



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

School Name:	Nova Blanche Forman Elementary School
School Number:	1282

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	Russell Schwartz	7. Security Specialist/ Campus Monitor	Brittany Wesley
2. Point of Contact	Attiya Batool/ Anesha James	8. Social Worker	Faryal Nabiejohn
3. BTU Representative	Latoya Dehart	9. School Nurse	Lori Savage
4. Parent/Community Representative	Officer John Black	10. Attendance Manager	Sade Smith
5. Student Representative	NA	11. Life Skills & Wellness Liaison	Amy Levine/Anesha James
6. School Counselor	Aneysha James	12. Resiliency Liaison	Anesha James

*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	10/9/2025	8:30		10/10/2025
2 nd	12/11/2025	8:30		12/17/2025
3 rd	3/4/2026	8:30		3/11/2026
4 th	5/21/2026	8:30		5/27/2026

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>)	4/23/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/23/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	8/8/2025
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>)	9/25/2025

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:	711	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		98%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	16	2%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	1	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

3B. Core Effectiveness Action Steps:

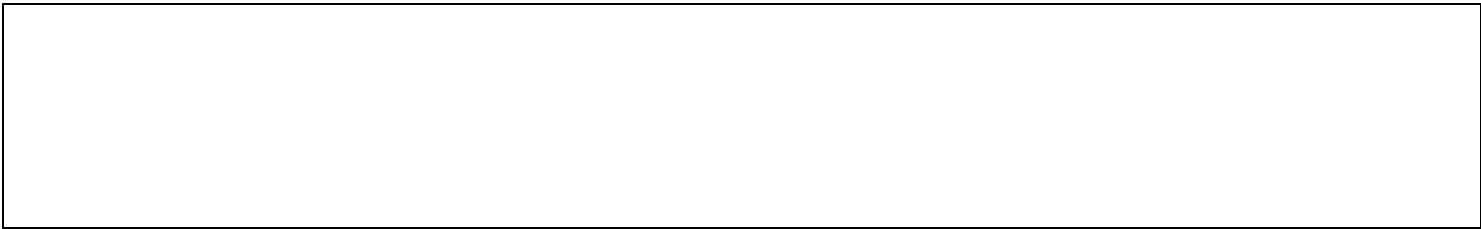
If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer either (a) or (b): (a) If your core is effective, then identify action steps your school leadership team 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>	
<ol style="list-style-type: none"> 1. Referring students for behavioral concerns to the RTI team at the early warning signs 2. Communicating schoolwide expectations during Expectations assemblies/ Discipline Assemblies periodically throughout the year. 3. Communicating with parents of students who are not meeting school wide expectations and receiving referrals 4. Weekly positive behavior reminders for expectations on morning announcements. 	

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>
<ol style="list-style-type: none"> 1. Support staff including administration, coaches, counselors, ESE specialists and social workers will review the data for at risk students and develop individualized positive behavior charts to promote desired behavior in classrooms. 2. Research articles related to the disproportionalities in discipline practices will be shared with staff to promote awareness. 3. Administrative team will meet quarterly to review data and determine if any disproportionality exists and devise an action plan to remedy the situation. 4. 25-26 class composition will be reviewed carefully with the support team including ESE staff 5. Check the implementation of the PBIS with individual teachers for fidelity



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.	21
2. Fight Minor/Altercation/Confrontation	14
3.Fighting Medium	5
4.Battery Low Level	5
5.Insulting/Profane/ Obscene Language	5
TOTAL	0

- 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 Respectful
2.Be Cooperative
3.Be Responsible
4. Be Kind
5.

- 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. Hallway	14
2. Cafeteria	13
3. Restrooms	7

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	Hallway Restroom Rule Rules	Classroom Rules
Be Respectful	Keep hands and feet to yourself Greet others with respect/ Say “please” and “Thank you”	Raise your hand to get the attention of an attendant/adult Follow the directives from cafeteria monitors.	Keep hands, feet and objects to yourself Leave the facilities clean and trash free.	
Be Cooperative	Walk on the right side of the hallway Follow Adult directives	Follow all directions given by the cafe monitors/adults Line up in an orderly manner when directed	Stay in the designated areas Get permission from an adult prior to using the hallway restrooms	
Be Responsible	Have your ID badge visible at all times Go to your destination directly	Clean your eating space and pick up trash around your area Follow cafeteria rules	Report to an adult if there is a fight or if someone is playing in the restroom	
Be Kind	Use Level 1 voice in the hallways Keep hands, feet and unkind words to yourself	Keep hands, feet and objects to yourself Try to help others when you can.	Give personal space and respect privacy.	
Click here to type your Expectation	Click here to select hallway rules OR Click here to type hallway rules.	Click here to select cafeteria rules OR Click here to type cafeteria rules.	Click here to select location rules OR Click here to type location rules.	

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	10:00 A.M	Classrooms
After Winter Break	1/7/2026	10:00A.M	Classrooms
After Spring Break	3/24/2026	10:00 A.M.	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	Restroom
Lesson Plan Dates			
Start of School Year	8/12/2025	5/12/2025	8/12/2025
After Winter Break	1/7/2026	1/7/2026	1/8/2026
After Spring Break	3/24/2026	3/24/2026	3/24/2026

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?
Character Education	Throughout the School year	Classroom teachers	Classroom teachers will focus on teaching one character trait every month and choose a model student who demonstrates that trait to be the "Tip Top Titan." Students will be recognized during morning announcements, Weekly Updates Newsletter and honor roll assemblies. Students photos will be displayed in the cafeteria	Guidance counselor will provide resources and guidance to the teachers in implementing character traits lessons and the effectiveness will be monitored through an Increase in desired behavior
Resiliency Curriculum	Monthly throughout the school year	Guidance Counselors	Guidance Counselors will schedule Monthly classroom resiliency lessons in each classroom at least two times during the year in all K-5 classrooms.	Guidance counselors will monitor the effectiveness of the program through student completion of Rethink Ed lessons in grades K-5

<p>Life Skills & Wellness</p>	<p>Throughout the School year</p>	<p>Guidance counselors and Classroom teachers</p>	<p>Lesson are selected based on grade level life skills that are important for certain age groups Rethink Ed lessons will be assigned to students and students will complete these lessons online. Teachers will make sure that they build in time in their schedules for students to complete these lessons.</p>	<p>The effectiveness will be monitored through Life Skills and wellness Student survey as well as Customer Survey for students.</p>
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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
<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: 24-25 ODRs data from Focus</p> <p>Problem Identification Statement: <i>Unruly/disruptive behavior referrals coming from classrooms is at 32 in 24-25 school year. Although the number of referral has gone down from last year, this continues to be an area for improvement.</i></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: <i>School wide expectations regarding unruly/disruptive behavior and positive behavior plan is not implemented with fidelity across all classrooms and by all personnel.</i></p> <p>SMART Goal Statement: By May 2026, Unruly/Disruptive behavior incidents will decrease by 7 going from 32 to 25 as measured by ODRs in Focus.</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: (≥ 4 sentences) How you will implement a positive reward program/system to decrease this problem? Students who are “caught being good” for displaying/demonstrating our school-wide expectations and desired behavior will be rewarded with “Terrific Titan” tickets or tokens for the PTA book vending machine. Students will drop these tickets in the designated areas. Administration and support staff will pull out 10-12 tokens every week. Students who get picked will get to visit the Titan store to get their rewards for displaying model behavior.</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? (2-3 sentences) Support staff will keep track and make sure that all grade levels are participating because students will write the names of their teachers when dropping the tickets in the designated areas. Administration would check in on the implementation of the program during quarterly faculty meetings.</p>

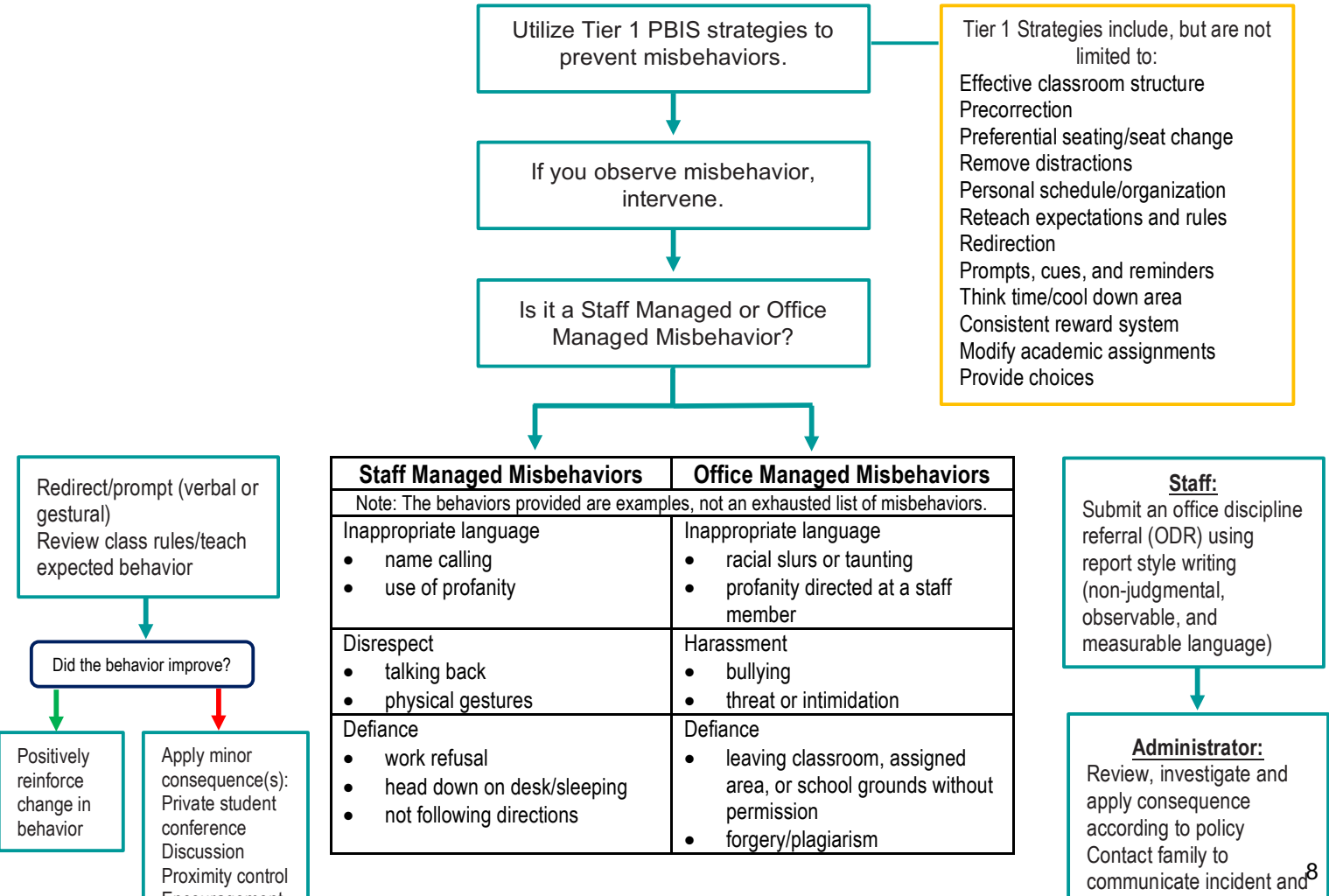
B. Student outcome monitoring <i>(use numerical data)</i>	<p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? (2-3 sentences)</p> <p>The ODR data in Focus and will address any concerns in a timely manner. For example, if a student is getting ODR for unruly/disruptive behavior constantly, They will be placed in the RTI process and more interventions will be put in place for those students.</p>
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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)
<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>Guidance counselors will send out resources related to each character trait in weekly updates for teachers to access and use with students. Teachers will choose one student from their class each month as the model student for that character trait. These students will be invited to a Tip Top Titan ceremony at the end of the month and presented a certificate and reward. Students in grades 3-5 will also be recognized during honor roll assemblies for displaying monthly character traits.</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.








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

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://fl-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	<ol style="list-style-type: none"> 1. Administration will monitor the implementation of the positive behavior plan in the classroom during formal observation and informal walkthroughs and provide feedback. 2. Teachers will indicate the evidence of teaching school wide expectations lesson in their lesson plans during the assigned weeks and reflect on the outcomes. 3. Staff will be given opportunities to share best practices around PBIS. 4. All instructional staff will engage in in-depth study of the PBIS framework TIER 1 intervention strategies during the preplanning week and update their classroom management plans based on the PBIS framework.

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 checked="" type="checkbox"/> Other (<i>specify</i>): Classroom Observations (Classroom FTEM Observation Form)

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 :	32
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	54
% 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 4th 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 <input type="checkbox"/> Continue implementing your <i>current</i> 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/16/2025, 1. Print out posters 2. Place them in all around the school
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input 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 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 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.

<p>Classroom Referrals</p>	<p>By June 3, 2026, Unruly/Disruptive behavior will indicate a decrease by 7 ODRs as measured by Office Discipline Referrals (ODRs) in Focus.</p>	<p>1. Discipline data will be reviewed during Quarterly PBIS meetings. 2. Implementation of the PBIS will be monitored during formal and in formal walkthroughs.</p>
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SPBP Submission

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