A6 – Youth Voice: Letting Students Lead the Way

Presenters:
Stephanie Martinez & Betty Llanes, University of South Florida
Sheri Weretka, School District of Osceola County
Patti Hershfeldt, Old Dominion University

• Topic: High School
• Keywords: Youth Voice, Climate, Social Relationships

Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>Use a shared action plan for your team</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete session evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-presentation written summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion questions given for POLLS tab</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Add questions before and/or during session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Limit distractions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow up on your assigned action items</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engage in productive dialogue</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use inclusive language</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use sincere phrasing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete additional polls when prompted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Take movement breaks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be aware of your stress level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engage in productive dialogue</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask solution-oriented questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Presenters

| BE RESPONSIBLE | Ensure Files Tab has current materials and related weblinks |
| | Monitor and remove inappropriate comments |
| | Identify common Qs to address in final 15 minutes |

Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact Through Chat, Polls, & Uploaded Files**

---

Chat, Polls, and Q&A

1. **Use Chat** for engaging with other participants around the session topic. Presenters may use chat differently in specific sessions. Follow overall Forum expectations for responsible, respectful, and safe chatting.
2. **Find the Q&A under Polls.** Questions for presenters go there.
3. **Some sessions have other Polls or more Specific Questions.** Complete those when prompted.

---

Be careful of accidentally navigating away

While participating in a Live Session... Be Present!
- If you navigate away from the Live Session you will need to press the "Join Meeting" button to get back in.
- What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a presenter's name
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:

When Working In Your Team

Consider 5 Questions
- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?

Agenda
- Why Student Voice?
- Student Voice in Osceola County
- Questions
Why Student Voice?

Including Stakeholder Voice
The ‘What and ‘Why’

Why We Do It
- Ensure relevance, fit, & adaptation of stakeholder needs
- Create ongoing partnerships
- Joint voice & shared value of others' perspectives
- Increase ownership, engagement, & active support
- New ideas, viewpoints, perspectives
- Improve student outcomes & fidelity
- Build positive relationships

What We Do
Collaboratively plan and implement school-wide PBIS with ALL staff, students, families, and community members.
Cultural Responsiveness

Core components of a culturally responsive SWPBIS system

1. Identify
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity


Student Voice: High School Level


Examples of Family & Student Collaboration

Social Media/Twitter: PBIS Practice - Families asked to provide feedback on effective PBIS strategies and ways to make PBIS changes work at home.

HS: Youth leadership asked to provide appropriate ways for students to make suggestions for changes vs. engaging in unsafe protests.

HS: QR codes used to gather student feedback on current practices such as dress codes.

MS & HS: Students asked to develop a student conference on mental wellness & social emotional skills.

Families: Share discipline data with families and ask them to provide feedback on how best to share the data with other stakeholders.

Virtual PBIS Leadership Forum | #PBISForum October 30-31, 2021
Benefits

Students
- Opportunity to provide feedback on policies that directly impact them
- Increased student engagement for participating students
- Leadership opportunity—Positive peer recognition
- Gives students an opportunity to have a true voice in their education

School
- Gives them a student perspective on school policies—what's working, what's not working
- Students may generate creative solutions to school issues
- Increased student buy in and engagement
- Opportunity to have shared leadership with students
- Create shared ownership over school policies with students thereby reducing exclusion measures.

Student Voice in Osceola County

Process
- District Level Support
- Principal Support
- PBIS Point of Contact/Coach Support
  - Identifying Students
- Planning Days 1-4
- Implementation
Expectations

• The same students will attend all 4 sessions.
• Point of Contact and/or Team Leader will attend all four sessions with students.
• Principal will schedule time to meet with participating students. Students will share their feedback and created product.
• Student team will present their ideas to the PBIS team after each session.
• Administrators and Students will work together to incorporate the ideas.
• Administrators and Students will determine a date and procedures to share the ideas with staff/students following each session.

Role of POC/Team Lead

• Prior to the session
  – Help select the students
  – Assist with the logistics of the field trip
• During the session
  – Notetaker, observer, listener
  – Can ask for clarification, probing questions to help students to think deeper
  – Helps to make sure that all students have a voice; encourage students to speak up, encourage students to allow others to speak
• After the session
  – Help coordinate with Principal and PBIS team to ensure that the students get the opportunity to share back
  – Reach out to Sheri if there are any barriers to accomplishing outcomes

Identifying the students
Session Agenda

- Four student sessions throughout the year - Point of Contact Attends each session (at least one adult)
  - Session will run from 8:30-1:30
  
- Session Agendas
  - 8:30-9:00: Introduction
  - 9:00-9:30: Opening Circle
  - 9:30-10:00: Overview of the topic
  - 10:00-10:15: Break
  - 10:15-11:00: Allow the students to provide feedback, Set up afternoon activity
  - 11:00-11:45: Lunch
  - 11:45-12:45: Allow time for students to create a product to share back with the school
  - 12:45-1:30: Groups share out their product

Session Details

- Session 1 - How can we increase school spirit?
  - Overview of PBIS - Ways to Increase School Spirit
  - Complete a climate pre-survey
  - Introduce School Climate Data (each school's data)
  - Recommended Activities

- Session 2 - Student mental health - What should the focus be?
  - Review Panorama Data and identify needs

- Session 3 - How can we make discipline more equitable?
  - School Equity - Review School Discipline Data
  - Student feedback on what discipline issues they see
  - Student input on alternative consequences

- Session 4 - Did we notice any changes in climate?
  - Complete climate post-survey

Session 1 Agenda

- Opening Circle
- Climate Survey
- School Path
- Planning
- Wrap-up
Students Hard at Work

Reviewing Climate Survey Data

Climate Survey

Identifying Top Goal from Climate Survey

Top Themes:
- Engaging instruction
- Student-Staff Relationships – Mutual Respect
- Access to School Counselors
- Meeting students’ MH and SEL needs
School #1
Dream: All teachers ask about how our day is
Goal: 3/7 Teachers will ask about our day or how we are doing each day
Action Steps:
- Survey students face-to-face at lunch, last question ask which teachers care about you
- Staff survey, face-to-face, sample teachers who are not identified as caring about students

School #2
Dream: Academic lessons are representative of all students
Goal: 1 lesson every 2 weeks in ELA or SS will reflect students of color
Action Steps:
- Schedule a meeting with the Principal
- Meet with Department chairs for ELA and SS
- Make sure teachers have the materials they need to do the lessons
Student PATH Plans

One Word

Follow-Up Principal

Good afternoon,

I want to thank all of you for being part of the Student Voice Project. Your students had a lot to share and were appreciative of the platform they were given. We had productive time together.

Your students should be arranging for a time to meet with you to discuss their plan. I know one school sent an email the afternoon of our session. I also encouraged the students to join the PBIS team in working together to accomplish their goals.

It was interesting to hear the conversations from different students - some themes kept resonating: student/teacher relationships, mental health, and lack of access to counselors.

Thank you for supporting positive behavior,

Sheri
Follow-Up District Administration

Good afternoon,

I wanted to update you all on the Student Voice Project that we are jointing with Delta and Stephanie from the Florida PBIS Project along with all of our high schools. We met with the students from CHHS, THHS, and RIBS on Wednesday, Oct. 20th and then SHHS, FHS, and JCCHS on Thursday, Oct. 21st. The students were asked to record their thoughts and feelings about their school.

We had the students look at Progress data (Spring 2021). Then write down three key concerns they had from that data. Stephanie guided them through the PATHS process. See the attached pathology. Students thought about their dream for their school and then created a goal and broke it down into achievable steps. Each school created an action plan that they will work to achieve their goal.

Some of the comments/discussions that were common for all six schools:
- Student/Teacher relationships: one school said their goal: “At the end of the year 3/7 teachers will ask them about their mental health.”
- Lack of access to / interaction with School Counselors: one Junior had no idea who her Counselor was.
- Student mental health: many thought loneliness and bullying.
- Student mental health.

The discussion for the groups is to share their PATHS with their principal. I will be checking with the school counselors to see how things are progressing and to ensure the action plan is being followed. We will meet again in January.

Thank you.

Sincerely,

Final Thought

S: “My phone was blowing up all day and I never looked at it to see what was going on. I must have missed something.”

A: “That means you were actively engaged all day, that is what should be happening in school. You shouldn’t be looking at your phone all day.”

Questions
Contact Information and Resources

Stephanie Martinez, (813) 974-6230, sam2@usf.edu
Betsy Lazega, (813) 974-1572, blazega@usf.edu
Sheri Weretka, (407) 870-1485, Sheri.Weretka@osceolaschools.net
Patti Hershfeldt

Please Complete this Session’s Evaluation

Session #A6 - Youth Voice: Letting Students Lead the Way

1. In the Event Platform/App:
   • In “Files” tab,
   • In “Evaluations” in the navigation menu
   • In “Chat”

OR

2. QR Code

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

Evaluations are anonymous!
We send reminder emails to all participants.
Identifying Students: Focus Groups

The goal is to learn how students, who are representative of school demographics, feel about PBIS and the school’s climate. The first step in developing the focus groups is to identify potential students who can provide this information. This tool will help the school think through the students to invite to participate in the focus group.

In the table below, write in potential list of student names. The goal is to have a diverse group of students. The focus are students who are in 10th and 11th grade. Some things to make ensure there diversity in the student composition of the focus group are: gender, race/ethnicity, students who have received an ODR/OSS, students who have academic concerns, and Student with disabilities.

When we think of the federal racial categories, we need to realize that there are different ethnicities that comprise each of the federal racial categories. When identifying students, in addition to considering the federal racial category, we recommend a mix of different ethnicities that are representative of the student body.

<table>
<thead>
<tr>
<th>Federal Racial Category</th>
<th>Examples of Different Ethnicities (this is not a comprehensive list)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>Puerto Rican, Cuban, Mexican, Columbian, ...</td>
</tr>
<tr>
<td>American Indian</td>
<td>Seminole tribe, Cherokee tribe, Miccosukee, ...</td>
</tr>
<tr>
<td>African American/Black</td>
<td>Haitian, West Indian, Black, Ethiopian, ...</td>
</tr>
</tbody>
</table>

An ideal “sampling frame” will include students:

a) Grade levels (10th and 11th),

b) Academic concerns (high-performers and low-performers),

c) Behavioral concerns (no ODR, 1-2 ODR, 1-2 OSS, multiple ODR and OSS) and

d) Federal Racial Category (across different ethnicities, see above)

e) Educational status (with/without an IEP).

*Note: Avoid using “poverty” as a common characteristic of your target group. Poverty is a diverse, multi-dimensional construct and is inadequate to describe a feature of a group.
As you complete this table, try to balance students’ grade level, academic standing, special education status. If upon completing this table, your team notices that your students have too much representation in one or more categories, you might want to consider changing students to ensure a balanced sample.
Activity: Student School Climate Survey Results Review, Part 1

School Name:

Names of Group:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What surprises you?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What did not surprise you?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Based on the student school climate results, what should the school work on?</td>
<td></td>
</tr>
</tbody>
</table>