

>> I like the other kind of mikes better. My name is Lori Strylo. I've been teaching at West Scranton High School since 1999. It's my alma mater. I live four blocks from the school. We're a very central neighborhood school. If you're familiar with the Scranton area, we have two high schools there. We have about 800-and-some students and Scranton High has about 1,600, 1,700. So we are the smaller school. We're the older school with no air conditioning. So we were kind of delighted to be here this week while they're all sweating back at home. We're going to focus more on ... We did a lot of the high schools today. We've been in high school all day today. So we're gonna focus a little bit more on staff buy-in and things that we've done to spark the interest because our faculty is made up of a pretty good mixtures. We have some teachers that have been there for a really long time, and then we have some new teachers. And you'd be surprised at how many people that actually graduated from our school are teaching there. So, but we also have our rivals. So staff buy-in, it's a really -- it's a tough concept. And Kelly came and presented to us, and we jumped on board with it. And we were fortunate that our administrators were very supportive and that our faculty eventually bought into it. And the kids love it. So Albert Einstein. As it says, Positive Behavior Support is a school-wide program toward positive behavior with the intention to increase pride in our school. So very original. Yes, we came up with Westside PRIDE. We do have our matrix, which will get to in a couple seconds here. Our art department actually designed our banner for our Westside PRIDE. That's an Invader. We were -- we are the West Scranton Invaders. We are the only Invaders in the nation, as that's as our mascot. So when you're the cheerleading advisor, as I am, and you're looking for a mascot, you cannot order one anywhere. But we are the only Invaders. So we were named after the Invaders of Normandy. And since ... So we have a very great art department, and they came up with our ... Kind of looks like Tommy Lee Jones a little bit. Westside PRIDE, that's our guy. And PRIDE stands for Prepared, Respectful, Involved, Dedicated and Extraordinary. Kids like that extraordinary part. It took us quite a while to put together the matrix. We do have some available up here, and I'm sure that we could put them on the link for online, too. But if you want one before you leave, you're more than welcome to come up. We have some hard copies of it up here. And it is plastered all over the school. And when we got together to work on the matrix, it was basically, "Hmm, this is high school. So, how are we going to talk to them about walking in the hallway correctly without making it seem silly?" You know, the big deals, and they don't wanna talk about walking on the right-hand side. We're not that big of a building, so we don't have as much congestion as the last -- if you were here for the last presentation with Upper Darby. They have 3,200. We have 800, as we said. But we did go through, and we have some videos that we start so -- and we're working on more videos where we're starting our principals and our teachers doing the wrong thing and then doing the right thing. Kids kind of think that's funny. So they pay attention to it. We kind of sold this to the athletic department, our gym teachers, phys ed and health, because I'm an English teacher and I have a lot of paperwork and they don't. No. I'm only kidding. No, actually, it's because everybody -- they see all of our students. So they -- I always say I'm gonna come back as a gym teacher, by the way. They see all the kids. So they were very kind. It took us a little while for some of them, but they were very kind, and they took our lessons, and they spent a couple weeks going over the matrix, going over the proper way to behave in the hallways and in the cafeteria and in the auditorium, and they showed videos, and they gave quizzes. And it's working. So -- and we do have it everywhere. I like to talk a lot, just in case you're wondering.

>> Hi, I'm Johanna. I'm a family consumer science teacher at West Scranton High School. I've been there for nine years. We truly, truly do have a wonderful culture at West Scranton High School. There truly is West Scranton pride. It goes through our neighborhoods. I live in Westside. I live three blocks away from the school. It's a wonderful community. With that being said, some of our rewards. We have a wonderful equipment manager. He is 77 years old. I pick him up for work everyday. His name is Tippy, and he became kind of our school mascot. That -- There is Tippy. Okay? And these are our Tippy Tokens. And we give these to students when we see them doing the right thing all the time. Okay? So if they're walking down the hallway the right way, "Hey, here's a Tippy Token. Thanks for doing that." If they -- we always use, if somebody drops their books, and people go and help them pick them up, "Thank you. Thanks for being that kind of person. Thank you." Let's see. They're also given throughout our school day. It's not just teachers who give them. It's the cafeteria workers. It's our secretaries. It's our guidance counselors. Okay? Everybody gets involved in this. They can be given in extracurricular activities. We have a spirit week. We try to get the kids involved. If they go to a soccer game or they go somewhere, we might show up and give a bunch of Tippy Tokens. Thank you. Hey. You know, not everybody likes to come out to see soccer. It's not a big sport in our school, but thanks for filling our stadium to day and supporting your teammates. We also use these tokens to pick Student of the Day and Extracurricular Student of the Day. That's one of my duties when I walk in in the morning. I go right -- we have two jars in our main office, one for female, one for male. The students put them in there. I randomly pick a student or an extracurricular student of the day. Our principal loves to hear his own voice and do announcements during the day. Loves it, eight, nine minutes of announcements twice a day. He loves to say, because his father was a principal there, it's a tradition, he loves to say extracurricular and student of the day. Loves it. I actually had to write three of them before I left because I needed yesterday's, because we were on the senior class trip at Hershey, today's student and extracurricular student, and tomorrow's. So he has them. Oh, also, we use the Tippy Tokens - excuse me - for Student of the Month. We randomly pick those out of the jar, and you get to receive a shirt that says Westside PRIDE. We are a school that has a dress code. So a big incentive for our kids to participate and do the right things every day is they can win this T-shirt and you can dress down every first of the month with this T-shirt if you win student of the month. So a lot of kids love it, and it's amazing because most of the time we don't remember, "Oh, it's October 1. We can wear our T-shirt today." Every kid who wins wears that T-shirt on every first of the month because they get to wear jeans with it. Here's some of our previous winners. There's Tippy again. These are our silver dollars. Okay? They're passed out to students who possess or have some extraordinary behaviors. It's one of our things on our matrix. So, if we see somebody going above and beyond, they will get a silver dollar. Our special ed students have really, really embraced this. Our kids that have some behavioral issues have truly, truly embraced this program and really, really work hard for these silver dollars and Tippy Tokens. Our other students do too, but we have seen a huge growth with our special ed population. The concept of our silver dollar is basically they get a silver dollar, the teacher puts their name on it, they bring it to me. I have poker chips that I painstakingly put 1 through 100 on. They randomly pick it, and they go on our bingo board. This is our bingo board. The number corresponds with a poker chip. Once bingo hits, they can win a parking spot. We are a neighborhood school. There is no parking for our students. There's no parking for us, but there's no parking for our students also. They want that parking spot. Their -- that parking spot will be theirs until bingo hits again. Okay? Other prizes that we

have done, they love clothing. They want clothing. They want food. Rice crispy treats were huge. They want that. That's basically just what it says. Oh, also, everybody in the row wins. So if I'm the winner and I hit bingo, I get the parking spot. But everybody else in the row gets to pick from our treasure chest. And we have some wonderful businesses in West Scranton, and they don't -- didn't -- excuse me, donate wonderful things to us: trays of pizza, a bunch of different things. They love Dunkin Donuts gift cards also.

>> If they don't want a parking spot, too, they can choose from the gift cards.

>> She just said that if they don't want a gift card, they can choose from -- or, I'm sorry, if they don't want a parking spot, they can choose from a gift card. So they do get a choice. My name is Frank, by the way. I am not an original member of the team. I'm part of the staff buy-in part. So, originally, I said, "Uhh, I don't wanna do anything else." So I'm teaching biology. I have a Keystone Test coming up. It's the first year they implemented it. It was the first year of the Keystone Test. So I'm like "Ehh, no. Not one more thing on my plate." However, once they started to implement it, I saw what a positive effect it had on the students, and I saw a mixed reaction from the students. Some students really bought into it really quickly, and then the others were going, "Ehh, I don't know. I feel kinda like a puppy. 'I did something right. Here's a treat. You get a Tippy Token.'" But when talking to the students and the activities seem to be where they really took a special interest. So that's how I became involved because that woman with the longer, dark hair physically threatened to hurt me if I didn't help her get stuff together. So I actually started helping out with the Invader Days. And one of the first things that we did was we did Minute to Win It games. So part of my job was to help her gather materials and these were cheap materials. These were dollar store box of dice, tongue depressors from the nurse's office, dollar store cookies, and it was simple things like putting two grades together competing on a stage for one and a half periods where they had to balance cookies on their forehead and get them into their mouth. So that was the reward for positive behavior. And if they had no major infractions or no minor infractions, no detentions, they're allowed to come to Invader Day. If you get a detention or if you're late more than .. How many lates is a detention?

>> [INAUDIBLE]

>> No, just for detention for Invader Day. I think it's three times. After three times, you get a detention. Can't go on Invader Day. These kids love Invader Days, and it's a good way for them to also give back to the community. We did a dodge ball tournament, and the kids had to pay \$2 per student to enter the dodge ball tournament, and the winners of the tournament actually donated the money back to the school for our exceptional children's aides club. So our special ed and life skills populations have these students that help them with different activities, such as field days, etc., and they donated the money back to them so that they can go on more field trips. So as a good way for the students to have fun and then give back to their own school. Oh, question. Yes.

>> [INAUDIBLE]

>> What did we do with the kids that didn't make the requirements? That is a very good question, and we're still trying to figure that out. So ... We did. Uh, they're buried in our courtyard. No.

>> It's a secret.

>> We tried a couple different things. And basically what happens is all the students that were good are on a list. And if you're on the list, you get to go outside. If you're not on the list, you have to stay in the classroom with that teacher. The teacher is technically supposed to watch those students for that particular period. So the administrators join the pride team, we get coverage for that particular period, and the other students are held in the class. So they don't get to go outside or participate in that particular event. We've also done dances. We've had a DJ. We had movies. We had, again, the Minute to Win It games, etc. This is just another ... Actually, on Friday, it's gonna be our last and final Invader Day. So we have a kickball tournament going on in the softball field. We have a DJ coming in for the tennis courts, and we're gonna pass out ice cream. So it's kinda like a last thing of the year that we're going to have for the kids. And again, tournaments, the sporting events, we try to balance it out with things for the not athletically inclined, such as myself. And this was the carnival that we did at the beginning of the year. So the student team helped us. They blew up balloons and then we taped them onto a piece of cardboard, and we threw darts at it. We had a football toss, and we threw frisbees through hula hoops. Cheap stuff. So, anything that you can buy at the dollar store, we had. And this is our dodge ball tournament. And this is where Stacy takes over to help you figure out how to pay for all this.

>> The one big thing that we had a problem with was tardies. Last year, we met with kids who had a high amount of tardies after we check out our data, and they told us the reason why they were coming late to school is because they had to stop and get their coffee down on the corner. We're like, "Really?" And they're like, "Yeah." We're like, "All right." So we opened up a coffee shop in our cafeteria. The coffee shop is held at our, kind of, Invader Crossing. The -- we deal with Aramark, and they took over the whole thing. And so now the kids can get their coffee, their ice coffee, and all of that right in school and show up on time. It decreased our tardies by a lot. You'll see later on we do have slides on how much it decreased from last year. But that was the main thing that we were able to go back and look at the data and check this out and say, "Why are you not ..." And it was great talking to the kids. I mean, some of them were funny because they were like, "I had to get up and iron my clothes," or something like that. But the main thing was they just were stopping to get their coffee at Krispy Kreme. Granted, I would probably stop and get my coffee at Krispy Kreme too. So that was the other thing. We also opened up the Spirit Wear store. I am the person who deals with the Spirit Wear store. [INAUDIBLE] Okay. So here's our Spirit Wear. We are self-funded. We get no money from the district or from our school. So we are self-funded. We sell Invader Wear. I also sell it through a PayPal account. I'm gonna tell you guys, if you contact PayPal, they are wonderful. I dealt with a girl there, Liz. She will set you up with CoreCommerce, who is a website, and you can sell your gear or anything you want online. And I think it was the first six months was free, and then after it, they cut everything in half pretty much. And during the summer months, they cut it in half again. So it was really cheap for us to be able to get our Spirit Wear out there because a lot of the alumni want to buy the stuff from the school. So they would always ask, where do you get it from? Where can I get it from? And we told -- we ended up opening up this store online. So the kids can go online and order the stuff, and they can get it through school. We have fliers. So any money that we have that we get is made off of our Spirit Wear. We kind of come up

with new stuff as much as we can. So, that's what we do with the Spirit Wear. And like I said, that brings us in some money. It doesn't bring us in a lot. You know, anything, if you do any sales, you don't -- you get a couple dollars on everything you sell, but the good thing is it -- the kids can wear the Spirit Wear any day in school. As they mentioned before, we have dress code. So the kids can wear their Spirit Wear any day in school and not get in trouble or anything like that. So the kids are walking around with the Spirit Wear and all of that. So it's kind of neat to see them. [INAUDIBLE].

>> Okay, PRIDE Team is -- it's very important, first of all, if you are just starting this process or if you are even involved with it, you really need your administrators to back you. We're fortunate at West Scranton. We have a principal and we have two vice principals, but one is taken away from us, who was actually in charge of this program. That's why you see Rob DeLuca's name on your pamphlet there, if you signed up for this, and he was moved to an elementary school. So that hurt us a little bit because he's awesome. But we can pretty much talk Mr. Gentilezza into a lot. And he is all about building up -- he makes personal phone calls to every 8th grade student at our middle school to make sure they're going to come to our high school next year. So he's -- he loves our -- he loves his school so much that anything that will build morale, you'll see there's a picture of him even in the dunk tank. So you don't really picture your principal perhaps going in a dunk tank during the carnival that we had at the beginning of the year, but as long as the water was hot, he was willing to do so. Teachers, as I mentioned before, it was a struggle at first because the deal basically is we hear a lot of, or we were hearing a lot of, "Why are we going to reward kids for doing what they're suppose to do?" But my take on that is, "Why are we constantly concentrating on the kids that do bad and reward them when they get a little better, but ignore the kids that do good all the time?" So, I mean, my daughter is only in 5th grade. But she's one of those kids. She's a good kid. Her elementary school does have the same program that we do, and I got to see first hand how it built morale in that elementary building because finally the kids who do their homework, come to school, you know, listen to the rules. My daughter, she would never wear anything out of dress code, anything like that, doesn't push it, does what they're supposed to do. They never really got anything for it. And yes, that is life. It is what you're supposed to do, and I understand that point. But it's also hard sometimes when you see kids with special -- well, behavior problems that are being given donuts and cookies and dress down day passes and things like that just because they had one good day. And I'm not going against that, and we still use it. But we have a lot of good kids that need some kind of reward. So our Invader Days are what basically take care of that. If you'd like me to dance, I will. But our Invader Days take care of that. So, as long as they don't get a detention, they get to go. And they enjoy pretty much everything that we do. We have a really great student team. We didn't really mention that, but we have a really great student team. A couple of them would basically die for our building, which we wanted to bring two of them with us, but we just could not afford to do so. And it's just -- it's working. Like, I don't even -- I can't express to you how much it really does -- it does work, and you will see some data.

>> [INAUDIBLE]

>> Okay, so really quickly, our program actually started with our principal. He kinda kicked it off without a team about two and a half years ago. He enlisted myself as the cooking teacher. We passed out red tickets, and we went into the cafeteria, and if they were doing great things, I gave them Hershey Kisses.

We -- for Valentine's Day, we did a bunch of things. Then we got with Kelly, and we realized this was a whole big program, and that's how we kind of formed our team. Kelly came in and did a wonderful presentation to our school, and we were asked to volunteer. For staff buy-in, you really need, again, a wonderful administration to get this to work. Our initial team, it was posted. We had to apply. Our principal took, basically, one person from each subject area. Additional members ended up volunteering. We started off with five people. I believe we recruited three more to help us because it is a big undertaking. We wanted to, like Lori said, we really wanted to reward our kids who do the right thing every single solitary day. Okay? How did we do this? We went online and we researched high school PBIS. There was not a lot of stuff out there. We found things and we tailored them to our school, our community, our kids. Okay? Basically, just like the other school said, we created a matrix. We developed a handbook for our teachers. We designed a new discipline form for our district. They use it at our high school and at Scranton High School. That was a huge undertaking to get our school and their school on board. Okay? We wrote lesson plans. The most challenging part was our staff buy-in. Like we said previously, we also -- we enlisted our gym teachers to help us. We had about three that were totally on board, wanted to do this with us. We had one that would not, did not understand why we have to teach kids that you have to wash your hands after you use the restroom. Okay? He did not get it. He has come around. How did we get people to come around? We bribed them. I wrote 115 birthday cards. I went to our main office. I found out everybody's birthday, and every month I wrote them a birthday card saying "Happy birthday from the PRIDE team." If your student got picked for the bingo board, your name was on it. You also would win something, or you'd win something. You could win a parking spot. Like I said, our parking is very limited. You could win a gift card. You could win a pizza. We gave them clothes, T-shirts. We also provide coffee and donuts on in-service days.

>> We use SWIS as our way to keep track of everything. We also have eSchool. So if anybody has eSchool, the data does go in. The stuff does still go into eSchool, but we do have a secretary that puts everything into SWIS for us, which is wonderful. So we were able to go into SWIS and get any of the data that we need. For instance, like I was talking about before about the coffee shop, we were able to go see what our highest problem was, which was the tardies, and we used SWIS with that. And again, the data drive is what we're doing. And the really helps us out to decide what we need to do or fix in the future. So here's just -- that was a little thing of SWIS. Here -- yeah, this was from the beginning to March. And as you can see, our tardies is the last column there. That is our highest. This was last year's information that we had. And also, with SWIS, it tells you time, location, hallways, stuff like that. As you saw, it was mostly in the morning, kids getting to school. That was the problem. And as I told you, we kind of solved that problem. And then this is just referrals by grade. Again, 9th grade was apparently our highest tardies. This is our Invader Crossing. This is where we do our coffee and also our clothing. If you look here -- so here is the referrals. Tardies again was the highest, which was in green, and then the blue is now this year's up to, I guess, now. As you can see, that's how much our tardies had decreased this year. Again, that was just something we focused in on, and we were able to get the tardies down. And the other thing with the staff buy-in is, once we showed the staff this, they all bought into it now. They were like, "This is really going to work. This is really helping the school," because, as we all know, we have homeroom in the morning, and then it goes to first period. I had a lot of kids coming in late to my class. Once we were able to get them something as simple as coffee, they were coming in and now

you have that instructional time with those students to help you. I mean, I teach a Keystone class too. So to have the students there for the whole 45-minute classes really helps out. Okay, these are just more pictures and who buys in. This is one of our -- that's our physics teacher in the dodge ball tournament, along with our biology and our gym teacher. At the end of the dodge ball tournament, we allowed the winning team to play against the teachers. They love to play against the teachers because if they can throw anything at them, they're all for it. So, they loved playing it ... And you know what, the faculty loves doing it too because I think it's a little back and forth. They love trying to hit them with balls too. And again, this comes in with the staff. I mean, the staff loves being around the kids, but it's a different setting than teaching them. It's everybody having fun. So that really helped out. Here's our administrator in the dunk tank. He actually ... How much money? We made a hundred -- we actually made -- it was \$1 for a ball, I think it was. We made 100-and-some dollars off the dunk tank from the kids. So very good. They had to buy tickets. And like I said, they were giving up the money to dunk him, which was great for us. It helped us out.

>> [INAUDIBLE]

>> Yeah, so it was a good time at the carnival. These are actually two of our -- this is our president and vice president of our student team. We didn't really talk much about our student team, but we do have a student team. This is our president and vice president. Next week, we'll be electing new member -- or a new office -- officers next year, or next week, and they have been great because they've helped us again facilitate everything between the students. They get the students motivated. You know, when we do have a dodge ball, when we do have things going on, they do help us do what we need to do because there's only, as we said, probably eight of us on the team, and we can't be everywhere at once. So they help pump up the students when we need them to. So, in the beginning when you first came in, we did a lip dub. I think -- does everybody know what that is? You probably saw it on "Good Morning America." We decided to do a lip dub throughout the whole school, showcasing the whole school, every club, everything that we did. We actually did this one was last year during spirit week. So all the classes are actually in certain colors. So we did it during spirit week. This probably took two hours maybe? About two hours in the morning, and we have three floors to our school. So we filmed all three floors, which took a lot to do to get all of the students all in one spot, all the teachers. But this lip dub, they enjoyed immensely. They thought it was the greatest thing we ever did. So before we let you guys finish watching it, does anybody have any questions? Yes.

>> [INAUDIBLE]

>> Yeah. Yeah. Yes. We'll put it up online. Yeah. It was could we put the slides up online. We are going to get them up online. Yes?

>> Who staffs your coffee shop?

>> Who stocks it?

>> Who staffs it?

>> Staffs it? Oh, who staffs our coffee shop? Aramark is our food service. So we went and talked to Aramark and see if they would be able to do it for us, and they said yes. Because I'm not gonna lie, I didn't wanna get there any earlier than I do because I, like I said, I do do the Spirit Wear. So I'm always getting stuff out and together. So Aramark was willing to staff -- get everything together, and they take care of everything. We don't get any money from the coffee shop, but again it wasn't about getting the money. It was more about getting the kids to school kind of thing.

>> [INAUDIBLE]

>> Were there any issues with us selling coffee with the regulations? Actually not.

>> [INAUDIBLE]

>> Our food service did it, so we had no problems.

>> [INAUDIBLE]

>> Yeah, there's a wellness policy.

>> [INAUDIBLE]

>> Yeah, they offer -- and I think I did hear that they are doing fruit smoothies now. So ...

>> [INAUDIBLE]

>> Yeah.

>> [INAUDIBLE]

>> Yeah, so we didn't have a problem. Yes, in the back.

>> What did you mean under the how slide? Are you talking about creating the matrix to give to your faculty and is it designed through discipline forms [INAUDIBLE]

>> Oh, design new discipline form? Do you wanna pull it up? So, when we went through and did our matrices, we had to figure out major and minor disciplines, you know, stuff that was gonna be teacher centered, stuff that was gonna be administrative office centered. So when we went ahead and did that, when we decided all of that, I mean, that was just a process that, after we got the matrix together, we were able to ...

>> [INAUDIBLE]

>> Oh, it was also SWIS compatible. That was the other thing. It was SWIS compatible. So we were able to look at what SWIS had and kind of did our discipline with that. And like we mentioned before, it is -- looks like a very long and lengthy, but a lot of the stuff is just check boxes, like where did it happen? In the classroom or in the hallway? What was the problem? A lot of the major problems were dress code,

tardies, stuff like that. So that is already on there. They really just have to check a box. Okay? That answered your question?

>> Yeah.

>> [INAUDIBLE]

>> Oh, how did we track which teachers gave out the Tippy Tokens? On the back of the Tippy Tokens, it says teacher name. So the teachers, when you give out a Tippy Token or a silver dollar, you would write the students' name, their grade level, and you would write your name on there. So when they got the Tippy Tokens, when we pick student of the month, the students got a shirt, and so did the teachers get a shirt. So they were also allowed to dress down the first of every month, along with the silver dollars. The teacher's name is on there. So we were able to recognize the teacher, you know, when we did call out the winner of, like, the bingo. We can say, you know, "Ms. Crisveno gave out the Tippy Token." You know, so you were able to keep track of it that way.

>> And just to add to that, we don't make anybody give out Tippy Tokens and silver dollars. They don't have to do it. It really -- it helped ... I'll be honest, the kids will say, "I think that deserves that a Tippy Token," and they're not usually talking about themselves. So, you know, if something falls over in my classroom and somebody goes and grabs it, they remind me. "Oh, I think that Joe needs a Tippy Token for doing that." So they're pretty good about ... And they don't take advantage of it too. You would think that they would, because we did have some teachers who were just handing them out because kids were completing homework, which isn't extraordinary behavior, because they're supposed to complete all their homework assignments. So other teachers called that person out on it. So we kind of ... You know, everybody has kind of a little bit of control, like, "Why are you givin' a silver dollar out for that?" And it wasn't a fight, but it controlled it. So, in a way, that was kind of good.

>> Yes.

>> Can you tell me how many Invader Days you did for the year?

>> She wanted to know how many Invader Days we did this year. This year, we were limited quite a bit. They pulled back our program -- well, basically ... Okay. They're supporting us, but they're not giving us the money to cover classes and do things like that. We had that taken away halfway through because our district is pretty broke right now. So it kind of cut down on -- like, everything that we do, we do voluntarily, but then our union kind of has an issue with that too. So we had to walk a fine line with that. Last year, we did every month and a half, I wanna say, we did an Invader Day. This year, we've had four. And then we have the next one coming up. So but we did instead, we did have a raffle. We did one week. It wasn't our spirit week. It was a different week. Every day we drew names, and we had businesses like Best Buy donated like a \$25 gift card. Our pizza places, a couple of them, you know, Free Trade Pizza. So we randomly -- just to give the kids something extra because we knew we weren't doing these Invader Days. And in order to win, you had to be on the good list, as we'll call it. You couldn't have any infractions in order to win the raffle. And we had a dress down week, where we randomly selected. We random -- from the good list, we randomly selected a student from each grade. So we're

9 through 12, and they and a friend -- they got to pick a friend because, especially 9th graders, they don't always like to go dress down by themselves to school. We wear polo shirts, khakis, they had to be navy or khaki on the bottom. Then, there's a bunch of different color blues and reds and white and that kind of stuff on top. So it's pretty specific, no logos, anything like that. So, dress downs are huge, and has really come into a big money-making scheme, I wanna say a little bit. I hate to say that. I like dress down days, and we get to partake in them. So that's just as good. But it hurt us a little bit, though, because we were, as a PRIDE team, our faculty, every pay day, was paying \$3 to dress down for the day, and that was going to PRIDE. But then all of a sudden almost every Friday is a dress down day. So we did -- bless you. So we did kind of lose that.

>> [INAUDIBLE]

>> Oh, what are the tokens for? The tokens are what they put into the container in the main office that they can use to be selected for student of the month, or as we use for our dress down days ... Is that where we selected from for the dress down for the week? That's where I was, where you could have a friend dress down with you. So as long as the friend was also on the good list, if Crystal's name was picked, then she got to pick a friend, and her and Carly dressed down for the entire week, and nobody else had a dress down day except the eight kids, basically, two from each grade. And that's what we used the Tippy Tokens for. They just go into -- it's a random drawing. Anything else?

>> Yeah.

>> [INAUDIBLE]

>> We try to keep it to the matrix. She asked if we target certain behaviors. Every classroom obviously though is different. So we basically tried to keep it to the matrix, but we have -- we have two life skill classes in our building. We have an autistic support class. We have two SCD classes. So there's a couple different behaviors issues that they use them for that aren't necessarily part of strictly the matrix. But mostly everybody else we go according to that. And it's really just helping each other out. It's made -- in my opinion, I love our kids at West, but I'm kind of -- I'm from there. So everybody I'm really close with is from there too. So, but it really brought them out in helping each other. Our football players take our learning support, our life skills students to dances. They spend time with them. You know, we have sign parties for our football games, and we have -- Johanna and I take with us a couple of kids to every one of the parties that the kids -- that my kids -- like, my girls invite them to. It -- it kind of made everybody closer because they started to notice that, if they did help out more, then they were rewarded and they weren't just looked over and ignored. And it brought the place together. And it brought the teachers together too, because I don't know. It made me be more aware of how good some of the kids really can be. You know, I mean, sometimes we take it for granted. Something falls over in the classroom, books go everywhere, I don't know, in some of your classrooms, they might look at it and be like, "Oh, wow." But they won't even be on the floor for two seconds and our kids are pickin' them up. So -- and this is a lot to do with this program that we're running. In the back?

>> [INAUDIBLE] Have you run into any backlash from parents, other teachers or with any of your other administrators?

>> The question is did we run into any backlash from excluding students from some of our Invader Days. That's an issue that we -- it's hard for us to exclude anybody from anything, but it's the only way that it works. And we actually have been completely supported by that. They don't go. They know that if they get a detention, they're not going to be able to go to the Invader Day for that month. They know this. A couple of them will come in, "I forgot my homework today. Please don't give me the detention. It's almost the end of the quarter." Like, they're really aware of it. Plus, we also, which we didn't mention, we do another incentive. If they can go a whole year without getting a detention, then they can pick a final to skip. And the grade is the average of their third and fourth quarter grade. Okay. So if they decided they didn't wanna take their biology final, and the teacher agreed to it, then they can skip their biology final, and what they got for the third quarter in biology and the fourth quarter in biology added together divided by two would be the grade that would go on their report card for their final exam. But they get their choice. And I would say 95 percent of the teachers are willing to go along with that. And huge. Like, these kids, they're in -- they're at the end now. Le, they are just trying to do everything they can. They're runnin' down the road to get to the school because they do not wanna get that detention. Last year, we were kind of fooled by it a little bit. They found a little loophole because we didn't give detentions. You could have three three lates a quarter. So last year, it really ended up that they could almost be late 12 times to school and still be exempt. Then, we took care of that this year. Four times total. So once they get to their fourth, then they're done. They can't skip a final. And we have a lot of them that actually can skip a final. So you would be surprised at how many really good kids your school actually has. I think we're out of time. Oh, wait. No? Oh, we are 'til ... Okay. Good.

>> [INAUDIBLE]

>> Another question?

>> [INAUDIBLE] I wouldn't -- the question was what percentage of our students attend Invader Days. I would say about 90 percent. So, in fact, that was one of our problems. We have such a small number of students that actually end behind that, at one point, we started just having teachers volunteer to cover, like, groups of kids, and then the teachers could go to the Invader Days. Like, we kind of go off and back and forth on that. Our population of our school - I guess I should give you a little bit of a background - we are pretty diverse, but we're 800-and-some. We do have E -- we do have English language learners. The -- our poverty level is pretty high. I don't have an actual number, but it's over 60 percent. And special ed is -- it's about a third of our population, believe it or not. We have a large amount of special education students. In fact, we were just commenting the other day that we -- for athletics, we're in division three, but that's because -- but we really should be in division two -- is that the lower one? Yeah, more -- we're AAA. We should actually be in AA

because our special ed pops our population up into the next bracket, but they're actually life skills. Like, so many life skills kids, kids that wouldn't actually be able to play football, that pop us up into the next bracket. So we do have a lot of learning support kids, special ed -- education students. We are more Caucasian, but we have many different races in the building. And everybody's involved. Everybody's involved. Yes.

>> [INAUDIBLE]

>> I think teachers, we have about 88. Total staff is 114, 115. I think I could probably name you the five teachers that haven't bought in.

>> [INAUDIBLE]

>> We started this ... Yeah, after -- right up to Christmas, we had some -- like, last year, up to Christmas, we had some hesitation, and then after that it seemed to really -- once we were able to present at our in-service in January, I wanna say, or February, January, we were able to present our data that we had received that -- for that part of the year already. It made people actually realize that it is working.

>> [INAUDIBLE]

>> Oh, and science department loves data, as Mr. Wahl has reminded me. So does math. I'm English. I really don't understand it at all.

>> [INAUDIBLE]

>> Well, how do we do our scheduling? Last year it was perfect because they paid for coverages, and we would run -- the whole day, we would do what we call a pep rally schedule. So we would go through -- we have 10 periods a day. We'd go through 1 to 10 and shorten classes, and then at the end -- so that would be 1:30 and we dismiss at 3. So then they wouldn't be missing any class period. They'd be missing class time from each class. But they would still see their teacher that day. And then we would go and participate in the Invader Day. Those who couldn't would have to stay in a certain room or in the building if we were outside. And this year, we found where we kind of have to do -- we skip periods 9 and 10 a lot. Well, I don't wanna say a lot, because we didn't do that many. But like this one that we're doing on Friday, the kids are gonna -- the kids that can go will miss periods 9 and 10, which upsets -- a couple of our AP classes are 9th period. But that test is already over. So we kind of ignored them when they complained. So, our principal loves to make schedules. Like when we get an early dismissal because of snow, he literally puts together like 8-minute classes, like, at the drop of a hat. He was a math teacher. And we will see the kids for eight minutes, just so that we see every one of them every single day. Anything else?

>> [INAUDIBLE]

>> No. The question is do the students just avoid coming to school. They did try to get themselves dismissed early with notes, but, you know, because they'll either write a note and sign their parents' name, or the parent'll just write the note. But we don't really release them. If they say it's a doctor's excuse, our secretaries will call the doctor to see if the appointment is actually scheduled. So, no, they do not leave the building. And it doesn't affect our absentee rate at all. Anything else? Wanna speak? We're gonna hand it over to the boss.

>> I am not the boss. Good afternoon. I'm Kelly Perales. I've been working with the Scranton School District on implementation for the last six years, and they have implemented at least at tier one in all of

the school buildings in the district. And certainly that district leadership and administrative buy-in is important. What this team did not tell you about staff buy-in is that, this school year, you heard a little bit about the fact that there have been some budget issues. They also lost their superintendent and had changes of other positions at the central office. And despite the fact that essentially all of the district leadership has changed at each of the building levels and, in particular, at West Scranton High, all of the work has continued. And so, prior to this year, teachers participated on the tier one team, just like they would some other type of, I don't know, coaching position or something like that where they actually received, as they said, coverage or, at the elementary level, some sort of stipend for their participation at the tier one team. And this year, they were not able to receive that, and yet the teams continued to meet and continued to implement the framework of PBIS. And so I think that that really speaks volumes to staff buy-in and, in particular, the leadership of these individuals who were part of that team. So please help me in acknowledging them.