

STATE OPERATED
PROGRAMS

SPECIAL
POINTS OF
INTEREST:

- Opera Star at CCCA
- Holiday Celebrations at Richmond
- Collaboration is KEY
- Save a Life!
- Red Tails in Action
- Education Under Arrest

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Sharing Our Progress

VOLUME 4, ISSUE 3

MARCH 2014

Opera Star Imparts Wisdom

The students and staff from CCCA were treated to a wonderful and enlightening visit from Metropolitan Opera singer Ryan Speedo Green. Speedo, as he likes to be called, grew up in Suffolk, Virginia under very poor and devastating circumstances. He struggled with anger and depression as a youth and had childhood experiences with juvenile detention centers and mental health services. Speedo talked to the students about his emotional and behavioral struggles and how he was able to overcome his circumstances to become a successful opera singer. Speedo wanted to meet with students dealing with similar struggles in hopes that sharing

his experiences would be helpful. Speedo also shared his thoughts and experiences with hospital staff, hoping to shed light on what some of our students may be feeling



Opera Star Ryan Speedo Green visits CCCA and offers words of inspiration.

and experiencing.

The visit would not have been complete if we were not allowed to hear the vocal delights of his booming

operatic voice. Speedo stands at 6 foot 5 inches with a size 17 shoe; as you can imagine his larger than life voice filled the school. This was the first time that many students had heard opera and I believe many of them were in awe of the musical notes and sounds that came from this talented young man.

-Jennifer Whorrall,
CCCA

Merilee's Message

Social-Emotional Learning (SEL) involves the processes through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, establish and maintain positive relationships, and make responsible decisions. Research shows that students with these skills do better in school and in life. **Classroom teachers and facility leaders have an obligation to model social-**

emotional competence for our students each and every day.

Think about the model YOU present as you interact with and work through a day with your fellow teachers. Do you greet your co-workers when you arrive at the workplace each morning? Are you supportive of colleagues? Are you tolerant of differences in faculty members' backgrounds and beliefs? Are you respectful of opinions from other staff that may be different

than your own? Do you resolve any conflict in an appropriate manner?

We cannot expect more from our students than we do from ourselves. As you travel through a day, examine your actions and reactions to be sure you are responding in a healthy, positive way. This responsibility is an important one and should not be taken lightly. Remember, you may be the best model our students will ever observe.



Holiday Celebrations at Richmond

Students at the Richmond Juvenile Detention Education Center have had a dynamic school year thus far. In November, the students participated in the Harvest Festival where they read poetry, performed in a Thanksgiving skit and presented their artwork to the audience.

In December, the students participated in the Winter Festival. Parents of participating students and members of the local community were invited to

watch as students performed songs like "Christmas in Hollis" and "This Christmas." Students read about several holiday traditions and shared their original poetry. The audience participated in a holiday trivia game and a band was invited to entertain the audience with holiday songs.

For Black History Month, actress Morgan McCoy performed her one woman monologue called "Evolution of a Black Girl: From the

Slave House to the White House." In her monologue, she chronicled the struggles of several black women throughout history. She then conducted a question-answer period with students and gave away copies of her book as prizes.

The staff and students are looking forward to a productive spring as we move toward the end of the school year.

-Sidney Gunter, Richmond JDC

Butterfly Hugs

Our principal, Ms. Davis, heard on the radio that a station (Spirit FM) was engaged in a service project of making and gathering drawings of butterflies to give as gifts to patients with cancer. It sounded like a perfect project for us to contribute to, given the monthly theme of "Compassion" for February! So all week the students in

art and music participated in the drawing of butterflies. Many students expressed appreciation for the opportunity to contribute to this effort, and for several it revived memories of family members who had been diagnosed with cancer. The results were varied but all convey a sense of love and caring. We were very

happy with the outcome and will be pleased to think of our drawings going to bring some brightness and cheer to those who might appreciate it.

-Michal R. Emmert-Hart, Shenandoah JDC

Virginia Relief Maps

Ms. Bennett and Ms. Dye worked with the Social Studies classes at Blue Ridge Juvenile Detention Center to create relief maps of the state of Virginia. Students used papier-mâché to recreate the five geographic regions of the state. After drying, the students then painted the maps.

To further their research and writing skills, students selected a

city and researched it. The information that they were to locate included the demographics, historical sites, recreation, major industries, and the average cost of housing. Students then became Chamber of Commerce representatives and wrote a blurb describing the reasons for both people and industries to relocate to their chosen city. In addition,

students located and labeled their city on the relief map. As one student described it – the "squishy" project helped the students to learn more about the state where they reside.

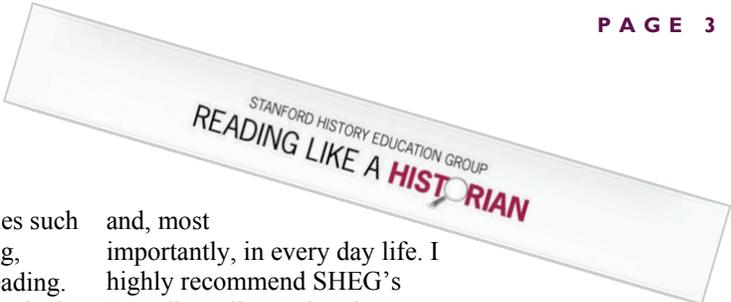
- Ms. Tomacine Bennett Crouch, Blue Ridge JDC



Richmond students have been busy, busy, busy!



Doc Analysis in Social Studies



As every Social Studies educator knows, helping students develop the skills necessary to analyze sources is a challenging task. Fortunately, the Stanford History Education Group (SHEG) has developed a phenomenal curriculum which places source evaluation center-stage. SHEG’s “Reading Like a Historian” program engages students in historical investigation. According to SHEG, “this curriculum teaches students how to investigate historical questions by

employing reading strategies such as sourcing, contextualizing, corroborating, and close reading. Instead of memorizing historical facts, students evaluate the trustworthiness of multiple perspectives on historical issues. They learn to make historical claims backed by documentary evidence.” Having used SHEG’s curriculum with my world history and United States history classes, I can attest that my students are acquiring the critical thinking skills necessary to succeed in the classroom, on standardized tests,

and, most importantly, in every day life. I highly recommend SHEG’s “Reading Like a Historian curriculum.” For more information, visit: <http://sheg.stanford.edu/rlh>.

-Timothy W. Cruz,
Prince William JDC.

Sinking...



After many frustrating lectures & practices about plotting on a coordinate plane, I decided to try a different approach. Students were given a sheet of +/- 5 coordinate planes. The rules of the Battleship game were explained and questions were answered. They were told to place 1 aircraft carrier (A) using five ordered pairs on their sheets. They then added 2 battleships (B) using four

ordered pairs, 3 cruisers (C) using three ordered pairs, and 4 destroyers (D) using two ordered pairs. “Ships” had to be in a straight line, but could cross axes. The students then called out ordered pairs to an opponent, one pair at a time. The opponent would tell him/her if a ship was hit or if it was a miss. The game lasted one 50 minute period, and most finished in that time.

At first there was some confusion and I had to act as judge, but after a few minutes, the students became very involved and paid close attention to the ordered pairs they called out. They became much more proficient with naming and finding ordered pairs and also placing them on a plane.

-John Fahrman, Jr., Lynchburg JDC

We are the Mighty Groundhogs!

On February 2nd, Punxsutawney Phil saw his shadow meaning six more weeks of winter. At CCCA the special day was celebrated with our spirit week because we are the CCCA Groundhogs. Last year the students and staff voted on a school mascot and the Groundhogs won out. If you

have ever been to the grounds of CCCA you would understand. They are everywhere! To start off with our spirit week the students participated in a variety of wacky and fun days including crazy sock day, wacky hat or hair day, pajama day, wacky tacky day, and sports day. There were special school-wide

activities in celebration of Groundhog’s Day, similar to a Pep Rally. Because we don’t have any school sports teams to rally around we will celebrated the opening of the Winter Olympics in collaboration with spirit week. Go Groundhogs!

-Jennifer Whorrall, CCCA



Digital Learning Day



See technology thrive in the Classroom at SVJC!!

On February 5th, Shenandoah Valley Juvenile Center participated in the annual Digital Learning Day. Teachers from the center enhanced the curriculum through use of different forms of technology. Art and music therapy used SMART clickers to survey students on emotions evoked from songs. They also used the interactive Rocksmith program, to teach students beginning guitar skills. Mrs. Mary Ann Plogger from the Science department used laptops for the students to complete Gizmo activities on hurricanes. Mr. Daniel Woodard from the Math department used the SMART document camera to engage

students in extracting data from word problems. Mr. Tanner Boyle in the technology department took students on a virtual trip to the National Aquarium, where the students explored live webcams, and produced a corresponding PowerPoint presentation. Mrs. Sylvia Meyer and the ELL department used Itranslate on the iPads to write conversations in English and Spanish. Mr. Tim Copeland of the history department used Sheppard Software to engage students in geography curriculum. Mrs. Chanelle Lincoln had students watch a short clip called "The Mask You Live

In" from an organization called The Representation Project. It questioned what we teach young men when we tell them to "be a man," and discussed how young men are encouraged to hide their feelings of sadness and anger, causing terrible consequences to their behavior and psyche. Mr. Greg Campbell used heart rate monitors, the Nintendo Wii, and interactive biking with his students. The day was a huge success, and the students were introduced to many new forms of technology.

- Tanner Boyle, Shenandoah Valley JDC

African American Participation in Post-Civil War History

"I'm just a buffalo soldier..."



"I'm just a buffalo soldier in the heart of America, stolen from Africa, brought to America,...said he was fighting on arrival, fighting for survival; said he was a buffalo soldier win the war for America," These are the Bob Marley lyrics used by guest speaker, Dr. Alfred Taylor, when he opened his discussion with students at Northern Virginia Juvenile Detention Center School in Alexandria, Virginia.

The great grandson of a Buffalo Soldier and the nephew of a Tuskegee Airmen, Taylor informed students of black men and women who participated in the early stage of U.S. Military history after the Civil War. He told them, "My great-grand father was Alfred Pride who served in the 9th Calvary as a

Buffalo Soldier. My uncle, Lieutenant Leroy Taylor served as a Tuskegee Airmen. They are both buried in Arlington National Cemetery."

Dr. Taylor explained to students that shortly after the Civil War, Congress authorized the formation of the 9th and 10th Calvary. He noted that once the Westward movement had begun, the Buffalo Soldiers were prominent among those blazing treacherous trails of the Wild West were. A student asked, "What was your great-grand father's job as a Buffalo Soldier?" He responded: "These African-Americans were charged with and responsible for escorting settlers, cattle herds, and railroad crews." According to Dr. Taylor, throughout the era of the Indian Wars, approximately twenty percent of the

U.S. Calvary troopers were black, and they fought over 177 engagement. He explained to students, "The combat prowess, bravery, tenaciousness, and looks on the battlefield, inspired the Indians to call them "Buffalo Soldiers."

Like Harriet Tubman, who never lost a slave in her many journeys to free slaves in the Underground Railroad, the Tuskegee Airmen in their quest for victory, never lost a bomber along the way. In the midst of reviewing for their Black History Quiz Bowl, students were highly engaged in a stimulating exchange with Dr. Taylor about his relatives' roles they played in black military history.

- Byron Brown, NOVA JDC

Collaboration is KEY!

This winter, teachers at Lynchburg Regional Juvenile Detention Center have been busy diversifying learning experiences for all students. They began by offering unique experiences for critical thinking and artistic expression. In December, the Character Education Committee and Literacy Committee invited students to create a seasonal snowman to reflect their distinct style for display on the Kids Corner Board with the winter theme “Chill Out with a Good Book.” Opportunities for a Scholastic book talk were also presented and students reflected on important pieces of literature which had made an impact on their lives. Sharing and discussing these works encouraged students to consider positive coping skills to use over the winter break.



In February, the Brotherhood Committee incorporated the Character Education components of compassion and self-discipline into their assembly. Students in class learned about fictional and nonfictional icons who have promoted the concept of unity through video clips and personal examples. Students were challenged to consider the lyrics of the assembly’s theme song, John Lennon’s “Imagine.”

“Imagine no possessions, I wonder if you can,
No need for greed or hunger, A brotherhood of man,
Imagine all the people, sharing all the world...”

-Amanda Burchfiel,
Lynchburg JDC

“What do you want to be when you grow up?”



On Thursday, January 30, 2014, the Commonwealth Center for Children and Adolescents boasted their annual career fair. The event included 12 different professionals from within the community who offered advice and answered questions for the students. Some of the folks in attendance were Carmel Murphy Norris from Blue Ridge Community College, Robert Collier from United Bank, Jason Hallacher of the Virginia Department of Game and Inland Fisheries, Michelle Scarlino from Staunton Foods, Officer Jennifer Stevens from the Staunton Police Department, Michael Clay from Mary Baldwin College, Alvin White

and Wendy Shutt from the YMCA, Terry Leonard from Western State Hospital, and Dana Breeding from Augusta Health. The students were able to move around the gym asking questions about each career and talking with the members of our community. The students were also treated with a wonderful demonstration from EMT G.J. Shiflet of the Staunton Augusta Rescue Squad.

At CCCA we encourage students to think about their future goals and what they would like to do once school is over. Many students are not sure what they would like to do or what field interests them. The career fair allowed

them to see a wide variety of career paths and explore the possibilities. Overall, it was a wonderful day enjoyed by the students and the community members. We, at CCCA, appreciate the attendance and dedication of all those that took time from their busy schedules to speak with our students.

-Jennifer Whorrall, CCCA



Save A Life



SOP Students are blazing new trails in Literacy! From reading in new ways to creating a new culture of learning in the classroom.

Students practiced skills needed for first aid and emergency care (CPR and AED) at James River Juvenile Detention Center in January, 2014. As a part of the upcoming Virginia Department of Education mandated training requirement for high school students beginning September 2014, students will receive informational training in their curriculum related to the following topics:

- First Aid—Severe bleeding, care and immobilization for broken bones
- ABCs (Airway, breathing and circulation) of conscious and unconscious victims
- CPR (cardiopulmonary resuscitation) and AED (automated external defibrillator) use.

Many high school students find themselves in situations where emergency care for themselves or others is needed.

Having the training and information about these topics instills a sense of helpfulness and responsibility in young people. Students are eager to learn about the ways they can provide support to someone “until help arrives”. Health education class included a 3 day informational training provided by the health and physical education teacher (certified as an instructor in First Aid, CPR and AED) to provide the knowledge needed for infant, child and adult emergency care. Clinic nurses provided the infant manikin for demonstration purposes. Students will receive a JRJDC Training card for curriculum completion. Certification is not required.

- Bonnie Connor-Gray, James River JDC



Photo shows student learning about CPR and compressions.



Photo displays a free “Learn CPR” app available for iPhones which teaches by video and audio the steps needed for emergency care.

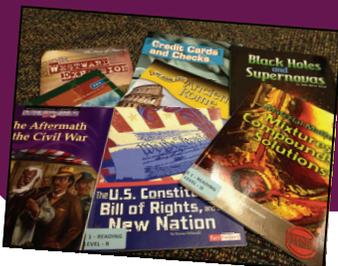
Chesterfield Readers are Blazing New Trails!

Students are reading! As a new member of the Chesterfield Detention staff, I am in awe and thrilled with all the new literacy initiatives and continuing culture of literacy that I am joining. I am so excited about our Literacy Leadership Team and the work they have done to create our new Literacy Plan to guide our goals and practices here. Our Cultivating Character lessons have incorporated reading and

writing in authentic ways; most recently, students wrote Valentine’s cards to residents of a retirement home to act out compassion. Teachers have been trying out new literacy strategies and then completing peer observations to learn from each other. For our lowest readers, I have worked with O’Brien Associates and our teachers to match over 50 low-level texts to the SOLs being taught in core classes.

This means that a second grade level reader is still able to tackle a text on the Civil War, banking systems, or chemical changes while working on reading skills during remediation! These things, plus many others, are coming together to create a culture of literacy in our building. Students are making big gains!

-Jenna Gradwell,
Chesterfield JDC



“Greetings from the Great Southwest!”

Southwest Virginia that is..... we have been busy as bees here at Highlands Juvenile Detention Center, working together to help our students reach their educational goals. With the new GED testing in place, we are working together to prepare our students for the new testing format. Several students are preparing for the test, we look forward to having many successful GED graduates before the end of the school year. Although we are covered

in snow at present, the spring will bring warmer weather, and the beginning of our “Go Green” paper recycling project. We have been asking our students to brainstorm ideas that will help us get our center ready for the project. With a little hard work and a lot of collaboration, we will be able to make a big dent in the amount of paper thrown away at the center. Soon we will be working as a team to recycle as much paper waste as we can!

We hope our project will encourage students to continue to recycle when they leave the center and return home with some new skills and a better understanding as to why recycling is important. We want to encourage our students and everyone to make the earth a better place by living by the creed of Reduce, Re-Use, Recycle!

- Brenda Blevins, Highlands JDC



HSP Goes RED!

Heart disease is the leading cause of death among women over the age of 20 in America, killing nearly 300,000 women each year. Every February for the past decade, millions of men and women have joined the Wear Red Day campaign, sponsored by Go Red For Women, helping to bring



awareness to this deadly disease. The Hospital School Program (HSP) in Norfolk wanted to share in supporting this cause by having an HSP Goes Red day on February 7, 2014. Along with wearing red, the staff swapped healthy recipes in a blog and even held a

Heart Healthy Dish contest! Nurses were onsite during the day to provide free blood pressure screenings and brief consultations. What a great way to show support of such an important cause and promote good heart health within the program!

- Shannon Turner, CHKD



The New C's at CCCA

Collaboration – it is a word that we educators hear and use often in our daily discussion. At CCCA the secondary Social Studies teacher, Valerie Clay; English teacher, Sandy Powell; and Literacy Coach, Jennifer Whorrall developed a cross content unit based on Michael Marpurgo’s novel “War Horse” in January. The novel chronicles the daily life and battles during World War I as told by the point of view of a horse. In Social Studies, the students learned about the causes and effects of World

War I and practiced a variety of content skills including the analysis of maps, charts, and primary sources. In English class the students focused on vocabulary, point of view, and comprehension of the novel through various activities. This unit gave the content teachers a chance to collaborate and team-teach. Instructional technology was used through multi-media experiences including the use of the War Horse app on iPads. At the end of the two-week

unit the students were able to view the movie and make a comparison to the book. The collaboration was effective as shown in the learning outcomes of the students and was a beneficial and enjoyable experience for the content teachers.

- Jennifer Whorrall, CCCA



Endangered Species



Piedmont students learn about endangered species and their environments. Thank you Ms. Patterson for sharing these great resources with our students!

The International Fund for Animal Welfare (IFAW) has produced some educational resources on animals and their environments that are available for free. The materials include several short videos as well as lesson objectives, reproducible activity sheets, and suggestions for additional projects; the lessons and resources are appropriate for elementary and middle school students. The IFAW hopes to inspire students to protect

animals and their habitats in future generations. Their objective coincides nicely with some of our objectives in character education and social/emotional learning.

If you are interested in acquiring the DVD or downloading these materials, check out the website www.ifaw.org/education. Special thanks to Susan Patterson, our administrative assistant at Piedmont Detention, for bringing these

materials to our attention and acquiring them for us.

-Nancy Walker,
Piedmont
JDC



W.W. Moore Celebrates Black History

The students at W. W. Moore participated in a variety of activities in observance of Black History Month. The students began the morning with a quote from individuals like Dr. Martin Luther King, George Washington Carver, Mary McLeod Bethune, Harriet Tubman and Stevie Wonder. They discussed the quote, its meaning, and how they could apply it to their own lives. Several guest speakers also gave presentations during the month.

Each teacher planned exciting lessons that involved learning about the contributions of famous African-Americans both past and present. One lesson that was particularly popular was the lesson entitled "The Inventors of American Music." Brian Patty, Business/Technology



Teacher taught this lesson. He introduced the students to the beginnings of American Music and the impact that African-American musicians had on the "American" sound that we know today. The class learned how various music genres such as Swing, Jazz, and Rhythm blues. The students were able to listen to samples of the different types of music. Mr. Patty brought in

his guitar and played samples of the different types of music. The grand finale occurred when Principal Davis and the students sang, "Ain't No Sunshine" by Bill Withers while being accompanied by Mr. Patty on the guitar.

-Brian Patty, Danville JDC

Brian Patty
rockin' it
out at
Danville
JDC!



Tough Questions for Fairfax Students



Students of the Fairfax JDC face many difficult questions in their lives, but none more challenging than the ones posed every week in Ms. McCallum's and Mr. Ward's Science class.

Can eggs support your weight? Can you skewer a balloon without popping it? What keeps your coffee hot longer? Is DIET soda really 'lighter'?

The *Science Question of the Week* gives students at Fairfax JDC a fun yet challenging hands-on activity and experience with lab equipment/procedures. It also gives students a deeper understanding of the scientific method. The questions, often posed by staff and students are answered every Friday in

science class.

Ideas, lessons and materials available, contact Ryan Ward at Fairfax JDC: rtward@feps.edu.



Welcome to the SVJC Pancake Café!

When it comes to authentic learning situations, there's nothing like the real thing. At Shenandoah Valley, normally reticent level 1 English learners came alive when they were asked to write and act out a dialogue in English for a hostess, waitress/waiter, and customers in a restaurant. Real props were used, such as a round table and tablecloth, menus, aprons, and (plastic) dishes.

The menu offered coffee (decaf), orange juice, pancakes (from frozen), and syrup. ESOL teacher Mrs. Meyer and Literary Coach Mrs. Buller were customers. Although students had practiced in class, they were allowed to use note cards to help them while working in the café, which gave them the boost of confidence they needed to carry it off. One particular student was thrilled when she seated and

waited on Principal Theresa Davis, who dropped by for a cup of coffee. In the end, all were seated around the table eating pancakes and drinking coffee while continuing a dialogue, in English only, along the lines of getting to know each other (which also happened to be their smart goals for that month).

- Hellen Buller, Shenandoah Valley JDC



“Red Tails”

Mr. Howard L. Baugh Jr., who is a retired commercial airplane pilot captain, was our guest speaker for “Black History Month”. Mr. Baugh discussed that his father was born in Petersburg, Virginia and attended Virginia State College. Howard Baugh Sr., who died in 2008, flew over 135 combat air missions and logged 250

combat flight hours with the Tuskegee Airmen over the skies of World War II in Europe. Baugh was one of the nearly 1,000 African-American pilots to graduate from Tuskegee Army Air Field between 1940 and 1946. For his service, Baugh was awarded the Distinguished Flying Cross, Air Medal with three Oak leaf clusters, Air Force



Commendation Medal and the Air Force Outstanding Unit Award.

- Ron Washington, Crater JDC

Co-Teaching in SOPs

Thoughts from Tyrone Spain:
Chesterfield JDC

- **Benefit:** The opportunity to see other teaching styles and modalities that you may not have seen or tried in the past.
- **Challenge:** You have two different individuals with possibly two very different personalities and styles. The best way to overcome this is to focus on the students and remember that doing what is best for them is what matters the most.
- **Balancing** co-teaching with other responsibilities (i.e., paperwork, meetings) can be a challenge. There never seems to be enough hours in the day. The best advice is to remember you can do only what you can do and not allow yourself to feel overwhelmed. Sometimes I find that writing things out and seeing them on paper can be less overwhelming than thinking about them.
- **Strategy:** Meet first with the teacher, determine the topic to be taught and decide who will teach what and at what point in the lesson. This hopefully will eliminate any appearance of not being prepared. Students can pick up on that.
- Always **remember** co-teaching is a "team effort." Both teachers will bring strengths and possibly weaknesses to the classroom. Support each other. The students are the priority.

Thoughts from Richard Wieringo:
Danville JDC

- **Benefit:** Helps provide more of a one on one approach to helping students as well as monitor student progress. One of the most common approaches we use here is parallel and team teaching. Using this approach, students are given instruction from two perspectives which can help the student as well as keep them engaged. Teachers also benefit from this by learning from one another as well. Also, we use the one teach one drift approach in which the regular education teacher does the majority of instruction while the SPED teacher drifts around the classroom focusing on the students that require extra help.
- **Challenge:** At times, regular education teachers might be teaching four or five different subjects in one classroom which is a challenge in itself. In cases like this, we will split the subjects and rotate teaching responsibilities in order for the students to get an appropriate amount of instruction in class. Our general education teachers are also really good with providing differential instruction based on a students learning level.
- **Strategy:** Establish and maintain a positive working relationship kind of like a marriage (a good one). Supporting one another is important when dealing with instruction and any behavioral issues that might arise. Students are quick to pick up on cues as to how you are feeling and feel towards your co-workers. If you are irritated at your co-worker, student are quick to pick up on it which could potentially create problems. I feel that when you and your co-teacher build a strong relationship, it sets the path for students to achieve academic success.

"In teaching you cannot see the fruit of a day's work. It is invisible and remains so, maybe for twenty years."

~Jacques Barzun

Do you have any tips to offer other sped teachers about IEPs, engagement, organizing, progress monitoring co-teaching, etc? Email ideas to riosg@wjcc.k12.va.us or smraleigh@fcps.edu to place in the next newsletter.



Special Educator



+

General Educator



=

Understanding of all students
Enhanced Content
Access to quality curriculum
Support for all who need it!

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Learning Strategist ▪ Modifications & adaptations ▪ Motivation Strategies ▪ Knowledge of Special Needs | <ul style="list-style-type: none"> ▪ Content Specialist ▪ Curriculum Sequence ▪ Instructional Objectives |
|---|--|

Tips in Special Education



Progress Reporting

The Principal should Stress to Staff the Importance of Data Collection and of Issuing Good Progress Reports. There is a requirement to issue progress reports for students with disabilities. These reports are similar to the issuance of report cards. The information that is reported must be supported by good documentation. The principal should stress to staff the importance of good documentation and progress reports that are supported by data collection.

General Education Teacher's Role

Co-taught classes should be jointly taught by the general education and the special education teachers. The special education teacher is not an assistant. The special education teacher should fulfill the role of a co-teacher. There should be cooperative planning between the two teachers for the benefit of all the students in the class.

Preparing General Education Staff for Special Education Students

The majority of special education students receive at least a portion of their education program in a general education setting. It is thus important that general education teachers be given information about the special education student's needs, learning style and any accommodations that need to be implemented in the general education setting and actually implement any accommodations. A system needs to be set up to provide the communication of these items to the general education teachers prior to the start of the school year so that the student's special education needs are met in the general education setting at the beginning of the school year.

New Special Education Teacher at Northern VA JDC

Welcome to Jacqueline Livelli. She joined the team at the Northern VA JDC at the beginning of the school year. We checked in with her to see how things were going.....

- * Before I had children, I taught high school English in New Jersey. When I moved to Virginia, I worked at The Dominion School as a special education English teacher. Then, I worked as a regular education English teacher for middle and high school students in Fairfax County. I also worked as a regular education middle school English teacher and a special education high school teacher in Arlington County.
- * I wanted to work with incarcerated youth because I wanted to feel like I was working with kids who really need my help.
- * The most surprising thing has been the "family" environment that exists here. The students are fortunate to have so much support.
- * The biggest challenge is the lack of movement that is allowed in the classroom and the inability to open a window. I miss fresh air!!
- * The best thing about working here is the level of education we are providing to the students. The student-teacher ratio is fantastic, as are the resources we have.

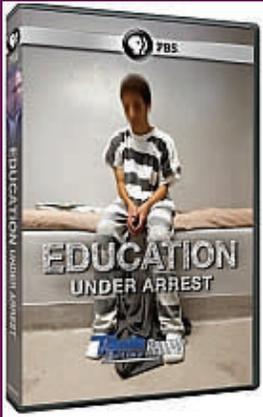


TTAC Online - A Wonderful Resource



- ◆ Effective Strategies for Student with Learning and Behavioral Problems
⇒ <http://ttaconline.org/esd/>
- ◆ Assistive Technology Network
⇒ <http://ttaconline.org/atsdp/>
- ◆ Assessment Principles and Guidelines for English Language Learners (ELLs) with Disabilities
⇒ http://ttaconline.org/staff/s_resources/s_resource_detail.asp?aid=1531

Education Under Arrest



On January 14, 2014, the faculty at Blue Ridge Juvenile Detention Center watched the PBS documentary, *Education Under Arrest*, for one of their professional development sessions. The film examined the effect of the Zero Tolerance initiative in public schools and its impact on the education programs within the juvenile justice system. Several programs nationwide were highlighted for their forward-thinking approach to educating these young people and the preventive measures they are using to interrupt the “school-to-prison” pipeline. Afterwards, the teachers were asked to respond to the film and some of their responses were very emotional and powerful:

“A wise man once said that tomorrow’s outcome starts with today’s preparation. As an educator, it’s hard to put into words how much pain is absorbed when you’re trying to help rescue one child after another. The fight will continue on, but how we prepare our students today, will

determine their tomorrow”.

“ I was really moved by the video for many reasons. As an educator in a detention facility I am all too aware of society’s failures with today’s youth, but I am also inspired by the work that’s being done in our facility. After working for DJJ and here at Blue Ridge, I am extremely sympathetic to the plight of our students and the circumstances that have led them to incarceration. I see many failures in the system along the way, but I also see groups and organizations within our community and I encounter people daily that give me hope. I do get discouraged that we are repeating a vicious cycle and just as our students recommit crimes, but we are also guilty of that by not doing enough to end the injustices that plague our student’s homes, schools, communities, and judicial systems”.

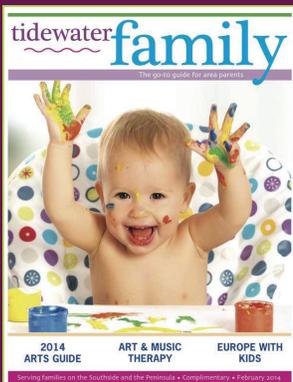
“As a teacher, I want every child to learn and to succeed. Even

within myself I struggle with what is the best way to disrupt the school to prison pipeline. I do know that students in detention benefit from structure and routine, as well as isolation from the problems that brought them here, but is it the way to go? Maybe if everyone was placed in the Post D program, incarceration would at least offer some benefit to the student”.

This is just a small selection of the responses, but it is easy to see that the film was very moving and thought-provoking. The link is below in case anyone would like to share it with their faculty.

<http://video.pbs.org/video/2360529591>

- Ann Dye, Blue Ridge JDC



Tidewater Makes the Local News

Can you believe it?! Virginia’s State Operated Programs Therapy Unit is finally breaking news in Virginia. A local magazine in the Tidewater area interviewed various staff at Children’s Hospital of the King’s Daughters in regards to the therapy work being done in the classroom. Leigh Ann Dickinson and

Leslie Magee spoke about their program and the creative way they interact with their patients. If you have a moment, check out this story! Many thanks to the CHKD staff for sending in the article!

Their website can be found at: <http://www.tidewaterfamily.com/>

You can view a PDF version

of the article here:

<http://content.yudu.com/Library/A2pciq/February2014Tidewater/resources/index.htm>

- Shannon Turner, CHKD



State Operated Programs

Thanks to everyone that has submitted articles for Sharing Our Progress this Winter! Please continue to submit articles for the next newsletter this upcoming Spring season.

Articles must be submitted the **15th day of the month before the publication.**

Newsletters will be published on the 1st of October, December, March, and June.

Submit articles in MSWord

format to:

sharingourprogress@gmail.com

A few guidelines for articles:

1. Provide articles that are **75-200** words in length. If you have more information to offer the field, include your email so that you may be contacted.
2. Provide author's name at the end of the article.
3. Submit graphics as JPGs or GIFs.
4. Submitted articles written by you or your staff.
5. Proof your article.
6. Send articles any time.

Thanks for all your support and contributions to our newsletter!!

