

SUSAN: As we you can see, we are a big believers in collaboration. And we have also with us this morning Cathy Russo who is the Principal of Highlands High School in Allegheny County, just on the fringe of Allegheny and Westmoreland, would that be right? And Shawn Bennis, her Assistant Principal. And they'll be sharing from a high school perspective what they did with that when they implemented PBIS. And then of course, from an elementary intermediate perspective, folks from the Hillcrest Elementary in the Norwin School District in Westmoreland County, Principal Rose Dvorchak; and Central Office Administrator, Maggie Zimmer; Lisa Banasick who is their school psychologist; and Scott Patrick representing teachers. How many of you are teachers? How many of you are school counselors? Any social workers? Psychologists? Principals? Assistants count too. Central office? Is there anybody that I didn't acknowledge? Is there anybody who wants to put up their hand just because they didn't get to? Okay. Margie and I have been working in student assistance for some 20 years and we have the great good fortune of working with a group in the commonwealth called the Commonwealth Student Assistance Trainers. We are part of the Pennsylvania network for student assistance services which I think nationally is recognized as one of the most robust collaboratives at the state level because we were early pioneers in pulling in education, public welfare and the Department of Drug and Alcohol Programs, and really looking at what kids needed. Those of us working in student assistance for the last little bit of years know that it wasn't enough. It was a mentality of identify and refer, and if the child wasn't appropriate for services and was sent back to us, we were like, "Okay. I guess we could do support groups but then what?" So we were very eager to understand positive behavioral intervention and support and all of us became facilitators in the process. And in the process of doing that, we found out how much we weren't a program. All these years we've been talking about student assistance programs progress. We're not a program. We're a practice. We're part of a framework of decision making. We can't stand alone, and PBIS brings us -- I think you'll see through the content as well as the examples from schools that, you know, we're team players at our essence and that partnerships with counties, collaboratives of the state level really are about doing what's best for kids. And we can't ever forget no matter what our territories are, no matter what our silos are, we have a responsibility to break them down and do what's best for kids. So that's my short and sweet little introduction. I think the people who will be sharing with you have an enormous amount of wisdom and insight and so I'm not going to take up any more of their time. Who's next? Margie, Donna? Let's roll.

MARGIE MODRO: Good morning, folks. Really? Well, you know, when I was preparing this, I found this cartoon and I thought, you know, it really does say a lot about where sometimes I felt I was in trying to figure out SAP and PBIS and how they all fit together. So that I believe that we're trying to figure it out as we go along, but I do believe that we have a direction, a way that we can put this together and I believe that we are really making progress in this. As Susan said, we are Student Assistance Trainers but we're also PBIS and at the state level, about two years ago at one of our student assistance meetings, we formed a committee and that committee was supposed to take a look at how can SAP and PBIS really work together? How can they be integrated? So people on the committee were SAP Trainers, PBIS

Trainers, and they worked in RTII. So we thought we pretty much had our bases covered when we constructed the group to look at this issue but there are a couple of things that we assumed from the beginning. One is that there will not be a model coming down for how to integrate these programs because our schools are very different, our resources are very different so we can only provide guidance to schools about how it may be done but it's going to look very different in your schools. We also put in RTII. At the -- at the point where we did this, RTII had only defined their academic model. So we were taking a look at the academics along with PBIS and Student Assistance. We also believe, because of our work in most of these models, was that these are compliments to each other, that they really do -- for SAP, it very much fixed the weaknesses that existed in the Student Assistance Program, so they enhanced each other. We found that the best direction that we could give to school districts was to outline what are the functions of each of these programs that have to be maintained so that we can keep the quality of the program. So however we integrate them, the functions of each program have to be kept. Then we thought, if a school district chose to really keep separate teams for all of these, then there has to be a mechanism where we can talk to one another so parents don't think we're crazy. And here's what I mean. I've had school districts where the social worker was seeing the parents, the administrator was seeing the parents, the dean of discipline was seeing the parents, and nobody knew each other was seeing the parents. And the parents go, "Don't you people ever talk to one another?" So there has to be a communication mechanism here so that you know it if you're working with the same child, so you are supporting one another. We also took a look and said, "There are functions in each of these frameworks that are shared." So we looked and said, "Every single one of these is taking look at barriers to students' learning." Different approaches for that, but everything that was getting in the way your student being able to progress academically has to be addressed through one of these models. Every single model uses the same tiers. So we found that they found the Institute of Medicine's Prevention Model really worked for each of these particular frameworks. Every one of them uses some form of problem solving, so a team to take a look at data and to try to figure out what is the data telling us and can we construct then interventions? Everyone uses groups as a means of teaching skills to kids, whether they happen to be academic or social, whatever it happens to be. All use some form of data gathering, progress monitoring and adapting interventions for these youngsters and they all have a referral process, and every single one of them requires some form of parental involvement in what we -- in what they are doing. So PBIS -- you've never seen this one? Working smarter. We really wanted to say that this is a real helpful instrument for you to figure out really what are you trying to accomplish in these areas, what are your outcomes, target groups, who's the staff involved? And many times, it was the same staff. And so you'll look at that and you say, "Does this give us some hints as to whether or not we can actually integrate our particular models?" So you're all familiar with this triangle. This is the Institute of Medicine's Prevention Framework that's used a lot by PBIS, and we looked at the universal level. And here, we are looking at the foundation. Are we building a strong enough foundation for all of our kids that will support their academic journey through school? So we take a look and we say, "It's based on really good

prevention practices. It emphasizes teaching and reinforcing students." And all these models are about skill-building. It's about our policies and it's about our procedures that we use with these kids. In Tier 2, this is simply problem solving to change the course of events for a child. So they reached a point where they're not successful in the universal level and we are trying to determine the nature of their issue, and that nature is going to decide which process we put them through; SAP, PBIS, RTII or a combination of those particular things. I know the delivery of services from all three of these frameworks could really enhance the success that the student has. If there is more than one team then we are looking at coordination and communication because what we don't want is a duplication of efforts. We don't want that kind of redundancy, we don't have time or staff. In Tier 3, you know, this is the one place where I really like what SAP says and Act 211 that there are some things that are beyond the scope of the school to deal with so we can have the internal resources, these are the most expensive, the most intense because they're individualized but this is also where we all need community support to deal with some of the issues that our kids have on their plates. I'm going to turn this over to Donna now. Go through the tiers.

DONNA WALESKI: Good morning.

AUDIENCE: Good morning.

DONNA WALESKI: What I'm going to share with you, you've probably been a little accustomed to as far as what's happening in these particular levels. When we look at Tier 1 and we're talking about behavior, again, we know it's for all students. We're talking about Universal Evidence-Based Curriculum, we want it for the -- again, the whole school. We want that safe, caring, nurturing environment. And so we have to really look at how are we going to accomplish that in our particular school. I know -- I've watched several presentations yesterday and it was quite interesting to see how different schools actually address the safe environment for their students differently. With that, with Tier 1 prevention, again, what is it the schools need to be safe? What is it in your school? Have you really sit down and looked at your data and your information? Have you defined what it is, what your gaps are, what your needs are? So that again we can meet the needs of all kids. It's different for every school. Again, I really thought Principal AI did a wonderful job yesterday when he was talking about his community, the violence that was -- they were exposed to and how he had to address those for his school. So when he started looking at his universal level, he really looked at his community when he started making those decisions. And also, we really make -- have to make sure our staff is aware. Where are our deficits? What have we done to discover what those deficits are? So there's a lot of planning. Tier 1 is huge. It is the foundation. Again, you know it's supposed to meet about the needs of 80% of our students, but it's only going to do that if you put a lot of time and effort and really planning Tier 1 to meet the needs of your school. I don't have to tell you about PBIS. I don't -- I think everyone here is probably either implementing PBIS, starting to implement PBIS, you know that these are the steps. Margie's already gone over how a lot of these overlap; your discipline committee, your school -- your school-wide rules, your lessons plans, all of these

are pieces in order for PBIS to function effectively have to be present. One of the ones I like to -- just to point out here, your policies and practices. Right now, I'm working with the school district and as they started to go through their expectations, their consequences, they realize that they might have to go into this piece here because their discipline policy didn't quite match up with what they really wanted to see the outcome with PBIS. So sometimes when you get in to that universal level, you have to go very deeply into the policies and practices and at this point in time, they're working with their school board. They're looking at what are the needs that they need to make in their particular discipline handbook and policies. Who does RTII? Okay. I'm surprised. I didn't see a little more hands. A great way in the delivery of instruction, again, this is the framework. Definitely, a universal screening is present. We have to have that. We have to know again the deficits of our students and so normally you have there; all students getting the core instruction. Again, a scientifically based research core instruction has to contain the big five in various other things as we go along. Instead of just a core team like you have in PBIS, often the data is analyzed by grade level teams, sometimes you call an overall data team than a grade level team. They will take the time to look at it and analyze it. They're looking again, our kids making the benchmarks so that's a very important concept. You know, here's our universal. Are they making the benchmarks along the way that tells us what interventions that we're going to need to do for our students. And then again, a huge piece, parent and staff, you know, that communication, the consultation, it's a huge piece. Our parents are a huge piece in all of this. And finally, SAP. Oftentimes, you know, we hear SAP as being a Tier 2 intervention which is fine. But have you ever stopped to consider the fact that SAP could be a part of your universal tier? There's a lot of prevention programs going on. Most of them that you're using should be evidence-based here. In addition to these, although someone in your school could actually deliver these, you could use prevention specialist outside of your school or liaisons outside of your school to be able to provide some of this. We're really talking about the social and emotional wellbeing of our students and so SAP moves in to that particular area. You've got PBIS with behavior. You've got RTII academic, now we have SAP with our social, emotional piece. So that is sometimes an area that you might want to go back and think, where can we utilize the services of SAP are liaisons in giving the prevention programs that we see? The functions again, sometimes you have, I guess, what we call outline programs or projects that you're doing, Red Ribbon Week, Social Norm Campaigns, any things with drug and alcohol, tobacco cessation, those kind of things, they shouldn't be standalone programs. When we talk about mapping and putting them together, you want to make sure any of these pieces that you're using in your school, they're going to enhance either your PBIS, your SAP, your RTII so when you have these pieces again, you want to coordinate them all together. Okay.

MARGIE MODRO: At the end of your table, you have some handouts and I'd like you to look at the one that has District A and District B. One of the things that we talked about at the very beginning was that we have to think about how we do things comprehensively. And one of the things that Susan and I found in working one of the school districts that I didn't really anticipate was when we did their safety survey, their teachers weren't feeling safe. And as a result, we had to go back to the universal level and look at

their All-Hazards Safe School's Plan because parts of it had never been implemented. So part of their universal prevention actually was the implantation of their All Hazards Plan so that people could feel safe and that they could address some of the climate issues in the school. We also wanted people to really take a look and say for the kids in your district, how prepared are they really for learning? What really is the foundation of the support for learning in a particular community? So we asked people when you're looking at data to really broaden the sources of the data that you're looking at.

DONNA WALESKI: Okay. And that brings us a little bit to Victoria Bernhardt and her four kinds of data, and what you have in front of you is demographic data with school districts. A lot of times we forget that particular piece. We don't really bring that in to get an idea of what's going on in our community. But according to Victoria, again, Bernhardt, her overall book on data, this demographic piece is huge. Again, what's going in your community is huge. So on top of the demographic, you have student learning data. That needs to be taken in consideration. You also see the PSSA scores there. We know that's not the only academic or student learning data that you have, but there is a piece too to, you know, to look at when you're looking at schools and what might you need for the interventions in that Tier 1 piece. So your demographic, your student learning. Margie just talked about surveys, perceptions. So perception data is extremely important and making sure that you have that information included when you're making your decisions, we don't have that for you, but perceptual data is extremely important. And last but not least is your student process and what are you doing? What are the programs, the initiatives, what are the interventions that you're actually doing to meet the needs? And that's a little bit more about what we're going to talk about today and also what are schools who are here, they're going to talk about the student processes that they are using to meet those needs. We really had hope we'd have a little more time in the sense to let you look at those, get an idea. Think about what is it that this community might need when we're planning that Tier 1 piece for our school district. Margie, I'd like you to share the piece of -- from one your school districts on the data about smoking.

MARGIE MODRO: Yeah, one of the things that we looked at, and you'll see it when we do resource mapping. One -- there was studies done on some Philadelphia Schools and what they found in their schools, a lot of their kids would have high absence. And they said, "What is the cause of the high absence of our kids?" For many of them, it was because they were asthmatic. And when they look past that, they were asthmatic because they were living in homes with second and third-hand smoke. And so one of their universal preventions became educating parents about the impact of second and third-hand smoke so that they could begin to decrease the absentees within their building, so that was one of their universal preventions. So it is taking a look at that data which is not a data that we normally consider. What you have in front of you are two actual districts, not to be named. And what I would like you to do is just take a few minutes to think about, strategically, what would we have to consider in doing universal preventions to strengthen the foundations for learning? You just take a few minutes with your colleagues. We can't do the whole thing because we just simply don't have time but I think it's an exercise that you sometimes should do with some of your faculties to really take a look at where your kids are starting and

what needs to be put in their -- in their tool kits. So take a few minutes. There are some guiding questions on the second page if you want look at them. Well, the things that you notice that you might need to consider in building this foundation for your kids. Anybody make some conclusions about that data?

AUDIENCE MEMBER: The smaller community crime rate is?

MARGIE MODRO: The crime rate is exceptionally high. One hundred is the safest community, then you take a look at what the crime rate is in that smaller district and you think "What are those kids exposed to?" So what are we looking at in terms of trauma? And our kids are coming in with some trauma histories that the other kids may not have as much of the trauma history. What else? Any other?

AUDIENCE MEMBER: I'd like -- and you talked earlier, and this has been on for some [inaudible] when you were talking about four different kinds of data, the demographic student learning data perception is in the process data. Who's the person who...

DONNA WALESKI: Victoria Bernhardt.

AUDIENCE MEMBER: Thank you.

DONNA WALESKI: Any of you have keystones -- any of you have Keystone to Opportunity Grants, the Department of Ed is using her philosophy with data to guide the Grant that they are -- that's going on at this point in time. A great book. It really explains data and how to use it, but it's Victoria Bernhardt.

MARGIE MODRO: One of the things, it's going to come out in August from the Department of Education are Climate Surveys. So the districts will have them available to do online to really get some of that data, but right now we don't have in considering. Okay. We're going move on and I hope you take sometime to spend with that and think about the implications of some of that data for your kids. One of the other things that we talk about is something called resource mapping. This comes from the work of Howard Adelman. And what he talks about is that all models need to know what it is they have to work with in terms of resources. So it's not only what you have in your school but once available in our community, as we have less dollars to work with, as budget as gets more constricted, we have to really consider resources that are non-traditional. We have to expand our thinking into what are the kind of resources that we can use from the community to really serve our youngsters. So we took a look at -- this is a resource map, looking at the universal tier and I broke it down into two areas. I looked and said, "What really is available in school and what really is available in the community for us to use?" So this particular school, these are what they do for academics, that's what they do for the behavior, and that's where I put the parent education on second and third-hand smoke because they had to deal with the particular issue. In terms of community groups, one school district that we worked with knew that their kids did not have a strong foundation for learning, not supported in the community, very similar to that smaller school on your -- on your worksheet. They found a church that operated a tutoring center and they are able to refer

children to that tutoring center to enhance certain skills that these kids have. So that was a non-traditional resource that they had available to them. Over in the community, junior fireman teaching kids ways to have self-esteem and focus and learn skills so that when they came back to school, they really transferred. I taught martial arts for years. I did. And watch out. But one of the things that I learned with that was the discipline that it teaches kids, the focus that it teaches kids, the self-esteem certainly that it teaches kids with the respect for people who were higher rank, only that transfers back to school. Okay. So those are non-traditional ways in the community for youngsters. The other thing that we learned from PBIS is that if I want people to do something, I have to teach them what I want and that meant I had to teach teachers what I wanted. So when we took a look at all of these programs, our teachers are the gatekeepers to these programs. Our kids get access to these programs through our teachers. However, I don't want these programs to become dumping grounds for things that teachers don't want to handle. The results of these programs I should find that I am making my teachers more skilled. That I am -- I am enhancing the bag of tricks that they have to deal with many of the issues that our kids have. So we need to be teaching teachers how to handle those garden-variety behaviors and what we expect them to do prior to making referrals to many of these programs. So one of the things that we focus on in Student Assistance a lot is can I form what's called a COB? Okay. C-O-B. That is Concrete Observable Behaviors that when a teacher refers something to us, I don't want an opinion. I want to know exactly what it is that they're seeing in terms of behaviors. I also expect a teacher to have talked to the child, that that child is going to be a partner with that teacher in trying to resolve some of the issues that child is having. From what the teacher observes and from what the child says, I want a hypothesis for it. And then to test -- have strategies to test out. Did we really get it this time or do we have to look at some other area? I also want to -- if after that conversation with the child, after testing the hypothesis that I have, it doesn't work, I expect people to talk to their colleagues. So let's get other ideas from the -- from the colleagues who also work with these children. And then after I test those ideas and it doesn't work, now we have a referral. But we have a referral now that has really specific targeted information about what is going on with this youngster, what has been tried with this youngster and hasn't worked so that we're not going over the same territory when it comes to referrals to these programs. Okay. For everything that we do, whether a teacher or teen, the question that I think we have to deal with is, what makes this child function this way? And our understanding that this really isn't a bad child, that this is a child who is trying to make things work for them. It might not be a good way. I think of -- you talked about the crime rate and I look at the kids who come into school traumatized. They have certain triggers that they don't even know they have. So they don't know sometimes what sets them off. So they're trying to manage what's going on inside which may not be appropriate to schools, but I have to understand that this child -- there's a reason for the behavior. Okay? So we take a look and say, "What's the context?" I want the teacher to look at what's the context in which this behavior occurs? Did there seem to be triggers? So we find a teacher here really being an observer of kids. What are the primary behaviors and do secondary behaviors happen as a result? And then last, what motivates that student? It's what are

they getting, what are they avoiding but also it's about what predicts and maintains the problem for this youngster. The next thing that we look at is the test for hypothesis. So for these teachers, it is saying, "What does this behavior look like? What are the situation events?" Did I change it? Huh? Is that what I did? Okay. Then we look and say, "Am I able to teach this student how to get what they need without being inappropriate?" And last, to really speak clearly with the child what the consequences are if this behavior continues. Okay. Okay. When we take a look at the referral form then, if you are choosing to integrate these programs, how is your referral form going to change? What is it that each of these programs need in order to deal with these youngsters? Who is going to do the triage? Who are the sources of referral? In Student Assistance, there's a broad range of people that we take referrals from including bus drivers, probation officers, but I don't know that that's true in PBIS and RTII. So you need to think about who do we accept referrals from, how does our staff make them, what should be on the referral form, what do we mean by objective and verifiable, so spending some time really teaching our teachers what COBs are. And how do we maintain confidentiality in this process? There are things that are discussed in Student Assistance that there has to be confidentiality around, that not everybody gets to know that. So we think about what do we share with teachers in terms of strategies to deal with some of our issues that kids have and then do we accept self referrals. In SAP, we take self referrals.

DONNA WALESKI: Okay. And if we move right along to Tier 2, when we're looking at this, obviously, we're talking about kids who didn't respond in Tier 1. So what is it then that we need to have happen in Tier 2? Tier 2 usually is for groups of students. It's a little more indicated, a little more refined in that sense. They're targeted interventions and they're really going to focus on the problem area or the skill area. So we have kids moving into Tier 2. As Margie already said, you know, we've got to do the triage and what is the appropriateness or is the referral appropriate? How, where, looking at it and we say, "You know what, the very first thing you have to worry about is dealing with the health safety and welfare of all students." We see that through our SAP process but you also see it in PBIS. If you're a school that was recognized, you know there are some questions on there, does your staff know what to do on a crisis situation? So when we're talking about referrals, we have to make sure that we deal with this first, then we look at the continuum, and this is your mapping, the continuum that you want to have and then prioritizing and set a timeline. Every team is to have a timeline for that process. And I don't mean like five days or whatever, but something that keeps you moving on the interventions with that particular student or students. For PBIS, I'm just going to say quickly, again, you saw different ways that schools will address the Tier 2 intervention in PBIS. Yesterday with Bellefonte, they said we started with Check-in/Check-out. You know what, it wasn't enough so we had to go back and look and say, "What else do we need?" So when you start to look at your Tier 2 pieces, we're going to have to do the same. What is there but what do need to meet the needs of the students? Again, I'm working with the school in this particular area here and we're doing a resource mapping. What do have? What do we need? How might that change as we go through the year? So again, with RTII, if you're familiar with that, you're going to add some additional time for skill focused groups and you're going to do a little bit more progress



monitoring, no less than once a month but probably every couple of weeks to make sure that your students are getting the skill that they need. Everything again is researched-based, and of course, again, the monitoring. And then for our SAP, SAP really comes in here with a very refined process. They do their data collection, their action planning, parent consent, all of those pieces are huge pieces in order for SAP to happen. So these are what we're looking at when we're mapping for Tier 2. Again, Tier 2 groups, please notice they are educational groups. We're not talking about therapy groups. They can't be in the form of skills in this particular area, social skills. They also can be in the form of academic skills but they are educational and not therapy. So it could be coping skills, social skills and those type of pieces for your Tier 2. If you look at the resource map again, I'm not going overall of those but I want to point out one more time, please, don't overlook what your community has to offer. Again, at limited resources, we need to see what's out there. One of our school district, the Salvation Army has a tutoring program and they actually will come into the school as an outside tutor and help in that particular area. So in your resource mapping, look at your community. And finally, Tier 3, we know that's just for a few students. It becomes very individualized, it's usually one-on-one. It could be couple and a group in that sense. These are the kids that your teachers come and say, "Help me. Help me. Help me." You know that the behaviors are intense. They could need treatment. They could have a diagnosis. These things are starting to happen again for Tier 3. If you look at PBIS, you know the functional behavior assessment, the behavior plan, all of those things are going to happen in here, possibly treatment, the link to the community services. For RTII, again, it's more intense as far as giving students again, in addition to Tier 1, Tier 2 support, you're going to give them some Tier 3, 30 minutes again on top of the other and their particular needs in the area. The progress monitoring goes to weekly so, you know, really keeping up with the kids, what's working, what's not and trying to intervene with the proper pieces. And as far as SAP goes, you know, parental consent is needed, confidentiality is extremely important and what happens, we could have a mental health or drug and alcohol referral and treatment could result as that particular referral. Individual case management is continuously ongoing support. So there is a lot going on here. And finally, you know, from Tier 3 or for not responding, it could truly lead to, like, a wraparound service, a therapeutic staff support or it could lead to an IIP. One of the interesting things, sometimes, we don't realize with RTII that special education is not Tier 3, okay? It is a result of not responding to Tier 3. And finally again, the resource map, I know we're kind of running out of time so I'm going through this fairly quickly. You have with you a piece that we borrowed from PBIS too and they also kind of put together all of the supports for you. I broke it down again, we did on the other pieces of the handout, so you could see a little clearer what each of those intervention pieces were. I again encourage you to go home, look at your data, start your resource map, put the pieces in that you already have and then start to look at the gap. Think about if you're putting the teams together, what are their functions, where did they overlap, do we need one team, two teams? If we do then, what are the concerns? That's on your handout so that you can have a really smooth focused process for the students who need intervention pieces. And finally, last but not least, any questions on this particular part? Yes, ma'am.

AUDIENCE MEMBER: In terms of SAP's supports, when there is a SAP consultant involved, is their goal primarily to do assessments or recommendations or do they get involve as long as in supporting this kind of mapping? People who are SAP...

DONNA WALESKI: Are you saying people who are in SAP trained that are just in the assessment piece or...

AUDIENCE MEMBER: That's what I'm wondering. I -- what is the resource available to school in terms of obtaining that consultation and help with SAP?

MARGIE MODRO: When you have drug and alcohol meant to all of the liaisons, what they are meant to do in schools are often determined by your county. In our schools, our SAP people certainly do assessments but they also run groups. Some of our prevention people certainly can do some of the universal advance program, but many times your county determines that or if the school district is willing to pay for extra services from the treatment agency.

AUDIENCE MEMBER: Okay. [inaudible]

DONNA WALESKI: Right. And I don't know if -- are you -- are you aware of the fact that you must have liaisons on your SAP team? Okay. I didn't know -- I didn't know if you were sure that you have to have a liaison. Okay. Does that help at all?

AUDIENCE MEMBER: Yes.

DONNA WALESKI: Okay. Any other questions? Okay. We're going to turn it over.

CATHY RUSSO: Good morning. We are from Highlands High School located in Allegheny County. I'm Cathy Russo and this is Shawn Bennis and we're the principals. And before we get started, I just wanted to say that we are in the beginning stages of PBIS, SAP and our focus integration. This is our second year at the high school. Shawn and I were the middle school principals for four years and with the redistricting of our district, we were moved to the high school. The good news is we know all of the students, but the PBS team at the high school wasn't in existence. It just needed to be reminded of the P for positive, the recognition, the data piece, all of that. And Shawn has been instrumental in reviving that team and providing the guidance and the leadership for a very traditional high school staff. So I'm very proud of his efforts, the team's efforts, because this is not something that high schools traditionally are known for in terms of recognizing kids for doing what's right. So, I'm going to turn it over to Shawn.

SHAWN BENNIS: Thank you. Just a little background information regarding Highlands. We are on the northeastern tip of Allegheny County bordering Westmoreland and Butler County. We consist of four boroughs, population about 25,000 with about 2,600 students within the district, with 225 educators and support staff at about nearly 200. Our PBIS or our expectations, we are the Highlands Golden Rams, so are -- we are the RAMS. We expect the students to be respectful, accountable, motivated and safe, just like all of the acronyms out there, I'm sure. And we do have each setting covered throughout there, but

this is our philosophy on Positive Behavior Support. We call it PBS just because it was so often people referring to the PBS, PBIS, so we just kept the PBS at this point. Some of our demographics, our socio-economic free and reduced lunch, the school district is at 57% and the high school is at 47%. Our learning support population within the district is above the average, it's at 28.2%, and our high school itself is at 23.4%. Now, I'm going to share some data from PBS. This is last year's data. This is theory, obviously 80 to 90, 5 to 10, 1 to 5 and this is reality over here. What we based this on was our office discipline referrals and our Tier 1 where anybody with one to two office discipline referrals, and there were 750 of our students which is at 89.5, so right around theory. Secondary, Tier 2 where that was anybody with 3 or 4 office discipline referrals and we have 42 students in that section which is at 5% and 46 students with 5 or more office discipline referrals. These are just the triangle sharing that to you guys. So through all of that, we took a look at -- we had a -- our universal team. First off, our universal team came in and they wanted to solve every problem in the school whether it was how high it was, they wanted to solve -- they wanted to, you know, there were room numbers on the -- some doors. They wanted to solve everything. So, we had a brainstorming session or I like to call it a reality check and these are not -- these are just the answers we came with. So please don't read into that and say, "I think the last time you presented something like that is SAP is not a Tier 2 or Tier 1 or whatever." We just -- this is what we came up with the interventions or what we have in place in each level. We have some mentoring in Tier 1. We have ran through org, we continue to do effective classroom management, extra-curricular activities, guidance counselors, after-school tutoring, Saturday tutoring, and also credit recovery as a Tier 1 intervention available to everybody. Then we started looking at the other ones and we came up with a lot, you can't really see that up there in red but credit recovery, we have an alternative education program that is housed in our high school. We run our own alternative education program. SAP is listed there as well and we also have at the top of partial program. We have our own collaboration with the Family Services of Western Pennsylvania which is a -- more of a therapeutic setting. They worry about the therapeutic and then the academic piece so we provide the teachers who do that. But where we were really struggling is if you look at our Tier 2 interventions or what we're sort of focusing on, we had our emotional support classroom which you can really debate whether that is a Tier 2 intervention. We had SAP written again and we have credit recovery. So basically this group sat there and realized that we truly -- either we give it to -- give it to them and then they move straight up to three. We're not doing any interventions to stop them from getting to three. So that's what brought us to -- Cathy, if you can go to the next one. That got -- that brought us to us combining or attempting to combine SAP with our Tier 2 team which we call the Focus Team. This team is our SAP team. It consists of eight teachers, three counselors, two principals, school psychologists, director of special ed, social worker, attendance officer and our SAP liaison. Just to give -- since this is SAP and PBS. This is our data from -- this was as of, I think, about two months ago, 47 students referred to SAP, 35 students are active, 2 students were denied SAP services or they denied it and 10 students did not return. I do have the current data. Since we put this into place, we've had a 104% increase of referrals to SAP/Focus, which is what we wanted. We had

a two-day refresher dealing with Tier two interventions and also, Susan came out and refreshed us on SAP, that we decided that students need another intervention in addition to SAP. That's when the Focus Team was created to be the middle man between universal team and SAP. And just like our presenters, I would like to say, believe me, if I was sitting right where you were last year at this time, a lot of things -- everything we're doing now is -- we're just going to add onto. But if I was sitting there, the community piece is so important and recognizing some of the other interventions is so important. One thing that we didn't recognize, we didn't use this enough, I would say, is the community support that we have within our community. But basically this is just describing or the expectations of each team, the universal team, our Focus team and the expectations of our SAP team. Our consultant from the IU is very process-driven, she is in here. She does -- she's back there. I do have the -- I do have this piece to -- for anybody that wants to sort of take this with you. I have handouts up front. But what we came up was a system. We sort of combined the SAP and Focus referral system. Meaning, they send it through the SAP/Focus team and then at that point, that team decided, is this a SAP issue or could we do this by intervening at level two, Tier two? So from there, if it is a referred regular education, the guidance counselor should bring that to the team. The team meets weekly, the SAP team, the SAP/Focus team meet weekly. The Focus team additionally met in -- by weekly, the Tier 2 teams. So from there, the interventions, minimum two-week of data collection based on the behavior that was referred, we would do RAMS check which is reincorporated Check-in/Check-out and then we call it our RAMS check and it's based off of our RAMS, Respect, Accountability, Motivation and Safe, and we could -- it could be a SAP referral. It could be a student assistant instructional group or other interventions as appropriate. After we did that, we would either continue the intervention, graduate from intervention, or fade out of the intervention, or we would revise it and conduct a brief FBA according to the -- whatever to adjust the intervention accordingly. One thing that we really suffered with is we have a lot of student learning support population is quite big, like I shared with you earlier, and the SAP team is struggling with what to do there a little bit. So what we simply said was if it is a special ed kid being referred for behavior that's, you know, drugs and alcohol, it's automatically SAP, those types of things. But if it's other behaviors, then would we -- we would identify the IEP roster teacher and an IEP meeting would be held within one week or attempted to be held within one week. Once again, thanks to [inaudible]. The process -- this is our checklist. Basically, this -- we have this up here as well to sort of share with you. It's just some of the forms that sort of helped us get us going and they sort of go right along with what the two ladies before me spoke about. Go back one, Cathy. Basically this is your Accountability Checklist to make sure that we -- people said they're doing things, so they are actually doing things. A student referred by a teacher we checked it, referral given to one of our three guidance counselors were broken up by the alphabet, we check it. Guidance counselor reviews the referral and then talks to the team. If it's a non IEP team -- IEP student, they invite the students to participate in RAMS Check-in/Check-out and also they make a parent contact. They assign it to the correct Check-in/Check-out coordinator which we were lucky enough that these three, one is a nurse, one is a librarian and then one is a transition coordinator, so they're really not taking away from the

classroom time too. We were able to do that. They explained the RAMS check to the students. This is still the guidance counselor. They alert the coordinator's student's referral through email and phone and they'd also -- the Focus team sets the intervention goal. We went to the point -- first, we were -- we were giving them on all behaviors. So we started focusing in on what were they needing help with; was it respect, was it accountability, was it motivation, was it safety? If it was, the RAMS check coordinator was to do -- I'm not going to go through all of them because it is up here, but the RAMS check coordinator have their things and the learning support teacher have their responsibilities. It really seemed to -- it sort of allowed us to guide through and filter through some of the students. Our SAP referrals went up but those SAP referrals could have been Focus referrals. We're sort of counting them as the same. Okay. The goal of the RAMS check-in is that middle level -- middle level intervention to all the students, they check-in -- anybody has done Check-in/Check-out? Okay. Basically the check-in with the counsel -- or the consultants every day as well as getting feedback from their teachers, right there is sometimes an issue with teachers just giving them the score and not explaining why they're getting the score or why their marks weren't as high as they could have been. Now, the troubleshooting in roadblocks. Once again, I wish I was sitting in your shoes at this time last year because we could have answered a lot of these, but one thing that Cathy and I are really passionate about is telling the truth. We're not going to fudge numbers one way or the other to make us look bad and/or good whether it's -- data is data, in our minds. So -- and we definitely share that and we like to continue to grow. Right now, students are not -- some students are not actively participating. I was in that conference, The Ups and Downs yesterday of the Tier 1, anybody in that one? And we heard -- excuse my language with the one kid, what did you think of it? "It sucks." Is what his comment is and so some students report they're feeling Check-In -- Check-in/Check-out is immature. What is the student buy-in? At the time some Check-in/Check-out coordinators are unclear of their roles and responsibilities which we're still going through, and the overall consensus is that more Tier 2 interventions are needed and then not enough time to meet with some of the students. It's -- even being here this week, the Tier 2 interventions that I'm privy to so far, we have sort of done Check-in/Check-Out, check connect groups, SAP, functional behavior, and the -- and then FBA, those things are the things that are out there right now. So with that being said, we've learned a lot. We are going to sort of -- from the suggestion of the ladies that presented before us, we are not going to call that the SAP, Focus team next year. They are going to be combined because it is -- it is -- they do work collaboratively and we do not want to separate them. So, that's what we're going to do and also hopefully move forward with some of the check connect and the many FBAs in the special eds groups. Are there any questions for me? Yes, ma'am?

AUDIENCE MEMBER: It's not a question. I think it's a detail and that is that all of your Focus and SAP members are cross-trained.

SHAWN BENNIS: Yes, SAP and...

AUDIENCE MEMBER: So they really don't function as two separate teams, but the responsibilities or the...

SHAWN BENNIS: Yes, the responsibilities that our Focus team or Tier 2 team is also SAP trained. What -- confidentially -- confidentiality continues to come up with -- or with some of this and in certain circumstances, the confidentiality needs to be met. But in other circumstances, if it's a Tier 2 intervention, we are alerting the parent as inviting them for -- to participate in the intervention. Yes, Susan?

SUSAN: One of the big questions I think in this field is, is SAP an intervention? Because [inaudible] Lawson asked me this will hopefully work. Is SAP an intervention or is it part of the framework? And so I'd be just curious to see more people learn that.

SHAWN BENNIS: The question -- the question is, is SAP an intervention or is it just part of the framework? You should know that more than I do.

SUSAN: Well, I want to get an answer to her question.

SHAWN BENNIS: Anybody want to answer on that? Is SAP an in -- do we view -- do you view SAP as an intervention or is it part of the process?

AUDIENCE MEMBER: You must be looking at SAP as part of the framework and not the interventions designed by them or the interventions [inaudible] was simply referred to them that we have to design interventions like it's a combination of traditional SAP and also traditional PBIS to meet the kids' needs.

SHAWN BENNIS: Yeah, I think it would be outside of the -- if you're listing the interventions, if I went back to that triangle, I think it would be outside. It's part of all three. I think it would be up and down the continuum.

AUDIENCE MEMBER: And I agree with that, the reason I ask the questions because I think a lot of school staff see it as an intervention. We're going to send them to SAP and then get, you know, that...

SHAWN BENNIS: Yes.

AUDIENCE MEMBER: That's where I impose the questioning was [inaudible] people, I think that we're struggling with SAP.

SHAWN BENNIS: Okay. I am going to turn it over to the Norwin School District. Oh, I'm sorry. I'm going to give it to Donna first.

DONNA KEAN: Okay. Thanks Shawn. I'll go introduce the Norwin School District Hillcrest Intermediate School in just a moment. But I have a question. This is great a segway as we're talking about student assistance. How many in here are SAP trained? Raise of hands -- oh, that is fantastic. That's terrific and then how many are PBIS trained? Oh, I'm a little -- I'm a little surprised there. I expected everybody's

hands would go up with PBIS, but that's terrific because when we had gone to the Pennsylvania Association of Students Assistance Professionals Conference back in February, we asked the same question to see how many of our attendees in the workshop are cross-trained and we did not have a show of hands like we just did, so I'm very much impressed with you folks that you're pretty knowledgeable about student assistance. I do have one more team from Westmoreland County with us today that have been blending this concept of student assistance and PBIS. They represent -- it's called an intermediate school, but they represent grades five and six, so it's the upper elementary students that they are mainly working with. And a few years ago their school district had reconfigured some of their school buildings, and I know over the past year and a half because I've been working with the Hillcrest Intermediate School. How many attended the Keys to the Castle presentation yesterday? A few people, okay. So you got to see specifically about Hillcrest Intermediate School's concept and the process they're using and what they're bringing to us this morning is a case study to take a look at how do you move a student through that process? What's the date, day kind of operation. They're very impressive school building. Last year of 2012 they won the student assistance team of the year award through the PASAP organization and you too can win that if you're a member of PASAP and promote your school there and, you know, let them know all the fine things that you do. But thinking outside of the box, Hillcrest Intermediate School does a lot of that, that they have a lot of community resources that had strong support from their Student Assistance Program working with community agencies. They do team maintenance on a regular basis and they have technical assistance and consultation through the prevention provider St. Vincent College Prevention Project. So they brought those community resources that their willing to start to help work continue that process as they move forward into blending concepts. So without any further ado, I'd like to introduce Rose Dvorchak, Maggie Zimmer, Lisa Banasick and Scott Patrick to come and present. Now their elementary Student Assistance Program is called e-NEST and NEST is the acronym that uses K-12. So it's not just for their own building but it's the concept for the whole district and it's that continuum, it's that consistency because you have think about your parents and there are -- there are too many acronyms at them, too many logos and things, you have to have that same philosophy and I know they're looking forward to their sixth grade students who are now moving to seventh grade carrying that philosophy about PBIS into the middle school. Even though the middle school doesn't have that program going on there it is the continuation through the students that would carry that message to the next level. So Rose, Maggie, Lisa, Scott and I know they've got PowerPoint here.

ROSEMARIE DVORCHAK: Well good morning, I'm Rosemarie Dvorchak the principal and Lisa Banasick my -- our assistant principal is also going to co-share with the presentation. Just -- this is a case study of one child that we thought might be of interest to you to show you how we moved this child through the process. First of all, our SAP program is pretty strong. We've been in exist -- we've been practicing SAP at Norwin for the past 20 years. And Hillcrest has only been in existence for 12 years as an intermediate school. So from the past 12 years, we've been a very strong SAP program. And the reason is because

of the staff members that we have. And it is a very intricate -- integrated program with two strong counselors who believe in SAP and are very dedicated to the process. Both of us are on -- Lisa and I are both the SAP team. It is the key -- it's crucial that your principals are always active members of that team. However, they are not the ones who run the team and if they are not present, it doesn't mean the team doesn't operate. So our team is quite self-sufficient, our staff members. I think we have in our building about 16 teachers that are trained in SAP. And so we have a nice group of teachers that we do try to have come in and out of our SAP program because after all, we do need a break. Our teachers take time to meet with other children that are on their case load. They give up their prep times to do all of that, to meet with them, to have private conferences with them to ensure that the children aren't -- that they're getting their needs met. We have a lot of resources from the community that come in from -- we have SPBH coming in to the schools to help support our children. I mean, we have a lot of resources that we utilize. And I did hear throughout the program, you know, that key component about communication. It is key that everyone who is touching a child in some way is, you know, part of their life, that they're being -- it's being communicated to the other members of the team that are also part of that intro part of helping that child, and that's one thing we do. There is tremendous amount of communication in our building about what child -- what services they're receiving, what type of information is being transmitted, the communication to parents, the communication to staff and to -- and to the office. So we all know everything that's going on about that child, and I think that's crucial. It's not difficult to do, it just takes time and it takes the point that everybody is part of everyone else's little world. And they need to step out and find out about them. So this child -- and then we started PBIS last year, so this is our full year of implementation. And, you know, like everyone else, that's what we were doing, saying there are so many ways that this is connected and supportive of one another along with our TII. So we have -- many of our members on all of our teams are cross-trained. So they serve on each of the teams and then they bring that information to each of the other teams. In addition, Lisa and I are both on the team, we're on all the teams. So I mean, I think as a building administrator, if you're out there, you just are on every team, but you are not the team. So that's key and crucial. So our one student that we want to look at is George. He came to us in October as a fifth grade student. So our fifth graders, this is their first year. We have 400 fifth grade students. It's a building of 800 students and pretty evenly matched 400 and 400 around there, fourth, fifth, and sixth grades. So he comes in to the building in October. We've already started school the last -- the second to the last week of August. So our children are already acclimated to school. They've started to figure out, you know, make some friends within the classroom. Now, George comes in as a homeless child. So he and his sister come to us in that capacity. So they're identified as homeless. He came from cyber school in fourth grade. He had been in public school prior to that. And then his behavioral history, from speaking to his mother who we had -- I had -- I always try to have conversations with parents when they're coming in new prior to the child being there, having some in-depth conversations to gather data about their perceptions of what happened prior to coming to school, where they were and what they're looking for in this school that they're coming to, what their beliefs or what their



dreams are. And so talking to mom, the whole thing came up about him being a victim of being bullied in the past. So that was one of her concerns. And came out then at the previous school, there was also an incident of stealing. So that's kind of like the history we had about George and then George began. George began and we started to see, you know, we didn't have a lot of feedback from his prior school because he hadn't been there very long. In fourth grade, he had been -- he actually, you know, that cyber school and I think he came back at the very end of the cyber school experience. In his fifth grade year, he began, and he was only there until October when he came to us. So we started to see, though, on the first day of school a young boy who was out at recess and has a young girl in a headlock, had her tackled down onto the ground and in a headlock. So now we have, you know, this type of behavior. Now, we had explained our peer -- our school-wide expectations during that parent conference. Went over our little handout with the mother and figured that, you know, you hadn't been here for our initial presentation about what school-wide is, what are our behavioral expectations, what we expect everyone to model. So, we take time to go over that with the parents when they first walk through the door, and also with George and his sister. Explained it, told them what they, you know, talked about the reinforcers and then what we're looking for. So that happened on the first day of school. Well, then we moved to -- start moving towards some office referrals because we had incident after incident. Now, our children were very welcoming to these -- to George in his classroom. Arms out, they couldn't wait until these two new students came had, you know, cards for them. Our typical fifth grade group of kids just willing to help anybody, and then this one incident happened. And then, of course, they, you know, ready to forgive, okay. It's one incident, we're going to forgive, we're going to just, you know, he's just having a hard time transitioning. Went back, had some number of office referrals and then we had another parent conference. Brought mom back in, we reviewed the keys. This time we had the child with us. And as a - as a whole group reviewed our keys to the castle which are our PBIS behavioral expectations on our matrix and the interventions that we talked about, we discussed that with mom and with George. And so some of our behavioral interventions that we've had, we started with tier one with the reinforcing at the school-wide exceptions. So we spent a lot of time thinking, okay, maybe George doesn't understand what the expectations are. Breaking them down, modeling them, going through them. Every time that he would have another office referral or some incident would happen, we would pull out that packet and we have a little -- you know, an area where they would have to reflect on. Everything was the reflection back to our keys on the areas that he was demonstrating having a difficult time showing and demonstrating respect to self or respect to others, and so reinforced that quite heavily. And then we also went through our character education lessons because in our district, we also have a program that our district has created for K to 12 on character education lessons that our teachers teach and implement within their curriculum. So we infused all of that within it, so reminding him again. So if it wasn't just our lessons on PBIS, then we're going to also then infuse the character education lessons along with it. So we've done those to -- those are still our universal, we're still hitting them hard with the extra lessons on those

behavioral expectations. Well, this is where we now go to tier two. We've moved up now and I'm going to let Lisa talk a little bit about our Check-In Check-Out system and what we did at this point.

LISA BANASICK: As Rose mentioned, George was not responding to our universal interventions. He just came from a very different culture. A lot of psychosocial stressors in his background. It became more apparent the longer he was with us. The key to the castle that he struggled the most with was respect for others. You know, the first day was an indication of things yet to come when he tackled the little girl in the playground. A lot of George's behavior centered around making threats, threats to other kids, and they were really significant threats. So we decided we would meet with him on a more regular basis, get him to do some self-assessment, self-reflection. We have what's called a travel card and it's really just a way of monitoring his progress with the keys and for him, on a daily basis, he also struggled with organization, I should tell you that as well. That we had on his travel card, I respected myself by having, you know, my pencil, my materials, all my stuff for class. I respected others by using school appropriate language by, you know, speaking to others in a respectful manner. We had to talk him a lot about what that meant and getting him to understand, you know, back to our character education lessons, you know. How would you like it if somebody said that to you? How would that make you feel? And always emphasizing sort of the golden rule do unto other as you would have them do unto you. So a lot of mentoring, I actually started out being George's Check-in/Check-out person and then I was finding that being the assistant principal, I'm a school psychologist by background and this is my first years as an assistant principal. I was not in -- I had to kind of set the school psyche theses aside and I was having to deal with him more often unfortunately, with discipline referrals, so it became kind of awkward situation. He was starting to not want to come see me because he perceived me as, you know, this person is going to address my behavior and she's going to make me responsible, you know, I don't like this. So we actually have an art teacher in our building, who is just wonderful, very nurturing person and we started to use her for the Check-in/Check-out person. And I think that worked much better and much more comfortable for George. I continue to see George on a regular basis, Rose and I are in the cafeteria everyday and that was one of the areas in the building where he struggled, recess, cafeteria, bus. He had five bus misconducts and they were biggies. So, you know, he just really -- he really struggled and in spite of everything that we were doing for him. So if you want to go on to the next level there, we do have the reality tour and we tried to get mom on board right from the beginning and she was willing to come in and meet with us. She did express a lot of information, concerns about things that had happened in the previous district, but she was willing to come in and meet and kind of partner with us. There were some concerns just from, you know, where the family came from, you know, family history, there was some drug and alcohol issues in the past. So she did take the initiative and attend our reality tour which is a drug and alcohol prevention program, so that was real positive that was another intervention that came into play. Okay. And then, you know, finally at Tier 3. We really realized that we needed more from the therapeutic and we decided he needed a school based behavioral health referrals, so he began receiving that. And this kind of happened and I'm trying to think when in a school year we took him to the school-based. December. So

he's started on October, this was all a couple of months time that this happened. So he began meeting on a regular basis with our school based councilor.

ROSEMARIE DVORCHAK: And it's just like -- okay.

LISA BANASICK: All right. And he was very resistant and a lot of trust issues with this little guy. There are -- we also had that bad feeling that were some trauma in his background and no one could ever pinpoint it. Very close to the last day of school, he was right on the verge of what we felt would be a disclosure of some abuse and it, you know, it just never came out. But he really, you know, we just really had that bad feeling that there was something in his history that was of great concern to us and to our team. He was very resistant to school-based behavioral health therapist efforts. You know, and there were a lot of attendance issues with George also. So that was a very aware, you know, he was -- the therapist will come in and he was not there or, you know, he would be in school and would go home, a lot of visits to the nurse's office, very avoidant of interventions. So he was a struggle this whole year, he kept us very busy, parents in the end were unhappy, were talking about going back to Cyber School again. So I would like to say this was a great success story with George. But it's a good example of how we -- you know, we just kind of hit from every possible angle trying to put the interventions around him. Intervening early using the school based behavioral health. Her input using the office discipline referrals, tracking those, looking for patterns of behavior and trying to intervene appropriately around that, so. Okay. And if you want to see George's actual SWIS data, these looked like great months. He wasn't there a whole lot. And so it's really what happened and you can see February was really a hot month. We had just a ton of referrals started to level on a little bit towards the end of the school year. You can see, you know, the inappropriate language. We had three referrals for that. Physical aggression, harassment, fighting, he was always, you know, disrespecting people with his words and with physical aggression. Those were his issues that we struggled with. We also, towards the end had -- because the threats were very significant. I mean, they were like "I'm going to put a bullet in someone's head." those types of threats. We actually have a great relationship with law enforcement in our community. When we had one of the officers come in, you know, not as a, you know, punishment type of thing but really just to help mom understand, you know, the possible consequences in the future. And he'd be gone to middle school when you're saying these kinds of things or if you say these kinds of things out in the community and this is going to be an overall problem, so just some additional sharing with community resources there.

ROSEMARIE DVORCHAK: I think then to follow all up and to conclude, this is a young boy who did struggle. And this -- you have to understand, his classroom, his classmates were in teams, so there are around 50 children in a team, but his homeroom group that he was -- he traveled with were -- at the very beginning of the year we're really concerned about him. And I like I said very nurturing and caring young children were willing to sit down with me after lunchtime when there were these problems with the language at his table. We proved -- they have the skill set to say "Stop doing that. We don't want you to sit here. You can sit with us as long as you use appropriate language. And the appropriate language is

this." So our children knew exactly to how to help guide him, the problem was it wasn't being received on his end. He was not willing. He was not able to do that. And even to the point where I would sit with them after lunch and sit and try to have some kind of pure mediation where they could all share their being very honest and share there feelings about what they wanted George to change. And the reasons why he was always finding every excuse as to why it wasn't his fault and it was there fault. So that came to a roadblock too. So all of these interventions were -- it just showed us that this was a child who required far more than what we really could continue providing. Are there any questions? Yes.

AUDIENCE MEMBER: You're asking me the [inaudible] persons are they a district person, town person or like a community organization or...

ROSEMARIE DVORCHAK: They're county and I'm going to let Donna, she can talk a little more but they are county.

AUDIENCE MEMBER: And they're all through your school?

ROSEMARIE DVORCHAK: They come to our schools. So we give them a space and they're able to then meet with the child right in our building which sometimes is a lot easier. We have great communication with them, they share information, we have that release that we can share our information between, you know, both parties. So that has helped tremendously.

AUDIENCE MEMBER: And how frequent are they in your building?

ROSEMARIE DVORCHAK: Once a week.

AUDIENCE MEMBER: For a certain amount of time for, like...

ROSEMARIE DVORCHAK: About a half hour, I believe 20 minutes, it's -- here. I'm going to turn this over now to Maggie for this.

MAGGIE ZIMMER: We have two levels of service, one is IEP based, we have some in our -- in our building five days a week to serve students that have been referred to the IEP team. And then we also have the, you know, out of school referrals and that person comes in about once a week.

DONNA KEAN: I think one of the keys that we wanted to have you recognize here is all that the Tier 1 level process intervention so to speak everything that was in placed for George. And then the connection with the students and how the students understand Tier 1 and we're trying to help one of their fellow class members. How that all works together and then when the teams, you know, are not seeing the changes there, how do you need to work until the next level and how you need to continue on and how you're SWIS data is so helpful. So we tried to put everything that we've been talking about, all these different components of PBIS tried to pull that all together to show you how it work in a case. And we have to say, I know we're out of time, but the students -- the sixth grade students at Hillcrest have just embraced this concept so much. They themselves, with three young ladies in sixth grade asked the school -- asked

Rose and the members, if they could put together a video for future students to Hillcrest so that they will understand what PBIS is and their concept. So you just don't know far reaching all of these interventions, all of these different services can come. So...