Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2025 – 2026

School Name:	Riverglades ES
School Number:	2891

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	Bartow C. Duhart	7. Security Specialist/ Campus Monitor	Takeyvia Mathis
2. Point of Contact	Stephanie Rodriguez	8. Social Worker	Justine Lyons
3. BTU Representative	Traci McAllister	9. School Nurse	Mideline Petion
4. Parent/Community Representative	Jen Solf	10. Attendance Manager	Jennifer Sainato
5. Student Representative	Ryan Taylor	11. Life Skills & Wellness Liaison	Tania Garza
6. School Counselor	Seromany Jawahir	12. Resiliency Liaison	Seromany Jawahir

*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	8/4/2025	August	➡	8/18/2025
2nd	11/17/2025	November	➡	11/18/2025
3rd	1/12/2026	January	➡	1/13/2026
4th	4/20/2026	April	➡	4/21/2026

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)*	4/29/2025
Provide training to faculty and staff *(prior to September 30, 2025)*	8/4/2025
Present the 2025-26 SPBP to family and community stakeholders *(prior to September 30, 2025)*	8/25/2025

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:	1025	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	■	99%	Are your 0 – 1 referral > 80%?	☒Yes ☐No
II. 2 - 5 referrals (at risk students)	7	1%	Are your 2 - 5 referrals <15%?	☒Yes ☐No
III. > 5 referrals (high-risk students)	0	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. Ensure all staff document disciplinary violations consistently to help identify patterns early. Making sure teacher are trained in identifying classroom vs office level infractions and how to create a discipline referral.

2. Have behavior data as a recuring report in leadership meetings based on real-time data.

3. Have clear criteria for escalating student support based on the students' tier of need and established protocols.

4. When a student shows multiple behavior flags, initiate proactive contact with families and collaborate with support staff.

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. Adapt PBIS expectations and teaching strategies to reflect diverse cultural norms and language backgrounds.

2. Train staff regularly on recognizing and addressing disability- related behavior triggers, and appropriate ELL responses.

3. Create Behavior Intervention Teams with Diverse Expertise to review data.

4. Implement restorative circles or reflection activities before resorting to exclusionary discipline.

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. Battery low level	9
2. Assault/ threat (Non-Criminal)	4
3. Disruption on campus (minor)	3
4. Fight minor	3
5. Unsubstantiated Bullying	3
TOTAL	22

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 proactive
2. Begin with the end in mind
3. Put first things first
4. Think win win
5. Seek first to understand and then to be understood
6. Synergize

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, <mark>excluding Classroom</mark>:	
School Location(s)	**# Incidents**
1. Playground	6
2. Hallways	5
3. Restrooms	5

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 Rules	Classroom Rules
Be Proactive	Remain in your line	Remain seated	Keep hands, feet and objects to yourself	
Begin with the End in Mind	Go directly to your destination	Keep all food items on your tray	Clean up once finished playing	
Put First Things First	Follow adult directives	Follow all directions given by the cafe monitors/adults	Follow directions the first time given	
Think Win Win	Keep hands and feet to yourself	Clean your eating space and pick up trash around your area	Keep hands and feet to yourself	
Seek First to Understand Then to be Understood	Use Level 1 voice in the hallways	Raise your hand to get the attention of an attendant/adult	Provide personal space when playing	
Synergize	Keep electronics in your backpack	Use a level 1-2 voice	Use playground equipment as intended	

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	8/11/2025	8:15	Classrooms
After Winter Break	1/6/2026	8:15	Classrooms
After Spring Break	3/23/2026	8:15	Classrooms

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**	**Select location**
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?**
Leader In Me	Weekly lessons	Classroom teachers	The Light House Team (a group comprised of motivated staff, teachers and administrators) is training staff on the implementation of this school-wide student character and accountability program. The program comes with lesson based on the 7 habits of effective people that will be taught and emphasized school-wide.	The Light House team and school leadership are being trained on effective implementation monitoring strategies and will implement them throughout the year. Data on the number of office discipline referrals will be monitored to measure effectiveness.

		Classroom teachers and School Counselor	Classroom teachers are required to give their classes training on recognizing and preventing bullying. There is also a grade level specific training Bullying Prevention schedule when students return from breaks. In addition, the School Counselor does classroom lessons.	Effectiveness will be monitored by tracking Bullying Complaint data.
Bullying Prevention: Be the 1	Quarterly lessons			

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.

<u>Identified Schoolwide Expectation OR Specific Location</u>: Click here to enter Expectation OR Location

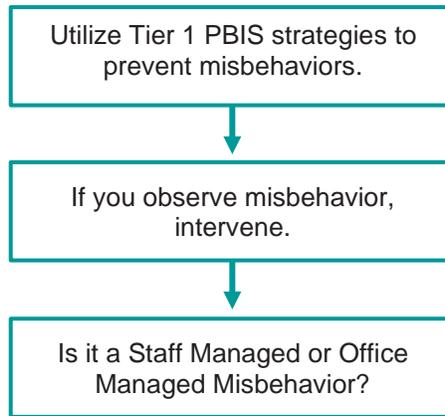| 4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? *(use numerical data)*	**Data used: Office Discipline Referrals** **Problem Identification Statement: Office Discipline Referrals for Low level Battery decreased from 11 incidents at this time last year to 9 incidents at the time of this report. The total number of incidents has decreased but this area remains the highest category of disciplinary infraction.**
2. **Problem Analysis:** Why do you think this problem is occurring? What is your goal? *(create a SMART goal statement with numerical data)*	**Hypothesis:** Why do you think this problem is occurring? Incentivizing positive behavior interactions with a PBIS token system has been effective but needs to be paired with a character and self-motivation system of lessons to make real change. **SMART Goal Statement: By May 2026, the number of students receiving office discipline referrals for low level battery will decrease by at least 20% as evidenced by the data pulled from Focus.**
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	**Type of Program/System:** Point system **Description of Program/System** A PBIS Token Economy recognizes students for meeting behavior expectations from anywhere in the school, not just the classroom. This system will help to foster accountability and fidelity of the behavior management system school-wide. Students will be given "Gator Points" for meeting the expectations outlined throughout the school. This PBIS Token Economy System makes student recognition easyfor staff since any staff member can give students points. In addition, students will learn to regulate their own behavior to meet student recognition goals. The reward system will involve a school store and special events that will be scheduled throughout the school year. These activities will motivate students to follow school rules and

	expectations. Through the MTSS process, this system will be adjustedfor students on an individual behavior plan by establishing specific goals and increasing the frequency of the reward.
	This will be paired with the Leader In Me program the year. The Leader in Me program is a whole-school transformation model based on Stephen Covey's 7 Habits of Highly Effective People, designed to help students build leadership and life skills. At our school, it will be integrated into daily routines and curriculum to promote personal responsibility, goal setting, collaboration, and problem-solving. Students learn to see themselves as leaders, with opportunities to take on roles within the school and track their own academic and behavioral progress. The program will also fosters a positive school culture by aligning staff, students, and families around a common language of leadership and growth.
4. Evaluation: 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)* 1. Administrators will conduct classroom walkthroughs to check for implementation of the PBIS classroom management system including the use of the behavior expectations chart and the administration of points for students.
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)* Instructional staff will participate in monthly PLC meetings to discuss Behavior Dashboard data and the PBISsystem implementation data. By June 3, 2026, Battery low level referrals will indicate decrease by 15% as measured by Office Discipline Referrals (ODRs) in Focus.

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
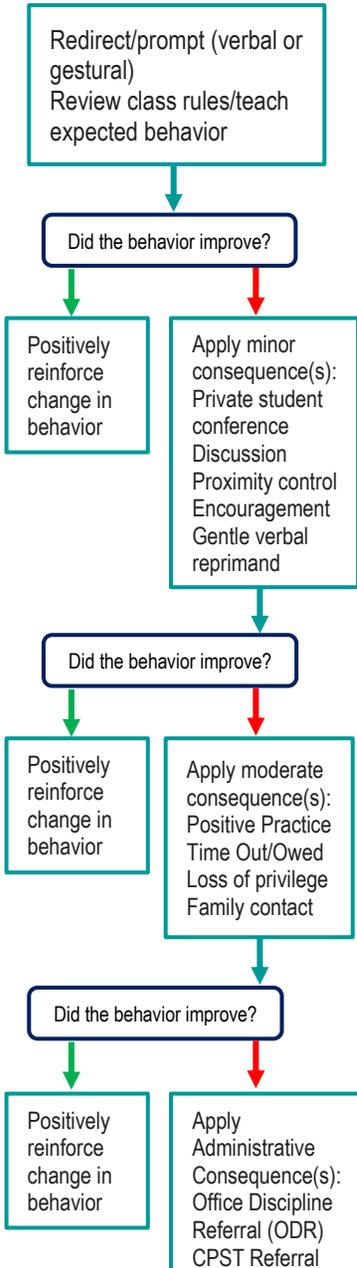
Monthly Character Traits	Plan Details How will you recognize *Kids of Character* each month? *(2-3 sentences)*
1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance	We will hold a monthly award ceremony for students who are identified as exhibiting the trait of the month. Awards can be given in ceremony in the cafeteria prior to the start of lunch and parents can be invited to attend. We would use the Leader In Me traits in place of the listed Character traits.

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.

If you observe misbehavior, intervene.

Is it a Staff Managed or Office Managed Misbehavior?

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

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

Did the behavior improve?

Positively reinforce change in behavior

Apply Administrative Consequence(s):
Office Discipline Referral (ODR)
CPST Referral

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

8

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 ☒ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system.	1. Conduct regular classroom walkthroughs with targeted feedback. 2. Facilitate classroom management PD and peer observation cycles. 3. Implement and monitor behavior support plans. 4. Use student behavior data to guide coaching.

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: ___*Use current 2024-2025 school year behavior data*___ 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**:	16
Total number of *other* **school-wide** discipline referrals (not including classrooms):	26
% of referrals in the classroom:	38%
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** ☒ *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 ☐ Provide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post School-wide Expectations and Location-specific Rules ☐ Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) ☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August **1st Quarter Team Meeting**	☐ Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. ☐ Review previous year's SPBP and feedback form; make necessary modifications ☐ Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☐ Implement the Reward System for all students as indicated in the SPBP ☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written ☐ Present implementation data, behavior data, team activities and SPBP progress to entire staff ☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☐ Confirm **next** quarterly PBIS team meeting date and time
September	☐ Provide SPBP stakeholder presentation by September 30th ☐ Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October **2nd Quarter Team Meeting**	☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written ☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator ☐ Confirm **next** quarterly PBIS team meeting date and time
November	☐ Review/revise lesson plans as indicated by previous quarter behavior data ☐ Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January **3rd Quarter Team Meeting**	☐ Staff to re-teach Expectations and Rules after winter break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator ☐ Confirm **next** quarterly PBIS team meeting date and time
February	☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP *(optional)*
March **4th Quarter Team Meeting**	☐ Ensure progress towards completion and submission of next year's SPBP ☐ Staff to re-teach Expectations and Rules after spring break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ 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 ☐ Submit your SPBP in BCPS Central by April 30th. Use this new SPBP in the next school year ☐ 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 9/5/2025, 1. Laminated posters will be placed in these locations by the PBIS team 2. The PBIS team will schedule to check these locations once per month throughout the school year
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☐Yes ☐No	By 9/5/2025, 1. Administrators will check lesson plans 2. Administrators will conduct walkthroughs
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 9/30/2025, 1. The PBIS team will conduct a training on the Discipline Flow Chart during a staff meeting 2. The PBIS team will provide the staff with a copy of the Discipline Flow Chart
A recognition system is implemented by 100% staff for *all* students.	☐Yes ☐No	By 10/1/2025, 1. The PBIS team will meet with the PTA to discuss how the reward store will be organized 2. The PBIS team will reward teachers for giving students points during Quarter 1

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.
Select an item *Choose one ODR area of focus*	By June 3, 2026, Battery low level referrals will indicate decrease by 15% as measured by Office Discipline Referrals (ODRs) in Focus.	**1. Implement a "Restorative Reflection" Routine with Tier 1 PBIS Supports** • What to do: After any battery incident, have students complete a restorative reflection form and participate in a guided conversation with staff using PBIS Tier 1 expectations (e.g., respect, responsibility, safety). • Why it works: This reinforces clear behavioral expectations and accountability while supporting emotional regulation.

		• Leader in Me alignment: Encourages Habit 1: Be Proactive and Habit 4: Think Win-Win by helping students take ownership of their actions and restore relationships.
		
		2. Launch a Student-Led Behavior Ambassador Program
		
		   • What to do: Train a small group of students to model positive behavior and mentor peers, especially in high-conflict zones (e.g., hallways, lunchroom).
		   • Why it works: Peer influence can significantly reduce behavior issues when paired with PBIS recognition systems (points, praise, or privileges).
		   • Leader in Me alignment: Empowers students with Habit 2: Begin with the End in Mind and Habit 6: Synergize, promoting a proactive, inclusive school culture.

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