



Pineland Learning Center



Fall 2010

teaching success

A MESSAGE FROM THE STAFF AT PINELAND LEARNING CENTER

Empowering Communication

by Deborah Zabel, Speech-Language Pathologist
(MA/CCC-SLP)

"The way we communicate...ultimately determines the quality of our lives"

(Anthony Robbins, motivational speaker)

Did you ever struggle to speak with laryngitis? Or feel frustrated and isolated – maybe even afraid – in a country where no one spoke your language, and you could not communicate your most basic needs? Or have difficulty hearing, and feel confused or upset about not quite knowing what was going on?

If so, you had a glimpse of what individuals with communication disorders experience everyday.

At Pineland Learning Center (PLC), we believe communication skills are fundamental to a student's success – not only in school, but also in our shared society. One of our key missions is to support this growth with top-notch, evidence-based, in-house Speech-Language Therapy services, which are provided at no cost to sending districts.

For students with communication challenges, language is not always a friend. Often, it is something to be avoided or dreaded, a reminder of past failure or embarrassment, an obstacle to academic and social success. PLC's nationally-certified

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PLC Introduces the Graduates of 2010



Darwyn Minor, Assistant School Director, and Kay Delp, School Director, present the 2010 PLC graduates.

On May 28th, PLC held a ceremony for the school's 15 graduating seniors. During the commencement, student council representatives addressed attendees and staff members honored the graduates for their dedication and accomplishments. Celeste Riley, NJ Assemblywoman from the third district, was the keynote speaker.

The seniors each received a certificate of completion from PLC and later obtained diplomas from their sending school districts. In addition, each of the graduates was given special recognition on behalf of Senator Stephen M. Sweeney, Assemblyman John J. Burzichelli, and Assemblywoman Riley.

The 2010 Pineland High School graduates are:

- Willis Allen
- Sebastian Cordero
- Delvis Hernandez
- Gregory Hatch
- William Henry
- Kevin Hill
- Donavon Johnson
- Renee Lewis
- Mark Mikell
- Kaitlyn Pease
- Robert Pippet, Jr.
- Brian Scherfel
- LaMark Thomas
- Spencer Walker
- Shawn Wynn



Family and community members applaud Shawn W. of Pleasantville as she graduates from PLC.

Pathways to Transition

PLC has implemented Transition Pathways, a brand-new program for 12th grade students. The program is comprised of thorough, hands-on experiences in the trades of food service, floriculture, land and turf management, and construction. Each pathway is designed to provide students with job readiness skills which facilitate a successful transition into post-secondary education and/or the workforce community, and is supported through classroom instruction. Students can explore four different pathways:

- The Food Service program allows students to learn about:
 - Basic culinary skills including food preparation, food service, and daily kitchen maintenance
 - Front of the house and back of the house job responsibilities
 - Food safety and certification through the ServSafe course
 - Proper use of commercial food service equipment
- In the General Floriculture program, students are exposed to:
 - Basic functions and operations of a greenhouse located on PLC's 66 acres of land
 - Growth and production of plants
 - Commercial use of plants in a variety of settings
- The Land and Turf Management program is an extension of the Floriculture program teaching students:
 - Landscape management on the PLC campus
 - Operation and maintenance of landscaping equipment
- In the Construction track, students practice on-campus using various buildings to explore:
 - Roles and responsibilities of general building maintenance
 - Functions and safety of tools and machines
 - Proper construction layout techniques
 - The basics of carpentry, painting, and electrical work

PLC students are placed in pathways based on a personal interest assessment, and those who complete the requirements are awarded career major certificates. By providing students with the knowledge, skills and experience necessary for specific trades, the Transition Pathways program offers a unique opportunity for seniors at PLC to become productive and self-sufficient adults.

**For more information on Transition Pathways at
Pineland Learning Center, call Lisa Howell at (856) 378-5020 x 224.**

Keeping Tabs on Our Tabs

This year at Pineland Learning Center, the Student Council was responsible for creating and maintaining student-based projects that enhanced school spirit and provided a solid foundation for the learning community.

One such activity was the campaign “Keeping Tabs on Our Tabs.” From January through May, the students and faculty collected soda can tabs to donate to the Ronald McDonald House of the Children’s Hospital of Philadelphia. The Ronald McDonald House was chosen by Student Council members because the charity provides support to families with terminally-ill children.

PLC gathered a grand total of 64,558 tabs. The students rallied to make this a great project, and in the process they gained valuable lessons about the importance of community service, societal contribution, and personal and social responsibility.



PLC students tracked their progress by classroom in the “Keeping Tabs on Our Tabs” program.

The Student Council is creating similar programs to further enhance school spirit and contribute to the community in the 2010-11 school year. For more information on Student Council activities, contact Darwyn Minor at (856) 378-5020 x 229.

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Empowering Communication

speech-language pathologists (SLPs) aim to transform this experience of communication, tailoring services and creative approaches to meet individual goals of students with both common and highly challenging needs.

“Complex communication needs” are an example of the latter. With the advent of PLC’s newest program (our Developmental Skills classroom and curriculum), we are meeting an increasing number of students with exceptionally challenging communication needs, who sometimes fall through the cracks of traditional school-based therapy. Particularly for older students with unique combinations of significant needs (behavioral, cognitive, communication, medical, physical, psychological), supporting language growth and communicative competency can be extremely challenging.

Thankfully for these students, their families, and their districts, this is an area that PLC has embraced, recognizing it as an opportunity to apply “best practices” in unique ways to successfully serve an often-underserved group.

For example, the visual communication system known as “PECS” (Picture Exchange Communication System, often used with non-speaking children with autism), is used adaptively and innovatively at PLC to help provide verbal (but highly unintelligible and/or expressively impaired) older students with a quick, functional means of being “heard” and understood. While improving communication is the key goal of such techniques, fringe benefits can be considerable – including less frustration and acting-out behavior, and an increase in independence, competence, social skills and self-esteem.

Communication enables us to meet needs, share thoughts, make friends, express feelings, protect ourselves, and participate fully in our own lives. If we think of communication as one bright endpoint on a continuum, surely isolation must be at the other end.

At PLC, we are committed to that sunny end, supporting all students in becoming the most competent and empowered communicators they can be, with a real “voice” in their own lives and communities.

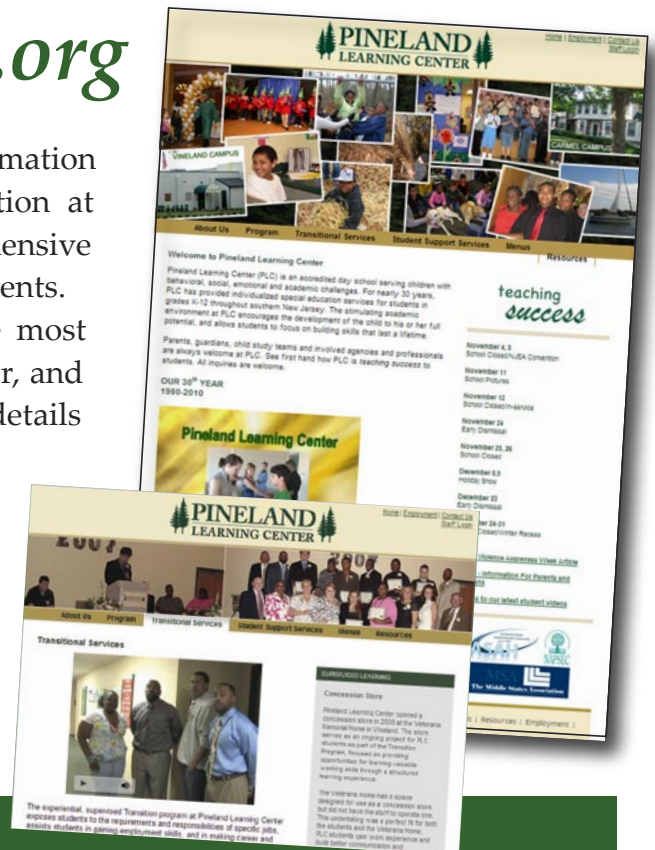
Click PinelandSchool.org

PinelandSchool.org is more than a website; with information about the philosophy, program, and student population at Pineland Learning Center (PLC), it is a comprehensive resource for educational professionals, students and parents.

We consistently update our website to deliver the most current information about the academic, extra-curricular, and credit recovery programs at PLC. In addition, we make details about our transitional and student support services readily available online to address common inquiries about our program.

Visitors to PinelandSchool.org can also access the complete school calendar, view the daily menus and nutritional philosophy, peruse resources and employment opportunities, and contact PLC staff members, who are never more than a few clicks away.

Click today: www.PinelandSchool.org.



Executive Function Coaching

Many students with disabilities also struggle with deficits in critical cognitive skills, known as executive functions. These deficits may interfere with a student's ability to succeed in school academically, socially and behaviorally. Executive function deficits particularly cause problems for students who struggle with attention difficulties, because they can interfere with a student's ability to:

- Get started and finish work
- Remember and follow directions
- Memorize facts
- Write assignments
- Work on math problems
- Be on time
- Pay attention
- Control emotions
- Tolerate frustration
- Think before acting or speaking
- Complete long term projects

The area of the brain that is most responsible is the frontal lobe; specifically, the pre-frontal cortex. This part of the brain typically does the bulk of its

maturation between the ages of 12-20. PLC has developed and implemented a thorough program to address these special developmental needs.

PLC teachers and classroom aides, along with clinical and support staff, are provided with the conceptual framework to apply when teaching and interacting with students. Fixed district-wide strategies, such as executive function coaching, are employed throughout the building, across situations, and used by all staff members.

Occasionally, certain students may be identified as benefiting from a more intensive intervention. A specific directed and discrete intervention can be customized for individual needs in the areas of behavioral regulation, planning and organization, and self-monitoring and evaluation.

PLC strives to provide all the tools students need to succeed. With executive function coaching, students can improve behavior and classroom performance. For more information about PLC's strategies for executive function development, contact Dr. John Reed at (856) 378-5020 x 244.

Annie

Broadway came to Pineland High School when students presented the musical Annie in the third annual springtime theatrical performance.

The enthusiasm of the cast members and crew generated so much excitement that the actors presented an encore performance at June's Adventure in Music and Dance.

As the staff and students start another busy school year, everyone is anxiously awaiting to learn which production will be featured in 2011.



Lawrence B., Lamar E., and Sky B. performed an encore of "Easy Street" at PLC's Adventure in Music and Dance.



Students from PLC after the premiere of the musical Annie at the third annual springtime theatrical performance.

PLC's Adventure in Music and Dance

An array of dancers, singers, actors, and musicians lit up the stage in June, as PLC hosted its audio/visual program. Students from all grade levels entertained the audience with various performances: elementary students performed with vocals, hand bells, and recorders, while middle and high school dancers commanded the stage with hip-hop, merengue, tango, swing and salsa combinations. High school drummers collaborated with the middle school choir. The program closed with an encore of a scene from the musical *Annie*.



High school dancers take a bow after they perform a combination of tango, swing and salsa.



Middle and high school students collaborate on a high-energy hip-hop piece.



Soloist Myeshia J. sings a part from "Down by the Bay" with backup from her schoolmates.



Middle school musicians play "Peaceful River" and "The Big Boing Theory" on their recorders.

For more information on the related arts at PLC, visit www.PinelandSchool.org.

Individualized Learning with Study Island

Pineland Learning Center (PLC) is proud to announce the new Custom Designed Individualized Learning Program (CDILP). This program uses a combination of innovative and traditional learning tools designed to meet each student's unique learning needs. The process begins with formative and summative evaluations of each student to determine his or her reading, math, and writing levels, enabling the PLC staff to custom design a learning program that maximizes the potential of each student.

As part of the CDILP, students participate in Study Island, a web-based learning program used for practice and/or remediation in math, reading, and writing. Study Island offers students a stimulating, non-threatening, and entertaining way to learn while generating data for all students and tracking their progress. The information gathered from Study Island enables the PLC staff to consistently evaluate their students' needs and quickly make modification as necessary.

In addition to Study Island, a student's CDILP may consist of several customizable learning tools:

- MP3 audio books
- Adaptive study guides
- Individualized or small group instruction
- Hands-on learning materials

As technologies and teaching techniques continue to evolve, the PLC staff will continue to integrate innovative educational tools to provide students with the highest-quality instruction available. For more information on individualized learning with Study Island, contact MaryLou Pierce at (856) 378-5020 x 239.

Mark Your Calendars



DECEMBER



12/8, 12/9 Holiday Show

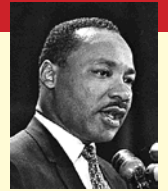
Holiday Break

12/23 Early Dismissal

12/24-12/31 School Closed

JANUARY

1/14 School Closed
Staff In-Service



1/17 School Closed,
Martin Luther King Day

1/24-1/28 Job Shadowing Week

FEBRUARY

2/1-2/4 Panther Days

2/18 Early Dismissal

2/21 School Closed
President's Day













MARCH

3/7-3/11 Science Fair

3/28 Spirit Week



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teaching *success*

Katherine Clark Scholarship Winners

For the first time in its history, the Katherine Clark scholarship for \$1,500 was awarded to two outstanding students at the May commencement ceremony. LaMark Thomas and Donovan Johnson were honored for excellent academic achievement, attendance, leadership, volunteer hours and community service.



(L-R): Kay Delp, School Director; LaMark Thomas; Dale Fleeks, mother of Katherine Clark; Donovan Johnson; Darwyn Minor, Assistant School Director; and Cavan Eccleston, Assistant Director

Pineland Learning Center

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