

LAURA MORAN: Good afternoon, everyone. My name is Laura Moran. I'm an educational consultant here at PaTTAN Harrisburg. And I'm joined today with Jared Campbell who's also an educational consultant. Our webinar today is called PaPBS, Pennsylvania Positive Behavior Supports: Tier 1 at the Secondary Level. We want to thank you all for joining us today and this webinar is going to be exciting to us because we're going to present what's happening at the secondary level in School-Wide Positive Behavior. One of the missions at PaTTAN is taking a look at how we provide the best possible supports for students who may receive special ed services or students who may not receive special ed services. But we want to take a look at what's the best way we can build capacity in our local educational agencies and we want to make sure that all teams have an opportunity to consider the educational setting and the use of supplemental aides and services. Our--we want to begin today with a poll question and you can respond to this by chatting in the chat box or in your question box. So here's our question for today. What is one question that you're hoping to get answered during this webinar? So we're going to give you an opportunity to take a minute or so to type in your chat box or in your question box. What's one question that you are hoping to get answered today during this webinar? So here are some of the questions we're seeing from the participants who all typed in. How do you encourage faculty buy-in? Because we know that can be a big piece particularly at the high school level. We also have--Kathleen wrote "What does the PBIS look like at the secondary level and in particular with organizational changes, what's needed there and what are some resources in order to implement this?" There are also some questions in regards to training, what kind of training do we need? Beth wrote in "How do you present the benefits of School-Wide behavior for secondary schools who are reluctant? And we do get that reluctance particularly more at the high school level because sometimes high school see this as this is something that the elementary is doing but not necessarily something being done at the middle school or high school level." Patty wrote in "How are the three PBIS--how are the PBIS being--how is PBIS being used at the secondary level?" And Tracy wrote in "How can we get to those kids who are always good and flying under the radar? We know that in looking at the research. Those are the types of students that we're missing, not necessarily the students who are suspended or misbehaving per se but they're the ones under the radar or sleeping in class, so how do we get them more actively engaged in school?" So these are really great questions that we hope to be able to address today in our webinar. So taking a look at our agenda, we're going to do the following throughout our webinar. We're going to take a look at some experience from the field with Bellefonte High School and they're going to share with us the experience they've had in implementing School-Wide Positive Behavior at the secondary level. The other thing we're going to look at, what does PaPBS look like with regards to data, what data do we need to collect, the importance of student voice, and then how do we align systems in order to make sure that what we're doing has validity as well as engaging students and teachers into this process. Now, throughout this presentation, if you have questions or comments, please type them in to the chat box and you're also going to have an opportunity to ask questions to Bellefonte High School as they're presenting so then there'll be an opportunity to ask them questions directly on implementation of School-Wide

Positive Behavior. So please be sure to type in your responses as we're--or questions as we're going along. So today, I want to introduce to you, Mike Fedisson, he is the Principal of Bellefonte High School and Melissa Duckworth is the Building Coach. They're going to provide some inside highlights and experience from the field and what it's like to implement School-Wide Positive Behavior at the high school level. So I'm going to turn it over to Mike and Melissa. Thank you for joining us today.

MIKE FEDISSON: Good afternoon. Are we--can you--are we coming through okay?

MAN: Yes. We can hear you.

LAURA MORAN: Yes. We're hearing you great. Thanks.

MIKE FEDISSON: Great. All right. My name is Mike again. I came up to the high school three years ago. In our district, we have six buildings, we have four elementary that are K-5, we have our middle school which is six through eight and then high school is nine through twelve. On our middle school and one elementary had been working with School-Wide for probably five years now, when I was a teacher at the middle school working in the School-Wide program before I came to the high school as vice-principal. So when I came to the high school three years ago, we made a decision as a district to take School-Wide and take what we've learned from those two buildings and implement across the district in all our six buildings. So, Melissa and I are going to go through...

JARED CAMPBELL: Mike, can I stop you for a second?

MIKE FEDISSON: Sure.

JARED CAMPBELL: We're not seeing your screen at this point.

LAURA MORAN: I'm not seeing your screen.

MELISSA DUCKWORTH: There.

JARED CAMPBELL: Now, we can see it.

MELISSA DUCKWORTH: Do you see it now? Okay.

JARED CAMPBELL: We do, we do. All right. Thank you. Sorry for the interruption.

MIKE FEDISSON: That's all right. So we're going to kind of walk through today just a little bit of background about the district. I just want to go through year by year what we did in the last three years from planning phase through year one and year two implementation. We're going to try to touch on some of the questions along that'll come up about particularly staff buy-in, student voice, looking at data, and just how we try to engage students in different activities. So just briefly, we're in Bellefonte, PA, which is right near State College. We have about 900 students, give or take, in nine through the twelve. As a district, we have about 2700 in K-12, predominantly, white students, free and reduce lunch rate is 23%. We'll go on the next one now. Okay. So when we started out, we started out three years ago. I came to

the high school as a dean of students at that time. And in that first year, we worked a lot on just planning and how we were going to set this up for our school. So we spent that first year in forming a committee, we have--currently we had dozen members on the team, we work with RRU, went to the training, and we went through all the steps of how you develop your rules and your reward system. Not only the aspects of School-Wide. But one thing we talked about stuff buy-in and I thought was cheap during that time was, as we went through training each session, we would come back and our faculty share with the staff sort of our goal, our vision, and what we were doing to get there. I think that helped us out a lot in allowing staff to have some buy-in, have some background knowledge, and give us some ideas on what they thought would be concerns with the billing. What were the things that need to be addressed? And so that helped us out from that aspect. Throughout that year, we tried to, again, get our feet wet a little bit and we started out with something called Spectacular Acts of Random Kindness where we ask our staff to fill out this whole this slits of paper whenever they saw a student doing something good or random act of kindness. And that was sort of our way to get our feet wet with the rewards phase and just looking for this positive behavior's numbers, not focusing always on the negative. And we will take those, we put them in our mailroom or faculty room and then every so often, we would use this to draw prizes or recognize students or give rewards. And that's where we kind of--where we started the ground level with that. Again, we talked about staff buy-in and student buy-in. We knew we wanted to design some posters to have around the school and we look as a district also to see what were our rules--they have to be consistent across all levels. So the students move from elementary and middle school to high school, we're seeing consistent expectations. But we used our school mascot, the Raiders, to come up with our School-Wide rules. And again, following that buy-in, we went to our teacher in our graphic design department and he worked with the kids. When the kids came up with the poster that you can see and so it's a great way to get buy-in from. And the students get teacher or a group of teacher working on a project, so that before we even started the roll out, we got to get some buy-in from staff. And we try to do that throughout different things. We have some things during where the student of the month where our teacher, you know, makes certificates and things, so, you know, I think my advice would be if there are staff that have gifts or things that they can share, you know, they don't have to be a member of the core team, they can still contribute in some manner. That was cheap for us. And we'll share some data later about the first school there. In that first year, we had over 2300 referrals. It was actually closer to 2500 referrals. And as you'll see in the data, we had some months where we had over 300 referrals simply in a month and we'll show you how that data has changed over the last three years. So that was sort of the background. And let's talk a little bit about year 1. So our very first year, kind of how we rolled this out to students and we'll touch briefly again on the concern, how our high school kids are going to take to this because we'll be honest upfront in saying they didn't take to it right away, especially the juniors and seniors. Some of our younger students or sophomores and freshmen coming from the middle school had some of that background, so it was easier transition. But we're going to touch on that a little bit as well. So let--we'll also share a little bit about the rule out plan and what that first week schedule look like.

MELISSA DUCKWORTH: So when we did roll out last year, last year was our first year of implementation, we actually spent two hours each day where we had the kids rotating through different stations around the school for all of our different areas of School-Wide, so the cafeteria, the gymnasium, and the locker room, the hallways and different areas like that. And we actually took them as a group of about 70--50 to 75 kids in each station where we went through and actually showed them that these are the rules, this is what your expectations are and then we usually followed up with some kind of activity, like they did a true-false game at one spot, we did a coloring contest and another, we did just a team building thing where they did the human knot in the gymnasium or we did just little skits and fun shows. We didn't use videos as much last year as we did this current year, and that was actually a request of a lot of kids that we talked with, is that they felt like us walking them around that first year, teaching them the expectations was a little childish and some of the ways that we went about it. So that was one of the things that we really did change around this year, was that our roll up is it was more based towards videos instead of actually walking them around the locations. But along with that, we always made sure that as we were going to all those different locations that we were acknowledging the students through the course of even just teaching them the rules. As Mike said, we have those Spectacular and Random Acts of Kindness cards. That is what we continue to use this year. We call them our SpARK cards. So as a student would be in the presentation receiving the rules, we would give them a SpARK card for demonstrating the behavior for us, even if it was--we ask them to demonstrate the behavior. And that kind of started off the student acknowledgement, letting the kids really know what it was going to be. And that first week, we just flooded the market, we told every teacher, "If you see anything that is in the positive, you give them a SpARK card for it." And really just got the word out there as to this is how we're going to roll this year, this is what SpARK cards look like.

MIKE FEDISSON: And also that first week too, we wanted to take some time that first day to have an assembly to just sort of give an overview of the program. We wanted to make sure it was a consistent message coming out. We thought that it was trying to break that up throughout the day, things might get lost in a shuffle. So we didn't have an opening day assembly again with Ninth and Tenth grade, it went very well. Eleventh and Twelfth grade where it has been, and I think some of the staff was too and I think one of the key things for School-Wide is just the patience with it. You know, we talked so much about seeing effective change is going to take several years. And it just takes time, I think, for staff, for students to see the value on it and absolutely the aha moment to where it really starts to roll. But the key was that we--to try to keep it up, the entire [inaudible] we ended the week with a pep rally where we have students and staff participating together. The students really enjoy seeing us adults to make a fool of yourself, I guess. We've done different things like staff, student basketball games and just a couple of weeks ago, we raised some money for charity and they got to pie teachers in the face, depending on how much money they're going to raise. I got a pie in the face, you know, our superintendent got a pie in the face too, so that was, you know, just being creative about how we--how we do that. And it was mostly said, you know, after that first year, we had a look at the feedback and say "What do we need change?" So we

tried to do some more things along with video and sort of trying to reach the kids in ways that they're comfortable, you know, accessing media information. As we try to do some more things within the classroom, with the staff doing different other activities whether it'd be a jeopardy or some sort of game to make it more interactive. And we always try to incorporate that match into our pep rallies and things and sort of mini booster sessions as we go. And that was really the first week. And as we once said, as we're doing it throughout the year in year one, we give our reward tickets, we call them SpARK cards as you see. One thing that I want to talk about, just when you design your ticket, whatever it is, we have just a very simple card, so a longer, thinner, almost just like a movie ticket. And we've made a separate file for each of our teachers so that the teachers didn't have to write their name on it every time. We want to make it as user-friendly as possible. So we have the teacher's name on there, the name of the program, and our School-Wide rules and all the teacher needs to do is recognize the student, write their name on it, and then check the rule that the student exhibited. And then one thing that we learned from our time at the middle school, which I think is really important to mention, we put almost like a ticket stub on the end, so that when the teacher gives the SpARK card of the student, they tear the end off. And on that end, the teacher puts their name and the date. And so then teachers turn in that card in the boxes in our mailroom or faculty room and we use that to track our teacher data, to see who is giving out SpARKs and then most of the kids are--I hope you can see that. That's a copy of the ticket and you see in the end is where the teacher can put their name. But that's how we can track to see who is giving SpARKs, how many they're giving so that when we go back and look at that data, we can see who hasn't given a SpARK and why haven't they done it, or who are--or who is giving them and what success that they have, and they get sort of anecdotal evidences to why this has worked for them, tell--pull in other staff members that may be have a [inaudible]. And that was an important lesson to learn because we found at the middle school, if we didn't have that piece and we were just relying on looking at data when students turned their tickets in for prizes, we were missing a lot of data because students either lose them and were not turned in--turned them in, so we can have an accurate count of how many were given when. So that was just another change that we made that saved us a lot of time in giving us better information.

MELISSA DUCKWORTH: And once the students turn it in, we also tried to acknowledge them by giving some kind of rewards, so I know one of the questions we always had when we went to our meetings in the first year with our IU is that we always said "What kind of rewards do you have to give you students?" So, the big ones that we always want to push are the free rewards because it's the ones that don't cost you anything, so just a couple of the things that we did in our first year is we did ticket to be in first in line at lunch. So it was just the pass that you'd get to leave the class period before your lunch so that you could be there, the first one waiting in line. One that was really popular with our kids was the idea to sit in a comfy chair for the day. So when they walk into their classroom, the teacher would more or less be willing to give up their chair and they get to sit in a nice comfortable cushy chair for the day. That was the favorite for theirs. Even something as simple as a hat day or as quarter rewards, sometimes what we would do is have a movie day where anybody who had so many SpARK cards could go and watch a

movie. And that's something that was free and cheap to us that we could do. Some of the other rewards that we did was, in our first year, we sent messages out to all the parents and just ask for donations and we had donations come in of gift cards to places like Sheetz, is very popular with our kids, so we could have that as a gas card for somebody or we have a menially baseball team that's around here, the State College Spikes and we would get some tickets for one of their games or get something along those lines and those were usually pretty popular with our kids, to give them a little recognition as well.

MIKE FEDISSON: Yeah. Early that first year, we drafted basically a letter on the parents to explain what the program was, explain what it is that we had in mind for a goal and then ask if there was any way they could help, whether that'd be--if they wanted to make something or if they want to volunteer their time might be--again, the high school level trying to be volunteers for the other building, another avenue to try to bring them in. And we always try to, you know, recognize our parents as well. We try to have a small luncheon at the end of the year for everyone who's donated to us. Just a small, you know, brunch or something, and we actually have our students come in, talk to the donors, we give them a tour of the school. And again, that's just another great way to get people into the building, show off what we have going on and just sort of continue that relationship with those parents and businesses. When we talk about staff morale, we talk about the tickets a little bit, you know. When the teachers tear off that end of the ticket and we use it to track data, we also use that to draw buy-ins for staff. So, that's another way to get staff to buy-in. And again, think of things that are little or no cost. And we do something as principals, whether we, you know, give them our parking space for the week, you know, a little bit closer to the door, or something like we're going to cover their class for a period, making that a free period to, you know, just hangout or do what they need to do. At the end of the first year, we got T-shirts for everyone. So, you see our photo there at the bottom where we all got T-shirts which said Raiders across the front and then the School-Wide rules on the back. And then on Fridays when we had dress down day, it's a great way to show the kids that we're all on the same page and, you know, people like to dress in T-shirt and jeans on Friday, so just another way to do that. Again, involving people in pep rallies and using whatever their gifts are with the buy-in. Another big part, you know, when we look back at back training and we said about giving updates as you go. You know, at first year, we tried to work in quarterly meetings, when we looked at data, we problem solve, we talk to the staff about what they're saying, what was going well, what they start a confusion about. That was a great way for us to have increased understanding as it went. And what we do is we have a member of the core team, each of us took a group of teachers and we sat down and said, "Okay, this is what we've been doing. How is it going? What do we need to fix?" Just, again, giving the staff another avenue to voice their opinion and try to work through those other concerns.

MELISSA DUCKWORTH: And as well as the teacher morale prizes, something else that we gave to, kind of, do buy-in is that morale was kind of low in our building at the point of time that we started School-Wide. So, another teacher and myself on the program started just making little, like, trinkets, like kind of the things towards teacher appreciation week, so some of you guys have been receiving this week. We would do some goldfish in a bag and just have a saying on there that says "I'm so glad we're in the same

school." And the teachers just absolutely love that. And it's like--and we'd always sign it from our program and they were like, "If you guys are going to keep giving me food, I'm going to keep doing whatever you want me to do." And they absolutely loved doing things like that. Something else we also tried to do to buy buy-in with the kids was that we made sure that we had pep rallies for all of our sports. As I remember when I was in high school I attended, they'll only be--that homecoming game was the only time you had a pep rally. So, we really made sure that we have multiple pep rallies throughout the year and we recognize all of the different sports. And before we even started this program, we really haven't had a pep rally in about 15, 20 years. So that was something really new to our kids and they really like the idea, like we said, just kind of seeing their friends and seeing the other teachers in the building get a little goofy during the pep rallies.

MIKE FEDISSON: And we, you know, and another thing to remember too is, you know, not only are we starting out to recognize sports teams, we're recognizing other clubs and groups and organizations too. So, we've been able to work that in with pep rally and really see it school-wide. It's not--not sort of just the athletics, it's that all students who are doing something and, you know, that's important to recognize too, throughout the school, whether you want to have a bulletin board about, you know, if you have students in, you know, [inaudible] program that go to work, you know, students that work. Seeing students in different settings, I think, is valuable and understanding students--where they're coming from, for everybody as well.

MELISSA DUCKWORTH: So, at the end of last year. One of the big things that we always saw as an issue on the teacher end was that on the very last day of school, we always had a half day and it usually resulted in the kids just walking around and they weren't really going in their classes and attendance was always an issue and it was kind of a wasted day. So what we decided last year to do to kind of combat that is we did end of the year activities with the students where we asked the students to sign up to do something fun for the day as a reward for the fact that throughout the entire course of the year, they didn't really cut the number of referrals that they had. So through that, the kids would just go out and kind of do a fun activity and get to see teachers in a different light doing the idea of having a fun activity where they're not yelling at them to do their homework and the teachers got to see the students in a different light where they'd be playing a game and just kind of being kids for the day. And one of things that went over really well with our kids that we did is at the end of the activity, we had all of our teachers lined up at the end of the day outside of our main exit, just to give high fives to the kids and kind of say, "Hey, have a great summer. It was really great having you." And just basically form a human tunnel that these kids had to walk through. And seeing the reaction on some of those kids faces as you walked out and just saw all those teachers, like you see in the picture there, they were speechless and we had a couple of kids' parents' call and say "My kid came home and," that was the first thing they talked about. "You know, what all of our teachers did? They were waiting outside to give us high five." So that was kind of a cool thing that we did that really went over well.

MIKE FEDISSON: Yeah, yeah. I think it will involve one to look at it, you know. We get so [inaudible] about all the bandage, that's what we do that I think sometime we lose that wanting to have fun at school. And, you know, this was something that at the end of the year, it was a half an hour worth of everyone's time, we did that and, you know, it was a remembrance for those kids and everybody involved to have. And I'm sure as we approach that the questions will start coming up again, at the end of this year, are we going to do it again. So, you know, we talked a little bit, I think, earlier about the systematic changes and what types of things you do differently, you know. When you have those days before the holiday break--well, before spring break where you know attendance is low, how can you combat that? And, you know, so what types of things would work and to make it more of an exciting day, bring kids into the building, you know, when you look at data, these are things just to think about and consider.

MELISSA DUCKWORTH: And something else we really did as a school-wide program is we made sure to get out into other schools in that first year that we're implementing School-Wide and we also attended networking meetings that were held by our IU representative. We have a wonderful IU Representative, Don Moss holds regular networking meetings where you just get a chance to kind of sit and talk with other people who are implementing School-Wide and brainstorm ideas, whether they'd be a middle school or an elementary school as well, they might still have a great idea that works for them that you can bring back to your school. And we had a great experience going out to another high school that was implementing and just talking with them and we got a bunch of ideas that we then take into year 2 to implement. So in year 2, one of the things we actually did get out of that visit to another school was that their student team was a strong component of what they had with their program. So when we started year 2, we really spend our--the end of year 1 and our entire summer leading into year 2 developing a student team. And we ask at the end of the school year all of our teachers to nominate at least two students in the building that they saw as leaders. It didn't have to be that kid who's involved in every sport and has straight A's. We were looking for the kids who were the leaders of the bad kids as well, and get a good representation of the entire school. And then we as team just sat down and looked at the list of names. We had 56 different kids nominated and we--and we narrowed it down to a list a 20 kids. And from that, that developed into our student team that we have this year. So our student team has been amazing this year as just a go-to resource whenever we have questions of "How is this going over? What do you think we should do for this situation?" I'm fortunate enough that we have a homeroom period at the beginning of the day and I have them in homeroom with me, so I get--at the beginning of each day, I get to check in with them and if we have anything that's popping up or going on, I get to talk to them about it for 12 minutes everyday that we can discuss that topic. The other big thing that we did this year was a program called Rachel's Challenge. If you've never heard about it, it is fantastic and I highly recommend it. Rachel's Challenge is based on Rachel Joy Scott who was the first person who was killed in the Columbine shootings. She really lived her life in a way that was very positive and kind of really goes along with same ideals of the School-Wide program. And what they do with the Rachel's Challenge program is they bring in a presenter to kind of talk about positive influences and how you can be a

positive person. And we started off this school year with Rachel's Challenge and it really has made an impact and it's been something that's been continuing throughout our school this year. Just that program's weight and heaviness, I mean, we kind of brought it in because we had another person on our team who experienced it middle school and still to this day, 10, 15 years later is still talking about how powerful of an impact it had on her. It's a really great program that we had this year.

MIKE FEDISSON: Okay. And one thing that we did discuss is we also implemented a mentoring program this year where we took--and at the end of last year had almost factored us through and create a list of their interest. And we turned it into an online survey and we had our students complete that survey and we took all the data and matched students to teachers with similar interests. And, you know, our hope of that is, you know, again, when we're looking at, you know, students dropping out, students not being involved in school, we want to try to get them connected to as many people, as many programs, as many things as they can. You know, I feel so strongly that if the students are bought in, they have a sense of responsibility to the school are going to want to be--they're not going to want to let people down by misbehaving. They're not going to want to destroy the things they have. So our goal on that program was that we meet once a month with those groups, all of our teachers, our trained administrators in the building, even our--even our superintendent and assistant superintendent have groups, and we meet once a month for an hour and we change that months to months from more than a half [inaudible]. But we set--and we talked about different topics, whether it'd be goal setting at the beginning of the year, you know, career exploration. We used a lot of the resources that came at Rachel's Challenge. They sort of have their own mentoring ideas in there, so we connected those with, you know, kindness and different, you know, perseverance's types of things. And we formed [inaudible] and draw them back, connected them with the videos and have those discussions. And the groups are small, usually about 10 or 12 students for each of these groups. And so we're building those relationships but then the other side is that you have a mentor to look after 10 kids, 12 kids and look at their grading, you know, frequently. If there's something that a student is slipping that, you know, as a high school teacher, you have three preps, four preps, you see a hundred and fifty students a day, and you can't look at a student holistically all the time, and so that gives us a chance to do that and--with more interventions in place. And then you can start looking at your School-Wide program and what student may need, tier 2 supports, tier 3 supports. And identifying the students that may--are necessarily, you know, acting up behaviorally but have other concerns and eventually can help. So that's been a great edition of connecting that and again, working that buy-in along with it too.

MELISSA DUCKWORTH: So as we mentioned with roll out this year, we kind of changed around how we did things and that was really a large part because of our student group. So this year what we decided to do instead is that all of our roll outs was conducted over a video. So we brought our student team in over the summer and we had them all record a couple of videos. So I will [inaudible] one, I'll play a quick clip here and it might be a little loud and it might even be really quiet. We were having some trouble with the

audio earlier but this is just a quick video of what one of our students actually created as part of this video.

[VIDEO BEGIN]

[VIDEO ENDS]

MELISSA DUCKWORTH:: And that was just something that the kids really put together and they were really proud of those videos, getting a chance to film the videos themselves, edit the videos, pick the music that they wanted to go into the videos that I know they were asking as soon as we came in "Which day are we showing this one? Which day are they showing this one?" They were really excited to show that different videos each day. And along with that, we did continue to do an activity where we had the kids do some kind of either like a word search or, again, the coloring activity like we did the year before. Something we kind of had trouble with these years that we didn't really leave enough time to go through both the roll out and the videos. So that's something that you want to make sure there's enough time to show a video and still have a good activity that goes on afterwards. Another big thing that we did this year is we really wanted to make sure that we were getting our data out there about our program, a lot more often. So in our faculty mailroom right by our copier, we put together what we call our data wall where once a month we, kind of, go through and just share what are updates have been, what kind of referrals do we see, what's positive happening based on what we're seeing with our referrals and our data, what's negative happening, what can we focus on in the future? And using that data to try and just get the information out there a little bit more. And we also started with this year doing Student SpARKs, where since we have a student team, we gave each of our students an opportunity to spark other students and teachers as well. That's something that I know really helped with the faculty buy-in this year as I had a teacher come up to me, like, so excited, she's like, "Where did this come from?" Like, "Do you know who's doing this?" And I'm like, "Well, that's from our student team this year." And she goes, "This is staying on my board." She's like, "I'm not going to turn it anywhere. I just think this is absolutely fantastic and I am so proud that--and so thankful that they would give me this ticket to recognize me for doing something positive." She said, "I was having the worst day and just getting this little acknowledgment was something that really changed my day around." And that's been something that our staff has really liked this year as well.

MIKE FEDISSON Just a few other things we've done, the picture here is something--it's a Jersey Swap that we do. So, in the fall, our football team will take their jersey that they're not wearing that Friday night, the--you know, [inaudible] they're going to give their [inaudible] jersey to a staff member. And so, you can see the staff members there in white and the team in red. But it's a great way, and again, to show support, union process, full support, build school spirit. So, it's a great way for those students then to, you know, talk to an adult, talk to a teacher. Tell them why they're thankful that they have them, tell them why they appreciate them. And it's just a great message, you know, back and forth. You know, and different sports teams and in different clubs and groups have done the same thing. Some of us that were not quite

as thin as we used to be in our further--our younger days, the jerseys don't quite fit like they used to. So, you know, we explore things like just doing buttons perhaps with the kids' pictures on them and that would just be easier to wear and so forth. But you could spend it anyway you want, just a good connection. As we talked about earlier again in the year, things we did. Right before the winter holiday, we had reindeer games which that last day, the attendance was not on its greatest. Actually, again, include [inaudible] like. So, what we asked our staff to do was in departments, they came up with games for the students to play on that day. So, on that last day, we had half the school participating in games, the other half was watching a movie and then they switched. But the students were able to participate in games and it gave them points. And games reinforced the school-wide rules and then, at the end of the day, the students got to go for their favorite game and whichever game was the favorite, that department got, you know, a piece of lunch come later in the year. So, then, that's another way to kind of pull in the staff from both faculty buy-in. And then, Melissa has, I think, a video for a flash mob which we can go to. On one of our pep rallies we went to have a flash mob so one of our staff that works with the drama production in the springs had a song and a couple of our faculties, she walked us through the steps and she videotaped it and posted it so we could go back and practice on our own. And at the end of the pep rally, the songs started to come on and the students had no idea that we were going to do this but we all walked out on the floor at the end and started going through it and they just absolutely loved it.

MELISSA DUCKWORTH: Yeah, it was really fun just sitting there and watching the confused look on some of the kids' faces as we walked out into the crowd and started doing our dance and it's to What Does the Fox Say?

[VIDEO BEGINS]

What the fox say? Wa-pa-pa-pa-pa-pa-pow! Wa-pa-pa-pa-pa-pa-pow! Wa-pa-pa-pa-pa-pa-pow! What the fox say? Hatee-hatee-hatee-ho! Hatee-hatee-hatee-ho! Hatee-hatee-hatee-ho! What the fox say? Joff-tchoff-tchoffo-tchoffo-tchoff! Tchoff-tchoff-tchoffo-tchoffo-tchoff! Joff-tchoff-tchoffo-tchoffo-tchoff! What the fox say?

[VIDEO ENDS]

MELISSA DUCKWORTH: So, as you may have noticed in the video, we had a couple of our staff members who even wore animal masks because just in case they didn't want to be recognized while they were out there, someone who was a little shy. That was the chance that we had to kind of hide your face but you could still participate. And we really had a lot of positive feedback for that. The students loved it. They're like, "You didn't tell us that you were going to it. That was so awesome. I can't believe that you pulled that off." And I'm still surprised that we were caught ahead of time doing that but really, I don't think anybody in the building knew that was happening ahead of time except for those teachers and that was a proud thing we pulled off this year.

MIKE FEDISSON Yeah, it mostly has a slide here. I just want to talk about data for a moment and I'll walk you through the slide but when we talked about how we started at a near zero which was the '11-'12 school year, we had nearly 2500 referrals that year. So, as you look at this graph, the red bars represent number of referrals each month for that first year. And the titles are there below. So, in September that first year, fifty-six referrals and a hundred and eighty-nine. And as you look in November, January, March, February, well into the 200s, sometimes, you know, even approaching almost 400. So, that was sort of our baseline data and then, in year one which is '12-'13, you can see there's a dramatic drop, you know, with pretty much all the months with exception of maybe two. And then looking at the data this year, you know, it has dropped once again. You know, and that's great to see and that's great to share with staff but, you know, that's really just the starting point of looking at your program. You have to look at the data and say, you know, "What does that really mean?" So, you know, we look at it, you know, has our enrollment dropped? Have we had some teachers--we even have some new teachers come in, maybe with a different philosophy on classroom management? Have we changed anything systematically? You know, did we go from--you know, like right now, we have a six-day cycle where we have, you know, nine class periods days so students are changing class eight or nine times a day. Next year we're going to move to a modified block schedules so the students change class half as often does not mean those number of tardiness or lates that we have is going to drop. You know, so, this is really just a discussion point when we are starting to collect this type of data for these discipline referrals that we had. You know, these are the list of students, we have a class that typically have a lot of referrals and they had moved on, that you have a freshmen class come in that's had more referrals. So, those are all types of things to look at and, you know, this--we--this is what use really throughout the--these first three years, this and the SpARK data that we've collected. Once we're pulling down road, we're going to continue to use this but an important thing to remember in a long-range plan is how are you going to use other tape--types of data to kind of figure out what's going on in the building? So, the things that we need to look at in the future are collecting classroom data. So, those things like those classroom-managed behaviors that do not get reported to the office, what do those look like? What are the types of issues we're seeing? And, you know, systematically how do we collect those? You know, do we use a paper and pencil, drop it in the mailbox type. Approach, are we going to do something online, we'd have to fill it out, are we going to use some Google doc or a Google form? And again, that's something to look at. Another thing to look at that we're going to do next year is universal screeners. Looking at a system to try to look at students who are the internalizers. So, these data, of course, represents the outward behaviors that we see. And for those students that are internalizers and have those concerns that don't come out and those negative behaviors, how do we identify those students? And then, again, how can we refer them to whatever services they may need in tier two or tier three. You know, we're very pleased with that--the data that we see and obviously, we recognize that's not the [inaudible] though either.

MELISSA DUCKWORTH: So, one thing with School-Wide is that you really just have to realize that it's an ongoing process and that some of the things that we do at the end of--every time we do an activity and

particularly in our summer months is we really reflect over the year and say what really could we have done that would have made this program more successful in the future. Is this something that we can change for next year or is it something we're just going to have to figure out how to fix? So, these are just a couple of things that we kind of talked about a little bit as we went through the presentation but back in Year 0, one thing we kind of heard from the kids after the fact was, "You know, we wish we had been a little bit more involved in creating the expectation in the matrix. And that's something that, at the time, really wasn't an option because we didn't really have that many kids that were interested but something that we could have done that might be more successful if you are just starting out your program as something you can do. In Year 1, we really wish we had had some more student involvement in creating those Roll Out activities. I felt that Roll Out this year was a little bit more successful because we had the students creating the activity, we kind of had that buy-in that, "Oh, this is created by students, it's a little more cool that way." And then, in Year 2, we said, "Really not enough time for the videos, making sure that we had enough time for our videos and for the activity that went along with it."

MIKE FEDISSON So, that's sort of our journey in a nutshell. I know we've touched on a few things that were asked at the start but, you know, more than likely to open it up and try to answer all the questions you may have.

JARED CAMPBELL: So, Mike and Melissa, I'm--I knew that at this point, are you were able to hear me?

MELISSA DUCKWORTH: Yes, we are.

JARED CAMPBELL: Okay. Great. So, for everybody that's listening in on the webinar today, if you have questions for my Mike and Melissa about what they've been working on at Bellfonte Highschool, if you could put those in the questions box and I'm going to scroll down through and pull a couple of these out as we go through. One of the questions that came up that Karen asked says she'd like to know who tracks the teacher SpARK ticket data. She tries to track this kind of data and she says that they sometimes find it difficult due to the large size of buildings and they were just wondering if you had any advice on the type of system that you've been using to track the teacher ticket data.

MELISSA DUCKWORTH: That's actually organized by one of the teachers on our team. One of the things that I have started doing this year to help her out, because it was always a big task for her to go through all of the tickets and just sort them as to which student had that, was that I have a duty where I cover our in-school suspension room. And often in-school suspension, the kids would not have homework assignments for one reason or another delivered by their teacher. So, what I would do is take the box of 400, 500 cards and I dump it on their desk and say, "Congratulations, you're spending the next hour sorting this while you're in here in ISS. And that was a way that we kind of got the kids to just do the work for us and then, all it became was that they'd be sorted, we just had to count them out and put them into an excel file from there.

MIKE FEDISSON: Yeah, and--yeah, it might be easier, you know, we've tried this toward sorting them by grade. I don't know if you have anybody sort of--a couple of Jersey members at each grade level that we collect on them and sort of pre-slip and at least by grade a little bit to maybe cut down on some of the sorting. If there was a way where we could do an electronic, oh, that would be fantastic but I don't know if there's a way to overcome actually physically counting through those tickets.

JARED CAMPBELL: Thank you. One of the other questions that we've seen come up a couple of times and we know that you've touched on this but if you could just maybe summarize for us. What are some of more useful reinforcers for students that are in high school?

MIKE FEDISSON: Well, a lot of the other kids, you know, want to drive and they like to have the gift cards that they can use for, you know, gas, anything that they're going to be interested in. A lot of the--you know, we've had tickets to movies, to ball games. You know, thinking about the local things in your area, what the students like to do that they can go to? We found an interest at the high school level that is sort of trying to revert back almost to elementary, some of the things that they like. The last few years in the spring, they wanted to do an egg hunt. So, we took plastic eggs and put them outside and put things in them, you know, whether it'd be just candy or coupons for different things around the school and they--they've gone crazy for that. You know, one important thing that we did in the Roll Out was we want students to take a reinforcer survey where we said to them, "What types of things do you want?" And we tried our best of helping that, you know, as we could. And a lot of them asked for cash and I was surrounded at first but I know we're not giving cash because it's hard for them to be spent--a little bit of amount to be spent. But gift cards would be anything that they can go and do something and save themselves some money has been great. They like doing lunch with friends, you know, they like get, you know, pizza and take a friend along and just kind of get to feel special and eat in the teachers' lounge and have lunch. Trying to think of those things they've really enjoyed.

MELISSA DUCKWORTH: You know, like we talked about the comfy chair for a day was one that was really popular with the kids, even just a hat day that if you pay SpARK you can wear your hat for the entire day, that's one that's been really popular with our kids. Like Mike said, we send out reinforce--that survey to kind of ask the kids what they wanted and that's really where we got a lot of our ideas and as probably many of you know, if you work with teenage boys, if you feed them, they love you for that. That's been one of the things that if we've had a coupon that's just a five-dollar discount card like you get in the Sunday paper, they have, like, latched on to that and just like, "Okay. I get some free food out of this." Even one of things I know I've looked at is that as I've gone to the State College Bikes Games, which is the local [inaudible] team, they'll give away free giveaways that are, like, bobbleheads or scarves or stuff like that, that I go with a family of four so I only need one of them at my house, I don't need four of them, that was usually something that I could bring in three copies of that the kids liked because usually, it was based around Penn State University which is nearby. And that was something the kids always really liked to get information and stuff from Penn State.

MIKE FEDISSON: Electronic stuff is always really big. We've been lucky enough that we've been able to secure some Nooks and e-readers and...

MELISSA DUCKWORTH: iPods and...

MIKE FEDISSON: ...iPods and things of that nature. But [inaudible] you know, we've had parents that have donated, you know, iTunes cards. You know, the students can buy 10 songs or something. You know, that was a big hit, too.

MELISSA DUCKWORTH: Uh-hmm.

JARED CAMPBELL: Thank you. A couple of people had asked questions about the pep rallies and so specifically, do you do anything at your pep rallies to acknowledge students for their achievement in the arts, music, or in academics?

MELISSA DUCKWORTH: Yes, we do, as well as recognizing sports. We usually send out an email to all of our staff members before the pep rally and just say, "Is there any cool events going on that you have right now that you would like us to recognize?" So, at our last spring pep rally that had about two weeks ago was right before our school play. So, we had an opportunity to congratulate the people because they had just done their first in-school dress rehearsal and they've had their first performance the night before. So, we had an opportunity to congratulate them for a great performance so far and recognize them for that. And then, it was also up to the advisers, could send in information like somebody did great in FBLA and are going on to their State conference that they could recognize that event as well while they were there.

MIKE FEDISSON: And I--and I mentioned about getting a [inaudible] and raising money for charity and that was connected to our senior institute students and our [inaudible] students, too. So, you know, we tried working as many of those as we can.

JARED CAMPBELL: Another question that came up about the pep rallies was how did you handle changes to your schedule for the day? Did you shorten classes or did you just cancel classes for that portion of the day?

MIKE FEDISSON: We just shortened classes. One of our challenges is always that we had students that go half day to go to tech school. So, there are times when we have to decide whether or not--we always have the pep rally in the afternoon. We tried to come up with one schedule and just run that schedule each time we did this so we weren't constantly changing times. But we--we're just trying to work with those students because they like their time there. Sometimes, we do bring those students back, other times, we just allow them to stay. But we basically result about forty-five minutes at the end of the day and shortened classes by about five or six minutes a piece to make up that time and do that then.

JARED CAMPBELL: Great. Cindy doesn't have a question but Cindy said that she really liked your ideas for freebies and one of the things she wanted to put out for everybody is to consider hitting up your local

banks because they often have leftover marketing products with their logos on them. So, you may have some banks and local businesses in the area that would be willing to share those freebies as well. Mike, Melissa, another question that is coming from Kathleen, she heard you mention your matrix and she was wondering if you could talk a little bit more about your what's on your matrix.

MIKE FEDISSON: Sure, most of many...

MELISSA DUCKWORTH: Let me pull it up. Yeah.

MIKE FEDISSON: She might be able to find that and show that maybe. We're really--when we look at classroom versus office-managed, and I don't know if you can see it on your end.

JARED CAMPBELL: Yes, we can.

MIKE FEDISSON: But, you know, that was kind of a big struggle, too. You know, we don't want people sending us students in the office because, you know, they didn't bring their book, they don't have a pencil. You know, so, that really hasn't been too much of a problem for us but really sitting down with the staff and say, "Hey, what types of things right now have to go to the office?" You know, things like inappropriate language and drugs, alcohol, you know, weapons. You know--you know, any type of thing that you inadvertently will say, "All right. This needs to be on your files." I mean those types of things. And we'd outline those and then, you know, these other classroom-managed behaviors are really just as classroom management issues, you know, not being prepared, not being motivated. When they've probably had to with your staff, it's just working on instructional strategies, getting kids engaged, you know, motivation, closure activities, and just really kind of, you know, building that credibility. I mean, that's the thing that we want. Like we require all of our staff to call on and then contact before submitting referrals in the office. And all of those times they didn't--on themselves, kind of decreases some of that. But I think some--often, teachers, they send referrals and don't make that contact and so the parents were lost in between. They ask me for what had happened and I'm sort of giving it to them secondhand where--when teachers call or build that rapport with the parent and work with the parent, sometimes those things can be worked and just as a teacher, you have more credibility with the parent that way. So, as far as the matrix goes, I don't think there's too much confusion as what goes where, it's just a matter of the process and being familiar with how to deal with those type of behaviors.

JARED CAMPBELL: Mike asked a related question. He would like to know how do you check for fidelity and consistent expectations related to discipline referrals?

MIKE FEDISSON: You know, I think for most of the majors were pretty consistent. You know, we struggle with a lot of the minor things such as students being marked late, you know, some teachers say, "Well, you have to be in your seat and ready to go." Other teachers say, you know, "As long as I can see you by the end of the hall, you're okay." I think we struggled there, we struggled with cell phones and expectations. I don't know if I have a clear answer for that. It's just tough. I think when you--anything just

have to have constant reminders, you know, we have weekly meeting on Tuesday afternoon and so we try to just send those things out that make sure you're going with things consistently, you got this procedure. And just try to be reminding people that and if you see that someone was not following that, that becomes a--you know, a first of the conversation between the administrator and the teacher.

JARED CAMPBELL: Thank you. I know we're going to be talking more about that a little bit later because we know that a common vision in secondary schools is one of the obstacles that we face for implementing School-Wide Positive Behavior Support. So, it's pretty clear you guys have a lot of systems in place and to know that you're still struggling in some areas with those consistencies but, you know, that doesn't mean that you've given up or you're avoiding them, you're continuing to work to remind people and hold all of the adults accountable. Thank you for that.

MIKE FEDISSON: Sure, sure.

JARED CAMPBELL: Now, Charles has a couple of questions and we want to make sure that we get though all of them. So, I don't want to simply read all of his questions in one time because I'm afraid we might miss some of the highlights there. So, I'm going to ask you a couple of these in a row, if you want to give me a response and Charles' questions are around your student team and his first questions is how does the student team function?

MELISSA DUCKWORTH: So, really over the summer, they were kind of our sounding board that we'd go and we took all of the surveys that we did at the end of the year. So, your benchmarks of quality, your school safety climate surveys, and we kind of showed them that data and said, "Now, what do you think we can do to make this look better next year?" And it just kind of turned into a discussion and a dialogue with them as to what works and what doesn't and it turned--we spent, I think, three summer meetings where we spend about three hours a piece with them just coming up and brainstorming ideas and doing all of that. Now that the school year has been going on, they have kind of been a sounding board that when we needed volunteers for things, we talk with them at work. If we were thinking about implementing or trying something a little bit differently this year, we talk to them about it and say, "Hey, kind of put your feelings out there, talk to your friends, see what you think it might be like if you think this would be successful or not and comeback and tell me next week what you think." And it's kind of just been a sounding board that we've had with them. We've also kind of served as the leaders throughout the school. One of my proudest moments with my--one of the kids this year was I was covering that in-school suspension room and a kid was being disrespectful in the room and he just turned to him and he said, "Knock it off." And the kid stopped it, because he was seen then as a leader throughout the school, that he was kind of one of those kids that got in trouble all the time and if it wasn't cool for him to be doing it, it wasn't cool for anyone else and they just kind of served as the leader and the positive voice throughout the school for the program.

MIKE FEDISSON: And they want to do some positive things for kids to--whether to just posting those on student lockers, that kind of thing, too. Just going with that and we try to use those kids also for our freshman orientation. We have our freshman orientation at the summer. And those students, we try to come up with some of those younger students to act sort of like mentors to them so that as the students come to the school, they have someone they feel they can go to with questions or concerns.

JARED CAMPBELL: The next question in reference to the team and Melissa, I know you talked about having that group of students in your mentoring at the beginning, they were doing your homeroom time, is there any other times that those students meet?

MIKE FEDISSON: There--there's some overlap with those students who also has a group called Friends of Rachel which is connected to Rachel's challenge which we touched on. And we also have a students' safety committee. So, there's a lot of overlap between those students and they do some mentoring with the most of the students. A number of them are enrolled with big brothers and big sisters. So, they do have that time in the morning. As we are looking at moving to a modified block schedule next year, every cycle, we--we're going to have a time period left again in the second day and that we're going to be able to use for, you know, the mentoring sessions and all those things and that will provide the time to do meeting with those groups and other clubs and organizations.

JARED CAMPBELL: So, one of the things that we heard today that was unique for me having even talked with some high schools and students that have been on these teams was that you guys gave your student group tickets to actually give to the teachers and that was one of the things that stood out to me. So, I know that's part of them helping to implement the PBIS Program at Bellefonte. The other question that kind of remains is how much say do they have in the decision-making process or are they more there to give their thoughts and opinions and then, also, I would add how do you balance that so it's not just like the students are sounding board but they know that their voices are being heard but the teachers also know that the students don't get to make all the decisions. Can you talk a little bit more about that?

MIKE FEDISSON: Yeah, I mean, I think that it's pretty familiar [inaudible] on what's working, what's not working, what are some reinforcers, and which ones we're in luck. You know, as far as--I mean, there are many suggestions about, you know, certain systematic things and, you know, you should be able to have an open campus and go to lunch wherever you want, you know, things like that. And certainly, we take those into consideration but I think we just--you have to sit them and explain, you know, a situation like that from the administration of why we can't do that. I mean, the hazards, the potential hazards that come along with that. So, I think, you know, when they talk about, you know, things we can do within the building to increase morale, you know, we take those and we try to run with them the best that we can. If we don't work it down, we're--and we'll go back to the drawing board. They're really--you know, when it comes to the bigger systematic things, things and facts, you know, teachers will cross the board or safety, you know, we're happy to take a run for it, as--you have to go along with students at the high school level

for many things but we're just very honest with them and say, you know, "We can't do that and here's the reason why."

MELISSA DUCKWORTH: Yeah, and if we get a kid who's particularly really interested in something, like, we do try to bring them into a meeting to possibly come and talk with the--right now, our adult team meets every other week and if it's something that we think could be beneficial, either they'll share it with me or they'll even come in to the adult meeting and share it with all of us so that they have a chance to share it with all of the adults and let it hear--let them hear what the adult conversation sounds like around it as we have a discussion on any kind of topic. So that gives them a chance to feel like they're being acknowledged as well but maybe still hear the discussion and hear where it--what it turns into if it may not be exactly what they were originally intending.

JARED CAMPBELL: So, Melissa, is it fair to say then that the students generally provide suggestions to you and you take those to the faculty team or in unique circumstances, you may bring a kid along with you, is that generally how the two teams functions together?

MELISSA DUCKWORTH: Yeah, probably, I'd even say more so we get a lot of creative ideas from our adult team that we bring back to the student team and then they come up with ideas on top of that and it's kind of a sounding word back and forth between the two groups. But we really do work pretty collaborative, pretty well. As you may have seen where I pulled up the behavior matrix here, we have a shared Google drive with our student team and adult team so we do kind of have an opportunity and a place that they can go and share some ideas as we're going through different activities.

JARED CAMPBELL: Thank you, thank you both so much for sharing. We are done with this portion, we've covered all the questions. So, Mike, Melissa, I would just give you, you know, a few minutes if there's any closing remarks that you would like to make or any thoughts that you'd like to share with everybody that's with us today.

MIKE FEDISSON: Yeah, thank you again for allowing us the opportunity. You know, School-Wide is one of the things I'm so passionate about because I--I guess, from my perspective, I see sort of the ugly side maybe more often than I'd like to. It's really just bringing back the positive in the school, having some fun at the school, you know, just recognizing that for some kids, this is--this is their good time of the day. And the kids like to be recognized just as adults like to be recognized when we do good things as well. And just know that, you know, School-Wide works different and in every building, in every district, no matter where you are, and just to keep trying things and be patient and it'll all come together. You know, and often--you know, of course, I want to offer that if anybody has questions or comments that he can certainly look us up on our website and leave us an email and call, we're happy to speak with you.

MELISSA DUCKWORTH: I would like to say thanks for having us here today and we're really excited to share everything about our program. Then it's just one of those things to get the kids with positive

attitude, too, as you're going through it and it will--you'd be amazed at some of the great things that you can accomplish.

JARED CAMPBELL: Thank you, thank you both very, very much for taking the time of the day to present to the group, we really appreciate it. At this point, I'm going to take the controls back from you, feel free to, you know, post questions and remarks as we continue along and the same with everybody else. Remember, if you have questions, post them in the question box and we will move on at this point in our webinar. So, as we just heard, one of the things that we have to do is we have to define expectations in the high school and we saw an example of that through the matrix and we had some questions in regard to the consistency and that's one of the biggest challenges that we see at the high school level. A lot of times when these types of programs start, the reaction by teachers is that somebody is telling them they don't believe they have expectations. Well, what some of the research is saying is that there are expectations for students but they're typically not common across the entire school and they're typically negative. And they don't tell students what they should do, they just tell students what they can't do. And one of the unique situations is high schools that we have to deal with as we think about these systems is that decentralized structure. We have a lot more autonomy in high schools than we do in elementary schools. We tend to be departmentalized and teachers don't work across grade levels, teacher teach multiple grade levels, so each teacher ends up in a more unique situation and it's a little bit harder sometimes for teachers to find common ground because we're not all teaching the same classes and the same kids at the same grade levels, there's a lot of variants there. So, what's happened is each person kind of become the master of their own classroom and that was acceptable for a while and where at a point in education where we know what's best for kids is to make sure that there's some consistent expectations across the board and that those are worded positively. But one of the things we have to overcome is working in that decentralized structure of high schools and helping to break that down so that teachers don't see themselves as being told exactly what to do but having a voice in that decision-making process. One of the questions that we've put out to guide the work that we've been doing with high schools this year in our high school PLC is how do we assess our current behavior practices in these decentralized structure so that we can target our efforts to break down barriers with staff and come to the common vision for behavior. And it's clear that that common vision is difficult sometimes. Even with all the great stuff that Bellefonte has done, Mike talked to everyone about how there's still some issues with what does tardy mean? Is it, "I get to see you at the end of the hallway or you're sitting down, ready to go, in class?" So, when we think about buy-in with faculty so that they know they have a say in the process and how do we get that buy-in so that we can help bring everybody to a common vision and doing that in a system that hasn't necessarily ask them to come to a common vision before. One of the things that we can do is use our assessments and our data, the information that we collect at the beginning and during the initial implementation and post implementation of school-wide positive behavior support. We can use that data to inform the efforts that the team is putting out so that people can see

that their voice does matter, their beliefs do count and that we can merge these ideas of the collective group together to help come to that common vision.

LAURA MORAN: So, one of the questions, a comment people--someone asked earlier in the session was, how do we get teacher buy-in for this? And I think one of the ways we can do that is through the Framework for Teaching. We know that all teachers in Pennsylvania will be evaluated based upon the Danielson Framework for Teaching. And in that observational data it includes Domain 2; Classroom Environment. And within classroom environment we talked about creating an environment of respect and rapport, also how do we establish a culture for learning, and then managing classroom procedures, and managing student behavior, and then how do we organize a physical space in the classroom. And so school-wide positive behavior support would be one way in which we can address the classroom environment which all teachers will be responsible for. And we really want to make a difference in the classroom as far as that goes. Now, back in November of this year in 2013, the PaTTAN system held a high school forum. And within that high school forum, we began to develop an implementation workbook for the secondary level with behavior. And we just started the process of looking through a workbook. It is in draft form and we have a portion of the workbook completed. So what we're going to do is provide a link to that workbook so anybody on this webinar can access that workbook. So in the next few slides you're going to see at the top right-hand corner it will say Team Time Implementation Workbook and you'll have a page number. And the information we're presenting on the slides are in that workbook. But again, just going back to buy-in, how do we get this started or implemented with staff, I really think the Framework for Teaching and looking through the Danielson lines and the teacher evaluation is one way to do that. Now, here's the other thing to do. So when we start out this school-wide positive behavior, we did have a team in place. And when we're thinking about a team, we're talking about, first of all, staff. We need to take a look at a cross section of our staff. Do we have staff from multiple discipline or subject areas in different departments? We have different grade levels represented. Maybe an ESL teacher or special education teacher, your guidance counselor, obviously your administrator needs to be involved. So when you're developing your team or designing your team of staff, you want to really make sure you have a cross section of your staff. So, once you've gotten your staff in the place for a team, here are some guiding questions to ask the team. So one of the things we want to ask is what's going well in your school around behavior or discipline? What we're finding is is that school assistance starting from scratch. They have some things in place whether it's a handbook, a certain policies. They may even have classroom rules or protocols already in place. And some of that work or what's happening may be working really well. So, start with what's going well in your school with regards to behavior and discipline. Then the next thing to ask the team is, what are some barriers of teaching around discipline? And one of the things we found working with teachers at the high school level in particular is it may just be serving the staff and saying, what one area or one thing you'd like to change with regards to discipline and behavior in your school? In one school that we worked with, respect came up as an issue that the school really wanted to address. So they began looking at their school-wide positive behavior and how can we

address the issue of respect; respect of teachers to students, respect of students to teachers, and that respect of students to other students. So, number two, when you're interviewing your team can be-- here's an area where we want to even begin. Number three, ask, what's one thing you would like to change about your job around discipline? So, what's one thing within the classroom even outside the classroom, what's one thing you'd like to change around that? And then, number four, ask, can you say anything about who, when, where, what, and why about problem behaviors or desirable behavior when they come in the building. This is really important because sometimes it may appear that there's a problem and is it really a problem or is it perhaps the same student or students causing the problem, or is it the same area in the building that's an issue; whether it's the cafeteria or it could be the bus. So, one of the things we want to take a look at is who's causing the problems, why are they occurring, where are they occurring, what's happening and why is this a problem or what problem behaviors are you seeing. So this is the way that really delved into some data. And take a look at what are the areas we really need to address, or is there really a problem or is it just an isolated incident?

JARED CAMPBELL: So, I just have to interject because I had to laugh a little bit as we were--as Laura was reading down through these interview questions and number three came up, what would you like to change about your job around discipline? And as a former high school teacher, I can almost guarantee that most people would write in that box, "I don't want to deal with it. I just want to take care of itself." But--well, that's a real response from the field. That's also a quote to put these changes in place because one of the things that happens is we--as teachers get so focused on the negative things that are going on with students that we forget to recognize all the positive things that are going on with students. So, even for the people who might start this interview and say, "Look, I don't want to deal with discipline," they're not really saying they don't want to deal with discipline. They want to say, "I don't want to be bogged down by all the negative aspects of discipline." And certainly implementing school-wide positive behavior support gives them a system to start focusing on what kids are doing that is good.

LAURA MORAN: And then the last question in around that is what have you liked or disliked about staff development in the past? And, you know, really thinking about this truly, how many of us have been trained or have had professional development or support with regards to classroom management or even with regards to around behavior discipline. So, this could be an area where we find out what are some barriers we're finding in our teaching around discipline, what are some problems we're finding whether it's where problems is occurring or what type of problem behaviors are occurring. Then we can take a look at, well then, what type of staff development do we need in order to be successful later on. Now, let's say you've been implementing this for sometime, you know, in a new team. You already have a team in place. So, many of you may have been implementing this. You have a team in place. You've gone through some of the protocols and things in the past. So if you already have an existing team in place, here are some all guiding interview questions to ask. What do you like the most about implementation of PBIS? And then also, what do you like the least about it? So, it could be--some people have talked about teachers having a difficult time referring it laborious to write their names on tickets or different

things like that, maybe that's the things they like the least. But then perhaps, what was another way in which we can implement something? So, it may not be necessarily saying we're going to get rid of something but what can we do to change this or make this more effective? How do you feel about the implementation of PBIS? How could it be improved? Because again, as Mike and Melissa said when they first started out, students didn't like it. Teachers didn't like it. It wasn't necessarily easy to do. But, what are scenarios that could be improved? And then, really having some time for reflection on how often do you use acknowledgement system? How often are you giving out tickets? How often are you recognizing students and faculty and staff for really doing positive behavior things in the classroom and even outside the classroom? And number five is, what suggestions do you have for reinforcement for students? So, Mike and Melissa talked a little bit about some of the social aspects of being the first in line for lunch. So taking a look at some of those things that may not cause a lot of money and we know that something that definitely encourages students at the high school level is social aspect. So, having more time whether it's to having some self-cell phone zones that are--where cell phones are permissible, maybe a tag in a certain spot in the drive--in a parking lot. All those things can have an impact that don't cause any money. Then, the last question, if you already have an existing team in place, what suggestions do you have for acknowledging for teachers? And I think this is something that definitely gets missed. Now, I would even say at the elementary level as well that how do we really acknowledge teachers? So, what are some things that we can do in order to support teachers and acknowledge teachers?

JARED CAMPBELL: So, one of the questions that Karen asked or the question that Karen asked was, is this a group interview format or an individual format? And I think it could be done either way. The one thing that we should reinforce about this interview is that these are for the adult teams. This is not for every single person on the faculty.

LAURA MORAN: Yes.

JARED CAMPBELL: So, Melissa was talking about their core team of teachers that would send ideas to students. This small group of like five to ten people, that's the group that's going to be answering these questions. And so what I would think is this is probably best on individually at first so that everybody gets the chance to get their ideas down and then we can bring those ideas back together to the group to start thinking about where we are at either as an existing team or as a new team. So, that's one piece of data that needs to be collected to help us understand what the team believes about school wide. One of the other assessments that utilizes is the Self-Assessment Survey. And the Self-Assessment Survey is for all the staff members. Anybody who works in the building has the opportunity to take the Self-Assessment Survey because when we look across the school it's not just teachers. There are a lot of other adults that work in that school and they deal with students too. So, if we're going to create a system that has consistent expectations, it's not just about consistent expectations in the classroom. It's also about consistent expectations in the hallway, on the bus, on the way in the school, when you're outside at gym

class, when you're in the cafeteria. And you saw those kinds of examples listed in the matrix--the behavior matrix that Mike and Melissa shared earlier. So, the Self-Assessment Survey is given to every adult that works in the building. And they rate different items in terms of school-wide as to whether they believe it's in place, partially in place or not in place and then whether they perceive that to be a high, medium or low level of priority. And there are groups of questions that help the team look at, what are the priority and the needs of the school as a school-wide system, in the non-classroom settings, in classroom settings and work that has to be done with individual teachers. We talked about increasing teacher buy-in and having the teacher voices be heard. This is one of the first steps in that process to get all of the high school workers involved in having their voices heard. And it's one of the first steps in terms of our action planning process because it helps the core team understand what the faculty does believe is in place and not in place and what they feel the priorities are.

LAURA MORAN: One of the things too when we look at the Self-Assessment Survey, sometimes teams can get discouraged when they see everything or a lot of things are in red. And sometimes it's better to start out with things that might be in place. For example, if you take a look at the first example here, it says a small number positively and clearly stated student expectations or rules are defined. And it's about 76% are in place. So, let's say, maybe we have two or three goals, but they're not really positively stated. So, an easier thing to do maybe to start with things that might be in place or even just partially, so, that's an easy fix and you can begin there. So, sometimes taking a look at this and saying, "What are some of our strengths that we can build on and then bring the other things along?" So, you're not overwhelmed by looking through all the things that we don't have in place.

JARED CAMPBELL: That's a good point, Laura. One of the other things to think about on this is some of the stuff that's in red, you may want to address as soon as you get some of that positive movement. And there maybe some stuff in red that you don't want to address right away. For example, if you look at number five, consequences for problem behaviors are defined clearly. Not a lot of people think that they're in place or they're partially in place, but there is a lot of priority given to that as well. So, while it's not in place, people would like to see something in place. In fact, 90% of the people considered to be a medium or high priority. So, you could--you have to look at both sides whether it's in place, partially in place, not in place, and what the priority level is before you kind of tackle that. For example, if you look at number six, distinctions between office and classrooms managed problem behaviors are clear. There's--if you look at in place, only a quarter of the people believe that, but only a third of the people believe it was high priority. So, you kind of have to balance those things out and that comes back to being able to prioritize the efforts and not trying to do everything all at once. So, again, this is a Self-Assessment Survey and this is one of the portions that the team implementation workbook takes you through. One of the other things that happen in high schools is the connection between Office Discipline Referral information and Academic Data. So, high schools are a little bit different and then they start to calculate GPAs. We start to look at credits towards graduation, the core grades and the requirements in those grades. And pairing that information with their ODR data can give us some more information about the

kids that we need to intervene with. So, if we think about that like a screening process, if we see that a kid's attendance is slipping, that's something that we need to remediate. We need to find a way to increase that student's attendance. That may or may not be having an impact on their grades or you may not have any ODR information from the child because they're just not coming to school or maybe when they are in school there's discipline issues and then we see that the students missing two or three days immediately after discipline referral. Likewise, with GPA and discipline referrals making connections so that we can make sure that we have a process in place in high school that catches behavior and academic concerns together for students so that we can keep them on track towards graduation. It's one of the things that the researchers said is once kids fall behind in high school, they tend to continue to fall behind until they eventually drop out. So, the quicker we can intercede in high school, the quicker we can get kids back on pace or keep them on pace towards their graduation requirements. Another piece of data that's important besides the data that we collect on our ODR forms is the Perception Data. And we think about all the people that are stakeholders in this. So, obviously, two that come up right away are teachers and students. We talked about the interview questions that help pull some data from the core team. We looked at the Self-Assessment Survey that would pull information from teachers and other adults in the building. And we also need to think about how can we survey our students. One of the great things that Bellefonte has been doing is surveying their students in terms of what kind of reinforcements they would find valuable. That way they don't spend their time guessing and waiting to see if it makes a difference with kids. They get to feed with the information straight from the students. So, that Perception Data is really important. The other thing we need to consider is communication with our parents and with our community. One of the things that's unique to high schools is that the students are getting older now and they're becoming more involved in the community. You don't typically see a bunch of first graders hanging out at a pizza place after school, but you might see a whole bunch of high school students doing that. So, what kind of behaviors are they seeing at the pizza place and maybe how can we reinforce the positive behaviors there or what kind of behaviors do we need to have in place and reinforce at the high school setting to make sure that we're helping out with what we're seeing as the needs of the community in terms of how our students are at. Two other questions that are asked in the workbook are, what data do you currently collect to analyze this as part of your implementation and what data sources might you want to add. One of the big things in terms of high school is this idea of student input and we've heard a lot about that today, having students involved in that process. They need to be actively involved in that decision-making process along the way. That way, it helps create ownership from them. And we see not only them giving us information that helps us implement quality ideas faster, but we also see students become leaders in the building in a positive way and start the to hold their peers more accountable. One of the things we like to take a minute and stop and do is during the forum, we had an opportunity to film some of the student groups or some of the students in their student group in terms of their involvement and their work with school-wide positive behavior support. So, this is the first showing. So congratulations, don't tell anyone. It's a top secret right now, but a little one edited. We are

going to make some final tweaks to it. It's currently in edit right now, but we were able to get enough of a final product that we wanted to make sure that you could hear some students talking about their work with positive behavior supports. So, we're going to show about a four and a half minute video and then we will continue. And again, this is Sun Valley students that are on the student team for PBIS talking about their school and their involvement.

[VIDEO BEGINS]

JAMAL QUEEN: My name is Jamal Queen and I'm an innovator.

MARISSA: I'm Marissa and I participate in jazz and tap dancing.

JASMINE: I'm Jasmine. I'm just an average kid.

PATRICIA: My name is Patricia and I like sports.

LINDSEY: My name is Lindsey and I consider myself outgoing.

MAN: Well, we have meetings probably once a month just discussing what possible things we could do for the year such as like pep rallies and things like that so, that just help promote pride.

MAN: We set up field trips for students.

MAN: Uh-hmm.

MAN: And like outdoor activities when we're good.

MAN: We talk about prizes how we can possibly get that.

LINDSEY: Since high school we began positive behavior supports. Students have been putting their input more in what we try to do in our school. We have something called a whipped out which is a big, school-wide video that we take and every from--everyone from the school gets involved. Basically, we meet with not only us as students but some of the teachers in our school. We come up with an idea just a generalized idea like the pride picnic for example which is all our school last year was going outside and having volleyball courts set up and music playing in lunch. And this year, we want pride picnic to be earlier towards the end of the season but before finals to get a last hoorah.

JASMINE: I always notice bullying before, but I mean it's not--it's one of those things where it's not me, so why bother. I'm not going to get involved in something I don't have to. But as soon as this came in, like we all kind of became closer together. We really are like a close grades. So, now when I see it, I'm like, hey, there's better ways to do that or that is my friend. It's not just like just because we don't hang out that's not my friend. Like, no matter what, they're my friends.

MARISSA: Before PBIS I feel like I was a lot less involved in school activities and I just like, you know, didn't really want to have a say. But after being in this, you see how much you can say like a student can have and it's made a lot of a difference.

JAMAL QUEEN: Before our program, I was less involved. But like, since I joined this, I joined other things. And like teachers have asked me to do other things to become more involved with the school-wide. We have meetings like maybe twice a month like every other week and we all like try to give it like our take-home or like certain things how we could make stuff better, where we can improve on better incentives to make students want to act right more and I just get there involved.

MAN: The PaPBS, I just sort of went to school, I got through it, did my work--I mean, not too bad of a student. But ever since I've started, I mean, I started caring about school more and enjoy the things I do, getting more sporting events. I'm proud to wear my Sun Valley T-shirts now and I just--I want to do better for myself.

MAN: And if you do set up a PBIS system, make sure you have a variety of teachers, principals then pick the students doing it. Some A students, some...

MAN: Yes. Also one of the greatest students, but I mean we try to [inaudible]

MAN: That do show leadership.

MAN: ...for people to be the best student that they can be.

LINDSEY: And it could be that taking different kids from all different types of groups like theater, jocks, different GPAs, all like--so a voice from everyone is heard and spoken out.

JASMINE: I think other school should think of it about who they bring into it. So, not just because the student is suspended every other day, don't you say, no, they shouldn't do it, because they do have to say maybe they're being suspended for a reason that we should listen to because they really have a strong voice in it. Don't just choose A plus students. Don't just choose jocks or--it really does matter who you bring in to it from every different part of the school. It really does matter who you bring into it from every different part of the school.

MAN: You know, just seeing that every day in every classroom it just helps to instill this kind of values which are important regardless if you're in school or in college. It doesn't matter where you whether you're in the workplace. You want to be able to, you know, do your work the best you possibly can do it. But the whole point is, is to really like help us and help the school function better, so.

JAMAL QUEEN: It will get the students involved; the teachers involved and like everyone interact with each other positively. Other high school should consider a positive behavior support framework because it works.

MAN: All right. So, if you're considering PaPBS, don't just try it and incorporate it a little bit in your school, you're going to do it all out because...

MAN: Other things like yearbook and this and things like that, so I kind of care more about what I live as like to a school.

[VIDEO ENDS]

JARED CAMPBELL: So, those were some high school students getting their voice out again and telling a larger group of educators what kind of things they need to think about if they're going to do this kind of work in the school.

LAURA MORAN: I think to take ways too from that with the student voice is that it is really important to-- when we talked about selecting a staff team. When you're selecting a student team, you really think about the type of students you're including in your student team. So, one of the things we noticed when we worked with schools and they select a student team, they selected the students who weren't necessarily your top-performing students or students who did have discipline problems. And it really totally changed around the atmosphere and their attitude, but they had a leadership there that they totally became positive in looking at how to--I serve the school in a better way versus how do I rebel against authority or others. So, I think the student voice is definitely a piece that's a great--greater difference in a middle school or elementary one. Two--one of the questions we've got from Jill was, how do you balance dealing with teachers' concerns about a grandiose behaviors while not getting bogged down in issues like a suspension and other types of discipline? One of the things we found in working with teachers is the staff really needs to sit down and talk about what are minor offenses and what are major ones and really seeing what, you know, why do we send the student to the office or why not. I mean, I've even been in situations where I've been in the school where student was sent to the office because they used a pen for their math homework and not a pencil. So, I know that sounds like a ridiculous example, but it is just one of many that when we're working with teachers, we really do want to take some time and say what are-- what are some of the minor things that teachers can handle and then what are some of the major things that teachers can handle and then what should be sent--what students should be sent in the office and why and then talking with administrators about what happens then when they are sent to the office. So, I think having these conversations and leading in what are major and minor offenses really is important to have about it. Somebody else just mentioned about the student video. They really like the way and want the students could get their views across. And we had a really fun time working with the students because they just--again, they bring out a light and energy and reference to the adults that you just weren't going to get if you have just an adult team. So, the student team, the student voice is really a critical piece to have in this process. So, when we're taking a look at a lining systems, we're going to--this is our last piece. It's called Organizing and Marketing Your Program because we want to make sure that everyone gets excited about this because there's nothing worse than having a flat positive behavior program, no ones--or system in place. You're not going to be very excited about it. So, here's some essential questions to ask yourselves when you're thinking about putting the system in place. How do you organize all the activities, clubs, sports, supports that you already have going on? And then another big piece of this is how you're going to track the information and how is that going to be utilized. Some schools are using SWISS which is School-wide Interventions System. It's a software program that allows schools to enter data and then it aggregates the data for you. So, again schools can see where certain

behaviors are happening, who's--who is in trouble or who's having or showing certain behaviors, when is it happening, where is it happening. And it's not a very expensive program. I want to say it's around \$300 or so to have that license. So, that's something to think about. And then finally just because we're collecting data doesn't mean it's getting across to the schools or to the teachers or students. So how do you communicate to your school community what's you're doing and how you're doing it? One of the things that really impressed me with Bellefonte and Sun Valley was the teachers were sharing the data with the students. And so the students were able to come in and say, "Wow, we noticed there were a number of Office Discipline Referrals in December and then they went down back in January." And it was great to have students talking about the data just as much as it was having the faculty and staff talked about it. So, again how are you communicating the information to the school community to parents and families, to students? So, that's something else to keep in mind. In the implementation workbook, it will show you some examples of an action plan as well as the multi-tiered systems of supports. So, looking at what do we have at Tier 1, which is the green area for all students. So, all students will have those opportunities to experience positive school-wide behavior supports. But then, what are some things we need to do at a Tier 2 level that students just may need some more support with? And it could be within small groups of students, maybe having teachers check-in and check-out with certain students. That's a program that some schools used a Tier 2. And then it could be--we have some individual students who definitely need some intensive intervention or one on one support. So, that would be a Tier 3 we see on the red area. So, taking a look at what do we have in place that all students have access to, what are some things we have in place or need to put in place for some students and then what do we have in place that would help maybe one or two students or few students in order to be successful in school. Doing that, we can then create an action plan. What do we want to achieve in our action plan? What--who's going to be a part of that? What's your purpose for doing that? And it's also taking a look at not only what's happening with behavior, but what's happening in our academic system. So, what do we have for students who may be struggling in Algebra 1 or in their English class? And then we're seeing maybe that effect is affecting your behavior or not. So, what supports do we have in place for academic pieces, but then also what do we need to have in place for behavior? So, we're really taking a look at a comprehensive action plan to look at what do we already have in place, what do we need to put in place and then what's faculty and staff are involved in that process. So, I just want to take a moment here to give anybody else an opportunity to type in any other questions you may have before we end the seminar this afternoon. The link for the team implementation workbook will be shared with the--all of those of you who are registered for this webinar. So, within the next few days, the next week, you should receive the link for the Team Time Implementation Workbook. So, that hasn't been shared yet, but we will look that up those of you who participated in the webinar so that you'll be able to get access to the workbook. Well, Jared and I want to thank you for the opportunity to meet and talk with you today virtually. Again, we also want to thank Mike and Melissa from Bellefonte High School for their work and implementation of school-wide positive behavior and for sharing their insights and highlights with us today. So, on behalf of

myself, Laura Moran and Jared Campbell, here at Harrisburg, we would like to thank you for participating today. So, thank you all very much.