



## Washoe Education Association Monthly Newsletter

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### Mark Your Calendar

#### **August 18th**

Rep Kick-off Meeting  
8:30 - 11:30 WEA Office

#### **August 25th**

First Student Day - Traditional

#### **September 1st**

Labor Day Holiday

#### **September 3rd**

Rep Council  
4:30 WEA office

#### **September 6th**

Wild Island Picnic  
10:00 A.M. - 7:00 P.M.

## Evaluation Cycle Begins

With the start of year round schools, the evaluation cycle will commence. If you are a probationary teacher, all four domains will be covered. If you are post-probationary and on a minor evaluation, one domain jointly agreed upon will be covered. A major covers two domains-one selected by the educator and one by the principal. Your individual goal setting meetings should be happening within the month, with expectations being clearly delineated. There will be more detail about the process in next month's WEA Today.

## WEA in DC for RA 2008

*Ken Buhrmann / WEA President*

The 2008 convention of the National Education Association Representative Assembly met this year in our nation's capital. The theme of the assembly this year was "Looking to the Future." Washoe Education Association sent 22 representatives to Washington D.C. as part of the 200 member Nevada State Education Association delegation. RA is a yearly gathering of over 9,000 teachers and support professionals meeting to discuss education issues, pass new business items, and do the general business of NEA. This is currently the largest active, truly democratic governing body in the world. It is a very exciting educational experience.

This year for the last time, current NEA President, Reg Weaver, presided over RA. His six years as president ended with the election of the new NEA officers. Dennis Van Roekel is the new president, Lily Eskelsen is the new vice president, and Becky Pringle is the new secretary-treasurer of NEA. The two new members of the executive committee are Princess Moss of Virginia and Len Paolillo of Massachusetts.

Besides the election of new officers, a new constitutional amendment allowing associate membership to "friends of education" was voted on and failed to pass with a two-thirds majority. All Standing Rule Amendments were defeated. Bylaw amendment 1-A (1) allowing membership to "any person employed by or in a public or private pre-school program" was passed. Its

companion piece, 1-A (2) allowing membership to any person in private K-12 programs was defeated.

Your two Nevada NEA Directors, Tom Wellman and Ken Buhrmann, submitted two New Business Items (NBI's) during the assembly. NBI #10 directed NEA to continue its efforts to repeal the "Social Security Offsets" with stronger grassroots strategies to increase public knowledge of the issue and to gather specific data of numbers affected by these offsets. NBI #15 dealt with School Land Trusts and educating our members and the public

*Continued on page 2*

## WEA Hires New Executive Director

The WEA Board of Directors has promoted Elaine Lancaster from Interim Executive Director to Executive Director. She took over her new duties on June 19th.

As most of you know, Elaine is a long time member of the association with vast experience at all levels. She is a past NEA Director, Local President, State President, NSEA Lobbyist and most recently, has served as our UniServ Director since retiring from the school district in 2001.

"I'm looking forward to continuing my close relationship with the WEA, its board and members. We'll have many challenges in the coming years, but collectively we'll continue to do the best we can for our members and the students they serve."

## WEA in DC for RA in 2008

*Continued from page 1*

about the history and importance of these Land Trusts to fund public education. Both NBI's were passed by the assembly. Yea! For our team! There were a total of 83 NBI's that were presented to the RA and less than half passed and 15 were referred on to committees for further action.

On July 4, the second day of the RA, delegates overwhelmingly recommended endorsement of Barack Obama for President. On July 5, Obama addressed an enthusiastic

assembly via live video feed direct from Butte, Montana. Highlights of the Obama address were as follows: a pledge to "fix the broken promises of No Child Left Behind;" get educators and support personnel the support they need to do their jobs; free college education for those who agree to become teachers; and NOT to sacrifice all but core curriculum in order to focus on testing.

July 6 was the final day of Representative Assembly. The last of all 83 NBI's were finally debated and acted upon and all resolutions were

either passed or referred to committee for further action. Delegates heard an address from the National Teacher of the Year, Mike Geisen, a middle school science teacher from Prineville, Oregon. Finally there was a last tribute to out-going President Weaver. RA ended at precisely at 8:26 P.M.

It was a great experience for all of those who attended. Out of the 22 delegates that WEA sent to the assembly, 12 of them were there for the first time! Your WEA delegation was headed by President Ken Buhmann and included the following: Natha Anderson, Nicolette Andrini, Renee Andrini, Jane Bantz, Sue Bennett, Pam Calhoun, Patty Dickens, Linda Enteles, Nancy Fitzgerald, Kathy Howard, Linda Hunt, Bobbie Joyce, Fran McGregor, Gordon McGregor, Rhogenia McMillan, Dawn Miller, John Mueller, Robert Munson, Amy Peel-Sambrano, Katherine Ross, and Bernice Servilican. These individuals served you well! Let us give a big "Thank You" from WEA and its members to these delegates who gave up their summer days to represent you at the NEA Representative Assembly in Washington DC.

# New WCSD Section 504 *Response-to-Intervention Coordinator*

On March 10, 2008 Frank Selvaggio was hired as the new Section 504/Response-To-Intervention coordinator for WCSD. Previous to assuming this role Mr. Selvaggio was a school psychologist for the district for 2½ years. Under Section 504, Mr. Selvaggio is responsible to ensure proper procedures have been put in place at school sites for the identification of students with disabilities who may require a Section 504 plan. Once the 504 plan is written, Mr. Selvaggio audits schools to verify proper implementation. Finally, he is the first point of contact for WCSD if the public has questions regarding the Section 504 process, including any grievances that might arise.

Besides Mr. Selvaggio's role as the Section 504 coordinator he also oversees the implementation of the Response-To - Intervention (RTI) system in WCSD. With the reauthorization of the special education law known as IDEIA and the revision of the Nevada Administrative Code, school districts in Nevada are now required to use a problem-solving process as part of the evaluation process in determining whether students may have a specific learning disability. RTI is the problem solving process WCSD chose. RTI has as its focus the early identification of at-risk students in both academics and

behavior and the designing of proper interventions to meet their unique needs in general education through a three-tiered process. Another positive by-product of RTI has been the ability of schools to not only provide interventions for students at-risk, but for the gifted/talented as well. A key part of the RTI process is ongoing monitoring of student progress to ensure the types of interventions being used are proving effective. Research across the nation has shown that effective use of RTI significantly reduces the number of students identified with learning disabilities and increased high stakes test scores across the continuum (Burns et al., 2005; Sornson et al. 2005; Appleton & Stehouwer, 2005; Sornson, Frost, & Burns, 2005). In 2007-08, the first year of RTI adoption for WCSD, specific learning disability qualifications dropped from 536 to 153 from the previous year. While there are a number of factors that may have led to such a significant drop, including adjustment to the new process at schools, these numbers are encouraging overall.

If you would like to contact Mr. Selvaggio you can either e-mail him at [fselvaggio@washoe.k12.nv.us](mailto:fselvaggio@washoe.k12.nv.us) or call (775) 861-4461.

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## Contract Corner...

### *Make Your List Now*

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*Elaine Lancaster/Executive Director*

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Now would be the perfect time to make a list of all the personal items in your classrooms or work sites. The district requires that an itemized list be turned into your administrator the first month of school using the district "Declaration Form". If any items are damaged or stolen, you'll have those on record. The district will cover up to \$500 not covered by your homeowners. It will also apply towards the deductible up to \$500. A new form must be submitted every year. Complete details can be found in Article 16 of the negotiated agreement.

# Deception #14:

## *NEA is more concerned about teachers than kids*

*Bernice Servilican*

Why is it in many professional fields like medicine, law, engineering, and others, it is rarely questioned when labor organizations work to improve the quality of working conditions? Yet, when NEA and its local affiliates work toward improving the working conditions of classrooms, economic benefits, employee rights and teacher

advocacy, educators are accused of caring more for teachers than students. It seems so logical when workers and employees in any professional setting are subject to improved working conditions including updated technology, better pay, and well-deserved employee benefits, that the recipients of services can only reap the rewards. When teachers and other educators in the public school setting, are recipients of the pay raises they deserve, when school

settings are updated and equitable for all, and when relationships within educational environments are fostered, students benefit.

Time and time again, those who work tirelessly for students in public education are accused of overlooking the classroom and trying to benefit only themselves. If a doctor wants updated radiation machines or x-ray equipment, it is not only considered detrimental to a person's health not to have them, needing these things is not even questioned by the public. But in the public school setting, if teachers or other public educators want updated technology and other materials that can only benefit students, they are accused of complaining or spending unnecessarily! The fact that these things directly benefit students does not seem to matter. Educators in classrooms and other school settings, who work tirelessly to benefit students, have become skilled at making due, time and time again, when budgets are cut and classrooms are overcrowded. Every year teachers' unions battle budgets and argue the same points to make sure students are given the materials, technology, and outstanding classrooms with teachers and educators who know that the public's perception is oftentimes unfair and based on misinformation about the quality of education and teachers' working conditions.

It is time the public realizes that "NEA advocates for qualified teachers in every classroom, improving reading skills, promoting school constructions and modernization, building bipartisan support for public education, and advocating for safe and orderly schools." A teacher, counselor, and nurse's number one concern is the student who sits in the classroom everyday. Better working conditions for professionals only serve to make public education more successful for ALL students. Just as better working conditions for doctors and lawyers makes for better delivery of services, teachers and those serving students in public schools deserve the improvement of quality public education. No questions asked!



## THE EDUCATORS TOOLBOX

*By: Laurie Johns*

As I got going with this month's Tool Box I realized this was "new teacher time" and decided to focus on finding a few good lesson plan and resource pages.

First, is a teacher's favorite for book ordering, teacher tools, materials, lessons etc. It is [www.scholastic.com](http://www.scholastic.com). They have it all. They also have some things that are new to report on as well. They are offering a "Search and Give Program" where you can sign up and have friends, families and businesses sign up to use this search engine to earn points for your school. Scholastic then turns the points into cash at the end of the year and will send your school a check. Next, they have web page building where you can create your own classroom web page to share things with parents, post things and keep parents up to date. They also have a "Reading Counts Program" where you can enroll your classroom to read 100 books and usually 100 books get donated to needy children. The site also has lesson plans. The cool twist is that Scholastic has a program where teachers buy lesson plans BUT also SELL original lesson plans to make a little extra cash.

If you want to order books for the first time please contact Scholastic; tell them that Laurie Johns from Smithridge referred you. They will sign you up and provide you with some free bonus points to get you started!

Second, is [www.education-world.com](http://www.education-world.com). This site provides assistance with lesson planning, professional

development, technology integration, school issues and has an administrator's desk which is an area specifically for administrators.

Third, is [www.lessonplanz.com](http://www.lessonplanz.com). This is a free site. There are themed topics, lessons, teacher tips, articles, discussion boards, a store, and printables. All subject areas and grade levels are represented.

Fourth, is [www.lessonplanspage.com](http://www.lessonplanspage.com). This site claims to have over 3,500 free lessons available from grades Pre k – 12. They have forums and you can contribute to it voluntarily if you have a good idea or lesson. I have actually received comments from other teachers around the country and the world from lessons I have posted.

Finally, I found [www.bestedsites.com](http://www.bestedsites.com). This web site is a page full of links to other pages. It was created and is owned by Janice Berthiaume, M ED. It is a web page full of links she compiled and felt teachers could use. It links you to various games, activities, astronomy and space sites, language arts, math, museums of the world, new sites for kids, reference links, science sites, search engines, social studies sites and teacher resources sites.

If YOU have any special web sites that you want to share please contact [Laurie Johns@2schues@gmail.com](mailto:LaurieJohns@2schues@gmail.com) put "teacher tool box" in the subject area. Be sure to give me your NAME and SCHOOL... This article was created FOR YOU so your contributions are always needed and welcomed!



# Counselor's Connection

*Katie Swanson / School Counselor*

As president of the Nevada School Counselor Association I had the privilege of attending the 2008 American School Counselor Association National Conference in Atlanta. I spent a week attending meetings and seminars on issues relating to improving services from school counselors.

There were many excellent sessions from which to choose; unfortunately, I could only be in one place at a time so I had to choose carefully. The last day of the seminar I attended a presentation on cyber bullying. I apologize if I am addressing a topic with which you are already familiar, but for me I had never given this subject much thought. I come from a generation that was not raised on the internet so texting and IMing do not consume vast portions of my day. For most people born in the 90's and later they don't know anything else.

I decided to attend this presentation for the very reason I knew so little about the subject. I can't say I have become a fanatic on stopping cyber bullying, mostly because I don't think

it is possible. However, I now know this is a very serious problem. We as educators need to become familiar with the ways to defend against cyber bullying and build resiliency to this kind of attack, in the event that a student comes to us for help. Student surveys indicate that victims of cyber bullying will predominantly "ignore/keep it to themselves" or "tell a friend." These actions are the least effective in dealing with the situation. Students don't go to adults because they feel that technologically they know more, in many cases this is true. There have been several instances in which the victim went to school police or law enforcement and the bullying became worse.

The presenter, Christine Sunti Bhat, Ph.D., pointed out one of the differences between cyber bullying and traditional bullying is the nature of electronic files allows them to be spread quickly and easily through mass forwarding techniques. Dr. Bhat identified a key "player" as a person who does not initiate but plays along by forwarding and reading offensive electronic material (Passive CB-

Bullies). These people do not initially see themselves as bullies until they become aware of the damage created by sending offensive files on to other people. Here is a perfect opportunity for us as educators to inform and teach young people about the serious nature of forwarding offensive electronic material.

Dr. Bhat pointed out several ways in which educators can help in the prevention and intervention of cyber bullying. She encourages educators to learn the forms and capabilities of electronic communication tools used by cyber bullies and to become familiar with network guides for steps that targets of cyber bullying can take. Two of the most helpful resources she recommends are i-Safe ([www.isafe.org](http://www.isafe.org)) and STOP Cyber bullying ([www.stopcyberbullying.org](http://www.stopcyberbullying.org)). She encourages us to reach out to students and let them know we can help them find ways to defend themselves against this form of attack. Dr. Bhat can be reached at [bhat@ohio.edu](mailto:bhat@ohio.edu).

The final keynote speaker of the conference was Ken Beller who is coauthor of a book I highly recommend, "Great Peacemakers". He co-wrote this book with his wife Heather Chase. This is an inspirational book about twenty people who have made peace their choice in life. It is organized into five different paths these people took to promote peace. I read the entire book on my flight home from Atlanta. The great thing about this book is it has a companion lesson book that has been aligned with national standards for teachers to use in the classroom. Look for it on Amazon.

recognized voice for quality of life in the region, TMT provides unbiased, comprehensive data and also celebrates the success of our community's efforts through a biennial celebration, Accentuate the Positive. For more information, visit [www.quality-of-life.org](http://www.quality-of-life.org) or call (775) 323-1518.

## YOUR INPUT IS NEEDED...!

Truckee Meadows Tomorrow released their 2008 Community Wellbeing Report in February 2008. The report provides comprehensive data on the area's 33 Quality of Life Indicators, ranging from the cost of living in northern Nevada to our air quality. The report is the result of extensive community surveys and research. It highlights the community's conditions, trends, opportunities for improvement, public policy, program impacts and progress toward desired results. It is a great resource for businesses to use in their planning and recruitment, and for nonprofit and agencies to use in their planning, fund-raising and grant-writing efforts.

It can be downloaded at [www.truckeemeadowstomorrow.org](http://www.truckeemeadowstomorrow.org).

Truckee Meadows Tomorrow (TMT) is interested in your feedback regarding its 2008 Community Wellbeing Report and encourages you to participate in an online survey.

The survey is quick and should take no longer than 5 minutes to complete. Visit [www.truckeemeadowstomorrow.org](http://www.truckeemeadowstomorrow.org) and click on the link from the front page of the Web site.

Truckee Meadows Tomorrow (TMT) is a community-based, non-profit organization whose vision is to enhance our community's ability to continually improve the quality of life in the Truckee Meadows. As the

# Nurse's Notes - *Taste for Quick Boost Tied to Taste for Risk*

Sharon G. Freier / RN

*From NASN Newsletter*

Health researchers have identified a surprising new predictor for risky behavior among teenagers and young adults: the energy drink.

Super-caffeinated energy drinks, with names like Red Bull, Monster, Full Throttle and Amp, have surged in popularity in the past decade. About a third of 12- to 24-year-olds say they regularly down energy drinks..

The trend has been the source of growing concern among health researchers and school officials. Around the country, the drinks have been linked with reports of nausea, abnormal heart rhythms and emergency room visits.

In Colorado Springs, several high school students last year became ill after drinking Spike Shooter, a high caffeine drink, prompting the principal to ban the beverages. In March, four middle school students in Broward County, Fla., went to the emergency room with heart palpitations and sweating after drinking the energy beverage Redline.

New research suggests the drinks are associated with a health issue far more worrisome than the jittery effects of caffeine — risk taking. The study's author, Kathleen Miller, an addiction researcher at the University of Buffalo, says it suggests that high consumption of energy drinks is associated with

“toxic jock” behavior, a constellation of risky and aggressive behaviors including unprotected sex, substance abuse and violence. The finding doesn't mean the drinks cause bad behavior. But the data suggest that regular consumption of energy drinks may be a red flag for parents that their children are more likely to take risks with their health and safety.

The drinks include a variety of ingredients in different combinations: plant-based stimulants like guarana, herbs like ginkgo and ginseng, sugar, amino acids including taurine as well as vitamins. But the main active ingredient is caffeine.

Caffeine content varies. A 12-ounce serving of Amp contains 107 milligrams of caffeine, compared with 34 to 38 milligrams for the same amount of Coca-Cola or Pepsi. Monster has 120 milligrams and Red Bull has 116. Higher on the spectrum, Spike Shooter contains 428 milligrams of caffeine in 12 ounces, and Wired X344 contains 258.

Mr. Stevens points out that “mainstream” energy drinks often have less caffeine than a cup of coffee. One concern about the drinks is that because they are served cold, they may be consumed in larger amounts and more quickly than hot coffee drinks, which are sipped. Another worry is the increasing popularity of mixing energy drinks with alcohol. The addition of caffeine can

make alcohol users feel less drunk, but motor coordination and visual reaction time are just as impaired as when they drink alcohol by itself.

Dr. O'Brien surveyed energy drink and alcohol use among college students at 10 universities in North Carolina. The study showed that students who mixed energy drinks with alcohol got drunk twice as often as those who consumed alcohol by itself and were far more likely to be injured or require medical treatment while drinking.



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WEA Today is published nine times per year to inform, educate and entertain the members of Washoe Education Association. We urge readers to write letters to the editor on matters of concern. Letters should be mailed to WEA Today Editor at 1890 Donald Street, Reno, NV. 89502. All letters must be signed and include phone number; however, anonymity will be granted if deemed necessary. We reserve the right to edit for length or libelous comments. It would be appreciated if letters were typed, but neatly handwritten copies are accepted.

#### Advertising

Size and rate information is available by contacting the Editor at (775) 828-9282. Acceptance of advertising is at the sole discretion of WEA and staff. We reserve the right to refuse advertising not deemed appropriate for this publication.

## Total Tutoring...

State Approved Program Looking for Teachers

Total Tutoring (an approved SES provider) is looking for licensed teachers for the beginning of the 2008-2009 school year. There are 12 schools (9 elementary and 1 middle school) that qualify for these services. Tutoring will be conducted at the school sites.

Students are tutored in hour blocks twice a week. The hours of operation depend on each school's bell schedule. The days of operation are Monday/Wednesday and/or Tuesday/Thursday.

The hourly compensation is \$30/hour for licensed teachers.

The group size ranges from one-to-one to four-to-one. In addition to the rewarding relationship a tutor has with these students, the financial benefits and flexibility are great benefits.

There are approximately 30 positions available. For more information or to apply contact Mary Nemitz at [totaltutoring@sbcglobal.net](mailto:totaltutoring@sbcglobal.net) or 747-4246.

# Welcome New Members

Michael Biller	Smithridge	Marybeth King	Veterans	Jenna Howard	Loder
Pamela Miller	Incline H.S.	Kiri Murphy	Taylor	Jaime Peterson	Taylor
Krista Chiappini	Allen	Casey Baker	Wooster	Jennifer Kirkbridge	Maxwell
Patricia Orr	Hidden Valley	Andria Pruitt	Palmer	Holly Hemming	Allen
Dolores LaFleur	Elmcrest	Wayne Maloney	Winnemucca	Cayla Solari	Winnemucca
Mariah Erickson	Booth	Chelsey Garcia	Stead	Cheryl Lunt	Beasley
Morgan Langtimm	Mitchell	Natalie Wall	Van Gorder	Brianna Burns	Allen
Joe Lowery	Taylor	Christopher Tatro	Spanish Springs H.S.	Kimberly Berg	Peavine
Amy Conner	Double Diamond	Jonah Ferrin	Dunn	Stephanie Spencer	Mathews
Jennifer Andreason	Hall	Sara Kennedy	Taylor	Patsy Luvene-Jammeh	Dodson
Megan Conley	Kate Smith	Pamela Henning	Mount Rose	Jenell Hall	Duncan
Keeli Parga	Allen	Ilsa Tinnin	Donner Springs	Gilbert Lenz	North Valleys
Erika Bowling-Migliore	Mathews	Joyce Martin	Lemmon Valley	Kelly Anderson	Van Gorder
Kimberly Blume	Loder	Mary Nohr	Dunn	Meredith Buckman	Van Gorder
Jeralyn Shaw	Silver Lake	Anne-Marie Squatrito	Allen	Mary Young	Pine
Briana Guzman	Hug	Nicole Marvin	Spanish Springs H.S.	Tunde Csepelyi	Traner
Michele Oster	Silver Lake	Trista Hintze	Gomes	Carol Healy	Damonte Ranch
Terra Hernandez	Greenbrae	Breanne Cohen	Spanish Springs H.S.	Katrina Biglieri	Spanish Springs H.S.
Amanda Stark	Melton	Crystal Johnson	Gomes	Lara Martin	Kate Smith
Jody Franz	Taylor	Jenelle Stathes	Cannan	Yadira Loza	Reed
Richard Squailia	Corbett	Amy Prehm	Hidden Valley	Cheryl Roberts	Greenbrae
Kathy Ferreira-Ewert	Lenz	Chandie Rice	Donner Springs	Lucy Peters	North Valleys
Rachael Killian	Taylor	Natalie Booth	Veterans	Lisa Murray	Sun Valley
Amy Radabaugh	Silver Lake	James Guier	Allen	Danielle Leinassar	Mathews
Alan Harvey	Incline H.S.	Jennifer Schulz	Gomes	Amber Calonico	Alice Smith
Corinne Snider	Anderson	Kaitlin Murphy	Beasley		
Steve Miles	O'Brien	Michelle Naylor	Student Support Services		



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