



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

School Name:	Attucks Middle School
School Number:	0343

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	Cassandra Adderley	7. Security Specialist/ Campus Monitor	Devon Chandler
2. Point of Contact	Dr. Donald Nicolas	8. Social Worker	Ataysha Fenelon
3. BTU Representative	Michael Jean	9. School Nurse	Barbara Johns
4. Parent/Community Representative	Mercedes Castillo	10. Attendance Manager	Erika Thomas
5. Student Representative	Sophia Lain Martinez	11. Life Skills & Wellness Liaison	Fatima Williams
6. School Counselor	Dr. Lashaun Clark	12. Resiliency Liaison	Jacquelyn Fernandez

*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	8/6/2025	9a		8/29/2025
2 nd	10/13/2025	9a		11/21/2025
3 rd	1/5/2026	9a		2/13/2026
4 th	4/6/2026	9a		5/1/2026

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 (<i>prior to April 30, 2025</i>)	4/25/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/30/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	8/6/2025
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>)	8/28/2025

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:	631	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	78	12%	Are your 0 – 1 referral > 80%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	74	12%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	23	4%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Answer either (a) or (b):</p> <p>(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.</p> <p>(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:</p>	
<p>Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> 1. Re-teach Schoolwide Expectations: Launch the school year with a structured rollout of behavior expectations using PBIS (Positive Behavioral Interventions and Supports) strategies. Ensure consistent messaging across classrooms, common areas, and all staff. 2. Update and post behavior expectation charts in all learning and high-traffic areas. Review expectations weekly during morning announcements and homeroom. 3. Review and clarify referral criteria with staff to ensure consistency and reduce subjective or avoidable referrals. 4. Provide immediate interventions for students who show early signs of behavioral challenges to build positive relationships and accountability. 	

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)?	
<p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> 1. Train staff in restorative approaches that focus on relationship-building, reflection, and repairing harm instead of exclusionary discipline. 2. Regularly review discipline data by race, disability status, and ELL status during leadership and staff meetings. Identify trends and take immediate, responsive actions. 	

3. Establish groups (i.e. Student Ambassadors) to give underrepresented students a voice in shaping school climate and discipline practices.
4. Partner with local cultural organizations, youth mentors, and advocates to build bridges between school and community values.

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. Disobedience/Insubordination	107
2. Class Cut/Skipping	88
3. Out of Assigned Area	68
4. Unruly/Disruptive Behavior	51
5. Disruptive/Unruly Play	45
TOTAL	359

- 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. Positive: Using kind words with classmates and teachers
2. Respectful: Following directions the first time
3. Organized: Keeping the school and your belongings tidy
4. Unified: Supporting each other's success
5. Determined: Setting goals and achieving them

- 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, <u>excluding Classroom</u>:	
School Location(s)	# Incidents
1. Classroom	210
2. Hallway	178
3. Cafeteria	54

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	Bus Rules	Classroom Rules
Positive	Greet others politely	Clean your eating space and pick up trash around your area	Keep hands, feet and objects to yourself	
Respectful	Be mindful of others' space and belongings	Follow all directions given by the cafe monitors/adults	Follow directions the first time given	
Organized	Remain in your line	Remain seated	Remain seated while the bus is in transit	
Unified	Walk calmly, stay to the right.	Raise your hand to get the attention of an attendant/adult	Wait at your designated area for your bus to arrive	
Determined	Move with purpose — get to where you need to go.	Keep all food items on your tray	Remain in your assigned seat, facing forward with feet on the floor	

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	8/12/2025		Classroom, Auditorium
After Winter Break	1/6/2026		Classroom, Auditorium
After Spring Break	3/23/2026		Classroom, Auditorium

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	Bus
Lesson Plan Dates			
Start of School Year	8/12/2025	8/13/2025	8/14/2025
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? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
Choose Peace/Stop Violence	April 2026	Peer Counseling Teacher and students	Students will complete a rotation to each grade level throughout the week to guide peers in completing activities in to prevent bullying and create safe and violence-free environments.	Each group will complete a follow up activity, and a checklist will be used to identify research-based norms.
Resiliency Curriculum	Monthly	Guidance counselors and teachers.	Each department will be guided in completing a lesson. The guidance counselor will be available to answer questions and provide support.	Monthly percentages for completion must be met according to guidelines. Students will take a quiz.

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](#)

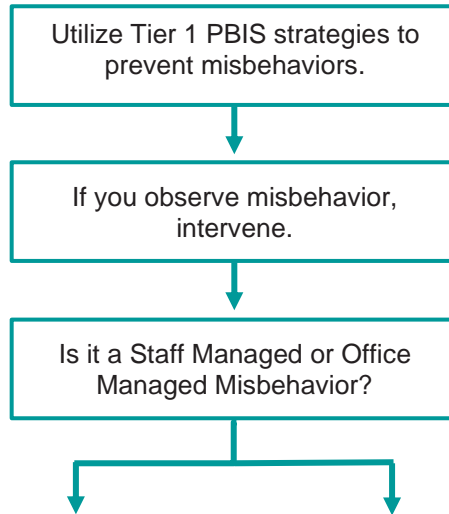
4 Step Problem Solving Process	Plan Details
<p>1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: Discipline Referrals</p> <p>Problem Identification Statement: The location with most of the schoolwide referrals is the classroom.</p>
<p>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></p>	<p>Hypothesis: There is a need to support implementation of Tier 1 strategies and school wide expectations in the classroom.</p> <p>SMART Goal Statement: By the end of May 2026, referrals from incidents in the classroom based on ODR data will be reduced by 30%.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p>Type of Program/System: Token system</p> <p>Description of Program/System: Teachers and staff will use Eagle Bucks to reward students following classroom and school wide expectations and displaying positive behaviors and character traits. Teachers will nominate students for the monthly character trait rewards to acknowledge students meeting expectations. Eagle Bucks can be used to “purchase” items every two weeks. There will be a monthly celebration for students nominated for a character trait award.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program/system? Each grade level will have a different color “Eagle Buck” to monitor the number of students rewarded by grade level. The guidance department will monitor the submission of names from each teacher for monthly character trait awards and follow up with administration, as needed.</p>
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? The number of referral incidents from the classroom will reduce by 30% compared to the previous year. Student academic achievement in ELA and Math will increase by PM3 compared to the previous school year.</p>

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. 

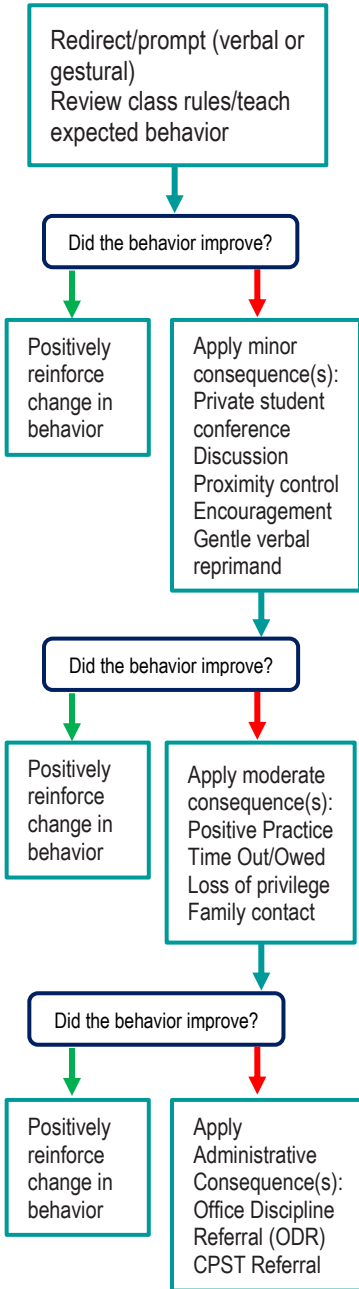
Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i>
<ol style="list-style-type: none"> 1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance 	<p>Each month Kids of Character will receive a certificate, recognition on the morning announcements, and are invited to attend a school wide celebration (pizza party, ice cream party, donut party, etc.)</p>

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.



- 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



Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
Inappropriate language <ul style="list-style-type: none"> name calling use of profanity 	Inappropriate language <ul style="list-style-type: none"> racial slurs or taunting profanity directed at a staff member
Disrespect <ul style="list-style-type: none"> talking back physical gestures 	Harassment <ul style="list-style-type: none"> bullying threat or intimidation
Defiance <ul style="list-style-type: none"> work refusal head down on desk/sleeping not following directions 	Defiance <ul style="list-style-type: none"> leaving classroom, assigned area, or school grounds without permission forgery/plagiarism
Disruptive <ul style="list-style-type: none"> tattling/false information talking out of turn calling out distracting others 	Disruptive <ul style="list-style-type: none"> inciting others to disrupt teacher chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact <ul style="list-style-type: none"> touching others, pushing/shoving (no injuries) mutual horseplay 	Physical Contact <ul style="list-style-type: none"> 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




Crisis Events:
In need of immediate assistance
Potentially unsafe environment
Suspicion of criminal behavior
Contact front office/administration immediately
Follow safety team protocol

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>
<input type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fi-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	<ol style="list-style-type: none"> 1. Conduct quarterly observations of classroom management and provide feedback. 2. Provide resources and professional development on classroom management strategies, ESLS and ELL strategies on a monthly basis. 3. Use school wide PLC sessions to discuss quarterly discipline data. 4. Seek district support for teachers that need more intensive interventions for classroom management.

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

<input type="checkbox"/> CHAMPs 7 Up Checklist 
<input checked="" type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input type="checkbox"/> Other (<i>specify</i>):

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 :	214
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	576
% of referrals in the classroom:	37%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<input checked="" type="checkbox"/> 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	<input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input type="checkbox"/> Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	<input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
September	<input type="checkbox"/> Provide SPBP stakeholder presentation by September 30 th <input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input type="checkbox"/> 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 2 nd Quarter Team Meeting	<input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January 3 rd Quarter Team Meeting	<input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	<input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	<input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 10/1/2025, 1. Create and print posters for display in target areas. 2. Review placement and replace posters in target areas.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.
Classroom Referrals	By June 3, 2026, disobedience/insubordination will indicate 20% <i>decrease</i> as measured by Office Discipline Referrals (ODRs) in Focus.	1. Clear communication in schoolwide expectations assemblies. 2. Classroom lessons on schoolwide expectations and building positive relationships.

SPBP Submission

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