

A PUBLICATION OF THE NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS

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## IDEA – WHAT A GIFT!

by Donna Moss, Director of Student Services, Hastings Public Schools; President, NASES



Moss

Webster defines “gift” as something given or bestowed, a present; a natural ability or talent; the act, power, or right of giving.

During this holiday season we have an opportunity to reflect on the many gifts that we are given or those gifts that we will be giving to friends, co-workers and loved ones. So, I typically think of a variety of “things”—books, jewelry, games, clothes, a new puppy, etc. When I move to a higher level of reflection, I think of “non-things” such as my supportive and loving family, my absolutely fabulous granddaughters, my ever-loyal and trustworthy friends, and my wonderful colleagues. I am thankful for them not only as people but also for the many acts of patience, kindness and generosity that they have shared with me throughout my life.

And, I think about all of the children that we as professional educators have built our lives around—what gifts are we giving them this season? Are we giving each child our very best efforts and a genuine commitment to ensure that each student learns the knowledge, skills and personal dispositions that our districts have identified as essential?

Our students with disabilities have been given a new “gift” this holiday season from the federal government in the recent November reauthorization of the Individuals with Disabilities Education Act (IDEA 2004). It is a strong commitment to improving the education of students with disabilities through five major themes:

- Focus on accountability and student outcomes;
- Focus on quality improvement and

quality teachers;

- Improve relationships between parents and school systems to increase consultation and decrease litigation;
- Address the discipline provisions to be sensitive to a child’s disability but also to maintain discipline in the classroom;
- Provide relief to school districts through areas such as reduction in paperwork requirements.

This new reauthorization also integrates the Individuals with Disabilities Education Act with the Elementary and Secondary Education Act, thus merging No Child Left Behind with the IDEA. This merging and alignment of the two Acts is highly visible in the newly required areas of valid and reliable alternate assessment systems that are aligned with state content standards and the highly qualified personnel preparation and personnel certification requirements.

We are just beginning the process of “unwrapping” and exploring all of the many facets of this gift. And just like opening other presents, there may be joy, some disappointment, and even some tears! As with other reauthorizations, it will take time and concentrated efforts to fully understand and implement the new and changed provisions.

For children with disabilities this is a powerful gift – the gift of improved educational success!

For special educators this is also a powerful gift—the opportunity to work collaboratively with general educators, state department personnel, legislators, and parents to ensure that systems are in place for improved student learning and success!

The IDEA—What a Gift: the gift of a life changing opportunity for students, parents and educators! 

## SUPERINTENDENT OF THE YEAR



Baker

Roy Baker, Superintendent at Norris School District 160 has been named Nebraska’s 2004 Superintendent of the Year. Baker and 49 other superintendents will be recognized at the

American Association of School Administrators (AASA) national convention in February.

Roy has been the Superintendent at Norris since 1997. Prior to that, he served as Superintendent in Harlan Iowa, Arlington Public Schools, and Benedict Consolidated Schools. He received his B.A. of Science, Masters of Education and Doctor of Education from the University of Nebraska.

A few of Roy’s community and professional activities include: Secretary of the Nebraska Association of School Administrators, Chairman, 2003 Mid-

*[continued on page 12]*

## INSIDE...

Happy Birthday-CEHS . . . . .	2
Making the Right Turn . . . . .	4
A Privilege to Serve . . . . .	5
NAESP Outstanding Principal . . . . .	5
NSASSP Awards . . . . .	6
What Good Principals Do... . . . .	7
Bullying in Nebraska Schools . . . . .	8

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.



# HAPPY BIRTHDAY – CEHS

by Marjorie Kostelnik, Dean, University of Nebraska–Lincoln

The College of Education and Human Sciences (CEHS) at the University of Nebraska–Lincoln celebrated its first birthday this fall. It was a busy and exciting 12 months. Faculty, staff, students, alumni and our education partners throughout the state worked hard to help the new college begin its journey from dream to reality. We developed some new internal structures (e.g., a new department, Nutrition and Health Sciences; a new research center; The Nebraska Center for Research on Children, Youth, Families and Schools). We also revised the curriculum in certain majors to be more in tune with the realities of today's learning and teaching environments (e.g. strengthening disciplinary studies, reducing credits in some programs to make it easier for students to graduate in a timely manner). During this period CEHS graduated 330 certified

teachers at the elementary school, middle school and secondary levels. A majority of those graduates are now employed, many in Nebraska school districts, including small town, suburban and urban communities. A number of master's and doctoral degree recipients also joined the education leadership ranks in schools throughout Nebraska and the world. Thus, CEHS remained focused on high quality teacher preparation programs and preparing professionals for leadership roles in education. At the same time, the new college dedicated itself to strengthening the relationships among individuals, families, schools and communities. This added dimension will take time to develop fully, but we are making strides in that direction already. Here are four examples of projects aimed at promoting stronger connections among individuals, families and schools. All were initiated in

our inaugural year and combine community outreach with research to enhance the lives of Nebraska citizens.

## The Academic Center Counseling Project

Children with poor attendance and failing grades in middle school are prime candidates for dropping out in high school.

The Academic Center Counseling Project is designed to counter this gloomy prognosis. It is a cooperative venture among faculty and students in the Educational Psychology Department and educators, students and families at Lincoln Northeast High School. The overall purpose of the program is to foster academic motivation, persistence and achievement in 9th grade high school students who are at-risk for academic failure. Intervention addresses three broad domains: 1) personal/social, 2) career, and 3) academic. Project counselors work in cooperation with school personnel to provide services to students and families as well as to evaluate the processes and outcomes of the program. Counselors meet individually and in groups each week with students to work through personal issues, develop future plans and goals, and to overcome barriers to being successful in school. When the students are not meeting with counselors, they receive tutoring in study halls. Project personnel also partner with parents to ensure that constructive skills and habits are shared between home and school (e.g., structured study time; clear rules and consequences). Time is also devoted to working with students and parents to enhance parent-child relationships, since conflicts and disturbances in the parent-child relationship often translate into academic barriers for students.

## Portales a Aprender Leer (Portals to Reading) Project

Once children fall behind in learning to read, they can spend the rest of their lives struggling to learn.

The Portals to Reading Project aims to give every child a good start by teaching essential early reading skills in preschool. A \$2.6 million grant from the U.S. Department of Education Early Reading First will fund the project in five South

*(continued on page 12)*

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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

## STEPPING OUT

The Nebraska Council of School Administrators along with Nebraska School

Boards Association and the Nebraska State Education Association are owners of the Educators Health Alliance (EHA). EHA currently provides health insurance for over 70,000 members. In addition to providing health insurance, EHA is stepping out to fund a Disease Management Program which provides additional help for targeted populations with diabetes and heart disease.

By adding Disease Management, EHA is making a significant enhancement to improve health care for its members and decrease health care costs. The program will be provided by American Health Ways of Minneapolis, Minnesota. Disease Management is a system of coordinated healthcare interventions and communication for populations with conditions in which patient self care efforts are significant.

EHA members who are candidates for the Disease Management Program are identified through a continual review of claim information. These members

are contacted by phone by a American Health Ways nurse. Member participation is voluntary. The program involves nurses working telephonically with members in order to better manage their health condition.

The actual cost charged to EHA will be based on the number of members in the program multiplied by a monthly rate per person. The estimated number of EHA members with diabetes is 2,071 and with heart disease, 819. The EHA Board in approving a contract with American Health Ways is taking one step at a time. If improvement in the quality of health care and cost savings can be seen, EHA will expand to other areas of Disease Management to include: asthma, chronic obstructive pulmonary disease and impact conditions. Impact conditions are acid-related stomach disorders, ulcers, hepatitis C, inflammatory bowel disease, low back pain, osteoporosis, and urinary incontinence. With a Disease Management Program NCSA and EHA are stepping out in helping members improve their health and lower health care costs.

As an EHA member you may be interested to know in the 2003-04 contract year EHA collected \$218,316,840 in

premiums and incurred claims of \$201,852,235 this compares to 2002-03 of premiums of \$198,139,489 and incurred claims of \$176,812,120.

### INFORMATION FOR THOSE RETIRING

Note this important change to the BC/BS coverage. Employees between the ages of 50 and 64 who have been participants in the EHA plan for at least five years may now choose the \$500 deductible retired plan immediately upon terminating employment with their school district, without having to take COBRA first. Those who select COBRA WILL NOT be eligible to obtain BC/BS retiree coverage once their COBRA coverage expires. For more information, contact Blue Cross and Blue Shield at 1 800 642 6004 or Kurt Genrich BC/BS representative 402 458 4810.

## UPCOMING EVENTS...

### December 9

#### Emerging Superintendents Workshop

9:00 a.m.

Lincoln - NCSA Offices

### January 15

#### Emerging Administrators Workshop

9:00 a.m.

Lincoln - NCSA Offices

### January 22

#### Emerging Administrators Workshop

9:00 a.m.

Lincoln - NCSA Offices

### February 7-8

#### Labor Relations

1:00 p.m. - Preconference - 7th

8:00 a.m. - 3:00 p.m. - 8th

Kearney - Holiday Inn

### February 17-18

#### NASES/NDE Joint Meeting

Lincoln - Cornhusker Hotel

(Senators' Lunch - February 17)

For more information on any of these conferences or to register online please visit [www.ncsa.org](http://www.ncsa.org)

## Holiday Hours

The NCSA Office

will be closed

December 22nd at

4:00 p.m. for the

Holidays and will

open on

January 3rd.



# MAKING THE “RIGHT TURN”

by Chris Deibler, Principal, Pound Middle School, Lincoln, Nebraska

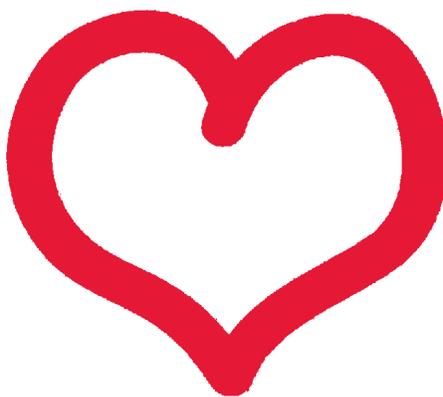
February 27th began like a typical Friday at Pound Middle School. Arriving early, I composed my weekly letter to the staff and was ready to get the school day underway. Little did I know that by 10:00 that morning my world would take a turn for the worse.

While walking at a moderate pace through the hallway with an interviewee a sensation manifested in my chest like none other I had ever experienced. The pressure initiated under my sternum and worked its way outward until it covered my entire chest. Being a middle-aged male in denial of ever having a serious health issue, I reported it to no one but soon discovered that sitting down took the elephant off my chest and relieved the pain and pressure. I said nothing about it but retreated to my office to ponder my next move.

Having been a teacher of science, health, and physical education before becoming an administrator I was well versed on the classic signs of a heart attack. Even though I had no pain in the left arm, no nausea, no shortness of breath, and no perspiration, I felt that the origin of my discomfort was most likely heart related. I considered having someone call '911' but couldn't bear the thought of being wheeled out of the building on a stretcher to a waiting ambulance. That next move was not made easily. Having never called in sick for a full day's work in my entire career it was hard for me to make the decision that would affect the rest of my life. Historically, on days when I didn't feel well at work I had been known to go home for a nap and return to school to finish the day. I considered doing just that. While putting on my hat and coat I informed the secretaries that I was not feeling well and that I was leaving. Sitting in my car for a few minutes, I contemplated my fate. I drove to the entrance of the parking lot, the proverbial “fork in the road,” and debated which turn signal to use. A left turn meant a seven-minute drive home and a nap; a treatment I hoped would rid me of this condition. A right turn would result in a visit to the Emergency Room and a medical diagno-

sis. For a person who “never needed a family doctor” and hadn't had a physical in fifteen years this would be a major step. Three minutes passed as I sat at the end of the driveway, deliberating. The verdict: turn right and go to Bryan/LGH East.

The examination at the ER yielded the results I had feared most, coronary artery disease. Bypass surgery became



the first entry on my Monday morning calendar and the weekend was spent in the hospital being monitored closely. Fortunately, I had not suffered a heart attack at that point and restricting activity while awaiting surgery prevented such an episode. As much as I wanted to stand up and walk away from the whole mess, I couldn't. At first I just wanted them to do the surgery and get it over with, but the weekend gave me the time I needed to think about life, about who I really was, and what my purpose was.

On Monday, March 1st, I entrusted my life to the doctors and underwent sextuple bypass surgery. Yes, six. Never heard of anyone having that many? I hadn't either before that day. For the first time in my life I felt what it was like to be incapacitated. Following such a surgical procedure one's strength and endurance are reduced to near nothing and the road to recovery is filled with curves, bumps, and other uncertainties. For an active person it was frustrating to suddenly be unable to perform the physical tasks that are the every day routine. The isolation of recovering at home, away from the 800+ people at school, was a shock to my system. During those

seven long weeks of recuperation, including cardiac rehab and some physical therapy, I had time to learn a great deal about what I needed to do differently in order to stay on this Earth and not six feet under it.

Since March 1st there have been many changes in my lifestyle, the second right turn. The hobby of gourmet cooking has become one of creating tasty meals that are heart healthy. An extremely low fat diet and vigorous daily exercise (walking and running) have contributed to low cholesterol levels and a sixty-five pound weight loss. All follow up medical reports reflect a clean bill of health and a very good prognosis as long as I maintain this healthy lifestyle.

Hindsight is indeed 20/20. Looking back over the last few years I saw signs that my health was slowly deteriorating. I was more tired at day's end than I thought I should have been and some of the physical tasks I had always done effortlessly were more difficult, symptoms I attributed to the onset of middle age. It was hard to admit that age restricted my physical activity, but it was much easier for me than mustering the courage to see a doctor and have a physical. My father died at age 39 of cardiovascular disease of a different variety and since I had far outlived him I thought I was home free, escaping the genetic predisposition to heart disease. Even though I had led a very active lifestyle and thought I was doing fine in all aspects, the genes decided to give me a wake-up call.

I have returned to full duty this school year and I can't say that I ever felt better. I have made two right turns in the last few months, the first took me to the hospital and the second put me on a regimen of exercise and healthier eating. As a result of those two turns I am traveling in a totally different direction on a much healthier road. If you find yourself going in the same direction you always have and denying the “signals,” the road may end sooner than you think. Make the right turn. Your life could depend on it.





# A PRIVILEGE TO SERVE

by Beverly Peterson, Nebraska State Board of Education

I welcome this opportunity to write a short article about my eight years on the State Board of Education. There is a lot more to this elected position than I ever dreamed. I have tried very hard to be prepared for the board meetings and usually spend several hours just reading support materials for the monthly agenda items.

Working with Jerry Sellentin has been very rewarding. He does an excellent job

tried to let the schools and students know that they are important to me and the education is a must!

What a privilege to work with the education department staff. I have never served on a board that worked with a more qualified staff. They are a wonderful group of educators and always were willing to work with me in answering my many questions. If you need help, just ask!

I am proud to have been a part of all the outstanding efforts and new initiatives in our schools. I am confident our education system will continue to improve in the years ahead as we move forward with Essential Education, our work with Nebraska high schools, and the leadership by the State Board.

of representing the school administrators from across the state. Leadership in our schools is so important, and I have been proud of our administrative teams. What a nice group of people to work with!

When I made my campaign pledge to work hard for the students of Nebraska, I really didn't know all the different areas of education that were considered state board work.

Listing only a few of the projects I have worked on and that remain vivid in my memory are closing the School for the Deaf and providing the services and a better education for those special students, making ESUs more equitable across the state, planning and attending policy forums, starting and moving forward with the STARS program, working on the Essential Education document and improving relations with several of our policy partners.

In the last few years we have increased our focus on Native American students. The Nebraska Department of Education has established a Native American Education Advisory Council. I have witnessed the progress of Native American students in my district. I've

I have worked hard to become familiar with the Alphabet language of Education. I still like materials that are easy reading for our general public and student families. The state funding formula is too complicated and without Russ Inbody's help I wouldn't have been as informed about how we finance our schools.

I have enjoyed my two years on the National Board of Education. It has been a privilege to represent Nebraska at the board of directors' meetings. We can be proud of the education our schools provide students and the excellent teachers who teach them.

I am proud to have been a part of all the outstanding efforts and new initiatives in our schools. I am confident our education system will continue to improve in the years ahead as we move forward with Essential Education, our work with Nebraska high schools, and the leadership by the State Board.

I will miss serving on the state board of education but I will always be involved some way with education in Nebraska. I want great schools for all students which will include 14 of my grandchildren. 

# NAESP Outstanding New Principal of the Year



Wragge

**Mark Wragge,** Principal of Fillmore Central Elementary School in Geneva, has been named the Nebraska Association of Elementary School Principals Outstanding New

Principal for 2004.

Wragge, in his fourth year as an elementary principal, is described as a leader who truly cares about children and strives to provide a quality education for each child. He makes decisions centered around student learning, has never shied away from a concern, idea or suggestion, and is able to lead for positive change. Wragge is also known for having the skills and characteristics necessary to extend his gifts beyond the school walls.

Paul Bohn, Superintendent at Fillmore Central, states: "Mr. Wragge focuses his efforts on student learning and manages to avoid the typical, less important, day-to-day issues that tend to smother many building principals. Instead he directs his great attention to curriculum, instructional techniques, student achievement data, and bringing staff together to better meet varied student needs."

Amy Fish, parent of children in the Friend Public School where Mr. Wragge spent three years as the Elementary Principal, says: "I am so impressed with the improvements that have been made in such a short period of time. Mr. Wragge has been an asset to Friend Public Schools. He represents the educational system with professionalism, enthusiasm and class."

Mr. Wragge is an active member of the Nebraska Association of Elementary School Principals, the Association for Supervision and Curriculum Development, and an Area Representative for Region 1 in Nebraska. He was recognized at the Awards Breakfast during the All Principals Conference in Kearney on October 25, 2004. 



# NSASSP Awards



Heimann



Bornschlegl



Jurgens

The Nebraska State Association of Secondary School Principals is proud to recognize **Bill Heimann**, Principal at Wakefield High School who has been named the Outstanding New Principal, **Larry Bornschlegl**, retired Principal from Hastings who has received the NSASSP Distinguished Service Award and, **Garry Jurgens** of Ralston High School who has been named the Assistant Principal of the Year.

**Bill Heimann** has been selected as the 2004 New Principal of the Year by the Nebraska State Association of Secondary School Principals. This award is presented annually to the principal who has demonstrated outstanding leadership in their school, their region and at the state level. The winner will have demonstrated their enthusiasm for the principalship by support from students, parents, teachers, and peers. Mr. Heimann has been the Principal and Technology Coordinator at Wakefield High School since 1999. During his tenure Wakefield High has implemented "Reading is Fame," a Boystown curricular program that provides intensive, small group instruction. The school has also added a website ([www.wakefield-schools.org](http://www.wakefield-schools.org)) using the SOCS program. Students, staff, and community members are all writing articles for the site. Mr. Heimann maintains the site and spearheaded the training program. Michael Moody, Wakefield Superintendent, praised Mr. Heimann noting, "he has skillfully helped to reshape the school culture into a much more positive and productive unit." Kirby Mousel, Wakefield art teacher, states that, "his people management skills are superlative, as he continues each day to make tough decisions that impact the daily

livelihood of the school in a positive way." Wakefield student Luke Hoffman writes, "besides being so involved in the school and all of its activities you can see Mr. Heimann giving to the community." Luke added, "I have seen him being involved in roadside clean-ups, soup suppers for Christmas, and helping with putting together gift baskets for the needy." Mr. Heimann has received his Bachelor's, Master's, and Educational Specialist degrees from Wayne State College. He is currently working on a Doctorate degree at the University of South Dakota. Prior to being named Principal at Wakefield he taught Social Sciences and coached at Randolph. Mr. Heimann has served as the Region 3 President for the Nebraska Secondary Schools Principals, participated in the Nebraska Educational Leadership Institute, and the Leadership Talks Technology Academy. Locally he is a member of the Wakefield Community Club and the Wakefield Lions Club.

**Larry Bornschlegl** who retired after 31 years as a school administrator, the last ten years at Hastings Middle School, has been awarded the Nebraska State Secondary Principal's Distinguished Service Award. Mr. Bornschlegl also served as Principal at Fairbury and Genoa prior to his appointment at Hastings. He taught and coached at Omaha Holy Name at the beginning of his educational career. Larry received his Bachelor's, Master's, and Educational Specialist degrees from the University of Nebraska-Lincoln. Larry maintained memberships in the Association of School Curriculum Directors, the National Association and State Secondary Principals, the Nebraska Council of School Administrators, the Nebraska School Activities Association, and the National Public Relations Association. Prior honors include the Nebraska Association of Middle Level Education "Award of Excellence," being named NSASSP Region IV Principal of the Year, being selected to serve as an official at several Nebraska State basketball tournaments, and being selected

to the Nebraska Baseball Hall of Fame. Locally he is affiliated with the Kiwanis Club, the Elk's Club, and the Masonic Lodge. Craig Kautz, Assistant Superintendent for Hastings Public Schools, stated, "Clearly, Mr. Bornschlegl has made a significant difference in the lives of countless students in Hastings." Mr. Kautz, who also served as an Assistant Principal at Fairbury High School under Mr. Bornschlegl, also noted, "whatever success I have had in helping students and in leading schools, in part, I owe to a tough, considerate, relaxed, yet energetic individual I now consider my mentor and lifetime friend." Tiffany Opperman, English teacher at Hastings Middle School, wrote "Larry's ability to communicate with students hinged on positive interactions. Student success was always Larry's primary goal. He was focused on changing a subject driven junior high into an exciting, student-centered middle school." "Larry was absolutely gifted in working with people," noted William Locke, Professor at Hastings College who also stated, "he brought folks together so dialogue could commence, differences could be bridged, and problems could be solved." Current Hastings Middle School Principal and State Principal President Troy Loeffelholz praised Larry: "The words I identify Larry with are integrity, values, and work ethic. There are countless ways in which Larry Bornschlegl has left his mark on Hastings Middle School." Mr. Bornschlegl received his award at the All Principals' Conference at Kearney in October.

**Garry Jurgens** has been recognized by the Nebraska State Secondary School Principals as the 2004 Assistant Principal of the Year. Mr. Jurgens has served as Assistant Principal at Ralston High since 1987 and has spent his entire educational career with the Ralston Public Schools. Gary is a member of the National and State Association of Secondary Principals, serving as President and Treasurer at the Regional level. He is also a member

*(continued on page 13)*



# WHAT GOOD PRINCIPALS DO WITH STANDARDS, ASSESSMENTS AND ACCOUNTABILITY; AN INTERVIEW STUDY OF THE ROLES AND PRACTICES OF FIVE NEBRASKA PRINCIPALS

by Elaine Specht, ESU 10, Kearney, NE

Change is the name of the game in education, and with legislation such as the No Child Left Behind Act of 2002, change has become a given. The purpose of this interview study in spring 2004 was to look at the changes in current roles and practices of building principals in meeting the challenges of standards-based accountability for student learning.

To paraphrase Douglas Reeves (2004), no child should be more accountable than the adults in the school system. To carry the maxim one more level, no adults in the system should be more accountable than their leaders. In this study of five principals, representing district sizes A through D across the state in which the particular schools received excellent assessment ratings, interview questions focused on specific behaviors and role changes of individual building leaders in implementing standards-based education. The answers of these five individuals identified common and some not-so-common themes.

## Who Leads

To the question of who leads the implementation of standards-based assessment and accountability in their building, a principal in southeast Nebraska spoke for all of the interviewees when he said, "I guess that would be me." These principals have positioned themselves as collaborative workers with their teaching staffs in the struggle to align curriculum with state standards, create assessments that evaluate mastery of those standards, and integrate the whole process into the day-to-day teaching and learning within the classroom. None of the principals expressed certainty that his or her staff had every-

thing in place, but all expressed optimism that they had journeyed far from their starting place in 2000-01 with the state content standards.

## Dancing to the Same Beat

Communicating consistent high expectations for student learning to staff is seen as a major part of the build-

*These school leaders have managed to find creative ways and small rewards for their staffs as they do the extra work required for quality standards-based education. The changes in expectations prompted many compliments about the professionalism and leadership that has emerged within their staffs.*

ing principal's job. Developing teacher leaders within their building was another. All principals underlined a level of personal accountability which varied, from "the buck stops here" statements to the less active stance of "staying informed." Heifetz and Linsky (2002) called it "being on the dance floor" as opposed to "staying on the balcony." The dance floor represents principals immersing themselves in the hard work of change; the balcony view is for perspective and reflection. Principals saw themselves as moving back and forth between these roles with most of them reporting more time spent "dancing" as opposed to being on the sidelines.

All of the principals alluded to their own learning curve during the interviews. Professional development for these principals along with their staffs have made them conversant and skillful in the vocabulary and implementation steps of standards and assessment-building. Learning the moves of working through the data with their teachers to implement real and lasting changes that benefit student learning continues to be

paramount and challenging. Always these principals came back to the same refrain as their rationale for moving forward, "What's best for kids?"

Whether speaking metaphorically or in pithy statements, the principals expressed their own doubts and backward steps. The workload has increased "10 times as much as it was before!"

Although these principals view their role as leaders of learning with enthusiasm, they also worry about what is next and their ability to build and nurture the same high level of competence with their staffs.

These school leaders have managed to find creative ways and small rewards for their staffs as they do the extra work required for quality standards-based education. The changes in expectations prompted many compliments about the professionalism and leadership that has emerged within their staffs. All reported some staff members who continue to be reluctant to change. The principals reported meeting these problems head-on since they do not believe that these accountability practices are just TYNT (This Year's New Thing).

The commitment to engage staff in making deep changes that improve teaching and learning has been accepted by these building leaders. The respect for their teaching staffs combined with a commitment to building competence into excellence underlies their statements that change is "tough going," but what is the alternative?

## Reference

Heifetz, R., and Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston: Harvard Business School Press. 



# BULLYING IN NEBRASKA SCHOOLS

By Joan Reznicek, Superintendent, Red Cloud, Nebraska; Ken Nelson, Associate Professor Department of Education Administration, University of Nebraska at Kearney; and Marlene Kuskie, Professor, Department of School Counseling, University of Nebraska at Kearney

In this era of standards-based reform, it might seem that social and emotional learning has taken a subordinate role in our schools. Yet even No Child Left Behind—the most prominent academic reform of recent years—holds districts responsible for problems that are closely tied to students' emotional health, such as what the act terms "persistently dangerous" schools. One significant challenge to maintaining a safe and orderly school is bullying.

Although it has always been the responsibility of the school principal to create and maintain a safe school environment, recent requirements of the Nebraska Department of Education (2003) and the No Child Left Behind Act have made this responsibility of primary importance. This legislation stipulates that students who attend unsafe schools must be allowed to transfer to safer schools. Thus, the school principal, in collaboration with the school counselor and teachers, must have the ability to assess the potential for school violence and bullying within their own school and take steps to prevent it. The research and focus on bullying within the school environment began over twenty years ago with studies in Norway, Italy, Great Britain, Spain, Sweden and Australia (Smith, Morita, Jungerk-Tas, Olweus, Catalano & Slee, 1999). Olweus (2003), an expert in the field of research on bullying, defined it as when a student is exposed, repeatedly and over time, to negative actions on the part of one or more other students. Yet it took the Columbine tragedy and recent high profile bullying situations in Nebraska to bring this significant problem to the forefront.

## The Study

In an effort to secure data on the effect of bullying in Nebraska, Ms. Joan Reznicek (2004), in conjunction with the University of Nebraska at Kearney, surveyed the opinions of selected Nebraska public school principals on bullying incidents within the school.

The purpose of the study was to com-

pare public elementary and secondary principals' data and perceptions concerning the observed, weekly number of bullying incidents, the seriousness of the bullying in their school, whether boys or girls are more involved in bullying, and situations where bullying is most likely to occur. Correlations between school district enrollments and reported weekly averages of bullying incidents and ratings of seriousness of bullying were examined as well. A random, electronic sample of 50 school districts was used and an elementary and a secondary school principal were surveyed in each district. The size of the school districts surveyed ranged in enrollment from 498 to 3,284 students. There was a 96% return rate during the winter of 2004 and significant differences were found.

In this study, principals reported that bullying incidents were found to occur a mean of 2.304 times per week in the elementary and 1.979 times per week in the surveyed secondary schools.

Statistically significant ( $p < .05$ ) finds were as follows: (a) the average weekly number of bullying incidents were significantly higher in larger school districts. (b) secondary principal mean ratings of the seriousness of bullying were higher than those of elementary principals; and (c) elementary principals were more likely than secondary principals to identify boys as being more involved in bullying than girls. Although elementary principals reported a greater average number of weekly bullying incidents, the difference was not significant ( $p > .05$ ). Although there were more reported bullying incidents from larger districts, they did not appear to be significantly more serious than incidents in smaller districts.

The study also surveyed principals' perceptions of where bullying activities took place. Of the eight situations identified, elementary principals indicated that "on the way to school" was the number one situation where bullying is most likely to occur. However, secondary principals indicated that "in the hallways, during the day" was the number one loca-

tion where bullying took place. Both principal groups reported that "classrooms during the day" was the setting where bullying was least likely to occur.

In summary, this research supports findings in the literature that indicates bullying starts in the elementary grades, that boys are more likely than girls to be identified as bullies at a young age, and that older students become involved in more serious incidents of bullying.

## Implications for the administrator

The long-term effects of victimization have a significant impact on the society as survivors of bullying attain fewer years of post-secondary education, are less likely to be employed after graduation and make less money (as cited by Murphy, 2004). These survivors of bullying exhibit such behaviors as higher rates of absenteeism, lower academic performance and feelings of apprehension, loneliness and abandonment (Roberts & Coursol, 1966).

The role of the principal in reducing harmful environmental conditions such as bullying must be accomplished in coordination with counselors and teachers. Administrators hold the power and are the key to using counselors and teachers to positively impact school environments.

## Creating a plan

The challenge for the school principal is to seek qualified individuals to implement educational and intervention programs that have a significant impact on the behavior of students towards other students. The primary goal is to involve school personnel in the development of these programs. Olweus (1999) as cited by Baldry (2004), a program is more likely to be effective if it is supervised in all phases and school personnel are not left alone in delivering the programs. Constant supervision and technical assistance is also needed. Thus, curriculum and program development efforts must be system-wide. Clark and Kiselica (1997) stated that an in-depth orienta-

*(continued on page 10)*

**The Distinguished Service Award is to give an individual recognition for continuous years of membership as a NCSA/NASA member.**

**25 Years**

Steve Shanahan – Blair Community Schools  
Jeff Johnston – Papillion-LaVista Public Schools  
Randall Anderson – Crofton Community Schools  
Larry Harnisch – Wood River Public Schools  
Gil Kettelhut – ESU #3  
Roy Baker – Norris Public Schools  
Ken Nelson - UNK

**20 Years**

Dale Kruse – Beatrice Public Schools  
Bruce Epstein – Ogallala Public Schools  
Loren Pokorny – Bruning/Davenport USD  
George Conrad – Millard Public Schools  
Max Kroger – Ord Public Schools  
David Rokusek – Wilber-Clatonia Public Schools  
Lewis Gellett – Garden County High School  
Craig Pease – Ashland-Greenwood Public Schools  
William Gannon – Scotus Central Catholic  
Tom Sandberg – Axtell Community Schools  
David Schley – Centura Public Schools  
Ted Hillman – Osmond Public Schools  
Ken Anderson – Kearney Public Schools  
Dennis Gray – High Plains Community Schools

**15 Years**

Paul Bohn – Fillmore Central  
Norma Hledik – Kearney Public Schools  
Richard Einspahr – Elwood Public Schools  
Keith Lutz – Millard Public Schools  
Larry Ferguson – Leigh Community Schools  
Larry Turnquist – Harvard Public Schools

**Honor Awards**

Region I – Roy Baker, Norris Public Schools  
Region II – Roger Breed, Elkhorn Public Schools  
Region III – Glen Morgan, Neligh-Oakdale Public Schools  
Region IV – Max Kroger, Ord Public Schools  
Region V – Bruce Epstein, Ogallala Public Schools



# NCLB AND THE PRINCIPAL'S ROLE

by Dave Collins, Principal, Bryan Senior High School, Omaha, Nebraska

Within the last five years the role of a high school principal has changed drastically. Besides managing the day-to-day operations of a building, there is now more pressure to succeed with student achievement. Besides district requirements and statewide testing, the No Child Left Behind initiative has taken testing to a new level.

In theory, NCLB forces districts to increase achievement in math and English. The reality is that teachers are now so concerned with student participation and three year gains that the curriculum and individuality have taken a back seat.

As a principal you need to be a strong instructional leader. Teachers look to their principal for guidance and accountability. Principals need to take a strong role when working with their staff on student achievement. The NCLB law forces principals to become more involved with student achievement and standardized testing. There isn't a day that goes by that principals don't think about NCLB.

The perception of a school and a district is now focused on whether or not a school makes adequate yearly progress. We all know that there are so many great things that occur in all of our schools. To judge our schools solely on the success of student testing and to label schools as failing does a total disservice to all educators. 

## SYMPATHY

 Kirk Gottschalk, Principal, Nemaha Valley Public Schools on the death of his mother

 Kathleen Minor, Former NCSA Director of Finance and Membership on the death of her husband

 Gary Reynolds, Superintendent, Scottsbluff Public Schools on the death of his mother

## BULLYING...

(continued from page 10)

tion to the facts about bullying and the creation of an organizational environment in which all school personnel unite to discourage the menacing behaviors of bullies is essential, if positive change is to occur.

The research and literature supports the premise that "this culture is not of the schools' making, but schools are perhaps the only social institution, beyond the family, capable of addressing it effectively" (Murphy, 2004, pg 18). The American Counseling Association has recommended programs (Counseling Today, 2004) such as: Second Step Violence Prevention Program: Steps to Respect; Bully-Proofing Your School; and, Ribbon of Promise Program.

Data supports that bullying is an issue in Nebraska schools and the resources are available to remediate the issue. The challenge before school administrators is to create opportunities to use the abilities and resources of school counselors to lead the teachers and other school personnel in addressing the problem systematically.

The school counselor and faculty have the shared responsibility of enhancing the educational, emotional and behavioral needs of every student. The school counselor can be used, and has the responsibility of assisting the development of curricular and environmental conditions that impact the educational process for each student (ASCA, 2003).

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## CONGRATULATIONS TO...

☞ **Sutton Public Schools** on their over-ride election

☞ **Weeping Water** on their over-ride election

☞ **Harvard Public Schools** on their over-ride election

☞ **Wynot Public Schools** on their over-ride election

☞ **Sterling Public Schools** on passing their school bond

☞ **Jim Tenopir**, Executive Director, Nebraska School Activities Association on receiving the Walter Beggs award for distinguished service to education

☞ **Harlan Metschke**, Superintendent, Paillion LaVista Public Schools on receiving the David Hutchinson award for distinguished service to education

☞ **Mark Shepard**, Business Manager, Fremont Public Schools, who has been appointed by Governor Johanns to the Public Employees Retirement Board

☞ **Caroline Winchester**, superintendent, Loup City Public Schools, received the Edward W. Chance Memorial Rural Education Dissertation Award

☞ NSASSP Region II awards: Assistant Principal **Jerry Kalina**, Papillion LaVista High School; Distinguished Service, **Jerry Bexten**, Omaha Central High School; Middle School Principal **Jeff Alfrey**, Andersen Middle School in Millard; High School Principal **Jon Lopez**, Millard South High School

☞ **Gail Kopplin**, retired superintendent Gretna Public Schools, elected to the Nebraska Legislature

☞ **Rich Pauls**, retired elementary principal at Millard Public who has been elected to the Nebraska Legislature

☞ **John Deegan**, Superintendent, Bellevue Public Schools, on receiving the Silver Award from the Bellevue Chamber of Commerce

☞ **Dennis Berry**, McCook Junior High Principal, elected to McCook City Council

☞ **Richard Kolowski**, Principal Millard West, elected to Papio-Missouri River NRD Sub district 9

☞ Blue Ribbon Schools: **Creighton High School**, Creighton, NE; **Emerson Elementary School**, Kearney, NE; and **Stoddard Elementary School**, Beatrice, NE

☞ **Parent Training & Information of Nebraska** on receiving the Nebraska Association of Special Education Supervisors Non-Educator award

☞ **John Moon**, Director of Curriculum and Instruction for Beatrice Public Schools on receiving the Nebraska Association of Special Education Supervisors Educator Award

☞ **Todd Claudianna**, Music Administrator at Omaha Public Schools, who was named the NMEA Outstanding Administrator of the Year.

☞ **Thomas Christie**, Lincoln Public Schools Administrator, on receiving the Wesleyan University Alumni Achievement Award

### Retirements:

☞ **Dennis Schmitz**, Superintendent, Pender Public Schools, effective July 1, 2005

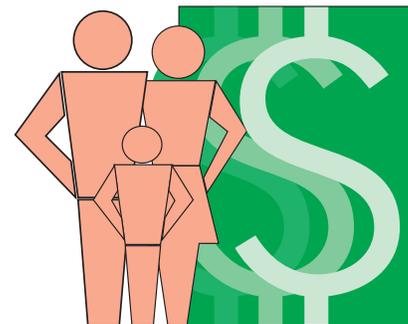
☞ **Gale Retzlaff**, Principal, Plainview High School, effective July 1, 2005

☞ **Larry Ferguson**, Superintendent, Leigh Public Schools, effective July 1, 2005

☞ **Bob Crosier**, NDE, effective December 1, 2004

☞ **Brad Cabrera**, Superintendent, Sutton Public Schools, effective July 1, 2005

## NSDLAF+ NOTES #20



Without exception school administrators and board members will be faced from time to time with demands of "local preference" on a variety of items. The occasion may be the local carpet salesman who objects to a bid from an adjoining town. It might be a local insurance agency protesting the district contract with a national firm. The local auto dealer may express concern about the use of "foreign" vehicles.

In any case the judgment of public employees must be based upon sound principles. Certainly price is important to both the education entity and the taxpayer. In many cases, however, the more intangible elements such as reliability, longevity and safety may easily outweigh relative pricing differences.

From a service standpoint, the ease of use and internal efficiency may also be important. Staff time is valuable, and the gains developed from ease of access and automation may in turn result in more productive operations.

The responsibility for the investment of public funds carries with it the same principles. Safety remains the fundamental premise of any investment strategy for public funds. By the same token the other factors of efficiency, ease of access and the presence of qualified investment advice are also important.

For information on the benefits to your school district, educational service unit or community college for participation in NSDLAF+, contact Cliff Dale, Senior Marketing Representative, PFM Asset Management LLC, 402-483-1678, or dalec@pfm.com



## HAPPY BIRTHDAY – CEHS

*(continued from page 2)*

Sioux City preschools serving predominantly Spanish-speaking children and their families. The project is a partnership between the South Sioux City Community Schools and the Center for At-Risk Children's Services, a research center in CEHS.

The three-level program offers teachers new methods and curriculum aimed at developing early reading skills. The first level is a core preschool curriculum, developing cognitive, social and literacy skills. The second and third levels involve interventions to help children who are not making sufficient progress. UNL researchers, as well as South Sioux City educators and families will all work together to support and evaluate children's ultimate reading success.

### The Parent Engagement and Child Learning Birth to Five Project

Getting ready for school is not just about the child; it is about parent and child readiness, building bridges between parents and educators.

Individuals from the CEHS Departments of Educational Psychology, Family and Consumer Sciences, and Special Education and Communication Disorders, the Lincoln Public Schools, Central Nebraska Community Services, Blue Valley Community Action Partnership and the University of Nebraska Medical Center are partners in the Parent Engagement and Child Learning Birth to Five Project. All are working on a grant funded through the National Institute of Child Health and Human Development to study the effectiveness of a comprehensive approach for working across home and school settings to help young children who are at risk of school failure. This project focuses on strengthening the relationships between parents and children, and between parents and their children's teachers and other caregivers in culturally sensitive ways. Project personnel will promote three parental characteristics and skills: parents' warmth and sensitivity; encouragement of their young child's emerging curiosity and autonomy; and parents' active participation in their child's learning and literacy, both in the

home and in formal child care and educational settings.

### The Great Plains Institute of Reading and Writing – UNL Reading Center

Last spring marked the "grand opening" of the UNL Reading Center located in the Home Economics Building on the UNL East Campus. The Reading Center is designed to serve elementary, middle, and high school students who are reading one to three years below grade level, and whose primary difficulties in school result from reading and writing problems. Tutors are UNL students who are practicing teachers or individuals training to be teachers.

The services include one-on-one individualized reading instruction and small group work based on the needs of each student. Many instructional methods are employed to increase the student's reading and writing skills.

The student's tutor gives an initial assessment at the beginning of the 12-week session. This is combined with information provided by parents and the school, to set learning goals and develop instruction that addresses each student's needs. An initial report, including assessment results and the instructional plan, is provided to parents.

Skills addressed may include early reading skills such as letter recognition, letter-sound relationships, decoding, and

word analysis strategies. If a student has basic reading skills, instruction would focus on building fluency, vocabulary, and comprehension skills for both stories and informational text.

We have had approximately 50 children and families enrolled each semester.

These few examples illustrate the increased focus on the child, family, and school partnerships that will characterize programs in the College of Education and Human Sciences. Currently, most students enrolled in certification programs have at least one community experience in a non-formal education or family-service based organization. We are in the process of developing a signature course to help all students in the college gain greater insights into the dynamic interactions among all these settings. As I have visited schools across the state, I have noted strong ties between families, schools and communities. There is no doubt that Nebraska has many great examples from which we could learn. If you would be willing to have me come to your program to see such examples firsthand, I would greatly appreciate an opportunity to visit. Also, if you have suggestions for how CEHS might strengthen its teacher preparation and educational leadership programs, please contact me at mkostelnik2@unl.edu. I'll look forward to hearing from you. 

## SUPERINTENDENT OF THE YEAR

*(continued from page 1)*

States Leadership Conference, President, 2003 ESU 6 Superintendents' Association, Lincoln/Lancaster County Strategic Planning member 1999-2000, Lincoln/Lancaster County Community Services Implementation Project Task Force 2000-2004, and President, Lincoln Alumni Chapter of the Nebraska Alumni Association.

Patty Bentzinger, President, Norris Board of Education writes; "During his seven-year tenure as superintendent, Dr. Baker has consistently demonstrated excellence in educational leadership"... "From the first day at Norris, Dr. Baker has focused the board, administrators, and all staff with the motto, "Is it good for kids?"

Larry Grosshans, former Assistant Superintendent and current School Board Member writes: "Dr. Baker has done an outstanding job of leading the Norris School District in times of rapid student growth, economic uncertainty, and natural disasters while keeping the focus on what is most important in schools today, the children. His vision for the future and the needs of children, his leadership skills and his uncanny ability to coordinate and guide others while still allowing them autonomy, and his tireless efforts to insure that Norris School District 160 provides the best possible educational experiences and opportunities to all students are exemplary. 

# Nebraska Schoolmasters Club Announcing...

## 2004-2005 \$1000 Schoolmasters Scholarship

The Nebraska Schoolmasters Club is awarding two scholarships to support educators who are pursuing administrative degrees. One scholarship will be given to an educator pursuing principalship endorsement, and one for a candidate gaining qualification as a superintendent.

Please read the criteria and consider this excellent opportunity.

### Qualifications/Selection criteria:

- Be teaching or administering in a Nebraska Department of Education approved school
- Hold a bachelor's degree from an accredited college/university
- Make application and be accepted in a graduate program for a master's degree in educational administration or an endorsement for the superintendency
- Fully intend to seek an administration position upon completion of program

### Applicant must submit:

- A letter of application stating interest in becoming a school administrator/superintendent
- Résumé
- Three letters from supervisors, board members, or college instructors who attest to the candidate's leadership skills
- A description of leadership positions held in current or former positions

Application deadline - February 14, 2005

Submit application to:

Dr. Doug Townsend, Scholarship Chair  
Bellevue Public Schools  
1600 Highway 370  
Bellevue, NE 68005

## NSASSP

*(continued from page 6)*

of the Association of School Curriculum Directors, Phi Delta Kappa, and the Nebraska Educational Technology Association. Locally he has received the Ralston Public Schools ACE Award, coached State Tennis Championships from 1985-1987, and been elected to the Ralston High School Tennis Hall of Fame. As Assistant Principal Garry has facilitated the development of ABC partnerships which encourage businesses to become actively involved in all schools throughout the Ralston School District. The program also works to recognize those businesses for their contributions. He also initiated the first TeamMates mentoring program in the Omaha Metro area. Eight years ago Mr. Jurgens started a program called "Beyond the Walls" to provide experiences that enable students to apply classroom knowledge in the real world. Ralston High Principal Gregory Sheppard noted "the Beyond the Walls program is one of the most successful programs in the state and through Garry's efforts many of our students have reaped the benefits of this experience, which has guided them into future program studies and professions." Mr. Sheppard also stated that "Garry's position at Ralston High School is a passion for him." Ralston Superintendent Virginia Moon agreed "he tackles every assignment with enthusiasm, integrity, and a positive 'can do' attitude." Mr. Jurgens received his honor at the Assistant Principals' Conference in Lincoln on Monday. 

## For Sale

1-32' x 70' "Vantage Pointe Homes" Modular Building, provides two elementary classrooms with shared restroom facilities. Central air and electric heat. Equipped with excellent cabinets, sinks and counters. Two years old. Available Fall of 2005. Inquiries contact Dave Rokusek, Superintendent, Wilber-Clatonia Schools 402/821-2266

## Wanted

**Millard Public Schools** is seeking qualified candidates for Elementary Principal positions for 2005-2006. Three years successful experience as an elementary principal preferred. Two years of successful experience in a leadership role, and four years of teaching experience required. Full benefits and competitive salary. Closing date is 12-22-04. Send letter of application

plus two recent letters of support, transcripts, resume and a copy of NE Administrative Certificate to: Dr. Kirby Eltiste, Assistant Superintendent - 5606 S. 147th Street, Omaha, NE 68137

**Leigh Community Schools** is seeking qualified candidates for Superintendent. Interested candidates contact Mr. Steve Borer, Principal, at Leigh Schools for application materials (402)487-2228.



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402/458-4810  
fax: 402/477-2952  
kurt.genrich@bcbsne.com

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dornbuc1@notes.horacemann.com  
www.horacemann.com

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Sioux City, IA 51101  
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cfett@metlife.com

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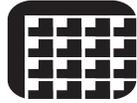
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# Calendar of Events

## DECEMBER

8	NAESP Region I	11:00 a.m.	Malcolm Elementary	Malcolm
9	Emerging Superintendents	9:00 a.m.	NCSA	Lincoln
10	NASES Region III	12:00 noon	Sports Denn	Norfolk

## JANUARY

5	NASA Region I	5:00 p.m.	Ameritas Investment Corp.	Lincoln
5	NSASSP Region I	5:30 p.m.	York Country Club	York
12	NASES Region I	9:30 a.m.	BOE Room	Crete
12	NASA Region IV	10:00 a.m.	ESU #10	Kearney
15	Emerging Administrators	9:00 a.m.	NCSA	Lincoln
19	NAESP Region I	9:00 a.m.	ESU #6	Milford
19	NSASSP Region II	5:30 p.m.	Elks Lodge #39	Omaha
21	NASES Region III	12:00 noon	Sports Denn	Norfolk
22	Emerging Administrators	9:00 a.m.	NCSA	Lincoln
26	NASA Region V	12:00 noon	Country Kitchen	Ogallala
26	NAESP Region V	9:30 a.m.	Valentino's	Ogallala
26	NSASSP Region V	10:00 a.m.	Valentino's	Ogallala
26	NAESP Region IV	12:00 noon	ESU #10	Kearney
26	NSASSP Region IV	5:30 p.m.	BICO's	Kearney

## FEBRUARY

1	NSASSP Executive Board	10:00 a.m.	NCSA	Lincoln
2	NAESP Region III	2:00 p.m.	Lifelong Learning Center	Norfolk
3	NASES Region V	9:00 a.m.	Perkins	Sidney
7	NASA Executive Board	5:00 p.m.	Holiday Inn	Kearney
9	NASA Region V	12:00 noon	WNCC	Chadron
16	NAESP Region II	5:15 p.m.	Farmer Brown's	Waterloo
16	NSASSP Region III	2:00 p.m.	ESU #1	Wakefield
17-18	NASES/NDE Joint Meeting	1:00 p.m.	Cornhusker	Lincoln
25	NASES Region III	12:00 noon	Sports Denn	Norfolk

## MARCH

2	NCSA Executive Board	9:00 a.m.	NCSA	Lincoln
3	NAESP Legislative Conference	9:00 a.m.	Holiday Inn	Lincoln
7-8	Labor Relations	1:00 p.m.	Holiday Inn	Kearney

## NATIONAL CONVENTIONS

February 10-12 - ASBO Leadership Conference - Boston, MA  
 February 17-20 - AASA National Convention - San Antonio, TX  
 February 25-28 - NASSP National Convention - San Francisco, CA  
 April 15-19 - NAESP National Convention - Baltimore, MD

# SEASON'S GREETINGS

*Julie* *Kelly* *Jerry*  
*Angie* *Mike*

# The NAESP Link

*The State Association Newsletter for Elementary School Principals*

**The NAESP Nominations Committee is now accepting nominations for the positions of President-elect, Federal Relations, and Secretary. Please email Kristy Carlson with your nominations ([kcarlson@lps.org](mailto:kcarlson@lps.org)).**



## Region Notes

### Region I

Region I dates and meetings

Dec. 8th Region I officers at Thayer Central 12:00

Jan. 19th Region I Mid-Winter at ESU 6 8:30

Randy Page, Malcolm Elementary School

### Region II

Principals from Region II will join together with central office staff on December 1st at the Champion's Club on West Maple Street in Omaha for our Central Office Recognition dinner. Mary Drew and Dave Ludwig will present some Early Childhood information and a representative from the Gallup organization will give a short presentation.

Beth Welke, Blair Community Schools

### Region III

The Region III principal's last meeting was held November 3<sup>rd</sup> at Wayne State College. At this meeting, Wayne State Education professors met with Region III principals to discuss the Elementary Education program and to get feedback from principals as to the needs of today's teachers. The meeting was a great way to communicate with a college that provides a number of practicum students, student teachers and eventual teachers for Northeast Nebraska. We were able to find out more about the specifics of the Elementary Education program and the philosophy that Wayne State College has when preparing its students for future teaching positions. I think that all of the Region III principals were impressed with the Wayne State College program and its thoroughness when preparing students to become teachers. It is important for colleges and

universities to have strong relationships with those public and private schools that teach our youth. We hope to continue to grow in our relationship with other colleges in the Region III area with the hopes that we can help each other out in the long run. The next Region III meeting is scheduled for February 2<sup>nd</sup> and the Life Long Learning Center at Northeast Community College in Norfolk. The meeting will be for aspiring elementary principals.

Cory Worrell, Principal-Region III

#### **Region IV**

Region IV sponsored the Youth Leadership Conference at the University of Nebraska at Kearney on November 19th. Mary Kay Mueller spoke to over 225 students, sponsors, and principals in the morning session and to 30 elementary principals in the afternoon session. More information will be shared in the spring newsletter.

The next Region IV meeting will be held on January 18th at "The Fieldhouse" on the UNK campus Student Union. This may start around 9:30 and begin with a roundtable discussion on current issues. Chartwells will cater lunch around noon. Mike Dulaney will be the guest speaker. He will discuss some retirement issues and attendance age.

The last meeting will be held on April 27th at Drew Heady's house in Hastings.



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