



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	Tradewinds Elementary School
School Number:	3481

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	Dr. Priscille Elie	7. Security Specialist/ Campus Monitor	Marie Desrosiers
2. Point of Contact	Natalie Brantley	8. Social Worker	Valeria Pardo
3. BTU Representative	Shari Ham	9. School Nurse	Patricia Patterson
4. Parent/Community Representative	Kristy Good	10. Attendance Manager	Luciana Da Rocha
5. Student Representative	Carly Robinson	11. Life Skills & Wellness Liaison	Panagiotis Grammatikopoulos
6. School Counselor	Genesis Picon-Bautista	12. Resiliency Liaison	Jacqueline Molino

*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	9/17/2026	2:15 – 3:00		9/24/2026
2 nd Oct. 13 – Dec. 18	11/12/2026	2:15 – 3:00		11/16/2026
3 rd Jan. 5 – Mar. 18	2/4/2027	2:15 – 3:00		2/9/2027
4 th Mar. 29 – May 28	4/16/2027	2:15 – 3:00		4/20/2027

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>)	4/27/2026
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>)	9/22/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/24/2026

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:	834	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		97%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	20	2%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	2	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> - Continue to monitor students closely with behavior interventions with the RTI team. - Continue to model and address school-wide expectations on the morning announcements. - Continue to reinforce positive behaviors with school-wide incentive program (Eagle Bucks). - Continue to collaborate with school counselor and support staff team.	

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> - MTSS Framework for behaviors in all types of learners by including effective academic and behavior instructions. - Training staff in reducing the effects of implicit bias (pragmatic improvement action plan-build supports for sustainability). - School leadership continuously monitors and reviews student engagement and school discipline data. - Implementation of evidence-based interventions across grade levels in both academics and 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	43
2.Disruptive/Unruly Play	12
3.Out of Assigned Area	7
4.Battery (Low Level)	5
5.Mistreatment of Peers	4
TOTAL	71

- 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
1.1. Safety - Do what you can to keep yourself and other safe by seeing something and saying something
2. Ownership - Own your actions and try your best. Be aware of your accountability in the classroom, otherwise logical consequences will be put in place
3. Attitude - Always have a positive/growth mindset
4. Respect - Always respect yourself, property, and others
5.

- 4C.** Top three school-wide locations: **Use current 2025-2026 school year behavior data** as listed in Focus.
- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
 - Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

Top 3 Locations, excluding Classroom :	
School Location(s)	# Incidents
1. Cafeteria	15
2.Bus	7
3.Playground	6

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: Rules	Classroom Rules
Click here to type your Expectation Safety - Do what you can to keep yourself and other safe by seeing something and saying something	Click here to select hallway rules OR Quietly sit outside the classroom door in the morning and at dismissal •Stay in your assigned area in the morning before the bell •Walk in the hallway at all times •Pay attention at hallway intersections	Click here to select cafeteria rules OR •Stay in your assigned seat •Raise your hand for assistance •Eat only your own food	Click here to select location rules OR Demonstrate self-control. Keep your hands, feet, and objects to yourself.	
Ownership - Own your actions and try your best. Be aware of your accountability in the classroom, otherwise logical consequences will be put in place	Click here to select hallway rules OR 2nd Tile Tradewinds Style (2nd tile, hands behind back, straight line, no talking) •Read a book in the morning while waiting in the hallway	Click here to select cafeteria rules OR •Use quiet voices, clean up after yourself	Click here to select location rules OR Keep your hands and feet to yourself. Apologize if you accidentally hurt someone.	
Attitude - Always have a positive/growth mindset	Click here to select hallway rules OR "Just Say Hello" Be friendly toward others	Click here to select cafeteria rules OR Be kind and helpful to others	Click here to select location rules OR Play cooperatively. Help those who need assistance. Encourage positivity. Cheer for others to do their best	
Respect - Always respect yourself, property, and others	Click here to select hallway rules OR	Click here to select cafeteria rules OR	Click here to select location rules OR	

	Go directly to your destination Hold doors for others. Keep your voice down - others are learning.	Use your manners. Clean up after yourself. Listen to adults.	Play respectfully and safely with others. Be a good sport. Include others.	
Click here to type your Expectation	Click here to select hallway rules OR Click here to type hallway rules.	Click here to select cafeteria rules OR Click here to type cafeteria rules.	Click here to select location rules OR Click here to type location rules.	

CRITICAL ELEMENT #5: Teaching Behavior

5A. At least one lesson plan for **each** schoolwide expectation above is distributed to instructional staff during pre-planning week and are maintained in the SPBP Binder.

Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans:			
	Date(s)	Time:	Location(s):
Start of School Year	8/10/2026	8:30 – 1:30	Classrooms
After Winter Break	1/5/2027	8:30 – 1:30	Classrooms
After Spring Break	3/29/2027	8:30 – 1:30	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	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?
Select a program Resiliency Curriculum	It will be taught during the specials rotation to individual classes.	School Counselor	Grade-specific Safer, Smarter Kids! lessons will be taught in the specials rotation.	Students will complete the activities in their work booklets.
Select a program Life Skills & Wellness	It will be taught during the specials rotation to individual classes.	School Counselor	Grade-specific LSW competencies through Overcoming Obstacle Life Skills Curriculum will be taught in the specials rotation.	A survey for students will be disseminated for students in Spring 2027.

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: <i>According to the Behavior Dashboard in Focus, there are 43 Unruly/Disruptive Behavior incidences reported (highest level of incidences).</i> Problem Identification Statement: <i>According to the Behavior Dashboard in Focus, utilizing events by location and top incidences, our team is able to identify Unruly/Disruptive Behavior as a school-wide problem.</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>This problem is occurring due to the consistency in structured behavior management systems across school settings.</i> SMART Goal Statement: <i>By June 2027, the number of Unruly/Disruptive Behavior incidences will decrease to 22 or fewer referrals in this area, as measured by the office of discipline referrals in the Focus Behavior Dashboard.</i>
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: <i>Economic simulation system</i> Description of Program/System: <i>Students receive Eagle Bucks at school for demonstrating appropriate behavior. Students can receive Eagle Bucks in a variety of settings and from any school employee. Eagle Bucks are saved throughout the quarter. At the end of the quarter, students visit the school store to buy items with their Eagle Bucks. A variety of prizes are available for purchase and prize costs range from 1–20, ensuring every student is capable and eligible to receive a prize. Eagle Bucks change colors each quarter. Teachers are expected to pass out all quarterly Eagle Bucks to students. When classes visit the school store, each student in the class should be eligible to shop for something.</i> 2025–2026 Outcome Note: <i>This reward system, as implemented, did not decrease unruly/disruptive behavior referrals. Referrals increased from 17 to 43. The team will revise the intervention to increase consistency (fidelity), strengthen explicit teaching and supervision, and add targeted supports for students and settings with the highest need.</i> Possible Solutions / Improvements: • Define and teach exactly what earns Eagle Bucks (schoolwide “look-fors”) and align them to the Schoolwide Expectations and location rules (hallway, cafeteria, playground, classroom). • Increase frequency and immediacy of reinforcement: shift from “end of quarter” only to daily/weekly opportunities (e.g., weekly class store cart, weekly drawings, or quick trade-in days). • Boost staff implementation fidelity: establish minimum daily/weekly “Eagle Bucks goals” per staff member, provide prompts (lanyards, tickets in strategic locations), and recognize staff for consistent use. • Target the highest-need settings and times (e.g., hallway transitions, cafeteria, recess) with planned supervision, pre-corrections, and active acknowledgement (more adults, assigned zones, clear routines, posted expectations). • Add a Tier 2 support for students with repeated unruly/disruptive referrals (e.g., Check-In/Check-Out, daily point card tied to expectations, small-group social skills instruction, mentoring).

	• Use consistent responses to minor misbehavior (class-managed strategies) to reduce office referrals (re-teaching, brief reset, restorative conversation, planned break, parent contact protocols). • Ensure reinforcement is equitable and attainable for all students (including students with SWD/ELL): adjust criteria, provide visual supports, and ensure students understand how to earn bucks.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? Implementation Steps & Monitoring: 1. Re-teach expectations and "Eagle Bucks look-fors" schoolwide (first 2 weeks; after long breaks). Include modeling, practice, and feedback in the actual settings. 2. Create a simple distribution plan (who, when, where): minimum of X acknowledgements per classroom per day and X per common area duty; communicate expectations to all staff. 3. Implement weekly reinforcement (drawings/store access/class incentives) while keeping quarterly store visits; advertise progress visually by class/grade level.
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"? (2-3 sentences) Conduct monthly fidelity checks: quick walkthrough checklist (tickets visible, acknowledgements observed, consistent language), plus staff self-check; provide coaching where needed. Review referral data biweekly/monthly (by location, time, student, staff-referral patterns). Adjust supervision, reteaching, and reinforcement "boosts" based on the data. Identify students needing Tier 2 supports by data decision rules (e.g., 2–3 ODRs for unruly/disruptive behavior in a grading period) and monitor progress weekly.

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. 

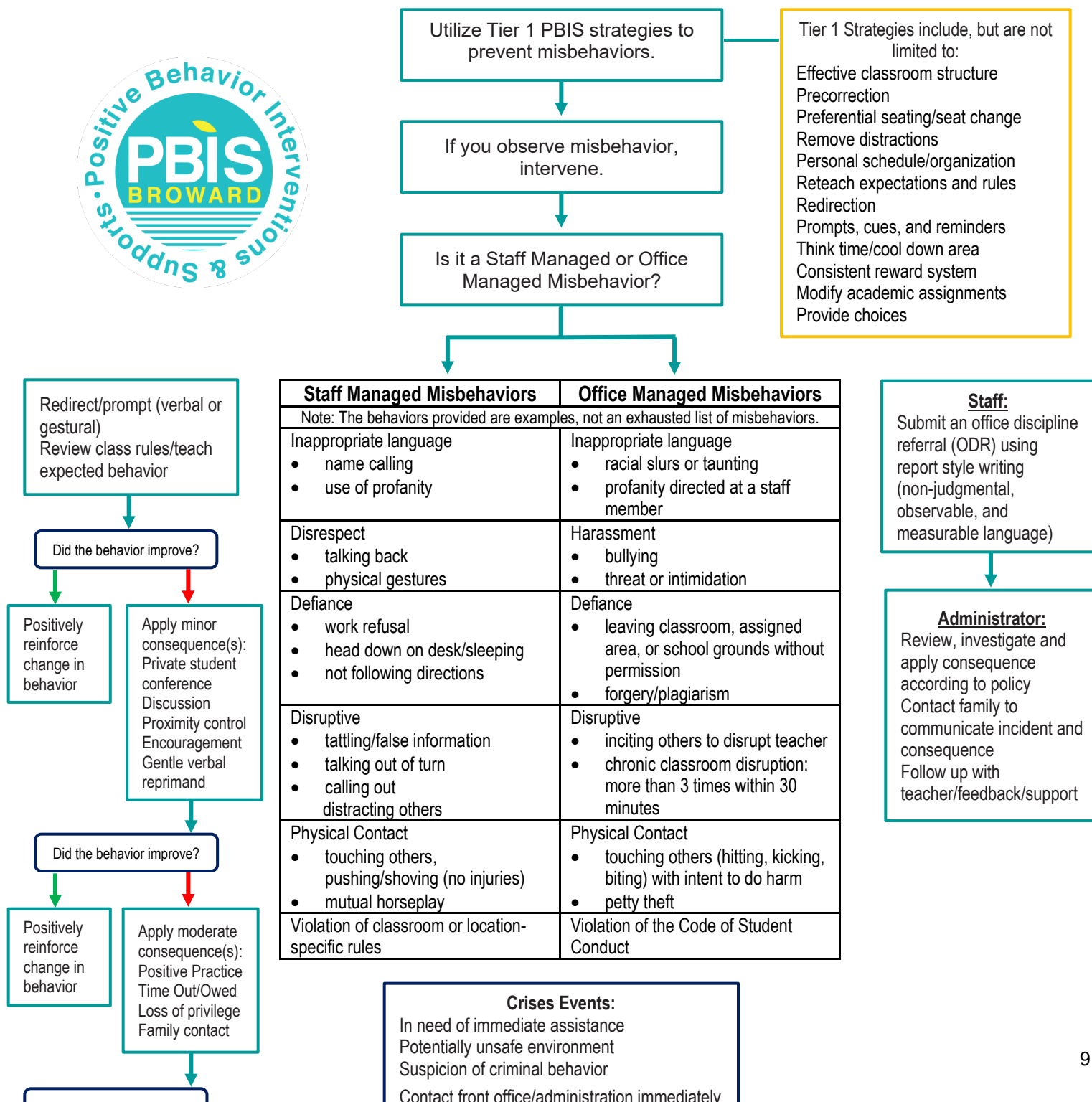
Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
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1. September: Cooperation
2. October: Responsibility
3. November: Citizenship
4. December: Kindness
5. January: Respect
6. February: Honesty
7. March: Self-Control
8. April: Tolerance

Kids of Character students will be recognized monthly. The teachers will choose one student that exemplifies the character trait of the month. They will receive an award certificate and recognition on WTNN, the in-house news station.

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. Teachers will engage in daily meetings with their classes to build community, foster character-building skills, and review school and class expectations. 2. Teachers will teach positive behavior skills by establishing clear expectations, using positive reinforcement, and modeling. 3. The MTSS team will help develop Tier 2/Tier 3 behavior plans as necessary.

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>): Classroom walkthroughs and participation in daily meetings.

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 :	50
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	44
% of referrals in the classroom:	53%
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. 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. 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, our school will reduce the number of classroom referrals from 50 to 25 as measured by Office Discipline Referrals (ODRs) in Focus.	1. Teachers will engage in daily meetings with their classes to build community, foster character-building skills, and review school and class expectations. 2. Teachers will teach positive behavior skills by establishing clear expectations, using positive reinforcement, and modeling.

SPBP Submission

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