Where We’re From...

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

Quick Poll
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?

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- Withdrawn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

VERY IMPORTANT
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:

<table>
<thead>
<tr>
<th>What do you notice?</th>
<th>What are you most proud of?</th>
<th>What most concerns you?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Some Examples...

<table>
<thead>
<tr>
<th>Group A</th>
<th>Proud</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proud</strong></td>
<td>Lion Pride Chant</td>
<td>Change</td>
</tr>
<tr>
<td></td>
<td>- The Welcoming teachers &amp; staff</td>
<td>- Bullying &amp; name calling</td>
</tr>
<tr>
<td></td>
<td>- Cleanliness</td>
<td>- More respect for teachers (student motivation videos)</td>
</tr>
<tr>
<td></td>
<td>- The food &amp; drinks are amazing</td>
<td>- (anxiety)</td>
</tr>
<tr>
<td></td>
<td>WE CAN DO GOOD THINGS FOR THE SCHOOL!</td>
<td>- SoL issues &amp; pressure and nervousness</td>
</tr>
<tr>
<td></td>
<td>- relationships between students</td>
<td>- New students meet older students</td>
</tr>
<tr>
<td></td>
<td>- Recycling ♻️ (recycling bins in each place)</td>
<td>- Recycling ♻️ (recycling bins in each place)</td>
</tr>
<tr>
<td></td>
<td>- SCHOOL ♾️ ★ CLVBs!★</td>
<td>- SCHOOL ♾️ ★ CLVBs!★</td>
</tr>
<tr>
<td></td>
<td>- I've seen and heard favoritism between teachers &amp; students</td>
<td>- I've seen and heard favoritism between teachers &amp; students</td>
</tr>
<tr>
<td></td>
<td>- Mr. Scotts lessons</td>
<td>- Mr. Scotts lessons</td>
</tr>
<tr>
<td></td>
<td>- The amount of time we spend on computers</td>
<td>- The amount of time we spend on computers</td>
</tr>
</tbody>
</table>

**Notes:**
- We have a new attitude towards school.
- We are more respectful towards each other.
- We have improved relationships with teachers.
- We have new recycling bins in each room.
<table>
<thead>
<tr>
<th>What do you notice?</th>
<th>Proud of?</th>
<th>Concerns?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking cigarettes has decreased... But vaping has increased...</td>
<td>All drug use except Marijuana in 2012.</td>
<td>Students who considered suicide</td>
</tr>
<tr>
<td>Bullying rates have not increased... But have remained the same!</td>
<td>the use of condoms in sexual intercourse has increased in 2018!</td>
<td>drinking rate has increased from 2018...</td>
</tr>
<tr>
<td>Incorrect for vaping</td>
<td>Parents have become more aware of the impact of smoking!</td>
<td></td>
</tr>
<tr>
<td>Correct for Cigarettes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Survey Responses!

### What do you notice?
- Students believe that teachers do not want them to succeed!
- During virtual learning, teachers don't help the students as much as they could...

### What surprises you?
- Students and teachers both agree that students 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 their grades, but the teachers think they don't care about their grades...
- Both students and teachers agree students don't want to ask for help.

### Where are the disconnects?
- Students and teachers disagree on punishment....
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?
<table>
<thead>
<tr>
<th>School-wide Expectations</th>
<th>Classroom</th>
<th>Hallways</th>
<th>Virtual</th>
<th>Bathroom</th>
<th>Cafeteria</th>
<th>Parking Lot/Bus</th>
<th>Extra-Curricular Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Follow the rules of the classroom.</td>
<td>Have appropriate comments/ conversations</td>
<td>Be present, and focused</td>
<td>Dispose of trash and be mindful of your mess.</td>
<td>Throw trash away, clean up spills.</td>
<td>Stay seated and talk quietly</td>
<td>Cheer for GHS.</td>
</tr>
<tr>
<td></td>
<td>Respect each other’s backgrounds, perspectives, and culture.</td>
<td></td>
<td>Respect collaborative efforts in virtual platforms.</td>
<td></td>
<td>Say “Please” and “Thank You” to nutrition staff</td>
<td></td>
<td>but everyone should be respectful to whom they are in school</td>
</tr>
<tr>
<td></td>
<td>Give everyone room to walk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>watch the game/match</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Do your own work</td>
<td>Walk directly and stay in your designated area</td>
<td>Be on time</td>
<td>Flush, wash, and be on your way</td>
<td>Pay for all items</td>
<td>No jail</td>
<td>Clean up after yourself</td>
</tr>
<tr>
<td></td>
<td>Answer questions, work well with others in teams/groups</td>
<td>Tell someone if you see something that concerns you.</td>
<td>Use your time to your advantage</td>
<td>Please do not use cameras while in the bathrooms</td>
<td>Make sure your space is clean when you leave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Safe</td>
<td>Use materials and furniture as intended</td>
<td>Keep each other safe</td>
<td>Protect passwords and login.</td>
<td>Practice effective handwashing</td>
<td>Stay seated</td>
<td>Adhere to school rules</td>
<td>Protect each other and tell an adult if you see something you're unsure of</td>
</tr>
<tr>
<td></td>
<td>Be in scheduled location</td>
<td>Stay calm and controlled during interactions with adults and peers</td>
<td>Protect each other if you have questions email your teachers</td>
<td></td>
<td></td>
<td></td>
<td>take care of yourself and each other</td>
</tr>
</tbody>
</table>

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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
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 XXX???

• 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????
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
Thoughts from our students on the VDOE Climate Survey

Mental Health Matters...Building Relations & a Sense of Belonging for ALL Students is Critical
Let Your Kids Do the Work WITH You
This student created the PBIS artwork at Northside Middle School that's now on the school matrix and all over the hallways throughout the building!
Next steps for YOU...

HOW WILL YOU 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”

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.
Thank you!

Questions? Comments? Feedback?