

A PUBLICATION OF THE NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS

APRIL, 2005

NCSA ANNOUNCES NEW PRESIDENT-ELECTS-ELECTS

Affiliate members elected their president-elects for the new school year 2005-2006. These administrators will officially begin their duties on the NCSA Executive Board after September 1, 2005. Congratulations and welcome:



Brazell



Morton



Welke



Elmshaeuser

From left: NASA - John Brazell, Superintendent, Freeman Public Schools; NSASSP - Steve Morton, Principal Norfolk Senior High School; NAESP - Beth Welke, Principal, Blair Community Schools; NASES - Kris Elmshaeuser, SpEd Director, ESU #16

We All Need TIME

by Beth Welke, Principal, Blair Community Schools

They come to us in different sizes and different shapes - some with pigtails and freckles, others with dark faces and hair cut short. Some are short. Some are tall. Some are lanky and others are chunky. Each child is very different from the next. And we expect nothing less.

As these students begin their school experiences, we begin to make them fit the mold, to require them to act the same and achieve the same. We give them each the same amount of time and expect that they will learn the same amount in the exact amount of time. And we again, expect nothing different.

As we reflect upon our expectations, we must look at the differences that the children possess and the likenesses that we expect in the end. We teach, they learn. We give them "ample amounts of time" to complete the assignments and they complete them as we expect. We make few exceptions for the differences that they possess.

Do some children need more time than others to develop and learn certain skills? Does it feel as if we hurry children from one thing to the next? We teach a skill and move on to the next one so that we are sure that we meet all of the goals before the end of the year approaches. Where is the happy medium? Where do we draw the line and meet in the middle to assure that children are learning and not being passed over for the sake of time? Do we treat students as if they are in a fact family who can only worry about turning in the next assignment? Or do we allow them the time they need to develop the appropriate skills so that they can apply these skills in real life situations?

I often wonder in the ever-changing times of today's society if children have the time they need to ponder and wonder, to discover and to dream. Do we

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NCSA BOARD ELECTS NEW CHAIR AND VICE CHAIR



Inzerello



Loeffelholz

The NCSA Executive Board at its April 6, 2005 meeting elected Al Inzerello, Assistant Superintendent at Westside Community Schools and President of NASBO, as the new Chair of the NCSA Executive Board. Troy Loeffelholz, Principal at Hastings Middle School and President of NSASSP, has been elected as Vice Chair. Terms of office begin on September 1, 2005. 🗣️

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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.



“STOP THE INSANITY! IT TAKES A TEAM TO LEAVE NO CHILD BEHIND”

by Dolores Rader, President, Nebraska Association of Retired School Administrators

Sarah Butzin, Director of the Institute for School Innovation, (ISI) discusses the classroom management problems arising from the “No Child Left Behind” initiative. Schools are being asked to compete with the rest of the world in technology and academic achievement. Yet, we acknowledge that children are uniquely different from one another; all are not walking by age one, nor talking by age two. Developmental issues seem to have been laid aside as children are pressured to keep pace with their peers, whether or not they possess sufficient physical or mental maturity to do so.

At the same time, required learning for children has intensified. Children of today need to comprehend a vast array of learning that was not required twenty or thirty years ago. The world has been

changed by technology; literacy and math skills requirements have increased accordingly. The conundrum for schools is how to find the time for additional learning without robbing each child of time to play and to develop the social and emotional skills that must come through informal associations.

ISI was founded by Sarah Butzin in 1995; she hoped to develop an elementary school system that focused on the fundamentals of reading, writing, and mathematics while leaving time for social studies, science, art, music, physical education, and play. A coordinated approach, called “triangulated learning,” creates a team of three teachers who instruct three elementary grade levels. This team accepts the role of laying a firm foundation in the three basic skills of

reading, writing and math. Here’s how it works:

The elementary school teams kindergarten, first- and second-grade teachers into one cluster; and third-, fourth- and fifth-grade teachers into the second. Each teacher manages a home room for one grade level. Within each group, reading skills are taught by one expert teacher for three years, another teaches writing skills to the same group of children for three years, and a third teaches math. Each teacher manages the home room for one grade level, and instructs his/her own grade-level science and social studies. The child experiences consistency in the instructional approach and curriculum content of math, reading and writing for three years before moving either into the higher elementary group, or into sixth grade middle school level. The benefit for the teacher is that he/she at the beginning of the school year knows the strengths of each child in two of the three grade levels. No large amount of time is expended in “getting to know the child.” Each teacher is instructing, in his/her specialized area, two classes of children that he/she instructed the prior year. The third-grade math teacher, for example, will instruct a new group of third graders, as well as the prior two years’ third graders, who now return to her math class as fourth graders and fifth graders.

Classroom time is divided into sixty- or ninety-minute segments. Each of the home rooms has six “work stations” that provide practice in different learning modes suitable to each child at the appropriate grade level, and the child may move through each of the stations at his/her own pace. The stations are: 1) A Teacher Station, for tutorials and special help; 2) A Computer Station that uses integrated software and Internet exploring; 3) A Textbook Station for written assignments; 4) A Challenge Station that provides game-like learning; 5) An Imagination Station for artistic and interpretive learning; 6) A Construction Station for hands-on activities.

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NCSA EXECUTIVE BOARD 2004-05

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

P E R S P E C T I V E S

by Jerry Sellentin, Ph.D., Executive Director



Sellentin

PROBLEMS WITH DETAILS

Congressman Lee Terry working with Nebraska administrators, teachers, parents and the Nebraska Department of Education has introduced legislation to make improvements to the federal No Child Left Behind (NCLB) law. The No Child Left Behind law has the best of intentions for high accountability standards to improve the education of every child in the United States. The problem with the NCLB law is in the details which Congressman Terry's legislation addresses to allow greater flexibility and local control:

- Flexibility to recognize individual needs of Limited English Proficient (LEP) students when determining if schools have made adequate yearly progress under NCLB.

- Allow flexibility to include special education students and students facing extraordinary circumstances when calculating high school graduation rates under the NCLB Act.

- The flexibility to assess special education students with significant cognitive disabilities by using appropriate academic standards based on their individualized education plan under the federal Individuals with Disabilities Education Act.

- Flexibility to implement a localized testing system to meet the requirements of the No Child Left Behind Act.

- Provide flexibility with the definition of "highly qualified" for special education and rural teachers.

- Determine the feasibility of determining annual progress under NCLB by measuring individual student progress.

Congressman Terry's legislation is consistent with concerns of the Nebraska Council of School Administrators (NCSA) as well as the position of other national education organizations with which NCSA is affiliated. His legislation strengthens the initial NCLB legislation and provides for a more accurate measure of adequate yearly progress.

NCSA looks forward to working with Congressman Terry to improve NCLB.

NCSA is also encouraged with the April 7th announcement by Education Secretary Margaret Spellings of a more common-sense approach to NCLB which takes into account each state's unique situation which is included in Congressman Terry's legislation.

standing educational leader and Harley motorcycle rider of the Texas Association of Secondary School Principals, shared the top ten reasons how riding a Harley and being a Principal are similar:

- 1) Harley riders and principals are "Leaders of the Pack."
- 2) A good "ride" is an exhilarating experience.
- 3) Principals – like Harley riders, have a common bond.
- 4) In order to be successful, you need to have the full the full support of your significant other.
- 5) Both can be a lonely experience.
- 6) When people find out what you do, they have the same response: "Are you crazy?"
- 7) Both require "guts" to do.
- 8) You are exposed to the "Elements."
- 9) Both require a good balance.
- 10) Both require your full attention.

"Vision without resources is an illusion."

Riding a Harley and Being an Administrator

My good friend, Archie McAfee, out-

UPCOMING EVENTS...

**April 12-13
Nebraska Educational
Leadership Institute NELI**
Gallup University - Omaha

April 13 - EOP Workshop
8:30 a.m.
Kearney - Holiday Inn

**April 14 - NARSA Spring
Event**
3:30 p.m.
Brownville - Whiskey Run
Creek

**April 26-28 - NASBO
Convention**
April 26 - 1:00 p.m. - Golf
April 27-28 - Convention

Kearney - Ramada Inn
**April 27-28 - NASES
Spring Conference**
Kearney - Ramada Inn

**May 2 - Job Descriptions
Workshop**
8:00 a.m. to 11:00 a.m.
ESU #16 - Ogallala

**May 2 - Job Descriptions
Workshop**
2:00 p.m. to 5:00 p.m.
ESU #11 - Holdrege

**May 4 - Job Descriptions
Workshop**
9:00 a.m. to 12:00 p.m.
ESU #3 - Omaha

**May 4 - Job Descriptions
Workshop**
2:00 p.m. to 5:00 p.m.
ESU #1 - Wakefield

**June 3
Balance Leadership: What
30 Years of Research Tells
us about the Effect of
Leadership on Student
Achievement**
8:30 a.m. to 3:30 p.m.
The Lodge at Wilderness
Ridge - Lincoln, NE
For more information about
the summer conference, con-
tact www.nascd.esu6.org

For more information on any of these conferences or to register online please visit www.ncsa.org

**Mark Your
Calendars!**

**Administrators' Days
2005
August 3-5**

Holiday Inn - Kearney



HOLD IT! I THINK YOU'RE GOING TO LIKE THIS PICTURE

by Kandy Imes, State Board of Education Member

I reluctantly acknowledge that more and more of you are too young to remember *The Bob Cummings Show*. But those of you who do have got to be asking yourselves why the weekly opening line of a black-and-white sitcom from the late 1950s popped into my head when I started to write this article. I think you'll agree: It's a loose connection.

One of the thousands of things I've learned by serving on boards of education is that all of us bring to our boards our background experiences and our unique ways of processing information, of thinking and of communicating those thoughts.

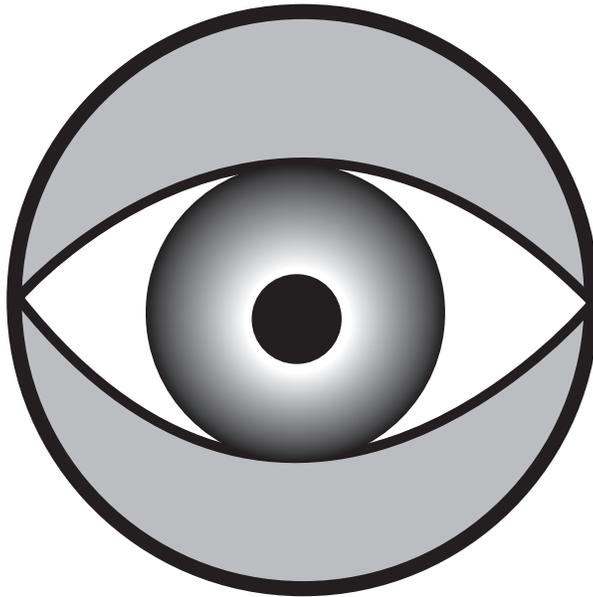
Merging these styles to develop a working relationship and a collective picture or vision of success is the primary task of any board and one that the State Board of Education is engaged in, too.

Following the State Board's annual evaluation of its goals in 2004, the suggestion of strategic planning was introduced. With new members on the Board there appeared to be a lack of common understanding of the goals. The status of the goals was unclear and how they meshed with the vast work of the Nebraska Department of Education was fuzzy and, for some of us, a source of mental indigestion.

Understandably, the Board showed ambivalence in approaching this type of planning process. Fears were expressed. "That would mean we'd be starting all over." "Strategic planning is so time-consuming." "The last time I was involved in this we spent a lot of time and never looked at the plan again." "Wouldn't we be putting ourselves in jeopardy of micro-managing?"

By first listening to and acknowledging each other's concerns, we were able to shift to a conversation on what it was we wanted a planning format to do for us. We agreed to seek expertise on the subject of strategic planning. Dr. B. J. Reed, dean of the University of Nebraska at Omaha College of Public Affairs and Community Service, and Patrick

McNamara, consultant and doctoral candidate at the University of Nebraska at Omaha School of Public Administration, were invited (and graciously accepted) to assist us in exploring the advantages, appropriateness and limitations of this type of planning. Now, as our strategic planning facilitators, B. J. and Patrick generously lend us



a steady hand. In our discussions with them, we requested a simple, tailored, flexible process that would be based on our existing goals.

Through our processing of our first two goals, the Board and facilitators have found that a preparation exercise prior to our meeting facilitates discussion and allows us to use our time more effectively. Facilitators survey Board members to determine their understanding of terms and their views on the intent of the goal. Responses are compiled and routed back to the Board. Blocks of time are set aside for discussions in either a retreat-like setting or in work sessions before regularly scheduled meetings. Representative staff is present for their field insight and consultation.

B. J. and Patrick give our conversation leeway, allowing us to free-flow ideas,

questions and suggestions, jumping in to redirect us when the path gets mucky. Based on all deliberations, the goal is drafted by the Commissioner and staff for the Board to review, continue discussion and revise. The final document includes objectives and timelines for the NDE staff to then strategize in achieving.

A straw poll of all players has found this planning process to set clear and attainable expectations. The interaction of Board members and the Commissioner with staff present during our discussions has resulted in focused and meaty conversations. We have found ourselves willingly setting aside the time we need to develop the goals. And as a great bonus, we've found the process to be energizing.

In addition, we are finding that our strategic planning process provides for the immediate engagement of new Board members; creates a bridge between the Board and the staff who will implement the plan; builds consensus; and develops the Board's vision.

As for the plan itself, it is becoming clear and central to the Board's policy development and the Department's daily work. We hope and expect this process to allow the Board to effectively monitor progress toward meeting its goals and to identify areas where additional or different measures are needed to help Nebraska's school systems continue to move forward.

Overall, I think the Board can say: It is not the resulting document alone that is important, but the process that is of intrinsic value.

Re-evaluation and introduction of new goals will be ongoing. But now we are stepping forward together with confidence, building solid working relationships while we continue the hard work of providing a quality education and improving learning for all Nebraska's children.

I'm optimistic we're all going to like this picture. 



Leadership: Within and Beyond the Walls

by Garry L. Jurgens, Assistant Principal, Ralston High School, 2005 Nebraska Assistant Principal of the Year

As the 2004 recipient of the Nebraska Assistant Principal of the Year Award, it is an honor and privilege for me to share with you a few thoughts regarding school leadership both “within” and “beyond” the walls. As school leaders, we are looked to by parents, community leaders, our staff, and students to create an environment for teaching and learning that is equitable, progressive, fair, and complements the learning styles of all students. We cannot sit back and let life just slide by at a casual pace. We need to challenge ourselves and our students to be the best and get involved with preparing for the future beyond high school.

Collaborative Leadership

Involving parents and the community are critical to this goal. Two examples in Ralston Public Schools are the ABC Business Partnerships and TeamMates Mentoring Program. The ABC partnership encourage businesses to become actively involved in the schools throughout the district and recognizes them for their contributions at an annual awards reception. As the first TeamMates program in the Omaha Metro area, we identify students at the seventh grade level, match them with an adult mentor, work with them until they graduate from high school, and provide funding for further education.

Ralston administrators set a model for continuous growth among teachers and administrators by involvement in professional associations and new initiatives. As a member of an ASCD Future High Schools Consortium, we initiated eight major areas of change, including an advisor-advisee program, performance-based graduation outcomes, and individual learning plans for all students.

These major changes have continued to evolve through several changes in leadership, including three new high school principals and central office staff. Managing these transitions has provided an opportunity for the entire leadership team to balance a variety of management and instructional tasks and to keep

the ball rolling with a variety of new initiatives started by each of them.

Curriculum, Instruction, and Assessment

We consistently encourage staff to implement new programs to enhance their efforts with students. One of our new areas is the CALS (Career and Life Skills) assessment, which is being piloted

Helping students maximize their performance is our passion.

in three areas this year with plans to include all students in the future. As we build the school’s master schedule, it is critical to work out student schedules to accommodate the work-based learning experiences that will help them attain these skills.

Ongoing staff and student computer instruction require continuous leadership. In recent years we have introduced Cisco Networking, web publishing, and a variety of computer programming offerings. Online attendance and grading is now expanding to a web-based grade book so parents can constantly be updated regarding their son/daughter’s progress.

Helping students maximize their performance is our passion. A program started eight years ago called “Beyond the Walls” provides experiences that enable students to apply classroom knowledge in the real world. Opportunities include the Medical Science Academy, Future Teacher Internship, Cosmetology, Horticulture, and Auto-Body Repair—just to mention a few of the twenty-nine available internships and academies. Our goal each year is to increase student participation in “Beyond the Walls” experiences. This requires regular communication with

businesses to maintain and establish internship and academy participation; marketing the program to students, parents, counselors, and faculty; and building a master schedule to accommodate the program – a time-consuming, but worthwhile task.

Keeping students involved in school is vital. In the last few years, Ralston has added TeamMates Mentoring, Skateboarding and Bowling Clubs, and supports more active involvement with our student government association.

Personalization

Staff morale and a positive school climate are critical. A light-hearted approach with professional and support staff has made them feel part of a team. When school funds could no longer be used to support staff activities, we approached our business partners to obtain funding for essential morale-building activities such as our Holiday Party, Administrator Retreat, End-of-Year Event, and Secretary Recognition Dinner.

We actively seek solutions for helping teachers provide input and appreciation for each student’s abilities. The Web grade book enables teachers to track areas where students need improvement or are experiencing success – followed up by rewarding improvement and developing materials/activities for those struggling. Students with two or more F’s after five weeks of school receive one-on-one or group sessions focusing on success in school/life, stressing study skills and CALS assessment.

Inspiring every young person to reach his/her highest level of performance based on their interest and aptitude – this is our challenge as educators. To this end, we are actively involved with programs that help students make a career connection. Our goal is to help every student at Ralston High participate in an internship or academy experience, develop a positive self-image, and connect to the real world – resulting in success “Beyond the Walls”. 



HAVE A PLAN FOR CAREER ADVANCEMENT

by Harlan Metschke, Superintendent, Papillion-La Vista Public Schools

As I approach the last lap of what has been a wonderful career in education, I think about the relationships and experiences that have allowed me to make some fortunate position changes. Those changes include twelve years of teaching and coaching in the Malcolm and Centura, Nebraska Public Schools, four years as a small school superintendent in Campbell, Nebraska, several years on staff at UNL, four years in central office roles in South Dakota and Colorado and now 16 years with the Papillion-La Vista Schools.

At a recent session in our school district with aspiring administrators, I had a chance to reflect on events that occurred during my career to not only help me acquire positions but actually complete the role with some level of proficiency. Not only should a person take advantage of every opportunity to acquire leadership skills in their current position, one should plan a path they might take for that next position. To think you can simply do your current job and be available for that promotion may find you simply doing your current job a long time.

During that session, I had a teacher who had just completed his Masters in School Administration ask whether it made any sense for him to pursue a Specialist Degree at this point in his career. I simply described my early beginnings in school administration. I had completed a Masters in School Administration after my third year of teaching. However, I continued in that teaching role another nine years during which time I had started and nearly completed a Specialist Degree when I started looking for administrative positions. My plan was to seek a secondary principalship, but because of timing of job availability I ended up having interviews for small school superintendencies prior to principal openings. It was my good fortune to get a small school superintendency prior to ever having that principal interview. That small school superintendency was the beginning of what has been a great

career in school administration. Having the Specialist Degree and the Superintendency Endorsement made that a possibility that would not have existed without it.

The board of education that hired me at Campbell was very concerned about future consolidation of that school district with others in the area. They had gotten to a size, 140 students K-12, which really made operation of a fully accredited high school very difficult. I had been teaching for 10 years in a consolidated school district of three central Nebraska towns and during my administrative work had completed a Master's thesis on the effect of the consolidation of those three schools into a larger Class C school district. Those experiences were very influential in my getting the superintendency in that small school district. I recall my first few days on the job; I learned immediately that I was responsible for completing a Title I grant application that was due the day before I arrived. Nothing had been done to complete that application. Fortunately, one of



the project papers in my Specialist Program was about the Title I program. I had a good understanding about that federal program because of the earlier course work I had done.

While a teacher at Malcolm and Centura, I served as chief negotiator for

the teacher association. Later in an intern role at Centura I developed the salary comparability study for the board and teachers, an experience that served me well in later school business offices.

While in Colorado Springs in a school district next to Fort Carson that served many off-base students, I learned about Impact Aid; a federal program that provides aid for schools serving militarily connected students. That experience was a definite factor in getting the finance position in the Papillion-La Vista Schools.

As important as the experiences you have are the relationships and mentors you develop as you move through your college programs and earlier education roles. Those relationships play a large role in your future positions.

My Master's Degree college advisor played a large role in a position I was able to get that allowed me to complete a Doctorate program. I had completed the four years in that small school superintendency and was seeking a larger school superintendency when he made me aware of a staff position at the University of Nebraska. I am sure his influence had a great deal to do with my being hired in that role.

Completion of the Doctorate opened doors for me in larger school districts. I later learned as I moved from a South Dakota assistant superintendency to a Colorado school district as finance director, that the superintendent in that Colorado district had had that same UNL professor as an advisor. A person should never underestimate the benefit good relationships throughout your early career and graduate work can do for you later.

In my efforts at Campbell to reorganize districts, I met the chairperson of the State Reorganization Committee who at the time was the superintendent at Lexington, Nebraska. Later he became the superintendent of the Papillion-La Vista Schools. Need I say more! 

HOME IS WHERE THE HEART IS!

By Doug Christensen, Commissioner of Education

In mid-March, I spent two days in Rochester, New York, on behalf of an organization called "Schools Without Walls." They invited me to serve on a panel for a public forum about standards, testing, school reform and local control. I also was a guest on talk/call-in shows for local radio stations and PBS.

During my two days in Rochester, several surprises occurred. New Yorkers (at least "Rochesterians") were very friendly and welcoming. Everywhere we went, people greeted us and asked what brought us to New York. Upon learning of the reason for our visit, the conversations began.

First, Rochesterians—citizens, civic leaders and educators—care deeply about their schools. Second, they universally detest their state's high stakes testing system. Third, they are envious of what we have in Nebraska with STARS and wanted to know how we did it. I told them, "We have the necessary ingredients." At least these six and maybe more.

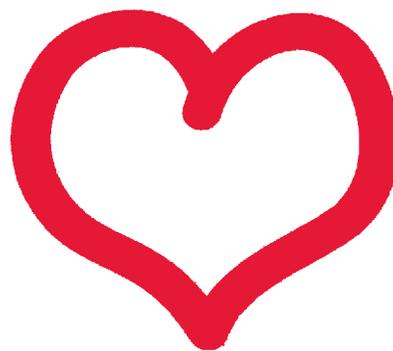
First, we have educators who by and large will do the right things for kids. They will step up to the plate, knowing the work may take more time, more energy and more expertise. They don't have to be "forced" to do the right thing.

Second, we have leaders in our schools who have not lost their voices. They use their voices to advocate for all children, for the right things, and for local leadership and initiative.

Third, we have a "roll up your sleeves" mentality about our work. Hard work does not scare us or make us take the easier path.

Fourth, we try to work together, not "dividing to conquer." We try to find a center we can rally around in spite of our differences in ideas and ideologies, positions and roles, and authority and accountability. We know working together gets us further down the right roads.

Fifth, we have our heads on straight and we can hold them high. We don't have to back into any room or hang our heads at anytime. We have strength in

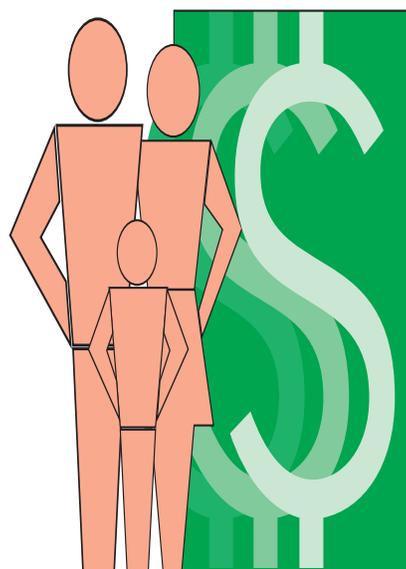


our education leaders, administrators and teachers, policy leaders, board members, and communities. And we know we can build on our strengths and get better.

And sixth, we value the really important things. Families, communities, and schools (in that order) are our top priorities and enduring values. Mess with any of them and you've got trouble. We want our decisions about families, communities and schools to be decisions of imitative and leadership and we want them exercised as locally as possible.

And most of all, I learned once again, "There is no place like Nebraska!"

NSDLAF+ NOTES #23



The NEBRASKA SCHOOL DISTRICT LIQUID ASSET FUND + is governed by a Board of Directors whose primary objectives for NSDLAF+ are the safety of principal and liquidity together with attractive rates. Additional investment alternatives are available through the Investment Adviser that will assist participants in seeking to maximize results.

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Stuart Simpson
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Linda Rousey
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North Platte Schools

For assistance in cash-flow and financial management for your school district, educational service unit or community college, contact Cliff Dale, Senior Marketing Representative, PFM Asset Management LLC, 402-483-1678, or dalec@pfm.com



THE HIGH SCHOOL PRINCIPAL: AN ENVIRONMENTAL SCAN

By: John Langan, Dean, College of Education, Omaha

The former executive director of the American Association of Colleges for Teacher Education (AACTE), David Imig always gave an overview of the current status of teacher education in the United States at our national meeting which he subtitled, "An Environmental Scan." I've taken the liberty to borrow this descriptor to title this brief commentary on the high school principalship. The current focus of high school reform literature centers on what needs to be done to ensure student success and that's as it should be. What is missing or at least limited is research and recommendations on the magnitude of demands placed on the principalship, the rights of passage/selection process used in hiring for these positions, perceptions of the various constituent groups (students, teachers, parents, community groups) regarding the role and expectations of the principal, and what, if any, restructuring of this role needs to be considered as we examine the question of high school reform.

Current discussion related to high school reform is and will continue to be centered on two reform effort documents; first, the National Association of Secondary School Principals (NASSP) Breaking Ranks II and second, the recent No Child Left Behind legislation which focuses on high school reform. In a recent article dated February 28, 2005, the New York Times reported that governors from 13 states with more than one-third of the nation's students were forming a coalition to improve high schools. Their recommendations center on three areas: adopting higher standards, offering more rigorous courses and administering tougher examinations. Finally, our own governor and the chairman of the legislature's education committee, upon return from a summit

on high schools by the National Governors Association, recommended increased testing in math and science, increased community involvement and greater cooperation between high schools and colleges on college preparation and advanced placement.

As individuals, politicians, the media, community groups, school boards and

principal is central to the success of attempts at school reform. Reform efforts call for the building principal to move from manager to instructional leader, and on face value this appears to be great logic. The fact is that the role of the high school principal is defined more often by the person holding the position than any district job description or man-

date that calls for a particular role and function. Not unlike other professions, those in the position of high school principal lean toward their strengths and organize in such a way that allows others to take on responsibilities needed for successful operation of the school. So while the reformers call for a specific transition from manager to instructional leader, I would

ask these same individuals to address the myriad of critical "non-instructional" issues facing the high school principal and answer the question, "If not the principal, then who?" Who will manage issues such as budget, school safety, school climate, disposition issues with students, parents, faculty and staff, community relations, technology, transportation, extracurricular activities, physical plant conditions, diversity, special needs youngsters and a host of others.

Budget seems the most obvious of these non-instructional issues and is addressed above in relation to the NCLB reform proposal. The same can be said of state budgets which shortchange current P-12 funding yet call for reforms which require additional resources. To put the state support in perspective, there are challenges to state funding formulas across the nation. A recent court decision in New York ordered the state legislature to add \$5.6 billion to the New York City school budget and produce a \$9.2 billion capital plan to fix the city's school buildings. Other such court orders are still being argued in the

(continued on page 10)

While it is tempting to address some of the national recommendations and even more tempting to speak to those made by Nebraska politicians, the remainder of this piece addresses the high school principal, the critical role they play in any attempt at reform and the need to reexamine the job description of these individuals in order to maintain a pool of viable candidates.

professional educators weigh in on these recommendations, change will no doubt take place. The magnitude of this change will be influenced in large measure by the funding made available. Take for instance the NCLB recommendations which call for \$1.5 billion to be designated for the high school initiative. On its face this seems to be a significant increase to bring about change. What is not revealed are the cuts being made to existing high school programs to the tune of \$2.17 billion in funding. Quick math reveals that the sum total for our nation's high schools is a loss of more than 600 million dollars. (Alliance for Excellent Education, Volume 5 No. 3: February 14, 2005)

While it is tempting to address some of the national recommendations and even more tempting to speak to those made by Nebraska politicians, the remainder of this piece addresses the high school principal, the critical role they play in any attempt at reform and the need to reexamine the job description of these individuals in order to maintain a pool of viable candidates.

Few would doubt that the building



CONGRATULATIONS TO...

☞ **Norfolk Public Schools** on passage of their bond election

☞ **Newcastle Public Schools** on the success of their levy override election

☞ **Nebraska Rural Community Schools Association** on their 25 years of "Quality Rural Schools"

☞ **Millard Public Schools** on their recognition by the National School Boards Association being cited in a study of World-Class Results of "Leading Change the Case for Continuous Improvement" publication

☞ **Brent McMurtrey**, Director, ESU #15, who has been named Administrator

☞ **John Deegan**, Superintendent, Bellevue Public Schools, recognized by West Point Society of Nebraska and Western Iowa chapter with its highest recognition, an honorary induction into the society

☞ **Brad Cabrera**, Superintendent, Sutton Public Schools, honored as Nebraska Rural Community Schools Association, Gary Fisher Memorial Outstanding Superintendent

☞ **Earl NaNannen**, Malcolm Public Schools, honored as Nebraska Rural Community Schools Association Outstanding Principal

☞ The following administrators received the State Future Farmers of America Cornerstone Award: **Larry Ross**, Superintendent, Alliance City Schools; **Roy Baker**, Superintendent, Norris Public Schools; **Brad Cabrera**, Superintendent, Sutton Public Schools; **F.J. Forsberg**, Superintendent, Lyons-Decatur Public Schools; and **Charles Isom**, Superintendent, Wauneta-Palisade

☞ **Larry Humphrey**, Retired Superintendent, who has been appointed, Superintendent at Ansley/Arcadia Public Schools

☞ **Ron Streit**, Principal, Cambridge Public Schools, who has been appointed Superintendent

☞ **Charles Lambert**, Superintendent, West Holt Rural High School, who has been appointed Superintendent, Southern Valley Public Schools

☞ **Larry Lambert**, Principal, Boone Central Public Schools, who has been appointed Superintendent

☞ **Darrell Peterson**, Elementary Principal, Lyons-Decatur Public Schools, who has been appointed Superintendent, Ainsworth Public Schools

☞ **Mark Norvell**, Superintendent, Southwest Public Schools, who has been appointed Superintendent at Fillmore Public Schools

☞ **Robert Hanger**, Sutton Public Schools teacher, who has been appointed Superintendent at Chambers Public Schools

☞ **Eric Dennis**, Papillion-LaVista teacher, who has been appointed Conestoga Public Schools Elementary Principal

☞ **Jim Ossain**, Retired University of Nebraska Kearney, who will join Wayne State College of Education faculty

☞ **Dan Endorf**, Assistant Principal, Waverly Public Schools, who has been appointed Principal at York High School

☞ **Shawna Mayer**, Cadre Associate with Ralston Public Schools, who has been appointed Elementary Principal

☞ **John McClarren**, Wayne Public Schools, Middle School Principal, who has been appointed Fort Calhoun

Elementary Principal

☞ **Glen Moorhead**, Retired, from Market, Kansas, who has been appointed South Central Public Schools Elementary Principal.

☞ **Mark Lenihan**, Principal from Minnesota, who has been appointed Principal of Battle Creek High School

☞ **Robbi Thompson**, Rock County Public Schools, who has been appointed Principal at Kenesaw Public Schools

☞ **Julie Warnemunde**, Madison Public Schools, who has been appointed Millard Public Schools Morton Elementary Principal

☞ **Gene Thompson**, Lincoln Public Schools East High School Coordinator, who has been appointed Assistant Principal

☞ **Kevin Deutsch**, Lincoln Public Schools, North Star Middle Assistant Principal, who has been appointed Lincoln Public Schools, Mickle Assistant Principal

☞ **Harvy Berky**, Principal, Red Oak, Iowa, who has been appointed Gretna Middle School Principal

☞ **Dave Barrett**, Principal, Wood River High School, who has been appointed Adams Central High School Principal

☞ **Kolin Haecker**, Fremont Public Schools Senior High School teacher, who has been appointed Principal Logan View Public Schools

☞ **Lisa Wood**, St Paul Public Schools Elementary Principal, who has been appointed Papillion-LaVista Public Schools Elementary Principal

☞ **Jerry Williams**, Superintendent, Kimball Public Schools, who has been named Kimball's Outstanding Citizen of the Year

RETIREMENTS...

☞ **Mike Hemen**, Elementary Principal, Fort Calhoun Community Schools

☞ **Deryl Nissen**, Superintendent, Cross County Community Public Schools

☞ **Ken Young**, Director of Finance, ESU 9

☞ **Barbara Elliott Ross**, Director of Professional Development, ESU 9

☞ **Arden Svoboda**, Superintendent, Winside Public Schools

☞ **Dan Van Dyke**, Administrator, ESU #15

SYMPATHY...

☞ **Chuck Bunner**, Superintendent, Miniature Public Schools, on the death of his daughter in a car accident

☞ **Ken Bird**, Superintendent, Westside Community Schools, on the death of his father

☞ **Larry Wilbeck**, Superintendent, Deshler Public Schools, on the death of his father

☞ **Mark Sievering**, Superintendent, Conestoga Public Schools, on the death of his brother-in-law



We All Need TIME

(continued from page 1)

allow them to experience real life problems and actually work out the solutions or do we force them to memorize an answer in order to write it down in the proper blank to answer the test question correctly? There are children in society today that need that chance of extra time to discover and explore in order to learn the necessary information to be a part of a productive society. And yet, we continue to add more to the curriculum and administer additional tests without ever allowing for additional learning time or lengthening the school day. Students go from this class to that class, to recess and then to lunch. They hustle from one room to the next with hardly a moments rest. They begin to conform and fit into the mold that the school has shaped for them. They pick up skills along the way, but do they really have the time they need to ponder the ideas or explore the possibilities? How can we begin to provide the difference of time for the students who so desperately need it?

I believe we must first begin to look at how we use time. What can we do to restructure the school day to give students those opportunities to discover and explore instead of memorize and regurgitate information? How can we allow them to apply what they learn and show us their knowledge in real life situations? As educational leaders, we must begin to reflect upon our days. We must diagnosis each minutes of each day and decide if we are making the best use of those precious moments. We are the only ones that have control of the time that we spend each day. We are the only ones who can protect the time students spend in our midst. We must take on the challenge to ensure that this time is time well spent! 

The High School Principal: An Environmental Scan

(continued from page 8)

courts ten years after a decision in favor of the schools.

Compound budget issues with the other areas of responsibility that the building principal faces on a daily basis, and it is not surprising that we hear of individuals leaving the position early. Another concern is the lack of a qualified pool of individuals who are willing to fill these positions. Nebraska is not lacking individuals with the appropriate credentials in school administration; it's a question of finding qualified candidates willing to take on the demands of this office.

In closing, I would offer the following as considerations/food for thought/or simply personal opinions regarding the high school principalship:

In any discussion related to the restructuring of the high school principal position, school governing boards and superintendents need to avoid a position description of "one size fits all." Too many differences exist from school to school and district to district to suggest there is one definition of the position. Variables such as size, location, socioeconomic status and other factors mentioned earlier all influence the role of this individual. In addition, the strengths and weaknesses a person brings to the position influences the degree to which the person serves as an instructional leader versus a school manager.

To continue to attract a pipeline of qualified candidates for the position, expectations need to be defined; and unless the role is changed to allow these individuals to lead a normal life outside their professional role, salaries need to be increased dramatically. It is not surprising that qualified professionals within the system, licensed to serve in this role, chose not to do so because of the overwhelming responsibilities they are asked to assume compared to the difference in salary they would receive.

Nebraska's colleges and universities where academic preparation and licensing of administrators takes place need to reexamine their training programs. This is not to suggest institutions are not meeting stated guidelines, but take as an example the practicum experience required of the candidate for an adminis-

trative certificate. Without appropriate resources to give these individuals time away from, in most instances, their teaching assignments, the practicum experience they receive has minimal relationship to the overall duty of a practicing administrator.

The support offered to the high school principal from their boards and central administrators is an issue of balance for any district. The range of support requested runs from that of, a I'll run the building, make the appropriate decisions and what I need from central office is support, to a give me the policy manual and I'll apply it across the board and life will be fine. These are obviously the two extremes but makes the point of the need for balance.

Parent/guardian involvement, support, and expectations are without question the paramount variables for the success of any school. If given the opportunity to change one thing in our P-12 schools, it would be to insist that every child's parent/guardian enter into a contract with the receiving school which lists stated expectations for all. Unrealistic? If so, then so is the expectation that we can make inroads to major reform of our schools.

Increased academic rigor; personalized instruction, improved literacy, improved test scores for low achieving students, multiple assessments, collaborative/inclusive leadership. Who would argue with these as goals for improving our nation's high schools. Professionals in Nebraska and across the nation are tackling the question of improved opportunities for our state and nation's youth. There are and will continue to be recommendations as to how this can be accomplished, and I would hope that the end result is a collective effort between those within the profession and policymakers guided by the notion that there is no one right way to improve high schools. In fact, move the debate from high schools to any of the following and imagine the possibilities: business ethics, state governments, athletic teams, international relations. Good luck! 



WANTED...

Kearney Public Schools is seeking qualified applicants for the position of High School Assistant Principal. KHS serves 1400 students in Grades 9-12. Nebraska Administrative Certificate or the ability to obtain certificate required. Applicant should have administrative experience in a comparable size high school. For a list of qualification and to obtain an Administrator Application Form, e-mail dellene.basard@kearneypublic.org Send Letter of Application, Resume, Credentials to: Dellene Bosard - Human Resources Administrative Assistant - Kearney Public Schools - 310 West 24th Street - Kearney, NE 68845-5345

Columbus Public Schools is seeks highly motivated instructional leader to serve as an elementary principal. Must view student achievement as highest priority. Should also possess strong interpersonal and communication skills, and concern for the welfare and interests of students. This is an opportunity to join a strong administrative team. MA Degree, elementary administration certification, two years classroom experience required. Competitive salary with excellent fringe benefits package. Screening begins April 15 and continues until position is filled. Submit letter of application and resume to: Human Resources - Columbus Public Schools - PO Box 947 - Columbus, NE 68602-0947 - (402)563-7000 - fax (402)563-7005 - keleisch@esu7.org

RENEW YOUR NCSA MEMBERSHIP ON-LINE

Continuing with the 2005/2006 membership year, you may renew your NCSA membership online. We hope this will be as beneficial and convenient for you as it is for NCSA. We have made the process as simple and user-friendly as possible. At the NCSA website, just click on the Membership Card image shown on the web page. Then click on Membership Form. You may then choose either DOWNLOAD membership form or COMPLETE ONLINE membership form (this is the preferred method). Be sure to print a copy of the form to submit to your accounting department. Then send your payment to NCSA and your membership will be renewed! Please remember that we cannot activate your membership until we receive your payment. If you have any questions about this process, please e-mail julie@ncsa.org, or call her at (800) 793-6272. 

STOP THE INSANITY...

(continued from page 2)

Additionally, the classrooms may have a Science Station and a Social Studies Station; it is the option of the homeroom teacher to establish one or both of them. Music, art, and physical education are taught outside the classroom by other specialized teachers.

The triangulated learning system provides excellent instruction for children. They learn technology by using it for supportive learning, through software that integrates with lesson materials. The youngsters move, through developmentally appropriate hands-on learning, from simple to abstract concepts. Pencil and paper activities, as well as printed materials, are not neglected. Best of all, children in the triangulated learning system are eager to attend school and are totally engaged in the learning activities.

Basic to the success of triangulated learning is a trio of teachers who communicate effectively with one another, and are able to function as a team. They need the vision to believe in this system. They must have technological and hands-

on materials that integrate and accentuate instruction.

Dr. Butzin confirms that this triangulated system works consistently better than a self-contained classroom. She developed this project in 1988 at Florida State University, and in 1995 founded ISI. Since then various independent studies have tracked the progress of students, even into middle school, where test scores of triangulation-involved students are consistently higher than those of other students. 

Sarah M. Butzin, "Stop the Insanity! It Takes a Team to Leave No Child Behind," Phi Delta Kappan, Vol 86, No. 4, December 2004, pp.307-309

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Calendar of Events

APRIL

12	NASA Region II	12:00 p.m.	Country Club	Ashland
12-13	NELI (12:00 p.m. - OPS)	6:00 p.m.	Gallup University	Omaha
13	EOP Conference	9:00 a.m.	Holiday Inn	Kearney
13	NASA Region V	12:00 p.m.	Cabela's	Sidney
13	NASA Region I	4:00 p.m.	York Country Club	York
14	NARSA Social	3:30 p.m.	Whiskey Run Creek	Brownville
26-28	NASBO/NASES Convention	1:00 p.m.	Ramada Inn	Kearney
27	NSASSP Region III	6:00 p.m.	Eldorado Hills Country Club	Norfolk
27	NAESP Region IV	12:00 p.m.	Drew Heady's House	Hastings
27	NSASSP Region I	5:30 p.m.	Evening with Friends	Milligan
27	NSASSP Region II	5:30 p.m.	UNO Alumni House	Omaha
27	NAESP Region II	5:30 p.m.	River City Star River Boat	Omaha
27	NAESP Region III	6:00 p.m.	Eldorado Hills Country Club	Norfolk
29	NAESP Region I			

MAY

2	Job Descriptions Workshop	8:00 a.m.	ESU #16	Ogallala
2	Job Descriptions Workshop	2:00 p.m.	ESU #11	Holdrege
4	Job Descriptions Workshop	9:00 a.m.	ESU #3	Omaha
4	Job Descriptions Workshop	2:00 p.m.	ESU #1	Wakefield
11	NASA Region V	12:00 p.m.	Eagles Club	Bridgeport
13	NASES Region III	12:00 p.m.	Sports Denn	Norfolk
18	NAESP Region II	5:30 p.m.	Kobe Steakhouse	Omaha

JUNE

7	NAESP Executive Board	9:30 a.m.	NCSA	Lincoln
8	NCSA Executive Board	8:00 a.m.	NCSA	Lincoln
9	NSASSP Executive Board	10:00 a.m.	NCSA	Lincoln

National Conventions

April 15-19 - NAESP National Convention - Baltimore, MD

NOMINATIONS BEING SOUGHT FOR NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS' DISTINGUISHED SERVICE AWARD

The purpose of the NCSA Distinguished Service Award is to honor individuals who have rendered outstanding and unselfish service to the Nebraska Council of School Administrators and who have contributed significantly to quality education at the state and local level.

CRITERIA

- * YEARS OF NCSA SERVICE: Minimum of Five Consecutive Years
- * Active Member of NCSA at Time of Nomination
- * Significant Achievement in Promoting NCSA Goals and Activities
- * Acknowledged as a Leader at Local and State Levels

A committee composed of the past presidents of affiliate organizations will review all nominations and determine the award winner. Since the element of surprise is deemed an important aspect of the award, self-promotion or campaigning is discouraged.

Resume Summary of Nominee

Name: _____

Present Position: _____

Educational Background:

Professional Position(s) Held:

NCSA Activities/Committees/Offices:

Professional Organizations:

Significant Awards & Achievements at Local & State (National, if applicable) Level:

Attach a brief statement on why you think the nominee deserves the award.

Nomination submitted by: _____

Return by June 3, 2005 to: NCSA * 455 South 11 Street, Suite A * Lincoln, NE 68508-2105.

30 YEARS OF DISTINGUISHED SERVICE

Many people have contributed their time and efforts to the betterment of education. The following have stood out from the crowd, thereby qualifying themselves for the prestigious **NCSA Distinguished Service Award**.

PAST RECIPIENTS

1970	Howard Schroeder	1988	Russ Hicks
1971	H. Vaughn Phelps	1988	Kenneth Hansen
1971	O. W. Kopp	1988	Norbert Schuerman
1973	Fred Wilhelms	1989	William Gogan
1973	Melvin Olson	1989	Edward Johnson
1973	Walter Beggs	1989	Larry Vontz, NDE
1974	Jerry Warner, Senator	1990	Ron Withem, Senator
1975	Barney Gyger	1990	Jim Brisson
1976	Ben Burke	1990	Ken Bird
1976	Bill Bogar	1991	Ward Sybouts
1977	Owen Knutzen	1991	Elmer Murman
1977	Lloyd Sexton	1991	Pat Beckenhauer
1977	Gerald Koch, Senator	1992	Mark Alderman
1978	Frank Lewis, Senator	1992	Jim Ossian
1978	Rosalie Farley	1993	Ron Oswald
1979	Paul Kennedy	1994	JackHallstrom
1979	Cliff Dale	1995	Ron Joekel
1979	Anne Campbell	1996	Ron Witt
1980	Don Stroh	1996	Walt Thompson
1980	Jim Tangdall	1997	Jody Isernhagen
1980	John Prasch	1997	Larry Dlugosh
1980	Loren Brakenhoff	1998	Tom Osborne
1981	Paul Basler	1998	Gerald Ehlers
1981	Irvin Yaffe, School Board	1999	Vandle Phillips
1981	John Deegan	2000	Bob Whitehouse
1983	Ed Kelley	2001	Gary Schmucker
1983	Larry Bradley	2002	Marshall Adams
1984	Dick Triplett	2002	Richard Schoonover
1984	Gerald Bryant	2003	Gary Oxley
1984	Curt Olson	2003	James O'Hanlon
1984	Les George	2004	Doug Christensen
1985	Fred Bellum	2004	Polly Feis
1985	John Lammel		
1985	Keith Hughes		
1986	Paul Baker		
1986	Bob Peterson		
1987	Dave Swartz		

The NAESP Link

The State Association Newsletter for Elementary School Principals



Region Notes

Region I

Region I will be having a Spring Social -- the date will be decided at the officers meeting the first week in April. Watch for further updates! Randy Page, Malcolm Elementary

Region I Friend of Education Award winner.

Milford Kiwanis Club, Karen Stauffer, President

The Milford Kiwanis Club is involved in many activities in Milford Elementary by supporting activities that encourage excellence in learning. These activities include: 4th grade essay contest, art display during parent-teacher conferences, Math Masters Program supporter, bowling parties, Food Pantry collections, and an assembly during Red Ribbon Week.

Region II

Region II Elementary Principals met on Wednesday, March 2nd at Farmer Brown's in Waterloo for our annual Aspiring Administrators workshop. Principals and their guests enjoyed an hour of learning on the topic of leadership and then a nice meal. The next event for this group will be on Wednesday, April 27th for administrative assistants night. This year we will cruise the Missouri River on the River City Star and enjoy a dinner buffet and entertainment. Our last meeting of the year will be held at Kobe's Steakhouse in Omaha on May 18th for our celebration and recognition gathering. Beth Welke, Blair Community Schools

Region II Friend of Education Award winner.

Department of Education at the University of Nebraska at Omaha

Region II will present their Friend of Education award to the Department of Education at the University of Nebraska at Omaha for hosting our Region II Student Leadership Conference over the past five years. UNO has not only provided us wonderful facilities but has also provided help with planning, preparation of materials and presenters for our sessions.

Region III

The last Region III meeting was held on February 2nd. At this time we had an Emerging Administrator Workshop. This workshop had 10 emerging principals who rotated among three different speakers, each speaking on a different topic. The topics were state standards and assessment, learning communities, and first

year principal worries and concerns. The emerging principals were able to take away practical information that should serve them well in their pursuit of principal positions. They were also able to network with current Region III principals and to learn more about Region III and what our organization can do for principals in the area. The Region III business meeting followed the workshop. We will finish the year with a Spring Banquet April 24th at El Dorado Golf Club in Norfolk. Cory Worrell, Principal-Region III

Region III Friend of Education Award winner.

KBRB Radio Station, Larry Rice

KBRB Radio station and Larry Rice, station owner, received Region III's "Friend of Education" award in honor of their support of McAndrew Elementary School in Ainsworth, Nebraska. KBRB and Larry Rice support the elementary school and its mission by:

- Recording students giving the daily lunch menu for broadcast each day
- Hosting a monthly Open Line for the elementary school, which highlights the elementary programs
- Reporting the school board news after every school board meeting
- Participating in "Read Across America" day
- Providing publicity for our playground fundraising events

Region IV

Region IV News--Our last meeting will be held on April 27th at noon at Drew Heady's house in Hastings. Email Jill Clevenger at jcleveng@esu10.org if you need directions to his house. We will be nominating and electing the new president-elect and secretary/treasurer, handing out awards, discussing convention items and ideas, and celebrating another successful school year. Please come join us for our last hurrah!! Jill Clevenger

Region IV Friend of Education Award winner.

Kathy Murphy

Kathy's public service roles promote public awareness of elementary education. She is a positive voice for children and school. Kathy serves in leadership positions, helps plan and promote community and school issues such as effective parenting, drug use, quality child care, and health. Kathy volunteers her time and energy in the community and school. Kathy was instrumental in bringing TeamMates mentoring program to Franklin Public Schools.



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