



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Pasadena Lakes Elementary
School Number:	2071

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	Janet Williams	7. Security Specialist/ Campus Monitor	Carol Owens
2. Point of Contact	Mokisha Spencer	8. Social Worker	Chardae Riles
3. BTU Representative	Ilona Tinerino	9. School Nurse	Maxine Dillon
4. Parent/Community Representative	Arnasia Johson	10. Attendance Manager	Louis Mitroupolis
5. Student Representative	Wesly Silk	11. Life Skills & Wellness Liaison	Meagan Thomson
6. School Counselor	Meagan Thomson	12. Resiliency Liaison	Meagan Thomson

*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	8/3/2026	7:40 AM		8/7/2026
2 nd Oct. 13 – Dec. 18	10/9/2026	9:00 AM		10/12/2026
3 rd Jan. 5 – Mar. 18	1/4/2027	8:00 AM		1/4/2027
4 th Mar. 29 – May 28	4/6/2027	2:30 PM		4/27/2027

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>)	4/22/2026
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>)	9/29/2026

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:	459	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		99%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	5	1%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	1	0%	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> - Ensure that Tier 1 Classroom Behavior Strategies are incorporated daily and modeled often. Strengthen Tier 1 instruction and supports, ensuring high-quality, consistent strategies for all students, while keeping an eye on students who aren't responding. - Train teachers and staff to recognize early warning signs of academic or behavioral concerns, and to refer students promptly. - Use multiple data points (attendance, discipline referrals, grades, teacher observations) rather than relying on just one indicator. - Partner with families early to gather input and build a support plan when concerns first emerge.	

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> - Referrals without interventions are ineffective. Shift discipline focus from punitive measures to restoration, relationship building, and conflict resolution. - Provide ongoing training on implicit bias, neurodiversity and restorative practices for all staff. Include practical strategies that teachers can apply immediately in classrooms.

3. Work with the Response to Intervention Team to develop personalized behavior plans that prioritize positive interventions and tiered supports.
4. Using FOCUS data admin will identify teachers who have written an above average amount of referrals and assign peer-to-peer support or coaching based on the level of need.

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.Simple Battery	4
2. Defiance/Insubordination	3
3. Threat Low	3
4. Fight Minor Altercation/Confrontation	3
5. Battery (Low Level)	2
TOTAL	15

- 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 Proactive – You're in Charge
2. Begin With the End in Mind – Have a Plan
3. Put First Things First – Everyone Can Win
4. Think Win-Win – Everyone Can Win
5. Seek First to Understand, Then to Be Understood – Listen Before You Talk

- 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. Cafeteria	7
2. Athletic Field	5
3. Media/Hallway/School-wide	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	Click here to enter location: Bus Rules	Classroom Rules
Be Proactive – You're in Charge of You	Keep hands and feet to yourself 2 Hands to Yourself	Panther PAWS Cafeteria Acronym	Wait at your designated area for your bus to arrive	
Begin with the End in Mind – Have a plan	Go directly to your destination	Polite Voices Used – Use a level 1-2 Voice	Use Level 1-2 voices	
Put First Things First – Everyone Can Win	Walk to your class 3 tiles from the wall	Always ask permission. Follow all directions given by café monitors/adults	Board the bus one at a time Be sure that the adult checks off your name.	
Think Win-Win – Everyone Can Win	Walk with hands by your side	Walk away from a clean table. Clean your eating space and pick up trash around your area.	Keep hands and feet to yourself	
Seek First to Understand Then to Be Understood – Listen Before You Talk	Follow adult directives Voice Level "Zero"	Stay Seated at all times.	Remain seated while the bus is in transit	

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 and Cafeteria During Lunch
After Winter Break	1/5/2027	8:30 AM	Classroom and Cafeteria During Lunch
After Spring Break	3/29/2027	8:30 AM	Classroom and Cafeteria During Lunch

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 Leader in Me	Taught in the classroom on a monthly basis.	Classroom Teachers and School Counselor	Each month teachers will introduce a particular trait by reviewing the video and having conversations with students. The trait will also be introduced on the morning announcement. We cover 3-4 of the 7 traits rooted in Steven Covey's Habits of Highly Effective People each year. The program also promotes self-awareness, accountability, empathy, courage, adaptability, and other leadership skills.	Each month teachers will recommend a student that has exhibited a character or leader in me trait. Students will be issued certificates, and one student will be selected to represent the school at the City of Pembroke Pines.
Life Skills & Wellness	Taught during specials on a monthly basis and reinforced through classroom lessons.	Special Area and Classroom Teachers	Each month teachers will introduce a particular trait by reviewing the video and having conversations with students.	LS&W skills shall be reinforced daily in the classroom and complemented using specific praise to encourage students to exemplify the skill daily.

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: Discipline Data Problem Identification Statement: After reviewing the data, it was determined that 4 out of 31 incidents of 13% of the referral incidents were for simple battery behavior.
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 are intentionally striking other students without being provoked, which disrupts the learning environment for the victim and their sense of security. SMART Goal Statement: By May 2027, a reduction in 10% of the referrals for simple battery will occur.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Point system Description of Program/System: At the beginning of the school year, students attend a positive behavior assembly in which all students are provided with the schoolwide expectations both in the classroom and around the school. Teachers implement the schoolwide CHAMPS behavior system in their classroom as part of the TIER I instruction to provide students with clear expectations and guidelines. Teachers utilize their own strategies to support the TIER 1 behavior system to monitor and support positive behavior in their classroom. We will also implement unified consequences, so that students understand that there are consequences for our actions either positive or negative. In the cafeteria, there is a school-wide positive reward recognition program to encourage students to follow school-wide expectations in the cafeteria, including the group restrooms located in the cafeteria. Classes can earn a monthly tangible reward (i.e., popsicle party) by grade level for earning the most points in the cafeteria. Classes who tie will all earn the reward. • Cafeteria expectations are posted on several walls in the cafeteria. • Staff monitoring the cafeteria are taught by admin and support staff, how to monitor students effectively to avoid multiple students in the restroom at once as well as ensuring eyes are kept on all areas of the cafeteria. • Students are taught cafeteria expectations while in the cafeteria at the beginning of the year in August, and after breaks in November, December, and March. • Classes are recognized with points for polite voices used, always asking permission, walking away from a clean table and by staying seated. • Grade levels compete for tangible monthly rewards. The daily earned points are tracked on a chart and the class in each grade level that earns the most points wins the tangible reward. The rewards will be provided on a monthly basis. At the end of each month rewards are provided, and the tracking chart is reset to begin again the next month.

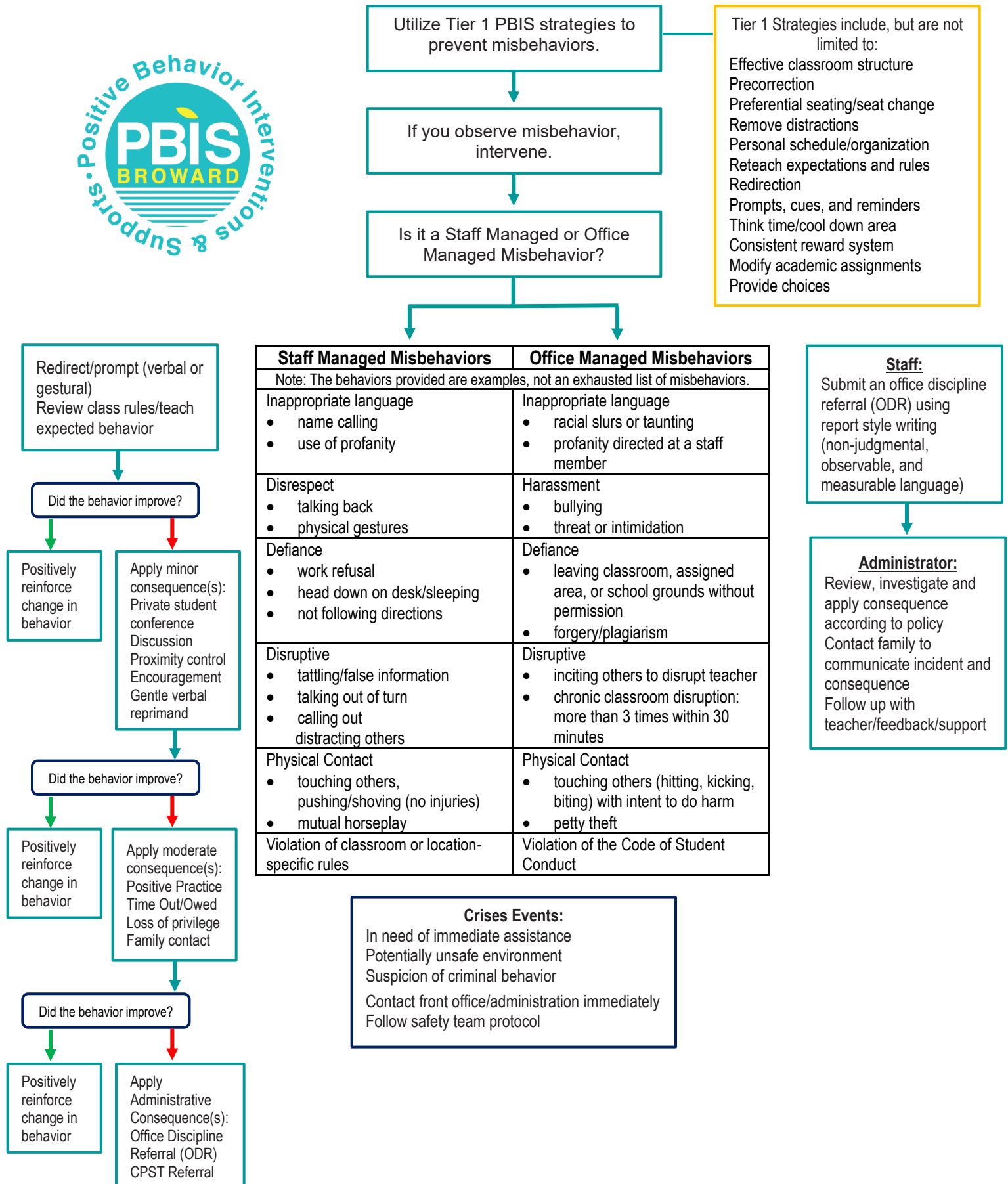
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences) Each class can earn up to 5 points per day (about 100 points per month, depending on the number of days in school for the month) in the cafeteria. The fidelity of the program will be monitored through the amount of points earned by each class in the cafeteria, teacher feedback and in the reduction of referrals. The program is introduced and reinforced daily within the classroom. The points will be posted daily on the cafeteria chart on the wall inside of the cafeteria where students can view them. The winning classes are announced on WPLE morning announcements during the beginning of the following month.
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) The classes who are earning less points will be reviewed to determine additional methods for promoting positive behavior in the classroom. The number of points received by each class will be utilized as the data to not only determine the winners of the monthly reward but also to identify the classes that need additional support via Suite 360 lessons or guidance lessons from the guidance counselor regarding following school expectations. For example, out of 100 points, if classes are receiving in the point range of 20-50 points, these classes will be reviewed for the additional positive behavior support. In addition, Behavior data from FOCUS will be used to attest to the implementation of the positive behavior system. If the number of referrals is reduced, the dates will demonstrate success of the program. All staff can monitor the cafeteria data and classroom teachers hold students accountable for scoring the maximum number of points daily. Teams meet during their team meetings to discuss ways to improve TIER 1 behavior which ultimately improves student behaviors within the common areas as they understand positive and negative consequences for their behaviors. Cafeteria data can also be used by the school coaches, administration and guidance to help identify teachers who may need more support in implementing solid TIER 1 instruction.

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 teachers teach a character trait to students and model what the trait looks like within the classroom. At the end of the month, teachers submit a student to our school counselor that demonstrate that trait. Students are recognized either on the morning announcements, during SAC/SAF meetings or other assemblies held on campus.

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	Teachers will participate in CHAMPS training at the beginning of the school year. * Evidence will be collected based on implementation and teachers will be coached who take the training by using the Classroom Snapshot. * At the beginning of the year and after each break in November, December/January and March, teachers will review CHAMPS (Conversation, Help, Activity, Movement, Participation and Signal) with students. * When conducting lessons teachers will use the CHAMPS method to help students understand behavioral expectations during the lesson, redirecting as needed. *During team meetings teachers will focus on take the Positive Behavior Intervention and Support (PBIS) and the Classroom course to understand how to recognize, implement and problem solve within the classroom. This will help teachers to use data to determine how to meet the diverse needs of their students.

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 :	11
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	20
% of referrals in the classroom:	35%
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. 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. The AP will train staff on the use of the flow chart. 2. Team will review all ODRs in the quarter to determine if the flow chart is being followed.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☒ No	By Click here to enter a date, 1. Each classroom teacher will develop an effective reward system and train students on how the system works. 2. Administration and support staff will assist in ensuring and supporting implementation of the tangible rewards and provide additional incentives as needed.

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, the number of students participating in simple battery will decrease by 10% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Students will be taught self-regulation strategies through the instruction of mindfulness, character education and the Leader in Me to help regulate their behaviors.

		2. Within the classroom and school-wide environment, students need clear and consistent guidelines can help prevent this confusion.
--	--	--

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