**Schoolwide Positive Behavior Plan (SPBP)**
Broward County Public Schools

<mark>SY 2025 – 2026</mark>

| School Name: | Riverside ES |
|---|---|
| School Number: | 3031 |

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 SPBP template. ⓘ

## CRITICAL ELEMENT # 1: Active Team with Administrative Participation

**1A.** Integrated MTSS School-Leadership Team Members

| Title | First and Last Name | Title | First and Last Name |
|---|---|---|---|
| 1. Administrator | Vinson Jones | 7. Security Specialist/ Campus Monitor | Lourdes Reynoso |
| 2. Point of Contact | Taylor Polanco | 8. Social Worker | Kim Marr |
| 3. BTU Representative | Geri D'Elia | 9. School Nurse | Christina Youngman |
| 4. Parent/Community Representative | Lucie DiCapua | 10. Attendance Manager | Jessica Bardisa |
| 5. Student Representative | NA | 11. Life Skills & Wellness Liaison | Kitti Magill |
| 6. School Counselor | Kitti Magill | 12. Resiliency Liaison | Vanessa Parker |

*Optional Team Member(s): Family Therapist, Grade Level/Content Area Representatives, Clerical, Custodial, Food/Nutrition

**1B**. Schedule of quarterly team meetings.
Meeting Objectives:
1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze student outcome data using the 4 Step Problem Solving Process.

| Quarter | PBIS Data Meeting Dates | PBIS Data Meeting Times | | Faculty and Staff Data Communication/Presentation Dates |
|---|---|---|---|---|
| 1st | 8/6/2025 | 10:00 a.m. | → | 8/7/2025 |
| 2nd | 10/13/2025 | 2:15 p.m. | → | 10/15/2025 |
| 3rd | 1/5/2026 | 2:15 p.m. | → | 1/7/2026 |
| 4th | 3/13/2026 | 2:15 p.m. | → | 3/25/2026 |

## CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

**2**. Team communication/presentation of new SPBP to staff and stakeholders

| Action Steps: | Dates |
|---|---|
| Present the 2025-26 SPBP to staff *(prior to April 30, 2025)* | 4/25/2025 |
| Hold a *faculty* vote on the new SPBP *(prior to April 30, 2025)* | 4/28/2025 |
| Provide training to faculty and staff *(prior to September 30, 2025)* | 8/6/2025 |
| Present the 2025-26 SPBP to family and community stakeholders *(prior to September 30, 2025)* | 9/8/2025 |

# CRITICAL ELEMENT # 3: Data Collection and Analysis

**3A.** Core Effectiveness: _**Use current 2024-2025 school year behavior data**_ as listed in Focus.
   (a) Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
   (b) Complete the yellow highlighted cells.
   (c) Auto-calculate the "% of Total Population" by clicking on each "!Zero Divide" in the cells and pressing "Fn + F9".
   (d) Determine if the core is effective in all three areas.

| TOTAL Population: | 678 | % of Total Population | Core Effectiveness | |
|---|---|---|---|---|
| # Referrals: | # of Students: | | | |
| I.　0 - 1 referrals | ⬛ | 97% | Are your 0 – 1 referral > 80%? | ☒Yes　☐No |
| II.　2 - 5 referrals (at risk students) | 16 | 2% | Are your 2 - 5 referrals <15%? | ☒Yes　☐No |
| III.　> 5 referrals (high-risk students) | 3 | 0% | Are your >5 referrals <5%? | ☒Yes　☐No |

**3B.** Core Effectiveness Action Steps:

| If you answered "Yes" to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective? | ☒Yes　☐No |
|---|---|

Answer **either** (a) or (b):
(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students.
(b) If you answered "No" to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement *at the beginning* of the next school year to improve core strength:

Core Effectiveness Action Steps: *(3-4 detailed steps)*

1. Teacher autonomy over classroom behavior management system.

2. Schoolwide expectations posted in each classroom.

3. Schoolwide expectations recited on morning announcements daily.

4. One class from each grade level will attend the game room based on the monthly cafeteria point system.

**3C.** Disproportionality is often measured with the relative risk statistic calculation (Relative Risk Ratio = RRR), a measure that indicates the probability of a certain event (e.g., referrals) for one subgroup when compared to all other subgroups.

Relative Risk Ratio calculations are coming soon with the Focus Data System migration.

**3D.** Disproportionality Action Steps:

What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?

Disproportionality Action Steps: *(3-4 detailed steps)*

1. An individual grade-level behavior assembly will be held for our students within the first two weeks of school.

2. Schoolwide expectations will be clearly posted in all classrooms.

3. Students will earn opportunities in the game room based on meeting our schoolwide expectations.

4.

## CRITICAL ELEMENT # 4: Schoolwide Expectations & Location-based Rules

**4A.** Top five behavior incidents: ***Use current 2024-2025 school year behavior data*** as listed in Focus.
- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
- (b) Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
- (c) Complete the yellow highlighted cells.
- (d) Auto-calculate the total # of referrals by clicking on "0" and pressing "Fn + F9" together.

| Top 5 Behavior Incidents Current Year 2024-2025 | # Incidents |
|---|---|
| 1. Unruly Disruptive Behavior | 15 |
| 2. Disruptive Unruly Play | 12 |
| 3. Disobedience/Insubordination | 7 |
| 4. Defiance of authority | 4 |
| 5. Inappropriate use of technology | 3 |
| TOTAL | 41 |

**4B.** School-wide expectations are 3 – 5 positive characteristics *(not behaviors)* that counteract the top school-wide misbehaviors in section 3A. ALL people on campus are expected to model these expectations.

| Schoolwide Expectations |
|---|
| 1. Be Responsible |
| 2. Be Outstanding |
| 3. Be Cooperative |
| 4. Be Kind |
| 5. Be Safe |

**4C.** Top three school-wide locations: ***Use current 2024-2025 school year behavior data*** as listed in Focus.
- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
- (b) Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

| Top 3 Locations, excluding Classroom: | |
|---|---|
| **School Location(s)** | **# Incidents** |
| 1. Cafeteria | 6 |
| 2. Playground | 6 |
| 3. Hallway | 3 |

**4D.** Expectations and Rules Chart for common areas of school campus**:**
This chart is posted in all classrooms and used to teach students during behavior lessons.

| Schoolwide Expectations and Location-based Rules | | | | Completed by each teacher: |
|---|---|---|---|---|
| Schoolwide EXPECTATIONS | Hallway Rules | Cafeteria Rules | Playground | Classroom Rules |
| Be Responsible | Have your ID badge visible at all times. | Stay at your assigned table | Line up when the whistle blows | |
| Be Outstanding | Follow adult directives | Clean your eating space and pick up trash around your area | Clean up once finished playing | |
| Be Cooperative | Walk in a straight line | Follow all directions given by the cafe monitors/adults | Avoid running and contact games | |
| Be Kind | Use an appropriate level voice to not disrupt other classes | Keep hands, feet and objects to yourself | Take turns using the playground equipment | |
| Be Safe | Go directly to your destination | Walk in the cafeteria | Stay in designated play area | |

## CRITICAL ELEMENT #5: Teaching Behavior

**5A.** At least one lesson plan for **each** schoolwide expectation above is distributed to instructional staff during pre-planning week and are maintained in the SPBP Binder.

| Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans: | | | |
|---|---|---|---|
| | **Date(s)** | **Time:** | **Location(s):** |
| **Start of School Year** | 8/6/2025 | 10:00 a.m. | Media Center |
| **After Winter Break** | 1/5/2026 | 10:00 a.m. | Media Center |
| **After Spring Break** | 4/6/2026 | 10:00 a.m. | Media Center |

**5B.** At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during pre-planning. This is aligned to the **Schoolwide Expectation/Location-based Rules** chart in section 4D. Location-based rules should be taught and reinforced in the context of the location in the beginning of the year, after long breaks, and throughout the year as necessary.

| Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans: | | | |
|---|---|---|---|
| **Common Location** | **Hallway Rules** | **Cafeteria Rules** | **Playground** |
| **Lesson Plan Dates** | | | |
| **Start of School Year** | 8/11/2025 | 8/11/2025 | 8/11/2025 |
| **After Winter Break** | 1/6/2026 | 1/6/2026 | 1/6/2026 |
| **After Spring Break** | 3/23/2026 | 3/23/2026 | 3/23/2026 |

**5C.** Prevention programs and other schoolwide student support initiatives can be used to proactively teach positive behavior and prosocial skills. Use this chart to plan for how you will use District supported programs and initiatives to promote positive behavior on campus.

| Program/Initiative | Plan Details | | | |
|---|---|---|---|---|
| | **When will it be taught?** | **Who will teach it?** | **How will it be implemented?** *2-3 sentences* | **How will it be monitored for effectiveness?** |
| **Character Education** | August 13, 2025 | Classroom Teacher | Teachers will teach the monthly character traits. The school counselor will provide lessons and activities for each character trait. | Classroom teachers will select a student who is demonstrating outstanding character for each monthly character trait. An assembly will be held monthly to recognize those students. |
| **Bullying Prevention: Be the 1** | September 15, 2025 | Classroom Teacher | Teachers will show the anti-bullying student module to all students. The school counselor will provide activities and resources. | Administration will pull bullying reports quarterly for us to review at our PBIS meetings. |

# CRITICAL ELEMENT # 6:  Recognition Programs

**6A.** The schoolwide recognition system focuses on reinforcing schoolwide expectations OR a specific location where referrals often occur. The recognition should be used to encourage, acknowledge, and reinforce students to exhibit positive behaviors.

Identified Schoolwide Expectation OR Specific Location: Click here to enter Expectation OR Location

| 4 Step Problem Solving Process | Plan Details |
|---|---|
| **1. Problem Identification:** Review your behavior data to identify one school-wide problem.  What problem did you identify? *(use numerical data)* | **Data used: Focus Dashboard** <br><br> **Problem Identification Statement:** *What problem did you identify?* **As of April 2024, 28% of Riverside's ODRs (Office Disciple Referrals) were assigned for unruly disruptive behavior.** |
| **2.  Problem Analysis:** Why do you think this problem is occurring? What is your goal? *(create a SMART goal statement with numerical data)* | **Hypothesis: Students are not understanding the change of rules and expectations that occurs when they change their environment – from home or the playground to school.** <br><br> **SMART Goal Statement:  By April 2026, the combined percentage of Office Discipline Referrals (ODRs) assigned for unruly disruptive behavior will be less than 25%.** |
| **3. Intervention Design:**  Describe how you will implement a positive reward program/system to decrease this problem. | **Type of Program/System: Point system** <br><br> **Description of Program/System:** *(≥ 4 sentences)* How you will implement a positive reward program/system to decrease this problem? <br> Riverside will utilize several incentive programs. Classroom teachers will have autonomy over their classroom systems, ranging from token economies to point systems. Our EBD special program will continue to use a leveled system, which assigns daily points and weekly rewards for those accumulated points. A point system will also be utilized in the cafeteria which will allow earning classrooms to spend time in our newly created game room. |
| **4.  Evaluation:** <br> A. Implementation fidelity | **How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's </u>implementation of the reward program/system?** *(2-3 sentences)* <br> Two data sources will be utilized for monitoring – the daily point sheets that are sent home daily for students in our EBD special program, and the number of ODRs that are assigned for unruly disruptive behavior. |
| B. Student outcome monitoring *(use numerical data)* | **How will you know if the reward program/system is positively impacting <u>students</u>? What measurable data will you use to determine "success"?** *(2-3 sentences)* <br> Daily point sheets utilized in our EBD special program, along with the amount of ODRs will be utilized as markers. To achieve our end of year goal, the percentage of unruly disruptive behavior ODRs cannot exceed 25% or our total ODRs quarterly. |

**6B.** *Character Education* is an educational and award program utilized to teach and recognize students who display positive character traits each month. Please refer to the BCPS website for lesson plans, videos and additional resources to support this recognition program at your school. ℹ️
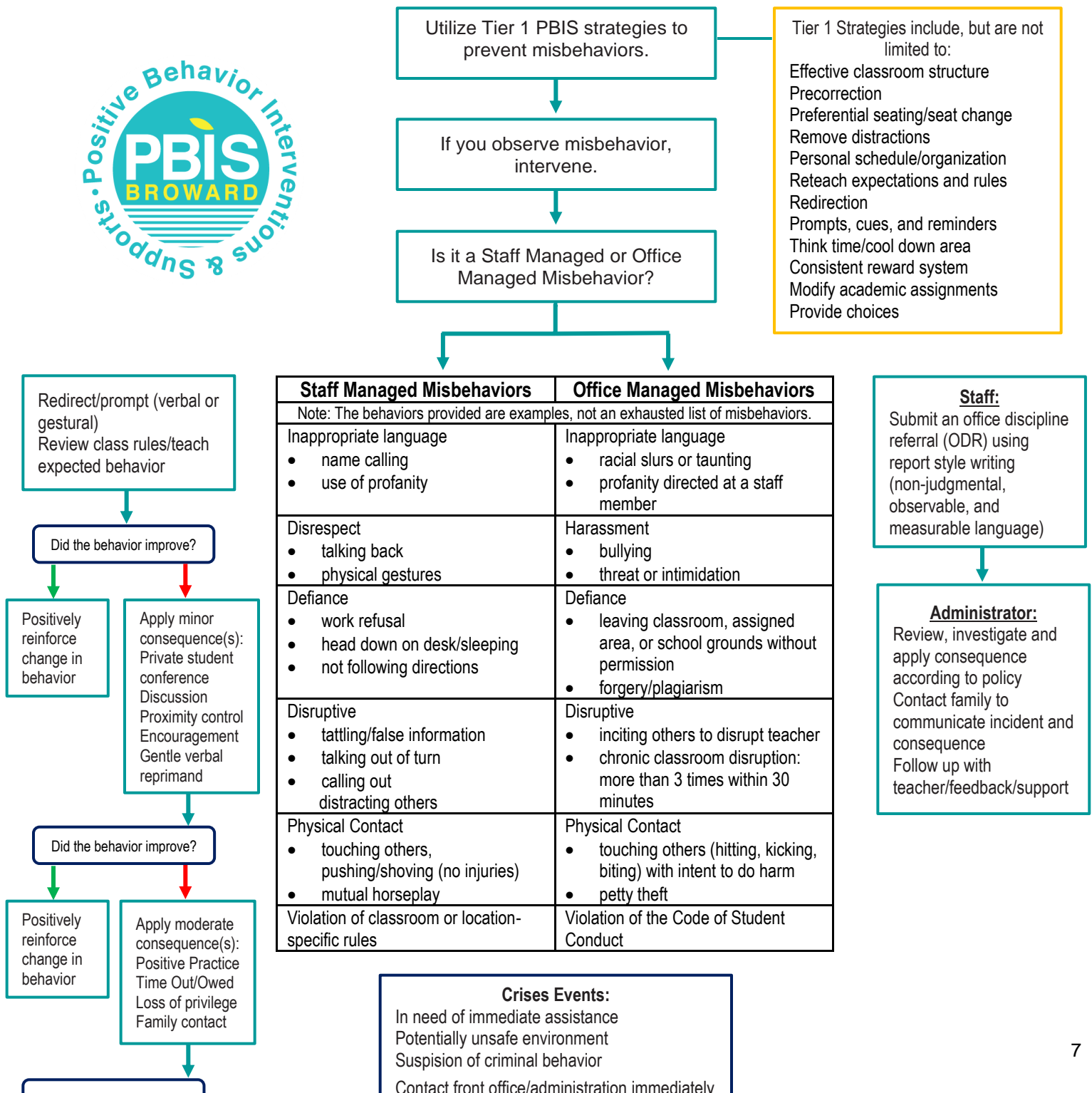
| Monthly Character Traits | Plan Details <br> How will you recognize *Kids of Character* each month? *(2-3 sentences)* |
|---|---|

| | |
|---|---|
| 1. September: Cooperation<br>2. October: Responsibility<br>3. November: Citizenship<br>4. December: Kindness<br>5. January: Respect<br>6. February: Honesty<br>7. March: Self-Control<br>8. April: Tolerance | Classroom teachers will select a student who is demonstrating outstanding character for each monthly character trait. An assembly will be held monthly to recognize those students. Parents of the students being recognized will be invited to the assembly. |

## CRITICAL ELEMENT #7: Effective Discipline Procedures

You can choose to use the flow chart below or create your own. This flow chart is posted in all classrooms and used to teach students during behavior lessons.

Utilize Tier 1 PBIS strategies to prevent misbehaviors.

Tier 1 Strategies include, but are not limited to:
Effective classroom structure
Precorrection
Preferential seating/seat change
Remove distractions
Personal schedule/organization
Reteach expectations and rules
Redirection
Prompts, cues, and reminders
Think time/cool down area
Consistent reward system
Modify academic assignments
Provide choices

If you observe misbehavior, intervene.

Is it a Staff Managed or Office Managed Misbehavior?

Redirect/prompt (verbal or gestural)
Review class rules/teach expected behavior

Did the behavior improve?

Positively reinforce change in behavior

Apply minor consequence(s):
Private student conference
Discussion
Proximity control
Encouragement
Gentle verbal reprimand

Did the behavior improve?

Positively reinforce change in behavior

Apply moderate consequence(s):
Positive Practice
Time Out/Owed
Loss of privilege
Family contact

| Staff Managed Misbehaviors | Office Managed Misbehaviors |
|---|---|
| Note: The behaviors provided are examples, not an exhausted list of misbehaviors. ||
| Inappropriate language<br>• name calling<br>• use of profanity | Inappropriate language<br>• racial slurs or taunting<br>• profanity directed at a staff member |
| Disrespect<br>• talking back<br>• physical gestures | Harassment<br>• bullying<br>• threat or intimidation |
| Defiance<br>• work refusal<br>• head down on desk/sleeping<br>• not following directions | Defiance<br>• leaving classroom, assigned area, or school grounds without permission<br>• forgery/plagiarism |
| Disruptive<br>• tattling/false information<br>• talking out of turn<br>• calling out distracting others | Disruptive<br>• inciting others to disrupt teacher<br>• chronic classroom disruption: more than 3 times within 30 minutes |
| Physical Contact<br>• touching others, pushing/shoving (no injuries)<br>• mutual horseplay | Physical Contact<br>• touching others (hitting, kicking, biting) with intent to do harm<br>• petty theft |
| Violation of classroom or location-specific rules | Violation of the Code of Student Conduct |

**Staff:**
Submit an office discipline referral (ODR) using report style writing (non-judgmental, observable, and measurable language)

**Administrator:**
Review, investigate and apply consequence according to policy
Contact family to communicate incident and consequence
Follow up with teacher/feedback/support

**Crises Events:**
In need of immediate assistance
Potentially unsafe environment
Suspicion of criminal behavior
Contact front office/administration immediately

7

# CRITICAL ELEMENT # 8: Classroom Management Systems

**8A.** Evidence-based Tier 1 classroom management system:

| Which evidence-based system(s) are you using? | Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. *(3-4 detailed steps)* |
|---|---|
| ☐ CHAMPS<br>☒ Positive Behavior Interventions and Supports and the Classroom<br>https://fl-pda.org/#/category/26<br>☐ Other: Click here to enter name of system. | 1. Our SPBP team will identify expectations to review monthly with students using current behavior dashboard data.<br>2. Our cafeteria monitors will implement a daily point sheet with rewards for each class monthly.<br>3. Teachers will create zone schedules for recess supervision to ensure a safe and orderly environment. |

**8B.** The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems *across teachers* using:

| |
|---|
| ☐ CHAMPs 7 Up Checklist ℹ️ |
| ☒ Classroom Snapshot (Classroom Management Assessment) ℹ️ |
| ☐ PBIS Classroom Assistance Tool (CAT) ℹ️ |
| ☐ Other *(specify):* |

**8C**. Percentage of classroom referrals: <u>***Use current 2024-2025 school year behavior data***</u> as listed in Focus.
(a) Review your classroom data YTD in Focus – Discipline – Category Breakdown – *Location*.
(b) Complete the yellow highlighted cells.
(c) Auto-calculate the % of referrals in the classroom by clicking on "!Zero Divide" in the next cell and pressing "Fn + F9" together.

| | |
|---|---|
| Total number of discipline referrals **from classrooms**: | 46 |
| Total number of *other* **school-wide** discipline referrals (not including classrooms): | 63 |
| % of referrals in the classroom: | 42% |
| Do more than 40% of your referrals come from the classroom? | ☒ Yes   ☐ No |

*If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school wide.*

# Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County
GREY Font = Best Practices for all schools in Broward County
TEAL Font = Resources available at https://browardschools.instructure.com/enroll/PWF673

| | Implementation Action Plan |
|---|---|
| **Month** | **Action Steps**<br>☒ *check off Action Step when completed* |
| **Current** | ☐ Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans |
| **Pre-Planning** | ☐ Print up your SPBP and Feedback form BCPS Central<br>☐ Provide SPBP presentation to all staff during Pre-Planning<br>☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders<br>☐ Market and post School-wide Expectations and Location-specific Rules<br>☐ Identify your district PBIS Specialist<br>(Contact amber.jennings@browardschools.com for more information if you are unsure)<br>☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow) |
| **August**<br><br>**1st Quarter Team Meeting** | ☐ Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc.<br>☐ Review previous year's SPBP and feedback form; make necessary modifications<br>☐ Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)<br>☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans<br>☐ Implement the Reward System for all students as indicated in the SPBP<br>☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written<br>☐ Present implementation data, behavior data, team activities and SPBP progress to entire staff<br>☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS<br>☐ Confirm **next** quarterly PBIS team meeting date and time |
| **September** | ☐ Provide SPBP stakeholder presentation by September 30th<br>☐ Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior<br>☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource<br>Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 |
| **October**<br><br>**2nd Quarter Team Meeting** | ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)<br>☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br>☐ Ensure Core Effectiveness Action Steps are being implemented as written<br>☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator<br>☐ Confirm **next** quarterly PBIS team meeting date and time |
| **November** | ☐ Review/revise lesson plans as indicated by previous quarter behavior data<br>☐ Ensure that the Student Outcome Monitoring Action Steps are being implemented as written |
| **January**<br><br>**3rd Quarter Team Meeting** | ☐ Staff to re-teach Expectations and Rules after winter break<br>☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)<br>☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br>☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator<br>☐ Confirm **next** quarterly PBIS team meeting date and time |
| **February** | ☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource<br>☐ Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP *(optional)* |
| **March**<br><br>**4th Quarter Team Meeting** | ☐ Ensure progress towards completion and submission of next year's SPBP<br>☐ Staff to re-teach Expectations and Rules after spring break<br>☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)<br>☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br>☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator |
| **April** | ☐ Provide staff presentation and faculty vote on new SPBP for next year<br>☐ Submit your SPBP in BCPS Central by April 30th. Use this new SPBP in the next school year<br>☐ Continue implementing your *current* SPBP through the end of the current school year |

## CRITICAL ELEMENT # 10: Evaluation

**10A. Staff** Implementation of the Schoolwide Positive Behavior Plan: review goals, evaluate implementation, and create 2 action steps to review in quarterly PBIS meetings.
*"Are **staff** implementing the SPBP with fidelity? If not, how will you address this area?"*

| STAFF Implementation Monitoring | | |
|---|---|---|
| Staff Implementation Goal | Quarterly Team Review: Implemented with fidelity? | If you answered **No**, enter 2 action steps your school will take to move towards this goal by the next PBIS meeting. |
| 100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted. | ☒Yes ☐No | By Click here to enter a date, 1. 2. |
| 100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated. | ☒Yes ☐No | By Click here to enter a date, 1. 2. |
| 100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators. | ☒Yes ☐No | By Click here to enter a date, 1. 2. |
| A recognition system is implemented by 100% staff for *all* students. | ☒Yes ☐No | By Click here to enter a date, 1. 2. |

**10B.** The SPBP is successful in positively impacting **students:** review behavior data and create a SMART goal. Evaluate implementation and create action steps to review in quarterly PBIS meeting.
*"If staff are implementing the SPBP consistently and effectively, is it positively impacting **students**? How will you know?"*
**SMART Criteria:**

| S | Specific | Concrete, detailed, focused, and well defined. Results-focused and action-orientated. |
|---|---|---|
| M | Measurable | The measurement sources (data) are defined numerically in order to track progress towards the objective. |
| A | Attainable | Objectives are achievable in the near future to maintain motivation. |
| R | Realistic | Staff have the resources to achieve the objective- time, personnel, materials, etc. |
| T | Time-bound | Agreed-on time frames create the necessary urgency and prompt action. |

| STUDENT Outcome Monitoring | | |
|---|---|---|
| Student Outcome Data | Complete the SMART goal to determine "successful" student outcomes *(use numerical data)* | List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal. |
| **Behavior Incidents** | By June 3, 2026, Unruly disruptive behavior will indicate 25% or less as measured by Office Discipline Referrals (ODRs) in Focus. | 1. Explicitly teach rules and expectations for school 2. Reward positive behavior with Game Room time |

| SPBP Submission |
|---|
| 1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan. ℹ️ <br> 2. Complete PBIS Point of Contact form. ℹ️ |