J6 – “Hearing From All Students: What Can That Look Like?”

Presenters:
Stephanie Martinez, University of South Florida
Patti Hershfeldt, ?????
Inez Ruiloba, San Diego County Office of Education
Amy Daigle, Jenna Buff, Heather Weygant, & Andrea Elder, Hiddenite Elementary School

• **Topic**: Schoolwide
• **Keywords**: Youth Voice, Tier 1, Alternative Settings, Climate
When Working In Your Team

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Consider 4 Questions

• How does this compare to our priorities?
• What team would oversee this work?
• What should we stop doing to make room for this work?
• How will we assess whether it’s (a) implemented well and (b) working?
Learning Objectives

1. Consider ways to engage elementary age students in schoolwide PBIS implementation.

2. Review examples of student voice by youth who are receiving their education in alternative settings.

Why Student Voice?
Including Stakeholder Voice
The ‘What and ‘Why’

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

**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
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: High School Level

Expanding Beyond

Inez Ruiloba
San Diego County Office of Education
VOICES NOT HEARD ENOUGH

Inez Ruiloba, San Diego County Office of Education, Juvenile Court and Community Schools
Patti Hershfeldt, Center for Social Behavior Supports
Juvenile Court

North Region

SOAR Youth Transition Center

Monarch School

Metro Regions

South Region

San Pasqual Academy

East Region

SOAR East Mesa Detention Facility
San Diego SOAR (Success, Opportunity, Achievement, and Results) Academy:
East Mesa Juvenile Detention Center

- Emphasis on education, rehabilitation, and restoring relationships within trauma informed programs

- Designed to assist our students in developing discipline, values and a work ethic that will guide them towards being productive citizens who are also ready for their next academic, vocational, college or career placement
Describe a proud moment of learning last school year. What happened? a) What made that so wonderful?  b) When do you feel you are most successful as a student during the day? This week? Why do you think that?

● "When the teacher called on me and I got the answer correct. She told me great job, which made me feel good." - D.C.

● "A proud moment for me was passing all my classes. The teacher said he was proud of me." - K.I.

● "I learned to read better over the last year. My teacher called my mom to let her know." - A.B.

● "I was able to get good grades over the summer. It made me get caught up with my credits." - J.A.

● "Last year, I got a lot of help, and I got good grades. It was the best I ever have done in school. I am very proud." - T.S.
How do people show respect to one another in your neighborhood or community? Why?  

a) How do other students show you respect in your school? Why? How do they show disrespect? Why? 
b) How do teachers and principals show you respect in your school? Why? How do they show disrespect? Why? 

- "I try to be nice and have manners at school. If I have nothing nice to say, I just stay quiet. The school staff are always friendly and help me with my work. We all are nice to each other." - A.U. 
- "I think people show respect by listening. My teachers are good at listening." - B. G. 
- "People show respect in class by understanding other's boundaries. Teachers show us respect by working with us and being patient. They are good about knowing when we have bad days." - M.S. 
- "When people are mindful and try to be proper. Students that deserve to be disrespected usually bother others and do not follow the classroom rules. 
- "If you give respect, you will get it in return. I feel like our teachers are very respectful." - S. M."
Tell me about a time when you felt recognized for something you were proud of... a) What did your community do to recognize you? Why?

- "My grades were up and my teacher told my parents. It was nice." - F. G.
- "I was proud to see my brother pass the 5th grade because he was always in a lot of trouble. We gave him a party and I was proud of him."
- "When I bought my first car and drove to school. I felt responsible that I could do it on my own." - M. C.
- "When I played football and the kids would look up to me. We would all hang out after games." - N. D.
Tell me about a time you were proud of something you did but didn’t feel supported/appreciated...  a) How did that make you feel? Why?  b) What do you wish your community/school had done to support you? Why?

• "It was when I when to jail and got a case. My parents were very upset. I should have just stayed at home" - O. C.
• "At my old school, I got an A+ on my math test. Nobody said good job or anything."  
• "Last year we won a contest because of what I did, I was so happy. Most kids didn't even care and I wish they would have been more thankful." - B. K.
• "When I got good grades, and no one cared. So I stopped caring too." - J. W.
Think of a teacher who has helped you make the most positive growth? Tell me a story about how they have helped you to achieve something

● "The teacher here at the school pushed me to achieve my goals of being consistent with my work. I have almost graduated." - O. C.
● "One of the best teachers who helped me was teacher Matt. He is so nice and patient and super helpful. When I was not going to do the assignment, he explained why it was important." - D. S.
● "One time I got in trouble and instead of suspending me, they made me talk about it. It was nice to give them my side of the story." - M. S.
● "My English teacher helped me become a better writer. We got to write about ourselves and tell our own story. It made me try really hard." - F. C.
● "My Science teacher would help me when no one else would. He didn't give up on me when I was trying to fail. I ended up passing all my classes because of his help." - M. J.
Turn and talk

● Is there a quote that resonates with you?
● Can you reflect on a
Elementary Student Voice
Student Ambassadors & 1-Minute Meetings
Hiddenite Elementary School

Amy Daigle, Principal, Doctoral Student, The University of North Carolina at Wilmington
Jenna Buff, Instructional Coach
Heather Weygant, Cross-Categorical Teacher, Doctoral Student, Gardner Webb University
Andrea Elder, Counselor
Student Ambassador Program

- Leadership Program for 4th & 5th Graders
- Inclusion opportunity for Cross-categorical classrooms
- The Application Process promotes positive behavior, attendance, and good academic standing
- The program was generated in response to a school improvement goal to reinforce classroom rules and procedures by positively teaching them and to promote student agency.
Student Advisory Council

What it Looks Like

- Students meet with the Principal once a month to discuss ideas they have for improving our school.
- The agenda has specifics that we would like their input on, but it also includes a space for them to bring anything they want to the table.
- It is conducted in the adult learning space in a table discussion format.
- School counselor records the minutes.

The Effects of Student Voice from the Council

- Spirit Day
- Field Day changes
- School-wide incentive ideas
- Ice Cream in the cafeteria
- Clubs
1 Minute Meetings

Focus 2022-2023

- 1-minute meetings were focused on discussions regarding assessments in an effort to lose our state tag as a low-performing school.
- Same questions asked each time:
  - How are you feeling today? (1-10 likert scale)
  - What is your greatest celebration on an assessment this 9-weeks? (categorized as Classroom Unit test, Informal classroom assessment, iReady, mClass/DIBELS, and other)
  - What challenges or concerns do you have when taking an assessment? (categorized as an emotional response, social response, general academic concern, historical performance concern, and strategy concern).
  - Generalized notes were taken to help with relationship building discussions at the next meeting.
- Data used to drive changes to our curriculum, pacing, and test preparation strategies
  - Acceleration block offered to build efficacy with testing sessions, technology,
1-Minute Meeting Results - 5th Grade

5th Grade Middle of Year
- Emotional Response: 63%
- General Academic Concern: 11%
- Historical Performance: 4%
- Strategy: 22%

5th Grade End of Year
- Emotional Response: 73%
- General Academic Concern: 5%
- Historical Performance: 15%
- Strategy Concern: 7%
1-Minute Meeting Results - 4th Grade

4th Grade Middle of Year

- Emotional Response: 40%
- General Academic Concern: 17%
- Strategy Concern: 13%
- 2 or more Concerns: 30%

4th Grade End of Year

- Emotional Response: 64%
- No Concerns: 34%
- General Academic Concern: 1%
- Strategy Concern: 1%
1-Minute Meeting Results - 3rd Grade

3rd Grade Middle of Year
- No Concerns, 6%
- Strategy, 17%
- Social, 5%
- General Academic Concern, 17%
- Emotional Response, 55%

3rd Grade End of Year
- No Concerns, 31%
- Emotional Response, 61%
- 2 or more concerns, 2%
- Strategy, 4%
- General Academic Concern, 2%
Questions?

Grounds Team

Community Helpers Team

Greeters

National PBIS Leadership Forum
Contact Information

- Stephanie Martinez, sam2@usf.edu
- Patti Hershfeldt, pahershfeldt@gmail.com
- Inez Ruiloba, iruiloba@sdcoe.net
- Amy Daigle, adaigle@alexander.k12.nc.us
- Jenna Buff, jenna_buff@alexander.k12.nc.us
- Heather Weygant, anelder@alexander.k12.nc.us
- Andrea Elder, anelder@alexander.k12.nc.us
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