



LEADERSHIP

INNOVATION

VISION

ENGAGEMENT



CHANGING MINDS: ESU 5 MENTAL HEALTH PROGRAM

QUICK FACTS:

1 in 5 adolescents will be affected by major mental illness in their lifetime

50% of cases of mental illness occur by the age 14

Average time between age of onset of symptoms and age of treatment is 8-10 years

50% of students with major mental illness at age 14 will drop out of school

These statistics are a sobering reminder of what today's youth are faced with.

Schools are now beginning to realize that in order to help children be successful in the future, they need to address more than just math, science, and english, but to acknowledge the whole student, and all of their needs.

Several school districts in the ESU 5 area recognized the need for mental health services within their school buildings. At the start of the 2017-2018 school year, Educational Service Unit 5 (ESU 5), which serves ten schools districts over Gage, Jefferson, and Thayer counties, piloted a mental health program, and brought on mental health therapist Jen McNally, MA, LIMHP, CCTP to provide supports to five school districts. These supports included: meeting with students 1:1 in both long term and acute situations; family therapy in crisis situations; working with outside agencies; threat assessments; suicide risk assessments; crisis intervention; offering trainings for staff; speaking engagements for students with topics related to mental health, social issues, affects of social media; and regular consultation with staff and administration.

CONTINUED ON PAGE 2

DECEMBER 2018

UPCOMING EVENTS

106TH LEGISLATURE, 1ST SESSION

Begins Wednesday, January 9

DAY 1 - JANUARY 9

LEADERSHIP/COMMITTEE CHAIRS DETERMINED

DAY 10 - JANUARY 23

LAST DAY TO INTRODUCE BILLS

JANUARY 27

NASB'S LEGISLATION COMMITTEE MEETING

DAY 90 - JUNE 6

FINAL DAY OF THE 2019 SESSION

LEGISLATIVE ISSUES CONFERENCE

January 27-28 | Lincoln

SCHOOL BOARD MEMBER WEEK

January 27 to February 2

NSBA ADVOCACY INSTITUTE

January 27-29 | Washington D.C.

SPRING LEGAL WORKSHOPS

February 5 | Gering

February 6 | North Platte

February 7 | La Vista

BUDGET & FINANCE WORKSHOP

February 13 | La Vista

February 20 | North Platte

PRESIDENT'S RETREAT

February 17-18 | Kearney

February 24-25 | Lincoln

NAEP STATE CONVENTION

March 26-27 | Grand Island

NSBA ANNUAL CONFERENCE

March 30 - April 1 | Philadelphia

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Through these efforts, the ESU 5 school districts have seen positive outcomes in being able to identify students early who could benefit from additional supports, as well as creating an environment where mental health and well-being is seen as a priority and normalized. Due to the overwhelming positive response from students, families, school personnel, and community patrons, school districts requested more days of mental health support and two more schools requested services. Starting with the 2018-2019 school year, ESU 5 hired two additional mental health staff in therapist Cole Stark, MA, LIMHP, CCTP and school psychologist Jamie Mapp, Ed.S., NCSP to meet the growing needs of the districts.

So far this 2018-2019 school year, the three mental health therapists are serving over 100 students with a variety of mental health needs. Out of the over 100 students supported, there are three main areas we see frequently: 78% struggle with relationships with peers and family; 60% have experienced some traumatic event; and 40% have had suicidal ideations. Based on the large number of students who have experienced traumatic events, the program is adding a national certification, Trauma Focused-Cognitive Behavioral Therapy (TF-CBT), that has been empirically researched, and found to be a successful modality. Also, to assist with the increasing number of students who display signs of suicide, Jen McNally became a QPR Institute instructor, and trains school district staff and students on suicide awareness. The QPR Institute, is a recognized suicide training from the Nebraska Department of Education and meets the requirements for yearly suicide training for school staff.

The innovative and cutting edge approach ESU 5 has implemented in their school districts, has been sought after as a blueprint for future changes in how the education system steps outside the box of traditional education, and finds ways to support students in not only becoming good students, but also healthy individuals, to foster success for the future. In addition, with the rising number of well qualified educators who are leaving the profession, this program has provided invaluable self-care awareness for teacher's to progress and spend more time actively teaching. We're looking towards the future expansion of the program, while continuing to change minds of students, school personnel and community members on the powerful impact of having mental health services in schools.



ESU 5


Board of Education

Duane Smith, President
Vicki Frerking, Vic Jacobson
Lorna McMurray, Deb Meyer
Jeannine Murphy, Darlene Pierce
Jan Reimer, Roger Smidt

Brenda McNiff - Administrator

Districts = 10
Beatrice, Bruning-Davenport, Deshler,
Diller-Odell, Fairbury, Freeman,
Meridian, Southern, Thayer Central, &
Tri County

NASB Region #1
www.esu5.org




Save the Date


NEBRASKA SCHOOL MENTAL HEALTH CONFERENCE

Advancing HOPE: Health, Opportunities, Partnership, Equity

When: Tuesday, June 11 & Wednesday, June 12, 2019
Where: Younes Conference Center, 416 W Talmadge Rd., Kearney, NE 68845



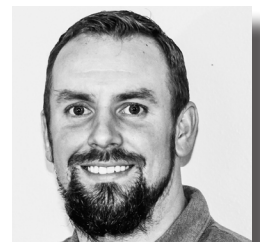
More details coming soon!



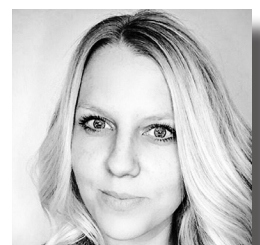
JEN MCNALLY
MA, LIMHP, CCTP
ESU 5



COLE STARK
MA, LIMHP, CCTP
ESU 5



JAMIE MAPP
ED.S., NCSP
ESU 5



COMING SOON: A NEW LOOK NASBONLINE.ORG

100
Nebraska Association of
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HOME GOVERNMENT RELATIONS BOARD LEADERSHIP



NEWS & RESOURCES ▾ PROGRAMS & SERVICES ▾



NEW YEAR, NEW LOOK -- THE NASB WEBSITE IS RECEIVING A FACELIFT

IN ADDITION TO A NEW LOOK, WE HAVE IMPROVED A LOT OF THE LINKS AND FUNCTIONALITY, AS WE WORK TO MAKE YOUR WEB EXPERIENCE AS STREAMLINED AS POSSIBLE. WITH CLEANER LINKS, YOU WILL BE ABLE TO GO DIRECTLY TO PAGES LIKE:

WWW.NASBONLINE.ORG/BILLS

WWW.NASBONLINE.ORG/EVENTS

WWW.NASBONLINE.ORG/BOARD-LEADERSHIP

WWW.NASBONLINE.ORG/ABOUT-US

AND MANY MORE!

100 ADVOCACY 101: SHARE YOUR STORY, KNOW YOUR DATA

Nebraska Association of
SCHOOL BOARDS

LEADERSHIP

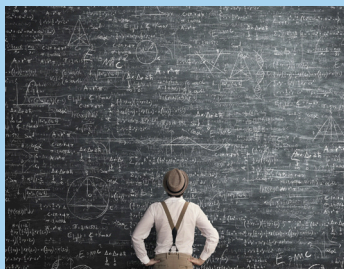
KNOW YOUR DATA

Understand the data that will make a difference!

Arm yourself to be a better storyteller!

Know where you're at ... Where the Legislature is going ...

AND HOW TO ALIGN!



Below are examples of the data you should know from your schools to help tell your district's story as various bills are introduced:

of Kids in Free/Reduced Lunch

School Lands Per Pupil Reimbursement

Census vs Enrollment

of Languages Spoken in your District

of ELL Students

Transportation numbers
If Seat Belts in Busses, Impact (\$)

What % of your budget is SPED

Average Class Size

Student Discipline Procedures

Retirement Obligation

Safety & Security Measures
in the Past Few Years

of Option Kids

% of Administrative Costs

INNOVATION

The 2019 Legislative Session kicks off January 9!

Stay informed, involved, and engaged with NASB's legislative communication and these tips to be a better advocate for your district, community, and all of Nebraska!



Your role as an advocate for education and EDUCATING is more important than ever!

Advocacy is on going. It is important to stay up to speed on the Legislature year-round.

Relationships are key ... Have the relationship BEFORE you need it.

Don't take for granted the access we have as Nebraskans to our Senators & Federal Representatives. It is not like that everywhere. Take advantage of it. Be involved. Be ENGAGED!

Include a "legislative update" agenda item at each board meeting, and share key legislative information with your board and your community.

Pass board policy specific to how you deal with legislative issues.

Utilize NASB's Legislative links, communication, the Legislative Notes newsletter, track specific bills, follow along on social media, and study the annual Advocacy Handbook.

Stay up to speed with your local newspaper, social media, senator emails/newsletters, etc.
SHARE YOUR STORY!

Ask Yourself: What am I doing for your district?

How can NASB help empower you to become a better advocate for public education in Nebraska?

The Legislature needs to know school board members want to be involved!

YOU HAVE POWER & VOICE!
Legislators care about your opinion.
Remind them; You are their neighbor.
The same voters also put you in office.

ADVOCACY

NASB's legislative team is always here to answer any questions you may have, or help as you or your district looks to get more engaged in the overall process.
When it comes to advocating for public education, a little can do a lot!



2019 LEGISLATIVE ISSUES CONFERENCE



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IT'S GAMETIME: KNOW THE PLAYERS, CAPTAINS & GAMEPLAN

JANUARY 27-28, 2019 | CORNHUSKER MARRIOTT HOTEL LINCOLN

LEGISLATIVE ISSUES CONFERENCE | SUNDAY, JANUARY 27

6:00 PM

Reception, Dinner & Program
"From School Board to State Capitol"
Senator John Stinner

Former President, Gering Public Schools
Board of Education

Former member, Nebraska Cornhusker
National Championship football team,
1970 and 1971



Hospitality event to follow hosted by First National Capital Markets

LEGISLATIVE ISSUES CONFERENCE | MONDAY, JANUARY 28

8:00 AM

Registration

8:30 AM

Welcome & Introductions | Steve Blocher, NASB President

The Speaker, key Committee Chairs and a number of other Senators have been invited to share their respective views throughout the morning.

See who will be chairing the various committees, and get a first hand look at all of the bills introduced that will have an impact on public education in Nebraska during this year's legislative session.

12:00 PM

Lunch with the Senators

1:30 PM

Adjourn

(SPEAKER LIST SUBJECT TO CHANGE)

REGISTRATION IS NOW OPEN AT WWW.NASBONLINE.ORG

WHAT THE 'FADEOUT' EFFECT REALLY MEANS FOR QUALITY EARLY LEARNING

By Benjamin Baumfalk | Policy Research Analyst
First Five Nebraska



Some studies suggest academic gains from high-quality early learning experiences diminish over time.

In reality, the full weight of evidence shows otherwise.

Sustained, high-quality early learning opportunities throughout children's earliest years can narrow the achievement gap and set them on the path to ongoing success in school and beyond.

KEY POINTS

- Some studies of specific early childhood programs suggest the cognitive and academic benefits of these experiences “disappear” by grade 3. These studies tend to focus on programs targeting children one or two years immediately before they enter kindergarten.
- The positive effects of quality early learning experiences are cumulative. Sustained educational supports throughout children's early development are necessary for persistent gains.
- Improving the quality of elementary education settings and aligning K-12 systems with pre-kindergarten experiences can yield more enduring benefits from early learning opportunities.

1. COMMON MISCONCEPTIONS ABOUT THE 'FADEOUT' EFFECT

High-quality early learning experiences are a recognized strategy for closing the achievement gap that separates children who face significant obstacles to their cognitive, social and emotional development from their peers. This gap is often apparent before kindergarten entry and generally widens as children proceed through the K-12 system.

Credible evidence not only indicates quality early learning experiences reduce the achievement gap, but shows these gains persist. The result is fewer special education placements, decreased grade retentions and increased graduation rates.¹

Despite the body of evidence supporting these conclusions, other studies argue the cognitive and academic gains from early learning experiences disappear by third grade or sooner.² This phenomenon, known as the “fadeout” effect, is often used to question the overall value of public investments in early learning.

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These studies, however, focus narrowly on specific programs and outcomes without considering the full scope of children's early developmental needs over time. Recent interpretations of this research implicitly assume that a single preschool program or learning environment should be able to act as a magic bullet against the broad range of developmental and educational obstacles children may encounter throughout their earliest years. This reveals an essential misconception about how young children learn and develop.

Accurately defining and addressing the “fadeout” effect requires a more realistic and comprehensive understanding of children's educational and developmental trajectories.

2. QUALITY EARLY EXPERIENCES MATTER

Quality is the common denominator in programs that demonstrate developmental gains in young children. There is a vast difference between early childhood programs that meet minimum standards for basic health and safety, and those intentionally designed to promote socioemotional growth, learning habits and skill formation.³

Unless children are consistently exposed to stimulating, emotionally supportive learning environments, they are unlikely to realize significant benefits in either the short or long term.

This raises an important question—what makes the difference between interventions that result in “fadeout” and those that successfully yield lasting gains?

3. LONGER EXPOSURE TO QUALITY OFFSETS 'FADEOUT'

The amount of time children spend in quality early learning environments is an important factor in the benefits those experiences produce. In most studies where “fadeout” was observed, the specific interventions typically occurred only in the year or two immediately prior to school entry.

Brain development in the first three years of life is crucially important to the emergence of skills and competencies that drive ongoing success in and beyond the classroom. Without developmental advantages in the earliest years to build upon, it is improbable that children will realize the full benefits of preschool programs at ages 3 or 4, no matter how high the quality of those programs may be.

Early learning experiences should be tailored to children's individual needs. They must also be of sufficient duration to offset the developmental challenges children face.

4. ALIGNING PRE- AND POST-KINDERGARTEN EXPERIENCES CONSOLIDATES EARLY LEARNING

Children's academic trajectories are affected by their learning experiences both before and after kindergarten entry, as well as the transition between the two. Pre-kindergarten environments and elementary education have historically been seen as separate systems. This has made it difficult for them to collaborate to ensure a more uniform transition into kindergarten and approach the first eight years of life as a continuous period of early learning.

Research has suggested that the “fadeout” effect is, in fact, more of a “fade up” phenomenon—the result of other students catching up with their peers who had the benefit of participating in quality early learning programs.⁴ The absence of an aligned curriculum and teaching practice on either side of kindergarten entry sets the stage for these kinds of effects to occur. To avoid these problems, it is essential that we design education policies to make it easier for early childhood providers, elementary teachers and administrators to work together on meeting children's distinct early learning needs.

5. CONCLUSION

Nebraska policymakers are trusted to make difficult decisions about where to allocate resources for the greater good of the state and its citizens. Evidence of the “fadeout”

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effect can therefore seem to offer reasons for rethinking our state's ongoing commitment to quality early learning. This is why it is imperative that policymakers fully and objectively understand the evidence supporting the documented benefits of preparing young children for success in school and life.

Scientific research shows sufficient exposure to quality early learning opportunities results in greater educational achievement, higher adult wages, better health outcomes and reductions in violent crime, arrests and unemployment.⁵ As a key strategy for growing a well-educated, socially competent citizenry, these investments offer a critical pathway for Nebraska's ongoing civic and economic development.

1 McCoy, D. C., Yoshikawa, H., Ziol-Guest, K. M., Duncan, G. J., Schindler, H. S., Magnuson, K., ... & Shonkoff, J. P. (2017). Impacts of early childhood education on medium-and long-term educational outcomes. *Educational Researcher*, 46(8), 474-487.

2 Bailey, D., Duncan, G. J., Odgers, C. L., & Yu, W. (2017). Persistence and fadeout in the impacts of child and adolescent interventions. *Journal of Research on Educational Effectiveness*, 10(1), 7-39.

3 Camilli, G., Vargas, S., Ryan, S., & Barnett, W. S. (2010). Meta-analysis of the effects of early education interventions on cognitive and social development. *Teachers college record*, 112(3), 579-620.

4 Engel, M., Claessens, A., & Finch, M. A. (2013). Teaching students what they already know? The (mis) alignment between mathematics instructional content and student knowledge in kindergarten. *Educational Evaluation and Policy Analysis*, 35(2), 157-178.

5 Karoly, L. A., Kilburn, M. R., & Cannon, J. S. (2006). Early childhood interventions: Proven results, future promise. Rand Corporation.

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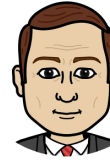
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JIM



MELISSA



KORI



LISA



SALLIE



VICKI



*Warmest wishes for a
Merry Christmas and a
Happy New Year!*

... SEARCH & STRENGTHS

DID YOU KNOW?

Ainsworth, Gothenburg and Crofton superintendent application deadlines are coming soon!

New superintendent searches posted:

ESU 13

Freeman

Garden County

Learn more at
www.NASBsuptsearch.org

-Shari -

... ADVOCACY & GOVERNMENT RELATIONS

We are inching closer to January 9th! Days 1-10 will be fast-paced with election of leadership and the introduction of bills. Hear from the Senators themselves, and get a firsthand look at what has been introduced at this year's Legislative Issues Conference, January 27-28, in Lincoln. Register now!

Continue to stay engaged, continue to share your data and your stories!

- Call Colby with any questions! -

... BOARD LEADERSHIP

Congratulations to each of the newly elected school board and ESU board members across the state! As you anticipate and prepare for the January Board Meeting.

BEGIN BY REVIEWING:

Board Meeting and Retreat agendas/minutes for the last twelve months and the Annual Board Calendar.

Policy, most specifically the Board of Education section and Administrator section focusing upon policies that pertain to the role of superintendent.

ANTICIPATE THAT THE BOARD WILL:

Administer the Oath of Office to board members and/or newly elected board members. Note: Check the district policy manual for a policy stating the district's practice on administering the Oath of Office.

Election of board officers (President, Vice President, Secretary, and Treasurer).
Note: The board may conduct the election of officers by secret ballot and in open session.

Discuss the appointment of board members to committees. (Note: The board is required to appoint an Americanism Committee, check board policy regarding other committees.)

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Nebraska Association of School Boards
1311 Stockwell Street - Lincoln, NE 68502
Matt Belka, Editor | John Spatz, Publisher

THIS MONTH IN ...

LEADERSHIP

... ALICAP & INSURANCE

ALICAP's safety focus for this month is "Electrical Safety." ALICAP member districts and ESUs are encouraged to assign an Electrical Safety training for all school staff during the month of December.

Thanks, Megan!

INNOVATION

... MEMBER ENGAGEMENT

This month saw visits to Springfield-Platteview, Louisville, Conestoga, Fullerton, Aurora, Wood River, Gibbon, Loup County, Sargent, Burwell, and Wheeler Central. So many incredible things I see and learn with each stop. I look forward to seeing many more of you in 2019!

- Sharon -

VISION

ENGAGEMENT

... POLICY

One of the Board's most important roles is providing oversight of the district's capital reserve funds. The board should receive regular reports of the amounts being held in reserve and the change in those amounts over the previous year.

Contact Jim to learn more!

... WHOLE CHILD

The National Academy of Sciences identified the dependence of a child's ability to be academically successful with strong social-emotional development and capacity (a child's ability to understand the feelings of others, control his or her own feelings and behaviors, get along with other children, and build relationships with adults).

It is in this vein that the Whole Child Project Board of Directors created the mission and vision statements earlier this year. In reflecting on the work done in 2018, and the important work to come in 2019, it is important to remember the pivotal connections between social-emotional well-being and a child's ability to learn. This connection is at the heart of the vision and mission of the WCP and the guidance these statements provide the efforts being planned for 2019 (and ongoing) to create the opportunities and environments where children will thrive academically and emotionally.

Contact Kori for all things WCP

... TECHNOLOGY

Sparq Negotiations is now being used by 145 school districts across Nebraska to improve the staff bargaining and negotiations process, and over 170 organizations are using the Sparq Meetings software to improve board meeting efficiency and agenda management. Sixty-three of those subscribers are now using the Tier 2 upgrade to organize all documents and books. Subscribers now can switch between both Meetings and Negotiations seamlessly on one platform. If a user is with more than one organization that uses Sparq meetings, the user can switch between those organizations allowing him/her access to materials shared by each organization. To find out how your school district can take advantage of these services contact Nicole Kobus at nkobus@nasbonline.org.

... ENERGY PURCHASING

DID YOU KNOW?

Although winter began early this year and natural gas usage has been high, NJUMP and CJUMP members are protected by having most of their supplies hedged at extremely competitive prices. If you're not a member of one of these gas purchasing Interlocals, this is a great time to contact Jim Luebke about joining us for next year.

UNIVERSITY OF NEBRASKA TEACHERS SCHOLARS ACADEMY TO ADDRESS CRITICAL WORKFORCE NEEDS

UNL is seeking 40 great students who want to build a career in teaching and contribute to the future of Nebraska's next generation. If you know an exceptional future teacher interested in joining the UNL Teacher Scholars Academy, please pass along this information. Applications will be accepted from any incoming freshman (who has applied or will apply to UNL) and will begin their studies in Fall 2019; who is majoring in teacher education (elementary, secondary, early childhood, special education, agricultural education, or music education); and is committed to becoming the backbone of school transformation, a reflective thinker who will continue to grow and develop beyond their degree.

Apply now at <https://cehs.unl.edu/cehs/teachers-scholars-academy/>

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Join NASB, as we travel the state for various workshops, meetings and events throughout the year.
To learn more, and register, visit the Events tab of www.NASBonline.org

106th Legislature, 1st Session begins Wednesday, January 9

KEY DATES:

DAY 1 (JANUARY 9TH): LEADERSHIP/COMMITTEE CHAIRS DETERMINED

DAY 10 (JANUARY 23): LAST DAY TO INTRODUCE BILLS

JANUARY 27: NASB'S LEGISLATION COMMITTEE MEETING

DAY 90 (JUNE 6): FINAL DAY OF THE 2019 SESSION



Legislative Issues Conference | January 27-28 | Lincoln

School Board Member Week | January 27 to February 2

NSBA Advocacy Institute | January 27-29 | Washington, D.C.

Spring Legal Workshops | February 5 | Gering

Spring Legal Workshops | February 6 | North Platte

Spring Legal Workshops | February 7 | La Vista

Budget & Finance Workshop | February 13 | La Vista

Budget & Finance Workshop | February 20 | North Platte

President's Retreat | February 17-18 | Kearney

President's Retreat | February 24-25 | Lincoln

NAEP State Convention | March 26-27 | Grand Island

NSBA Annual Conference | March 30 to April 1 | Philadelphia

Board Presidents: Check your inbox each month for the monthly 'NASB Update' to include in your meeting agenda.
Please contact mbelka@NASBonline.org with any questions.

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Regions 3, 6 & 7
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