

The Collaborative



Volume XVIII Issue III

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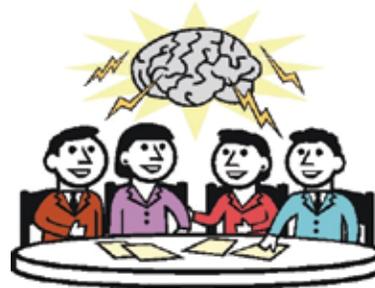


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Quality Teams Lead to Quality Teaching in JCPS

By Rhoda Lanman, JCPS/SAC Interim Principal
Teresa Landenwich, Head Teacher – Bellewood
Denille Johnson, Head Teacher – The Brook-KMI

As a KECSAC educator, have you ever wondered “can my students transition back to a “regular” high school successfully?” In Jefferson County, data suggests that at least 50% of the students in state agency schools will transfer back to regular Jefferson County public schools (JCPS). It is essential that teachers in state agency schools have the knowledge, know the core content, and understand the pacing structure of the subjects being taught each trimester



in the regular high schools. This is the focus of our Quality Team meetings which are conducted every six weeks throughout the school year.

Quality Teams consist of one State Agency administrator, a lead teacher who is the facilitator, and other teachers who are teaching in a specific content area, such as math and reading. The administrator is an observer, there to learn from the teachers, assist them with their

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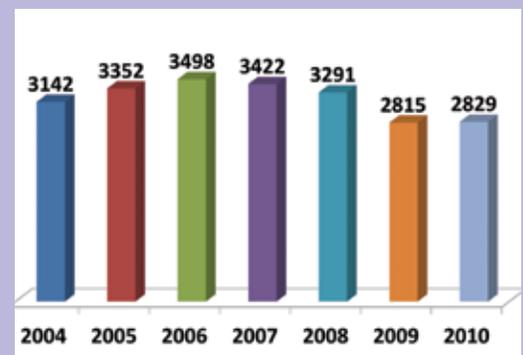
Demographics of State Agency Children

The KECSAC Census is in and Kaye Parker is preparing the final report for distribution in the coming weeks! The census is taken on December 1st and gives a snapshot of the demographics of Kentucky's most vulnerable kids—state agency children (SAC). This one-day glimpse provides educators, legislators and policy makers with a picture of what the state agency children receiving education services in KECSAC funded programs look like.

On December 1, 2010, 2,829 SAC students received all or part of their

education services at one of 100 KECSAC funded programs located in 54 Kentucky school districts. State agency children are served by one of Kentucky's three state agency programs that provide direct care to children: the Department for Community Based Services (DCBS), Department of Juvenile Justice (DJJ) and the Department for Behavioral Health, Developmental and Intellectual Disabilities. On December 1st 54% of all state agency children received services in one of 49 DCBS contracted programs. Forty-two percent of state agency children

Number of State Agency Children On Census Day 2004 Through 2010



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Director's Corner



Director, Dr. Ronnie Nolan

I remember riding my bicycle down a long hill in my holler when I was a kid. My two best friends, John and Eric, who are brothers, were with me and we would scream and laugh as we held our hands up in the air, coasting at a feverishly fast pace down that hill. I moved to that little holler the summer before my 4th grade year and immediately bonded with the two brothers who lived in the head of the holler with their paternal grandmother. We were all best friends from the very start and spent every day after school riding our bikes and building forts and playing with matchbox cars. We were all in the 4th grade even though both were older than me at the time, John by two years and Eric by one. They were, honestly, too old to be in my class. Although they struggled academically we all moved from grade to grade together at Woodbine Elementary School in Whitley County. In Middle School, they continued to struggle, we skipped school a great deal and did a lot of other stuff that we shouldn't have been doing at that age or any. We would spend some of our days hanging out in the barn by their house, praying their grandma wouldn't find us. Luckily, I was able to maintain my grades and I attended school on a regular basis, but John and Eric didn't. They missed a lot. I think it is fair to say that their grandma was tired. She was elderly, raising two teenage boys and I think she just didn't have the energy to make them go to school. It was easier sometimes to avoid the argument and just let them sleep. She had low expectations for them; they had even lower expectations for themselves. The summer after our 8th grade year, they both dropped out. As

a society, I think we failed John and Eric, my two best friends. I did, their parents did, our community did, our schools did, and our Commonwealth did. We looked them in the eyes, told them it was okay if they wanted to just walk away. After all, it was easier for us to just let them go than it was to force them to do something they didn't want to do. But imagine the scenario if they had high expectations at least from one of those partners. Imagine if we said from the very beginning that they were going to graduate from high school. We could have done better. We should have done better.

I was too young to drop out, and my mother would have never let me, so I went back to school for my 9th grade year and was forced to make new friends and to find a new way for myself. I did. I met teachers who encouraged me, who told me I could achieve at high levels and then pushed me to do it. I had teachers who said I could be anything I wanted to be, and they were right. I also made new friends who had a plan, a plan to get out of poverty and to make a future for themselves and their families. It's now been twenty years since I graduated from high school. I made it. Eric on the other hand is serving time in a federal penitentiary for interstate drug trafficking, along with his wife, while his multiple children are in the care of the Commonwealth or family members. John still lives in his grandma's house in that holler, isn't working regularly and has been in and out of jail much of his adult life. A lot of factors contributed to this juxtaposition of lives, mine versus theirs, but I know their decision to drop out after the 8th grade is the defining moment in their lives that sealed their fate. After that it would have been nearly impossible for them to make a comeback, to become productive, contributing citizens of our Commonwealth, our nation or our world. Instead, today, we

are all supporting them in one way or another.

I think of them often in my work with state agency children and I am thankful we have a community of partners who believe in our children and who push them to achieve at higher levels. I know in my heart that we can't lose one more John, not one more Eric, and that's why our work is so important. Each day, teachers and administrators across the Commonwealth wake up with a commitment to make our state and world a better place for the kids we serve. I know the work they do is complicated, difficult, never ending, stressful and sometimes more than they care to carry, but I also know they are a passionate people with a dedication to doing what is right for our kids. While our time and resources are continually being pulled in opposing directions and while we sometimes struggle to see the light at the end of the tunnel, our teachers continue to provide a structured environment where our children can excel. They continue to meet the challenges head on and they continue to change the lives of countless students who enter our programs. So, with dwindling budgets and less time with more demands, I thank each of those teachers who are working to help students like my childhood friends become better prepared for the life that lies ahead. I am in good company with my colleagues across the state and I feel confident that the education they have provided is one that will be the foundation for a great future.

Yours Truly,

A handwritten signature in black ink, appearing to read "Ronnie Nolan". The signature is stylized and cursive.

Dr. Ronnie Nolan
KECSAC Director

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received services from one of DJJ's 23 operated residential programs or 22 contracted day treatment programs. Four percent of state agency children received services in one of seven Mental Health Day Treatment programs.

Over 45% of all state agency children receiving services in a KECSAC funded program have been diagnosed with an IDEA or 504 recognized educational disability. In comparison, only 13% of Kentucky public school students' ages

6 – 21 years of age have been diagnosed with an educational disability.

Nearly 72% of all SAC receiving educational services in a state agency children's program on December 1st were White. In comparison, 82.5% of Kentucky public school students are White. Over 23% of SAC are identified as Black/African-American. By contrast, only 10.6% of the entire population of Kentucky public school students is Black/AA, clearly showing a disproportional representation of

Black/African-American students in state agency children programs. Hispanic students account for 2.51% of SAC while youth identified as in the Two or More (bi- or multi-racial) category account for nearly 2%. Students identified as Asian or American Indian/Alaskan Native represents 0.5% of SAC.

The full report will be distributed to all KECSAC programs by June 1, 2011 and it will be available on our website:

www.kecsac.eku.edu

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needs, and to establish written follow up plans to monitor student progress and teaching methods. A report from each team is completed after each Quality Team meeting summarizing the best practice strategies discussed and shared. These reports are submitted to the team teachers, the principals, and then shared with the principal's cohort group at the district level.

Quality Team meetings follow a specific protocol which includes examining the data from students who are meeting levels of performance. Every six weeks, this data is collected from the diagnostic and proficiency exams. Comparing this data from program to program is essential in determining why some students and/or programs are more successful than others. This sharing and analyzing of information is vital to improving academic progress and to improving teaching methods.

Teachers in state agency programs have participated in Quality Team meetings for the last four years. For the 2010-11 school year, they have raised the bar

by participating in "Project Proficiency," in addition to Quality Team meetings. This best practice researched method is divided into two parts: performance measures and growth metrics. The foundation of the performance measures



A Jefferson County Quality Team at work. From left clockwise, Mervin Guess, John Turner, Duane Schade.

includes setting high expectations, providing high challenge-level instruction, and providing collective efficacy.

Growth metrics include demonstrating dramatic increases in math and reading proficiency, reducing the achievement gap, and significantly increasing the graduation rate. Our "Project Proficiency" teachers are expected to use district-mandated assessments (open-response and multiple choice questions) every six

weeks, analyze the results, and plan for "next steps" instruction. This is the first year of implementation for "Project Proficiency." Analyzing its results will be a priority for every administrator in the district.

For the past several years, state agency teachers in JCPS have made a conscientious effort to complete diagnostic testing in math and reading within five days. When teachers receive pre-test scores, they have a general idea of the instructional level(s) at which a student is able to function. However, teachers realize that many of our students lack motivation and focus, and have significant learning gaps. Add this to the many social and emotional issues, multiple home placements and high absenteeism and you have a list of "barriers to learning." Nonetheless, JCPS teachers have embarked on a data-driven, systemic approach to instruction. Using Quality Team meetings and participating in "Project Proficiency" will allow our students and teachers to understand that success in school can be achieved and that our students can perform at high levels.

Critical Issues Series

The third installment in the 2010-2011 *Critical Issues Series* took place on March 16, 2011 at Eastern Kentucky University in Richmond, KY. Marti White presented the humorously titled “I Have One Nerve Left and You’re Getting on It,” and she kept the large audience entertained and involved throughout the six hour day. Ms. White put into practice her 28 years of regular, early childhood, exceptional and administrative experience to help our participants acquire the skills and strategies necessary to maintain a safe and caring classroom where teachers can teach and students can learn. She is the co-author of two nationally-acclaimed programs on conflict resolution and violence prevention as well as several other publications for teachers that reflect her positive discipline philosophy. Her interactive and high

energy training covered a wide range of classroom management techniques that left even the most experience teachers in the room with some new strategies to try. The trainer not only described, but modeled effective teaching by using paired discussion, role play and group activities. She also incorporated an understanding of brain function’s effect on behavior as well as the importance of relationship building. Participants left the training with a renewed excitement for managing their classrooms so as to promote the highest level of student success possible.

The final Critical Issues Series event took place on March 30, 2011 at the Pulaski County Area Technology Center in Somerset, KY. A small group of KECSAC teachers and administrators was able to have a very interactive training with April Pieper, an Educational Program Consultant

with the Kentucky Department of Education. The topic of the training was “KDE Core Content Areas & Resources,” but Ms. Pieper went into depth about resources available not only through the Department but those available for free to any educator through outside sources. An overview was presented about the new Common Core Standards in reading and math. Some of those present had not yet received training in the new standards or seen the very useful break-down of the standards that she presented. She was not only able to answer questions about the KDE standards and resources, but was able to follow-up with additional information during the course of the training and provide more in depth answers by the end of the day. The opportunity to have a small group discussion about the changes facing every district and curriculum was invaluable to those present.

PD Corner

Teaching in Action – Bellewood

Bellewood in Jefferson County hosted a *Teaching in Action* training on March 2, 2011. This on-site interactive professional development series was designed to allow KECSAC programs to share successful teaching and administrative strategies with one another. Bellewood was named a Kentucky Department of Education Best Practice Site in 2010, a recognition of which the program and KECSAC are extremely proud. The school administrator, Teresa Landenwich, arranged for a full day of learning that the participants very much enjoyed, which was reflected in the evaluations. She began the day by welcoming participants into the bright and cheerful room where her students eat lunch. Ms. Landenwich introduced staff and described some of the practices that Bellewood uses to keep

accurate records and aid in the transition of students. After observing some of the morning classes, the group toured the school and the adjacent cottages that house the youth. Following lunch, students proudly showed attendees around the impressive greenhouse located just behind the school. The young men were very knowledgeable about the variety of plants they helped to

cultivate and expressed how much they enjoyed this part of their educational experience. More classes were observed in the afternoon, in which students showed off their artwork and other projects they had completed. A panel of students shared some of their background and answered questions. This was perhaps the most eye-opening part of the day’s activities. The students all seemed to feel that the teachers at Bellewood genuinely cared for them. When asked if that was the case, they unanimously replied, “Yes,” with one student saying, “Deeply. They wouldn’t be here if they didn’t.” Following a wrap-up discussion, the participants left the school with new ideas and refreshed motivation to incorporate some of the strategies they had learned at their own schools. Bellewood provided a wonderful day of learning and collaboration.



Teresa Landenwich explains the student “8-Pocket Folder” to participants in the bright and cheery lunchroom at the Bellewood Teaching in Action Series.

Bard in 'Da House

On Wednesday, March 16, students and staff at Campbell Regional Juvenile Detention Center (CRJDC) hosted the Cincinnati Shakespeare Company's production of *A Midsummer Night's Dream*. This was the third consecutive year that the traveling ensemble, **Two Hours' Traffic**, has performed at CRJDC. Prior to this year, the center enjoyed *Macbeth* and *Romeo and Juliet*. Immediately following the performance, the actors fielded questions from the students and staff.

While the Elizabethan English presented a bit of a challenge for the audience, they were able to follow the story fairly well. Students spent Monday and Tuesday gaining some background on Shakespeare, *A Midsummer Night's Dream* and the acting ensemble in English class. Post-performance classes were spent discussing what students liked and disliked, the various storylines in the play and the themes connecting Elizabethan England to contemporary society. The students then created thank you notes which were sent to the ensemble.

"I must confess that initially I was a little apprehensive this year when it was decided to ask the Cincinnati



The Cincinnati Shakespeare Company's performed A Mid-Summer's Night Dream for the students at Campbell Regional Juvenile Detention Center on March 16, 2011.

Shakespeare Company to present *A Midsummer Night's Dream* rather than one of Shakespeare's tragedies," said Wayne Bradley, English teacher at the center. "I was afraid that the play might be too complicated or not have enough "action" to keep the students' attention. However, the acting ensemble was very engaging, and students and staff alike were captivated from the start." One student may have summed up

the reaction of students and staff alike: "It kept me laughing. It was great to have a laugh."

For most students, the play provided a welcomed break from their daily

routine. "I really enjoyed...watching an awesome play," said one student while another reflected, "I needed something like that to get me through the bad times right now."

Some students had seen live theater performances before. "I've been to many plays, but that was one of the [most enjoyable] I've been to," one student reacted. However, for other students this was a first. "I hope you'll come back next year," said one student while another enjoyed the play so much she promised, "I will... see you in Cincinnati."

Mark Cummins is superintendent of the facility, and John Schmidt is principal of the school program in Newport. Mr. Schmidt said, "With the support of all staff, Mr. Bradley has provided opportunities through his English classes that ensure these types of experiences have been available to the students of CRJDC, and he is to be commended for his efforts."



Students at Campbell Regional Juvenile Detention Center enjoy Cincinnati Shakespeare Company's production of A Mid-Summer's Night Dream.



The Bard continues to delight audiences of all ages.

July 19-21, 2011

**10th Annual Alternative Strategies for
Educating Students At-Risk Conference
Perkins Conference Center, EKU**

**Featuring:
Carissa Phelps,
Youth Advocate and Former At-Risk Youth
Drs. Harry & Rosemary Wong,
Master Educators
Dr. Ruby Payne,
Education Expert and Trainer**

August 30-31, 2011

**New Educators' Training
Perkins Conference Center, EKU**



KECSAC Deadlines

May 2011

2011-2012 MOA mailed to school district's superintendents, with a copy emailed to each school administrator.

June 2011

30th End of fiscal year. School Districts have until July 15th to submit the final year-end MUNIS report.

**Across
Kentucky**



**ADAIR COUNTY
SCHOOL DISTRICT**

Adair Youth Development Center

Adair Youth Development Center (AYDC) held its annual Veteran's Day tribute on November 16, 2010. AYDC is proud to have ten veterans working in our facility and we wanted to honor them for their service to our country. Veterans



Pictured from left to right: Gerald Hadley (teacher), Bradley Jones (veteran), Stephen Lynn (veteran), Ryan McQueary (veteran), Greg Burchett (veteran). Not pictured are the following veterans: Jeff Arms, Douglas Kulac, Tony Kerr, Jason Bradshaw, Joseph Ditaranto, and Russell Hunt.

were given a framed poem entitled *The Noble and the Brave* by Joanna Fuchs. On Veterans Day, our veterans were presented with a goody bag filled with

snacks and candy. The presentation took place in our gymnasium with the residential teaching staff presenting the poems. Four of our ten veterans

were in attendance with two being on military leave, one on furlough, and the other three on other shifts. The staff and residents would like to say “Thank you” to all of our men and women in the military past and present.

**BOWLING GREEN
INDEPENDENT SCHOOLS
Warren Regional Juvenile
Detention Center**

University of Kentucky football coach Joker Phillips visited Warren Regional Juvenile Detention Center (WRJDC) in February 2011. He delivered a message of hope and success through education to the 30 students in attendance. “Education is the key to any success and I want to convey it to these young men today,” Phillips said. “If you can just come here and are able to touch one of their lives, [if they] hear one thing that [you say] that changes their lives, that’s a huge difference.” He continued, “Our motto at the University of Kentucky is ‘Operation Win.’ One of those battles we talk about that we want to win, is winning in the community.” His message was well received by the students at WRJDC.

**FAYETTE COUNTY
SCHOOL DISTRICT
Lexington Day Treatment**

Lisa Berman reports that youth at Lexington Day Treatment Center have been participating in a weekly mentoring program in collaboration with a special education classroom at Ashland Elementary School. Every Friday morning 12 Lexington Day Treatment youth ride over to Ashland Elementary and are assigned to work with one student, the same student each week. They are responsible for assisting the student with the academic work and social skills that they are working on in the classroom.

“It is wonderful to see how excited the Ashland students get when we come into

the classroom each week, yelling “the buddies are here, the buddies are here.” Our youth realize the importance of attending each week and the relationships they build are rewarding for our youth and the students at Ashland Elementary,” Ms. Berman asserts.

Many of the students at Ashland have some form of autism and sometimes it is a struggle for the Lexington Day Treatment students to find ways to connect and understand the students’ abilities and disabilities. Ms. Berman suggests, “this experience also helps our youth work on patience when the students they work with struggle to stay on task and follow directions. There is no extrinsic reward or grade that comes from being a mentor, our hope is that our youth learn the intrinsic value or reward that comes from helping others.”

**HARDIN COUNTY
SCHOOL DISTRICT
Sunrise Children’s Services—
Crossroads Treatment Center**

Marie Stuecker is proud to report that Crossroads student Joseph M. won the county 4H tee shirt design competition for high school students. His design will go to the state level to be judged on May 13, 2011. “Joseph M. is a very talented artist and usually goes beyond my expectations in art class,” exclaims Ms. Stuecker.

**McCRACKEN COUNTY
SCHOOL DISTRICT
McCracken Regional Juvenile
Detention Center**

Lucinda Mills reports that Crystal Culp, a National Board Certified social studies teacher at McCracken Regional Juvenile Detention Center (MRJDC), is one of four winners of \$200 Diversity Lesson Plan Awards from the Kentucky Education Association (KEA). The contest recognizes lesson plans and units that connect Kentucky’s Core Content

with multicultural education in a meaningful manner. Mrs. Culp has been a 1st District recipient of this award for four consecutive years, and works hard to implement her diversity lesson plans in class on a daily basis at MRJDC.

**OWENSBORO INDEPENDENT
SCHOOLS
9th Street PRTF &
Mary Kendall Home**

Kim Johnson, school administrator at both Owensboro Independent Schools’ KECSAC programs 9th Street PRTF and Mary Kendall Home, has been named the National Outstanding Special Education Administrator by the Council of Administrators of Special Education (CASE). She was selected from applicants around the country nominated by their state CASE organizations. Ms. Johnson received the award at the national CASE conference in Washington, D.C. on April 26, 2011.

**WOODFORD COUNTY
SCHOOL DISTRICT
Safe Harbor Academy**

Brian Tackett reports that Safe Harbor Academy won the “Most Improved Attendance Flag” for March for the Woodford County School District. Safe Harbor Academy’s attendance increased by 3.59%.

For the Collaborative

Does your program or district have news to share? Something to brag about? Would you like to highlight your summer program or any special projects in the works?

Please submit vignettes, tid-bits, articles or article ideas OR if you’d like a member of KECSAC’s staff to come visit your program and write up a story, contact Heather Carpenter (heather.carpenter@eku.edu or call 859-622-5780).



KECSAC

104 Case Annex
Eastern Kentucky University
521 Lancaster Avenue
Richmond, Kentucky 40475
452165

Comments: Contact the editor at
(859) 622-5780 or email
heather.carpenter@eku.edu

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