

NCSA Announces New President-Elects

Affiliate members elected their president-elects for the new school year 2008-2009. These administrators will officially begin their duties on the NCSA Executive Board after September 1, 2008. Congratulations and welcome:

From left: NASES – Jane Byers, Special Services Coordinator, Papillion-LaVista; NASA – Bill Mowinkel, Superintendent, Northwest High School, Grand Island; NSASSP – Kent Mann, Principal, Grand Island Senior High School; NAESP – Sarah Williams, Principal, Ainsworth Public Schools; Rick Feauto, Business Manager, South Sioux City Community Schools.



Byers



Mowinkel



Mann



Williams



Feauto

Taking Response to Intervention (RtI) “to Scale”: Developing and Implementing a Quality RtI Process

by John Street, Director of Student Services, Grand Island Public School; President, Nebraska Association of Special Education Supervisors



Street

To many, Response to Intervention (RtI) may appear to be a new innovation; perhaps just one more thing to add to the many other innovations with which schools are trying to cope. However, the basic concepts, principles, and practices associated with RtI are not new. For instance, previous versions of the Individuals with Disabilities Education Act (IDEA) have always required: a) “pre-referral” intervention; b)

the need to rule out the lack of instruction in reading or math or limited English proficiency; and c) gathering relevant functional and developmental information and information related to enabling the child to be involved in and progress in the general curriculum. Therefore, using RtI as a framework for service delivery merely extends existing mandates and practices that have been in existence for a long time.

The obvious question then is, what is new about RtI? Federal law now allows

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NCSA Board Elects New Chair and Vice Chair

The NCSA Executive Board at its April 2, 2008 meeting elected John Osgood, Principal at CL Jones Middle School in Minden and President of NSASSP, as the new Chair of the NCSA Executive Board. Jon Habben, Superintendent at Falls City Public Schools and President of NASA, has been elected as Vice Chair. Terms of office begin on September 1, 2008.



Osgood



Habben

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The mission of the Nebraska Council of School Administrators (NCSA) is to be an effective leader for quality education and to enhance the professionalism of its members.



Taking RtI “to Scale”...

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schools to use intervention data to make eligibility decisions. This includes child study assessment information, functional assessments, direct assessments and behavioral observations. This does not mean that eligibility determination is the most important part of the process. It simply means that good methods can be extended across the full range of student abilities and can be applied to important, long-lasting decisions like eligibility for special education services. However, although permission to use intervention data for eligibility purposes may allow schools to develop a richer data-base for student decisions, the use of RtI does not produce a guaranteed outcome unless the appropriate basis for valid decision making is included.

The primary focus of RtI is not on disability determination, though special edu-

cation placement is a possible outcome for some students. Rather, the primary focus of RtI is on effective instruction through a strong core curriculum and, where necessary, targeted interventions are designed to enhance student growth at every stage of the RtI process.

One misconception that exists among some educators is that RtI was developed primarily as a new, improved, and/or easier method to identify students with learning disabilities. Though a comprehensive evaluation using RtI will provide much more relevant information to teams making eligibility decisions than did the discredited discrepancy model, the primary goal of RtI is not to identify students with learning disabilities. Rather, the primary goal of RtI is to help students meet local and state proficiency standards without special education, if at all possible. This is a crucial change in mindset that school-based teams must first grasp and then actualize.

Problem-solving or RtI teams who believe and act upon this premise no longer view the problem-solving process as merely a procedural hoop that occurs prior to testing. Rather, RtI teams should seek to maximize available resources to actually “solve the problem” at an early stage in the life of any child falling behind in school.

Although RtI comes from federal special education law, RtI is important to both general education and special education. An honest examination of how our educational system has attempted to meet the needs of children at risk for learning or behavior problems reveals that we have failed to create a cohesive and effective educational system for students experiencing difficulties. Creating a separate special education system that is divorced from regular education may be more convenient for educators who can compartmentalize their activities, but it fragments children’s educational experiences.

As a special education initiative that has general education implications, RtI presents a unique opportunity for educators to get it right this time around. There has never been a better or more opportune time to start blurring the lines between general education and special education. The accountability requirements of No Child Left Behind (NCLB) and the reauthorization of the Individuals with Disabilities Education Act (IDEA) have created the climate, the challenge, and the legal basis to improve the performance of all students. The RtI process provides a mechanism for general education and special education to merge into a unified system that provides high quality instruction and interventions to all students.

Effective use of RtI requires transdisciplinary integration of services and resources. RtI can be viewed as special education’s effort to reach out and call for a unified approach to solving all students’ learning and behavior problems across a continuum of services. Special education has traditionally been thought of as a separate or parallel system to general education. RtI challenges educators to change special education from a reactive system to one that responds to

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NCSA EXECUTIVE BOARD 2007-2008

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Taking RtI “to Scale”...

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concerns about student performance in unison with general education. If schools attempt to move “to scale” with RtI without working across general education and special education, they are likely to fail. If schools’ RtI models and efforts are not integrated into the organizational structure and routine of schools (general education practices being the most notable part of that structure and routine), and are not linked to other mandates under which schools are operating, they are likely to fail.

RtI is not a special education initiative that stands alone in isolation of other educational programs. Rather, RtI is intended to unify general and special education in order to help as many low-achieving students as possible reach proficiency standards without special education. RtI must tap into and organize existing resources in a district to maximize its impact upon student performance. In order for this to happen, communication and collaboration must occur between every academic area and/or department in a school district.

Ideally, all academic areas or departments and administrators in a school district would work closely to arrive at consensus on RtI procedures and a plan for how funding and resources can be “braided” to devote sufficient resources to meeting all students’ needs (the very purpose of all these initiatives and priorities).

Full scale implementation of RtI does not happen overnight. It takes years for schools to change and institutionalize RtI. Schools should take a developmental approach in moving to scale by starting small and expanding their model over time to include more comprehensive service delivery components. There are four developmental dimensions to moving toward full scale implementation:

1. the organizational infrastructure must be in place to provide adequate

resources and smooth organizational routines that facilitate multidisciplinary interactions;

2. sequentially adding state-of-the-art practices until a complete RtI process is in place;

3. the degree to which RtI can be related to other mandates and initiatives; and

4. a strong context of collaboration within and between school districts and with other agencies.

Develop and implementing a valid RtI

An honest examination of how our educational system has attempted to meet the needs of children at risk for learning or behavior problems reveals that we have failed to create a cohesive and effective educational system for students experiencing difficulties.

process is indeed a daunting task given the scope and breadth of organizational changes many schools will need to make in order to apply RtI effectively. The logic of RtI certainly has intuitive appeal. It would be naïve, however, to rely solely on good intentions and perceived value of an innovation as a sufficient basis for effecting real change.

A fundamental premise is that schools will be more likely to be successful with effecting lasting, positive change if a clear understanding of what RtI is (i.e., its purposes and what it can accomplish) is coupled with a strong infrastructure for the development of a local RtI model. Moving toward full scale implementation of RtI has great potential for establishing a strong foundation for valid educational decision making when applied correctly and when several organizational elements are sufficiently developed: a) it reflects a quality process that is taken from the research on

*essential elements; b) it proceeds developmentally, is evaluated, and refined in response to those outcomes; c) it is “owned” locally—meaning that each school works out the procedural variations of the *essential elements in a way that can be integrated into its organizational structure and routines; and d) it increases schools’ capacity to meet the needs of more students (which is demonstrated through outcomes achieved with students).

*Essential elements to include: parent involvement, universal screening and assessment, individual student progress monitoring, planned service delivery rules, scientifically supported instruction, intervention delivery, specific learning disability verification guidelines, school-wide buy-in and implementation plan, team leadership, integration of services, and implementation infrastructure.

Given this view of the change process, schools need to ask themselves a series of questions as they go about building a reliable and valid model for RtI.

1. Essential Elements: “What do your students deserve?”

2. Procedural Integrity: “What will they actually receive through the process?”

3. Local Validation Through Data-based Problem Solving: “How will you know if it is working?”

4. Strategic and Sequential Development and Refinement “How will you make sure you can do it well for all students? And better each year?”

These questions may be used by schools as a guiding framework to structure their engagement in the process for developing and implementing RtI.

** This article has been edited and awaiting publication in the *Journal of Evidence Based Practices for Schools*.



Nebraska's P-16 Initiative: A statewide effort to improve student success and boost the economy

by Marty Mahler, Coordinator, Nebraska P-16

Joe Rowson, Senior Fellow, Nebraska P-16

“Over the past decade, a wave of education reform has swept the nation. Yet the general public remains largely unaware of it, even though the reforms are arguably among the most successful public policy initiatives of the past quarter-century and have the potential to yield benefits for years to come.”

Molly Chamberlin and Jonathan Plucker
Phi Delta Kappan, March 2008



Mahler



Rowson

The reforms to which Ms. Chamberlin and Mr. Plucker refer are P-16 Initiatives—state efforts to improve success for students at every level, preschool through college. Nebraska was one of the early-adopters among the 30 states that currently have such initiatives, launching Nebraska P-16 in 1998. But as in the nation at large, many people still are unaware of the program.

The P-16 movement emerged in the late 1990s when national leaders concluded that cooperation among all education sectors was required to address the lack of sufficient progress in improving student achievement. These leaders recognized that any one sector, acting alone, could not affect the systemic changes needed to markedly improve student success.

One such leader was Don Langenberg, Chancellor of the University of Maryland, who in 1997 called for a meeting of university presidents and state chief state school officers. Nebraska Commissioner of Education Doug Christensen and then University of Nebraska President Dennis Smith attended the meeting and subsequently held a statewide retreat for leaders in the respective sectors of education. Those leaders responded positively, join-

ing to form a steering committee to provide direction for the initiative.

Over the next half-dozen years, the Nebraska P-16 Initiative:

- Increased the dialogue among Nebraska's education sectors, public and private
- Sponsored a series of statewide conferences which featured national speakers and highlighted best-practices in Nebraska
- Distributed literature promoting rigorous high school courses to eighth-grade students and their parents
- Produced curriculum-alignment materials in math, language arts and world languages
- Sent teams to participate in regional and national P-16 meetings
- Collaborated with a variety of other organizations (including NCSA) to help improve education at all levels

Beginning in 2003, with the passage of Legislative Resolution 174 by the Nebraska Unicameral, later reinforced by LR 75 in 2005, it became clear that the issue of student success had broad and serious implications not only for the welfare of the students themselves but for the economic competitiveness of Nebraska. Both resolutions called for:

- Increasing the number of students who go to college (two or four-year)
- Increasing the percentage who graduate
- Reducing and eventually eliminating the net out-migration of college-educated Nebraskans

These legislative resolutions demon-

strated a growing awareness among political leaders that a well-educated workforce is essential to compete successfully in a knowledge-based global economy.

This was not news to the new president of the University of Nebraska, Nebraska-native J.B. Milliken who replaced Dennis Smith in August 2004. Milliken had been a vice president in the University of North Carolina System which had been instrumental in turning around that state's economy by working closely with that state's education, government and business leaders.

In early 2005, Milliken called for the Nebraska P-16 Initiative to be reorganized to include business and state government in leadership roles. He also called for involvement of organizations representing minorities to help emphasize the need for educational success for disadvantaged Nebraska students.

Governor Dave Heineman, who succeeded to office in January 2005, lent his support to the renewed Nebraska P-16 Initiative and urged involvement of key government agencies in its leadership.

Over the next several months, a new organizational structure emerged, co-chaired by Commissioner Christensen, Liz Fieselman, President and CEO of the EducationQuest Foundation and President Milliken. The other organizations now represented on the Nebraska P-16 Leadership Council include:

(continued on page 5)



Nebraska's P-16 Initiative

(continued from page 4)

Business

- Greater Omaha Chamber of Commerce
- Lincoln Chamber of Commerce
- Nebraska Chamber of Commerce and Industry
- Nebraska Business-Higher Education Forum

Government

- Office of the Governor
- Education Committee, Nebraska Legislature
- State Budget Office
- Nebraska Department of Economic Development
- Nebraska Department of Health and Human Services
- Nebraska Department of Labor

Advocacy

- Mexican American Commission
- Nebraska Commission on Indian Affairs
- National Association for the Advancement of Colored People –Lincoln Chapter
- Nebraska PTA
- Nebraska Association for the Education of Young Children

Education

- Nebraska Council of School Administrators
- Nebraska State Education Association
- Nebraska Association of School Boards
- Omaha Archdiocesan Schools
- Association of Independent College and Universities of Nebraska
- Nebraska State College System
- Nebraska Community College Association
- Coordinating Commission for Postsecondary Education
- Nebraska State Board of Education
- University of Nebraska Board of Regents
- Nebraska Department of Education
- University of Nebraska

With the arrival of Marty Mahler as the coordinator of Nebraska P-16 in July 2007, an intensive effort was launched

to engage the leaders of all of the above organizations in creation of a Nebraska P-16 Strategic Plan to clarify the Initiative's goals.

The plan calls for an effort to engage communities across Nebraska in the initiative by establishing regional P-16 councils which will identify issues and implement solutions at the local level. The councils also would increase public understanding of the need for all students to seek education beyond high school.

A P-16 Communication Committee would be formed to establish a statewide plan to reach parents, students and community leaders with key messages that provide information in formats that are easily understood. Nebraskans need to know that there is a collaborative effort to improve our students' success by addressing educational challenges that have stood in their way.

There is also a need for a comprehensive P-16 data system in Nebraska to support data-driven decision-making when we design improvements for the educational system. This data system will link existing systems such as the Student and Staff Record System currently being implemented by the Nebraska Department of Education and the Student Information System which will soon be developed by the University of Nebraska and the Nebraska State College System. Other data systems that track employment and labor trends could also be included. Keeping abreast of emerging research and studies also is important to Nebraska decision-makers to identify effective practices both nationally and within Nebraska.

One of the key indicators of Nebraska P-16's success will be the college-going rate for both two-year and four-year institutions. Governor Heineman and other state leaders have indicated Nebraska should be among the top ten states in this measure (we're currently 17th). This will take collaboration among the K-12 schools, community and state colleges and the University of Nebraska. Some efforts are already being

made in this area, including the KnowHow2GONEbraska campaign launched last year, which reaches out to middle-school students and their parents to clarify the importance of college-going and how to prepare.

Finally, like any ambitious project, Nebraska P-16 will need more resources. The current baseline budget from state government and sponsoring organizations is critically important to maintaining its current staff and supporting its operations. Building regional councils and supporting their efforts to take on critical issues in education across Nebraska will require substantially higher funding levels. Nebraska P-16 intends to seek grants from federal and private sources to support this effort.

If you have any questions, comments or suggestions for us on how to best proceed to develop Nebraska's P-16 Initiative into a truly comprehensive and effective program supporting improved educational success for students at all levels and increased economic competitiveness for Nebraska, please contact us.

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SYMPATHY

 **Paul Calvert**, Superintendent at Lakeview Community Schools, whose father passed away.

NCSA strives to keep current on all member changes, recognition and condolences. Please help us by notifying Carol at carol@ncsa.org.



Horace Mann Helps Educators In and Out of the Classroom



Dornbush

Horace Mann values educators and the work they do each and every day. That's why we've created programs and resources to help teachers both in and out of the classroom.

Our representatives also take pride in supporting you and your school. We sponsor local school activities and events, and also have programs in place to recognize educators.

Recognition programs:

- The Crystal Apple Award – We've developed a teacher recognition program in many schools to reward teaching excellence on a local level.
- The Outstanding School Employee Program – Students nominate a school employee who has impacted their lives, and we'll make sure they're recognized.
- The NEA Foundation Award for

Teaching Excellence – Horace Mann is proud to partner with the National Education Association and The NEA Foundation to recognize, reward and promote excellence in teaching.

Resources for teachers:

- Reach Every Child at reacheverychild.com – A nationally recognized teacher developed our free online resource site for teachers and students. It includes lesson plans to make reaching students and using technology easier.
- Three Lessons on Insurance – We've created a simple way to expand your students' insurance knowledge with easy-to-follow teaching kit materials. You'll find these online at horacemann.com.

Continuing education for educators:

- The Horace Mann Educator Scholarship – Horace Mann offers annual scholarships to help educators continue their education.

•The Horace Mann – Abraham Lincoln Fellowship Program – Horace Mann and the Abraham Lincoln Presidential Library and Museum, a world-class, innovative facility, have teamed up to offer 50 teachers a fellowship to study the life and legacy of our 16th president.

Horace Mann – the father of American public education – believed every child should receive a basic education, and as a result worked hard to create a ladder of opportunity for millions of children. At the center of his common school approach was good citizenship, democratic participation and societal well-being. We are proud to share his name.

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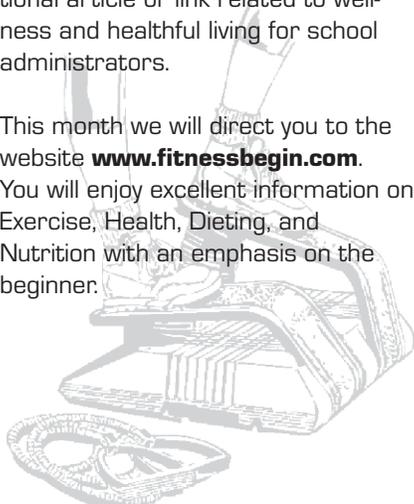
2008 Administrators' Days

July 30 - August 1, 2008
Holiday Inn - Kearney, NE

WELLNESS FOR ADMINISTRATORS!

The *NCSA Today* includes an informational article or link related to wellness and healthful living for school administrators.

This month we will direct you to the website www.fitnessbegin.com. You will enjoy excellent information on Exercise, Health, Dieting, and Nutrition with an emphasis on the beginner.





Dulaney

Nebraska Leadership Initiative

Dr. Mike Dulaney, Executive Director, NCSA
Dr. Dan Ernst, Associate Executive Director, NCSA



Ernst

In the April edition of *NCSA Today*, we have elected to provide information and an update on one of our newest NCSA programs – The Nebraska Leadership Initiative. NCSA is partnering with Nebraska Educational Service Units and the Nebraska Department of Education to offer this opportunity for Nebraska school districts. This initiative is intended for superintendents, principals and teacher/staff leaders and provides and promotes information based upon best practice and research related to school district leadership, school improvement, and leading in an effective school.

Our effective school research synthesis allows us to suggest the importance of leadership and change in all aspects of the successful operation of an effective school or district. In addition, the successful leader must utilize leadership and change strategies appropriately while addressing the four research-based components of: Governance for Learning, Culture for Learning, Instructional Leadership for Learning, and Resources for Learning. The four main resources that demonstrated consistency in research findings and used to determine the content for this initiative were derived from: Lezotte; McRel; National Study of School Evaluation, AdvancED; and Waters and Marzano.

We are pleased with the seventy-five registrations for the March 25, 2008 overview provided in Kearney. The Nebraska Leadership Initiative provides a solid framework to pursue school improvement and to enhance skill sets of school administrators. We have included

some evaluative comments from those in attendance:

• *The commitment from NCSA to provide support for continuing leadership activities! I am pleased with the connection to research, the tie in with school improvement and your plan to*

Our effective school research synthesis allows us to suggest the importance of leadership and change in all aspects of the successful operation of an effective school or district. In addition, the successful leader must utilize leadership and change strategies appropriately while addressing the four research-based components of: Governance for Learning, Culture for Learning, Instructional Leadership for Learning, and Resources for Learning.

share that information. I like the overview of the program and am looking forward to further programs.

• *I am excited about coming back to my District and putting together a team to come back in the fall. I think all of our administrators need to attend.*

• *This was a very informative event. Its content offered just-right information, stimulating my curiosity and sparked my interest in participating in the two-day training. Great job! Well worth my time and effort.*

• *Thank you for helping me to develop as an administrator. I need these types of opportunities to see what is out there and to continue to be effective within our district.*

• *I am grateful that this endeavor included TEACHER LEADERS. I would recommend that the NCSA share with their membership that my colleague and I, who may have been the only 'non-administrators' in the audience, felt we benefited GREATLY from the conference and are looking forward to taking part in the two-day training next fall!*

• *I have spent the last six school years as an administrator in Colorado. NCSA is far, far ahead of any initiatives that were taking place there—and, at a much lower cost than any events taking place with CASE. Superb!!!*

• *Please continue in your efforts of improving administrators and schools. Thanks!*

We are most appreciative of the kind words and are currently making plans to provide statewide in-depth training opportunities during the 2008-09 school year on the aforementioned four modules plus "Leadership and Change." The training modules will be scheduled at sites throughout the state and facilitated by ESU trained personnel. We are confident that this professional development opportunity will pay great dividends for school administrators and school districts. Stay tuned as information will be released in the near future announcing your opportunity to participate in the Nebraska Leadership Initiative. VISIT <http://ncsa.org/programs/leadership.htm>



Developing Long-Term Relationships Between School and Parents

Contributed by Melissa Dubie

The process involved in establishing a student's individualized education program (IEP) can nurture a climate of trust if certain steps are followed. Ideally, the annual case conference is a systematic process that ultimately leads to effective programming for students on the autism spectrum. In order for the case conference to run smoothly, certain preliminary steps should be taken that involves setting up the meeting, gaining input from all involved, and creating meeting cultures that promote collaboration.

Let's start by setting up the annual case conference meeting. The annual case conference must be set up at a "mutually agreed upon time." This means the school can suggest times. However, parents have the right to say when they can attend if the stated time does not work for them. Each party needs to be reasonable about their request. Attempt to meet during lunch hour, before school, or after school. Give sufficient notice for parents to make arrangements with their employers to get off of work. If a parent does not respond, it is essential to keep trying to meet with them for the conference. Offer to provide transportation to and from school for the parent. If there are extreme health or other circumstances, school staff may need to consider meeting parents at their home. If these attempts don't work, then conduct the meeting over the phone. School districts must make three attempts to contact parents for a case conference meeting. Be sure these attempts are sensitive and responsive to events surrounding the family member's life. Parents are an essential member of their son or daughter's educational team. Also, be sure to let the parent know they can bring a friend, an advocate, or anyone else they feel comfortable with. Being outnumbered by the numerous professionals that typically attend these meetings can be overwhelming to some parents.

Prior to the case conference meeting, provide parents with relevant reports and gather their input concerning their child's instructional program. Being blindsided with reports and goals during a meeting is not the best way in which to establish the ground work for an ongoing working relationship. Providing family members with information ahead of time can create a climate of trust and collaboration. It can also assist families with being able to more effectively participate in the process.

As a case conference coordinator, it is imperative to consider where to sit during the meeting. Perhaps the optimal location is at the foot of the table to be able to see everyone's body language, facial expressions, and how all members are responding. Another spot to strategically sit would be in the middle of the table to show support for both family members and school staff. Think about this decision and arrive to the meeting early to set up.

At the beginning of the meeting, one should plan for a minimum of 15 minutes for each person who attends. At an annual case conference (ACC), if there are four people (e.g., general educator, special education teacher, one parent, and speech clinician) attending, then the meeting will be approximately one hour in length. Sufficient time should be allotted. At times, case conferences can last a longer period of time. In this case, it may be better to reconvene at a later date to conclude the meeting. All parties involved should be sensitive to other demands on staff's and family member's time.

During the meeting, everyone should be expected and encouraged to share information. After all, each person took time out of their busy life to attend this conference. No one person should monopolize the discussion. Important decisions are being made that will impact a child's programming for the year, and create expectations for all

involved. If anyone disagrees with the decisions being made, their voice needs to be heard during the meeting. Once a meeting is over, it is the responsibility of all involved to respect any of the team decisions. Sabotaging an established program because of personal belief systems is simply unacceptable and can unravel a student's program.

Before the parent is expected to sign the IEP, the case conference coordinator needs to be sure the parent/legal guardian is comfortable with everything that was discussed at the conference. Remember the parent/legal guardian has the right to take paperwork home to view, discuss with a friend, or simply think about. Do not pressure parents to sign paperwork associated with an IEP. It is more important to build a trusting relationship with the parent than to worry about getting the program in place immediately. If the parent/legal guardian needs additional time after the meeting to talk about everything that was discussed, make time for this to occur. Some case conference coordinators allow for an hour after a meeting to explain any points the parents are unclear about.

Think of the annual case conference meeting as an important process in establishing a long term relationship. If a student is placed into special education services at the age of three, school staff and parents will be working together for the next 19 years. Let's both try our best to give a good faith effort in this partnership. 



CONGRATULATIONS TO...

🗨️ **Mike Wentz**, Principal at Chase County Schools, who has been named Middle School Principal at Syracuse Dunbar Avoca

🗨️ **Chad Boyes**, Teacher at Papillion-La Vista, who has been named Assistant Principal at Bennington Public Schools

🗨️ **Joe Sherwood**, Superintendent at Pender Public Schools, who has been named Superintendent at McPherson County Public Schools

🗨️ **Jacque Estee**, Assistant Superintendent at Westside, who has been named Superintendent

🗨️ **Jake Shadley**, Teacher at Lakeview High School, who has been named Assistant Principal at Lakeview High School

🗨️ **Joe Peitzmeier**, Director of Business, Fort Calhoun Community Schools, who has been named Superintendent at Oakland Craig

🗨️ **Ryan Ruhl**, Principal at Centennial Jr/Sr High School, who has been named High School Principal at Norris School District

🗨️ **Brent Gaswick**, Elementary Principal in Gordon, who has been named Technology Integration Specialist for the Nebraska Department of Education

🗨️ **Jeff West**, Superintendent at Central City, who has been named Administrator of ESU #13

🗨️ **Greg Gaden**, Director of Special Services at Lexington, who has been named Special Education Director at ESU #3

🗨️ **Doug Lewis**, Assistant Superintendent at Ralston, who has been named Assistant Superintendent at Papillion La Vista

🗨️ **Kyle Black**, Special Education Coordinator at Elkhorn, who has been named Assistant Director of Special Services at Plattsmouth Community Schools

🗨️ **Carl Dietz**, Superintendent at Eustis-Farnam Public Schools, who has been named Superintendent at Ogallala Public Schools

🗨️ **Nelson Dahl**, Superintendent at Lynch Public Schools, who has been named Superintendent at Wauneta Palisade

🗨️ **Melissa Wheelock**, Principal at Aberdeen SD, who has been named Superintendent at Minden Public Schools

UPCOMING EVENTS...

For more information on any of these conferences or to register online please visit ncsa.org

April 16-18

NASBO State Convention
Cornhusker Hotel - Lincoln

April 24-25

NASES Spring Conference
Mahoney State Park - Ashland

April 28

NE State Data Conference
Holiday Inn - Kearney

May 1-2

Grants Management/NCLB: The Basics
Holiday Inn - Kearney

May 28

20 Instructional Strategies
That Engage the Brain!
Grand Island Senior High School

June 25

NCSA Golf Tournament
Wilderness Ridge - Lincoln

July 30 - August 1

Administrators' Days
Kearney

RETIREMENTS...

Retiring this year? NCSA wants to know about you. Go to <http://ncsa.org/retired.htm> to complete the retirement profile. All retirees will be honored in the May edition of the NCSA Today.

🗨️ **Linda Chatelain**, Special Education Director, ESU #7

🗨️ **Doug Moss**, Assistant Principal at Lakeview High School

🗨️ **Nancy Faber**, Principal at South High School in Omaha

🗨️ **Connie Eichhorn**, Principal at Burke High School in Omaha

🗨️ **Sharon Curtiss**, Principal at Grandview Elementary School in Alliance

🗨️ **Fred Williams**, Superintendent at Winnebago

🗨️ **Sandy Peterson**, Director of Special Education at ESU #3

🗨️ **Steve Coleman**, Assistant Superintendent at Papillion La Vista



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Calendar of Events

APRIL

16	NAESP Region III	5:00 p.m.	Fairplay Golf Course	Norfolk
16	NSASSP Region III	5:00 p.m.	Fairplay Golf Course	Norfolk
16	NASBO Golf Tournament	12:30 p.m.	Wilderness Ridge	Lincoln
17-18	NASBO State Convention	7:30 a.m.	Cornhusker Hotel	Lincoln
18	NAESP Region II	9:00 a.m.	Plattsmouth Schools	Plattsmouth
22	NARSA Spring Event	10:00 a.m.	Lincoln	Lincoln
23	NAESP Region II	5:30 p.m.	Lo Sole Mia	Omaha
23	NSASSP Region I	5:30 p.m.	Evening with Friends	Milligan
23	NSASSP Region IV	3:00 p.m.	ESU #10	Kearney
23	NSASSP Region II	5:30 p.m.	Fox and Hound	Omaha
24-25	NAESP Spring Conference	12:00 p.m.	Mahoney State Park	Ashland
28	NE State Data Conference	8:30 a.m.	Holiday Inn	Kearney

MAY

1-2	Grants Management/NCLB	7:00 p.m.	Holiday Inn	Kearney
9	NAESP Region III	12:00 p.m.	Sports Denn	Norfolk
28	Marcia Tate Convention	8:30 a.m.	Grand Island Sr. High	Grand Island
29	NCSA Executive Board	8:30 a.m.	NCSA	Lincoln
30	NSASSP Executive Board	10:00 a.m.	NCSA	Lincoln

JUNE

25	NCSA Golf Tournament	12:00 p.m.	Wilderness Ridge	Lincoln
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NATIONAL CONVENTION DATES

AASA - February 19-21, 2009 - San Francisco, CA
 NASSP - February 27 - March 1, 2009 - San Diego, CA
 CASE - April 1-4, 2009 - Seattle, WA
 NAESP - April 2-6, 2009 - New Orleans, LA
 ASBO - August 2-5, 2009 - Norfolk, VA