

>> Good morning and welcome to the second day of the Implementers Forum. Today, we're going to show you what student buy-in looks like at North Penn Mansfield Junior/Senior High school. We'll briefly review our Tier 1 implementation and highlight student buy-in along the way.

>> Pictured here is one of our students. She's a junior. Her name is Sarah, and she is showing you our new North Penn Mansfield high school T-shirt. We did consolidate with another school this year, and we're going to talk a little bit more about that T-shirt later. But there is a reason why she's wearing that specific T-shirt.

>> My name is Mindy Mosier. I am completing 30 years of teaching at North Penn Mansfield, 29 years as Mansfield High school, and this is my first year under our new logo, North Penn Mansfield High school.

I also coached volleyball at the school for 24 years, and I teach health and physical education.

>> I've been in education for 14 years. This is my second year as dean of students at North Penn Mansfield High school. Previously, I was a school counselor for 12 years. And when I took this job as dean of students at North Penn Mansfield, I was told that my job was discipline and school-wide positive behavior. So I didn't have much of a background I that, but I did learn a lot. There's a big learning curve, and our IU rep, Kelly Swartwood, did help me a lot with that. And now, we're here to present. And we got our banner last night. So we're making some progress, and we're pretty excited about that.

>> We are from North Central Pennsylvania. I did have everything all set up, but things got changed around a little bit. We are in Tioga County, right up by the New York State border. So we are in a rural area of Pennsylvania. We're an hour south of Elmira, New York, and an hour north of Williamsport, Pennsylvania. That seems to help some people. We're also home of Mansfield University, for some of you that know the state system and where schools are located. So we're in the Pennsylvania Wildlands, as they call it. And this a picture of North Penn Mansfield High School. This was formerly Mansfield High School, like we said. We just changed the name when we incorporated some new students. We are a 7th through 12th grade building, so we have middle and high school, which sometimes, I think is a little bit more challenging to get student and staff buy-in, which is why we're here. We have about 550 students in our building. If I can read some of those stats ... We are not very ethnically diverse, as you can see.

>> Okay, here we go. Where did we begin? We started the program in the 7th and 8th grade. We had a dean of students, Mr. Joey Glacia, who began our program in the junior high. He got the junior high teachers together, and they worked hard. They set up the matrix. You'll see the matrix later on. We also have a copy available up front. They also, over the summer, designed all of the lesson plans that they were going to use to teach 7th and 8th grade and actually model behaviors. From there, we went to universal implementation, January 2014. And we kind of had to reboot again when our schools consolidated in the fall. So we rolled out implementation all over again, and it was a good review for the entire school.

>> One thing to point out, our feeder elementary school is Warren L. Miller Elementary School previously. All of our students came from that same elementary school, and they had done School-Wide

Positive Behavior for at least four years. So the students coming to us were very familiar with School-Wide, which was helpful. We based our school wide program off of what they had done. So our behavior expectations are respect, achievement, responsibility and safety. At the elementary school level, it's the same with the respect, achievement, responsibility and safety. And, like I said, the only thing that's different, I'm sorry, is achievement. That's the only thing that we added that was different than the elementary school, which I think made that easy. When we consolidated, however, we were bringing in a new high school and a new elementary school, and they had just started School-Wide Positive Behavior, and it was very different from ours. So we did have to do a little bit more work this year to kind of get everyone on board with our School-Wide Positive Behavior program.

>> So real quickly, can we just have a show of hands, whoever is a beginner, meaning you have not implemented at all or you have implemented up to three years? Just raise your hand if that's where you are in your schools. Okay. And then, anyone that's implemented for more, four years or more? Okay. Just trying to get an idea of our audience. Great. Thank you. Okay, if you can just take a minute to share with someone next to you where you are in the implementation process what you would say your biggest struggle with School-Wide Positive Behavior is and what you're hoping to gain from our program? And then, we're going to take some volunteers. So just take a minute to talk to someone next to you. I know. I can see everyone is excited about this.

>> We have to do something. Hey. We have to keep the question ...

>> I'm also wondering who's going to get the questions. Am I going down to get the questions? I guess I am. And then, I'll have to bring them back to you.

>> Yeah.

>> Well, unless they talk really loudly.

>> Yeah, we'll be able to hear them, I think.

It's so that we're going to go from here and then [INAUDIBLE].

>> Yes.

>> So you can kind of see [INAUDIBLE] of the microphone.

>> Yes. Yep. [INAUDIBLE]. When do you think we should cut them off?

>> I think we should bring them back [INAUDIBLE].

>> Okay, can I get everyone back? So now, I'm going to look for a few volunteers. What school?

>> [INAUDIBLE].

>> I feel like I'm in school. Okay, everyone. We're going to get started again. I feel like I'm in the high school. I need everyone back. Don't lose me.

>> Want me to whistle?

>> Yeah. There we go, thank you. Okay, so I need a couple of volunteers. If you just raise your hand, and I'm going to need you to shout it out. Use your teacher voice. Does anyone want to volunteer? Your biggest struggle. Let's start there. Biggest struggle with School-Wide. Oh, come on. It's early in the morning. Okay go ahead.

>> Staff buy-in.

>> Staff buy-in. Okay, that's great. These guys are going to present all on staff buy-in next. So we're going to hold on to that one. Any other struggles? Go ahead.

>> Takes too much time.

>> Takes too much time, okay. Does anyone else feel like they have that same struggle? It does take a lot of time. I know that because I spend a lot of time cutting our Tiger Bucks, which is our positive reinforcement. Part of the too much time, it definitely does. I don't think there's any way to make that go away. But part of that is trying to spread it out with the team. And I know, personally, I have a hard time giving a lot of that up to other people too. And getting -- we have substitutes sometimes that come in and they don't have a whole lot to do, or they have periods of downtime. And we need, like I said, our Tiger Bucks. We'll show those to you in a minute. Those all need to be cut. So sometimes, I have some of the substitutes do that. I think some of it is just trying to figure out creative ways. But unfortunately, as we know as educators, there's never enough time in the day to get everything done. Any other? We'll take ... Hm? What did you say?

>> Funding.

>> Funding, yes. Funding is a problem too. We've tried, in our building, to find things that are free. And we're going to talk a little bit about that. Find things that we can do within our building that aren't going to cost us money, which makes you be very creative. And we also are going to talk about some of the ways that we have to fund School-Wide Positive Behavior. But we're with you. I mean, when we talk about funding, we still -- we don't have a whole lot of funding. How about what you hope to gain from our presentation? No one wants to gain anything? Okay, go ahead.

>> [INAUDIBLE].

>> Okay, and we're going to talk about that. That's a good one because junior high, middle school and high school are very different, and what they're interested in is very different. And we are unique, with a 7th through 12th school, trying to figure that out and keep them all going in the same building. So we are going to touch on that. Okay. This is a copy of our School-Wide Positive Behavior matrix. I know you can't see it real clearly here, but I do have a link at the end, with documents so that you'll be able to take something with you. You can look at it and see how you want to maybe make it your own or change it. This shows you our expectations in each area: classroom, hallway, restroom, cafeteria, parking lot, bus, and assembly. So we have these posted throughout our building. And then, we have smaller posters for each specific area. So when you walk into the bathroom, it says "Bathroom Expectations." When you

walk into the cafeteria, there's a poster, "Cafeteria Expectations." This year, we talked briefly. We brought some new students in at the beginning of the year. Seventh, and this will answer one of the questions about middle school versus high school, seventh through ninth grade, we had actually go through all of the expectations. We had stations set up, and the School-Wide Positive Behavior team taught what the expectations were. For 10th through 12th grade, we thought that they were a little too old to walk through all of those and wouldn't take it too seriously. So we had our video productions class make videos of our expectations. Those students went to homeroom, 10th through 12th grade, watched the videos in homeroom. And then, they had to choose something to write about. They could either do a skit, a cartoon, give us some ideas of what they were looking for from School-Wide Positive Behavior. So they had time in homeroom to write that up. And that was one of those things we threw out there, and I thought, "Well this could really work, or it could be a total flop." It's hard to tell. You never know. And it worked out really well. The kids came up with lots of really great ideas of what we could do with School-Wide, cartoons, different ideas. So that was one of our successes at the beginning of the year, and the kids enjoyed watching the videos. They saw their peers in the videos, and it made it a little bit more exciting for them than walking station to station. One of the other things we did when we [INAUDIBLE]. Our video productions class, I gave them the matrix -- so they knew what the expectations were -- a copy of the lesson plans. And then, I let them work on it with their video productions teacher. But then, we came back in to see the videos before we said whether they were okay or not because the kids wanted to do all the don'ts. Let me show you all the don'ts. And I said, "We can't do that. You need to show us appropriate behavior." And we're going to show you next, one of our videos. So we did have to go back and forth with that, and they were complaining. Juniors and seniors complaining, "Well, it's boring. We want to make it funny. It needs to be funny." And I said, "We want it to be funny, but it has to be appropriate. You can't be making fun of School-Wide Positive Behavior." So that is one of the challenges as well. So this is part of our hallway expectations video.

[VIDEO START]

>> Be a good example for other students. Keep locker organized. Respect school property. Walk to the right and keep moving with a purpose. Greet students and staff members. Travel directly to assigned areas. Always have a pass. Dispose of trash properly.

[VIDEO END]

>> So they did figure out how to make it funny, but still appropriate. They did a nice job on them. So this is a little bit about our SWIS data. Does anyone use SWIS? Just raise your hand if you use SWIS. Okay, a lot of you do, so I don't have to explain it too much. But-School Wide Information System, all of our students, when they have a write-up or discipline report, it goes into SWIS. And then, this will give us all sorts of data as far as where the problem is, if we need to change who's in the hallway at what time, if we're having problems in the hallway. It will also tell us ... I meet with the staff once a month, and we go over the SWIS data for the previous month, where we're having problems, what the biggest problem behavior was that month. If we see, for example, that disrespect is a problem that month, then I target our positive reinforcement, our Tiger Bucks. I target those towards respect. So I give each teacher 20 Tiger Bucks and say, "This week," thank you, "This week, let's target respect in the classroom." So in

some ways, it helps also, it helps all of us stay on board and think, "Okay, we don't really know." Eventually, the staff and their students get bored, or you just get back in your routine. You forget to give out the Tiger Bucks. So it reminds them to give them out when they see them in their mailbox. And if they know they're focusing on respect, they're like, "Okay, that's what I need to worry about. I don't need to worry about anything else this week. I'm just looking for respect." Do you wanna add something?

>> Yeah. As a teacher, you do get caught up with time. I've found that it's easier if we go ahead, and Noreen gives us that target behavior. We're focusing on looking at that behavior. I pre-sign my passes, but you've got to keep them somewhere safe because the kids, they will take them. And you've got to make sure that you keep your Tiger Bucks in a safe spot because everybody wants them. But targeting behaviors has been successful, and I really think as a staff, it's helped more of the staff buy-in to the program. I'll stay right here for student involvement. You're looking at two of our big clubs in school: student council and video productions. When we started with the student buy-in, we went right, first of all, to VP. They can reach all our students every morning on morning announcements. Created, starred in our videos, going through our positive behavior and expectations in each of the area. We went to student council because it's grades 7 through 12. We asked student council to lead the design on our T-shirt logo contest. We had students and staff that submitted some great designs. And then, we had everyone vote on our T-shirt logo. This is the T-shirt, depicting RARS on the back: respect, achievement, responsibility and safety. On the front was our brand-new consolidated school name: North Penn Mansfield High School. It was the first T-shirt that was sold with the new name on it. Now, we did ... We purchased 400 of those T-shirts to go ahead and use as prizes. And also, our staff could buy in. If the staff bought the T-shirt, they could wear the T-shirt and jeans on dress-down day, pay \$2 to do that, and the money went into School-Wide Positive Behavior. So it was a win-win. Other clubs that we enlisted were our art students. We asked the art students to create various posters and things and also design our parking lot space that students really want. They wanted a parking spot that they could easily get in and out of, just for them. Crazy student parking lot. She'll tell you about that in a second.

>> So for the student parking lot, we thought we would make one space that the older students, because again, 10, 11 and 12 are a little bit harder to find things that they're interested in. So we thought we would make a space in the back parking lot, whatever space they wanted. We would paint it, and they could buy it with their Tiger Bucks. So, I'm thinking, well, you want the space closest to the school, right? So we're talking about this in a meeting, and someone else pointed out, "Well, if I was a student, I'd want the space as far away from the school so I can get out of there as soon as possible." So I think that's something that's really important to remember. What we think we would like is not what the kids want, which is why it's so important to constantly be surveying. I'm lucky enough to have 7th and 8th grade lunch duty every single day. So I get to spend lots of time with them. And then, a lot of times, I'll go into the 9th and 10th and 11th and 12th-grade lunches and survey them just informally. "Hey, we're not getting a lot of Tiger Bucks. What's going on? Do you want something different? What are some of your ideas? Why aren't you handing them in?" So the other day, I went into the older kids, and I gave them a map of the parking lot and said, "Make an X where your favorite spot would be for

this." And then, I'm just going to take all of that, and majority wins. So that'll be our spot. But we have to remember, what we like isn't always what they like.

>> What won?

>> Actually, what won -- good question -- was the one closest to the school. Go figure.

>> Okay, you're taking a look at our student empowerment team. Pictured here is our principal, Mr. Bill David, with some of the members of the student empowerment team. Mr. David gathered the group together, and he provides them lunch. So the kids don't have to come after school or before school. They're coming during the school day. They like pizza, so he feeds them pizza. And he gets to have a nice exchange of ideas. School-Wide Positive Behavior chose to use the student empowerment team as ... Get a little feedback for us as well. We have a small school. It's difficult to create so many different clubs. This one's in place. It meets regularly. So we use them to get feedback for School-Wide Positive Behavior.

>> Student buy-in, here we go. We started out with a survey. The survey just simply asked kids how they felt about School-Wide Positive Behavior and what type of incentives that they liked. Midway through the year, we again surveyed the students. Surveys are very brief. They just ... They include, do you think School-Wide Positive Behavior helps students make better choices in regard to RARS? Do you think most students want to earn Tiger Bucks? Do you have any ideas or any incentives that we can offer? And do most of your teachers hand out Tiger Bucks? So surveys are ongoing just to continue getting feedback from the students. We found out we have to have age-appropriate incentives. What do junior high students want? Simply, five Tiger Bucks, you can go buy a slushee in the cafeteria. Simple things.

The senior high students, not so much. One of the things that I do is I teach phys ed. We have 84-minute classes, up to 90 minutes of phys ed. We start the day with personal health fitness everyday. Not real popular, but the incentive is 10 Tiger Bucks will get them out of one warm-up in the nine weeks. Fifteen Tiger Bucks will get them out of pacer laps one day in the nine weeks. I don't like kids sitting out of my class, but it's free, it's an incentive, and I probably collect the most Tiger Bucks.

>> That is definitely the most popular among senior high. They hold on to those so they can get out of ... Sorry, they hate warm-ups and pacers. So that is very, very popular for them. One of the other things, just involving overall stakeholders, each year, I send letters out to the local businesses, asking for donations of either gift cards or monetary donations to help support. We talked about funding a little bit, so we send those out. Also, our bus drivers, our cafeteria staff, everyone in the building, has Tiger Bucks. On our buses, we have the Bus Expectations listed, so that is throughout the district. Also, last year, we sat down with the state police, because we are rural, and our local police and convinced them to do School-Wide Positive Behavior with us. So we gave them a bunch of Tiger Bucks. I contacted the elementary school and made sure that they would use the high school Tiger Bucks if kids got them over the summer. And we also gave them ... We went to the local ice cream shops and got them to donate ice cream coupons. So if the troopers or the police found the kids wearing their helmet and they were being safe, anywhere from kindergarten through 12th grade, they could give them a Tiger Buck and a coupon for ice cream. So that, again, is a work in progress because not all state and local police really

want to be involved in all of that. Just like everything else, some people are really involved, and some people aren't so excited about it. But it is definitely something that I think is helpful and brings it out to the community level. And it makes people aware, which also then sometimes helps with funding.

>> Okay, here it is. This is the ticket that all the students are working for, the Tiger Buck. When we first came out with the Tiger Buck, we had the picture of our mascot on one side. The back only had the student's name and the staff member that issued the Tiger Buck. We revamped that when we went School-Wide. We wanted to reinforce our positive behaviors. We wanted the student to see it and hear it, that they were getting a Tiger Buck for respect, achievement, responsibility or safety. We also included the area of the school that they received the Tiger Buck. And it gives us a nice little dialog. You hand that out. It can be so simple. With my senior class, every morning, I stand as they come into my classroom, and I greet them by name. Sometimes, you get a response. Sometimes, you don't. It's seniors. It's 8:15. They have to do pacer laps. So one day, I decided I'd been doing this at the beginning of the nine weeks for about three weeks, greeting everybody as they came in. One day, I decided I'm not going to say a word. I'm just going to stand there and see who tells me good morning. So we were focused on respect that week. So every student that said good morning to me, "Good morning, Mrs. Mosier," I was going to issue a Tiger Buck. I had three or four students out of a class of 26 that actually said good morning. And I went into my class, and I told them what I had done. After that, every time they came around the corner in the morning, they're yelling from down the hall, "Good morning," because they wanted the Tiger Bucks. So seniors do want Tiger Bucks.

>> That's the biggest thing. The older kids want the Tiger Bucks. They're not going to tell you they want Tiger Bucks because it's not cool to want Tiger Bucks or whatever your positive reinforcement is. They'll never admit it, but they do want them. And some of them, we were talking about this earlier, some of them hold on to them, and they don't spend them. And I think, for some kids, and they'll tell me this, they just want them. It's not that they really want to do anything with them, but I think they want the acknowledgment that they did something to get a Tiger Buck. Okay, moving on. So prize ideas, one thing we didn't mention. Each year, we give out two prom tickets, and the students enter those into a separate drawing to win prom tickets. We do do weekly prizes. I'm sure a lot of you do that. And we're looking at revamping that a little bit because the kids are not happy that they don't win when they put their Tiger Bucks in every week. But what those weekly prizes are: gift cards, sheets. Gas cards are really big for the older kids. The younger kids like iTunes and Google Play cards. We also did, again, changing things up, we all get bored, so at some point during the middle of the very long winter, we had a Scholastic book fair. And I decided that week, I was going to give students \$10 or less to buy a book. So they could pick out whatever they wanted at the book fair. And I wasn't sure. We started this last year. I thought, "Uh, you never know how it's going to go over." The kids loved it. Seven through 12, they all loved it. It went over really well last year. We did it this year. It did not go over well at all. So I think part of it is just knowing that you're going to try different things, and sometimes, things are really going to work, and sometimes, things aren't going to work. And I think that's okay. I think that's just part of figuring out, you know, they change their minds so much. How can we be on top of it all the time? Let's see. Homework passes. We did ask teachers to volunteer to do homework passes. Some teachers do not ... They're not comfortable giving away a homework pass. But we have over the years, and it grows. The

first year, we only had two or three teachers willing to do that. Now, I'm hearing from the kids that we have probably 15 or 20 teachers that are willing to give out homework passes. So some of it, I think, and I know I'm not going to jump in on staff buy-in, but I think sometimes, it's time. Like, people need time, and they need to hear from other teachers, "Hey, this is working," for them to kind of get on board. So we do have homework passes, and the great thing about homework passes are they're free. Entrance to sporting events, we started this year. Free entrance to a basketball game, to a dance, different kinds of sporting events. This is what I call our menu. We have these up in the cafeteria. These are all the things you can buy with Tiger Bucks. So, again, the first one you see, first in line for lunch, that's obviously seventh and eighth graders. They get a big kick out of that. No one else wants any part of that one. A pass to a basketball game, slushee, chips, ice cream, you can read through it. Some of the other ones that are pretty big, when the weather's nice, is going outside with four friends to the pavilion to eat lunch. An adult walks out with them. They're allowed to be outside. In the wintertime, they can come to the guidance office and watch TV while they eat. And Mrs. Mosier talked about PE class. Those are really big for the high school. So this is what we have all over the cafeteria as our menu of things for students to buy. And this is what we change pretty often based on student buy-in. Now, we don't have a whole lot of time, so I'm going to go through this pretty quickly. This was our 30-day challenge. In January, we decided we were all kind of in a slump. We needed something to get us going. So one of our School-Wide Positive Behavior members came up with a 30-day challenge. As she said, "We can do anything for 30 days." I did think I was going to lose my mind at the end of the 30 days, but we did it. So we started out with a blue Tiger Buck. We changed things around a little bit. These were Tiger Bucks that the students could give to each other. They had to get them from a School-Wide Positive Behavior member so that you weren't just handing everyone, every friend you had, a couple of Tiger Bucks. They would get them from one of us, tell us why they were giving it to their friend. They had to tell us the whole reason. We signed off. The student signed off, and they gave it to their friends. So we did that the first week. Whoever had the most blue Tiger Bucks had pizza in the office with them and four of their friends. We also did a Post-it Note challenge. So in the cafeteria, we had perfectly planned, I don't know how that happened, we had four pillars. So we put respect, responsibility, achievement and safety up on the pillars. Each grade got a different color Post-it Note. They had to tell us what respect looked like. So instead of the adults constantly telling the students, "This is what you should do," "This is what this looks like," they told us. So the winner would be the student that put up the most examples and then whoever is the most creative. I was a little worried that we're going to have Post-it Notes all over the building, but we didn't. The students did a really good job. They actually really got into it. Again, I think it's just changing and doing something a little bit different. And I have to give you the one example from one of our students, our most creative winner. And you have to know that this student comes running down the sidewalk every single morning, face beet red, almost late to school every day. So his example was for achievement. Two hour delay, but Granddad, your ride, still has to work. So you set out at 4:30 a.m. in 2 1/2 feet of snow and trudged through the muck and dodged skidding cars and still managed to make it to school with two minutes and 18 seconds to spare. So it was really amusing. They did a really nice job. And we have all of those. And then, we posted them. When they were all done, we posted them up in the ... I typed them all out, and we posted them up in the cafeteria. So that was another week, and again, those two people got a pizza party. Okay.

>> Ongoing challenges. Staff buy-in. What we did as a team ... There's about nine of us on the School-Wide Positive Behavior team. And we're located in different areas around the building. So it was our job to go out and kind of be the ambassadors of the program and try to get that person that you teach next to, to buy-in. Say, "Hey, what are you doing with the Tiger Bucks in class?" and just give them some ideas and some positive feedback. The thing that I find, and still struggle with, as a teacher, is the time to hand out those Tiger Bucks. I teach phys ed. I'm not at my desk. So I have to carry my Tiger Bucks with me. So if I'm not focused and I don't have those Tiger Bucks right on my clipboard, they're probably not going out that day. So you have to be organized, take a little time in the morning and be ready to hand those out. It's just creating another habit. Student buy-in, you know, that goes up and down. And it's just based on they get bored with the incentives. So if you can keep hitting them with some different incentives ... And we had teachers pick up on this throughout the school year. We had teachers that would keep small goody bags, maybe just lollipops in their classroom. The kids could purchase with Tiger Bucks. So teachers are a good resource and resourceful. You can come up with some ideas in your classroom. Classes in North Penn Mansfield are 84 minutes long. So that's a long time. So if they want a lollipop, it doesn't interfere with your teaching. Hey, give them a lollipop and get a couple Tiger Bucks back. Keep energy and excitement going. That comes from modeling it. The teachers have to model the excitement, the enthusiasm for the program, if you're going to get those students to buy-in. And it's got to be constant. Coming up with new ideas, go to your staff. Everybody's got an idea. They'll come up with something new, and in sharing ideas, we're hoping that you guys give us an idea or two to take back today. I'm going to let Noreen talk about funding because she does most of the fund-raising.

>> I did talk a little bit about funding already. The dress-down day, every other week, you get ... The teachers pay \$2 to dress down. That goes into School-Wide Positive Behavior. We do send letters. I send letters out to all the local businesses to get gift cards or monetary donations. Wal-Mart is always really helpful. We ask Wal-Mart probably twice a year, and they usually give us a \$50 gift card, and they'll divide that up however we want to do that. So that's helpful. And then, community people, trying to figure out who in the community would be willing to give money, and ask those people. And we do have brochures that we give out too so people know what it's about. So some takeaway ideas. Again, the 30-day challenge. I went over that very briefly, but we did do that for 30 days. You can do that however it works in your building. Change that up, different ideas. It makes everyone focus on it. And we actually got a lot of staff buy-in over that time. So staff that weren't really into the program at all, somehow at the end of that, I think they couldn't help all of our excitement. They did. They bought in. And now, they're on board, so that was helpful. T-shirt ideas. We talked about prom tickets, the VIP parking space, video production. School-Wide Positive Behavior videos are great. If you have a video productions class, it's easy for me to say it's not a lot of work. I didn't do the work. But the kids enjoyed doing those videos. They got a kick out of that. And I think that's really helpful. So if you want to take a minute, and actually, I think I'm going to skip through this because I think it might be hard to get you back, so hold on. This is the link to our documents. Up front, I have some business cards that on the back side of it also has the link, or you can write it down. They are going to post our PowerPoint. She said she would post it after the conference, but if you're worried about it, it's here, and it's on a business card up front. And then, that's our contact information. Okay, I'm going back. I'm going back. So while you're copying that down, when you're all finished with that, I just wanted to take a couple of minutes if you had any questions or

if there's anything that really worked well in your school that you want to share out because I think a lot of this is us sharing ideas and changing things and adapting things from other people. I don't want to change the screen. Are we good?

>> Yeah.

>> And then, that's our contact information if you need to e-mail us. But on that link is a couple of different documents for you to look at so you can see some of the things that we talked about today. We originally were going to hand them out. But then, we found out we had about 200 people, so we had to change that around a little bit. So, do you have any questions for us? Okay. Is there anything that's worked well in your building that you'd like to share?

>> I have a question. So you said that your seniors are motivated to take your Tiger Bucks. How you had an issue where they're not willing to take it? Because I know at our school sometimes, we may verbally acknowledge the student. And then, they won't take the card.

>> I've had one or two, not many. And generally, I'm not going to get ... If they say they don't want it, I just will, "Okay." And I walk away. And a lot of times, it's who they're with. It's not so much that that student wouldn't take it. It's that he's with his three other buddies, and he doesn't think he looks cool that moment. So I'm just like, "Okay, that's your decision." But generally, they're pretty good about it. And again, that comes from getting some of those kids on those -- the athletic kids, the kids in certain clubs that everyone looks up to, getting those kids on the videos and getting them involved. And then, it's cool, and they're more likely to take them. That's a good question. Other questions? Oh, sorry. Go ahead.

>> What is the content of your video [INAUDIBLE]?

>> The content comes from the matrix that we showed, the expectation. So it's respect, achievement, responsibility and safety in each area. So for example, they'll do a hallway video, and they're going to show what respect looks like, achievement, responsibility and safety. So they're picking up stuff in the hallway. Is that what you mean? Am I answering? Okay.

>> [INAUDIBLE].

>> So it comes from our matrix. Other questions? Anyone want to share anything that's great in your school? Wow. It's early. Okay. And I think we're going to turn it over. Thank you very much.

>> Nice job to North Penn Mansfield. Let's give them a round of applause for student buy-in. And I'm Dr. Bridgette Miles, the assistant principal of North Brandywine Middle School. Elizabeth Baxter is our art teacher. And Tracy Khan is our school psychologist. And we're here this morning to try to give you some insight on staff buy-in. But to be perfectly honest with you, it's not peaches and cream. And as you know, there are definitely challenges with trying to get staff buy-in, especially in the middle school and the high school and probably all across grade level. And I will just give a ... Ask you, how many elementary people do we have here? Okay, that's about 35.7. How many middle school? Okay, and high school? Okay, very good. And obviously, we are in the middle school. But, you know, whatever we're

going to present to you is something that we're going to ... You could probably use within your school as well. So today, we want to look at the historic and current trends that are happening at North Brandywine, what's happened in the past and even what we're doing today. We want to describe the interventions to increase the staff buy-in and then share what worked and what change is needed so we can improve in specific areas. Just to give you a little background about North Brandywine, we are a Title 1 middle school, grades six to eight. We have 474 students, split with gender, males, females. And then, our composition of our race is 56 percent white population, 34 percent African-American, 9 percent Hispanic and then 2 percent other. We are half and half just about with our economically disadvantaged students. And then, our class sizes have been decreased this year, and that is 23 to 25 students. Looking at our discipline data, as you can see, some things have drastically changed comparatively over three years. And in 2012-13, you can see things were quite busy at North Brandywine regarding our referrals. And we attributed that, as we analyzed it, to a changing administration. We got a new principal, probably in November, October/November, and things kind of spiked and kind of fluctuated from there but at the higher end. In 2013, we actually looked at what was working well with PBIS, and we had to revamp, totally reinvent some things with PBIS to see what is working and what is not working and how we best can make this go positively.

>> And that's the blue. And you can see that the blue really decreased, and we still really wonder why because we think that maybe the data wasn't even put in with fidelity because that is crazy. Right? Green, 2012-13. Blue, notice the drop. And then, this year, 2014-15.

>> Right, and we're definitely going to give you an honest look at what these things look like and how they compare at North Brandywine. And I'm sure there are some things that you can relate to in your own schools. This year, I would say, as we were looking at the data, my secretary was out for about a month and a half, so the data didn't get in until late. So as you can see, after Christmas break, boy, things just kind of went out of control with the teachers writing referrals and the students kind of acting wild. So there are some things that we're definitely going to be busy with over this summer. But looking specifically at referrals by student, we found out some things regarding this. And what's interesting is you can see over here at the highest bar there, what's going on with that student. And as you know, all of our students bring different things to the learning environment that can impede their learning and the learning of others.

>> I don't know if you can read, but it's 50 referrals from that one student for this year so far.

>> Yeah, yeah, absolutely a lot. So I've been pretty busy, to say the least, with specific students. But what's interesting is that we found out through this data that 50 percent of the referrals was from 18 students, which is about 4 percent of our total population. That is 18 students out of 474, which was 4 percent of our population. So those are our Tier 3 students. And then, 75 percent of that 18 students were special ed students. And then, 56 of the 18 were eighth grade. So we really need to focus in on what's working for eighth grade, what are we doing with our special education population and things like that to make sure students are buying in, teachers are buying in and everyone's doing things positively. What was interesting too is we looked at not just the students. We're also looking at the teachers as well. And what was interesting was that 40 percent of the referrals that were written were

from one-fifth of the teachers. So they had written 30 or more referrals. So when you're thinking about staff buy-in, you have to say, "Okay, what is the goal of teachers, and is it that bad in the classroom? Or how is classroom management going in and happening in the classroom from the teachers as well?" At North Brandywine in 2013, which is the blue bar, we did reinvent some things, and we definitely had input from our entire staff. So we collaborated with the staff, and we came up with a new list of expectations that changed for our matrix, which is North ROCKS. And that was for respect, ownership, courage and kindness equals success. So as you can see, this is our matrix here for all areas of the school. And then, in 2013 and '14, what we found was we did allow teachers to give unlimited tickets to the students, but we did find out there were some problems with that because students were extorting them from one another. Teachers were just giving them randomly without really informing students why there were getting them. It is important to let them know why you're getting it and communicating that with the student not only just to let them know what behavior that they're meeting as far as the expectations, but also, you wanted to make sure that the students are aware of what they're doing as far as meeting the expectations as well. So in 2014-15, this year, we came together with our core team. We talked with some teachers, and we simplified it. And the teachers were actually happy. Most of our teachers were happy about this because we simplified it from giving an unlimited amount. And this was because the implementer for them last year was so great, and we took away a lot things, is that we simplified it.

>> Thank you, [INAUDIBLE], thank you.

>> We simplified it to one ticket per teacher, per week. And that made it easier for teachers to identify. It made them really look for the students meeting expectations as well. So that worked for our teachers as well. So you wonder, why are we focusing on staff buy-in? Well, we know it's a challenge, but we know that in efforts of making sure that we're doing it successfully, we had to have at least 80 percent of the staff buying into it and accepting what we're doing in the building. There is a common argument from the teachers that what they're doing is sufficient. I go into my classroom, and I know that I have good classroom management. My structure is good in the classroom, and I don't need all of this. Trying to change that mindset of teachers just kind of going on their own island and staying away from everything else and buying into the community aspect of school overall is necessary. And in the recommendation of our staff survey so we can obtain information about, what are teachers really perceiving about North Brandywine, about the students, about what we need to do and where we need to go regarding PBIS, and what does that look like as far as their perceptions are concerned? And as we know, George Sugai, good old George, he suggests that we have to have a commitment to changing the behavioral climate of our school. And it definitely is a priority in our school. And of course, last but not least is the administrative support. As one of the administrators in the building, I'm very present to our whole process with PBIS. I'm always in meetings, sometimes pulled away in the middle of one for a particular reason, but we really are structured. We have a great core team, and we're looking to make some changes regarding that and bringing in more of our staff on board as they're getting more involved.

>> All right. So then, I'm going to talk about what we did to improve teacher buy-in. So I'm going to talk a little bit about how we involve staff in teaching PBIS expectations, how we surveyed staff, how we

implemented noncontingent reinforcement to boost morale. They received rewards or prizes for just being present. They didn't have to do anything in particular. How we shared data with staff more frequently and welcomed staff feedback and how we recognized staff who implemented PBIS. The first thing I want to talk about is some of the things that we changed up as far as teaching students the School-Wide expectations. We had teachers volunteer to perform for the students. What they did was we performed what their expectations should look like in different settings. The video I'm going to show you is, first of all, what we shouldn't do in the auditorium and what we should do. And then, after the video, we asked students to identify what were the expectations and also not just what they were supposed to do, but identifying what was respect in the auditorium, what was ownership in the auditorium. So I'm just going to show you this clip.

[VIDEO START]

[Chatter]

>> Stop. Rewind.

>> Did you hear? They said rewind.

[Chatter]

>> Good idea. Action.

[Chatter]

>> Great behavior in the auditorium. Thank you for sitting nicely. All right, students.

[VIDEO END]

>> All right. So that was the first thing we did. The other thing we did was we surveyed the staff, so this is a copy of the survey that we actually gave staff. And we found that staff wouldn't fill it out unless we provided the appropriate venue to do that. So we did that at the beginning or the end of a staff meeting. And we had them put them in an envelope so that they completed them anonymously. So then, these are the teacher results. We did it both in November and March. In November, these were the overall results. Green is what they agreed with. Yellow was neutral. And red was disagree. I indicated with the arrows, what areas we focused on. Number 1 was, "I use PBIS strategies on a regular basis." We wanted people to identify with at least 80 percent. I thought that was a very key area that we needed to work on. Obviously, four, you can see how that's very low. That was, "I regularly receive information about behavior concerns across the school." And then, five and six was about getting training to deal with problem behaviors in their classrooms. While that was more ... They needed more support with that. So what we did to address these issues was we shared these survey results with the staff. And then, we asked them to ... They were in different groups, and we asked them to look at the data and say, "What does this mean to me, and what can I do about it?" So out of that survey results, they said that they would like to have team meeting back again, so grade-level team meetings to talk about, particularly for six and seven, to talk about the kids that have problems and their behavior and academic concerns so

that one teacher that has a student that's having a problem behavior, this really works well with this particular student and sharing that with the other team members. So these were the strengths identified with the survey in November. PBIS initiative offers short and long-term incentives for students' behaviors. The referral process is easy to follow. And staff are aware of PBIS-related activities. So once again, these were the areas of improvements that we identified. Using PBIS strategies on a regular basis, regularly receiving information about behavioral concerns across the school and receiving more training on how to work more effectively with problematic students. All right. So the other thing that we did was the noncontingent reinforcement. So things that we did was we gave out lottery tickets to all staff, including cafeteria workers, custodians. We just tried to -- just to show our appreciation. Another thing that was really well received was our teacher trivia, which is that Guess Who that I put on there. So we had one member from the PBIS team collect personal information about teachers that was unique. And what she would do is, at the beginning of the week, she would send out one clue, and the teachers had to guess. They had one guess every day to guess who that teacher was. And once the personal was identified, the person who identified that teacher got a \$10 gift card. And that was just a way of getting to know fun facts about each other. And it was very well received and building community. The other thing we did was twice in the school year, we went around, and we served the teachers coffee and tea, donuts, fresh-baked cookies, and we actually went to each classroom. And that was very, very well received. You can see those pictures there.

>> [INAUDIBLE].

>> No, no. Everyone got it. So the other thing we did was we shared data more frequently during staff meetings. And once again, we asked staff for feedback. So we just didn't present this data and say, "This is how we're going to address it." We asked them, "What do you think we should do?" "What do you think is going on?" just to promote that more staff buy-in. And of course, like I said before, we reintroduced team meetings for teachers, which they requested. The other thing we did was we recognized staff who ROCKS. So we did this by random drawings of staff who gave coupons to students. So the teachers' names that were on the actual coupons, we had pulled them out, and they would receive a prize of recognition. And at the end of the school year, we just started to have students give teachers coupons and recognize them for their expectations of ROCKS. And then, those went in a bin, and they were randomly drawn. All right, so these are the staff survey results comparing from the fall to the spring. So I kind of color coded it because there's a lot going on here. So the purple arrows are good areas, like where it's either decreased or increased, but it's good. And red was an area that was a concern. So as you can see, a lot of it did improve. So they felt like we were providing more information, so that was before about what was going on in the school. And teachers didn't feel like they needed as much training to deal with problem behaviors in their classrooms. An area that actually dropped, which I thought was interesting, was number 1, which was about using the PBIS strategies in the classroom. So I was really surprised about that. But then, I looked at the data that we had from how -- the office discipline referral data, and I wonder if those two things correlate. Go ahead.

>> I would just like to say too, one of the things that worked with me as an administrator and then bringing back the grade level meetings was that the teachers were able to get more insight about specific students. So typically, without having those meetings because of the schedule, I was able to go

into those meetings, and we not only would talk about academics. We'd talk about behavior and hone in on some of our students who were dealing with traumatic issues that were definitely out of our control, but it made the teacher aware of what was going on with the student, what was triggering some of the behaviors that was going on with those students. So that was very helpful as well.

>> Okay, great.

>> Elizabeth Baxter here. Art teacher for 26 years. I just wanted to give a thumbs-up to the fact that we've been working in the same school for a long time. So we definitely have some ownership here, also leading the PBIS team. Well, as you can probably tell, Tracy is a behaviorist because she talks about noncontingent reinforcement, which she had to explain to me several times, which just means that ... Here you go. Because you're here, we're just going to give this to you. So this was just wonderful. Teachers thanking teachers, teachers respecting and appreciating just the job that we do. Some of you are middle school teachers. I don't know about you, but sometimes, I feel like my job is a workout. And so the appreciation that we got from doing this was really great. We definitely were able to share the data more frequently with the staff in faculty meetings, in the context of a faculty meeting so it had a little more bite to it because we were already meeting at a planned faculty meeting. So that was a good thing. Teachers appreciated the fact that we had our PBIS moment. And so we would keep them updated with data and kind of just what was going on with the school events that we were planning, like that. We always need to work more on communication, don't we? Communication is always something that can break down so quickly, but we tried hard, and we did achieve a little bit more in that. The surveying the staff, like we mentioned, was just great, and also listening to them. We listened to them. We surveyed them. And then, we listened. And so there was feedback. "We heard you." And so when we implemented and started doing the morning meetings where teachers could get together, that's the next one, we felt like we had to be really creative to do this because there was not a team meeting time in our school, which historically, it's a middle school concept, but we weren't able to implement it into our schedule. And so doing this kind of sacrificially, teachers covered other people's classes, and it was a little chaotic. But once we got into the hang of it, I think everybody appreciated the fact that we were trying to help each other out and trying to do things for each other for the good of the cause. And so we hope that they felt that. Administrative support. I don't know what we would do without administrative support. One time this year, we did have a faculty meeting without any administration, and I don't want to be negative, but it was really hard because the teachers got really honest when there was nobody in charge there. And, I was standing at the brunt of it, going, "Wow!" But you need that muscle, and Bridgette said, "Oh, I'll flex my muscles." And it's kind of true because you need somebody to have, like, the buck stops here because I'm your peer, and so, are you really going to listen to me? But if I have the backing here, with the muscle, it will really be great. The other thing I would just like to say about administrative support is that it can be really creative. One of the things that Bridgette tries to practice is that restorative practice, where you meet with a kid who you're having real difficulty with in, like, a little intervention. And I know I've taken part in two of those, and they have been so beneficial in working it through with kids so that they know that we're trying to be on your side, but your behavior is just really irritating to me sometimes, and I lose it. So sorry of that. Let me explain that to you in front of somebody that can mediate. And finally, we recruited staff, which you have to understand. We recruited

and didn't just ask for volunteers. We looked for people that were positive, that had the little positive edge, the glimmer, and also some of the people that were like a little gritty, but we knew that they would do the work. They would get the job done. So you want to bring in a little bit of naysayers so that you can be like, "Um, we did that. See? It works," so that they can get a little more on board with the program. That's the happy part. Now, the hard part, this could be a lot longer, but we just pared it down, I have to tell you the truth. Go ahead with these. We have staff involved with PBIS, but we would like to involve more staff. We feel like -- we had probably about eight people on our team. But if we were to involve even more, just doing, like, little implementations, they could see, like, the well-wishing that teachers and students who really respected the fact that we were trying to do something positive. I've gained a little street cred in my own world because I'm on the PBIS team, and the kids see that, like, I'm trying here. I am trying. And so we would like to get more people involved in that. We need to schedule and communicate in advance the things that we're going to do. We did that a little bit, but we need to get even better because, well, we'll get to that. This is where we lost some steam. This is our big downfall. We started off really strong. We had that great assembly with the grade levels, teachers acting all silly and crazy and the kids responding to the visuals that they saw with our behavior. And we had so much fun with that. It was like this just high moment in the beginning of the year. Totally meaning to do something after winter break and then just losing steam. It just came and went. Winter break came and left, and the kids came back, and we had trouble, and we just never revisited our expectations. And that's just something that I think that we need to do, I know we need to particularly do, but I would recommend that. Another little piece, just a problem we ... Previously, we had done those boring lessons that you were talking about, stations or going through the cafeteria and everybody walking through a line. And that was okay, but I think that there's got to be more creative ways to do this. We tried this creative way this year. We did it with all our special area teachers. However, none of the core teachers came to this event because that was their planning time. So they didn't ever share in that experience, and they didn't have the common language. They didn't see what we were trying to put out there. I mean, this was an hour-long assembly, and they didn't get any of it. So it's really important to, again, be creative in trying to include everyone. And our particular issue this year was the Tier 3 students, those 20 or more referrals that we had. We really need to address that more strongly next year, making a menu of items that we could draw from so that we don't have to be in the moment. We could have ideas to choose from and be able to be more on our feet as we are trying to address those most problematic students.

>> And I would say something regarding what change is needed and something that I've watched throughout the course of the year as we were losing ... I realize that we lost some steam, is that, even though we have a core team of PBIS, and this is something we all definitely need to realize, and I think Rob Horner was even saying this yesterday, that it's the whole school. It's not just the PBIS team that's doing the brunt of everything. We all have to embrace this, and we all have to kind of walk the talk and just make sure that this is something that we do. This is what we do schoolwide regardless of having a specific team, but branching out and making sure that everyone is a part of the team process itself.

>> So for instance, we were looking ... There was a group of teachers that were doing this Muffins for Mom and Donuts for Dads and having the parents come in in the morning. Well, how could we include

them into our PBIS process? Because parent communication, of course, is a great part of that. So we just needed family communication. We needed to see what we were already doing to be able to just invite those people into the process instead of trying to always make things happen too. So here are some takeaways, things that we have learned that we believe it would be so wise for you to do because we need to do it too. And that is, in the summer, in the quietness and peace of summer, spend a day. Go out to a restaurant and make the calendar of events. Brainstorm who could do what. We did this. Not everybody showed up on the team. We were a little sad about that. But we'll persevere. Maybe we'll go to a better restaurant this time. But doing it in the quietness lets you be able to absorb and really think outside the box instead of waiting until the beginning of the school year. So we want to do that this year. And we want to then take that calendar and communicate it to the faculty ahead of time as much as we can so that they can see there's really some plan and structure here. And of course, we would hope that would increase buy-in. The power of the home-baked cookie. How this happened is still a mystery to me. After taking a wheelie cart around to each teacher classroom and serving them fruit and homemade cookies and getting over 20 responses. People spent a minute writing an e-mail to the PBIS team, "Thank you so much. Oh, my gosh. You made my day." And it was like, "Really?" It was just that small, but to not overlook the fact that that creates unity. That creates kindness and what we want to provide in our school. The Guess Who game. It was so huge. People loved guessing, "Oh, my gosh. Did you know that about her?" And it was just, "Really?" That's just so small. But, yes, it's really, really worthwhile. And then, this is one of my favorites because we don't ... This is a huge undertaking, right? If we're really going to do it, there's so many different components and aspects. This year, we think that we need to add a Tier 2 and 3 student team just to look at those kids. So we would like to try to designate one task for each member of the team and thus make the team a little larger too so that one person is doing, like, just the communication to all the faculty. One person is in charge of the random drawings where faculty lines up to provide snacks for kids bringing a friend for having a snack break during the day. Somebody doing the rewards program, somebody doing all the tickets and issuing those out, all the manual stuff. The data guru, right here, and being able to ... Who's going to share in the faculty meeting? So it's so much, but we don't want to burn out, do we? Teaching is hard enough, and so we want to divide the wealth for sure. The last thing that I would like to say to you is that this has been such a challenge for us. When our dear Charlie Roebe, who is our IU coach, suggested that we do teacher buy-in for this Implementers Forum, we were looking at each other like, "But that's our weakness." It was really a great opportunity for us to work on that this year. One of my ending bids to you would be, "Hm. Maybe you could see about signing up for doing this next year and having it light a fire under you to be able to present and be honest too." Everything isn't perfect, and it's really -- it's nice to say that. It's helpful to just be honest and real about the fact that we're dealing with people and it's messy, right? So thanks so much for listening. How are we on time? Is that the end?

>> Yep.

>> Are there any ... Does anybody have any questions or thoughts or comments or ... Any of our 50 referrals. Yes.

>> [INAUDIBLE].

>> If you can give me your e-mail address at the end here, I'll e-mail you a copy of it. I took it from various surveys that Mr. Roebe gave us. And the team decided which questions to ask. So I can definitely send you an e-mail copy of that.

>> And lastly, we just want to thank Charlie for all of his wonderful help. I don't know how many schools that are represented here today that Charlie has helped. But he is retiring this year, and we are so thankful to have him. Let's give him a round of applause for the years of service he's done.

>> Stand up.