

NCSA TODAY

A PUBLICATION OF THE NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS

Leadership Matters:

Administrators making a difference

NCSA launches communications campaign



ONE STUDENT AT A TIME

Implementation Options

- Early Literacy
- Remedial Literacy
- Full Immersion
- Middle Grades
- 3-Tier

Learn how NIFDI helped one Nebraska district achieve success. Order your **FREE** copy of *The Gering Story* from our website today!

The National Institute for Direct Instruction is a non-profit organization founded by the creators of Direct Instruction.

We offer a comprehensive approach to the education crisis in America by providing continuous administrative and curricular support to schools and districts as they implement DI programs, particularly with students who are performing below grade level. We help schools create success for each and every student.



PLEASE CALL > 1.877.485.1973 > OR VISIT > WWW.NIFDI.ORG

**2 Leadership Matters:
School Administrators Promoted
in Radio Ad Campaign**

3 Political Commentary

BY U.S. SENATOR CHUCK HAGEL

4 Leadership: Intentional or Accidental
**6 Keeping Our Focus, Expanding Our
Vision, Finding the Balance**

BY LOUANN PURCELL

BY PAT ROSCHEWSKI, Nebraska Department of Education

**10 NCSA Announces 2008 Distinguished
Service Award Winners**

11 Hillbilly Perspective on School Change

BY MATT FISHER, Chase County Schools

12 A Contemporary Mentor-Mentee Model

BY DAN ENDORF, York High School

13 New Superintendents Mentoring Program

BY BILL HEIMANN, Wakefield Community Schools

14 Networking with New Principals

BY BILL KENAGY, NCSA Principal Liaison

15 How to Implement a Worksite Wellness Program

BY ROY HUNTER, Blue Cross Blue Shield of Nebraska

16 School Health: More than a Bandaid

BY KATHY KARSTING, RN

5 Affiliate Leadership Visits the Hill

18 NCSA Annual Report

BY MIKE DULANEY, Executive Director
and DAN ERNST, Associate Executive Director
Nebraska Council of School Administrators

20 CALENDAR OF EVENTS

4 UPCOMING EVENTS

15 MEMBER NEWS

**NCSA EXECUTIVE BOARD
2008-09**

ChairJohn Osgood
Vice ChairJon Habben

NASA Representatives

PresidentMatt Fisher
President-electBill Mowinkel
Past PresidentJon Habben

NASBO Representatives

PresidentSandy Rosenboom
President-electRick Feauto
Past PresidentDennis Van Horn

NAESP Representatives

PresidentMary Yilk
President-electSarah Williams
Past PresidentMark Wragge

NASES Representatives

PresidentEllen Stokebrand
President-electJane Byers
Past PresidentJohn Street

NSASSP Representatives

PresidentRyan Ruhl
President-electKenton Mann
Past PresidentJohn Osgood

NARSA Representatives

PresidentKay Gordon

NCSA STAFF – 2008-2009

Michael S. Dulaney
Executive Director/Lobbyist

Dan E. Ernst
Associate Executive Director/Lobbyist

Kelly Coash-Johnson
Training and Development Director

Cami Cumblidge
Finance and Membership Coordinator

Angie Carman
Executive Administrative Assistant

Carol Young
Administrative Assistant

The opinions expressed in *NCSA Today* or by its authors do not necessarily reflect the positions of the Nebraska Council of School Administrators.

NCSA Mission

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

NCSA Today is a benefit of membership in the Nebraska Council of School Administrators, 455 South 11th Street, Suite A, Lincoln, NE 68508. Telephone 402.476.8055 or 800.793.6272. Fax 402.476.7740. Annual membership dues are \$315 (active members) or \$100 (associate members). *NCSA Today* is published quarterly. Send address changes to NCSA, Membership, 455 South 11th Street, Suite A, Lincoln, NE 68508. Copyright 2008 by NCSA. All rights reserved.

Leadership Matters: School Administrators Promoted in Radio Ad Campaign

As the 2008-09 school year begins, the NCSA would like Nebraskans to know that school administrators are committed to providing leadership at school and in the community in an effort to promote the importance of education and lifelong learning.

The NCSA launched its communications campaign on August 1st, the last day of Administrators' Days 2008. The campaign will feature announcements on Nebraska Radio Network throughout August to demonstrate how school administrators help schools remain safe, strong and competitive in an ever-changing world.

The radio ads relate the message that Nebraska's school administrators remain on the cutting edge in terms of instructional leadership, curriculum, student assessment, and remain focused on school safety. The NCSA believes Nebraskans are fortunate to have so many experienced and skilled administrators, helping to improve schools and student achievement, and to prepare young people for bright futures.

Nebraska Radio Network

KBRB-AM	Ainsworth	KQNK-AM	Norton, KS
KBRB-FM	Ainsworth	KQNK-FM	Norton, KS
KWBE-AM	Beatrice	KOGA-AM	Ogallala
KCNI-AM	Broken Bow	KFAB-AM	Omaha
KBBN-FM	Broken Bow	KBRX-AM	O'Neill
KGMT-AM	Fairbury	KBRX-FM	O'Neill
KHUB-AM	Fremont	KOAK-AM	Red Oak
KICS-AM	Hastings	KCSI-FM	Shenandoah/Red Oak
KUVR-AM	Holdrege	KCMI-FM	Scottsbluff
KXPN-AM	Kearney	KSID-AM	Sidney
KGFW-AM	Kearney	KSID-FM	Sidney
KRNY-FM	Kearney	KRFS-AM	Superior
KLIN-AM	Lincoln	KRFS-FM	Superior
KNCY-AM	Nebraska City	KTCH-AM	Wayne
KNCY-FM	Nebraska City	KCTY-FM	Wayne
WJAG-AM	Norfolk	WNAX-AM	Yankton, SD
KXNP-FM	North Platte	KAWL-AM	York
KODY-AM	North Platte	KTMX-FM	York

UPCOMING EVENTS

September 17-18
Nebraska Leadership Initiative
Civic Center - Gering

September 18-19
NASES/NDE Fall Conference
Lied Lodge - Nebraska City

September 25
School Law Update
Holiday Inn - Kearney

October 1-2
Nebraska Leadership Initiative
Ramada Inn - Kearney

October 4
NCSA Tailgate Party
NCSA Parking Lot - Lincoln

October 6
Hispanic/Latino Summit
Embassy Suites - Omaha

October 8-10
Leadership Conference on Assessment
Hilton Hotel - Omaha

October 13
Managing Student Conduct for Assistant
Principals and Principals
Cornhusker Hotel - Lincoln

October 14
Facilities Management Workshop
Sandhills Convention Center -
North Platte

October 15-16
Nebraska Leadership Initiative
ESU #3 - Omaha

October 17
Facilities Management Workshop
Embassy Suites - Lincoln

October 27
Paraeducators Convention
Holiday Inn - Kearney

For more information, please visit
<http://ncsa.org>

Political Commentary

BY SEN. CHUCK HAGEL, NEBRASKA

NCSA has asked Senator Hagel to write the first in a series of articles from our Nebraska Congressional delegation.

Decisions on how to best educate our children should be made by parents, educators, local school boards, and state boards of education. A lifelong passion for learning can only be instilled on a personal level. Those who know the students best are most qualified to engage students in their work.



Sen. Hagel

In 1997, I supported an amendment to the Department of Education appropriations bill that would have “block granted” much of the federal funding for education directly back to local education authorities. While serving as a member of the Senate Health, Education, Labor and Pensions Committee (HELP), I cosponsored several pieces of legislation that would have returned more control of education to local school districts.

Based upon this philosophy of local control over education policy, I opposed No Child Left Behind in 2001. The law places extensive unfunded federal mandates on states and local school districts. Instead of dictating rigid federal education policies to local governments and school districts without providing adequate funding, we should allocate the funds and the use of those funds to the discretion of local officials. Initiatives I have supported such as the Straight A’s Act and the Teacher Empowerment Act were intended to send federal funds directly to local school districts no strings attached. Block grant funding puts the resources and decision-making in the hands of those closest to the students.

“All of America’s students must be given equal opportunities to learn.”

Congressional funding of the Individuals with Disabilities Education Act (IDEA) is another example of unfunded federal mandates. More than 30 years ago, Congress passed IDEA to help states provide children with disabilities access to quality education. At that time, Congress committed the federal government to picking up 40 percent of the cost of serving these students. When I took office in 1997 federal funding provided only 9.2 percent of IDEA funding.

During my time in the Senate I have advocated for increased funding of IDEA. In 2004, along with Senator Harkin (D-Iowa), I succeeded in getting an IDEA re-authorization bill passed that included language putting IDEA on a path to ensuring the federal government’s 40 percent funding responsibility over the next few years. We also sent letters to Senate appropriators asking them to provide the highest possible funding for IDEA during Congress’ annual appropriations process. Through these efforts, the federal government’s funding for IDEA is at \$11.04 billion, or 17.4 percent of the cost associated with providing children with disabilities quality public education.

IDEA has been a great success. While we have made significant progress in increasing federal funding for IDEA over the last eleven years, we still have a long way to go.

As we know, education is the best way to increase opportunities for all of our young people. All of America’s students must be given equal opportunities to learn. I appreciate the continued efforts and good work of the NCSA to advance this important goal. ■

Leadership: Intentional or Accidental

BY LOUANN PURCELL, Ed.D., Executive Director, Council of Administrators of Special Education

‘Nearly all men can stand adversity, but if you want to test a man's character, give him power.” Abraham Lincoln¹

What is the big deal about leadership? Everyone is always talking about leadership. We hear about it on the television as the different parties try to convince us their candidate has the heart and experience to lead our country. We see research that says student achievement is directly related to the “instructional leadership” of the principal. We often talk about how to develop the leaders of tomorrow. Why is leadership important? Is it something we develop, we learn, we experience, or are

we born with an innate ability to lead? Is it a skill or is it an art? Is there really a difference in leading and managing?

YES...Leadership is important and it IS something we can develop and yet we also know there are those who have an innate ability to lead. What is it like to lead an organization of leaders? Before I answer, consider your role as an educational leader.

Like me, I imagine most of you started out as a teacher. Do you remember your first classroom? Were you not a leader of leaders even then? Every class has a unique complexion and yet great teachers are able to coax many leaders out of each group. Now that we are “certified” leaders, do we continue to “coax” others into leadership roles?

I remember the first “national” CASE meeting I attended in November 1992. Prior to that meeting, all my professional development had been limited to my own state. At that meeting in San Diego, CA two of the international CASE officers were from Nebraska, Dr. Ken Bird was President and George Spilker was Treasurer. For some reason,

George singled me out and encouraged me to become even more involved in the CASE organization. It was also a turning point for Ken. At that fall meeting, he resigned his presidency because he had accepted a position as superintendent of a local district. The leadership Ken Bird demonstrated and the mentoring from George Spilker “coaxed” me to forge a professional track that has ironically led me back to Nebraska on several occasions!

As we all contemplate the beginning of another school year, we need to reflect on just what it is we do on a day-to-day basis. Are we leading? Have you identified someone you are mentoring for a leadership role? Whether it is a “formal” mentorship or just an intentional encouragement, decide now to be a leader of leaders. I love Abraham Lincoln’s quote about power. Great leaders have the character to serve. Make sure as you lead your staff, your school, your department, that you are striving to be as Jim Collins’ describes in his book, *Good to Great*, a level five leader. “Level 5 leaders channel their ego needs away from themselves and into the larger goal of building a great company. It’s not that Level 5 leaders have no ego or self-interest. Indeed, they are incredibly ambitious—but their ambition is first and foremost for the institution, not themselves.”²

Before your first staff meeting, spend a few minutes and design an “Intentional Leadership Plan” for this year. Start by writing down what your vision is for the next five years. Determine what three goals need to be accomplished this year to keep you on track with your vision. Establish three benchmarks to help you meet each goal. Schedule an appointment three months from now to look at your benchmarks. Why do you need to do an “ILP?” Because no matter what our position is in education, as a person with the title “leader,” every decision we make has the potential to help or hurt a child. Have you thought of that lately? We all know the impact a teacher has on a child. Indeed each of us can quickly name a teacher from our childhood who we have fond memories of or who we know should have never been in a classroom setting. Quick, can you name an administrator? If you



Purcell

A true leader is one who has a vision for his or her organization, the wisdom to design or endorse an implementation plan to achieve the vision...and when the plan has been completed knows how to say a job well done to those who accomplished the goal.

can, most likely it is a principal. Maybe the first one to offer some sort of discipline or maybe as is my case a principal who very personally “undid” the damage a teacher was inflicting on a terrified third grader. Does that mean the multitudes of administrators/leaders at the school board office or state department don’t really impact students? Maybe the direct impact is lessened but I still would say as a leader in education, no matter where your office is located and no matter what your title, every decision has the potential to help or hurt a child. If not, is it a decision we should even be making? So, if our decisions truly can make a difference, then they deserve our very best. To be our very best, we must be intentional with our leadership.

Leadership should not be an accident. One of my guiding principles

during my years as an Assistant Superintendent of a school district with 28,000 students was “one decision, one teacher, one child at a time.” If we look at what we do, again no matter the job description or locality of that position, in light of how it impacts the student directly or the teacher, and therefore the student, then we can stay true to our own goals as educational leaders. As you begin this school year, revisit your personal leadership goals through an ILP. A true leader is one who has a vision for his or her organization, the wisdom to design or endorse an implementation plan to achieve the vision, the knowledge and skill to lead others as they execute the plan, the adaptability to make appropriate adjustments to the plan as needed based on the available personnel and resources, the flexibility to deal with any and all situational

changes that inevitably will occur, and when the plan has been completed knows how to say a job well done to those who accomplished the goal. Be an intentional leader this year!

So, what is it like to lead an organization of leaders? Very similar to when I was an educational administrator in a local district and much like I feel about being asked to write this article—it is very humbling and very much a privilege! ■

Notes

¹Michael Moncur's (Cynical) Quotations. Abraham Lincoln: Character. Retrieved August 25, 2008, from The Quotations Page Web site: <http://www.quotationspage.com/quote/414.html>

²Jim Collins. Good to Great (New York: HarperCollins Publishing, 2001) p. 21

Affiliate Leadership Visits the Hill



held July 23-26 in Washington, D.C. Seven Nebraska elementary and secondary school principals represented NCSA at the NAESP/NASSP Leadership Conference.

At both conferences, a series of briefings were offered by national leaders and legislative experts. The purpose of both events was to visit congressional delegations on “the Hill” and advocate for public education. ■

Nebraska principals and special education directors were busy in the month of July lobbying for more funding and clearer defined public policy. Two separate events were held in July, both sponsored by national affiliate associations.

The first, sponsored by CASE, was held July 13-16 in Arlington, Virginia. Nebraska special education directors represented the largest single group from one state at the CASE Leadership Conference.

The second, sponsored by NAESP and NASSP, was



Keeping Our Focus, Expanding Our Vision, Finding The Balance

Standards, Assessment, and Accountability: The Transition Years—2008-2012

BY PAT ROSCHEWSKI, Director of Statewide Assessment, Nebraska Department of Education

Legislation

The legislative sessions in 2007 and 2008 initiated sweeping change in state policy regarding standards, assessment, and accountability. This shift in policy direction will, over time, result in significant adjustments in assessment implementation for districts. All educators, policy-makers, and stakeholders need to be informed and aware of the anticipated changes during the transition years.

LB 653 passed in May of 2007 and set into motion the revision of state content standards in reading, mathematics, science, and social studies. This legislation also initiated the development of statewide criterion-referenced assessment instruments in reading and mathematics. Under the legislation, the State Board of Education was to determine the three grade levels that would administer the state tests in those two content areas. The responsibility for the development of assessment tools to be used for state and federal accountability purposes had begun to shift from the local district to the state level.

Additional legislation was passed in 2008. With the passage of LB 1157 in April of 2008, the work that had begun under LB 653 was expanded to add additional criterion-referenced tests in grades 3-8 and once in the high school. The new legislation also included an assessment of science in

one grade in the elementary, one grade in the middle school, and one grade in the high school. Local assessment is eliminated as a data source for state or federal accountability reporting by the 2011-12 school year.

The purpose of the new state-generated tools, as outlined by LB 653 and LB 1157, is that of comparative accountability. Therefore the administration of such large-scale tools must be consistent, comparable, and summative in nature. The purposes for the new tests as required under LB 653 and LB 1157 are different from those that were primary to the state's

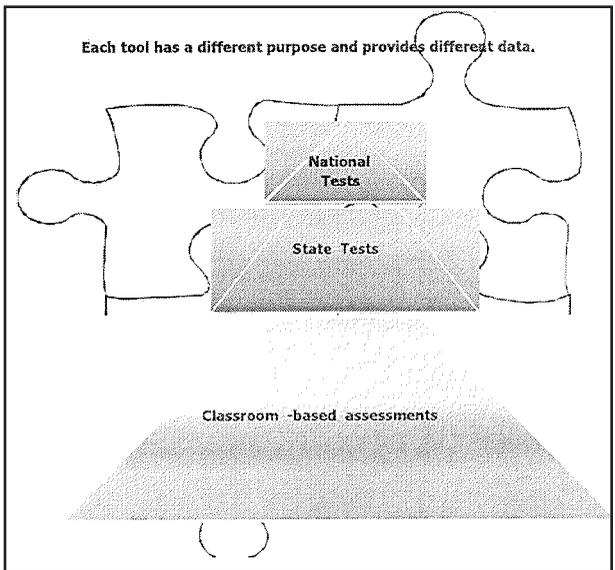
local assessment system.

Therefore, among the many decisions critical to local school districts during the transition years will be the decision of balancing assessment tools. The local assessments used in the last eight years have been designed for informing the classroom teacher and guiding instruction. The new state tests will serve a different purpose, that of comparative accountability. How districts decide to integrate the state accountability tools into their local school improvement processes will be critical to student learning. Each district will need to find that appropriate balance of the various assessment tools, those designed for informing instruction, and those designed for summative accountability.



Roschewski

“...the involvement of Nebraska educators has been a very important component of the work that has been done.”



Implementation

The Nebraska Department of Education designed an implementation plan to be approved by the State Board of Education. That plan, inserted below, was approved on May 8th, 2008 and was reviewed by the National Advisory Committee that has been advising the Nebraska Department of Education since 2005. As specified in LB 1157, the plan will also be reviewed by the Technical Advisory Committee whose members will be appointed by the Governor and approved by the Legislature.

LB 1157 IMPLEMENTATION WORK PLAN

<p>I. Standards Revision</p> <ul style="list-style-type: none"> • Reading Standards • Mathematics Standards • Science Standards • Social Studies Standards 	<p>By July 1, 2009 By July 1, 2010 By July 1, 2013* By July 1, 2013 (The above dates are specified in the legislation)</p>
<p>II. Test Development</p> <ul style="list-style-type: none"> • Reading Test Grades 3-8, one grade in high school • Mathematics Test Grades 3-8, one grade in high school • Science Test One grade elementary, one grade middle level, one grade high school 	<p>January 2008-January 2009 Development Spring 2009 – Field Test Spring 2010 – Full Implementation Spring 2011 – Verification Studies</p> <p>January 2009-January 2010 Development Spring 2010 – Field Test Spring 2011 – Full Implementation Spring 2012 – Verification Studies</p> <p>January 2010-January 2011 Development** Spring 2011 – Field Test Spring 2012 – Full Implementation Spring 2013 – Verification Studies</p> <p>** (Science Test development will occur after standards are revised.)</p>
<p>III. NCLB Compliance</p> <ul style="list-style-type: none"> • AYP Student Performance • Documentation of Standards Revision • Documentation of Test Development 	<p>2008-09 STARS Reading / STARS Mathematics 2009-10 State Reading Test / STARS Mathematics 2010-11 State Reading Test/ State Mathematics Test</p> <p>Summer 2008 – Summer 2011 (Intermediate deadlines to be mutually agreed upon by NDE and USDE)</p> <p>Summer 2008 – Summer 2011 (Intermediate deadlines to be mutually agreed upon by NDE and USDE)</p>
<p>IV. NRT Recommendation</p> <ul style="list-style-type: none"> • Recommend NRT(S) for reporting scores and sub-scores for national comparison 	<p>Decision – Summer 2008 Reporting to begin 2009-10</p>
<p>V. Reporting</p> <ul style="list-style-type: none"> • Individual Student Records (by District) • Scores, sub-scores on NRT (by District) • State Reading Scores (by State) • State Mathematics Scores (by State) • State Science Scores (by State) 	<p>2008-2009 2009-2010 2009-2010 2010-2011 2011-2012</p>

Because the timelines of LB 1157 require standards revision and the implementation of the new statewide tests to begin with reading and the other subject areas phased in over time, the ongoing federal reporting requirements make it necessary to continue with the current local assessment system until all the new state tests are fully implemented in the 2011-12

school year. This requirement for continuing with the local assessment system was confirmed in writing from USDE on April 24, 2008.

Among the most notable points in the schedule are the following:

- Nothing changes in 2008-09, as STARS data will be used for both state and federal accountability (AYP)

FOCUS, VISION, BALANCE

- as it has been used since NCLB was passed.
- STARS data will be used for accountability in one or more content area until 2011-2012.

of Education – June 2008

- Approval – of Hearing Draft Fall 2008
- Rule 10 Hearing – Fall-Winter 2008-09

ASSESSMENT AND REPORTING SCHEDULE 2008-2012

YEAR	ASSESSMENT	GRADE LEVELS
2008-2009	STARS Reading STARS Mathematics STARS Science Statewide Writing Assessment AYP – STARS Reading and Mathematics, Writing (4, 8) Pilot – New State Reading Assessment	<i>3-8, High School</i> <i>3-8, High School</i> <i>4 or 5, 8 and 11</i> <i>4, 8, and 11</i>
2009-2010	STARS Mathematics STARS Science Statewide Writing Assessment New State Reading Assessment AYP – New State Reading Test & STARS Mathematics, Writing (4, 8) Pilot – New State Mathematics Assessment	<i>3-8, High School</i> <i>4 or 5, 8, 11</i> <i>4, 8, 11</i> <i>3-8, High School</i>
2010-2011	State Reading Assessment State Mathematics Assessment State Science Assessment Statewide Writing Assessment AYP — State Reading and Mathematics Assessments, Writing (4, 8)	<i>3-8, High School</i> <i>3-8, High School</i> <i>Three Grades</i> <i>4, 8, 11</i>
2011-2012	State Reading Assessment State Mathematics Assessment State Science Assessment Statewide Writing Assessment AYP — State Reading and Mathematics Assessments, Writing (4, 8)	<i>3-8, High School</i> <i>3-8, High School</i> <i>Three Grades</i> <i>4, 8, 11</i>

- Additionally, at this time there is no statutory or legislative requirement for social studies to be reported at the state level.

In order to meet the legislative deadlines, the NDE has been working with educators from the across the state, with technical advisors, and with the State Board of Education and our policy partners to communicate the steps that have been taken thus far in completing the work. The inserted document below indicates much of the work that has been done and that is underway.

Update: Standards, Assessment, and Reporting LB 1157

- Standards Revision
 - Reading Standards – Rough Draft to State Board

– Mathematics Standards – Revision process began March 2008

– Science and Social Studies standards revision – to be completed by 2013

- Assessment Development – Reading – Plan for Assessment Development to be reviewed by:
 - National Advisory Group – in place since 2005
 - State Technical Advisory Committee – Required by 1157 – TBD

February 2008 Identification of concepts and indicators to be assessed

January 2008 Research of models and examples from within/out of state

March 2008 Research/Examination of Computer Assistance for Assessment System

April 2008	Tables of Specification Development / Initial PLD Development
April-May 2008	Development of Scoring Rubric/ Commission of Passage Writing
May 2008	RFP for Software/Computer Assistance
June-July 2008	Item development for reading assessments
After July 15, 2008	Governor appointment of technical advisory committee
August 2008	Sharing of initial assessment model at Administrator Days
Sept 1 2008	Contract for computer assistance completed
Sept-Dec. 2008	Loading and entering assessment items for reading assessments
Sept-Dec. 2008	Continued Development of items /Passages for reading assessments
Spring, 2009	— Pilot Reading Assessment – Spring 2009 – Details to be announced in January 2009.

Next Steps

As specified in LB 1157, the involvement of Nebraska educators has been a very important component of the work that has been done. The expertise in the state is being utilized in standards revision, test item development, and advisory capacities. As the planning and the work are reviewed by all of the respective groups, the Department will communicate the expectations of the revised standards and the new assessments in as timely a manner as possible. The Department does understand that this information is vital so that districts can continue in their planning for the transition years. Please consider the following bullet points that might be helpful as the work, planning, and transition continues:

- All meetings, summaries, new developments, and updates are placed on the Assessment link of the Nebraska Department of Education website.
- Standards, as they are revised, are placed for public review on the Assessment link of the NDE website.
- By early June, a Request for Proposals (RFP) will be issued requesting proposals from vendors regarding computer assisted support for online test administration. (Districts will have options for paper/pencil test administration.)

- At Administrators' Days districts received the first draft of reading standards, the basic logistics of the reading test, including the proposed assessed indicators and the performance level descriptors.
- NDE will be providing a series of communication opportunities to provide all new information to districts.
- NDE will seek ways to provide leadership in the process of how to integrate multiple assessment tools into the continuous improvement process
- NDE will continue to seek resources to support districts in the curriculum work that is a necessary and critical component of the transition in standards and assessment.
- NDE will be documenting the NCLB requirements as the work is being done.
- NDE is anticipating a three year agreement with USDE in providing the documentation necessary for approval of the new assessment system.

Please know that we appreciate all of the support and time that you have been providing by allowing staff in your districts to contribute to this work. We have made extensive efforts to be fair and representative with the involvement of educators. This work cannot be done without all of you if we really want this to be Nebraska's system, built, owned, and operated by Nebraskans.

We have quality schools, teachers, leaders, and outstanding students. Let us continue to work together to create the best possible environment and maximum opportunities that we can for these students. They will achieve if we as adults continue to learn, grow, and support them. ■

National Convention Dates

- AASA – February 19-21, 2009 – San Francisco, CA
- NASSP – Febr. 27-March 1, 2009 – San Diego, CA
- ASBO – March 19-23, 2009 – Pittsburgh, PA
- NAESP – April 2-6, 2009 – New Orleans, LA
- CASE – July 9-11, 2009 – San Francisco, CA

NCSA Announces 2008 Distinguished Service Award Winners



Stark

Barry Stark, past principal of Norris Middle School was presented NCSA's highest award, The Distinguished Service Award at Administrators' Days. Dr. Larry Dlugosh, Chair of the University of Nebraska Educational Administration Department, presented the award.

Barry received his Bachelor's degree from Tarkio College, MO in 1967, and earned his Master's degree (1971) and Educational Specialist degree (1980) from the University of Nebraska at Omaha. Barry began his distinguished career in Nebraska as a teacher in Ralston, held administrative positions in Elkhorn, Lincoln, and most recently retired from the Norris Public Schools where he served as Middle School Principal.

Barry Stark has been an outstanding leader in Nebraska Schools and this past year represented Nebraska while serving as President of the National Association of Secondary School Principals. Norris Assistant Superintendent John Skretta, nominating Mr. Stark on behalf of the Norris Administrative team said, "Barry has been a strong advocate for the values Nebraska educators have long held dear. He has been an excellent model for the virtues which we all espouse in education: a commitment to marshaling resources for the individual learner and striving for increased student achievement by equipping teachers with the best researched-based instructional support available."

Dr. Dlugosh, in his introductory remarks said, "He was a mentor to kids who needed help and direction. He was truly a friend to everyone; teachers, parents, students...community members...there are few people who do not know him and like him immensely." Barry Stark has made a difference for students, staff, and his chosen profession. NCSA extends our most heartfelt congratulations. ■



Ramaekers

Larry Ramaekers, Superintendent for the past 11 years of the Aurora Public Schools was the second recipient to receive the NCSA's highest award, The Distinguished Service Award. NCSA Executive Director Dr. Mike Dulaney presented the award.

Larry earned his Bachelor's degree from Kearney State College in 1972, a Master's of Science degree in 1975, and completed the Doctor's degree from the University of Nebraska at Lincoln in 1982. Dr. Ramaekers following a five-year teaching stint in Minden began his noteworthy administrative career as the 7-12 Principal in Scribner (7 years), moved into the superintendent position at Sandy Creek (16 years) and began his tenure in Aurora in 1997. He most recently completed his 36th year serving students in Nebraska Schools.

Dr. Larry Ramaekers is recognized in part for his outstanding leadership and dedicated service to NCSA. He has served as Chairperson for the NCSA Executive Board throughout the 2006-07 year; Nebraska Association of School Administrators President in 2005-06; served multiple terms on the NCSA Legislative Committee and chaired the committee in 1990. Larry was recognized by his peers and selected as the 2007 Nebraska Superintendent of the Year. NCSA Executive Director Mike Dulaney said, "Larry has devoted countless hours to provide leadership, service, and share his expertise for the benefit of NCSA and its members. He has been a tremendous advocate and spokesperson for NCSA." In addition to his service to NCSA, he has also served on the American Association of School Administrators Governing Board, (2004-2008).

Kenneth Thiele, Aurora Middle School Principal said, "Dr. Ramaekers consistently reminds us that we are first and foremost, in the people business and every decision is based on the premise of what is best for kids. Larry Ramaekers as a superintendent and educational leader has made a difference. He has earned the respect and admiration of his peers and colleagues across this state. He truly represents the work ethic and demeanor of an outstanding leader, and does it all for students. Congratulations to Dr. Ramaekers. ■

October 4
NCSA Tailgate Party
NCSA Parking Lot
Lincoln

Hillbilly Perspective on School Change

BY MATT FISHER, Superintendent, Chase County Schools; President, NASA

‘Well, doggie!!” Many of you will remember this phrase being exacted from Jed Clampett’s mouth whenever he encountered a new or intriguing facet of life in Beverly Hills. Were Jed in the school business right now, I would expect he might toss out several “Well, doggies.”

With an overhaul of the state aid formula taking place in the last legislative session and a looming revamp of the assessment process, it’s enough to make an ol’ country boy like Jed scratch his head. Not to mention questions about reauthorization of NCLB and other federal meddling in the operation of schools. In fact, this entrance into the unknown reminds me of one of my favorite “Beverly Hillbillies” episodes.

In this show the Clampetts buy a Hollywood studio. Obviously, they know next to nothing about operating a movie studio. In fact they are baffled by some of the fancy talk of the studio executives. In one scene the president of the studio is congratulating Jed on this wise purchase. He is conveying how all of Hollywood is talking about what a shrewd financial coup he has pulled off. However, Jed doesn’t quite get what he

is saying. The conversation goes something like this.

Studio President: Everyone is talking about you.

Jed: What are they saying?

Studio President: They are saying you are a roach and a leach.

Jed: Do you think I’m a roach and a leach?

Studio President: I think you’re the biggest.

Jed: Well, I got to admire you for saying it to my face.

Like Jed, we in education may not always understand

what is expected of us and communication breakdowns seem to be an all too common occurrence. When the legislature adjourned this past spring many of us were scratching our heads and muttering “Well, doggie, look at what they have done.” Initially I spent time trying to figure out who the roaches and leaches

were. Then I did some whining about the state aid my school lost and some fretting about what the new assessment system might look like. After I got done pouting, I followed Jed’s lead and decided to make the most of the situation.

One of the play lines throughout the “Beverly Hillbillies” television run was Banker Drysdale trying to keep Jed from spending any of the money he had in the bank. Drysdale was much more interested in protecting his assets than serving his clients’ wants and needs. Jed and the rest of the clan typically ignored what Mr. Drysdale wanted and moved ahead to do what they felt was right. In the school business we encounter a host of self-serving Banker Drysdales, from the federal government level right on down to our local taxpayers, our students and parents, and even some staff members. Our job is to identify what is best for those we serve and then move ahead with our plans to make this happen.

In this era when schools are asked to do more and more with shrinking resources, it is often difficult to keep sight of this ultimate goal. Creativity is now a critical administrative trait. We have to look beyond what has always been done and look for new ways to serve our students. Maybe we have to look to business partnerships to offset shortfalls in funding. Maybe it is taking the best pieces of the STARS process and combining those with whatever new system is mandated. Perhaps we put in place relationships with other agencies to serve all of our students’ health and social needs as well as their educational needs. Maybe we expand our use of technology to provide expanded learning opportunities at a lower cost. Maybe....

Sweeping change created by the powers which drive schools calls for strong leadership and conviction on the part of those of us who administer schools. In much the same way that the Clampetts moved ahead to operate their movie studio as they felt it should be run, we too must run our schools to best serve our students and communities. Having a vision and the fortitude to stay the course are traits critical for school leaders. I know that Nebraska educators will rise to the challenge and I look forward to working with my colleagues to turn these challenges into opportunities. ■



Fisher

Creativity is now a critical administrative trait. We have to look beyond what has always been done and look for new ways to serve our students.

A Contemporary Mentor-Mentee Model

BY DAN ENDORF, Ed.D., Principal, York High School



Endorf

It is a privilege to submit an article to the NCSA membership. It's even more of an honor to write an article for the first edition of this new magazine. I'm sure this

copy will become a collectors' edition!

Whether you enjoy my attempt at humor or not, I'm sure you agree there is nothing funny about the rate that new teachers are leaving the profession. According to data presented at the 2002 National Commission on Teaching and America's Future symposium "Unraveling the 'Teacher Shortage' Problem: Retention is the Key," one-third of the nation's teachers leave the profession within their first three years of service. And the departure rate reaches fifty percent nationwide after five years. Indeed, these are startling numbers for teachers, administrators and teacher-prep programs across the country.

The objective of this article is to explain the First-Year Teacher Mentor-Mentee program developed at York High School to assist five rookie teachers as they transitioned into both the profession and our forty member teaching

administrative team faced a monumental challenge. We were determined to hire the most talented teachers we could find who possessed both positive leadership skills and uncompromising integrity; it just so happens that five of the eight new hires were twenty-something year-old rookies that were just cutting their teeth in the profession. The knowledge that these five first-year teachers would also be counted on to fill important roles in the athletics and activities program only complicated the matter.

Our goal was to develop a quality First-Year Teacher Mentor-Mentee model. Discussions with some principals in the Central Conference and Region I helped set a foundation for the program. There exists plenty of literature dedicated to the topic (suggested readings include: *Teachers Mentoring Teachers* by John C. Daresh, *Mentoring New Teachers* by Hal Partner, and *The 21st Century Mentor's Handbook* by Paula Rutherford). However, my personal experience as a participant in the NSASSP First-Year Principals program became the foundation for our plans at York High School. As many of you know first-hand, this NCSA program is a safe harbor to vent frustrations, ask tough questions, and share scenarios that only other principals truly understand. It was a sensational experience for me and a formula we decided to emulate with our new teachers.

The best decision made throughout the developmental stage was to enlist the services of a teacher to oversee the program. This point can't be emphasized enough. Mr. Dennis Haack, an immensely talented, selfless, hard-working teacher, quickly accepted the challenge and became the "Leader" of our mentor program. Why was it paramount to have a teacher lead the program? Simply put, as administrators we fill the role of "management." And as a former first-year teacher myself, I believe it's almost instinctive for there to exist a certain

amount of trepidation toward your first boss.

So, how did we begin the program? Mr. Haack broke the ice by speaking to the rookies for a few minutes during New Teacher Orientation. Next, I introduced mentors to the mentees in an informal, conversational meeting. From there, Mr. Haack made daily contact with the new teachers. He sent e-mail reminders like "Take attendance each period," and "Get out in the halls during passing periods." The Teacher-Leader also communicated with the mentors, getting their impressions and trying to help each duo develop a cohesive relationship.

It was smooth sailing all the way—until week three. Almost simultaneously, new teacher mistakes occurred. Honest mistakes happened due to inexperience (a forgotten transportation request, a concession stand snafu, an in-house subbing miscue). It was time for a meeting. Mr. Haack held the first of many "Mentee Meetings" during our scheduled Wednesday early-outs. They discussed the rookies' newfound celebrity status as new teachers, their successes so far, as well as the many challenges of the job. I was purposefully absent in order to keep the new teachers comfortable.

Mr. Haack held monthly meetings with the mentees. He covered subjects such as extra-duty assignments, relationships with students, bullying, teacher use of computers and special education. I would occasionally suggest a topic; other times, Mr. Haack would decide or ask the mentees for ideas. The meetings were safe, open, and away from the ears of everyone except the first-year teachers and Mr. Haack. This Teacher-Leader also stopped by their classrooms and offered "dress rehearsal" observations prior to my first official visit. Again, his role was to advise and comfort in a friendly, non-threatening role.

(continued on page 13)

This model is not meant to be a blueprint but should provide some ideas for other schools in the state.

staff. This model is not meant to be a blueprint but should provide some ideas for other schools in the state.

When York High School experienced a major-league bombshell due to the retirement of many veteran educators, the

New Superintendent Mentoring Program

BY BILL HEIMANN, Ed.D, Superintendent, Wakefield Community Schools



Heimann

Making a major change in life is always exciting and frightening at the same time. July 1, 2007 I officially started my position as superintendent at Wakefield Community School. Having spent the previous eight years as the secondary principal in the same district, the transition was probably a bit smoother than most since I already had an established relationship with the students, staff, board of education, and community. Shortly after I was appointed superintendent, I received a phone call from Dr. Dan Ernst, Associate Executive Director for NCSA. During our conversation, he pledged his support to me, and he told me about plans for a new superintendent mentoring program. The support provided through NCSA during this first year has been tremendous. The primary goal of the program is to expand leadership skills specific to the needs of new superintendents and to provide practical applications that may promote success as a superintendent. The program was packed with great information, and it also allowed opportunities for dialogue with new and veteran superintendents. During the fall, winter, and spring, meetings were held at the

NCSA office. Dr. Mike Dulaney was always present to talk about legislative issues and hot topics, including the Educator's Health Alliance, school finance, and STARS. Not only did he give us timely information and guidance, he encouraged us to become politically active on behalf of our school districts – and we did. School attorneys presented important legal advice concerning personnel issues and contracts, and how to avoid mistakes that other districts have encountered. Other presenters provided us with knowledge concerning budget/finance; superintendent contracts; school improvement; working with the board of education; public relations; human resources; transportation; communication; leadership and much more. Dr. Ernst contacted each of the new superintendents by phone and email throughout the year. Prior to the scheduled meetings, he always solicited our opinions regarding topics that were of interest to us. Although the agenda was set in advance, it was flexible to allow our needs to be addressed. After each session, we gave feedback that helped establish the topics of discussion for the next session. The group met for breakfast during the NASB state conference and again at the Labor Relations conference for “free food and advice.” It was another chance to meet with our colleagues, and gain

from their experiences. Several school attorneys were on hand to visit with us regarding a variety of topics.

I was fortunate to be part of another mentoring program developed by Dr. Robert Uhing, administrator at ESU#1. Four new superintendents were partnered with veterans. We met as a group once per quarter at ESU 1, and the dialogue was facilitated by Dr. Uhing. Each session was a chance to listen, learn, and ask questions concerning specific topics or situations. Many of the conversations centered on working with the board of education, personnel, communication, and learning about situations that other superintendents have encountered. The NCSA and ESU 1 programs worked together to provide an outstanding experience during my first year. Steve Reinhart (first year superintendent for both the Randolph and Osmond districts) and I shared “windshield time” traveling to and from Lincoln and Kearney. The conversations I had with Steve, and with the new and veteran superintendents across the state have been outstanding. The network of people that I can rely on for support has expanded greatly. I would like to thank NCSA, Dr. Ernst, Dr. Uhing, the ESU 1 superintendents, and my colleagues for the incredible support provided this year. ■

Contemporary Mentor-Mentee...

(continued from page 12)

Late in the first semester a student e-mailed one of these new teachers and stated she was having suicidal thoughts. The first-year teacher froze. After the initial shock wore off, he chose to confide in Mr. Haack. Mr. Haack read the e-mail message and immediately contacted me. Together, we were able to rectify the problem by providing the student and their parent with plenty of counsel. This incident taught the rookie a valuable lesson; moreover, it displayed buy-in, trust, and open communication

within the program.

The York High School First-Year Teacher Mentor-Mentee model needs a shorter title but was an outstanding addition to our 2006-2007 school year. This program won't correct a bad hire or fix an unfixable situation. However, I watched firsthand as this program helped foster a tight bond between the rookies, their mentors, and most of the teaching staff. It is also worth noting that ESU 6 provides a first-year teacher program that served to augment our

program.

New teacher retention is a challenge in our field due to many factors, and the statistics shared earlier make us all gulp hard. While administrators commonly hope to simply get the teacher to year two, the individual teacher's expectations may be much higher. And as one of our first-year teachers told Mr. Haack in a meeting that year, “I don't just want to survive, I WANT TO BE GOOD!” My hope is that programs like this one accomplish this goal. ■

Networking With New Principals

BY BILL KENAGY, Ed.D., NCSA Principal Liaison

A long time ago in a galaxy far, far away (actually it was in Kansas) a young educator named Kent Mann landed on his first administrative job. Kent's first principal experience was probably typical to most of ours, but was exacerbated by the fact that he had few opportunities to network with other principals.

When Kent returned to Nebraska, he was determined to do something in his home state to assist new principals. With the support of NCSA, Kent, now at Grand Island HS, and Mike Wortman (Lincoln High School) inaugurated a program called Networking with New Principals. Its origins were initially simple but powerful—give new principals the opportunity to meet and share ideas and concerns with other new principals and veteran principals.

Over fifteen years later Kent's idea has grown to a major emphasis within the structure of NCSA. Today the program has a Principal Liaison, Bill Kenagy (retired Kearney High School Principal) as a coordinator. Kent and Mike continue with the program and Scott Dodson (Woodland Park Elementary School, Norfolk) and Mary Drew (retired from elementary principalships in Omaha Westside) collaborate to form the Networking Cadre.

So what does Networking with new Principals offer to the newest members of the Nebraska administrative team? The objectives of the program are:

- Expand knowledge of leadership skills and instructional leadership practices
- Increase access to challenging opportunities and responsibilities
- Create opportunities to discuss educational issues
- Provide ongoing support and encouragement
- Provide honest and constructive feedback
- Help access information
- Assist in building professional networks

These objectives are met through four primary strategies. First of all the Networking Cadre provides weekly emails relevant to new principals. The emails range from the topical, to tips, proven ideas, and "heads up" issues. Over the course of the school year new principals receive over thirty of these emails. Some example titles are:

- Thirty things you need to check off before the start of school
- Seven things students want to know when they start school
- Do you have a school evacuation plan?

- Planning for school dismissals and inclement weather

Our second strategy for increasing new principal networking is to schedule four meetings throughout the year where the Cadre can sit and talk in depth about issues that are facing administrators. At our first meeting this year we met with forty-one of Nebraska's new principals during Administrators' Days. The highlight of this meeting is a panel of second year principals who talk and are asked questions about their experiences from last year.

Our third strategy is for the Principal Liaison to meet with new principals before or after some of the Region meetings. Finally, the Principal Liaison is also available for individual onsite consultations. All of the Networking Cadre are always available for phone calls and emails on individual questions having already fielded the first one this year about how to handle a parent who is demanding special accommodations to keep another student away from her child at school.

Some new principal facts:

- Over the last three years we have had 211 new principals participate in Networking with New Principals Program
- We currently have 52 new principals registered with the program (If you are not registered, contact Bill Kenagy (bill@ncsa.org))
- Over the last three years Region II (SE Nebraska) has had the most new principals—59. Region V (Central and Western Nebraska) has had 50.
- The most often asked question for new principals is, "how can I develop credibility and authority in my new building?" To help new principals we have compiled a list of suggestions and strategies to assist new principals in this area. It was handed out at Administrators' Days. If anyone would like a copy, just email Bill Kenagy.

We are still looking for new principals who would like to participate in the Networking Program. If you are out there (in a far away galaxy?), don't hesitate to email or contact any of the Networking Cadre. There is also a Networking With New Principals link on the NCSA website (ncsa.org)

Scott Dodson (sdodson@npsne.org)

Mary Drew (drewsdream@tconl.com)

Bill Kenagy (bill@ncsa.org)

Kent Mann (kemann@gips.org)

Mike Wortman (mwortman@lps.org) ■



Kenagy

How to Implement a Worksite Wellness Program

BY ROY HUNTER, Wellness Administrator for Blue Cross Blue Shield of Nebraska

The main causes of sickness and death in the U.S. are all lifestyle related (e.g., tobacco use, physical inactivity, and poor nutrition).

These factors cause the diseases that are the driving force behind rising healthcare costs such as diabetes, heart disease, and cancer. By empowering people to change their behavior, they can reduce their risks for these conditions, and, therefore, reduce healthcare utilization and costs.

By empowering people to change their behavior, they can reduce their risks for these conditions, and, therefore, reduce healthcare utilization and costs.

But lowering healthcare costs alone is not the only reason to bring wellness to the worksite. An even greater reward comes from the change in productivity and engagement seen when employees become healthier, more energized members of the organization. The return on investment is substantial.

Although there is no single approach to wellness that will work at every worksite, there are seven benchmarks that are inherent in wellness programs that consistently produce positive results. These "Seven Benchmarks to a Well Workplace" were developed by the Wellness Councils of America (WELCOA), an Omaha-based non-profit organization dedicated to promoting healthier lifestyles for all Americans – especially through worksite health promotion.

The "Seven Benchmarks to a Well Workplace" are:

1. Capturing Senior Level Support
2. Creating Cohesive Teams

3. Collecting Data
4. Crafting an Operating Plan
5. Choosing Appropriate Interventions
6. Creating Supportive Environments
7. Carefully Evaluating Outcomes

The Well Workplace process provides a roadmap that can be used by a school administrator to develop and implement a results-oriented wellness program for administrators and their respective districts. Rather than randomly jumping in to a series of wellness programs, the Seven Benchmarks will guide an organization through a strategic planning process that will lead to a healthier, more productive, and highly engaged workforce.

According to WELCOA, more than 1000 companies across the U.S. have adopted the Well Workplace model. Blue Cross and Blue Shield of Nebraska (BCBSNE) followed the "Seven Benchmarks to a Well Workplace" and received the Platinum Well Workplace Award from WELCOA in 2007. The Platinum Award is recognized by national health promotion experts as the highest standard for evaluating worksite wellness programs. BCBSNE is extremely proud to be the first Nebraska-based health insurance company to achieve Platinum status. ■

MEMBER NEWS

Our Sincere Sympathies to

- Steve Baker, Assistant Superintendent at Elkhorn Public Schools, whose mother passed away
- Wayne Bell, Director, ESU #10, whose mother and mother-in-law passed away
- The family of Dick Chochon, retired administrator from Palmer Public Schools

- Doug Ackles, Superintendent at Saint Paul Public Schools, whose mother passed away
- The family of Wes Lamberson, Elementary Principal at Fremont
- Kelly Coash-Johnson, Director of Training & Development, on the death of her father-in-law
- The family of Dale Meritt, retired Superintendent

School Health: More than a Bandaid

BY KATHY KARSTING, RN, School and Child Health Program Manager
Dept. of Health and Human Services Division of Public Health

...communicable disease control issues present school administrators (as well as those local public health authorities) with an array of challenges and concerns, ranging from the individual ill child to an outbreak of disease to a true public health emergency.

What's new in school health? As school administrators across the state engage staff and children in another year of learning and achievement, what are the health issues that *really* make a difference in student performance?

What's on the policy horizon that might impact schools? In this article we briefly look at a few issues relating to student illness and absenteeism; and the time, effort, and potential impact of school health screening.

In 2008, for the first time, the Centers of Disease Control has issued a recommendation that *all* school-aged children receive vaccination against the seasonal influenza A. While high risk populations of children (those with respiratory or other chronic disease) have long been targeted for flu

vaccine, new evidence is revealing that the population of children in a community, even if asymptomatic and apparently well, can pose a significant source of disease transmission.

In an entrepreneurial world perhaps it is no surprise that a commercial market is springing up of vendors seeking to contract with schools to offer vaccination clinics. In a survey of school nurses in Nebraska last year, twenty-nine respondents reported their schools host clinics at school in cooperation with a local medical provider, or the school nurse herself delivers the clinic at school with some medical

oversight. There are national and state guidelines available to assure the safe and medically sound delivery of vaccine to the public. Administrators seeking information on such matters may contact the DHHS Immunization program or the School Health program at 800-801-1122.

Flu among staff and students can take a significant toll on attendance during flu season, which can typically run from October until March. In Nebraska, schools occasionally close due to staff shortages, student absenteeism, and upon recommendation from the local public health authority. In fact, communicable disease control issues present school administrators (as well as those local public health authorities) with an array of challenges and concerns, ranging from the individual ill child to an outbreak of disease to a true public health emergency.

In 2007-2008, now-retired John Clark of the Department of Ed., Vicki Duey, executive director of Four Corners Health Department headquartered in York, and Kathy Karsting, Dept. of Health and Human Services School Health Program Manager, worked together to develop a resource on the subject of school closure decisions, which is only one point on the continuum of disease control decisions administrators make. The underlying statutory authority for decision-making in several scenarios is described, emphasizing all the while collaboration and consultation between local school and public health officials. A table of statutory references and sources, as well as important disease control documents available at the national level, is included in the resource document. Lastly, the document contains a sample "table top" exercise (with variations) on disease response scenarios to enable local school officials, public health, and emergency officials to open communication channels and begin talking about what works in your local community.

In true collaborative spirit, the draft document "Collaborative Decision-Making in Disease Control at School" will be posted and available for review and comment on the DHHS school health web site between Sept. 1 and Nov. 1 (www.dhhs.ne.gov/schoolhealth).

This is an opportunity for educators and public health professionals to work together to accomplish three important goals: improve the quality and relevance of school health screening practices in our state, assure the time, effort, and results of screening are meaningful and useful to promote achievement and health, and to develop the resources and materials schools require in order to undertake quality screening practices.

After that time the final version of the document will replace the draft, including improvements made on the basis of review and feedback from readers. A review comment form will be posted with the draft.

Now consider the matter of school health screening: time out of class for students, teachers or others needed to help, results taking time for documentation, re-screening, and referrals to families for follow-up. Yes, vision and hearing matter to learning. Yes, an obesity epidemic among children is painfully obvious at school and everywhere else. Yes, dental issues are the #1 most prevalent chronic disease of children and part of the problem is

that people cannot afford dental care, preventive or otherwise. What is the role of the school in all this? Statutes clearly direct schools to participate in the identification of health issues, specifically vision, hearing, and dental, and other conditions as prescribed by DHHS. As far as follow-up and remediation of problems, the statutes only direct that parents/guardians are to be notified of the screening results in writing.

This year, the Department of Health and Human Services will be undertaking a project to develop rules and regulations for school health screening, as directed in Neb. Rev. Stat. 79-249. This is an opportunity for educators and public health professionals to work together to accomplish three important goals: improve the quality and relevance of school health screening practices in our state, assure the time, effort, and results of screening are meaningful and useful to promote achievement and health, and to develop the resources and materials schools require in order to undertake quality screening practices.

Perhaps you have some thoughts about school health screening in your school? Take a survey and share your ideas at: http://www.surveymonkey.com/s.aspx?sm=7g7nHj0mSD1J6CC0EnYIwv_3d_3d.

The survey will be active until Sept. 30, 2008. Or contact Dr. Jon Lopez of Millard Public Schools at jlopez@mpsomaha.org. Dr. Lopez has agreed to join a steering committee working on a process to complete the screening regulations for schools.

While the goals of school health and student achievement are intrinsically related (or should be) we can't overlook the fact that healthy school personnel also are key to the mix, making more effective role models for student and their health behaviors. Now it's recess time – go out and play for a while! ■



NEBRASKA LIQUID ASSET FUND

Barry Ballou
Senior Marketing Representative
ballou@pfn.com
www.nlafund.org

Investment Office Address:
77 Bige Post Plaza Drive, Suite 220
St. Joseph, MO 64508

Phone Address:
455 South 11 Street, Suite A
Lincoln, NE 68508-2108

802-705-0350 Office
802-667-3549 Fax

Distributed exclusively by:
PFS Financial Distributors, Inc.

Customer Service (Toll Free)
1-877-667-3525

Our First Annual Report

BY DR. MIKE DULANEY, Executive Director, NCSA; and DR. DAN ERNST, Associate Executive Director, NCSA

We are very proud to offer our first Annual Report to the NCSA membership. Your professional organization continues to grow and we are very excited about the programs and services we will implement this coming membership year.



Dulaney

Membership and Dues

As of July 29, 2008, the NCSA membership includes 1,291 active members, 42 associate members, 520 retired members, and 22 student members. For the second consecutive year, membership dues will remain the same as established by the NCSA Executive Board in 2007.



Ernst

Member Directory, 2008-09

With grateful assistance from our corporate partner, Ameritas®, we will once again provide an NCSA Member Directory for 2008-09.

Professional Development

We have had a very busy and successful year in training and development. NCSA provided over 40 conferences and workshops in 2007-08. The NCSA is at the forefront when it comes to developing new ways to provide professional growth. This last year we introduced our "webinar" program, which provided over 30 opportunities for members to receive valuable information without leaving their office.

Mentor Programs

We are very pleased to announce the complete implementation of mentor programs for all first year school administrators. We believe this professional association must provide a full complement of services and information to those individuals new to their respective roles. The NCSA *Networking with New Principals Program* is in its fifth year of existence. This outstanding program is lead by

Dr. Bill Kenagy with assistance from Dr. Kent Mann, Ms. Mary Drew, Dr. Mike Wortman, and Mr. Scott Dodson. The NCSA *New Superintendents' Liaison Program* is now in its second year of existence and lead by Dr. Dan Ernst. We also have in place a separate program to provide on-going assistance and resources to first-year special education supervisors and business managers. The NCSA *Special Education Supervisor and Business Manager Mentor Program* is intended to be a useful way of helping members adjust to their new environment.

Legislative Program

The NCSA Legislative Program will continue to provide a steady stream of relevant and timely information to members during the legislative session. We will face new challenges in the upcoming session, not the least of which is the impact of term limits on the experience level of lawmakers. The Nebraska Legislature will have at least 15 new members when it convenes on January 7, 2009. The loss of institutional knowledge due to term limits will continue to be a concern, especially in light of the very complicated education issues within the control of the Legislature. We all must do our part in assisting current and future lawmakers to understand the full nature of the policy decisions they will make. The NCSA will provide leadership in this area by offering lawmakers and legislative staff the opportunity to learn the basics of such important topics as school finance, special education, and early childhood education.

NCSA Today Magazine

The NCSA *Today* will not only receive a facelift, it will have a change in format for the 2008-09 membership year and beyond. We will move away from the traditional newsletter format to a much more readable magazine-style format. And it will be in print with a mailed copy to each member. We plan to issue the NCSA *Today Magazine*, printed version, on a quarterly basis along with supplemental email versions in between printed issues.

We all must do our part in assisting current and future lawmakers to understand the full nature of the policy decisions they will make.

EHA Issues

The NCSA delegation to the Educators Health Alliance (EHA) Board of Directors has provided the necessary leadership to make important and much needed changes to the EHA healthcare plan. We have successfully sought resolution to the underwriting rules of the EHA by permanently eliminating the rule relating to the minimum 50 percent employer contribution. We have been told that the plan may still require a "contribution" rule of some nature, but we assure our members that any such new rule will be sensitive to the needs and wishes of our customers first and foremost. We also lead the way in providing more information to our members on the activities of the EHA Board of Directors. We now have a newsletter, *Inside the EHA*, which is prepared and distributed following each meeting of the Board. Finally, we support the concept of hiring a plan administrator who will be employed by the EHA Board of Directors and who will provide full-time assistance to plan members in matters relating to the healthcare plan.

Strategic Plan

The NCSA Executive Board worked diligently through

this past membership year to develop and approve a three-year NCSA Strategic Plan for the organization that focuses on:

- (1) **Opportunity**, including personal and professional growth, networking among peers, involvement in various services and programs;
- (2) **Advocacy**, including interaction with policymakers and influencing policymaking, promoting public school administration, public relations, collaborate efforts with other entities;
- (3) **Recognition**, including honoring members' accomplishments, high-lighting noteworthy achievement; and
- (4) **Support**, including intervention on behalf of individual members in protection of due process rights in contractual matters, intervention on behalf of individual members in specialized casework. The full text of the NCSA Strategic Plan may be found online at <http://ncsa.org>. ■

Nebraska Council of School Administrators

The NCSA: An Umbrella Organization

by Dr. Michael Dulaney
Executive Director
May 24, 2008

Since its incorporation in 1970, the Nebraska Council of School Administrators (NCSA) has been structured as an umbrella organization for all school administrators in the State of Nebraska. An umbrella organization is an association of institutions, which work together formally to coordinate activities and pool resources.

In the case of NCSA, one group, the umbrella organization, provides resources and an identity to the "affiliate" organizations under the corporate umbrella. Each affiliate organization maintains its own budget, an amount dedicated under the umbrella organization budget. Each affiliate organization maintains its own by-laws, constitution, executive board, award programs, committee structure, etc. Each affiliate organization is free to establish its own agenda so long as the agenda does not contradict or supersede the umbrella organization's positions, policies, bylaws, and constitution.

The NCSA is comprised of six affiliate organizations:

- Nebraska Association of School Administrators (NASA)
- Nebraska Association of Elementary School Principals (NAESP)
- Nebraska State Association of Secondary School Principals (NSASSP)
- Nebraska Association of School Business Officials (NASBO)
- Nebraska Association of Special Education Supervisors (NASES)
- Nebraska Association of Retired School Administrators (NARSA)



The NCSA Executive Board, the corporate governing body, employs an executive director, who hires and maintains both professional and support staff. The 16-member NCSA Executive Board is comprised of three elected representatives from each active affiliate and one from the retired affiliate. The NCSA operates on a \$1.3 million annual budget with funding generated from both dues and non-dues revenue. The NCSA staff is comprised of six members, including the executive director.

Seventeen state professional organizations for school administrators utilize an umbrella structure similar to the NCSA, including Colorado, North Dakota, Iowa, California, Delaware, and Kentucky. Other states have separate organizations for classifications of school administration, including Missouri, Kansas, Alaska, and Maryland. Some states have an organization for principals and a separate organization for other school administrators, including Florida, Massachusetts, New Hampshire, and New Jersey.

In fact, the trend among state organizations dedicated to school administrators is a move toward the umbrella structure. The umbrella provides several advantages, including enhanced resources, programs and services, and a more unified voice in educational and legislative issues. Umbrella organizations provide a more efficient use of senior and support staff to meet the needs of the membership.

CALENDAR OF EVENTS

SEPTEMBER

10	NSASSP Region II	10:00 a.m.	Blair High School	Blair
10	NAESP Region I	2:00 p.m.	Hamlow Elementary	Waverly
17	NSASSP Region I	5:30 p.m.	Cortland Grill	Cortland
17	NSASSP Region III	2:00 p.m.	NECC	Norfolk
17	NSASSP Region IV	1:30 p.m.	ESU 10	Kearney
17	NAESP Region II	5:00 p.m.	Roja Mexican Grill	Omaha
17	NAESP Region III	2:30 p.m.	NECC	Norfolk
17-18	NE Leadership Initiative	5:00 p.m.	Civic Center	Gering
18-19	NASES/NDE Fall	12:30 p.m.	Lied Lodge	NE City
25	School Law Update	8:00 a.m.	Holiday Inn	Kearney
30	NAESP Region V	9:30 a.m.	WNCC	Sidney
30	NSASSP Region V	9:00 a.m.	WNCC	Sidney

OCTOBER

1	NASES Region I	9:30 a.m.	Crete Public Schools	Crete
1-2	NE Leadership Initiative	5:00 p.m.	Ramada Inn	Kearney
4	NCSA Tailgate	TBD	NCSA Parking Lot	Lincoln
6	Hispanic Latino Summit	8:00 a.m.	Embassy Suites - LaVista	Omaha
8	NSASSP Region II	5:30 p.m.	German-American Society	Millard
8	NASA Region II	9:00 a.m.	Life Learning Center	Norfolk
8-10	Leadership Con. on Assessment		Hilton Hotel	Omaha
9	NASES Region V	9:00 a.m.	Community Center	Bridgeport
13	NAESP Region I	TBD	Doane College	Crete
13	Student Conduct Workshop	8:00 a.m.	Cornhusker Hotel	Lincoln
14	Facilities Management	9:00 a.m.	Sandhills Conv. Center	North Platte
15	NASA Region IV	10:00 a.m.	ESU 10	Kearney
15	NASA Region V	10:00 a.m.	Community Center	Bridgeport
15-16	NE Leadership Initiative	5:00 p.m.	ESU 3	Omaha
17	NASES Region III	12:00 p.m.	TJ's	Norfolk
17	Facilities Management	9:00 a.m.	Embassy Suites	Lincoln
22-23	NE Leadership Initiative	5:00 p.m.	Lifelong Learning Ctr.	Norfolk
23	NASES Region IV	1:00 p.m.	ESU 10	Kearney
27	Paraeducators Conference	8:00 a.m.	Holiday Inn	Kearney

NOVEMBER

1-2	Grants Management/NCLB	7:00 p.m.	Holiday Inn	Kearney
6	Hispanic/Latino Summit	8:00 a.m.	Embassy Suites	LaVista
8-9	LCA Conference	6:00 p.m.	Hilton Hotel	Omaha
9	NASES Region III	12:00 p.m.	Sports Denn	Norfolk
12	NSASSP Region II	10:00 a.m.	Wilson Middle School	Omaha
13	Managing Student Conduct	8:30 a.m.	Cornhusker Hotel	Lincoln
14	Facilities Management	8:30 a.m.	Sandhills Conv. Ctr.	North Platte
19	NSASSP Region III	2:00 p.m.	NECC	Norfolk
19	NAESP Region III	2:00 p.m.	NECC	Norfolk
19-21	NASB/NASA State Convention	1:00 p.m.	Embassy Suites	LaVista
27	Paraeducators Conference	8:30 a.m.	Holiday Inn	Kearney
29	NCSA Executive Board	8:30 a.m.	NCSA	Lincoln
30	NSASSP Executive Board	10:00 a.m.	NCSA	Lincoln

DECEMBER

1-2	NSASSP State Convention	5:00 p.m.	Holiday Inn	Kearney
3	NAESP Region II	5:00 p.m.	Indian Creek Country Club	Omaha
3	Legislative Preview	8:00 a.m.	Cornhusker Hotel	Lincoln
5	NASES Region III	12:00 p.m.	TJ's	Norfolk

ACHIEVE

Discover the power of 2



A tutee's mother came up to me and said that for the first time, her son came home and chose to read a book rather than play a video game. Our tutees and tutors have grown as readers and gained a lot of self-confidence—and it shows in their test scores.

Learning Together coordinator
Grand Island, Nebraska

Working together, two struggling students can achieve more than either can alone. With Learning Together's structured, scripted reading and math interventions, any student who reads at a fourth-grade level can experience the rewards of becoming a tutor and leader. In addition to accelerating academic performance, the one-on-one bond becomes a powerful force for developing motivation, self-esteem, leadership and positive peer relations.

Learning Together is presenting through Nebraska's Educational Service Units and planning regional trainings to maximize your professional development resources. Learn how to support student success at Grand Island Public Schools' NCSA presentation on November 21st, or contact us toll free at **1.866.921.0000**.

L₂
learning together™
Raising student achievement by the power of 2



www.learningtogether.com



Nebraska Council of School Administrators

455 So. 11th Street, Suite A • Lincoln, NE 68508-2105

PRSRT STD.
U. S. POSTAGE
PAID
LINCOLN, NE
PERMIT NO. 951

RETURN SERVICE REQUESTED

2008-09 Membership Renewal Now Underway

With the return of students and teachers to the classroom it means it is membership renewal time. My hope is that there was some time for some fun and relaxing things this summer. If you are like me I had many things on my to-do list and summer seemed to fly by. To renew your membership for the 2008-09 school year go to the website www.ncsa.org today and click on Membership Info, then complete the online form or download the form to fill out. Print a copy and give to your business office for payment.

NCSA offers a host of services and benefits designed to enable education leaders to succeed at the challenging task of running today's complex school districts. Don't miss out on all of the exciting things planned for the year.

Regular NCSA membership entitles you to:

- Unparalleled professional development at membership rates
- Access to legal assistance
- Subscription to *NCSA Today* Magazine

- Networking opportunities with colleagues from around Nebraska
- Be part of the most influential voice in Legislature
- Eligibility for state and national recognition
- Advice and counsel from NCSA's professional staff, including employment contract review

Please note:

- If dues are paid by Nov 1, the active dues are \$315. If payment received after this date, the active dues are \$325.
- Membership is not considered active until payment is received.

"Excellence is not an accomplishment. It is a spirit, a never-ending process." Lawrence M. Miller

If you need any assistance contact Cami at cami@ncsa.org or call 1-800-793-6272 or 476-8055