

North Allegheny School District



# Superintendent's Parent Liaison Committee (SPLC)

December 10, 2020

*Preparing all students for success in a  
changing world*



# Agenda

- Welcome and Introductions
- COVID Updates
- School Based Mental Health
- School Counseling
- Positive Behavior Support
- Positive Behavior Intervention Support



# COVID Updates

## COVID-19 AT NASD

Updated December 9, 2020 - 5:15 p.m.



**122**

TOTAL CASES

**245**

STAFF & STUDENTS  
IN ACTIVE QUARANTINE

**41**

STAFF

**81**

STUDENTS

**+1**

DAILY CHANGE

**20**

ACTIVE CASES

**15**

STAFF

**230**

STUDENTS

### CASES BY BUILDING\*

#### HIGH SCHOOL & MIDDLE SCHOOL

**NASH**

Active: 7  
Inactive: 30

**NAI**

Active: 2  
Inactive: 23

**CMS**

Active: 3  
Inactive: 7

**IMS**

Active: 1  
Inactive: 2

**MMS**

Active: 2  
Inactive: 9

#### NA CYBER ACADEMY

Active: 1  
Inactive: 5

#### CENTRAL ADMIN.

Active: 0  
Inactive: 2

#### FACILITIES

Active: 0  
Inactive: 0

#### TRANSPORTATION

Active: 2  
Inactive: 6

#### ELEMENTARY SCHOOL

**BWE**

Active: 0  
Inactive: 2

**FES**

Active: 0  
Inactive: 3

**HES**

Active: 1  
Inactive: 5

**IES**

Active: 0  
Inactive: 1

**MCK**

Active: 1  
Inactive: 1

**MES**

Active: 1  
Inactive: 1

**PES**

Active: 0  
Inactive: 4



# COVID Updates

## NASD COVID-19 Cases in a Rolling 14-Day Span

Updated: December 9, 2020 - 5:15 p.m.

Building	Rolling 14-Day Period	Confirmed Cases In The Rolling 14-Day Period	Building Status
NASH	12/7 - 12/9	6	Open for In-Person Learning
NAI	12/7 - 12/9	1	Open for In-Person Learning
CMS	12/2 - 12/9	3	Open for In-Person Learning
IMS	12/9	1	Open for In-Person Learning
MMS	12/7 - 12/9	2	Open for In-Person Learning
BWE	<i>Did not start</i>	0	Open for In-Person Learning
FES	<i>Did not start</i>	0	Open for In-Person Learning
HES	12/8 - 12/9	1	Open for In-Person Learning
IES	<i>Did not start</i>	0	Open for In-Person Learning
MCK	12/8 - 12/9	1	Open for In-Person Learning
MES	12/1 - 12/9	2	Open for In-Person Learning
PES	<i>Did not start</i>	0	Open for In-Person Learning



# COVID Updates

<b>Substantial Spread</b>				
<b>Building Size</b>	<b>NA Buildings</b>	<b>Number of Cases of COVID-19 Within a Rolling 14-Day Period</b>		
<b>Small (&lt;500 Students)</b>	BWE, FES, HES, IES, PES, CMS, IMS	<b>1 student/staff</b>	<b>2-4 students/staff in the same school building</b>	<b>5+ students/staff in the same school building</b>
		The school does not need to close	Close school(s) for 3-7 days	Close school(s) for 14 days
<b>Medium (500-900 students)</b>	MES, MCK, MMS	<b>1-3 students/staff</b>	<b>4-6 students/staff in the same school building</b>	<b>7+ students/staff in the same school building</b>
		The school does not need to close	Close school(s) for 3-7 days	Close school(s) for 14 days
<b>Large (&gt;900 students)</b>	NAI, NASH	<b>1-5 students/staff</b>	<b>6-10 students/staff in the same school building</b>	<b>11+ students/staff in the same school building</b>
		The school does not need to close	Close school(s) for 3-7 days	Close school(s) for 14 days



# School Based Mental Health

- In continuous operation for 166 years - founded in 1854 as the Orphan's Home and Farm School by Rev. Dr. William Passavant
- Seven location sites in four counties
- 15 innovative program offerings
- 56 school districts served
- 16 counties served
- 341 dedicated staff
- 4,000+ individuals served last year



**GLADE RUN**  
LUTHERAN SERVICES

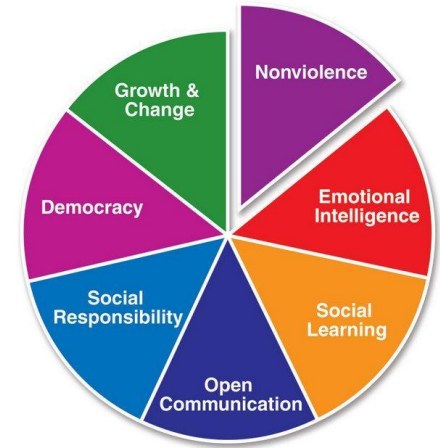
*Serving Our Communities Since 1854*



# School Based Mental Health

## Sanctuary At Glade Run

- The Sanctuary Model® represents a theory-based, trauma-informed, trauma-responsive, evidence-supported, whole culture approach that has a clear and structured methodology for shaping an organization's culture.
- Glade Run has been Sanctuary certified since 2010.
- Encourages shared knowledge, values, language, and practice.
- Staff and students adopt seven shared commitments to facilitate healing from trauma.



# School Based Mental Health

- **Allegheny County's most tenured and experienced provider of School Based Mental Health**
- School based services span **Allegheny, Butler, and Beaver** counties
- Last year school based programs served **1227 students**
- Currently provide school based services in **47 school buildings**
- North Allegheny School District services are currently in all Middle Schools, NAI, and NASH with the plan to grow and expand to all Elementary Schools





# School Based Mental Health

- What is School Based?

- School-Based Therapists work within preschool, elementary, middle, and high school facilities, helping students overcome behavioral, emotional, and/or social problems that interfere with success at school and at home.
- School Based Mental Health partnerships fall under the outpatient program and regulations in Pennsylvania.
- This means that a child can receive therapy at their school, reducing barriers such as transportation issues or parent work schedules.



# School Based Mental Health

- Resources for Parents

School Based Therapy



# School Counseling

Words counselors are hearing....

- Stressed
- Overwhelmed
- Anxious
- Sad
- Frustrated
- Indifferent
- Unmotivated
- Scattered
- Balanced
- Energized
- Safe
- Calm
- Focused
- Tech Savvy
- Connected
- Content



# School Counseling

Areas of Opportunity for the Department:

- Improve Student Periodic/Daily Attendance
- Improve Student participation, engagement, and grades
- Support students' emotional wellbeing



# School Counseling - Attendance

- Working with teachers contacting students through email and phone calls
- Contacting parents through email and phone calls
- Completing Student Attendance Improvement Plans (SAIP)
- Meetings with students both in-person or remote
- Administrative involvement



# School Counseling - Instruction

- Meetings and follow-ups with students
- Meetings with parents
- Referrals for tutoring/learning coach
- Teachers meeting one-on-one with students
- Study skills discussions
- Updating 504s/IEPs as necessary
- Adult mentors when available
- Adjustment of levels when necessary



# School Counseling - Emotional Wellbeing

- Meetings and follow-ups with students
- Referral to outside supports or to School Based Mental Health
- Release and discussions with outside therapists
- Meetings with parents
- Updating 504s/IEPs when necessary
- Risk interviews and CYF referrals



# School Counseling - Other Supports

- SEL information is being shared with students and faculty
- Career Readiness lessons will be delivered 3<sup>rd</sup>-11<sup>th</sup> grade
- Counseling Department restructure
- K-5: currently 1 counselor per building and 2 in NACA
- 6-12: counselors retained in-person and NACA students for continuity and ease of transition
- 9-12: Aligned counselor assignments for continuity and lower ratios





# Positive Behavior Support

## Definition of Positive Behavior Support

Positive Behavior Support (PBS) is a set of research-based strategies used to increase the quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment.



# Positive Behavior Support

## The Role of PBSS

Evolving as we speak.....

- To serve in a leadership role to provide guidance, professional development, and support for the District's special education program.
- To analyze student behavior concerns, assist in conducting FBAs, and assist the IEP team in developing and implementing PBSPs or assessments related to the plans..
- To promote students' behavioral, social, emotional, physical, and intellectual growth both in and out of the classroom.
- To create and maintain collaborative rapport with parents, agencies and other staff members.



# Positive Behavior Support

YEAR Four - NASD adds PBSS 2017-2018 school year.

- Three positions
- Five building assignments each plus crossover for internal coach assignments
- Not the same as School Wide Positive Behavior Support (SWPBS).
- Primarily focused on increasing the skill sets of both students *and* professional/paraprofessional staff.



# Positive Behavior Support

## Conceptual Systems

### The Four Building Blocks

- Intervention
- Prevention
- Skill Acquisition
- Performance Management/Maintenance

### Basic Principles of Behavior

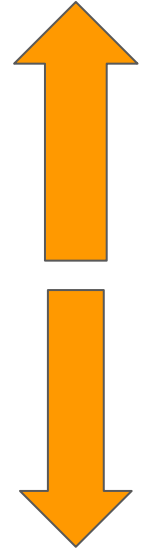
- Positive Reinforcement
- Negative Reinforcement
- Positive Punishment
- Negative Punishment



# Positive Behavior Support

## The Four Building Blocks:

1. Intervention
  - a. The behavior is already occurring (like, right now)
2. Prevention
  - a. Let's keep it from happening in the first place
3. Skill Acquisition
  - a. Let's teach them something else to do instead
4. Performance Management
  - a. They're doing something else, now let's keep them doing it



Adapted from William J. Helsel, Ed.D., BCBA



# Positive Behavior Support

## Generally Speaking, How Do We Do This?

1. Principles of Behavior
2. Functional Behavior Assessment
3. Professional Development
  - a. Individual
  - b. Classroom
  - c. School
  - d. District



# Positive Behavior Support

- COVID impacts student behavior as it presents a set of variables that are uncontrolled by our best efforts. Reinforces specific behavior sets, evokes new behavior sets, and is void of specific reinforcers.
- Research for best practice and coaching the application - Newsletter and BlackBoard collaborations for sharing resources harvested from the latest researchers, clinicians, and educators.
- Supporting students and staff in a remote/hybrid/in-person learning environments as well as all of the changes
- Crisis Prevention Institute: - Nonviolent Crisis Intervention - teaching staff de-escalation techniques as well as restrictive and nonrestrictive interventions.



# Positive Behavior Intervention/Support

PBIS

Social Emotional Learning (SEL)

Implementation Specialists

Student centered problem solving

Value Add for expertise and Applied Behavior Analysis across settings, individuals, and programs.

Traditional behavior management transition into student skill fluency for success





# Positive Behavior Intervention/Support

## What is SEL?

- Social Emotional Learning (SEL)
  - helps all students reach their full potential as caring, contributing, and responsible friends, family members, coworkers, and citizens.
  - powerful lever for creating inclusive and equitable communities.



# Positive Behavior Intervention/Support

## Five Skills into Three Buckets

CASEL 5 into PA 3

[CASEL's SEL Framework](#)

[Pennsylvania Career Readiness Skills](#)

[PA CRS Continuum](#)



# Positive Behavior Intervention/Support

## School Challenges

- Multiple expectations
- Students and their families facing a range of complex issues
- Individual student interventions are effective, but can't meet the need
- Teachers leave the profession

Adapted from [PBIS.org](https://pbis.org)



# Positive Behavior Intervention/Support

- Evidence-based
- Cost-effective
- systems approach for establishing the social culture needed for schools to be effective learning environments for all students
- eliminates barriers to learning, creates and maintains a safe and effective learning environment in schools
- uses the three-tiered approach
  - universal interventions
  - secondary interventions
  - tertiary interventions



# Positive Behavior Intervention/Support

**Teach** behavior like we teach academics

**Model** and **practice** expected behaviors

**Acknowledge/reinforce** expected behaviors

**Pre-correct/prompt** to ensure positive behaviors are displayed

**Active supervision** to prevent problem behaviors



# Positive Behavior Intervention/Support

- Why PBIS?

- Over 150 peer-reviewed research studies
  - Improved student outcomes
  - Reduce exclusionary discipline
  - Improved teacher outcomes
- Over 27,000 schools across the United States were using PBIS as of August 2019
- Science
- Values
- Vision



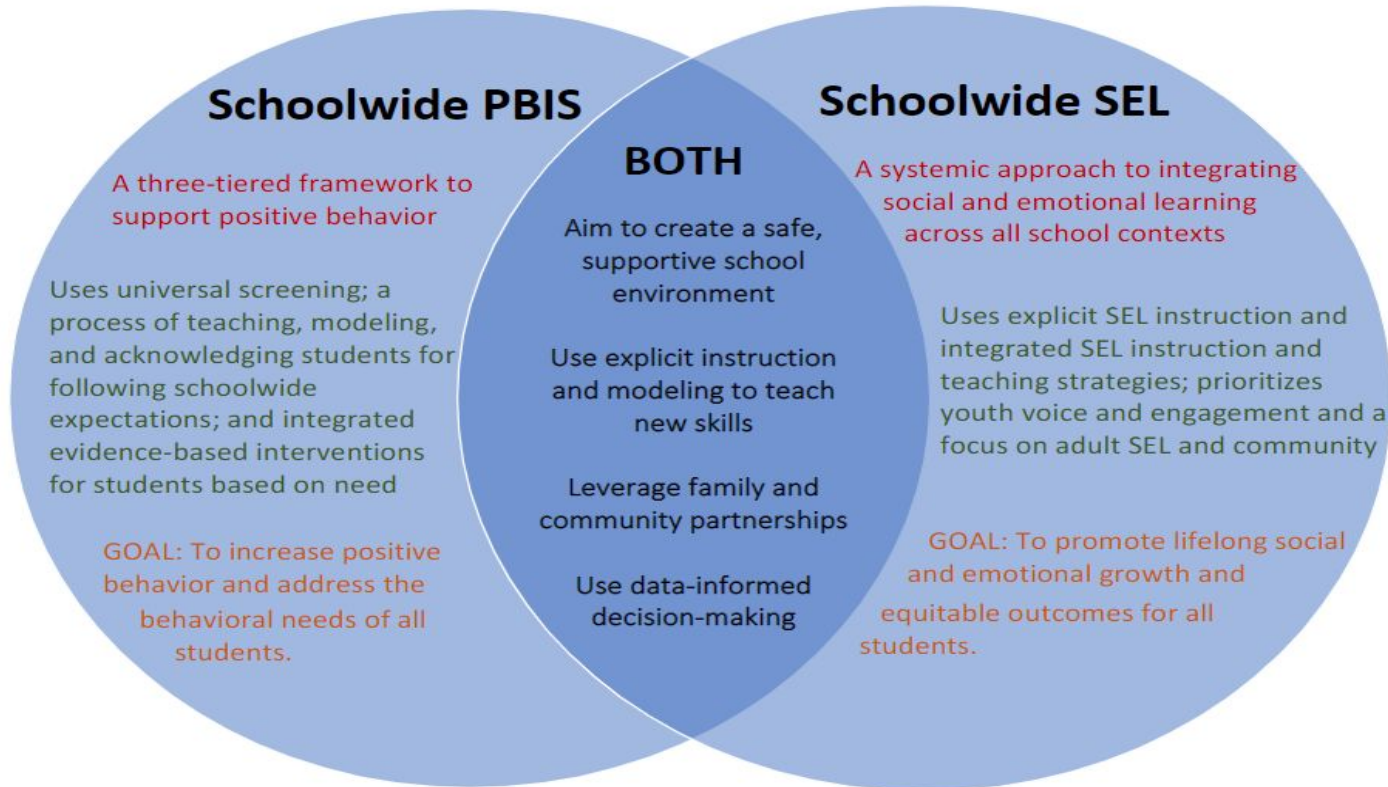
# Positive Behavior Intervention/Support

- Goals of PBIS
  - Build effective, positive school environments
  - Improve academic and behavioral outcomes for ALL students
  - Prevent and/or reduce problem behaviors
  - Teach and reinforce appropriate behaviors

Adapted from [PBIS.org](https://www.pbis.org)



# Positive Behavior Intervention/Support





# Positive Behavior Intervention/Support

- Questions?
- Let's Connect!

Stephanie Saikaly MEd, BCBA, BSL, Aut Sp  
[ssaikaly@northalleggheny.org](mailto:ssaikaly@northalleggheny.org)



Matt Hreha HES, FES, IES, NASH  
[mhreha@northalleggheny.org](mailto:mhreha@northalleggheny.org)

Kelly O'Leary MEd, BCBA, BSL  
[koleary@northalleggheny.org](mailto:koleary@northalleggheny.org)



# Future SPLC 2020-2021 Meetings

January 21, 2021

February 25, 2021

March 11, 2021

April 23, 2021

May 6, 2021

Virtual until further notice



Question and Answers - Please put  
your questions in the chat feature.

