

EDUCATION

The magazine of the Virginia Education Association

FEBRUARY 2019

'FUND OUR FUTURE'

Thousands chant,
demand funding
and fair pay





8
COVER STORY
VEA launches fight for funding, fair pay.

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Cover and Table of Contents photo by Lisa Sale, inset cover photo by Reilly Bradshaw.



"The principal called? Should I lawyer up?"



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Member: State Education Association Communicators

VEA Vision:

A great public school for every child in the Commonwealth of Virginia.

VEA Mission:

The mission of the Virginia Education Association is to unite our members and local communities across the Commonwealth in fulfilling the promise of a high quality public education that successfully prepares every single student to realize his or her full potential. We believe this can be accomplished by advocating for students, education professionals, and support professionals.



“Really, Logan? This is just a bowl of Jello.”

Cyber-Crack?

“On the scale between candy and crack cocaine, it’s closer to crack cocaine. We thought we could control it, and this is beyond our power to control. This is going straight to the pleasure centers of the developing

brain. This is beyond our capacity as regular parents to understand. I didn’t know what we were doing to their brains until I started to observe the symptoms and

the consequences.”

Chris Anderson, on kids and computer and phone screens. He’s the former editor of *Wired* magazine and now the chief executive of a robotics and drone company. ●



If People Talked to Other Professionals the Way They Talk to Teachers...

“Ah, a zookeeper. So, you just babysit the animals all day?”

“My colon never acts this way at home. Are you sure you’re reading the colonoscopy results correctly? Did you ever think that maybe you just don’t like my colon?”

“So, you run a ski lodge? Do you just, like, chill during the summer? Must be nice.”

“Do you even read your patients’ charts, or do you just assign them a random dosage based on how nice they’ve been to you?”

“Before you give me a ticket, Officer, I just wanted to mention: My taxes pay your salary.” ●



Source: *McSweeney’s Internet Tendency* (mcsweeneys.net)

Use Smithsonian Resources in Your Classroom

You can find digital images, recordings, texts, and videos at the Smithsonian Learning Lab, which offers educators access to literally millions of resources to download, adapt, create, and share with colleagues and students.

Check it out at <https://learninglab.si.edu>. ●

“The perfect way for me to demonstrate what I’ve learned in school is a standardized test.”

- no student ever

#WhatSchoolCouldBe

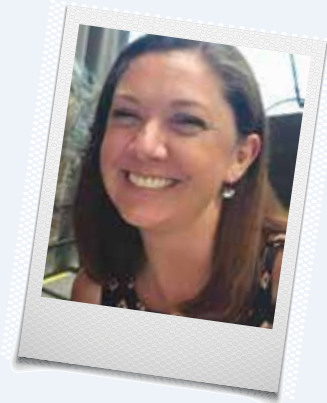
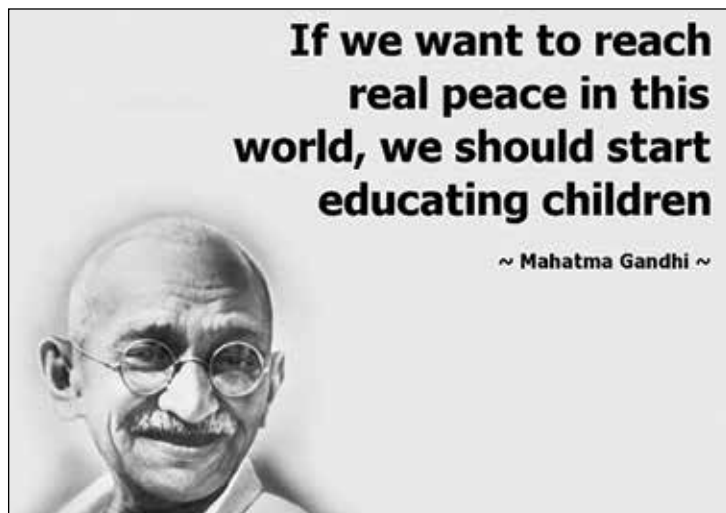
Keeping Your Eyes on Your Students' Eyes

If your students can't see well, they're going to struggle in school. Unfortunately, many children won't let you know they're having vision issues because they don't understand what "normal" vision is like. Here are several warning signs that may indicate your students are experiencing vision problems:



- Squinting, closing or covering one eye
- One or both eyes turning in or out
- Constantly holding materials close to the face
- Repeatedly rubbing eyes
- Continued redness or tearing
- Family history of vision problems
- Tilting their head
- Difficulty keeping their place while reading or skipping lines
- Frequent headaches, watery eyes, or dry eyes
- Sitting at the front of the classroom in order to see or sitting close to the TV
- Bad behavior or problems in the classroom.●

Source: *The Vision Council*



TOUCHING BASE WITH...

ALISON MACARTHUR
LOUDOUN EDUCATION ASSOCIATION
MIDDLE SCHOOL
SPECIAL EDUCATION TEACHER

What's something you like about your job?

I love that each day is different. In middle school, you see a lot of students coming more into their personalities. To me, it's a great age to work with. I enjoy being able to share my love of reading with young people, as well, and always enjoy the challenge of finding the right book for the right student. I also have the best colleagues—being able to brainstorm and learn from them is exhilarating.

How has being an a Union member helped you?

How has the Union *not* been helpful to me is the real question! It's meant everything from creating lifelong friendships to saving money on car insurance, and everything in between. I've gained valuable relationships and experiences I never would have dreamed. Many years ago, someone thought I had leadership potential and I grew in my local and state association. That led to opportunities outside of the Union, which opened even more for me. There's also a sense of unity, of being a part of something more, that the Union has given me.●

Illustrations by iStock

WHAT IS THE IMPORTANCE OF TEACHING STUDENTS TO WORK IN MULTIDISCIPLINARY GROUPS? IT'S NOT

IMPORTANT AT ALL. KIDS DON'T NEED TO LEARN TO WRITE. THEY DON'T NEED TO LEARN ANYTHING ABOUT MATH. THEY DIDN'T NEED TO KNOW ANYTHING ABOUT GEOGRAPHY. DOES THAT ANSWER YOUR QUESTION?



OF COURSE! YOU WANT MULTIDISCIPLINARY THINGS. KIDS—EVERYBODY—HAS TO LEARN HOW TO WRITE AND WORK TOGETHER.

— Bill Nye, "The Science Guy" and CEO of the Planetary Society, in an interview on PBS

Managing vs. Motivating?

In a study published in the *Journal of Applied Psychology*, researchers identified three important qualities in a teaching style that promote students' sense of self-determination, a proven motivation builder:

1. Encourage autonomy and allow students to make key decisions about their learning.
2. Provide positive feedback designed to support instead of control.
3. Put yourself in your students' shoes and attempt to see things from their point of view.●

Trauma Comes to School

"Here's what I see: Kids coming through our doors exhausted from lack of sleep. Kids not eating from lunch one day to breakfast the next. Kids getting themselves and their siblings ready for school each day...When we start looking at kids through a trauma lens, their behavior makes sense. We step back and realize what they need most: relationship and safety."

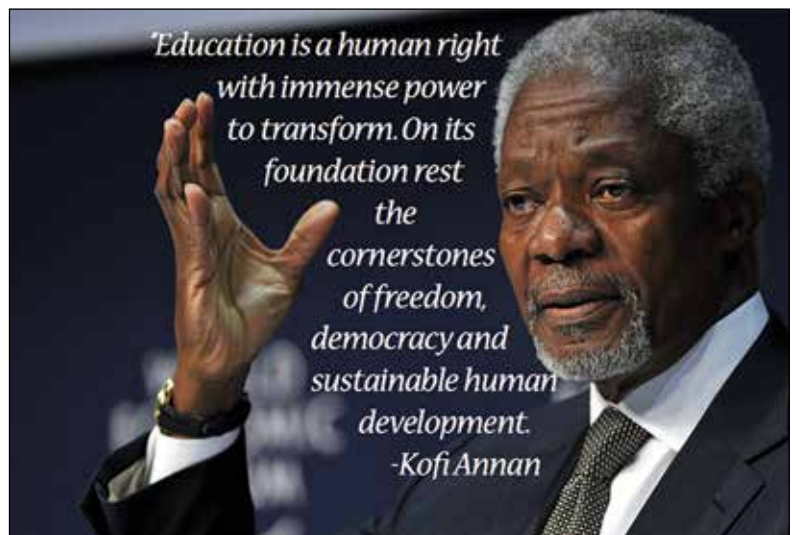


— Tiffany Hendershot, a West Virginia social worker

"We know that kids who have experienced trauma...that their brains have changed, that they have an overactive alarm system in their brain. We encourage kids to talk about what happened, to process their memories, not to avoid, not to be scared of their memories."

— Anthony Mannarino, director, Center for Traumatic Stress in Children and Adolescents at Allegheny General Hospital, Pittsburgh.●

For more information on helping students affected by traumatic experiences, see page 24.



You Think I Didn't Notice

By Paula J. Beckman

You think I didn't notice, but I did.

I noticed the concerned look on your face when your student cried in your arms.

I noticed you going out and buying socks, shoes, and clothes because your student had none.

I noticed you coming to work despite the fact that you had been up all night with your sick child or mother who was in the hospital.

You think I didn't notice, but I did.

I noticed you calmly speaking to a parent who was blaming you for her child's poor grade.

I noticed you counseling parents of your students just because they had no one else.

I noticed you smiling when you wanted to scream when yet another task was given to you to complete.

I noticed you coming in early, staying late, and carrying in and out bulging totes of work to complete at home.

You think I didn't notice, but I did.

I noticed you giving up your planning period for data and grade levels meetings.

I noticed you giving up your planning period to remediate a student who slept in class.

I noticed you making behavior charts and making and buying incentives just to motivate students to do what they came to school for.

You think I didn't notice, but I did.

I noticed you putting in a full day of work and then hurrying out to get to your second job.

I noticed you working summer school just so you could pay your bills.

I noticed you taking classes and attending in-services just so you could continue doing what you already spent several years in school for and you still have the student loans to show for it.

You think I didn't notice, but I did.

I noticed you sometimes question and doubt yourself.

I noticed what a valuable piece of the puzzle you are in the whole scheme of things. I noticed you are sometimes the only stable and reliable person in your students' lives.

I noticed you have made a difference.

— Beckman, a member of the Roanoke Education Association, is an assistant principal at Round Hill Elementary School.

R-E-S-P-E-C-T

"This is a profession and it needs to be treated as such. We can't be expected to produce the outcomes that people want without the resources, without looking at education as an investment—and not just a monetary investment. It's not just dumping money into education, but providing mentoring and support for new teachers. You have people who have multiple degrees who have gone to college and really prepared and trained to enter teaching as a profession and can't even afford to take care of their families...It feels like whenever we elevate our voices in defense of this profession, it's seen as an argument against students or drawing money from other areas. It really should not be that way. We should be working in collaboration with our communities, with local partners, with government agencies, and not having to beg for the supports that we need to best serve our children."

— U.S. Representative Jahana Hayes of Connecticut, the 2016 National Teacher of the Year, who was elected to Congress in 2018 (seen here speaking at VEA's 2017 Teachers of Color Summit)



"It's from my grandmother. She uses a font called cursive."

Photo on page 6 by iStock

'FUND OUR FUTURE'



Throwing down the gauntlet. "It's time for legislators to get on board or get out of the way!" VEA President Jim Livingston told the crowd.



VEA members get mad, mobilize, and make history.

With the echoing chants of 'Fund Our Future' still ringing in his ears, Stafford teacher Christian Peabody was thinking about his students—and how they're paying a price they never owed. "I'm tired of having to see the kids shoulder the burden of the state not stepping up to get them what they need," he said, standing at the Capitol in Richmond.

In a visible, emotional, and powerful display of solidarity for their students and one another, thousands of VEA members and supporters formed a wave of red that took over the Capitol on Lobby Day January 28. They marched, held signs and chanted as legislators crossed the street to the Capitol building, and took over the Capitol steps for a noon rally that drew media coverage across Virginia and nationally (see page 13).

And it wasn't limited to Richmond. Union members in Petersburg and other spots held coordinated events aimed at building public awareness of school underfunding and low pay (see page 12.) VEA President Jim Livingston fired up the crowd by underscoring how public schools, and educator salaries, have been neglected.

"Underfunding must end," he said. "Our members are energized, dedicated—and sick and tired of being told we'll get the support our students need...sometime later.

"We are also sick and tired of asking," he told the fired-up crowd, shouting to be heard. "We demand that the General Assembly fund our schools!"

The sea of red inspired members like Abby French of the Shenandoah County Education Association. "There was a feeling of unity in the air seeing members in red all over the Capitol building knowing that we are all on the same page," she told the *Northern Virginia Daily*. "I want my students to see the importance of speaking up to voice their concerns and advocate for >>>

Photo by Lisa Sale

change. I hope they see thousands of educators, dressed in red, and know that each and every student in our state is worth fighting for and deserves the opportunity of a high-quality education."

An all-star lineup of speakers helped keep the crowd fired up. Virginia's 2019 Teacher of the Year, Rodney Robinson of the Richmond Education Association, drew loud shouts of approval when he called for leaders who are guided by integrity and good judgment and "not in love with saying they care about kids but who write the checks their mouths are cashing every day."

David Jeck, Fauquier County's superintendent, expressed his dismay about how Virginia pays its teachers. After citing several statistics about the excellence of public education in our state, including a number one ranking from one organization, he said, "Getting to the national average, sure, that's a good thing, but here's what we keep forgetting as part of that conversation—you're *not* average! We have a 91 percent high school graduation rate. That's unheard of. And yet, we're 34th in teacher pay!"

Lauren Brill of Fauquier County helped to organize a contingent of nearly 200 educators and supporters who rallied that day. She came to Richmond in enthusiastic support for her daughter, who starts kindergarten this fall, for all of her county's young people, and for those who work to educate them, she said. With adequate funding, "There's a ton of things I could tell you. We could have working technology in all our classrooms and enough technology for every student."

Fairfax Education Association President Kevin Hickerson, a special education teacher, said money for schools is also a matter of justice.





Taking Over the Capitol. Members flooded the area around the Capitol steps (upper left) and also participated in local events across the state (left); above, top, Fauquier Superintendent David Jeck acknowledges the crowd before speaking. NEA's Princess Moss (above, lower right) also addressed the crowd.

"We need to stand up and say, 'Enough is enough,'" he said. "A child in Halifax, Colonial Beach, or Buchanan deserves the same education as a child in Fairfax."

That demand peppered the remarks of other rally speakers, who included Richmond mayor Levar Stoney, NEA Secretary-Treasurer Princess Moss, a former VEA president, Donna Colombo, president of the Virginia PTA, and Richmond teacher Sarah Pederson.

Those demands got some immediate results: During the rally, Virginia's House of Delegates announced that its budget includes Gov. Ralph Northam's 5 percent teacher salary increase proposal. Later, the state Senate signed on, too.

While the 5 percent is an excellent first step, Livingston pointed out, it's only a down payment on what state teachers need. The General Assembly has committed to the goal of reaching the national average teacher salary and there is still significant progress to be made. And >>>

VEA Launches 'Fund Our Future,' a Statewide Campaign for Funding, Better Pay

January's VEA Lobby Day and rally electrified member-activists and earned our union significant media exposure. By sunset, we'd won a promise from the House of Delegates to follow Governor Northam's lead and commit to a 5 percent pay raise.

It was a memorable day—but just one day.

A starting point.

For the next two years, VEA is organizing its legislative, political, organizing, and communication work around Fund Our Future, a campaign designed to win greater school funding, boost pay significantly, and win elections to ensure pro-public education candidates take seats locally and at the General Assembly.

The campaign flows from the work of a select committee appointed by VEA President Jim Livingston to make recommendations on the role our union can play in achieving the goals outlined above.

A campaign website at www.FundOurFutureVA.org is your first stop to learn more and join the campaign. Specifically, we're looking for VEA members to:

Share Your Story

To make our case, we all must speak out about the costs of underfunding schools, and the impact low pay has on our profession. Go to the site and share your testimony! We'll work with you on prepping your story and getting your photo.

Take Action

As the campaign proceeds, our "Take Action" button will always link you to the latest way we can exercise our power—through an online petition, a tele-town hall meeting, an email to legislators, and more. When you take action, and encourage your colleagues and friends to do so, you're moving us closer to our goals! ●



Question: Who Would Get 5 Percent?

ANSWER: You, if you're ready to fight for it locally.

To raise pay in Virginia we need to win at both the state and the local level. Local school divisions write the paychecks, but state funding goes a long way toward determining what a locality is able to pay.

If the state commits to its share of a 5 percent increase for teachers and other positions covered by the Standards of Quality (SOQ), localities will need to add their own share to make a 5 percent hike.

The local decisions are being made by your school boards and your board of supervisors or city councils right now.

VEA's local unions must lead the fight to gain local funding to achieve the 5 percent hike. What you can do:

- **Contact your local or your VEA-NEA UniServ Director** now to find out how you and your fellow members can win this funding fight!
- **Ask three nonmembers in your building to join the union.** The more we grow our membership, the more we build our power to win the salaries and funding we seek.●



Fund Our Future: It's Not Just a Rally, It's a Movement!

The Fund Our Future rally in Richmond was just a part of how educators stood up for students and educators on a Monday in January, and just the kickoff of what will be a sustained, statewide campaign.

Here's a sampling of what was going on elsewhere in Virginia as thousands gathered at the state Capitol:

- The **Petersburg Education Association** and the city's schools partnered to hold #Red4Ed events at every school. Students created signs, marched around schools, wrote encouraging notes, and held rallies.
- **Chesterfield Education Association** members staged a "walk-in" to start the school day.
- In **Spotsylvania**, a paper "Red4Ed Renee" was created in the likeness of Renee Beverly, SEA's president. Beverly's image traveled with VEA staff from school to school and was used to explain what "Real Renee" was doing in Richmond and the importance of budget negotiations and Association engagement.
- In **Portsmouth**, members emailed local officials and created 60-second videos about why they wear #Red4Ed.
- **Shenandoah County Education Association** members created a supportive video.
- Around the state, educators decked themselves out in red, took photos, held signs, and made social media posts in support of the Fund Our Future effort. Participating areas included **Arlington, Tazewell, Bristol, Fairfax, Loudoun, Russell County, Stafford, Prince William, Virginia Beach, Portsmouth, Lynchburg, Chesterfield, Frederick County, Alexandria, Chesapeake**, and many others.●



Flexing some political muscle. Before the rally began, VEA members greeted legislators on their way into the General Assembly, including Delegate Cheryl Turpin of Virginia Beach (center), a Virginia Beach Education Association member.

even if the General Assembly does pass a budget including the state share of the 5 percent increase, localities must still fund their share (see box on page 12).

On Lobby Day, VEA also announced its new Fund Our Future campaign, aimed at getting our students and educators the resources they need and deserve. The campaign will organize the Union's funding/salary and political efforts and is expected to last at least two years (see page 11).

Livingston brought the event to its rousing conclusion by giving educators their marching orders. "This is not the end," he said. "It's only the beginning. We know our students are with us, parents are with us, and communities are with us. It's time to Fund Our Future!

"When you get back to your schools and your communities, share your stories. Tell people what it's like in your classroom— and around your kitchen table."

Livingston also vowed that educators would take their concerns to the voting booth this fall. "It's time for legislators to get on board or get out of the way! We will remember in November!" ●

Media Notes VEA Activism

News outlets statewide featured VEA's rally and launch of the Fund Our Future campaign. Some highlights:

Associated Press

Joy Kirk, a middle school teacher from Frederick County, said teachers aren't just looking for a one-time pay increase but a commitment to addressing structural problems in education funding. "We'd like to see a long-term plan" Kirk said.

WAVY NBC-10, Hampton Roads

"A 5 percent salary increase for educators is not nearly enough, but it's a start, and I think that's the significance of today. Today is the beginning of the change we're making in the commonwealth."

—VEA President Jim Livingston

The Washington Post

"... VEA members spent the morning pushing lawmakers to support \$269 million in expanded school funding proposed by Governor Ralph Northam. That money would be used to boost teacher pay 5 percent, refurbish schools, and increase spending on students."

(Staunton) News Leader

"Virginia's public schools are underfunded, and we've taken our case to the General Assembly," Staunton Education Association President Christine Hawley said. "It is time for our elected officials to support our students and our schools."

(Charlottesville) Daily Progress

Albemarle County teacher Cheryl Knight doesn't enjoy being in a large crowd, but on Monday, she marched with thousands of others in Richmond to advocate for more state funding for public education. Knight, president of the Albemarle County Education Association, said she wanted to make her voice heard. Teachers clad in red chanted "Virginia can do better" and "Fund our schools" as they walked to the steps of the Capitol Building. "It was wonderful," she said of the rally. "People were really united. It was a powerful experience."

WTVR CBS-6, Richmond

"We have buildings that are falling apart. We have mice, we have roaches in the building," Richmond Schools teacher Darrell Turner said. "Our children deserve more." ●

FEATURE STORY





Dear Aspiring Educator...

With her first year behind her, a Chesapeake teacher pens a letter to classroom rookies.

By Katelyn Ritenour

As any veteran educator will attest, the first year of teaching is *hard*. It's hard in ways that you cannot even fathom yet. You'll make mistakes. But the good news is that you're not alone. We all made mistakes. And we all (including students!) survived that hard first year.

In my first year, I was charged with the education of 30 fourth-graders in a diverse, middle-class, suburban school. It was my dream job, one I'd wanted since I was a fourth-grader. I had a wonderful mentor and we shared the time of our fabulous special education co-teacher. I thought I was ready—I had both my bachelor's and master's degrees in education, a successful student-teaching experience, and three years of substitute experience. I felt prepared, excited, and eager to be in my own classroom. I had all these great ideas and visions of how wonderful it would be, how my class would function flawlessly, and that every student would achieve their full potential.

It will come as no surprise to any veteran educator that my visions and

ideas did not pan out quite the way I'd hoped. I made some big mistakes, specifically in the areas of classroom management and classroom community, which shut down my perfect classroom before it could even get started. So I present them to you, in hopes that *your* visions and ideas *do* come true.

Classroom Management

I know you've heard this a million times, but the first few weeks of school *really do matter more than any other time of the year*. This is when students learn what to expect from you and what you expect from them: Do you mean what you say, or can students get away with murder before facing a consequence?

Have you ever run a red light while driving? Why not? (Or, if you have, how did you feel afterward?) In Norfolk, lights run by timers rather than sensors, which means that even if no cars are waiting, the traffic light will still cycle through its whole time. This leads to a lot of wasted time, in my opinion, and I cannot tell you the number of times I thought to myself, "I could just go right through. Literally

nothing bad would happen to me.” But I *never* did it. Why not? Because I believe in the power of traffic lights. Our society, or at least most of it, has agreed that traffic lights are there for our safety and we should pay attention to them. The consequences for running lights range from a quick traffic stop to a painful death, and we have largely decided not to risk them.

Your expectations should have the same effect as traffic lights. If you have a rule or expectation, it should be followed exactly as stated, or there should be a consequence: Not a few reminders, warnings and chances and then a consequence, but an *immediate, applicable* consequence. I know it sounds harsh, especially in those early days, but I speak from experience.

There is a trend in the education of educators steering you away from the old-school “don’t smile until Christmas” advice. I was told to be a “warm demander”—someone approachable and who obviously cares for students, but is firm in expectations. I tried to do just that those first days of school. I was smiling, inviting, and empathetic to the needs of my students. But I really fell down on the “de-



SO, IF YOU CAN LEARN ANYTHING FROM MY FIRST YEAR, PLEASE LEARN THAT YOU CAN ALWAYS BECOME SOFTER, BUT YOU CANNOT BECOME STRICTER; ONCE THE BAR HAS BEEN SET, THAT’S WHERE IT WILL STAY.

mander” part because I didn’t want to ruin that “warm” persona I had already established. I stated my expectations clearly, but didn’t follow through with consequences if those expectations weren’t met. In those early days, I assumed the students were adjusting and would figure it out later down the line with some practice. In reality, what they figured out is that I did not really mean what I said; they could halfway follow my expectation and escape consequence.

The only students ever in danger of a consequence were the ones that blatantly disobeyed or did something really bad. And even then, the only consequence I had in my arsenal (besides a trip to the office) was to send the student to write in our “Behavior Notebook.” Nothing ever happened after that. Students could go to the notebook as many times as I told them to in a day, and no other consequence was ever given. They eventually stopped taking the notebook seriously, scribbling illegibly or writing “I don’t know.”

In about late October, I figured out that I had no control over my classroom. I sought help from my mentor and co-teacher, who gave me great advice after bad days. In the mornings, I’d psych myself up to be firm and follow through with all my expectations. But the damage had been done; the students already knew what they could get away with before I’d really lay down the law. So they pushed against my firmness, fighting me as much as I fought them. It was so exhausting that by the afternoon, I’d be right back to where we started, not able to fight back anymore. This continued for the rest of the school year. In an observation debriefing, my principal said, “There is just an undercurrent of movement

and activity while you’re teaching.” He was right. My students were not 100 percent engaged in any lesson I taught, no matter how fascinating I thought it was. He was also correct (and very understanding) when he told me there was no way to fix it, that I would just have to tough out the rest of the year. I spent *seven months* of the school year fighting my students on their behavior.

So, if you can learn anything from my first year, please learn that *you can always become softer, but you cannot become stricter; once the bar has been set, that’s where it will stay.* I’d say that you have about 10 days to set that bar and make that first impression. Use the summer to think through your expectations and what you will do if those expectations are not met. And then, those first 10 days, *you* set that bar. Do not let your students set it for you.

Classroom Community

I knew I had failed to create the type of community I wanted in my classroom the day I heard a student snap, “Make me!” after a classmate asked him to stop a distracting behavior. It was March; we’d already been together for six months. The visceral reaction that went through me was like nothing I’d ever experienced. I was appalled. I thought to myself, “How in the world does he think it’s OK to speak to classmates like that?” The clear answer was that they didn’t respect each other, and the blame was on me. After all, respectful, collaborative behavior is a skill taught like anything else.

Searching backward, I realized I hadn’t done any of this teaching. The perfect time to do it is at the beginning of the year, before the students have a chance to form a different impression of each other. Because of my inexperience, I was terrified of the first week of school. I had never seen it from this

side of the desk; there are never any substitutes needed the first week of school, and I had done my student-teaching in the spring. So I went to my team, and they gave me some ice-breakers and things to do on the first day. They also told me we were expected to jump into content on day two—no time for “getting to know you” activities when the pacing guide beckons. I followed their lead, but I had a nagging feeling that I hadn’t set a good foundation. Six months later, I had the proof.

Not only did my students not respect and trust each other, they didn’t have the group skills to be able to work in groups and partners. Therefore, every team activity I attempted either turned into social hour or side-by-side independent work, depending on who was teamed up. It didn’t matter how much I preached about two heads being better than one and that everyone had something to contribute—they’d already decided their classmates couldn’t help.

I sought help from a different source this time: My division’s rookie teacher program. My supervisor graciously revisited my classroom to observe with the purpose of advising me on how to engage students more effectively. One of the tips I implemented was a group captain for group activities; each table had someone who would lead the discussion and make sure everyone stayed on the same page (figuratively and literally). I chose different group captains for each group activity, and I tried to use it as a motivator for behavior: if a student did their math homework, they could lead checking math homework. If a student had their materials ready first, they could be in charge of that activity. However, even though I tried to be consistent in letting everyone have a turn, there were always those dependable students who led more than their fair share of activities. I worried that my

choices would single out “teacher’s pets” that would either be mocked or envied. Although I used the strategy until the end of the school year, I knew it was a system that needed a little improvement so it wouldn’t create unintended consequences.

This year, I used the entire first week to build my classroom community. The only content I taught was math, and only because bar graphs (our first unit) are great ways to learn more about each other. I chose team-building activities that taught my kids how much they had in common. We wrote about our fourth-grade fears anonymously, and then brainstormed together how to alleviate them. At the end of the week, we practiced working together to “save Fred” (Google it!). Our reading/writing block was devoted to *The Seven Habits of Happy Kids* by Sean Covey, a kid-friendly version of the best-selling *The Seven Habits of Highly Effective People*. This delivered a two-for-one because not only did we get to talk about some important personal and interpersonal skills, we also got a head start on discovering the theme of a story (each of seven stories has one of the habits as its moral). I made some tweaks to my group captains method and implemented a rotating, color-coded method based on an idea I took from my time as a substitute. As a result, my students this year are much better equipped to work as a team, and they have a lot more trust in each other academically. All I had to do was teach them how.

Aspiring educators, you wonderful, optimistic warriors, I leave you with some final words of advice: Take every bathroom break you can get. Do not reinvent the wheel—someone already has the exact resource you need. Figure out your substitute

A Great Place to Find Help

From helping kids who are intimidated by math and science, to wiping out student distractions, to using humor in your classroom, NEA’s School Me has a wealth of resources and information for new teachers. And it’s all at your fingertips at www.nea.org/schoolme.

Designed specifically for new educators, School Me offers blogs, podcasts, videos, webinars, and all sorts of information that will help you and your students do great things right from the start of your career. Tips, tricks, life hacks, classroom management techniques, lesson plan ideas, and advice from classroom veterans—it’s all here.

You can even become a guest contributor! ●

binder so you can take a sick day when you need to (and you *will*, much sooner than you think). Find a work-life balance that works for you, but try to have one day a week to yourself. Trust your professionalism and expertise. Ask for feedback from everyone who enters your room. Try your crazy idea, then beg for forgiveness. Learn how to apologize to your students. And above all, *lean on your tribe*. We’ve all been there, and we’ve all survived.

Love and grace,
A First-Year Survivor

Ritenour, a member of the Chesapeake Education Association, teaches fourth grade at Greenbrier Intermediate School.

The Family Album

A Rockingham County school makes its hallways homey by putting up photos of students.

By Tom Allen

“How many of you enjoy doing bulletin boards?” asked a speaker at the professional development conference in Atlanta. In the crowd of about 500 educators at the event, “not a single hand went up,” says Joe Kapuchuck, principal of Plains Elementary School in Rockingham County.

All those hands kept firmly at people’s sides brought plenty of chuckles—and the beginning of a whole new approach to the look and atmosphere for students and staff members at Plains.

The conference was held at the Ron Clark Academy, founded by the well-known educator and author, and one of the features about the school Kapuchuck and the Plains teachers who made the trip noticed was the school-wide display of student photos. Plains staff has long preached the idea of “family” at the school, striving to create a comfortable, positive environment, and seeing the Clark hallways gave them a win-win idea: What better way to promote that kind of atmosphere than by doing away with bulletin boards in the halls and replacing them with “family” photos?

It’s been a months-long process, but the front office and hallways at Plains are being transformed into

a family album showcasing the people, both very young and somewhat older, who call the school home.

“We hope our school is a place kids are excited to come to each day, not because they have to, but because they truly feel part of a community,” Kapuchuck says. “We want to focus on relationships with kids. And when you go to someone’s home, what do you almost always see? Family photos.”

So, a stroll through Plains now is filled with photos of children playing together on the school’s playground, competing in last year’s Field Day, participating in classroom activities, interacting with their teachers, and being out and about with their families. Photos are taken by school staff.

“We’re always looking for ‘framers,’” Kapuchuck says.

And the kids are fascinated, says Susie Short, a Rockingham County Education Association member and the school’s speech therapist. “They love seeing their own pictures and the pictures of their friends and teachers,” she says. “They get very excited, pointing them out and remembering what they were doing when the photos were taken.”

Short loves the bonds the photos can help reinforce, too, often



hearing comments like, “Hey! That’s my reading buddy!” or “She’s on my bus!”

It’s not just the grade-schoolers who are giggling over the photos, either. Short notes that, like in kitchens everywhere, there are now pictures plastered to the door of the refrigerator in the teachers’ lounge—and they’re getting a lot of attention. “It’s so cool,” she says, “and, for us, it’s like a teacher version of what the kids do. You’ll hear, ‘Oh, remember that? It was Smoothie Day,’ and a lot of laughter.”

Short says the school-wide photo project has been as good for the staff as it’s been for students. “They’re such joyful pictures,” she says, “and they’ve had a very positive effect on general morale. Sometimes, a student may have challenging behaviors, or you may not have had the best experience with him or her—but this lets us see another side of them, to be reminded that each child also has wonderful qualities.”



Joe Kapuchuck, principal at Plains Elementary School, and Susie Short, the school's speech therapist (above), surrounded by some of the school's "family photos."



She loves the impact she's seeing the photos have every day in the hallways. "Kids feel more supported," she says. "The pictures are a visual indicator that we're all there for them. It makes our school an even more comfortable place."

Kapuchuck agrees: "The kids feel it. Their smiles speak loudly. I've heard nothing but positive conversations about the photos. Not one negative word—we're very proud of that."

As the "seniors" at Plains, the fifth-graders get special treatment.

Each one has a portrait photo in the fifth-grade hallway, and each got to choose a one-word descriptor of themselves, a sentence and a quote to be displayed with the picture. One teacher was moved to tears looking at the fifth-graders' photos, remembering them as kindergartners in her classroom during her first year at Plains.

Another student, a fourth-grader who Kapuchuck describes as one who "normally doesn't smile," became animated and excited during a conversation the two had about whether

the student would get his picture on the wall next year when he's a fifth-grader.

Frames, photo enlargements, and other materials don't come free, so the Plains community has had a series of fundraising activities this school year to pay for the picture project. The school's maintenance staff has been extremely helpful in removing bulletin boards from the hallways and mounting the frames, though Kapuchuck has done a fair bit of drilling and hanging himself.

All the hallways in both floors at Plains aren't filled yet, and not all of the schools more than 400 students have been featured. But the project is ongoing, and there are plans to eventually feature photos in classrooms, too. "We've got a lot of empty frames," Kapuchuck says, with a smile. ●

Allen is editor of the Virginia Journal of Education.

VEA Members Teach, Learn at Instructional Conference

It was a Saturday morning, but VEA members were working and had a Richmond hotel buzzing. In one room, educators were discussing how to best use technology in their instruction, comparing the merits of programs such as Kahoot, EdPuzzle, Quizlet, IReady, and BrainPop. Next door, the subject was managing behavior in elementary school classrooms and if point systems are effective. Down the hall, they were wondering why African-American men are less than 2 percent of our public school teaching force and what can be done about it.

It was another day at VEA's popular Instruction and Professional Development Conference and, after the 2018 edition, a lot of learning will be passed along to students around the state.

"My principal is always glad I come to this conference," said Renee Beverly of the Spotsylvania Education Association, a middle school special education teacher who brought a new colleague this time. "When I get back, we have a faculty meeting and I share what I've learned. There's always different topics and I always get a lot of very useful information to bring back to my school."

Among the other topics covered in breakout sessions were co-teaching strategies, gender equity, cultural competency, and creating effective rubrics.

The more than 200 educators in attendance heard a glimpse of the future from State Superintendent of Public Instruction James Lane, who spoke of moving away



from a testing emphasis to one of deeper learning and acquiring the skills necessary to succeed in any field.

Atif Qarni, a VEA member serving as Virginia's Secretary of Education, also spoke at the conference, drawing roars from the crowd when he said, about educator salaries, "Maybe we should move away from focusing so much on the Standards of Learning and focus more on the Standards of Living."

VEA President Jim Livingston fired up conference attendees, encouraging them to make plans for group trips to Richmond for Lobby Day on January 28 and

**(Clockwise from above):
Laughing and Learning.**

**Rodney Robinson of the
Richmond Education Association
(top), Virginia's 2019 Teacher of
the Year, spoke during the IPD
Conference; members enjoyed
sessions (bottom three photos)
on a wide range of topics.**

underscoring the importance of elections as we gear up for voting next year, when every seat in the General Assembly will be up. "We will be silent no more!" he told the crowd. ●

Bedford Student Earns VEA's 2018 Beblon G. Parks Scholarship

Morgann Dills knew something was wrong as soon as she started school. She just wasn't grasping things as quickly as her classmates and ended up repeating kindergarten.

That second go-round as a kindergartner changed life for Morgann, the winner of VEA's 2018 Beblon G. Parks Scholarship. She met and befriended a classmate, a boy with autism, and the two ended up going through elementary, middle, and high school in Bedford County together. Morgann was later identified as having dyslexia and went on to graduate from Liberty High School with a 3.56 GPA.



Her experience of learning to live with dyslexia and her continuing friendship with her kindergarten classmate led to a growing interest in becoming a special education teacher, a career path she's now pursuing as a freshman at Averett University. Through her high school years, she was a volunteer with the Special Olympics; president of Project Unify, a campus club that sponsored joint activities for special and general education students; and a teaching assistant intern in an integrated preschool class.

"I think I can connect a little better with special education students because of my own learning issue," Morgann says, "and their strength inspires me. I believe in children with intellectual disabilities and I'll be their biggest advocate in my teaching career."

The Parks Scholarship provides \$500 to a high school senior going on to college to pursue a teaching career and is named for the educator and longtime VEA staff member, who retired as the Association's Director of the Office of Field Support, Organizing and Minority Engagement. ●



See for yourself. Delegate David Reid (left) recently spent time with students and staff members at Pinebrook Elementary School in Loudoun County. The Loudoun Education Association held an "Educator for a Day" event and invited elected officials to visit many of the county's schools. ●

CALENDAR

conferences

Recruiting and Retaining Teachers of Color

February 15-16, 2019
Norfolk State University

vea.link/ToC2019

VEA Delegate Assembly

March 28-30, 2019
Richmond Convention Center

Richmond



Union members going to bat for you. VEA is well represented on Virginia's statewide group ABTEL (Advisory Board on Teacher Education and Licensure). Your interests are being represented by (front, left to right) Tracey Mercier of the Bristol Virginia Education Association and Jennifer Andrews of the Henrico Education Association; and (back row) Charletta Williams of the Education Association of Norfolk, Willie Sherman of the Pittsylvania Education Association, Brian McGovern of the York Education Association (whose ABTEL term recently ended), Selena Dickey of the Fauquier Education Association, and Steve Whitten of the Mecklenburg Education Association. ●

Conference photos by Reilly Bradshaw, illustration by iStock

Bohringer to Serve as NEA Director



Christina Bohringer of Alexandria ran unopposed for one of VEA's seats on the NEA Board of Directors and will begin her three-year term September 1. Here is her statement as she takes the new office:

Wow and thank you! I am humbled by the opportunity to serve as your next NEA Director. I'm currently a 4th grade NBCT and I am excited and ready to represent and advocate for VEA members from all over the commonwealth: from the brass marked state line in Bristol, to the Star City of the South, up the Shenandoah Valley, through Northern Virginia, to the beaches of the Eastern Shore. As varied as our geography, regions, and issues are, at the very core, we all want the same things. We want our students and staff to have the buildings, education, and respect they deserve. I'm eager to work alongside our other NEA Directors continuing to speak up and out about ESSA's implementation, gun violence prevention and social justice. I'm ready to get start learning and can't wait to get to work! ●

Bright Joins VEA Staff

Melinda Bright, former co-director of the Virginia Department of Education's Training and Technical Assistance Center at James Madison University, has joined VEA's headquarters staff as a Teaching and Learning Specialist.



She brings extensive experience in special education, has presented at VEA's Instruction and Professional Development Conference, and also served as the assistant director of instruction at Richmond's Charterhouse School. ●

VRS Offers Mini-Courses Online to Help Plan Your Finances, Retirement

To build your money management skills as you plan for retirement, the Virginia Retirement System now offers myVRS Financial Wellness, a free program offering articles, videos, calculators, educational games, budgeting tools, webinars, and mini-courses.

The mini-courses are a good way to get started. They offer real-world instruction from experts, in the comfort of your own home, and include a pre-assessment to test your knowledge and post-assessment to show your knowledge gain.

Most courses take 30 minutes or less to complete, and cover a broad range of topics:

- Financial Health Assessment
- Repaying Your Student Loans
- Spending Smart and Creating a Budget
- Understanding Your Credit Report
- Using Banking and Checking Accounts
- Using Credit Cards Responsibly
- Planning for Retirement
- Protecting Yourself from Identity Theft and Scams
- Understanding Your Paycheck

To take one, you need a myVRS online account. So, if you've not logged into myVRS recently, visit myVRS.varetire.org. If you need assistance, contact VRS toll-free at 888-827-3847 (select option 3), 8:30 a.m.–5 p.m., Monday through Friday. ●



On the Docket

Amendments to one VEA Article of Incorporation and two By-Laws will be considered at the 2019 Delegate Assembly next month. All deal with VEA-Retired. To learn more, visit veanea.org/veada. ●

Workplace Bullying: The Law is Now On Your Side

VEA lobbying helped win
educators new protection.

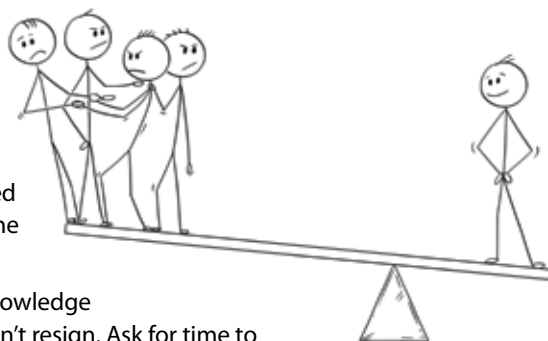
Workplace bullying of educators has long been a problem in Virginia's schools, but now the General Assembly, at VEA's urging, has given you new protections—with teeth. As of last July 1, such behavior is now illegal.

That's right: It's in black-and-white in Virginia's Code: The Healthy Schools Workplace bill, passed last year, requires every school board in the state to adopt a three-pronged policy. Those policies must:

- Prohibit abusive work environments;
- Provide appropriate discipline for any employee who contributes to such an environment; and
- Prohibit retaliation against any school employee who reports an abusive environment or helps in the investigation of one.

WHAT TO DO IF YOU'RE SUMMONED TO A MEETING WITH AN ADMINISTRATOR:

- Ask if a colleague can come with you to be your witness.
- Attend the meeting remaining calm and polite. Take careful notes about who attends and what each person says.
- If law enforcement or social service investigators are present get their names, explain you will exercise your right to have a lawyer at interview, and politely leave. Call your UniServ office to request VEA legal representation.
- Listen a lot and say a little. Respond to direct question without volunteering more information than needed to answer that question.
- Silences don't have to be broken. Your supervisor called you to meet, so let the supervisor speak.
- You can sign to acknowledge receiving papers. Don't resign. Ask for time to weigh any decisions or agreements proposed by administrators.
- After the meeting, go over your notes.
- Get support: call your local UniServ Office for help documenting the meeting, sending following up communications, or responding to any disciplinary recommendation. ●



Two VEA Members Earn National Teaching Awards

Joyce Price, a member of the Montgomery County Education Association and a cosmetology teacher at Blacksburg High School, has been named the SkillsUSA Advisor of the Year, receiving national recognition for her work. SkillsUSA is an organization that represents and sponsors technical career programs in U.S. schools.

Chesterfield Education Association member **Tracey Zaval**, a civics and economics teacher at Robious Middle School, has been named the 2018 Outstanding Middle School Teacher of the Year by the National Council for the Social Studies.

Three Association members have earned Dawbarn Education Awards, \$10,000 annual honors given to teachers in the Shenandoah Valley by the Community Foundation of the Blue Ridge. Among the 2018 winners are **Sue Leonard** of the Augusta County Education Association, a health and physical education teacher at Fort Defiance High School; **Cristina Lotts** of the Staunton Education Association, an eighth-grade social studies teacher at Shelburne Middle School; and

Donte Montague of the Staunton Education Association, a fourth grade teacher at Ware Elementary School.

Four Richmond-area VEA members have been awarded grants to travel and bring their experiences back to their classrooms through the R.E.B. Foundation Awards. Among the winners, from the Chesterfield Education Association, are **Crystal Barker** of L.C. Bird High School and **Shannon Castelo** of James River High School, and, from the Richmond Education Association, **Kieasha King** of Woodville Elementary School and **Matt Wester** of Franklin Military Academy. ●



WHAT LIES BENEATH

Many of today's students bring traumatic experiences to school with them. Here's how you can help.

Steve Collins and Kimberly Doran are school social workers and Kimberly Colbert is an English teacher at Central High School in St. Paul, MN. In working with students, they're aware that a growing body of research is helping educators recognize and address the link between childhood trauma and trouble at school. They look at factors driving student behavior in addition to the behavior itself, and often discover there's a link to something traumatic in the student's life, like homelessness, malnourishment, transient families, and/or unsafe neighborhoods.

Here is some of their advice on helping students who may be affected by trauma, from the NEA publication "Freeing Schools from the School-to-Prison Pipeline":

Create a safe environment. Hallways can be chaotic when there are a lot of students moving from one place to another. We talk to teachers about simple things they can do at the beginning of class to calm the "fight-or-flight" response that originates in the part of the brain that controls emotional responses and behavior. Students can also download self-regulation apps, like Breathe2Relax and ZenView. Some large classrooms have physical self-regulation spaces set aside, where students can collect their thoughts and regain emotional equilibrium. It's a way to give kids

space without having them leave the room. Another way we give students safe spaces is by allowing them to form a wide variety of niche groups. Being able to take part in groups like the Gay-Straight Student Alliance, the Muslim Student Association, and She, an advocacy group for young women, helps students feel accepted, involved, and invested in their school community.

Establish rituals. Trauma involves a lack of safety, perceived or real. Students who have experienced chronic trauma need to know educators will keep them safe. Consistency and routines, knowing what to expect, helps students feel safe. So does knowing the reasons behind rules and regulations so those rules don't feel arbitrary or abusive. We also teach educators to pay attention to students' non-verbal cues, such as changes in their typical behavior like putting their head down in class, ignoring social interactions with peers, and avoiding eye contact and social connection with teachers. Some of this is basic classroom management. We tell educators you're already doing many things the research says is trauma-informed care, so let's name what they are, like greeting students at the doorway, knowing and using student names, learning the "thing" that sets the student apart in a realm other than academics, complimenting specific versus vague skills, and separating behavior from character and academic success.

Build relationships and trust. Developing relationships with traumatized kids that will help them trust you is critical, because trust allows students to learn. We talk to educators about using positive communication cues: how to make eye contact and use active listening cues like head nodding, and proximity, and not multi-tasking when talking with students. We talk about using humor as a safety valve and how it humanizes educators when students know their teachers can make mistakes, too.

We also teach educators to be purposeful in how they talk to students—that includes words as well as tone of voice. We explain, “When you said this to a student, he heard this. Did you mean it that way?” Also, kids who’ve experienced trauma may struggle with reading social cues, non-verbal ones in particular, so we have educators model how to read social cues, such as making sure the content of the conversation matches the affect.

Don’t forget to take care of yourself! Educators are extraordinary but sometimes they need to be reminded that they are. They’re notorious for devoting all their time and energy to students and leaving none for themselves, but learning self-care allows you to take better care of your students. Most schools operate at a pretty frenetic pace. The kids arrive and it’s go, go, go until they leave. Secondary trauma, like secondhand smoke, can lead to burnout if educators aren’t careful. We talk with educators about different ways they can incorporate well-being and balance into their lives, and we challenge them to model self-care for their students. We encourage them to identify a support system, find positive ways to engage with colleagues, and choose a healthy intervention—whether it’s yoga, dance, sports, or some other form of relaxation. We also recommend apps they can use for meditation and breathing.

Communicate with administrators about the support students need. We engaged parents and the community by talking to them about what they thought students needed to be successful. We passed out surveys and held town hall meetings to find out what our students’ families wanted. With their help, we successfully advocated for five new social workers for the district.

Acknowledge what educators know. When we talk to our colleagues, we honor their work. We tell them, we know you’re great at what you do, but we want to show you how you can

increase your awareness by observing student behavior through a trauma-informed lens. As a result, our school staff is really open to the conversation. They tell us these conversations have shifted the paradigm away from blaming students and have helped staff expand their tool kit of interventions around student behavior, providing new insight about how to connect with students, especially those who struggle. ●

— From *Youth Today*, a national news source for youth service professionals, including child welfare and juvenile justice, youth development and out-of-school-time programming.

Are You Helping Students Get ‘Ready’?

What does it mean to help students get “ready” for life beyond their schooling? The Readiness Project, after extensive research, has identified 10 “readiness abilities” that we use every day, regardless of our line of work or the goals we’ve set for ourselves. All can be practiced and strengthened and educators can help equip young people with all of them.

- **Think and create in ways that help them navigate and experience life.**
- **Feel and express emotion appropriately and as a way to connect with others.**
- **Get and stay healthy physically, emotionally, mentally, and spiritually.**
- **Apply learning in the real world and to meet life demands.**
- **Use insights to grow and develop in each stage of life.**
- **Work and stay focused in each area of life.**
- **Relate to others and the world by forming, managing, and sustaining relationships.**
- **Engage with people and places in meaningful, real, and honest ways and by being present.**
- **Persist through struggles and maintain hope no matter the challenge.**
- **Solve problems and make decisions about the intellectual, social, moral, and emotional issues and problems they face.**

More details available here: <https://sparkaction.org/readiness/research/abilities> ●



The true purpose of arts education is not necessarily to create more professional dancers or artists. [It's] to create more complete human beings who are critical thinkers, who have curious minds, who can lead productive lives.

KELLY POLLOCK

The Good Guys

As a young principal I asked my teachers to stand during the annual Meet the Teacher night. I wanted my community to know what kind of people taught their kids, to help them see beyond the disparaging things they had heard about public schools and peer into the hearts of the people who work with their children.



"Raise your hand,"

I asked, "if you're a military veteran, if you've taught Sunday school, if you've volunteered as a scout leader, if you've served on the volunteer fire department." The teachers raised their hands again and again, and the crowd cheered.

I choked back tears. It was a good thing. Accolades for teachers had all but evaporated in the media. My teachers needed that applause that night. It did us all good. ●

— John M. Kuhn, a public school administrator in Texas and author of *Fear and Learning in America*.

It's All Quite Legal

Judges and lawyers may be heading toward your classroom—and it's a good thing. The Virginia Bar Association (VBA) and The Virginia Law Foundation (VLF) are sponsoring their annual VBA Rule of Law Project, designed for middle school civics students and taught by volunteer legal professionals, in partnership with teachers.

The Project aims to "educate students about the origin, meaning and applicability of the rule of law as the basis of democratic ideals and institutions," and, in addition to the visiting speaker, uses video and other lesson elements.

To learn more, visit www.thecenterfor-ruleoflaw.org/rule-of-law-project.html. ●



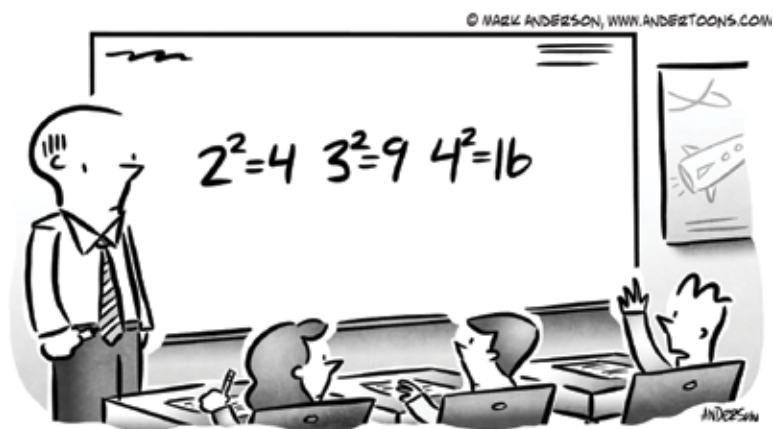
Going a Little Deeper

What are you thinking? When I want to elicit responses from my students, I give them time to clarify their thoughts through writing. This time to reflect prepares them for class discussion. As hands go up, I say each student's name and ask, "What are you thinking?" After I listen to the response, I follow up with questions such as, "Can you tell me more about that?" or "What led you to that conclusion?" Sometimes I'll add my own thoughts, but often it's enough just to hear theirs.

My students know that I care about what they think because their insights lead us all to deeper understanding. Fostering real conversations ensures that our classrooms become places of academic inquiry and collaboration founded on a sense of fairness and mutual respect. ●

— Beth Pandolpho, a high school English teacher in New Jersey

Source: Edutopia



"Wait, now we have to square numbers? We just learned to round them!"



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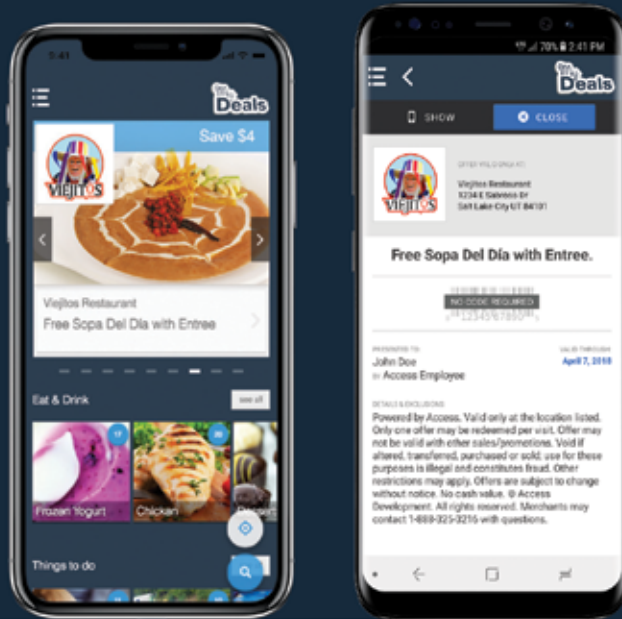
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Hello, Discipline Room. Hello, Marvin!

— Courtney Cutright

Extra duties.

Those words are as dreadful for teachers as standardized testing or make-up days during spring break.

During the excitement of a new school year, I recall feeling impending doom as I opened an email detailing the year's duty assignments. I'm generally optimistic and laid-back, but let's face it—no duty is a good duty.

Cafeteria duty? No thanks. Too much noise, spilled milk, and unsettling food aromas. Bus duty? No way! It's too hot on August afternoons to be in the parking lot inhaling bus exhaust; I cannot fathom ice-cold February or soggy April.

The lucky ones (not me) land library duty—re-shelving books and utilizing the fabulous Dewey Decimal System.

My assignment is a stint every other day in the Discipline Room, which houses the in-school suspension program. The first couple of weeks of school are blissfully quiet while most of the adolescents in the building exhibit their best behavior. But as the days of school accumulate, the DR logbook begins to fill.

By the end of the first grading period, I'm on a first-name basis with a dozen or so students whom I do not teach. We've spent enough time together that I know them rather well, even though they're not on my rosters.

And chances are, when these little darlings do show up on my class lists, I'm not going to be too thrilled. It can be hard to undo a bad first impression. On the flip side, establishing that relationship outside the classroom is great for classroom management when those frequent flyers do become my students.

Meet Marvin, a sixth-grader. On our first encounter, he peppered me with questions despite the DR's ban on talking—and my attempts to grade papers and debrief from my morning classes.

Marvin wanted to know my name, what I teach, what time lunch was,

and which teacher would relieve me at the end of my shift. Each question I answered prompted a follow-up. I kept my answers short and directed him to get back to whatever task he should have been completing.

By the time I arrive in the DR midday, many students have completed the work teachers have sent. I ran down the list with Marvin: Who are your teachers? Have you done your English work? Math? Are you in history or science? You've finished all the work your teachers sent today?

Marvin answered affirmatively, so I suggested he log on to his laptop and let me see if he was missing any assignments. Marvin was failing two classes, English and history. I pointed out that he had plenty to keep him busy, as illustrated by numerous missing assignments.

I'd see Marvin in the DR several times over the next weeks, but it was another duty that really opened a dialogue between us. My school holds a daily afterschool session for either detention or to complete or make up assignments. Each teacher usually winds up with four supervising shifts per school year.

When it was my day to cover, Marvin's was one of two names on the list. He told me he'd been assigned to stay every day to bring up his failing grades. While the other student finished a math test, I explained the retention policy to Marvin since he is new to middle school. His eyes widened when I told him the cost of taking two classes in summer school.

I asked Marvin to tell me about his family. He lives with his mom and a younger brother. Mom works two jobs, and the boys frequently stay with their grandmother. Marvin agreed with me that his hardworking mother would probably not want to spend her earnings on summer school, nor would she be able to provide the required transportation.

Marvin's troublemaking outward behavior doesn't seem to match his inner workings, so I encouraged him to turn things around before it was too late. I don't know whether what I said will make an impact but at least I gave him a bit of the positive attention he obviously was seeking.

I found myself smiling a few days later when I made my way through a maze of students in the sixth-grade hallway and heard Marvin call out a greeting to me. Maybe I will look forward to having him in class next year after all. ●



Cutright (courtcut@gmail.com), a member of the Roanoke County Education Association, teaches English at Northside Middle School.

Virginia Lottery



FY 2018 DISTRIBUTION OF

Lottery Proceeds to Virginia's K-12 Public Schools

This list, provided by the Virginia Department of Education, details the \$606 million of Lottery proceeds funding available during Fiscal Year 2018. Localities receive these funds through programs, such as class-size reduction, school breakfast, early reading intervention, etc., as authorized by the General Assembly in support of K-12 public education.

Accomack	\$3,360,261.46	Dickenson	\$1,400,404.25	Lancaster	\$505,574.03	Pulaski	\$2,320,775.67
Albemarle	\$4,085,992.83	Dinwiddie	\$2,423,514.56	Lee	\$2,324,815.67	Radford City	\$774,529.59
Alexandria City	\$3,269,037.17	Emporia City	\$927,472.89	Lexington City	\$133,269.14	Rappahannock	\$126,085.65
Alleghany	\$1,378,568.46	Essex	\$854,830.42	Loudoun	\$13,382,864.49	Richmond	\$994,257.76
Amelia	\$973,232.00	Fairfax	\$31,195,424.59	Louisa	\$2,178,912.66	Richmond City	\$17,313,139.53
Amherst	\$3,071,510.97	Fairfax City	\$208,069.95	Lunenburg	\$1,206,301.22	Roanoke	\$4,540,271.89
Appomattox	\$1,500,090.31	Falls Church City	\$248,876.63	Lynchburg City	\$7,193,524.47	Roanoke City	\$14,893,978.57
Arlington	\$4,159,494.18	Fauquier	\$2,330,655.43	Madison	\$1,002,986.80	Rockbridge	\$1,062,479.37
Augusta	\$5,756,071.39	Floyd	\$974,499.49	Manassas City	\$6,879,759.54	Rockingham	\$7,349,869.72
Bath	\$190,971.52	Fluvanna	\$1,768,869.00	Manassas Park City	\$3,481,272.68	Russell	\$3,766,872.70
Bedford	\$4,123,185.24	Franklin	\$4,555,726.77	Martinsville City	\$2,082,476.91	Salem City	\$1,803,292.26
Bland	\$300,376.46	Franklin City	\$1,291,267.00	Mathews	\$315,830.07	Scott	\$2,414,870.86
Botetourt	\$1,565,649.60	Frederick	\$5,576,138.86	Mecklenburg	\$2,542,753.36	Shenandoah	\$3,882,842.24
Bristol City	\$1,967,832.22	Fredericksburg City	\$1,421,971.96	Middlesex	\$371,675.07	Smyth	\$3,475,096.43
Brunswick	\$1,948,023.39	Galax City	\$1,112,803.32	Montgomery	\$4,370,433.30	Southampton	\$2,540,616.66
Buchanan	\$1,632,312.12	Giles	\$1,182,722.69	Nelson	\$849,125.48	Spotsylvania	\$9,845,554.59
Buckingham	\$1,452,744.37	Gloucester	\$2,592,634.16	New Kent	\$846,405.45	Stafford	\$8,933,608.34
Buena Vista City	\$645,804.02	Goodland	\$414,261.79	Newport News City	\$26,195,018.60	Staunton City	\$2,380,955.70
Campbell	\$4,965,848.30	Grayson	\$1,084,522.45	Norfolk City	\$28,780,098.41	Suffolk City	\$9,242,329.68
Caroline	\$2,228,305.52	Greene	\$1,981,600.68	Northampton	\$1,180,779.64	Surry	\$270,755.00
Carroll	\$2,799,951.69	Greensville	\$1,268,292.24	Northumberland	\$380,086.81	Sussex	\$1,011,638.04
Charles City	\$350,436.04	Halifax	\$3,287,207.08	Norton City	\$512,274.20	Tazewell	\$3,321,754.74
Charlotte	\$1,228,673.38	Hampton City	\$15,578,450.85	Nottoway	\$2,054,585.46	Virginia Beach City	\$32,798,563.38
Charlottesville City	\$2,641,149.06	Hanover	\$4,334,022.00	Orange	\$2,620,978.43	Warren	\$2,262,809.20
Chesapeake City	\$21,118,442.57	Harrisonburg City	\$6,011,699.37	Page	\$2,471,730.83	Washington	\$4,096,821.56
Chesterfield	\$20,431,325.82	Henrico	\$21,575,722.58	Patrick	\$1,488,526.57	Waynesboro City	\$2,298,314.06
Clarke	\$429,546.87	Henry	\$7,789,432.77	Petersburg City	\$5,169,191.46	West Point Town	\$488,377.85
Colonial Beach	\$423,439.44	Highland	\$816,778.84	Pittsylvania	\$5,960,165.05	Westmoreland	\$1,266,891.91
Colonial Heights City	\$1,322,172.86	Hopewell City	\$4,159,644.51	Poquoson City	\$670,606.29	Williamsburg City	\$260,870.15
Covington City	\$654,171.45	Isle of Wight	\$2,588,754.21	Portsmouth City	\$14,075,809.16	Winchester City	\$3,094,499.03
Craig	\$473,186.51	James City	\$2,792,413.33	Powhatan	\$1,237,457.42	Wise	\$4,259,543.46
Culpeper	\$4,347,659.61	King and Queen	\$573,812.20	Prince Edward	\$1,555,172.33	Wythe	\$2,359,867.56
Cumberland	\$992,561.38	King George	\$1,661,515.46	Prince George	\$3,024,951.86	York	\$3,281,827.83
Danville City	\$5,970,702.95	King William	\$1,128,302.54	Prince William	\$51,327,614.01		

(FY 1999 through FY 2018)

Total Virginia Lottery profits generated for Virginia's K-12 public schools since 1999: MORE THAN \$9 BILLION!

*Funds are not necessarily distributed in the year earned, but this list accurately represents what was distributed in Fiscal Year 2018. Lottery profits earned each fiscal year can be seen in the financial statements available at valottery.com.

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