

>> Hi. I'm Sue Malia. I'm one of the PBIS coaches for the Philadelphia School District, and welcome to Urban Voice Philadelphia PBIS Implementation. In this session, you're going to hear from three of our Philadelphia schools who are implementing PBIS. Each school will focus on a different aspect of their PBIS program. First up will be Richmond Elementary who will be focusing on their reward program and then Blaine Elementary who will be talking about staff buy-in and then, finally, Hartranft Elementary who will be talking about their PBIS Student Council. So first, I'm just going to give a brief overview of the Philadelphia School District and PBIS Implementation in Philadelphia. In Philadelphia, we have 220 schools with over 134,000 students, over 17,000 employees, and in that number, that has over 8,000 teachers in it. And we are 100 percent free and reduced lunch. Our PBIS Implementation is supported by these four grants. The most recent grant is the School Climate and Transformation Grant. This grant has helped to build in some mechanisms for sustainability, and one of those aspects is building in coaching support because we know that once the grant goes, we don't want PBIS to go. We want it to remain in Philadelphia. Okay. Urban implementation comes with barriers. We are under-resourced when it comes to budget, staffing, materials, and training. We have high administrative and staff turnover, and some staff are unfamiliar with data systems and their use. We have a high need for targeted and intensive supports. So building sustainability, and we are attempting to do that through an emphasis on coaching support, which we are grateful to be able to do that with the help of those grants, specifically the School Transformation Grant, and we have a strong focus on database decision-making. Our schools are all using the TIPS model and using SWIS data to problem-solve and make decisions for their buildings. We are increasing our student involvement and working hard on staff buy-in and building acknowledgments with those low resources, and community partnerships are increasing, and we are working hard to build those relationships and maintain them. Our first school up, I'm very proud to introduce Richmond Elementary. It's Michelle and Eileen.

>> Thank you. So hello. I'm Michelle Scott and ...

>> I don't need that, I don't think, really. Perfect! And I'm Eileen Veraski, and we are both from Richmond Elementary.

>> Richmond School.

>> I am going to need it?

>> Yes.

>> Oh, god.

>> Sorry.

>> And I'm Eileen Veraski from Richmond Elementary.

>> Richmond School is located in Port Richmond section of Philadelphia. We're a typical row-home neighborhood, and our population at our school is about 672 children. We service K to 5, and we have a very diverse population as you can see. As Sue was saying earlier, all of our children do receive a free lunch at Richmond. We're in a building that's going to be 90 years old, so with that comes a lot of challenges. We have a multipurpose room which is our cafe-tori-asium. So it's our cafeteria, our lunchroom and our auditorium all in one. So scheduling for that room is very difficult, but we always make time for our PBIS assemblies, and we make sure that we teach our lessons in that lunchroom. But

we do have some modern conveniences. We have our wonderful window units, our air conditioner, so when it's humid and hot, we can do that, and each of our classrooms now have SMART Boards, so we're very thrilled to do that. But like I said, they are challenges being in the inner city, but we make it work.

>> This is our 3rd year in PBIS. This year, we are proud to say that we've made 100 percent with our teaching and our 97 percent overall for our mean score with our set. And we ... Category C? We don't know what that means. And we have an ongoing system that we keep using for our PBIS.

>> This is a copy of our raffle ticket. We call ourselves the Rocking Robins, and so our raffle ticket is there, and our three schoolwide rules are, "Be responsible. Be respectful. Be safe." And so of course, like in every other PBIS school, we teach those in every location of our school, in our cafe-tori-arium, in our hallways, in every place. So we made our raffle tickets very simple. The teacher just checks off which of those schoolwide rules the child is doing, and the kids love getting their raffle tickets. And we make it even easier. We get, at the beginning of the year, a staff. They sign one. The office copies it for us, and we're set for the year. This is an example of our PBIS assembly. The children, each month, get to come down to the cafeteria, and we do our assembly. But also, in their classrooms, the teachers weekly have a drawing, and they give a reward to those children following the three schoolwide rules. But this is them in the auditorium. Each class in the grade gets a winner, and then the principal here is drawing from all the tickets from all of the third grade, say, all of the fourth grade, and then there's one grand-prize winner, and they get a \$5 gift card to Five and Below. They love that. And they get some other little trinkets, like a notepad, a pencil, some candy, some things like that. And this is our treasure box, of course, that they go to, all the other winners get to go to.

>> Besides the PBIS, before we actually incorporated it, we did have these monthly assemblies, and each month, we would give a Principal's Award which would be chosen by a teacher to give to that student who needs that little push, has done progress somewhere but maybe not everywhere, isn't academically the best, but we try and look for something and say something nice, and the certificate is given, and the principal will read. Usually now, it's, "The student flies the Robin way," at the end so that they know that they have done some good deeds and some other things. With the Principal's Award, they do receive this certificate, and they will receive a necklace stating that they are a Principal's Award winner. Also, we used to have, and we still do, our Student of the Month. Student of the Month is more for high academic students. The runners-up are given a certificate and a necklace, and each month, the grades switch around, and one student from each grade receives the Student of the Month T-shirt which my Allen is wearing over there. So this way, this has helped incorporate with the PBIS something that we already had done, and now the students and even some of the teachers said that the monthly assemblies are much more fun. Can we do this? No. And every morning, our principal does the announcements. We do the Pledge of Allegiance. She makes birthday announcements, attendance announcements. We do Hundred Book Challenge. Those students that move up a level will get announced. And then, at the end of every announcement, every class does the Pledge. Okay. So basically, you would see some of my students at the moment reciting our pledge to "Fly the Robin Way by making good choices everyday in all times. And I will be responsible, be respectful, and I will be safe." So every day, they hear it. Every day, they say it. And we like, every day, to see them doing it.

>> And this is another way that we recognize our students. It's our Golden Ticket for attendance. The theme for the school district is, "Strive for 95," and so each day, our principal gets on the air and says, "Oh, we got 92 percent yesterday or 94 percent. So we're striving for 95, and our children get a Golden Ticket at this assembly also. So each class that has perfect attendance, it's said on the morning announcements, and then we receive this at the PBIS assembly, and then, if you're the winner, you get

to choose your class party: a pizza party, an ice-cream party, whatever it is that you like to do. And so it's getting our attendance up, and it's another exciting thing at our assemblies.

>> And being the fact that we're spending all this money, you might want to know ...

>> You'd have to say.

>> That this is ...

>> "This is how we do it!"

>> I was waiting for that!

>> This is how we do it. I was too nervous.

>> Basically, the money is coming out of our student activities funds. Every year, it is depleted, but usually, we start at the beginning. Our PTA, PTO sells pretzels every Monday, Wednesdays, and Fridays, and that helps us. We fundraise left and right. We're near a Chick-fil-A and a Five Below. If you go to them, they can give you a certificate. People shop there. They'll give a percentage to the school. Krispy Kreme fundraisers, if you're near them, they give you, like, 50 percent off of a box of donuts that you sell. We usually do that on Donut Day. Our standard, Claire's Gourmet which used to be the Cherrydale Farms, which they don't come to us, but full days, if we see that there's a problem, we need to jazz up, get some money, we do a dress day one day for \$1. Otherwise, half days, we usually do a dress-down to get our kids in because half days, attendance is poor. We also have lollipop sales depending on the different holidays. October and November, people may want to know, "What are turkey feathers?"

Turkey feathers are simply a turkey feather shaped on a colored piece of paper, and our children will spend a dollar to buy that colored piece of paper, decorate it. And in our foyer, we have cutout turkeys. Each grade, there's a turkey for each grade, and the grade at the end that sells the most turkey feathers at the end will also get a party, and that's because the person in charge of it's in third grade, and they cheat. Also, I'm sure some of you have heard today at other conference rooms that Box Tops for Education is one of the simplest ways, if you have someone that can devote time and count 50 and bag them and mail them. Shoparoo is a phone application or a computer app. You go food shopping. You shop at Target. You shop anywhere. You take pictures of the receipts. They give you points. For certain stores, they'll give you raffle tickets. For other stores, we're still working on pushing that, but this year, we just reached \$100, hopefully more before June. And with all this money, one of the places that we buy, if anybody has never heard of Nair, it's a website. It gets a lot of closeouts, and they sell them for cheap. As an example, which we have some available, I don't know if we have a lot. But for expense, Sellout's Post-it Notes. I bought a case of these, which were ... I'm really messing up. A box of 24 packets of these Post-it Note was \$3. I've purchased ... I use them for my writing centers. Some of the things that we use them for throughout the school, somebody comes to me, "You need a roll of tape? I've got a case of it." You know, because I buy. And that's pretty much what we have to say.

>> Thank you.

>> Yes. Oh, I thought you were going to be handing them out.

>> Hey, have one.

>> Yeah, the one I kept hitting.

>> Okay. Good afternoon, everyone. Let's try this again. Good afternoon! I know people have been talking to you all day and you're probably like, "Oh, another presentation," but I promise you, you won't be bored. So I'm Anastasia Austen. I am the dean of Climate and Culture and the PBIS team leader for the James G. Blaine Academics Plus School. To my right is Ms. Jessica Austen. She's our fabulous counselor. If you're blessed to have the money in your budget in a fully district school, you will have a full-time counselor. And so we're going to talk a little bit about staff buy-in in tier one and tier two supports. So a little background information, James G. Blaine is located in the Strawberry Mansion section of Philadelphia. It's not too far from Strawberry Mansion High School. A few years ago, there was another school in the area. They closed down, and so we got an influx of students into our school. We currently have 487 students in pre-K to eight. We have autistic support classes, life skill supports classes, learning support classes, so we have a lot going on in our school. Every grade has two classes, again, from K to eight. We are in our 3rd year of PBIS implementation, which is amazing. However, this was my first year as a team leader. So that within itself presented a barrier because I came from another school. I was a teacher for 11 years, and now I decided to go into leadership, and all of these acronyms got thrown at me. You know, before I knew PBIS, TIPS was just something you gave to your waiter and you know, SWIS was a type of cheese that mice eat. And so all of these things were thrown at me, and I was sitting there, and I said, "Okay. What did I get myself into?" You know, I know direct instruction. I know differentiating instruction. I know IEP plans, but I didn't know this thing called a PBIS, and I didn't want to confuse it with PB&J which is something I enjoy to eat. So in order to overcome that barrier, I made the decision that I was going to get intense training. And I know somebody mentioned earlier in the other session that, you know, in Philly, we're struggling with the contract situation. And so with that additional training, in my case did not come additional funding. I had to volunteer my time over the summer to meet with my coach, but thankfully I had a coach who was invested in me and my success as a leader and the success of my school. And so we met. We ate. We talked. She sent me to 50 million trainings, but she also made it a requirement to my principal that I go to the trainings. And so even though Blaine is in its 3rd year of implementation, she constantly reminded my principal, "This is Anastasia's 1st year. So she has to go to TIPS. She has to go to SWIS. She has to go to check-in, check-out, which I thought was something you do when you go to a hotel. I didn't realize it was something that you had to do with a student. But in order for PBIS to be successful under my leadership, I had to invest in training, and that made it a bit easier when I stepped in front of the staff. And so Blaine has eight expectations, which is very different, because in the typical PBIS program, you have three to five. You know, be safe, be respectable, be peaceful, all of these "Be" statements. Well Blaine is a little different. We call our students scholars, and so our expectations spell out the word scholar. S is for service, and we have the kids chant this. C is for courage. H is for humility. O is for originality. L is for leadership. A is for achievement. R is for reflection. It took me, like, two weeks to remember that. But the reason why we do that is because we want our students to know that at all times, they are scholars and they should display scholarly behaviors. And then we also had to assess the strengths and weaknesses of the PBIS program. Blaine had a lot of new staff, including myself, and so I was tasked with first standing in front of teachers who had been there for 4 and 5 and 6 years, and saying, "What you want with the problem that you have in place?" Now, of course people get stuck in routines. So they're just like, "Oh, nothing is wrong. It's fabulous. Everything is great." But then when I look at the data, it says something different. And so I really had to have a very keen discussion with the staff, "What is it that we're doing well, and what is it that is not going well so that we can make changes?" So our barriers, we first had to revamp the PBIS manual, which means I had to read all 67 pages of our PBIS manual. Blaine was very, very wordy and aggressive in their approach, and it was great because it was plain English, but it was a lot

that I had to read. And then after I read it and digested it, then I had to say, "Okay. What can we take out? What can we include? You know, what are some areas that needs to be tweaked?" And onced we did that, we were able to roll out the updated manual, which also created another issues because now I have staff that have been here for a while who want to do things the old way, and then you get that new energetic 22-year-old fresh out of college that's like, "Oh, yes. I'll do everything. I'll do this. I'll do that." And in the back of my mind, I'm like, "Sweetheart, don't burn yourself out. This is Philly." So, you know, we had to get that buy-in from teachers. And you want the teachers to do the lesson plans with the students. You don't want it to be like that curriculum guide that you get in September and you don't look at it again until it's time for the benchmarks. So we wanted to make sure that all of the teachers understood the lesson plans, the matrix that we had set up and where we wanted the lessons to be taught. And so what I actually decided to do was teach the lesson plans through the teachers in the various locations. And then we wanted to make sure that our PBIS program was aligned with the academic program. As teachers, it's frustrating because you get hit with so many different things, and you feel like they're isolated. And so I wanted to make sure the staff understood that PBIS is not just another thing, but you can incorporate it into your literacy lesson. You can incorporate it into your math lesson. You can have students create superhero characters, and they're displaying the core values or the expectations. And so it's not something that's taught in isolation, but it's more taught in correlation with what you're already doing in the classroom and so teaching the expectations. So I'm a very energetic, move-around ... It's kind of killing me to stay in this little invisible box right now, but I felt like if the staff went to the locations and I modeled the lessons with them, then it would make the connection for them. So in the picture we have up here, I actually told my principal ... And I was fortunate that my principal was kind of like, "Okay, Anastasia. Go ahead." I said, "I'm taking the staff out. We're going out on the schoolyard, and we're going to do the lessons in the schoolyard, and we're going to talk about the expectations, and I'm going to model what I want to see at morning admission and what I want to see during a fire drill, and what I want to see at recess, and how we show service, and how we show courage. And this took a day to do the lessons and just go to each section of the school. We went into the auditorium. We went into the bathroom, and the kids were like, "Well, how can I show service in the bathroom?" And I said, "Well, the first thing is, you can go to the bathroom in the toilet and not on the floor. That's showing service." And so they were able to make the connection between our expectations or our core values and the various locations in the building. How do I show humility in the classroom? Well, if your classmate makes a mistake, don't laugh at them. Just say, "You know what? Better luck next time." How can I show reflection when I'm in the auditorium? Well, if there's a presenter, I can take a moment to just think about what it is that they're sharing with me and how it can apply to my own life. And so once teachers, we model the lesson plans in various locations they were able to internalize it and then create it on the developmental level of their children. The mere lesson plans are set up. They're easily adaptable depending on what grade you're teaching. So the same core value or expectation that the kindergartners have is the same as the eighth grade have. It's up to the teacher to teach it in a way that's developmentally appropriate. We want to make sure that our lesson plans are always flexible and that, again, you deliver the lesson plans in the setting. I don't want to sit in my classroom until the students that I expect them to show achievement in the auditorium. They need to go to the auditorium and then we show examples of achievement. We show examples of reflection. We show examples of leadership in the various settings so it makes the connection for the students. Checking in with teachers, so again, I didn't want this to be another thing that's thrown at the teachers, and then we don't talk about it later on. I wanted to make sure there was fidelity. And so our teachers have weekly dojo trackers. They have weekly ... And it's not anything, like, difficult. They just have to check that they actually are monitoring the students' behaviors. We also have orientation days. So prior to ... Blaine is on a different schedule. So prior to the start of the actual academic year, our teachers come in for three days of orientation, but then our students come in for three half-days of orientation. And so when we

do that, our students are able to go to the different places, do the PBIS lesson plans with their teachers, but after every holiday or long weekend, we have re-acclimation days. And it's the same, you know, it's an academic day. But the first 2 hours of the day, we spend re-acclimating the student to what is expected, so that when they come back from Christmas, they're not like, "Oh, hey. We got to party." No, you don't. Let's go. Let's get back to our PBIS. Let's get back to our expectations. You know what's expected of you. And we constantly model it for them so that there are no excuses. The worst thing is they have a new student come into your classroom, and then get on them for not doing something you didn't teach. And so to combat that, whenever we have new students come in and new staff members, because we've had some new staff members, I sit down. I go through the manual with them. This is what we're expecting. I show them how to do it. I go into the classroom and help them with their class until they get acclimated. We also have our core value expectation focus of the month. We have daily reminders. When I make announcements, I bring focus to teachers who I see carrying out the expectations, but also making their students. So for example, we have a second-grade class every morning, you know, I swear these kids are going to be great garbagemen because every morning, they pick up trash in the schoolyard without even being asked. And you see them coming in with tons of trash in their little hands, and they're like, "Miss Austen, we did this. We're showing service." Because they've now internalized it, but they internalized it because their teacher has bought into it. And so then I recognize them on the loudspeaker. We also utilize the SWIS data to make individualized coaching recommendations. We do weekly staff shout-outs, and we purchase ... You know, all teachers like to eat. So we purchase lunch for our teachers during PD. And staff support plus staff buy-in, it just equals better outcomes. So we have a number of individualized coaching opportunities that we provide for our staff, and I want to just model one for you very quickly. It's called Multiple Moments. So when you see, like, your teachers or your students are kind of getting, like, restless, you just quickly say, "Throw your hands in the hair. Throw your hands in the air. Put them to the left. Put them to the right. Wave them like you just don't care. Put them down." It makes the students, number one, more aware that you're having interactions. But when you're in those PD sessions and you're telling your teachers about PBIS, it makes them kind of lock back into you. And we have observable directions, specific intermediate praise. We have our academic parent-teacher team meeting so it's not before required conferences, it's really a team discussion that we conduct. And we found that all of those things, when you put them together, it increases our staff buy-in.

>> Thank you. Thanks. My name's Jessica Austen. I'm a school counselor at Blaine. It's been 10 years with the School District of Philadelphia and 4 years at Blaine. This is our 3rd year doing PBIS, and my 3rd year facilitating our check-in, check-out system. So our 1st year, we were just kind of piloting the program so we had about five students and maybe three mentors. We currently have about 15 students now that are receiving check-in, check-out at Blaine. We have about eight mentors, and we meet bi-weekly. Our team consists of Ms. Austen, our Dean, our Principal, our school-based teacher leaders, our PLC, our grade group leaders. So we meet as a team every other week, so staff buy-in at the tier two level. So we have a lot of barriers. These include the staff capacity in becoming mentors. So solutions for this are our mentor-pairing and review, integrating community partners as additional support. So we spend a lot of time at our meetings talking about the personalities of our mentors and pairing it up with the mentees, so we focus a lot on the relationship. Another barrier that we have, students not becoming compatible with the nonteaching staff. So our solution to that is to utilize staff members who have positive interactions with particular students and thoughtful mentoring. Another barrier that we have is the paperwork completion which is kind of intensive for a teacher, so check-ins with team leaders, counselors surrounding the DPR, and we use only three of our core values instead of all eight, and you'll see that later, what that looks like. So we do try to utilize teachers as mentors, but it doesn't always work out because they have their classes in the morning. So we try to use other supports in the school.

Another barrier that we have, insuring parent investment for overall student progress. And again, you'll see this later. We have a carbon copy method. So if you are implementing check-in, check-out in your school, and you do have the budget, I would recommend purchasing carbon copies of your DPR in the beginning of the year. Community partners at Blaine. Blaine has 26 community partners. Please don't ask me to name all of them, but they include City Year, who's been a huge support, and we do utilize City Year corps members as mentors for check-in, check-out. We have a Jewish Family Children's Service Middle Years Prevention Program. We have tutoring services. We have after-school programming. And like Ms. Austen said, when we have new students, when we have new staff, you know, we teach them about the core value and what we're trying to promote in our students at Blaine. And we make sure that all of our community partners are informed on this as well so that we all promote these values in our students. This is a picture of one of our scholars. He's in first grade this year. In kindergarten, he was doing very well. There's been some things going on in his home life that have made it very challenging this year for him to come to school ready to learn. So we talked a lot about this during our meeting, and who would be an appropriate mentor for him. And so we will sometimes use teachers from previous years. So this is his kindergarten teacher that he had a really positive relationship with, and so she is his mentor. The process of thoughtful mentoring: so you have to identify reliable mentors within the school. This is our 3rd year, so we've had time to kind of troubleshoot and build our team of mentors. Sometimes you identify somebody you think has a great personality, would be a great mentor, but not necessarily do the follow-through. So it takes a lot of time to kind of build your team of mentors. Taking into consideration the logistics and proximity. Again, using teachers can be difficult, at least at our school because teachers, you know, have their class first thing, and we do want children who are mentees to get that attention first thing in the morning. Matching the personality of the mentor and the mentee, again, considering past teachers to support our students and being flexible. So sometimes if we're really good, like, if we know we're not going to be in the building, we make sure that we text someone else who's a mentor and say, "Hey, can you cover my kids?" So you do have to be flexible and you do have to communicate with your team. So this is our DPR form, and like I said, we purchase carbon copies of it. So in the beginning of the year, we have two huge boxes of these sheets that we distribute to our mentors. And we use three of our core values. So we have courage, humility, leadership, and we talk to the students in the morning about, you know, what are they going to do to show these core values? And their teacher gives them a rating, and then the mentor checks out at the end of the day. Also, you can see on here, you know, the rules to follow. There's room for additional comments from the teacher so the mentor can read the comments and say, "Okay. Well, your teacher said that you were doing this during this period," and you can have a conversation with the child about that. And also, there is a parent signature component. So it's not required but some parents do appreciate receiving this at the end of the day. So the child checks-out. They give the talk copy to the mentor. It gets inputted in our system, and then the yellow copy goes home with the child. Seeing a barrier as an opportunity through our daily progress report, so again, we only use three expectations or core values, I should say, to make the process of completing the form easier. It would be too overwhelming to use all of the core values. Teachers feel that parents are aware of the student progress, so again, parents are receiving that copy. For some parents, they sign it. You know that they're discussing it with their child. Some we don't receive back but at least it's available. Messaging is not just coming from the teacher through regular means, and teacher comments are used, and the form can be adapted for the student needs. And that brings us to the next school.

>> Thank you. Hello, everyone. We are from John F. Hartranft School. My name is Kimberly Mattaway, I am the School-Based Teacher Leader at John F. Hartranft School and also the PBIS Student Council Advisor.

>> Good afternoon, everyone. My name is Robert Harris. Along with Ms. Mattaway, I also serve as one of the PBIS Student Council Advisors as well as the Special Ed. Liaison at the John F. Hartranft School.

>> We also have our wonderful principal, Mr. Lytle here. Yay, Mr. Lytle! Just to give you some background about our school, it is located in Northern Philadelphia. It is a kindergarten through eighth-grade school, about 532 students, 68 percent African-American, 7 percent Asian, 16 percent special education, 6 percent ELL, and 100 percent free and reduced lunch. We are in year 5 of implementation, and here's a picture of our wonderful school.

>> So the question today is, "Why PBIS has been successful for us." You see our banner there. We've actually been down the road that many of the other schools that have presented have gone down, and thankfully, we've had a lot of success with our PBIS program. But with that in mind, we have three key things that stood out for us asset allocation PBIS and why we've been successful. The first was administration. Mr. Lytle, our building Principal, has been behind us 110 percent with our PBIS. He kind of takes the backseat sometimes and just allows us to drive it, but he's always that eye in the sky watching. So we are very thankful to have schoolwide PBIS administrative support. The second, as you see down here, is having staff support and buy-in with PBIS, having a strong tier-one team, having strong staff that all support ... You see they're all wearing our fancy-dancy shirts that we have on. We are safe, respectful and responsible. And the third thing that we realize that we needed to have, which is critical, is to have students leading and modeling the expectations. That's where we're going. So we have our PaulMart store, which, you know, we did Walmart, PaulMart, because we have Panther Paul. So the kids can come in, and they use their Panther Paws, and they can purchase different items. As you could see, hula hoops, Sorry!, chess, book bags, pencils. So that was great for kindergarten through fifth grade, but our sixth through eighth graders, they don't want a hula hoop. They don't want a book bag. They don't want chess. They don't want checkers. They want different activities. They want, like, headphones. Things that we couldn't afford to put in there for middle school. So we have ... That's the challenge. So there are the summary of the challenges: lack of age-specific motivators, lack of middle-years activities and events, and of course we need more parental involvement.

>> So clearly we have a problem.

>> So clearly we have a problem.

>> But we had a solution.

>> Yes.

>> So with that, recognizing we had a problem and searching for a solution, we evolved. The evolution of Student PBIS Council. Step one: we started off recognizing student leaders that were being safe, respectful, responsible, following all of the expectations of our PBIS program. We identified those. They became our student leaders. Step two: from those student leaders, we talked to them. We modeled for them what we expected them to model to other students, getting them involved in different activities within the school. Not yet identifying them as Student Council but just as PBIS leaders. Our third step in this evolution was that students were elected to hold PBIS Council positions. You may say, "Well, isn't that Student Council?" Student Council, yes, but as it ties in and relates to PBIS, we'll show you how it's a little bit different. So our road to PBIS Council, I'm going to quickly go through these but the next couple of slides I'll go into more detail. We have nominations for PBIS Council positions. Within that nomination, they had to understand their roles and responsibilities. With that, they had to get a paper

signed that gives them permission from the teacher, all their teachers, because our sixth to eighth grade, they have about I believe four different teachers, and they also had to have parental consent to actually run for office. They actually campaigned. We had a student debate. We actually had community City Council involvement which I'll show you a little later. We had schoolwide lessons on the election process, and we had the actual student PBIS election. So here's the first step: we had our Student PBIS Council debate. As you could see, all of our lovely candidates are there. We have a wonderful Social Studies teacher is leading, asking questions. The students in the audience actually had a chance to ask questions, and this was a great event. Then this was awesome. We had our actual election day. Lisa Deeley, from Philadelphia, our City Council, she provided actual real voting machines. The ballots are really on here. All of these names are actually on the ballots. They really worked. It tallied up the score, all 532 students had a chance to vote and staff, including our kindergartners, which was a long process but they actually, you know, experienced to vote. Like, this is a real voting machine. They had the cover around them that you couldn't see. Of course, we had to go in there and help them do it but that was a great experience. They also had to do a speech, a 1-minute speech they prepared with the help of their English teacher, and these were the candidates. After that, they had their Student PBIS Council Inauguration where they had to take an oath. They had to sign the oath. They had to, you know, if you were Student Council now, you have to take an oath to be safe, respectful, and responsible. And there, Mr. Lytle is there with one of our candidates handing the certificate.

>> So after they took their oath and they were sworn in at the inauguration, we then started talking to them about the Student Council principles. The first was leadership. And what did we want them to understand about Student Council leadership as it related to PBIS? They had to participate, actually lead activities. We had a great event called WinterFest where it was an indoor carnival-type event, and all Ms. Mattaway and I did was simply explain to them what it would look like, and they owned it. They ran it. It was kindergarten through third grade. They ran all of the workshops. It was all Paul-related, all PBIS-related. They worked at all the stations, dealt with all of the students, and all we had to do was kind of sit back and advise and monitor them. But it's taking the next step for them owning PBIS, not just us being the implementers or the teachers of the expectations but them actually buying in, doing it, and they kind of connect more with their peers when that happens. The second principle was community service. So we had a couple of events and things that happened with community service. One was outside of our school, which was a kids' reach and kids' toy drive where they actually collected toys, and we went to an outside agency called Ken-Crest, which is in our neighborhood. They wrapped the gifts. They delivered them. We walked down. They presented them. They got to interact with the children and give them out because we want to encourage them not only to be safe, respectful, responsible within their school but also to share that concept, that idea outside and to give back through community service. We've had a Thanksgiving food drive where they worked with that, and we have other activities throughout the year that are community service-related that they lead. The third and final principle for Student Council was mentoring. So throughout the school year, we have read-a-thons. We have different activities where they actually go in and they read to younger students. They model the expectations for PBIS, and here's a picture of one of our student leaders actually reading to maybe a first or second-grade class. And they would go, and some of them tutor throughout the school year and after school. So leadership, community service, and mentoring are the three principles for PBIS Student Council.

>> Our PBIS Student Council Mission Statement, we have to have a mission statement. Student Council's primary function is to serve in a student leadership capacity and help share ideas, interests and concerns as it relates to PBIS Implementation from a student's perspective. Student PBIS Council is the voice of the student body and a consistent example of Panther pride expectations. So this is the operation of the

Student Council. We actually have biweekly PBIS Council meetings, so where, you know, we have a table. The President sits at the head of the table. Vice President, and he calls the meeting to order. They use a standard meeting agenda. They have a Secretary taking notes. We also have a position I didn't mention as a Public Relations Director, where she will handle all of the, you know, anything to do with promotions, like promoting WinterFest, doing the flyers. So she would, you know, if she had a flyer to show, she would have to get it approved from the President. The student advisors meet with PBIS Student Council to support during all meetings and activities. So I don't want you just to see that, okay, we have a meeting, and that's it. However, things have changed. The student body will come, sixth, seventh, eighth grade will come to any of these members. It goes to the President, and the President actually goes to our principal, Mr. Lytle. So one thing that has changed, they had a problem with their prep schedule so they went to Mr. Lytle with the problem, an Mr. Lytle actually changed the prep schedule according to what they sixth, seventh, eighth grade wants. They have uniform designs that they're proposing for next year. They wanted more additional Chromebooks. They're getting Chromebooks. So the student voice, it matters, and it's making a difference. And if they can see that, they'll buy into it. So they're responsible for overseeing PaulMart. So when you saw the PaulMart picture, usually Mr. Harris and I are in there because, you know, to be honest with you, we don't know if we trust the teachers going in and making sure that all of ... They might say, "No, you can have this. You can have that." We have to monitor PaulMart. So we're going to have the Student Council Representative oversee PaulMart and make sure that whatever Paws are ... Whatever the price is, that's what's being delivered. They lead all K to five schoolwide events. They have the monthly meetings with the Principal. They do peer mediation. They have a Hartranft Ambassador escorts when we have guests and events. We have a lot of guests in the building so they will be the first one that you see, "Hi. How are you?" And escort them up to the library or the cafe-torium, and they do community service.

>> So as we talked about evolution, we've been fortunate enough to have PBIS since 2013. Hi, Ms. Emmo.

>> Hi.

>>> Since 2013. And we are now in 2017. We started off in 2013 with Panther Paws. That was our form of money or the way we gave things out for incentives. Then we had of course our monthly assemblies that happened in 2014. We started off with a cart. Just a simple cart where we opened it up, and we had incentives in there but then we evolved. We evolved to having PaulMart. And I guarantee you, when you use your Paws at PaulMart, it's much cheaper than going to any other store. It's a great, great buy. We tell the children that because they buy into it! You've got to sell it! So we have tons of attendance initiatives. I heard someone speak about Strive for 95. We also have that. One thing I want to point out: you may hear some of the same initiatives or things that happen at good schools. It works. If you hear them over and over, use them. It's okay. Strive for 95. All the time, our Principal's saying it, "Strive for 95. Be safe. Be respectful. Be responsible." They own it. We have themed dances. One point of pride that we had this year, our student PBIS actually oversaw or they facilitated a schoolwide spelling bee from kindergarten through eighth grade. Students had to study for those and they kind of, you know, facilitated that and monitored that. We had WinterFest which Ms. Mattaway talked about. We have our student versus staff sports events, kickball, basketball. We do PBIS community service. As Ms. Mattaway said, we have our Student Council meetings. And our culminating activity is our schoolwide Fun Day which is an outdoor version of WinterFest on a larger scale. And all of the things that we do at our school are always PBIS-related. Everything comes back to PBIS. The academics, the behavior, the attendance, everything is PBIS-related.

>> So where are we going next? We don't ever want to stay in the same place. So since we have a PBIS Student Council, we would want PBIS parent partnerships. So that's where our mind is for next year, is how to get parents more involved with PBIS. And now we have a student voice video.

>> So we have about 30 PBIS leaders, and we have about 12 PBIS Council members, and they wanted to be here but because of budget and money, we could not have all of them here today. So Ms. Mattaway and I will be representing them but they're actually in this video here so I don't know lighting is good? We can leave it on that way? So they wanted to share part of their experience.

[VIDEO START]

>> This starts off as our road to PBIS Council.

>> For those of you that don't know, that's the Mannequin Challenge.

>> What does PBIS mean to you?

>> Well, being the Vice President, it means a lot to me, especially being in eighth grade. This is something I really wanted to get into before I leave this school, so I could have my legacy and stand in the [INAUDIBLE].

>> What does Student Council mean to you?

>> Student Council means to me that I get to help others.

>> What is PBIS to you?

>> PBIS to me is a group that promotes positive behavior throughout the school, not only to make sure that every student is acting the right way and also doing the right thing.

>> What makes our PBIS Student Council cool?

>> What makes our PBIS Student Council cool is that we get to help others, and then when we walk round the hallways, kids are so excited to see us because we help around so much.

[VIDEO END]

>> Thank you very much.

>> Does anyone have any questions? Yes.

>> I do.

>> Okay.

>> I'm just curious. After your eighth-graders move on, do you do reelections? Do you continue to keep those students that were already on it?

>> So we will have a new election in October in the fall. Any other questions?

>> So some of those students that are a part of Student Council will always remain as PBIS leadership. So they still remain as a part of that leadership team, but as far as those elected positions for Student Council, they would have to go through the process again. It is a length of time for an office, but that is a good idea, something we can consider though. So thank you. Yes, ma'am.

>> The students that were eligible for candidates for the election, were they all from that pool of the teacher-selected students?

>> So those students were already PBIS leaders, but they did not hold elected positions. So they were, along with conversations that we had with the Principal, with their classroom teachers, they were kind of the cream of the crop for a lack of a better term. They had to be nominated by their teachers, nominated for the position. We explained to them what the criteria was. We talked to them about what their office would entail, and then they decided whether or not they wanted to run for that position. They campaigned with flyers. One thing we didn't point out, they actually went around to classrooms, and they gave lollipops out and had to introduce themselves to each of the students so that they became visible to them. They got on the morning announcements, and they introduced themselves and their positions that they were running for, so that's how that worked. Any other questions? No?

Thank you.

>> Thank you.

>> And Richmond is offering a ...