



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Seminole Middle School
School Number:	1891

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	Althea Gibbons	7. Security Specialist/ Campus Monitor	Akil Thompson
2. Point of Contact	Timothy McLymont	8. Social Worker	Marie Jussome
3. BTU Representative	Sarah Rappaport	9. School Nurse	Cathyna Gedeon
4. Parent/Community Representative	Camara Bozeman	10. Attendance Manager	Angie Aponte
5. Student Representative	Omri Bozeman	11. Life Skills & Wellness Liaison	Dorothy Delima-Copeland
6. School Counselor	Stephanie Castillo	12. Resiliency Liaison	Ashley Pastor

*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	Click to enter a date.			9/11/2026
2 nd Oct. 13 – Dec. 18	Click to enter a date.			12/11/2026
3 rd Jan. 5 – Mar. 18	Click to enter a date.			3/12/2027
4 th Mar. 29 – May 28	Click to enter a date.			4/16/2027

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>)	4/24/2026
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>)	8/12/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/25/2026

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:	946	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		78%	Are your 0 – 1 referral > 80%?	☐ Yes ☒ No
II. 2 - 5 referrals (at risk students)	152	16%	Are your 2 - 5 referrals <15%?	☐ Yes ☒ No
III. > 5 referrals (high-risk students)	60	6%	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> - Facilitate Positive Behavior Assemblies during the first 10 days of school for the 2025-2026 school year. - Provide SPBP training to faculty and staff. - CPST Team will monitor referrals and add at-risk students to RtI with TIER II interventions put in place with additional intervention and support as needed.	

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> - Conduct a comprehensive analysis of disciplinary data to identify specific behaviors, demographics, and contexts contributing the disproportionality. - Provide training and professional development opportunities for staff members on cultural competence, implicit bias restorative practices, and equitable discipline strategies. - Empower students to participate in decision-making processes related to school climate, discipline, and equity. - Maintain an equitable school reward system for students to be acknowledged for their positive behaviors.

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	188
2. Disobedience/Insubordination	106
3. Dress Code Violation	89
4. Out of Assigned Area	84
5. Disruptive/Unruly Play	82
TOTAL	549

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. Demonstrate Self-Control
2. Be respectful
3. Be responsible
4. Be accountable
5. Be safe

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. Hallway	118
2. Cafeteria	114
3. School Grounds	80

4D. Expectations and Rules Chart for common areas of school campus:
This chart is posted in all classrooms and used to teach students during behavior lessons.

Schoolwide Expectations and Location-based Rules				Completed by each teacher:
Schoolwide EXPECTATIONS	Hallway Rules	Cafeteria Rules	School Grounds Rules	Classroom Rules
Demonstrate Self-Control	Use Level 1 voice in the hallways	Raise your hand and wait for help	Keep hands, feet and objects to yourself	
Be respectful	Follow adult directives	Follow all directions given by the cafe monitors/adults	Follow directions the first time given	
Be responsible	Have a pass when you are not with your class	Sit with your class	Wear your ID badge	
Be accountable	Go directly to your destination	Clean your eating space and pick up trash around your area	Stay in designated area	
Be safe	Keep hands and feet to yourself	Keep hands, feet and objects to yourself	Keep hands, feet and objects to yourself	

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	8/24/2026	8:15 AM	Kiva
After Winter Break	1/5/2027	8:15 AM	Kiva
After Spring Break	3/30/2027	8:15 AM	Kiva

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	8/24/2026	8/24/2026	8/24/2026
After Winter Break	1/5/2027	1/5/2027	1/5/2027
After Spring Break	3/30/2027	3/30/2027	3/30/2027

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	Throughout the school year Classroom teacher	Classroom Teacher	Core subject area teachers will be assigned a section by quarter to present several lessons to students. Each quarter the students will be presented with lessons taught by the teacher and completed independently.	Administration will monture through the database the percentage of lessons completed each quarter by the teacher.
Bullying Prevention: Be the 1	Throughout the school year Classroom teacher	School Counselor	School counselors will schedule dates and times with teachers to go in and teach lessons to students. Administration will monture through the database the percentage of lessons completed each quarter by the teacher.	School counselors will schedule dates and times with teachers to go in and teach lessons to students. The administration will monitor through the database the percentage of lessons completed each quarter by the teacher.

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: Problem Identification Statement: <i>55% of student referrals are due to unruly disruptive behaviors. Students are constantly disruptive in the classroom and continue to exhibit disruptive behaviors.</i>
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>Students are not intrinsically motivated; therefore, they are not interested in the teacher's lessons focused on student success.</i> SMART Goal Statement: <i>By May 2027, student referrals related to unruly and disruptive classroom behaviors will decrease from 55% to 30% through the implementation of engaging, student-centered instructional strategies, positive behavior supports, and classroom motivation techniques, as measured by monthly referral data.</i>
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>To decrease the number of student referrals caused by unruly and disruptive behaviors, a structured positive behavior incentive system called the "Panther Bucks Incentive Program" will be implemented to increase students' motivation, engagement, and accountability for their behavior. The program will focus on reinforcing positive behaviors that support a respectful and productive learning environment. Students will earn Panther Bucks for demonstrating behaviors such as arriving to class on time, staying engaged during instruction, participating appropriately, completing assignments, following classroom expectations, using respectful language, and resolving conflicts appropriately. Teachers and staff members will distribute Panther Bucks immediately when positive behaviors are observed to reinforce consistency and encourage students to make positive choices throughout the school day. Students will be able to redeem Panther Bucks weekly or biweekly for incentives that are meaningful and age-appropriate for middle school students, including:</i> <i>Front-of-the-line lunch passes</i> <i>Snack vouchers or school store items</i> <i>Entry into raffles for gift cards, sports items, or school merchandise</i> <i>Participation in quarterly incentive events such as game rooms, popcorn/movie afternoons, or sports tournaments</i> <i>In addition, grade levels or classrooms can compete to earn collective rewards for meeting behavior goals, creating positive peer accountability and school-wide engagement. Teachers will consistently pair Panther Bucks with specific verbal praise so students understand which behaviors are being reinforced. Referral data, behavior logs, and classroom observations will be reviewed quarterly to monitor progress and determine the effectiveness of the incentive program. By providing consistent recognition and meaningful incentives, the Panther Bucks Incentive Program aims to reduce disruptive behavior, increase student engagement, and improve overall school climate among Seminole Middle students.</i>

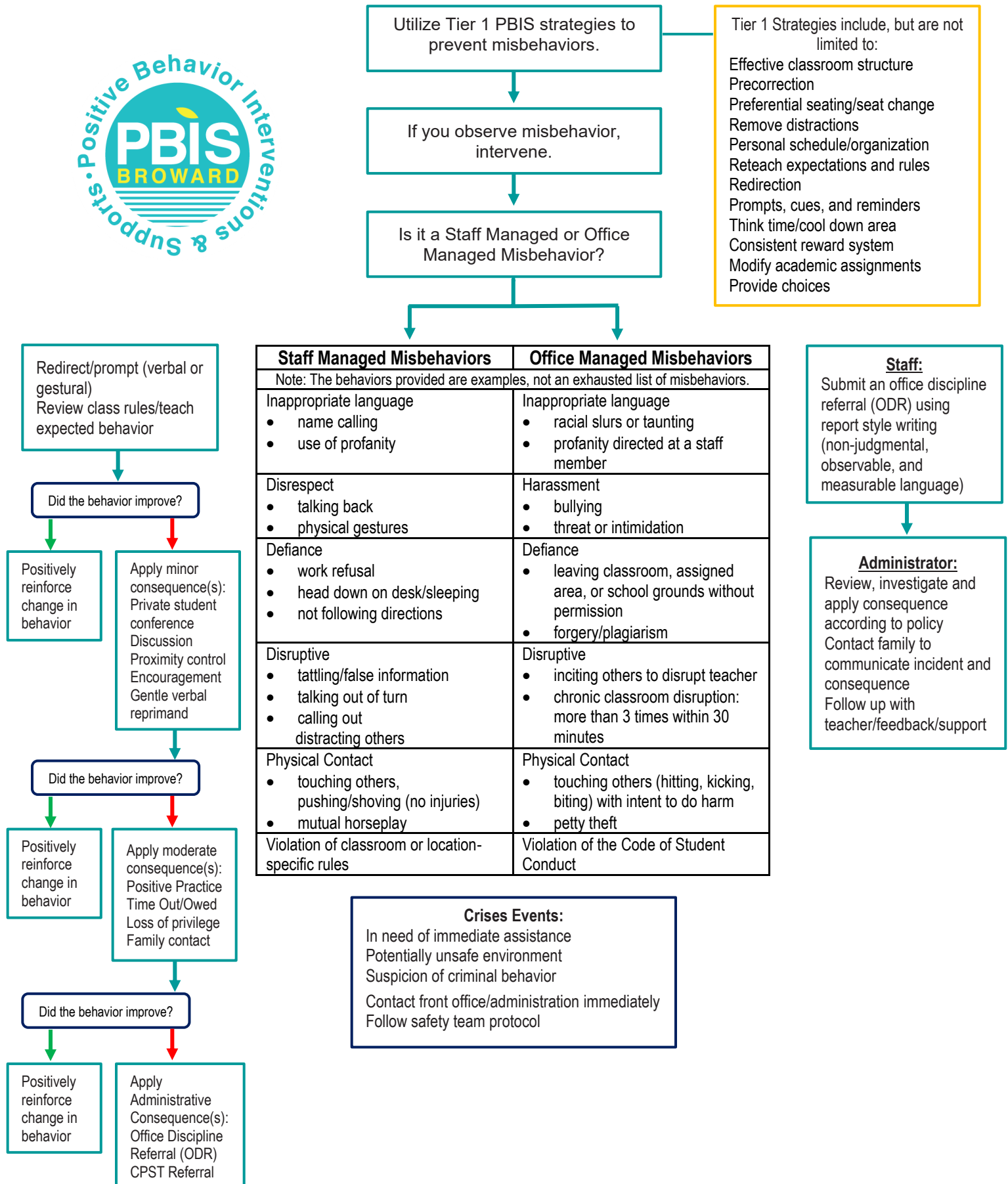
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences) <i>Fidelity of the Panther Bucks Incentive Program will be monitored through regular classroom walkthroughs and administrative observations to ensure staff are consistently awarding Panther Bucks for targeted positive behaviors. In addition, quarterly reviews of behavior referral data and Panther Buck distribution records will help determine whether staff are applying the system consistently and effectively across classrooms. Brief staff feedback surveys and grade-level meetings will also be used to identify challenges and provide support or coaching as needed.</i>
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"? (2-3 sentences) <i>Success of the Panther Bucks Incentive Program will be determined by a measurable decrease in student referrals for disruptive behavior, with a target reduction from the current baseline of 55% to a lower percentage over time. Additional data sources will include improved attendance and engagement records, and reduced frequency of classroom disruptions documented through behavior tracking logs. Student and teacher feedback surveys will also be used to assess changes in classroom climate and student motivation.</i>

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	Each month, Kids of Character will be identified through teacher nominations and behavioral data tied to the monthly character trait. Teachers will submit examples of students consistently demonstrating the trait, and selections will be made by grade-level teams or a committee to ensure fairness and consistency. Recognized students will be celebrated through a monthly announcement, certificate, and school-wide recognition (such as morning announcements or hallway display boards). In addition, students will receive a small incentive, such as Panther Bucks, or a celebratory treat, to reinforce the importance of positive character development.

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.



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	1. Implement Consistent Classroom Management Training and Coaching: Teachers will participate in professional development sessions focused on explicit classroom management strategies such as setting clear expectations, proactive behavior correction, and positive reinforcement techniques. Administrators or instructional coaches will conduct scheduled walkthroughs to measure implementation fidelity and provide targeted feedback. 2 Strengthen Positive Reinforcement Consistency Across Classrooms: Staff will be expected to award Panther Bucks at a minimum frequency benchmark (e.g., several times per class period for observed positive behaviors) to ensure consistent reinforcement. Administration will monitor distribution to verify equitable and consistent use across classrooms. 3. Provide Targeted Support for High-Need Classrooms and Students: Classrooms with higher referral rates will receive additional coaching, modeling, and co-teaching support from the behavior tech or administrators. Individual behavior intervention plans will be developed for students with repeated disruptions, and progress will be monitored weekly to measure improvement and adjust interventions.

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 :	660
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	573
% of referrals in the classroom:	54%
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 8/10/2026, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☒ No	By Click here to enter a date, 1. Standardize and Launch Schoolwide Recognition Expectations: Before the next PBIS meeting, the leadership team will finalize a clear, one-page "Panther Bucks Implementation Guide" that outlines when, how often, and for what behaviors staff should award Panther Bucks. This guide will be reviewed with all staff during a brief refresher training or staff huddle, and every teacher will be expected to begin implementing the system immediately with at least a minimum consistency expectation (e.g., daily recognition of positive behaviors across all class periods). 2. Increase Accountability and Support Through Rapid Monitoring and Feedback: Administration will conduct quick, informal walkthroughs to document whether Panther Bucks are being actively and consistently issued in each classroom. Teachers not yet implementing with fidelity will receive same-week coaching support, modeling, or peer collaboration to ensure 100% staff participation is achieved by the next PBIS meeting.

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, classroom referrals will indicate a 25% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. Quarterly ODR Data Monitoring and Trend Analysis: The PBIS leadership team will pull Office Discipline Referral (ODR) data from Focus at the end of each quarter to track progress toward the 25% reduction goal. This data will be reviewed in grade-level and leadership meetings to identify patterns by location, time, behavior type, and student group, allowing the team to make timely instructional and behavioral adjustments. 2. Implementation of Targeted Intervention Cycles Based on Data: When data shows spikes in referrals for specific behaviors or classrooms, the team will implement short-cycle interventions such as reteaching expectations, behavior support plans, or coaching for staff within one to two weeks. Progress will be re-evaluated quarterly to ensure interventions are reducing referrals and moving the school toward meeting or exceeding the SMART goal by June 3, 2027.

SPBP Submission

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