



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	McNicol Middle Magnet and STEM School
School Number:	0481

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	Marlin Robinson	9. Security Specialist/ Campus Monitor	Stephen Williams
2. Point of Contact	Jessica Patterson	10. Social Worker	Melissa Belizaire
3. BTU Representative	Charles Montalto	11. School Nurse	Vanessa Walker
4. Parent/Community Representative	Mary Williams	12. Attendance Manager	Shawquae Robinson
5. Student Representative	Joseyah Gauthier	13. Life Skills & Wellness Liaison	Ealisha Pierre
6. School Counselor	Fabeulah Pierre	14. Magnet Coordinator	Charlene Franklin
7. Language Arts Department Chair/ Teacher Representative	Candice Elliott	15. Math Department Chair	Garfield Jugar
8. Social Studies Department Chair	Delecia Francis		

*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	9/14/2026	2:25 PM		9/28/2026
2 nd Oct. 13 – Dec. 18	11/9/2026	2:25 PM		11/30/2026
3 rd Jan. 5 – Mar. 18	2/8/2027	2:25 PM		2/22/2027
4 th Mar. 29 – May 28	4/12/2027	2:25 PM		4/26/2027

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>)	4/21/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/23/2026

Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/19/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/2/2026

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:	483	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		80%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	62	13%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	33	7%	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 <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i> - At the beginning of the school year, the Leadership and PBIS team will disaggregate behavior data to identify our high-risk student cohort by grade level as indicated in FOCUS. - At the beginning of each quarter, our PBIS Team will conduct quarterly discipline assemblies by grade level. - As the year progresses, students who have received 3 referrals or greater will be strategically scheduled with a Behavior Support Specialist as a part of a TIER 2 intervention. - Students in all Tiers will have access to counseling support. The school counseling team will facilitate these meetings, which will meet routinely to address behaviors resulting in serious infractions. - Administration will work with the instructional team to offer Professional Learning Opportunities in areas including, but not limited to, Intro to PBIS, classroom management systems (Champs), Strategies and Best practices in PBIS, and the integration of PBIS into the core curriculum, along with additional lessons provided through the Leader in Me Platform.	

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 scheduled PLCs will be held throughout the year, focusing on cultural awareness and sensitivity within the school environment.
2. Student focus groups representing the makeup of the student body (i.e., race, ethnicity, academic subgroup) will be established to ensure the school-wide voice is considered.
3. Monthly and Quarterly monitoring of behavioral data, specifically tracking the relative ratio of referrals among our accountability groups, will be conducted to analyze the Big 5 trends as the year progresses.
4. Quarterly events will be held to acknowledge diversity and celebrate cultural events (Haitian Flag Day, Hispanic Heritage Month, Black History Month, etc.).

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.
- (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 2025-2026	# Incidents
1. UNRULY/DISRUPTIVE BEHAVIOR	121
2. DISRUPTIVE /UNRULY PLAY	64
3. DISOBEDIENCE/INSUBORDINATION	47
4. OUT OF ASSIGNED AREA	45
5. Profanity – Use of Insulting/Obscene Language	38
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 Responsible
2. Be Respectful
3. Be Safe
4. Be a Learner
5. Be Kind

- 4C.** Top three school-wide locations: Use current 2025-2026 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. Hallway	65
2. Gymnasium	61
3. Cafeteria	33

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	Bathroom Rules	Classroom Rules
Be Responsible	Proceed directly to your assigned class on time	Click here to select cafeteria rules OR Adhere to Level 0 announcements for dismissal procedures	Click here to select location rules OR Students will use the bathroom in a timely manner and proceed to class.	Teacher Created
Be Respectful	Click here to select hallway rules OR Use appropriate language when addressing adults and peers.	Clean your eating space and pick up trash around your area Click here to type cafeteria rules.	Click here to select location rules OR Adhere to the privacy rules of the Restroom	Teacher Created
Be Safe	Click here to select hallway rules OR Proceed through the hallway in orderly fashion your hands and objects to yourself.	Click here to select cafeteria rules OR Remain seated at your assigned areas. Movement will be at the direction of the teacher.	Click here to select location rules OR Report on all situations that do not seem normal.	Teacher Created
Be a Learner	Click here to select hallway rules OR Transition quickly to your assigned classes.	Click here to select cafeteria rules OR Adhere to Level 3 (total silence, eyes on the speaker, and technology put away) during dismissal procedures.	Click here to select location rules OR Enter/Exit bathrooms in an orderly fashion.	Teacher Created
Be Kind	Click here to select hallway rules OR Be mindful of personal space when transitioning between classes.	Click here to select cafeteria rules OR Pick up items that need to be put away, even if they are not yours.	Click here to select location rules OR Be mindful of HBO and always use appropriate language.	Teacher Created

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	8/12/2026	1 st period	Classroom
After Winter Break	1/6/2027	1 st period	Classroom
After Spring Break	3/31/2027	1 st period	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	Restroom
Lesson Plan Dates			
Start of School Year	8/11/2026	8/10/2026	8/12/2026
After Winter Break	1/6/2027	1/5/2027	1/7/2027
After Spring Break	3/30/2027	3/29/2027	3/31/2027

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?
Resiliency Curriculum Click to enter "other"	Quarterly	Classroom Teacher with facilitation from the Guidance Team	Classroom presentations will be conducted quarterly. The Guidance Department will facilitate implementation through Social Studies classes.	Effectiveness will be monitored through ReThinkED student data, discipline data, and teacher feedback.
Character Education Click to enter "other"	Quarterly	Classroom Teacher with facilitation from the Guidance Team	The classroom lesson will be conducted quarterly. The Guidance Department will support implementation through Social Studies classes.	Effectiveness will be monitored through student surveys and teacher feedback.

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: The number of Office Discipline Referrals (ODRs) in the outside classroom. Problem Identification Statement: <i>What problem did you identify?</i> By the fourth quarter of the 2025-2026 school year, the percentage of classroom referrals submitted is currently 68%. ODRs exceeded the 40% core effectiveness benchmark. Consequently, the goal is to reduce ODRs by 10 percentage points over the next school year.
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: <i>Why do you think this problem is occurring?</i> Constant disruptions in classroom instruction due to behavioral issues make impactful teaching and learning a challenge. SMART Goal Statement: By the 4th quarter of the 2026-2027 SY, ODRs in the classroom will decrease from 68% to 58% of total referrals submitted, a 10-percentage-point decrease. Staff will proactively promote the school's rules and expectations as a common language. Staff will be deliberate in teaching and modelling their rules and expectations consistently throughout the school year.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: <i>Token system</i> Description of Program/System: (<i>≥ 4 sentences</i>) How you will implement a positive reward program/system to decrease this problem? • School-Wide Positive Behavior Competition by grade level. • Classroom referrals: The grade level with the lowest number of referrals will receive an additional end-of-quarter incentive. (i.e., Dress Down Day, Popcorn & a Movie, Music in the Gym, Outdoor Lunch) • Promoted by Teachers, Staff, and Administration during Morning announcements, grade-level lunches, and dismissal announcements. • At the end of each interval, shout-outs and incentives will be given to the winning grade level and class during morning announcements, Lunch, and Dismissal. • The 1st-period class or subject area with the lowest amount of classroom referrals will receive an incentive. • Teachers will implement a positive reward system in their classrooms.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (<i>2-3 sentences</i>) The Behavioral Team will monitor referrals bi-weekly to analyze data and determine program status by grade level. Data will also be used to issue incentives to celebrate successes, generate buy-in, and maintain schoolwide interest in the initiative throughout the school year. Staff will be supported through special recognition and acknowledgment from the administration. The Behavior Team will ensure that the reward program is positively impacting students.
B. Student outcome monitoring <i>(use numerical data)</i>	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? (<i>2-3 sentences</i>) Referral Data will be collected from FOCUS bi-weekly to be analyzed by the SPBP team and monitored to monitor the program's effectiveness. Progress monitoring meetings will be held bi-weekly to drive the process and ensure movement toward attaining the program's success. Teacher feedback from classroom interventions will also be utilized to identify and incorporate best practices into our overall program. An ODR decrease in class incidents by at least 2 percent in each quarter,

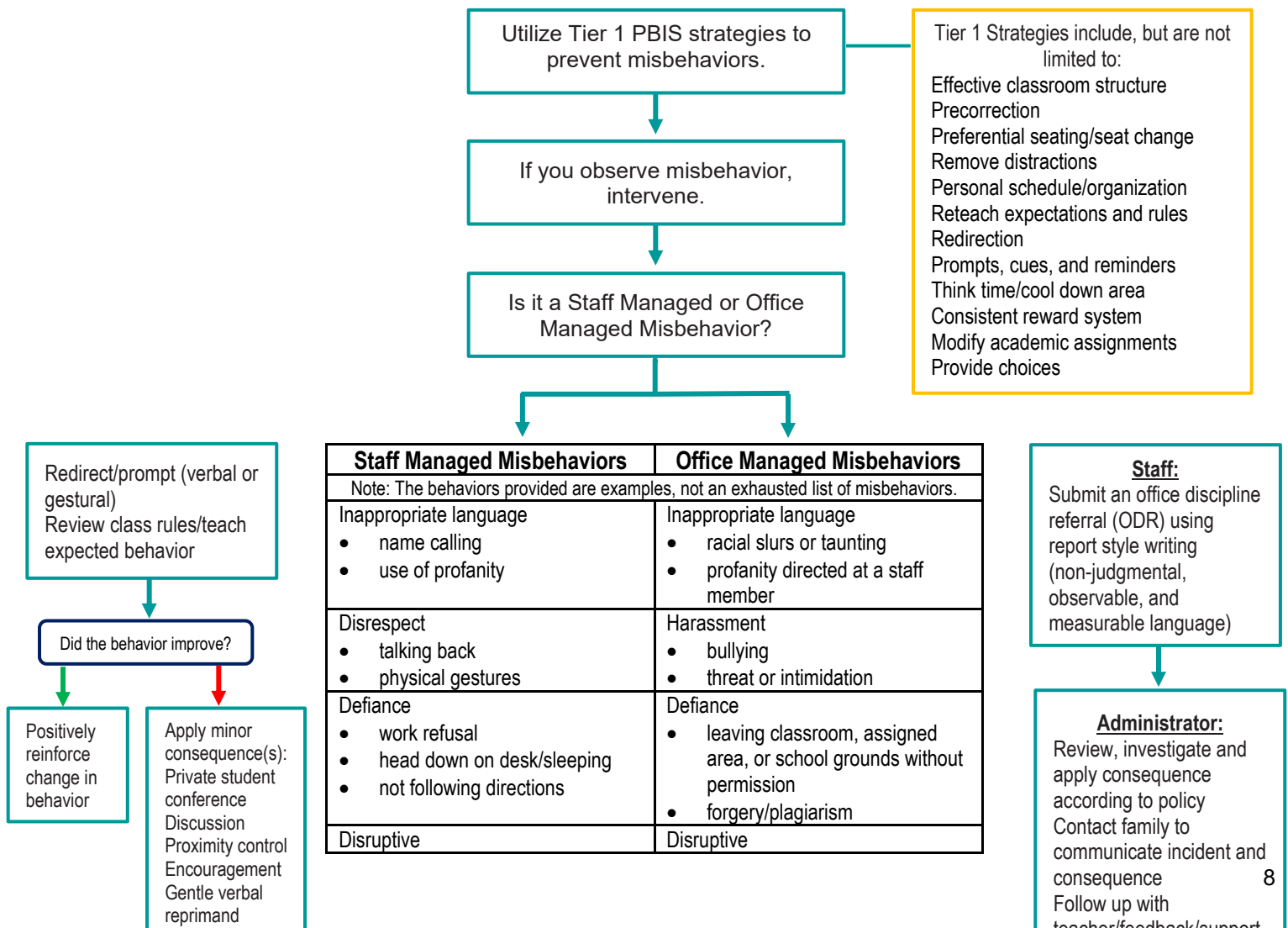
culminating in a yearly decrease of 8 percent, will reflect that the program has positively impacted students in this area.

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)
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	To recognize Kids of Character, a survey will be sent out to all staff members, asking them to nominate 2 students who exemplify the specified character trait for that month. Each student then gets mentioned on the morning announcements and receives a certificate.

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.





- tattling/false information - talking out of turn - calling out distracting others	- 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. <i>(3-4 detailed steps)</i>
☐ CHAMPS ☒ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☒ Other: Leader in Me lessons from the Leader in Me Program	1. Provide Professional Development on the difference between rules and expectations. 2. Survey Staff on Classroom Management Needs 3. Analyze data on Classroom incidents throughout the school year. 4. Collaborate with the District PBIS Specialist to provide support for training. 5. Incorporate the Leader in Me Program as an integral part of core curriculum.

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>): Leader in Me

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 :	447
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	209
% of referrals in the classroom:	68%
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 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 Click here to enter a date, 1. Submit a request to post school-wide expectations for the bus loop and cafeteria. 2. Post school-wide expectations for the busloop and cafeteria by August 10, 2026
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. Provide Professional Development for the entire staff on the school-wide behavior plan, the discipline flow chart, and the difference between teacher-managed vs. office-managed behaviors. 2. Provide ongoing support for teachers who need more assistance based on teacher feedback and ODRs.
A recognition system is implemented by 100% of staff for <i>all</i> 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 <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, 2027, schoolwide referrals events occurring in the classroom will indicate a 10% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. Review Discipline Data at regular scheduled PBIS meetings. 2. Identify and intervene with the PBIS Team to discuss discipline data and the incentive plan.

SPBP Submission

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