



NORTH CAROLINA NCLB News

NOVEMBER 2006

NCDPI, Other Organizations Address NCLB's Top Issues Prior to Reauthorization

The No Child Left Behind Act (NCLB) will be up for reauthorization in 2007, although most political experts agree that actual reauthorization will not take place until after the 2008 elections. Leading national organizations and education policy experts on NCLB are debating the top issues and concerns surrounding the law and how a reauthorized NCLB should tackle these problems.

Celia Sims, formerly with the US Department of Education and now legislative assistant to Senator Richard Burr, recently met with NC Department of Public Instruction (NCDPI) leaders to discuss possible changes to NCLB. Key points made by the NCDPI team were:

- Apply the law with more uniformity (rather than allowing for state-by-state amendments).
- Make the law's purposes and underpinnings as transparent as possible. Illustrate for parents and the public how the accountability measures work, how amendments are made, and why.
- Determine which targets are of the most value in reaching the goals. For example, are proficiency and participation targets of equal weight and value in holding schools accountable? Currently, missing either a participation or proficiency target carries equal weight.
- Change the "all or nothing" approach where schools make progress, but that progress goes unrecognized. NCLB has sometimes been described as "253 ways to fail" between the 10 student groups, seven tested grades, proficiency and participation targets in two subjects and the other academic indicator.
- Make the graduation rate the sole indicator for high schools.
- Institute a national curriculum and a national test (perhaps one that states/LEAs could choose to use or not).
- Reduce the excessive complexity of implementing the law. Use methods and language that parents and the public understand.
- Change NCLB's annual deadlines. Reform takes time. One year is not long enough to affect change and see results. Everything in NCLB is based on a one-year turnaround.

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For more information about this newsletter, please contact NC Department of Public Instruction Director of Communications and Information Vanessa Jeter at 919-807-3469 or vjeter@dpi.state.nc.us. Please email your NCLB-related questions you would like answered in the newsletter or on the Web to Charlotte Duren at cduren@dpi.state.nc.us. The **NC NCLB News** publication will be distributed to superintendents and Title I directors and available to others on the Web at www.ncpublicschools.org/nclb. If you have additional needs for hard copy editions, please contact Vanessa Jeter.



NCDPI, Other Organizations Address NCLB's Top Issues Prior to Reauthorization, *Continued*

Flexibility regarding Highly Qualified teachers – especially exceptional children's and rural teachers, multiple measures of student achievement including tracking students' progress from year to year, assessments and accountability for limited English proficient students and students with disabilities, states' and school districts' capacity to help struggling schools turn around, and federal funding are just a few of the other issues under consideration.

The House Committee on Education and the Workforce, chaired by Howard "Buck" McKeon, will lead in the reauthorization process. The committee's Web site is: <http://edworkforce.house.gov/issues/109th/education/nclb/news.htm>. Web sites expressing various organizations' platforms include:

- The Aspen Institute at www.aspeninstitute.org

- The Council of Chief State School Officers at www.ccsso.org
- The National Association of State Title I Directors at www.titlei.org
- The National Association of Federal Education Program Administrators at www.nafepa.org
- The National Education Association at www.nea.org/eSEA/index.html

Aspen Institute Hears Final NCLB Testimonies

The Aspen Institute's NCLB commission, chaired by Tommy Thompson and Roy Barnes, aims to analyze the strengths and weaknesses of NCLB and to make bipartisan recommendations to Congress and other entities to ensure that the law is an effective tool in spurring academic achievement and closing the achievement gap. The following witnesses testified at the Institute's last NCLB commission hearing in September: Raymond Simon, Deputy Secretary, US Department of Education (USED); Reg Weaver, National Education Association (NEA); Edward J. McElroy, American Federation of Teachers (AFT); Kati Haycock, Education Trust; Michael D. Casserly, Council of the Great City Schools; Chris Whittle, Edison Schools; Valerie Woodruff, Delaware's Secretary of Education and President, Council of Chief State School Officers (CCSSO); John Chubb, Hoover Institution; Michael Petrilli, The Thomas Fordham Foundation; Reginald Felton, National School Boards Association (NSBA); Andrew Rotherham, Education Sector; Denise Greene-Wilkinson, Co-Chair, National Association of Secondary School Principals (NASSP), NCLB Task Force; and Madeleine Will, National Down Syndrome Society. The following is a summary of the commission hearing by Richard Long, executive director of the National Association of State Title I Directors.

Barnes said features of NCLB that will remain include: testing to determine

student performance; holding schools accountable for improving the academic performance of all ethnic groups as well as learning-disabled children, limited-English students, and low-income children; and establishing a year by which all students should perform at grade level.

Simon said that "subgroup accountability must remain. We hope that the commission will recommend to the Congress that the major provisions of NCLB remain intact." He added that the administration wants to see more accountability in high schools. Woodruff said high school is too late and that we should be attending to middle schools. Simon said there should be more "use of school choice and tutoring." Witnesses felt the states should be the regulators for supplemental educational services rather than districts.

The panel repeatedly asked the witnesses about the feasibility of having national standards and one national test. Casserly said there should be a national standard tied to international benchmarks that all students must meet. Weaver disagreed, saying there was no evidence a national standard would work, but that federal funds are needed to improve and align state standards. Simon agreed saying, "We need to have some discussion about the relative difficulty of the standards," but establishing a national

accountability test would not be "possible in this political environment." Petrilli also said there needs to be national standards and a workable national test since "given the opportunity, many states and districts set the bar low." Commission cochairs, Thompson and Barnes, said that they would recommend that NCLB be changed to include some way of making sure that state accountability tests were more rigorous.

CCSSO, Council of Great City Schools, NSBA, NEA, Education Trust, and AFT all favored a growth model for accountability. Haycock said that would be fine, but only if students were expected to achieve proficiency in a certain number of years and the standards reflected the real educational needs of our society.

Both Whittle and Haycock said that there needs to be a focus on preschool, early literacy programs, and training teachers in reading.

Panelists repeatedly questioned if states had the capacity to deal with schools in need of improvement. Whittle, Casserly, Rotherham, and McElroy called for more federal funding for research and development as well as dissemination of scalable models. Witnesses called for full funding and a system based on incentives rather than sanctions. Woodruff, Haycock and Rotherham called for changing Title I's comparability provisions to improve teacher quality.

★ Legal Answers

Question:

What are the rights of parents in obtaining disclosure of their child's teacher's credentials, especially in the case of special education teachers? In particular, can the teacher's status as far as qualifications for his/her teaching assignment be disclosed to the parent?

Answer from Brustein & Manasevit, a Washington, D.C.-based law practice focused on the legal issues involving education institutions – public, private, elementary and secondary, or postsecondary – on the federal level:

The Individuals with Disabilities Education Act (IDEA) does not include any requirement that public agencies provide information about teachers' credentials and personnel qualification (see 71 Fed. Reg. 46693). However, the comments to the federal regulations relating to IDEA, state that while there is no requirement to produce this information under IDEA, the NCLB requirements apply to special education teachers who teach core academic subjects in Title I schools. Therefore, a parent's right to information related to the child's teacher's credentials stems, not from the IDEA, but from NCLB.

NCLB requires local educational agencies (LEAs) to inform parents about the quality of a school's teacher in Title I

schools, which includes special education teachers in those Title I schools teaching core academic subjects (NCLB § 1111(h)(6)). Under NCLB Title I, parents have the right to request and receive information on the professional qualifications of their children's classroom teachers and paraprofessionals. Additionally, the LEA must notify parents that they have the right to receive information on:

(a) whether the teacher has met state qualifying and licensing criteria for the grade level and subject areas in which the teacher is teaching;

(b) whether the teacher is teaching under emergency or other provisional status through which state qualifications or licensing criteria have been waived;

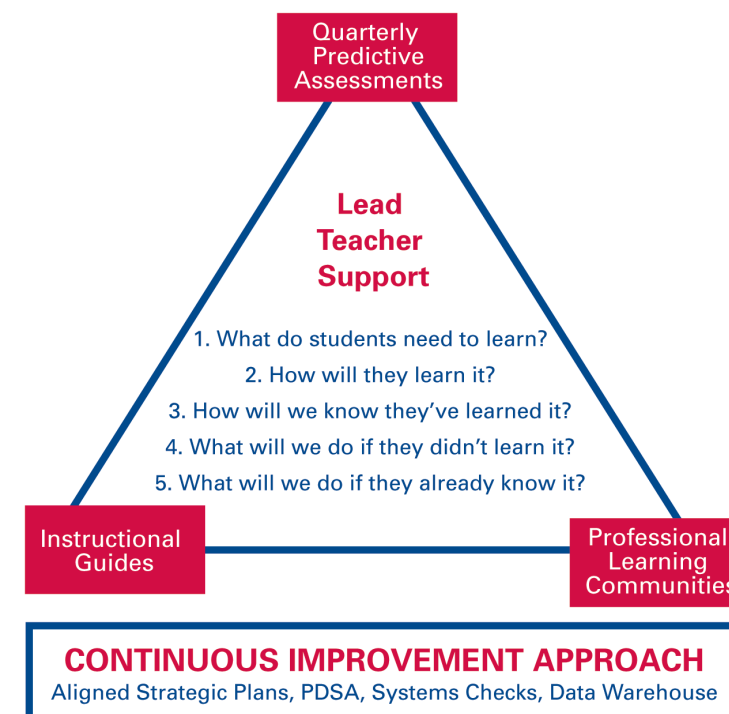
(c) the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree; and

(d) whether the child is provided services by paraprofessionals and, if so, their qualifications. (NCLB § 1111(h)(6)(A)(i)-(iv))

The notice to the parents must be sent at the start of each school year and shall be sent to all students attending the Title I school. Additionally, a school shall provide to each individual parent timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. (NCLB § 1111(h)(6)(B)(ii)).

Iredell-Statesville Schools Present a Winning Model

ISS MODEL TO RAISE ACHIEVEMENT AND CLOSE GAPS



Iredell-Statesville Schools (I-SS) utilize a model to raise achievement and close achievement gaps focused on instructional guides, predictive assessments, professional learning communities, and five learning-centered questions based on a continuous improvement model. I-SS schools Troutman Elementary and Third Creek Elementary staff members recently presented at the NC Association of Compensatory Educators' conference on how they used this model to make improve their schools. Troutman has emerged from Title I School Improvement and Third Creek made AYP for 2005-06 and needs one more year of making AYP before emerging from Title I School Improvement.

Alignment of classroom, grade level and school goals to district goals based on student gap analysis is key to improvement for the schools. Professional learning communities (PLCs) use weekly common time for collaborative discussions between grade level teams based on the five learning-centered questions. PLC discussions are focused on reviewing instructional guides to determine the focus for instruction and differentiation strategies. Lead teachers facilitate the PLC disaggregation of the data from quarterly predictive assessments so that teachers can identify learning gaps for remediation or enrichment. PLCs provide teachers with an opportunity to share best practices and differentiation strategies that work so that all students are successful.

Sixty-Two NC Districts are in Title I District Improvement

Sixty-two school districts are in Title I District Improvement. A school district enters Title I District Improvement by not meeting target goals in the same subject (reading or mathematics) in each of three grade spans (3-5, 6-8 and high school) for two years in a row.

A Title I District Improvement district must take certain measures, such as informing parents of the district's status, revising its two-year District Improvement plan (for

Title I and non-Title I schools in the district) and setting aside 10 percent of its Title I allotment for professional development purposes in the subject area causing District Improvement status.

The 20 NC school districts in the third year of Title I District Improvement, the corrective action phase, must take additional measures as outlined in the chart below.

CONSEQUENCES FOR DISTRICTS IN LEA IMPROVEMENT		
YEAR	GENERAL FACTS	CONSEQUENCES/REQUIREMENTS
1	District did not meet targets in the same subject in each of three grade spans (3-5; 6-8; and high school)	LEA focuses resources on making AYP
2	District did not meet targets in the same subject in each of three grade spans	LEA focuses resources on making AYP
3	<p>Year 1 of District Improvement</p> <p>The district must develop and submit an improvement plan addressing its shortcomings within three months (November 30).</p>	<p>LEA - The improvement plan must:</p> <ul style="list-style-type: none"> incorporate scientifically-based research strategies to strengthen the core academic program identify actions appropriate to the reason the district did not meet its targets devote 10% of the district's Title I, Part A funds to professional development (but not at the expense of funds used for training teachers to become Highly Qualified) include specific measurable achievement goals and targets for each subgroup include the possibility of extending the school day or year involve parents and inform them of the district's status specify responsibilities of the state and district, including technical assistance from the state provide technical or other assistance, if requested, in developing the improvement plan, or work with schools needing improvement
4	Year 2 of District Improvement	<p>SEA</p> <ul style="list-style-type: none"> continue to provide technical assistance
5	Year 3 of District Improvement	<p>SEA</p> <ul style="list-style-type: none"> initiate corrective action consistent with state law and include one of the following: <ul style="list-style-type: none"> Deferring program funds or reducing administrative funds Replacing district personnel relevant to the failure to make adequate yearly progress Removing particular schools from the jurisdiction of the LEA and establishing alternative arrangements for public governance and supervision of those schools Appointing a receiver or a trustee to administer the affairs of the LEA in place of the superintendent and school board Abolishing or restructuring the LEA Allowing students to attend a school in another district and providing for their transportation

Access the Web at <http://ayncpublicschools.org/> for listings of districts in Title I District Improvement. For more information on Title I School and District Improvement and assistance offered at the district and state levels, access the newly-revised booklet, *Assisting Schools and Districts: Implementing the ABCs of Public Education and No Child Left Behind*, available on the Web at <http://www.ncpublicschools.org/nclb/title1/>.

More Schools Enter Title I School Improvement

A total of 302 schools are in Title I School Improvement for 2006-07 based on reading and math assessment results. Schools entering or escalating in Title I School Improvement based on math results released in November must notify parents of their choice/SES options immediately and must implement these provisions as soon as possible and no later than the beginning of second semester (January 2007).

In Spring 2006, students in grades 3-8 took new math assessments, designed to align closely with changes in the math curriculum. In October 2006, the State Board of Education raised proficiency standards for elementary and middle school students when it approved the achievement levels for the new end-of-grade math assess-

ments. The new achievement levels were set to more closely align with proficiency standards of the National Assessment of Educational Progress (NAEP) and to be more challenging in preparing students for 21st century skills and learning. New AYP math targets for grades 3-8 (signified in red in the revised chart below) reflect the greater challenge of the higher achievement levels. The 2005-06 and 2006-07 target for proficiency in math for grades 3-8 is now 65.8, down from the previous target set for those years of 81 percent. The end goal of NCLB

remains 100 percent proficiency in reading and math by 2013-14.

Access the Web at <http://ayncpublicschools.org/> for listings of schools in Title I Improvement. Tools to help schools communicate about public school choice and supplemental educational services, the first two levels of sanctions for schools in Title I School Improvement, are on the Web at www.ncpublicschools.org/nclb. Over 45 percent (45.1) of all schools (Title I and non-Title I) in the state made Adequate Yearly Progress.

N.C. PROFICIENCY TARGET GOALS				
YEAR	GRADES 3-8 (%)		GRADE 10 (%)	
	READING	MATHEMATICS	READING/ LANGUAGE ARTS	MATHEMATICS
2005-06	76.7	65.8	35.4	70.8
2006-07	76.7	65.8	35.4	70.8
2007-08	84.4	77.2	56.9	80.5
2008-09	84.4	77.2	56.9	80.5
2009-10	84.4	77.2	56.9	80.5
2010-11	92.2	88.6	78.4	90.2
2011-12	92.2	88.6	78.4	90.2
2012-13	92.2	88.6	78.4	90.2
2013-14	100	100	100	100

Note: Calculations carry full precision until final rounding.

Sample letters, including letters for Title I schools not making AYP in math, are available on the Web at:

www.ncpublicschools.org/nclb/abcayp/materials

www.ncpublicschools.org/nclb/schoolchoice/materials

www.ncpublicschools.org/nclb/ses/materials

Note: This is a new location for these materials.

Many Schools Offer Supplemental Educational Services

By Lisa Huber, SES consultant

This is a busy time for school systems and providers that are offering Supplemental Educational Services (SES). Many schools are having provider fairs and contracts are being established with providers. There is a memorandum of agreement established between the state and Child Nutrition Services that allows Title I directors and SES specialists to verify students' eligibility to participate in SES.

School systems that embrace SES with a positive tone will have more success in recruiting students and in

establishing positive relationships with providers. Provider orientation meetings are an excellent way to communicate expectations in billing procedures, building use policies, and any other expectations or procedures essential to SES program success. It is helpful to educate the school's staff regarding SES. Many providers will recruit from the school's staff for tutors to work with the children. It is also likely that school personnel will be involved in the creation of individual Student Learning Plan Agreements this year.

The SES Task Force has created new documents to assist in SES management. These documents were created to support districts and providers in compliance with the laws of NCLB. Sample materials are available on the Web at www.ncpublicschools.org/nclb/ses/materials/.

In addition, there are video and PowerPoint presentations designed to help explain SES to the community and educators on the Web at www.ncpublicschools.org/nclb/ses/presentations/.

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Many Schools Offer Supplemental Educational Services, *Continued*

SES Evaluations

The NC Department of Public Instruction (NCDPI) contracted with Dr. Steven Ross, executive director of the Center for Research in Educational Policy at the University of Memphis, to conduct the evaluation of SES providers' services and outcomes as well as LEAs' and schools' implementation of SES services. Dr. Ross is recognized by the US Department of Education as an expert in the area of evaluation of SES providers. NCLB law mandates that states must monitor the effectiveness of the providers approved by the state.

The purpose of the NCDPI's SES evaluation plan is to create a systematic process meeting or exceeding federal evaluation/monitoring requirements. Key to the process will be the development of an assessment rubric for the NCDPI to employ in evaluating individual providers and in making decisions about continuing approval or removal

from the approved list. Providers will be evaluated in multiple areas such as student achievement, customer satisfaction and service delivery measures. District SES coordinators, principals and school representatives, teachers, parents and providers will be surveyed and student achievement will be analyzed. Evaluation results will be shared with the public.

2007-08 Applications

The NCDPI is accepting applications for 2007-08 SES providers through January 15. Applications may be accessed at www.ncpublicschools.org/nclb/ses/providers/.

SES Contact

If you need assistance with your SES program, contact Lisa Huber at 252-328-5628 or HUBERL@ecu.edu

the local staff. If the monitors fail to find needed documentation, the local staff may be able to locate it. Conversely, the local staff may need to check for understanding when monitors make a request.

Just as the ambiance in a fine restaurant aids in the digestion of food, the environment in a monitoring visit can create tension or eliminate it. Both parties are responsible for maintaining a positive and healthy environment. Monitoring visits should not have the style of an inquisition. Likewise, it is not necessary to provide a continuous smorgasbord of pastries, coffee and snacks. Monitoring visits require a pleasant and ample work area, but districts should not be burdened to shift classes to other locations in order to accommodate the monitors. The point of the visit is to review what is going on at the site, and monitors should expect to see and hear staff and students at school locations.

Monitors should have the ability to see the forest AND the trees. Zooming in to check for particular details is important. Zooming out to see the big picture is equally important. Each monitor should have an idea of the five most critical items to look for at the site and should be able to recognize those five items when they see them. At the same time, a monitor should not get hung up on one item at the expense of the other four. Zooming in and zooming out allows the monitor to present a balanced picture of the findings. In the face of all this zooming, those being monitored should remain calm.

Lastly, monitors should rate their findings honestly and reasonably. Follow the golden rule: Monitor others as you would have others monitor you. Those being monitored should accept the findings with equanimity.

Focus Monitoring on Best Practices, *Continued*

In summary, monitors should: maintain positive vigilance, make expectations known, be prompt and accessible, ask questions, handle records with care, establish a non-threatening environment, zoom in and zoom out, and rate honestly and reasonably. Those being monitored should: maintain a relaxed vigilance, be prepared, be prompt and accessible, check for understanding,

provide electronic copies, provide a pleasant work area, remain calm, and accept praise and criticism.

The 2006-07 federal programs monitoring schedule and resources are available on the Web at: <http://www.ncpublicschools.org/schoolimprovement/comped/monitoring/>.

Homeless Students Contribute to Graduation Rate Challenge

A cohort graduation rate will be reported on the NC School Report Cards this year (2006) for the first time, as required by NCLB. The cohort rate reflects the percentage of ninth graders who graduated from high school four years later. It's expected that the cohort graduation rate will be in the 60th to 70th percent range, meaning that between six or seven out of every 10 ninth graders graduate from high school four years later.

A special group of students comes to the forefront when considering the graduation rate: homeless children. Debra McHenry, Homeless Education and Rural Education Achievement Program consultant, thinks educators should consider: Are we failing to identify homelessness and thereby missing our chance to assist students to stay in school? Consider the following information from the National Center on Family Homelessness:

Profile of Homeless Students

- Have a high mobility rate
- Have high absenteeism
- Have inadequate school supplies
- Poor nutrition
- More likely to score lower on achievement tests
- Less likely to be promoted (retained at 2 times the rate of housed peers)
- More likely to dropout
- Frequently placed in special education
- May not get appropriate services
- 2 times as many ear infections
- 4 times as many asthma attacks
- 6 times as many speech problems
- 20 percent of preschoolers have emotional problems serious enough to require professional care
- 47 percent of school age children have problems such as anxiety, depression, or withdrawal, compared to 18 percent of other children
- 4 times as likely to have developmental delays
- 2 times as likely to have learning disabilities
- 2 times as likely to repeat a grade most often due to frequent absences and moves to a new school (28

percent of homeless children go to 3 or more schools in a single year)

- 2 times as likely to be suspended
- Only 37 percent of homeless children receive services that help them with enrollment attendance and success in school. These services, required by statute of the district, include identification, immediate enrollment, assistance with obtaining records, transportation, Title 1 services, referrals for community services, etc.
- Only 15 percent of homeless children are in preschool programs, less than half the rate of all children nationally
- Less than 1/3 of the children who need help for emotional problems are receiving it

Intervention Strategies

- Keep educationally stable by identifying and ensuring they receive all appropriate services to assist them in meeting state standards.
- Inform staff about the unique needs of homeless students.
- Develop a clear attendance policy and ensure teachers are a part of the policy. Keep close track of attendance and follow-up immediately.
- Bridge the gap between schools and aid in the transition.
- Ensure a full range of services are available in and out of school.
- Reduce the amount of harm youth encounter, bring together all the resources in the community to address the needs of the child, work collaboratively with the youth driving the plan.
- Keep in contact with parents, guardians, anyone who cares about this youth.
- Keep in contact with your LEA liaison.
- Build awareness in your community of unmet needs for homeless youth.
- Be willing to provide the services in a way and in a place the youth can receive them. They are survivors of difficult situations.

Focus Monitoring on Best Practices

By Dr. Belinda Black, NCLB Coordinator

Wikipedia defines vigilance as the act of watching for something to happen. Often this is associated with the negative, as in watching for danger. In federal program monitoring, however, positive and relaxed vigilance are important factors for those monitoring and those being monitored. Relaxed vigilance implies that records are in order, there is no cause for nervousness, but one should remain watchful. Positive vigilance implies that while monitors will be looking for noncompliance, they will be friendly and forthcoming during the process.

Perhaps the key function in monitoring, both for those being monitored, and for the monitors, is planning. Monitors should not be trying to hide what they are looking for, and those being monitored should have a clear understanding of what is expected from the central office federal program staff, and be prepared. Web resources can help staff to prepare for monitoring visits. Staff can compile notebooks or file boxes containing pertinent documentation as evidence of compliance, although submitting documentation in electronic format is always best. Districts should never move or submit original documents for review to avoid lost or misplaced files. Both the local staff (those being monitored) and the monitors should exercise caution in dealing with the evidence or documentation.

Courteousness and good communication are keys to successful monitoring. Monitors are liable for their accessibility, courteousness and promptness as representatives of the Agency. Those being monitored should also be prompt and accessible. If there is a question about compliance that could be clarified by the district personnel, the monitors should ask. Often, the difference between compliance and noncompliance may rest on the failure to ask a question of

Follow the Leaders for Learning at St. Stephens Elementary

Several staff members at St. Stephens Elementary, a 2006 National Title I Distinguished School in Catawba County, presented "Working Our Way Out of School Improvement" at the 2006 fall conference of the NC Association of Compensatory Educators. St. Stephens went into Title I School Improvement when it met 28 of 29 target goals, all except Students With Disabilities in reading. The school had faced dramatic demographic changes including a limited English proficient population increase from two students in 1996 to over 200 in 2006. The school's percentage of free and reduced price lunch students increased from 7 percent in 1996 to 60 percent in 2006. The school met all 29 of its target goals for 2004-05 and 2005-06 and exited Title I School Improvement.

Inclusion and co-teaching models and establishing a community of learning where character education is integrated into every activity in every class are key components to the school's success. In addition to being recognized as one of 50 Title I schools in the nation for "significantly closing the achievement gap," St. Stephens was one of 10 schools selected as a 2006 National School of Character by the Character Education Partnership (CEP).

Exceptional children's teachers, limited English proficient teachers, literacy and remediation specialists all share the classroom at St. Stephens. A master schedule and a "sacred" block of co-planning 45 minutes per

week allows for successful co-teaching. Regular classroom teachers and inclusion teachers have equal responsibility for the achievement of all students. Instructional assistants are treated as key players and are provided with staff development, meeting times and regular observations and evaluations.

To provide time, information and support for the co-teaching approach, the school has a six-day rotation, hires permanent substitute teachers, contracts with retired teachers, and works hard to keep everyone informed. Marsha Woodard, St. Stephens principal from 1998 to 2006 and now director of school improvement and professional learning for Catawba County Schools, believes true co-teaching doesn't just happen without resources, support, teacher preparation, time, commitment, a vision, restructuring and staff development.

The dramatic demographic changes prompted St. Stephens to change the school's culture and integrate a positive, caring environment with outstanding teaching. Woodard's philosophy was simple: "Love them first, and teach them second." "It's an environment that is not just a 'showcase,' but a daily practice that will serve the children (and others) throughout their lives," says Superintendent Dr. Timothy Markley. Positive Behavior Support is used to encourage and recognize students for modeling positive character traits, performing community service and building empathy and respect for differences and diversity.

"The school renewed my faith in our educational process," said CEP site visitor Penny Keith. CEP recognized St. Stephens during the 2006 National Schools of Character / CEP National Forum, October 26-28 in Arlington, Virginia.

Catawba County Schools public information officer Beverly Lampe contributed to this story.

Upcoming Meetings and Conferences

Schoolwide Institute-West

Crown Plaza, Asheville

November 14-15

Contact Juanita Morrison at 919-807-3963 or jhnmorris@dpi.state.nc.us

NC Association of Compensatory Educators-Southeast District

Duplin County

November 15

Contact Donna Brown at 919-807-3959 ordbrown@dpi.state.nc.us or George Hancock at 910-521-5614 or ghancock@dpi.state.nc.us

Schoolwide Institute-East

Sheraton, New Bern

November 29-30

Contact George Hancock at 910-521-5614 or ghancock@dpi.state.nc.us

NC Association of Compensatory Educators-Northeast District

Dare County

December 1

Contact Barbara Hardison at 252-789-4907 or bhardison@dpi.state.nc.us or Rhonda Muhammad at 919-807-3960 or rmuhammad@dpi.state.nc.us

NC Association of Compensatory Educators-Southwest District

December 12

Contact Yvette Richardson at 919-807-3962 or yrichardson@dpi.state.nc.us or Rosemary Smith at 828-429-3723 or rhsmith@dpi.state.nc.us

NC Association of Compensatory Educators-Southeast District

Onslow County

December 13

Contact Donna Brown at 919-807-3959 or dbrown@dpi.state.nc.us or George Hancock at 910-521-5614 or ghancock@dpi.state.nc.us

NC Association of Compensatory Educators-Southwest District, Title I Charters

December 13

Contact Yvette Richardson at 919-807-3962 or yrichardson@dpi.state.nc.us or Rosemary Smith at 828-429-3723 or rhsmith@dpi.state.nc.us

National Title I Conference

Long Beach, California

January 27-30, 2007

Registration at www.aplusevents.com

NC Association of Compensatory Educators-Northwest District

Chatham County

February 8

Contact Lori Bruce at 919-843-1359 or lori_bruce@dpi.state.nc.us or Juanita Morrison at 919-807-3963 or jhnmorris@dpi.state.nc.us

REFLECTION

