Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2025 – 2026

School Name:	Marjory Stoneman Douglas High School
School Number:	3011

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	Robert Johnson	7. Security Specialist/ Campus Monitor	Jennifer Vargas
2. Point of Contact	Elisa Williamson	8. Social Worker	Lindsey Bruckner-Durand
3. BTU Representative	Holly Van Tassel	9. School Nurse	Rachel Osias
4. Parent/Community Representative	Kristin Meis	10. Attendance Manager	Shamika Thompson
5. Student Representative	Amanda Richmond	11. Life Skills & Wellness Liaison	Melanie Taylor
6. School Counselor	Karen Marine	12. Resiliency Liaison	Sandra Davis

*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	9/2/2025	1:00 p.m.	→	9/3/2025
2nd	11/10/2025	1:00 p.m.	→	11/12/2025
3rd	1/13/2026	1:00 p.m.	→	1/14/2026
4th	3/10/2026	1:00 p.m.	→	3/11/2026

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)*	4/29/2025
Hold a *faculty* vote on the new SPBP *(prior to April 30, 2025)*	4/30/2025
Provide training to faculty and staff *(prior to September 30, 2025)*	8/5/2025
Present the 2025-26 SPBP to family and community stakeholders *(prior to September 30, 2025)*	9/10/2025

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:	3044	% of Total Population	Core Effectiveness		
# Referrals:	# of Students:				
I. 0 - 1 referrals	2968	**97.5%**	Are your 0 – 1 referral > 80%?	☒Yes	☐No
II. 2 - 5 referrals (at risk students)	68	2.2%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
III. > 5 referrals (high-risk students)	8	0.2%	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. Continue to monitor referral data periodically to identify students who are trending toward the at-risk category.
2. Use early warning indicators (tier 1 interventions), such as attendance, grades, and teacher concerns, to flag students before they reach 2 referrals.
3. Ensure consistent communication with families when behavior concerns first arise to build partnerships and address issues early.
4. Utilize mentoring and check-in/check-out systems for students who are beginning to show signs of risk.

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. Regularly review discipline data disaggregated by subgroup (race, SWD, ELL) to identify trends and address disparities early.
2. students receive support aligned with their IEPs or language acquisition plans.
3. Create opportunities for students, especially those in underrepresented groups, to share their perspectives on school climate and discipline. Strengthen communication with families through translated resources and bilingual staff.
4. Establish a small team of teachers, support staff, and administrators who meet monthly to review data, lead initiatives, and provide feedback on equity practices throughout the campus.

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. Class Cut/Skipping	68
2. Out of assigned area	54
3. Tardiness Habitual	49
4. Unserved Detention	41
5. Tobacco Pos/Use/Sale Vap Device	35
TOTAL	247

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 Positive
2. Be Passionate
3. Be Proud to be an Eagle
4.
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, <mark>excluding Classroom</mark>:	
School Location(s)	**# Incidents**
1. School Grounds	**177**
2. Restroom	**40**
3. Unknown	**35**

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	School Grounds Rules	Classroom Rules
Be Positive (Respect Others and Yourself)	**Keep hands and feet to yourself** Click here to type hallway rules.	**Follow all directions given by the cafe monitors/adults** Click here to type cafeteria rules.	**Wear your ID badge** Click here to type location rules.	**Respect others and yourself.** **Follow teacher instructions.**
Be Passionate (Think About Your Goals and Work to Achieve Them)	**Have a pass when you are not with your class** Click here to type hallway rules.	**Stay in assigned area** Click here to type cafeteria rules.	**Keep hands and feet to yourself** Click here to type location rules.	**Arrive on time, prepared, and ready to work.**
Be Proud (Take Accountability)	**Have your ID badge visible at all times** Click here to type hallway rules.	**Clean up after yourself** Click here to type cafeteria rules.	**Park in spaces marked for students** Click here to type location rules.	**Complete your assignments on time with academic integrity.**
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.	
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	8/19/2025	8/19-8/20	In auditorium through discipline assemblies (study hall teachers bring their students to auditorium for assembly)
After Winter Break	1/5/2026	1/5/2026-1/9/2026	SPBP Team along with peer counselors visit study halls to teach school-wide expectations. Peer counselors help facilitate lesson.
After Spring Break	3/23/2026	3/23/2026-3/27/2026	SPBP Team along with peer counselors visit study halls to teach school-wide expectations. Peer counselors help facilitate lesson.

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	8/19/2025	8/19/2025	8/19/2025
After Winter Break	1/5/2026	1/5/2026	1/5/2026
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?**
Life Skills & Wellness **Click to enter "other"**	Quarterly	Melanie Taylor	Ms. Taylor will meet with all students through study hall. She utilizes rethink education curriculum for self-awareness, called "Who Am I?" Every freshmen also gets a separate activity that correlates with her lesson.	We utilize terrace metrics data to insure students are receiving all necessary support and services.

		Core subject teachers (it rotates on a monthly basis)	We have developed a separate implementation plan where core subject teachers teach the designated lesson on a monthly basis. We meet with departments individually to go over the expectations for the lessons. Ms. Taylor and Mrs. Davis also meet with teachers individually to go over specific data related to the resiliency curriculum.	We evaluate completion rates of student activities. For the 2024-2025 school year, we had over a 90% completion rate.
Resiliency Curriculum **Click to enter "other"**	Monthly			

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

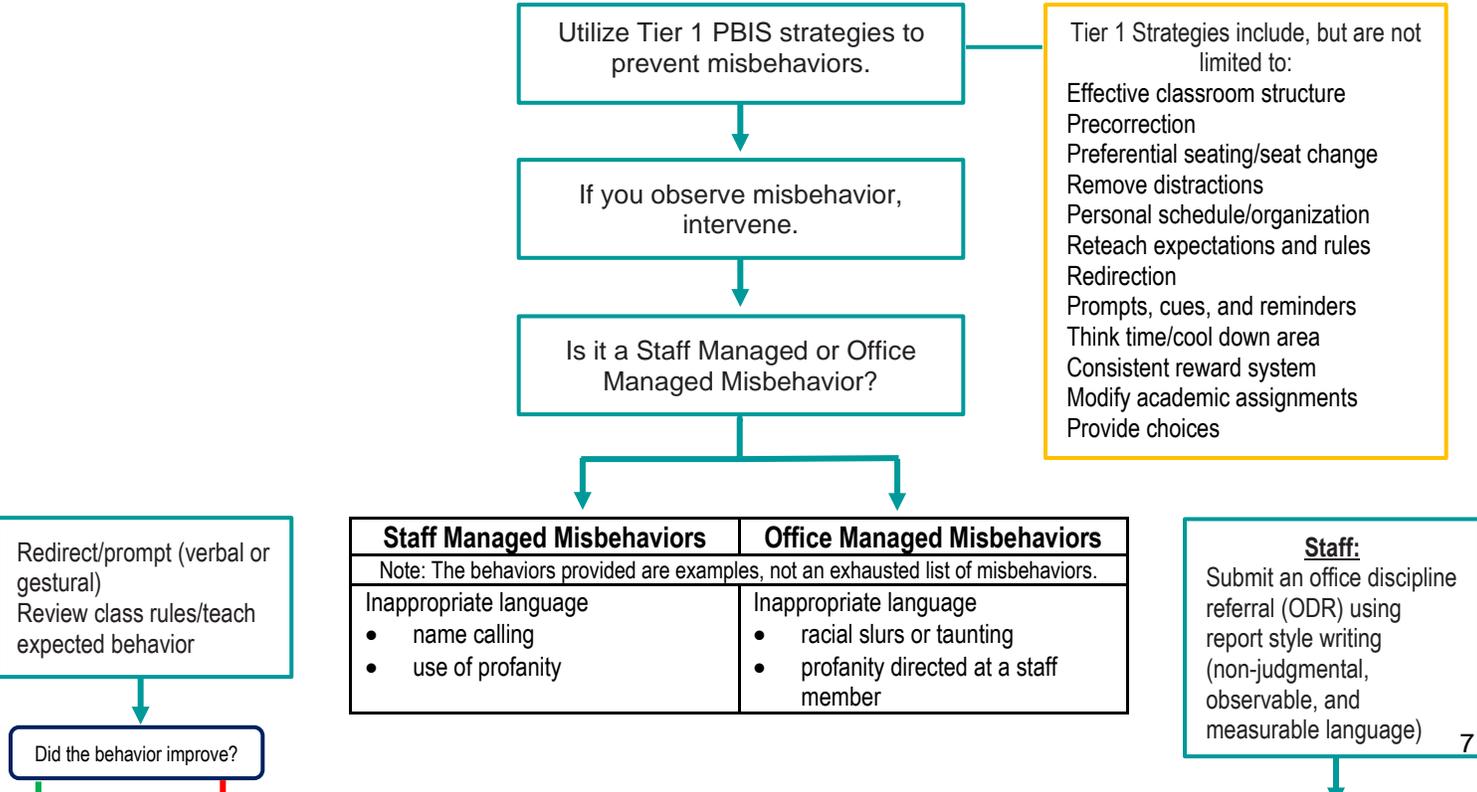| 4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? *(use numerical data)*	**Data used:** Office Discipline Referrals (ODRs) for the 2024-2025 School year **Problem Identification Statement:** *What problem did you identify?* The top 3 incidents that resulted in ODRs for the 2024-2025 school year have to do with students not being where they are supposed to be. The top three incidents, in order, are: skipping, being out of area, and tardiness. These three incidents alone account for over 43% of all ODRs.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(create a SMART goal statement with numerical data)*	**Hypothesis:** This is most likely due to a variety of different factors. We have some students that are disengaged with school as a whole; others that don't see the value in attending a study hall class, and we also have students that coordinate with their friends via cell phones to leave class at a designated time to meet in a designated place. **SMART Goal Statement:** By May 2026, the number of skipping, tardy, and out of area referrals will decrease from 43% to 39% of total ODRs.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	**Type of Program/System:** Lottery **Description of Program/System:** We have a 'Catch them being good' program where staff can refer students to administration for making positive choices. We attempted to implement it this year, but with the transition to FOCUS, we have decided to incorporate an attendance lottery next year. In essence, students who have perfect attendance will be entered into a lottery and if their name is selected they will be able to spin a wheel and win a prize. The wheel has a variety of different prizes that students can win, including free show tickets, backpacks, free cookies from our culinary program, and first-priority scheduling for next year to just name a few. We are coordinating with vendors and the community to implement more prizes that students are interested in. Going further with this program by addressing our largest behavioral issue (students not being where they are supposed to be) will hopefully lessen the total amount of ODRs we see.

4. Evaluation: A. Implementation fidelity	**How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?** By incorporating this into an already established program, we already have staff buy-in. We have had over 30 separate staff members refer students to the 'catch them being good' program with over 100 students being referred. We discuss it at every leadership meeting and SAC meeting as well. Additionally, Mr. Johnson sends out monthly emails reminding staff to refer students who they 'caught being good.'
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"?** Since we are implementing these actions to reduce ODRs for students not being where they are supposed to be, we will look at the ODRs for these three incidents and compare them to the prior year to determine success. Success will be determined by having fewer ODRs for these three incidents each month of the school year. Last year, these three infractions made up 47% of our referrals, now that's down 4%!

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 *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	Each month, teachers will nominate students who consistently demonstrate the monthly character trait in both their behavior and interactions with others. Recognized students will be celebrated on the morning announcements, featured on the school website and marquee, and invited to spin the prize wheel for a fun reward. This recognition helps reinforce positive behavior while celebrating the unique strengths and contributions of our students.

CRITICAL ELEMENT #7: Effective Discipline Procedures

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

Utilize Tier 1 PBIS strategies to prevent misbehaviors.

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

If you observe misbehavior, intervene.

Is it a Staff Managed or Office Managed Misbehavior?

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

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

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

Did the behavior improve?

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. *(3-4 detailed steps)*
☐ CHAMPS ☐ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☒ Other: Developmental Designs 9-12	1. Review schoolwide expectations at the start of the 2025-2026 SY for student behavior during a staff meeting 2. Encourage teachers to provide clear signage in the classroom and via Canvas as to the student expectations 3. Administration will provide targeted, data based instructional strategies to teachers during pre-planning week and throughout the year during PSDs.

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):* Develpmental Designs 9-12 Checklist

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**:	119
Total number of *other* **school-wide** discipline referrals (not including classrooms):	293
% of referrals in the classroom:	28.8%
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 Click here to enter a date, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒Yes ☐No	By Click here to enter a date, 1. 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	☒Yes ☐No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% staff for *all* students.	☒Yes ☐No	By Click here to enter a date, 1. 2.

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

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

STUDENT Outcome Monitoring		
Student Outcome Data	Complete the SMART goal to determine "successful" student outcomes *(use numerical data)*	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Select an item *Choose one ODR area of focus*	By June 3, 2026, 39% (or lower) of our ODRs will relate to students not being where they are supposed to be as measured by Office Discipline Referrals (ODRs) in Focus.	1. Increase staff presence during transition times and implement random hallway sweeps to redirect students to class and document patterns of frequent loitering. Administrators and support staff will rotate coverage in known hot spots to deter out-of-area behavior. 2. Collaborate with teachers to create engaging, bell-to-bell instruction and class-wide incentive systems to reduce student desire to leave class unnecessarily. Professional development will be provided to support teachers in maintaining student engagement and classroom structure.

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