

**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 checked="" type="checkbox"/> <b>PBIS Maryland Green Ribbon School</b>	<input type="checkbox"/> <b>PBIS Maryland Banner School</b>	<input 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>

## 2) Identifying Information

Local School System (LSS): **Charles County Public Schools**

LSS PBIS Point of Contact or Coordinator: **Elsa Velez**

School: **Berry Elementary School**

School Website: **[www.ccboe.com/berry](http://www.ccboe.com/berry)**

PBIS Behavior Support Coach: **Marybeth Serafin**

Are you willing to present at the Regional Returning Team trainings this summer?

Yes \_\_\_\_\_ No **X**

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 **X**

## 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?

**I believe that there are several components that have helped our PBIS team committee run so well in our first year of implementation:**

- **Over 80% of our staff bought into the PBIS program**
- **Our committee has representation of classroom teachers (both primary and intermediate), special area teachers, administration, school psychologist, guidance counselors, and a special educator**
- **Both school administrators and the school psychologist previously worked in PBIS Exemplar Schools. At least one administrator is very involved and present at each meeting.**
- **We extend an open invitation to all school personnel that would like to attend the monthly meetings.**

2. What other supports (district/coach) are in place to enable the accurate and durable implementation of the practices being implemented?

Our PBIS coach attends all monthly meetings. The coach completes the IPI form and monthly forms and shares progress with the committee members as well as shares information in terms of what we need to improve in. In addition, the county PBIS coordinator attends many of the PBIS school meetings to share ideas and to provide feedback. The county PBIS coordinator also sent the school a staff survey to complete and compiled the results. The results were shared with the school staff.

## **B. DATA:**

1. How does your team use data for decision making?

Each month the PBIS committee meets to review current data along with any feedback from school staff. We review the office referrals by location, time, grade, per month, and student names (so that we can address those students who are considered in the yellow or red zone). As we review the data, we determine interventions that may be appropriate to address areas of concern. We review the Form A monthly to discuss areas we have made progress on and the areas we still need improvement.

2. What information is being used to identify status, need for change, and effects of interventions/strategies?

The major determination of the need for change or effects of interventions/strategies is our SWIS data.

In addition, we had the staff complete a PBIS survey. The results were reviewed with the entire staff and we discussed areas of needed improvement.

Lastly, the PBIS team recently completed the Benchmarks of Quality (BOQ) forms and results are pending. Once we receive the results, they will be discussed at a PBIS committee meeting and then shared with the staff.

3. How is the data shared with all staff?

Our office referrals are entered into the SWIS database on a daily basis. Each month the SWIS data is shared with the entire school faculty. At that point, we also share what we have discussed at the PBIS committee meetings. This would include the interventions and/or ideas that we plan to implement as a means of making improvements in our data.

## **C. PRACTICES:**

### **1. What are some of the practices your school has adopted?**

The PBIS committee developed Berry Bucks this year as the student incentive piece of the program. Students can earn Berry Bucks when they exhibit our school wide goals of respect and responsibility. Berry Bucks are slips of paper that are given to the students with our PBIS logo. All staff members (teachers, cafeteria workers, building services, office secretaries, instructional assistants, etc.) were all bought stampers with their names so that they can stamp the buck with their name. When a Berry Buck is given, the teachers name is on the back. When student bucks are pulled for a weekly raffle at lunch, not only does the student earn a reward but the staff member does as well. Any staff member can give a student a Berry Buck as appropriate. We have asked staff to tell the student why they have earned the Berry Buck when it is presented to them. Each morning, students who have earned 10 or more Berry Bucks can come to the office lobby to get a treat of their choice (The prizes consist of small novelty toys, coupons for free ice cream, meals at McDonalds, candy, and Berry logo prizes). As their bucks are counted, the bucks go into their grade bucket to be entered for a weekly Friday raffle at lunch. Every Friday, five names are chosen to receive larger prizes from a prize cart. The teacher's prizes are also on the cart in which teachers can choose from candies, teacher supplies, or snacks. Furthermore, as an additional recognition we presented a seat cover to the student of the week.

### **2. Why did you choose these practices?**

All staff members may distribute the Berry Bucks to students at anytime during the day. We developed different colored Berry Bucks for substitutes and bus drivers. This was due to the fact reviewing the previous year's data. The data showed that we had many referrals from the bus and substitutes. The colored Berry Bucks allows the PBIS Committee to know how many bucks are being given by substitutes and bus drivers and in what grade they are being given. The bus bucks and substitute bucks are worth 5 whereas the staff bucks are worth 1. So far this year, we have seen less referrals written by substitute teachers. In fact, many substitutes have expressed that they enjoy having the Berry Bucks to distribute in the classroom. Students like to earn them so this gives the substitutes another strategy for maintaining effective classroom management. We decided that including a weekly prize for ten or more Berry Bucks would be an instant recognition for students. We felt that it was a realistic number in which students could earn within a day or two.

### **3. How does your school track effectiveness of your implementation?**

We chart the amount of Berry Bucks that students turn in by grade. The display is in one of the main hallways in the school. Also, in the cafeteria we have Jaguars (Berry

Elementary mascot) that earns spots based on the number of Berry Bucks given to students by grade. There is a jaguar for each grade. This is a visual that quickly shows the amount of Berry Bucks being given/earned by grade. It also creates a little bit of competition among grades to try to earn more.

In addition, we also compare last year's data to this year's to give us insight on the effectiveness of PBIS.

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.

This year the office referrals that are coming to administration are more appropriate for the office. In the past, I feel that teachers were not clear as to what should or shouldn't be handled by the office. This year we created a discipline matrix that outlines four levels of discipline behaviors and possible ways to deal with the situations along with which levels should be handled in the office.

The bus drivers that have bought into the distribution of the Berry Bucks have stated that they feel student behaviors have improved when they began using Berry Bucks. We have reviewed the bus referral data and the buses that are using the Berry Bucks consistently have shown some decrease in the amount of bus referrals submitted to administration this year.

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.

One of the unique features of our PBIS program is that many of the students especially in the upper grades began wanting to save the Berry Bucks rather than turning them in daily for a raffle prize. The PBIS committee decided as a result to create a "Big Event" in which students could save their Berry Bucks to participate in a special event. Secondly, since we had difficulty getting all staff on board with PBIS we decided to make the staff incentives even more worthwhile and motivating for them. We asked the staff what they would like to see in the prize cart. Many of their suggestion for ideas were purchased.

Our PBIS county coordinator is working on providing a staff luncheon as a way to recognize our staff for all of their efforts with PBIS. This may also serve as a way to increase staff buy-in.

When the PBIS committee reviewed the bus data, we determined that we needed the assistance of the drivers to help change negative behaviors on the bus. Therefore, we developed the bus Berry Bucks. Bus drivers expressed that they felt empowered and willing to distribute them to students. With the bus driver involvement, the amount of bus referrals have decreased.

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

1. Each month teachers can recognize one student as their Berry Best Student of the Month. Students that earn this recognition are invited to a celebration with their family where they receive a certificate and water bottle with the logo "Berry Best Student." Individual student photos are taken and the photos are displayed in a main hallway of the school. The student's family receives a written invitation by mail inviting them to this special celebration. We have typically about 80% or more parents/families in attendance at the celebrations. In addition, all of the children's names are announced on the morning announcements.

2. In January we began seeing our office referrals begin to increase. As a result of discussion at a PBIS committee meeting, we developed additional lessons dealing with respect and responsibility. Each teacher was given lesson plans to implement over the course of several days. There was a decrease in the amount of office referrals per day after they were completed with the students.

3. At a recent PBIS committee meeting, it was brought to our attention that many students were saving their Berry Bucks and turning them in for daily prizes. As a result, the PBIS team determined that we needed to add other prizes/incentives. We were concerned that students may begin to lose interest if they no longer enjoy the prizes being given in the mornings. Therefore we implemented two ideas. The first was that we included the school store into the PBIS incentive program. Students could buy school store supplies with their Berry Bucks. We included a price list per Berry Bucks. Secondly, we planned a special event in which students could save their Berry Bucks in order to attend a "Big Event" (movie in the gym with making donuts). We determined that students would need to earn 75 Berry Bucks over the course of a month (students in grades 1-5). There were announcements made on the PA about the surprise event as well as our guidance counselors aired information about the event on the closed circuit morning television program. Students in Kindergarten and Pre-K are doing the "Big Events" (watching a movie and having snacks) in their classroom. The students in K and Pre-K had to earn 35 to participate in their Big Event.

4. During the initial implementation of our PBIS program, the committee created large posters to hang around the school to display our school expectations of

appropriate behaviors in areas including the cafeteria, on the buses, in the hallway, in the classrooms, in the restrooms. The posters were to serve as a visual reminder to students as well as a way to make the expectations school wide. Each area (hallway, cafeteria, etc) includes about 3-5 positively stated expectations. In addition, we developed lesson plans for the first week of school on our school goals of respect and responsibility. This served as a way to introduce the goals to the students as well as the school-wide expectations.

5. We developed a partnership between McDonalds and the PBIS committee. A parent representative of McDonald's donates rewards to the PBIS program. This includes coupons for free meals, ice cream, French fries as well as rulers.

6. We use the SST team, Tri-County counseling groups, guidance groups, and individual interventions as needed when working with the red/yellow zone students. We individualize the intervention to best meet the needs of the student.

**Kelly Courtney**

*Person Completing School Application*

*2/23/2007*

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*School Principal*

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*Date*

Who is your school's PBIS Contact:

Name: **Dr. Marybeth Serafin, Kelly Courtney**

Contact Info: (Email) **[mserafin@ccboe.com](mailto:mserafin@ccboe.com), [kcourtney@ccboe.com](mailto:kcourtney@ccboe.com)**  
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