New Laws Make Important Changes in Kentucky Public Education

During its 1998 legislative session, the Kentucky General Assembly passed a number of laws that have a direct impact on elementary and secondary public education. On this page and continuing on Pages 3 and 4, Kentucky Teacher presents an overview of some of those laws, with special attention to those likely to be of greatest interest to teachers.

For a complete summary of all education-related legislation passed during the 1998 session, contact the Department of Education’s Office of Legal Services, 500 Merro St., Frankfort, KY 40601; sdouglas@kde.state.ky.us; (502) 564-4474.

Assessment and Accountability

HB 53
Phase I: Conclude the current accountability cycle (1997-1998).
- Administer KIRIS in the 1997-98 school year as currently designed.
- Distribute $27 million in rewards to certified staff in improving schools.
- Reclassify to “in decline” those schools designated “in crisis” based on data obtained in Accountability Cycle 2 or 3.
- Reward schools that exceed their threshold and have an average annual dropout rate below 8 percent.
- Require schools failing to reach their improvement goal to develop improvement plans, and make them eligible for improvement funds. Conduct a scholastic audit of certain schools failing to reach their goals. The audit team may recommend school improvement planning, improvement funding or highly skilled assistance.

- Require the state board to establish a formula for school accountability with an improvement goal set for each school for the 1998-99 and 1999-2000 school years using academic and nonacademic components administered consistently during 1996-2000.
- Require schools failing to reach goals to develop improvement plans, and make them eligible for school improvement funds; permit them to request advisory assistance. Permit parents of students attending schools that would have been classified “in crisis” to transfer to a successful school.

Phase III: Begin full implementation of the new assessment and accountability system (starting in 1998-99).
- The state board, with advice from specified organizations, is to develop a new accountability formula. The assessment and nonacademic components in 1998-1999 and 1999-2000 serve as the baseline for the new accountability system. The first accountability determination is made after the 2000-2001 and 2001-2002 school years.
- Consequences may include a scholastic audit process to determine the appropriateness of the classification, school improvement planning, improvement funding, highly skilled assistance, evaluation of school personnel and student transfer to successful schools.

School Safety

HB 330 — Establishes a Center for School Safety for school safety research, program development, and technical assistance; requires appointment of board of directors by July 15, 1998. Establishes grant processes to assist local districts and schools in the development of programs and approaches to work with troubled, disruptive or academically at-risk students. Requires each school district to conduct a scholastic audit of certain schools failing to reach their goals. The audit team may recommend school improvement planning, improvement funding or highly skilled assistance.

SEEK add-on funds generated due to the number of at-risk students may be used to pay a hazardous duty pay supplement as determined by the local school board to teachers who work in alternative programs with students who are violent or assaultive.

Requires each local school board to formulate a code of acceptable behavior and discipline to apply to all students; requires each school council to implement appropriate discipline and classroom management techniques to carry out the code.

Requires districts to provide educational and intervention services in an appropriate alternative program to any student expelled from school unless there is danger to other persons and placement in a state agency treatment program is not possible.

Montez Bell, age 9, points to words as he and 7-year-old Mickey McMichael read together. Both are students at Minors Lane Elementary in Jefferson County.

Continued on Page 3
In Kentucky Classrooms, All Truly Means All

The 4th-grade teacher had just learned that, for the first time in her career, her student roster would include two students with disabilities. Her reaction was immediate.

“I was terrified!” she recalled. “How was I supposed to cope with the needs of these two students and the other 20? Will I be able to teach them? Will I be getting any help? Will I be trained to meet their needs?”

Perhaps many teachers have similar reactions the first time students with diverse needs come to their general classrooms. Even with support from a special education teacher, parents and other sources, these teachers might feel unprepared to meet the needs of the students.

The irony is that teachers meet unique needs in their classrooms every day. They tailor their teaching using strategies that range from simple (such as giving a student five extra minutes to complete an assignment) to complex (such as arranging for a biologist to mentor a student). They flex their instruction while maintaining high expectations, supporting each student in setting and accomplishing goals.

Still, they sometimes doubt their ability to work effectively with students identified as having disabilities. Those teachers would do well to talk with others who have successfully included students with disabilities and who have seen benefits to having them in their general classrooms.

One teacher spoke of those benefits this way: “Students with special needs are exposed to more challenging learning situations, and nondisabled students see that it is okay to be different and that we all learn differently.”

This is the goal of inclusion: to adapt the classroom environment, instruction and assessment so all students — with and without disabilities — can participate and benefit. Students with disabilities have the same right as any other student to be members of the general education classroom. Kentucky’s conviction that all children can learn, our commitment to high-quality education and our assessment on core content suggests that Kentucky values all children and perceives inclusion to be natural and necessary. In addition to Kentucky’s commitment, federal law (the Individuals with Disabilities Education Act) requires that students with disabilities have the same access to the curriculum, learning opportunities and extracurricular activities as all other students.

Some students have needs that require instruction and attention in places other than the general classroom. The goal of such instruction and attention must always be to prepare these students for participation with peers and the community to the fullest extent.

The truth is, effective teaching is effective teaching. It starts with individual students where they are — focusing on their abilities, not their disabilities — and takes them where they can go.

Successful inclusion requires collaboration among general and special education teachers (see Pages 5-13), administrators and the parents of students with special needs. The most effective inclusive programs involve students as collaborators, too. This example from one Kentucky teacher demonstrates how classmates can help students with special needs and the important life skills they can learn in the process.

Jerry ... was like any other middle school boy. He liked to talk, disliked homework and liked pretty girls. The “diagnostic” characteristics that identified Jerry as having a moderate mental disability didn’t separate him from his peers. However, his behavior did.

Jerry didn’t have the ability to differentiate between helpful advice and malicious or mischievous suggestions. He was often led into displaying unacceptable behaviors or taking risks that were inappropriate. These behaviors began to lead to ridicule, a loss of his self-esteem, conspiring among classmates and a lack of class focus during instruction.

Keeping in mind that I could not allow instruction to be interrupted, I asked Jerry to run some errands and then laid it on the line for my class. I explained that Jerry was participating in our class so that he could learn social skills and peer-appropriate behaviors. I asked the class to evaluate our success to this point and to brainstorm some of our problems and choices. The students were quick to identify the behaviors that detracted from the class and even took responsibility for several. It came down to one basic question or choice: How could the class function constructively with Jerry present?

I am proud to say strong arguments were made that Jerry should remain with the class. Students didn’t believe “it was right to shut kids away all day by themselves.” They believed Jerry could learn more from them and that they could monitor students who improperly influenced Jerry’s actions. The class took ownership for their behavior, and the instruction took on a new tone. No longer was distracting “class clown” behavior encouraged. Students began to redirect energy that had previously been drained from our lessons, and the class blossomed.

From “Kentucky Classrooms: Everyone’s Welcome — A Practical Guide to Learning and Living Together” (see note below)

The teachers’ quotes on this page are among many teacher, parent and student quotes (most unattributed) found in “Kentucky Classrooms: Everyone’s Welcome — A Practical Guide to Learning and Living Together,” published in 1996 by the University of Kentucky-affiliated Human Development Institute. To request a copy, phone Preston Lewis at the Kentucky Department of Education, (502) 564-4970, or send e-mail to plewis@kde.state.ky.us.
Continued from Page 1

Requires that, if a principal has a reasonable belief that a student has committed certain acts of assault or kidnapping, sexual offense, possession of a firearm in violation of the law, or possession of a controlled substance on school property, the principal shall report the act to a local law enforcement agency.

Amends KRS 160.345 to add language relating to the school council’s role in developing discipline and classroom management techniques as a part of a comprehensive school safety plan.

Requires that certain criminal records be made available to school transportation personnel.

Amends KRS 610.345 to add language requiring the release of notice of adjudication to school representatives having responsibility for classroom instruction of the child; requires that the adjudication records of any student convicted as a violent offender or felon be released to the school principal within five days of the order.

**Budget**

**HB 321** — The “Budget Bill” for 1998-2000 includes the following provisions on school-based decision making: A parent representative on the council may be an employee of another school or a relative of an employee of another school. A teacher who is not a resident of Kentucky may be a representative on the school council. Each school council shall adopt a policy to be implemented by the principal relating to the procedures to assist the council with consultation in the selection of personnel by the principal, including but not limited to meetings, timelines, interviews, review of written applications, and review of references.

**Professional Development**

**HB 536** — Requires the district professional development coordinator to disseminate professional development information to schools and individuals and to provide technical assistance as requested; requires the coordinator to participate in Department of Education annual training; requires the department to provide or facilitate optional professional development programs for certified personnel based on statewide needs of teachers and administrators, and allows the programs to include classified staff and parents when appropriate.

Requires that in planning the use of the four professional development days in the school calendar, priority shall be given to programs that increase teachers’ understanding of curriculum content and methods of instruction appropriate for each content area based on individual school plans; provides that up to one of the four days may be used to provide training mandated by state or federal law, but that only employees identified in or affected by the mandate shall be required to attend.

Provides that a local school board may approve a school’s flexible professional development plan that permits teachers or other certified personnel within a school to participate in professional development activities outside the days scheduled in the school calendar or the regularly scheduled hours in the school work day and receive credit toward the four-day professional development requirement within the minimum 185 days that a teacher shall be employed. Requires that this flexible schedule option be reflected within the school improvement plan or consolidated plan and approved by the local board; provides that credit for approved professional development activities may be accumulated in periods of time other than full-day segments.

**School Technology**

**SB 230** — Requires a state board regulation to prevent sexually explicit material from being transmitted via any video or computer system, software or hardware products, or Internet service managed or provided to local schools or districts; requires each district and school to use the latest available filtering technology to ensure that sexually explicit material is not made available to students; requires the Department of Education to make available to school districts and schools upon request and without cost, state-of-the-art software products that enable local districts and schools to prevent access to sexually explicit materials; requires each district to establish a policy regarding student Internet access.

**Meeting Special Needs**

**HB 519** — Establishes the Kentucky Special Education Mentor Program to be implemented by July 1, 1999, to select, train and assign highly skilled educators in special education to local school districts and schools not in compliance with state and federal laws and regulations.

Requires school districts and schools not compliant with state regulations regarding services to exceptional children to submit improvement plans for state approval.

Requires the department to provide a statewide special-needs professional development program during 1998-99 and 1999-2000.

**Literacy**

**SB 186** — Establishes the Early Literacy Incentive Fund to improve the reading skills of primary students reading at low levels. Provides grants to schools to implement reliable, research-based reading models.

Requires establishment of the Collaborative Center for Literacy Development to develop a demonstration and training site for early literacy at each public university.

**Student Religious Liberty and Free Speech**

**HB 2** — Clarifies religious liberty and free speech rights of students; prescribes rights of students to participate in various religious activities at school (subject to certain conditions); prohibits school district employees from encouraging any religious or anti-religious activity.

**Student Dropouts/Truancy**

**HB 900** — Removes the 60-day withdrawal notice requirement prior to the effective date of the student dropping out of school; still requires written notification of the withdrawal from the student’s parent, guardian or other in-state person having charge of the student, and requires the parent and student to attend a one-hour counseling session with a school counselor on potential problems of non-graduates.

Defines truancy as tardiness for three or more days without a valid excuse; permits the local school board to adopt policies on student compliance with laws and make-up of unexcused absences and to impose sanctions for non-compliance.

**Primary Program**

**HB 484** — Puts into statute standards regarding the primary program contained in the 1996-98 Budget Bill; defines Primary Program and describes the critical attributes for the program.

Requires that each school determine the organization of its Primary Program, including the extent to which multiage groups are necessary to meet individual student needs; allows taking into consideration the necessary arrangements for students attending part time and allows for grouping of students attending their first year of school when determined to be developmentally appropriate.
New Laws Make Important Changes in Kentucky Public Education

Continued from Page 3

School to Careers System

HB 724 — Establishes a School to Careers system as the overall system for career-related programs such as School-to-Work, Tech Prep and High Schools That Work; establishes a state grant program to provide matching funds to school districts and to consortia of school districts to assist in the development and implementation of School to Careers. Establishes a statewide advisory group.

District Superintendents

HB 104 — Deletes prohibition against an acting local school district superintendent from being appointed to the position of superintendent.

Teachers’ Salaries

HB 469 — Requires local school districts to provide a cost-of-living increase for certified staff that equals or exceeds the percent increase in the consumer price index or the base funding level in the SEEK program, whichever is less.

Criminal Records Check

HB 714 — Amends KRS 160.380 to require a national and a state criminal history check on all new certified employees; requires a state criminal background check on all classified initial hires; specifies the grounds for certificate revocation by the Education Professional Standards Board.

Local School Board Members

HB 151 — Deletes as a basis for removal from a local school board, becoming a candidate for nomination or election to certain offices that would have rendered the person ineligible before election to the school board.

School for the Blind/School for the Deaf

HB 237 — Amends KRS 167.015 to establish the Kentucky School for the Blind and the Kentucky School for the Deaf as state educational resource centers to provide technical assistance and resources to educational agencies and parents; permits both schools to enter into collaborative agreements with local school districts and other public and private agencies to provide programs to students.

Retirement

HB 532 — Defines “final average salary” for members with 27 years of service and at least 55 years of age as the three-year final average salary; excludes salary supplements of distinguished educators from the calculation of “annual compensation”; requires that all new retirees on or after July 1, 1998, receive monthly annuity checks by electronic transfer.

Requires the Kentucky Teachers Retirement System Board to provide health insurance to eligible retirees age 65 and older, and permits the KTRS Board to provide health insurance for retirees under age 65; clarifies that retired teachers may participate in the same insurance plans offered to active and retired state employees; provides an additional 1.5 percent cost of living adjustment to retired members in each year of the next biennium.

Provides that KTRS members who have at least 20 years of service credit may purchase up to 5 years of previously unqualified service by paying 100 percent of the actuarial cost; effective July 1, 1998.

HB 257 — Permits an active KTRS member to purchase credit for services in a federal Head Start agency.

Mathematics Portfolios: Not in Accountability

Over the past two years, the Kentucky Mathematics Portfolio Advisory Committee has substantially redesigned the mathematics portfolio. Although the mathematics portfolio will NOT be part of Kentucky’s new assessment and accountability system, many teachers have reported benefits of using portfolios. Therefore, the Kentucky Department of Education will support the voluntary use of portfolios for instruction and classroom assessment.

The portfolio’s problem-solving activities provide teachers a way to combine basic skills, mathematical concepts and investigation of connections among math topics. A major improvement has been the emphasis on mathematical communications in the form of charts, graphs, tables and symbolic notation accompanied by reduced use of narrative and revisions.

Next fall, regional training will be available to familiarize teachers with the revised portfolio procedures. In addition, a limited number of schools may apply for an in-depth professional development series focused on the alignment of curriculum, instruction and assessment strategies in mathematics.

Professional development opportunities will be listed in the August issue of Kentucky Teacher.

Getting comfortable with Math — Britteny Graves stretches out on the floor to work on a mathematics assignment at Kennedy Montessori Elementary School in Jefferson County.
When Angela first started coming into my classroom, she had to be physically pulled inside. She was terrified of the students, the unfamiliar surroundings and me. She would stay a few minutes and become so agitated that she would have to be removed. Then gradually, day by day, she explored the classroom environment and the people within it, and her time spent productively began to increase. She started to enjoy coming in. The roles reversed, and she began to pull her support teacher toward my room instead of away from it.

Angela now spends approximately six hours a day in the general classroom setting. She goes to music, art and physical education with the other students. She is actively involved in all learning activities. She likes to work alone, but she has worked in a cooperative group during science. She works on math and language skills, and she can operate a calculator and the computer with assistance. She is compiling her own portfolio. She proudly writes her name on all of her work and demonstrates pleasure with her successes.

Most of the work that Angela does has to be modified and adapted to meet her needs, but she is learning and progressing with every activity. The special teachers who work with Angela have done a wonderful job collaborating and working with me. Together we have made a great difference in Angela’s life.

Although this teacher’s report is brief, it exemplifies what Kentucky’s public education system is all about: equal opportunities for learning and success for all students. This teacher (unidentified in the publication in which the vignette originally appeared) demonstrates the concepts of “inclusive education” and “teacher collaboration” and the roles they play in meeting students’ needs.

Inclusive education brings students with special needs into the general classroom to the fullest degree possible to learn and grow with their peers. Why? In the Spring 1998 issue of its publication, “Counterpoint,” The National Association of State Directors of Special Education answers this way: “National research has indicated that students with disabilities perform higher in academic and social areas, retain information longer, and experience greater success in postsecondary life when they are provided appropriate education opportunities, particularly when those experiences were with same-aged peers and within the general education environment.”

Teacher collaboration brings general teachers and special education teachers together to plan approaches, adaptations and strategies for teaching students with diverse abilities in the general classroom. The Kentucky Learning Goals and Academic Expectations define what all students, including students with disabilities, should know and be able to do as they progress through courses of study in public schools. General and special education teachers work together using the goals and expectations as the framework for planning instruction for students with disabilities. Those students are served well only when their instruction is anchored in Kentucky’s general education curriculum and in the expectations Kentucky has for all students.

The following 12 pages of this issue spotlight a few of Kentucky’s many examples of effective inclusion and collaboration. Also included are some nuts-and-bolts facts to guide teachers, school staff, school councils and parents in boosting their successes in meeting diverse learning needs.

The story of Angela was excerpted from “Kentucky Classrooms: Everyone’s Welcome — A Practical Guide to Learning and Living Together,” published in 1996 by the Human Development Institute. To request a copy, phone Preston Lewis at the Kentucky Department of Education, (502) 564-4970, or send e-mail to plewis@kde.state.ky.us.
Accommodations Support Learning for All

Has anyone actually seen a book that states “all children learn at exactly the same pace, to the same level, at the same time in their development”?

by Anne Moll
Kentucky Department of Education

Anne Moll is an exceptional child consultant in the Instructional Strategies Branch of the Division of Professional Development. She was a classroom teacher for eight years and has worked on behalf of people with disabilities for more than 22 years. Moll leads the department’s Collaborative Teaching Model Training Project, which focuses on the design, delivery and evaluation of instruction for all students within the general education setting.

Tradition has erroneously suggested that all “normal” students learn at the same pace, to the same level, at the same time in their development. Every good teacher knows this is not the case. Students learn at rates as different as one snowflake is from all others.

Effective educators have always instinctively addressed the uniqueness of each student as part of the natural and necessary requirements for teaching. They do whatever it takes to engage students in learning, from actions as simple as giving a student five extra minutes to finish an assignment or as extravagant as dressing as Macbeth to pique students’ interest in Shakespeare.

If we truly believe all children can learn, it is natural and necessary that educators make accommodations to support the success of any student who has a documented learning need (for example, a disability in reading, a vision or hearing problem, or a physical disability). To accommodate is to adapt, provide, serve, harmonize or integrate. As educators, we must think about designing instruction and assessment to ensure that every student learns and benefits from educational experiences.

The intent of educational accommodations is to build a student’s opportunity for success without tearing down the intensity and integrity of instruction or assessment. For most students with diverse learning needs, providing accommodations requires simple changes to the environment, instruction or assessment routine — changes that normally might not be part of the plan but are necessary for an individual student’s success.

Effective accommodations are based on the student, the content or skill to be learned and the learning environment. For some students, only one type of accommodation might be necessary; for others, complex needs may require several types of accommodations.

For students who have Individual Education Programs (IEPs — see Page 12), a multidisciplinary committee known in Kentucky as the Admissions and Release Committee (ARC) identifies accommodations necessary for the students to meet specific goals and objectives within the specially designed instruction of the IEP. By doing so, the ARC is committing to instructional experiences that will provide appropriate opportunities for learning, serve the unique needs of the student, and harmonize skills and content with the student’s lifelong learning.

The Kentucky Department of Education recently completed a 10-year study in classrooms that effectively serve students with diverse learning needs. That study identified at least 14 different types of accommodations that could ensure success for students and still maintain the intensity and integrity of instruction and assessment. On the next page are descriptions and examples of these accommodations.

What About Student Assessment and Special Needs?

Accommodations that are part of a student’s IEP — those adaptations made for the student during continuous instruction — may be used to support the student’s performance in state assessments. For more information, see “Procedures for the Inclusion of Special Populations in KIRIS and State-Required Norm-Referenced Assessments,” part of the 1997-98 District Assessment Coordinator Implementation Guide.
Accommodations in Education

14 Kinds of Adjustments That Help All Students Learn

On this page are 14 areas in which effective educators are changing instruction and assessment to meet the needs of all students, including those with special learning needs. Different kinds of accommodations provide appropriate opportunities for students to learn and express their knowledge in a variety of ways.

To get the most from this page, think about the types of questions you might ask about your instructional strategies and the assessments related to each strategy. Pull this section and place it with your lesson plan book to use as a guide when making decisions about teaching and evaluating student progress. See Page 6 for more information on accommodations in education.

1. Purpose of Instructional Exercise
The intent, goal, reason, objective or purpose of the exercise

**Examples**
- Participate in science activity to work on communication skills.
- Engage in distance learning of a foreign language while other students are working on basic language.

2. Order of Learning
The sequence, priority, progression or pattern of learning

**Examples**
- Student who may not recognize individual letters might be able to learn individual words.
- Student who may not have multiplication tables memorized might be able to compute them with a calculator. Move past tables to other concepts; use a calculator.

3. Difficulty of Task
The level of skill, approach to the problem or processes required to acquire or demonstrate knowledge

**Examples**
- Substitute addition problems for multiplication problems. For example, while the class solves \( 22 \times 3 = ? \), substitute \( 22 + 22 + 22 = ? \).
- Prior to class, give the student a study guide that highlights important information to be covered.

4. Time
The duration, cycle, length or intervals of learning or demonstrating knowledge

**Examples**
- Provide additional time for student to complete a task.
- Permit student to work on a large task in small time frames.
- Permit student to complete work in shortened amount of time.

5. Magnitude of Task
The dimensions, quantity, scope, size or proportions of the task.

**Examples**
- Allow a student to “check out” of an activity (for example, take a pretest and if all concepts are acquired, move to next topic).
- Require student to present an analysis of one major literary character in a novel instead of four characters.

6. Pace
The rate, velocity or speed of learning or demonstrating knowledge

**Examples**
- Accelerate the history topic of the Civil War by pretesting and then teaching only the areas student doesn’t already know.
- Work in 20-minute blocks, then have two-minute stretch sessions.

7. Materials — High- and Low-Level Technology
The equipment, fixtures, gear, supplies or furnishings appropriate for learning or demonstrating knowledge

**Examples**
- Audiotaped copies of reading materials
- Markers or large pens or pencils with grips for writing
- Telecommunications to access advanced-level content
- Large-print text books

8. Environment of Learning
The location and physical impact of learning and knowledge demonstration

**Examples**
- Use authentic locations for learning (for example, go to the store and make a purchase when working on making change from a dollar).
- Allow the student to lie on the floor while reading.

9. Level of Mastery
The degree of proficiency, aptitude or competence expected of the student

**Examples**
- In a timed mathematics drill, allow the student to focus on getting 50 percent correct while others focus on getting 100 percent correct.
- In a literature class, have the student write about one main character using factual information while other students are writing a psychological analysis of the character’s personality.

10. Participation
The degree of interaction expected of the student

**Examples**
- Primary goal in group work is to substitute for assignments in a regular class.
- Arrange for the student to work with a practicing scientist/mentor and complete a project at an advanced level to substitute for assignments in a regular class.

11. Demonstration of Knowledge
How the student shows what he or she knows about a topic or has learned from an experience

**Examples**
- Give reports orally or via technology instead of in written essays; make presentations on audio or video tape.
- Create a piece of music or drama.

12. Level of Support
The amount of direct or indirect guidance, encouragement, backing or authorization a student requires for a learning activity or demonstration of knowledge

**Examples**
- Implement behavior management supports such as token reinforcements or contracts.
- Provide a scribe to record a student’s response.
- Arrange for the student to work with a practicing scientist/mentor and complete a project at an advanced level to substitute for assignments in a regular class.

13. Instructional Procedures or Routines
The methods used to communicate and facilitate learning, set guidelines for learning and organize learning around a specific course

**Examples**
- Have student work as an individual or in small or large teams.
- Use pictures.
- Watch the first act of Macbeth, then read the first act to facilitate discussion.

14. Motivation Techniques
The extrinsic and intrinsic incentive, reward, bonus or value of the learning

**Examples**
- Set up menu of reinforcers and use token reinforcement system.
- Complete a contract.
By Anne Moll  
Consultant for Instructional Strategies  
Kentucky Department of Education

Ever wonder what it takes to get instruction and assessment aligned with issues related to students with disabilities? You are not alone. According to teams of Kentucky teachers and administrators who have been working over the past 10 years to align instruction and assessment with services for students with disabilities in the general education setting, at least 10 components are essential for successful team approaches to the task.

1. Develop a common philosophy about serving all students.
2. Build a knowledge base of legal requirements.
3. Employ purposeful communication among team members.
4. Ensure common planning time with other professionals.
5. Jointly design and implement appropriate instruction and assessment.
6. Learn how to access support and resources (both people and materials).
7. Participate in professional development that connects content and skills to issues of students with diverse learning needs.
8. Be flexible.
10. Be durable.

While flexibility, humor and durability cannot be specifically defined, the other seven attributes have distinct aspects that make serving students with disabilities a successful and rewarding experience. The chart on these pages represents the progression made by teams and individuals over time as they began and continue to implement instruction and assessment for students with disabilities in the general education environment. Use this grid to identify your current status and to chart a path toward appropriately serving all students, including those with disabilities.

Follow these steps:
1. Read each horizontal component row from left to right. As you read each row, mark the box that best describes where you are NOW in professional growth practices. Put today’s date in that box.
2. In each row, mark where you want to be within one year.
3. Look at each row and decide which component(s) you want to work on.
4. In the “goals and strategies” column, write a measurable goal for each component you have chosen; working alone or with others, identify strategies that will help you reach your goal.
5. In the “evaluation” column, note how you will measure your progress — how you will know you have met your goal.
6. Evaluate your progress throughout the year. At the end of the year, start again with Step 1 to make plans for the second year. And so on.

Now you’ve determined how you will improve your practices in meeting the needs of all students. This is your plan. To make it work, share it with other team members and plan to work together in developing appropriate educational experiences for all children.

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### From Ineffective Practices

<table>
<thead>
<tr>
<th>Common Philosophy</th>
<th>I believe special education teachers should have most of the responsibilities for students with disabilities, even when the students are in the general education setting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Responsibility</td>
<td>I know a little about IEPs, but I don’t understand their use or my legal responsibilities for implementing them.</td>
</tr>
<tr>
<td>Communication</td>
<td>I communicate a little with other teachers about the needs of students with disabilities.</td>
</tr>
<tr>
<td>Planning</td>
<td>I rarely plan instruction and assessment with other teachers who serve students with disabilities.</td>
</tr>
<tr>
<td>Instruction and Assessment</td>
<td>I design instruction and assessment based on content, grade level and year-end assessment.</td>
</tr>
<tr>
<td>Support and Resources</td>
<td>I allow a little flexibility in grades (such as awarding earned extra credit), but I stick to traditional methods most of the time.</td>
</tr>
<tr>
<td>Professional Development</td>
<td>I rarely participate in professional development related to students with disabilities.</td>
</tr>
</tbody>
</table>

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### Chart Your Own Professional Path

1. Read each horizontal component row from left to right. As you read each row, mark the box that best describes where you are NOW in professional growth practices. Put today’s date in that box.
2. In each row, mark where you want to be within one year.
3. Look at each row and decide which component(s) you want to work on.
4. In the “goals and strategies” column, write a measurable goal for each component you have chosen; working alone or with others, identify strategies that will help you reach your goal.
5. In the “evaluation” column, note how you will measure your progress — how you will know you have met your goal.
6. Evaluate your progress throughout the year. At the end of the year, start again with Step 1 to make plans for the second year. And so on.

Now you’ve determined how you will improve your practices in meeting the needs of all students. This is your plan. To make it work, share it with other team members and plan to work together in developing appropriate educational experiences for all children.
I believe both general education and special education teachers should share equally in the responsibility for serving all students, including those with disabilities.

I fully understand the purpose of IEPs and why students with disabilities have them and I understand my legal responsibilities for implementing them.

I continually communicate with other teachers about the needs of students with disabilities.

I consistently and continually plan instruction and assessment with other teachers who serve students with disabilities.

I ensure that instruction and assessment are designed to meet unique needs of students, including those with disabilities.

I have copies of the IEPs for students in my classes, and I refer to them continuously as I design instruction and assessment.

I have a clear understanding of why accommodations are necessary for students with disabilities, and I readily provide appropriate accommodations without jeopardizing the curriculum.

I use individualized grading systems that take into account the different learning styles of all students, including those with disabilities.

I continually access resources and supports and sometimes access them for assistance.

I continually participate in professional development related to students with disabilities.

During professional development, I always ask questions to better understand the connections between curriculum, strategies and students with disabilities.
All Means All:
How Three Schools Include Every Student

At White’s Tower, Every Student is Special,
All Students are Equal

By Sharon Crouch Farmer
Kentucky Department of Education

At White’s Tower Elementary
School in Kenton County, everybody
goes to classes — together. The 38
enrolled students with special needs
are interspersed with “general” edu-
cation students, taught by “general”
elementary classroom teachers and
assisted by special education teachers
or instructional aides as well as fel-
low students.

What happens in collaborative
classrooms at White’s Tower? The
same things that happen in regular
classrooms. Individual Education Pro-
grams (IEPs) are the center of
learning for every child. “Each
child has to meet the same
standards, but the roads we
take to achieve them are dif-
ferent to accommodate their
unique ways of knowing,
learning and achieving,” said
Jean Clayton, a special educa-
tion teacher.

The White’s Tower staff
uses a variety of techniques to
support learning by students
with special needs in general
classrooms:
• Specific skills are em-
bedded into general instruc-
tion.
• Collaboration is a daily process.
• Cooperative group activities
with defined roles give all students
opportunities to exercise skills.

Special education and general
teachers meet at the beginning of each
year and continue to meet in planning
periods throughout the year to review
curriculum, develop activities with
embedded skills and adapt learning
materials and activities. The special
education teachers meet weekly to
exchange ideas and discuss issues.

General education teacher
Debbie Morris says the success of stu-
dents depends on teachers believing
that every student belongs there. That
belief, she says, is reflected in instruc-
tion and discipline.

“Teachers need to use best prac-
tices, set high expectations, be flex-
ible to daily needs and treat all stu-
dents equally,” Morris said. Andrea
Smith, a general primary teacher, also
subscribes to that philosophy in her
classroom.

Flexibility, a skill underscored by
special education teacher Mike
Burdge, can be critical. “On any given
day, adjustments in learning may be
needed to ensure that a child
achieves some level of success to-
ward individual goals,” Burdge
said. “We never make adjust-
ments to IEPs, only to the meth-
ods used to attain the IEP goals.”

Adaptations used by spe-
cial education teachers help en-
sure success. However, tech-
niques as simple as breaking in-
formation down into small units
can be useful, too. The resulting
success in a general classroom of
peers has distinct rewards for all
students.

“These students gain con-
fidence and self-esteem, their ex-
pectations are higher and the teach-
ers push them harder than they would
be pushed in a special setting,” said
Burdge, who was Kentucky’s 1996
Special Education Teacher of the Year.
“Strengths and weaknesses rise into
view, sometimes simply because stu-
dents are being exposed to activities,
information, processes and behaviors
for the first time.”

At White’s Tower, students are
not isolated by their physical disabili-
ties or their need for adapted learning
strategies. Instead, they become teach-
ers themselves, bringing a new per-
spective to subjects that sometimes
become rote to general learners.

Mount Washington
Students Contract
for Success

By Faun S. Fishback
Kentucky Department of Education

It’s not so much how well a
student does on a test in Jim
O’Bryan’s 7th-grade science class at
Mount Washington Middle School
that determines a report card grade,
it’s how well the student lives up
to his or her contract for learning.
Each grading period, O’Bryan offers
students a variety of assignments
that can be assessed in varying per-
centages for a final grade.

Because not every student is
a good test taker, O’Bryan said, this
strategy allows students to be
graded on assignments that match
the ways they learn best. Students
contract to do projects — to make
presentations, do science demon-
strations, build models or conduct
independent research — that can
“count” more than test scores when
O’Bryan tallies their final grades.
They also get grades on class note-
books and participation.

“If you look at it just on the
surface, it seems like a lot of work
for me,” O’Bryan said, “and
that’s one of the first things
other teachers ask about.
But it isn’t any more than
maybe an additional step in
calculation.”

Just as this individual-
ized instruction helps en-
sure success for all students
in his classes, his collab-
oration with special educa-
tion teachers Denise Ranney
and Lisa Herner helps mini-
mize failure. The two stra-
ategic teachers — so called
because they bring into the
general classroom their
strategies for meeting special needs
— work on a time-share basis with
students during O’Bryan’s science
classes. One strategic teacher is al-
ways in his classroom to keep stu-
dents on task and to help them un-
derstand assignments, complete
projects or take notes. Students may
be pulled out of the class for review
prior to a test.

One strategic teacher directly
serves eight students with disabili-
ties in one science class. Though she
works intently with those students’
needs, she also can help other stu-
dents, O’Bryan said. The strategic
teachers also assist special education
students during study periods.

“In most cases, the special edu-
cation students are more prepared in
my class than the average to above-
average student because of this col-
aboration,” he added.

O’Bryan has been part of a col-
laborative team for the past 10 years.
He says he’s sold on collaborating
with strategic teachers in his class-
room.

“I’ve found that what is good
for special education, at-risk and
struggling students is also good for
others in the class,” he said. “Col-
laboration and individual research
really work for everyone.”
Grant County High approaches mathematics and students with special needs a little differently from many other schools. Everyone — regardless of the level of mathematics functionality — is required to take a semester-long foundation course, Algebra I, before they can receive a diploma. Grant County High School graduate Molly McComas, now a senior mathematics major at Northern Kentucky University, returns to her alma mater to tutor students, including sophomore Matt Nickell.

"It wasn't considered a popular move by some people in the beginning," admitted Principal Larry Davis. Two bits of information changed some attitudes:
1. A local industry requires its electricians and line workers to have an algebra background.
2. Motivated students would be challenged to exceed the predetermined standards of achievement.

Special education teachers collaborate with general classroom teachers daily to determine instructional strategies. Those teachers also attend Algebra I classes with students and do "on-site" adaptations. Classwork, homework, standards, tests and weights are the same for each class of Algebra I.

"We assess middle school students to determine their level of knowledge and build our curriculum from that," Davis explained. "The result has been ongoing dialogue with the middle and elementary school teachers. As their students' levels of attainment go up, so will the standards in the Algebra I class."

At first, mathematics teacher Mike Croley "wasn't so sure" about the new approach. "I didn't believe I was trained to handle special needs, but I found out that many of the adaptations that were needed I was already doing in class."

Croley says students with special needs aren't the only ones who sometimes need special methods to learn.

Special education teacher Vicki Fowler adds that the algebra class has reaped a host of other rewards.

"Students take from that class the ability to analyze their errors, to investigate, to restate problems orally and express themselves in different ways," Fowler said.

The change has been good for teachers, too, according to Fowler.

"We've learned to approach math processes from different formats, to open our minds to the many different ways problems can be approached," she said.

The first-year failure rate was 19 percent — "much better than we expected," Davis admits, and lower than the failure rates in Pre-Algebra, which had been dropped from the curriculum.

Cheryl Workman, special education department head, said that in the past, students with special needs were excluded, by tradition if nothing else, from taking the ACT college entrance exam. "This year, six students in the department not only took the exam, but one scored a 22," Workman said. She credits the high level of expectations in mathematics with the increase in level of performance and participation.

After that first year of algebra, Davis was visited by two of his students, both of whom had special learning needs.

"They stopped by to thank me for making it possible for them to take algebra," Davis recalls, "an opportunity they would not have had in previous years."
<table>
<thead>
<tr>
<th><strong>Type of Law</strong></th>
<th><strong>IDEA (Individual Disabilities Education Act)</strong></th>
<th><strong>Section 504 of the Rehabilitation Act of 1973</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>federal appropriations law</td>
<td>federal civil rights law</td>
</tr>
<tr>
<td><strong>Provisions</strong></td>
<td>financial assistance to local school districts to help educate students with disabilities</td>
<td>protects children and adults with disabilities against discrimination by agencies that receive federal funding</td>
</tr>
<tr>
<td><strong>Persons Protected</strong></td>
<td>students ages 3 - 20 who have at least one of 13 disabilities: hearing impairment, visual impairment, deafness, blindness, mental disability, orthopedic or physical disability or other health impairment; communication disorder, autism, specific learning disability, traumatic brain injury, developmental delay</td>
<td>children and adults who have a physical or mental disability that substantially limits a major life activity or who have a record of such an impairment (These factors are rarely used related to the education of students.)</td>
</tr>
<tr>
<td><strong>Free and Appropriate Public Education</strong></td>
<td>defined as special instruction and related services provided at no cost to parents for children or youth with educational disabilities</td>
<td>Local districts must develop policies and procedures that follow requirements outlined within Section 504.</td>
</tr>
<tr>
<td><strong>Compliance Issues</strong></td>
<td>Local districts must develop and implement policies and procedures that follow state regulations for special education and federal IDEA requirements.</td>
<td>defined as special education or regular education and related services</td>
</tr>
<tr>
<td><strong>Monitoring Agency</strong></td>
<td>Kentucky Department of Education’s Division of Exceptional Children Services; U.S. Department of Education’s Office of Special Education Programs</td>
<td>U.S. Office of Civil Rights</td>
</tr>
<tr>
<td><strong>Notice</strong></td>
<td>requires written notice to parents for identification, evaluation and placement and each time the district proposes or refuses to begin, continue or change the identification, evaluation, placement or provision of free and appropriate education for a student with a disability</td>
<td>requires notice related to identification, evaluation and placement</td>
</tr>
<tr>
<td><strong>Decision Making</strong></td>
<td>Admissions and Release Committee (ARC) makes decisions on referrals, need for evaluation, Individual Education Programs (IEPs), placement and reevaluation. Required on the committee: a parent, administrator, regular education teacher, special education teacher, the student (when appropriate) and others as requested</td>
<td>Decisions are made by individuals knowledgeable about the student and about assessments, data and placement options.</td>
</tr>
</tbody>
</table>
| **Evaluation** | • informed, written consent from parent  
• no cost to parent  
• full and individual evaluation of educational needs prior to services  
• specific requirements for tests and their administration  
• reevaluation every three years or sooner when appropriate | • parents must be informed  
• no cost to parents  
• preplacement evaluation before initial placement and any subsequent significant change in placement  
• specific requirements for tests  
• periodic reevaluation |
| **Instructional Plan** | IEP is required to be in effect at the beginning of each school year. IEP must include present level of performance; annual goals; short-term objectives (benchmarks); special education and related services; supplementary aids and service; extent, if any, to which the student will not participate with non-disabled peers in the regular classroom; statement of modifications in statewide or districtwide assessment; projected date for beginning service; anticipated frequency, location and duration of services/ modifications; for ages 14 and older, a statement of transition needs, statement regarding how progress will be measured and reported to parents. | Written 504 plan is based on local district policy and procedure. |
| **Educated with Non-Disabled Peers** | Maximum extent appropriate in least restrictive environment | Maximum extent appropriate in least restrictive environment |
| **Grievance Procedures** | Procedures for requesting mediation, complaints and due process hearings are handled by the Kentucky Department of Education. | Local school district has policies and procedures for investigating alleged noncompliances and for impartial hearings. An individual may file a complaint with the Office of Civil Rights at any time. |
| **Funding** | Districts receive additional federal and state funds to assist in provision of services. | No funding is attached to this law. |
| **Suspension from School** | Under both laws, specific procedures must be followed when a student with a disability and an IEP or 504 plan is suspended from school. | |
Compiled by Mike Waford
Kentucky Department of Education

Department of Education Consultants

- Mike Armstrong, Director, Division of Exceptional Children Services, (502) 564-4970; marmstro@kde.state.ky.us
- Preston Lewis, (502) 564-4970; plewis@kde.state.ky.us — for information on meeting the needs of students with severe disabilities
- Anne Moll, (502) 564-2672; amoll@kde.state.ky.us — for information about learning disabilities and attention deficit disorder; curriculum, assessment and instruction for students with disabilities; and professional development for educators
- Nancy LaCount, (502) 564-2672; nlacont@kde.state.ky.us — for information about mild mental disabilities, autism, collaboration initiatives
- Preston Lewis, (502) 564-4970; plewis@kde.state.ky.us — for information on the Kentucky Department of Education’s Collaborative Teaching Model Training Project. Also includes other articles plus leads to other resources. Request copies by writing on letterhead to Counterpoint Editor,

Dear Counterpoint Editor,

I am writing to request copies of your publication, "Overcoming Challenges in Educating Diverse Learners: The Dual-Service System," presenting the Kentucky Department of Education’s Collaborative Teaching Model Training Project. Also includes other articles plus leads to other resources. Request copies by writing on letterhead to Counterpoint Editor,

May 1998 Kentucky Teacher
Conferences and Workshops

School-to-Work

Early Childhood

Air Quality Resource Guide Workshops
Five-hour workshops: June 9, Burlington; June 10, Prestonsburg; June 11, Dawson Springs; June 12, Frankfort. Sponsored for P-12 teachers by the Kentucky Division for Air Quality. Participants receive the new “Air Quality Environmental Resource Guide” and ideas for integrating lessons into existing curricula. Each workshop limited to 30 teachers. Contact Lillie Cox at (502) 573-3382.

Weatherization/Audit Training for Students
Sept. 27-29, Kentucky Leadership Center, Jabez. One teacher and two students from each participating high school and vocational school at-tend Students Weatherization/Audit Training (SWAT, Jr.), then lead energy conservation activities at their schools. SWAT teams will do energy audits and identify ways to reduce their schools’ energy consumption, save money and help the environment. Opportunities for interdisciplinary, real-world, hands-on problem solving. Sponsor: Kentucky Division of Energy. Contact Greg Guess or Ginny Bobbitt at (800) 282-0868.

Mathematics and Science
Regional institutes to update content/instructional knowledge for implementing changes in the Kentucky Program of Studies and graduation requirements in mathematics and science. For P-12 mathematics, science, Title I and Special Education teachers. Strands on P-12 algebra, elementary physical science, middle school science content, high school earth/space science. Request details and registration forms from local professional development coordinators or the contacts listed.

Region 1—Lone Oak High School, Paducah, July 27-29 — Teri Lampkins,(502)898-5432, teri@wsc.net
Region 1/2—Hopkins County Central High, Madisonville, July 7-9 — Jane Martin, Badgett Center, (502) 821-4909
Region 2—Greenwood High School (tentative site), Bowling Green, July 7-9 — Lisa Willian, (502) 524-1000, lwillian@hchs.har.ky.us
Region 3—Jefferson County, Louisville, during June and August — Pam Boykin,(502)485-3055, pbboykin1@jefferson.ky.us
Region 4—Carroll County High School, Carrollton, July 27-29 — Diane Hatfield, (606)292-6778, dhatfield@kde.state.ky.us
Region 5—Woodford County High School, Versailles, July 28-30 — Suzann MCombs, (606)277-2851, smccomb@bourbon.ky.us
Region 6—South Laurel High, London, July 28-30 — Jo Clay, (606) 986-4911, jclay@berea.ky.us
Region 7—Morehead State University, July 6-8 — Susan Nichols, (606)473-5219, snichols@dagg.net
Region 8—Allen Central High School, Prestonsburg, July 21-23 — Joyce Watson, (606)886-3522 ext. 132, jwatson@floyd.ky.us

“Support for Schools” Workshops Postponed
The four regional “Building Support for Public Schools” workshops, originally scheduled for June, have been postponed. The sponsors, the Kentucky School Public Relations Association and the Kentucky Department of Education, hope to reschedule the events at times when more educators can participate.

Preregistration checks and purchase orders are being returned. If you need more information, contact Armando Arrastia at (502) 564-3421 or aarrastia@kde.state.ky.us.

Fairdale High Deserves Credit for “R U Bossy” Approach
The February 1998 issue of Kentucky Teacher reprinted an article describing McNabb Elementary School’s success with KIRIS Kids Club, a test preparation program that uses the acronym “R U Bossy” to review test answers. Students of Fairdale High School in Jefferson County developed the “R U Bossy” three years ago and shared it with various schools throughout the state.

Applause to Fairdale High for developing and sharing a strategy that is making a difference there and in other schools statewide. If your school has developed original approaches to instruction and test preparation, please share your ideas with Kentucky Teacher, 500 Merlo St., Frankfort, KY 40601; (502) 564-3421; kyteach@kde.state.ky.us.

New Kentucky History Resource Available
Now available is the premiere issue of “Kentucky Connections: Teaching With History and Heritage,” a teacher-written publication of the Resource Center for Heritage Education. The issue features four migration-related articles:

• “Leaving Home: Appalachian Out-Migration” by Janet O’Connell (East Jessamine County High School)
• “One Family’s Story: Migration and Family Farming in Kentucky” by Mary Ann Chamberlain (Meadowthorpe Elementary School, Fayette County)
• “From Slave to Soldier: Camp Nelson and the African American Experience” by Sonya Gardner (Franklin County High School)
• “Logs and Hogs: Folk Tradition in Architecture and Foodways” by Michael Ann Williams (Western Kentucky University) and David Baxter (Bowling Green/Warren County Schools)

Each article highlights an aspect of Kentucky history not previously readily accessible to teachers and includes suggestions for classroom activities. The issue also includes “How Did I Get Here? Using Genealogy in the Classroom,” plus bibliographies and suggested field trip destinations.

To receive a free copy of the 1998 “Kentucky Connections: Teaching With History and Heritage,” mail a request on school letterhead to Kentucky Resource Center for Heritage Education, PO Box 1792, Frankfort, KY 40602.

The Resource Center for Heritage Education is a partnership of the Kentucky Heritage Council and the Kentucky Historical Society, two agencies in the Education, Arts and Humanities Cabinet. The center offers grants to schools for developing local history projects and curriculum and mini-grants to assist in field trips to nearby historic places. Call Betty Fugate at the Kentucky Historical Society, (502) 564-0472, to be placed on a mailing list for future notices on grants and other programs.
New-Teacher Project Seeks Elementary Teachers

The Kentucky Education Professional Standards Board seeks certified, practicing elementary teachers and college-level teachers to serve on the Elementary Education Task Force for the New-Teacher On-Demand Assessment Project. The task force will develop on-demand assessment tasks with scoring rubrics for use in teacher preparation programs at Kentucky colleges and universities.

The task force is expected to meet three times this year, with stipends for attendance and travel reimbursement for every meeting.

CONTACT: Toni Lewis, 1024 Capital Center Drive, Frankfort, KY 40601; (502) 573-4606; tlewis@kde.state.ky.us

‘Fifth’ Offers Statewide Professional Development

Forward in the Fifth, a private, nonprofit, education-based organization, will offer professional development opportunities to Kentucky teachers, library media specialists and other school personnel through its Library Power Program. Sessions will begin this summer and run through December.

July 8-10 — Summer Institute ’98, Radisson Plaza Hotel, Lexington (science, history, developing leadership skills, time management, research practices and project ideas)

Aug. 29 — Reaching All Children, Lake Cumberland State Resort Park (multiple intelligences and arts)

Nov. 7 — Reaching All Children, Cumberland Falls State Resort Park

Sept. 12 — Technology Workshop, Tates Creek High, Lexington (hands-on computer experience with skilled instructors)

Oct. 17 — Technology Workshop, Monroe County

Oct. 3 — Collaboration Workshop, Eastern Kentucky University (basic principles of collaboration and collaborative research; sharing of best practices and successful projects)

Dec. 4-5 — Winter Workshop ’98, Eastern Kentucky University (a variety of topics for varying levels; Appalachian heritage and culture, mathematics and more)

CONTACT: Lisa Gay, Forward in the Fifth, 433 Chestnut St., Berea, KY 40403; (606) 986-3696; lgay@fif.org

‘Start With the Arts’ Training Now Available for Teachers

Training is now available on “Start With the Arts,” a program for children ages 4-6. Teachers can integrate this interactive program into the existing curriculum to help students improve literacy and communication skills through arts experiences. This communication skills program can be adapted for children with disabilities.

CONTACT: Mary Claire O’Neal, Program Director, Very Special Arts Kentucky, 8th Floor, 500 Meridian St., Frankfort, KY 40601; (502) 564-4970; moneal@kde.state.ky.us

EKU Offers Course for Teaching High School Arts and Humanities

In the fall 1998 semester, Eastern Kentucky University will offer a graduate-level course in teaching high school arts and humanities, including expressions in music, dance, drama and literature as they relate to units of study in visual art.

This hands-on methods course will include a review of criticism, aesthetics and cultural influences, all part of the 11th-grade Core Content document. Course instructors encourage high school teachers to participate in teams.

The class will meet from 6 to 8:45 on Monday evenings. It offers three hours of graduate degree credit.

CONTACT: Imogene Ramsey, Department of Curriculum and Instruction, Eastern Kentucky University; (606) 622-2154

Social Studies Council Schedules Statewide Conference

The Kentucky Council for the Social Studies will hold its annual fall conference Sept. 17 and 18 at the Radisson Hotel in Lexington. The agenda includes a look at Kentucky’s new Program of Studies and its implications for social studies curriculum, a review of developments in the assessment program, and workshops on content area writing pieces.

CONTACT: Nancy Gilligan, Fayette County Schools, 701 East Main St., Lexington, KY 40502; ngilligan@fayette.k12.ky.us; (606) 281-0225

Aviation Museum Announces Summer Opportunities

The Aviation Museum of Kentucky has announced summer opportunities for teachers and students. All will take place at the museum at Lexington’s Bluegrass Airport. For details, phone Ed Murphy at (606) 281-0242 or e-mail emurphy@fayette.k12.ky.us.

- Teacher workshop #F-01, featuring NASA education specialist Norman Poff — June 11, 8:30 a.m. to 3:30 p.m. (ET). Fee: $35. Phone (606) 253-3356.

- Teacher workshop #F-02, on aviation as a resource for achieving learning goals — June 12, 8:30 a.m. to 3:30 p.m. (ET). Fee: $35. Phone (606) 253-3356.

- Aviation Day Camp for students 10-15 years of age — Morning or afternoon sessions in three-day camps: June 15-17, June 29-July 1, July 13-15 and July 20-22. Teacher-conducted sessions plus opportunities to fly and help pilot a plane. Fee: $165. Contact Loretta Taylor at (606) 263-9204. Note: Teachers may be needed for the day camp. If interested, phone Ed Murphy at (606) 281-0242 or Loretta Taylor at (606) 263-9204.

- Aviation Course for Elementary or Middle School Teachers — Three semester hours of graduate credit from Eastern Kentucky University. Science teaching activities related to aviation and space. 9 to 11:30 a.m., July 7-28. Tuition $372 (possibly paid with Eisenhower Act Science/Math funds). Contact Robert Miller, Science Education Center, EKU, Richmond, KY 40475-3123; phone (606) 622-2167; ele1miller@acs.eku.edu.

Check Out the Kentucky Geographic Alliance

The revitalized Kentucky Geographic Alliance provides direction and content for the implementation of state and national standards through geography and earth science education. Teachers and institutions can call on the alliance for professional development, implementation strategies, assessment and the design and distribution of curriculum materials.

Information on the alliance and its $1,000 standards-based unit development grants will soon be available on the Web at www.kga.org.

CONTACT: Keith Mountain, Coordinator, Kentucky Geographic Alliance, University of Louisville, Louisville, KY 40292; (502) 852-6844; krmoun01@ulkyvm.louisville.edu
Conference Will Spotlight Strategies for Keeping Students in School

Nationally recognized speakers and Kentucky educators will present effective strategies for “Building Bridges to Keep Students in School” during the Conference on Dropout Prevention, July 28-30 at Louisville’s Executive West Hotel. In addition, students will talk about practices that have been most effective in keeping them in school.

Workshops and presentations will spotlight strategies and programs that support success for all students. Among the topics are academic learning, social competence and behavioral responsibility, student health and physical well-being, parent involvement, community resources, safe schools, equity and diversity.

The Department of Education designed the conference for drop-out prevention coordinators, teachers, support staff, guidance counselors, district administrators, parents, family resource and youth services center directors and community leaders. The event incorporates the Extended School Services Conference. Professional development and leadership credit are available.

Details are available from Charles Whaley or Pat Ellis at (502) 564-3678. Send e-mail inquiries to pellis@kde.state.ky.us.