

>> I loved our training for RENEW. First of all, it wasn't your basic training where you sit down and you just have to get information over and over again, and just listen and write; like, it was hands-on. We got to get up and do a lot of the interactive things. And I really thought that was beneficial for us to learn the program.

>> Our high school behavior specialist went to the core team training. We had several regular ed teachers that went; a transition coordinator and a special ed teacher. We wanted to have a wide range represented. And we wanted to get them to see the process, to understand the process, to begin to see how it would fit with what we had in place, and expand what we had in place. We wanted to get people first who could commit the time to go through the process. But then quickly, within the first year, we saw that that wasn't enough, that we really truly had to get teachers involved, more people engaged, and really roll it out widespread at the high school.

>> I was interested in becoming a facilitator because I needed and wanted more tools in my tool box to work with students. And I particularly liked the idea that it was a student-driven process.

>> And it's just taking that time and mapping it out was just exactly what the thing that I needed, that extra piece that I needed in my job.

>> I knew that it would give me a chance to get to know them better, and also to let the students get to know me a little bit better.

>> The training was incredible. The day went so quickly, because I was so interested and involved in the training.

>> We went step-by-step through the entire process, and identified all of the different mapping techniques. And by the end, I felt very confident and very excited to have a student-driven process that was led by the student, in order for them to be more successful.

>> We also got to practice in roleplay, and ask a lot of good questions. And I felt really armed well after I left. We were going to be able to really get in-depth with the kids and learn about them from their point of view, and as much as they wanted to share with us.

>> If we can do this and bring some students back into the fold, I'm all for it.

>> Instead of just looking at students, why they don't go to class, why they're not doing good, why -- like what can we find out about them personally, and to learn from there.