

**MIKE TRUDNOWSKI:** Good afternoon, everyone. It's been a long day, and appreciate you all staying around here. My name is Michael Trudnowski. I am the principal of Elk Valley Elementary School. We are with the Girard School District. We are outside of the city of Eerie on the lake. We're about 15 miles away right on the lake. I guess we would be southwest, so to speak. We are a district that categorizes between a suburban and rural, and it's about a lot of farms, a lot of trailer parks, some subdivisions. So we're actually categorized as a rural school district, but we're really a mixed sort of school district. This is Dave Ashton. He -- Dave will be talking a little bit about the middle school. And I'm excited to be here to talk about PBS. I've presented several times on what we've done at Elk Valley, and I tried to put in some newer slides than showing some of the old. I highly recommended going to last year's forum, and I presented out twice. And there's a lot of really good student interviews and student clips from that presentation that are really, really worthwhile. So I didn't include a lot of them into this one, but if you like what you see and you want to get a little bit more from kids and from teachers, that would be the appropriate link to really get feedback from a majority of my students and staff.

Objectives. Hopefully when you walk away here, you'll be able to describe, take the principles and put them into practice, how to do that, which is what I'm going to go over. And also, I'm going to touch on how we implemented and how it's grown from year one. Things have gotten significantly better, and we have had some setbacks, which is only natural in the process.

Before I begin, I want to start out a little bit about what PBS means to me. Recently, one of my paraprofessionals came and she was just overjoyed, and she had a new haircut. And this is a very -- an older woman, very traditional, and she went with a contemporary haircut, and it was a little messy and you know, one of those things that you would be kind of surprised to see knowing the lady. And she was just overjoyed. And I complimented her on her hair, new haircut.

And she went on to tell me that she was in the hall and a little five-year-old went up to her and said, are you okay? And she said, yeah, I'm okay. Why? Why don't you think I'm okay? And he said, well, it looks like you slept on your hair. It's a mess. You know, and I bring that up now only because the culture. That little -- that is what schools should be about. And what PBS does over time is it changes the culture of your building so your talk, your staff, and your students have strong relationships, and they're really making those connections. And those are the types of things, as an administrator, you want to hear. And unfortunately, in this day and age, we all know that, you know, that's a tough thing with all the budgetary restrictions and the change of the culture. I can tell you, after implementing this for five years, it has done wonderful things for my school.

Give you a little bit more about my school, pre-K through fourth grade. I have roughly 720 students right now. We have two pre-kindergarten teachers, but it's an AM and a PM section, and it's free. We're the

only ones in the county that provide it. We are a school-wide title building. Currently, our ED numbers were about every other student's free and reduced, we're at 52%. Very rural, very white. And I roughly have I think to date I'm maybe at 98 teachers and staff. I do have an assistant principal, but we're a large school. And it truly requires a lot of work and a lot of dedication, but we do wonderful things.

Since the inception of PBS, we've also added some things. We've added an autistic room. We've added the pre-K room, we've added a program called LOGIC, and we've added PBS. And what that has brought us, we really haven't taken the time yet to really start breaking the data down, but last year's AYP numbers for us, we were at 82.5% in reading and 92.2 in math. And I can tell you that I had two life skills rooms in my classroom. I have an autistic room. I had a lot of students -- those of you familiar with PSSA and PASA and attributions and understanding how difficult it is when you have a high special ed group to really hit the marks, we did extremely well. And we've made AYP every year. And throughout the years, if you go to eMetric and you look it up, you will see we're getting better. We have some setbacks here and there as we make some structural changes, but really only by a percentage or two. But we're very proud of our numbers.

To talk a little bit more about PBS, here's what my building's special ed percentage was and currently is. Our numbers have decreased in enrollment. We're down probably, 30, 40 kids from where we were since we've started PBS. Our percentages in starting, 17%. Following year, 17%. Third year, 16%. 16%. We're currently at 15%. And you may say that's not significant, but when you're talking about 700 kids, you're looking at about 14 kids. So when you're looking at preventing students from special education, you know, obviously kids that qualify for life skills or something -- autism so to speak, PBS helps them, but that's not going to change, you know, that sort of exceptionality. But when you're looking at preventing students from a possible learning disability, PBS and the framework truly does assist in students being misidentified in terms of being a casualty to the curriculum.

So I'm going to talk a little bit about what this program has done superficially, and that is with PBS. And then I'm also going to highlight how it changes your school and in the inner dynamics of just the infrastructure. Our entire framework right now of running the school is RtII, but the framework and the tools you get through PBS, PBIS, all the various names, absolutely once you start, once the momentum starts, it really does carry through in what you do. So it's exciting. Very proud of it.

Referrals. We went to training in August, and you can see it took from August to February. I apologize if you can't see that in the back, to kick off a lot of legwork, a lot of working with teachers, defining things. It took some time. You want to do it the right way. You start out slow. But you can see the green there in February. That was when we started out. You can see that the data has gone down. And throughout the years, you're going to have referrals. In fact, sometimes when we don't get referrals, I feel as if something's wrong because

the program isn't about you don't want referrals. And to some extent, it is because you don't want referrals. But you want to know there's always something to teach kids behaviorally, especially at the elementary level. You want to know what those are and create an action plan.

So I'm real cautious with my staff about office discipline referrals. We don't want as many, but we do want them if the students are doing something they don't want because we want to know what the problem is. So I don't overly fixate on this number. I do fixate on where are problems, what are we going to do about it? And I've got some slides in here to show you how we go through that process, but it's fantastic. Very, very thrilled.

Five-year journey. When we started out PBS, just a show of hands real quick, is there -- new to PBS or you know it? If you're new to PBS somewhat, please raise your hand. Okay. I just want to kind of know who I'm talking to here. When we started out PBS, we started out with the cafeteria setting and then we moved into the playground and the buses. And that's what we did the first year. The second year, we brought in some other non-classroom settings. And what we did was we brought all the kids together for school-wide assemblies beginning of the year, February when we started, and we went through what it was that we defined as the problem. And I'll highlight that in a second.

But what it did was every single kid started from ground zero. Our fourth grade students saw teachers, we modeled the behavior, we told them why we were doing it, we did it with the students, and then the students did it alone. That has progressed over the years, and I'll show you how it's progressed, but it's absolutely fantastic because once you have that common ground, everybody understands what you need to do. Then you really worry -- then you really focus on where are the few problems and sustaining that wonderful behavior.

Expectation-wise, we've got three: be responsible, be respectful, and caring. Pretty straightforward for our staff to come up with. And first and second years, again, those were our big push was not in the classroom. To get teacher buy-in, to really look where our problems were, we had roughly 1,500, 1,600 referrals before we started PBS. And again, when we did that, some teachers weren't referring any students, but they had several students in the hall. Other students were sending kids all the time. So starting the process out, you need to define what the problems are and go through that process. And it can be a lot of work, but the payoffs are tremendous. We're now five years in, and obviously we do all of the settings as well as the classroom.

Beginning of the year, this year you'll see, we do things -- when we first started off -- sorry, I'll get this volume down. Our kickoff was instruction, so our kickoff for the program, we called it PBS. We didn't come up with a name. And the past couple years, basically what we did was very much just instruct the students. We

would come together, call it the B program, call it positive behavior support. And last year, we merged it with our bullying program, which was Olweus. And we tied a kickoff. And what you see here and what you see with the next video is the beginning of the year assembly.

And so what you see here, all the kids out, we just had an assembly in the gym. And basically we're celebrating the new program. What we do is we bring everybody together and we celebrate it. There's another video coming up which actually highlights that instructional point, but what it does is it just sends a strong message to the entire staff, the teachers, the students on what's important. And we have fun with it. And with 100 staff, I roughly have about 60 -- I think I'm at 64 teachers right now. All of my staff is onboard with the program. There are certain components that challenge them. It still does at five years, five years into it. I'll talk a little bit about that.

Our expectations with the definitions. This has evolved, but what we do with this, the entire staff is responsible for creating this. We sit down, we talk about what the perceptual problems are, we talk about the cultural problems and what are the exact problems from referrals. And we create, in a positive way, what it is we want of our students. So when you get to the cafeteria, you will see -- let me go down here. You will see things like use please and thank you, use a napkin. We don't have office discipline referrals for that, but culturally our students were not doing that, so the teachers added that. And we teach that and we acknowledge for that.

And we've had a tremendous amount of success for this. Those are the definitions related to each setting. The teachers in the room have the same thing. They all have the same expectations, but those definitions change. They change from the beginning of the year to the end of the year, all based upon the community of learners that they have. Very different from a kindergarten student to a fourth grade student. Fourth grade, we have a work ethic problem with homework. That's a big problem. Kindergarten, we have a huge roughhousing problem out at recess. So they try to make connections when it's inside recess, keeping your hands and feet to yourself. And so those are the types of things, and based upon whatever one of those problems are, that's what the teacher will -- that's when the teacher will get in and reinstruct, so to speak.

Other things that we do for our instruction. After we will instruct the students, we have follow-up boosters. We'll teach the playground. We'll have a set date, second day of school. We go out to the playground, each grade level will go out. They'll review exactly how to use all the equipment. The equipment now, we have it refined to such a process that the data coming from the school nurse with all the injuries go to the PBS team. And if we see something there that poses a problem with kids getting hurt, we make sure it's addressed through our instruction. Simple things. We have a lot of kids -- we've had a few kids get a concussion by running into a pole. So we put that to the PBS team to try to alleviate that. It's a simple thing, but what we

did was we changed where the students are allowed to play tag and run. We haven't had any problems yet. So that process helps kids, and that's what PBS is all about.

What you're seeing here is that checklist. So we provide -- we have an assembly. We do it by grade level. They hear the same thing, they get the instruction. And then at the beginning of the year, about two weeks after the fact, the teachers will get one of these and they'll have to go back out and re-instruct them just as a good reinforcer. And you can see they take the kids to every single item that we have, check it off that they do it with their kids. Then what we do, as the office discipline referrals are coming in, we look at the data. And when we see that there's a problem with one grade level, one classroom, two grade levels, we'll allocate our resources to address that area. And it does wonderful things.

The last one I'll talk a little bit more about in a couple of slides, but real-time problems with instruction. The beginning of the year, we get up, we model what we want in all the non-classroom settings, the teachers do that in their room. We have follow-up boosters, as I just showed you, with the checklist for the playground. And then usually after November, you have enough office discipline referrals to start looking and seeing where your problems are. Where are there patterns? If it's an individual student, you come up with a plan. If it's an individual setting or a classroom or time of the day or bus, you come up with a preventative plan.

So we start monitoring those office discipline referrals. Then if you have something there aside from an individual student that requires a plan, you simply create one. For example, the one that I share which was very effective was our second year, we had a lot of students that weren't staying on their seat. We have 18 buses, and one bus driver had several referrals. And the safety issues are pretty significant. We've recently had a student in Erie County die by an approaching car as a student was going to the bus. So right now, bus safety is a big thing in our county. So board policy states that after their fourth referral, they're suspended for the bus the entire year. And if you have a five-year-old who can't stay in his seat and the bus driver's referring him every day, and that parent, because there's only one parent involved, works three jobs and can't take the kid to school, if you've suspended them from the bus, you're going to have a truancy problem and the student not in the classroom. And that's very real.

So what we quickly identified with this bus that had several students not staying in their seat was we came up with an individualized bus plan. Basically, every day that the bus driver didn't have to correct a student for not sitting in their seat three times, they got a special little -- it was a bee. We do everything with bees, which I'll get to. Bee sticker. And when they had 15 of those, everybody got a book in the classroom. And we did it for two rotations and we had no more problems with it. So that's an example of allocating your resources and pinpointing, you know, where your needs are. And perfect example, so when I say real-time problems, as we're going through and looking at the data, also the perceptual data, which I'll talk a little bit

about. Because office discipline referrals only catch so much. We create solutions to -- workable solutions to those problems. It's fantastic.

More instruction. Here's a nice video. Let me turn this up. This is what restroom instruction looks like. Let me give you the story behind this real quick. You're going to love this, and people always love this one. There's a book called Diary of a Wimpy Kid, and there's a movie out. We had a book fair couple of years ago, book fair, kids are buying this book. They're buying it, they're reading it. All of a sudden, we have all this vandalism going on in our restroom stalls. They're scratching and writing on the walls, all these horrible things. And then it comes to our attention that in the book, that's what the cartoon characters are doing. So we're like, oh, that's great. We didn't have this problem. We sold this book and now it's happening. It's very difficult to catch because of privacy in the restroom. So we quickly drew up some plans and this is a video that kind of highlights what instruction looks like. This one I believe was by grade level or multiple grade levels. It wasn't the entire school. And you can get an idea. And when we do these, you know, we're very cognizant of our audience.

**TEACHER:** Walk into the restroom and I don't have to use the restroom, so I'm just going to wash my hands. It's always one pump. I use one pump of soap. I rub my hands long enough -- together long enough to sing Happy Birthday, but I do in my head.

**MIKE TRUDNOWSKI:** That was a cultural thing we wanted to teach because we realized students were not washing their hands. So we, you know, we instruct it all when we have them all together.

**[VIDEO BEGINS]**

**TEACHER:** [Inaudible] rinsing my hands off, I take how many paper towels?

**STUDENTS:** One.

**TEACHER:** I dry off my hands. Where do I throw my paper towel?

**STUDENTS:** In the trash.

**TEACHER:** I quietly walk out of the restroom [inaudible].

**MIKE TRUDNOWSKI:** That was a refrigerator box. We painted it to make it look like a stall.

**TEACHER:** [Inaudible]. I'm going to knock. Is anybody in there?

**[VIDEO ENDS]**

**MIKE TRUDNOWSKI:** We have kids that will go underneath and peek and those are not things you would want in a public restroom, right? You knock on doors. Is anybody there? So those are those things that we teach. I

think you get the idea.

Ultimately, when I say instruction, the beginning of the year, we have these every year at the beginning of the year. We've been doing it for five years now. We changed it up a little bit. We do it again. In upcoming September, our fourth grade students that have had it ever year, they're going to get it all again. We make adjustments. We change the definitions of those expectations to fit our school. They're not always set. It's what are our problems? So this one, it's not a video, it's just a picture. When we first started, and here again is the timeline and how we've improved, our first couple of years that we've done this, we had a paper bus. And we brought all the students together. And you can see the teacher's the driver, and we would actually walk through, and that's how we did our instruction. The last two years, we now bring all the bus drivers down, and we basically take an hour-and-a-half out of the day, and the actual kids riding with their actual bus driver go out to the bus, so kindergarten -- pre-kindergarten and fourth grade students are sitting where they would normally sit, the bus driver's there. Teachers all go out and we reinstruct. So we teach them what we want, from bus driver to bus driver, it's a little bit different. And so we talk about, you know, what that is that's unique to their bus. And we work with the bus drivers, you know, to get their culture on their bus within the protocol. And it's fantastic. Because again, you know that every student at least experience your expectations, so you have a common ground there. Yes?

**AUDIENCE MEMBER:** Quick questions. Are your bus drivers district employees?

**MIKE TRUDNOWSKI:** No, they're contracted employees. They actually volunteered their time and we had the students make a brunch for them that we served. So they dropped their students off and we didn't have the money, so we worked with our transportation company, KRISE, and student transportation -- I forget what it is. Anyhow, and we were able to say, you know, it's for the kids. They know it benefits them because it's the problems they're having on the bus. And so we took our fourth grade students and we had a bunch of people volunteer or donate food. Then the cafeteria cooked it up and our students served them. So buses drop off, we had them come into the office while we did morning, you know, the morning announcements and those sorts of things, and then they had about 20, 25 minutes to eat breakfast. And then they went back out with the student and we were able to practice. We practice that every year. And it's truly a wonderful thing.

Staff trainings throughout the years have changed. We have a handbook. We've done a separate book. We've put it in part of our handbook. We change that every year. We find that we have so much. It's part of our fabric now that it's just part of the handbook, but we've gotten memos galore going on things, and there's always the teachers have access to everything that we do. And everything is spelled out. We don't take that for granted.

I often misspeak. I probably have already done it three times since you've been sitting here. So I always put it in writing so that people know exactly what it is we're supposed to do, so that's always a good practice. The behavioral flow chart, for those of you that have -- that know a little bit about this, is very similar. This is what PBS kind of recommends when you're going through the process. We've only changed a couple of things here, but ultimately when you start with PBS, you know, you define problems as to when the office would deal with it and when a classroom teacher would deal with the problem. And a lot of the minor problems, we built in a process that when it becomes a habitual problem within a day, then it will become an office-managed minor problem.

High school -- our middle school has more problems, I think, with that than we do at our age. I'll show you how we manage that. We put a process in place that's consistent from room to room, and it's great because with all that 64 teachers, when you have substitutes come in, it's nice to have that consistency for the students.

Cool Tools. Basically it's the lesson plan. And this, again, is part -- when you are ready to implement and you hit your fidelity mark, you just write down what it is you need to do. And it's like that for everything, so your team goes through these. It's pretty straightforward, but it just highlights that, you know, to hit that fidelity mark, it's documented. It's there. And our acknowledgments are little bees. We're a yellowjacket. Girard Yellowjackets, so we have little bees. So I'll be getting to acknowledgment shortly, but you know, PBS calls for an acknowledgment plan that you get to define at various levels. And we take the theme of bees. But these are basically paper tickets, and I'll explain that in a minute how we use them.

More about expectations. Okay, I'm going to talk a little bit about our acknowledgment, and then I've got a lot of slides to show you. So let me kind of convey all of that, and then we'll go through some of the slides. What you're seeing there is a pretzel rod container with some rope. And prior to PBS, we did a character education program where kids, when they demonstrated the skill of a month, earned a paper animal that you'd put their name on and post it up in the hall. It wasn't real effective. And often I heard -- at the time, I was a teacher there. I had heard students and colleagues upset because certain students got it when they were all doing what it was that caused the acknowledgment.

So we talked about how do you deal with acknowledging one student when five of them are doing it? And that's probably one of the biggest challenges we have with the program right now with teachers that fully haven't embraced where we are in society. And what I mean by that is we have a paper bee. And in the beginning of the year, our students get acknowledged often daily with these paper bees for doing any of those definitions in any of those settings that I already highlighted. For example, bus drivers have a ton of them. When they see kids sitting in their seat, he gives them a bee. In the beginning of the year, we give them for



everything.

Quickly teachers and staff learn what the problems are, appropriate to the setting, and they start acknowledging for that behavior. So on a bus in the beginning of the year, if it's not sitting in your seat, quickly that bus driver's giving out bees to students sitting in their seat because that's where the problem is. The kids take these bees, and number one, they get an acknowledgment because it was something positive said to them. Number two, it goes into this hive. Every homeroom has a hive, and what they do is we have a list we call the Bee Exchange, and basically it's got things on it from pencils to silly bands to extra recess to all kinds of things with a point value. And they turn them in and the entire class gets the acknowledgment. So what that quickly does is it starts fostering teamwork to get bees. You have students that are happy instead of being jealous that one of their friends got something when they were doing the same thing. So quickly I got a lot of teacher and student -- teacher and staff support with that, and the students love it because no longer are students getting jealous that one student got something and the other didn't when they were both doing it. So that's how we deal with our tier one acknowledgment plan.

PBS has an acknowledgment plan. It typically calls for three sorts of levels of acknowledgment, and you have your level one, which is your high frequency. Your level two, which is intermittent. And then, you know, your end of the year celebration. So what we do is we change them all, and we have another way of acknowledging, which I'll talk about, but we give the bees out all the time. And we have a Bee Exchange, which I'll show you, and it's got several items on it. When we first started this out, the list was for every student in the school. We're now to a point where we have it by grade level, more so appropriate to the age of the students.

Sometimes when I get \$50 for something or extra books come in, I'll throw it up there. The teachers know when you have your tangibles that it's while we have it, we have it; when it's gone, it's gone. And the students know that too. So when you have a little bit of money for whatever program we get, we do them at Teacher Night and we got \$200, we'll buy \$200 worth of incentives. And you know, that'll carry you or buy so much of this. It's gone, they have to pick something else. And schools also get a lot of things donated. So as we get stuff, the list is evolving.

Our tier two, our intermittent phase of the acknowledgment plan is a monthly acknowledgment for one student just highlighting, you know, the three expectations everywhere. Teachers make a recommendation, we pick three students through the building, and what we do is they get a certificate, they get to go in the cafeteria where we have a dry erase board, and they basically get to write. They bring a friend with them. They talk a little bit about, you know, what's their favorite book, how old are they, things like that, and they get to draw. And then we also have another part of the building where we take a picture of them, and it's just a really nice acknowledgment.

We've also added to that. That was our first year. We maintain that, but we've added it. Many of the teachers, including myself, we feel that, you know, we're not getting enough of them. If you're doing three a month and you have 700 kids, that's not a lot. So what we've done now is we'll do things like, on your monthly cafeteria lunch plan, on the back of it we'll let students design it. They'll do some artwork and write something, and wow, that goes to every kid. It's free. The kids love it because they're being acknowledged. You can hit some students there that really may have a -- you know, may be struggling with a content area like math or reading, and they get to celebrate their artistic abilities. We've had kids write that are excellent writers and do poems on there.

And we've also upped that a notch and had them decorate some other things throughout the building. No cost. And you're also hitting some academic standards there, so you do get buy-in from your staff. So that's our intermittent plan. And our third, end of the year celebration, we do celebrate the school, celebrate that we're responsible, respectful, and caring. And on the second to last day of school, we get a bunch of sidewalk chalk and we go outside and just decorate and basically ask all the students to, you know, do a picture of something that was fun that showed their expectations. And they have a blast. And I have some pictures of some of the stuff here. What you can see there in the center of our school is the showcase that has our acknowledgments, and it changes. Let's see, right here, here is one of the many lists that we had, and this is for kindergarten, first, and second. And you can kind of get an idea. Silly bands are cheap, the kids love them, 50 bees. Pencils, erasers, extra recess. You can see how the bigger the item, the more bees they need.

I also want to add you have your three components of an acknowledgment plan: high frequency, intermittent, end of the year. And then if you -- you've got constantly shake things up. We've been doing it for five years. Just everything gets old. So what we do is when we identify a real-time problem that's school-wide, like perfect example would be -- trying to think of one that we had. Keeping your hands and feet to yourself at recess was one. We quickly will turn that into a school-wide goal, where we'll tell the kids one of them was if there was no office discipline referrals for the day, they got a special sort of bee. It was a carpenter bee. So we've had carpenter bees, queen bees, all these different bees.

And what we've done with the carpenter bee was we had Wal-Mart donate a lot of money, which we ended up creating what we call a motivation room, which is a little room that has TVs, and it has some PlayStations and XBoxes. And to get the room, they had to earn the room. They had to build it with a carpenter bee. So ultimately, every day a classroom didn't have an office discipline referral, that classroom got one bee. And it was a school-wide goal. So what we did is we cut out a part of the box out of all the stuff we bought and we taped it up on the walls. And anytime a classroom got a carpenter bee, they had to tape it up there. And as soon as an item was covered up, they earned that to the room. And when all the items were covered up, we

opened the room.

So that's an example of how we've changed the acknowledgment school-wide to fit a real-time problem. We've done other things with the restrooms. When I was -- showed you the restroom instructional clip, we didn't want as many referrals in the restroom. So we introduced a queen bee, and only certain people in the building could give out the queen bee. And when they earned -- a queen bee was worth 1,000 bees. They had to earn 20 of them, and when they earned that, we had a snowman festival, which was no money. When we had enough snow in February and they hit the mark, we gave enough time to earn it. We went outside with the snow and their parents were invited to come in. We had hot chocolate and we took water bottles with food coloring, and they just went out there for an hour. It was fantastic. The news came. We made the cover of the paper. And there really were no costs. The costs that were there were the loss of instructional time. But by implementing this program, the cost that you get in return is fantastic at every level. So that's a little bit about the acknowledgments.

Other things that we've had for acknowledgments. We had some grant money. We purchased a -- this was always a big hit with the teachers, recess toys. The school -- our school district doesn't have money for recess items for students. And so a lot of our teachers -- it may seem like it's not that big of a deal, but it is because newer teachers don't have anything. And when the students have inside recess for 25 minutes, you know, if you don't have anything there, it tends to just -- there tends to be more office discipline referrals. So with the grant money, we bought bins of toys that they basically could turn in. And for 50 bees, they'd get it for two weeks so that the whole school benefits. We have it and it's -- it was just -- it was really, really -- it worked out well. And when we hit below 20 degrees with the windchill, which in Erie happens a lot, you know, they have another option there.

Another popular acknowledgment that we did. This is interesting, but we actually stopped doing the ForeSight assessments this past year. But the past two years, with our ForeSights, which I'm sure if any of you are practitioners in the room, you know what those are. They're benchmarking assessments used for PSSA. We took the opportunity not only to use the ForeSights as predictors to what students know and don't know for preparation for the PSSAs, but we also quickly recognized how powerful it was to teach the behaviors.

So what you see here, when we teach -- when we gave -- administered the ForeSights, we quickly came up with what is it, during the PSSAs, what are the behaviors you want from students? You want them to check your work. You want them to use scratch paper to check their work. You want -- you don't want them to rush through it. And students, they rush through it.

So what we did was during the PSSAs, you're not allowed to do any sort of monitoring when it comes to

that. But during the ForeSight, you absolutely can. So we took our multiple sessions before the PSSAs to teach those behaviors. And then we acknowledged them for them. So teachers basically had clipboards during the ForeSights. And they were walking around, they taught the kids, they want to see their work on scratch paper. They want them to check their work. How are they going to do it? By looking at their scratch paper. So we did that. Students earned bees for it. And at the conclusion of the ForeSights, even if they scored horrible on it, we wanted to see that they were checking their work. And here they earned tickets and we gave books away.

And we're always limited with the funds we have, so I think we had 100 books. And I did it with third and fourth, so you're looking at about 300 kids. So they earned a ton of -- some students only earned a few bees, other earned more because they did all the behaviors. And they basically had the opportunity to win a book, and then we also showed a movie with popcorn. So kind of just highlights, again, the behavioral component of really, really, really trying to teach your kids what it is you want to see.

And then this, let's see if this comes through. This was a new acknowledgment this year. And they love it, but our teachers -- our students now, they created posters. They made it part of their writing project, the writing process. So their focus -- when you look at the standards on what they're already focused on, we live in a day and age where you need to be thinking STEM, you need to be thinking PBS, you need to be thinking everything because there isn't enough time in the school day. So teachers are now -- we're to a point now where they know it well enough that they're inner threading as much as possible. So in the writing process, kids created this. They took the cameras and they basically made posters, a ton of them, and they posted them around the school. And that was an acknowledgment. The students wanted to do that. So students are attempting to earn making a poster, which is exhibiting reading, writing, and there was a lot more to this when you see it, but ultimately when you look at what you're asking them to do, they want to do what it is you're asking to do when they're begging for it.

And so we did this, and then quickly throughout the building, the next thing you know we have teachers that are earning bees to write letters for the restroom on keeping it clean, which was fantastic. That's something you would just do as a writing project, but now you have students that want to do that? And they're earning bees to basically post them, get them laminated and post them. So when you get to that point where you're operating well and your teachers are really double-dipping with the different programs that we're asking them to do, it truly is phenomenal.

Bees of the month. I talked a little bit about the intermittent. This is throughout the building. We have these hives and we take a picture, they get a certificate. And throughout the year, they just kind of -- we portray, you know, and celebrate their success. This is probably difficult to see. That's one of the white boards that we have in the cafeteria. You can see the three kids. I got -- where the red is is where their name was. And

you can see they go up there with a friend, do a little -- write a little bit about, you know, their self, and do some artwork. They love it. It's also nice because we have a lot of after school events. And when parents are coming in constantly, they're constantly seeing all the positives. This is always a nice video. This is a student talking about acknowledgments, second grade student. Oops. Let's see if I can go back to that.

**[VIDEO BEGINS]**

**TEACHER:** Hi, hi, Justin. How are you?

**STUDENT:** Good.

**TEACHER:** Can you tell me about our bee program?

**STUDENT:** [inaudible]

**TEACHER:** Yes, and what does it mean to be responsible, careful, and caring? [inaudible]?

**STUDENT:** [inaudible]

**TEACHER:** Why?

**STUDENT:** Because we just want to be nice. You don't want to be mean, you don't want to be grouchy. [inaudible].

**TEACHER:** What's one way to get a bee in the cafeteria?

**STUDENT:** [inaudible].

**TEACHER:** What's another thing you do?

**STUDENT:** [inaudible].

**TEACHER:** Are you looking at the wall up there?

**STUDENT:** No, I just know it.

**TEACHER:** You just know them, okay. What did you turn bees in for so far this year?

**STUDENT:** Mostly movie parties.

**TEACHER:** Mostly movie parties. Have they been fun?

**STUDENT:** Yeah.

**TEACHER:** What about last year? Do you remember what you turned bees in for last year?

**STUDENT:** I think we had one pajama party. One pajama party and [inaudible].

**TEACHER:** That's okay. Do you remember what you turned bees in for last year?

**STUDENT:** [Inaudible].

**[VIDEO ENDS]**

**MIKE TRUDNOWSKI:** You get the idea. Time-wise, I have a lot to go through, and I want to make sure I don't shortchange Mr. Ashton, so I'm going to go kind of fast through some of these slides. If you have questions at the end, I've got a lot of stuff I can share with you. So third and fourth year, we really focused on our tier two and tier three interventions. Just to give you a brief snapshot about what those look like, I mean, now we have everything down to a pat.

I'm sure many of you have heard about check-in, check-out, check and connect, functional behavioral analysis. We have -- we're fortunate enough to have an outside mental health provider come in, and they do some counseling, which is a tier two, tier three. So we have all that stuff ironed out, and we have protocols. My guidance counselor has student generated questionnaires that she asks her kids over time to deem whether or not it's effective or not. It's a tough thing, but it's really, really done well. And as a principal, it's very nice because it gives me an idea of how much of that resource is available. And that's a newer thing that we've got with PBS.

Community outreach. Something that we did last year that we continue now, we actually partnered with the West County Daycare providers and we hosted an event where all of our pre-K daycares were invited. Many of them came, and we had two hours where we actually highlighted the program and we taught them what we do, and made inroads with they can do so that the transition is very seamless from your Keystone STARS programs to your Head Start programs. We actually had several local school districts come out and get an idea of what it is that we do. It's been very powerful. The more those kiddos are ready and understand the language when they get to us, the better off we are. So that's part of our community outreach. That's a newer thing that we've done.

Newsletters. We have monthly newsletters that we send home. Poster contests, that's what this one is. Kids are -- we're constantly asking them to either talk about being responsible, respectful in the school and bring something in or how they're responsible, respectful, and caring at home and bring it home, and then we'll give away all kinds of stuff. We're getting zoo -- you know, four zoo tickets or baseball tickets, and we're constantly getting little things like that that we just give away.

And there was another one. Let's see what this one is. You know, just to give you an idea. They look different, but they're generally, most of the time, the same. So something new this year, we integrated our -- we have integrated our Olweus bullying program with PBS, and we now call it EVES Pride. It's also a transition

into Jacket Pride at the middle school. But we have a frog that was an Erie community sort of art initiative, and we call him Honey Hopper. And what we did this year was -- let me see if I can find it. This was the beginning of the year assembly this year.

**[VIDEO BEGINS]**

**TEACHER:** We have to share with you is that we have given our bee program a name. We're not just going to call it the bee program anymore. It's going to be called EVES Pride. Can everyone say that with me?

**STUDENTS:** EVES Pride.

**TEACHER:** And to teach you about EVES Pride today, Mrs. Groshis and I have a story to share with you about the EVES Pride program. And I want you to be listening very carefully, but also watching very carefully because some of you are going to be helping to tell the story. And you will see what I mean. Is everyone ready to learn how --

**MIKE TRUDNOWSKI:** Let me go to the next one. What we did was we couldn't find a book that fit, so we made one. So we took kids, pictures, and created a story.

**TEACHER:** My name is Honey Hopper the bully stopper. My job at Elk Valley is to make sure that there are no bullies in our school. I am also the leader of the EVES Pride program, and I am so happy to tell you about this special program today. Are you ready to learn about EVES Pride?

**STUDENTS:** Yeah!

**TEACHER:** Oh, I am so --

**MIKE TRUDNOWSKI:** I'm going to stop right here. But that book, half an hour assembly, we went through pictures of the previous years and we told a story about how we're responsible, respectful, and caring. You saw a blow-up screen there that we have that we've acquired throughout the years. And that started this year's kickoff on EVES Pride. And since then, it's merged into all kinds of things. Our school-wide data at this point, probably since before the PSSAs, didn't indicate a school-wide problem. We didn't have one where we felt like we had to allocate our resources like we had the previous years. We had pockets of needs, but nothing school-wide.

So we focused on caring this year. We had a caring fair around Thanksgiving where it was an altered schedule day. It was an early dismissal, so the students went into the gym and we did a variety of things. We read them a bucket -- we read a story about how to fill your bucket. And it was about being caring, and then we did all these other activities about how to be caring. And then what we did was introduced a caring bee and put a bucket outside the classroom. And again, we're looking for -- since we didn't have a real strategic global

school-wide problem, we just wanted to see more caring throughout the building, so whenever a student demonstrates something caring, they got the caring bee. Well, we use that screen in February and we brought in like one of the dancing PlayStation 2 or one of the video games, and that was their acknowledgment. So the kids were up here, and it was just one of the best things we ever could have done in terms of acknowledgment that was free. The kids loved it.

Let's see what I have here hyperlink-wise. I am running out of time. This is the scavenger hunt. So kids basically went around the school and did a scavenger hunt as one of the activities at the caring fair. And that was all I had there. Caring fair. At the conclusion, we had make the caring club. So if they filled their bucket, the story How to Fill Your Bucket is about being caring. The classroom filled their bucket by getting these little caring bees that they taped up. They made the caring club where they got a bracelet. We decorated the front of our hallway with these colorful pieces of fabric. And on the left-hand side, you see right there pictures of classrooms that actually made their goal. And then once we had a set date, here was the acknowledgment, which was the dance. Loved it, very positive, stressing caring. I'm going to skip that, we're out of time.

Guess the last thing I want to talk a little bit about is, five years in, this year, the biggest benefit that I've had as an administrator, and I feel my teachers are right there with me, is how PBS has moved into truly the framework has moved into the fabric of the school. What I mean by that is this is what has happened this year. Four times, three, four times this year, extremely well-done. Myself, my assistant principal, my guidance counselor got together. We had all the streams of data. Not just your PBS data, which was your SWIS, which include your check-in, check-out, office discipline referrals. We had attendance data. I had all of my academic progress monitoring data from my Title I reading specialist teachers. Every 15 days, they work with kids that need help. They have to submit data. We had every possible stream of data you can imagine.

Our guidance counselor had counseling, her scores of her students. And what we did was we went through kid by kid and we said, where are they with everything? Where are they with everything? Where are they with everything? So student that was truant, we looked at how are his grades from his regular teacher, which I have meetings every 15 days with and they submit data. We looked at everything that you can imagine, and then we determined whether or not the intervention they were in was appropriate or not based upon if they were successful or not. We kicked it back to the BLT team and made a decision.

And our BLT team, for those of you familiar, it's -- oops, I don't have it on here. It has a flow. And what we did for the first time ever, which was really nice, is students that were receiving academic instruction was very linked to their behavioral. And if they weren't making gains, we're at a point now where we're moving kids around to get them where they need to be. And we're really focused on special ed right now. All too often, when kids get identified in learning support, they get an IEP, they get some goals, they get a set amount of



time, and that's it. They don't make their progress, their goals change. Not a whole lot happens instructionally or the amount of time they get. We're at a point right now where we've got the capacity when they submit their data right now, if our special ed students are not making the gains we want, we can change the amount of time they're getting, change the instructor they're with, with switching out with another teacher, or change the intervention that they're with. And it's truly a remarkable thing to experience.

I'm out of time. I don't want to shortchange Mr. Ashton, but I have a lot of stuff I didn't cover. If you have any questions about anything, please see me afterwards or you can email me. The contact information will be on the link where they have most of this stuff, so. I guess I'm going to segue to Mr. Ashton with this wonderful story.

Last year -- this is Mr. Ashton's first year implementing PBS at the middle school. Last year, I get this mother. I know her, she's fantastic. She's always there. She volunteers. She's upset. She calls me, she's upset. She's got one student in my building, one student at the middle school. What's wrong? What's wrong? You're not going to believe this, Mr. T. Okay, tell me, what's wrong? Well, last year, we gave out silly bands for bees. The older student was stealing them and trading them at the middle school, and he's getting detentions. So here we got one school giving out silly bands, and here this principal's giving detentions for them. It's just a great story.

**DAVE ASHTON:** Like Mike said, we have to be consistent. And I see a lot of silly bands on [inaudible]. Real quick before we get into it, I know it's been a long afternoon, we're going to give you about two, three minute stretch break. And one thing you need to do when you come back is talk to someone about one thing you learned from Mr. Trudnowski here that you can take back to your building. It's so important to find one thing that works for you. All these things, it's great stuff, but you got to find one thing that does work for you. So I'm going to give you a two, three-minute stretch break. Go talk to someone that you don't know. Do the handshake, do the smile, the PBS qualities we're always looking for, and bring back one thing to your buildings. All right, thanks, everybody. Two, three minutes.

You can go eat. You can go to the poster presentation. All right, real quick. While we are a middle school, we are in the chimney area of Pennsylvania. I was talking to Keith. He goes, oh, we all -- we know where the chimney area is, right there on Lake Erie. We're a five through eight building. We have 600 students. Like Mike Trudnowski said, you know, our EDs population has been going up steadily. Our at-risk population is going up too right along with that. So we're in the same boat as a lot of you, and we were just talking about it here, sidebar-ing. You know, the big thing is these kids are coming to us every single year with less. You know, the manners, just the life skills. And I'm going to talk more about the life skills, the character ed pieces.

You know, that -- you know, in our building, you know, we have that country setting. We have that city setting. We have all a huge mix. But they're coming to us every single year, you know, not even knowing how to hold a door open for a female, say please and thank you. And we have to do it all. I mean, we're all in the same boat and we know it. It's tough. It's an uphill battle. And public education gets to have black eyes sometimes, but you know, it's people like you coming to these conferences and the great stuff Mike's implementing at the elementary level, you know, that we're trying to do the best we can to help these kids out.

So basically, you know, the big thing is the goal is I want you to be able to take something from my presentation and also from Mike's as well, take it back to your buildings. You know, what we do not necessarily is always going to work for you, but you might be able to steal something from this program that I'm going to share with you today. I was here last year for the first time because we were told that we're going to implement PBS in the middle school. And it's been a five, six-year process. I've been there for six years now of bringing in leadership programs, the Olweus program which is bullying, and Friends of Rachel. I'll talk about this stuff a little bit more, but it's been a process, so you're going to hear a lot of different things. I'm going to try to go through it a little bit quicker so we do get out of here on time.

But the big thing is baby steps. How many of you are in year number one of PBS? Real quick again? How many of you are three plus? So we have a lot of -- okay, so how many of you are in a boat right now where I was last year? Didn't have it, PBS, at all. Okay, all right. Well, you're going to get some different things from me to help you out in this year one program, because that's where we were this year. Moving into my next slide, you're going to see right here, this is basically our foundation right here. This is our motto. Our PBS program is called Jacket Pride. And those six leadership qualities of listen, empathy, attitude, dependable, effort, respect, those are our life skills. Those are our character ed pieces that we talk about consistently. And you heard Mike talk about that all the time, that consistent approach. They need it. And I also believe it has to be consistent as well as that repetition. Just like anything in life, you have to repeat it and discuss it and talk about it all the time. And we discuss, preach, and talk about these six leadership qualities all the time.

Now with this, this is one of the posters actually that's up in our building, and we have the posters. And there's a couple of other ones too that are up in classrooms, in hallways, so they're visible. We have collages up in the classrooms so they see them. The kids see it all the time and we'll ask them, you know, what -- you know, what are six leadership qualities? Boom, they rattle them off because they know them because they're on their student agendas. You know, they are on our website, so they are visible. They're everywhere.

Now a little background. Like I was talking about, it's been a process for about five years. I've been at the middle school for six now, and my first year I kind of got there. I just wanted to look, see, observe what was going on and what needed to be tweaked, what needed to be changed. And then in year number two, when I

was there, we started to really make a lot of changes. And I say we because it's a team effort. It's never just one person. It's a definite big time team effort. And if you look here at our timeline a little bit, the background, the Olweus bullying program came to us three years ago. And that's when it basically became mandated. Everyone had to have a bullying program in their district.

Rachel's Challenge, which I'll talk about a little bit more, how many of you have ever heard of Rachel's Challenge? Okay, I'm not here to promote it, but it's a fantastic program. It's something that I'll talk more about. And then our school-wide positive behavior support. We started getting into it last year, prepping for it to get ready for this year. And that's called our Jacket Pride, and it's all about being clear and consistent with the expectations.

You know, and the big thing is when I got into education, and as teachers you know you hear about all these great programs coming to your district at those in-service days. And then, boom, they're there for a couple of months, you never hear about them. I've really taken pride in these programs. They have not disappeared. And that's one goal I set for myself as an administrator when I started that I wasn't going to bring a program to the district and then just kind of watch it disappear. So these three programs are going strong still under that umbrella of Jacket Pride, which is our PBS program. So like Mike has done last year or this year, I can't remember which one you said, he has -- you know, he's brought the Olweus program under the umbrella of the EVES Pride as well.

If you look here, here's some of our discipline tolls in our building going back four years ago. And with all the different leadership programs, the Olweus program, Friends of Rachel, obviously you see the positive impact it's made. So if we were starting PBS, we would have seen those trends as well because we weren't officially PBS, but we did have a lot of the programs in place leading us to where we are right now. And if you look at the suspensions, that's the one of the big things right there. I like the suspensions because you're keeping kids in the classrooms. And when they're in the classrooms, you have less problems. They're not getting frustrated. They're not getting behind in the classwork which causes usually more suspensions. So if you look at that, it's pretty impressive with our data. And again, that's all -- that's a team effort from teachers buying into programs, families buying into programs, students following expectations, and the framework in place.

And at the bottom there, there's our top three discipline referrals. Just like Mike said with his program, work ethic is a huge issue. I'm sure you see it in your buildings too. Work ethic? I don't know what happened. What happened? You tell me. What happened with the work ethic? I'm sure you're seeing it on this side of the state too. You know, homework is a constant battle. And that is number one. We have a discipline in place. If the students don't do their homework, there are consequences. And really if I took out the homework and the

academic aspects, our discipline referrals would probably be cut in half more so. So it's half academic, half behavior.

So like I said, it is a framework. And it all is under that PBS umbrella. And Jacket Pride sets clear and consistent expectations for student behaviors and helps guide students in trying to make better choices in life. And basically at the end there, in short, Jacket Pride is a connection of programs through common language and clear expectations. And that's key. You have to have everyone onboard. Just like you're in that huddle, terminology needs to be consistent. You need to know and know that terminology inside and out. Teachers have to use that terminology. Students need to know it and your administration has to know it as well. So it's buying into that system, so it's consistent, which is key and crucial to everything in life.

And once again, here are six leadership qualities that are up and visible everywhere. A couple of examples. I saw a study about empathy. Empathy is probably one of the biggest, biggest hurdles in high schools. You know, a lack of empathy for others, and we discuss this all the time. You know, I will put myself in another person's situation before I judge him or her and help others whenever I can. Dependability, effort, and respect. I will be considerate of myself, others, and of property. Those, again, are all life skills. Those are things that you can incorporate in your buildings, in your classrooms right now. And the kids need it. They need it very much so.

The Olweus bullying prevention program, not going to go into too much detail with that, but that is under our PBS umbrella, and those are our four steps that we consistently stress and we talk about daily. And they are up in our classrooms, just with our classroom expectations. We will not bully others all the way down to if we know someone who is being bullied, we will talk to an adult about that situation. And that's tough. Bullying is probably the biggest hurdle we have to overcome. You think about the social medias, you think about the movies that kids watch, the music they listen to, that's that battle that's -- it's an uphill battle, but we're not going to give up. We have to somehow, someway get these kids comfortable enough to go talk to an adult when they are being bullied because if they don't talk to somebody, that's when things explode. And we all have been there. We've all seen it. But it's that uphill battle. I mean, you see it in the hallways, you see it in the classrooms, you see it at home. That bullying is going on consistently. But with our PBS approach under this umbrella, the biggest thing is getting these kids to talk to somebody, which is so important.

Now Friends of Rachel is my next slide here. How many of you remember Columbine? Mm-hmm, Columbine. I think this past year was the 13<sup>th</sup> anniversary of the school shootings at Columbine. There was 13 people who were killed, 12 students, one teacher. Rachel Joyce Scott, she was the first victim at Columbine. And after her death, they went into a room, they were looking through her things, and they found journals. They found things that she was stressing and trying to do in her life about treating each other with respect. You

know, random acts of kindness. And these were eight of her challenges that they found in her journal. So how many of you have ever heard of Rachel's Challenge? Anybody, anybody at all? Google it, check it out, bring it to your district. It's fantastic. It's another anti-bullying type of program.

And this right here, these eight challenges we stress daily. We talk about it on the announcements. We talk about it during our class meetings. And if you look at them, again, those are all life skills. Just think about as adults if we lived by those skills right there, all the problems that we would avoid. Those are fantastic, fantastic challenges, and our kids know about them. We stress them, we talk about them. We have four grade levels in the building, five through eight. We have a Friends of Rachel grade level team that students are involved with, basically communities type service type of programs. Grade five, they just raised over close to 1,700 books for the Caring Place, which is a facility for grieving families when they lose somebody close to them or they lose a father or a mother. So the community outreach is right there with the Friends of Rachel. But that's right there, write that down, google it, check it out. It's a fantastic program to bring to your district.

Here's a quick picture about what I was just talking about. The books collected from our grade five, Friends of Rachel. Small group, teacher-led, teacher volunteers her time to do this and work with the kids. And with our situation, because of the busing and the transportation, we have to find time during the school day to have these kids meet and put together their projects.

All right, bringing Jacket Pride to RAMS. The biggest thing is putting that team together, because it's all volunteer. You know, you're not getting paid for it unless your district has money. And we don't have as much money, and I'm sure you guys don't have as much money either as we used to, so this is all volunteer. My biggest thing was when we knew we were going to go that PBS route, I had to go out and be that car salesman. I had to go out there and recruit. You kind of know who you want to go after first, and then you're hoping to get some -- you know, those other people, but the key is you got to get that team. So if you're not -- if you don't have that PBS in place yet, the biggest thing is start thinking about who are you going to recruit to be your cheerleaders, your support people for your Jacket Pride team. In our case, it was our Jacket Pride team.

But if you look here, what we did is recruiting. Then we attended multiple trainings. And Annette Eccles is in the back. She helped us, you know, basically bring our PBS model to RAMS. And then it started -- it was probably like it should have taken about a year, but we had about six months to get it ready. So we were working after school, we met in the summer. You know, luckily our district did pay for our employees to come in in the summer, so that was fantastic. But it was time-consuming. It was a lot of work, but all that work, all that hard work paid off. So we were able to kick it off at start of the year. We had our kickoff with our families, with our students, and with our staff.

You really do need about a year though, and I think Mr. Trudnowski could probably speak to that too. You need about a year when it comes to that prepping to bring it to your building. Right here's an example, this Jacket Pride core team. At the start of the year, we met about every other week. But then as we got more comfortable and obviously meeting times are tough, it's time to find those meeting times. Here's a monthly Jacket Pride core team meeting agenda, just an example for you. And at this -- you know, at these meetings we talk about what we're going to implement with our Jacket Pride class meetings. And I'm going to show you a couple of those. We talk about our discipline, data-driven decisions, what we're going to do, action plans. You know, the biggest thing is work ethic. We still haven't come up with a plan how to improve upon that. You know, making negative comments, you know, and discussing students who are at-risk. Who do we need to involve in and get involved in our check and connect program? Possibly in our refocus room. So this is an example that we put together as a team from one of our agendas. And we meet monthly. Right now, we're monthly meeting. But my coach, my coach, we meet quite often. You know, I have a coach in the building who is one of our teachers, and we're always game-planning, prepping, and getting ready for whatever is coming down the road.

Like I said, consistency is crucial to our PBS, which is our Jacket Pride program. Right there is an example of a collage of what's up and visible in every single classroom. If you see here, we have our poster of classroom expectations of listen, empathy, attitude, dependable, effort, respect. And what's nice about that, we let each grade level kind of tweak it and change it to meet their needs because we have an elementary-secondary mix. So what works for grade five obviously is not going to work for grade eight. So with that, that's up in every single classroom. It's consistent per grade level, and that's key per grade level, so kids aren't getting mixed signals and they're making mistakes because of that consistency's not being there.

Also if you see here, we have the Jacket Pride pledge. I think that's my next slide. I'm going to show you there. We have our anti-bullying rules and we have our Friends of Rachel challenges up there. So those are there every single classroom. Repetition, consistency. You're going to hear that a lot. And those are the two words I would bring back to your schools. Consistency, repetition. You have to have those two things in place.

Here's our Jacket Pride pledge, talking about consistent and repetition. We say this every single morning as a school. How many of you have a pledge in your -- any type of building-wide pledge? Couple people. Well, right here, I listen, I show empathy, all the way down to I show respect. Every single day, we say this with the Pledge of Allegiance, our moment of silence, and then we have our daily announcements. So the kids are repeating this together in unison every single morning.

Now Jacket Pride class meetings. What I'm going to do is I'm going to show you a couple examples of our Jacket Pride class meetings. Now if you look at the slides, I'm going to give you a second to read through it

before I go into more detail. This is a huge part of our program. These are our teachable moments regarding life skills issues that we're seeing in the building that we need to focus on. And we do these once a week, on Wednesdays currently.

We actually did a survey at the end -- basically we're coming up to the end of the year on the students. And they told us, because we had questions, we wanted to get feedback from them, how to improve the program and so forth, they want to move them to Fridays because what we do with our Jacket Pride class meetings, we have a tutorial, which is basically a study hall. We take the first 20 minutes out of that tutorial study hall on Wednesdays to go through our Jacket Pride class meeting.

And what I want to do is I want to show you a couple of examples. Let's see here. There we go. All right, here's one real quick, Jacket Pride class meeting. I didn't want to use this one yet, so hold on one second. All right, positive attitude. Basically it's a PowerPoint. Teachers go through it and teachers facilitate these class meetings. They don't actually teach them. Our core team has to prep and prepare for these class meetings weekly, and we give them to all of our teachers. So positive attitude all the way down to -- I'll just show you a couple. I have all kinds of these and if you ever wanted me to send you some of these, they're already made up. I could send them out to you. They're fantastic. Three years' worth of making these class meetings.

Here's one on -- if you've ever seen a teacher look like this, here's the next big one that we have a problem with. Homework. That's why. And we had a Jacket Pride class meeting about homework, what you need to do, basic skills about where do you do your homework. You know, organizing your time. Let's see what this one is here. Effort. You know, another lesson on effort. And up here, I've got the theory that if you give 100% all the time, somehow things will work out in the end. So there's a couple examples here, and you can go all the way through some of these slides, but you know, great teachable moments, things that we really focus on, we look at with data, and we put together during these Jacket Pride class meetings. We get feedback from the kids and we get feedback from the staff, and we put all of these class meetings together. And this is our big teaching moment for our Jacket Pride program. I want to get back to my PowerPoint. All right. Yes?

**AUDIENCE MEMBER:** Do you adapt those? I mean, are you going -- this is your first year, but are you going to adapt those each year?

**DAVE ASHTON:** Well, it's actually --

**AUDIENCE MEMBER:** Because you wanted those six core leadership qualities, but are you going to adapt the lessons?

**DAVE ASHTON:** Yes, we will, because we just met last week. We had our core team meeting last week. And what we did is we kind of tweaked, we adapted them, we changed them. We even adapt them from the

elementary to secondary because we have that five, six feel sometimes to the Jacket Pride class meeting. Seventh, eighth grade might need a different message, but we have three years' worth of these meetings because before PBS, we were Olweus and we had all those. We had the anti-bullying things and all that stuff. So these Jacket Pride class meetings, yeah, very much so. We have to, because you have to differentiate just like we do in a classroom.

This one right here is my favorite. It's called a Jacket Pride card. What I like about the Jacket Pride card, here's our acknowledgment for doing something positive in the building. You don't have to be a straight-A student. You don't have to be, you know, that fantastic athlete. It could be that kid who struggles, who is failing. But if he made a positive choice that day in school, teachers are always on the look, and we tell them this all the time, teachers are always on the look for you to do something positive, whether it be cleaning up a hallway, picking up a piece of paper off the floor, helping someone at their locker, or making a positive comment. Teachers are always on the look. And what they do, that's an example of one of our Jacket Pride cards. It's just a little 5x7 piece of yellow piece of paper.

And if they demonstrate, they circle the letter for LEADER. Let's say they were listening in the cafeteria, their eyes were on the speaker, and they were respectful, boom, the cafeteria aide can circle that L, write a nice little positive note on the back, and they're acknowledged for doing something positive. And their name is automatically goes into a drawing for a gift card at the end of the month. A good story with this, one of my toughest kids that went through the middle school, basically never had an expression. You thought maybe you were making a connection at times, then you just -- it was an uphill battle. We've all been there.

His mom came to me, I remember this. He was in seventh grade and he said, Mr. Ashton, he's got this Jacket Pride card. He would never, ever tell you this, but it's on the back of his closet. And he has it up there taped up to the back of the closet. And this is a kid who had all kinds of problems. At-risk kid, talking big time issues. You know, and hearing that, that's what you like to hear because you do without knowing it, a lot of times when we make connections with kids without even knowing it. This is one of the toughest kids, and he's got his Jacket Pride card on the back of his closet. And that was a huge thing for him. He's probably never been acknowledged for things before. Those little acknowledgments go a long way with kids.

But like I said, this is what's nice about this card. You can acknowledge a kid at any point in time during the school day. And we call their names off every single morning when they get a card, they come down, you can see that smile on their face. Even middle school kids like it. And I'm telling you, I know that high school kids would like it too. So this is something right here. If you were going to take one thing from the presentation, I would take this back to your building. You can do something, you know, similar to this or something a little different. It's up to you. You got to make it work for your clientele, your students, and your school



environment, but this one right here is very easy to implement.

Leaders of the month. This is our top -- this is basically our top honor at RAMS because we use RAMS because it's Rice Avenue Middle School. Our leaders of the month, each month grade level teams nominate a student who consistently demonstrates our six leadership qualities. Just by being nominated, they get a leadership band, they get their picture taken as a group in our student lounge area, they get a possible chance a gift card. They get some free a la carte. They get a pencil, they get a certificate, they get all kinds of things. So we really do it up. They get all kinds of acknowledgments because these are our kids who are consistently going above and beyond, who are leaders. And they don't have to be outspoken. They could be your silent leaders who just model those expectations. But the six leadership qualities, those are our leaders of the month there.

Here's my student lounge. This we implemented this year. It's fantastic. This is number two. I would definitely try to do this, but you're going to need some money and that's tough to come by right now. This student lounge right here, kids love it. They ask to get in there. They ask how to get in there. And what we did at the start of this, we conducted a Jacket Pride class meeting, gave them all the expectations of what they needed to do, how to earn it, all that good stuff. So they get a Jacket Pride card, they're nominated for leader of the month. Or if they do something above and beyond that a teacher recognizes, their name can go in for student lounge time. And we have a TV in there with a Wii system set up. They have a stereo. There's bean bag chairs. There's a big chair in the back. There's old school game boards like Sorry! and all that stuff.

And the kids love it. I mean, when we did our surveys, they talked about we need this, we need that, we need two student lounges. And it's packed every single time. And it's funny seeing parents' expressions when they come in. You know, they walk by like, what are they doing? Well, those are our -- they made good choices, they made positive choices, they were doing the right stuff. And what's nice about it is when someone's nominated, they can ask a friend. And maybe that friend didn't get a Jacket Pride card. Maybe they weren't nominated for leader of the month. But that friend can't be someone who's consistently getting in trouble. So sometimes you throw that other kid a bone a little bit. That student lounge is phenomenal.

All right, and kind of wrap up, and I know I have about five minutes. What -- it's just as important. I mean, this is all great stuff. I mean, we have to acknowledge positive choices. But when kids make negative choices, just like I used to take away the silly bands, you have to hold kids accountable. And here it is, redirection, retraining, and consequence. These are all teachable moments. You have to be consistent with these too. And I follow a very simple matrix, very simple with my minors for after school detentions, for Saturdays; and for my majors, for in-school suspension. I very rarely ever send a kid on OSS. I just don't believe in it. It's part of our policy. We have it available to us if we need to, but OSS is basically freedom. And I don't like kids walking around unsupervised, getting into trouble. It's just not good. I'm sure we all kind of agree with

that as well.

So again, redirection, retraining, and consequences need to be consistent. And the redirect and the retraining, how many of you have ODRs, office discipline referrals? Forms you have to fill out before you send a kid to the office. How many of you have to make parental contact before you submit those ODRs? All right, that's good. I'm a big believer in that. Before any teacher submits an ODR to me in the office, they have to at least try to make parental contact through email, phone call, or a note home. And I think that's huge to build those connections with parents as well. You have to communicate, good and bad.

And if you look here, our redirect and retraining, making connections, grade level team meetings, our teachers meet every Friday. We talk about data, we talk about the students, we talk about good things, bad things, the whole thing. Check and connect is something that we put in place this year. Our check and connect program is a little -- it's not exactly where we want it to be yet, but I have a vision. I know where I want it to be. Our check and connect was real simple this year. We kind of focused on, you know, academics a little bit more so because of our work ethic problem. If kids weren't doing their homework consistently, we had paraprofessionals, teacher aides working with kids in the mornings because we have a half-hour window before school starts. Meeting them at their lockers, making sure they're organized, making sure they have their homework done. If their homework's not done, they go to a special area and they work on their homework.

Going to the next level, then they also go to their tutorials and work with them at tutorial time. And if it gets to the point, then there's that consequence. If these kids consistently are not coming to school organized, doing their homework, they lose their lunchtime and they got to go work with a certain grade level and a certain group of aides and teachers on their homework to get their studies up to par.

But the refocus room, another big thing, this is going to be a new step for us next year. We have it in place. We got it in place and I had a vision to have a refocus, a separate room. This year, we have refocus and suspension together. It didn't really work real well, so our kids who are in ISS with kids who need to go to a refocus room. How many of you are familiar with a refocus room? A refocus room is basically that kid who comes to school, let's say he had a horrible night. Let's say he had a battle with his dad or let's say he got kicked out of the house. And I just had a situation last week, this kid came to school, he's in an awful mood, awful. He says, Mr. Ashton, I got to go to the refocus room. What's up? What's going on? You know, I slept under the bridge last night. He was out all night, got in a fight with his dad. If he would have went into class that day, he would have got himself in trouble. He would have just had a battle with a teacher. That refocus room, which we're going to have next year in place, is a separate room away from suspension. It's just a safe haven for kids to go to when they come into our building, they're having a rough morning. Or they're having a rough time in class, they have a place to go. It's not an out. They can't just say, hey, I want to go to the refocus room. There's

got to be a reason for it. But that's a huge safety net for kids, huge safety net. And I have more information on that too for you as well.

Example of -- I talked about teachers meeting on Fridays. Here's an example of discipline data I send to grade levels. Just a quick little snapshot for you with the SWIS data. We find the peak times, top discipline referral, we go through the students. The peak times are always interesting. You know, why are they getting in trouble, why do we have most of our discipline referrals at 1:45? Those are good topics of discussion as grade level teams. Consequences. This one I do want to share with you, the student behavior reflection, because it's fantastic. And this is something that anyone can do, right here.

This right here is a student behavior reflection piece. If a student has a problem or makes a poor choice, instead of doing an ODR right off the bat, they can fill this out. It's completely -- it's something they have to do. If you look at it, they have to fill it out. The leadership qualities are right there. They have to put their name -- excuse me, and everything else. They have to write complete sentences. And this is simple to implement as well. And the big thing with this is they have to take it home and discuss it with a parent or a guardian. Because that communication isn't happening. This way at least I'm getting a parent or guardian signature. It has to come back to me the next day. This SBR form is phenomenal because you're opening up those lines of communication with the families at home. And the students have to take ownership of their poor choice. So I have copies of that and I can send it to anyone as well.

All right, when you guys were coming in, I had a Jacket Pride video going for you. Do we have time for a quick video? Two minutes? I do want to show -- not everyone saw it, but this kind of wraps everything up. It kind of gives you examples of what's going on in our building with Jacket Pride, so let's see if this works out. Sorry I had to wrap up real quick there for you.

**[VIDEO BEGINS]**

**STUDENT:** A leader is a person who helps other people and tells them what to do, what's right or wrong. Or just lead them in the right direction [inaudible].

**[VIDEO ENDS]**

**DAVE ASHTON:** And I can give you my email as well, so I can share things with you at any point in time. Mr. T.

**MIKE TRUDNOWSKI:** And I guess I just want to conclude that you can see there are differences -- you can see the expectations are different. So we are in the process of merging the two programs. I have caring, responsible, respectful, and he's got his LEADERS. So one year in, he had Olweus and programs before. We had some of those programs. We've been doing PBS a long time. So it's going to be a process to make it more

seamless for kids, but I hope you walk away from here knowing that it's a framework. You can create it, basically, and it absolutely changes your school for the positive. And for those of you, in the end it is such a time saver and a positive experience, but if you need any more information, please see us. Thank you.