FEMALE: Thank you for joining us for this presentation titled, Integrating SWPBIS and Olweus Anti-Bullying Program. Dr. Lentz comes from us -- to us from a district that most of the schools have already been recognized for PBIS at Tier 1. So we're very happy to have him. Dr. Lentz has been working in the field of education for the past 20 years in a variety of settings. He taught at the elementary level for nine years, served as an assistant principal at Abington Junior High School for six of those years and has been serving as principal of McKinley Elementary School for the past five years. Dr. Lentz has earned his Bachelors in Elementary Education from Indiana University of Pennsylvania, his Masters in Education from Gratz College, his Masters in Educational Leadership from Arcadia University and his Doctorate in Educational Leadership from Widener University. Dr. Lentz holds certifications in Elementary Education, Principalship, Curriculum and Instruction and is -- has a Superintendent's Letter of Eligibility and is very passionate about behavior and kids. So with that, please help me in welcoming Dr. Charles Lentz. [inaudible]

CHARLES WILLIAM LENTZ: Yeah. Great.

FEMALE: [inaudible]

CHARLES WILLIAM LENTZ: There you go. Put together, thank you.

FEMALE: Okay.

CHARLES WILLIAM LENTZ: Good morning everyone.

ALL: Good morning.

CHARLES WILLIAM LENTZ: I'm very excited to be here, both excited and humbled because I know that I am with a group of educators who is making the School-Wide come alive in your schools. And so I'm very, very excited to be sharing this experience with all of you and it was a rare opportunity to be able to present today. I'd like to share a little bit about my background. She shared some of it already and it -- there we go. She already shared my profession -- my background. The other things that I think are germane to this and will come into play as we talk through this, I taught grades four to six for nine years. I was assistant principal and now I'm a principal. I'm a professor with Gratz College and The College of New Jersey. I'm on the board of trustees at Arcadia University which right now means nothing, but will as we evolve into the program and how we've worked through this in our school. And I'm also on the state ad hoc committee on bullying. So what I'd like to start with, since you've heard people talking all morning, is give you an opportunity to talk amongst yourselves. I hope that you're sitting with people you don't necessarily know. If you could take a few moments and just talk amongst your table about what you feel are the key components of the School-Wide program, the Olweus program, what do you see as some of the similarities and what do you see as some of the differences? Take maybe about two or three minutes to do that. Fantastic. I have a signal with my students where I do the give me five, but I won't do that to

you guys. So what were some of the things that you discussed were the similarities between the two programs? Would any of the tables like share? Go ahead.

FEMALE: Data-Driven Decision Making.

CHARLES WILLIAM LENTZ: Fantastic. Data-Driven Decision Making. Absolutely. Anything else? Yes?

FEMALE: It has similar expectations that, you know, you're teaching [inaudible] probably to facilitate the others as well.

CHARLES WILLIAM LENTZ: Fantastic. Exactly. They're both -- similar expectations, similar things that you're teaching. Anything else? Yes?

MALE: Its direct teachings and lessons are both equivalent.

CHARLES WILLIAM LENTZ: Absolutely. Direct teaching, lessons, exactly. Any -- anything else? Yes.

FEMALE: They both focus on building positive relationships instead of disciplinative behavior.

CHARLES WILLIAM LENTZ: Fantastic. Positive relationships rather than disciplining. Okay. What were some of the differences? Anyone come up with any differences between the two? Yes.

FEMALE: One of the difference is Olweus seems to be more of a reactive approach as far as the [inaudible] assessment whereas SWPBIS is more of a preventive approach.

CHARLES WILLIAM LENTZ: Okay. She said -- okay. For those of you who didn't hear, Olweus is more reactive and SWPBIS is more preventative, anything else? Yes, sir.

MALE: It always tends to be more focused and specific toward bullying and the other is more of a holistic [inaudible]

CHARLES WILLIAM LENTZ: Very true. Okay. And these are -- I -- the reason I had you start with these questions is, through our journey of trying to mesh the two programs together, we had to do exactly this. What are some of the similarities? What are some of the differences and how do we blend the two programs together? And I'm going to walk you through our journey through that experience. Here we go. So first, let me tell you a little bit about the school in which I work because I think that's germane to understanding how we brought the program together. First, it's in a suburban school district outside the city of Philadelphia, just north of the city. We literally sit on the city line. It's within Abington School District, which is a large suburban school district. My student population is about 650 students, with a staff population of approximately 60 faculty and staff. It's a very diverse student population, both socioeconomically with multi-million dollar homes as well as very low income, as well as ethnicity. We have a very sizeable special education population. I have three classes with autism. I have an emotional support component of our programming and I have a learning support population that we're serving. So here's our timeline. One of dilemmas that we faced is we were trying to bring on five different programs

at the same time. So we were bringing on RtII, which many of you may be familiar with and maybe implementing yourself. We were bringing on School-Wide and then we also decided to bring on Olweus. So how do you bring on all three programs at the same time and not overwhelm the faculty and staff? So we decided to do it in a very incremental way. 2008-2009 happened to be my first year at the building. It also was the year in which we decided to bring on a behavior modification program, not quite school-wide at that point. When I came to the building there wasn't really a unified behavior management program. And I come from a building at the junior high school where we had gone through School-Wide. We had implemented the School-Wide program. I saw the effectiveness of it, but I didn't want to overwhelm the staff in my first year there and create major climactic change. So I decided, let me bring it on in small doses. So what we decided to do was develop an overarching philosophy for behavior at the school which we've called H.E.A.R.T. So you'll see me use H.E.A.R.T. and you'll see symbols of H.E.A.R.T. throughout the presentation. It's not because I'm in love with the program -- the presentation rather, but because that is our program. It's called H.E.A.R.T. and it's an acronym for five components of our program. The next year is where we actually started implementing the School-Wide program. So we spent 2008-2009 planning for the implementation. We brought a committee of parents and students and community members together. We took the H.E.A.R.T. philosophy that was already in place and I said to the staff, "I'm not married to the H.E.A.R.T. program. If you don't want to keep H.E.A.R.T. we can come up with a new acronym. We can come up with a new program, whatever you want to do." But they fell in love with the H.E.A.R.T. program. They thought it was a very good mantra, so we kept that as our overarching element of our program and in 2009-2010, we implemented the actual program with all the components of it. In 2010-2011, the missing year up there, was the year that RtII was implemented. So rather than bringing on Olweus in that year and overwhelming the staff again with two programs coming in at the same time, we went academic that year and did RtII. 2011 and 2012 was the year we brought on Olweus, but we brought it on uniquely as a Tier 1 intervention. One of my concerns was, if I brought in the Olweus program as a separate program and I tried to run the two programs simultaneously, there would be some conflict between the two programs and I would overwhelm the staff. And one of the criticisms I frequently hear from the faculty is, "You -- we're doing too much. We have too many add-on programs. What -- how are we going to do this?" So the best way I thought to sell this to the staff was, "Let's bring it on as a Tier 1 intervention." So it's not another program necessarily, it's another component of what we're already doing, another way of supporting the kids. And I'll explain why we did that in a moment. 2012-2013 this year, we are -- we're doing it all, RtII, Olweus, SWPBIS, the School-Wide. And we also have added in another component because we wanted to tweak what we were doing at Tier 2 and Tier 3, so we entered the screener -- the Universal Screener Program that the state is just beginning to roll out. I'm starting to work with Dr. Kathleen Lane on. And we were one of the schools that they selected to work through that, which is looking at Data-Driven Tier 2 and Tier 3 interventions. We also are in the process of going through our Olweus certification, so we went through that evaluation this year. All right. So, as I said, one of the things that we did in our growing phase in our process of growth was to

determine what structure we wanted to have. We outlined H.E.A.R.T. as that structure and SWPBIS -- School-Wide was a way in which we could implement behavioral overarching structure for the entire building and has worked extremely well for us. We formed the committee in 2008-2009 for the purpose of implementing it with the support of PaTTAN. And plans for the implementation were developed from 2008 to 2009 and through the summer of 2009. In late 2008-2009 the school staff were trained. So we spent our summer in services training the staff, our September in services training the staff and then final plans for the implementation were developed and lessons were developed through program implementation. I also handed out to you because I thought it might be helpful for those of you just beginning the process. I handed out our student handbook which we developed. This goes home with every student at the beginning of the year. The teachers take some time to review it with the students. And the parents have truly bought in to the program. They're using the language at home. They're sharing it with their students. They're coming in to me telling me that they're emphasizing the H.E.A.R.T. program at home as well. So we've been able to get the parent buy in which is so critical to a program like this being successful. And in 2009-2010, the program was actually implemented. All right. We began the process or our journey by introducing the program to the students in the 2009-2010 school year. And we did this through assemblies on student behavior, focusing on those assemblies in the various regions of the building that are outlined in the student handbook. Our cafeteria, our assemblies, our playgrounds, where the teachers would the take students out and introduce them to the expectations in each of those regions of the building as well as the classroom. In the same year we also educated the parents in the whole program, through PTO meetings, through our open house presentations. We had presentations both in the classrooms and I allotted presentations for parents in the open house for the school. And then we also, as I said, handed out handbooks and outlined the behavioral expectations in each of the areas. You'll notice at the back of the handbook, we also have a contract that the parents and the students are asked to sign, so that we're aware that they are familiar with the whole program. We also, in 2009-2010, started collecting data. Is this working or is this not? We had our baseline data from the first year of our behavioral referrals, of interventions that we put in place, of issues we were seeing and we began gathering data. In 2010-2011, after we gathered the data, we were able to make some significant revisions to the program, giving it greater focus and we also put interventions in place at Tier 2, Tier 3. We were concerned initially, doing it all at once, again, biting off more than we could handle, so we focused mainly on Tier 1 in our first year, Tier 2 and Tier 3 in our additional years. And then as I said, we entered the pilot for universal screening this year where we're using screeners to identify students who could be best served at Tier 2 and Tier 3. That has served us extremely well this year and has allowed us to provide additional support to our students who need them. And this is obviously the model that you're already familiar with and this was pretty consistent for our school. We had about five percent of our students who needed the Tier 3 level interventions. About fifteen percent Tier 2 bordering on Tier 3. The majority of our students are at the Tier 1, primary level of intervention. All right. So here's our H.E.A.R.T. philosophy. So what we outlined was five tenets that we wanted to focus on, Honesty,

Excellence, Awareness, Respect, and Tolerance. And we called it H.E.A.R.T. Our mascot is the dragon. So you'll see the dragon holding the heart everywhere and that was a huge way. And we tied it in as well to chivalry, medieval knights and talked about the code of chivalry. So that comes up a lot in the language that we use as well. And this is an example of some of the Tier 1 rewards that we've implemented. We have a Golden Spatula Award that we give out at our cafeteria and we outlined various expectations for the cafeteria which are consistent with what's in the handbook that I provided. And the winning classes receive things like a classroom certificate. Their class photo is displayed on a bulletin board. We have the name of the classrooms announced on our MKTV, which is our television station. And we have a special lunch for the students. And again, the dragon is holding the golden spatula. The dragon gets around. And we also have a cafeteria and bus reward. We have a board in our cafeteria that displays the rewards. The Golden Spatula Reward is on the one side and then we have the Heart of Gold Bus Line Behavior, because that was an issue for us. We identified that in our second year that students after school were having issues with behavior in the bus line. So we targeted that as an area of concern and we started implementing procedures to address that. And this is the children enjoying the cafeteria reward. And Education of Expectations. We do this every year, sometimes several times a year, multiple times as issues come up. We organize this at the beginning of the year with the classrooms visiting each of the locations in the building. We review lessons as needed throughout the school year. If we notice there's a trend in behavior often in the cafeteria or on the playground, we revisit those expectations and we refer frequently to the student handbook when we're talking with parents or the students about the behavior. Did I miss something? Oh, and as I said, the dragon gets around. So one of the things that we've done that has made this program become huge throughout the building is it's become an icon or a symbol throughout the entire building in everything that we're doing. We commissioned a local artist to create a statue for the front of the school. The dragon, obviously, is our mascot and then he's holding the heart symbolizing the H.E.A.R.T. philosophy that is embraced throughout the building. And it's all over the building, everywhere that you go, there's the dragon holding something, the heart, the golden spatula. And that's become a huge part of what we're doing and getting people to buy in to the program. So, Tier 1 interventions, we have school-wide rewards and one of the concerns that we had [inaudible] was how do you do this economically? Obviously, in this economic time the money for extra rewards and privileges can be very difficult to find. So we've tried to find things that are very inexpensive and reasonable for us to provide. We have also tried to partner with the PTO to let them provide funding for some of activities that we're doing. And some of them that we've done, we've done a Bingo Day for the kids at the end of a quarter. We've done McKinley Squares. We've done a sock hop, which is a dance program. We've done a laser show. We had a BMX bike show. Some of those obviously cost money, many of them did not. We a have a Principal 200 Club program that we implemented. So we recognize students with green tickets. They bring them to my office everyday. They sign a ledger. They get to post their name on the board at the end of everyday and once they reach Bingo then we announce the winners of that particular row and we reward them with a small reward. We

have the Golden Spatula Award for the cafeteria that we already talked about. The bus award for bus behavior and we do easy things like notes and phone calls home. And the Principal 200 Club coupon is displayed below. The students also have their dragon coupon. That's their admittance to our programs, for the activities for, the school-wide reward. They have to earn that throughout the quarter and if they have that at the end of the quarter, then they get to check in and that's their entrance ticket into our reward. This is -- these are some of the examples of the school-wide rewards that we've done. Our sock hop. Again, our sock hop. Our McKinley Squares which was -- which is a huge hit with the kids, especially when the principal is the center square. And again the McKinley squares. So it doesn't have to be very expensive or time consuming. And then here's our Principal 200 Club. It's displayed right outside my office. And then when we're getting ready for a big school-wide reward, we don't tell the students what it is. We create it like a puzzle piece like you see here. So throughout the last couple of days leading up to the event, we remove a puzzle piece and the kids try to figure out what the school wide-reward is going to be, it's hidden. And they take great excitement in trying to figure out what the reward is going to be for that particular semester. And there's an example of that again. Tier 2. As I said, in our first year, we already had some interventions in place for Tier 2, but we haven't done it in a concerted way. So we looked at how are we going to tweak this and make it a more effective program? And we looked at what interventions we already have in placed that were effective and what interventions are we going to put in place to add to our Tier 2 level interventions. So Things That We've Utilized. Some are common, some are unique to us. The Check-In/Check-Out program, I think many of you are familiar with. Many of us have taken on children that check-in with us at the beginning of the day or check-out with us at the end of the day and that has served as very well because it builds that sense of community with the students. Our McMentor Program. I have a number -- almost all of my faculty, including my support staff, have adopted kids as mentees. So we call it our McMentor Program. Everything at McKinley becomes a Mc something. So this was the McMentor Program and that's worked extremely well, again, in building that sense of community, particularly for my students who are at risk or not really invested in our school community. We have behavior contracts for students who need those. We've set up parent conferences and meetings frequently. We've established counseling groups with the support of some community agencies as well as my psychologist. We have individual counseling provided. We've established truancy elimination plans for students for whom truancy is an issue. We have a McKinley Academy. This is unique to us as well because, again, remember, we're bringing in three different programs so we have RtII. We have Olweus and we have School-Wide. And this was one of our interventions for RtII. We have an academy in the morning where the students come in at 8:00 in the morning and they get mentored and trained in academics in the areas of need that they have. That has been a phenomenally successful program and it's been amazing to see the students who we thought would never get invested in the academic program suddenly now, rushing to be there at 8:00 in the morning. In fact, they're camped out in front of the building at 7:30 when I get there. So it's been an amazing thing for two reasons; one, it has the academic component and it's a fun academic component

for them. It also provides that additional support and mentorship because we have a lot of people coming and assembling in that -- in that room at the same time and they are informally mentoring the kids. And the kids have built connections with these people and they really want to be with them. It also has been created into a fun environment. So we've used computer programs where they can get blue ribbons and various awards and we have a bell that we ring when they do that and they get all exited about being able to ring the bell, so that's really built an incredible affinity to the -- to the program. We have a homework club the after school, again, partially to support the academics, but also to build that sense of community. We have a board games club, that's mainly established for those students who have issues with social skills. So they meet at their lunch time and they work on board games and they play games with each other under the leadership of adults and that has worked incredibly well. We have a peer mediation program which I'll talk about in a little bit and we have a Parents As Tutors Program. So it's one of the ways we involve parents into our program. Here we go. And there's an example of our parents as tutors. They come in and they work with the kids on a variety of different things, anything that the teacher needs them to work on. In this case, they're using math flash cards to go through the math program and practice the math skills. And our McMentor Program. It doesn't have to be a formal mentor program. This is something that this -- these two teachers are doing with the kids at lunch. They play a card game with them, but again, it allows for that building of connections with some of our kids that are not really invested in the school community. And this has been a huge hit as well. We have kids lining up to be a part of this program even though they're not in the McMentor Program. Tier 3. Tier 3, we're working with children in the most critical need of support. We have a lot of connections within our agencies and that has served us incredibly well. We have wraparound services for many of our students, particularly my students who have -- who are with autism. And we have developed behavior plans to support students with special needs. The Results of Implementation from McKinley. At first, the initial results showed an increase in behavioral [inaudible]. This is not uncommon in the National Research on School-Wide because as the behaviors become more clearly defined, they also become more reported. Number of suspensions, however, declined over our years of implementation. The numbers of referrals for our Special Education Evaluation increased. Again, that's rather common when you're first bringing the program on. Increasingly, staff indicated that School-Wide expectations were more clearly and consistently implemented. The school staff perceived non-classroom expectations to be more in place than enforced. And the staff perceived classroom and individual expectations to be more in place than enforced. That was a huge cultural change for this building. It was a huge cultural change as well in getting the staff to buy in to the program initially. They saw a need for a framework. They didn't necessarily see a need for this particular program. One of the other objective measures that we've used to rate whether or not this is working that came out of one of the programs in which our school district was involved, the Americas Promise. We were invited to get on board very early with Gallup Poll initiative. And what the Gallup Poll is looking at is three areas of school climate and what I like about this is it's allowing us to look at the hopefulness of our student, the level of engagement of our students and the

well-being that the students are self-identifying. So, they complete a survey at the end of the year -- around the end of the year, where they're rating how do they feel in terms of their affinity to the school, their level of engagement with the school and their overall sense of well-being. And this has provided an objective outside source of information for us and data to determine whether this is working for us or not. And what we found is it's been incredibly effective. And I'll show you the results in a minute. Student engagement has measurably increased and our school was rated one of the most hopeful in the nation this year as a result of the survey by the Gallup Association. So here's some examples. So when we started out the program, we saw in the level of hopefulness whether -- the blue being hopeful, the red being stuck and the green being discouraged, that are our students were doing okay, but not where we wanted them to be. And you've seen a market increase overall in the level of hope and we've been very pleased with that and the decrease in the number of students who are indicating being discouraged in the school. Same thing with engagement, I jokingly say that the school was like New York City, it never sleeps. As I said the students are lining up at 7:30 in the morning and I have programs running until 6:00 to 7:00 at night. So the place is constantly running full tilt. And part of that has been building a sense of community within the school. One of the things that the faculty and I realized is, it's very important -- we're not going to necessarily get our hook into the kids through the academic component, particularly if that's been an area where success has not been there for them. So we've looked at what are some programs we can offer in the school that will be that hook. So we've done a variety of things. We have a Step Team. We have an Honors Chorus Group. We have a musical production every year. This year we did Music Man. Every year we've done a major production, full-fledged musical. And that's been our hook to then get the kids invested in the school community and then broaden that into the academic realm. But it's been a great way to build that sense of community and climate within the school. And well-being, again, we've seen market increases overall there. That stayed -- it's been up and down, but it's been overall pretty good. And again with our disciplinary offenses, we've seen some major decreases as well here. And what -- and this has allowed us to target whether the particular offenses that are concerning for our school. We've seen a major decline in the defiance behaviors, we've seen a major decline in aggression behaviors, other actions have declined, profanity has declined, overall disruption has declined, so we've been very pleased with that. Same thing here, we've seen market declines in where the behaviors are taking place, particularly classroom behaviors and then just overall changes over the years that we've been doing the program, comparing the months starting in September -- the first line is not easy to read unfortunately. September, October, November, December, and January, we've seen market declines in each of those year -- in one year to the next. Further Results. One of the things that concerned us and one of the reasons that we looked at Olweus as a possible intervention is despite our successes with School-Wide, we were still seeing a continued concern with bullying. Bullying was becoming pervasive. We were seeing a number of reported incidents of bullying as we started to become more aware from the state initiatives with bullying behavior. This was really alarming and concerning to us because everything else with the School-Wide seem to be working. So what was happening with

bullying? So in 2009-2010, after we completed the Olweus survey, we were very concerned with what results came out from that. And these were some of the -- some of the incidences that we noticed. Particularly, student frequency of bullying, we saw -- once or twice was very alarming to us. Two or three times per month, several times per week, that was very concerning to us overall because again, generally our behavior at the school was pretty good. Female bullying, same things, some very general concerns. [inaudible] there we go. Male bullying several times per week, that was very alarming to us, in particular the faculty and myself. And then we also noticed frequency of bullying overall by grade level was concerning. So we started to think about, "What are we going to do about this problem?" And student reported bullying. Types of bullying were also concerning. Physical bullying, exclusionary bullying, rumors, damage, threat, racial, sexual, cyber, other ways, all of these factors were very concerning to our school community because, again, we thought we had built a very positive school climate and we thought that that alone would be a deterrent. Seemingly, it was not enough and we needed to add something else to our program. We looked at the locations in which the bullying was taking place. Some of them were surprising, some of them were not. We almost expected if we were having bullying at the school, you would find it at the playground and in the hallways, in less supervised settings. What was more concerning was it was taking place in the classrooms. And the teachers who -- I would say the faculty that I work with -- I'm very blessed to have a very diligent and effective faculty, I -- we were very concerned to see that this was going on in the classrooms and that they weren't picking up on it or seemingly weren't picking up on it. The unsupervised -- relatively unsupervised areas weren't as surprising. So the data provided us with an opportunity. And we took this opportunity to look at, "Okay, what programs are out there that may be a good mesh with what we're already doing?" Again, with the caveat that we didn't want to add yet another program with another set of rules and criteria onto what we were already doing because you have to find time in your day to do that and it would take time out of instruction, which as we know working towards state improvement, we're making sure that we're keeping up with our academics, so I didn't want to add one more thing. So we looked at, "How do we fit Olweus into what we're already doing with School-Wide?" And this is where this evolved from. And we found that the best place to do this because of many of the things that you talked about in your groups was looking at it as a Tier 1 level intervention. If we brought it in as an additional support at Tier 1, with some additional supports provided at Tier 2 and Tier 3 for those kids who were either victims or bullies, then we could do this pretty effectively and not add one more component or one more program. Initially however, we did have to start it as two separate committees because our concern was if we enmeshed it in one committee, the -- what we call H.E.A.R.T committee, which is our school-wide committee. We would lose something of Olweus in doing that. So we kept it as two separate committees initially. So in 2009-2010 a committee of teachers, parents, administrators and community members were invited to the -- in the participation of development of our Olweus program. And through the support PaTTAN again, we were able to develop a model through which it could be implemented at Tier 1 level intervention. Many of the commonalities that we spoke to at the beginning of the presentation are the same commonalties that we

found. Both have leadership teams implementing the program. So that was an easy commonality and an easy shift for us. Both have classroom time dedicated to instruction on appropriate behavior, whether related to bullying or behavior in general. We were already doing that, before in the beginning of the school year, usually about the time they came back from break and then at the end of the school year to revisit it again when things start to heat up again. So this was a natural conduit for us as well. Both have data-driving interventions and strategies to address student behavior. Again, we're used to dealing with data from School-Wide, so it was very easy to acclimate additional data into what we were already doing. And both have links to outside resources and agencies to guide our implementation, so we had resources we could tap into and utilize in the implantation of the program. So one of -- we had to answer a few questions though as we went through this process and this growing phase. How can we do both programs and implement them, without them competing with each other? Because both have their own curriculum, their own agendas, their own way of implanting themselves, how can one concert a plan for behavior modification and intervention be woven into both programs? And how can two programs be woven together so as not to take additional time from instruction with two different competing programs? And how can the goals of both programs be effectively achieved and realized? Those were very difficult things we had to work through, but they were very germane to making sure that we did this with efficiency. So what was our solution? First, we felt that of the two programs, the School-Wide provided a nice overarching framework that we could use to fit Olweus in. So rather than using Olweus as the framework, we thought School-Wide provided a very nice framework because Olweus could be enmeshed into that very easily. And Olweus was one strategy that could be used as a behavioral deterrent in terms of teaching students about bullying, the bullying circle, bullying interventions, how to deal with bullying behavior. It just became another part of the components of the lessons that we were instructing and served us very well. Teachers were already incorporating lessons on student behavior as a part of School-Wide, but including the recommended lessons on bullying supported through Olweus would be a natural segue. So we basically brought the Olweus lessons into what we were already teaching for School-Wide and made them an additional component of that program. The team meeting component of Olweus was a neat addition. We didn't really have that under School-Wide. Olweus recommends a class meeting at the end of the week or the end of the day. And this was a fabulous addition to what we were already doing with School-Wide because it gave us an opportunity and a forum for the kids to talk about behaviors and things that were going on in classrooms and within the school. And that's been phenomenal for our school. Support groups, counseling, and other interventions could be provided in Tier 2. Again, as we started to figure out what's the nexus between the two, we decided that support groups, the counseling, and other interventions that would be provided to the bullies and the students who were bullied fit very naturally as a Tier 2 level intervention. We took the data we obtained from both the School-Wide and the Olweus and we used this to address concerns and monitor student progress and it allowed us to identify some of the issues as we continued to implement both programs. So in implementing the Olweus program, staff were trained in the Olweus program itself, just like they

were in School-Wide, through the support of PaTTAN. Grade level teams work together as grade levels to develop appropriate lessons on bullying from the Olweus program. And grade levels implemented class meetings frameworks and maintained notes about their meetings, so that we met the requirements of the Olweus program as well. We also used the -- we also used the data from the survey to identify particular areas where School-Wide lessons could be further honed to address concerns about bullying. We developed signs and contracts about bullying, which were used in the rolling out of the program. I brought a few with me today. So in each location of the building, we have both the School-Wide rules which you saw already. So, we have these hanging everywhere, but then in addition to that -- and again we stick with the knight theme. We have the dragon, okay? Now, here's Sir Galahad. But he's emphasizing the rules that we have for bullying and that served us very well. And these are hung in every classroom, in every -- in every room in the building. So we have both and they -- they're not exclusive of each other. They're very -- actually kind of symbiotic. They mesh nicely. So it served us very well that way. And then we also have the rules for each of the rooms, in each of the particular places within the building as well. So we have this. This particular one happens to be for assemblies, but we have one for the cafeteria, we have one for the playground, we have one for everywhere, just like you would for School-Wide. And that served us extremely well. We also have a school-wide assembly. One of our assemblies every year focuses on School-Wide, one of our assemblies every year focuses on Olweus and we tried to make the assemblies engaging for the students. Here's an example. One did the Power of One. When we were first rolling out this program, we wanted programs that were going to be engaging to the students, but also educational with regards to bullying behavior and how you intervene with bullies. Power of One was a phenomenal group that we stumbled on and had been used in a few of our other schools in the district and they do a phenomenal job talking about -- to the students about standing up to bullies and standing up to bullying behavior. And this was an excellent program and they do it, obviously, through theatrics as you can see. We also brought the Flyers in. Being close to Philadelphia, we have the advantage of having the Philadelphia sports teams. And their program was tailored mainly to bullying behavior as well, so we were able to capture the kids through a sports teams, but they focused on bullying and bullying behavior as well. All right. So, I would like to share with you one of our classroom meetings, so you get a sense of how this revolves for us. We're having technical issues earlier. Here it is. This is one of my third grade teachers…

FEMALE: Welcome to our class meeting. It's our Olweus class meeting for the week. And today, we are going to refresh our memories and talk about the Olweus bullying rules at McKinley School. And remember, McKinley school is a No Bullying School, no bullies owning our classroom and in our school, and in our community. McKinley is a place where everyone cares for everyone and we work to prevent bullying. Who would like to start by sharing some of our bullying rules? Go ahead, Regina.

REGINA: We will not bully others.

FEMALE: Okay. So rule one is we will not bully others. What does that mean, Regina?

REGINA: That our school is a no bully zone.

FEMALE: A no bully zone. Would someone like to add to that? Go ahead, Josh.

JOSH: [inaudible]

FEMALE: Okay. All right. We can come back to you. Juliana?

JULIANA: That we shouldn't be mean. And like, if you're doing something and other people, like, want to join in, you could let them play.

FEMALE: Okay. Thank you. All right. Another rule that we have, another Olweus rule? Go ahead, Sophia.

SOPHIA: We would try to help students who -- students who are being bullied.

FEMALE: Okay. And can you explain that to our group?

SOPHIA: If -- like, if somebody's being bullied and -- you shouldn't just standby and watch the person getting bullied. You should help them by saying to the bully you should stop bullying that -- this person and leave them alone and then you could go and you can go and play with them.

FEMALE: Excellent. I like the way you're being proactive. Okay. Well, I want to share what would be called Bully B.E.A.N.S. And this is a great story about a little girl that is being bullied. And it talks about some strategies to help stop it. Bully B.E.A.N.S., what do you think this is going to be about? What do you think the B.E.A.N.S. are going to be about of? Mikayla?

MIKAYLA: I think that she's a bully and that she bullies all the kids. And then kids, they don't like that, so they [inaudible]

FEMALE: All right. Thank you. Claudia.

CLAUDIA: I saw on the front cover that there are dots in between the word B.E.A.N.S. and that must stand for something.

FEMALE: Okay. Great. Like our word H.E.A.R.T very nice. Okay. Well, it's written by Julia Cook and it's illustrated by Anita DuFalla. Excuse me. I'm excited to share this with you. If you can't see, I'm going to fan the book, so that you can see. Bobbette was a big, bad bully. She made sure all the kids at our school knew that she was the boss. She'd tell all of us what to do and we do it. She'd tell us all where to go and we would go there.

CHARLES WILLIAM LANTZ: Okay. I'm going to stop it there just in the interest of time, but you can see a couple of things that are unique about the way that she's done that. She emphasized H.E.A.R.T. several times, so she brings in the School-Wide into what she's discussing. She talked about the bullying. They brought in a lot of books and resources to the class meetings that they're having, so that they can focus on the elements of bullying and they will tailor their meetings specific to behavior that were evident in the

school that are concerning. So -- or in the classrooms. So that's been really effective for us. What we've also done in terms of intervening in behavior and issues is we restructured our school core team. As we rolled out these three programs, it became very difficult to balance and juggle all three programs and how we were intervening in the academic needs, the socioemotional needs and the behavioral needs. So we took our core team, which is comprised of the school administrative group and we took the interventions and the issues that were coming to us and we said, "Okay. Let's break it into three different distinct groups." So a student will be referred to us for an academic need, a socioemotional need or a behavioral need. And if the student will be determined to have one of those three areas of need and then we refer them to that sub-committee that then intervenes and offer strategies. And we tried to assemble in those sub-committees experts in those particular areas. For example, in branch one, the academic needs are dealt with mainly by our curriculum specialist and her committee. In branch two, students with behavioral needs that's overseen by the assistant principal in the school and people who have an expertise in behavioral management. And in branch three, students with socioemotional needs, that sub-committee is overseen by the school psychologist and staff who are trained in sure. So that served us extremely well in dealing with the issues as they came up from students who need a Tier 2 and Tier 3 level interventions. So, as I said, we would determine which branch of -- the need for the student was and refer them to that sub-committee. This sub-committee would then review the case and develop a plan for intervention. And this is the structure, so the core team receives all the referrals initially but then we decide which of the three sub-committees we want to refer the student to, based upon the needs that were identified. So current implementation, core team processes remains essentially the same with the exception of the sub-committees. The Olweus and the SWEBS [PH] committees, which were originally separate because it was necessary, as I said, to maintain the integrity of the program, we've now merged into what we call the H.E.A.R.T. committee. So they're dealing with both Olweus and School-Wide. The school continues to monitor student referrals, Olweus and SWEBS surveys. And the school continues to reinforce behavioral expectations in both areas. Every year, behavioral expectations are reviewed both for School-Wide and for Olweus. Updates on data relative to both are reviewed with parents annually at PTO meetings, as well as at the opening of school. Updates on data relative to the School-Wide and Olweus are reviewed with staff, three times annually and often more than that, but at least three time annually. And we have ongoing training for the staff. Three of the in-services every year are dedicated just to School-Wide and Olweus. And as a component of our implementation, we also have developed another component, the teachers felt and there was grass roots initiative to get the students involved in looking at bullying and intervening in bullying, but in intervening and behavior and student conflict in general. So, we also implemented the Conflict Busters program, which was a really neat component of what we were doing. It also built student leadership and two teachers took onus of responsibility for developing this program for us. They supervised the program. They're out there with the students. And the students gave very low level conflicts between other students. This is an example of the two teachers who are leading the training for that, which I thought I would share if I have time. How am I doing on time? I'm good?

MALE: Okay. Let's move on. Sometimes, the last option -- but again, we don't use this in conflict busting and in pure mediation because you at the very end will do this. You will guide them to come up with a win-win solution that we're going to come up at the end. But if you're doing this is a non-mediation setting, you would finish with this.

FEMALE: Yes.

MALE: Tell them how you would like them to solve the problem.

FEMALE: Remember when we said that you're going to be the school's role models for the I-message [PH], you're going to model it in your classrooms and when you are outside or at a cafeteria and all. So, that's why you have to practice because you're going to be the models. They're going to see you doing it and I like Mr. [inaudible] suggestion that it doesn't always have to be -- like if someone did something really nice and it really made you feel good, you can also use it in a positive way. "Wow. I feel really great when you compliment me about my work because it makes me feel like I'm appreciated." That kind of thing. So, you can also do it in a positive way and it's good to model positive as well as the negative. So, keep that in mind when you're modeling it in your classrooms, okay?

MALE: And sometimes using that I-message will get that person to repeat…

FEMALE: Right.

MALE: …what the behavior was rather than just saying thank you.

FEMALE: Because it's always nice to stress the positive behaviors as well.

MALE: Right. So, we're going to use this strategy, again, I'll come back to this slide in a second, but…

CHARLES WILLIAM LENTZ: All right. I'm going to stop there, but what was interesting about that, the one teacher, the female teacher who was speaking, she's retired and still comes back. She's so dedicated to the program that she came back. I jokingly say -- one of my other jokes at the school is it's like Hotel California, you can check out, but you can never really leave. And I think one of my greater -- greatest loss resources is those retired teachers who check out and never come back. So, one of the things I made them all commit to me was -- is when you check out, you can never really leave. I don't care how many days a week you come back. I don't care in what capacity you come back, but you need to come back to the school in some way. And she was so dedicated to what was going on with Olweus that she wanted to come back and lead the peer-mediator program. So, she's taken onus of responsibility for it. She's there just about every day of the week, during the lunch hour, working with the kids. And I've done this with the staff in a variety of ways. As I said, I have had a number of teachers who've retired over the years. This is a wonderful resource that I have at my disposal and I make them commit to coming back and giving something throughout the way, whether it's running a club or an activity or doing something like this. One of the other things that we've done and I said that my Arcadia role would come into this in some way as the program evolves. I'm on the board of trustees at the -- Arcadia

University. And again, it's -- one of the things you learn as an educator is you grab every resource you can possibly find. So, as I've done that in my career, one of the partnerships I was able to develop at Arcadia was with two professors who have a -- developed real expertise in the area of bullying, Dr. Steven Hooker and Dr. Michael Moreau [PH]. They happen to be on the faculty of Arcadia. And so, we reached out to them and said, "Would you be willing to work with us on refining what we're doing in the area of bullying and Olweus?" And they were interested in doing that. So, they're taking our data. They're helping with the data crunching piece of this and they're looking at it and offering insights and observations because I think one of the things that happens when you're looking at the data is you'd come too close to it and you need somebody objective to look at it and give you an outside viewpoint. And that's been very valuable to us with them looking at it because you become so invested in what you're doing in rolling out School-Wide and Olweus that it's very easy to become dismissive of things or trends in the data. They have been able to be that outside set of eyes for us and offer some insights about our data and offer us some ideas on how we might be able to tweak our program. So, they have come in, they've conducted interviews with the staff. They've done psych-based observations and provided additional resources and ideas for us about how we can tweak what we're doing in blending these two programs. So, overall results, bullying behavior has been increasingly reported, which I think is a good thing because one of the problems and trends in bullying is it's underreported. So, the fact that we're actually getting reports now, I think is positive. And it's attributed -- this -- we've attributed this to parents and students becoming increasingly aware of bullying behavior. Student interventions on behalf of bullied students have significantly rose. We've seen an increase in trend in students standing up to bullying and advocating for the bullied students. And we've also seen parent reinforcement and support of the school in bullying prevention measures. So, the blend of the two programs has been immensely effective for our school. Overall, we found both programs to be tremendously helpful. The blending of the two has been an absolutely amazing combination. So, at this point, I'll take any questions that you might have. Go ahead.

FEMALE: I have a question for you. I've said this already to you but how long does the core team meets?

CHARLES WILLIAM LENTZ: The core team meets weekly. We meet every Friday at 12:15 to about 1:15, 2:00. I try to keep the meetings to about an hour so that they're focused. Because I found when they were longer than an hour, they tended to get stuck in minutia. So, the fact that I keep them to about an hour, keeps us very focused on student issue. Other questions, yes. Yes.

FEMALE: [inaudible]

CHARLES WILLIAM LENTZ: Oh, sorry. Yes you.

FEMALE: [inaudible]

CHARLES WILLIAM LENTZ: On my core team are my school psychologist, my assistant principal, my curriculum specialist, myself, and the two reading specialists. So I have two reading specialists in the building. So all of us constitute the core team.

FEMALE: [inaudible] you have a full-time staff, like, some work [inaudible]

CHARLES WILLIAM LENTZ: The question was do I have full-time staff? The staff that I just mentioned are all full-time in my building with the exception of the one reading specialist who is shared between another building. Everyone else who is on site full-time. You have a question.

FEMALE: Yes, I have a question. [inaudible]

CHARLES WILLIAM LENTZ: Okay.

FEMALE: [inaudible] you have the same people some sub-committee or are they all [inaudible]

CHARLES WILLIAM LENTZ: The question is, are the same people on the sub-committees or are they represented of different people? The -- what I decided was the best strategy is to create a chairperson for each sub-committee. So, the curriculum specialist serves as the chairperson for the academic piece, the psychologist for the [inaudible] Program and the assistant principal for the behavioral component. Among those subcommittees are teachers and staff who specific -- who have specific training in those areas. So, it's a very different group in each sub-committee. We had some staff that were trained in [inaudible] recently so they went on to the psychologist group. I have a number of staff who have behavioral training, they went on to the behavioral group. And I have a number of staff who are very strong academically in academic supports so we put them on the academic sub-committee. Now, I sit kind of ex officio on all of them. But the sub-committees essentially stand for themselves.

FEMALE: So, you will have -- you make the decision on social development?

CHARLES WILLIAM LENTZ: Yes. Generally, they'll come with one predominant need that they want to focus on first. Either the behaviorism interceding with the academic performance or the academic performances leading to the behavioral. Sometimes it's hard to determine that so I know where you're going. But we can often figure out there's more in predominant need and that's the subcommittee they go to. We intervene there first, hoping that that will then address the other areas and if it doesn't, then we can always work through the other components as well. Other questions? Yes.

FEMALE: Are you addressing cyber bullying?

CHARLES WILLIAM LENTZ: We have -- the question is, are we addressing cyber bullying? In this particular school, we haven't seen a huge incidence of it. When I was at the -- I know, some people are giving me the look of shock. But ironically, I've not had a huge issue of that in this particular building. When I was at the junior high school, that was a huge issue. So when I was there, yes, that was something that was a huge component of what we were doing. We've done it in lessons, yes, but it has

not been a huge incident for us so we haven't made it a huge component of our program at the moment. Should the behavior rise to that level, then we would. Other questions, yes.

FEMALE: [inaudible]

CHARLES WILLIAM LENTZ: Be more specific.

FEMALE: Like the bullying reported.

CHARLES WILLIAM LENTZ: Yes. When particular behaviors are reported, they get referred initially to the assistant principal. So, there is a referral process that we have in placed. It goes immediately to the assistant principal. I get [inaudible] on it, but he intervenes. And then he determines the best level of intervention, whether it should go to the psychologist, get -- intervene with some of the bullying behaviors or whether it should be strictly disciplinary is determined through that process. Yes.

FEMALE: I have a question about Mckinley Academy…

CHARLES WILLIAM LENTZ: Yes.

FEMALE: …for after school…

CHARLES WILLIAM LENTZ: Yes.

FEMALE: [inaudible]

CHARLES WILLIAM LENTZ: Fantastic question. The question is, Mckinley Academy, is it paid or not paid and do they volunteer? It's a mix of both. I have one teacher that we pay to coordinate -- actually, my curriculum specialist coordinates the Mckinley Academy before school. And I have teachers that volunteer their time before school. They've seen the need for that connection with the kids. Many of them have referred kids to the Mckinley Academy because they've seen academic needs. So, they've invested their time. The way that we've structured that so it doesn't become an every day commitment for the faculty is we've done it by grade level. We have some kids who are everyday attendees who are kids who really have extreme academic needs. But we've also done one day it's grade three, one day it's grade four, one day it's grade five so that we can focus the particular teachers at that grade level for the particular day of the academy that best matches the kids that they work with. And that served us well. I have some teachers who come every day regardless. Same thing with the homework club after school, I pay a teacher after school to do the homework club and then she -- we brought in high school volunteers. Again, it's one of those find the untapped resources. The high school kids have to do service learning so we tapped in to that and we grabbed as many high school kids as we could, who are high academic achievers. We use them as resources in the homework club, we have parent volunteers in the homework club as well faculty volunteers. So we've had a huge cluster of people in both areas. Other questions, yes.

FEMALE: What's the transportation issues [inaudible] before and after school?

CHARLES WILLIAM LENTZ: Good question. We do not provide before and after school transportation for the kids for either of these programs. The impetus is on the parents to provide that and that has served as okay in this particular community. That's not been an issue. Many of my students are within walking distance of the school so that has served as well, but I also have a number of kids who are not, who get brought in by their parents or they do carpool. We give them work to instrument the carpooling if we needed to for families who don't have the transportation.

FEMALE: So if the child needs [inaudible]

CHARLES WILLIAM LENTZ: Right.

FEMALE: [inaudible]

CHARLES WILLIAM LENTZ: Correct. And that's worked well because it's a -- it's a very, very close-knit community and it's also a very highly engaged community. So one of the things that has served incredibly well -- I jokingly referred to the school as New York City. I also -- anything, I do at the school brings four and five hundred people. It's unbelievable, the parent turn out. So that close-knit may have something -- but that was build over five years. When I first got there, we didn't have that. As we started to get the buy in from parents in the programs that we're doing in the before and after school programming, that parent involvement has increased dramatically. It's been huge.

FEMALE: So you have [inaudible] like the opportunity for parents to come to school, to work with the staff members, I mean, how do you get those parents [inaudible]

CHARLES WILLIAM LENTZ: The question is…

FEMALE: [inaudible]

CHARLES WILLIAM LENTZ: Absolutely. The question is how do we get parents involved and how do we get them engaged? I have another presentation this afternoon that speaks a lot to that, but one of the things that we've done is -- I learned through my experience particularly at the junior high school that schools can sometimes be a threatening environment for parents and if you're bringing them in only for academic reasons or to discuss the behavior of their kids, they're less likely to come. So what we attempted to do is create opportunities for parents to come to schools for non-threatening reasons. We do a Doughnuts with Dad event, for example, where the dads just come, they read with their kids in the morning before school. We do that once a year and that's been phenomenal. I do a Munchies with Mom event, same principle, but now it's mom and she comes in in the morning with the kids before school and we provide breakfast and they read in the morning before school. We do a father-daughter dance. We do a mother-son event. All non-threatening events that bring the parents into the school. I get them connected to the school and then it's very easy to tap in to them for other things later on and that's been a phenomenal way of doing it. Any other questions? I think I'm just about out time. I'm still good? Okay.

FEMALE: [inaudible]

CHARLES WILLIAM LENTZ: Okay.

FEMALE: [inaudible]

CHARLES WILLIAM LENTZ: Fantastic question. How does PBIS support attendance on our building? I think one of the things that we've done with that is trying to build those relationships because the kids that are not attending the school are the kids that are not invested. So, we've looked at things like our McMentor program. We specifically targeted those students for whom attendance is an issue and from the get-go at the beginning of the school year, we assign them a McMentor. Usually, it's a teacher with whom they had some connection before or a staff member with whom they had some connection before. Sometimes it's a teacher, sometimes it's a support staff, but it's somebody that they seemingly developed a connection with. That person then goes out of their way to seek this kid out every day. If they're not in school, they call them. "Where are you? Why aren't you here?" And that's really built that affinity. We also try to connect them -- again, many of the kids who are school avoiding are school avoiding because academics isn't their thing. So, we've tried to connect them to other aspects of our school program whether it'd be the musical program, our school choral program, our school arts program and we've tried to connect them through those means because if I can get them coming for something, I've got them. So that's been our way of doing it and it's worked phenomenally well. We build that in to our Truancy Elimination Plans as this is how we're going to deal with these issues and that's worked really well. I saw a question back here.

FEMALE: Can you talk a little bit more about possibly blending the Olweus in your School-Wide in terms of where to look for [inaudible]

CHARLES WILLIAM LENTZ: Sure. Very good question. She asked how did -- how did we blend the two teams together, which is a really good question. What we felt needed to be firmly established first was School-Wide because it provides the framework for everything else. As we brought Olweus on, again, so I didn't lose the integrity of that program. We thought it was very, very important not to blend them then, but to keep them as two separate entities. Olweus has a very prescribed program that you're supposed to follow, a very, very scripted way in which it needs to be rolled out and I thought if we tried to blend them at that point, we'd lose some of that so we didn't do it then. What we decided was the most effective thing to do is let Olweus run on its own together with SWEBS for -- about two years. After two years, when I I knew all the components of Olweus were firmly established and we -- were working, then we could blend the two programs, making sure that those part meetings -- again, we took away so that we weren't losing Olweus again and we weren't making School-Wide the overarching one. We changed the named of both so the School-Wide committee and the Olweus committee now became the H.E.A.R.T. committee and that way they became a natural merging and that worked really, really well. And we also made a point that part of the meeting focuses on Olweus, part of the meeting focuses on School-Wide and so we're making sure that we're very conscious of revisiting both components in those meetings so

that's how we've done it and it's worked. This is our first year doing it, but it's been incredibly effective. Other questions? Yes.

FEMALE: How does check-in and check-out [inaudible]

CHARLES WILLIAM LENTZ: The mentor-mentee program is a lot less formed. It can be something like I showed up here where they're playing games with the kids. They're getting together for a lunch with the kids, they're getting together for recognizing them for a particular achievement. They will sometimes write little notes home, they'll recognize their birthdays. That sort of thing is much less formally orchestrated. It may happen once or twice a week, it may happen more frequently, depending on the McMentor. What we've done to check-out -- check-in and check-out, that happens every single day. The kid will check in in the morning -- I have three of them on my case. So, they'll check in with me first thing in the morning, they check in with me at the end day when they leave. And they -- it's for a variety of reasons. One of my kids is academic, one of my kids is because he was bullied, and one of my kids is a behavioral thing and all three know what they're checking in with me for, but I focus on a whole broad range of, "Okay. What's your day going to be like?" "How are you going to make today successful at the end of the day?" "How was your day?" "What was successful today, what worked, what didn't work?"

FEMALE: [inaudible]

CHARLES WILLIAM LENTZ: Not necessarily. They're not -- they're -- I won't say they're mutually exclusive. There are -- there is some overlap, but it doesn't necessarily mean they're in both. They may be getting both services, but not always. Sometimes the Check-In/Check-Out makes more sense with some kids than the McMentor program does. Yes.

MALE: [inaudible]

CHARLES WILLIAM LENTZ: Correct. It's more looking at what the kid need. Does the kid need a connection with an adult in the building, somebody that they can have an informal relationship with that can be kind of a buddy? If so, then I use the McMentor Program for that or does the kid need somebody to set up their day and review their day with them? Then we use the Check-In/Check-out. Yes.

FEMALE: [inaudible]

CHARLES WILLIAM LENTZ: Absolutely. It's a very fluid process. We haven't necessarily set them all in stone that it's that rigid and that's why we have the sub-committees because sometimes, we'll come back and we'll review a child's case and say, "Well, this isn't working anymore. Let's look at another way or this works so well. Let's reduce the level of service they're getting." And that served us very well also.

FEMALE: Great.

CHARLES WILLIAM LENTZ: Yes.

FEMALE: The classroom meetings are [inaudible]

CHARLES WILLIAM LENTZ: The question is about the class meetings. Are they set in stone or are they more fluid? They're set in stone. It's every Friday afternoon is our way of doing it. It worked for us because there was often lost time on Friday afternoon anyway. So, it became a much more productive use of time and we've had to be a little bit flexible with that with some classes because it just didn't work for their particular schedules, but they have to commit to me that they're doing it sometime during the week and tell me when they're doing it. Support staff are involved, I'm sometimes involved, I'll sometimes schedule to the class meetings. My assistant principal will sometimes go to the class meetings. So, we've allowed that to be a very engaging process for the whole building.

FEMALE: [inaudible]

CHARLES WILLIAM LENTZ: Yes, absolutely. Other questions. How am I doing?

FEMALE: You're good.

CHARLES WILLIAM LENTZ: I'm good? All right. I don't have anything else so I appreciate you all coming. I hope that was helpful.

MALE: We do.

CHARLES WILLIAM LENTZ: And my contact information is in the PowerPoint if you have further questions.

FEMALE: I think we should think about -- consider offering a question and answer time with Dr. Lentz. As you can tell, this is a topic that I know at PaTTAN, across our regions, at our [inaudible] is something that we get many, many questions about, that whole idea of how do we meld the two, can I -- can I utilize Olweus, if in fact I'm using PBIS or -- you know, vice versa. So, we have been doing a lot of educating ourselves this year to state leadership level so I want to ask -- or I want to thank you for kind of closing that gap of information for me and as you can tell by the amount of questions you got, I think you did that for everybody else as well. So another round of applause please for Dr. Lentz.