

## A6 – Youth Voice: Letting Students Lead the Way

*Presenters:*  
Stephanie Martinez & Betsy Lazega University of South Florida  
Sheri Wernetka, School District of Osceola County  
Patti Hershfeldt, Old Dominion University

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



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### Virtual Forum Expectations

EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>Use a <b>shared action plan</b> for your team</li> <li>Complete session <b>evaluations</b></li> </ul>	<ul style="list-style-type: none"> <li>Post <b>positive on-topic comments</b></li> <li>Questions for the presenters go in the <b>POLLS tab</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Add questions</b> before and/or during session</li> </ul>
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li><b>Limit distractions</b></li> <li><b>Follow up</b> on your assigned action items</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>inclusive language</b></li> </ul>	<ul style="list-style-type: none"> <li>Use <b>sincere phrasing</b></li> <li>Complete additional polls <b>when prompted</b></li> </ul>
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>Take <b>movement breaks</b></li> <li>Be aware of your <b>stress level</b></li> </ul>	<ul style="list-style-type: none"> <li>Engage in <b>productive dialogue</b></li> </ul>	<ul style="list-style-type: none"> <li>Ask <b>solution-oriented questions</b></li> </ul>
<i>For Presenters</i>	<ul style="list-style-type: none"> <li><b>Ensure Files Tab</b> has current materials and related weblinks</li> </ul>	<ul style="list-style-type: none"> <li><b>Monitor and remove inappropriate comments</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Identify common Qs</b> to address in final 15 minutes</li> </ul>



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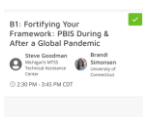
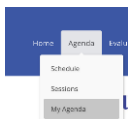
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### Finding Your Registered Sessions in Pathable

#### 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.



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*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**



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*Tips for Participants*

## 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



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*Tips for Participants*

## 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 Person's name



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*Tips for Participants*

## Support is Available

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



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### 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?

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## Agenda

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

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The Meetings



The adults at the central office are meeting, the principals are meeting, the assistant principals are meeting, the counselors are meeting, and the teachers are meeting every week. However, no-one meets with us and we're the one's you're meeting about.

~ Marcus Jackson

<https://www.facebook.com/groups/TeachingSchoolDiscipline>



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Why Student Voice?



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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



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## Cultural Responsiveness

Core components of a culturally responsive SWPBIS system

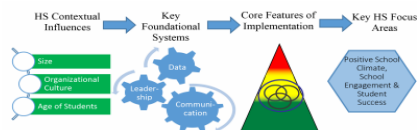
1. Identify
2. **Voice**
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity

Levenson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2021). [https://assets-global.website-files.com/5d3725188825e071f1670246/6062383b3f8932b212e9c98b\\_PBIS%20Cultural%20Responsiveness%20Field%20Guide%20v2.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/6062383b3f8932b212e9c98b_PBIS%20Cultural%20Responsiveness%20Field%20Guide%20v2.pdf)

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## Student Voice: High School Level

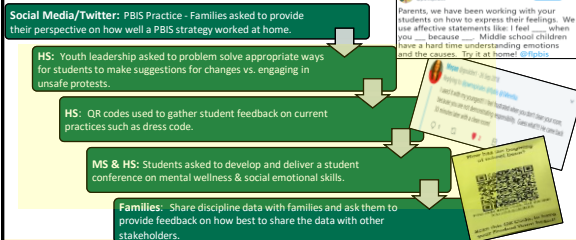


Flannery, K. B., Hershfeldt, P., & Freeman, J. (2018). Lessons Learned on Implementation of PBIS in High Schools: Current Trends and Future Directions. Center for Positive Behavioral Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, Oregon: University of Oregon Press.

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## Examples of Family & Student Collaboration




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### Benefits

Students	School
<ul style="list-style-type: none"><li>- Opportunity to provide feedback on policies that directly impact them</li><li>- Increased student engagement for participating students</li><li>- Leadership opportunity- Positive peer recognition</li><li>- Gives students an opportunity to have a true voice in their education</li></ul>	<ul style="list-style-type: none"><li>- Gives them a student perspective on school policies- what's working, what's not working</li><li>- Students may generate creative solutions to school issues</li><li>- Increased student buy in and engagement</li><li>- Opportunity to have shared leadership with students</li><li>- Create shared ownership over school policies with students thereby reducing exclusion measures.</li></ul>

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### Student Voice in Osceola County

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### Process

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

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## 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.

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## 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

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## Identifying the students


 **Identifying Student Selection Process**

The goal is to have students who are representative of school demographics, but about 80% and less should be girls. The goal is to have a mix of students who are academically strong and struggling. The goal is to have a mix of students who are academically strong and struggling. The goal is to have a mix of students who are academically strong and struggling.

**Student Selection Process**

Student Selection Process	Student Selection Process
1. Identify all students in the school who are academically strong and struggling.	2. Identify all students in the school who are academically strong and struggling.
3. Identify all students in the school who are academically strong and struggling.	4. Identify all students in the school who are academically strong and struggling.
5. Identify all students in the school who are academically strong and struggling.	6. Identify all students in the school who are academically strong and struggling.

\*Note: Student team "capacity" is an estimate of the number of students who can attend a session. It is based on the number of students who are academically strong and struggling.

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### 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

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### 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

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### Session 1 Agenda

- Opening Circle
- Climate Survey
- School Path
- Planning
- Wrap-up



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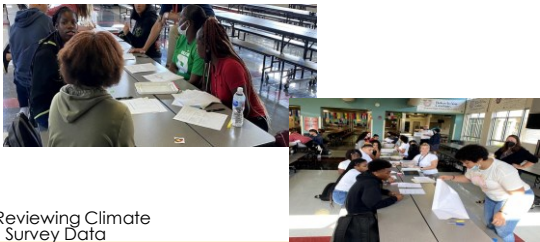
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### Students Hard at Work



Reviewing Climate Survey Data

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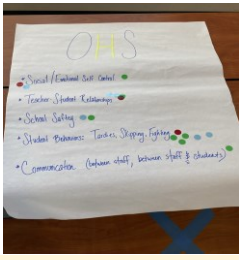
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### Climate Survey

Topic Description	Results	Benchmark
<b>Cultural Awareness and Action</b> How often students learn about, discuss, and confront issues of race, ethnicity, and cultural values?	<b>51%</b> +3 above last survey	
<b>Diversity and Inclusion</b> How often students engaged and/or acted in the students from different races, ethnicities, or cultures?	<b>73%</b> +5 above last survey	
<b>Rigorous Expectations</b> How well students met the high standards and goals in high expectations across all of the following practices and performance levels?	<b>56%</b> +5 above last survey	50% - All participants agreed to follow standards
<b>School Climate</b> How often students and staff working closely at the school?	<b>36%</b> +7 above last survey	



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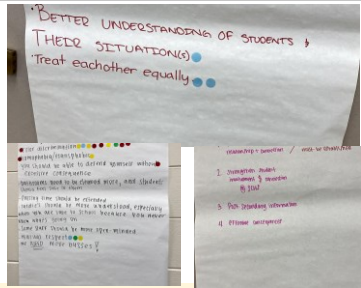
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### Identifying Top Goal from Climate Survey

Top Themes:

- Engaging instruction
- Student-Staff Relationships
  - Mutual Respect
- Access to School Counselors
- Meeting students' MH and SEL needs



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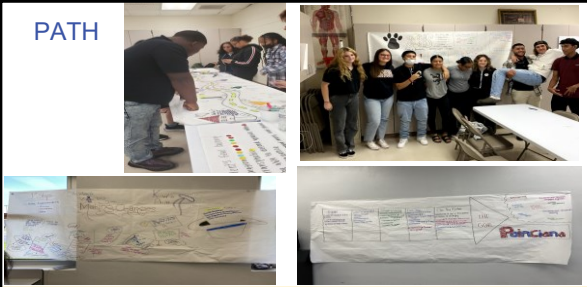
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PATH



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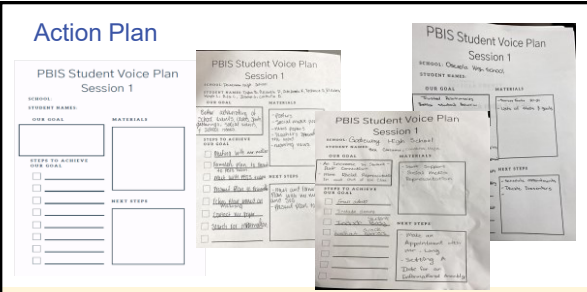
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Action Plan



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Sample Dreams & 1 Year Goals

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

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Student PATH Plans



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One Word



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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

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### Follow-Up District Administration

Good afternoon,

I wanted to update you all on the Student Voice Project that we are joining with Betsy and Stephanie from the Florida PBIS Project along with six of our high schools. We met with the students from SCHS, TKHS, and HRRHS on Wednesday, Sept. 22nd and then GWHS, PNHS, and OCHS on Thursday, Sept. 23rd. The students were told to be honest in their thoughts and feelings about their school.

We had the students look at Panorama data (Spring 2021). They wrote down some key concerns they had from that data. Stephanie guided them through the PATH process. See the attached pictures. Students thought about their dream for their school and then created a goal and broke it down into actionable steps. Each school created an action plan that they will use to achieve their goal.

Some of the comments / discussions that were common for all six schools:

- Student / Teacher relationships - one school set 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.
- Active engagement - many thought classes were boring
- Cultural representation in core classes
- Student mental health

The direction for the groups is to share their PATH with their principal. I will be checking with the adult contact to see how things are progressing and to ensure the action plan is being followed. We will meet again in January.

Thank you,  
Sheri

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### 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."

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### Questions

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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



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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.*



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# PBIS Student Voice Plan

## Session 1

SCHOOL:

STUDENT NAMES:

OUR GOAL

MATERIALS

STEPS TO ACHIEVE  
OUR GOAL

NEXT STEPS



## 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 10<sup>th</sup> and 11<sup>th</sup> 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.

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

An ideal "sampling frame" will include students:

- a) Grade levels (10<sup>th</sup> and 11<sup>th</sup>),
- 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.*

	Name	Grade Level	Academic Concerns (y/n)	Has IEP (y/n)	Behavior Concerns (y/n)	Federal Racial Category/Ethnicity
Student 1:						
Student 2:						
Student 3:						
Student 4:						
Student 5:						
Student 6:						
Student 7:						
Student 8:						
Student 9						
Student 10						

*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:

Questions	Notes
1. What surprises you?	
2. What did not surprise you?	
3. Based on the student school climate results, what should the school work on?	