



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	Deerfield Beach Elementary
School Number:	0011

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2026-2027 SPBP template.

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. Integrated MTSS School-Leadership Team Members

Title	First and Last Name	Title	First and Last Name
1. Administrator	Michelle Griffiths	7. Security Specialist/ Campus Monitor	Jahnna Spear
2. Point of Contact	Lynnel Joseph	8. Social Worker/Attendance Manager	Bernie Shapiro
3. BTU Representative	Deborah Boles	9. School Nurse	Maggie Carter
4. Parent/Community Representative	Alice Rothchild	10. ESE Support	Rikki Braton
5. Student Representative	Elijah Cuningham	11. Literacy Coach	Jennifer Godbey
6. School Counselor	Vacancy	12. General Education Teacher	Christa Castillo

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

1B. Schedule of quarterly team meetings.

Meeting Objectives:

1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze student outcome data using the 4 Step Problem Solving Process.

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1 st Aug. 10 – Oct. 9	10/5/2026	2:20 pm		10/22/2026
2 nd Oct. 13 – Dec. 18	12/7/2026	2:20 pm		12/10/2026
3 rd Jan. 5 – Mar. 18	3/8/2027	2:20 pm		3/11/2027
4 th Mar. 29 – May 28	5/10/2027	2:20 pm		5/13/2027

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

Action Steps:	Dates
Present the 2026-27 SPBP to staff (<i>prior to April 30, 2026</i>)	4/28/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/28/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/3/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	8/14/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis

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

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

TOTAL Population:	509	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	481	94%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	20	4%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	8	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
<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"> Parrot Bucks will be distributed to students who demonstrate our DBES Expectations Classes who earn most points in the cafeteria behavior system will have VIP Lunch on the stage quarterly. Specific students who display DBES expectations in the cafeteria will earn VIP Lunch treat. Students will be recognized for monthly character traits. We will add Parrot Praise on the morning announcements for students who perform a noteworthy act. The School Store, will continue and include prizes, snacks and experiences such as activities, uniform exempt day 	

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"> The administrators will ensure that the disciplinary actions are fair and consistent across the school. Administration will identify students in the subgroups receiving referrals and discuss in MTSS/RTI meetings to ensure that appropriate supports are in place. The school counselor and Autism Coach will conduct check-ins with students in subgroups who have increasing referrals and provide teachers with strategies to assist students in the classroom.

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

4A. Top five behavior incidents: **Use current 2025-2026 school year behavior data** as listed in Focus.

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

Top 5 Behavior Incidents Current Year 2025-2026	# Incidents
1. Unruly Disruptive Behavior	38
2. Battery Low Level	34
3. Disobedience/Insubordination	19
4. Level 2 Bus Violation	13
5. Disruptive/Unruly Play	11
TOTAL	115

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. Do Your Best
2. Be Respectful
3. Engage in Smart Choices
4. Show Responsibility
5.

4C. Top three school-wide locations: **Use current 2025-2026 school year behavior data** as listed in Focus.

- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
- Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

Top 3 Locations, excluding Classroom :	
School Location(s)	# Incidents
1. Bus	27
2. Hallway	16
3. Cafeteria	12

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
Do Your Best	Click here to select hallway rules OR Face forward and follow the line	Follow all directions given by the cafe monitors/adults Click here to type cafeteria rules.	Click here to select location rules OR Follow directions the first time	
Be Respectful	Click here to select hallway rules OR Use Level 0 voice	Click here to select cafeteria rules OR Use Level 2 Voice	Click here to select location rules OR Use kind words and Level 2 voice	
Engage in Smart Choices	Keep hands and feet to yourself Click here to type hallway rules.	Click here to select cafeteria rules OR Stay seated and focused on eating	Click here to select location rules OR Stay seated and make safe choices	
Show Responsibility	Click here to select hallway rules OR Go straight to your destination	Clean your eating space and pick up trash around your area Click here to type cafeteria rules.	Click here to select location rules OR Follow the bus 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	8/10/2026	8:30 AM	Classroom
After Winter Break	1/5/2027	8:05 AM	Classroom
After Spring Break	3/29/2027	8:05 AM	Classroom

5B. At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during pre-planning. This is aligned to the **Schoolwide Expectation/Location-based Rules** chart in section 4D. Location-based rules should be taught and reinforced in the context of the location in the beginning of the year, after long breaks, and throughout the year as necessary.

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	Hallway Rules	Cafeteria Rules	Select location
Lesson Plan Dates			
Start of School Year	8/10/2026	8/10/2026	8/10/2026
After Winter Break	1/5/2027	1/5/2027	1/5/2027
After Spring Break	3/29/2027	3/29/2027	3/29/2027

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 Click to enter "other"	Monthly	School Counselor	Monthly character traits will be introduced during morning announcements. The school counselor will provide classroom lessons on each trait.	Upon completion, teachers will fill out BCPS completion form.
Resiliency Curriculum Click to enter "other"	September through April	Classroom Teachers	Teachers will present required monthly lesson to their class. Lessons include Lauren's Kids curriculum and ReThink Ed Curriculum.	Teachers will select one student per month in their class that has displayed the monthly trait and they will be awarded Kid of Character for that 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? <i>(use numerical data)</i>	Data used: 33% of referrals were given for Disruptive/Unruly Behavior. Problem Identification Statement: We have identified that 33% of our discipline referrals are related to disruptive and unruly behavior. These behaviors occur across multiple settings, including classrooms, the cafeteria, and common areas, and are impacting instructional time and the overall school environment.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i>	Hypothesis: Students need consistent reinforcement, clear expectations, and structured opportunities to practice appropriate behaviors across settings. When expectations are not consistently reinforced, students are more likely to engage in disruptive behaviors. SMART Goal Statement: By June 2026, the percentage of discipline referrals for disruptive/unruly behavior will decrease from 33% to 25%, as measured by discipline referral data.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Token system Description of Program/System: DBES will implement a schoolwide positive behavior system to reinforce expectations and reduce disruptive behaviors. Students will earn Parrot Bucks for demonstrating DBES expectations (Do Your Best, Be Respectful, Engage Smart Choices, Show Responsibility) across all school settings. Classes that demonstrate positive cafeteria behavior will participate in a structured incentive system, with opportunities to earn recognition such as VIP lunch experiences. Individual students will also be recognized for demonstrating strong character traits through monthly recognitions and morning announcements. Additionally, students will have the opportunity to spend their Parrot Bucks at the school store, which will offer incentives such as prizes, snacks, and experiences. This system is designed to consistently reinforce positive behavior and increase student motivation.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences) Administration and staff will monitor implementation through regular walkthroughs and observations to ensure expectations and the Parrot Bucks system are being implemented consistently across classrooms and common areas. Discipline data from Focus will be reviewed regularly, and feedback will be provided to staff during team meetings and individual follow-ups to ensure consistency and effectiveness.

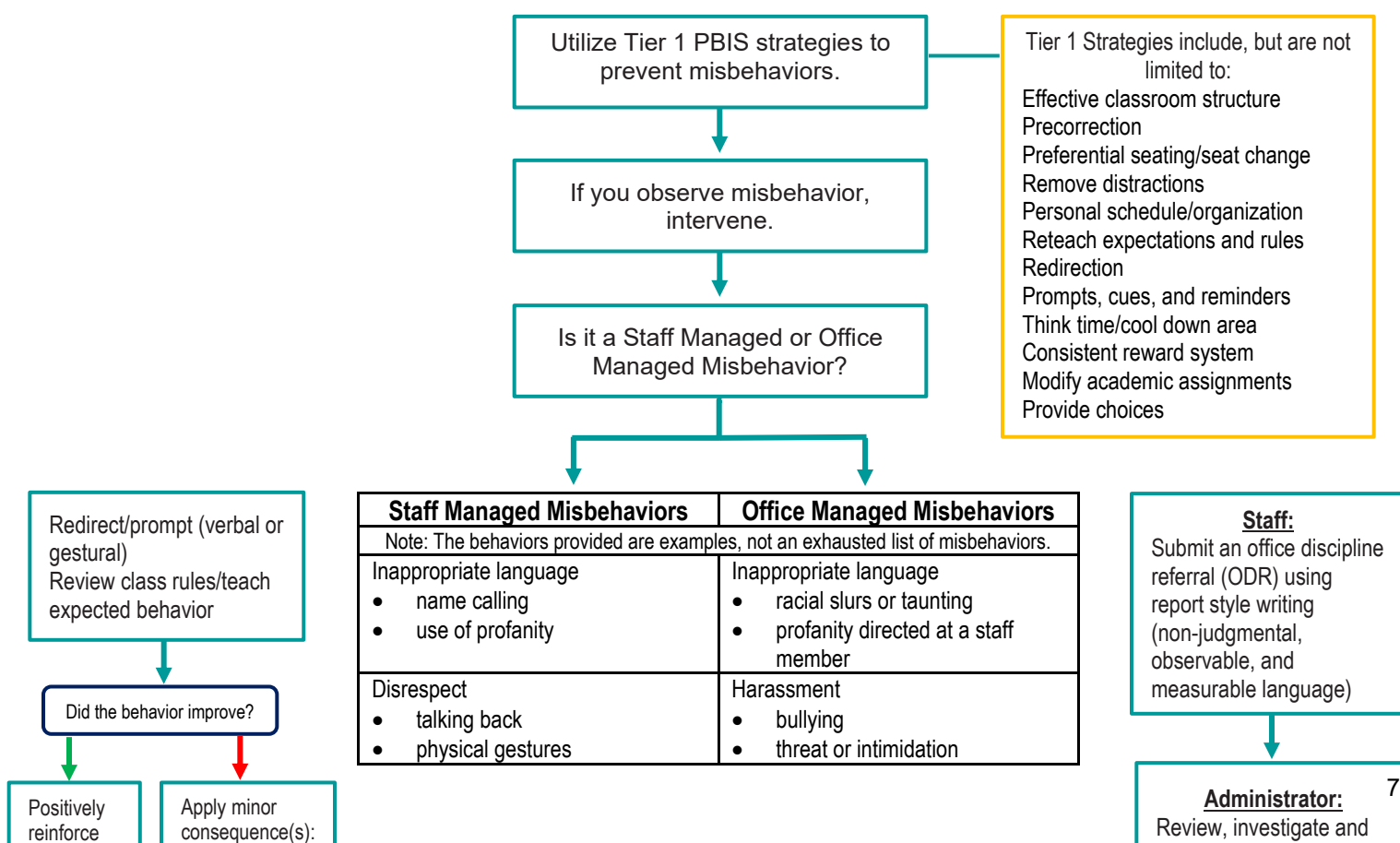
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? (2-3 sentences)</p> <p>Student outcomes will be measured by analyzing discipline referral data, specifically tracking the percentage of referrals related to disruptive/unruly behavior, with a goal of decreasing from 33% to 25%. In addition, we will monitor student participation in the Parrot Bucks system by tracking how many students are earning and spending Parrot Bucks when the store opens. Increased student participation, along with a decrease in referrals, will indicate that the program is positively impacting student behavior.</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>The school counselor will support the implementation of monthly character traits by collaborating with teachers and reinforcing the trait through classroom discussions and schoolwide communication. Teachers will identify students who consistently demonstrate the monthly character trait, and selected students will receive recognition awards. These students will be acknowledged during morning announcements to celebrate positive behavior and promote a culture of character across the school.</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.





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

CRITICAL ELEMENT # 8: Classroom Management Systems

8A. Evidence-based Tier 1 classroom management system:

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
☒ CHAMPS ☐ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system	<ol style="list-style-type: none"> 1. We will provide a CHAMPS refresher during pre-planning for all instructional staff, with a focus on establishing clear expectations, procedures, and consistent routines from the first day of school. 2. Behavior data will be reviewed regularly during team leader and staff meetings, with a focus on identifying trends, problem-solving classroom behaviors, and aligning supports across grade levels. 3. New teachers will be paired with a mentor teacher and will receive ongoing support in classroom management, including modeling, feedback, and access to effective CHAMPS strategies. 4. Administration will conduct regular classroom walkthroughs to monitor implementation of CHAMPS expectations and provide timely, actionable feedback. Monthly faculty meetings will include a designated focus on classroom management to address trends and share effective practices.

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 <i>(specify)</i> :

8C. Percentage of classroom referrals: **Use current 2025-2026 school year behavior data** as listed in Focus.

(a) Review your classroom data YTD in Focus – Discipline – Category Breakdown – Location.

(b) Complete the yellow highlighted cells.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

Total number of discipline referrals from classrooms :	114
Total number of other school-wide discipline referrals (not including classrooms):	115
% of referrals in the classroom:	50%
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 <i>☑ check off Action Step when completed</i>
Current	☐ Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	☐ Print up your SPBP and Feedback form BCPS Central ☐ Provide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post School-wide Expectations and Location-specific Rules ☐ Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) ☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	☐ Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. ☐ Review previous year's SPBP and feedback form; make necessary modifications ☐ Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template) ☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☐ Implement the Reward System for all students as indicated in the SPBP ☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written ☐ Present implementation data, behavior data, team activities and SPBP progress to entire staff ☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☐ Confirm next quarterly PBIS team meeting date and time
September	☐ Provide SPBP stakeholder presentation by September 30 th ☐ Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Video training modules available at: https://browardschools.instructure.com/courses/1193624/
October 2 nd Quarter Team Meeting	☐ Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
November	☐ Review/revise lesson plans as indicated by previous quarter behavior data ☐ Ensure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B
January 3 rd Quarter Team Meeting	☐ Staff to re-teach Expectations and Rules after winter break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
February	☐ Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module ☐ Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	☐ Ensure progress towards completion and submission of next year's SPBP ☐ Staff to re-teach Expectations and Rules after spring break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator
April	☐ Provide staff presentation and faculty vote on new SPBP for next year ☐ Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year ☐ Continue implementing your current SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

10A. Staff Implementation of the Schoolwide Positive Behavior Plan: review goals, evaluate implementation, and create 2 action steps to review in quarterly PBIS meetings.

"Are staff implementing the SPBP with fidelity? If not, how will you address this area?"

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	☐ Yes ☒ No	By 8/10/2026, 1. Administration will conduct a walkthrough of all common areas to ensure schoolwide expectations and location-specific posters are visible and consistently displayed. 2. The SPBP team will replace any missing or damaged signage and ensure all areas are updated prior to the start of school.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☐ Yes ☒ No	By 8/10/2026, 1. Teachers will explicitly teach schoolwide expectations and procedures during the first two weeks of school and revisit them as needed throughout the year. 2. Administration and team leaders will monitor implementation through walkthroughs and lesson plan reviews to ensure expectations are being taught consistently.
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 8/10/2026, 1. During pre-planning, all staff will be trained on the Discipline Flow Chart, including clear expectations for classroom-managed vs. office-managed behaviors. 2. Administration will reinforce consistent use of the flow chart through ongoing communication, walkthroughs, and follow-up conversations to ensure staff are implementing it with fidelity.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☒ No	By 8/17/2026, 1. The schoolwide master calendar will include scheduled dates for the school store to ensure consistent access for all students. 2. Parrot Bucks and program expectations will be introduced during pre-planning, and administration will monitor implementation through walkthroughs and review of student participation data.

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.
Select an item <i>Choose one ODR area of focus</i>	By June 3, 2026, disruptive/unruly behavior referrals will decrease from 33% to 25%, as measured by Office Discipline Referrals (ODRs) in Focus.	1. Administration will conduct regular classroom walkthroughs and targeted behavior observations, using CHAMPS look-fors to monitor consistency of expectations. Data from these walkthroughs and discipline referrals will be reviewed monthly to identify trends and provide targeted feedback and support to teachers. 2. Staff will consistently implement the Parrot Bucks incentive system to reinforce positive behavior and explicitly teach and model expectations across all settings. Student participation data, including the number of students earning and redeeming Parrot Bucks at the school store, will be monitored to ensure increased engagement and positive behavior.

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