

>> Good snack. Give you a little sugar rush for the next sessions. Okay. Just a few announcements before we get started. Please make sure to receive the ACT 48 credits, the hours, you must complete the online verification form or process. Please be sure to have your name tag on at all times during the forum. Wi-fi access is available, so if you haven't already gotten the wi-fi access, it's PBIS17 is the code.

If you use Twitter, please use #PAPBS and like the Facebook page as well. And it's papbs.org.

For those interested in psych credit, please be sure to pick up the required form at the registration table.

Many session are being videotaped and will be posted at PaTTAN's on the website, later this summer.

Be sure to visit ... Well, you already missed the poster session, but later on this evening, everyone is welcome to the PAPBS Fidelity Recognition Ceremony in the Nigerian Room from 5:30 until 6:30, and there will be refreshments, most importantly, not most importantly. It may be a motivation to get you there, but it's all a good reason, including finger foods, ice cream sundae bar or stations, and a cash bar will be available. The Banner badge recipients will be assigned a room to receive your Banner badge. And then the Films Festival will take place tomorrow. So just so you know, I think it may say that the Film Festival was going to be Thursday, but really, the accurate date is for tomorrow. So that will be between 12:30 and 1:30 at the Nigerian Rooms. Okay? And with that, I am very happy to introduce Richard Poole, who I actually was one of their regional facilitators in PBIS when they were all just starting many years ago at the initiation of the PAPBS network so very excited to introduce them.

>> Thank you. Good afternoon, everybody. Welcome to this afternoon's session from Hepburn-Lycoming Primary School. I know 2-o'clock-to-4-o'clock session is always tough, but the outlets do stay open until 9 o'clock, so it will be safe to go buy those toys and go shopping after we're done this afternoon. As I was introduced, my name is Richard Poole. I am the Director of Student Services in the Williamsport School District. Alongside me, I have Mrs. Kunkle, who is the principal at Hepburn, and Mrs. Phillips, who is the wonderful guidance counselor at Hepburn-Lycoming Primary.

>> Woo!

>> There you go. A couple of applause, we like that. Thank you already. Really, what I wanted to do was just take a couple of minutes and really talk about School-wide Positive Behavior in the Williamsport Area School District. Before taking on my role this year as Director of Student Services, I have been fortunate enough to be a principal K-12 in our district over the last 13 years, and it was about 7 years ago that we first looked at PBIS and School-wide Positive Behavior because we really saw a need in the Williamsport Area School District. So we went to PaTTAN. We went through the process. We sent a group of administrators. We all came back going, "Wow! This can really make a difference." And in those 7 years, we've implemented Tier I, Tier II and Tier III of varying levels across our buildings, and also we are one of the few high schools now that has Tier-I and Tier-II programs within our school district. So School-wide was embraced by our school district from the superintendent on down. I think that's of massive importance. You can have teachers lead an initiative, but it always takes administrators to say, "This is important, and we are going to do this in our buildings." In regard to this afternoon's presentation, in regards to Hepburn-Lycoming Primary School, I was a principal at Hepburn last year before Mrs. Kunkle took over, and I took my new role. When I came to the building, School-wide Positive Behavior was in place in the building at Tier I, and, you know, we had a couple other programs going on as well within that school. But it was really blending programs together and character education. So some days, we'd do School-wide. Some days, it would be character education. Well, how could we blend

those two programs together and fit them under one roof? So during my year there with Mrs. Phillips and the wonderful staff at Hepburn, we spent time really building in character education, and for me as a principal, character education is a soft skill, but kids need to know it. If we teach it at a young age when they're 5 years old, when they're 18-year-olds, they use please. They use thank you. They show respect, and they know how to act the right way in school. And we really saw that take off at Hepburn. And really, if you look at any research of Missanos, of climates and culture in a school, you know, without a good climate culture, you can't have a school that runs. Learning can't take place. So we really took a lot of time last year, and then this year with Mrs. Kunkle really leading the initiative of embedding character education into our School-wide Positive Behavior. So that's a little introduction. I'm going to hand it over to these two wonderful ladies to talk more about what goes on at Hepburn Primary School.

>> Okay. So like Dr. Poole said, this is my first year at Hepburn-Lycoming, but it's not my first year in the district. This is my 17th year in education, 14th year in administration. My roles leading up to principal this year at Hepburn, I've been an assistant in almost all of our primaries but one, and last year, I served for the past 3 years as the assistant principal at one of our intermediate schools. So I've seen a lot of different programs throughout our school district, and as soon as I came to Hepburn this year, I said to Mrs. Phillips, "Wow! We have to present. This is what I've been looking for all of these years. How do I tie the four Bes to character education, even wanting that at the intermediate level, which is grades four, five, six?" So I think, you know, twisting her arm a little bit, being here today after many years of doing this at Hepburn, it is a wonderful piece to our School-wide, but know that our school-wide, our four Bes, are what we teach our students first. And you can see we have our t-shirts on today. Every one of our students has a t-shirt, our staff. We wear them at our monthly incentives. And the students can repeat it.

Be present. Be respectful. Be responsible. Be safe. It's up to me. And the students point back to themselves because they are responsible for their actions. So that's one piece to our School-wide and the four Bes, and Mrs. Phillips, I told her that we've got to bounce back and forth, and we've only been working together since the start of this school year. At all of our assemblies, we do the same thing. We have two microphones going. She'll interrupt me. I'll interrupt her. Our slides are just overviews for us to talk about our program. So at any time, if you have questions, hopefully we have time at the end to share that with you. Our next slide is a little bit of last year's data. And I attribute our data to our School-wide program and our character education and our character traits. Zero, zero out-of-school suspensions last year. Four days of ISS. No expulsions. When you look at our behavior and our data, we had 176 minor and major referrals total. Our building is 327 students, 327 students this year currently. This is last year's data. This year's data is following the same trend. A lot of our referrals are things under the minor. Our minor referrals currently is a lot of our homework. We'll talk a little bit about homework and how we tie in what we are doing next. And that's where we're going to move next year into our Tier-II implementation. But we teach the behavior. We teach the expectations. We teach the character traits, and they all tie together. Not only are we teaching it. We're modeling it. We are saying it as adults. You start hearing the families say it in the community. You start hearing the students telling other students, "That's not being kind. That's not being caring. I was trustworthy. I found money in the cafeteria, and I turned it in. You can trust me." But we have to teach it. We teach it to them from day 1. This year was a little bit different, because the four Bes, it was there before when Dr. Poole was there. Instead of taking a week to teach it, we taught it on the first day of school, every single location, because it was a refresher. Did we take longer with kindergarten? Absolutely. They did need the week to 2 weeks to teach it. But our returning students, all we did is that first day of school rotation of stations and expectations, and that's it. We hold them to high expectations every single day. They're going to hold me to high expectations. They're going to hold Mrs. Phillips to high expectations.

>> That's something I'd like to add. I feel one of the most important things as a guidance counselor is building the relationships and having the expectations. So I've been there 23 years, and we've gone through different kinds of things to help teach the kiddos the expectations, but over the years that we've been doing School-wide, I've seen it constantly being tweaked. We see something that we need, and it's not always just from our data. It's the clients, the types of students we have, the staff if there's changes, because I've been through a couple changes with principals the past couple years. But what has really been awesome and I'm grateful for is that we all have that language that we use for the students. We have the expectations up here. And we expect the kids to be there, and we strive for it, and the parents appreciate that. So that's something that I've seen a lot through the last couple of years.

>> I know we sat in a session earlier today, which was very similar to ours, and they talked about the character traits and the pillars. They're the same character traits that we teach. We teach the students to be responsible, trustworthy, respect, fairness and caring, all to build citizens. And I'm going to leave this to Mrs. Phillips because this is very grueling and time-consuming, but it's how we tie our four Bes to our character traits. And I'm going to have her explain our hands and how they're color-coded to the character traits when our students earn that Millionaire Buck for following one of the four Bes tied to a character trait.

>> Okay. With School-wide Positive Behavior, the district, we talked, and we have our matrix for the district, and we picked the four Bes. But throughout the whole school district, we have Millionaire coins, and then each school has kind of figured out how to develop them into their school and how to use them.

So what we did at Hepburn, and this has been tweaked through the years. We've tried many different strategies, different bulletin boards, different things, but since we decided to go more towards the character part of it also, we were able to color-code it. It did take time, and it still takes time. Students would be doing a good job walking in the hall, and someone, any one of us, would see them, and we might say, "Susie, I really like the way you were walking in the hall respectfully. You were being nice and quiet for the other kids. Here, you got a Millionaire Buck." So kids can earn them that way, and then in the classroom, the teacher will trade them in every day or at the end of the day, the beginning, whatever works for them, and all those hands get put into a hat. Kiddos have to write their name, and believe me, in kindergarten, they are not writing their names for a while. Now you can read them. And they go into a hat, and we have a drawing every week. But it's all color-coded, and I've done this for all the teachers.

This is just a little ... I'm going to demonstrate. I like to do things because that's just the way it works.

But each color would represent the character, and you'll see that when we get to the other slides. Excuse me. So each one is color-coded so the teacher will know, "Oh, you earned the purple one. That was for showing good citizenship." And so we connected even though they've earned it with their Millionaire coin. Then we also, what we do is, in the cafeteria, we have what I've always kind of said. We're teaching the expected behavior to develop our Millionaire character. So the kids have ... You can see in the beginning of the school year, we didn't have too many. This is probably about 2 months ago.

>> December, that was in December. So our tree is really full right now.

>> So the kids are constantly earning. The kids will probably have, I'm guessing, at least 100 hands in the basket every week that go into another drawing. So we are constantly working on developing their character.

>> The next slide shows the posters that we have throughout the school that ties the character traits and color-code to our hands. And if you get a chance before you leave, we also have our display up front, and the hands are also on the same character trait. I know when a student comes down to the office and they have a pink hand, they earned a Millionaire Buck that day for being caring. And I can say, "Oh, Johnny, you were caring. What did you do today?" And that kind of sparks their memory to say, "Oh, I helped Susie at recess today when she fell off the swings, and I helped her into the nurse." So it helps me in the office. Also, my secretary is starting to ask students. I know Mrs. Phillips and I, kindergarten usually turns them in at the end of the day. We like to be there at the end of the day to make a big deal, to tie that connection, to celebrate with them, not just only that they had a four B, but they tied it to their character trait. The next slide talks a little bit about some other incentives that we do with our students. So Mrs. Phillips had all the hands go into the hat or the basket that we have in the office, and every Friday, we pull 20 names. And Mrs. Phillips does a fabulous job of this. She trunks them after she pulls the 20, so we know which students are receiving the principal 200 on the chart. And, you know, we're also having classroom teachers now track the data and how many hands and Millionaire Bucks they are giving out. That's new, that each month, they have to turn that chart in, and I think I had that picture on one of our slides for you. But what happens, you can see the students. They come down ... Oh, can you go back one? They come down on Friday after we call them on the morning announcements, 20 students. We take the kindergarten and first grade in first. They pull a number tile. They take a pencil, and we hand them their Star Award and their hand, and they sit around the conference room table or the Lunch Bunch table, either one. And then we ask that our older kids go behind them, and they help them. They help them fill out their Star Award. This is the award then they take home. And you can see all it is is a die cut. We have instructional aides maybe on in-service. If they're not in a training or if I have full-time aides there that day, they're there at 8:20 before students. They'll cut them out. I sign each and every one of those awards, put a little sticker on it and a message to the students. And the students fill out their first and last name and their class code and then what they did to earn that Star Award. Because they have their hand, we're hoping they can make that connection back to one of the character traits.

>> And what we do, when the kiddos are filling out their Star Awards, like I said, the kinders and first sit down, and I always ask the second and third graders, "Okay. You guys have been doing this for a long time. You can help them. You need to help them write a sentence." And sometimes, it takes a long time, but in that room, we have the posters that have our character ed., the respect, responsibility, which those two are in our School-wide, four Bes. What else, citizenship, caring, trustworthy, but also I'll ask, and I'll reinforce with the kids, "Okay. Boys and girls, what are the four Bes? Were you being safe? Okay. That's showing respect. That's taking care of yourself." You know, so constantly having that conversation, and I think that's one of the things that we use a lot at Hepburn is talking back and forth with the students, like, interchanging those words and all kinds of different settings. And the more you do it, the more the kids understand what it means to be a citizen. It means to be respectful to each other. It means to be respectful to your country, to your school, to all the people that are in the school teaching. So they constantly see not just the four Bes, but every one of the six character traits, too.

>> One thing that I heard earlier today, and I find it true is a lot of students don't want the tangible. They want the verbal praise. So a lot of times, yes, they are getting that Star Award to take home and show their parents, but they seek out other adult attention like Mrs. Phillips or myself. I try to always make

myself available on Fridays with her to do this so that we can give the students a little bit of extra attention and recognize them because a lot of them, that's what they want. They want that positive praise. They want you to be happy with them, and they want to make you proud.

>> And they can help each other. It's amazing if you sit there, and you listen to the second and third graders. They'll start asking the kiddos that they might know from the bus or somewhere else in the building, and they'll ask them, "Well, what were you doing?" You know, and they will get that from each other. So it's a way for them to build those relationships in school, too.

>> So after they complete their Star Award, they bring their number tile out, and that's usually where I am. I'm at the Principal's 100 board. And the student will give me their number, and I will look at their hand, and I'll read their sentence. And sometimes with kindergarten, in the beginning of the year, it's a little bit tough. So I might say to them, "Oh, I don't have my glasses today. Can you help me read this?" And they'll tell me what they did, and then I'll praise them a lot. Right now, I can figure out a lot of their writing this time of year. So I'll read it, and then I'll make some kind of connection. "Oh, I remember when you came off the bus that day and you had a white Millionaire Buck coin from the bus. Now I know, and your mom knows from your Star Award that you're on my Principal's 100 board." And that's where we get to our Mystery Motivators. And something new this year that was on the last slide, sorry, Dr. Poole, was something we implemented halfway through the school year because we noticed that not a lot of our students were getting the hands. We were starting to struggle, seeing some of the same names. And it came of our team meeting that we had monthly, well, as a unified arts teacher, I don't know who's getting them. So one of the things that we implemented this year was, every month, we have the class list and just a tally chart. At the end of each month, I photocopy them, and I send them out. Mrs. Phillips gets a copy. I have a copy. Our art, music, Phys. Ed. teacher all now have a copy that see maybe that homeroom teacher's students. So they can say, "Oh, well, Johnny hasn't gotten a hand, but he does really well in art class. I really need to see him the next time and make sure that I give him a Millionaire Buck for being responsible in art class." So that's one thing. That really increased our participation and especially when the teachers starting knowing, "Okay. Mrs. Kunkle is looking at my data. Not only in SWIS, now she wants to know what am I doing it about it to give that positive, that four to one or five to one, to my students in the classroom. The next chart is something Mrs. Phillips created, and we didn't know how many to prepare for today, but we do have some handouts that will be available online. I know that they've been working on it. It should be there hopefully now. But the handout is just sample Mystery Motivators. When we fill a row on our 100 charts, these are things that we do with the students. Each student comes down. They get a pencil, which we have on our board, a pencil-top eraser and a little star eraser. So that means we're tying our Star Awards also in to their quick prize when they are Principal 100. Then we find a 30-minute period where we do something with them, and some of them are free. Go out and play kickball. This year, we did a pumpkin race with plastic pumpkins or bean-bag toss with pumpkins. So some of it's, like I said, free. We usually give them a snack. We are fortunate and blessed to have a great PTO that provides us with funds as well as I have a building fund thanks to Dr. Poole that I have a little bit of money also to get some other incentives for our students. But they get a little bottle of water and usually a little snack during our Mystery Motivator. Sidewalk chalk, a big box of sidewalk chalk and if we have more than one row win and we have 30 kids outside, we split them, 15 on the sidewalk, 15 over at the playground, and we switch. And usually it's just Mrs. Phillips and I and the students. We had a unique situation this year that I am going to let Mrs. Phillips talk about because she's never had a Principal's 100 chart ever like this, and neither have I.

>> I've always been primary. I mean, I used to teach 3-year-olds, so I like things, you know, low-keyed and that don't cost a lot of money. So if you look up there, most of the things that we have don't cost

any money, and the kids absolutely love the time. When Dr. Poole was there, they loved nothing more than playing kickball when he was up there playing kickball. And we've done that with all of our stuff. They just love that connection and attention, and that's what it's about. It's what we can do to make those kids realize that they are capable of doing all of these things by just doing what's right, doing their best and trying. Even I was standing here, and I started thinking more because my brain starts working better, but everything that we've done has been a process, I guess, and it's gotten better. When we started, we got our t-shirts. The PTO gave us a lot of money to get them. But we teach the kids that it's always up to me, so everything's kind of tied into the four Bes, you know, using your hands, and that's why we do the hands for the tree. That's why we have our pencil toppers with the hands. That's why we have pencils and the Star Awards. So it's all connected, but they know that everything that we do is because they've shown us that they know what's expected, and they know how to do their best in school. I don't know. The balloon toss is pretty fun because that's usually with water, and they love throwing things at each other. What else?

>> This year, we had ...

>> The Buddy Pass, the bonus Buddy Recess. We'll do that one. I think that will be this week. We have two rows filled, so when we get back to school on Thursday, they'll love that because they'll get to bring a friend that maybe hasn't had a chance to go to the Mystery Motivator. So we'll do that. And it's just recess. It's just playing. It's just fun. Go ahead. Sorry.

>> So this year, we had 100 students win, and I thought she was going to have a heart attack.

>> I did because here's what happens. The kids come in. I don't keep a check on this part. They come into my area. They pick a number tile, right? It's random. I'm not paying attention to what they're picking. We weren't filling a row. It was 3 weeks, 4 weeks, 5. Oh, my goodness, and that was ... because we picked 20 a week. It took us 5 weeks, and it wasn't until the very end that we filled them all. We had 100 kids that we took out. Well, there were a couple dupes because they were going this way or that way. And they ... Well, Mrs. Kunkle got this part, though. She went ... We have an ice cream place, Sweet Frog, down the road. So she called them up, and we got ice cream for each one of the kids. And they loved that.

>> And so that's another piece when we talk about Mystery Motivators. All that cost me was my time to make a phone call and my time after school to go pick it up, bring it back to the school and put it in the freezer for the next day. Sweet Frog donated 100 cups of yogurt, spoons. Now we added our own thing to it. We did go out. Mrs. Phillips went out and bought a few toppings so that they could have the toppings to make it special for them. But when she said to me, "Oh, my goodness. What are we going to do? We have 100 kids." I said ...

>> Between the two of us, and that doesn't sound like a big deal, but to get them all through there, get them a treat, get them their stuff, get them out in a half hour, it was a little crazy.

>> That doesn't bother me because the students know the expectation. They know ... No matter what adult is standing in front of them, they know what we expect. They know that we expect 100 students to come through our little makeshift cafeteria line that we had to get them their yogurt and their toppings, and we did have a video with them that tied in for them to watch while they were eating their yogurt. But you can do things free. Your community will help you. All you need to do is reach out to them. And we have had a lot of community support. The one thing, the next slide, talks about our monthly things

that we do. And this year, Mrs. Phillips and I led the charge with the first assembly. And after we led the assembly when we met with our committee, we then passed that off to teacher leaders on the committee. They then had to lead all future assemblies, and we assigned grade level assemblies. That tied to the four Bes and the character trait. And this is a picture of one of our second-grade teachers leading one of the assemblies this school year. So that way, it's not always hearing the same message from the principal and the counselor. You are now hearing it from every single teacher in that building. Not just grade levels, our specials teachers as well had to participate in this. That way, we have implementation with fidelity through the building. So when we do our surveys and we look at things, I know we somehow picked a lot of the same things today, and we're sitting there trying to come up with different ideas for our action plan based off of our staff survey. And we're sitting there taking ideas from other people. Let's take this back to our team, see if that will work. So we're always tweaking. We always need our teacher buy-in, and we always need our teacher leaders.

>> One of the things ... Some of the different activities that we've had for the assemblies, and we do them, at the beginning of the year we pick, Mrs. Kunkle will do that. And these are the things that we'll focus on for, say, responsibility, but the teachers work as a team because we have the grade-level teams, and they'll try to come up with things. We've done things like read books to the kiddos and put it on the big screen. We've had getting videos off the Internet. We've had role-plays with the kiddos, or we'll get the kids to come and talk about, what does it mean to be a responsible student at Hepburn? How do you have to follow the four Bes? So we do those kinds of things. We've had one of our teachers ... I think it was last year. Did Ms. Propes do the one with water with you last year? Was that ... No. I don't remember now. Okay. Last year, one of our teachers did a really cool thing. She found it on the Internet, but it was an experiment with being trustworthy. And it was kind of like a mud mind, clear mind, but it was how, like, every time you don't tell the truth, that clear water, and she would put in food dye, and she did that with the kids to demonstrate what happens when you start to not tell the truth and how it muddies things. And then if you want to earn somebody's trust back, how do you do that? Well, it's going to take you a while. So she did an experiment with that. Songs, we've done character songs. We don't do those quite so much anymore because I'm not musically inclined, but we've done those. We've had ... Let's see. What else? Oh, different bulletin boards. We make announcements. So there's a lot of different things that we just go looking for on the Internet to use for each character block.

>> And this is actually a slide that we used with students this year for our responsibility assembly. So we ask them, "What does it mean to be responsible?" So we're asking for audience participation. We're asking students. We'll give them the mike. They'll answer it. So, you know, even though we might have this here for you today, this was right from one of our assemblies this year that our teachers used. The next slide, people always talk about, how do you incorporate your second step in your bullying program? It just all seems to tie together. And we talking about, you know, being respectful, being responsible, being present and be safe, and then we talk about three more Rs. And it does. It just seems to work. Our teachers seem to connect the characters, Olweus Bullying, Second Step. It's all there. We've all used it throughout the years, and I know Mrs. Phillips does a great job. She won't teach it for the teachers. She will team-teach it with them, which, if you have a new teacher, that's awesome because it's both of them together going in and teaching some of the Second Step lessons together.

>> And we do the Second Step for, like, classrooms, and that's kind of ... I don't want to say classroom management, but that's the part the teachers do on their own, and then they do ... That's anywhere from 15 to 20 lessons. And it's all scripted, but when you do those lessons, you can always go back to

the four Bes and tie it into the character. And then the bullying part, that's, I think, about five to six lessons that they do there.

>> One nice thing is the students will hear Mrs. Phillips or myself get on the intercom. I know she does a lot better job than I do on the intercom with reciting the bullying pledge with the students. And then either one of us will get on, and we'll start talking about the four Bes or a certain character trait. Or if we notice an area of concern, we might talk about it on the announcements and visit that area. Just like the other day, it was the cafeteria. So I know we talked about it on the announcements, and then we visited the cafeteria, and we talked to the students about our expectations. We know it's spring. We know they are starting to get spring fever and ready to be done. So it's constantly holding those students to the highest expectation. And a lot of times, we have to look at ourselves and be positive. But sometimes, you know, we might have to be the bad guy and reteach it and take a few more minutes and reteach if you want that expected behavior. The next slide is another one of the character traits assembly that we did. We did a caring assembly this year, and we talked about our words and how we use our words for caring and kindness and then how our actions play into play and even how money could be caring. And we tied this in because we did projects with this assembly. As you can see on the slide how money tied in, we did a Toys for Tots drive. We did a canned food drive. And a lot of that, we were showing respect to each other and to our community and the outreach. And it's amazing just to see the students will bring in a can to get a snowman to decorate with their picture on to hang in my foyer. And they see me on the ladder hanging them up, and they're excited. I brought a can in, and I get a snowman to put in the ... I was caring. I'm helping the community, and we tie it all together. So we do try to do a lot of different things. The next couple slides kind of show you another piece. This is on a weekend. I was out of town. I was in New Jersey, and Mrs. Phillips said to me, "We're taking the kids shopping." And I said, "Oh, okay." So the parents come. One of our third-grade teachers is there as well. And I came back from New Jersey, and I met them there. And there are the parents and the students with the money we raise buying Toys for Tots. So the students are going through Toys"R"Us. Mrs. Phillips calls ahead of time. The students have a budget that they are shopping, and then we're giving back to the community for Toys for Tots. The next slide you can see all the toys that we raised this year. And one of our proud moments this year is Mr. Sacavage is our third-grade teacher. You can see he is a Marine. He dressed in his blues that day, which was a surprise. Mrs. Phillips and I knew. The staff didn't know. The students didn't know. So it was a great tie to his service and the community, and it was awesome to see how the students and the staff reacted to this. We did get great press over this as well. And we did reach out to our PR person, and he was there taking pictures. So we want to celebrate, you know, not only we're teaching it. We're giving back to our community, and our community is giving back to us.

>> And that's what I wanted to add too because we do this. The canned food drive we've been doing for a while, so it goes to the community. We do the Toys for Tots. It goes to local, and it stays right in our area. Then 2 years ago, we started another contest, and that was a door-decorating contest among the teachers, but the kids got to do a part of it. But the kids got to vote on which door they liked. And last year, thanks to this guy right here, we were able to help purchase a van for one of our kiddos who all they wanted for Christmas was a van to get around, right? And we did it. And then we also did for this year with our door-decorating contest. The theme was "Caring and Kindness," but the kids got to vote, and it was a penny a vote, and that's what we wanted. We wanted to keep it small, and we took that money for School-wide this year. So every year, it might be for something different. So again, it's all tied to the community. What do we need? What's going on, you know, in our area? So that was pretty cool, too.

>> Our next slide, how we get some of our ideas. Mrs. Phillips will send a list around to the classrooms, and kids will sign up for Lunch Bunch with her. So she'll take the boys from this class this day or the girls from this class the next day, and she'll have informal conversations with them. What did you think of the last assembly? What did you like? What didn't you like? What should we change? What kind of incentives would you like to see? And how often would you say you do Lunch Bunch?

>> Well, my office, that area isn't very big, so I take about 10 kids, and it takes me awhile, but I get to do it probably with all the kids first through third grade at least three times a year. It doesn't sound like much, but when there's other things going on, and it's kind of just an informal way, but it's a great way for me, not just as a part of the staff but as a counselor, to develop a relationship with them. So I may not ever see some of these kids for any kind of worries or concerns other than class lessons or the assemblies, but it's a way for us to connect, and it's a way for us to constantly talk about what they're doing in school. What are the expectations? What can you do? What can't you do? And it's just a great way. So I do probably each group of kids three times. They love it. I love it. And there's no criteria other than they have to sign their name and say, "Yes, I want to do that."

>> And then, before they leave, they sign the bulletin board.

>> And they love that.

>> And they love that, and that's something free, a piece of paper and a pen. They sign the board. And it's that little extra attention that they are getting. But that's how we get a lot of our ideas and different things that the students want to do or want to try to earn. Like I said before, sometimes it's that little extra attention from one of us that they might not see in their class every day. I talked a lot about community connections. This is the day that we had 100 students on the Principal 100 Club. And ...

>> It was March 17th. It was St. Patty's Day is when they did it too, so that's why they were all green.

>> And every student signed the frog, and we sent them the thank you from us because they donated all the yogurt. So there are those connections. We have other connections besides Sweet Frog. I know it was TGI Fridays I just got coupons for for the students that I can give out. I still have Sweet Frog coupons, and since it's the end of the year and we wanted to boost the positive behavior, instead of just the 20 students getting the Star Awards, Mrs. Phillips will pull 10 extra names, and we'll call them down separately, and they get an extra coupon. They won't go on the board, but they get an extra prize. We're trying to increase the School-wide Positive Behavior, and it seems to be taking off. Also connecting, one of the assemblies we did this year was with our high-school students. Mrs. Fox from the high school brought Without a Cue down, and they did role-playing with our students. They got them involved. They showed them ways that they shouldn't act in school or act on the playground, and then our students had to help them fix it. I know this program in our school district has been around a long time. I think, Dr. Poole, they were there last year with you. Years ago when I was at Cochran, they came to Cochran as well. It's a free program. It's within our school. They're former students that I had when they were in primary school. So it's great to have those connections, and they see other students. Not only did we have Without a Cue, we just had the high school football students come, and they read to our students. Not only did they read, we did that after PSSA as celebration, but we had ... The one thing I stressed to the football players is I said, "Please talk to the students, especially my second and third-grade boys who think all they want to do is play football, and they don't need to do their schoolwork, or they want to play baseball. And tell them, can you play ball and not do your work at the high school and what the expectations are." And the conversations and the questions that our students came up with were

priceless. Some of them, they don't know. They just think, "Oh, I'm going to go to the high school and I'm going to play football. I don't have to do work." But we're making those connections within our community.

>> And I think too, for me, because I've been there so long, it was great to see some of the high-school kids come back, and they were former students of mine. So I think that that also helps kiddos to know because they would say, "I was here. I went to school here at Hepburn. So and so was my teacher." It just helps those kiddos to see not only the older ones that you know what, it's still important, and they still matter, and all those expectations are still there, but it helps the kiddos to see that they're going to take those same things all the way through school.

>> So we talk about our expectations. It's posted everywhere in our classrooms in every location. It's in our hallways. You see our bus. You know, I have one bus that has a lot of discipline issues, so I took some time and I talked to that bus driver, and I said, "Well, let's look at who the problem behaviors are, and how can we help?" So I know with this bus driver, one thing that we did was we implemented just, how would we know if this child had a good day or bad day on the bus? He gets a sticker. So when he walks by either Mrs. Phillips or Mrs. Pryor, our gym teacher, when he walks through the door from the bus, they're going to know right away when he gets his check-in sheet for the day how his bus ride was. Because right now, we have him in informal, and you'll hear us talk a little bit about our check-in process because we're just in implementation. Next year, we'll be in full implementation and hopefully be recognized as a Tier-II school next year. But we're just trying to pilot some things to see what will work for us this year. But that was one thing with the bus, talking to the bus driver. If he's being safe, if he's being respectful, if he's being responsible and being present on the bus, he has a sticker, and that's one quick way that we know immediately for his check-in. I don't have to wait for a bus report or a bus video or get called out to a bus. We know if he doesn't have a sticker it was a bad bus ride. It works. This child seeks out that positive because he knows the first person he's going to see when he gets in is going to make a big deal over the positive bus ride because that's his check-in person. So when we say, you know, we give out Millionaire Bucks on the bus, they do. They have white coins. With this child, it wasn't about the Millionaire Buck. It was about that constant so just that sticker daily. I gave the bus driver a whole thing of stickers, and that's what this little boy uses every day. We do the Cherry and White winners, which was on the previous slide. That's something that a lot of people might think of as Student of the Month. And homeroom teachers have to put in students' names each month, and they get a certificate and a pencil from me, a call down. Their name goes in our newsletter. And I think, over time, it's kind of changed because it's a K-to-12 program in Williamsport, and yes, we are cherry and white. You'll see a lot of red and white throughout our district, and we want to blend that because our students are going to leave us in third grade and go to the intermediate school. And they're going to have the same expectations, and they're still going to be cherry and white, and they'll know those expectations. When they leave the intermediate school, they're going to go to the middle school, and it's cherry and white and the same expectations. When they get to the high school, still cherry and white, and it's going to be that same expectation. At the high school level, they have another B. And they have be professional as one of their Bes that you'll see. And I know our high school team is presenting tomorrow as well, and they have a great program. You see a lot of different changes throughout Williamsport because of implementation of a K-to-12 School-wide program. The bulletin board on the left there was a lesson from a reteach when we came back after the holidays. It was a booster session and students did homework and made the posters that went on our bulletin board as their homework.

>> Williamsport School District, I think, does an awesome job about different things and awareness and following the four Bes. But I always tell the kids, my big one is to be safe, so we do a lot of different

things for safety. We do a weapons awareness. We go through that policy in the beginning of the school year. I always talk to the kids about being safe. So one of the things that I talk to them about is I gave them an option. If they wanted to have homework, they could make their poster, but we do it in the beginning of the year. We do it in the middle, same with all the school-wide expectations. Beginning of the year, we teach every expectation in all the areas, and we do it in January then as a refresher. But we also do ... You know, we have ALICE training that we do for safety. We have all of our evacuation drills, we all do those. But the kids know that being safe is the most important thing that I want to see from them, but then we always tie it into all of the other Bes, so I just wanted to talk about that.

>> This slide is what I had mentioned earlier is that we're moving to Tier II. And right now, we have two types of Tier II. We have an informal Tier II, and we have a formal Tier II. And as you saw our data earlier in one of the beginning slides, and I talked about homework. Homework is okay. That's a behavior if they're not doing their work. So how do we help them? That's part of our informal. Our data is showing that our students are struggling with completing their work. So I have teacher leaders that have taken over this program. They're here today. I don't believe they're in our session. They're in other sessions, and then they'll share out with us what they've learned. That's why they're teacher leaders. That's why they're in the position they're in. They're very, very school-wide positive behavior leaders that take on the role. And it's very hard for two people that have been coaches in School-wide to give that up, but the two ladies that are working on this, fabulous job. We kicked off what's called our Millionaire Mentors. And it's a brief check-in, check-out. It's a morning and afternoon only, and all the teacher is doing is there is a referral process. Teachers refer a student that might have a homework issue or a lot of homework slips, that they're not completing homework. Excuse me. They'll refer the student not to me, not to Mrs. Phillips, to the two teacher leaders. They meet. They will assign them a mentor. It could be a former teacher that they had. If they're in second grade, it could be their first or their kindergarten teacher. They're checking in with them as soon as they get off the bus or come in in the morning, giving them a pep talk, check, "Do you have your homework for the day?" Send them on to class, "Have a good day, bud." They come back at the end of the day. "Do you have your assignments written in your agenda book? You get your points," and off you go. Like I said, we're just piloting this, and so far, it's taking off, and more kids want to be in it. But that's ... I mean, we don't want to see more kids not doing their homework. So that's why we're going to increase and look at some different things. Then we look at the other side of Tier II, which is our next slide, and that's our formal process. Currently, we have one child out of 327 in our Tier II formal, and that's where they are being tracked in the SWIS system. We have two others that are kind of in the pipeline for that, especially to get them started. They have their check-in sheet for the day where they're checking in under the matrix for the day following the four Bes in every content area. But out of 327, one formally in Tier II and two just starting, so that's not too terrible. So hopefully, our informal is going to make a difference. A lot of our Tier-II formal have to go through our student support team. That's how they get through that process. We meet every other Thursday through student support. That's a classroom teacher. If they're a special ed, or a Title, that teacher will be there. We are fortunate enough to have an instructional coach 1 day a week. If she's available, she will be there, myself and the parent and Mrs. Phillips. I think we're good on time. The video that we have is just to showcase a little bit about our school. This was one of our assemblies that we ended the assembly with, and I hope you enjoy. And if there's time, we'll take questions.

[VIDEO START]

[Lyrics]

>> I am trustworthy

You can count on me

To keep my word

And my promises

I am worthy

Of the trust you place in me

I'll do my part

And I'll do my best

Before I make a promise

I stop and think before I say yes

Is this something that I really want to do

Can I give it my very best

I am trustworthy

You can count on me

To keep my word

And my promises

I am worthy

Of the trust you place in me

I'll do my part

And I'll do my best

A promise is making a decision

It's not just giving it a try

No obstacle can stop me

From doing what I've got to do

On me, you can rely

I am trustworthy

You can count on me

To keep my word

And my promises

I am worthy

Of the trust you place in me

I'll do my part

And I'll do my best

I am trust

[VIDEO END]

>> So like I said earlier, we have all of our information available online. We do have some extra handouts here with us today. We do have some of our bulletin boards. We only touched probably on a few things because we could probably talk forever because we are proud of our students and our staff and their follow-through with the expectations of our School-wide to build the students' character. And like I said, this is the piece that I seemed to be looking for all these years before moving to Hepburn, and I was in the same school district. So it's one of the things that I share with my colleagues, my principals. Come check it out. I welcome visitors. Contact me. Check out our school Facebook page. A lot of our events for School-wide I post there daily if not every other day because that's one of things that our parents love to see. They love to see the positive. I love going out in the community and people talking about our t-shirts and saying, "Oh, I saw one of Hepburn's t-shirts, and I can talk to the kid about your school and following the expectations." And the other piece that we tied in this year were our brochures. Our brochures went home with every student at the beginning of the school year. We just had our kindergarten screening for next school year, and one of the things that we gave to the new incoming kinder parents were the brochures that talk about our expectations and what we expect in every location. So we do have a few of them here and pictures that you're welcome to look at. Before she gives you the code, are there any dying questions that we can answer for you? Okay. Thank you for joining us for our session.

>> Okay. The code: L as in Larry, F as in Frank, 527. That's LF527.