



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Harbordale Elementary
School Number:	0491

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2026-2027 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	Jennifer Kashdin	7. Security Specialist/ Campus Monitor	Yuli Olivera
2. Point of Contact	Lauren Gordon	8. Social Worker	Laura Holt
3. BTU Representative	Megan Hanley	9. School Nurse	Nurse Natoya
4. Parent/Community Representative	Stephanie Streicher	10. Attendance Manager	Yuliia Volynets
5. Student Representative	NA	11. Life Skills & Wellness Liaison	Vicky Bureau
6. School Counselor	Vicky Bureau	12. Resiliency Liaison	Vicky Bureau

*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
1 st Aug. 10 – Oct. 9	8/4/2026	10:00 a.m.		8/7/2026
2 nd Oct. 13 – Dec. 18	10/27/2026	2:15 p.m.		11/3/2026
3 rd Jan. 5 – Mar. 18	1/5/2027	2:15 p.m.		1/12/2027
4 th Mar. 29 – May 28	4/2/2027	2:15 p.m.		4/6/2027

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

Action Steps:	Dates
Present the 2026-27 SPBP to staff (<i>prior to April 30, 2026</i>)	4/22/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/29/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/7/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	8/24/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: Use current 2025-2026 school year behavior data as listed in Focus.

- Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
- Complete the yellow highlighted cells.
- Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- Determine if the core is effective in all three areas.

TOTAL Population:	477	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		>80%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	10	2%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	3	.6%	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 <i>at the beginning</i> of the next school year to improve core strength: Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i> Regular Review Behavior Data: Conduct monthly reviews of discipline referrals, attendance, and academic data to spot emerging trends. Create Individual Behavior Plans for: High-risk students, develop plans with specific goals, supports, and progress-monitoring tools. Engage Families: Proactively communicate concerns and involve families in planning and intervention efforts.	

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: <i>(3-4 detailed steps)</i> Positive Identity Building: Incorporate activities and curricula that reflect diverse backgrounds and highlight strengths of all student groups. Such as Hispanic Heritage Celebration – month long activities in Spanish specials to recognize Hispanic culture. Black History Month – month long activities to celebrate and recognize famous African Americans in our country, Autism Awareness Month – week long school wide activities to promote acceptance of others’ differences, Little Elites Special Olympics Program – organized sports program to unite all students through skill development and friendly competition and World Down Syndrome Day – week long activities to foster an understanding of others.

2. **Mentoring Programs:** Pair students from underrepresented groups with trusted adults or peer mentors for regular check-ins.
3. **Monthly Data Reviews:** Disaggregate discipline data by race, SWD, and ELL status. Identify trends, disproportionality, and referral sources.

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

- 4A. Top five behavior incidents: **Use current 2025-2026 school year behavior data** as listed in Focus.
- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
 - Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
 - Complete the yellow highlighted cells.
 - Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

Top 5 Behavior Incidents Current Year 2025-2026	# Incidents
1. Disobedience/ Insubordination (Gr. 3-5)	15
2. Battery (low level)	8
3. Disobedience/ Insubordination (Gr. K-2)	6
4. Mistreatment of Peers (Gr. K-2)	5
5. Mistreatment of Peers (Gr. 3-5)	4
TOTAL	38

- 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 for self and actions. Responsibility.
2. Be respectful to self and others. Respect.
3. Be kind to self and others. Kindness.
4. Always use your hands in an appropriate manner.

- 4C. Top three school-wide locations: **Use current 2025-2026 school year behavior data** as listed in Focus.
- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
 - 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. Hallway	7
2. Playground	7
3. Cafeteria	6

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 respectful.	Raise your hand if you need something.	Raise your hand if you need something.	Line up when the teacher gives the signal.	
Be responsible.	Walk on the right side of the hallway	Clean your eating space and pick up trash around your area.	Use playground equipment appropriately.	
Be kind.	Keep an arm distance between you and the person in front of you.	Include other students at your table in quiet conversations.	Include all students in games and activities.	
Use hands in an appropriate manner.	Raise your hand if someone is bothering you.	Raise your hand if someone is bothering you.	Raise your hand if someone is bothering you.	

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	8/10/2026	8:30 a.m.	Classroom
After Winter Break	1/5/2027	8:30 a.m.	Classroom
After Spring Break	3/29/2027	8:30 a.m.	Classroom

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	8/12/2026	8/12/2026	Cafeteria
After Winter Break	1/5/2027	1/5/2027	Classroom
After Spring Break	3/29/2027	3/29/2027	Classroom

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? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
Character Education	During open activities in classroom, integrated into curriculum lessons, and during weekly guidance specials.	School Counselor and Classroom Teachers	Character education lessons will be implemented by embedding character educator monthly traits into daily classroom discussions, literature connections and cooperative learning activities. Teachers will model these traits, recognize positive behaviors, and provide real-life scenarios for students to reflect on and discuss. Integrating character-building moments into academic content fosters a supportive and inclusive classroom culture.	The implementation of character education lessons will be monitored through regular classroom observations, student reflection journals, and teacher feedback. Additionally, tracking student behavior data through referrals can provide insight into the program's effectiveness.

Life Skills & Wellness	During open activities in classroom, integrated into curriculum lessons, and during weekly guidance specials.	School Counselor and Classroom Teachers	Life Skills and Wellness curriculum will be integrated into classrooms through weekly lessons, classroom discussions, and cross-curricular activities that promote emotional regulation, healthy habits, and interpersonal skills. Teachers will incorporate lessons to help students apply these skills in meaningful ways. School counselors will enhance the delivery and reinforce key wellness concepts during weekly guidance specials.	The implementation of life skills and wellness lessons will be monitored through regular classroom observations, student reflection journals, and teacher feedback. Additionally, tracking student behavior data through referrals can provide insight into the program's effectiveness.
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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? <i>(use numerical data)</i>	Data used: Focus referrals and breakdowns, teacher input, administrator feedback Problem Identification Statement: During the 2025–2026 school year, Harbordale Elementary recorded 21 total incidents of Disobedience/Insubordination (15 incidents in grades 3–5 and 6 incidents in grades K–2), making it the most frequent behavior incident and accounting for over 55% of all classroom referrals. These behaviors indicate a need for increased reinforcement of schoolwide expectations related to respectful and responsible behavior.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i>	Hypothesis: The high frequency of disobedience and insubordination suggests inconsistent reinforcement of expectations across classrooms and common areas. Students may not be consistently recognized for meeting expectations related to respect and responsibility, resulting in weaker behavior buy-in and increased referrals. SMART Goal Statement: By May 2027, Harbordale Elementary will reduce Office Discipline Referrals for disobedience/insubordination by at least 25% (from 21 incidents to 16 or fewer incidents) as measured by ODR data in Focus, through consistent implementation of the Dolphin Dollar recognition system reinforcing respectful and responsible behavior.

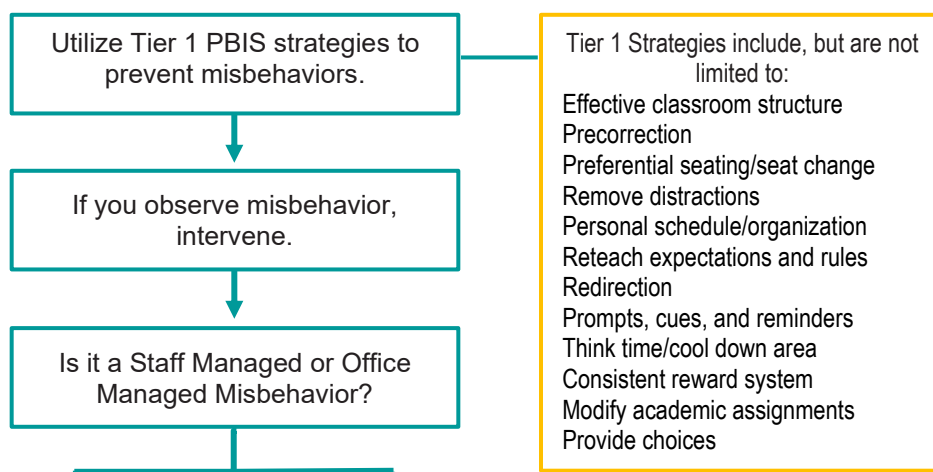
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Token system Description of Program/System: Students will have the opportunity to earn Dolphin Dollars as a recognition for demonstrating exemplary acts of respect and responsibility. These can be awarded by any faculty member when a positive behavior is observed. Students may redeem their Dolphin Dollars for a tangible reward of their choice, such as candy, toys, pencils, stickers, or other prizes. Additionally, select students will be periodically recognized during morning announcements for exemplifying model behavior, reinforcing the importance of respect and responsibility within our school community.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? Staff feedback and input will be actively solicited during RTI-B meetings to support ongoing program development and effectiveness. Staff members will be recognized with shoutouts for their participation in Dolphin Dollar challenges, fostering a positive and collaborative school culture. Additionally, participating classes will receive Respectful Class certificates to proudly display in their classrooms as a celebration of their commitment to positive behavior.
B. Student outcome monitoring (use numerical data)	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? The ODR data in Focus will decrease in offences for disobedience/ insubordination from 21 incidents to 16 or fewer incidents in grades K-5.

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. 

Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> 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	Each month, teachers will nominate a student from their class who exemplifies the designated character education trait. Selected students will be recognized on our WHBD morning announcements and awarded a Character Education certificate. Additionally, their names will be proudly displayed on our Character Education bulletin board to celebrate their positive contributions.

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.





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

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. <i>(3-4 detailed steps)</i>
☒ CHAMPS ☒ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system	1. All staff members will receive a copy of the School-wide Positive Behavior Plan (SPBP) and will be expected to review and implement the school-wide behavior lesson during pre-planning week. This ensures consistency in behavioral expectations and promotes a positive, unified school culture from the start of the school year. 2. Teachers will participate in quarterly PD sessions focused on CHAMPS and PBIS strategies, with follow-up opportunities for peer collaboration and modeling of effective practices. 3. Administration will conduct monthly classroom walkthroughs using a CHAMPS/PBIS checklist to ensure consistent implementation of expectations, routines, and reinforcement strategies. Feedback will be provided within 48 hours.

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

☒ CHAMPS 7 Up Checklist 
☐ Classroom Snapshot (Classroom Management Assessment) 
☒ PBIS Classroom Assistance Tool (CAT) 
☐ Other (specify):

8C. Percentage of classroom referrals: **Use current 2025-2026 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 :	34
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	28
% of referrals in the classroom:	55%
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 1 st 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 the Tier 1 Agenda and Quarterly Big 5 Data template) ☐ 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 30 th ☐ 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 Video training modules available at: https://browardschools.instructure.com/courses/1193624/
October 2 nd Quarter Team Meeting	☐ Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B ☐ Complete Quarterly Big 5 Data Template and submit to your assigned 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 in Section 10B
January 3 rd 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) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
February	☐ Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module ☐ Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th 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) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator
April	☐ Provide staff presentation and faculty vote on new SPBP for next year ☐ Submit your SPBP in BCPS Central by April 30 th . 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 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% of staff for <i>all</i> 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 <i>(use numerical data)</i>	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Overall ODRs <i>Choose one ODR area of focus</i>	By June 3, 2027, insubordination/disobedience will indicate 20% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. Review expectations and procedures with teachers. 2. Classroom observations will be conducted to observe behavior

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