

**Positive Behavioral Interventions and Supports  
Maryland Recognition Program  
SCHOOL APPLICATION  
2006-2007**

The purpose of this program is to provide recognition to schools in Maryland that have implemented school-wide Positive Behavioral Interventions and Supports. A Recognized School is one that has met specific criteria and has demonstrated innovative, creative, and functional ways of implementing and sustaining PBIS. Specific characteristics of PBIS Recognized Schools are their consistent methods of:

- (1) Utilization of data based decisions to better serve the students and staff,
- (2) Creative and engaging acknowledgement/reward systems,
- (3) Inclusiveness of PBIS throughout the school,
- (4) Collaboration with the community,
- (5) Orientation of new students throughout the school year, and
- (6) Integrating PBIS into daily activities across all available teaching opportunities.

**Administrative Instructions**

- All three sections of the application must be complete and submitted to your LSS Point Contact no later than March 1, 2007
- School-wide Evaluation Tool (SET) scoring guide and report must be completed and submitted to Jerry Bloom not later than June 1, 2007 (Benchmarks of Quality (BOQ) for Exemplar recognition also due June 1, 2007)

**Notification of Award will be made by June 15, 2007**

*To be considered for PBIS Maryland Recognition, this application and supporting documents  
MUST be submitted in accordance with established timelines and must meet all criteria.*

PBIS Maryland Official Use:

Date Received: \_\_\_\_\_ Received by: \_\_\_\_\_  
Completed Application: Yes/No  
Date Point of Contact notified of PBS Model School status: \_\_\_\_\_  
Summer Institute: Yes/No Ribbon/Banner/Banner and Plaque  
Materials for Website: Yes/No

## PBIS Maryland School Recognition Program

**1) There are three recognition levels. Please work closely with your behavior support coach and local leaders to determine which category best fits your schools accomplishments.**

***Please X the box below to indicate the award for which you are applying.***

	<input type="checkbox"/> <b>PBIS Maryland Green Ribbon School</b>	<input type="checkbox"/> <b>PBIS Maryland Banner School</b>	<input checked="" type="checkbox"/> <b>PBIS Maryland Exemplar School</b>
<b>Systems</b>	Active Administration; PBIS Team in place; PBIS Team meets monthly	Active Administration; PBIS Team in place; PBIS Team meets monthly	Active Administration; PBIS Team in place; PBIS Team meets monthly
<b>Data</b>	<ul style="list-style-type: none"> <li>• All Required Forms Submitted on time</li> <li>• Existing baseline data collected and reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• All Required Forms Submitted on time</li> <li>• Existing baseline data collected and reviewed</li> <li>• Team decisions based on data</li> <li>• Team shares data with staff at least monthly</li> <li>• Multiple and consecutive data elements aggregated, reviewed, reported and showing improvement (i.e. office referrals, suspensions, attendance)</li> </ul>	<ul style="list-style-type: none"> <li>• All Required Forms Submitted on time</li> <li>• Existing baseline data collected and reviewed</li> <li>• Team decisions based on data</li> <li>• Team shares data with staff at least monthly</li> <li>• Multiple and consecutive data elements aggregated, reviewed, reported and showing improvement (i.e. office referrals, suspensions, attendance)</li> <li>• Multiple and consecutive data elements aggregated, reviewed, reported and showing improvement in achievement.</li> <li>• Policies/ job descriptions and other documentation supporting PBIS activities are institutionalized.</li> </ul>
<b>Practices</b>	<ul style="list-style-type: none"> <li>• SET 80%</li> </ul>	<ul style="list-style-type: none"> <li>• SET 90%</li> </ul>	<ul style="list-style-type: none"> <li>• SET 95%</li> <li>• BOQ 75%</li> </ul>
<b>Award</b>	<ul style="list-style-type: none"> <li>• Ribbon</li> </ul>	<ul style="list-style-type: none"> <li>• Banner</li> </ul>	<ul style="list-style-type: none"> <li>• Banner and Plaque</li> </ul>

## **2) Identifying Information**

Local School System (LSS): \_\_\_\_Anne Arundel County  
\_\_\_\_\_

LSS PBIS Point of Contact or Coordinator: \_\_Ginny Dolan  
\_\_\_\_\_

School: \_Brooklyn Park Middle School  
\_\_\_\_\_

School Website: \_\_\_\_\_

PBIS Behavior Support Coach: \_Lisa Crnovic  
\_\_\_\_\_

Are you willing to present at the Regional Returning Team trainings this summer?  
Yes  No \_\_\_\_\_

Do you have pictures, video clips, links to relevant school websites, and/or data that  
you would like to share on the PBIS Maryland website?  
Yes  No \_\_\_\_\_

## **3) Narrative**

**Please submit a narrative of no more than 1000 words. Please use the following questions to guide elements of your narrative.**

### **A. SYSTEMS:**

1. What makes your team work so well? Please discuss in detail (e.g., what is your administrator's role on the team, how is staff represented, etc.). What do you see as the overall strengths of your team?
2. What other supports (district/coach) are in place to enable the accurate and durable implementation of the practices being implemented?

### **B. DATA:**

1. How does your team use data for decision making?
2. What information is being used to identify status, need for change, and effects of interventions/strategies?

3. How is the data shared with all staff?

**C. PRACTICES:**

1. What are some of the practices your school has adopted?
2. Why did you choose these practices?
3. How does your school track effectiveness of your implementation?

D. **OUTCOMES:** Discuss the changes you have seen since PBIS implementation (e.g., data, climate, morale, etc.).

***\*\*\*\*This section should reflect the award for which you are applying as detailed below:***

**PBIS Maryland Green Ribbon Award:** Please provide an explanation in your answer that reflects how your team uses Form A, IPI and discipline data.

**PBIS Maryland Banner Award:** Please provide an explanation in your answer describes your team's use of your forms (Form A and IPI) as well as improvement in discipline data. Please also provide supporting documentation.

**PBIS Maryland Exemplar Award:** Please provide an explanation in your answer describes your team's use of your forms (Form A and IPI) as well as data trends showing improvement in discipline and academics. Please also provide supporting documentation including district and school policy, code of conduct, and job descriptions that have been developed to promote and sustain PBIS activities.

**E. UNIQUE FEATURE/OBSTACLES:** Please describe a unique feature of your PBIS implementation at your school. What are some obstacles that your team has had to overcome? Please explain the process for overcoming these hurdles below.

**F. OTHER:** List any pertinent information not previously noted in regards to implementing SW PBS.

Patricia Butler and Lisa Crnovic

\_\_\_\_\_  
*Person Completing School Application*

3/1/07

\_\_\_\_\_  
*Date*

*\_Ray Bibeault* \_\_\_\_\_

\_\_\_\_\_  
*School Principal*

*Date: 3/1/07*

Who is your school's PBIS Contact:

Name: \_\_\_Patti Butler

\_\_\_\_\_

Contact Info: (Email)

\_\_\_plbutler@aacps.org\_\_\_\_\_

(Phone) \_\_\_410-719-1398

\_\_\_\_\_

## **Brooklyn Park Middle School Application Narrative for Exemplar Status**

As BPMS's fourth year implementing PBIS approaches its close, the efforts of our administrators, teachers, PBIS team members, support staff, and students are evident in changes in school climate and in the behavioral and academic data that support those changes. In our first year of implementation, BPMS students received 1,370 office referrals, which amounted to 11,100 minutes of missed academic instruction with an estimated 30 minutes per each referral. When comparing this to the 801 referrals, and 2,400 lost academic learning minutes, in our last completed school year, BPMS has shown a 41% decrease in referrals and 78% decrease in lost academic minutes due to behavioral concerns. Despite some fluctuation throughout the years, BPMS's use of Alternatives to Suspensions has remained relatively stable (142 in 2001 to 141 in 2005) while suspensions have shown a 15% decrease. If the average suspension period is one day, BPMS has gained back 36 days of attendance. BPMS's attendance has shown steady increases over the past four years with our best attendance occurring last year. This is believed to be, in part, due to the overall positive climate change of our school, where students enjoy attending and feel responsible for their own learning. Our PBIS team periodically randomly selects students with perfect attendance to acknowledge over the morning announcements. With 8,700 academic learning minutes gained back from our decrease in office referrals and our 36 days of improved attendance, BPMS made Annual Yearly Progress (AYP) for the first time since its commencement.

Administration at BPMS has taken an active role in using data to identify needs and provide support for PBIS initiatives. Administration is supportive of providing additional time and resources to PBIS committee members to develop interventions and plan incentives. Administration encourages participation of a diverse group of staff members (administrator, regular and special educators, school psychologist, school social worker, etc...) and assists in providing team planning and meeting times. Having a diverse team representative of all aspects of education allows team members to feel vested and bring their own areas of expertise to data processing and intervention development. Team members were also actively involved in reviewing and updating the School Improvement Plan and part of "Back to School Night," where team members were present to discuss PBIS and behavioral expectations of students.

In the fall of 2005, administration used AAA grant money to provide additional school psychology and school social work hours to address behavioral concerns with targeted Red Zone students. These interventions provide access to traditionally thought of special education services without the need for identification. Interventions provided to Red Zone students included counseling, case management, and mentoring as well as on-going consultation with teachers. Communication between PBIS team members and teachers and staff has allowed for early identification of students in need of Functional Behavioral Assessments and Behavioral Intervention Plans. Of 11 identified Red Zone students at the beginning of the 2006-07 school-year, only two continue to meet Red Zone criteria mid-year. Our PBIS team is also currently using data to identify specific school teams in need of additional behavioral supports or class-wide positive interventions.

Approximately 11 of 34 students (32%) with five or more referrals have the same team of teachers. Possibly the most telling of the lasting effects of PBIS at BPMS is the fact that the majority of current Red Zone students are new to BPMS this year. These students have been identified as either incoming 6<sup>th</sup> graders or have transferred from other schools within the past two years.

In addition to identifying Red Zone students in need of interventions, our PBIS team has used data to examine the disproportionality of minority students receiving office referrals. Decreasing the over-identification of minority students, primarily African American, as Red Zone students continues to be an obstacle that BPMS faces. Over the course of the past year, BPMS has decreased the percent of African American students with office referrals from 62.5 to 32.1, a decrease of almost 50%. An initiative of our PBIS team continues to be increasing diversity awareness and focusing on closing the achievement gap. Providing Red Zone students with mentors allows for increased communication and dialogue for issues unique to minority students.

Within Maryland, Anne Arundel County Public Schools, and the North County High School Feeder System, our PBIS team has access to ongoing supervision, trainings, seminars, and forums. At the district level, Ginny Dolan provides ongoing support to our school and coach to assist in the completion of forms, scheduling of meetings, and opportunities for trainings. Each year, financial assistance is provided so that teachers can attend regional meetings and incentives can be purchased. School administration also provides opportunities for fund-raisers and other events to help reinforce positive behaviors. At the beginning of this school year, the PBIS committee held a pizza sale and raised \$4,337.18.

Teachers are actively using *Pride Coupons* to reinforce positive and appropriate classroom and school behaviors. As part of our new reward system, students have access to a reward cart that travels to the classrooms once a week and students use their coupons to purchase prizes. Prizes include material objects, such as school supplies, as well as non-material objects such as lunch and time with our principal and activities such as dances. Support staff are using *Pride Coupons* during group activities to reinforce appropriate social skills and group participation. In one setting, students earn *Pride Coupons* for demonstrating empathy and active listening skills towards others. Teachers have linked positive behavior to class activities such as promotion ceremonies, end of the year activities, and field trips. *Pride Coupons* and the PRIDE philosophy (Positive, Respectful, Involved, Daily on time Attendance, and Excellence) are visible and integrated parts of our school's climate.