# Maine Schoolwide Positive Behavior Support School Recognition Program 2010-2011

<table>
<thead>
<tr>
<th>Systems</th>
<th>Maine SWPBS Bronze School</th>
<th>Maine SWPBS Silver School</th>
<th>Maine SWPBS Gold School</th>
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</thead>
<tbody>
<tr>
<td>• A Team is in place and meets at least monthly</td>
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<td>• A Team with designated roles and responsibilities is in place to support Tier 3 process</td>
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<td>• Consistent team membership &amp; attendance by Administration</td>
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<td>• Team membership includes access to an individual with behavioral expertise</td>
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<td>• Expectations &amp; strategies communicated to all staff, students and families</td>
<td>• Tier 2 process communicated to all staff, students, and families</td>
<td>• Consistent team membership &amp; attendance by Administration</td>
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<tr>
<td>• A continuum for encouraging expected behaviors is documented</td>
<td>• System for brief Functional Behavioral Assessment (FBA) is in place</td>
<td>• System for full FBA &amp; Behavioral Intervention Plan (BIP) process is in place</td>
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<tr>
<td>• A continuum for discouraging inappropriate behaviors is documented</td>
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<td>• Tier 3 process communicated to all staff, students and families</td>
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<td>• All required forms submitted on time</td>
<td>• All Bronze Level requirements continue to be evidenced</td>
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<tr>
<td>• Evidence baseline &amp; ongoing data collected, reviewed and analyzed for decision making at the Tier 1 level</td>
<td>• Evidence a method is in place to identify students who require additional social behavioral and/or academic support</td>
<td>• All Silver Level requirements continue to be evidenced</td>
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<td>• Evidence Big 5 reports are developed, reviewed and analyzed for decision-making by the team at least monthly</td>
<td>• Evidence minimum of 2 research-based small group interventions are in place</td>
<td>• Evidence of data decision rules to identify participants to Tier 3 supports</td>
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<td>• Evidence Big 5 reports are presented by the team, then reviewed and analyzed by the full staff at least monthly</td>
<td>• Evidence Tier 2 team has a mechanism for monitoring Tier 2 data</td>
<td>• Data to support Tier 3 level planning and interventions</td>
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<tr>
<td>• Evidence data is shared regularly with community and families</td>
<td>• Evidence Tier 2 team uses data-based decision making to fade, continue, modify or intensify supports for identified participants</td>
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<td>• Evidence of maintaining or improving student outcomes</td>
<td>• Evidence team shares data &amp; decisions regarding interventions and outcomes with appropriate staff at least quarterly</td>
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<th>Practices</th>
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<tr>
<td>• Schoolwide Evaluation Tool (SET) 80/80% or Benchmarks of Quality (BoQ) 80% (if already achieved 80/80% on SET for 2 consecutive years)</td>
<td>• SET 90/90% and/or BoQ 90%</td>
<td>• SET 95/95% and/or BoQ 95%</td>
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<td>• Evidence of regularly teaching social/behavioral skills in all schoolwide settings</td>
<td>• Benchmarks for Advanced Tiers (BAT) Assessment Results</td>
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<td>• Evidence classroom expectations align with schoolwide expectations</td>
<td>• Evidence of a Tier 2 Action Plan</td>
<td>• Evidence of a Tier 3 Action Plan</td>
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<td>• Evidence classroom rules and routines align with expectations</td>
<td></td>
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<td>• All universal systems are positive (not response cost)</td>
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* Examples of Instruments, Artifacts, Documents which may be used for Each Descriptor

Practices already assessed through the SET and BoQ are not listed on this criteria

**Bronze Level:**

**Systems:**
- Tier 1 Team in place and meets at least monthly (team minutes, team agendas, electronic communications)
- Consistent team membership & attendance by Administration (Team Attendance Sheet/minutes)
- Expectations & strategies communicated to all staff, students and families, (Faculty/Student/Parent Handbook, electronic communications, newsletters)
- A continuum for encouraging expected behaviors is documented (flowchart, Faculty/Student/Parent Handbook, electronic communications, newsletters, recognitions matrix)
- A continuum for discouraging inappropriate behaviors is documented (flowchart, Faculty/Student/Parent Handbook, electronic communications, newsletters, system for delineating majors and minors)

**Data:**
- All required forms submitted on time (EBS/SAS & Safety Surveys, TIC, team meeting minutes, Matrix, Action Plan, SW-PBS School Data Profile)
- Evidence baseline and ongoing data collected, reviewed and analyzed for decision making at Tier 1 (Big 5 data reports, Participating in the state SW-PBS School Data Profile)
- Evidence Big 5 (who, what, when, where, how many) reports are developed, reviewed and analyzed for decision making by the team at least monthly (Monthly Big 5 reports, team minutes, Big 5 Data Review Guide)
- Evidence Big 5 reports are presented by the team, then reviewed and analyzed by the full staff at least monthly (Collaborative Agendas, staff meeting, team meeting, grade level meeting agendas)
- Evidence data is shared regularly with full staff, community and families (newsletters, electronic communications, SW-PBS bulletin board postings, graphs/charts, Faculty/Student/Parent Handbook, PTO meetings, School events for parents)
- Evidence of maintaining or improving student outcomes (ODR, surveys, MSIP, attendance, tardies, majors and minors, OSS/ISS/Expulsion)

**Practices:**
- SET 80/80% or BoQ 80% (if already achieved 80/80% on SET for 2 consecutive years)
- Evidence of regularly teaching social/behavioral skills in all schoolwide settings (i.e. lesson plans, lesson plan schedule, Matrix, Walk through observations, Alignment with Comprehensive Guidance curriculum)
- Evidence classroom expectations align with schoolwide expectations (Faculty/Student/Parent Handbook, Coaches Notebook, classroom poster of rules and expectations)
- Evidence classroom rules and routines align with expectations (Faculty/Student/Parent Handbook, Coaches Notebook, classroom poster of rules and expectations, classroom matrices, charts, newsletters, etc.)
- All universal systems are positive (not response cost); this means that systems used with all students are designed to monitor for appropriate behavior and interact with students around appropriate behavior
Practices already assessed through the SET, BoQ and BAT are not listed on this criteria

**Silver Level:**

**Systems:**
- A Team is in place and meets at least twice a month (Team meeting minutes, Team meeting agenda, electronic communications)
- Consistent team membership & attendance by Administrator (Team Attendance Sheet/minutes)
- Tier 2 process communicated to all staff, students and families (Parent/Student/Staff Handbook, electronic communications, newsletters)
- System for brief FBA is in place (Types of data collected, documentation of ABC process)

**Data:**
- All Bronze Level requirements continue to be evidenced
- Evidence a method is in place to identify students who require additional academic and/or social behavioral support (Documented Data Decision Rules, Teacher Nomination Process, and/or description of universal screening procedures)
- Evidence minimum of 2 research-based small group interventions are in place (Description of Intervention Features such as: Check In Check Out, Social Skills Groups, Mentoring Programs, Check and Connect, Parenting Groups, Academic Support Group)
- The team has a mechanism for monitoring Tier 2 data (SWIS, Excel spreadsheet, archival records)
- Evidence that Tier 2 team uses data-based decision making to fade, continue, modify or intensify supports for identified participants (Data decision rules, electronic communications)
- Evidence team shares data & decisions regarding interventions and outcomes with appropriate staff at least quarterly (Team minutes, Team agenda, electronic communications)

**Practices:**
- SET 90/90% and/or BoQ 90%
- Graph of BAT Assessment Results
- Evidence of a Tier 2 Action Plan
**Practices already assessed through the SET, BoQ and BAT are not listed on this criteria**

**Gold Level:**

*Systems:*
- A Team with designated roles and responsibilities is in place to support Tier 3 process (describe the team roles and responsibilities)
- Team membership includes access to an individual with behavioral expertise (in-building or district personnel designated to address and use data for Tier 3 individual interventions is in place to guide FBA, BIP, Wraparound)
- Consistent team membership & attendance by Administration (Team Attendance Sheet/minutes)
- System for full FBA & BIP process is in place (types of forms and data used; format for direct, individual observation; documentation of ABC process; how team plans for interventions and monitors them)
- Tier 3 process communicated to all staff, students and families (handbooks, websites, in-services, conferences, personal communication forms)

*Data:*
- All Bronze Level requirements continue to be evidenced
- All Silver Level requirements continue to be evidenced
- Evidence of data decision rules to identify participants to Tier 3 supports (safe schools mandates, instruments, decision-making flowchart or rubric developed and utilized)
- Data to support Tier 3 level planning and interventions (documented decision rules for frequency of reviewing, revising and/or terminating individual supports;)

*Practices:*
- SET 95/95% and/or BoQ 95%
- Graph of BAT Assessment Results
- Evidence of a Tier 3 Action Plan

*For each category, schools may use other evaluation instruments if they have been pre-approved by their consultant before administration, and the specific purpose of the instrument has been defined. Items in parentheses above are examples, not mandated.*