Welcome! Please Sign In

https://forms.gle/P6T5Dj6s4hjHxxNC9

Or, use this QR Code
PBIS Tier 1, Day 1A Training
September 30, 2021

https://www.ycoe.org/pbis
Who is in the room today?

Patwin Elementary

Virtual Academy

Plainfield
Small School with Big Expectations

Beamer Park
Preparing and empowering all students for a future of endless possibilities
Yolo County PBIS Timeline

- **Fall 2019**: Superintendents approve 3 year PBIS Initiative
- **January 2020**: 22 School Site Teams Begin Tier 1 Trainings
- **March 2020**: COVID-19 School Closures
- **Fall 2020**: Rescheduled Tier 1 Training Days 3 & 4 and 4 WJUSD sites begin Tier 1
- **Spring 2021**: 18 Sites Begin Tier 2 Trainings
  - 2 DJUSD sites in Trauma Informed/Equity w/ PCOE
- **Fall 2021**: New Tier 1: 4 sites
  - Tier 2: 9 sites
  - Tier 2+: Implementation Support 18 sites
Micah Studer  
Assistant Superintendent, Equity & Support Services

Deborah Bruns  
Director, Teaching & Learning

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MTSS Program Specialist

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Administrative Secretary, C&I

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Differentiation Specialist

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Acknowledgments

Center on PBIS
www.pbis.org

Co-Directors:
- Heather George, University of South Florida
- Tim Lewis, University of Missouri
- Kent McIntosh, University of Oregon
- Brandi Simonsen, University of Connecticut

Senior Advisors:
- Robert Horner, University of Oregon
- George Sugai, University of Connecticut
Acknowledgments

California PBIS Coalition
www.pbisca.org

Midwest PBIS Network

Northwest PBIS

Nevada PBISTA Center
# Group Agreements

<table>
<thead>
<tr>
<th>Respectful</th>
<th>Responsible</th>
<th>Committed</th>
</tr>
</thead>
</table>
| • Start and end on time.  
• Listen actively (and without distractions).  
• Mute yourself when not speaking. | • Your participation will result in systems and practices that will benefit all students.  
• Participate in live or virtual discussions and activities.  
• Practice self care.  
• Give your full attention. | • Expect to begin tasks that will need to be finished later.  
• Expect committed trainers that will provide feedback and encouragement. |
## Tier 1 Training Sequence

<table>
<thead>
<tr>
<th></th>
<th>Day</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1A&amp;B</td>
<td>Overview, Team Development, Behavioral Expectations</td>
</tr>
<tr>
<td></td>
<td>2A&amp;B</td>
<td>Lesson Plans, Posters, Acknowledgment System</td>
</tr>
<tr>
<td></td>
<td>3A&amp;B</td>
<td>Function of Behavior, Responding to Problem Behavior, Consequence Systems</td>
</tr>
<tr>
<td></td>
<td>4A&amp;B</td>
<td>PBIS and the Classroom, Kickoff,</td>
</tr>
<tr>
<td></td>
<td>SWIS</td>
<td>School-Wide Information System</td>
</tr>
</tbody>
</table>
### Training Objectives: Days 1A&1B

**Teams will:**

- Understand PBIS Foundations
- Understand and assign team member roles
- Develop team purpose and team agreements
- Develop school wide Behavioral Expectations
- Develop a school wide Behavior Matrix
- Create plan to orient staff to PBIS core features
## Let’s Get to Know You!

### School Name

<table>
<thead>
<tr>
<th>School Logo</th>
<th>Interesting Fact about your district</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Names of your team members</th>
<th>Picture from the web that best characterises your team</th>
</tr>
</thead>
</table>
Who is in the room today?

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Google Activity Slides

What is PBIS?

School Name:

What I Know about PBIS:

What I Want to Know about PBIS:
Why PBIS?

- Reduction of over 6,000 office referrals
- Reduction of 1,032 suspensions
- Over 1,700 learning days recovered
- 864 teaching days recovered
- Over 570 leadership days recovered

- Research in 28 programs in New Hampshire

Positive Behavioral Interventions and Supports in New Hampshire: Effects of Large-Scale Implementation of Schoolwide Positive Behavior Support on Student Discipline and Academic Achievement

Howard S. Muscott, Eric L. Mann
New Hampshire Center for Effective Behavioral Interventions and Supports, Bedford
Marcel R. LeBrun
Plymouth State University, Plymouth, New Hampshire
PBIS Within the MTSS Model

- Multi-Tiered System of Support
- PBIS is the only behavior initiative specifically named by the US Department of Education
Shared Features of RTI and PBIS

- Team based
- Implementation fidelity measures
- 3-tiered continuum
- Data based
- Universal screening
- On-going professional development
PBIS is:

“…an MTSS *data-drive decision making framework* for stakeholders to establish the *climate and culture*, and the multi-tiered social, emotional, behavioral and mental health (SEB) supports needed for schools and similar organizations to be *effective learning environments for all youth and staff*.”

✔ Increase Effectiveness and Efficiency
✔ Supports Consistent Adult Behavior
✔ Process for Continuous Improvement
✔ Framework for Aligning Initiatives
What is PBIS:

PBIS is not:
- A canned program
- Throwing out the baby with the bathwater
- Being sweet and giving stickers
- Ignoring inappropriate behavior
- The new pendulum swing
- A one-shot training

PBIS is:
- A 3-5 year commitment
- Working towards a common language and practices
- Teaching, modeling, rewarding
- Consistent discipline practices
- Evidence based practices
- Commitment based on needs
Tier I Core Features

All students, All staff, All settings

- School wide expectations defined and taught
- Procedures to encourage expected behaviors
- Procedures to discourage problem behavior
- School-family partnerships
Which is First … Academics or Behavior?

- Over the past 50 years, solid evidence has accumulated indicating that academic skills and behavior are linked, meaning that students with low academic skills are more likely to exhibit unwanted behavior in schools, and vice-versa

- (Allyon, Layman, & Burke, 1972; Gray, Carter, Briggs-Gowan, Jones & Wagmiller, 2014)
Every Kid Needs A Champion

Rita Pierson

https://www.youtube.com/watch?v=SFnMTHhKdkw
Breakout Room Activity

Current Disciplinary Practices

Discuss your current disciplinary practices and how they can affect relationship at your school site

<table>
<thead>
<tr>
<th>Staff/Students</th>
<th>Staff/Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff/Families</td>
<td>Student/Student</td>
</tr>
</tbody>
</table>
PBIS is a...

Framework for enhancing the adoption and implementation of

A continuum of evidence-based interventions to achieve

Important academic and behavioral outcomes

For ALL students
What Is The Purpose of PBIS?

PBIS makes school learning environments:

- More effective
- More equitable

And is for ALL students.
California PBIS Framework

Student Voice in PBIS

https://www.youtube.com/watch?v=gCi_JsxtpoM&t=35s
PBIS: Continuum with a Solid Foundation for All

Universal Prevention
All Students
- Core Instruction
- Preventive
- Proactive
- Acknowledgement system
- Common Rules and Expectations
- Common Referral System
- Common Core
- Social/life skills
- Career Readiness

80%

7-15%

1-5%

Intensive Intervention: Few Students
- Individualized
- Function-based
- High intensity

Targeted Intervention: Some Students
- Supplemental support for identified groups
- High Efficiency
- Rapid Response time

All students in school
PBIS is a Framework (not a program)

Process for building PBIS framework:

1. Determine the need
2. Attend PBIS trainings
3. Lay the Tier I foundation
4. Install the systems (teaming, behavior expectations, consequences, data systems)
5. Sustain Tier I; Use data to determine additional tiered supports
Experimental Research on SWPBIS

SWPBIS Experimentally Related to:

1. Reduction in problem behavior
2. Increased academic performance
3. Improved perception of safety
4. Reduction in bullying behaviors
5. Improved organizational efficiency
6. Reduction in staff turnover
7. Increased perception of teacher efficacy
8. Improved Social Emotional competence

Chat Box: Which one of these outcomes would make the most powerful impact at your site?
Figure 1. Integrating Schoolwide Positive Behavior Support and culturally responsive practices. Vincent, C.G., Randall, C., Cartledge, G., Tobin, T.J., & Swain-Bradway, J. (2011).
True or False

PBIS is…

Only for students with challenging behavior
Just an acknowledgement system
A framework to support ALL students
Evidence based
A program/curriculum
Only happening in California
Typically installed in one year
Only for elementary school students, because they don’t know how to behave yet
“Doable” through the leadership of one person per school site
Tiered Fidelity Inventory (TFI)

- Implementation fidelity measure
- Are adults doing what we said we would do?
- 70% indicates fidelity
 Tiered Fidelity Inventory

What is the TFI?
- PBIS assessment tool
- A single, efficient, valid, reliable guide to implementation
- To be used 2-3 times annually
- Should be shared with ALL staff and stakeholders

How will you use the TFI?
- Action Plan aligns with TFI items
- Each training day will include content from the PBIS core features
- Team will complete TFI survey at end of training, this will guide site implementation team work
Alone we can do so little; together we can do so much.

-Helen Keller
Teaming

TFI Items related to this section:

• **1.1 Team Composition:** Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.
Who Should Be On the Team?

- Administrator(s)
- Broad representation from:
  - All grade levels/departments
  - Special education
  - Paraprofessionals
  - Art, music, P.E.
  - Student
  - Family
  - Larger schools may require teams/subcommittees
A representative PBIS team allows the school to:

- Align PBIS goals, school mission, and vision
- Establish multi-year action plans
- Capture voice and choice from the school community
- Development communication and dissemination plans
- Ensure that student social behavior is a priority
- Develop coaching supports
- Facilitate data based decision making
# PBIS Team Members - Handbook

## PBIS Team Members

### Tier I: Universal PBIS Team

<table>
<thead>
<tr>
<th>Member</th>
<th>Typically filled by</th>
<th>Role &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Administrator: Luke Anderson</td>
<td>Principal and/or Vice/Assistant Principal</td>
<td>Takes a lead in guiding problem solving &amp; supports staff time for PBIS meetings.</td>
</tr>
</tbody>
</table>
| PBIS District Supported Team Coach: Kim Wood | District level staff:  
• School Psychologist  
• Counselor  
• Teacher on Special Assignment  
• Other | Supports the school teams that are implementing PBIS. Attends PCOE Coaches Institutes (3x per year). |
| PBIS Team Lead/Facilitator: Kerri Fulton | Certificated staff member | Facilitates monthly team meetings. Serves as the lead contact for the team. Works with the District Coach in implementing PBIS. Attends PCOE Coaches Institutes (3x per year). |
| Classified and Certificated Staff: Denae Rollins; Michael Lombardo; Laura Ralph; Ruth Volpi-Lane; Tammy Cherry | Certificated & Classified Staff representing various grade levels, departments, special programs, campus supervisors, and paraprofessionals. | Acts as active team member, providing input on school-wide matters. Communicates with and solicits feedback from colleagues and stakeholders about PBIS implementation progress and priorities. |
| Member with behavioral expertise: Alicia Rozum | Behaviorist/Counselor/Psychologist | Provides technical expertise to guide intervention. |
| Family Member(s): Anne Ashton | Parent(s)/Caregiver(s) representative of students, cultures and community. | Provides consultation of how PBIS can carry into the home. Helps establish the engagement needed for shifting the school-wide culture. |

PBIS Tier I Teams typically consist of 6-10 members, based on the size, needs and availability of staff and school.
Culturally Responsive Elaboration

School SWPBIS leadership teams not only include stakeholders as team members but also actively elicit ownership, voice, and broad representation of their families and communities, especially underserved families and cultures. Although teams should be small enough to be efficient, family voice is critical. If team size is a concern, consider the use of subcommittee structures and have families represented on the subcommittees.

Non-examples

- Teams do not include a family or student member, or the role of that member is not clear to the member or team.
- A single parent is on the leadership team and is asked to represent the opinions of all parents without getting input from others.
- Family members on teams are not representative of the community served by the school.
- Family members on teams are not asked to provide perspective and voice.

Examples

- School teams include family/student subcommittees or access to grade-level family subcommittees.
- Family/student participation and role is clearly outlined, defined, and understood by the family/student representatives and the team.
- Families have ownership of system components (e.g., celebrations, acknowledgments).
- Families assist in reporting team meeting discussions and data to stakeholders.
- Family feedback is sought regarding school processes such as hiring and policies.
Family Partnerships

- Contribute to positive student outcomes
- Occur when
  - (a) family members and school staff have respectful, mutually beneficial relationships with shared responsibility for student learning;
  - (b) family members have options for meaningful involvement in their children’s education and in the life of the school; and
  - (c) the school responds to family interests and involvement in a culturally responsive manner.
Culturally Responsive Family Engagement during the pandemic

Consider:

1 – conduct a multilingual survey
2 – use different methods of communication
3 – prioritize personal outreach methods
   - emails/website updates, social media, personal phone calls
Team Membership
Culturally Responsive PBIS

- Recruit family member(s)
- Recruit community member feedback
- Include community customs & norms into implementation

What will your team do to ensure students, families and the community have an active voice in shaping your PBIS?
PBIS Team Member Responsibilities

- Facilitator
- Minute Taker
- Administrator
- Data Analyst
- Active Team Member
### TIPS Team Member Responsibilities

**Facilitator/Team Lead Responsibilities**

1. **Before meeting:**
   - Provides agenda items to Minute Taker
2. **Starts meeting on time**
3. **Determines date, time, and location of next meeting**
4. **Manages the “flow” of meeting by adhering to the agenda**
5. **Prompts team members (as necessary) with the TIPS problem-solving “mantra”**
   - Do we have a problem?
   - What is the precise nature of the problem?
   - Why does the problem exist, and what can we do about it?
   - For problems with existing solution actions:
     - What is the implementation status of our solution actions?
     - Partially implemented? Implemented with fidelity? Stopped?
   - What will we do to improve implementation of our solution actions?
   - Are implemented solution actions working (i.e., reducing the rate/frequency of the targeted problem to our Goal level)?
6. **Is active participant in meeting**

**Minute Taker Responsibilities**

1. **Before meeting**
   - Collects agenda items from Facilitator
2. **Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst’s Report, as appropriate**
3. **Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form via LCD**
4. **Is active participant in meeting**
5. **After meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours**

**Data Analyst Responsibilities**

1. **Before meeting (items a-c to appear in written Data Analyst’s Report)**
   - Describes potential new problems with precision (What, Who, Where, When, Why)
2. **Provides data (e.g., SWIB Big 5, Custom Reports) concerning the frequency/rate of precisely-defined potential new problems**
3. **Provides update on previously-defined problems (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal)**
4. **Distributes Data Analyst’s Report to team members**
5. **Asks Facilitator to add potential new problems to agenda for meeting**

**Team Member Responsibilities**

1. **Before meeting:**
   - Recommends agenda items to Facilitator
2. **At meeting:**
   - Responds to team members’ questions concerning content of the Data Analyst’s Report, produces additional data on request (e.g., additional Custom Reports)
3. **Is active participant in meeting**
What position will you play on your team?
PBIS Team Meetings

- Meet monthly (at least)
- Use Tier 1 Action Plan to guide planning
- Share (don’t copy) the Action Plan with all team members
- Review previous action items and assignments
- May need to divide and conquer to complete tasks
- Should project Action Plan at every meeting
- Add completed documents to PBIS Handbook
- Develop short PDs about PBIS to take back to staff
**A Scene From a PBIS Team Meeting**

---

**Project/Display your Action Plan during meetings.**

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<table>
<thead>
<tr>
<th>Task Description</th>
<th>Responsibilities</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Purpose Completed (TP 1.2)</td>
<td>Handbook - Team Purpose &amp; Agreements</td>
<td>Completed</td>
</tr>
<tr>
<td>Task Agreements Completed (TP 1.2)</td>
<td>Handbook - Team Purpose &amp; Agreements</td>
<td>Completed</td>
</tr>
<tr>
<td>Team Meetings Scheduled &amp; team uses Tier 1 Action Plan (TP 1.1)</td>
<td>Handbooks - Tier 1 Team Meeting Schedule</td>
<td>Completed</td>
</tr>
<tr>
<td>Elements of Culture</td>
<td>Handbook - Elements of Culture</td>
<td>Completed</td>
</tr>
<tr>
<td>5 x School-wide Expectations (TP 1.3)</td>
<td>Handbook - Behavioral Matrix (Top ten)</td>
<td>Completed</td>
</tr>
<tr>
<td>Behavioral Matrix completed (TP 1.4)</td>
<td>Handbook - Behavioral Matrix</td>
<td>Completed</td>
</tr>
<tr>
<td>PBIS on every staff meeting group (TP 1.4)</td>
<td>Staff Calendar</td>
<td>Completed</td>
</tr>
</tbody>
</table>

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*PCOE Gold in Education*
Considerations for High Schools

Building Buy In

- Is your leadership team representative of your faculty?
- Do you use and share data to guide your implementation?
- How are “messengers” chosen?
- In what ways do all faculty have an opportunity to provide feedback on process and products?
- Does your administrator publically support your implementation efforts and lead effectively?
Considerations for High Schools

Leadership Team Size/Structure

- Consider sub-committee or ad hoc committee structures to efficiently engage more faculty members
  - E.g., communication, acknowledgements, student involvement, etc.)
- Establish a “reach out” practice to identify unrepresented departments or groups and assign communication tasks to specific leadership team members
  - “Can we say that every adult in our building is connected to a PBIS team member?”
- Plan for turnover! 2-3 coaches or team leaders or “team leader in training” format
Considerations for High Schools

Student Leadership

- Student standing or ad hoc committee to work with leadership team
- Use existing school clubs and leadership structures
- Work to ensure the student leadership is representative

“It doesn’t work in High Schools without student engagement.”
Rob Horner
Additional Resources

Document 174
Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)
Concepts and Strategies for Families and Schools in Key Contexts

Document 173
HIGH SCHOOL PBIS IMPLEMENTATION: STUDENT VOICE
September 2019

Document 194
Center on Positive Behavioral Interventions and Supports
Monograph on SWPBS Implementation in High Schools:
Current Practice and Future Directions
K. Aragón Ramírez & George Inger
The Tier 1 Action Plan will guide your work.

It includes hyperlinks to every training document and example we will share.

Be sure that you are working from the Action Plan shared with your principal by PCOE.
Introduction to PBIS Team Handbook

- The PBIS Handbook will warehouse all of the materials your team creates
- Customize the Handbook to your specific site
- The Table of Contents is hyperlinked to pages within the document
- Always have the Handbook opened at each training date
Collaborative Worktime

**Action Plan Items 1-2:**
Handbook downloaded & shared
Team members roles assigned and documented

*If you finish, move to Items 3-5*
• **1.1 Team Composition:** Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.
3-Tiered System of Support Teaming

**Universal Team**
- Plans School-Wide Supports
- Using TIPS Process
- Staff Implement and Give Feedback on Tier 1 System

**Intervention Team**
- Uses Process data;
- Determines Overall Intervention Effectiveness
- Recommends Interventions

**Student Centered Teams**
- Each Student Centered Team has Assigned Coordinator
- Each Determines Student Response

**CICO**
- Targeted Social Emo. Group (Strong Kids)
- Other Targeted Interventions
- Each Determined Coordinator Response

**Modified CICO**
- Each Targeted Intervention has Assigned Coordinator

We are here.
System Problem v. Student Problem

System problem:

10 or more students (10% for small schools) showing problem behavior in a single setting.

Tier 1 team uses SWIS data to identify system issues

Less than 10 students, individual students showing problem behavior across multiple settings.

May require Tier 2 or Tier 3 interventions
System Problem v. Student Problem

System problem:

10 or more students (10% for small schools) showing problem behavior in a single setting.

Tier 1 team uses SWIS data to identify system issues

Less than 10 students, individual students showing problem behavior across multiple settings.

May require Tier 2 or Tier 3 interventions
What is your Tier 1 Team’s purpose?

Develop and implement Tier I (school wide) systems & interventions for academic and social success

Monitor fidelity: Are the adults doing what they said they would?

Monitor outcomes: Are our efforts making a difference? Do we need to make changes?
Team Meeting Foundations

**Agreements**
- How will we work together effectively?
- Team norms

**Purpose**
- What are we trying to accomplish in this team?
- Team goals
## Tier 1 Team Agreements: Example

<table>
<thead>
<tr>
<th>Team Agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
</tr>
<tr>
<td>• Before meeting, complete tasks, inform facilitator of absence/tardy, avoid side talk</td>
</tr>
<tr>
<td>• During meeting, avoid side talk, stay focused</td>
</tr>
<tr>
<td>• Start and end meeting on time</td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
</tr>
<tr>
<td>• Question fidelity of implementation</td>
</tr>
<tr>
<td>• Make data based decisions based on precision statements (what, where, when, who, why and how often)</td>
</tr>
<tr>
<td><strong>Reality</strong></td>
</tr>
<tr>
<td>• Think about feasibility, social acceptability, and contextual fit</td>
</tr>
</tbody>
</table>
Tier 1 Team Purpose Example

PBIS Tier 1 Team Purpose

• Coordinate implementation of Tier 1 systems and supports
• Monitor fidelity of implementation and overall status of progress towards goals/grade level benchmarks
• Identify and develop data based plans for new school-wide problems
• Communicate with other school teams
Tier 1 Team Meeting Example

https://www.youtube.com/watch?v=cVUzHJaGW5M
Collaborative Worktime

**Action Item 3:**
Team purpose created and documented in Team Handbook

**Action Item 4:**
Team Agreements created and documented in Team Handbook

**Action Item 5:**
PBIS Team Meeting Schedule documented in Team Handbook
Training Objectives: Days 1A&1B

Teams will:

- Understand PBIS Foundations
- Understand and assign team member roles
- Develop team purpose and team agreements
  - Develop school wide Behavioral Expectations
  - Develop a school wide Behavior Matrix
- Create plan to orient staff to PBIS core features

Day 1B
Please a minute to fill out our Feedback Form!

Feedback
https://forms.gle/5hGip9ns8uABJ5Dq7

See you on Monday, October 25 @ 3:00-5:00PM for PBIS Tier 1 Day 1B
See you on **Monday, October 25 @ 3:00–5:00PM** for **PBIS Tier 1 Day 1B**

**Website:** https://www.ycoe.org/pbis

Question? Email: Deborah.bruns@ycoe.org