



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2026 – 2027

School Name:	Oriole Elementary
School Number:	1831

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	Seporia Bolden	7. Security Specialist/ Campus Monitor	Alvin LaFrance
2. Point of Contact	Eyvonda Cooper	8. Social Worker	Tanya Ivy
3. BTU Representative	Sandra Reid	9. School Nurse	Jade Gray
4. Parent/Community Representative	Glen Robinson	10. Attendance Manager	Sharleda Jordan
5. Student Representative	Keisha Louima	11. Life Skills & Wellness Liaison	DeShaun Sweet
6. School Counselor	DeShaun Sweet	12. Resiliency Liaison	DeShaun Sweet

*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	10/6/2026	2:30 pm		8/14/2026
2 nd Oct. 13 – Dec. 18	1/5/2027	2:30 pm		1/8/2027
3 rd Jan. 5 – Mar. 18	4/13/2027	2:30 pm		4/16/2027
4 th Mar. 29 – May 28	5/25/2027	2:30 pm		5/28/2027

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>)	4/20/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/27/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/4/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/8/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: *Use current 2025-2026 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:	771	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		98%	Are your 0 – 1 referral > 80%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	5	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	3	1%	Are your >5 referrals <5%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer either (a) or (b):	
(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students.	
(b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i>	
<ol style="list-style-type: none"> 1. Provide professional development for all staff regarding Tier 1 behavior strategies 2. Consistent monitoring of PBIS strategies 3. Early intervention (staff and scholars) 4. Early implementation of school-wide and classroom rules and procedures 	

3C. Disproportionality is often measured with the relative risk statistic calculation (Relative Risk Ratio = RRR), a measure that indicates the probability of a certain event (e.g., referrals) for one subgroup when compared to all other subgroups.

Relative Risk Ratio calculations are coming soon with the Focus Data System migration.

3D. Disproportionality Action Steps:

What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?
Disproportionality Action Steps: <i>(3-4 detailed steps)</i>
<ol style="list-style-type: none"> 1. Provide mentorship and support 2. Implement incentive program with fidelity 3. Implement and monitor Tier 1 behavior interventions on a consistent basis

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. Disobedience/ Insubordination (K-2)	12
2. Disobedience/ Insubordination (3-5)	9
3. Profanity	5
4. Battery (Low Level) (3-5)	6
5. Simple Battery	3
TOTAL	35

- 4B.** School-wide expectations are 3 – 5 positive characteristics (*not behaviors*) that counteract the top schoolwide misbehaviors in section 3A. ALL people on campus are expected to model these expectations.

Schoolwide Expectations
1. Safety First
2. Own Your Actions
3. Act Responsibly
4. Respect Yourself and Others

- 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	3
2. Athletic Field	3
3. School Grounds	2

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 Bus Rules	Classroom Rules
Safety First	Walk on the right side of the hallway	Follow all directions given by the cafe monitors/adults	Board the bus one at a time	Varies by teacher
Own Your Actions	Go directly to your destination	Stay in assigned area	Remain seated while the bus is in transit	Varies by teacher
Act Responsibly	Have your ID badge visible at all times	Raise your hand to get the attention of an attendant/adult	Keep hands and feet to yourself	Varies by teacher
Respect Yourself & Others	Follow adult directives	Clean your eating space and pick up trash around your area	Use Level 1-2 voices	Varies by teacher

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	08/10/26	8:30 am	Classrooms
After Winter Break	01/02/27	8:30 am	Classrooms
After Spring Break	03/22/27.	8:30 am	Classrooms

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

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	Hallway Rules	Cafeteria Rules	Select location
Lesson Plan Dates			
Start of School Year	08/10/2026	08/11/2026	08/12/2026
After Winter Break	01/02/2027	01/03/2027	01/04/2027
After Spring Break	03/29/2027	03/30/2027	03/31/2027

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?
Internet Safety: Think B4U Post Click to enter "other"	Within the first two weeks of school	School Counselor	Utilizing the Think B4Y Post Toolkit, school counselor will implement activities geared towards each grade level to ensure scholars are aware.	Student surveys and analyzing discipline referrals
Character Education Click to enter "other"	Ongoing throughout the academic school year	Classroom teachers	Monthly teaching of each character trait and recognition of scholars exhibiting each trait as positive reinforcement.	Student surveys and analyzing discipline referrals

CRITICAL ELEMENT # 6: Recognition Programs

6A. The schoolwide recognition system focuses on reinforcing schoolwide expectations OR a specific location where referrals often occur. The recognition should be used to encourage, acknowledge, and reinforce students to exhibit positive behaviors.

Identified Schoolwide Expectation OR Specific Location: [Click here to enter Expectation OR Location](#)

4 Step Problem Solving Process	Plan Details
<p>1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: Data reflected in Focus Behavior Dashboard shows that Unruly/Disruptive Behavior is a school-wide problem area.</p> <p>Problem Identification Statement: <i>What problem did you identify?</i> Percent of referrals were based on the behaviors stemming from unruly/disruptive behavior on campus</p>
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: <i>Why do you think this problem is occurring?</i> Disruptive and unruly behavior is caused when students lack respect for self and others in addition to having a full understanding of classroom and school-wide rules and expectations.</p> <p>SMART Goal Statement: By January 2027, students will be well acclimated to Oriole’s rules, procedures, and expectations and will make good decisions. Students will hold themselves accountable for making good choices.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p>Type of Program/System: Economic simulation system</p> <p>Description of Program/System: (<i>≥ 4 sentences</i>) How you will implement a positive reward program/system to decrease this problem? Students who exhibit good behavior will be awarded Soar Bucks. Soar Bucks may be redeemed for tangible prizes from the school’s incentive store on a bi-weekly basis.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program/system? (<i>2-3 sentences</i>) A decrease in the number of referrals indicated in BASIS will be a positive indication for the success of the reward system Educational Support Personnel in addition to support staff members will assist with distributing Soar Bucks to students who exhibit good behavior along with classroom teachers. Assigned personnel will also ensure students have the opportunity to redeem their Soar Bucks during the redemption time frame.</p>
<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”? (<i>2-3 sentences</i>) <i>A decrease in the number of referrals indicated in Focus will be a positive indication for the success of the reward system</i></p>

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. 

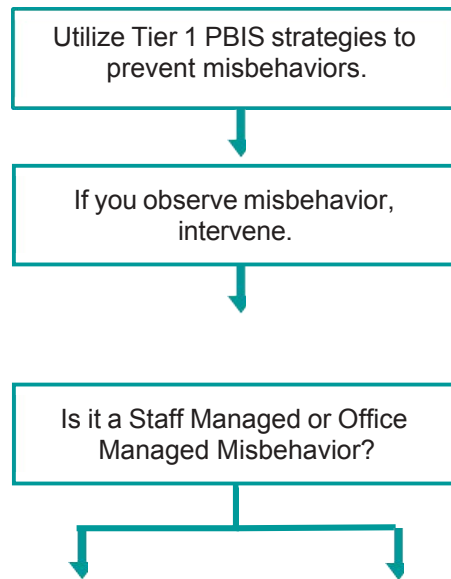
Monthly Character Traits	Plan Details
	How will you recognize <i>Kids of Character</i> each month? (<i>2-3 sentences</i>)

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

Teachers will submit the names of two scholars per month who exhibit character traits. Each nominee will receive a certificate and have a lunch bunch celebration monthly.

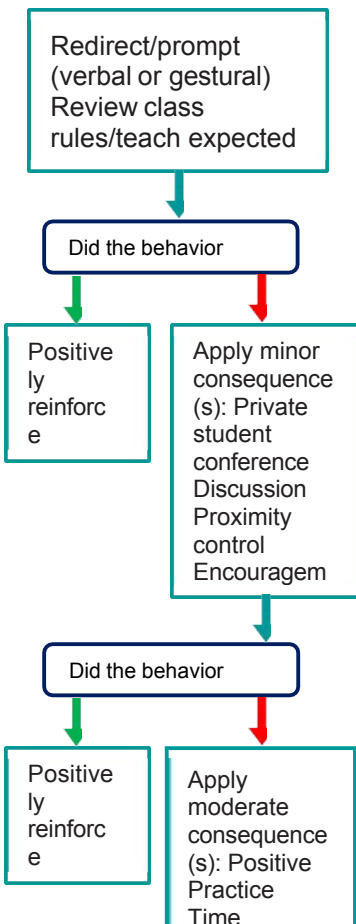
CRITICAL ELEMENT #7: Effective Discipline Procedures

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.



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



Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
Inappropriate language <ul style="list-style-type: none"> • name calling • use of profanity 	Inappropriate language <ul style="list-style-type: none"> • racial slurs or taunting • profanity directed at a staff member
Disrespect <ul style="list-style-type: none"> • talking back • physical gestures 	Harassment <ul style="list-style-type: none"> • bullying • threat or intimidation
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 	Physical Contact <ul style="list-style-type: none"> • touching others (hitting, kicking, biting) with intent

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

Administrator:
Review, investigate and apply consequence according to policy
Contact family to communicate incident and consequence

Crises

Events: In need of
immediate assistance
Potentially unsafe
environment
Suspicion of criminal behavior
Contact front office/administration

CRITICAL ELEMENT # 8: Classroom Management Systems

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

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
<input type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fi-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system	<ol style="list-style-type: none"> 1. By September 2026, all teachers will develop and implement classroom behavior rules and expectations. 2. By October 2026 all teachers will develop and implement a classroom reward system for positive behaviors. 3. By October 2026 administration will have provided all classroom teachers with feedback pertaining to the implementation of classroom rules and expectations.

8B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems **across teachers** using:

<input type="checkbox"/> CHAMPS 7 Up Checklist
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input type="checkbox"/> 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 :	71
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	18
% of referrals in the classroom:	79%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school wide.

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardschools.instructure.com/enroll/PWF673>

Implementation Action Plan	
Month	Action Steps
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<ul style="list-style-type: none"> <input type="checkbox"/> Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	<ul style="list-style-type: none"> <input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input type="checkbox"/> Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template) <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
September	<ul style="list-style-type: none"> <input type="checkbox"/> Provide SPBP stakeholder presentation by September 30th <input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Video training modules available at: https://browardschools.instructure.com/courses/1193624/
October 2 nd Quarter Team Meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<ul style="list-style-type: none"> <input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B
January 3 rd Quarter Team Meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<ul style="list-style-type: none"> <input type="checkbox"/> Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator

April	<input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your <i>current</i> SPBP through the end of the current school year
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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 schoolwide expectations and location-specific rules posted.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By Click here to enter a date, 1. 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% of staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 9/30/2026, 1. Teachers will collaborate and share BEST practices and assist each other with developing a recognition system so that 100% of teachers are implementing. 2. 100% of implementation will be evident across grade levels.

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.
Classroom Referrals	By June 3, 2027, Unruly/Disruptive Behaviors [identify one area of focus] will indicate 10% decrease [increased or decreased number or percentage] as measured by Office Discipline Referrals (ODRs) in Focus.	1. Classroom teachers will implement tier 1 intervention strategies with fidelity. 2. Administration will consistently monitor the effectiveness of tier 1 intervention strategies within the classroom.

SPBP Submission

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