

Title of Session: National At-Risk Education Network

Moderator: Anthony Dallman-Jones

Title of File: 20040721natatrisk

Date: July 21, 2004

Room: Arcade Conference Room

AnthonySD: Is there a way to kick this off officially?

AnthonySD: Hi, BJ

AnthonySD: I made it this time, BJ

BJ nods....here's an official drum roll for Anthony Dallman Jones!

BJ: Welcome to the National At-Risk Education Network discussion

BJ: Anthony is the discussion presenter

WinonaK: : Hi Anthony.

AnthonySD: Has anyone been to the website at www.AtRiskEducation.Net ?

AnthonySD: Hello, Winona

BJ: if you have not read the 10 steps above this chat window, please do so before you participate in the discussion

WinonaK: : Yes it's nice.

BJ hands the virtual floor over to Anthony

BJ: would you like to start with introductions, Anthony?

BJ . o O (so you can get an idea of your audience)

AnthonySD: Yes...

RustyS: : Since I'm at the top of the list,

BJ: I'll start...I'm an art teacher in Pennsylvania and a teacher in a juvenile correctional facility

BJ . o O (the ultimate at-risk students)

BJ . o O (sorry, Rusty)

AnthonySD: I, too, am an artist!

RustyS: : No problem, mate. I'm in Fairfax VA, higher Ed leadership and Admin

AnthonySD: I, too, am a professor!

CherylLC: I am switching fields from social work to teaching. I started my career working with at-risk teens and I would like to work with at risk teens in an educational setting.

CampseyT: Hello All, I teach 7th grade English - in Houston, Texas

AnthonySD: I can relate to that as well...

WinonaK: : I teach in a low income, low literacy rate, high crime rate middle school outside Los Angeles. I teach a modified program of Language Arts.

AnthonySD: Used to teach middle school gifted myself

WinonaK: : Wow--gifted must be dreamy.

SharonDi: I teach reading to high school kids...12th graders @ the 4th grade reading level

GracielaR: I also teach in a low income school. at elementary level

BJ thinks many at-risk kids can be gifted

WinonaK: : My seventh graders read at third grade level.

SusanaER: I will be teaching my first year this fall.

AnthonySD: Mmmmm, I had quite a few at-risk kids in my gifted program

BJ nods to Anthony.

AnthonySD: Two committed suicide before leaving the 10th grade...

AnthonySD: Great, Susana

AnthonySD: Welcome to the greatest profession in the world!

WinonaK: : I know many are gifted but have some very difficult hurdles at home.

BJ smiles...and the hardest?

DanielHF: Daniel Fuller 8th grade math Canton, GA

AnthonySD: No doubt the highest stress profession as well...

CampseyT: Two committed suicide? Do you know why?

GracielaR: This fall is also going to be my first teaching job as a second bilingual teacher in a low income community

WinonaK: : It's nice to make a difference though isn't it?

LindaPC: I work in curriculum and instruction for middle school science in Virginia

AnthonySD: Alright, Gracie!

AnthonySD: I taught gen science years (many) ago...

AmieF: I am a research analyst for the National Center for Technology Innovation in Wash. DC

AnthonySD: Welcome, Amie

AmieF: Thank you

CampseyT: I consider all of my students at-risk for the simple reason of the socio-economic class they fall into. No dreams of tomorrow.

WinonaK: : Campsey, I agree.

GracielaR: There is hope for all

MicheleAt: I teach Spanish and French. I have couple of classes that students have to take in language in order to graduate from High School

AnthonySD: Wow...yes. I teach teachers in Milwaukee...have a group right now...and they talk like you do Campsey

BJ: Anthony, would you like to officially start the discussion?

AnthonySD: Yes.

CampseyT: That's what I teach and preach

AnthonySD: NAREN is a 501c3 org that exists to support teachers of at-risk kids

CampseyT: Who said they teach at a correctional facility?

BJ thinks teachers of at-risk kids can use a lot of support

BJ: me, Campsey

CampseyT: I agree with BJ

BJ: what kind of support, Anthony?

AnthonySD: NAREN has its goals and the vehicles for carrying those out on the first page of the website at www.atriskeducation.net

AnthonySD: I hope you all can read it sometime.

BJ: click on the blue link to open a new window

GracielaR: thanks

BJ: the urls will be in your transcript if you're logged in as a member

AnthonySD: We do a lot of things such as putting out a quarterly eJournal, host conferences (next year's is in Feb in Panama City FL

LindaPC: sounds good

CampseyT: is the ejournal free subscription?

AnthonySD: And conduct trainings, publish books on at-risk issues

GracielaR: wow

LindaPC: do you focus on things like literacy?

AnthonySD: We also developed the "NAREN NINE" which is 9 researched based standards for quality at-risk programming

AnthonySD: Literacy is one of the NAREN NINE

WinonaK: : My class is called "Literacy for Success"

AnthonySD: It is a guidebook (well 2 books actually) with step by step guidelines for developing an at-risk ed program

WinonaK: : I have found that if students can't read--nothing else seems to work.

BJ: could you go over the NAREN 9, please, Anthony, or show us a link to them

AnthonySD: Or evaluating one

DavidL: hi

WinonaK: : All the wonderful ideas about discovery learning, group interaction, scaffolding etc. etc. etc. don't seem to work when students can't read.

AnthonySD: <http://www.atriskeducation.net/materials/index.html>

SuePi joined the room.

LindaPC: I just checked out the state of Virginia. No one is listed as a contact person.

GracielaR: that is a good site

AnthonySD: Virginia does not have a state chapter or a designated contact person

LindaPC: that's too bad

AnthonySD: BUT someone just told me that we signed up a VA member just today!

WinonaK: : I'm looking for a mix of how to manage all of the associated behavior disruptions with teaching "nuts and bolts" literacy.

AnthonySD: I think we have 5 or 6 members from VA...

DavidL: Looks like a great site, all I work with is at-risk students.

AnthonySD: NAREN NINE:

SusanaER: That's a tough one

AnthonySD: Accelerated Academic Curric

AnthonySD: Strong Literacy Component

AnthonySD: Deliberate Self-Management Program

CampseyT: The site looks really good. I can't wait to have more time to travel it in depth. I see there is someone from Texas that works with the organization.

AnthonySD: Personalized Curric.

SusanaER: what is that site again?

AnthonySD: Project-Experiential-Work Orientation

DavidL: I work in California.

AmieF: Anyone doing research on the impact of technology and at risk students, especially with literacy?

AnthonySD: Smaller School & Class Size

LindaPC: Is the curriculum done in addition to those demanded by state standards?

AnthonySD: Solid Planning & Admin Support System

WinonaK: : I can use many delightful discovery lessons and keep the students engaged and happy but these lessons don't seem to increase literacy much. Do you have any suggestions?

DavidL: Yes, English Learners

AnthonySD: Collaborative Community Model

LindaPC: We have a ton of state standards that have to be taught.

AnthonySD: Comp. Staff Development Program

AnthonySD: I think that was all 9

LindaPC: Smaller class size is a dream with budget cuts

AnthonySD: www.AtRiskEducation.Net

DanielHF left the room (signed off).

WinonaK: : Yes, California is very explicit about what has to be taught in alignment with the Framework and Content Standards.

AnthonySD: The eJournal is a members only bennie...but we do have a smaller version called NARENnews Bits which is free.

AnthonySD: You can sign up on our site on every page

BJ: cool. Thanks, Anthony

AnthonySD: Smaller class size in and of itself does not guarantee higher scores

WinonaK: : So what's on the site in the way of lesson plans?

AnthonySD: Pundits have stated that numerous times

DavidL: Yes, the more I talk to seasoned teachers, the more ideas I get for working with English Learners,

LindaPC: but it does impact learning. Not all learning is represented in state test scores

AnthonySD: HOWEVER, if you are going to prevent dropouts you must have smaller class sizes for at-risk kids

WinonaK: : David, please share.

LindaPC: Yes, and give them lots of personal attention

DavidL: After going through Spanish instruction for 3 years, they then have to learn to read English

LindaPC: Have you heard Dr. Larry Bell's message

AnthonySD: We have a BUNCH of links on the site under Links & Resources that have tons of lesson plans for free

CherylLC: Are there any programs that work to develop the parent's skills in managing the child's educational experiences

WinonaK: : Great! I'll check it out again.

AnthonySD: No, I am not familiar with Dr. Bell

RustyS: : How can you get at-risk students to read if you don't have enough texts or resources or, worse yet, windows that close and doors?

AnthonySD: As a membership bennie, you get a password to over 120 successful at-risk programs and about 40 classroom practices

DavidL: In the 4th grade or as early as 3rd, students are learning a new set of reading and writing rules.

DavidL: It is hard for them, sometimes they do not recover.

SharonDi: Rusty, you spend a lot of your own money purchasing supplies to get you through.

AnthonySD: David, yes, the critical year for at-risk kids is the 3rd-4th. Up thru the 3rd grade it is learning to read. After that it is reading to learn.

RustyS: : Sharon, I'm talking about standing water in the halls.

WinonaK: : Part of the challenge is finding literature that is interesting and culturally relevant to the population.

BJ: what other resources can we suggest for Rusty?

BJ: o O (and others in his situation)

AnthonySD: If you don't have it down by the end of the 3rd grade you eat dust in many schools

DavidL: So these students are starting over at that point

SharonDi: Rusty, there are only so many problems a teacher can fix. When forced into. Extraordinary circumstances, we do the best we can.

DavidL: I wish I knew what to do, some skills do transfer over but not all.

AnthonySD: At our conference last year one of our speakers talked about prejudice against at-risk kids...

AnthonySD: By the system!

CampseyT: To get my students to read and understand literature - I must find material that they can relate to .. Once we [are] able to have class discussion on the issues, getting them to write seems to be less of a challenge - still a challenge just less of one

DavidL: Very true, expectations are low

WinonaK: : Yes, in California more than 78 percent of our students were "eating dust" last year. It's a real and huge problem.

AnthonySD: The very system that is in place to support and enhance kids, often is prejudiced against kids who have two strikes against them already.

CampseyT: What do you mean "eating dust"

AnthonySD: I asked him to speak on that, because I think it is the elephant in the living room that all ignore.

DavidL: I believe that learning music can help bridge reading in both languages

AnthonySD: Yet, it is the very thing that sets up Rusty's situation.

WinonaK: : See Anthony's comment.

VeronicaCA: I agree with David

BJ: is anyone familiar with the LINC's Special Collections? They have a great deal of literacy resources for at risk students

BJ: http://www.nwlines.org/correctional_education/home.htm

AnthonySD: The at-risk kids get the least resources...and they should get the MOST

WinonaK: : David, that's a fresh idea.

AnthonySD: Music is magic.

CampseyT: I agree with that. It seems those who create the programs to help our kids, don't know or understand the type of kids we have. They seem somewhat disconnected from their world.

BJ: o O (and art)

AnthonySD: Ooops, of course!

WinonaK: : Thanks BJ.

DavidL: some is cultural but some works for any cultural,

RustyS: : When my students can't perform on anyone's evaluation, I lose money for the school instead of gaining resources to help out

DavidL: it is a brain thing,

AnthonySD: Yes, but until we make the system look shamefacedly at itself we cannot undo the prejudice

LindaPC: Campsey, can you give me an example so I can relate

AnthonySD: that creates the re-victimizing of these kids who did not ask to be at-risk

DavidL: I agree, we have to put these students at the top of the list to help

BJ: unfortunately, we all know what we CAN'T DO....I find that thinking to be counter-productive and prefer to look at what we CAN DO

WinonaK: : I think it helps to have been a bit "at risk" yourself. So many who go into the teaching profession are upper-middle class, white women--many with no children.

GracielaR: You are right

SharonDi: check your facts, Winona. Where are you getting that from.

RustyS: : WE do or at least try to add resources but our revenue base is so low that even raising the tax rate doesn't gain us much

AnthonySD: I just finished a book titled SHADOW CHILDREN which tries to look at the economic issue of NOT dealing with at-risk kids effectively. Building a case for paying a little now or a whole lot more later.

DavidL: I am working at the grade school that I attended in the same neighborhood.

VeronicaCA: that statistic may be true but there are many minorities entering the profession

AnthonySD: Emotional appeals on behalf of these kids do not work well any more.

BJ agrees with Anthony

AnthonySD: Not with powerbrokers that could make a difference if we could reach them...legislators, etc.

WinonaK: : I think enlisting some help from the literate community might help. People working in small reading groups, for example. Project Socrates brings high level high school readers to middle and ele. schools to help.

NatalieJR: Anthony, I think people often look at the bottom line for here and now and forget to look to the future

LindaPC: Is it bad to be an upper middle class white woman? Can they not teach as well as others?

CampseyT: For example, smaller classes - when they cut the budget and have to release teachers, therefore more one-on-one time is taken away. Not increasing tutorial programs and money to help teachers tutor and no resource for mentoring. Lack of books for everyone. They already share everything at home - now they share at school. NO money for supplies where we as teacher can give them some to feel like a student. And few non-academic classes where students can discover hidden talents.

AnthonySD: Yes, what CAN we do...and there is a lot we can do despite all the shortages, yadda yadda

BJ listens to Anthony

GracielaR: At the school where I was at the past five months I was hire to work with at risk students

RustyS: waits for the next shoe to drop

AnthonySD: I still teach teachers who are working on their Master's degree because I think it is where I can have impact...showing them how to reach the unreachable...

DavidL: I feel that these student have internalized the stigma and do not feel they can succeed. I try to make them feel that they can,

GracielaR: We are role models for them!

AnthonySD: Super, David. We must help them confront THEMSELVES and the toxic thoughts they have that keep them shackled.

BJ: so one of the things we have to do is help students have a positive successful experience in education

NatalieJR: self-efficacy is so important when it comes to student achievement

CampseyT: I believe we all do that David. However, 5 teachers out of 30 doesn't make it easy for those of us to stay up nights wondering what else can we do.

VeronicaCA: I agree with you Natalie

AnthonySD: Absolutelylutley, Natalie!

BJ: and we need to be role models as Graciela suggested

AnthonySD: Self-Efficacy is the key...

VeronicaCA: As teachers, it is important to build the self esteem of our students

CampseyT: Yes, I make my students owners of their education.

AnthonySD: It PROVES they CAN do it

GracielaR: Yes Anthony I agree

AnthonySD: To themselves!

DavidL: I totally agree. I have seen students really turn around once they knew that I believed in them

LindaPC: Yes, that has happened for me too

AnthonySD: You folks are just super...kids are lucky to have you on their team

WinonaK: : Linda, I agree that they can, and do, teach as well as others. But it's also great for the kids to have people that they accept right away with out any barriers.

RustyS: : But can their reading really improve if there are no books or half eaten papers?

BJ: one thing that works a lot for our kids is hands on type activities

GracielaR: I feel that students need to feel that they belong to a community where their ideas are valuable

LindaPC: I have taught overseas in mega multicultural settings and have never had a problem with barriers -- except language

VeronicaCA: I believe that I am entering the profession of education because I have come across many teachers that have inspired me to try my best and I would like to do the same for other students

NatalieJR: I think one of the best ways of increasing students' self-esteem is to give them numerous opportunities to succeed in the classroom

DavidL: Hands-on is the best way to teach

BJ: Rusty, what about writing a rap or putting on a play?

GracielaR: Yes David!

VeronicaCA: exactly, such as incorporating lesson plans that have multiple intelligences

AnthonySD: Rusty is highlighting a big point...what can we as educators do when "all else fails" when there are no apparent resources

DavidL: you cannot let them fail, no matter how much prompting you have to do and do not let other students interfere

CampseyT: I believe we all have success stories. But we can't ignore all of the other barriers. I want to break through them too, and I do my best.

WinonaK: : Linda you are lucky.

RustyS: : rap is easy enough but it doesn't really improve their literacy

NatalieJR: hands on is great for all students, not just at-risk

BJ: Rusty, it can when you compare it to other lyrics

AnthonySD: What works for at-risk kids works great for mainstream kids, but not the other way around...

BJ . o O (increases vocabulary for one thing)

VeronicaCA: actually, our brain will retain a lot of information by singing, so rapping would be a great way for our students to learn

AnthonySD: That is why we often need separate but equal processes for at-risk kids

GracielaR: You are right Veronica

CampseyT: That's what I think

AmieF: don't forget that technology can be a powerful tool to promote music, art, etc

VeronicaCA: Natalie, I also agree that learning hands on is good teaching for all students

SuzanneKA: Lots of rhetoric, but I don't hear anyone saying what to do, in the classroom except to motivate. While that IS important, I think the only way to solve these problems is to change our mind set that and start believing that ALL students WILL learn, no matter what. Our grading system sets kids up for no success. We MUST assume the responsibility for what we are doing: teaching. The alternative is to say we are failures because so many students leave us without learning what we set out to teach. For reading, we can have students read their own writing. Word process their material, print and share. Keep running records on students anytime they read anything, and set up mini lessons based on skills they appear to lack. This works with any material they are reading, even in a computer lab.

DavidL: I agree the technology is good, if you have it,

VeronicaCA: technology is great Amie, I just wish we had more in the classrooms!

HelenY: I agree, too

AmieF: you don't have it David

LindaPC: Go Suzanne!

HelenY: Do you have a computer lab in your school, Veronica?

RustyS: : My technology would be a working lightbulb.

AnthonySD: I believe that often it comes down to the teacher sending this message constantly verbally and modeling it:

AnthonySD: 1) This is an accelerated class

VeronicaCA: yes

AnthonySD: 2) I expect you all to succeed

AnthonySD: 3) You are with the right teacher

AnthonySD: And then keep going the extra mile to prove all three

LindaPC: Try teaching science in Burma with NO resources except what you can get in the local market -- where there is a will, there is a way

VeronicaCA: I am actually going to be a full time student teacher next semester, but I did not see the computers used in the classroom that I was placed in

HelenY: Perhaps the kids can sign up for special time in the computer lab to do assignments or to look up subjects they don't know

AmieF: so you had computers, they just weren't being used, is that right Veronica

DebraSp: Veronica, that is not uncommon. My students say the same thing.

AnthonySD: There is so much free reading material, but there are so few improvisational teachers :-]

WinonaK: : Thank you Suzanne. I get tired of the usual "feel good" rhetoric--modalities, hands on-bla, bla. We need some real examples. I do a lot with having my students word process, print and share. It works.

DavidL: I have bought a laptop, scanner, printer and copier for the classroom.

HelenY: Maybe the teachers don't really know how to integrate using computers

SuzanneKA: It is an amazing thing to let the community know you want a computer for word processing. You will receive old equipment, not all of it will work together, you will have students that can help you get everything working. No cost, just effort.

AmieF: Yeh Winona---it does work

AnthonySD: Elementary teachers in our country spend \$450 out of their own pockets for their students in any given year

VeronicaCA: I think students can get a lot of good information from computer use, I just wish more teachers felt confident in using them\

AnthonySD: At-Risk teachers spend almost twice that much!

VeronicaCA: Wow

AnthonySD: twice

NatalieJR: Veronica, I was in the same situation, but this is a great opportunity to bring integrate technology and work with your cooperating teacher to use the technology to promote learning

VeronicaCA: yes, I agree

SuzanneKA: If you would like to see some examples of at-risk student work with technology, check out my web site: <http://www.hcsb.k12.fl.us/whms/teachers/atkins>

AnthonySD: Going the extra mile...putting their money where their mouth is

RustyS: : Most of my students don't have the money to have lunch or a place to eat it if they had it.

HelenY: I am taking "integrating computers into the classroom. IT is a great class that offered so much tech. information for teachers to use.

AmieF: This is where modeling is important. Show others how to use the technology and integrate it into the curriculum slowly

AnthonySD: How much do you spend on your students a year, Rusty?

GracielaR: Unfortunately a lot of teachers refuse to integrate technology due to the standards pressure

RustyS: : quite a bit. I bring in food when I can afford it

AnthonySD: I will bet more than you can afford

BJ: There is also a monthly alternative/correctional ed forum here in Tapped In. There are archived transcripts at www.tappedin.org/transcripts

AmieF: What they don't understand Gracie is that technology can help teachers meet many standards

AnthonySD: You cannot imagine the message that sends...

AnthonySD: or maybe you can...

HelenY: Once they learn how to use it or see how easily that could be done, they'll never go back to how they're used to teach

VeronicaCA: Wow Suzanne that website is great

WinonaK: : Another tech. intgrtn. is to project your word processor and have the class write stories, etc. as a group, editing as you go.

SuzanneKA: ISTE standards are pushing teachers to integrate. In Florida, we must be tech literate (teachers and students through 8th grade) by 2006.

VeronicaCA: is it your website?

NatalieJR: Graciela, technology should be used to support the standards and offer additional resources for helping students meet standards

SuzanneKA: Thanks Veronica, yes, it's mine.

HelenY: There are quite a few websites for lesson plans for teachers

DavidL: my students write books, word process them, scan pictures and print them, they then go to other classrooms and read to other students their books.

VeronicaCA: I envision having my own webstie in the future, but first I must pass the CSET

GracielaR: yes Natalie I agree with you

BJ cheers for David...sounds excellent

HelenY: Look up Nteq website for lesson plans to integrate computers into your classroom

AnthonySD: Yes, I cheer you, too , David

AmieF: Yeh David

VeronicaCA: Helen, the NTEQ lesson plans are great

WinonaK: : The California Standards expect technology use.

SuzanneKA left the room (signed off).

GracielaR: I have seen David's work and is very impressive

AnthonySD: Communication arts are critical...that includes the ability to listen

AnthonySD: And computer literacy

HelenY: It would be hard to teach the students at first, but once they learned it , they'll use it all the time

VeronicaCA: computer literacy is very important

DavidL: Thank, you Graciela

WinonaK: : David, that sounds great. Are the other classes a different level?

AnthonySD: In this day and age, if you are computer illiterate you are down already

DavidL: yes, they may be younger but I have done it with student who are older also

VeronicaCA: I agree with Anthony

HelenY: I plan to teach the esl students how to use the computers in the fall. that'll be a real challenge. But I'm excited to see how it will enhance their job skills and learning.

DavidL: it engages both classes

AnthonySD: One of our consultants is an expert at teaching teen moms to develop entrepreneurial skills

VeronicaCA: Maybe you can use centers and incorporate computer use as one of the centers

SharonDi: Helen, you will find it won't be as difficult as you think...

NatalieJR: Often the at-risk students do not have computer skills, so it is very important to give them these skills in the classroom so that they can use them in their lives

AnthonySD: She says "They should have a choice better than Hardee's or Hooters for a job."

HelenY: That is a great, tool and idea, Anthony

VeronicaCA: Centers may help in classroom management for incorporating computer use

GracielaR: One suggestion to assist at risk students is to also provide them with one-on-one instruction or small group instruction and to target specific skills

WinonaK: : Can anyone recommend a good computer based literacy program? --For say 3rd, 4th grade level?

HelenY: Centers will be nice, just what I was thinking.

BJ . o O (parenting skills is another important thing to teach at risk kids)

DavidL: Graciela, you are right, small groups and centers are the best

RustyS: : Has anyone seen the elementary schools in East St Louis? Try teaching these kids in that environment.

LindaPC: I only know about Read 180

HelenY: We have a mobile lab but our classes are large- 70 students to start

AnthonySD: Parenting, right on! Handling \$\$\$, too.

VeronicaCA: No, I am from CA

GracielaR: It really works!

AnthonySD: Delayed gratification is an essential sub-skill at-risk kids are often lacking.

HelenY: Graciela, what are some ways you've used centers to teach computers?

AnthonySD: And teaching about money is a great way to help them learn that

WinonaK: : So true Anthony.

DavidL: I pay my students with checks that I have created, they need to keep a check book and buy goodies that I get for them

VeronicaCA: yes it is an essential skill Anthony

AnthonySD: Also, developing a healthy internal locus of control

AnthonySD: another essential sub-skill

GracielaR: I haven't been able to actually teach students since the schools where I have done student teaching and sub work do not have computer access

AnthonySD: Ownership of every word, thought, deed

BJ: we are rapidly running out of time

HelenY: That is a good incentive system,

WinonaK: : I hand out tickets which they use for "Prize Box Fridays"

BJ: Thanks so much for being here for our Tapped In Festival, Anthony!

AnthonySD: Any questions I can succinctly answer...or try to?

DavidL: thanks

RustyS: : Thanks, Anthony. Nicely done, that.

GracielaR: Gracias, Thanks

NatalieJR: thanks Anthony

LindaPC: Yes, thank you

AmieF: Thanks so much

DebraSp: Thanks, Anthony.

WinonaK: : Thank you Anthony.

VeronicaCA: thanks for your time everyone

AnthonySD: Oh, it is my pleasure. It is super to hang out with colleagues of like-mind...doesn't get much better than that.

HelenY: Thanks for chatting!

AnthonySD: Please visit www.AtRiskEducation.Net

AnthonySD: BJ....you can see our artist group at www.awarehouseart.com btw

BJ looks

RustyS: nods a thank you to BJ.

AnthonySD: And thanks, BJ, for all your support

BJ: Rusty, please try to join the alt/correctional ed discussion

BJ: I think you'll find a lot of positive ideas

BJ: . o O (and resources)

AnthonySD: See you later....keep on doing this wonderful work!

BJ: thanks again, Anthony.