Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2025 – 2026

School Name:	Coral Glades High School
School Number:	3861

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	Sieglinde Diggins Stiverne	7. Security Specialist/ Campus Monitor	Christopher DePaolis
2. Point of Contact	Caitlin Pein Gates	8. Social Worker	Valerie Stein
3. BTU Representative	Steven Beauchamp	9. Teacher	Gillian Gibbs
4. Parent/Community Representative	Nicole Morst	10. Teacher	Regina Lendinara
5. Student Representative	Maxime Zephir	11. Teacher	Diedre Nevels
6. School Counselor	Jarret Mellerson Tami Grant Brown		

*Optional Team Member(s): Family Therapist, Grade Level/Content Area Representatives, Clerical, Custodial, Food/Nutrition

1B. Schedule of quarterly team meetings.
Meeting Objectives:
1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze student outcome data using the 4 Step Problem Solving Process.

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1st	8/6/2025	1:00 pm		8/8/2025
2nd	10/13/2025	10:00 am		11/6/2025
3rd	1/5/2026	10:00 am		1/14/2026
4th	4/2/2026	2:00 pm		4/6/2026

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)*	4/23/2025
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)*	9/24/2025
Present the 2025-26 SPBP to family and community stakeholders *(prior to September 30, 2025)*	9/29/2025

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:	3052	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		**!Zero Divide**	Are your 0 – 1 referral > 80%?	☐Yes ☐No
II. 2 - 5 referrals (at risk students)	98	3%	Are your 2 - 5 referrals <15%?	☒Yes ☐No
III. > 5 referrals (high-risk students)	15	0.5%	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.Pull discipline reports from Focus monthly and review/discuss with RTI/MTSS team to identify at-risk students in need of more intensive behavior and SEL interventions beyond Tier 1.

2. Grade level administrators collaborate with key stakeholders, including parents, counselors, and teachers on a regular basis to identify and support high-risk students within their grade level.

3. Identify students at each grade level ahead of reaching 5 referrals to engage them in group support sessions with school social worker and student support instructional specialist to learn strategies and tools to better manage impulsive behaviors and self-correct.

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.

2.

3.

4.

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	424
2.Class Cut/Skipping	235
3.Out of Assigned Area	138
4.Disruptive/Unruly Play	58
5.Call Phone Violation	52
TOTAL	907

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. Honesty
2. Cooperation
3. Responsibility
4. Citizenship
5. Kindness

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, excluding Classroom:	
School Location(s)	**# Incidents**
1. School Grounds	**162**
2.Gymnasium	**126**
3.Hallway	**84**

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**	**Restroom Rules**	**Classroom Rules**
Be Responsible in your actions.	Click here to select hallway rules OR **Respect personal space while walking with purpose to your destination.**	Click here to select cafeteria rules OR **Clean your eating space and pick up trash around your area.**	Click here to select location rules OR **Respect others' personal space and privacy. Limit time in restroom to the minimum time necessary.**	
Be Observant to keep everyone safe.	Click here to select hallway rules OR **Have a pass during class times. Move quickly back to class.**	Click here to select cafeteria rules OR **Choose positive influences and report unsafe behaviors to proper authorities.**	Click here to select location rules OR **Report any unsafe conditions or unsafe behaviors to proper authorities (custodian, teacher, administrator, etc.)**	
Be Accountable for your actions.	Click here to select hallway rules OR **Arrive in class or lunch before the final bell.**	Click here to select cafeteria rules OR **Keep an orderly personal space and manage time wisely.**	Click here to select location rules OR **Keep track of personal items. Try to limit restroom visits to between classes.**	
Be Respectful of others.	Click here to select hallway rules OR **Move in an orderly fashion going with the flow of traffic.**	Click here to select cafeteria rules OR **Keep a clean cafeteria environment by cleaning up after yourself.**	Click here to select location rules OR **Move quickly to allow others a chance to use the restroom.**	

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	8/13 and 8/14, 2025	7:45 – 9:15	Classrooms 1st/5th Block
After Winter Break	1/7 and 1/8, 2026	7:45 – 9:15	Classrooms 1st/5th Block
After Spring Break	3/24 and 3/25, 2026	7:45 – 9:15	Classrooms 1st/5th Block

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	8/13/2025	8/13/2025	8/13/2025
After Winter Break	1/7/2026	1/7/2026	1/7/2026
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 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?**
Resiliency Curriculum **Click to enter "other"**	Throughout the Year as modules released.	Instructional Staff	There will be school-wide days when the curriculum will be implemented. We will rotate the class periods per module to lessen the loss of content instructional time.	The administrator over the program will receive district reports and communicate with district personnel.
Character Education **Click to enter "other"**	Study Halls	School Counselors	School Counselors will discuss character education during visits to their monthly grade level study hall visits.	Teachers will observe and reward students through nominations for Paws for Applause students of the month.

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? *(use numerical data)*	**Data used:** Top 5 Behavior Incidents **Problem Identification Statement:** Based on prior years' data, the majority of office managed referrals are students' disobedience and insubordination. There were eight times as many referrals for disobedience/insubordination (424) as the lowest number of incidents – cell phone violations (52). Based on this data, rewards for respectful behavior will encourage students to avoid disobedient/insubordinate behaviors.
2. **Problem Analysis:** Why do you think this problem is occurring? What is your goal? *(create a SMART goal statement with numerical data)*	**Hypothesis:** Students use disobedient/insubordinate behaviors to gain attention from peers and teachers and avoid taking accountability for their actions. Redirecting through rewards and attention to respectful behaviors will decrease incidents of disrespect**.** **SMART Goal Statement:** By the end of the first semester, the classroom referrals for Disobedience/Insubordination will decrease by 15% as measured by the comprehensive data collected in the Focus Discipline reports for the time frame comparison of 24-25 to 25-26 first semesters.
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:** 1. Each month, assistant principal/clerical staff sends out an email requesting that teachers nominate students who demonstrate respect through the monthly Kids of Character traits. For example, for September, students are nominated if they showed respect through Cooperation. 2. Teachers respond with names of students who demonstrate respect through the monthly character trait. Teachers are encouraged to submit multiple students' names. Administration also chooses two students of the month per grade level and coaches nominate athletes of the month for exhibiting the character trait and going above and beyond. 3. Administration recognizes all the nominated students through monthly "Paws for Applause" reward celebrations. The students receive an exclusive invitation to lunch for themselves and one friend. 4. Students are seated in a VIP section of the cafeteria, receive a special lunch, a Student of the Month pin, and a certificate that includes the nominating teacher's name and description of the behavior being recognized. 5. Student names are recognized school-wide through the morning announcements and acknowledged via the school, principal's, and administrators' social media posts, the principal's newsletter – "Kaplan's Korner", and on the school website.

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 the end of the first semester, 80% of staff members will have submitted at least three different students for positive reinforcement as measured by the Paws for Applause/Kids of Character email responses/recipients. Student and teacher nominations will be maintained by the administrator over student recognition or his/her designee.
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"?** **As students are recognized more frequently for practicing positive behaviors, they will begin to seek positive attention and recognition as opposed to seeking the negative attention brought on through exhibiting negative behaviors. Student success will be determined as a decrease of at least 15% of discipline referrals for Disobedience/Insubordination by the end of the first semester as measured by the discipline report data from Focus.**

6B. *Character Education* is an educational and award program utilized to teach and recognize students who display positive character traits each month. Please refer to the BCPS website for lesson plans, videos and additional resources to support this recognition program at your school.

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, support staff, and administrators will nominate students who exhibit positive behaviors that depict the Kids of Character. The students will be recognized for their positive behavior school wide. The students will be honored by participating in the monthly Paws for Applause luncheon.

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?

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

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

Administrator:
Review, investigate and apply consequence according to policy
Contact family to communicate incident and consequence
Follow up with teacher/feedback/support

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

Did the behavior improve?

- Positively reinforce change in behavior
- Apply minor consequence(s): Private student conference, Discussion, Proximity control, Encouragement, Gentle verbal reprimand

Did the behavior improve?

- Positively reinforce change in behavior
- Apply moderate consequence(s): Positive Practice, Time Out/Owed, Loss of privilege, Family contact

Did the behavior improve?

- Positively reinforce change in behavior
- Apply Administrative Consequence(s): Office Discipline Referral (ODR), CPST Referral

Crises Events:
In need of immediate assistance
Potentially unsafe environment
Suspision 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. *(3-4 detailed steps)*
☒ CHAMPS ☐ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system.	1. Provide educators with resources and curriculum that explores and models each of the key components of an effectively managed classroom. 2. Provide/notify educators with in-person iChamps training opportunities (provided by the district).

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 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**:	746
Total number of *other* **school-wide** discipline referrals (not including classrooms):	591
% of referrals in the classroom:	55.8%
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 9/30/2025, 1.Ensure all areas have school-wide expectations/specific rules posted. 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 9/24/2025, 1. All faculty and staff will receive training, including orientation to the Discipline Flow Chart. 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.
Behavior Incidents *Choose one ODR area of focus*	By June 3, 2026, Disobedience/Insubordination referrals from behavior within the classroom will decrease by 15% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Redirect attention to respectful behaviors to help decrease incidents of disrespect within the classroom. 2. Provide rewards for students exhibiting respectful behaviors to encourage other students

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