DAY OF PROMISE?

In general terms, a three-day assignment is a three-day assignment. If a student misses time, either because of an excused or an unexcused reason, that students' stay is extended for the same amount of time she or he missed. Some circumstances warrant review by the sending school.

DOES PROMISE RUN DURING TEST DAYS [I.E. FCAT, BAT, ETC]

The PROMISE Program will provide service in the same formula as the host schools.

IS THE HOME SCHOOL RESPONSIBLE FOR PROVIDING THE STUDENT WITH THEIR CLASS ASSIGNMENTS?

No. However, as per School Board policy, students must be provided with the opportunity to make up missed classwork and assignments.

IS SUPPORT GIVEN TO THE VICTIM?

Restorative Justice strategies provide opportunities for students to be accountable to those they have harmed, and enable them to repair the harm they caused to the extent possible.

WHAT IS THE EXPECTATION OF A PARENT OF A STUDENT PARTICIPATING IN PROMISE?

- Provide the school with the names of current emergency contact person(s) and/or telephone numbers on an annual basis and when there are changes.
- Notify the school of anything that may affect their child’s ability to learn, to attend school regularly, or to take part in school activities.
- Recognize that they are responsible for their student’s behavior. A safe and respectful learning environment is key to academic success.
- Participate in the parent specific portions of the intervention plan.

WILL THE INCIDENT SHOW UP ON THE STUDENT DISCIPLINE REPORT?

Yes.

WILL PROMISE REFLECT ON THE STUDENT COLLEGE OFFICIAL TRANSCRIPT?

No

WHAT INTERVENTIONS WILL BE PROVIDED?

- Direct instruction, tutoring, and other academic assistance.
- Counseling (individual and/or group) provided by school counselors, family counselors, therapists, social workers, mentors, or graduate students.
- Social Skills/Conflict Resolution instruction.
- Prevention activities in the areas of violence, drugs, gangs, etc.
- Direct communication with parents (counseling, etc. as needed).
- Referrals to community agencies.

WHAT TYPE OF FOLLOW-UP SERVICES WILL BE GIVEN TO THE STUDENT?

All students will have transition services. The PROMISE model is based on both short and longer-term intervention activities.

WHAT IS THE DRESS CODE FOR THE PROMISE PROGRAM?

Students must dress according to the SBBC Code of Student Conduct. Students being sent from a home school with a unified dress code must dress as if they were attending their home school. Additional requirements may be set by the PROMISE location.

DEFINITIONS

Case management is the coordination of community services by allocating a professional to be responsible for the assessment of need and implementation of care plans. It is usually required for individuals who need ongoing support in areas such as social relationships, and community participation.

The underlying tasks of case management include:

- Assessment of need
- Care planning
- Implementation
- Regular review

The **System Of Care** model is an organizational philosophy and framework that involves collaboration across agencies, families, and youth for the purpose of improving services and access and expanding the array of coordinated community-based, culturally and linguistically competent services and supports for children and youth in order to improve pro-social functioning. The system of care philosophy is built upon these core values and guiding principles:

The core values of the system of care philosophy specify that systems of care are:

- Family driven and youth guided, with the strengths and needs of the child and family determining the types and mix of services and supports provided.
- Community based, with the locus of services as well as system management resting within a supportive, adaptive infrastructure of structures, processes, and relationships at the community level.
- Culturally and linguistically competent, with agencies, programs, and services that reflect the cultural, racial, ethnic, and linguistic differences of the populations they serve to facilitate access to and utilization of appropriate services and supports and to eliminate disparities in care.

Community service is donated service or activity that is performed by someone or a group of people for the benefit of the public or its institutions. Performing community service is not the same as volunteering, since it is not always done voluntarily. It may be done for a variety of reasons:

- Courts may demand it in lieu of, or in addition to, other criminal justice sanctions;
- School may mandate it to meet the requirements of a class, such as in the case of service-learning or to meet the requirements of graduation.

Restorative justice is an approach to justice that focuses on the needs of the victims and the offenders, as well as the involved community, instead of satisfying abstract legal principles or punishing the offender. Victims take an active role in the process, while offenders are encouraged to take responsibility for their actions, "to repair the harm they've done—by apologizing, returning stolen money, or community service" Restorative justice involves both victim and offender and focuses on their personal needs. In addition, it provides help for the offender in order to avoid future offences. It is based on a [theory of justice](#) that considers crime and wrongdoing to be an offence against an individual or community, rather than the state. Restorative justice that fosters dialogue between victim and offender shows the highest rates of victim satisfaction and offender accountability. Restorative justice principles are characterized by four key values: first, the encounter of both parties. This step involves the offender, the victim, the community and any other party who was involved in the initial crime. Second, the amending process takes place. In this step, the offender(s) will take the steps necessary to help repair the harm caused. Third, reintegration begins. In this phase, restoration of both the victim and the offender takes place. In addition, this step also involves the community and others who were involved in the initial crime. Finally, the inclusion stage provides the open opportunity for both parties to participate in finding a resolution.

Strength – based approach: The field of mental health and social services has a long history of focusing on children’s deficits, problem behaviors, and pathologies. Researchers and practitioners within the fields of education, mental health, psychology, social work, and child welfare have begun to question the deficit-based approach and move toward a more holistic model of development (Trout, Ryan, La Vigne, & Epstein, 2003). Rather than focusing on individual and family weaknesses or deficits, strength-based practitioners collaborate with families and children to discover individual and family functioning and strengths (Laursen, 2000). At the foundation of the strength-based approach is the belief that children and families have unique talents, skills, and life events, in addition to specific unmet needs (Olson, Whitebeck, & Robinson, 1991 as cited in Epstein, 1999).

Transition Services - The term 'transition services' means a coordinated set of activities for a student that-

(A) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement [including the development of resiliency and pro-social skill sets] of the student to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, employment, or community participation;

(B) is based on the individual child’s needs, taking into account the child's strengths, preferences, and interests;

(C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives.

PROMISE TOOLS / RESOURCES

Achenbach System of Empirically Based Assessment (ASEBA)

The ASEBA offers a comprehensive approach to assessing adaptive and maladaptive functioning. Developed through decades of research and practical experience to identify actual patterns of functioning, the ASEBA provides professionals with user-friendly tools.

LEAPS

LEAPS is a research-based, practical program that improves behavior, grades, and attendance in K-12 education and juvenile justice environments. LEAPS was developed after over 10 years of research and clinical practice, and is being used by hundreds of schools in more than 40 school districts.

With a comprehensive library of lessons and powerful, interactive assessments tools, Leaps provides educators and interventionists with customized, actionable plans to improve social and emotional skills for any youth.

Developmental Assets Profile (DAP)

The DAP is an assessment to identify the youth's ownership level of developmental assets. The DAP measures the eight asset categories [Support, Empowerment, Boundaries and Expectations, Commitment to Learning, Constructive Use of Time, Positive Values, Social Competencies and Positive Identity] in a way that's quickly administered and scored. The DAP is scored locally, which means added flexibility. In addition to looking at the data from the asset category perspective, the data can also be scored within five context areas. You can assess how youth are faring personally, socially, and within the family, school, and community contexts.

Systemic Changes in Schools (SCIS) Planning Guide and Recommendation Form

The SCIS tool, used by PROMISE Family Counselors interns, is designed to assist in mapping out a personal journey toward one's goals. The student will contemplate and acknowledge the short-term steps needed toward reaching long-term goals. By following the directions and completing the activities, the student will be create both a written and visual look at what it will take for him / her to reach their goals. Once the student completes Strong Steps they will have a tangible outline of what they need to do in order for them to succeed.



SCIS Positive Planning Guide

The Dream	What is a small first step towards this goal?	What's Working- What first steps have I tried?	How can I do more of that?	What's not Working? What problem am I trying to solve but it's not working for me?	What can I try that is different?	Allies: People on my side
Describe						
What does it look like?						
How would I know it had happened?						
Who else would notice?						

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SCIS Recommendation Form
Nova Southeastern University

v. 1/31/13

CLIENT/STUDENT INFORMATION			
Client/Student Name:	_____		
Home School:	_____		
Age:	_____	Grade:	_____
		Gender:	_____

SUSPENSION INFORMATION	
Alternative Suspension School Site Name (and City):	_____
Current Reason:	_____
Length of Stay:	_____
Previous Reasons:	_____
Length of Stays:	_____

SESSION INFORMATION		
Session Day & Date:	_____	Time: _____
		Duration: _____

Student Goal(s):	_____

Successful Past or Present Steps Towards Goal: <i>(exceptions - times when things are working)</i>	_____

Family Support Towards The Goal:	_____

School Support Towards The Goal:	_____

Current Obstacles In The Way of Goal: <i>(as reported by student)</i> <i>(as reported by student)</i>	_____

Current Progress Towards Goal <i>(on scale):</i>	_____

Recommendations:	_____

Therapist signature, degree/license _____

Supervisor signature, degree/license _____

Therapist name (Print) _____

Date: _____



STAFFING MODEL

SCHOOL PROGRAM TEAM – POTENTIAL MEMBERS

Regular School Program Staff

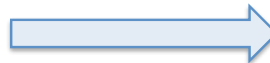
- Administrator
- Guidance Counselor
- School Social Worker
- School Resource Officer



Student

Family Members

Family &/or Student Supports



Case Manager



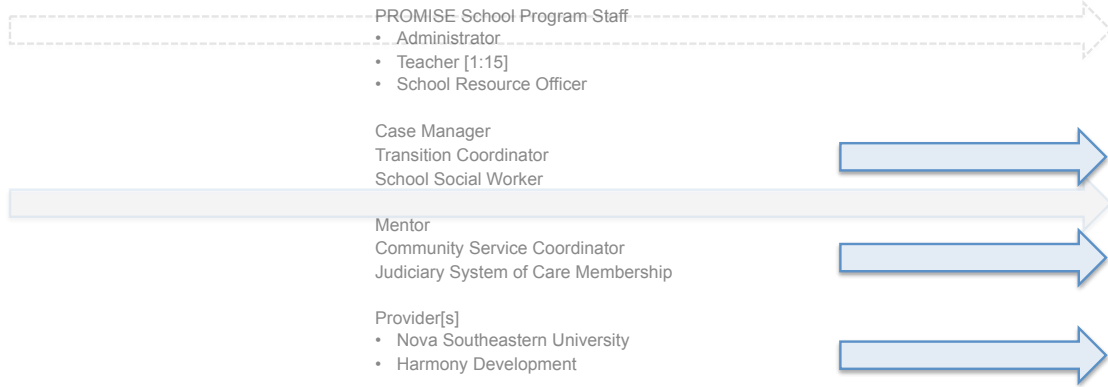
Provider[s]





STAFFING MODEL

PROMISE SITE TEAM MEMBERS





STAFFING MODEL

PROMISE TRANSITION TEAM MEMBERS

School Program Staff

Case Manager
Transition Coordinator
School Social Worker

Student
Family Members
Family &/or Student Supports

Mentor
Community Service Coordinator
Judiciary System of Care Membership

Provider[s]
• Nova Southeastern University
• Harmony Development

APPENDICES



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

Broward County Public Schools

In lieu of a referral to the Juvenile Justice Court System for an arrestable event and an external suspension, your child is being referred to the PROMISE program

TERMS OF AGREEMENT FOR STUDENT AND PARENT / GUARDIAN

Dear Student and Parent / Guardian:

_____ has committed a violation of the Code of Student Conduct and/or School Board Policy

5006: Suspension and Expulsion as a result of _____
(PROMISE Eligible Violation)

As a consequence, the school principal has determined and has submitted a request, pursuant to FS 1006.08(1), to remove your child from his assigned school, and your child is administratively assigned, in compliance with said law to attend the PROMISE (Preventing Recidivism through Opportunities, Mentoring, Interventions, Support and Education) program.

The PROMISE program has been designed to address the needs of students who have engaged in specified behaviors (classified as a misdemeanor offense; not negatively affecting public safety) and/or an act of bullying/harassment. PROMISE provides students with the opportunity to participate in a series of educational experiences, designed within the PROMISE domain.

Successful completion of the PROMISE program will serve as the acceptable penalty/consequence in lieu of an external suspension and/or delinquent referral to the juvenile justice system by the Broward County Public School system.

We, _____ (parent) and _____ (student), agree to participate fully and to complete successfully, the Broward County Public School’s PROMISE Program and complete all activities assigned to me. I understand that continued participation in this program, as well as successful completion, depends on the accomplishment of both short and long-term goals determined to be the benchmarks for success. Benchmarks include:

Student Responsibilities:

1. **Daily Attendance:** Student attendance is required.
2. Compliance with **all educational and behavioral activities** both at the PROMISE site and during the term of the school-based intervention.
3. **Counseling:** Participate and successfully complete counseling as appropriate and required for the specific offense.
4. Obey all requirements of Broward County Public School’s **Code of Student Conduct**.
5. Obey all **rules of the PROMISE site** and program.
6. While assigned to the PROMISE site, the student **may not participate** in any other school functions, activities or enter any school grounds other than the PROMISE site grounds for the specific hours of this program.
7. **Mentoring:** Participate in mentoring activities as required.
8. **Restorative Justice:** Participate in Restorative Justice activities as assigned and required.
9. Complete **Community Service** expectations, as assigned and required.
10. **Transition Plan:** Participate in the creation of and complete expectations outlined on the long-term school-based transition plan.

In order to avoid external suspension and/or a referral to the Juvenile Justice System of Care, your child must fully and successfully complete all assigned activities and all requirements of the PROMISE program.



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

Broward County Public Schools

AUTHORIZATION FOR RELEASE AND/OR REQUEST FOR INFORMATION AUTHORIZATION FOR COUNSELING SERVICES

I hereby request and authorize:

(Name of Person and /or School / Agency)

(Street Address (City) (State) (Zip) (Telephone #)

to engage in verbal and/or written communication with and release records to : The PROMISE Program located at Pine Ridge Educational Center at 1251 SW 42nd Avenue Fort Lauderdale, FL 33317 as well as to it's affiliated agencies and staff providing counseling services as part of the PROMISE Program services, regarding the information checked below concerning my child _____, whose date of birth is _____.

I understand that information concerning psychiatric, psychological, medical diagnosis; drug or alcohol abuse and educational information regarding my child may be released and/or communicated. I further understand that this information might contain information regarding my family, in addition to my child.

- ___ School/ Education Records
- ___ Treatment Plans
- ___ Health/ Medical Records
- ___ Substance Abuse Treatment Records
- ___ Social and /or Developmental History
- ___ Psychological and /or Psychiatric Evaluations
- ___ Case /Progress /Therapy Notes
- ___ Exceptional Student Education /Section 504 Records
- ___ Other _____
- ___ Other _____

I also understand and authorize PROMISE credentialed staff and affiliated agency's staff to provide counseling for my child. I authorize these services for the duration of my child's assignment to the PROMISE program both on site as well as back at school if indicated in my child's transitional plan.

All information I authorize to be released or requested will be held strictly confidential and cannot be released by the recipient without an additional written consent. I understand this authorization will expire one (1) year after the date signed, or on _____, 20____, whichever is earlier. A copy of this authorization is valid in lieu of the original. I further understand I may withdraw my consent at any time.

Print Name of Parent or Legal Guardian

Signature of Parent or Legal Guardian

Date

Relationship to Child

(USE THIS SPACE IF CONSENT IS WITHDRAWN)

Administrative Talking Points Guide

Administrators: The following is a guide for you to use when communicating with parents regarding a student’s assignment to PROMISE. This is not intended to be a word for word script that locks you in. You know the relationships you have within your school community and we trust your professional judgment in your work.

Initial Contact with Parent:

Your child has committed a violation of the Code of Student Conduct and School Board Policy 5006 as a result of (specify the PROMISE eligible infraction).

As a consequence your child is being administratively assigned for ___ days, as prescribed by the District’s Discipline Matrix, to the PROMISE Program at Pine Ridge Education Center beginning _____. (Note to administrator: This is an *assignment* even for ESE students).

Because of the nature and severity of the infraction and the prescribed consequence, I need you to come in today so I can give you the specific information about PROMISE and answer any questions you may have.

When meeting with parent/guardian:

As previously explained, your child has committed a violation of the Code of Student Conduct and School Board Policy 5006 as a result of (specify the PROMISE eligible infraction).

As a consequence your child is being administratively assigned for ___ days, as prescribed by the District’s Discipline Matrix, to the PROMISE Program at Pine Ridge Education Center beginning _____.

[If you feel the parent will challenge the PROMISE assignment, you can cite that the authority for this assignment is in pursuant to Florida Statute 1006.08(1)]

This program is an opportunity to avoid more serious consequences such as arrest, external suspension and potential expulsion from school. As you probably can imagine, any of these more severe consequences can result in lifelong repercussions.

Instead, the prescribed consequence dictated by the Discipline Matrix, is designed to give your child the opportunity to receive meaningful behavioral interventions and support by trained professionals both short-term at the site as well as for longer periods when your child returns to school.

Successful completion of the PROMISE program will serve as the acceptable penalty/consequence in lieu of external suspension, expulsion and/or delinquent referral to the Juvenile Justice System of Care by Broward County Public Schools.

Successful completion means that your child and you agree to fully complete **all** assigned activities and **all** requirements of the PROMISE program.

At this point, review the “Student and Parent Terms of Agreement”, obtain signatures, and obtain other required information requested on the PROMISE forms. Also, at this time, review the Pine Ridge rules as written in the “Student Rules Overview” handout ensuring you stress the search and cell phone (items #1 and #5.) Finally, ensure the parent signs the Authorization for Release and / or Request for Information /Authorization For Counseling Services form.

Next, let the parent know the date, time and room location of the Transition Meeting which will take place at your school upon the student’s return (refer to PROMISE Terms of Agreement item #11).

If it is a PROMISE eligible substance offense, (first offense only) remember to tell the parent that a substance abuse case manager will be making contact with them and entry into the state certified substance abuse program will afford the student a reduction in assigned days by 50%.

What to say when a parent or student refuses to agree to attend PROMISE:

As in other consequences dictated by the Broward Schools Discipline Matrix, the PROMISE assignment is not an option for parents or students for the eligible infractions. I must reiterate to you that PROMISE was designed to benefit students who have committed infractions that traditionally would have resulted in arrest and ask you to reconsider. The commitment to successfully complete the PROMISE program would avoid a referral to the Juvenile Justice System of Care and potential arrest.

If the parent/student still insist they will not agree to the PROMISE program, inform the parent/student that the student will be suspended externally for the number of days indicated by the Discipline Matrix. In addition, inform the parent they are being referred to the Juvenile Justice System of Care (refer to the PROMISE manual for description of the Juvenile Justice System of Care).



Action Steps Check-List
(Optional)



Initial Action Steps:	✓
1. Administrator calls parents / guardian and communicates infraction and has them come in for a conference.	
2. Administrator meets with parent /guardian to communicate all aspects of the PROMISE program, secure signatures on the PROMISE agreement and authorization of release of information/counseling services as well as additional suspension documents.	
3. Administrator documents parents/guardian response to program entry. If student/parent/guardian refuses PROMISE refer to Juvenile Justice System of Care.	
4. Administrator confirms space at site (Pine Ridge Center) for the days assigned.	
5. Administrator completes PROMISE administrative packet (Both suspension form, AES form *ensuring student lunch option is indicated).	
6. Administrator secures a confirmation from their respective transportation terminal.	
7. Administrator scans and emails PROMISE packet to site (with all required parent signatures).	
Additional requirements for ESE/or 504 Plan students:	
1. Administrator and liaison will ensure a continuum of service for the ESE student and adhere to all laws and regulations of FAPE.	
2. Administrator will ensure speech services, ESE facilitator hours either push in or pull out and accommodations as indicated in the IEP.	
3. Administrator will send the student's IEP "At A Glance" to the on-site coordinator or liaison prior to the student's arrival so services can be arranged. 504 accommodations must also be communicated to the program site.	



Action Steps Check-List
(Optional)



Action Steps Once Student Returns to School Site	
1. Administrator holds transition meeting with student, parent and other appropriate personnel. (Full CPST/RtI or mini-CPST/RtI meeting)	✓
2. Team reviews Transition Plan Step 1 and other summarizing documents sent from PROMISE on-site personnel. This will let the Team know what the student completed/received for services while engaged in the on-site portion of PROMISE. The Team develops a Transition Plan (Step 2) and completes any appropriate RtI documents (for Tier 2 or 3 interventions)	
3. Assigned Team members monitor the Plan elements ensuring success for the student. If the student does not comply or successfully complete the terms of the Plan, refer to Juvenile Justice System of Care.	
4. Hold a follow up meeting.	
5. Close case once the student has successfully completed all of the requirements of the PROMISE program.	



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

On-Site Information

Pine Ridge Education Center

1251 S.W. 42nd AVUENE

FORT LAUDERDALE, FL 33317

Phone: (754) 321-7250

Fax: (754) 321-7290

<http://pineridge.browardschools.com/>

INTRODUCTION

The PROMISE program is an initiative designed to address the unique needs of students who have committed a behavioral infraction that would normally lead to a juvenile delinquency arrest, and therefore, entry into the juvenile justice system. The PROMISE model is designed to insure public safety while allowing children the opportunity to participate in experienced-based pro-social interventions, to abrogate referral to law enforcement.

The foundation of the PROMISE program is both respect community safety and systemic understanding that builds on the strength of helping youth develop more effective coping skills and pro-social behaviors. The PROMISE program focuses on the situation as being the problem rather than the individual being the problem.

The PROMISE program six domains [Prevention, Recidivism, Opportunities, Mentoring, Intervention, Support, Education] build on the strengths of the participant, foster a system –of- care team approach with clear and specific expectations and outcomes embedded with a response to intervention.



MISSION STATEMENT

The mission of the PROMISE program, with the combined support of all stakeholders, is to provide a safe and nurturing learning environment where all students are treated with unconditional positive regard and acceptance. Within such an environment, each student will be empowered and inspired to reach his or her full academic, social, and emotional potential through high-quality instruction and challenging opportunities, to become productive, creative, and caring citizens.

VISION STATEMENT

We envision a program where stakeholders collaborate to forge a powerful model of education that equips students with the knowledge and skills to become responsible, contributing citizens within society, and attain high levels of achievement in all aspects of life. We are guided by one clear principle: that everything we do is “what’s best for the students.” The potential of all students to become productive citizens and self-directed lifelong learners permeates the expectations of all faculty, staff and administrators of PROMISE.

PROMISE STATEMENTS

PROMISE to foster a close working relationship between home, school and community

PROMISE to foster feelings of confidence and self-worth by creating a family-like atmosphere where students can grow socially, emotionally, and academically

PROMISE to expect students to perform at or above their anticipated achievement levels

PROMISE to provide instructional methods to fit the varied learning rates and styles of students

PROMISE to create a learning environment in which to foster the ideals of respect, responsibility and citizenship

PROMISE to expect honesty, integrity, pride, responsibility, and compassion

PROMISE to instill critical thinking, problem solving, and effective communication skills

PROMISE to share in the decision-making process

PROMISE to make learning a life-long process

PROMISE to appreciate, respect, and celebrate successes of students

PROMISE MOTTO

“Bring it, Everyday, All Day, Excellence”



School Year 2013-2014

Dear Student,

You are about to experience new and exciting opportunities in your education. As you transition to the PROMISE program, you will have the opportunity to gain new skills, talents, behaviors, and attitudes to create goals for your future. At this time, your future will begin to take shape because of the decisions you make now and the effort you put into the PROMISE program will greatly influence your college and career options. Pine Ridge Education Center is committed to providing you an excellent educational experience that will allow you to reach your goals.

Program completion is not far away; your performance and accomplishments in the PROMISE program will help determine your success. It is vital to remember that your attendance, conduct, and participation will determine your completion and transition. We hope you will find the PROMISE program helpful in developing your academic and personal plan. Please take time to discuss the program with your parents, counselors, and teachers and to ask any question you might have. Should you need additional information, please do not hesitate to contact your school counselor. When it comes to being the person you want to be, you can make this happen and we can help.

On behalf of your school administrators, counselors, teachers, and staff, we stand ready to support you in reaching your highest level of success. We wish you the best of luck and always know you are capable of great things.

- Pine Ridge Education Center



Student PROMISE Statement

I promise to care for others and myself

I promise to be respectful

I promise to help others

I promise to be fair and consistent

I promise to be trustworthy

I promise to believe in myself

I promise to engage in learning

I promise to accept the challenge to be my very best

I promise to do everything I can to succeed

I promise that, no matter what I will never give up



PINE RIDGE EDUCATION CENTER
 "Change Your Belief, Change Your Behavior, Change Your Life"
Belinda Hope, Principal
 Jon Feldman, Assistant Principal
 1251 SW 42nd Avenue, Ft. Lauderdale, FL 33317
 T: (754)321-7250 F: (754)321-7290

STUDENT RULES OVERVIEW 2013-2014

As a participant of the Promise Program, I understand that I "WILL NOT":

1. Bring any weapons of any kind to school for any reason. Bring any prescription or non-prescription drugs/alcohol to school or be under the influence of drugs or alcohol while at school. I understand that any and all of my personal items (including socks and shoes) will be searched on a daily basis by school staff, including, but not limited to, metal detectors, wands, etc.
2. Use any profanity and/or inappropriate language towards any member of the school staff or towards any other student while on school campus.
3. Display continuous self-injurious behavior and/or continuous aggression. In the event that a student displays this type of behavior, certified staff will implement Professional Crisis Management (PCM) procedures.
4. Bring any hats, do-rags or headgear of any type, any type of jewelry, including, but not limited to earrings, necklaces, bracelets, watches or rings, to school. These items will be confiscated immediately if worn on school campus.
5. Have any electronic devices in my possession during school hours, including, but not limited to cell phones, iPods, or any similar device. I understand that ALL electronic devices that I may bring to school will be properly stored in the Administrative Office until the end of the school day.
6. Bring more than ten dollars (\$10) to school on any given day.
7. Bring skate boards, roller blades, or ride a bicycle or similar items to school for any reason. Students are not permitted to drive vehicles to Pine Ridge Education School.
8. Wear any other clothing except the approved school uniform. All pants must be secured at the waist and all tops will be tucked in at all times.
9. Be allowed to transition to any location unattended on school campus. I will be escorted by school staff at all times.
10. Violate the Code of Student Conduct and the above listed rules. Failure to comply will result in serious consequences including, but not limited to, removal from the Promise Program.

As Parent and Legal Guardian, I have had sufficient opportunity to read the Student Rules Overview and ask questions. I understand and agree to its terms.

 Print Student's First, Last Name

 Student's Signature

 Date

 Print Parent's First, Last Name

 Parent's Signature

 Date

 School Representative

 School

 Date

SAMPLES for PROMISE transition plans

Broward County Public Schools

COLLABORATIVE PROBLEM SOLVING TEAM (CPST)

Initial Meeting Notes

Date of Meeting: 07.22.2013

Team Members present:

NAME	POSITION
Donald Duck	Administrator
Minnie Mouse	Guidance Counselor

Referral Date: 07.22.2013

Reason for Referral: Academic OR Behavior

Student data - Attach or write in relevant student data

Specifics: Joshua has just attended a 3 - day assignment to the PROMISE program for a violation involving trespassing on school grounds after hours. Joshua attended PROMISE and completed all components of the program including lessons from LEAPS. This was his first suspension.

Parent Comments:

Parents feel Joshua needs school support and counseling.

Initial CPS Team Meeting on this student

Review any data or documentation the student's teacher brought to CPS Team

CPS Team Recommendations: (check one)

Initiate/Modify Tier 1 strategies

(Send back to teacher with comments entered below)

SAMPLES for PROMISE transition plans

Initiate new Tier 2 interventions

(Set next meeting date below then proceed to create Tier 2 Record)

Initiate new Tier 3 interventions

(Set next meeting date below then proceed to create Tier 3 Record)

Refer Teacher to other professional support: Referred to: Counselor Ms. Smith Date: 07.22.2013

(Set next meeting date below - auto create referral to SSW if applicable)

Refer Student to outside behavior support: Referred to: _____ Date: _____

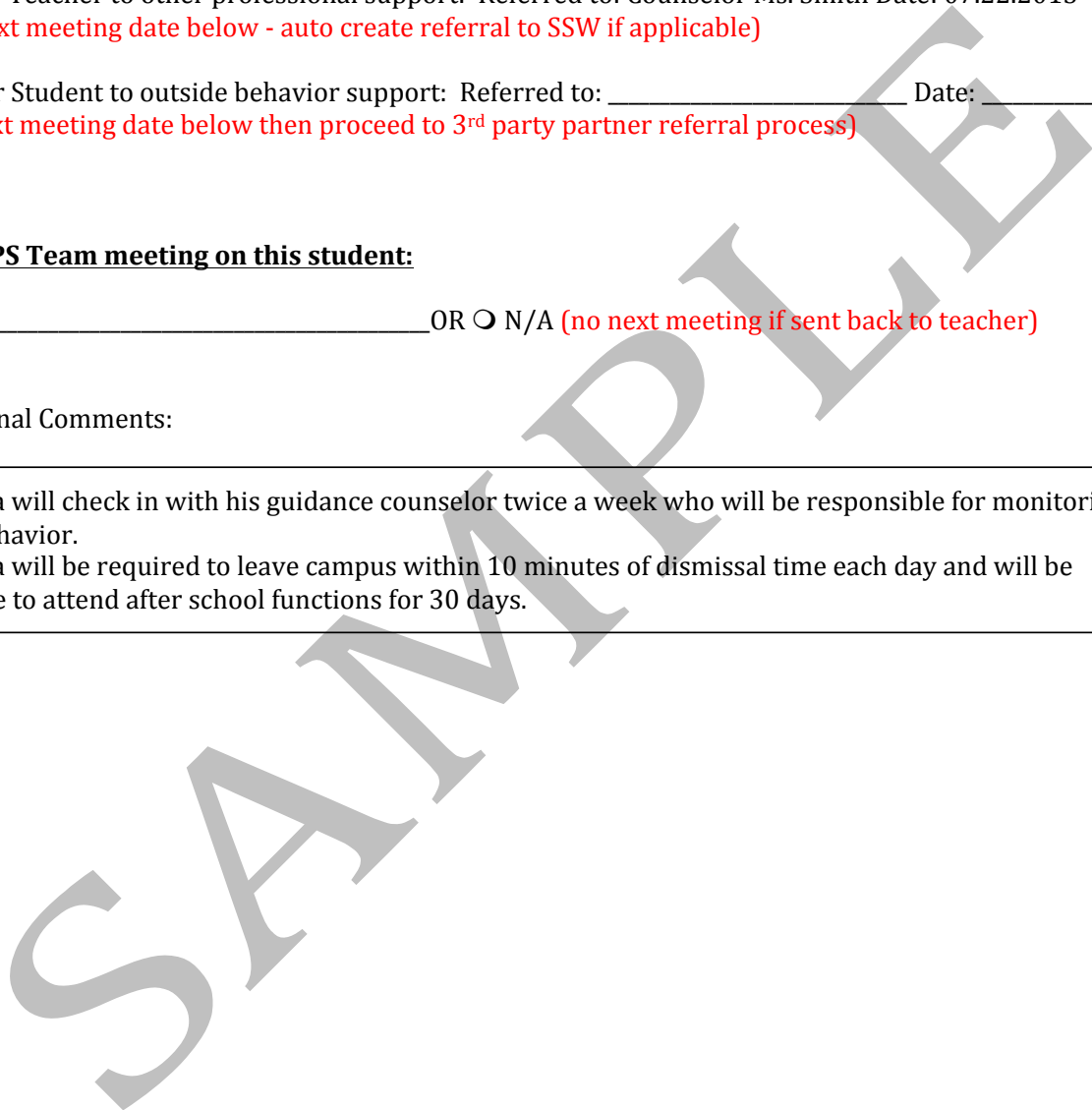
(Set next meeting date below then proceed to 3rd party partner referral process)

Next CPS Team meeting on this student:

Date: _____ OR N/A (no next meeting if sent back to teacher)

Additional Comments:

Joshua will check in with his guidance counselor twice a week who will be responsible for monitoring his behavior.
 Joshua will be required to leave campus within 10 minutes of dismissal time each day and will be unable to attend after school functions for 30 days.



Revised 04.05.2013

Broward County Public Schools

COLLABORATIVE PROBLEM SOLVING TEAM (CPST)

Follow-Up Meeting Notes

Date of Meeting: September 7, 2013

Team Members present:

NAME	POSITION
Donald Duck	Administrator
Minnie Mouse	Guidance Counselor

Referral Date: 7.20.2013

Reason for Referral: Academic OR Behavior

Specifics: Joshua has attended a 3 - day assignment to the PROMISE program for a violation involving trespassing on school grounds after hours. Joshua attended PROMISE and completed all components of the program including lessons from LEAPS. This was his first suspension.

Student data – Attach or write in relevant student data

Joshua has had no further incidents of trespassing. He has not had any issues with behavior and has been focused on school and academics.

Student is currently receiving: (check one)

- Tier 1 strategies
 Tier 2 interventions
 Tier 3 interventions

Review and attach graphic representation of baseline and intervention data

Response to Intervention:

POOR or QUESTIONABLE (If either "Poor" or Questionable" choose next action below)

- Modify Tier 2 interventions
(Set next meeting date below then proceed back to the Tier 2 Record for modification)
- Initiate/Modify Tier 3 interventions
(Set next meeting date below then proceed to modify or create Tier 3 Record)
- Refer Teacher to other professional support

Revised 04.05.2013

Referred to: _____ Date: _____
 (Set next meeting date below - auto create referral to SSW if applicable)

- Refer Student to outside behavior support
 (Set next meeting date then proceed to 3rd party partner referral process)

POSITIVE: (choose one)

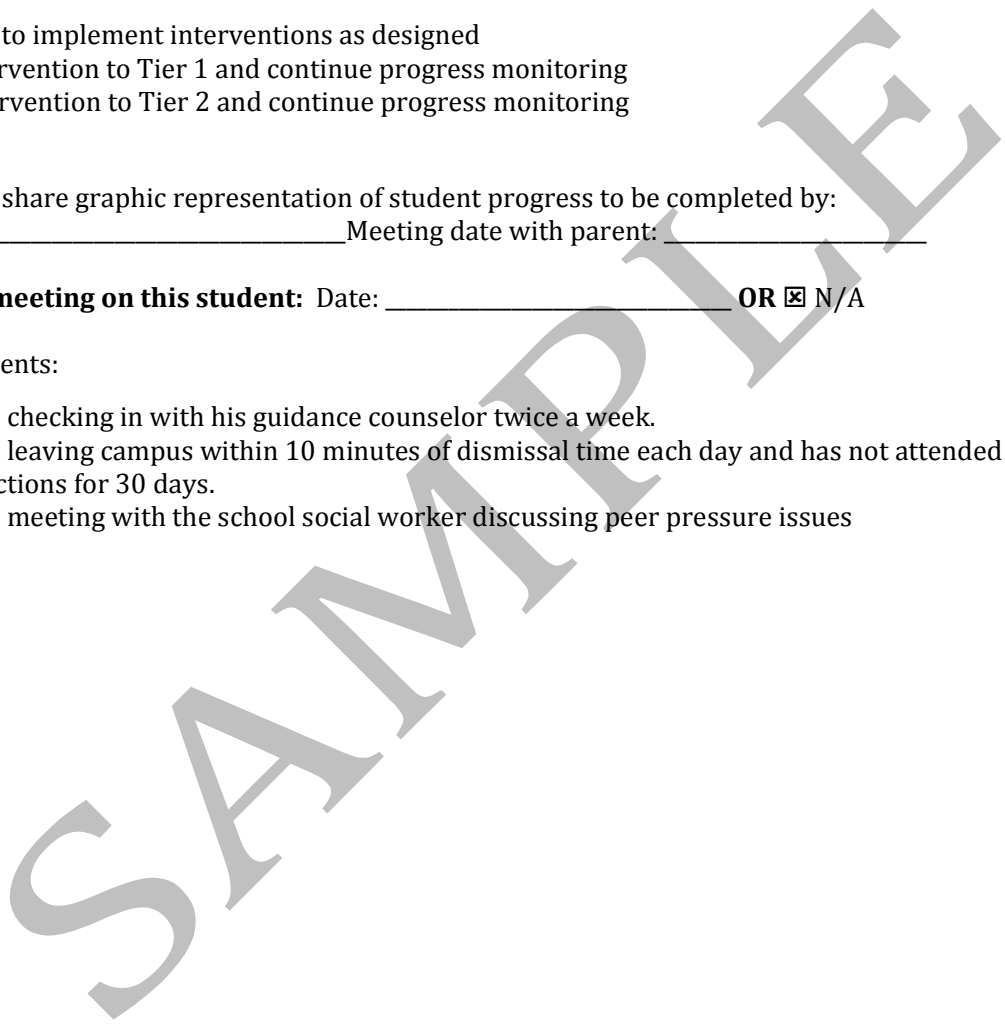
- Continue to implement interventions as designed
- Fade intervention to Tier 1 and continue progress monitoring
- Fade intervention to Tier 2 and continue progress monitoring

Parent contact to share graphic representation of student progress to be completed by:
 Name: _____ Meeting date with parent: _____

Next CPS Team meeting on this student: Date: _____ **OR** N/A

Additional Comments:

Joshua has been checking in with his guidance counselor twice a week.
 Joshua has been leaving campus within 10 minutes of dismissal time each day and has not attended after school functions for 30 days.
 Joshua has been meeting with the school social worker discussing peer pressure issues



Broward County Public Schools

COLLABORATIVE PROBLEM SOLVING TEAM (CPST)

Initial Meeting Notes

Date of Meeting: September 20, 2013

Team Members present:

NAME	POSITION
Mickey Mouse	Assistant Principle
Donald Duck	Guidance Counselor
Daisy Mae	Social Worker
Bart Simpson	Student

Referral Date: September 15, 2013

Reason for Referral: Academic OR Behavior

Specifics: Bart has spent 5 days in PROMISE for initiating a major fight on campus. This was his first assignment to PROMISE, however, Bart has had several incidents of conflict with other students that had not risen to the level of a physical fight until now. In most cases, conflict mediation helped to resolve the conflicts. Bart tends to believe rumors and become angry quickly.

Student data - Attach or write in relevant student data

Bart has had 3 conflict mediations so far this year and had 7 last year. Each mediation has been with different people. Bart has not self-referred for mediation, but others have requested assistance when they felt threatened regarding fighting Bart. Most recently, Bart initiated a fight that resulted in a major campus disturbance in which administration needed to ring bells early to get students in class.

Parent Comments:

Bart's parents feel that Bart is becoming more and more angry each day. They separated last year and have been going through a difficult divorce. They report that they have not pursued counseling for Bart because of financial reasons. Bart has been staying with his mother and has been seeing his father occasionally.

Initial CPS Team Meeting on this student

Review any data or documentation the student's teacher brought to CPS Team

CPS Team Recommendations: (check one)

Initiate/Modify Tier 1 strategies

(Send back to teacher with comments entered below)

Initiate new Tier 2 interventions

(Set next meeting date below then proceed to create Tier 2 Record)

Initiate new Tier 3 interventions

(Set next meeting date below then proceed to create Tier 3 Record)

Refer Teacher to other professional support: Referred to: Social Worker Date: September 20, 2013

(Set next meeting date below - auto create referral to SSW if applicable)

Refer Student to outside behavior support: Referred to: _____ Date: _____

(Set next meeting date below then proceed to 3rd party partner referral process)

Next CPS Team meeting on this student:

Date: November 1, 2013

OR N/A (no next meeting if sent back to teacher)

Additional Comments:

A Tier 2 record will be developed as well as a referral to the social worker who will link Bart's family to an outside behavioral health agency for support and counseling services.

SAMPLE

School Board of Broward County
Tier 2 Individual Intervention Record (B)

Student Data: (auto populated from BASIS)

Plan Date: ⌘ (pop up calendar)

Primary Target Behavior: CPS Team chooses one Target Behavior from the lists below based on teacher input and team discussion. Team chooses most severe/disruptive/pivotal behavior:

Externalized Behaviors of Concern:

CHOOSE ONLY ONE:

- Physically aggression towards others or things
- Verbally aggressive
- Arguing
- Defiance/non-compliance
- Out of seat/area
- Tantrums
- Not following directions
- Steals
- Impulsive
- Talks excessively
- Uses profanity

Internalized Behaviors of Concern:

- Does not interact with teacher/peers
- Overly shy or timid
- Is teased or bullied
- Does not participate in class/games
- Self injurious statements/behaviors
- Withdrawn
- Belittles self or abilities
- Clings to adults
- Cries/appears sad
- Claims illness to avoid school or assignment

STEP 1: Problem Identification (check all that apply)

When does the Target Behavior occur?

- AM before start of classes
- 1st Period
- 2nd Period
- 3rd Period
- 4th Period
- 5th Period
- 6th Period
- PM after end of classes

Where does the Target Behavior occur? (check all that apply)

- Hallway
- Classroom
- Cafeteria
- Bathroom
- Bus/bus area

Frequency: How often does the Target Behavior occur?

Bart has had one conflict per week since school started this year as well as one major fight, which resulted in him being assigned to the PROMISE program.

Duration: How long does the Target Behavior last?

The major fight lasted several minutes and drew a large crowd until the bell was rung for students to disperse the area

Intensity: Rate the severity of the Target Behavior: (check one)

- 1 - mild
- 2 - moderate
- 3 - severe
- n/a

STEP 2: Problem Analysis

Hypothesis: What is the likely cause/function of the Target Behavior?

- Power
- Attention
- Avoidance of person/task
- Seeking out person/task
- To receive tangible/activity
- For internal stimulation

Goal Behavior: What is the Goal for the intervention? (State in quantitative terms; for example, "... will decrease Target Behavior from 3 times an hour to 1 time an hour...")

Bart will decrease his physical aggression toward others by 100% by using taught anger management and self control strategies.

STEP 3: Intervention Design (choose all that apply)

Focus of Intervention(s):

- Decrease (consequence) Target Behavior
- Increase (reinforce) Goal Behavior
- Teach lessons directly related to Target/Goal Behaviors (expectations, rules, problems solving skills social skills, etc.)
- Class-wide positive behavior plan (token economy, point system, response cost system, etc.)
- Individual (or small group) positive behavior plan (contracting, student's self-management, point system, etc.)

Brief Description of Intervention(s)*:

*Bart will participate in LEAPS lessons with the school social worker one time per week for six weeks, completing six targeted lessons on self control and anger management.

*Evidence-Based interventions can be found in the Intervention Resource List in the BASIS help folder and include: CHAMPs, PRIM, RIDE, Encyclopedia of Behavior Management, and a few websites, including interventioncentral.org.

*Bart will meet with a counselor from Harmony one time per week who will provide one on one individual counseling as well as family counseling.

*Bart will attend at least one “children of divorce” group counseling session through Harmony.

*Upon entering campus, Bart will report to the main office each morning where he will wait for the bell. He will not be allowed outside on campus until he finished his LEAPS lessons and masters some of the skills taught. After school, Bart’s ride will pick him up in the front office.

*Bart will meet with his guidance counselor one time per day to discuss any conflicting issues or rumors and his responses. They will set their schedule for a brief mid day meeting after lunch. If the counselor is not available, he will meet with the peer counseling coordinator. Reinforcement for using strategies learned from the LEAPS lessons and sessions with the counselor will be given as choice rewards based on a student interest inventory given.

Frequency:

When will intervention be implemented?

One time per day with guidance counselor

One time per week with social worker

One time per week with Harmony counselor

Location:

Where will intervention be implemented?

Hallway

Classroom / office

Cafeteria

Bathroom

Bus/bus area

Duration:

How long will intervention be implemented?

from: ⌚ (September 21, 2013) until: ⌚ (November 1, 2013)

Materials:

What materials are needed to implement?

LEAPS lessons, student interest inventory, choice reinforcements (any monetary ones provided by parents)

What tool will be used to document implementation/outcome?

Frequency chart

Duration chart

Latency chart

ODR analysis and chart

When will Baseline Data be collected?

from:

Who will teach student?

The social worker

When?

⌚ September 21, 2013

STEP 4: Implementation:

When will intervention be started?

⌚ September 21, 2013

Who will implement intervention?

☑ Guidance counselor, social worker, Harmony counselor

Who will collect data/progress monitor?

☑ Guidance counselor

Who will contact student's home?

Mr. Duck, guidance counselor will contact home via phone and send a copy of the record to the home as well.

STEP 5: Follow up

When will the CPS Team reconvene to discuss?

November 1, 2013

SAMPLE

Revised 04.05.2013

Broward County Public Schools

COLLABORATIVE PROBLEM SOLVING TEAM (CPST)

Follow-Up Meeting Notes

Date of Meeting: November 2, 2013

Team Members present:

NAME	POSITION
Mickey Mouse	Assistant Principal
Donald Duck	Guidance Counselor
Daisy Mae	Social Worker
Bart Simpson	Student
Alice Wonderland	Harmony Counselor
Jack and Jill Simpson	Parents

Referral Date: September 20, 2013

Reason for Referral: Academic OR Behavior

Specifics: Bart was initially referred to the Team because of an infraction of a PROMISE eligible offense – major fight. During discussion, it was determined that Bart had been having many conflicts prior to the incident, but that hadn't risen to the level of a physical fight. It was discovered that he had received many conflict mediations in the past and that he was not the one to initiate getting help. His parents reported that his anger and aggression had been escalating since their separation and divorce.

Student data – Attach or write in relevant student data

Initial data indicated that Bart has had 3 conflict mediations so far this year and had 7 last year. Each mediation has been with different people. Bart has not self-referred for mediation, but others have requested assistance when they felt threatened regarding fighting Bart. Most recently, Bart initiated a fight that resulted in a major campus disturbance in which administration needed to ring bells early to get students in class. Since intervention, Bart has had no conflict mediations and has not had any aggressive outbursts. He has attended all counseling sessions with the school social worker and the Harmony counselor.

Student is currently receiving: (check one)

Tier 1 strategies Tier 2 interventions Tier 3 interventions

Review and attach graphic representation of baseline and intervention data

Response to Intervention:

POOR or QUESTIONABLE (If either "Poor" or Questionable" choose next action below)

Modify Tier 2 interventions

Revised 04.05.2013

- (Set next meeting date below then proceed back to the Tier 2 Record for modification)
- Initiate/Modify Tier 3 interventions
(Set next meeting date below then proceed to modify or create Tier 3 Record)
- Refer Teacher to other professional support
Referred to: _____ Date: _____
(Set next meeting date below - auto create referral to SSW if applicable)
- Refer Student to outside behavior support
(Set next meeting date then proceed to 3rd party partner referral process)

POSITIVE: (choose one)

- Continue to implement interventions as designed
- Fade intervention to Tier 1 and continue progress monitoring
- Fade intervention to Tier 2 and continue progress monitoring

Parent contact to share graphic representation of student progress to be completed by:

Name: Donald Duck, Guidance counselor

Meeting date with parent: November 1, 2013

Next CPS Team meeting on this student: Date: _____ **OR** N/A

Additional Comments:

Bart's family will continue to receive family counseling on a once a month basis rather than a once per week basis. Bart will be seen individually as determined during the family session. The guidance counselor will continue to monitor Bart's interactions with other students. The peer counseling coordinator will be asked to inform the AP and guidance counselor if mediation requests come in from students who name Bart as a requested participant.

Sample Scenario #1

Specifics:

Joshua has just attended a 3 - day assignment to the PROMISE program for a violation involving trespassing on school grounds after hours. Joshua attended PROMISE and completed all components of the on site program including lessons from LEAPS. This was his first suspension.

Parents feel Joshua needs school support and counseling. They also report he has been hanging out with a different group of students lately.

Plan:

Because Joshua has never had a discipline referral and / or any other behavioral issue during his school history, the Team feels he would benefit mostly from some brief counseling and monitoring. It will not be necessary at this time to develop a Tier 2 or 3 Record.

Brief Description of some suggested actions:

*The guidance counselor will be responsible for monitoring Joshua's behavior and classwork. The guidance counselor will communicate with all teachers weekly to determine any negative changes. The guidance counselor will also meet weekly with Joshua to discuss any changes / give reinforcement for positive reports.

*Joshua will be required to leave campus within 10 minutes of dismissal time each day and will be unable to attend after school functions for 30 days.

*Joshua will be referred to the school social worker who will meet with Joshua at least 3 times during the next six weeks with focus on school friends and peer pressure.

Sample Scenario #2:

Specifics:

Bart has spent 5 days in PROMISE for initiating a major fight on campus. This was his first assignment to PROMISE, however, through conversation with the Team as well investigation into Bart's history at school, it has been discovered that Bart has had several incidents of conflict with other students. Prior incidents have not risen to the level of a physical fight until now. In most cases, conflict mediation helped to resolve the conflicts. Bart tends to believe rumors and become angry quickly.

Bart has had 3 conflict mediations so far this year and 7 during the last school year from December through June. Mediations have been with different people. Bart has not self-referred for mediation, but others have requested assistance when they felt threatened by Bart. Most recently, Bart initiated a fight that resulted in a major campus disturbance in which administration needed to ring bells early to get students in class. Prior to last year, Bart had no reported conflicts with others or any behavioral referrals for physical aggression.

Bart's parents report they separated last year and have been going through a very difficult divorce. They report that Bart does not discuss the situation with either parent, but he is often angry at home lashing out verbally and physically at his siblings and parents.

Plan:

Because Bart has been becoming progressively more and more angry with others and has had multiple conflict mediations involving different students each time and because Bart has now been the aggressor in a major fight; which created a major disturbance on campus, it is felt Bart would benefit from structured Tier 2 interventions.

Brief Description of some suggested intervention(s)*:

*Bart will participate in LEAPS lessons with the school social worker one time per week for six weeks, completing six targeted lessons on self-control and anger management.

*Bart will meet with a counselor from Harmony one time per week who will provide one on one individual counseling as well as family counseling.

*Bart will attend at least one "children of divorce" group counseling session through Harmony within the next six weeks.

*Bart will not be able to be on campus before or after school in an unstructured environment. Upon entering campus, Bart will report to the main office each morning where he will wait for the bell. He will not be allowed outside on campus until he finishes his LEAPS lessons and masters identified skills taught. After school, Bart's parent will pick him up in the front office.

*Bart will meet with his guidance counselor one time per day to discuss any conflicting issues or rumors and his responses. They will set their schedule for a brief mid day meeting after lunch. If the counselor is not available, he will meet with the peer counseling coordinator. When Bart uses taught appropriate responses to difficult situations, choice reinforcement will be given. Reinforcements will be based on choice rewards indicated on a student interest inventory. (Parents will provide any monetary cost for choice rewards.)

Sample Scenario #3

Specifics:

Alice Wonderland was assigned to the PROMISE program for 5 days following a false accusation of a faculty member. Although this was the first incident involving a staff member and a first assignment to PROMICE, Alice has had several incidents involving false statements to adults and peers about others. During the Team conference, the Team reviewed Alice's school records in detail. Records show several documented actions by teachers in which teachers have called home, changed seating arrangements, held student conferences and referred Alice to her guidance counselor for making false statements and accusations about peers. Upon further check, it was noted that Alice made a report to the child abuse liaison about a family situation in which a report was made. A subsequent investigation proved the accusation was unfounded. Parents report that Alice is continuously lying at home about siblings, and things happening at school.

Plan:

The Team met and noted a pattern of lies from Alice that are getting progressively more and more frequent and harmful. The Team feels that Alice may benefit from a very structured Tier 3 Intervention record. An FBA is needed at this time in order to determine if Alice might benefit from a Positive Behavior Intervention Plan (PBIP). An FBA would help to determine the cause of the lies and would give you more information on Alice. It may be warranted in this case rather than working in Tier 2.

The Team will complete an FBA on Alice regarding incidents of lying.

- Identify the reason(s) why Alice is being dishonest. Steps in this process include:
 - Tracking the behavior
 - Noting when it happens; what is going on around before, during, and after the dishonesty occurs; and its frequency
 - Also include responses from other staff and peers
- Look for patterns in the information gathered (e.g., Does she lie when she has done something inappropriate, when she is excluded from a group, when having conflicts with others, during free time in class?)
- What are the results of the behavior (i.e., attention from staff or peers)?
- Interview or talk with Alice
- Make an educated guess as to why she is lying (e.g., wanting attention, unable to express feelings in appropriate ways, lacking social skills for interacting with peers, low self-esteem, fear)

If a PBIP is warranted, the Team would need to work on decreasing incidents of lying. Choose strategies based on the information gathered, monitor progress and give enough time for the strategies to work.

Brief Description of some suggested actions:

The PBIP needs to:

- Outline clearly and specifically what the consequences are for lying and these need to be directly related to the lie.
 - If you find that Alice's lying is a form of attention seeking, it should include positive behavioral supports that reward Alice and provide positive attention when she is honest and productively engaged.
 - If the lying is tied into an overactive imagination, the PBIP should clearly direct adults to help her channel that creativity into story writing, art work, poetry or another socially acceptable means of storytelling.
 - You could also include counseling as a related service along with goals to use social stories, role playing or problem solving games to develop the skills necessary to connect cause and effect and to explore other ways of handling situations.

Samples of Follow-Up Activities and Interventions

Plan Element	Expectation	# of Occurrences	Duration of Occurrence	Expectation Review Parameter[s]	Participant[s]
Daily Performance Review	<i>Meet all classroom and school behavior standards</i>	Daily	Daily	<i>Student must meet standard – expectation plan to be evaluated after ten days</i>	The SRO
	<i>Check in prior to start of school, during all transitions and at close of school</i>	Daily	Daily	<i>Student must meet standard – expectation plan to be evaluated after ten days</i>	The SRO
	<i>Eat lunch in a designated area and participate in enhancement activity</i>	Daily	Daily	<i>Student must meet standard – expectation plan to be evaluated after ten days</i>	The SRO
Counseling	<i>Meet with Assigned Counselor & meet objectives</i>	Weekly	Approximately 60 minutes per week for 6 weeks	<i>Outcome Measures:</i>	Counselor
Restorative Justice	<i>Meet with R/J Facilitator & meet objectives</i>	Weekly	TBD	<i>Outcome Measures:</i>	R/J Facilitator
Community Service	<i>Perform thirty hours of community service</i>	3 hours per week	5 weeks	<i>Outcome Measures:</i>	Community Services Coordinator
Family Counseling	<i>Meet with Assigned Counselor & meet objectives</i>	Weekly	Approximately 60 minutes per week for 6 weeks	<i>Outcome Measures:</i>	Counselor

DAILY PERFORMANCE LOG

Student Name:

Student #:

Date:

5: OUTSTANDING 3: ACCEPTABLE 1: NOT TO STANDARD

TIME	EXPECTATION	PERFORMANCE 5-4-3-2-1	TEACHER / STAFF MEMBER	STUDENT INITIAL
PRIOR TO START OF SCHOOL				
1 ST PERIOD				
2 ND PERIOD				
3 RD PERIOD				
LUNCH				
5 TH PERIOD				
6 TH PERIOD				
7 TH PERIOD				
END OF SCHOOL				

STUDENT SIGNATURE:

ASSIGNED STAFF SIGNATURE:



This document certifies that _____ has successfully met all of the expectations set forth for her/his participation in the PROMISE program.

Student Signature

Date

Parent/Guardian Signature

Date

BCPS Administrator

Date

BCPS Administrator

Date

Other

Date

**FOR MORE INFORMATION REGARDING PROMISE,
CONTACT
DIVERSITY, CULTURAL OUTREACH & PREVENTION
754.321.2568**

The School Board of Broward County, Florida

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PROMISE OUTCOMES

Section 3

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PROMISE Year One 2014



First year data (2013-14) was collected and reported based upon students who committed PROMISE eligible infractions and attended the PROMISE Alternative to External Suspension site, subsequent to their school-based assignment to participate in the intervention program.

Total PROMISE Infractions

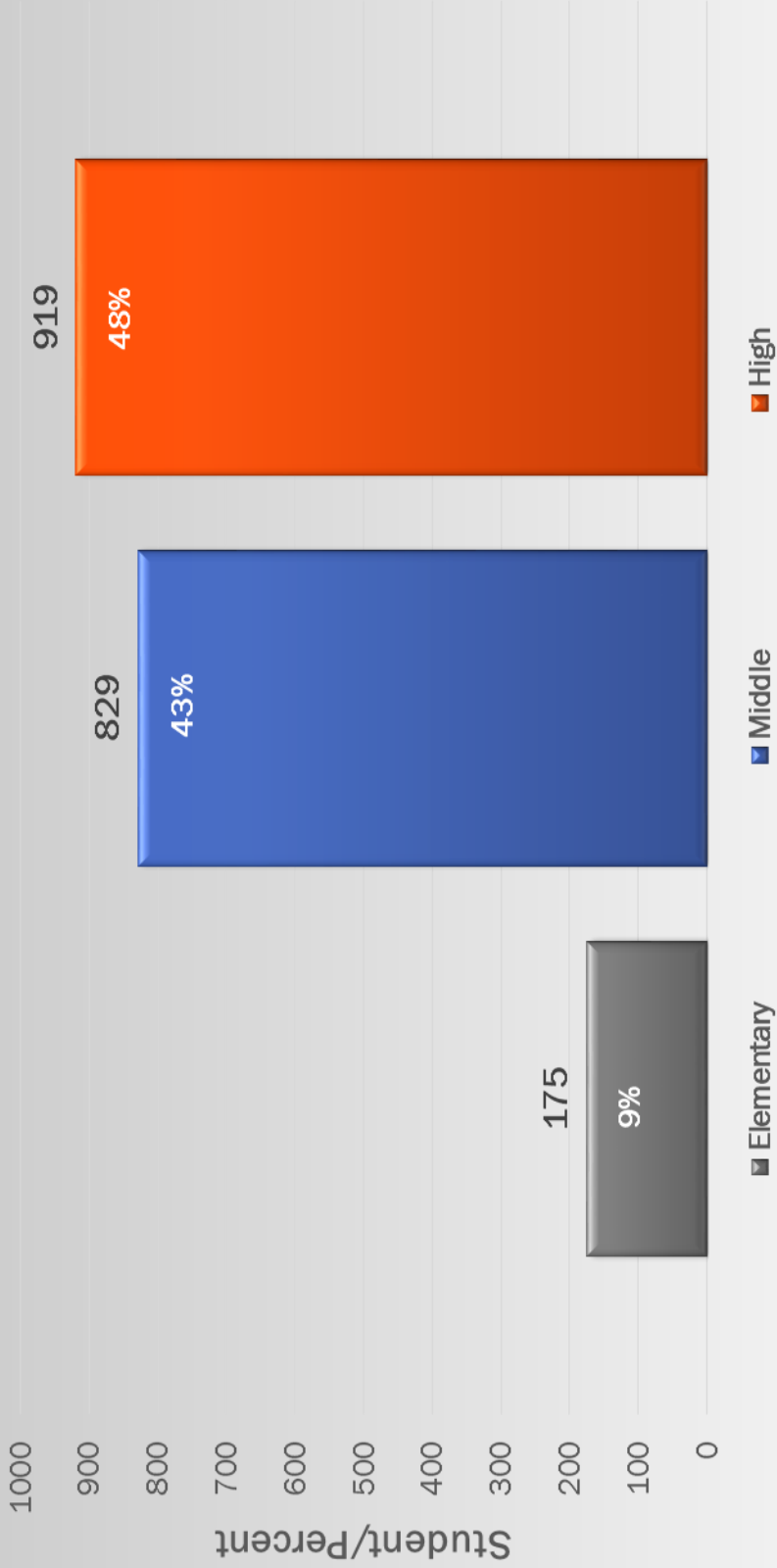
SY 2013 - 2014

Incidents	Totals
Trespassing	2
Alcohol -Use/Possession/Under the Influence	68
Alcohol Sale/Attempted Sale/Transmittal	7
Assault/Threat (no harm or injury) Medium Level	185
Disruption on Campus - Major	196
Drug - Possession/Use/Under the Influence	531
Drug Paraphernalia - Possession	66
Fighting - Mutual Combat	942
Harassment	6
False Accusation	2
Theft - Petty < \$300	13
Vandalism/Damage to Property <\$1000	82
Bullying	28

Total - 2,128



Total Unduplicated PROMISE Eligible Infractions by School Level (including Charters)



As of May 16, 2014



Total Unduplicated PROMISE Eligible Infractions by Grade Level (including Charters)

Grades	Totals	Percent
KG	13	1%
01	16	1%
02	20	1%
03	35	2%
04	43	2%
05	48	2%
06	240	13%
07	299	16%
08	290	15%
09	310	16%
10	268	14%
11	201	10%
12	140	7%

As of May 16, 2014



Total Unduplicated PROMISE Eligible Infractions by Gender (including Charters)

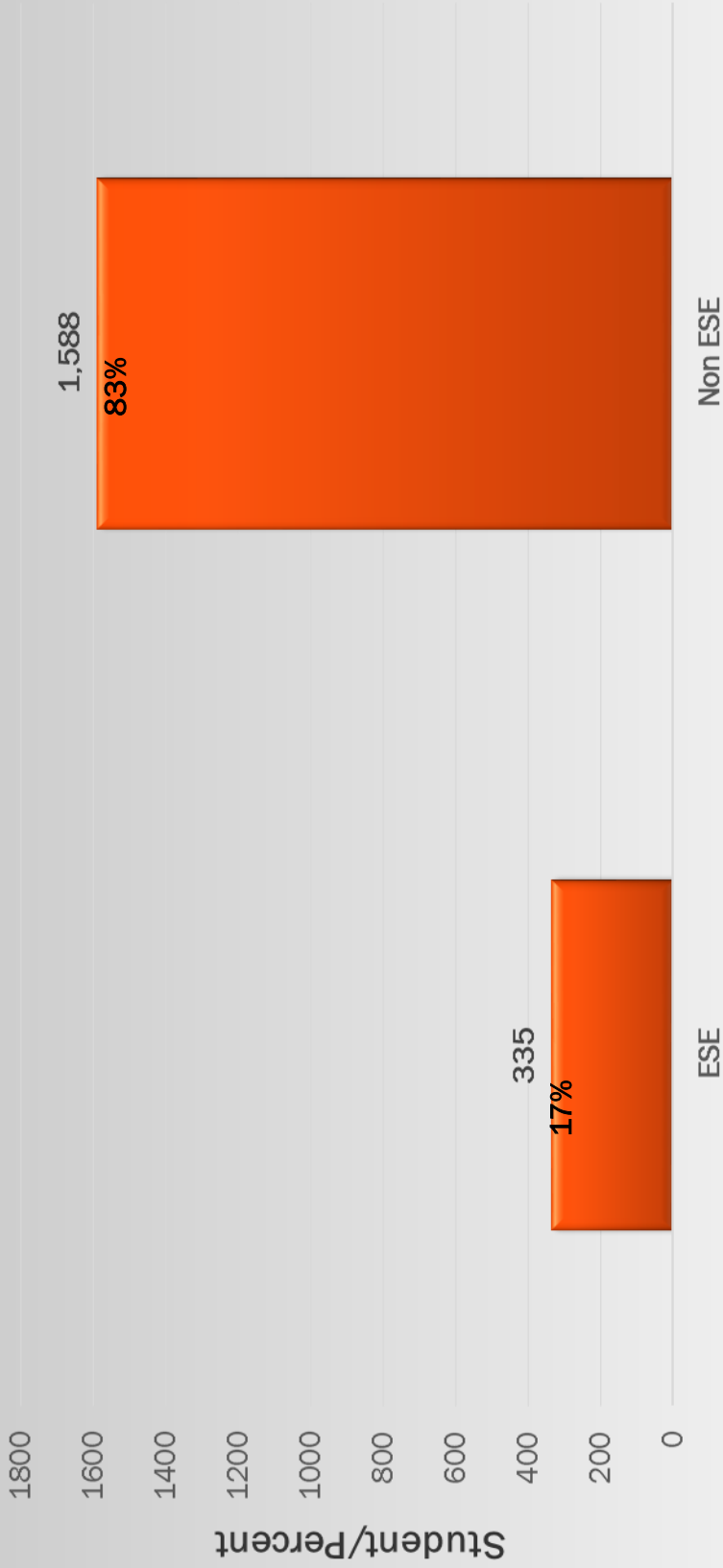


Total Unduplicated PROMISE Eligible Infractions by Race/Ethnicity (including Charters)



As of May 16, 2014

Total Unduplicated PROMISE Eligible Infractions Exceptional Education vs General Education (including Charters)



As of May 16, 2014

Highest Need Schools

High	Middle	Elementary
HOLLYWOOD HILLS HS - 76	NEW RIVER MS - 88	DILLARD ELEM - 14
BOYD H. ANDERSON - 69	DEERFIELD BEACH MS - 63	LARKDALE ELEM - 13
SOUTH BROWARD HS - 62	MARGATE MS - 62	ORIOLE ELEM - 13
DEERFIELD BEACH HS - 50	PARKWAY MS - 50	ROYAL PALM ELEM - 12
CORAL GLADES HS - 46	LAUDERDALE LAKES MS - 49	BETHUNE MARY M ELEM - 8

Overall High School Total - 919 Overall Middle School Total - 829 Overall Elementary Total - 175



Unduplicated Student Incidents by PROMISE Eligible Infractions (including Charters)

Trespassing						
Level	Total	Gender	Total	Race/Ethnicity	Total	Exceptionality
Elem	0	Male	2	Black	2	ESE
Middle	1	Female		White	0	Non ESE
High	1			Hispanic	0	
				Other	0	
						Total
						2
						0
						0

Alcohol-Use/Possession/Under the Influence						
Level	Total	Gender	Total	Race/Ethnicity	Total	Exceptionality
Elem	3	Male	44	Black	35	ESE
Middle	28	Female	23	White	12	Non ESE
High	36			Hispanic	17	
				Other	3	
						Total
						9
						58

Alcohol Sale/Attempted Sale/Transmittal						
Level	Total	Gender	Total	Race/Ethnicity	Total	Exceptionality
Elem	0	Male	6	Black	0	ESE
Middle	1	Female	1	White	3	Non ESE
High	6			Hispanic	3	
				Other	1	
						Total
						0
						7

Assault/Threat (no harm or injury) Medium Level						
Level	Total	Gender	Total	Race/Ethnicity	Total	Exceptionality
Elem	78	Male	122	Black	116	ESE
Middle	40	Female	25	White	10	Non ESE
High	29			Hispanic	16	
				Other	5	
						Total
						45
						102



Unduplicated Student Incidents by PROMISE Eligible Infractions (including Charters) - continued

Disruption on Campus - Major						
Level	Total	Gender	Total	Race/Ethnicity	Total	Exceptionality
Elem	13	Male	117	Black	164	ESE
Middle	113	Female	69	White	4	Non ESE
High	60			Hispanic	17	
				Other	1	
						Total
						32
						154

Drug - Possession/Use/Under the Influence						
Level	Total	Gender	Total	Race/Ethnicity	Total	Exceptionality
Elem	1	Male	380	Black	206	ESE
Middle	153	Female	131	White	137	Non ESE
High	357			Hispanic	137	
				Other	31	
						Total
						77
						434

Drug Paraphernalia - Possession						
Level	Total	Gender	Total	Race/Ethnicity	Total	Exceptionality
Elem	1	Male	49	Black	37	ESE
Middle	28	Female	17	White	12	Non ESE
High	37			Hispanic	16	
				Other	1	
						Total
						10
						56



Unduplicated Student Incidents by PROMISE Eligible Infractions (including Charters) - continued

Fighting - Mutual Combat						
Level	Total	Gender	Total	Race/Ethnicity	Total	Exceptionality
Elem	63	Male	506	Black	705	ESE
Middle	456	Female	385	White	52	Non ESE
High	372			Hispanic	114	
				Other	20	
						Total
						151
						740

Harassment						
Level	Total	Gender	Total	Race/Ethnicity	Total	Exceptionality
Elem	1	Male	4	Black	2	ESE
Middle	2	Female	2	White	1	Non ESE
High	3			Hispanic	2	
				Other	1	
						Total
						1
						5

False Accusation						
Level	Total	Gender	Total	Race/Ethnicity	Total	Exceptionality
Elem	0	Male	2	Black	1	ESE
Middle	0	Female	0	White	1	Non ESE
High	2			Hispanic	0	
				Other	0	
						Total
						0
						2



PROMISE Student Recidivism (including Charters)



Recidivism Per PROMISE Eligible Infraction (including Charters)

Assault/Threat (no harm or injury) Medium Level		
Infraction Frequency	n	%
1st Infraction	121	82%
Repeat Infractions*	26	18%
	147	100%

Alcohol Sale/Attempted Sale/Transmittal		
Infraction Frequency	n	%
1st Infraction	7	100%
Repeat Infractions*	0	0%
	7	100%

Alcohol -Use/Possession/Under the Influence		
Infraction Frequency	n	%
1st Infraction	66	99%
Repeat Infractions*	1	1%
	67	100%

*Repeated infractions includes any student that has committed a specific PROMISE Eligible Infraction 2 or more times.



Recidivism Per PROMISE Eligible Infraction (including Charters)

Bullying		
Infraction Frequency	n	%
1st Infraction	28	100%
Repeat Infractions*	0	0%
	28	100%

Disruption on Campus - Major		
Infraction Frequency	n	%
1st Infraction	177	95%
Repeat Infractions*	9	5%
	186	100%

Drug - Possession/Use/Under the Influence		
Infraction Frequency	n	%
1st Infraction	492	96%
Repeat Infractions*	19	4%
	511	100%

*Repeated infractions includes any student that has committed a specific PROMISE Eligible Infraction 2 or more times.



Recidivism Per PROMISE Eligible Infraction (including Charters)

Drug Paraphernalia - Possession		
Infraction Frequency	n	%
1st Infraction	66	100%
Repeat Infractions*	0	0%
	66	100%

False Accusation		
Infraction Frequency	n	%
1st Infraction	2	100%
Repeat Infractions*	0	0%
	2	100%

Fighting - Mutual Combat		
Infraction Frequency	n	%
1st Infraction	846	95%
Repeat Infractions*	45	5%
	891	100%

*Repeated infractions includes any student that has committed a specific PROMISE Eligible Infraction 2 or more times.



Recidivism Per PROMISE Eligible Infraction (including Charters)

Harassment		
Infraction Frequency	n	%
1st Infraction	6	100%
Repeat Infractions*	0	0%
	6	100%

Theft - Petty < \$300		
Infraction Frequency	n	%
1st Infraction	11	92%
Repeat Infractions*	1	8%
	12	100%

Trespassing		
Infraction Frequency	n	%
1st Infraction	2	100%
Repeat Infractions*	0	0%
	2	100%

*Repeated infractions includes any student that has committed a specific PROMISE Eligible Infraction 2 or more times.



Recidivism Per PROMISE Eligible Infraction (including Charters)

Vandalism/Damage to Property <\$1000		
Infraction Frequency	n	%
1st Infraction	76	96%
Repeat Infractions*	3	4%
	79	100%

*Repeated infractions includes any student that has committed a specific PROMISE Eligible Infraction 2 or more times.



Related Discipline Data: Impact and Interconnectedness

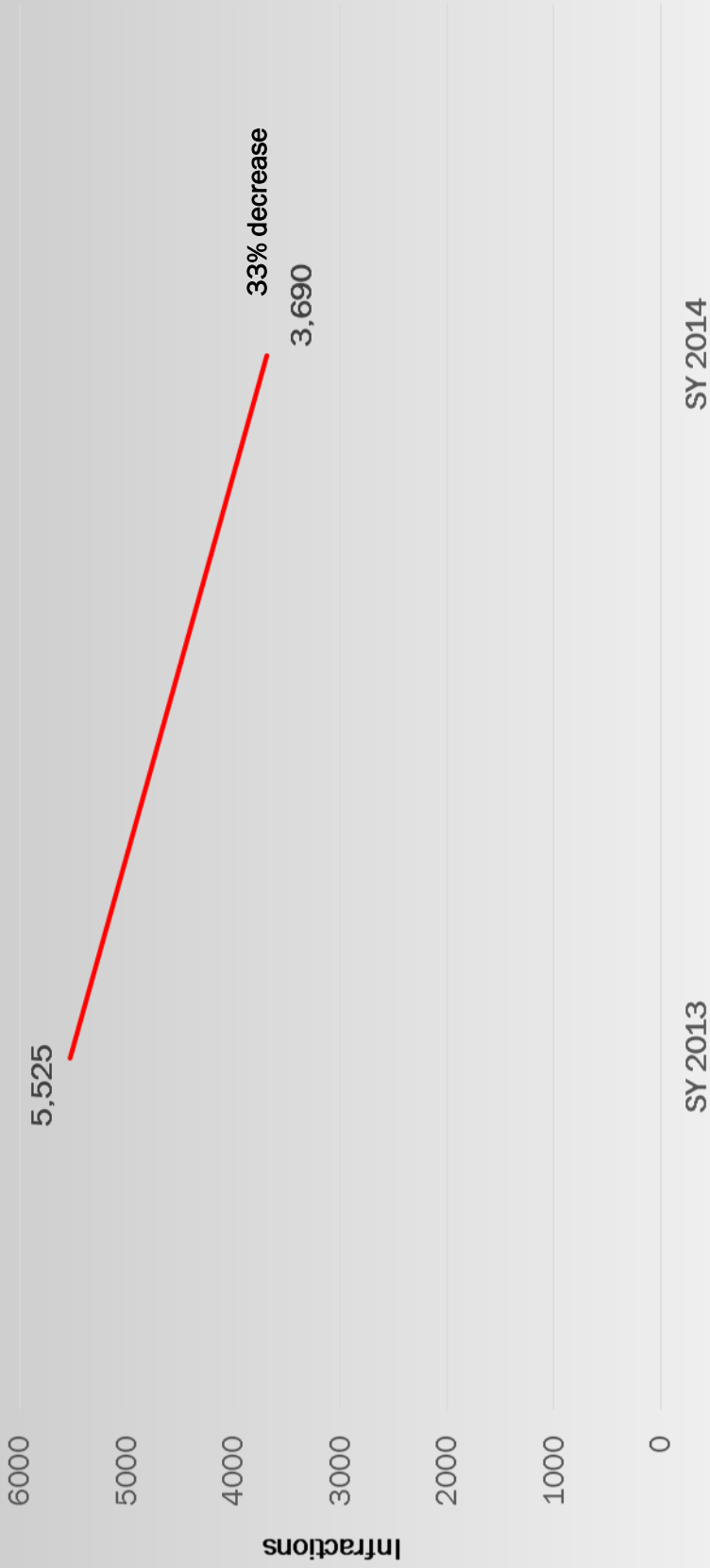


Arrests

Decreases
 Misdemeanor – 62.9%
 Felony – 32.9%
 Other – 60%

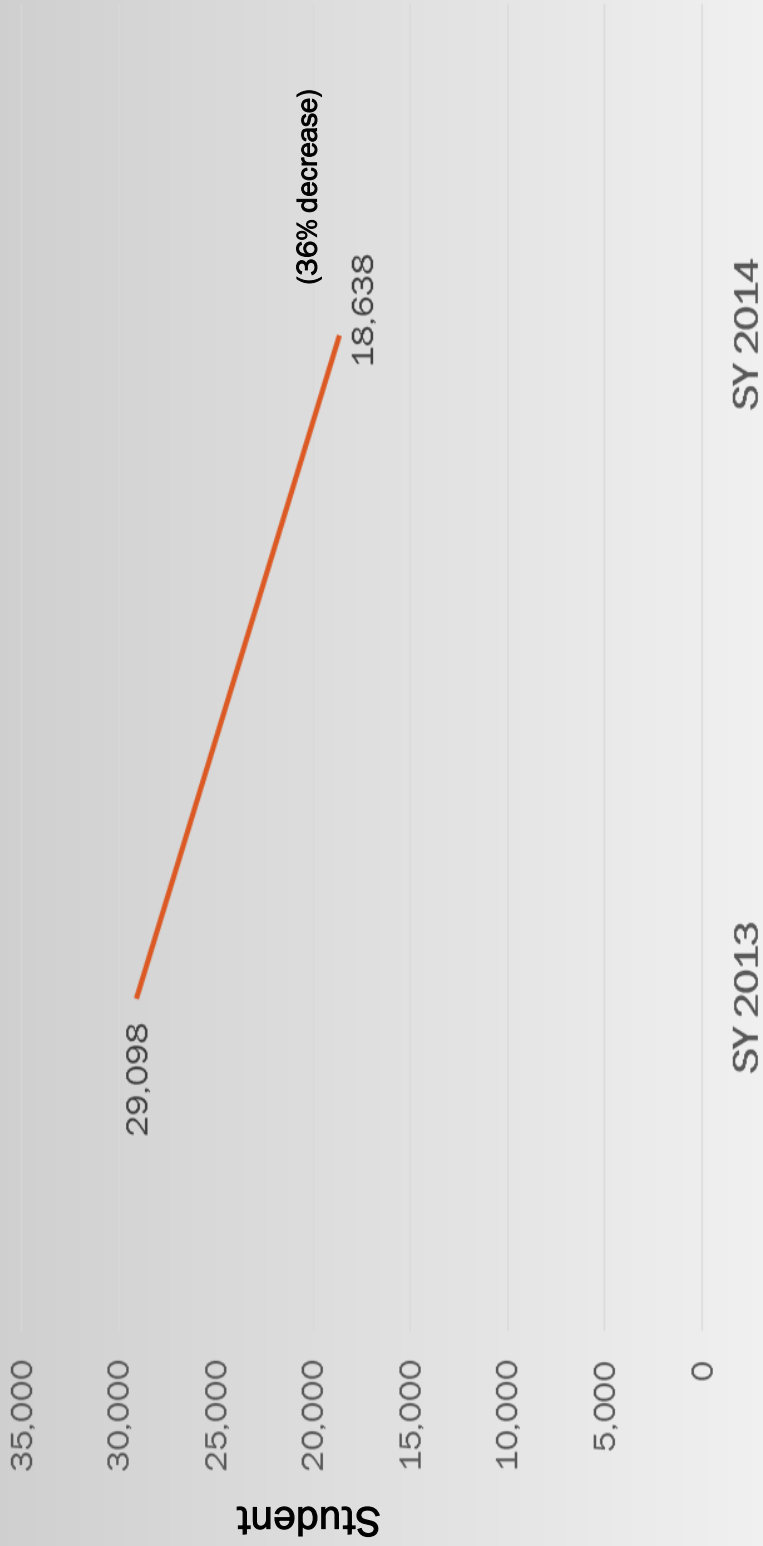


PROMISE Eligible Infraction Comparison SY 2013 vs 2014



As of May 16, 2014

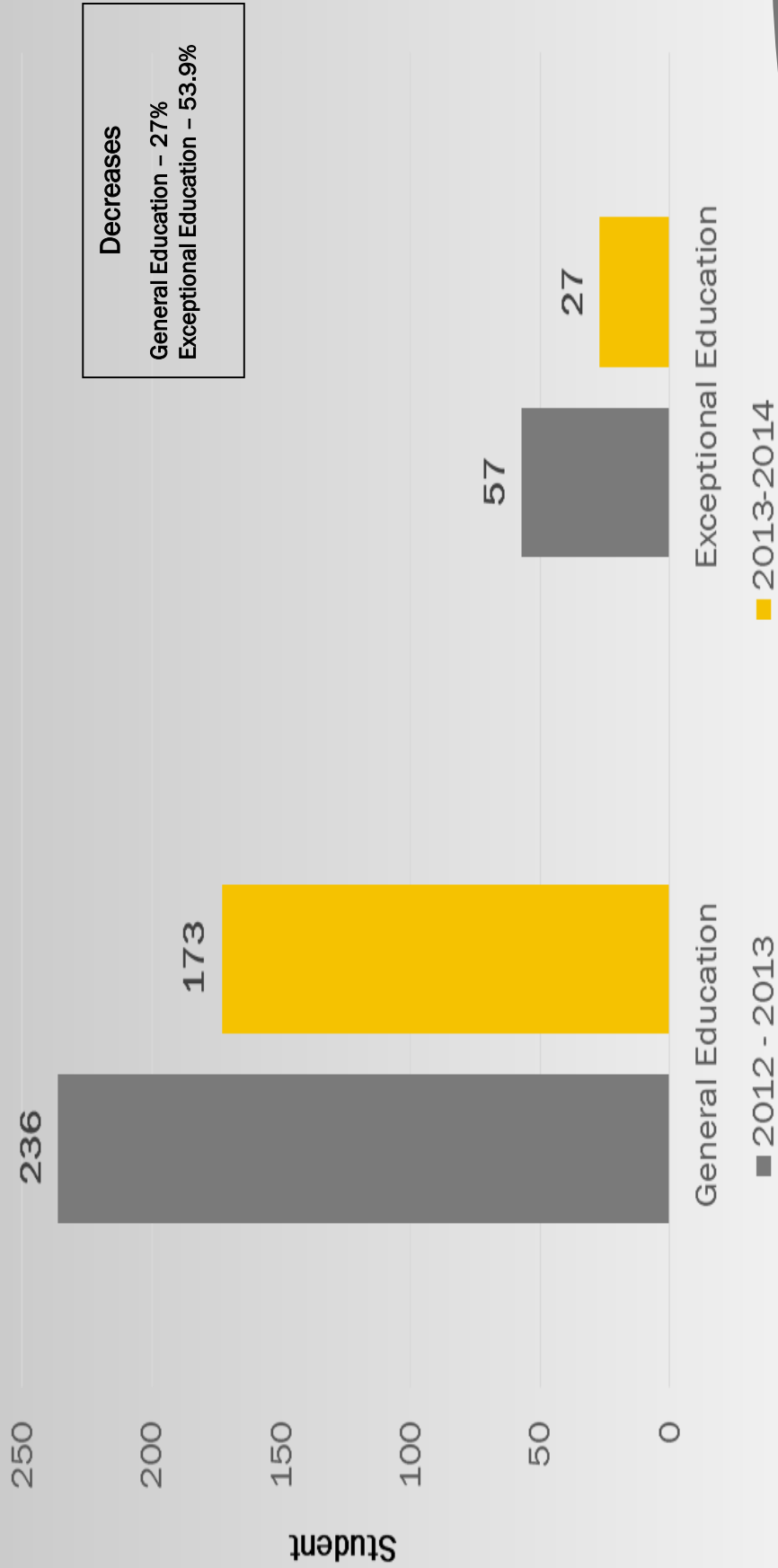
Total Unduplicated Suspensions SY 2013 vs 2014



As reported by the BCPS Data Warehouse



Expulsion Abeyance



As of May 16, 2014

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PROMISE Year Two 2015



Second year data (2014-15) was collected and reported based upon students having committed PROMISE eligible infractions and includes both students who engaged in the PROMISE Program, as well as those who failed to attend.

5 Year PROMISE Eligible Incidents (Student Count)

	SY 2011 Total	SY 2012 Total	SY 2013 Total	SY 2014 Total	SY 2015 Total
TOTAL STUDENTS	7,185	6,633	6,555	4,980	4,516
20 DAY ENROLLMENT COUNT	233,598	229,314	227,517	224,955	225,349
TOTAL STUDENT %	3%	3%	3%	2%	2%



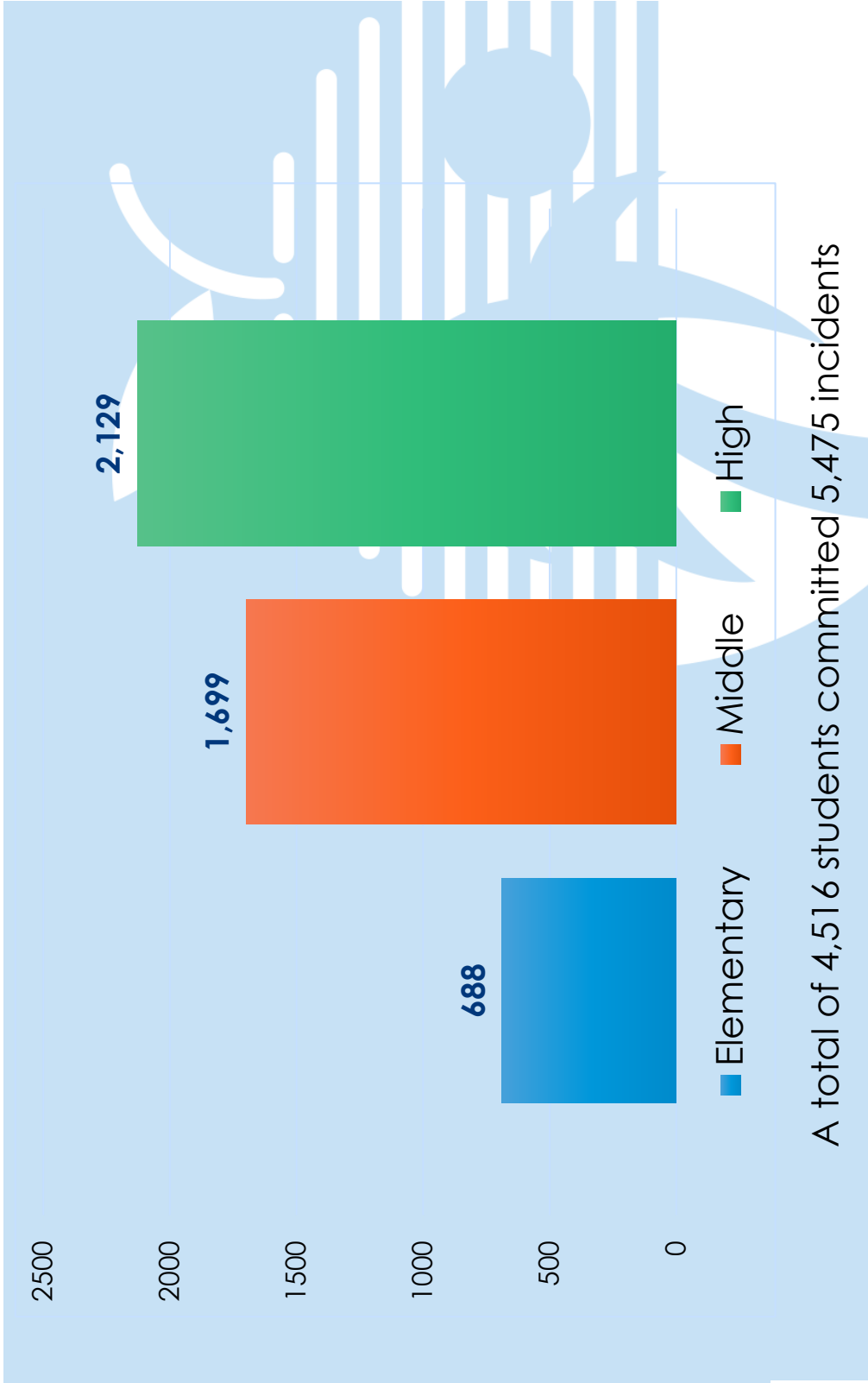
Total PROMISE Incidents

SY 2014 - 2015

ALCOHOL SALE/ATTEMPTED/TRANSMITTAL	0
ALCOHOL USE/POSSESSION/INFLUENCE	98
ASSAULT/THREAT (MEDIUM)	328
BULLYING	34
DISRUPTION OF CAMPUS (MAJOR)	624
DRUG PARAPHERNALIA	125
DRUG USE/POSSESSION/INFLUENCE	826
FIGHTING	2660
HARASSMENT	5
MAKING FALSE ACCUSATION/STAFF	9
PETTY THEFT < \$300	489
TRESPASSING	57
VANDALISM/DAMAGE TO PROPERTY <\$1000	220
TOTAL Incidents	5,475



School Level Breakdown



A total of 4,516 students committed 5,475 incidents



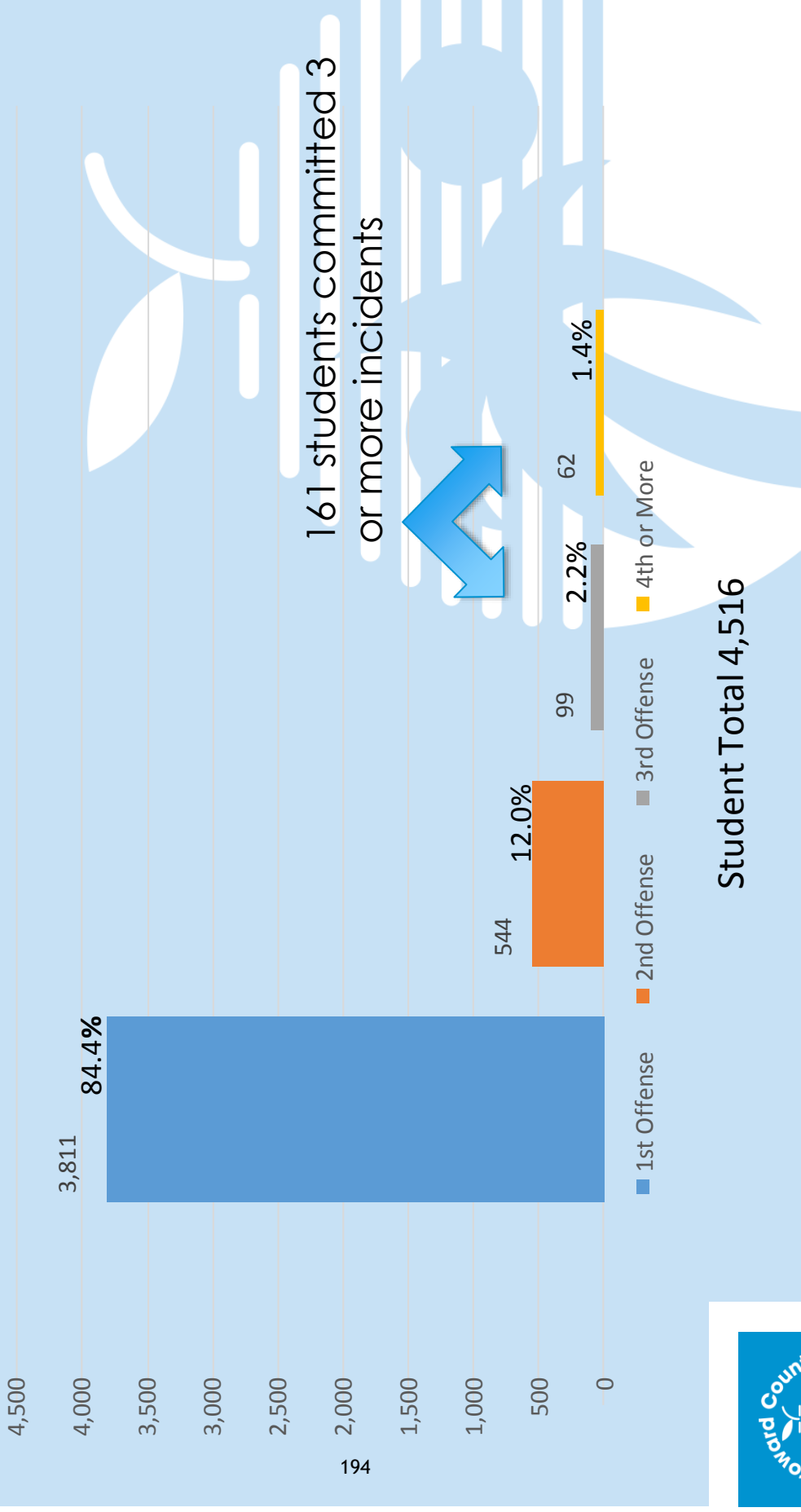
Frequency of Incidents by Student by School Level

Student Frequency (accrued) - High			
Frequency	Students	Incidents	
1st Offense	1,874	1,874	1,874
2nd Offense	220	220	440
3rd Offense	22	22	66
4 or more Offenses	13	13	58
Total	2,129	2,129	2,438
Student Frequency (accrued) - Middle			
Frequency	Students	Incidents	
1st Offense	1,417	1,417	1,417
2nd Offense	221	221	442
3rd Offense	41	41	123
4 or more Offenses	20	20	86
Total	1,699	1,699	2,068
Student Frequency (accrued) - Elementary			
Frequency	Students	Incidents	
1st Offense	520	520	520
2nd Offense	103	103	206
3rd Offense	36	36	108
4 or more Offenses	29	29	135
Total	688	688	969

PROMISE Student Total - 4,516
 2% of Total Student Enrollment - 225,349



Frequency of Incidents by Student



Frequency of Incidents by Student

ALCOHOL SALE/ATTEMPTED SALE/TRANSMITTAL		
Offense Frequency	Students	Total
1st Offense	0	0
2nd Offense	0	0
3rd Offense	0	0
4th or more Offense	0	0

ALCOHOL USE/POSSESSION/INFLUENCE		
Offense Frequency	Students	Total
1st Offense	98	98
2nd Offense	0	0
3rd Offense	0	0
4th or more Offense	0	0

ASSAULT/THREAT (MEDIUM)		
Offense Frequency	Students	Total
1st Offense	255	255
2nd Offense	21	42
3rd Offense	5	15
4th or more Offense	4	16

BULLYING		
Offense Frequency	Students	Total
1st Offense	29	29
2nd Offense	1	2
3rd Offense	1	3
4th or more Offense	0	0

DISRUPTION OF CAMPUS (MAJOR)		
Offense Frequency	Students	Total
1st Offense	495	495
2nd Offense	38	76
3rd Offense	9	27
4th or more Offense	5	26

DRUG PARAPHERNALIA		
Offense Frequency	Students	Total
1st Offense	119	119
2nd Offense	3	6
3rd Offense	0	0
4th or more Offense	0	0

Totaling all students counted by specific PROMISE incident will result in duplicate counting of individual students



Frequency of Incidents by Student

DRUG USE/POSSESSION/INFLUENCE		
Offense Frequency	Students	Total
1st Offense	736	736
2nd Offense	38	76
3rd Offense	2	6
4th or more Offense	2	8

FIGHTING		
Offense Frequency	Students	Total
1st Offense	2,068	2,068
2nd Offense	221	442
3rd Offense	34	102
4th or more Offense	11	48

HARASSMENT		
Offense Frequency	Students	Total
1st Offense	5	5
2nd Offense	0	0
3rd Offense	0	0
4th or more Offense	0	0

VANDALISM/DAMAGE PROP <\$1000		
Offense Frequency	Students	Total
1st Offense	210	210
2nd Offense	5	10
3rd Offense	0	0
4th or more Offense	0	0

MAKING FALSE ACCUSATION/STAFF		
Offense Frequency	Students	Total
1st Offense	9	9
2nd Offense	0	0
3rd Offense	0	0
4th or more Offense	0	0

PETTY THEFT < \$300		
Offense Frequency	Students	Total
1st Offense	425	425
2nd Offense	20	40
3rd Offense	4	12
4th or more Offense	3	12

TRESPASSING		
Offense Frequency	Students	Total
1st Offense	41	41
2nd Offense	4	8
3rd Offense	1	3
4th or more Offense	1	5

Overall PROMISE
Incident Total - 5,475
Total Students - 4,516

Total Student Enrollment - 225,349



Totaling all students counted by specific PROMISE incident will result in duplicate counting of individual students

Tier 2 Schools

High

Coconut Creek High – 213

Miramar High – 132

Northeast High – 128

Deerfield Beach High – 125

Hollywood Hills High - 121

**Overall High School Total
2,129**

Middle

William Dandy Middle - 149

Lauderdale Lakes Middle -139

Sunrise Middle – 116

Lauderhill 6-12 Middle - 111

Rickards Middle - 108

**Overall Middle School Total
1,699**

Elementary

North Fork Elementary - 142

Broward Estates Elementary - 120

King, Martin Luther Elementary - 35

Rock Island Elementary - 32

Pinewood Elementary - 30

**Overall Elementary Total
688**

Overall Student Totals – 4,516

Board Follow Up: Students Committing 3+ Incidents (1st Semester)

Outcomes

- 43 students committed a total of 3 PROMISE eligible offenses during the 1st half of the year
 - 23 (53.5%) students did not reoffend
 - 13 (30.2%) students each committed 1 additional offense
 - 2 (4.7%) students committed 2 additional offenses
 - 3 (7%) students each committed 3 additional offenses
 - 1 (2.3%) student committed 4 additional offenses
 - 1 (2.3%) student committed 5 additional offenses

Outcomes: Students Committing 3 + Incidents (SY 2015)

Frequency	Student
3rd Offense	99
4th Offense	53
5th Offense	11
6th Offense	5
7th Offense	2
8th Offense	1

Total – 161 Students

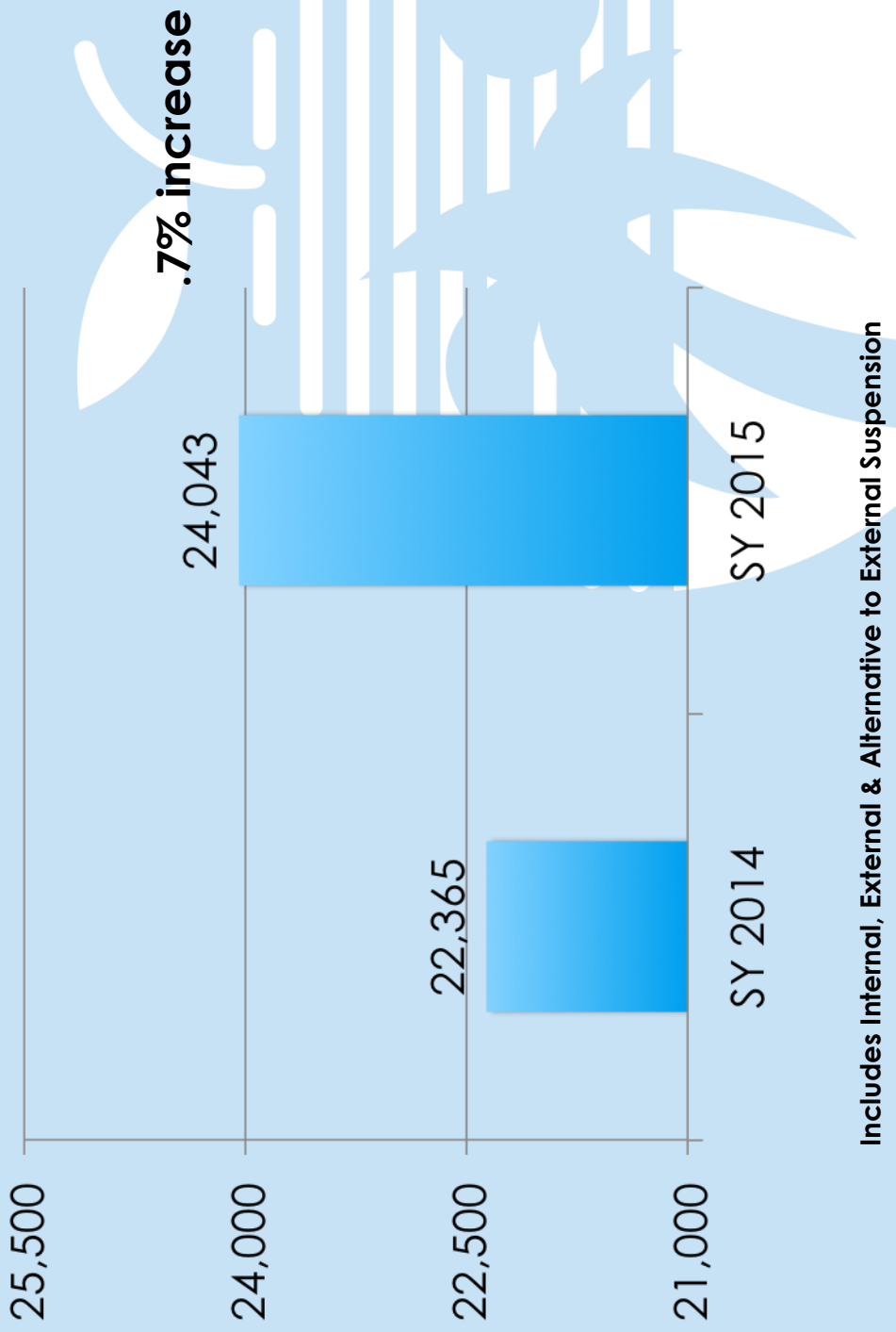
Outcomes

- 4 students were transitioned to a Behavior Intervention Center
- 144 students are receiving interventions and/or tiered supports
- 11 students withdrew from the District
- 2 students transitioned to the Detention Center

Related Discipline Data and Interconnectedness



SY 2014 vs SY 2015 Student Suspension Comparison

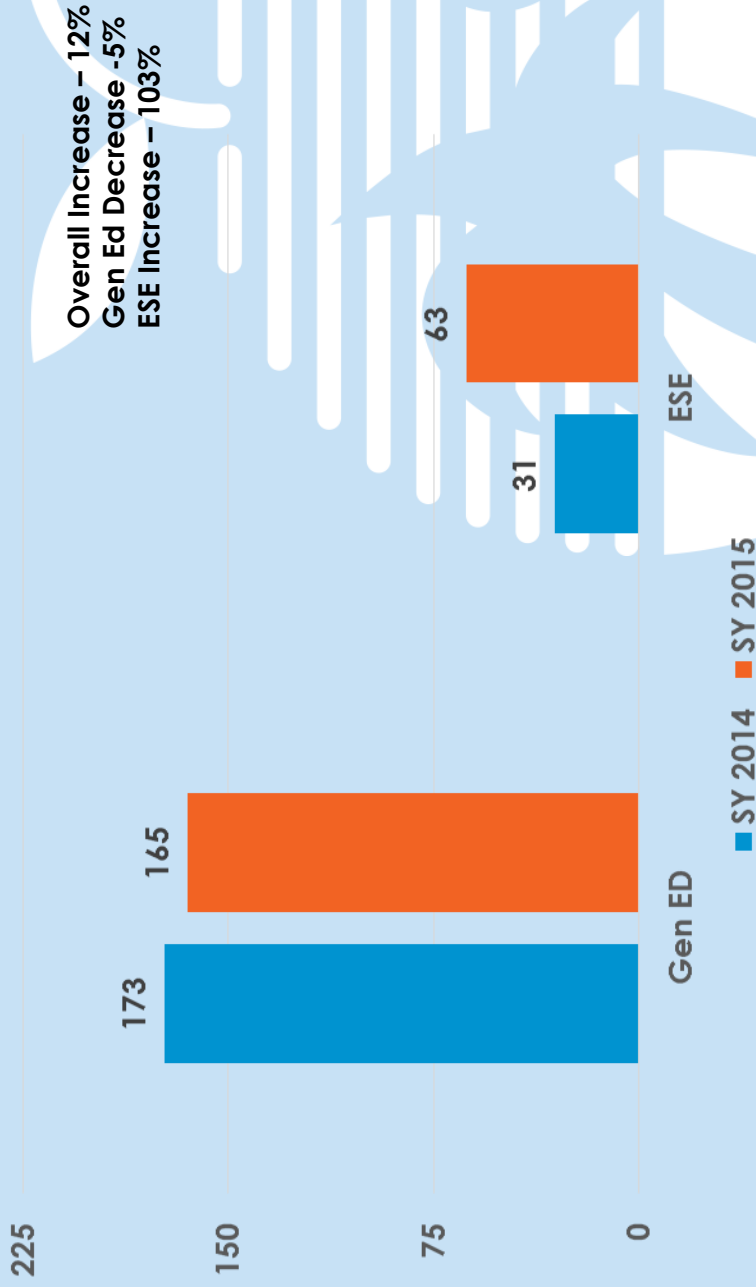


Includes Internal, External & Alternative to External Suspension

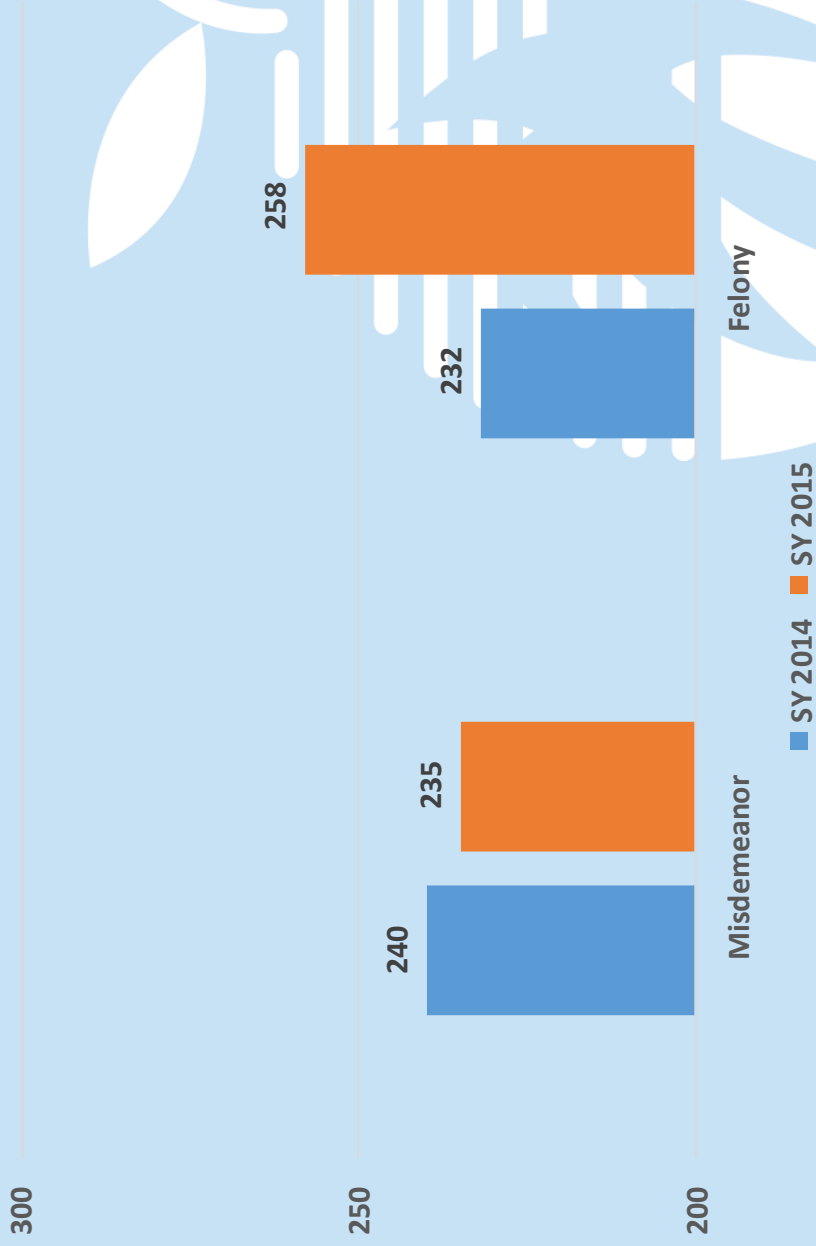
As reported by the BCPS Data Warehouse



Expulsion Abeyance (SY 2015)



District-wide School Related Arrest Comparison



Additional Follow-up Information



Juvenile Justice System of Care (JJSC) Intervention

- 188 students were referred and re-engaged
- Benefits of JJSC
- Create a community of care
 - Educate parents and students
 - Offer deeper levels of support for student and family

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PROMISE Year Three 2016 First Semester



Third year data (First Semester 2015-16) was collected and reported based upon students, having committed PROMISE eligible infractions and includes both students who engaged in the PROMISE Program, as well as those who failed to attend.

Broward County Public Schools First Semester PROMISE Data Snapshot and Other Related Discipline Data

First semester SY 2014-15 to 2015-16, PROMISE incidents decrease by

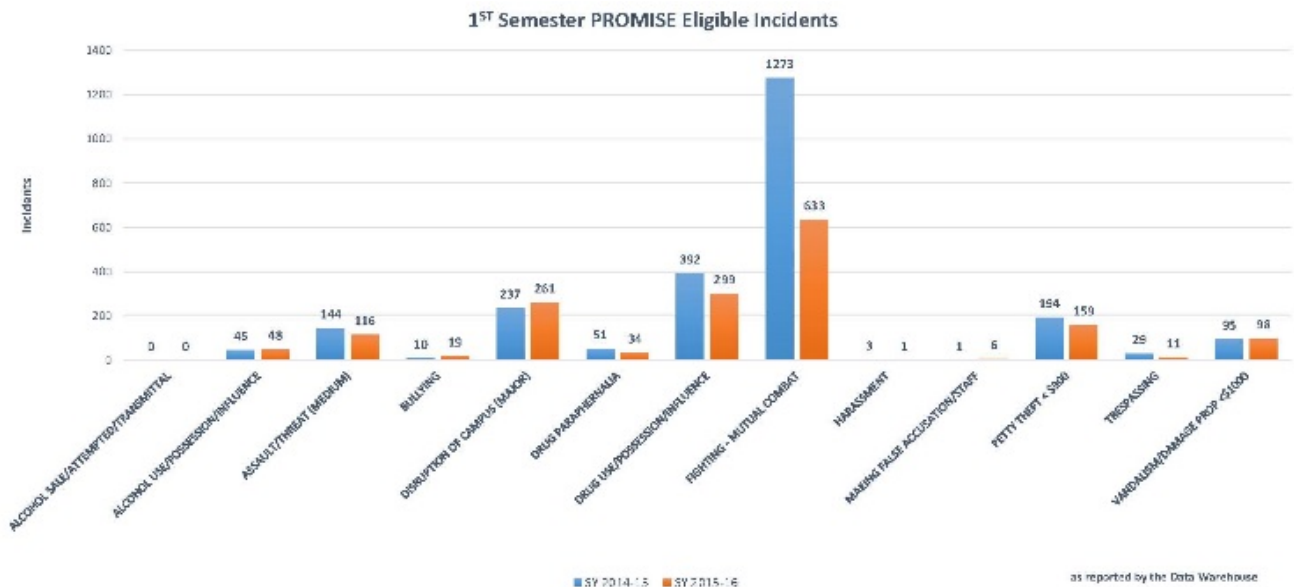
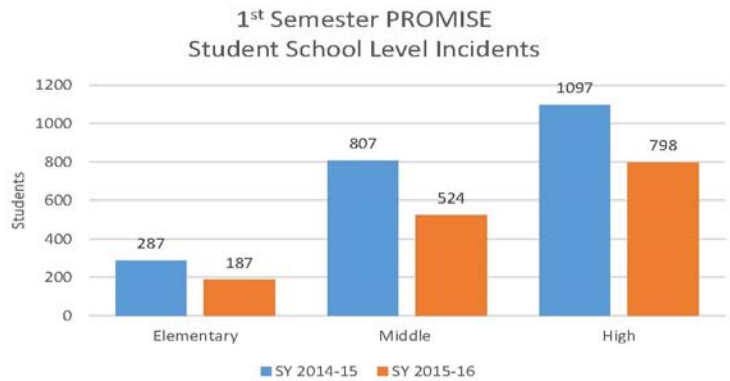
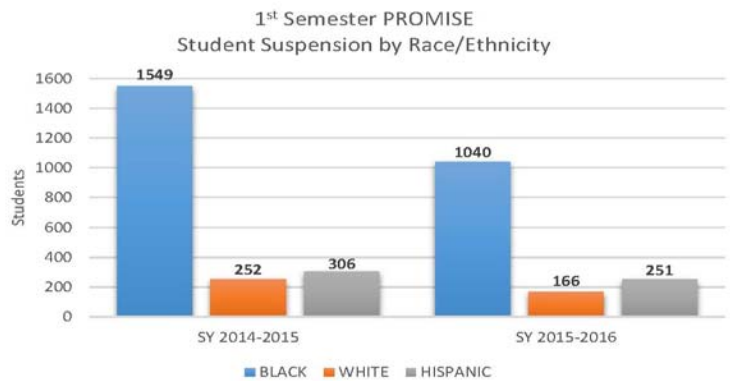
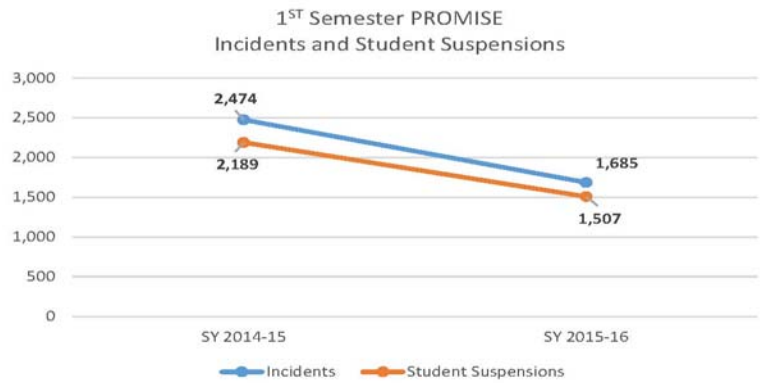
↓ 31.9%

First semester SY 2014-15 to 2015-16, PROMISE student suspensions decreased by

↓ 31.1%

First Semester SY 2014-15 to SY 2015-16 PROMISE Comparative

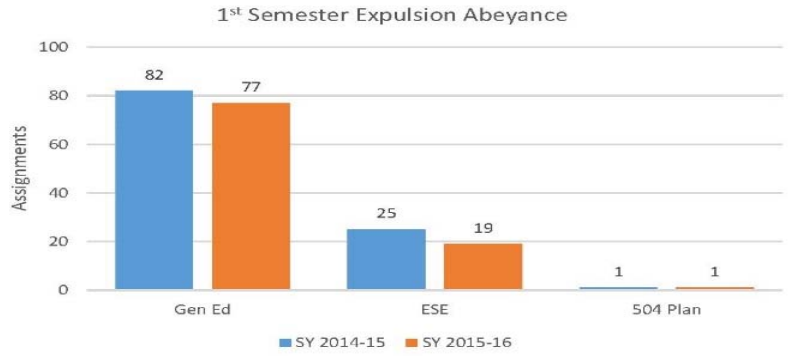
- Black students had the greatest reduction of PROMISE incidents, 1040 (32.9%), followed by Hispanics, 251 (17.9%) then Whites, 166 (34.1%) students
- Middle schools had the greatest reduction of PROMISE incidents, 524 (37.0%), followed by elementary schools, 187 (34.8%) then high schools, 798 (27.2%)
- The incidents with the greatest reduction were:
 - Fighting – Mutual Combat, 633 (-50.3%);
 - Drug Paraphernalia, 34 (-33.3%); and
 - Drug Use/Possession/Influence, 299 (-23.7%)



Broward County Public Schools First Semester PROMISE Data Snapshot and Other Related Discipline Data

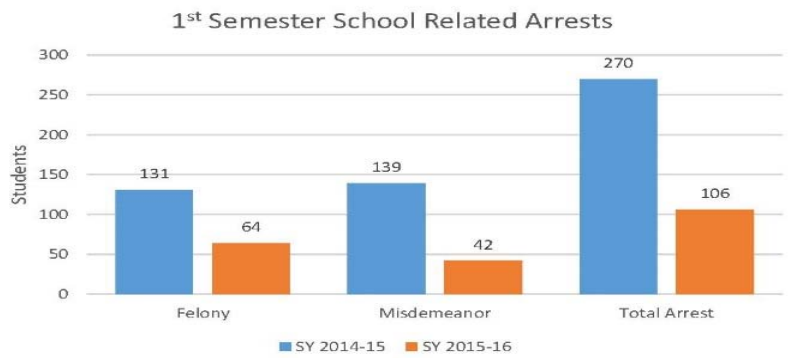
First semester SY 2014-15 to 2015-16, Expulsion Abeyance assignments for students with an exceptionality decreased by

↓ 24.0%



First semester SY 2014-15 to 2015-16, school related arrests decreased by

↓ 60.7%



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