Where We're From...

- Slido Word Cloud/chat/poll activity
- Where are you joining us from?

The Big Picture

Be Safe

Be Respectful

Be Responsible

PBIS involves explicitly *prompting*, *modeling*, *practicing*, and *encouraging* positive expected social skills across settings and individuals

PBIS…evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students

Primary Focus Areas of District-Wide PBIS

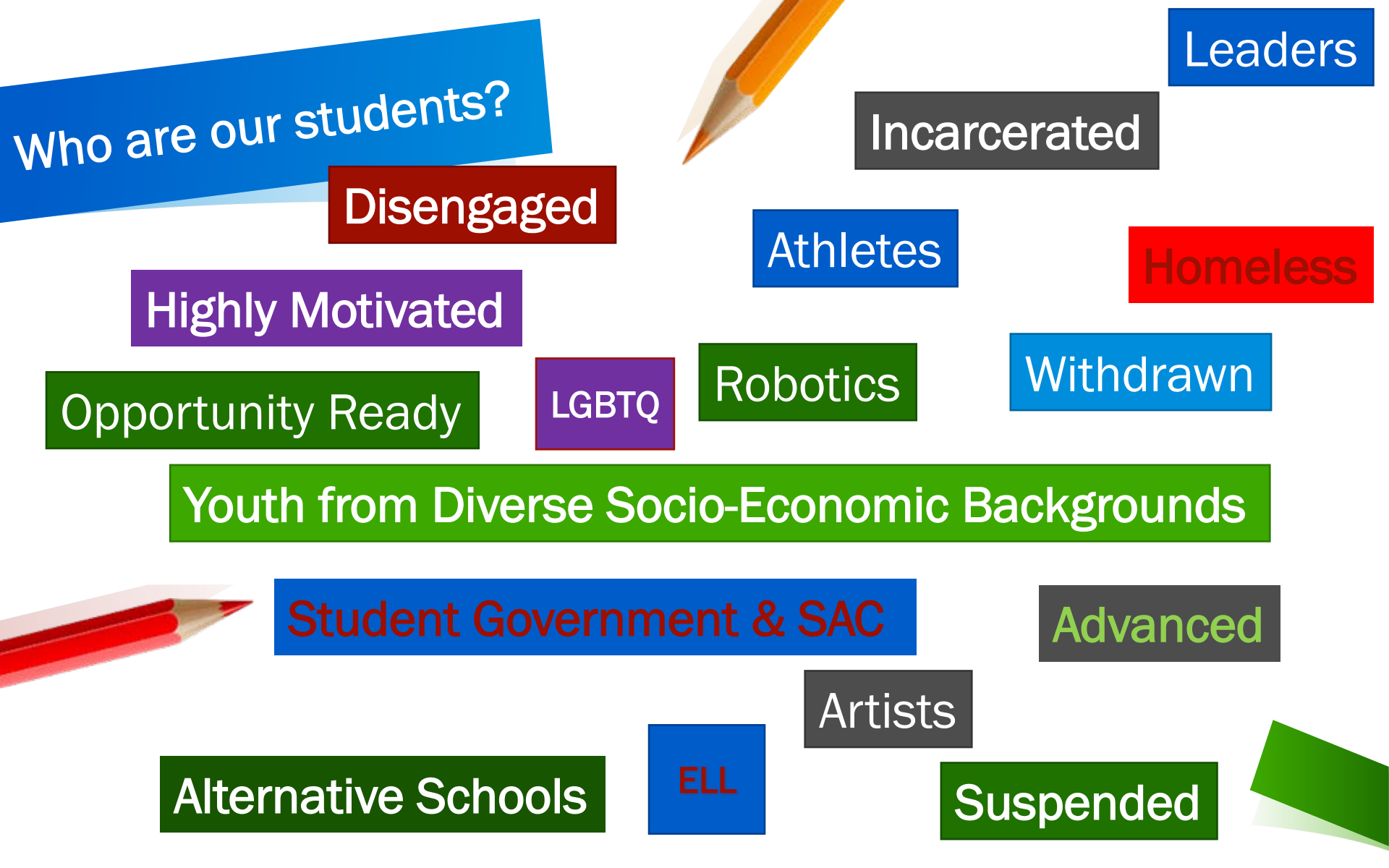
- Social Emotional Learning
- Trauma
- School Safety
- Bullying
- Signs of Suicide
- Equity & Diversity
- Substance Abuse

Poll

Are you currently conducting planned, intentional student voice activities in your school or division? Yes No

Our 1st Steps…

- We knew that including our students would be critical to the success of our PBIS implementation
- We started with 3 schools- two middle and one high school
- We asked a counselor to identify a diverse group of 25 students from their school (sex, gender orientation, grade level, nationality, etc.)
- We were intentional about the mix of students; we made sure to include students who had multiple discipline referrals and not just students on leadership teams
- We did not invite any school staff to participate in our student voice activity because we wanted students to feel comfortable sharing.


Who are our students?
Leaders
Incarcerated
Disengaged
Athletes
Homeless
Highly Motivated
Withdrawn
Robotics
LGBTQ
Opportunity Ready
Youth from Diverse Socio-Economic Backgrounds
Student Government & SAC
Advanced
Artists
ELL
Alternative Schools
Suspended

Issues to Consider

- Obtain permission from parents to photograph and video their child as well as permission to use the pictures and/or videos with faculty, at conferences, etc.
- Decide where to meet? In school or another area (if outside of the building, you'll need to follow any field trip guidelines)
- Make sure teachers do not count students absent and allow them time to make up work if they miss a class to participate.
- Will you feed them?

Planning your meeting

- How will you explain PBIS to the students and communicate why it's so important to have their feedback.
- How will you divide up the time?
- T-charts (proud of… concerns…)
- What data sources can you have the students dive into?
- What's already available and accessible?
- Assign any necessary team roles.
- Develop meeting norms.

Jot down any other ideas you may have in the chat

Our routine for the day:

- We will provide you with a topic/question
- Your group will:
  - Observe your group norms
  - Facilitator, recorder, reporter, liaison, data analyst and team members will carry out their responsibilities
  - Gallery walk so all can prioritize what needs to be addressed
  - Liaisons will have time to share ideas agreed upon by their representative groups with other liaisons

Assigning Roles

Identify roles at your table.

- Facilitator
  - Who will propose the question to the team?
  - Ensure ALL team members have shared their thoughts
  - Everyone shares and has equal time
- Recorder
  - Accurately capture team members thoughts on chart paper
- Data analyst
  - Lead the team through the questions in the data once each team member has had time to review independently
- Time-keeper
  - Set your timer (on your phone?) and remind your team to focus their attention back to the larger group so we can all have time to share.

Establishing Our Group Norms

Our recommendations

- Everyone's voice matters: allow each person in your group to share their opinion during every activity
- No names, please when being interviewed

Your teams norms (examples)

- Listen while others are speaking?
- Honor time limits?

?

Recorder list norms on chart paper

Gallery Walks

Groups then moved around the room to each group's chart paper and put a check mark by the items you see as most important (as an individual not based on your team's decision)

Digging into the data…

- VDOE Climate Survey
- Youth Risk Behavior Survey
- Staff Self Assessment Survey (SAS)
- School Climate Surveys (staff, students & families)
- School Matrix
- Classroom Matrices

ANY DATA YOU OBTAIN FROM STUDENTS SHOULD BE SHARED WITH THEM

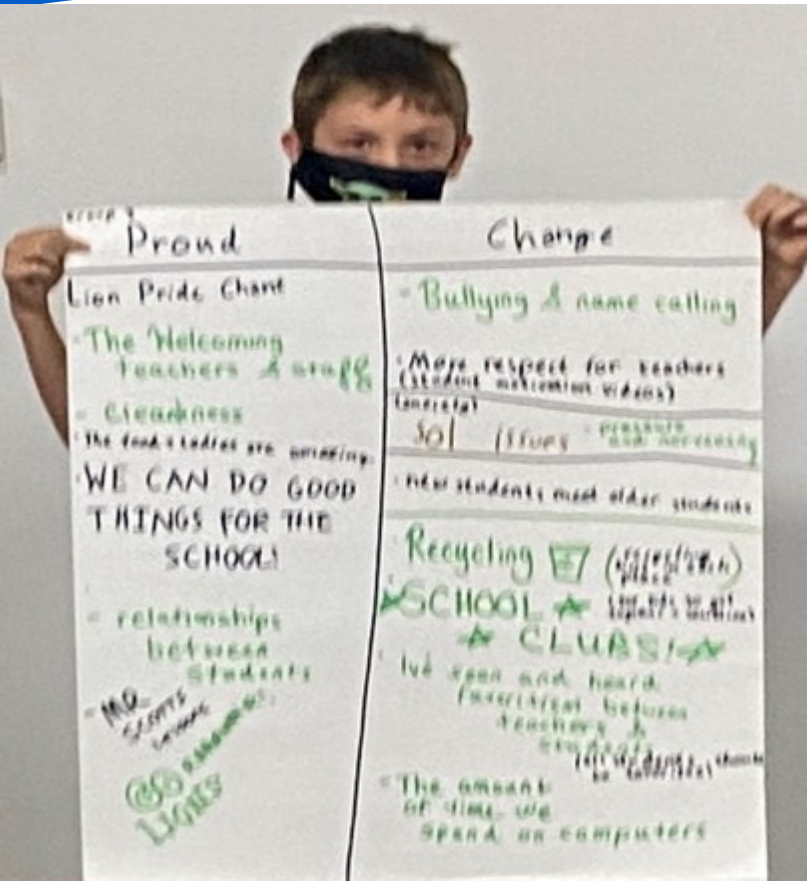
Other Ideas…

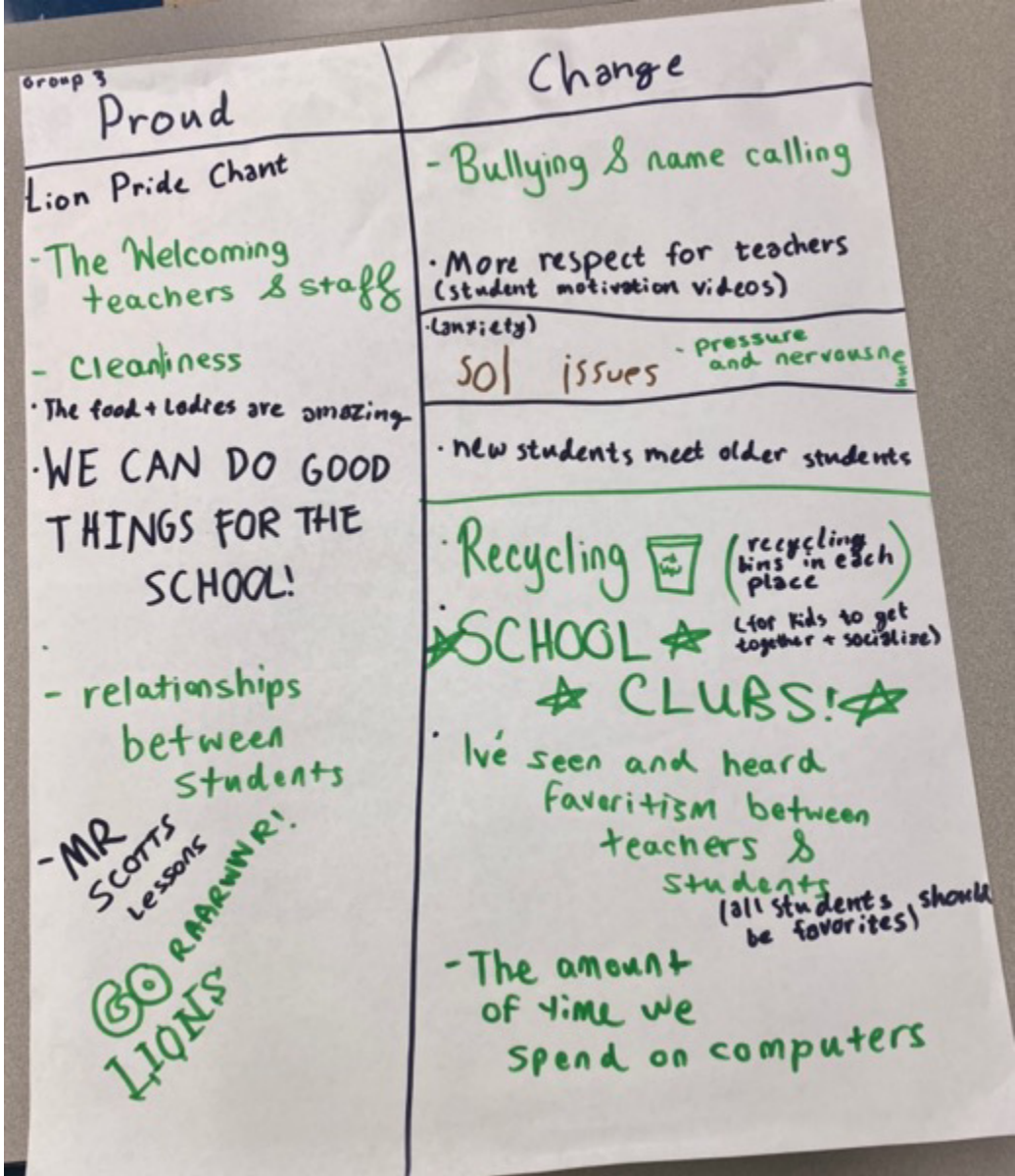
What data sources do you have readily available in your school or division/district that could be used in student voice activities?

Responding to the data:

What do you notice?	What are you most proud of?	What most concerns you?

Some Examples...





What do you notice?

- Smoking cigarettes has decreased... But vaping has increased..

Incorrect for vaping

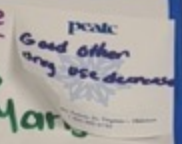
Correct for cigarettes

- Bullying rates [illegible] not increased... But have remained the Same!

Proud of?

All drug use

- All drugs has decreased exept Mari[illegible] in 2012.



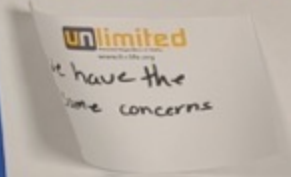
- the use of condoms in sexual intercourse has increased in 2018!

- Parents have become more aware of the impact of Smoking!

Concerns?

- Students who Considered Suicide

- drinking rate has increased from 2018....



Survey Responses !

team blue!

What do you notice?

- Students belive that teachers do not want them Succeed!
- during virtual learning teachers dont help the students as much as they could...

What surprises You?

- Students + teachers both agree that student lack Respect for other students.
- How many students don't feel comfortable asking questions in class.

Where do you agree with teachers + staff?

- the student care about there grades, but the teachers think they don't care about there grades...
- Both students + teachers agree student don't want to ask for help.

Where are the disconnects?

- Students and teachers disagree on punishment....
-

true!

we agree with that

We should make a more comfortable environment!

we agree

Student Input into PBIS School Wide Matrix & Lesson Plans

Matrix

- Does it reflect your needs according to the data you reviewed?
- Is it written in 'teen-age language'
- Does it include all that needs to be included?
- Would you say all students agree with what is listed? How do you know?

Behavior Lessons

- Are you being taught/reviewing through lessons?
- what is expected of you at school? In multiple settings?
- Who is designing these lessons? Delivering these lessons?
- Are they addressing the needs you identified today?

School-wide Expectations	GLENVAR HIGH SCHOOL's Be^3						
	Classroom	Hallways	Virtual	Bathroom	Cafeteria	Parking Lot/ Bus	Extra-Curricular Activities
Be Respectful	Follow the rules of the classroom. Respect each other's backgrounds, perspectives, and culture.	Have appropriate comments / conversations Give everyone room to walk	Be present, and focused. yes but some kids need help with that Respect collaborative efforts in virtual platforms.	One person to a stall. Dispose of trash and be mindful of your mess.	Throw trash away, clean up spills. Say" Please" and "Thank You" to nutrition staff let us have a little longer lunch	Stay seated and talk quietly but everone should be able to talk to whoever	Cheer for GHS. Watch the game/match respect your school
Be Responsible	Do your own work Answer questions, work well with others in teams/groups	Walk directly and stay in your designated area Tell someone, if you see something that concerns you.	Be on time Use your time to your advantage Fact check before sharing	Flush, wash, and be on your way Please do not use cameras while in the bathrooms	Pay for all items. don't steal Make sure your space is clean when you leave	If driving, watch your surroundings. Follow bus rules	Clean up after yourself
Be Safe	Use materials and furniture as intended Be in scheduled location	Keep each other safe Stay calm and controlled during interactions with adults and peers Instead of hats/hoodies, wear a mask	Protect passwords and login. Protect each other if you have questions email your teachers	Practice effective handwashing	Stay seated	Adhere to school rules Drive safely and slowly	Protect each other and tell an adult if you see something. Take care of yourself and each other

you

don't be telling people your passwords

always tell adults if anything is going on

[redacted]

Next Steps

What do you do after the meeting?

- We share pictures and videos with the school staff.
- We also provide leadership certificates to each student who participates.
- Determine if you will meet with this group again?
- How can these students move your school forward with PBIS implementation?

- PBIS teams & the school faculty should review the data provided using the Team Initiated Problem Solving (TIPS) format for action planning purposes.

Expanding

We began with secondary schools...then grades 3-5...then K-12

Expanding

- Most of the time, schools who start with a facilitated student voice meeting carry on with activities on their own

Expanding

Our students were asked to participate in a town hall meeting,

- One of 4 school divisions nationwide (only school division in the Commonwealth of Virginia) to participate in a PBIS Youth Town Hall meeting as part of the student voice breakout session on as part of the PBIS Spring Symposium.

Clearly the students in this town hall mtg are high achieving and focused, that's awesome and what it takes to be online, unfortunately, not all students have your same drive. I applaud you all.

A story worth sharing…

- Hope you're doing well. Do you remember a kiddo named XXXX???

- Hey you! I am doing well, or I was until that name cropped up. Had XXXX in kindergarten. Was absolutely out of control. You spent a ton of money to help us get him placed. Tore the AP's office apart. We hired someone to be w/ him for a couple of weeks. Family had been in the City until they moved into their apartment on XXX. Older brothers all received special services. Very sad situation.

- You are not going to believe this! I was doing a activity at a high school today and he was in my group and he is an amazing young man now. See we do make a difference! Some kids just take longer than others

What a special gift you have given me! A wonderful thing to see a kiddo be successful when the deck was stacked against him from the beginning😊. Where would this world be w/ out education and people who care????

HIGH SCHOOL

Expanding

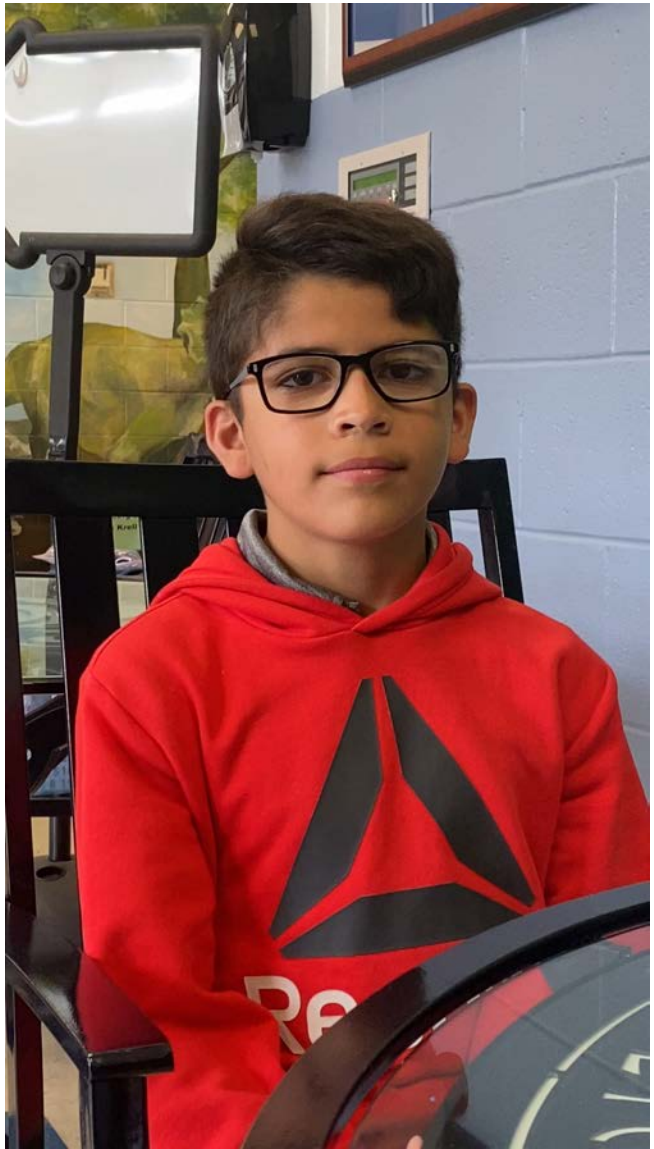
- Participation in (including a student who co-presented) an international student voice conference over the summer.
- The implementation of a Student Equity Team (SET) for our division (completely student created and driven).
  - Service around students with disabilities, LGBTQ+, tutoring at a Title I school, community equity presentation, connections with local agencies, NAACP student representation, and college connections with Virginia Tech
  - 2 student leads now participate in the Equity Planning & Leadership Team at the division level
  - These 2 students are now helping to lead their own schools through their first student voice activities

The Ripple Effect
One Small Change
Can Have an Enormous Impact

Equity & Diversity in our Schools

- Discrimination, how to handle slurs, the importance of having staff of color
- The importance of having teachers of color
- Book choices in schools
- What we want to see in our schools
- How teachers interact with some students

New Kid on the Block



The Importance of Inclusion

Mental Health Matters…Building Relations & a Sense of Belonging for ALL Students is Critical

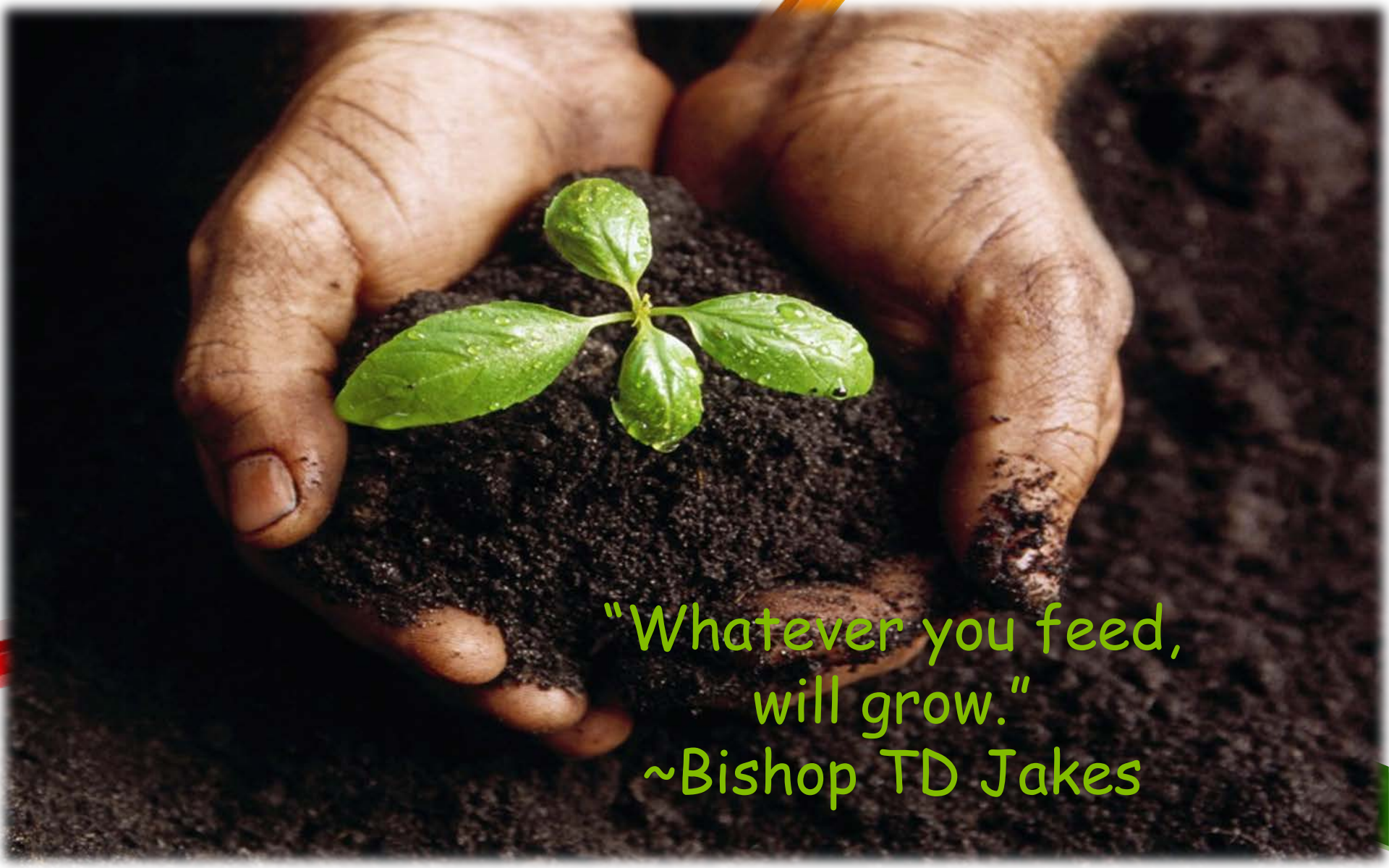
Thoughts from our students on the VDOE Climate Survey

Let Your Kids Do the Work WITH You

This student created the PBIS artwork at N
Middle School that's now on the school m
over the hallways throughout the building!

Next steps for YOU…

HOW WILL <u>YOU</u> USE STUDENT VOICE IN YOUR SCHOOL?


"Whatever you feed,
will grow."
~Bishop TD Jakes

Please Complete this Session's Evaluation

Session #L2 - Involving Youth in School & District Decision Making: Let Data Guide

1. In the Event Platform/App:

- In **"Files"** tab,
- In **"Evaluations"** in the navigation menu
- In **"Chat"**

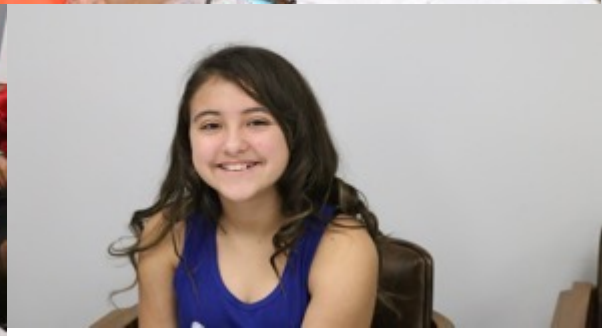
AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

OR

2. QR Code

SCAN ME

Evaluations are anonymous! We send reminder emails to all participants.

Thank you!

Questions?
Comments?
Feedback?