

The Collaborative



Volume XVIV Issue III Spring 2012

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NBPTS Certification: Honor Roll

Since 1987, more than 97,000 teachers have been certified by the National Board for Professional Teaching Standards (NBPTS). NBPTS certification is a rigorous and comprehensive process—it is also a hallmark of professional excellence to earn this accreditation. The Mission of NBPTS is to advance student learning and achievement by establishing the definitive standards and systems for certifying accomplished educators, providing programs and advocating policies that support excellence in teaching and leading, and engaging National Board certified teachers and leaders in that process.

Many of the best teachers in Kentucky are in KECSAC programs. Everyday, they manage to reach and to teach the most academically and socially challenged students in the Bluegrass. Several teachers in KECSAC programs across the Commonwealth of Kentucky have been striving toward professional excellence by seeking NBPTS certification.

NBPTS certification gives teachers and schools the tools to define and measure teaching excellence. NBPTS standards are based on the five core propositions that form the foundation for what all accomplished teachers should know and

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Profile in Excellence: Ann Lyttle-Burns

Since adding an Ed.D. to her *curriculum vitae* in May 2011 (she was among the first to graduate from the new doctoral program in Educational Leadership at Eastern Kentucky University), Ann Lyttle-Burns, coordinator of KECSAC programs in the Fayette County School District, can also add author and documentarian. Her doctoral research focused on dropout prevention, especially dropout prevention in rural areas. She reflects that when she walked in her high school graduation ceremony, half of her original class was missing. Statistically, she emphasizes,

she should not have succeeded. She was an African American growing up in poverty in rural Appalachia in a family where both of her parents did not even have the chance to go to high school, let alone graduate from high school. "Looking back on it, I think my decision to earn a doctorate had more to do with my curiosity of my own unique history and a desire to uncover a mystery for others by revealing through research why this epidemic has continued to happen in Appalachia, generation after generation."



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Director's Corner



Director, Dr. Ronnie Nolan

A few weeks ago, I had the great pleasure to sit down with State Representative Jimmy Lee, of Elizabethtown, to discuss the financial needs of our local school districts as they relate to state agency children. It was a familiar conversation, one I have had with many legislators over the preceding months. I shared that we are serving more students today than we did 10 years ago, and we are doing it with far less funds. I shared how our local education agencies are being forced to supplement our programs with dwindling funds from other sources in order to meet the challenges of our students. I asked for his help. As I sat across from countless legislators, working on behalf of our state agency children, the response was all too similar. I am proud that every legislator I had a chance to meet with expressed their support for our children, the support of our school districts and the admiration for those working to make a positive impact on the lives of our children. They were gracious, caring, supportive, encouraging and compassionate, but they were also honest. The financial

crisis in our commonwealth is not gone. While we all recognize that our economy is showing some very positive signs, the current reality is that state funds are not yet reflecting this growth. In the end, while they continue to support our mission, the hard truth is that funds are limited and we all will share in that burden during this budget cycle.

I appreciate the “hard truth”; the ability of our legislators to manage billions of dollars while being forced to make some very difficult decisions that impact millions of lives across our great Commonwealth. I’ve been a fan of the “hard truth” throughout my life. It is in those moments when we can really understand the situation at hand and learn to move forward in a positive, contributing way. I recall as a child my mother telling me many hard truths about our life, the choices we have made and the consequences of those decisions. I also recall the switch that she used to reinforce some of those hard truths! Indeed, I clearly remember having to go get that switch myself, and her telling me, “if I have to go get it myself, this is only going to be worse.”

I remember that during some of those “hard truth” learning moments, my mother cried along with me. I honestly believe that is reflective of the current funding situation in state government. Legislators have to make some hard decisions, but they recognize that it is creating pain across the board. While continuing to work on behalf of state agency children, I will maintain our focus on sharing our needs with policy makers across Kentucky in an effort to educate

our partners about the population we serve and their educational needs.

With this in mind, and as we look and work toward the future, we will have no choice but to make even more sacrifices today. Our local school districts are struggling to meet their financial obligations, but I know that together we can continue to improve the lives of children in state care. I also feel confident that our partners at the state level recognize our students as a priority and will continue to be champions of our kids. Our work is never done, it never gets easier, we will always rely upon the creativity of our educators’ to meet students where they are and move them forward. I appreciate sincerely the ongoing support of local school districts which are making a difference in the lives of state agency children, and I thank our teachers and administrators for their hard work and dedication. We will continue the good fight and our children will be the victors.

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

Dr. Ronnie Nolan
KECSAC Director

be able to do, and provides a reference that helps educators link teaching standards to teaching practice. The five core propositions of NBPTS certification are:

- 1.) **teachers are committed to students and their learning;**
- 2.) **teachers know the subjects they teach and how to teach those subjects to students;**
- 3.) **teachers are responsible for managing and monitoring student learning;**
- 4.) **teachers think systematically about their practice and learn from experience;**
- 5.) **teachers are members of learning communities.**

Lucinda Mills, NBPTS certified teacher and administrator at McCracken Regional Juvenile Detention Center (MRJDC), recalls that she pursued NBPTS certification

because “I had been teaching for a few years and I did not want to become complacent. I wanted to take a detailed look at my teaching practices and make sure that my instruction was based on sound data collection and shaped by the information I learned from this data. I feel a great responsibility to the students with whom I work and I believe that at-risk learners deserve to have quality teachers and quality instruction. I wanted to do the best I could do to help my students become successful in all areas and the NBPTS process was a great tool for that self-analysis.” Her colleague, Crystal Culp, also at MRJDC, contends that “National Board Certification takes a teacher on a journey, one that they do not expect. It is a journey of discovery, where you discover the teacher that you are and then realize the teacher that you want to be and what it is going to take to get you there.” To teachers considering NBPTS certification, she recommends that teachers need to be “ready to

change and ready to let go of teaching strategies that do not work and embrace those that do, even if it makes them uncomfortable. Teachers who pursue National Board Certification need to be ready to be better, because when you know better, you do better.”

Kari Ostby, a NBPTS certified math teacher at Louisville Day Treatment, shares that Kentucky is one of the few states that helps to pay the fees it takes to receive NBPTS certification, including the \$2,000 annual dues for up to ten years. She says that once she realized all the external support she would receive from her state and district, “I had no reason not to try!” NBPTS is also a great way to earn Rank I certification in Kentucky.

For more information about NBPTS certification, visit their website:

www.nbpts.org

Sonny McManus Assumes Presidency at the Spring SACSAA Meeting!

Sonny McManus assumed the Presidency of SACSAA from Gareth Wells at the March 2, 2012 State Agency Children School Administrators Association (SACSAA) meeting. Gareth Wells was presented a plaque and lauded for his years of dedicated service to SACSAA and the state agency children of Kentucky.

The spring meeting covered a wide range of issues including the Best Practice Site application and selection process, the SACSAA & KECSAC awards, the projected per child rate for

2012-2013, legislative initiatives, the DCBS Strategic Plan, and up-coming professional development events and conferences that KECSAC will be offering.

Also during the spring meeting, Debra Hauser was elected SACSAA President-Elect. Ms. Hauser was one of the founding educators at Laurel County Day Treatment in January of 1991 and she served as a representative on the first KECSAC Educational Administration Panel during the initial organization of KECSAC.



SACSAA President-Elect, Debra Hauser

KECSAC's PD Corner

KECSAC strives to provide quality and relevant professional development trainings for educators, administrators and staff who work with some of Kentucky's most at-risk students. Over the course of the spring semester, KECSAC has been able to provide a couple of great professional development events designed to meet the needs of the special students we serve. *Teaching in Action* hosted by The Providence School was held on February 22, 2012, and the *Innovative Strategies Series: Cowboy Ethics* was held at the Mercer County High School on February 29, 2012.

Selected as a Best Practice Site for Alternative Education in all three categories (#1 Curriculum, Instruction and Assessment; #2 Culture, Support and Professional Development; and #3 Leadership, Resources/Organization and Planning) by the Kentucky Department of Education, the Providence School in idyllic Wilmore, Kentucky hosted the February *Teaching in Action* training.



Educators, administrators and policy makers explore the Jessamine Proud Products Store at the Providence School (TPS) in Wilmore, Kentucky. Proud Products is a collaborative effort between local artists, craftsmen, and the students at TPS who manage and work "The Store." Community members buy candles, soap, baskets, wood-crafts and much more.



Student panelists "ham it up" for the camera at the February 22, 2012 installment of the Teaching in Action Series: The Providence School.

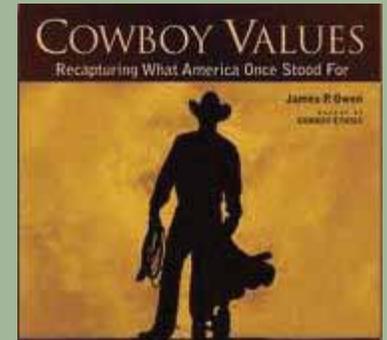
Over 30 educators, administrators and policy makers were welcomed by Jessamine County Superintendent, Lu Young and the Providence School Principal, Denise Adams. Attendees

toured the school, attended a student panel, participated in round-table discussions about the Providence School's initiatives and programs as well as about Senate Bill 1 and how its implementation will allow for innovations across the commonwealth. Some of the highlights of the training included learning about the Equine Program where students learn to work with horses, the Discovery Program which students often credit as helping them to deal with their personal challenges that are often barriers to their educational goals, and learning about the Archery Team that recently came in 10th place at the World Championship Games! During the panel, one of the

student panelists reflected on the teachers that "they know who you are. It's like you're the only person in the school."

On February 29, 2012 at Mercer County High School in Harrodsburg, Kentucky, Ann Moore guided over twenty educators, administrators and staff through "The Ten Principles of Cowboy Ethics."

Since 2008, Ms. Moore has been teaching the curriculum she developed based on the book, *Cowboy Ethics: What Wall Street Can Learn from the Code of the West* by James P. Owen, founder of the Center for Cowboy Ethics and Leadership.



The curriculum is now being used at more than twenty high schools across the United States. In addition to her leadership role at the Center for Cowboy Ethics, Ms. Moore is a high school teacher in Greenwood Village, Colorado and she specializes in working with at-risk students. As part of the "Ten Principles of Cowboy Ethics," students are encouraged to develop their own 11th principle by which to guide their life by. "Cowboy Ethics" was well received by those in attendance and attendees got to demonstrate their own commitment to principle #1: "Live each day with courage" when everyone was ushered into secured hallways during a tornado warning.



June Cort from the Fayette Regional Juvenile Detention Center in Lexington talks to Ann Moore, the Cowboy Ethics trainer.

KECSAC presents the 11th Annual
**Alternative Strategies for
Educating Students At-Risk**

A Conference for Educators in Alternative Settings

July 24 - 26, 2012

Richmond, KY

Visit www.kecsac.eku.edu for more
information and to register!

KECSAC Deadlines

April 2012

25th Third Quarter reimbursement
MUNIS report due in the
KECSAC Central Office.

May 2012

2012-2013 MOA mailed to school
district's superintendents, with a copy
emailed to each school administrator.

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The data used to create most drop-out prevention models is derived from research gathered from urban students. Although rural students tend to graduate at higher rates overall than students from urban areas nationally, this is not true for rural Appalachian kids. "My research stresses the importance of place. Although there are similar reasons students drop out of school across this country, the reasons students drop out of school in rural Appalachian districts are unique and solutions to remedy that must also be unique."

Her doctoral research led her to participate in the production of a DVD, "The Stay in School Toolkit," and she is writing a chapter for a textbook on dropout prevention that will be released by the spring of 2013. "The Stay in School Toolkit" was created by a partnership between the Center for Rural Development and Forward

in the Fifth, a nonprofit organization dedicated to motivating community stakeholders to achieve higher levels of educational attainment for all citizens in Southern and Eastern Kentucky. The video features eight people who share their personal struggles, including Ann Lyttle-Burns. Using the latest research on student success as a guide, students and teachers are able to have a conversation and work with students to find out what resources they have and what they are lacking so that they can increase their likelihood of earning a high school diploma.

Dr. Lyttle-Burns began teaching in "regular" schools, but when she had an opportunity for advancement as a principal, she was introduced to the world of alternative education and it was there that she found her true calling. "I just knew that this was where I needed to be. I saw a ministry in my work. I knew that I was making a difference in the lives

of my students. This is now my 14th year in this administrative position and I still have a lot of work to do! My greatest challenge every day, and this has not changed over the years, is getting students to see value in themselves when they have been devalued by others for so long. I feel rewarded when a teacher I helped select makes a positive connection with a student and through that connection is inspired to do great things with his life. It's an awesome feeling!"

**For more information about
Forward in the Fifth or the "Stay
in School Toolkit," call
606-677-6000 or email
fif@centertech.com.**

Across Kentucky



CHRISTIAN COUNTY SCHOOL DISTRICT

Christian County Day Treatment

Deb Fowler reports that the students at Christian County Day Treatment participated in a “Manners & Protocol-Etiquette” workshop on January 18, 2012. The presenter, Hiler Redd, guided the students through table manners, professional as well as interpersonal etiquette and protocol. The students thoroughly enjoyed the lessons and hand-on activities that illustrated the basics of etiquette. Student feedback was very positive. One student wrote, “conversation at the table shows you’re interested and not just there.” Another student said, “pulling the chair out for a woman is very polite and shows you’re a gentleman, I like being a gentleman.” Even the faculty and staff appreciated the workshop. One new employee remarked, “it was a refresher for me, and I even learned a thing or two.”

CLARK COUNTY SCHOOL DISTRICT

Clark County Day Treatment



Clark County Day Treatment has designed and implemented a project that integrates science, manufacturing, marketing and sales into their curriculum. Clark County Day Treatment students are making a line of lip balms; they are also packaging, marketing and selling their line! They currently have such flavors as cinnamon, vanilla, orange, peppermint, strawberry, cherry, blue raspberry, grapefruit and passion fruit. Each tube costs \$3 or two for \$5. All the proceeds go directly to providing initiatives for the students at Clark County Day Treatment. This program teaches entrepreneurship, business skills, chemistry, manufacturing, branding, marketing and order fulfillment. If anyone is interested in purchasing lip balm, please contact Greg Hollon at greg.hollon@clark.kyschools.us to place your order!



FAYETTE COUNTY SCHOOL DISTRICT

Lexington Day Treatment

The *Keep It Real* campaign is a youth-driven community effort to educate students about underage drinking. The contest invites teen filmmakers to submit 30-second Public Service

Announcements (PSA’s) telling their peers about the risks of underage drinking. This year 65 videos were submitted from students throughout Fayette County!

“The Road Not Taken,” produced by Lexington Day Treatment students, Dulce Silva and Victor Castillo, received the most support during the online voting period, Jan. 9-20, 2012. A total of 9,106 individuals visited the website, with 80,244 votes cast to award the People’s Choice Award to “The Road Not Taken.” The honorable mention People’s Choice Award also went to a Lexington Day Treatment submission, “Rise Above the Influence,” by Trell Turner and Josh Greer.

Keep It Real is a public/private partnership spearheaded by Bluegrass Prevention Center and facilitated by the Kentucky Agency for Substance Abuse Policy (KY-ASAP), Fayette County Local Board and the Lexington Mayor’s Alliance on Substance Abuse. Funding is provided through the Enforcing Underage Drinking Laws Initiative and the Kentucky State Police.

The videos may be viewed at the Fayette County School District website:

www.fcps.net

HARDIN COUNTY SCHOOL DISTRICT

Sunrise Children’s Services— Crossroads Treatment Center

The week of January 23-27, 2012 marked National Anti-Bullying Week and the students at Crossroads Treatment Center studied the psychological and social impact of bullying. Students read a variety of news articles regarding the phenomenon of bullying in contemporary public schools and they listened to pop-culture depictions of bullying, such as Taylor Swift’s song “Mean” and watched a viral You Tube video by Jonah Mowry, a boy dealing

with bullying personally, in order to examine it from multiple perspectives. Students created their own anti-bullying campaigns and anti-bullying posters to share what they had learned in the course of this unit and to prevent bullying on the Crossroads Treatment Center campus.

HOPKINS COUNTY SCHOOL DISTRICT Hopkins County Day Treatment

Extra! Extra! Read All About It! Hopkins County Day Treatment (HCDT) was awarded a grant for \$1,500.00 by the Hopkins County Educational Foundation to publish a student generated school newspaper! Ms. Britt, an English teacher with 30 years of experience in Hopkins County Schools says, "Presently, we live in the era of instant communication-email, Facebook, Twitter, blogging, etc., however, a fundamental flaw exists when it comes to communication among parents, students and community. This weakness has been identified as a priority in our program. This newspaper will address many things we want to accomplish in our school."

A "Name the Newspaper Contest" was held among the students and staff. There were so many great ideas generated it was difficult to choose. In keeping true to the goal of the project, each student was asked to submit his/her ideas for the name of the newspaper. Ballots were cast by students and staff members to determine a winner. Joe Wolvin submitted the winning title of the newspaper, BLACKHAWK PRIDE. Joe said "This was the first title that came to my mind! Participating in the newspaper, I feel a sense of pride and a part of something positive."

"The goal of this project is to model for the students real life experience necessary for transition from school into the workforce," said Steve Fowler, Special Education teacher at HCDT. In support of obtaining this goal, Tony Elliott, Counselor at HCDT began teaching

students during group time how to complete job applications and interview for jobs, including appropriate dress and hygiene. Students were asked to identify jobs of interest and interview for the positions at the paper.

The grant provides HCDT with funds to schedule a field trip to see firsthand what goes into the production of a newspaper. Students had the opportunity to see a layout room, speak to a columnist and a photographer, ask questions about advertising and see a newspaper as it goes to press. J.B. Wilcox and Beverly Britt helped co-write the grant application for the HCDT newspaper that will be published each trimester and mailed to HCDT parents, community leaders and other stakeholders of the HCDT program. "I think the newspaper is an excellent opportunity for students to share some of their interests and activities with their peers, teachers, and community members that they otherwise would not be afforded," says J.B. Wilcox, teacher at HCDT. "The sharing of such positive experiences can become contagious for the 'at-risk' population at HCDT and allow for character building. A more recognized and respectful student body can therefore proceed into our community with enriching real-world life choices."

LAUREL COUNTY SCHOOL DISTRICT Laurel County Day Treatment

In the aftermath of the March 2, 2012 tornadoes that swept across Kentucky and neighboring states, students at Laurel County Day Treatment have been aiding in the clean-up and recovery effort in their region. Over 300 homes were destroyed or damaged in Laurel County and the Day Treatment students joined over 1,000 volunteers in the recovery effort in the days following the natural disaster. Twelve students participated in the effort along-side fire-fighters, municipal employees, and church groups.

McCRACKEN COUNTY SCHOOL DISTRICT McCracken Regional Juvenile Detention Center

Lucinda Mills reports that that Crystal Culp, social studies teacher at McCracken Regional Juvenile Detention Center (MRJDC), has been honored twice in the past few weeks for her excellent work at MRJDC. She was selected as the 2012 KEA Diversity Committee Lesson Plan contest winner, receiving a \$200 scholarship, for her efforts to integrate diversity education into her lesson and unit plans. In addition, Ms. Culp has been selected to attend the Library of Congress 2012 Summer Teacher Institute in Washington D.C. She is one of only twenty teachers selected for this honor! After taking part in the Summer Teacher Institute, participants will:

- Know how to access primary sources from the Library of Congress.
- Become skilled at analyzing primary sources of different formats.
- Learn various teaching strategies for using primary sources in the classroom.
- Be able to successfully facilitate a primary source-based activity with students.
- Gain knowledge of how to use primary sources to enable students to be engaged, think critically and construct knowledge.
- Develop a Primary Source Project Plan that will be implemented in the participant's instructional setting.

Do you have something to brag about? We want to hear from you! Does your program or district have news to share? Please submit vignettes, tid-bits, articles or article ideas to
The Collaborative.

**Contact: heather.carpenter@eku.edu
or call 859-622-5780.**



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The Collaborative

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Call for Proposals

KECSAC is accepting proposals to present break-out sessions at the **11th Annual Alternative Strategies for Educating Students At-Risk Conference** which will be July 24-26, 2012 in Richmond, KY. We look forward to providing participants with hands-on training conducted by those of you who are doing the important work of educating students in alternative settings. The conference will cover a variety of topics, so proposals on any relevant topic are welcome. If you have found a great way to motivate your students, discovered successful techniques for managing difficult behaviors or developed exciting strategies for teaching a particular subject, we want to give you the opportunity to share those experiences with other educators.

The deadline for submission is May 1, 2012. Please submit proposals to the KECSAC office via mail or email at katie.helton@eku.edu. Please include your name, as well as any co-presenters, your title, your program, the name of the workshop and a brief abstract.

Thank you for the work that you do and for helping us make this year's conference a wonderful experience for your fellow educators!