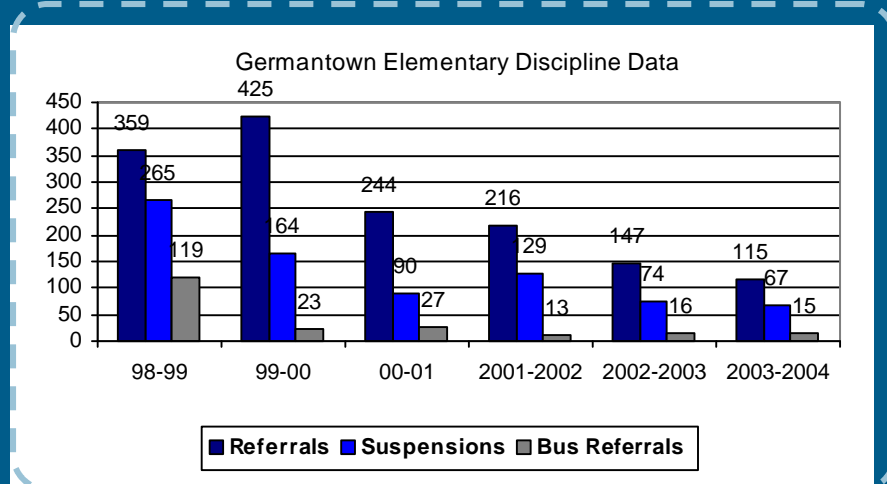
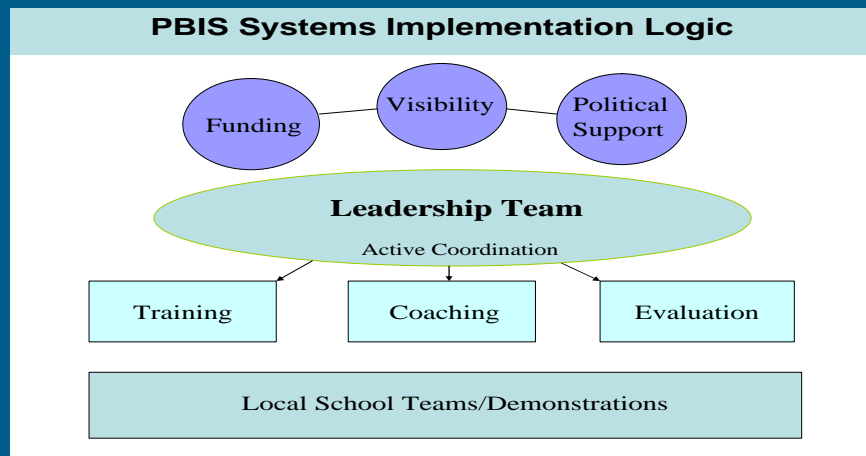


PBIS schools in Maryland have seen significant decreases in discipline problems, increased instructional time and improved teacher and family satisfaction. Some local school systems are building capacity and expanding PBIS.

PBIS and Germantown Elementary School in Anne Arundel County is one of many PBIS success stories. Since 1999, they have seen a drop in office referrals of 68% and a 74% reduction in suspensions.



Durable and adaptable school-wide PBIS in a school requires systemic support that extends beyond an individual school. It is important to organize multiple schools (e.g., cluster, complex, district, county, state) so that a common vision, language, and experience are established. This approach allows districts and states to improve the efficiency of resource use, implementation efforts, and organizational management. An expanded infrastructure also enhances the district and state level support (e.g., policy, resources, competence) and provides a supportive context for implementation at the local level.



PBIS in Maryland is a collaboration between the Maryland State Department of Education, Sheppard Pratt Health System, Johns Hopkins University and Local School Systems

**Nancy S. Grasmick**, State Superintendent of Schools

**Steve Sharfstein**, President and CEO of Sheppard Pratt Health System

**Robert L. Ehrlich, Jr.**, Governor

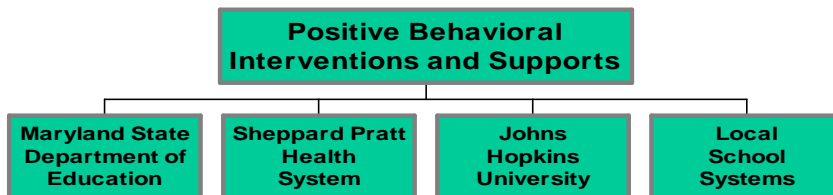
# SWIS

The School-wide Information System (SWIS) is a web-based information system used to improve the behavior support in elementary, middle and high schools. The purpose of SWIS is to provide school personnel with accurate, timely, and practical information for making decisions about discipline systems. School personnel collect on-going information about discipline events in their school, and enter this information through protected, web-based software. SWIS provides summaries of this information for use in the design of effective behavior support for individual students, groups of students, or the whole student body. Learn more at [swis.org](http://swis.org).

*Over 95% of PBIS elementary schools in Maryland using SWIS have a "green" zone of 80% or higher.*

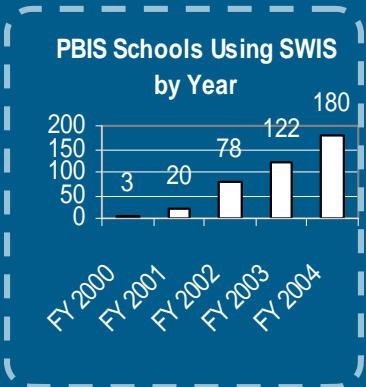
# PBIS Maryland

## Maryland PBIS Partnership and Collaboration

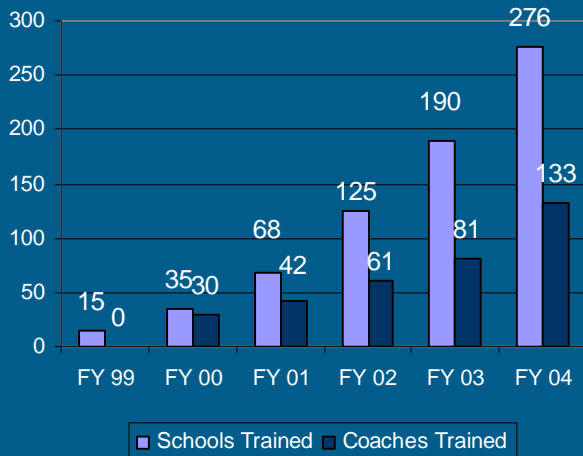


The Maryland PBIS Initiative began in 1998 with a meeting between Dr. Nancy Grasmick, State Superintendent of Schools, and Dr. Steve Sharfstein, President and Chief Executive Officer of Sheppard Pratt Health System (SPHS), about the need for the State to have a proactive plan to promote positive mental health, and to reduce school violence and the number of youth being suspended or referred for additional services because of their disruptive behaviors. From this discussion came a partnership between the Maryland State Department of Education (MSDE) and SPHS for the review and identification of a suitable program for the state. In July 1999, MSDE and SPHS contracted with Dr. George Sugai, from the University of Oregon's Center for Positive Behavior Interventions and Supports to train 15 school-based teams representing nine local school systems in the PBIS school-wide approach to discipline. The following year, MSDE and SPHS formed a State Leadership team comprised of representatives from MSDE and SPHS, (later expanded to include local school system and Johns Hopkins representatives) and appointed Milt McKenna, an Education Program Specialist at MSDE who oversees the MSDE Safe and Drug Free Schools program, and Susan Barrett, Coordinator of Program Development and Training at SPHS, as Co-Directors of PBIS in Maryland. Committed to developing a program that is for all students, a decision was made to place the oversight of the PBIS project within the MSDE Division of Student and School Services, rather than Special Education. To provide support for the Leadership Team's efforts to create an infrastructure for statewide implementation and evaluation of school-wide interventions, MSDE provided SPHS with a contract to assist in training and oversight of the overall implementation of PBIS in Maryland. A two-day workshop in April 2000 for local school system Assistant Superintendents, Directors of Student Services, Directors of Special Education, and other stakeholders followed the initial training. The training emphasized information on best practices and current research concerning the issues of prevention and behavioral interventions in schools with an emphasis on capacity building at the school level. Since 1999 over 276 schools have been trained and 228 remain active. 133 behavior support coaches have also been trained and have been instrumental in the success of PBIS in Maryland.

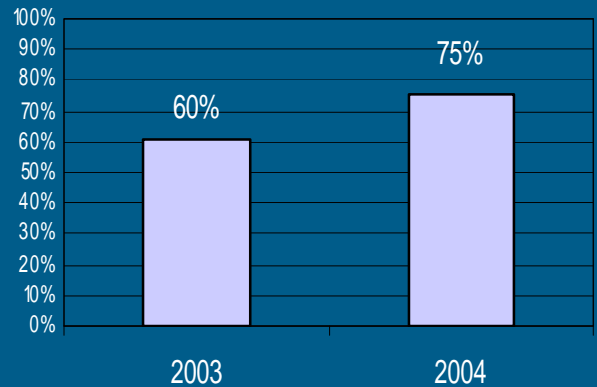
Technical support for the development and enhancement of the PBIS approach has been provided in part by the OSEP Center for Positive Behavioral Supports at the University of Oregon. Information about the Center is available at <http://pbis.org>. The Center is supported by a grant (H326S980003) from the Office of Special Education Programs and Safe and Drug Free Schools Program, US Department of Education.



PBIS Schools and Coaches in Maryland



% Active PBIS Maryland Schools Meeting AYP in 2003 and 2004



- Behavior support improves minutes of instruction
- Behavior support makes instructional minutes more effective
- Behavior support creates a climate that is more calm and conducive to learning.



Project Target is a five-year collaborative project of MSDE, local school systems, Sheppard Pratt Health System, the Johns Hopkins University's Center for the Prevention of Youth Violence, and the Johns Hopkins Graduate Division of Education to evaluate the effects of PBIS in Maryland schools. The study is being implemented in collaboration with five school systems: Allegany County, Anne Arundel County, Baltimore County, Charles County and Washington County. 37 elementary schools are participating in the study with 24 using PBIS and 13 using standard practices within the school system. This project will provide local school systems and the State with the data necessary to determine the actual benefits obtained by PBIS when compared with other efforts also being undertaken by local schools. The project not only involves monitoring student behaviors in schools but also obtaining reports directly from staff and students concerning their perceptions of school climate.

Specifically Project Target will determine:

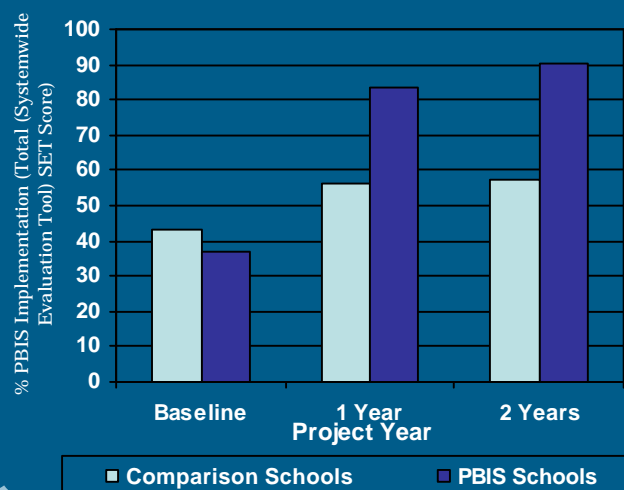
- if schools that implement the PBIS model have fewer disci-

pline referrals than schools that do not implement this model;

- if students in schools implementing PBIS have higher academic achievement than students in other schools;
- if students in PBIS schools are less likely to exhibit disruptive behavior and aggressive behavior;
- if teachers in PBIS schools have higher rates of attendance

and greater retention than teachers in non-PBIS schools.

Funding to support the evaluation has been acquired through the combined resources of MSDE and the JHU Center for the Prevention of Youth Violence, and through grants to Johns Hopkins University from the National Institute of Mental Health (R01 MH067948) and the Centers for Disease Control and Prevention (RA49/CCR318627).



# Summer Institute

For the past 5 years training for PBIS school teams has occurred during our Summer Institute. Administrators and their appointed PBIS school leadership team attend a two day training led by Dr George Sugai, co-director for the Center on PBIS at the University of Oregon. Teams have an opportunity to develop their action plans during team planning and network with veteran exemplar PBIS schools from around the state during our afternoon reception. This summer we anticipate training many more school teams. MSDE, Sheppard Pratt Health System and Johns Hopkins University have worked over the last five years to develop an infrastructure designed to promote lasting positive impact on school climate through training, evaluation and coaching. Schools interested in attending the 2005 Summer Institute are required to provide the following assurances:

1. Active Administrator involvement and endorsement
2. Identification of PBIS school team who meets regularly, uses data to make decisions and reports progress to staff on a regular basis.



**Dr. George Sugai delivers a plenary**



**Teams network at the poster sessions**



**Dr. Joey Parr and Del. Salima Marriott attend a session**



**Roseanne Torpey leads a workshop on aggression management**

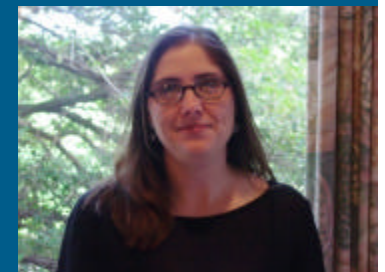
## Charles County coaches develop a strategic plan



**State Superintendent, Dr. Nancy Grasmick addresses the audience**



**Dundalk ES team poses for a picture**



**Dr. Teri Lewis-Palmer**

# PBIS Exemplar Schools

*A record setting 79 schools have been nominated for exemplar status in 2005.*

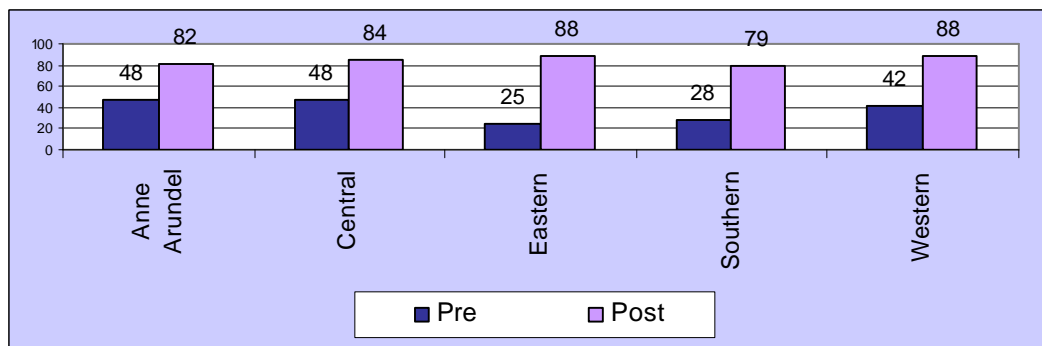


- Jenifer Elementary School in Charles County has reduced annual office referrals by 67% (from 435 to 143) and out-of-school suspensions by 25% (from 31 to 23) since implementing PBIS in 1999;
- Deep Creek Middle School in Baltimore County reduced office referrals by 42% (from 2514 to 1464) in the first year of implementation;
- Murray Hill Middle School in Howard County has reduced office referrals by 43% when comparing March '04 (101) to March '05 (58);
- Shady Spring Elementary School in Baltimore County has reduced office referrals by 55% (from 852 to 385) since being trained in 2001

## How well are schools implementing PBIS in Maryland?

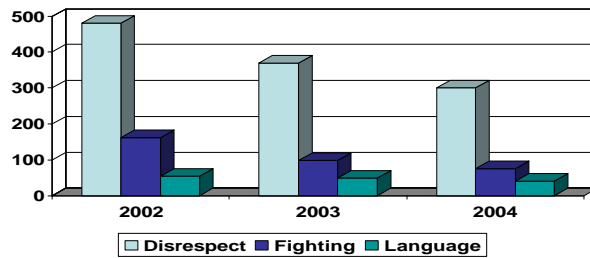
The School-wide Evaluation Tool (SET) is designed to assess and evaluate the critical features of school-wide PBIS across each academic school year. The SET results are used to:

- assess features that are in place,
- determine annual goals for school-wide effective behavior support,
- evaluate on-going efforts toward school-wide behavior support,
- design and revise procedures as needed, and compare efforts toward school-wide PBIS from year to year.

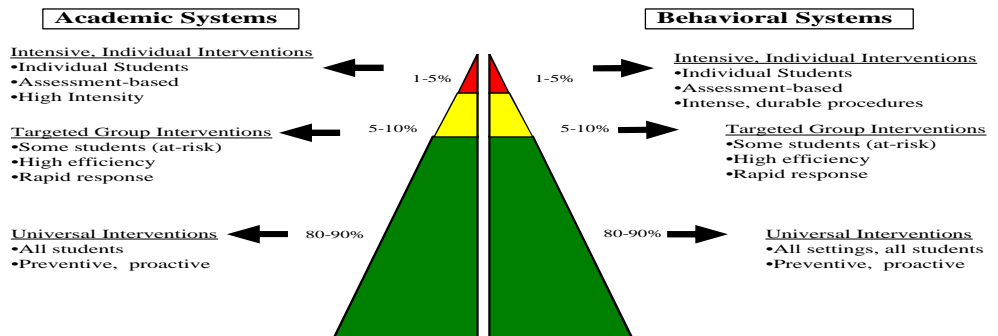


John  
Hanson  
Middle  
School  
Charles  
County

### OFFICE REFERRALS by problem behavior



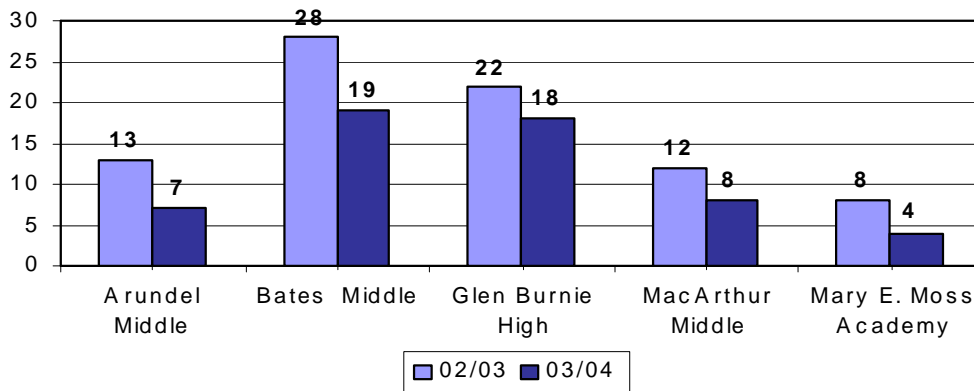
## Designing School-Wide Systems for Student Success



# Anne Arundel County Public Schools...

...has been rocking with the number of schools being trained in PBIS. As of this past summer, 44 schools have trained in total. At **Marley Middle** referrals have been reduced by 75% during the first two months of school compared to the same time last year. Their rules are **Respect, Responsibility, Ready to Learn and Re-thinking**. This year, in addition to student incentives, they added faculty incentives including the ever wonderful "Preferred Parking Space", incentives in the Interdisciplinary Teams and expanded their interventions for students prior to receiving an office referral. **Did you know that Mary Moss Academy**, the 9-12 alternative program, employs MEMA Bucks to reinforce student conduct, like a banking account to reinforce appropriate behaviors. Their DREAM Code: Discipline, Respect, Educate, Achieve, Motivate is present throughout the learning environment. Students deposit their MEMA Bucks into their account during lunches using deposit slips, and may use withdrawal slips at the MEMA Store. Students are responsible for tracking their own money. DREAM AWARDS are given for achieving a significant level of MEMA's. Office referrals and suspensions were significantly decreased each semester relative to the previous year. How about **Lindale Middle!!!** In their second year of implementation they have started out this year with a huge spurt of energy showing a 73% reduction in both office referrals and suspensions in October. AACPS had the largest number of exemplar schools in the state recognized by MSDE at the 2004 Summer Institute.

**Impact on Expulsions and Extended Suspensions in Anne Arundel County**



### Instructional Time Saved

Germantown Elementary School

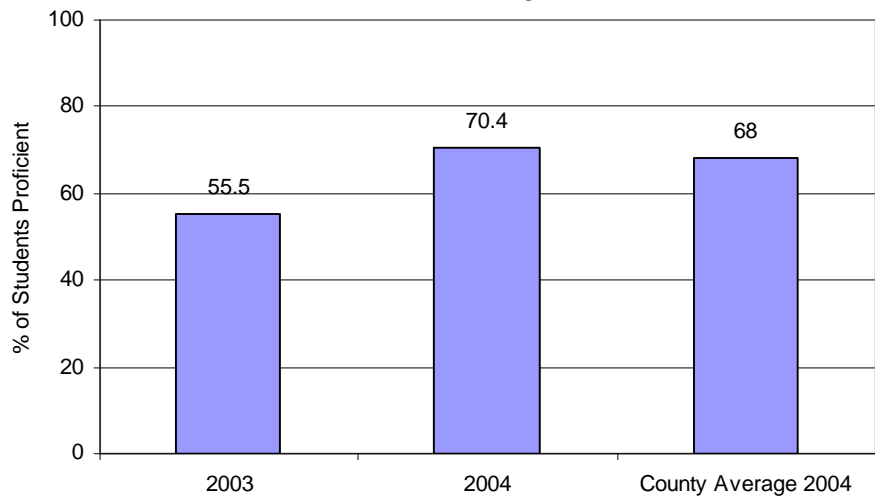
Comparison 1999-2003

	ODRS	OSS	Total
Admin	4,170 minutes	4,680 minutes	<b>8,850 Minutes</b>
15 minutes per referral	69.5 hours	78 hours	<b>147.5 Hours</b>
45 minutes per suspension			<b>24.5 Days</b>
Student	12,510 min	37,440 minutes	<b>49,950 Minutes</b>
45 minutes per referral	208.5 hours	624 hours	<b>832 Hours</b>
6 hours per suspension	30 days	104 days	<b>134 Days</b>
Staff	1,390 minutes	1,040 minutes	<b>2,430 Minutes</b>
5 minutes per referral	23 hours	17 hours	<b>40.5 Hours</b>
10 minutes per suspension			<b>8 Days</b>

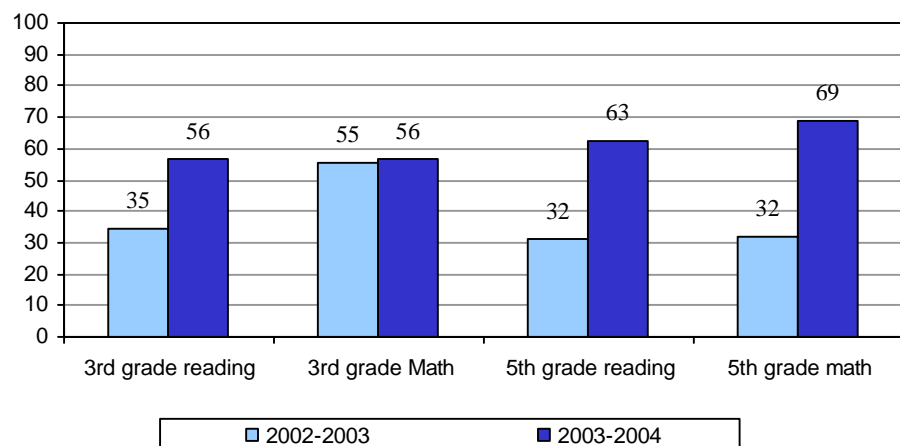
## AA County Continued...

Our exemplar schools have shown remarkable progress in implementation with numerous positive outcomes. Only in its first year of implementation, Brooklyn Park Middle School has shown a 12% reduction in office referrals, while MacArthur Middle School demonstrated a 25% reduction in referrals, which gained 10 weeks of instructional time. Our exemplar elementary schools showed similar outcomes. Both Hilltop, which had a reduction of 19% in office referrals, and Tyler Heights which showed a 25% reduction in office referrals are in their second year of implementation. Tyler Heights was able to gain back 70 days of instructional time and 12 days of administrative time, as a benefit of PBIS.

MacArthur Middle School MSA Reading Scores—All Students



Harman Elementary Improves Reading and Math Scores



**Harman Elementary School** chose a tiered approach. The Learning Lab, a pro-social learning opportunity assists the "yellow zone" students to learn to make good decisions, while an "intervention specialist" may work with more targeted applications for students in the red zone or those exhibiting more chronic negative behaviors. Both of these tiered interventions have proven to be extremely effective in positive outcomes. For the 2003-04 school year, Harman boasted a whopping 90% reduction in official office referrals, with a low rate of recidivism.

**Meade High School** began their implementation by only focusing on the 9th grade and special education population. The team has been very enthusiastic focusing on the structure and procedures. The team showed a significant reduction in office referrals following their initiation of formal acknowledgements so much so that students in other grades wanted to be in on the program. In fact, more staff asked to join the team. This year they have begun implementation school wide and we look forward to their outcomes along the way.

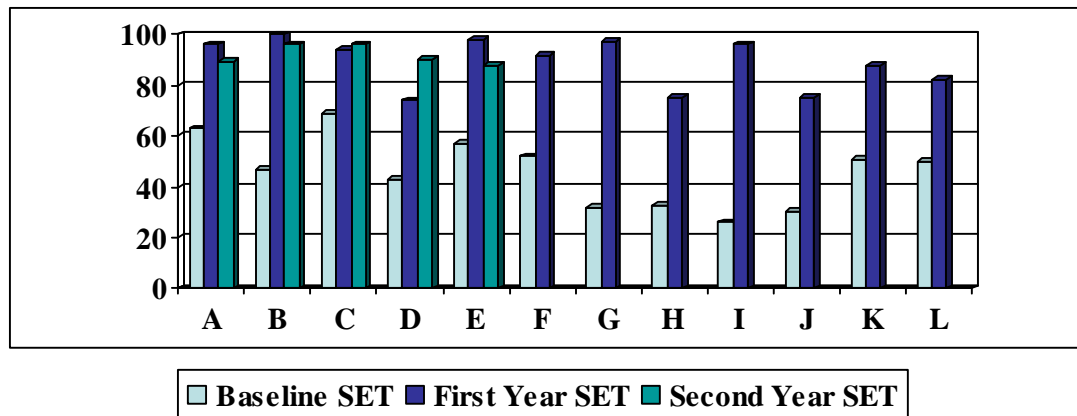
PBIS in Baltimore County Public Schools is 32 schools strong. As described below, implementation is improving and suspension/expulsion rates are going down overall. Words of appreciation are extended to the PBIS team leaders in each school including Barbara Cernick at Mars Estates ES (1999), Cindy Beaven and Kim Fields at McCormick ES (2000), Bethany Swiston at Shady Spring ES (2001), Veronica Burton Magwood at Woodmoor ES (2001), Kathy Owens at Deep Creek MS (2001), Judi Seniura at Dundalk MS (2001), Margaret Rizzutti at Chadwick ES (2002), Meghan Nelson-Tracy at Dundalk ES (2002), Carol Neumayer at Harford Hills ES (2002), Steve Coco at Hernwood ES (2002), Catherine Holt and Meghan Keating at Johnnycake ES (2002), Joey Parr at Chatsworth (2002), Beth Alexander at Featherbed Lane ES (2002), Gail Niedermayer at Loch Raven Technical Academy (2002), Donyall Dickey and Silean Eaves at Southwest Academy (2002), Cheryl Scott at Stemmers Run MS (2002), Julius Edmondson at Woodlawn MS (2002), Shneequa Francis and Pat Cruz at Halstead Academy (2003), Kari Richmond and Sherri Marder at Wellwood International (2003), John Brown at Winfield ES (2003), Michael Bond at Old Court MS (2003), Louis Schoff at Ridgely MS (2003), Rosemary Butler and Donald Thompson at Chesapeake HS (2003), Heather Miller at Kenwood HS (2003), Jennifer Morabito and Kim Ferraro at Lansdowne HS (2003), Elizabeth Burchett at Randallstown HS (2003), Erin O'Toole-Trivas at Arbutus MS (2004), Pat Novak at Golden Ring MS (2004), Libby Wynkoop and Mike McWilliams at Lansdowne MS (2004), Charlene Dimino and Kim McCardell at Parkville MS (2004), Martin Vandenberg at New Town HS (2004) and Brian Morrison at Woodlawn HS (2004). Additional schools are requesting training at the 2005 Summer Institute. Future directions include improved coordination of data and trainings organized by elementary, middle, or high school levels across BCPS.

**Dundalk Elementary and PARENT INVOLVEMENT:**

- Parents serve as liaisons to the School Improvement Team
- A working Parent/Teacher Association and Executive Board
- Parent Behavioral Contracts
- Parent Information Nights/Coffees
- Required Parent Conferences
- Community School links via Social Worker/Pupil Personnel Worker/Mental Health Services Data

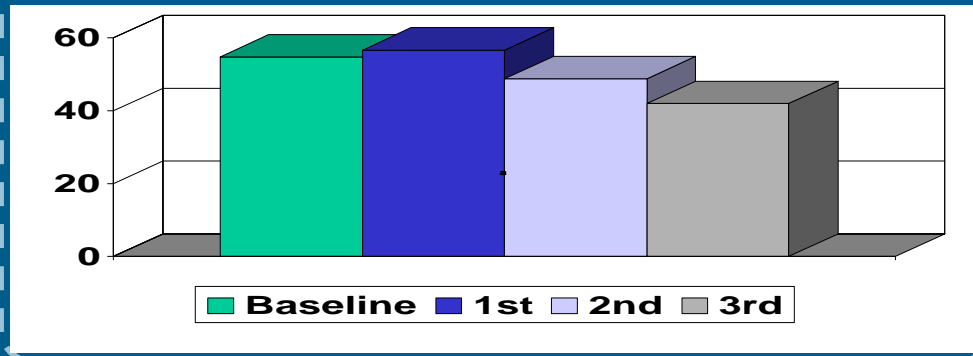
	2003/2004	2004/2005
Conferences	967	1169 to date
Back To School Night	129	489
Volunteers	12%	49%

**Baltimore County - SET Scores**

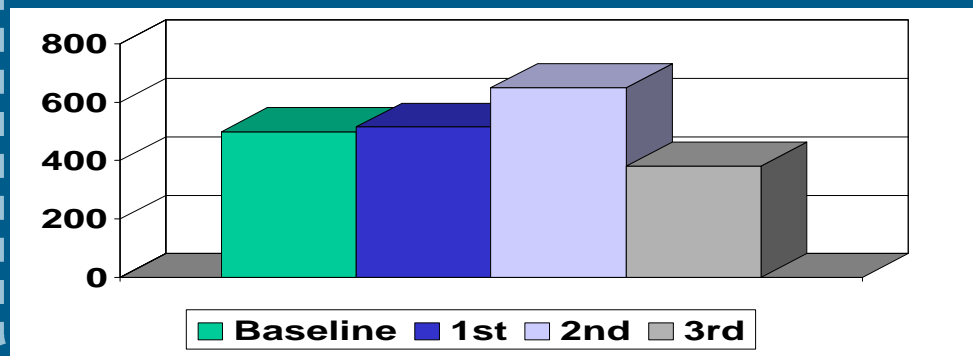


# PBIS in Baltimore County

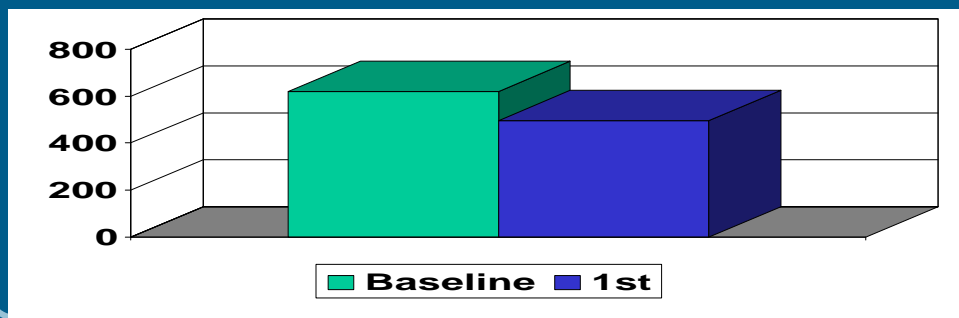
PBIS Elementary Schools  
Average Number of Suspensions & Expulsions per Year



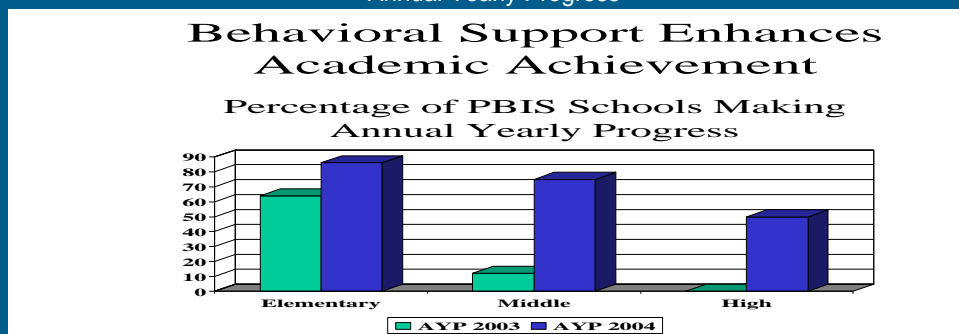
PBIS Middle Schools  
Average Number of Suspensions & Expulsions per Year



PBIS High Schools  
Average Number of Suspensions & Expulsions per Year



Behavioral Support Enhances Academic Achievement  
Percentage of PBIS Schools Making Annual Yearly Progress



## PBIS IN CHARLES COUNTY PUBLIC SCHOOLS....

- ▷ is strongly supported by the Department of Student Services
- ▷ has a full time PBIS coordinator
- ▷ has eleven school psychologists serving as PBIS Coaches
- ▷ provides continuous support for ALL PBIS schools
- ▷ holds two Regional meetings a year
- ▷ submits 100% of their data to the State Leadership Team
- ▷ is continually developing community awareness concerning PBIS

## THERE ARE 15 PBIS SCHOOLS IN CHARLES COUNTY...

- |                                   |                        |
|-----------------------------------|------------------------|
| ⇒ C. Paul Barnhart ES             | ⇒ T.C. Martin ES       |
| ⇒ Dr. Gustavus Brown ES           | ⇒ General Smallwood MS |
| ⇒ Eva Turner ES                   | ⇒ John Hanson MS       |
| ⇒ Indian Head ES                  | ⇒ Matthew Henson MS    |
| ⇒ J.C. Parks ES                   | ⇒ Mattawoman MS        |
| ⇒ Daniel of St. Thomas Jenifer ES | ⇒ Benjamin Stoddert MS |
| ⇒ J.P. Ryon ES                    |                        |
| ⇒ Malcolm ES                      |                        |
| ⇒ Walter J. Mitchell ES           |                        |

## THESE SCHOOLS REPORT.....

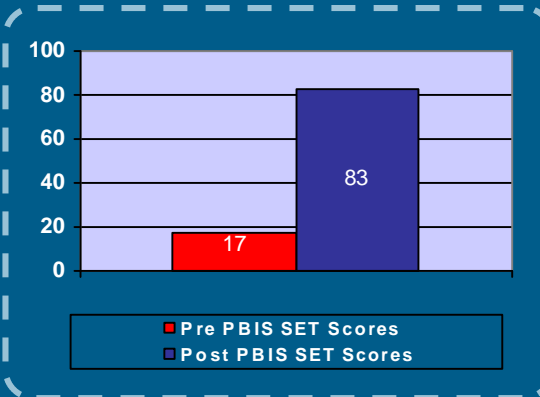
- ◆ An increase in Community and Parent Satisfaction
- ◆ An increase in Staff Satisfaction
- ◆ A reduction in Staff Absenteeism
- ◆ A reduction in Teacher Transfer Requests and Turnover
- ◆ Increased Administrative Time Spent in Classrooms and Assisting with Academics
- ◆ Increased Administrative Time for Staff Support

# PBIS in Charles County

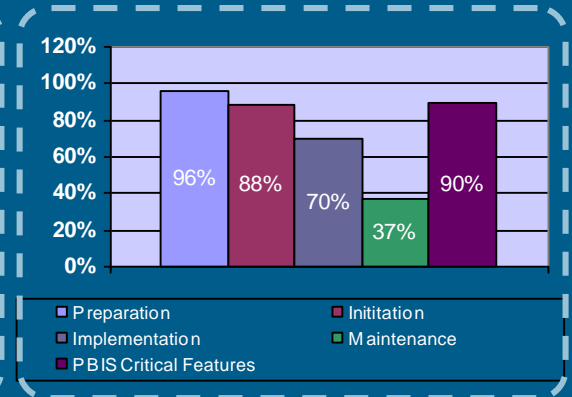
## SOME OF THE MANY INITIATIVES RESULTING FROM IMPLEMENTATION OF PBIS:

- Ladies of Success
- WOW Assemblies
- Gentlemen of Character
- Horseshoe Events
- Skills Plus Program
- Bus Awards
- Golden Broom Award
- Patriot of the Week
- Making Achievement Possible (MAP)
- Young Achievers
- Weekly Agenda Drawing
- And many more.....

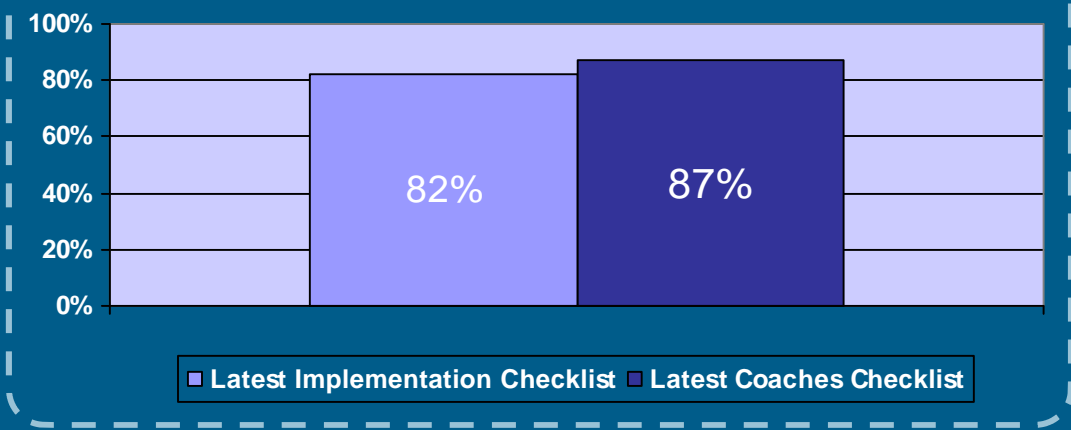
(SET) Scores Before and After PBIS



IPI Scores for all PBIS Schools in Charles County



Scores on the most recent Implementation Checklist and Coaches Checklist



## FUTURE DIRECTIONS....

- To Expand PBIS to All Schools in Charles County
- To Hold Regional Trainings
- To Continue Developing Partnerships with the Community
- To Continue Broadening Community Awareness

Charles County PBIS staff, students, and parents would like to thank the Superintendent of Schools, Mr. James E. Richmond, Associate Superintendent of Schools, Mr. Ronald G. Cunningham, and the Elected Board of Education for their continued interest and support of our program.

### Dates to Remember

2005 Summer Institute.....	07.18-22.05
Coaches' Meeting.....	10.12.05
Coaches' Meeting.....	01.25.06
Spring Forum.....	04.04.06
Coaches' Meeting.....	05.18.06
2006 Summer Institute.....	07.17-21.06

Visit [pbismaryland.org](http://pbismaryland.org) for details

## How is Maryland Building Capacity to Take PBIS to Scale?

After five years of developing capacity, the PBIS State Leadership Team has identified specific target areas for taking PBIS to scale with integrity and sustainability. During FY 2005, the leadership team will (a) continue to support capacity building and sustainability in existing PBIS schools and districts, (b) expand PBIS to additional schools/districts, and (c) concentrate on the following initiatives:

1. Expand district level planning and the development of regional networks.
2. Expand interagency involvement to include the development of multiagency-community advisory group
3. Expand family and community involvement in PBIS.
4. Enhance the planning and implementation of targeted and intensive-level services for individual students.

## Maryland State Leadership Team

NAME	EMAIL	AGENCY	PHONE	FAX
Susan Barrett	sbarrett@sheppardpratt.org	SPHS	410.938.3650	410.938.4421
Jerry Bloom	jbloom@sheppardpratt.org	SPHS	410.938.4661	410.938.4421
Catherine Bradshaw	cbradsha@jhsph.edu	JHU	410.502.2587	410.955.9088
Chuck Buckler	cbuckler@msde.state.md.us	MSDE	410.767.0292	410.752.0281
Ginny Dolan	vdolan@aacps.org	Anne Arundel Co	410.222.5285	410.222.5606
Jackie Jones	jjones@msde.state.md.us	MSDE	410.767.0047	410.752.0281
Shauna King	shauna.king@pgcps.org	Prince George's Co	301.749.4379	301.749.5220
Phil Leaf	pleaf@jhsph.edu	JHU	410.955.3962	301.294.7106
Burt Lohnes	blohnes@sheppardpratt.org	SPHS	410.938.4406	410.938.4421
Tim McCormick	tmccormick@msde.state.md.us	MSDE	410.767.0736	410.333.8165
Milt McKenna	mmckenna@msde.state.md.us	MSDE	410.767.0304	410.752.0281
Lee Murphy	lmurphy@msde.state.md.us	MSDE	410.767.0256	410.333.8165
Joey Parr	jparr@bcps.org	Baltimore Co	410.887.1103	410.887.1109
Pete Singleton	psingleton@msde.state.md.us	MSDE	410.767.0302	410.333.8148
Rene Stiebing	istiebing@msde.state.md.us	MSDE	410.767.7744	410.333.8165
Elsa Velez	evelez@ccboe.com	Charles Co	301.934.7331	301.392.7511