



## Feeding Young Minds and Hearts at The Richardson School

The provision of adequate and nutritious food in school is more important than most people realize. Students eating regular, healthy meals are less likely to be tired, and are more regulated and attentive in class. Combine hunger and a lack of essential nutrition with students who struggle with social-emotional skills, and self-regulation becomes much more difficult for the child.

The Richardson School aims to provide its students with a variety of nutritional food including plenty of fruits and vegetables along with 1-2 healthier snacks per day. Lunches always include a nutritious salad that gives students choices between such items as: broccoli, cauliflower, tomatoes, eggs, cheese, bacon, olives, peppers, croutons and more. Also, students get to choose from a selection of salad dressings to meet a variety of taste preferences.

“The food is good,” says James Block, Day School Director at The Richardson School in Beloit. “But



most importantly, students are getting balanced, nutritional choices which stabilize hunger and blood sugar levels while directly supporting positive behaviors and learning.”

Another key importance with The Richardson School lunch is that staff and students eat lunch together. This allows students and staff to engage in meaningful

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# WHAT'S YOUR

# SUPERPOWER

**T**he phrase “able to leap tall buildings in a single bound” may evoke visions of a caped-crusader, displaying super-human strength in order to save the world. Did you know: Each Richardson School has its own (non-caped) crusader, also known as the Education and Curriculum Coordinator (ECC). One minute, they’re engaged in an IEP meeting, sharing data with families and districts, and the next, they’re in the classroom, ready to take a student on a break. Enthusiastic mentor. Relationship builder. Communicator extraordinaire.

The ECC has a unique role in that they interact on a regular basis with almost every single Richardson School staff, student and IEP team member. They have earned their bachelor’s or master’s degree in special education and hold a special education teacher licensure through the Wisconsin Department of Public Instruction. Jennifer Tracey, Director of Instruction at TRS, says “I feel honored to work with the diverse backgrounds and perspectives of each of our ECCs, we work together as a team to ensure that our students are prepared to face the life-long journey of learning and experiences.”

ECCs are passionate about supporting students with complex needs. Dan Fourness, ECC at TRS-Brookfield states that one of his favorite parts of the job is jumping into a situation that may seem stressful, and keeping staff happy, alert and laughing. He says the job can be serious, professional and fun at the same time.

It is the job of each ECC to ensure IEP compliance occurs, act as the main point of contact for districts and families for all things education-related and identify any gaps or emerging needs in curriculum. They support the teachers in identifying and planning the best tools and path of learning for each student and evaluate IEPs prior to enrollment. They help ensure that therapeutic approaches are used during de-escalation.

As in many areas of life, confidence and humility are important ingredients for success. An ECC must be confident enough in the approaches of The Richardson School to maintain the integrity of the program, yet humble enough to know when improvement needs to occur. It is in this open, dynamic environment where learning and growth occur in which the ECC thrives.





Jade Gorecki, ECC at TRS-Madison, shared an email with staff regarding a student who attended his own IEP enrollment meeting. In part, it read, “[C] displayed such incredible self-awareness and maturity during this meeting and we should all be so proud. These things—self-awareness, confidence, self-advocacy—these are the things we want to instill in each one of our students and looking at [C] today, he has learned that from all of you here.”

Gorecki added, “He was able to identify and communicate supports we provide that he will need in

district and areas that concern him. He gave me a big hug as we left and asked me to say good-bye to everyone.”



While they are not faster than a speeding bullet or stronger than a locomotive, there is no doubt that the Education and Curriculum Coordinators’ impact at The Richardson School is out of this world, and yet, this quote from Superman himself sums up their philosophy, “Do not thank me, we are all on the same team.”



## TRS-Beloit Introduces Its New *Education Curriculum Coordinator*

**P**lease welcome TRS-Beloit’s new Education Curriculum Coordinator, Scott Pelton. Pelton graduated with a degree in Elementary Education from Prescott College, and became a kindergarten teacher in Tucson, Arizona.

“I love being a guide in helping students grow and find joy in learning,” says Pelton.

Pelton later received a Master’s degree in Special Education from UW Madison. He began his special education career teaching in Verona prior to accepting a teaching position at The Richardson School-Madison location a few years later.

When the Beloit campus posted its opening for Education Curriculum Coordinator, Pelton knew the position was a good fit for him. He added, “I am excited to see our students soar and reach the stars!”

Outside of The Richardson School, Pelton’s passions include playing music, climbing and dancing.





## Upcoming Events

**April 26**

TRS-Madison Academic Showcase Day

**May 8**

Sensory Playtime-Madison's Children's Museum

**May 31**

TRS-Madison Student Recognition

*Check out the school calendar on our website!*

**Beloit**

321 Olympian Blvd.  
Beloit, WI 53511  
608.473.3244

**Brookfield**

175 S. Barker Rd.  
Brookfield, WI 53045  
262.468.0700

**Madison**

2802 International Ln.  
Madison, WI 53704  
608.421.5267

**West Allis**

6753 W. Rogers St.  
West Allis, WI 53219  
414.540.8500



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conversation and build relationships, which are essential to the success of the program.

Students even develop strong bonds with the TRS cooks, whom they see on a daily basis. Ms. Sandy has been

cooking at the TRS-West Allis location for 7 years and is well-liked by students, as evidenced by her "Wall of Love" that displays positive student messages and artwork.

Perhaps most amazing about all of this is that TRS recognizes and acts on the

critical contribution that adequate food and good nutrition make to academic and social-emotional success. While just one smaller aspect of all that TRS does to help its students, it is just as significant nonetheless.



**The Richardson School**

175 S. Barker Rd.  
Brookfield, WI 53045

