



Washoe Education Association Monthly Newsletter

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Mark Your Calendar

May 3rd

TACT Committee Meeting
WEA Office - 4:00 P.M.

May 6 -12th

Teacher Appreciation Week

May 8th

National Teacher Appreciation Day

May 9th

National School Nurses Day

May 9th

Special Ed Committee Meeting
WEA Office - 4:00 P.M.

May 12th

WEA Recognition Day
UNR - 3:00 to 5:00 P.M.

May 17th

MAC Committee Meeting
WEA Office - 4:00 P.M.

May 18th

WEA Awards Banquet
6:00 P.M. - Peppermill Hotel

May 21st

WEA In-Service
WEA Office - 4:30 P.M.

May 23rd

Membership Committee Meeting
WEA Office - 4:30 P.M.

May 28th

Memorial Day - No School

May 30th

Rep Council Meeting

Masters Equivalency Plans are due:

May 9th for elementary
May 8th for secondary

All ski tickets MUST be
returned by May 10th
for a full rebate.



Session Continues - *Issues still unresolved*

Lynn Warne/WEA President

As the 2007 Legislative Session enters the home stretch, there are many issues still left unresolved. At press time, the education budget has not yet closed. With the new constitutional amendment, "Education First", in play this session, leadership in both the Assembly and Senate are anxious to begin finalizing the education budget. Both houses have very different ideas about what should and should not be included in the final budget. This includes salary and benefits, along with money for textbooks, supplies, and other operating expenses.

The Assembly Democrats are still holding firm to statewide implementation of full-day kindergarten for all students. The Senate Republicans have said that full-day kindergarten has still not shown to be of academic benefit for all students and that they will not support funding for statewide implementation. A compromise will need to be reached on this issue before the budget can close.

Both the Assembly and the Senate have incentive bills. Most provide additional money for bargainable group incentives, but the amount of money provided varies between bills. Additionally, some of the incentive bills address the signing bonuses and the one-fifth retirement credit. The NSEA Lobby Team is committed to preserving the one-fifth service credit program, with some bargainable tweaking so that we can provide an incentive for our new educators who are not yet vested in PERS. We want the signing bonuses expanded to all licensed personnel.

"Empowerment" is still a buzz word many legislators like to use, but what it means to us in Washoe County

is site-based decision making. For many years, we have had a policy on the books in Washoe County which outlines a procedure schools can follow to become "site-based decision making" schools should they choose to. The debate, however, begins when money is given to "empowered" schools – how much? How will it be used? All these elements, we believe, need to be bargained. SB238 is the policy bill on empowerment and SB305 is the money bill. Both will be debated and the issue probably won't be decided until the end of the session.

There are many bills and issues that your NSEA Lobby Team is tracking. If there are specific bills or issues that I have not mentioned here, please feel free to contact me. Thanks for your continued support!

Keep Those Postcards and E-mails Coming!

Our members have sent hundreds of postcards and e-mails to legislators. Messages have included increased funding for salary and benefits, as well as the implementation of full-day kindergarten.

For our NSEA Lobby Team to succeed, we need to be supported by our members. Through member engagement and informed participation, the legislators hear not just my voice, but the voice of all our members. We will continue to send postcards and e-mails with messages on the issues at hand. Become involved and let the legislators know we care and we are watching!

NEA RA, Philadelphia 2007

Delegates from Nevada and around the country will gather June 30 through July 5 in Philadelphia for the NEA's 145th Annual Meeting and 86th Representative Assembly. The National Education Association Representative Assembly (RA) is NEA's highest decision-making body. With over 9,000 delegates, it is also the world's largest democratic, deliberative body.

The RA is convened every July during the Annual Meeting. The first two days are devoted to discussions, conferences, and exhibits—but the highlight is the RA itself. During this important event,



delegates debate issues that impact American Public Education, elect top officers, and set policy for our 3.2 million member Association.

Delegates elected to attend the NEA RA in Philadelphia...

State delegates...

Natha Anderson, Dana Galvin
Amy Peel Sambrano

WEA delegates...

Lynn Warne, Ken Buhrmann,
Jane Bantz, Patty Dickens, Linda

Enteles, Nancy Fitzgerald, Rachael Gates, Gloria Gazaway, Marlene Hansen, Nancy Hoffman, Rhogenia McMillan, Dawn Miller, Bob Munoz, MariaMunoz, Kathy Olsen, Linda Scribner, Bernice Servilican, Celana Wasson

Community Conversation A Success

Over 130 community, school, business leaders and parents gathered on April 2nd at the Grand Sierra to discuss Closing the Achievement Gaps in the WCSD. Small break-out groups worked through a process to arrive at common goals and action steps. That information has been presented to a local coalition and the top three priorities of the

group will be Parent/Community Involvement, Best Practices and Technology. The large group will reconvene on May 14th at Hug High to decide on resources and programs available to address these issues. Many WEA members and school district personnel were in attendance as well as many students. We'll keep you updated on our progress.

Contract Corner - Reassignments

Elaine Lancaster/UniServ Director

Article 27.2 in the negotiated contract addresses reassignments at the site level. Now that the transfer process is complete and the overage process will be completed by May 21st, there could be openings at your sites that need to be offered to the existing staff for a chance to volunteer for those positions. You

must put your request in writing. In the event that through this process the position is still vacant, the principal may reassign existing staff to that position. The reassignment cannot be arbitrary, capricious or punitive in nature. The administrator must put in writing that a teacher is being considered

Senator Reid visits educators at WEA

Last month, US Senator Reid visited with educators from Washoe County at the WEA Office. He took time out of his busy schedule to address the group and listen to the concerns we had regarding NCLB, special education and social security issues impacting public employees and their future retirement.

Educators were able to express what they see are the issues impacting them in the classroom and urging the Senator to return to Washington and Congress to address these issues.

We were assured by his staff that there will be a presence of the Senator's office at our meetings in the future. Everyone was impressed with the commitment of the Senator to help schools do their very best. He has not lost his perspective of what is good for Nevada!



for the reassignment and must be approved by the Superintendent of Elementary/Secondary Education or designee. The teacher may request a conference to discuss the reassignment and is entitled to a written explanation. Contact the WEA office if you have questions or need help.

Data and Assessment Tip

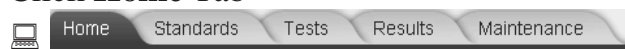
What Do District Benchmark Test Results Tell Us?

- ★ Fallacy: District test results are not useful, when we haven't taught the standards that are tested.
- ★ Fact: Results for standards we haven't taught are just as useful as results for the standards that we have already taught. Thinking of the assessment results for the standards that we have not yet taught in terms of a pretest gives us valuable information. We should determine *how close to being proficient a group of students is* to guide us in making instructional decisions.
- ★ Fallacy: Where a test item uses different terminology or format than the curriculum activities do, it is not reliable.
- ★ Fact: The terminology of items on district common tests often corresponds to the terminology used on high-stakes tests. The ability to apply a known concept to an unfamiliar format or situation is the highest level of understanding or cognition addressed on the state test. We should take advantage of the opportunity to help our students use higher level thinking skills.
- ★ Fallacy: Some of the items are too difficult.
- ★ Fact: District tests are designed to reflect the state testing format, which contains items falling into three different cognitive levels. Again, if students haven't had the opportunity to develop higher level thinking skills in a particular area, then we can think of this information in terms of a pre-test for use in instructional planning and preparing students for high-stakes tests.
- ★ Fallacy: Showing test scores to low-performing students decreases the desire to learn.
- ★ Fact: Research shows the highest gains for lower-performing students when we use test results to involve students in assessment. When a student focuses on identifying and correcting even a few testing or content errors, much learning can occur.
- ★ Fallacy: District tests drive instructional pacing.
- ★ Fact: As the curriculum guides us to revisit content and as we have the opportunity to provide instruction and intervention, we can use data to guide our level of emphasis and amount of time spent teaching specific standards.

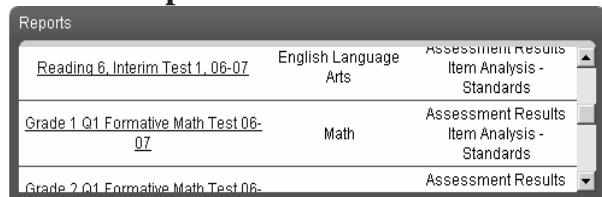
The steps below explain how to access district test results by standard and by item:

Class Report for Teachers

Click Home Tab

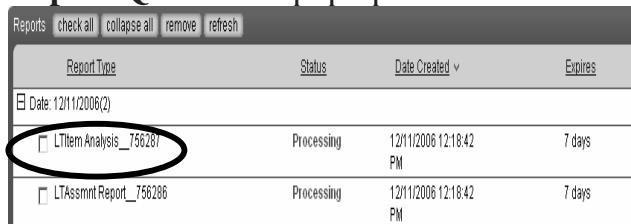


Find Reports box



Click specific test name

Report Queue will pop up



If reports in queue are not **COMPLETED**, click golden **REFRESH** button until the report status reads **COMPLETED**

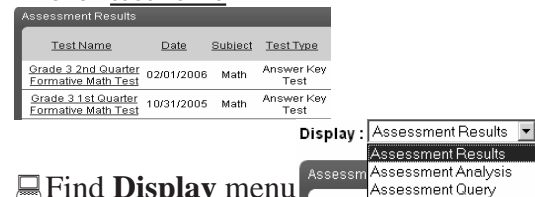
Click on the words **LTItem Analysis** to open report in PDF format

Individual Student Report

Click Home Tab

Find Assessment Results box

Click test name

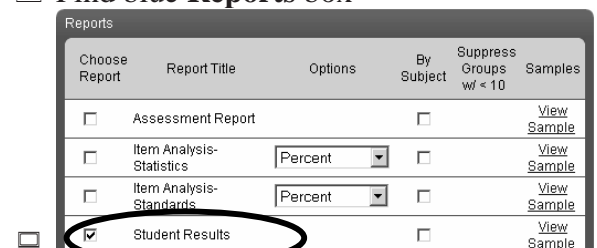


Find Display menu

Choose from drop down menu:

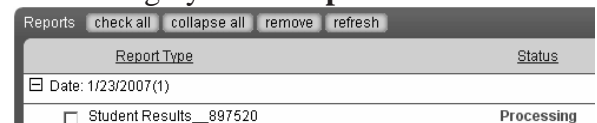
Assessment Results

Find blue Reports box



Place checkmark in **Student Results** report check box

Click gray **View Reports** button



If report in queue is not **COMPLETE**, click golden **REFRESH** button until the report status reads **COMPLETE**

Click on words **Student Results** to view report in PDF format

Toni Rader, (775) 333-3758
 WCSD Data Management Trainer
 TLRader@washoe.k12.nv.us

For assistance logging in, contact **Steven Bailey** at
 SPBailey@washoe.k12.nv.us

Data and Assessment Tip Managing Small-group Instruction

Click Home Tab



Find Reports box

Last Re-Roster: 3/9/2007

Message Center

Published	From	Expires In	Date
Whole Class Review of Difficult Items		5 days	2/13/2007

Shortcuts customize

Reports

Name	Subject	Type
Reading 6, Interim Test 2, 06-07	English Language Arts	Assessment Results Item Analysis - Standards
Reading 5, Interim Test 2, 06-07	English Language Arts	Assessment Results Item Analysis - Standards

Assessment Results

Which system report will help us design small-group instruction and intervention plans?

The Assessment Report can help us design effective instructional student groupings. We encourage educators to avoid grouping students by overall ability. We suggest, instead, placing students in fluid, short-term standards-based ability groupings and/or grouping students of proximate performance level in a particular standard for cooperative learning. Students may be grouped for short periods in this manner within a class, between classes at a grade level or for school-wide intervention programs.

Click specific test name: Report Queue will pop up

Reports check all collapse all remove refresh

Report Type	Status	Date Created	Expires
Date: 12/11/2006(2)			
<input type="checkbox"/> LTItem Analysis_756287	Processing	12/11/2006 12:18:42 PM	7 days
<input checked="" type="checkbox"/> LTAssmnt Report_756286	Processing	12/11/2006 12:18:42 PM	7 days

If reports in queue are not COMPLETED, click golden REFRESH button until the report status reads COMPLETED

Click on the words **LTAssmnt Report** to open report in PDF format

LT ASSMNT REPORT		5.RD Reading Grade 05					
Student Name	Overall Score%	3.5.1	WCSD-LA05-RD.1.5.3	WCSD-LA05-RD.2.5.3	WCSD-LA05-RD.3.5.2	WCSD-LA05-RD.3.5.5	WCSD-LA05-RD.4.5.1
1 SARA	82	3/3	2/3	1/2	3/3	2/3	3/3
2 JULIAN	53	2/3	1/3	1/2	3/3	1/3	1/3
3 LORIN	29	1/3	0/3	1/2	2/3	0/3	1/3
4 JON	82	3/3	2/3	1/2	3/3	3/3	2/3
5 JUSTINA	76	3/3	3/3	1/2	3/3	1/3	2/3
6 ANN	71	2/3	2/3	0/2	3/3	2/3	3/3

Tested standards are listed in the second row of the chart. Standards descriptions are located on the last page of the report.

Identify a standards focus for a time-limited instructional period. Note the students' "out-of" scores (e.g., 1/3) listed in the column below the focus standard. We can use these data to group students, either by ability for the focus standard (e.g., all students who answered 1 out of 3 items correctly) or heterogeneously, for example, by partnering students who answered 1 out of 3 items correctly with students who answered 2 out of 3 items correctly.

"Out-of" scores: 3/3 means that a student answered 3 out of 3 items correctly for that standard.

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Counselor's Connection

Helping Our Troubled Students

Mary Hausauer/School Counselor

This column has, in the past year, addressed a variety of counseling issues: the Gateway plan, our district's methamphetamine problem, students with Asperger's or attention deficit disorder, just to name a few. But in light of the horrific shootings last month at Virginia Tech, I wanted to address the critical role we all share as we work with those particular students who are struggling, often silently, with some form of trauma.

We, as educators, have to be the "eyes" each day that pick up an assortment of signs that a child is in need of assistance. We are often his or her voice as well- a voice that calls social services to report abuse, or shares with the school counselor a

piece of student writing that sets off an alarm, or a voice inside us that simply whispers, "I cannot ignore this quiet child who seems angry at the world."

Most of us are very aware that the Child Abuse and Neglect Law (NRS.432-B) requires that teachers, librarians, counselors, psychologists, and administrators are mandatory reporters and must verbally report suspected cases of child abuse and neglect within 24 hours. All staff personnel are encouraged to work with an administrator, counselor, or nurse to ensure continuity and follow-up. Cases of child abuse (whether it is physical, mental, or sexual) and neglect must be reported to Washoe County Social Services.

Suspected date-rape reports need to be made to the appropriate law enforcement agency. But what about all the gray areas where we have an uncomfortable feeling or some warning sign that is not as visible as a bruise on the face?

Students are masters of disguise. They wear certain clothing to hide their scars, or quickly tell a teacher that their suicidal poem is a work of fiction. Often they isolate themselves from their peers and teacher, stating that nothing is wrong. Sometimes in the busy chaos of our days it is easy to miss or ignore a student who needs our help.

People become very vigilant in the aftermath of a huge tragedy like the one that happened in Virginia. What is far more challenging is the struggle we as educators face to maintain that vigilance each day with each of our students.

NBC's Honored



Back Row-left to right: Mary Hausauer, Sandra Casey-Smith, Andrew Haycock, Alice Kaskie, Rose Rowe, Laura Hutchinson, Jacqui Tibaduiza, Phil Kaiser, Ron Geyer, Lauren Torvinen Next row standing: Julie Wakefield, Jessica Medulla, Robin Zibull, Valjean LiCon, Susan Kaiser, Jacqueline Vineis Seated: Janey Muccio, Patty Dickens, Jenny Smith, Carol Adler, Mary Wilson Front row on the floor: Faith Nicole, Carolyn Llewellyn

Teachers, counselors, and speech pathologists were honored by the WEA and the WCSD at a reception on March 29th at the UNR College of Education. Over 30 recipients brought their family and friends to join in the festivities. Experiences were

shared and everyone was overjoyed to have completed the process. If you are considering applying for your National Board Certification, the folks pictured would be an excellent resource for you. Congratulations to all the recipients!

C.A.R.E. Training and Diversity

By now the C.A.R.E. (Culture, Ability, Resilience, Effort) teams, made up of a primary teacher, an upper elementary teacher, the administrator and the PIF should be in place at each of the Title One schools. Those folks should be scheduled to attend the diversity conference on April 27th at the Peppermill, prior to the State Association's Delegate Assembly. The team should also know the date that they will be attending the C.A.R.E. training here at the WEA building. If you need questions answered or have concerns, please contact Elaine Lancaster at 828-3025.

Nurse's Notes - Food For Thought

Sharon G. Freier/RN

Washington, D.C. – “New Study Finds That Food is the Top Product Seen Advertised by Children – Among All Children, “Tweens” See the Most Food Ads at More than 20 a Day. Half of All Ads Shown During Children’s Shows are for Food”

As the fight against childhood obesity escalates, the issue of food advertising to children has come under increasing scrutiny. Policymakers in Congress, the Federal Trade Commission (FTC), and agencies such as the Institute of Medicine (IOM) have called for changes in the advertising landscape, and U.S. food and media industries are developing their own voluntary initiatives related to advertising food to children. To help inform this debate, the Kaiser Family Foundation released the largest study ever conducted of TV food advertising to children.

The study, Food for Thought: Television Food Advertising to Children in the United States, combines content analysis of TV ads with detailed data about children’s viewing habits, to provide an estimate of the number and type of TV ads seen by children of various ages. The study found that tweens ages 8-12 see the most food ads on TV, an average of 21 ads a day, or more than 7,600 a year. Teenagers see slightly fewer ads, at 17 a day, for a total of more than 6,000 a year. For a variety of reasons -- children ages 2-7 see the least number of food ads, at 12 food ads a day, or 4,400 a year.

For each age group studied, food was the top product seen advertised. Thirty-two percent of all ads seen by 2-7 year olds were for food, while 25% of ads seen by 8-12 year olds and 22% of ads seen by 13-17 year olds were for food. Of all genres on TV, shows specifically designed for children under 12 have the highest proportion of food advertising (50% of all ad time).

“Children of all ages see thousands of food ads a year, but tweens see more than any other age group,” said

Vicky Rideout, vice president and director of the Program for the Study of Entertainment Media and Health at the Kaiser Family Foundation. “Since tweens are at an age where they’re just becoming independent consumers, understanding what type of advertising they are exposed to is especially important.”

Types of Food Advertised. Of all food ads in the study that target children or teens, 34% are for candy and snacks, 28% are for cereal, and 10% are for fast foods. Four percent are for dairy products and 1% for fruit juices. Of the 8,854 ads reviewed in the study, there were none for fruits or vegetables targeting children or teens.

Appeals Employed to Advertise Food. One in five (20%) food ads targeting children or teens include a push to a website, and a similar proportion (19%) include the offer of a premium, such as a game or toy. About one in ten (11%) have a tie-in to a children’s TV or movie character.

Physical Activity Portrayed. Fifteen percent of all food ads targeting children or teens include depictions of a physically active lifestyle, such as showing children skateboarding, snowboarding, or playing basketball.

Public Service Advertising. The study also measured children’s exposure to public service messages on fitness or nutrition (whether

donated or paid). Children 2-7 and 8-12 see an average of one such message every 2-3 days (164 a year for 2-7 year-olds and 158 a year for 8-12 year-olds). Teens 13-17 see just one such message per week, for an average of 47 per year.

The report was released at a forum in Washington, D.C. that featured U.S. Senator Sam Brownback, food industry leaders, health officials, and consumer advocates. The report and a webcast of the session can be found at <http://www.kff.org/entmedia/entmedia032807pkg.cfm>.



WASHOE EDUCATION ASSOCIATION

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Registered Ink Printing

Registered Ink is a
proud supporter of education in
Washoe County

weatoday.org

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.

Welcome New Members

Nathan J Exline - Glenn Duncan
Natalie A Michaelson - Smithridge
Robin E Zibull - Alice Smith
Michelle D Hutchings - Swope
Laura P Becerra - Palmer
Susan A Young - Hunsberger
Troy-Michelle Reinhardt - Hunsberger
Hannah R Thrower - Glenn Duncan
Helen D Palma - Glenn Duncan
Monique C Madrid - Alice Smith