

RITA TATUSKO: Hi, my name is Rita Tatusko. I am a supervisor at LCTI.

DAVE LAPINSKY: Good morning, I'm Dave Lapinsky. I'm the director of career and technical programs at the LCTI.

RICH SIKORA: Hi, my name's Rich Sikora. I'm one of the automotive instructors, level one, at LCTI.

RACHEL PETRISIN: Good morning, my name is Rachel Petrisin, and I am currently the chemistry instructor in the Academic Center at Lehigh Career and Technical Institute.

LINDA WILLIAMS: Good morning, my name is Linda Williams, and I teach cosmetology at LCTI.

DONNA HALPIN: And I'm Donna Halpin. I am one of the PA PBS facilitators. I work for Carbon Lehigh Intermediate Unit.

DAVE LAPINSKY: Okay, well, thank you for coming to our session. We appreciate your being here. Just so that we know who our audience is, can you just show, by a show of hands, how many elementary school people are here? Okay. Middle school? Well, high school? Okay, great, great. What you're looking at here is part of our STAR team. STAR is the acronym for our school-wide positive behavior program at LCTI. STAR is acronym for safety, teamwork, achievement, and respect, and the individuals that are here today -- not all of them are here. Not all of our STAR team is here, but we do have two administrators who are on the team, we're both here. We have two career and technical administrators, Rich and Linda. And then we have a teacher from the Academic Center, Rachel. Missing today is one other career and technical educator and one other Academic Center educator.

And as I go through the demographic information about our school, you'll see what we mean when we say they're from the Academic Center, we're from the career and technical side. So we're going to begin by sharing some information with you about our school so you get a feel for where we are. Let me just say this as a, you know, kind of like a beginning point. This is our first year of implementation. And we became aware of school-wide positive behavior probably a couple years ago. And I know personally, when I saw the very first video on school-wide positive behavior, it was about an elementary school where the students were standing in line and they were kind of marching along the way. And the first thing I thought about was, this is not going to work at a high school level. But then we saw the next video, which was on the middle school and then the final one was on this program being implemented at the high school level. So we thought it was worth a shot.

We spent an entire year working with our faculty to kick this off because, as you will know, if you are implementing this program, if you don't have buy-in from your faculty, it's not going to work. And we did that. We took an entire year. We would take our faculty meetings, we would break off into groups, and we got

feedback, so we wanted everybody to be on board when we started the program.

The second thing I want to say about the program, it is our first year, and we tweaked this program monthly. We meet, we look at the data, which you'll see that in a few slides a couple minutes. We go back to our faculty and staff, we get feedback from them. So we don't have all the answers. I can tell you that just by getting the feedback from our staff, we've made changes to this program as we went along during the course of the school year. We're here so that we can see what others are doing. In particular, next year we're going to implement tier two and tier three for the check-out, check-in -- or check-in, check-out program. We want to see what other people are doing in regard to that.

So you know, just overall it's really a work in progress at our school, but you're going to hear about some of the successes and some of the challenges that we've had during the first year of implementation. Our mission, just very briefly, to prepare all students for successful careers and lifelong learning at LCTI. We're made up of nine school districts. Anybody from the Lehigh Valley here? Okay. Nine sending school districts in Lehigh County. They all send students to the Lehigh Career and Technical Institute, and you can see some of the schools that are there. We really, when you look at the -- we have about 3,000 students in our school. When you look at the student population, we really have a large mix. We're a melting pot for Lehigh County. We have some -- a very large urban school, Allentown School District. We have a very small rural school, Northwestern Lehigh School District. We have some very wealthy school districts, although -- and fiscally challenged, although I'll have to say that probably all school districts right now are fiscally challenged. But we really run the gamut, and really they come together at our school.

And as a melting pot, we have a lot of different cultures. We have a lot of different diversity in our school. So that in itself makes something like implementing this program even more challenging for us, because they're coming -- most of the students -- most of the 3,000 students come to LCTI half-day. So they're coming from schools where their code of conduct is different. Everything's different until they get into our school, so we're trying to take these students who are with us for the most part half a day and really get them to buy into a culture at our school.

Little bit about our demographics. We're the largest career and technical school in the state of Pennsylvania. We have about 500,000 square feet. We just went through a building modernization project about five years now. We added about 150,000 square feet. I mentioned to you we have about 3,000 high school students in the school, which represents about 25% of the Lehigh County high schools, their population that comes to our school. We're a large -- we're one large building and a few other buildings that are attached to the school.

We offer 50 different secondary career and technical programs. That's a lot. That's a lot of programs. But in some cases, we may have three teachers to a program because it's very popular, so we count each one of those teachers as a separate program. For example, Rich and Linda teach in programs. Rich is automotive technology, Linda's cosmetology. They both teach in programs where there's three teachers because of the demand in those particular programs.

You heard Rachel mentioned that she's a teacher in our Academic Center. I mentioned to you that out of the 3,000 students, the majority come to our school for half a day. The Academic Center actually began when we did our building modernization project, and we have about 450 students who stay at our school all day. And they spend half a day in their career and technical labs and half a day in the Academic Center program.

We also offer an alternative education program, kind of like a school within the school. We have about 125 to 150 students that are in that program, and actually they -- that program was the first to implement school-wide positive behavior. And that was met with some success, but we realized very quickly that implementing this type of program with an alternative ed program in itself is challenging because typically the students that are coming in already need tier two interventions. So it's still in place, a lot of changes to the program after the first year, but they actually implemented it in that particular program and continued to do it -- do so.

You can see our staff, a fairly large staff for a career and technical school, 78 career and technical teachers, 30 academic teachers. We have 111 support staff, but that includes a lot of the adult education people who are there during the day in our adult ed program. We have a large adult ed program as well, about 1,200 to 1,300 students come into the program. There are some adults that are in the secondary programs, but not a lot. They -- for the most part, those adult programs are separate from our high school programs, operate during the day, during the evening, as well as on weekends. We have grades 10 to 12 with an option for ninth grade. Our largest group of students are tenth grade students, but we do have a fair amount of ninth grade students that come in as well. We have a traditional career and technical, we have college prep and FLEX students that come into our school.

I mentioned the Academic Center, the number of students as well as our alternative ed program. We have about 28% special education in our school, 22% in the traditional programs. The other percentage are in specific career and technical programs for special needs students. You can see some of our other demographics there. We have a fairly high Hispanic population, primarily from Allentown School District. You can see the rest of the student population We do have a fairly large number of students who are economically disadvantaged.

Okay, what is STAR? Again, I mentioned to you, STAR is our acronym. That's what we decided we were going to call the program. And everything that we put out to our staff has the STAR logo and everything that we talk to students about, we talk to them about our STAR program. Really the goal of school-wide positive behavior program at our school was to make some change in the culture at our school. We didn't really go into this to say we wanted to reduce discipline referrals, although you'll see in several slides from there we're going to give you kind of a snapshot of how many discipline referrals we've had. I can tell you that that was something that we decided that we didn't want to say, this is why we're doing it just to reduce discipline referrals, although internally we decided that if we could reduce discipline referrals by 5-10% with this program, we would be happy with that. And you'll see some of those figures as we go along.

But really, we wanted to teach the students the type of behavior we wanted them to exhibit at our school. And with nine different sending school districts coming to our school, we wanted to make sure they knew what the culture was going to be like at LCTI. And that's quite a challenge for us. And you know, we also realized that unacceptable behavior in the classrooms take away from the learning process. And one other thing that was important to us to implement this program, we still have about 45 to 55% of our graduates from our school that will go directly into the workforce. And we wanted to make sure that we were preparing them with those types of employability skills that will help them not only get into the workforce, but stay in the job market when they're there. We do have about 40% of the students now go onto post-secondary school from our school, but primarily the majority still go right out into the workforce when they graduate from LCTI.

For those of you that are familiar with RtII, we have implemented that in our school. This is the behavioral component of RtII. And it does include as tier one, it does include all three components of the RTII program, which is scientifically based core behavior and instruction, utilization of data to make program improvements, and also a school-wide improvement plan where we involve not only the faculty, but all of the support staff in the planning and implementation of the STAR program at our school.

Our focus, and you're going to hear this as we go through, we wanted this to be a proactive approach to school-wide discipline. We wanted to find things that students were doing well and encourage them to continue that type of behavior. We want to teach our behavioral expectations. You're going to see in a little while our behavior matrix that was developed for this particular school year. So that's our focus as far as what we're trying to do at LCTI. And the time, I already mentioned to you we took last year, 2010-2011 school year, we took that entire year to plan this program to get it off the ground. In August of 2011, we had an in-service program for all of the professional staff and then all of our support staff, at which time we shared information with them to kick start -- jump start the program the beginning of this school year. We -- this year, we're tier one implementation. And beginning in August of 2012, we'll be doing tier two implementation and putting in

place the check-in, check-out program at our school. And now Dr. Tatusko will say some things.

RITA TATUSKO: Thank you very much. Well, why school-wide positive behavior support? Why would we do this? So what we basically want to look at is the presentation. That's one of the ideas. We looked at presentation, response, data-driven, and the process. So in the presentation, what we want to do is we talk before, what Dr. Lapinsky had said, we want to teach appropriate behaviors. Because at the nine school districts that we have, ten high schools, different cultures, unbelievably. Because they're from New York, New Jersey, they're from all over, from all over the world. When I first came to LCTI, I did not realize that PR meant that I'm going to Puerto Rico for the spring break or DR, Dominican Republic. So that was a little shock for me because I came from a rural school district, and I'm coming now into the area.

What we had to do is we had to -- how do we recognize our students also? So we had to figure out what would be a really good reward system. And as you know, for elementary and middle school, it's so different than when we're in high school because we're thinking what is so important to high school students? So what do you think we did? We went back to our staff, we said to our staff, tell me exactly what would interest your students ninth through 12th grade? And believe it or not, even a simple thank you or a call home or even a letter sent home to a parent means so much to these kids because many a times when I call a parent, being a supervisor, I'm like an assistant principal where I do get to talk to parents. And when we first started this, I was getting a response from the parent saying, well, thank you. It's the first time I ever heard anything positive about my child. I can't believe that. You know, a 14 years, 15, 16-year-old getting positive feedback, and I think that's important.

How do we respond to these inappropriate behaviors? Well, what we had to make sure is that it was very organized and consistent. I supervise 20 teachers, and what's so important about the 20 teachers is each one has a different personality. Each one has a different way of handling students. But we had to do is make sure that we're all consistent. So that's why when we had our faculty meetings, the last 15 minutes we usually break up into we call them wing meetings. And during these wing meetings, I'm able to talk to my teachers about, what are you doing differently? What can you be doing that maybe will help the next teacher? Share some ideas. So we want to make sure that we could share those ideas.

The next thing that we looked at is data-driven. Everything needs to be data-driven. When we sit down as a core team monthly, what we look at is school-wide. How can we make a difference school-wide? But I know exactly what program because immediately when a teacher writes a discipline up, it comes immediately to me. And we have a different step of our discipline policy, but it's kind of really neat, is because besides a warning and maybe they'll have -- there's a step one, step two. I ask my teachers, what did you do prior to sending it to me? And that's what we need to work on. We need to work out some different alternative ways

of dealing with student behavior, more in a positive there than a negative.

Because remember, some of these students maybe came from another country. I just talked to a student the other day, two months he's in the United States. He came here and he wants -- from Jamaica, he wants to make a difference. He knows that he could get the training in our school. But first of all, he needs to know our culture and how is -- how can we possibly work together? That is so very important to be a mentor to these students.

The next thing that we had to do is what type of strategies do you use for inappropriate behavior? You know, many a times, and we'll hear from our teachers, I know Rachel will talk about in her chemistry class what she did is after teaching respect, when a student has -- if they're getting a little loud when they come in changing classes, one of the students says respect, everything goes quiet. So I mean, that is just amazing. I thought that was really neat.

The process. Well, we use school-wide positive behavior because it's a framework to guide the school community. We're together with all of this, and I think that's so very important is because we have a close relationship with our ten high schools. I could call up the assistant principals, talk to them and say, you know, what are we doing together? What can we help this child? Because as you all well know, some students really welcome out of school suspension. So what can we work on that we could do something a little bit different? So I think that's so very important.

Behavioral expectations. They need to be very clear. What is the appropriate way when you walk down a hallway? Now remember, we have 3,000 students, so we change -- I love lunchtime, 11 o'clock to 11:45, that's the changing. We have buses coming in, buses going, 40 in and out. It's very synchronized. We have to make sure we keep with the schedule. And what's so neat is I have hands-on to at least at one period 800 kids in I call it my cafeteria. Because I could go up to them, you know, how's things going? They know how to give me eye contact. If there's an issue, if there's a problem on the bus, they know who to come to. And I think that is very important that they know that they have that contact.

You have to demonstrate positive behavior. We told our teachers that when we developed, as a core team developed, and you'll see that a little bit later, these lesson plans, we want to know what positive behavior, appropriate behavior. Because we are preparing you for the world of work. No matter if you go to college, trade school, after LCTI, the ultimate is the workforce. And we have very, very close ties with our business and industry, so that's very important. We looked at, according to our data, these are the areas that we found that we had discipline problems in. And that would be in the classroom academic, as well as our CTE programs in the lab. And remember, when you're in a lab, if you ever went to a career and technical school, it's

very unstructured because they're all working on different projects at one time, but the teacher is the manager. And I'll tell you, it is just wonderful to walk in, and when I do my walkthrough evaluations, I see my teachers working. The teachers are -- the students are mentoring, maybe the teacher's working with this group, going onto the next group. Because remember, we have 9th, 10th, 11th, 12th grade, and they can come in any time. So I could be in 12th grade, first year, remember the boy that came in from Jamaica? First year here at our school, in the United States. He's a level one, but he might be ready to graduate at their high school. So this is so very important that we work together as a team.

Hallways, remember we talked about how big our school is? Well, if you ever come to LCTI, it's like a hand. We're the main office and then we have all these little offshoots. There's plenty of opportunities in the hallways for students to walk by. And we always teach them the appropriate way is to stay to your right, not to your left, stay to your right. Because we have one of the areas is, we have a distribution center where our students do material handling. And they actually have carts that they push through the hallways, so they know exactly what the appropriate behavior is, and that's so very important.

Remember I talked about cafeteria? We have two. We have a small caf and a large caf. They are very busy, okay. And I must tell you that we need to look at that because it's a great -- we talked about melting pot? Great place for kids if they have a problem with another school district and that football game did not work out too good, great way to find that person out right away. So that's important that we had to look at that.

Bathrooms and locker rooms. Well, in each one of our career and technical labs, either they have a bathroom or locker room right inside or there's a locker room outside or a bathroom near. So we had to be very careful because, again, isolated areas. Some are open, some you cannot see. Maybe it's only a half wall. So it's very important that we need to identify those areas.

Arrivals and departures, remember we talked about the 40 buses? Okay, we have three drop-off areas within our school, so it's coming and going, and you have to have the precision. You need to -- and what's so important about that is we all have duty. We all have bus duty, no matter if you're support staff, the teachers. They're outside of their classrooms, they're watching, they're greeting the students, make sure they have their IDs. We have people in the parking lots. We're out in the hallways making sure that if there is an issue, they know who to come to. They just have to give you an eye, then I'll say, I'll be right with you. Just go in the main office. If it's an emergency right away, we're pulled. We have walkie-talkies

So I mean, there's a lot of things we have in place, but it's so very important that the students realize the appropriate behavior they need to be doing. Off-site activities. We have with our construction group, we build houses. Every three years, we build a house. In fact, last June we just auctioned off one of our houses and

it was amazing. For these students, our teachers have a cookout Friday. Saturday, goes out to the -- they come in, they look at it. It goes out on bid. I mean, it is fabulous to see these students, they reach a goal where they could be sophomores, freshmen, juniors, seniors, they're all working there at our house project. And they're so proud of that.

We also go out to the school districts, maybe we'll be doing landscaping or maybe building something small for them, but we do go off-site to activities. Field trips, that's another area. So we got to make sure those non-structured areas, what can we put in place? You have in our handout that first sheet tells you the posters, and you saw the posters behind me. It gives you the STAR for what it means, and we have these posted in our main lobbies. We also put them on our books. And as you can see, I brought one of my books, and what we did is we put this together. The core team did a fantastic job. You have a sample of a lesson plan. We'll go over that later on. But we put this together, and I'll explain this very shortly. The second sheet is what I have up there. And let me just tell you, on the far right-hand side, okay, of that handout is these are four expectations we want our students to achieve.

The first one is safety. If anyone has ever been in a career and technical program, safety first. Because remember, it's live work. We're working with diesel engines, automobile engines. It may be in cosmetology where sanitation is never -- but it's always safety first. Teamwork. You got to work as a team. Remember we talked about the ten high schools? Well, you know, just because maybe, you know, there may be some biases and we need to show these children that, when they get out to the world of work, that person might be their boss someday. And they're like, wow, really, miss? Really? I mean, they don't even fathom this because they don't think that four years down the road, they need to be working for someone else.

And what's so neat is we have many a times business and industry comes back in, they're our graduates, and they actually talk to the students about what they are doing. And I think that's fabulous. We have companies that come in and do on-site interviews, so that's another area that we need to look at is that the students are always working in teams.

Achievement. That's another expectation. We have, as the school districts have, the PSSAs, which our students do take at their school districts. They also take it's called a NOCTI, National Occupational Competency Technical Institute. And basically what that is is a test to see what they have accumulated, what they have been taught, and what they have learned over the year in the written part as well as the hands-on. So it's like also a self-check. And we did fantastic. In fact, our teachers just got their NOCTI scores from this past year, and, well, we're just waiting for a couple different things, but it's fantastic how high their NOCTI scores are. And I have to thank the teachers because they do an awesome job with the students, learning different strategies and help them with that.

Next one is respect. It is amazing when you talk to the students from the different cultures on what they believe respect is. It's very interesting when a student says, if you respect me, miss, I'll respect you back. And I go, well, you know, sometimes people, just by your tone of voice -- and you know teenagers, we love them dearly. But you know what, sometimes that voice will tell me like, there, all right, I take my hat off. Or you can always tell the child that comes into my office and the foot's tapping and they're ready to go after somebody, and you'll say, come here, please. Have a seat at my table. I'll be right with you. I have a lot of emails, I'll be right with you. And it gives me -- it's a strategy that I use to de-escalate them before I have to talk to them.

And it's wonderful because I just had a student come in my office, and she said to me, how did you know to do that? And I said, well, I just know you're very important to us. And you need to act appropriately. The way that you just talked out to my office is not the way that I want you to be talking. And that's so very important. Give them little bits of help and they'll never forget that. So that's so important that you give them the time, no matter who you are. And it doesn't have to be, you know, in the academic or the career, we need to look at that.

Now across the top, of course, as you can see, are those areas that I told you that we looked at from discipline what we want to work on. And basically what we did is the teachers did an awesome job where they developed the lesson plans that you have one attached, and Linda and also Rachel will be talking to, but I just want to show you this binder right now. And the binder basically told us a little bit about the schedule, it gave the teachers a little bit about what the rewards would be, okay. We had a schedule, and we'll talk about that, when we wanted everybody to teach it all together. And I think that's very important.

Then attached is all the wonderful lesson plans, the STAR plans, and I think that is very good. Each one of our teachers receive that when we did our faculty meeting the first day of school in the fall. And I think that's very important, and then we went over that so they had time to practice it.

Next. Behavior management. Well, this is how you need to do it. If that -- if you want to have something successful, we talked about data. You need to look, at a monthly basis, where are the inappropriate behaviors occurring? And that's amazing because everybody would say, oh, they're going to be occurring this area, or, you know, it's that way. Well, I was even totally amazed because you could actually see where exactly classroom, lab, hallways, in the cafeteria, you could make guesses, but the data tells you everything.

Where exactly? Is it in that cafeteria or did the -- possibly a fight broke out outside. Where did it happen at? What time of the day? And that's what's so great about our system. When I get it exactly, it'll tell me details exactly, when it occurred, where did it occur? And that's important because you could track to see

where you need to make some changes. For example, I'm in the large cafeteria. I talked about it, one period of time there's 800 kids. They transition in and out of there. I know exactly where I need to have people. Entrance, exit, checking IDs, at the lunch lines, where do we need people? And that's so very important that you have that and you know that knowledge because you know to see exactly where you need to have some backup, some different plans. And they could change monthly. Already, you know, we had changes where now, you know, possibly it could be in the one bus unloading area compared to another one. So that's important.

Follow-up with the booster lessons. That's very important because school-wide, we went every month, we would meet, check our data, and then go back and say, okay, we're having a problem with respect. What I want you to do is everyone, next week, we're going to teach respect. And it doesn't have to be that 20-minute lesson. Rachel will talk about what she did. She took a 20-minute lesson, put it into three minutes. That's all. And that really helps a whole lot to do that.

Another thing is being late to class. What I did at one of the faculty meetings, we found out there's a rise in being late to academic classes. What I said to entire faculty is, what I want you to do is CTE labs, make sure that your students are -- because what they'll do is they'll leave for a 40-minute block of time to take social studies, wellness and fitness, computers within their three-and-a-half hours with their CTE teacher. And that's very important that they be on time.

Another area is walking back from the cafeteria. We have some kids that have to say goodbye to their friends, their girlfriend, whatever. And you know, that takes time. I usually go up to them and say, oh. If I know a specific area they're going to be at, oh, come on, we got something fantastic going. Hey, today's Wednesday, we got to get moving. Well, why, miss? Why? Well, you know what, we have something great in store for you. You know, and then they're, okay, you know, and it's kind of neat because when they get there, the teachers are charged up, ready to go with the second half of the day.

We also need to do is how can we make sure that if there's something someone is doing in the faculty meetings, share that with us. We introduced this, I told you, last year we did the training. We introduced this to our teachers. We came back the next faculty meeting, reviewed, is there any kind of problems? And we broke out into those wing meetings. We specifically address, what are you having? You know, what issues are you having? What did you do? What did you change? You know, is the reward system working? How else can you do that? And I think that's very important that you need to do this together. That's one of the biggest challenges you're going to have is because we're all different personalities. And we need to make sure that we're all on the same page together, moving forward.

DAVID LAPINSKY: Okay, well, so far what we've tried to do is give you an idea of what our school looks like and

the demographic information, as far as that's concerned. Also talked to you a little bit about why we wanted to implement the program at our school, and also shared with you the behavior matrix. By the way, the behavior matrix that you have there, there's a lesson plan for each one of those items that are on there. And you're going to hear from our instructors a couple examples of lesson plans and what they've done.

We -- kind of like we're going to change a little bit here and just show you a few slides about some of the data that we look at as far as discipline referrals. We decided not to put a lot of data in here other than to tell you that you're going to see some overall information. I can tell you that we do drill down into the data. We look for root causes and then make determinations from there what type of booster plans we're going to do during the course of the year. That gives you an idea of that was last school year. We had 3,314 discipline referrals. I don't know how that compares to your schools. Anybody have more than that out there? Does anybody know what they are, how many referrals you have in your school? I had a hand go up there.

AUDIENCE MEMBER: We had 2,900, and our school has like 700 elementary --

DAVID LAPINSKY: 700 students, 2,900. And that's elementary school, did you say? Elementary school, so that's quite a bit. So 3,000 students in our school, that's almost one per student, but I don't have to tell you that when we look at this data, there's about 40 students who have five or more. And there's another percentage that has more than ten. Those are the ones that we need to focus more on and that's why we're looking forward to the check-in, check-out program next year with those students.

So you can see we have our work cut out for us as far as the number of discipline referrals. And remember what we said, we didn't really go into this saying that we were doing this to reduce discipline referrals, but that kind of our goal was 5-10%. So if you look at that, 5% would be about a 150, reduction of a 150 or so discipline referrals. 10% would be, you know, 330. The next slide will show you where we're at. Well, how are we doing so far from September to April? 2010-2011, we had 2,735 referrals. This year, 2,631.

There's good news and bad news with that. So we're a 104 to the good so far, so we're getting close to 5%. The good news is that we've seen a significant drop in the number of discipline referrals in our career and technical labs. The challenge for us is to make some changes in our Academic Center because we've seen an increase in the number of discipline referrals in our Academic Center. So that's something that we're dealing with here. So so far, so good, I think we'll be on target to hit at least 5% reduction in discipline referrals.

So what are the referrals? There's our Academic Center, and you know what? Even though there's a change in the type of referrals, it's basically the same five that we see. Lateness just happens to be the number one, and we dealt with that this year. It's not lateness in the Academic Center, it's lateness in the students leaving their career and technical lab and going to their Academic Center classes because we have pullout

programs for our students. Most of the tenth grade students in our school get either a health and fitness course or a social studies course. They get involved in their work and they forget to go to the Academic Center class, or in some cases they don't want to go to the academic class.

But so anyway, that's the Academic Center, and the next slide is the CTE labs, the top five referrals last year and this year to date. And you could see one of them dropped off there from last year, and that was disruptive behavior. We still have some of the same ones, but we did see -- the good news is that we were seeing a reduction in even those that are up there. Okay, Rita.

Okay, now we're going to kind of get into the meat and potatoes portion of this. We're going to have our instructors talk to you about what all of this looks like at the classroom level. And our first presenter will be Linda Williams, who you'll remember is our what teacher? Wow, this is a good group, let me tell you.

LINDA WILLIAMS: Thank you. Let's look at some teacher expectations. Our teachers at LCTI are asked to teach lessons to our student for their appropriate behavior. And not only in our classrooms, but across the board throughout the school, so that means we're have to teach our students appropriate behavior in the hallways, in the cafeteria, upon their arrivals and departures, in the bathrooms, as well as in their labs or their classrooms.

What we do is we have developed our lesson plans, the core team has written them for the staff. We want to make it as easy as possible for the staff. We don't want them to have to do the work. We do it for them. What we want to do is teach those lessons from the plans, and I'm going to go over one with you, and model the desired correct behaviors that we want our students to model when they're not with us throughout the day.

And then when we teach our lessons, we practice with the students the appropriate behavior. We take them out to the bathroom and we show them what they need to be doing in the locker rooms, in the classroom, in the hallways, in the cafeteria. We have to teach them because if you don't teach them, they're not going to know.

And then once they practice it, when they do these behaviors appropriate, and I always say above and beyond what is really expected of them in their daily life in school, when they go above and beyond, say for example in the cafeteria, if they put someone else's tray away for them or push in someone else's chair, the entire staff throughout the school has been trained to give them a reward. And our reward is a STAR ticket, and it looks like this. And you say, okay, what can I do with this STAR ticket? That's why we have to teach our students they will be getting these rewards. And they collect these to cash them in for something in their labs, and we'll be talking about that a little bit later.

So we have to teach the lessons, model the behaviors we want them to use, and then practice those

behaviors. And when they do them without us telling them, they will be rewarded for their behavior. Okay, when we wrote our lesson plans, we decided that we needed to put them in place in a very structured manner for our teachers because if you just throw a bunch of lesson plans out to your teachers and say, here, this is what you have to teach, it may never be taught. So we decided last year that the first week of school, we were going to start with the lesson plan implementation to be on the exact same day for all teachers across the school to be teaching the same exact lesson.

Now these lesson plans are very simple and we tried to keep them as short as possible. If the instructor wants to get more deeply involved in the lesson, we give the teacher any freedom they want to modify those lessons that is more appropriate for their lab since we are so diversified within our classrooms, especially our career and technical labs. We allow the teachers to add other modifications to those lesson plans.

You can see our first lesson was the first week on arrivals and departures because new students coming into the school have to learn how they're supposed to behave when they get off the bus and enter into the school. Put away those headphones, turn off those cell phones, put them in your backpacks. You're not allowed to carry any open containers of juice or water. So they have to be taught how to arrive and depart our school appropriately.

And as you can see with our schedule here, classroom and lab was the second lesson plan, and bathrooms and locker rooms. And as I said before, in the classrooms and labs and bathrooms and locker rooms, each teacher is allowed to modify those lessons appropriately for their lab or classroom. We also added on the very end, you can see there's three lesson plans, seven, eight, and nine, on bully prevention. We thought that this was really important since this is a big issue across the board in high schools today. And we added three bullying prevention lesson plans to our schedule to kick off the school year, to make students aware that this is not acceptable in our school. Okay, you should have a handout on the dress code lesson plan. Take a look at that.

AUDIENCE MEMBER: I have a quick question. You do this every day, a lesson every day? So you have 365 lessons?

LINDA WILLIAMS: Oh, no, no, no. The lesson plans -- the question was, do we do a lesson a day for 300 --

AUDIENCE MEMBER: That was just like it says --

LINDA WILLIAMS: It was just for the first nine days. There were nine lessons, so the first nine days you are teaching one of those lessons.

AUDIENCE MEMBER: How long does it take?

LINDA WILLIAMS: It usually takes about ten minutes for a lesson out of the school -- out of your school time. Now don't forget, in our career and technical labs, those students are with us almost three hours, so we do have a lot more time than the Academic Center teachers, who only have 40 minutes. But you realize the Academic Center students that come to our school are going to get that lesson twice. They're going to get it from the career and technical teacher, and they're also going to get it from the academic teacher. So the academic teachers can kind of cut down on the time, and Rachel's going to go into how she takes a ten-minute or 15-minute lesson and reduces it down to a little booster lesson since they already received it with us. Or if they have her in the morning and they're coming to us in the afternoon, they're going to get a more intensified lesson plan with the career and technical teacher than they are with the Academic Center teacher.

Okay, if you want to take a look at the dress code handout, this is the format that we have chosen for our lesson plans. Each one of our lesson plans looks identical to this. It's very simple. And that is really important to keep it simple for the instructors, easy to follow, and make it easy with some PowerPoint presentations and very easy objectives to follow. If you look at the first box, these give you the objectives for the lesson, and there's only three. And each box after that respectively follows each objective in the first box. So each number one goes with number one objective, number two with two objective, and so on.

If you look at some of the teaching examples, I developed a PowerPoint presentation for our instructors. So the dress code that I used for the PowerPoint presentation came right out of our handbook. So all the teacher has to do is put it up on the PowerPoint and discuss, you know, the lesson with very little, you know, preparation for them. Make it as easy possible. And also in a PowerPoint presentation, if your handbook changes, it's very easy to go into that slide and make your changes so that the teachers are all the same across the board.

Okay, also, if you look in teaching examples, it says show pictures. In my PowerPoint presentation, I have inappropriate dress. You know, low-cut tops, chains, hats, hoodies. You can put any kind of pictures you want, and we also give the freedom to our teachers to add additional pictures that is, you know, conducive to their labs and especially in the career and technical labs.

I know in my program, we have to follow state laws, so we have a very stringent dress code. They have to wear a uniform, and a lot of labs do, they have to wear steel-tipped toe boots, or we can't wear open-toed shoes in our lab. So we have to modify those lessons accordingly to your lab. Also, if you look down at student activities and role plays, I developed another PowerPoint presentation on appearances. And because we are a career and technical institute, we are preparing our students for careers, and professional image is very, very important in our school. So we stress that a lot with our students.

So I made up a PowerPoint that shows uniforms, and it does spark some discussion about appearances and how you should dress appropriately. Especially if you hire a lawyer, you don't want them at the -- in the courtroom with a miniskirt on or a low top, you know, because they are a professional, so you want to show pictures that the students can relate to about their own professions.

And if you turn it, and the last box about follow-up reinforcement activities, we just want to review with the students. And you can do this whenever you feel that it's necessary once students kind of start slacking off on the dress code. And also for those teachers who want to use extended activities, you can have your students do homework assignment. Go home, interview one of their parents or a friend or a neighbor, and see what they wear to work. Do they like wearing a uniform? Do they have to wear a uniform? How do they have to dress for work? So you can add extended activities for the students too, and the teachers, you can give that option to each of the teachers. Next is Rachel, and she's our chemistry teacher in the Academic Center.

RACHEL PETRISIN: Good morning, guys. Thank you all again for being here and listening to our presentation on the STAR program. So first off, I want to talk to you a little bit about data. And whenever I graduated college, I was fearful of data, and I know there's a lot of people -- how many of you are fearful of data? Anybody? Okay, yes. So one good thing about this core team is that we look at data monthly. And if you are fearful of data, try not to volunteer to be on that part of the core team, but it is really, really good and refreshing to see the good and the bad. Because if you are going to look at data, you have to be prepared to see the good and the bad that comes with it.

So we wanted to know how are we doing overall in terms of referrals, and as Dr. Lapinsky said, that wasn't really our main goal. Our main goal was just to try it out, see how it went, but we wanted to look at the data and say, in what areas are we lacking? In what areas are we improving on? So we chose to look at that monthly.

Are we doing better than we have in the past or are our problem behaviors increasing? Is this truly working for us? Does the data show that there are specific problems in specific times and locations? And I know that was a big deal for us because I am able to put a referral in the system 24 hours a day. So let's say Johnny comes late to my class at noon, and god only knows that we have time to think about these things, but at six o'clock when I'm eating dinner, I said, oh my gosh, I completely forgot to put that in the referral system. So we want to know specifically if they're being put in at six o'clock at night, are they really happening in the cafeteria? Are these problem behaviors happening at noon? Whenever we have the 40 buses and the half-day AM and PM students are arriving and departing.

So we wanted to look specifically at places, at times, and where these problems are occurring. Are there specific classrooms that have a higher average number of discipline referrals? There are different expectations for the career and technical labs as opposed to the Academic Center classes, so we wanted to make sure that are the problems with the uniforms happening only in the career and technical labs? Are the students coming late only to the Academic Center classes? So we wanted to focus really on that. Are there patterns in the data that are going to show us is this working, is this not? Maybe around the holidays, the kids are getting excited about break. You know, everybody knows that. Are there more problem behaviors around the specific holidays rather than during the year, whenever there are no breaks in the days? And do any of the problems point to changes in LCTI procedures that should be considered, meaning are there things that happened that we have put in place that aren't truly working for our students? How can we help them out in that area -- in those areas?

Okay, so what I want to do is talk about how my classroom is a little bit different than the career and technical labs. I currently have about 155 students. I have seven class periods a day, one prep time and a lunch. And I said to the core team, I only have 40 minutes with these students, and I can't stand up there for 20 minutes and teach the STAR lesson plan because then the rest of my chemistry curriculum is off. So I said to them, what if I break it up? What if I try something before one of the faculty meetings? I know we talked about this. Why don't I try one of these respect lesson plans and break it up into a couple of days? That way I can only -- I can do it as my warm up, we can talk about it for five minutes, and I can move on with the rest of my lesson.

So what I did was I have a warm up every day for my students, and I said to them, I want to know what you guys and gals think respect is. What does it mean to be respectful? How are you respectful and how are you disrespectful? You know, I'm not going to grade you on this, I'm not going to judge you. We're not going to judge you, but what does respect mean to you? Because in my mind, it's going to be differently than a Latino student, as, you know, you saw our -- excuse me, demographics, there are a lot of different cultures being presented within my classroom. So I asked them, what does it mean to be disrespectful? What does it mean to be respectful? And we had a good -- we had a good discussion. It went a little longer than I thought, but I got some really good feedback.

You know, and a couple of the students said to me, well, Miss P, I'm respectful whenever someone's respectful back to me. Okay, well, what does that look like? What does that mean? When am I disrespectful to you? Or when is -- or what happens when another teacher's disrespectful to you? What happens if another student's disrespectful to you? What happens if you're disrespectful to the items that are in my class? I'm in the chemistry lab. There's a lot of glass, a lot of computers, a lot of technology that I have, which I'm lucky because I'm also somewhat of a lab. You know, how can we be respectful to these items?

And my kids and I got a really good understanding of in my classroom and also in your labs and when you get out into the workforce, I told them, I said, wherever you go, there's going to be somebody that you don't like. And there's going to be somebody that doesn't like you, whether you're 90 years old or you're five. It's going to happen. I said, there may be some colleagues that I don't agree with that I don't have personal feelings for, but I respect them, I say hi, and I carry about my business. You're just going to have to do it. You can't come into the workplace and say, I hate you. I'm refusing to work with you, because guess what? You're fired. If an employer can't come in and say, well, you can collaborate, you can work effectively with a group of people, we do not want you on our staff. And I told my kids that.

And it's funny because at their age, they really don't think about the real world. The real world is just there. You know, and me too. When I was in high school, I didn't realize, you know, me hitting Shelly meant that I'm not going to get a job later on in life. And I said, you just have to deal with it. So now I'm the type of teacher, I don't like putting down my students. Not saying that any of you are, but I have been in classrooms where I wouldn't do some things that other teachers would. But my thing is I will not put you down, I will not disrespect you, I expect the same respect in return. I don't like telling my kid shut up. I don't like it, I don't use it. Some teachers may, some may not, but that's fine.

I don't like it because I don't like to be told shut up as a 26-year-old adult. I don't like somebody telling me shut up. It's hurtful, it's disrespectful. There's a nicer way to say things, so when I'm trying to teach in my 40 minutes, I have to get a lot accomplished. And instead of me saying shut up, please be quiet, can you please be quiet? Please? Thank you. I need you to stop your sidebar conversations. I say respect. I need your respect. And this was right after I did the booster lessons. I said, we're going to try something new. I want your respect, I need your respect. And now, as Rita said, I have my kids telling the other kids, hey, respect Miss P. Respect Miss P. They don't say shut up to each other anymore, which is something -- also, if they say shut up to somebody in my class, they have to apologize to that person in front of the entire class. Some don't want to do it at first, and now I have the kids saying, you need to say you're sorry. You need to say you're sorry. You need to apologize for that.

Because it's not respectful. When you go into a job, I tell them, if you tell your boss shut up, you're out. If you tell somebody else who you're working with shut up, you may be out. And of course, some other choice languages, but even if you don't like somebody, my whole purpose of this was even if you don't like somebody, deal with it. At least be respectful to them. And now I don't have to say shut up, which I don't. I don't have to say, please be quiet. I don't have to say, can you please stop talking? I say, I need your respect. And the other kids just go along with it. It's just -- it's so much easier. It's one word. Respect.

And I stand there until they give me their respect, and that's something -- that's a classroom

management technique. Hopefully all of you can take away with it. But it's really, really helped. It's really, really helped me, it's helped my students get along in the chemistry lab a lot more, and hopefully what I'm doing in terms of the booster lessons can then -- you know, they can then take on with them in the other classes.

So two minutes, three minutes, five minutes, not even, at the beginning of each class, what does it mean to be disrespectful, what does it mean to be respectful? And during that week when I did these booster lessons, I said, okay, let's come back. How were you respectful this week? Let me know how you were respectful. Well, I held the door for somebody. Well, I put the -- you know, I pushed the chair in. Well, I said, thank you to somebody I don't like. It's just the little things, the one word, respect. And that has really improved my classroom environment, so hopefully you all can take away with that.

Okay, thank you. All right, so our biggest thing was feedback in terms of involving the staff. So how can we -- if your staff is not involved in this, they're not going to buy in. They will not buy in. If you do not ask for their opinion, if you do not ask them to ask their students, if you do not ask them anything, they are not going to buy in. Why? Because it's not important to them. You know, you're basically saying, well, I'm not going to involve you. I'm just going to tell you what to do. If Dr. Tatusko and Dr. Lapinsky came out to me and said, well, you all have to implement the system, and here's the way you're going to do it. Okay, well, I'll try it, see if it works, and you know, there's no accountability also, and just try to involve the staff as much as possible.

We wanted to know what these kids like. We're in a high school setting, there's not a lot of high school programs out there, so what do these kids like? What do they kids like to be rewarded with? Implementing the reward system, I'm going to talk about that in a second. How do I identify students for rewards? Meaning if Johnny pushed his chair in or he took his tray up, simple as that, thank you for doing that, here's a STAR card. Keeping the records of the rewards, I don't really do that. I know we're not really big on that. Some CTE teachers do that. I know in my area, they can redeem certain rewards for their STAR cards. Did you want to talk about time cards, our employability sheet real quick? I do not do time cards. So Rich is going to come up and talk about the CTE aspect, what's a time card and how. Thank you.

RICH SIKORA: Hi again, my name is Rich Sikora, I'm one of the automotive technologies instructors at LCTI. I'm just going to jump up here and talk about time cards and employability sheets. As a technical school, we're preparing our students to get ready for work. So one of our ways that we grade our students in my class, 20% of their grade is employability. We look at things as behavior, work ethic, are they prepared for class, did they stay on task, and did they complete their jobs? So most of the instructors at our school every day give their students a grade for employability.

`All right, I use a time card. It's about the half-size of a regular eight by 11 sheet, and every day they have to fill

it out and write exactly what they did. What they worked on, what chapter they did, what they learned in theory, everything. And then they get to grade themselves on that. And then at the end of the day, every day, and it's a very -- it's a lot of work, I have 50 students between my morning and afternoon class. But I'll sit down there, and I have a rubric that they'll get graded on. So it's a good way to get feedback from the students and give them feedback on, you know, how well they're doing.

And the reason we're saying this is because most of the feedback from our staff was an easy way to see who is working positively and doing a good job. It's just something we do every day. So we didn't want to make it very burdensome to get another system up to identify the students doing positive work. So that's basically one I wanted to talk about. It's easy to recognize them, it was easy for the teachers, and it's a great way to get feedback back to the students on what they did, didn't do. You know, I'll put comments, good job. You did a super job here. Eh, didn't work too hard. And you'd be very -- probably not too surprised how honest the students will be on their timecard. Did nothing. You know, so it's an easy way to get feedback from the students and to implement it into our STAR program. So I'll be up in a little bit, I'm going to give it back to Rachel, and she's going to continue on.

RACHEL PETRISIN: Thanks, Rich. Thank you. Okay, the LCTI reward system. And before I go into this, I want to give a shout out to Donna because one of the most important things that I learned from her is that switching the language in terms of, don't do that, don't do that, into, thank you for doing this, thank you for doing this. And going back to the respect, you know, I have kids that come in my lab say, well, Miss P, I got written up in lab. What'd you do? Well, I pulled some girl's hair. Well, was that very respectful? Would you do that in my class? No. Why? Because then I would have to hear about respect, and you'd make me write a paper. Yep, I would. Okay.

So for the whole language, though, instead of me saying, well, you shouldn't do that. No, that's a negative. Well, was that respectful? Was that according to our policy? Or even this, what behavior expectation -- what should you have done in terms of that? Should you have walked away from the situation? Just to -- you know, nobody likes to be told, no, don't do this, don't do that. And so I want to say thank you to Donna for being positive. Change your whole language. Instead of, no, don't do this, thank you for pushing your chair in. Thank you for being respectful to me today. Thank you for being on time. Showing that positive really, really helps.

So our reward system, positive reinforcement. Just positive reinforcement. And the STAR cards Linda showed you. Teachers can use the cards at their discretion, and the Academic Center is different from the CTE labs, and I'll go into that in a minute, and you guys can talk about that too. At the beginning of the school year, we presented the cards at a higher rate, at a higher frequency, meaning let's get these cards out and reward

these kids. Thank you for doing this, thank you for doing that, thank you for doing that. At the beginning of the year and then as the year decreases, kind of pull back and see what happens to our discipline referrals.

But this is really the key to the success of the program. If your kids don't buy in and your teachers don't buy in at the beginning of the year, you're screwed in a nice way to put that. You got to put those cards out there, or whatever your reward is, whether it's a token, a golden ticket, I'm not really sure what all of you have going on, but make sure those kids know at the beginning of the year, hey, we're looking for those good positive behaviors. We want to see you being successful and doing good things this year, so here's a card for doing that.

As everybody know, all the schools are hurting in terms of financial reasons, and so is everybody else. So we wanted to come up with a non-monetary reward system. How can we reward these kids without spending a lot of money? And that's what everybody wants to know. We are lucky, and I feel so blessed, we have a bakery and a school store in our school, yeah. Come visit us if you ever want. So one of those was the privilege to go there. You know, just hey, here's a certain amount of STAR cards, you get to go to the school store and the bakery today. Obviously they have to use their own money, but just having that ability, hey, I get to go get a donut today. I didn't have breakfast. Especially for the kids who don't have a lot of things at home or who are rushing around or have to take care of their younger kids, just that opportunity to go purchase something in the school store or the bakery within that school, it means a lot to them. I get to go do this.

Positive home and a call letter. As Rita said, you would not be surprised at how many parents say, really? Johnny did something good today? Really? Is this my kid? You know, they really value that, especially if it's a kid who acts out a lot. Just a call home and say, hey, your kid was awesome today. He helped me put the computers away, and he was tutoring his peers, so thank you.

A free pass on an assignment or homework. Our kids, you know, they're not a fan of homework. They want to go hang out with their friends. They're teenagers. I have a busy life, Miss P. I can't do this. Well, give me a couple of STAR cards and you don't have to do this homework for tonight. Or I know we have a late policy in the Academic Center, but even turning in work late in the career and technical labs. Okay, your work last night, three STAR cards, you can turn it in tomorrow. Okay, I have no problem with you doing that.

Extra credit. These kids work hard. Some of them may not be your star student who gets 100% on everything. They may be the students who have a lot going on at home and just for them to act -- just for them being good for a week and giving you a couple of STAR cards, maybe you can give them some extra credit. And employability grade, it's just what you would expect them if they were on the job. Thank you for -- in the career and technical labs, thank you for wearing your uniform. Thank you for coming appropriately dressed. Thank

you for not dumping chemicals on Johnny today. I really appreciate that in the chemistry lab.

Okay, so additional non-monetary: free computer time, free haircut, which is great in a cosmo lab. Guest speakers, free lab time, free iPod use time. Oh dear god, will they do anything to just listen to that music. They are so excited about, I get to listen to my iPod, yes! Certificate award just saying, hey, here's a piece of paper, but you did awesome this week, this month. You did a great job. Classroom posting of award winners in the LCTI website recognition.

But I'm just letting you know, the free pass to the school store or bakery or the free computer or iPod time probably with my students are the best. You know, just allowing them to listen to their iPod when they are working on an assignment in my classroom is great. So those are some non-monetary STAR rewards for positive behavior. And I'm going to give it to Rich.

RICH SIKORA: All right, what we're going to do next here, between the three instructors, we're going to give you a little examples of our what we call STAR menu. For the students acting appropriately and positive behavior, again, they get the tickets. They get the -- you know, get the tickets as we give them to them, and then they can cash those tickets in for things that, you know, rewards that they can use. Each instructor basically made their own menu, but we actually polled our students. We got a lot of feedback, and actually me and Linda are the one they sat the whole day and we actually compiled all of the information. We brought it back to the core team, and then we came up with some of those things Rachel was talking about, the rewards.

From there, each instructor can basically tailor their own reward system. So up here, right there is mine. So I'll kind of read through it and just you can see what I do in my automotive technology class. Before I did make the menu, though, I did talk to my students individually. And I gave them some options, and I've obviously picked the things they wanted, but the things that obviously we could do within rules and regulations and fit in my class. First one up there is specialty. I teach level one, so my first quarter is like an exploratory program. Then I get the students full-time. So once I get them full-time, that's called specialty.

What I use there is for my employability grade, if they get an 85% or higher on their weekly timecard grade, they can earn certain things. And we put down 20 minutes of free time in the classroom. They can use music, computer use, or an activity choice as long as they're within school rules. So at the end of the day, Friday, I know who had an 85% or better, they can use that time at the end of the period, when everything's done and cleaned up, to enjoy it. If they didn't get the 85%, they have to keep working on, you know, obviously on their task and things like that.

Some other simple things, visit to the school store and bakery. As Rachel said, they love it. Five STAR tickets for that. So it's kind of like a little Happy Meal menu. Extra points on your timecard grade. One ticket is

five points, so if they cash in a ticket, they get five points, but on their employability grade, not their final grade. Just that grade for the day, which is, again, 20% of their final grade. Outside lab projects is a big one, they want it. All right, must be instructor-approved. Ten tickets. Somebody's rebuilding a carburetor on their motorcycle or, you know, they want to just bring a part in from a project at home and clean it and sandblast it. Or work on it on our time in class, ten tickets. You know, within reason, they can do it. They can't come in and rebuild an engine, but if they're doing something smaller, they definitely have the choice. And that seems to be a big one.

Free lab time, pick your automotive task. Ten STAR tickets for that one. Student might be home working with Dad or a grandfather on doing something that we're not talking about at the moment in class, but they want to learn how to gap a spark plug and do a tune-up. They could come in, get the tools, get the learning packet. You know, I can try to set something up for them. And at that particular time, you know, they can learn something that they -- you know, that is off of what we're normally doing.

Donated automotive items, second to the last. Tools, coupons, stickers, and available items. I will go out personally and buy some tools, go to a couple places where cheap tools are, socket sets, screwdriver sets, pliers, stickers. You'd be surprised how many of the companies will actually donate some items. So I have like a little goodie drawer on the bottom of my one toolbox. So with 15 STAR tickets, if they've earned them, they can get to pick a particular tool from that goodie drawer.

All right, and then the last one, 15 minutes of free time in the classroom, five STAR tickets. So if they have five STAR tickets on any particular day, if they want to sit and just relax for a little while, again, iPods, computer use, they love it. That's what it is. So that's kind of mine in a nutshell. But I have a question for everybody. What do you think is the most common one that they want?

AUDIENCE: Free time. Free lab time.

RICH SIKORA: Free lab time. Actually, you know what it is? They want the points. They want the points. It's amazing. When I put this first together, I thought everybody wants to go to the bakery, school store. Everybody wants to sit around with their iPod. I found out, the end of the week or end of the day, they're cashing their tickets in. I want the points. I want the points. So it's kind of weird. You know, it is the most wanted, but they do indulge in other things, but the free points are the most. Yes, sir?

AUDIENCE MEMBER: How are tickets -- are they just earned in your lab or are those earned across the school and can be turned in anywhere?

RICH SIKORA: They're earned across the school. And actually in the next upcoming couple of slides, we're going to discuss how they're earned, where they're earned, and how they cash them in. Okay, all right, so I guess I'm

going to hand it off to Linda.

LINDA WILLIAMS: Okay, if you look at my STAR menu, it looks a whole lot different than Rich's. My girls -- my girls do not want automotive services. They want their hair done. And this was -- before I go into it, this was an issue that we kind of talked about too because when we were putting up our menus, we were talking, should we do a school-wide menu and just have it all the same across the school? And for a career and technical school, I don't think it will work. I think it's nice to have your own little special rewards in your own classrooms, and I think Rachel will talk about a little later, though, some of the problems that we got into with the career -- I mean, the academic labs where they're earning STAR cards and cashing them in in our career and technical labs. Some teachers are okay with it, some teachers aren't, and we'll get into that a little bit later.

So if you look at my reward system, first of all, I would like to say, how do my students earn their rewards in my classroom, and everybody is different how they do that in their classroom. I play Jeopardy a lot with my tests reviews. And I started in the -- well, years before this started with the STAR program, I used to give little candy rewards, you know, whatever team won. And now I started to give them candy, and then I started to give them STAR tickets and they don't want candy anymore. All they want are STAR tickets. So when they give a correct answer, bam, they get a STAR ticket, it's great.

Also on their test scores, if they get an A on a test, they'll get two STAR tickets, one for a B. I also give sometimes for a C if it's really a hard test. But that's how they earn some of the STAR tickets in my lab. I do it for how they're earning it academically. Now, they like blow dry styles, flat irons. And if you can see, it says clinic services. We do run a clinic in our lab Thursdays and Fridays. And behind it, it says teacher discretion. And the reason why I had to put that up there is because, you know, they thought anytime, any day that they can go get their hair done as long as they had these tickets. Well, it doesn't work that way. They need to learn what we're learning in our lab. They can't miss my lesson either because they're going to sit in that clinic, you know, a whole day and get their hair done. They're going to miss out on what they need to be learning in my part of the lab. So it's at my discretion. If they're caught up with their work, I allow them to use five tickets for a blow dry style, flat iron, curling iron.

You can see we do have some monetary things they have to pay for, such as hair color, a full set of nail tips, because those are expensive items. We can't afford to give those items away free, so along with the STAR tickets, they do have to spend a little bit of their money. And now at the end of the year, as it's winding down, my students are using those tickets a lot more for those services.

What's really popular is the school store and bakery, again. I let my students go with two tickets, and what really has worked out for me this year is the late homework. For every day their homework -- I was a real

stickler on my homework. I put up the due dates in the beginning of the marking period, on the board, this is the due date. After that, guess what? No more credit for it. Or I was giving in and giving them half-credit, I'd give them a 50% for handing it in late. Now one ticket per day that it's late. You wouldn't believe, I'd get seven tickets with seven days late just to get that 100% on their homework. So that has really been working out for me.

Another thing is my students have to wear sneakers in the lab. I have sneakers of all sizes in a box because they're not allowed to work in the lab without them. And if a state inspector comes in, they have to have a pair of sneakers on. So two tickets, you want to borrow a pair of sneakers, two tickets. That has worked out well for me too. And a pencil. How many of our teachers have to give pencils out? Every day, pencil, pencil, pencil. Well, I have kids saying, can I have a pencil? I said, if you have a STAR ticket, who has a STAR ticket? They share their tickets. Give them a ticket for a pencil. That works out very, very, very well. Okay, Rachel.

RACHEL PATRESON: Okay, I'm just going to go through this quickly for time's sake. So the Academic Center wanted its own reward system because we all have 40-minute classes, we all have the same types of behavior expectations within our classrooms that are different from the career and technical labs. So this is ours. Homework pass, four STAR tickets. Employability grade, extra credit, it was three. Use of iPod time, three STAR cards. They use that the most. In my class, three STAR cards. I want to listen to my iPod, Miss P.

Free computer time, not so much. Passes, school store or bakery, they really love that. And a letter or a phone call home. So this is across the board, every single academic class is this -- has the same menu. Now whether they're all consistently implementing it, I'm not really sure about that. But I know that the more I give out STAR cards, the more my kids are able to use these things and the more positive behavior I have in my classrooms. Honestly, it -- classroom management has decreased. I have a lot more time to teach rather than correct the bad behaviors. Thank you.

RITA TATUSKO: We're running out of time. So basically what we did, school-wide rewards. I just want to tell you, you wouldn't believe it. Students love the parking spot for a month, the box of cookies, we took pictures. And also a guest speaker. So what we basically do is -- you'll see some samples here of the pictures and everything that we did, but what I did is I looked at my teachers that had zero discipline referrals for the month. Then what we did is we randomly -- get a little closer. We had a randomly select who would be receiving the parking period because we don't have that much space. We don't allow our kids to drive to school. And then we just see some pictures there. And then we did banners, we did posters in our high traffic areas. And as you see, the binder, each one of those, they have little posters that they could put on their safety boards to tell them all about that. Okay, next is the initial implementation of the STAR cards. You want do it? Go ahead. And I'll just stay up here with you.

RICH SIKORA: All right, I want to talk a little bit about the STAR cards. You will all be getting a STAR card when you leave here for being so good. So you'll get to look at how our STAR card looks. Initial implementation: all teachers, academic or technical, had the same card. We made the same color. We did have a different color, a different one for support staff. Administrators, aides, maintenance people, people in the cafeteria. We wanted anyone who saw positive behavior happening to be able to reward somebody. So that's what we initially began -- well, can we get to the questions? Ask later.

STAR chart -- card changes. What we did come up with, though, was we had an issue with accepting STAR cards from another teacher. A lot of teachers had issues with that. And I'll be honest, I was one of them. I would not be able to give a STAR card out for a student maybe one or two on Friday, he has 25 of them. You know, and then, you know, he wants to indulge in all of the rewards. So we have an academic center and a technical center, and we know they all have the same color. So we decided, and we polled our staff, do we want to change the STAR tickets? According the CTE career and technical and academic, came back very much that they wanted to change the color. So just recently, the last couple of months, we changed the color of the STAR cards so we can kind of identify who gave them out and who's getting the reward for what they did.

Use of the STAR cards. Intermittent. Obviously when we see something happening, we want to reward that. Could be, you know, couple of times a day, first thing in the morning, whenever you see something happening, right away, slash if it's a week thing or even a monthly thing, to give out the STAR cards. All right, progression for external to -- external reward STAR card to internal. We want to feed back -- cut back on the tickets to make sure that, you know, they're not looking just for the visit to the bakery. They know they're doing something correct and they're getting an internal reward for that.

RITA TATUSKO: I want to leave to go right to Donna because with her help, that's how we got started with the training. She's going to tell you a little bit about our surveys and the reason why we came up what we have.

DONNA HALPIN: This team was trained with a K to 12 group of schools, so once we gave them the content, they went off and did what was specific to their school. But part of our training, we use the surveys that are available for the PA PBS network. This is the self-assessment survey. This is what it looked like when we started. They had to look at their system. They were looking at school-wide, classroom, non-classroom, and individual supports that we had in place. The red indicated not only was it not in place, but it was recommended as a high priority for that school.

This was before we started, it was the first training -- first thing we did because we wanted to say what is -- when we start with this system, this is what we got at the end of this first year. That's the same survey, yay. Incredibly improvement. And this is feedback from their staff in an anonymous way of doing that. Another

thing we do as a team is look at our team and evaluate our team with the benchmarks of quality. This particular team looked at all those components that you heard about through all of their training, and they received an 88% on their benchmarks of quality. A 70 is what will qualify them for us to actually go on site and evaluate their system by polling their students, polling their staff, and really looking at the fidelity. And that's how those teams that you will see this morning and tomorrow morning actually received their banners as recognition. So we're looking forward to them participating in a SET next year.