

>> My name is Anne Katona-Linn. I am the state project director for Safe Schools and Healthy Students, and my partner in crime and my codirector is Deanna Moerer, and she and work closely to oversee the three LEA sites that we have across the state. And our first program manager is Tracy Ahl, and she is from Penncrest School District. And Crawford County is the county that they are partnering with in this grant. The second we have is Todd Breinich, and he is from Carbon Lehigh IU 21. Its Lehigh Learning and Achievement School is implementing ... It's an alternative ed setting, and they are doing it. And they're also working with all of their feeders school districts as part of that, so he'll be able to talk a little bit about that, and that's Lehigh County. And then last but not least, Kim Neptune is our program manager, and actually, Molly Flood is also -- she is a supervisor with IU 21. So she's not one of the program managers. She's a supervisor. And then Kim Neptune is from Northeastern School District in York County. So, how many of you have heard of Safe Schools-Healthy Students prior to coming today? Okay, good. Well, obviously you picked it as a session you were gonna ... But have you heard even prior to this conference, how many of you have heard before? Okay. All right. So we're going to be giving you some of the key components, but we really want to give you what has been going on in the past year and let the LEAs talk the most. So we are going to hopefully be going through a little bit more quickly. Okay. So these are the objectives for the session. Obviously, just really kind of go over it briefly, what the grant is and just generally what are the successes and what are the challenges that we've dealt with in this past year at the state level and the local level, and being able to look at how are things being integrated on a larger scale for moving forward in the future. Okay. So ultimately this grant, in essence, what it is is this grant is a marrying of Systems of Care and PBIS. So those two larger systems are the two components that we are integrating within this grant, and Systems of Care has all of the child-serving systems within a county working together to focus on supporting children and youth in the community as a teen versus all separate silos out in the community. And then obviously, most of you know more about PBIS because that's why you're here. It's focusing on that school, community environment and creating the multi-tiered systems of support so that anything can be integrated to support overall children and youth in mental wellness, behavior, social-emotional wellness, all of those components. So the marrying of these two and really a partnership is really exciting, and it's neat to see some of the things that have been going on. So this is just kind of the general -- the eight standards that are part of the Systems of Care, and you can find out more detail about all of these. But these are very general standards that really -- what is the philosophy of Systems of Care. So all of counties can decide how they want to implement them, and -- but the big focus really being family and youth-driven is a huge part of Systems of Care, which that has been probably the biggest piece that has been implemented within the schools. That's a strength for Systems of Care, and it's not as much a strength for PBIS. So obviously, we have the Core Principles from Positive Behavior Support, and it's really about the framework. So it's not just the practices. It is the framework that is going to help with integrating the two components. The grant itself is actually a SAMHSA grant. It's a five-year grant, and actually it'll be ending the end of -- or September 2017, tentatively, unless something majorly changes. So these are the elements that are from the grant: promoting early childhood social emotional learning and development. Element two is promote. It's the promotion. So it's really focused on prevention and promotion of mental, emotional and behavioral health for all kids. Connecting families, schools and communities and making sure that we're not just staying in silos and school staff or county staff making decisions for people who are really are stakeholders. They are the people that we are supporting, so we want to make sure they're involved.

Preventing -- element four is preventing behavioral health problems, including substance use, and then element five is creating safe and violence-free schools. So they're very broad, but as you see, a lot of the activities -- all of the activities that go on within the grant will fit in with this. This is actually the state-level logic model. So this isn't in the PowerPoint that was posted, but we did hand out a copy. I'm not going to go through this. You can look at it, but we have the state-level version, and it's just looking at what are the imports and resources. And these are just some of the things. There really are so much more. These are the activity -- the very general activities. Some of the products, the things that are going to happen as a result, and then the outcomes are the final column. And then the next one is the local. So this is for each of the LEAs. As our demonstration sites, these are their objectives and some of the resources. So you do have a hard copy of that, and right now I'm going to turn it over to Deanna.

>> So the purpose, we are taking three locals LEAs. We have Crawford County, Penncrest School District. We have York County, Northeastern School District and the IU 21, Carbon Lehigh Intermediate Unit. And we are trying to create model sites in each of these so that the state can learn from them and that they can then scale up throughout the entire state. And the biggest thing here is that -- what she -- what Anne spoke about earlier: Systems of Care. It's a new way of doing business. We're no longer just doing PBIS and the framework and the multi-tiered Systems of Support. We are marrying these two. So we are bringing all the childcare systems, where it's DNA, early childhood, mental health, and we are combining them into the school districts to hopefully create an interconnected systems framework. So the goals: we are going to decrease bullying, youth violence, criminal behavior. We're promoting healthy development, social emotional. We are increasing academic achievement. We are bringing in zero to five early childhood education. We are bringing drug and alcohol, as I said before, and numerous other goals that we're working on. So very quickly, in order to create an interconnected systems framework, we've got to create stake and -- state and local leaderships. We have a state leadership management team. Are any of you aware of that? The state and leadership management team? Okay. They are the powers that be from all the childcaring systems and Dr. Pomarro from the Special Ed Department, and PaTTAN is now sitting on that -- on that team, and they are pretty much overseeing everything that's going on in the state. We have family here from the state leadership management team and the community of practice, and we're combining everything because it all has to start at the state level, I think you know. We're doing great things at the LEA, but we have to have some sort of fluid line between the two of them. So what we have to do, according to this grant, is only EBPs, evidence-based programs. We cannot be looking at any homegrown, even though they may be great. We can only look at EBPs. So we're going to organize programs within the multi-tiered systems of support. Is everybody familiar with that? Multi-tiered systems? Does anybody not understand that? Okay. Timely access. This is critical. We want to bring the Systems of Care into schoolbase and really scale up tier two and tier three and possibly four, five, six at the IU 21, and we want to bring all those childcaring systems into the school district so that we can get timely access. Things are there. If families have barriers, we can move through them. We can provide the services there. Enabling schools to become a model for broad-base services, which is the scale-up with the state. Meaningful engagements of families. We've talked about that. That's critical. All of our teams have to have a youth voice. We have to have family. We have systems partner, and everybody has a say, and the most exciting things that I have seen are certainly the evidence-based programs and things that are being put in there, but what's happening with the youth

and how they're driving things. Because what we think, we just did a survey at the IU where they did the survey, and what we think was important to them had nothing to do with ... It blew me away. I was shocked. So meaningful engagement really is hearing the youth voice and the family voice, and then culturally and linguistically competent practices, and of course, we all know data-driven decision making. So at the state, we have a state leadership and management team that's going through a lot of different phases, and they're really trying to figure out what their role is. So what's great is that all this conversation is going on, and sometimes it's really a little combative, and sometimes it's really great and everybody's cooperating and coming together. But through it, it's almost like the storming and norming process of groups, if any of you are therapists. So it's really going through a storming and norming to determine where they're going to go. We've started a state PBIS Systems of Care, Safe Schools, Healthy Students. We've got SAP. Project Launch is the new grant for early childhood. We've got the Garrett Lee Smith Suicide Grant. We've got all these grants the state's going after, and they're getting many of them, and we are trying to bring them all together so that nobody is working separately. And we're going to define a process to facilitate action. What are the rules and responsibilities? What are our goal? And the state is really struggling with that in a good way. So they're trying to take it to the next level instead of sitting around and just kind of talking about things. Let's be very action-oriented. So we're in the process of creating memorandums of agreement and understanding with a lot of the different groups, and we are beginning to truly identify gaps in services because we can't -- we don't really know, or maybe we know what they are in our silos, but when you start talking to the other childcaring systems, all of the sudden you're seeing, oh, well, they do that, and we have that gap, and we could leverage that and fill that gap, and you don't have this, and we could fill that. So I think it's a two-way, sometimes a five-way street here. So we're really beginning to understand what everybody needs, and how can we all fill those gaps, and then beginning process of finding and creating tools for an MTSS. One of the biggest challenges was truly ... I don't have time to go through all of this, but Anne and I, we were fish in a big pond. We didn't know what to do. We had very little direction. Not to the state's fault but through the feds. They -- there really wasn't a lot of guidance. There wasn't a lot of ... We ... That's why we handed out the interconnected systems framework tool that Lucille Eber and Kelly Perales and a lot of people have been working on, because nobody went into these schools before the grants started. Has anyone written a grant? You have two days to write it and get it in and put everything together. It's ridiculous. So nobody went and said, "Are you really ready for an interconnected systems framework?" And I think that is one tool, and Anne and I are creating tools and combining tools so that the next person that has to do this will have a blueprint to follow through, and it'll make it a much easier process. There's -- there was a lot of -- there are a lot of politics in schools that you know, when you go into, everybody's different. Some people have communication styles, some people believe in mental health, some don't. So there were a lot of different things and barriers that we kind of came up against and are working through, especially communication. I think that was pretty critical. Our biggest challenge is Todd. Todd ...

>> Fun guy.

>> Is ... Now, Tracy and Kim are -- are the -- our golden children, but Todd, we have difficulty with him. So you can see from the picture where I'm going with that. Lessons learned. I think the biggest thing

was just before we go into a district, everybody, not just the superintendent but principals, the Systems of Care, everybody needs to be at the table, talking, before we even go there. PBIS has to be done -- but -- be done with fidelity or pretty close to fidelity, and I would say 75 to 80 percent of the schools within the district. If you don't have that, I personally wouldn't be looking at an interconnected systems framework. It can be done. I know Kelly Perales has some wonderful programs in tier three through CCBH, but it isn't something ... When you're looking at bringing in Systems of Care the way that SAMHSA wants it done, if you don't have a huge amount of fidelity, it's ... It creates a lot of barriers and a lot of challenges. So I am going to now turn it over to Penncrest.

>> Oh, my gosh. I have too many tools here. Okay. Hi. I'm Tracy from Penncrest. Before I took on the program manager position, I was the CAFS coordinator for the county. I worked for Crawford County Human Services. So we already kind of had a relationship established with the district, so I think starting off, that was kind of an advantage in that way, or I kind of had some relationships established, knew a lot of our county partners, which I'll talk about in a few minutes. But as far as successes specific to the grant, for our district, we are a district of three separate attendance areas over about 400 square miles. Correct, we have Brenda here with me. And with that, it's very wide spread out. So you have three small towns that each have their own high school and each have their own elementary school and each have their own very distinct personalities, which we respect highly. And me coming from the county and then having kids living in one of those attendance areas, that was probably one of my biggest challenges, just to take that into a global mindset, because I was from Saegertown, and, oh, Cambridge? Good. But Saegertown. So again, looking at the big picture in that way and really making our district become a whole under this grant, for me it was a personal challenge. But I think that I have hopefully done a good job in keeping everybody together in that regard. Thank you, back there. Also, with our each attendance area, we're fortunate enough to have Head Start classrooms in each of those elementary schools, and then we also have Pre-K counts. So, along with that, we did -- we have implemented district-wide PBIS. So that's a huge success as well as an ongoing challenge. All of our schools are in different levels and stages of implementation as well as the staff buy-in. You see it up here as a success, and that was identified by some of the administrators. But we're still struggling, I guess is a word, to continue with the newer schools. It's just a completely different mindset, as you know, and they're really -- they are working hard. They're here at this forum, and so we're just moving forward with that. Social marketing was a success in that we are trying to get more information out about Safe Schools, Healthy Students. Most of our students, I should say, wouldn't know what that meant specific to the grant, so I've been trying to get out there, do some of our events at the district. We had a staff kick-off that I got to speak in front of six -- 400 staff, I don't know. But we're just slowly trying to get the understanding and the knowledge out there about the grant, because that really is an important piece of the buy-in overall and the elements and the goals. I think it's really important for the entire district, every staff, every student, to understand what we're trying to do. The other big success, I guess, that we'll focus on, is the trauma-informed care. Our community, our county, is really moving forward in trying to become more trauma-informed. We're looking at ... We're working with a particular provider agency who has a grant through PCCD, and we're just ... Kind of the goal for the county is to become trauma-informed. So Penncrest is also taking that on, and we're kind of looking at trauma-informed care as part of the why for PBIS. So I think that was important, again, for us to get that

message, that understanding, to our staff and faculty. And then youth mental health for state is another opportunity that we've had through the grant. So we were able to send four people: two district staff, myself, and a county partner. So again, we're pulling in the county. We're partnering with our county human service staff, and we have four trainings scheduled for this summer. Really due to the grant we're able to fund that and then pay for the staff to attend that, so that's huge in the world of Safe Schools, Healthy Students and just getting the awareness out to all the staff at every level. So I'm excited about that. Let's see if I push the right button ... Yay. One of the other successes, opportunities we've had is through the grant, we attended conferences. We were able to be trained as facilitators in RENEW. That is very exciting. I was fortunate to be one of the facilitators, and I've actually gotten to work with one of the students. So if you're not familiar with RENEW, I know a lot of the sessions have talked about that. Just as a tier three, that's just been really fabulous opportunity for us to infuse right now. We only have it in one of our high schools, who's been implementing PBIS for about 7 years. We kind of, by default, have it in a second high school because the student who started in Maplewood is now in Cambridge. So that's kind of why we facilitated. And that's the other great part of RENEW. It follows ... It can follow the student. So we're excited about that. And then I guess, again, a success through the grant, and I'm obviously putting all this under the grant because that's where we were able to really grow and take advantage of a lot of opportunities that we wouldn't have otherwise. But we are attending a lot of different conferences, specifically I named this one, because out of that, Advancing School Mental Health, we had the opportunity to meet with some national consultants and kind of talk for the first time very intentionally on the LGBTQ group. We have a couple students within our district who are actually transgender, and that's new to our district, and our administrative team was very open to pulling in that person. Brenda was very integral in bringing Jeff Poyer in, had that meeting. We now have a connection with the Out of the AIR Consultancy. I forget what AIR stands for. I should know that, but sorry, I don't. Jeff Poyer and then the Pennsylvania Student Equality Coalition, they came. So we're just kind of growing our partnerships again under the name of Safe Schools, Healthy Students, which is super exciting. Um, more successes. Wow. We're busy. Okay. Youth Leadership Summit. Real quick, that's something that we're taking on this year. We had a local consultant who had been doing a lot with the PAYS data, and so if you weren't familiar with the PAYS data or realize that that is really where we're getting a lot of our information from, based on ... You know, we're basing a lot of our goals and objectives from the grant on our individual district data. We're taking that to the next step, and he is going to work with 60 of our students from our three attendance areas, grades seven through 11, and we're going to establish a district leadership team with our youth. So that's going to happen in June. But the other big part of that is we're going to then roll that out to the county, because we continue to work with Systems of Care through our district, and we already have kind of ... We had established a good partnership. Our superintendent was already part of Systems of Care, but we really believe strongly in bringing in the entire county to benefit from what we have right now at Penncrest through Safe Schools. So that's going to be one of the ways that we're able to do that, and again, I think community partnerships is up there because I've elaborated much already in a couple minutes on the success of this particular grant, this partnership, this initiative, would not be occurring in Crawford County if we didn't already have some of these partnerships established. We were fortunate not to have to start from scratch and build a lot of these new relationships, so for that we're thankful. Some of the challenges ... I won't read through all of them. I think one of the obvious one would be all these

different opportunities, the trainings, the conferences, you know, takes teachers out of the classroom, takes administrators out of the office, and so that's been a challenge, and we're trying to get very creative how we can juggle that. Sub coverage for our district is a challenge. Just normal -- we just don't have enough subs. So even if we say yes, we want you to go, finding the people to keep them -- allow them to leave the building has been difficult. So we're trying to do more with bringing trainings in, building it within meetings that are already occurring. Our SAP, you know, has a district meeting. We've done a couple things with them. We are focusing more on the youth and family involvement, and that's just been challenge. It's hard to get students to ... You know, you don't want them missing educational time, academic time, but yet it's important for them to be a part of this huge partnership and really start practicing some life skills and working with partners and teams. So we're continuing to figure out creative ways to get them more involved and the families as well. Mentioned time. You know, always looking at ways to sustain. So with any decision we make, you know, it's not -- this can't be a one-year, two-year thing. It really doesn't make sense to bring everybody together, spend all that time working on something really great, knowing that in 2 1/2, 3 years you will not have a way to sustain it. So that's been a huge challenge, but one that we're being very creative or trying to be. And again, I think just managing additional responsibilities. So you have district staff, whether they're at the administration level, at the building level, already doing everything that they're supposed to be doing and above and beyond, and then we bring in Safe Schools, Healthy Students, which does add to their to-do list. But again, I think that's one of our challenges is to start working smarter not harder. We say that constantly, don't we? But again, that's just -- it's a process. So we're continuing to work on that. Lessons learned, I was able to get a lot of feedback from our building administrators, specifically on this particular slide, which I think is good. Social marketing is important. When you're talking about a very new and very big initiative, keeping the big picture in mind. Where do we want to be? What should this look like in three years? Where do we want to go? We need to continuously do better at reminding everybody as to what the big picture is because we're only getting there on these baby steps. So sometimes the frustration levels are high and intense because there's so much to do with very little time. Planning ahead, the timelines are very imperative. I've learned that the hard way. With the district and the board meetings and the deadlines and oh darn, I missed that one. So, yeah, that was maybe more my lesson learned, but ... Managing data, that's been huge, and I think one of the principals had input -- give me that input regarding shared team processes. So they're really working hard at building levels to look at that data, bring the teams together specific to PBIS, make their decisions based on data. The other lesson learned is really trying to upfront, for us, especially going district-wide, have that coach, have that external coach. Have that coach be someone who has the flexibility in their schedule. Right now we're fortunate to have our Supervisor of Technology doing the best he can, but he already has a full-time job. So we're kind of starting to look at that as to how we can be a little more creative on getting that extra support in because we want this to sustain. We want PBIS to be a district-wide initiative, and we don't want to lose that momentum. So that's important. And I think celebrating successes with everyone. That was also given -- shared to me with a building principle. Just every little step you make, every little positive goal that you achieve, celebrate it. Send it out in an e-mail. Share it at meetings, whatever it takes. So I think that we can continue to work harder at doing that, and I think that's it for me. So thank you.

>> Hi, I'm Kim Neptune. Before I was a Safe Schools, Healthy Students program manager, I was a psychologist working with children in the district of Northeastern School District. I was contracted through a private county agency, so that's how some of the people in the district knew about me and knew about my passion for children. I've also had quite a few years of experience in administrative and management, and I think that also led well to this particular position. A lot of the stuff that you heard from Tracy as far as challenges and lessons learned at Penncrest are some of the same challenges and lessons learned that we had at Northeastern, but we'll start with our successes. The first thing for success is that we did have PBIS in our school prior to 2014. Four of our eight buildings are trained and implementing PBIS. I can't say with fidelity, but we're working on that. We have our fifth building being trained this academic year, and sixth and seventh holding will be trained 2015, '16, and then the final one in 2016, 2017. Our district is made up of eight buildings. We have a high school, a middle school, two intermediate schools and four K through three schools. One of the successes that we have had through the grant is that we were able to have two of our feeder childcare centers, early childcare centers, start PBIS in the childcare centers with the wee little ones. So we're hoping that that's going to lead to success long-term because we will have students trained from the time they are preschool-age level and infant-age level all the way through to the high school level. So by the time they get to the school buildings, they're already going to understand that you will be recognized and rewarded for positive behavior so that it becomes a culture instead of an expectation. All eight buildings are in the process of aligning expectations. I can say we have achieved that. All eight of our buildings, some of them were tracked, some of them were cubs. They were doing PBIS differently. So the administrators had a powwow about three weeks ago. It was a long, drawn out process because every administrator, especially the ones who were already PBIS trained, are very faithful to how they were doing PBIS, and their little cub stickers and their incentives. And so they had to come together and say instead of operating in silos, we're going to operate as a community so that whenever a student left the intermediate school where cubs was the expectation, it had different rules and guidelines, and then they come to the middle school and it's a whole different ballgame. It's now seamless. It's tracks for everybody, and so from the time that they are the wee little ones in the early childcare center until they get to high school, it's going to be the same rules, same expectations. Slightly different per building and per social emotional level, but it's going to be aligned throughout the district, and we are part of the PB - - PAPBS network. Social marketing is also a big thing for us. In order to get the big picture out, we did have a kickoff in the fall for all of the staff where we presented what is Safe Schools, Health Students. But again, at that point we did not have the blueprint. We did not have the logic model. So we didn't have our game plan of exactly what does Safe Schools, Healthy Students mean, and exactly what do you want us to do. So this year has been a little bit of a challenge in trying to get everybody on board with exactly where we're going. Up Penncrest. I do. Okay. So we did have our first kickoff, and then another social marketing event that we had was for the community, and I'll get to that one a little bit later. One of the successes that we have had in our district, and it's -- I had a slight advantage because I was working in the district with the mental health component, I had access to some of the youth, and when I started working in this new position, these youth knew me, and they said, "What are you doing now, Ms. Kim?" So I told them. Like, "Can we do that?" So I had eight students or I think it was five students initially. We're now up to eight students and more students literally daily knocking on my door, saying, "Can I be a part of this Safe Schools, Healthy Students leadership team?" So we have youth who are

now involved in overall district decisions, and we're starting it out with the Safe Schools part and the PBIS part, identifying with the students what do you see as incentives. What do you see as some of the problem areas in our district. What would you like to do to help us with marketing Safe Schools, Healthy Students, getting the word out to the students, to the staff, to your families and to the community members about what is Safe Schools, Healthy Students? What are you guys doing at Northeastern School District? And I'll talk a little later about some of the things that the students have done. It's very exciting. One of the things that they did initially is Suicide Awareness Day. One of the students, who's very passionate about suicide prevention, said, "For Suicide Awareness Day, can we create these orange pins?" They funded it completely themselves, made orange pins, handed them out to as many students as they possibly could. Kind of like the yellow ribbons or the pink ribbons for cancer, there were orange ribbons for Suicide Awareness Day. So they handed those out to as many students and staff as possible. Mental Health Awareness Week, they made posters, put them all through the school about mental wellness. They attended the Safe Schools, Healthy Student meeting to provide youth voice in the development of the Pennsylvania Safe Schools, Healthy Student Comprehensive Plan. So we had five students, juniors and seniors, who helped create or had a voice in creating the logic model that we are now following. They collaborate with Systems of Care to create a public service video. This is the one I was talking about. It was so exciting. This was a collaboration of Systems of Care, Communities That Care, Drug Free Pennsylvania and then our youth leadership team. It ended up being a lot more people involved, but we had a \$5,000 grant from Communities That Care to create a public service announcement to destigmatize mental health. Systems of Care, at that time, was also saying, "Gee, we want to do some stuff for Mental Health Awareness Week." Our youth attended the meeting. They said, "Why don't we -- Why don't we make a video?" One of the youth said, "Why don't we make it a competition throughout the county?" So this one small project, because of the collaboration, grew throughout York County, and they invited all the different school districts to participate in entering a public service announcement video, 60 second, 30 second or an audio 30 second, to destigmatize mental health. And we had 14 entries, and we picked the entries, and currently the first entry in the 60-second video is going to be shown at a local movie theater before the feature presentation for two weeks. We have another county agency that's now going to pay that theater to show the video throughout the entire month. We have two radio stations who are airing the audio entries that won. All of the districts who entered are showing the different videos and audio entries from all the different districts during the month of May in their morning announcements. So youth throughout the country are really starting to become involved and engaged and then created and submitted -- they created and submitted one of their videos, also, and they did come in I think second place. Current evidence-based programs, the successes that Northeastern has, is that we do have a school-based mental health program, and that's in all eight of our buildings. We have Club Ophelia, which is a relational aggression group. We have SMART, which is the Student and Mentoring -- Mentors Achieving Results Together. That's through Big Brothers and Big Sisters, and we pair a high school student with an elementary student. We have Check and Connect, and we also have Too Good for Drugs. I just found that out not too recently here. Through the grant, we were able to install yet another evidence-based program, and that is the Youth Mental Health First Aid. We have three district staff members who were trained for a week to be trainers of Youth Mental Health First Aid, and so far we have trained 51 staff members. We have, I believe, six trainings scheduled for the next year. We've trained not only district staff but

community members. We're looking at offering it to community families, to community businesses, and we're going to hopefully train our school board members as well. Social marketing campaigns, as I mentioned, to raise awareness of Safe Schools, Healthy Students during their 19th annual craft fair, which kind of seems like, wow, craft fair? That's where you do social marketing? But they come out of - they come out in the community for this big craft fair because it's right before the holidays. So it's a very good opportunity to reach a lot of our community members, and we simply handed out totes, magnetic clips, drawstring bags with Safe Schools, Healthy Students, and then we had a post there talking about what Safe Schools, Healthy Students was to try and get our families and our community members aware of what Northeastern School District is trying to create: this culture, this environment of a safe school with healthy students. We also had our school resource officer who is also available through the grant. School resource officer did child fingerprinting for over 50 families for free. We collaborated with Systems of Care, Community Cares for the PSA that I mentioned. Some of the challenge is district buy-in. When you hear Safe Schools, Healthy Students, what do you think that means? Well, for some of our administrators, safe schools meant security, buzzer systems, cameras, school resource officer. So we tried to increase communication, as Tracy said. That's one of the biggest challenges that we had is communicating to all of the district members and to the community members, everybody's busy. There's this new grant that came in. These few people are managing it. That's their work. But when their phones started ringing, say, "Can you tell me how many office discipline referrals you had for your school? Can you tell me how many students that you had that were referred for mental health from your building?" That's whenever the administrators started saying whoa, whoa, what's going on with the Safe Schools, because this is a lot of work for us. We were not expecting that. So kind of getting a buy-in from the staff and from the district and everybody on the same page about what is Safe Schools, Healthy Students, what do you need from us and where are we supposed to be going with this. Another challenge is identifying and establishing evidence-based programs that will fit with our school. Is it a program we can afford and sustain? Is it a program that we have the expertise to implement in our school? Does it meet the needs of our district? Do we have enough staff members to run the program? Great program, but does it fit? Sporadic attendance at some of the meetings. Everybody's very busy, so to have a meeting that everybody can attend, the administrators, the teachers, the community members, family ... It's very challenging. Identifying protocol and utilization related to the school resource officer. Some people feel the school resource officer is there to discipline. It's just a heavy hand. We're going to get things straightened out. And our goal for the school resource officer is for them to see this as a positive thing instead of -- a positive officer who is a resource that you can go to. PBIS is not currently implemented with fidelity, as I mentioned. Managing additional Safe Schools, Healthy Student responsibilities in addition to the current district responsibilities is a challenge, and again, conflicting views on how to research and implement evidence-based programs. Lessons learned is that there's different interpretations of what Safe Schools, Healthy Student is. Clear communication, as I mentioned before. Ensuring all team members have buy-in for the long-term, because some team members, we found out, once we achieved what their individual goal was, they didn't come to meetings anymore. So making sure that everybody is there for the buy-in for the long-term. Ensuring that team members have long-term buy-in and that nothing is free. If you're going to have a grant, it's going to come with requirements. There's going to be data collection. It's going to be additional time and additional effort.

>> Well, good afternoon. Thanks for being here. I know it's late in the day. Just a little background on us, we're a little different than Kim and Tracy's program in that we're not a district. We're the intermediate unit. So the program that has been identified to do the Safe Schools, Healthy Students grant in is one of our community alternative schools. We take students from the different districts within our counties, so there are nine districts within Lehigh County, and we also work with Carbon County, which has five. So we get students from 14 different school districts. That presents some different challenges. However, one of the major differences is because we're not our own district, we are much, much smaller. We're one school, whereas they're a district. So you're talking multiple buildings, a lot more staff than we have, that type of thing. But one of the things that we were tasked with as part of this grant was whatever we do, there has to be some type of sustainability to it. So if you're going to put money into it, when the money's gone, make sure that you can continue with it. Sustainability has always been one of our focuses. As that being one of the key things we've had to keep in mind, we wanted to look at how could we do that, and we felt one of the best ways to do that was rather than just sending people to trainings to be educated, let's send them to become trainers so that they can come back and they can train others. So we've gotten a number of staff trained in various things like PCIM, which is ... Oh, Tim. Help me. Professional Crisis Management, thank you, as well as Aggression Replacement Training, CHAMPS, which I'm going to have Molly talk about in a little bit, Behavior Interventions, and Youth Mental Health First Aid. So we have people that are trainer of trainers in all those, and beyond the scope of the grant, those things can continue. We can continue to work with our staff and staff from the school districts to train them in that. One of our other successes is that we have begun implementation of a universal screening tool. We have a number of school psychologists who got together, and we gave them the task of looking into what was available and out there. They looked at a number of different realms and domains for each of those, cost being one of those and so forth, and they narrowed it down and identified one that they'll -- that they choose to use, and that was the BMIs. So we have begun screening, and we've done two rounds -- right, Gina? And we will do a third before the end of the school year. So we've been able to collect some data on our students and on our school. It's given us some useful information. We're able -- it's a very useful tool, and, to be honest with you, at this point, we have not utilized it, really, to its fullest extent. There's a lot of things about the BMIs that we could continue to use and we will do in the future. For instance, it allows us to progress monitor. That's a piece that we haven't used yet, mostly because we've just gotten our feet wet and we just wanted to see, initially, how does this thing work. But that is a component that we will choose to probably look at for next school year. And then PBIS, we have been operating all three tiers of PBIS with fidelity for a few years, so that has been certainly a success for us. Youth Mental Health First Aid is an area that we've chosen to also identify. We have a community partner through Systems of Care that had some grant money available to do some Youth Mental Health First Aid stuff, and we chose to work with them and kind of combine our forces and our funds to roll out Youth Mental Health First Aid into our community. We have gotten seven of our staff, I believe, currently trained in Youth Mental Health First Aid. We will have another four trained in about two weeks, and we are in the process of finalizing plans to host a community training for our school districts. Up to 30 staff members from the various school districts within our country will become trained, and all we've asked is that they will go back, then, and start training the staff within their schools and hold trainings as well for parents and people from within their communities. So the idea being that the IU

people, we will train our own staff. The school district people that get trained as trainers will go back and train their staff, and then we will work with community agencies to partner with them to roll that out, then, to others within our community, like youth-serving organizations and faith-based groups and so forth. Let's see, mental health services. We also this year began formulating a SAP team, which we had not had before. We've put about 32 students, roughly, through our SAP team this year, and through that we've been able to get those students behavioral health assessments with one of our partner organizations called Pyramid, and we've also, through that, then identified a group of students, for instance, who benefited from a group that we implemented this year called Choices. So we have a number of our students being serviced in various ways through the SAP team. Some of our students are also sent through our outpatient clinic that we operate out of our school, which we've seen a significant increase in the number of students that have gone into that program, and our school also operates a partial hospitalization program that some of the students can be funneled into as well. We, this year as well, hired a school resource officer, and that's been a big turnaround for us. We've seen significant data outcomes that have shown how positive having a school resource officer has been, and Kim just talked about a school resource officer. One of the things that we wanted to make sure, when we hired that officer, was, just like she said, a lot of our students, they come from either already having been involved with the law themselves or someone in their family has been. So their perception and image of law enforcement is extremely negative. We wanted the officer to be seen in a much more positive light, so a big part of his role is just to get out there, talk to the kids, be a positive influence to them, and we do have a fair number of students who seek him out on a daily basis just to say hello. Sometimes, if they're sensing they're in crisis, we have students who choose to go down and talk to him when they know they're going to lose control, and he's able to sit down and talk to them, and that keeps them from doing some stuff that they would have probably gotten into trouble for before. So, as a result of all the hard work that he's put in and what he's done, we've seen a tremendous drop in the number of students that we've had arrested from last year to this year. One of the other things that we chose to do with our school police officer is try to embed him within our various tiers of our PBIS. So he, for instance, has been trained in Aggression Replacement, and he sits and trains with one of our other staff for some of our students that are identified for that group. That's a unique component that we've chosen to utilize him for that allows him, again, to be seen in a whole different light than a normal police officer would. The other thing that I think we've been proud of is our collaboration with community partners. The list on the screen is a number of the partners who we work with pretty closely. I would say the Systems of Care people in our county have been extremely supportive of us and have worked tremendously well with us, and we were also very fortunate to bring the United Way into our court team, and through their resources and their context, we have been able to even push our efforts even further. Challenges: We are a small school. I said that before. Small school means we don't have as many staff as what the school districts do. We have less than 40 staff in our school. So when we look at the scope of what we try to do with Safe Schools and Healthy Students and all the elements and all the things that we're trying to implement, we're asking a lot of the people that work within our schools. Many of them are taking on above and beyond their normal roles. They're taking on additional responsibilities with being on sometimes two, three different committees, serving on various teams, and I gotta be honest, I've not yet had a staff member who I've had -- who I've gone to and asked, "Could you please do this for us?" who's turned me down. So we're -- we have a very willing staff that's very

willing to do whatever it takes and put in a lot of extra work to make sure that our efforts are successful. One of the downsides to asking them to do all that work is we do run the risk of burnout, and it is a constant conversation that Deanna and I have about how quickly we push things along and what I can ask of our staff to do, because there may come a day when I can't ask them to do more than they already are. The other issue we have is student and parent involvement. We don't have a lot of students in our school compared to a regular school district. We are a very rural school as well. So, for instance, an inner city school who might host an after-school activity where the kids can generally live in that local vicinity, can walk to the school or the parents can walk to the school, we don't have that. Every one of our students has to be bussed to school, and it's sometimes several miles for them to be bussed. Some of our parents that -- of the students that go to our schools, they don't have transportation. So them being able to get to us is a challenge. It's a challenge for anything that we do, whether it's just a regular IEP meeting, where it's, you know, some type of an after-school activity we plan, that's definitely a barrier that we have to try to work around. We do have a sister location in Allentown, and we have started to try to utilize that school as well because that school does fall within the city limits of Allentown, which is one of our bigger cities in the state, and we're trying to use that as a location to be able to host some more of our activities to try and bring in and get more parent involvement. Feeder school districts. Like I said, we work with nine different districts just in Lehigh County alone. Each district operates their own way. They like to do things the way they like to do things, and sometimes it's difficult to work with each one of them, to meet each one of their needs in a different way. Each of them have a different level of implementation of PBIS that they're at, and each of them have a different willingness to work with us. So that's been a significant challenge, and then we have a significant number of students who are truant, are transient on a daily basis for a number of reasons. We have a lot of students who are free and reduced lunch students, and so they relocate a lot because of parent needs and whatnot, or they miss school because of their need to help out with mom or dad and their responsibilities at home with brothers and sisters, or sometimes our kids end up getting to court-mandated placements or drug and alcohol treatments or whatnot, or they struggle with homelessness, and because of that they can't get to school. So we do see a fair number of students who are truant on a daily basis. Again, that number we've tracked over the last year, it has improved. Not a whole lot, but it is starting to move the needle in the right direction. Um, inter-agency, I forget what I was ... Oh. Within our own agency, like I said, we have a great staff at our schools, and a lot of the issues that we've had have just been getting people educated in what we're trying to accomplish and what we're trying to do. I mean, the first year, to be honest with you, I felt like my head was spinning most days. I came into work, and I didn't quite grasp the whole concept of what Safe Schools and Healthy Students was about. So for me to share that with other people from within the school is sometimes a difficult thing, but I think as we've gone along and we've become more involved and we're more comfortable with it and our staff are more understanding of it, again, that's created additional buy-in from them. But it has been a challenge. Lessons learned: I would say probably one of the greatest lessons we've learned is that we have great partnerships in our county, and we've been able to join forces with a lot of them and do a lot of good work. I also think that, when I look at what we're trying to accomplish, I've sort of taken the approach that I don't have to learn to be an expert in every area of this grant. There are enough experts that we can tap into out there. So it's really finding those experts, putting them in the right position and then getting out of their way and letting them do their job. So I've

kind of taken that approach, and to date it's kind of worked pretty well. Data: We didn't really do a whole lot with data before the grant came around, but it is certainly something that we have learned how to utilize. I think they changed my saying. I really ... I think I had said, when I sent the slide in, that data drives the bus, and it really does. It drives the bus, and it's kind of pushed us down the highway as we've gone on this journey through Safe Schools and Healthy Students. We do have a lot of work to do. When you look at the scope of what we're trying to accomplish before the grant expires, there is still a tremendous amount to do. So what we've tried to do is realize we've come a long way. We have a long way to go, but we really just try to enjoy the ride while we're taking it. So well, before I get you to questions, I'm actually ... We have three minutes. I'm gonna skip you.

>> Ouch!

>> If you have any questions on CHAMPS, come see me. Matt and I are both great facilitators in the area, and I will be more than happy to share about that [INAUDIBLE].

>> Right. Okay, so I will take ... Actually, I won't take questions. I'm going to turn it over to Anne and Deanna and let them field the questions. But if you do have any questions for any of us as the project managers or for Anne and Deanna, I know you're probably all hungry and it's all about time to go, but if ... We'll stick around for a few minutes. If anybody has any questions, we'd be glad to talk to you. All right. Thank you.