



Mission Statement

“...to ensure that the children in the Diocese of Beaumont develop spiritually, intellectually, physically, and emotionally to their fullest potential so that they may help shape society according to the Catholic values which we cherish.”

DIOCESE OF BEAUMONT

OFFICE OF CATHOLIC SCHOOLS

VOLUME 1, NUMBER 6

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The Seven Sacraments

The whole liturgical life of the Church revolves around the Eucharistic sacrifice and the sacraments. (CCC 1113).

Jesus gave them to us (CCC 1114) because they “nourish, strengthen and express” our faith. (CCC1123)

May we continue to be aware of this nourishment in our lives and feel the strength of our faith through the sacraments. As we enjoy the fun busy-ness of the summer months, let’s not forget God’s oath to always be with us.

SUMMER SEMINARS

By Superintendent, Nancy Collins

The OCS Summer Seminars proved to be very successful. Father Martin Nelson started us off with, The Sacraments: Receiving God’s Grace. The forty-five participants had many questions for Fr. Martin consequently; we could have spent even more time. We’ll have to have him back.

Forty participants viewed the awesome technology at St. Anne Catholic School. All were amazed at what can be done with Smart Boards! Thanks to St. Anne and Dr. Attaway for sharing in the afternoon.

The Wednesday morning session about the NCEA Special Needs Conference had the highest enrollment with fifty-two participants. Again, we could have used more time to cover the information fully. Thanks to all the presenters who worked on the various aspects of the presentation.

As a follow-up this fall, Mrs. Collins will visit each school with the results of the surveys and answer questions as work toward a process for our schools.

Mrs. Maribeth Morris followed up in the afternoon session with a fun and interactive session on Faith Based Learning Styles/ Gifted and Talented. The thirty-six participants received lots of information to take back with them. Many thanks to Maribeth for preparing this presentation.

Thanks to Sadlier representative, Joyce Howison, for attending and sharing the materials from this publishing company.

Thanks to Christine McGinnis, my secretary, for her help with drinks, snacks and copies for everyone. She is preparing electronically your certificates of participation. The certificates will be sent to your prin-

cipals. Let us know if there are any corrections. I appreciate her hard work to keep everything running smoothly and keeping us warm when necessary.

We hope to keep these workshops in the future and use the teachers teaching teachers concept. You are all talented and gifted.

Welcome to Mr. Todd Higginbotham, who has been selected as the principal for St. Anne Catholic School. Mr. Higginbotham is coming to us from Dallas but is originally from Pt. Arthur. His wife, Alicia, is from Orange, TX. They are excited about coming home.

Mr. Higginbotham has 15 years of experience in education, all but three years in Catholic education. He has served as a Catholic school administrator for 9 years. We are excited to have the Higginbotham’s here.

Calendar:

Tuesday, June 16
PGC @ CPC 6-9

Sunday, June 21
Father's Day

Friday, July 3
Independence Day
Holiday

Tuesday, Aug. 11
New Teacher
Orientation at
St. Anne's Parish
Hall 8:00-12:00

Tuesday, Aug. 11
Benefits Orientation
at St. Anne's Parish
Hall 1:00-3:00

Tuesday, Aug. 11
PGC at St. Anne's
Parish Hall 3:30-6

August 12-14
Teacher In-Service

Thur., August 13
Convocation Mass
with Bishop Guillory
@ St. Jude 9:00am

Monday, Aug. 17
First Day of School

Monday, Sept. 7
Labor Day Holiday

November 26-27
Thanksgiving
Holidays

December 4
Catholic Pastoral
Center Closed-Staff
Advent Day of
Recollection

SPECIAL NEEDS

Many Catholic teachers, who have no special education training, are implementing accommodations and modifications for students with special needs in the regular education classroom. This month, we will answer three questions which will aid the Catholic teacher who is struggling in the implementation of accommodations and modifications:

What is a modification?

What is an accommodation?

What is the difference?

What is a modification?

Modifications place emphasis on the **material** by changing "what" the student is required to learn or produce. You are modifying if you alter:

The instructional level

The content

The performance criteria

The focus is on "what" **material** needs to change:

A change in the final **product** the student submits

The elimination of **items** of an increasing level of difficulty

The education of the student using **material** on that student's level

What is an accommodation?

Accommodations are strategies a teacher uses to show a **student** "how" to access the material to be learned.

The focus is on "how" the **student** will succeed.

The student will sit in the front of the room

The student will take the test orally

The student will use manipulatives

Accommodation/Modification Method*

"WHAT" + **MATERIAL** = MODIFICATION

"HOW" + **STUDENT** = ACCOMMODATION

Accommodations are strategies used to discover "how" a **student** can use their intelligence to navigate their disability. The finish line is the content established by the teacher for all students and accommodations move the student with a special need toward that finish line. When you accommodate, the finish line does not move.

When you modify, you change "what" the **material** was and in doing so, you bring the material closer to the ability of the student. If the student is not required to answer the hardest of the three questions, the finish line has moved toward the student. The finish line had three questions of increasing difficulty but the student only had to answer two of the questions. This is a modification. Visualize this idea of "motion" when you are deciding if you are modifying or accommodating.

Calendar:**December 24-25**

Christmas Holidays

December 31 &**January 1**

New Year Holidays

January 18MLK Memorial
Holiday**March 5**Catholic Pastoral
Center Closed-Staff
Lenten Day of
Recollection**April 2-5**

Easter Holidays

May 31Memorial Day
Holiday

SPECIAL NEEDS CONT.

Accommodation/Modification in Motion*

Student → → → → → Material
(Accommodation)Student → → → → → Material
(Modification)

What is the difference?

Often, I am asked to present in-service training on accommodation/modification and I am usually asked to explain the difference. I use the example of granting a student extended time on a test.

Scenario One

If a test is not a timed test, then giving a student more time to answer the questions on that test is a strategy used to determine “how” a **student** will perform with more time. The student used extra time as a strategy to compensate for the disability. The content of the test was not changed. The finish line was not moved. Extra time is an accommodation.

Scenario Two

When a test is a timed test, and we give a student extra time, we have changed “what” the **test** was designed to be. We have changed a timed test into an untimed test. We have moved the finish line to compensate for the student’s disability. Extra time is a modification. By now you may be wondering: “*If something can be a modification and an accommodation, how will I know which is which?*” *The Magic Modification Question* has all the answers you need.

***The Magic Modification Question** What Am I Trying to Measure?**

I had a phone call about a month ago, from a veteran teacher who said she was “stuck.” She didn’t know if reading the instructions of a reading test was a modification or an accommodation. I asked her *The Magic Modification Question*: “*What Are You Trying to Measure?*” “*Are you trying to measure if the student can read the passage and answer the four questions pertaining to the passage?*” I asked. “*Yes,*” she replied. I asked: “*Are you trying to measure whether or not the student can read and interpret directions?*” I knew by her silence, she was now “unstuck.” She paused and then said: “*I read the directions to compensate for the disability. This moves the student into a position where she can complete what I am trying to measure, the reading of the passage and the answering of the four questions. The finish line does not move. I have accommodated.*” She was right!

If you’re “stuck,” I would love to hear from you.

***Created by Dr. Ellen M.E. Wedemeyer**

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Grant Due Dates:

Abell-Hanger Found.

None<http://www.abell-hanger.org>

Bridgestone Firestone

None www.bridgestone-firestone.com/trustfund.asp

Cora Foundation

Nonewww.corafoundation.org

DeVos Foundation

None suev@rdvcorp.comFrank J. Lewis Foundation **None**Watson Charitable Foundation **None**Brackenridge Found. **None**Alkek Foundation **None**Pocono Charitable Foundation **None**

The Henry Parsons Crowell & Susan Coleman Crowell Trust

None[http://www.crowelltrust.org/](http://www.crowelltrust.org)Rogers Foundation (Texas) **Oct. 1**

James R. Dougherty Foundation, Inc.

Sept. 1 & March 1Meadows Foundation **None**

THE INFORMATION IN THIS NEWSLETTER IS FOR THE USE OF

THE ADMINISTRATORS, FACULTY, BOARDS AND PASTORS. PRINCIPALS ARE REQUESTED TO FORWARD INFORMATION TO APPROPRIATE PERSONS.

TEACHER SATISFACTION

Career Satisfaction Higher Among Private School Teachers

By: Joe McTighe, Executive Director of CAPE, Council for American Private Education

Private school teachers are more satisfied than their public school counterparts with careers, classroom conditions, and school climate, according to a groundbreaking report released today by the Friedman Foundation for Educational Choice.

The report, titled *Free To Teach: What America's Teachers Say About Teaching In Public And Private Schools*, draws on data from the Schools and Staffing Survey conducted by the National Center for Education Statistics at the US Department of Education.

“These are eye-opening data on how America’s public and private school teachers view their work and their schools,” said Greg Forster, one of the authors of the study.

More information and a link to the new report are available on CAPE’s Web Site at: <http://www.capenet.org/new.html>

HEALTH

The Department of Health and Human Services is taking the steps necessary to secure H1N1 flu vaccine for possible use in the fall. If a vaccination program is initiated, however, the vaccine will not be available until several weeks after the school year begins.

Most public schools already are required to have emergency plans, which ideally consider a range of scenarios. The summer months ahead offer time to prepare and refine school “all-hazards” plans and ensure that parents make their own contingency plans. To that end, we recommend the following:

- Update your emergency plans and ensure all your contact lists are up to date. If you do not already have such a plan, we encourage you to develop one. To initiate or build upon an all-hazards plan, visit <http://www.ed.gov/emergencyplan> and <http://rems.ed.gov>

LEGAL

PROVISIONS THAT SB 68 REQUIRED FOR EXEMPTION FROM LICENSING INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:

By: Margaret McGettrick, Director of Education, Texas Catholic Conference

- ◆ Our Before and After school programs must have approved curriculum contents.
- ◆ If we have contracted with a third party provider who does not wish to be licensed we must approve their Before and After school curriculum.
- ◆ If the third party provider wishes to remain licensed they may do so without the school/superintendent approving their curriculum content.
- ◆ There will not be any stipulation on the number of hours we conduct Before and After school care.
- ◆ Pre-kindergarten (K3 and K4) classes are now included in our exemption status.

As we continue to communicate with Sasha Rasco at the DFPS I will keep you informed of any further information as you prepare for the upcoming school year.