

# First Things First

Educational Service Unit #1

Serving Cedar, Dakota, Dixon, Knox, Thurston, and Wayne Counties

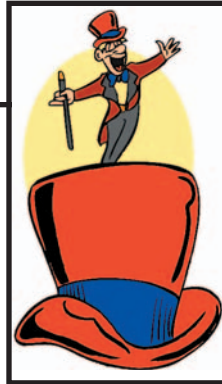
Vol. 15, No. 3 Wakefield, NE April 2006

## From The Top

### RTI.....

#### Who, What, When, and Where

By Kim Neal, Special Education Director



The first question that one may ask is “What is RTI?” RTI is an acronym for Response to Intervention. It comes from language in IDEA 2004 and will change the way that we identify students with specific learning disabilities. RTI focuses on early intervention through data collection, goal setting, and scientifically research based interventions.

Who is involved in RTI and who benefits? Everyone is involved and everyone benefits. RTI requires that a group of individuals meet on a regular basis and review data on student performance. The group uses the data to determine which students may need additional assistance or interventions and which students may need some enrichment or advanced activities. RTI is a way to make sure that all students get the support that they need in order to be successful.

When do we do RTI? In the school RTI is an ongoing process. Initially, preparing for RTI requires much thought and discussion about how to implement the process within your schools. As you study RTI, you find that it is a change in the way we have generally utilized problem-solving teams. For the most part, our SATs have formed for the purpose of referring students for multidisciplinary evaluation to determine special education eligibility. The scope of RTI is much broader.

As a tool to determine eligibility for special education services, the data collected from the RTI process can be used to determine if a student has a specific learning disability. It is estimated that this will be possible in three to five years. The State is currently working on what will be required of districts before they may utilize RTI as an eligibility tool. It is anticipated that the current discrepancy model will no longer be used once districts have established the RTI process.

Where does RTI take place? Because RTI is a problem-solving model, it takes place before referral to and placement within special education programs. Thus, RTI is a general education initiative and should be the responsibility of general educators and administrators with support from special educators and special service providers.

To learn more about RTI, contact your ESU #1 school psychologist. They have been working with RTI during this school year and can answer many general questions that you may have. Leah Moritz, Billie Hightree-Sitzmann, and Bobbi Hightree have attended many trainings on the topic this year.

## What's Inside

Transition.....	page 2
Early Childhood Development.....	page 3
Special Education.....	page 4
Business Office.....	pages 5-6
Staff Development.....	page 7
ESU #1 Happenings.....	page 8
Contact Information.....	page 9

# Transition

## NDE Transition Practitioners Meeting

By: Larry Athey, School Transition Specialist

Larry Athey, ESU #1's Transition Coordinator, attended the NDE Transition Practitioners Meeting on March 6th and 7th, 2006, in Cozad, Nebraska. The meeting addressed federal guidelines that relate to state transition activities. Also discussed was the expanding number of state behavioral facilities across the state of Nebraska and the educational component required by local districts for incarcerated students.

Legislation has now been passed that requires local school districts to provide the educational component for youth that are placed under Court Order. This is a significant enactment, as any student that is placed in a Behavioral Center, Reformatory or other form of corrective facility, are the responsibility of the local district until the age of 21.

The Department of Education now

requires a summary of student performance for SPED students exiting the public school system via graduation or by exceeding the age of eligibility requirements. NDE feels that this information should be part of the student SESIS format, but do not have SESIS upgraded at this time. Larry will be providing some sample forms that were worked up at the meeting that he attended in Cozad.

### All Children Need Everyday Heroes HOW SAFE ARE THE CHILDREN IN YOUR COMMUNITY?

**In Nebraska last year**, 4,896 children were involved in child abuse or neglect cases. Of that number, 863 were children under the age of two years. 2,306 of those children were under the age of five years. Physical or emotional abuse was the most frequent form of abuse reported.

**In the Northern Service Area of Nebraska, abuse and neglect cases have increased by 10.3% in the last 10 years.** There were 759 substantiated allegations of abuse or neglect. 86 of those children were under the age of two, and 243 were five years and younger.

#### How can you help?

**Report suspected abuse or neglect.** Keeping a child safe is everyone's responsibility. If you have reason to believe a child has been, or may be, harmed, call 1-800-652-1999 (Nebraska's Child Abuse Hotline).

**You have the power to protect a child!**



# Early Childhood Development

## Young Minds: Our Future

By Susan Strahm, Early Childhood Professional Development Coordinator

---

*“No brain is the same, no brain is the best, each brain finds its own special way.”*

~ Dr. Ed Hallowell, M.D.

(From his book *A Walk In The Rain With A Brain* - Harper Collins, 2004)

---

This month I was able to attend the conference “Young Minds: Our Future.” Keynote speaker, Edward Hallowell, M.D., presented current brain science information through the story quoted from above. Written in children’s language, the story has deep implications about how people of all ages learn best and how to overcome obstacles and promote natural talents at a very early age.

Through his research and vision, Dr. Hallowell presents ideas on what leads to a love of learning and encourages lifelong joy. These five things are fully developed in his book *The Childhood Roots of Adult Happiness: Five Steps to Help Kids Create and Sustain Lifelong Joy* (Ballantine, 2002).

The five steps are...

**FIRST AND FOREMOST:** Feeling rooted to your family - and connected through unconditional love

from one or both parents - gives a needed foundation of security. These relationships are at the cornerstone of who we are and who we will become.

**MESSAGE:** If you work with families, pass this on!

**PLAY:** Encouraging open-ended play opportunities where children can invent scenarios and problem solve allows them to find what their natural strengths and talents are.

**MESSAGE:** Nurture play in work and in school - Use your imagination!

**PRACTICE:** When kids find out what they are good at, they want to do it a lot. Sometimes they need nudging from a special person to experience success with their unrecognized talents.

**MESSAGE:** Allow for this discipline to grow to motivation and the idea that you might be able to do more than you think you can.

**MASTERY:** As you see children achieve mastery at something, they will be motivated to tackle new things. This mastery allows them to have the confidence they need to try new things.

**MESSAGE:** When you make progress, this is the building process for confidence and optimism, an important link to joy and happiness.

**RECOGNITION, APPROVAL AND ENCOURAGEMENT:** Recognition, approval and encouragement by significant people in their lives makes children feel that what they do affects others. If they receive the positive recognition that they need, Dr. Hallowell says that they are more likely to demonstrate moral behavior and feel better about themselves.

**MESSAGE:** Look for strengths in people and connect their talents to family, school and community.

---

*“You can lay the groundwork at an early age. Give your child these five key qualities and you will greatly increase his or her chances of leading a joyful, meaningful life.”*

~ Dr. Edward Hallowell, M.D.

---



# Early Childhood Special Education

## Do You Know a Child With Autism?

Submitted By Cheri Matthews, Early Childhood Special Education Coordinator

### ABOUT THE ASD NETWORK

The incidence of Autism Spectrum Disorder (ASD) is increasing nationally, and Nebraska is no exception. At the request of parents and educators, the Nebraska Department of Education, Special Populations Office (NDE) created the Nebraska Autism Spectrum Disorder (ASD) Network in 2002 in order to provide technical assistance and training to local school districts and parents of children and youth with ASD. In addition to NDE, the ASD Network consists of: Five ASD Regions, ASD Network State Coordinator, ASD Cadre - University of Nebraska System and a Statewide ASD Standing Committee.

The goal of the ASD Network is to provide support to local school districts and parents of children with ASD and to build the capacity of local school districts in providing a free, appropriate public education based on the needs of each student with ASD.

School districts may request consultative services from their ASD Regional Team in planning services for children birth to 21 years of age. Regional libraries provide educational resources for both school-based teams and parents.

### ASD NETWORK SERVICES

The ASD Network provides the following services for professionals and parents in Nebraska:

#### Information Dissemination

- Each region maintains resources and information.

Please contact your regional coordinator for a list of materials.

#### Training & Technical Assistance

- Assessment/Verification
- Educational Programming -- identification and implementation of appropriate strategies and interventions for students with ASD.

### FACTS ABOUT ASD

- Autism occurs in approximately two to six of 1,000 individuals. (*Source: Center for Disease Control Prevention, 2001*)
- Autism is usually evident within the first three years of life.
- Autism is a spectrum disorder, meaning that those diagnosed may have very different symptoms and characteristics ranging from mild to severe.
- Autism interferes with communication, social interaction and relating to

the environment.

- Early intervention is critical in improving communication and social skills necessary for success in school and the community.
- Individualized educational programming can enhance a child's educational experience through the use of strategies designed to meet the specific needs.

A child exhibiting signs of autism may not respond to their name, may not speak any words or lost verbal skills, around 18 months of age, may not point or gesture, may not interact with other children socially, may not play with toys appropriately and may like to do the same thing again and again. Please speak with your pediatrician or family doctor if you have concerns about your child and/or call your local school district for a comprehensive assessment for children ages birth through 21 years.

### Who To Contact

#### The local Autism Team Members are as follows:

- Sharon Boeckenhauer - Laurel
- Kyle Brouwer - ESU #1
- Bobbi Hightree - ESU #1
- Cheri Matthews - ESU #1
- Rose Brewer - Homer
- Chris Hanson-Harder - ESU #1
- Patty Kann - ESU #1
- Kim Neal - ESU #1

#### Northeast Regional ASD Network Coordinator:

Sonja Ford - ESU #1

(402) 564-0815 Email: sford@esu7.org

#### Nebraska Department of Education - Special Populations Office

Rose Dymacek

(402) 471-2471 Email: rdymacek@nde.state.ne.us

**For more information on training, resources and parent support groups, please visit our website at [www.nde.state.ne.us/autism](http://www.nde.state.ne.us/autism)**

# Business Office

## Annual School Survey Results

By: Lisa Salmon, Office Manager

Educational Service Unit #1 conducted their annual school survey in March, 2006. The results of the survey are shown below. Through the distribution of additional survey instruments and the availability of the on-line version, ESU #1 increased its return rate by 200% over the 2004-05 academic year. Individuals responding were categorized in the following way: Administration, Special Education, Classroom Teachers, Library/Media Personnel and Other. We also ended up with a category of Unknown for those that left the category blank.

The database lists each question, by department, and the number of people who responded to each question. The final column is a weighted average of the responses from each category.

ESU #1 plans to address some of the comments and/or concerns noted by school personnel in the upcoming newsletters. We certainly value the opinions of all the school staff served by ESU #1 and its personnel. The comments allow us to reflect on what we are currently doing and how we can further increase the value and quality of what we do to the school districts we serve.

Thanks to all of you who provided input.

2005-06 ANNUAL SCHOOL SURVEY															
23 of 25 School Districts Reported															
ADM		SPED		TCHR		TECH		LIB/ MED		OTH		NOT KNOWN		TOTAL	
42		32		104		14		15		17		10		234	
1=Not Satisfied; 3 = Adequately Satisfied; 5 = Extremely Satisfied															
<b>CORE SERVICE/TECHNOLOGY</b>														<b>Wtd.</b>	
<b>Staff Development</b>														<b>Avg.</b>	
	Resp	Avg.	Resp	Avg.	Resp	Avg.	Resp	Avg.	Resp	Avg.	Resp	Avg.	Resp	Avg.	
• School Improvement Process	36	4.06	20	4.00	75	3.81	2	3.50	4	4.25	8	4.25	7	4.43	3.95
• Curriculum Alignment to Standards	38	4.21	21	4.10	84	3.94	2	4.00	4	4.25	5	4.40	7	4.43	4.07
• Assessment Development	39	4.10	20	3.85	82	3.84	2	4.00	4	4.50	4	4.25	7	4.43	3.96
• Instructional Strategies (Marzano, 6 Traits, Reading, Math)	39	4.38	20	3.95	76	3.80	2	4.00	3	4.00	5	4.60	7	4.14	4.02
• District Portfolio Assistance	30	4.10	16	3.81	50	3.72	2	4.00	1	4.00	4	3.50	7	4.43	3.88
• Data Retreat	31	3.97	14	4.00	40	3.48	2	4.50	1	4.00	2	4.50	4	4.25	3.80
• Grant Coordination (Perkins, STAR, CSPD)	31	4.23	14	4.07	44	4.02	2	4.50	2	4.00	6	4.67	6	4.33	4.15
• Partnering w/ Other Agencies (NDE, ESU's)	30	4.27	15	4.27	37	3.81	2	4.00	2	4.00	5	4.60	6	4.33	4.10
• Mentoring, Coaching, Follow-up	26	3.96	13	3.69	41	3.39	2	4.00	4	4.00	4	4.25	6	4.33	3.72
• Assistance to Classroom Teachers	34	4.21	20	3.75	66	3.65	2	3.50	2	4.00	4	4.25	6	4.17	3.85
• Response to Individual District Requests	38	4.45	18	4.00	47	3.94	2	5.00	2	4.00	4	4.25	7	4.29	4.16
• Timely and Relevant Professional Development	41	4.51	16	3.94	60	3.68	2	3.00	2	4.00	7	4.43	7	4.14	4.02
• Building Leadership Capacity	36	4.25	14	4.00	47	3.94	2	3.00	2	4.00	7	4.43	7	4.14	4.07
• Collaboration w/ Superintendents/Principals	38	4.45	10	4.10	30	3.70	2	4.50	1	4.00	4	3.75	6	4.17	4.11
<b>Technology Training</b>															
• Technology Integration in the Classroom	27	3.41	19	3.53	66	3.17	9	3.00	5	4.00	4	4.25	6	4.17	3.36
• Technology Professional Development Training	26	3.42	16	3.69	65	3.12	12	3.08	5	4.20	7	3.86	6	3.83	3.35
• Software Training/Implementation in Classroom	25	3.36	16	3.56	60	3.00	9	2.78	4	3.75	5	4.00	5	3.80	3.23
• Ability to meet needs of classroom teachers	27	3.67	16	3.75	68	3.35	9	3.00	4	4.00	5	3.80	6	4.00	3.50
• Response to district requests for assistance	28	4.07	17	3.94	63	3.83	13	3.77	5	4.40	7	4.43	4	4.25	3.95
• Timely & relevant offerings that meet specific needs	26	3.88	16	3.81	65	3.78	11	3.18	5	4.40	7	4.29	6	4.00	3.81
• Support (onsite, phone, e-mail)	27	4.22	17	4.29	57	4.00	13	3.69	5	4.80	7	4.00	5	4.00	4.08
<b>Network Management</b>															
• E-mail Support Available (when contacted)	26	4.19	14	4.14	61	4.16	12	4.08	4	4.75	10	4.30	5	4.40	4.19
• Phone Support Available (when contacted)	25	4.52	13	4.08	52	4.02	12	4.00	5	5.00	9	4.00	5	4.20	4.17
• onsite Support Available (when contacted)	25	4.12	12	4.33	48	4.00	12	3.33	4	4.75	8	3.88	4	3.75	4.00
• Training Opportunities for LAN Managers	20	4.15	8	3.88	30	3.70	12	3.75	1	4.00	3	3.67	2	3.50	3.84

Results Chart Continued on Page 6



# Business Office

<b>CORE SERVICE/TECHNOLOGY (Continued)</b>															<b>Wtd.</b>
	<b>Resp</b>	<b>Avg.</b>	<b>Resp</b>	<b>Avg.</b>	<b>Resp</b>	<b>Avg.</b>	<b>Resp</b>	<b>Avg.</b>	<b>Resp</b>	<b>Avg.</b>	<b>Resp</b>	<b>Avg.</b>	<b>Resp</b>	<b>Avg.</b>	<b>Avg.</b>
<b>Media</b>															
• Delivery System (Method/Efficiency)	25	4.24	15	4.27	71	3.85	7	4.00	15	4.33	9	4.33	5	4.20	4.06
• Method of Informing Schools of what's available	26	4.12	16	3.56	77	3.61	7	4.14	15	4.33	10	4.40	6	4.17	3.85
• Turnaround on Requests	26	4.31	15	4.13	65	3.86	7	4.29	15	4.47	10	4.30	4	4.00	4.09
• Keeps materials up-to-date & responsive to requests	25	4.20	14	4.00	65	3.75	7	4.00	15	4.33	9	4.33	6	4.50	4.00
<b>OTHER SERVICES:</b>															
<b>Audio Visual Repair Service</b>															
• Repairs Satisfactorily Completed	18	3.83	7	3.86	32	3.84	3	4.00	12	4.33	4	4.25	4	3.75	3.94
• Timely Repairs	18	3.83	7	3.86	31	3.77	3	3.33	12	3.67	4	4.25	4	3.50	3.77
• Equipment Pickup/Delivery Method	18	4.00	8	4.13	31	4.00	3	4.00	12	4.08	4	4.00	4	3.75	4.01
<b>Computer Repair Service</b>															
• Repairs Satisfactorily Completed	17	4.12	7	3.86	23	3.52	6	4.17	4	3.75	5	4.20	2	3.50	3.84
• Timely Repairs	17	4.00	7	3.57	22	3.50	6	4.17	4	3.75	5	4.20	2	3.50	3.78
• Equipment Pickup/Delivery Method	16	4.13	7	3.86	21	3.62	6	4.33	4	3.75	5	4.20	2	3.50	3.90
<b>Co-op Purchase</b>															
• Timely response to requests/problems	31	4.26	8	4.25	35	3.97	2	5.00	6	4.17	6	4.33	6	4.00	4.15
• Method of pickup/delivery	31	4.10	8	4.25	32	4.00	2	5.00	5	4.40	5	4.40	6	3.50	4.09
• Communication(s)	31	4.19	8	4.25	32	3.97	2	5.00	5	4.40	5	4.40	5	3.80	4.14
<b>SPECIAL EDUCATION SERVICES:</b>															<b>Wtd.</b>
<b>Program Supervision</b>															
• Response to requests is timely	31	4.23	26	3.88	28	3.68	1	5.00	3	4.33	3	4.33	1	4.00	3.98
• Matches resources to needs	29	4.21	27	4.11	23	3.70	1	5.00	3	4.33	3	4.33	1	4.00	4.06
• Coordinates with other agencies	29	4.10	26	4.15	22	3.91	1	5.00	1	4.00	3	4.00	1	3.00	4.06
• Knowledge of special education and budgeting issues	29	4.34	22	4.36	21	3.90	1	5.00	1	4.00	3	4.00	1	4.00	4.21
<b>Audiology</b>															
• Testing Procedure (Fall, Mid-Year & Spring)	30	4.53	20	4.30	43	4.28	1	5.00	3	4.00	3	4.33	5	4.20	4.35
• Information related to school/staff/parents	30	4.57	20	4.35	41	4.10	1	5.00	3	4.00	4	4.75	6	4.17	4.32
• Referrals/Reports	28	4.54	20	4.35	39	4.15	1	5.00	3	4.33	3	4.67	5	4.00	4.32
<b>Speech/Language</b>															
• Provides and interprets thorough assessments	24	4.38	20	4.60	38	4.32	0	0.00	3	4.00	6	4.67	7	4.00	4.38
• Plans and contributes to SAT, MDT & IEP mtgs.	24	4.42	20	4.60	43	4.44	0	0.00	3	4.33	7	4.71	7	4.14	4.46
• Collaborates w/ teachers/parents on student progress	24	4.42	20	4.60	41	4.34	0	0.00	2	4.00	4	4.75	5	4.20	4.42
• Contributes data for SESIS, MIPS, etc.	24	4.46	20	4.65	25	4.32	0	0.00	2	4.00	3	4.67	2	4.50	4.46
• Provides services to students as prescribed on IEP's	24	4.54	20	4.45	43	4.35	0	0.00	3	4.00	6	4.83	5	3.40	4.39
• Completes paperwork in timely and thorough manner	24	4.46	19	4.32	35	4.49	0	0.00	3	4.33	5	4.60	5	4.00	4.42
<b>Occupational Therapy</b>															
• Timely response on referrals	25	4.20	22	4.05	23	4.30	1	5.00	2	3.50	2	4.50	4	3.75	4.16
• Communicates w/ contracting districts	25	4.20	22	4.05	24	4.17	1	5.00	2	3.50	2	4.00	4	3.75	4.11
• Collaborates w/ other service providers	24	4.25	22	4.14	21	4.19	1	5.00	2	3.50	2	4.00	4	3.75	4.16
<b>Physical Therapy</b>															
• Timely response on referrals	24	4.17	20	4.15	14	4.29	1	5.00	1	4.50	2	4.00	3	4.33	4.21
• Communicates w/ contracting districts	24	4.13	20	4.05	14	4.21	1	5.00	1	5.00	2	4.00	3	4.33	4.15
• Collaborates w/ other service providers	24	4.17	20	4.10	14	4.36	1	5.00	1	4.00	2	4.40	3	4.33	4.21
<b>Psychology</b>															
• Provides and interprets thorough assessments	29	4.52	26	4.54	38	4.21	1	5.00	3	4.00	7	4.43	4	4.25	4.39
• Collab w/ teachers/parents in develop appropriate interventions	29	4.55	26	4.38	40	4.05	1	5.00	2	4.00	5	4.20	4	4.25	4.29
• Plans and contributes to MDT meetings	30	4.60	25	4.44	40	4.23	1	5.00	2	4.00	7	4.57	4	4.00	4.40
<b>Vision Impaired</b>															
• Meets student needs for learning	12	3.67	9	3.78	12	3.75	0	0.00	1	3.00	2	4.00	2	3.50	3.71
• Resource for visual aids	11	3.73	9	3.56	12	3.75	0	0.00	1	3.00	2	4.00	2	3.50	3.68
• Collaborates w/ service providers	11	3.73	8	3.75	12	3.75	0	0.00	1	3.00	2	4.00	2	3.50	3.72
<b>Transition</b>															
• Linkage to Service Providers	20	3.85	18	4.39	18	3.56	0	0.00	2	4.50	2	4.00	1	4.00	3.95
• Referral Method	20	3.85	17	4.41	18	3.61	0	0.00	2	4.50	2	4.00	1	4.00	3.97
• Curriculum assistance (transition)	19	3.84	15	4.40	18	3.56	0	0.00	2	4.00	2	4.00	1	3.00	3.90
<b>Severe/Profound Program at Tower School (Wayne)</b>															
• Communicates w/ and involves contracting districts	11	4.18	4	4.00	10	3.90	0	0.00	1	4.00	1	4.00	2	4.00	4.03
• Program meets district's expectations	11	4.36	4	4.00	10	3.80	0	0.00	1	4.00	1	4.00	2	4.00	4.07
• Materials/equipment/activities available	11	4.36	3	4.67	9	4.22	0	0.00	1	4.00	0	0.00	2	4.50	4.34
• Capable staff	10	4.40	3	5.00	10	3.50	0	0.00	1	4.00	1	5.00	2	5.00	4.19
<b>Behaviorally Disordered Program at Tower School (Wayne)</b>															
• Communicates w/ and involves contracting districts	15	4.27	9	4.00	11	3.27	0	0.00	1	4.00	1	4.00	2	4.50	3.92
• Materials/equipment/activities available	15	4.47	9	3.56	10	3.40	0	0.00	1	4.00	1	4.00	2	5.00	3.98
• Program meets district's expectations	15	4.53	9	3.89	11	3.18	0	0.00	1	4.00	0	0.00	2	4.50	3.97
<b>Early Childhood - Home &amp; Center Base Program</b>															
• Responses to requests are timely	22	4.41	11	4.00	10	3.70	0	0.00	1	5.00	1	4.00	3	4.00	4.15
• Communicates w/ and involves contracting districts	22	4.23	11	3.91	10	3.80	0	0.00	1	5.00	1	4.00	2	4.00	4.07
• Family interaction	22	4.36	11	4.36	10	3.70	0	0.00	1	5.00	1	4.00	3	3.67	4.19
• Information sharing	22	4.18	10	4.10	10	3.70	0	0.00	1	5.00	1	4.00	3	3.67	4.04
<b>Central Office ~ Staff is</b>															
• Helpful and responsive	36	4.81	25	4.56	61	4.43	6	4.50	7	4.86	8	4.75	7	4.43	4.58
• Prompt & accommodating in addressing requests/questions	36	4.83	25	4.56	61	4.39	6	4.50	7	4.86	8	4.75	7	4.57	4.58
• Courteous when approached	36	4.81	24	4.54	59	4.49	6	4.67	7	4.86	8	4.75	7	4.43	4.61
• Courteous & communicates effectively on the phone	36	4.81	25	4.52	59	4.42	6	4.67	7	4.86	8	4.75	7	4.43	4.58

# Staff Development

## The Joy of Stress

By: Rhonda Jindra, Staff Development

Valet parking. Soothing music. Biscotti. What's this? Just another day at the office? Not exactly. But it was a day where ESU #1 Guidance Counselors met to collaborate and encourage one another while dealing with daily stressors in the important work they do.

Both Fran Hassler, Ponca, and Susan VonMinden, Allen, greeted participants as they ar-

Terry Hamilton and Kathy Conway, Wayne State College professors, offered strategies for helping district colleagues and students, as well as each other, "relieve stress" and accept its inevitability. The pace was unhurried. The conversations were insightful.



Left to right: Fran Hassler, Ponca, Susan VonMinden (Allen) and Robin Phillips (Pender).

received. Valet parking was optional but many took advantage of the special treatment. Once inside, Cindy Anderson, Ponca, lavishly welcomed each guidance counselor with biscotti and greetings. During the morning session,

It was an enjoyable morning.

After lunch, Loretta Laroche presented "The Joy of Stress" (via video). Much laughter could be heard (another stress-reliever).

During the afternoon, guidance counselors shared strategies that worked, as well as discussed upcoming professional development opportunities. In addition, they began



Fran Hassler, Ponca, introducing Loretta Laroche and "The Joy of Stress."

planning for the fall Guidance Counselor Sharing Session. To conclude the day's activities, Dawn Smith, Santee, hosted a tea party, nurturing the self-care needed by all of us to effectively do our work.



Left to right: Cindy Anderson, Ponca, and Terry Hamilton, Wayne State College.



# ESU #1 Happenings

ESU #1 is always a busy place. Take a look at a few of the snapshots from some of the many trainings that have been happening at ESU #1.



Stephanie Petersen, Laurel-Concord Elementary Principal, shares her book reflection during the CFI (Career Fields Integration) Learning Community meeting at Moose Creek Grille. Sue Brandow (right) listens with interest.



Carol Jurgens, NDE, offers career education insight during the Rethinking the High School Follow-Up.



Marta Victor (left) and Pam Thies (right), Laurel-Concord Career Fields Integration (CFI) Learning Community members, share a light-hearted moment during the ESU collaborative work day on March 15th.



Dawn Friedrich, left, and Connie Vanness, right, from the Wausa Learning Community work to make Career Fields Integration a reality at the district.



Rethinking the High School Follow-Up at Northeast Community College. John Lammel, UNL, served as the presenter for the day, focusing on "Change" within the district.



Rethinking the High School Follow-Up participants experience the reality of "change" and its physical and emotional effect during John Lammel's presentation on March 27, 2006.



Marta Victor (left), offers insight during the CFI Learning Community meeting at Moose Creek Grille. Shelley Groene (right) participates.

## UPCOMING WORKSHOPS

Workshops are continuously being added to the calendar. Because cancellations and reschedulings occur from time to time, a complete listing has not been included. However, you can keep up to date on the latest workshop information by going to <http://www.esu1.org>. Click on ESU Newsletter. From there, you can print a monthly calendar. Make sure to check back frequently for updates.



# Contact Information

The Educational Service Unit #1 staff welcomes your questions, ideas, and concerns. We look forward to hearing from you. Below is a listing of our central staff and their email addresses.

## Administration

Dr. Bob Uhing, Administrator	buhing@esu1.org
Kim Neal, Special Education Director	kimneal@esu1.org
Lisa Salmon, Business Manager	lsalmon@esu1.org

## Central Office Support Staff

Wendy Ellis, Secretary/Media Assistant	wellis@esu1.org
Sarah Elton, Secretary/Receptionist	selton@esu1.org
Joleen Gustafson, Special Education Secretary	ygustafs@esu1.org
Diane Keim, Accounting	dkeim@esu1.org

## Professional Development

Amy Hill, Staff Development Coordinator	ahill@esu1.org
Rhonda Jindra, Staff Development Coordinator	rjindra@esu1.org
Shannon Collin, Staff Development Coordinator	scollin@esu1.org
Susan Strahm, Early Childhood Professional Development Coordinator	sstrahm@esu1.org

## Technology/Media

Jim Hopkins, Technology Coordinator	jhopkins@esu1.org
Jenny Heimann, Media	jheimann@esu1.org
Lanita Recob, Technology/Media	lrecob@esu1.org

## Program Coordinators

Cheri Matthews, Early Childhood Special Education	cmatthew@esu1.org
Ron Lorenzen, School Psychologist	rlorenze@esu1.org
Leah Moritz, ILCD	lmoritz@esu1.org
Peg Roush, Speech Language Pathologist Coordinator	proush@esu1.org
Larry Athey, School Transition Specialist	lathey@esu1.org