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DISPUTE RESOLUTION

by Kris Elmshaeuser, Director of Special Services, ESU #16;
President, Nebraska Association of Special Education Supervisors



Elmshaeuser

Many of us have conflicts in our every day life. These conflicts cause a dispute that must be resolved. I am sure many of us hate to face conflict. There are a few of you that may just long for conflict. You may even cause it to happen just because you get an adrenalin rush from a heated conversation. But if you were like me, you would prefer to run the other way. So what am I doing in Special Education Administration if I hate conflict? Special Education revolves around conflict. Matter of fact all Administrators have a great deal of conflict in their lives. From students to staff, parents to legislative issues, we often have to deal with

people in conflict. Life is a world with conflict; we can't get away from it. When one issue is resolved another moves to the front burner. So how best can we handle this conflict?

In Special Education the Authorization of IDEA 2004 and the release of the current regulations, there is a great emphasis on dispute resolution. In Special Education there are often times when the school district personnel and parents are in conflict. This often results from poor communication, what is written in the IEP, and/or the placement of the student with disabilities. When the parent has a complaint regarding services for their child, and has requested a due process hearing, the school district must convene a resolution session. This

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NASA Announces 2006 Superintendent of the Year



Breed

Roger Breed, Superintendent at Elkhorn Public Schools, has been named Nebraska's 2006 Superintendent of the Year. Dr. Breed and 49 other superintendents will be recognized at the American Association of School Administrators (AASA) national convention in February.

Roger has been the Superintendent at Elkhorn since 1991. Prior to that, he served as Assistant Superintendent at Elkhorn, Superintendent at Axtell

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Nebraska State Association of Secondary School Principals Announces 2006 Award Winners



Schnitzler



Arp



Simpson

The Nebraska State Association of Secondary School Principals is proud to recognize Julie Schnitzler, Principal at Gibbon Junior/Senior High School, as being named the Outstanding New Principal. Mr. Bob Arp, Principal at Columbus Lakeview, has been selected to

receive the NSASSP Distinguished Service Award and Angela Simpson of Norfolk High School has been named as the Assistant Principal of the Year.



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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.



Dispute Resolution

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session must happen within 15 days of receiving the parent's notice of a due process hearing unless both agree in writing to waive the meeting or agree to mediation. The purpose of the resolution session is to provide the parent and the LEA an opportunity to resolve the complaint. If resolution is reached, the parties shall execute a legally binding agreement. This agreement is signed by both parties and is enforceable in any State or District Court. Resolution sessions can help to preserve that ongoing relationship between the school district and parent. If both parties can mutually agree on the issues with a solution there is a better chance for satisfaction.

Another alternative is mediation. In the state of Nebraska we have had mediation available for several years. The state will bear the cost of mediation and

have available a trained mediator who is qualified and knowledgeable in special education. The State of Nebraska has 6 agencies that provide mediation for parents and school districts in locations throughout the state: Scottsbluff, Kearney, Walthill, Lincoln, Omaha and Beatrice. Through mediation a neutral third party works to encourage and facilitate the resolution of a dispute between the parent and school district. The mediator is not a decision maker but a facilitator to help both parties come to mutually satisfactory outcomes. Similar to a resolution session, mediation agreements are also a legally binding agreement that is enforceable in any State Court or District Court. Resolution sessions and mediation are less expensive, both emotionally and financially, in resolving the dispute than litigation.

Arthur K. Stewart in the VCASE Newsletter, 2004 gives some considerations for Administrators.

- If you approach parents with an open and unguarded stance, you may elicit the same.
- Don't forget to ask parents what they think their child needs.
- Don't be drawn into an adversarial stance.
- Don't rush to the bottom line. Pay attention to new information and human needs.
- Help parents understand your own thinking about a student's needs.
- Try to avoid becoming committed to a single option as if there is just one best way to proceed.
- Avoid statements like: "If...then," "We are not required to..." Or ANY MENTION OF CADILLACS OR CHEVROLETS!

Many issues of conflict can simply be resolved with a face-to-face meeting, clear heads, open minds, and good communication. The two parties not coming together from the beginning to discuss their differences, often exaggerates issues. Unless, of course, the conflict is between you and your spouse. Then men, you just need to concede according to the title of a new book, "It's (Mostly) His Fault" by Robert Mark Alter (just kidding, guys). Personally, I would rather go back to running the other direction and avoid conflict at all cost, but that would not make for a good Administrator. Chocolate, Diet Coke and a long drive always help me!

Source: IDEA Dispute Resolution presented by Lenore Knudtson at the 2006 Nebraska Institute on Special Education Law and Practice

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SYMPATHY

Woody and Rob Zigler, retired administrators, on the death of their Mother

Kurt Genrich, Colonial Insurance, on the death of his Father

NSASSP 2006 Award Winners

(continued from page 1)

The Nebraska State Association of Secondary School Principals has selected **Julie Schnitzler** as the 2006 New Principal of the Year. This award is presented annually to a 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. Mrs. Schnitzler will be presented her award at the Secondary Principal's Conference in Kearney in December.

Mrs. Schnitzler has been the Principal at Gibbon since 2001. During her tenure at Gibbon, she has led the development and transition to the middle school concept from the traditional junior high, initiated the Culture Club at GHS, implemented an annual Veteran's Day program, serves as the district Curriculum and Assessment Coordinator and has presented at the Midwest Internet Institute, as well as Board of Education meetings, Community Advisory and Booster meetings. Mrs. Schnitzler has been selected for, and has participated in, numerous leadership conferences and cohort groups, including the Nebraska Educational Leadership Institute, Leadership for Learning Cohort and the Leadership Talks Technology Academy.

Larry Witt, Gibbon Superintendent, praised Ms. Schnitzler, noting, "I commend those who nominated Mrs. Schnitzler and would find it hard to imagine anyone more deserving. Julie truly exemplifies a professional committed to doing her assigned task to the highest degree of effectiveness." Laura Neubauer, Gibbon Guidance Counselor, states, "I have the utmost respect for her as a professional as well as an individual. One can sense from her that it is important not to just stay current, but lead the way and serve as a model. She is an exemplary model of a high school principal." GHS student Chelsey Harman writes, "What makes our principal, Julie Schnitzler, stand out from others is that she looks at her position as an opportunity to influence and motivate, rather than an actual job. She uses her opti-

mism, ambition, and creativity to influence and encourage the students at Gibbon High School to strive for the excellence that she always demonstrates so well."

Mrs. Schnitzler received her Bachelor of Arts degree from Midland Lutheran College. She completed her Masters degree in Educational Administration at the University of Nebraska-Lincoln and is currently pursuing an endorsement in assessment through UNL. Prior to being named the Principal at Gibbon, she served as the Assistant Principal for NEN Rural Schools in Madison County, was an Interim Secondary Principal for the Mead Public Schools and taught English/Language Arts at Newman Grove, Wahoo, Mead and Lewiston. Mrs. Schnitzler is a member of the Nebraska State Association of Secondary School Principals, the Nebraska Council of School Administrators, the National Association of Secondary School Principals, the Association for Supervision and Curriculum Development, Phi Delta Kappa and the American Legion Post #310 where she serves as the Sergeant at Arms, as well as serving in the United States Army Reserve as a Master Sergeant, Intelligence Analyst.

Mrs. Schnitzler will be honored at the Nebraska State Association of Secondary School Principals conference in Kearney in December.



Mr. Bob Arp has been awarded the Nebraska State Secondary Principal's Distinguished Service Award. He has served as the Secondary Principal at Lakeview High School since 1989. In addition, Mr. Arp was an Administrator at Scotus Central Catholic Jr./Sr. High School as well as serving as a music teacher at Wahoo and Dodge prior to entering the administrative field, resulting in an educational career spanning 32 years.

Mr. Arp received his Bachelors Degree from the University of Nebraska-Lincoln, his Masters in Educational Administration from the University of

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Superintendent of the Year

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Community Schools, Middle School Principal at York Public Schools and Middle School Assistant Principal at Lincoln Public Schools. He received his B.S. with Distinction, M.Ed. and Ed.D from the University of Nebraska.

A few of Roger's community and professional activities include: Past Executive Board member and Chair of the Nebraska Council of School Administrators, American Association of School Administrators, Nebraska Association for Supervision and Curriculum Development and Phi Delta Kappa. In addition, Roger serves as an Adjunct Professor for Peru State College graduate studies program. He is part of the Omaha Community Partnership, the Commissioner on Douglas County Housing Authority Board, Western Douglas County Rotary and serves on the Board of Directors of the Elkhorn Public Schools Foundation.

Kim Fasse, Elkhorn Board President states, "Dr. Breed's commitment to life-long learning is much more than just a cliché. Despite his busy schedule, he has taught graduate level education courses for many years."

Larry Dlugosh, Chair College of Education and Human Sciences, University of Nebraska states; "Roger is very approachable and ready to address issues with constituents. He is proactive; always looking at the manner in which his school district uses data to improve performances of students, expand learning opportunities, and recruit and retain excellent teachers and staff..." In short, Roger Breed is the 'whole package.' He is intelligent, forward thinking, personable and committed to education. If we could clone him we would because people like him would be welcome in communities across the nation."



NSASSP 2006 Award Winners

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Nebraska-Omaha, and his Specialist Degree from UNL. He has maintained memberships in the Nebraska Council of School Administrators, the Nebraska State Association of Secondary School Principals, and the National Association of Secondary School Principals, School Masters as well as the Association for Supervision and Curriculum Development and the Nebraska Academy of Educational Leadership. Mr. Arp is a NSASSP Region III past-president and has served on the NASSP National Committee on Student Contests and Activities.

Locally, Mr. Arp is an active participant in the Lions Club, the Chamber of Commerce Business/Education committee, the United Way, Friends of Music, Project Extra Mile, the Columbus Tennis Association and is also a member of the Federated Church.

Prior honors include an Honorary State FFA Degree, an Outstanding Service to Nebraska Vocational Agriculture Award, the Nebraska Education Award from Project Extra Mile, and the Columbus Lions Club Lion of the Year.

Peg Slusarski, a Lakeview Instructor stated, "This man is not afraid of challenges, yet he is willing to listen to all concerns. He is innovative and empowering and an effective leader." Lakeview student, Salina Haron writes, "It's unbelievable how much he cares, not only for the school, but for his students also. All the time and effort he puts into his job is what makes him who he is. Mr. Arp has so much enthusiasm in everything he does; not for just himself, but also for the students and the school." Pat Meyer, Elementary Principal writes, "Staff members, colleagues and students rely on his academic guidance, while community members seek his thoughts, ideas and organization to complete projects." K.C. Belitz, the President of the Columbus Area Chamber of Commerce stated, "I have seen many times his commitment to make the right and ethical choice, though it is often not the easy road. Bob is clearly committed to teaching young people some critical character lessons along with their academic studies. What

a great example to set for our community's students!"

Mr. Arp will receive his award at the State Secondary Principals' Conference in Kearney in December.



Ms. Angela Simpson has been recognized by the Nebraska State Secondary School Principals as the 2006 Assistant Principal of the Year. Ms. Simpson has served as Assistant Principal at Norfolk High School since 2001. She has also served as an Assistant Principal at Norfolk Junior High and taught Science and Math in both the Millard and Lincoln systems prior to her current position.

Ms. Simpson is a member of the Nebraska State Association of Secondary School Principals, the Nebraska Council of School Administrators, the National Association of Secondary School Principals, School Masters and the Region III Principals association, where she has twice been named as the Region III Assistant Principal of the Year.

Locally, Ms. Simpson has served on the Madison County Treatment Team, the Norfolk Teammates Executive Board, Leadership Norfolk and the Madison County Juvenile Justice Committee.

Dr. Randy Nelson, Norfolk Superintendent states, "Angela is a very energetic and enthusiastic building leader who works well with staff and par-

ents, and interacts effectively with students. She is a person who has high expectations for herself, as well as those she works with on a daily basis. Ms. Simpson is highly committed and dedicated to making her building a very positive and inviting learning environment." Steve Morton, Norfolk High School Principal writes, "The bottom line with all jobs in education is students. Ms. Simpson loves students. She knows a huge number by name, keeps track of who is related to whom and who works where. In other words, she is invested in our students." Norfolk Police Chief William Mizner and his wife Kathy, who are also parents of two NHS students, noted, "Angela has always been a pleasure to work with, both as parents and as a law enforcement professional. We feel very fortunate to have Angela at Norfolk Senior High School. She truly cares for the students entrusted to her and works to maintain a positive relationship with students and parents." Clark Froehlich, Board of Education member states, "I am impressed with the number of students she has built positive relationships with and her ability to maintain relationships with students who chronically disobey. I appreciate her thoroughness and her willingness to work toward bringing about positive change in student achievement."

Ms. Simpson will be recognized at the State Secondary Principals' Conference in Kearney in December. 



The One Thing

by Roger Breed, Superintendent, Elkhorn Public Schools



Breed

In a melancholy moment in the movie *City Slickers*, the tough, leather-skinned, trail boss, Curly advised his urban cowboy friend to remember through all, the "one thing." Now I never figured out what the "one thing" was to Curly, but I'm pretty certain the "one thing" in public education is the classroom teacher. Why? Because when all is said and done, it is the daily interaction between teachers and students that determines above all else the level of student achievement and the quality of schools.

For the better part of my career, I have been in a position to interview and select talent into school district classrooms. I did this by choice, not because I needed something else to do as a superintendent. It is my firmly held belief that my number one job as a school administrator; the "one thing" if you will, is to find, hire, assign, support, develop and value teachers.

The process of finding and hiring talented teachers is not a mystical or difficult process. It is, however, something that requires purposeful planning, an early start, clear expectations, and multiple perspectives.

Purposeful Planning

The wise administrator carefully prepares each year for any teacher vacancies that might occur. Updating enrollment projections, retention trends (or turnover history), and any program needs gives the administrator a starting point for projecting needs for new teachers. These actions also help identify the skills, knowledge and specific experiences or talents the district needs. A review of advertising methods (internet links, teacher preparation institutions, newspapers, etc.), application forms, reference forms, and district information forms, is an annual necessity before application packets are prepared. New internet application services that allow the entire application and reference

process to be on-line are available and increasing in popularity. Also, an introspective look into the values of the school district is necessary so that the district mission can be affirmed and/or revised. The importance of this step will be discussed below under expectations.

Early Start

The earlier vacancies are identified, the better chance a school district will have to attract a quality pool of candidates. Also, advertising vacancies needs to be done via the widest possible methods. Timing is also important. In the old days, ten or more years ago, few vacancies were posted before March 15. Now, vacancies are being advertised in January or February for the following school year. This is necessary to have a candidate pool that includes experienced teachers presently working under contract. An early start also applies to inviting quality student teachers and substitute teachers to apply for possible vacancies, throughout the year.

Clear Expectations

All individuals involved in a school district's efforts to hire the best teachers available need to be aware of the district's expectations for teachers. One cannot assume this is in place. Instead, efforts need to be taken to affirm the values, attitudes, and skills necessary for the district to successfully meet its mission are indeed what everyone is seeking during the teacher talent search. I am often asked "what do you look for in a teacher candidate?" My response, with apologies to Jim Collins, author of *Good to Great*, is four basic characteristics:

1. Does a teacher candidate share the core values of the school district?
2. Is this a teacher candidate of exceptional capability? Could they potentially be one of the best at what they do?
3. Does the candidate understand the difference between having a job and having a responsibility? Are they willing to do whatever it takes to advance student learning as defined by the school

district?

4. Is this a teacher that is a self starter; skilled in self assessment and characterized by always being a learner?

Discerning which candidates best meet these criteria as well as meet the specific certification and experience needs of a vacancy is where the folks who are paid to do this earn their money. In Elkhorn we use Gallup's TeacherInsight on-line interview to help us with characteristic #2 above. For the other three characteristics we use extensive experience/reference checks and multiple interviews deliberately aligned with district core values, attitudes and skill. All of this information is presently kept in paper or on tape. In the very near future we will seek to keep all applicant file data electronically.

Multiple Perspectives

Like with most things, teacher selection is best done by the informed involvement of several people instead of the action of one. All parties involved in the filling of a particular teaching vacancy discuss and agree upon a profile (experiences, skills and knowledge) and devise interviews/activities to help provide information upon which they can make a good selection decision. Each interviewer is trained to seek particular characteristics in interviews. One-on-one and group interviews involving teachers and administrators are used followed by consensus discussions leading to the final selection decision.

Throughout the entire process, providing the "one thing", the best classroom teacher, is the focus and, hopefully, the result.



A Different Side of Leadership

by Bill Mowinkel, Superintendent, Northwest High School – Grand Island

This past August a local news article was picked up by the AP wire and really had a positive impact on the students I work with, as well as a good feeling for me. Jerry Sellentin asked that I expand on why I do my hobby and what it means to me as a school leader. My first reaction was: Jerry, no one would be interested because it is hard to explain unless you have coached or have been in a leadership capacity with youth, and then you already know why I do this. Another reason for this article is for every administrator and what they may do for job [stress] relief. My hobby is a little different so I agreed to write this article.

The article that was picked up by the AP wire was titled Nurturing Youth. I think the surprise of the article for the writer was that a school administrator spent time with youth outside their daily

activities. In response to that question, my answer was I always have and plan to continue to work with youth, because who ever has helped youth will generally tell you that you get a whole lot more than you give. Invitations to graduations, weddings and even baptisms, wouldn't that in itself tell you that it really does make a difference, and mean something to the families.

How did I get started? Well a better question would be, when wasn't I involved in 4-H? My father was a leader for many years, so when I completed my time in 4-H, I kept associated through the fair scene and livestock. When my children became old enough for 4-H it was only right that I become a 4-H leader. That is what really started me in the direction of what the experience has become today. To be involved in 4-H large animals the equipment that a club and or families need to be successful. Rather than sell the equipment I thought why not continue doing what I love and offer those services to other children. The last 5 years I've been a leader and mentor for the students in our club. I use my previous contacts and new friends to acquire ani-

mals for the students, locate places to house the projects and then spend time with the students and projects teaching them the tricks of the trade.

There are many school related contacts with this hobby. I generally purchase a calf or two from a school board member in Stanton, a teacher from Logan View, a teacher's spouse in Osmond, and a bus driver in North Bend. Some of the calves are housed at a school board member's farm, while others are at a former school board member's house. It is only through their gen-



erosity that the whole endeavor would be possible. I am continually reminded of the giving attitude of school people through this process.

I have been asked what these people who help get out of it. My response always is "you don't know school people very well if you need to ask." They, just like me, get that good feeling to see the smiles, hear the laughter and see the students grow in their responsibility. Last year at the fair the students had 13 head of cattle to care for. The Saturday of the show is a major event that takes a lot of cooperation and coordination on use of equipment and preparation of exhibits. All the families were there with each helping their child in some manner. High school students, moms and dads all working together, what a sight, but that is what 4-H is, families working together. At the end of the show after all the awards had been handed out it is time to clean-up, generally it takes a little prodig to get started. This year one of the students who had recently graduated said "Mr. Mow, you leave and let us do this - you have done enough today." My comment was "No Tom, if we all work

together it will go faster." He agreed but said "After four years, it is his turn to coordinate the clean-up." My wife and I left with a lot of coaxing from the others but said I would check later that night. When I came back after the concert that night I could have cried, not because of what they hadn't done, but rather how good they had done everything, far exceeding my expectations. I guess there truly is a little of me in each of them.

The students I work with are great and in an Ag state as Nebraska, agriculture related experiences will serve them well. Keep in mind most of the students in the club live in town. Of the four students who graduated last spring, all four are currently in College, one at K State-an animal science major,

one at UNL pre vet, and one at a community college vet tech. I don't know if they will graduate and pursue those careers; that doesn't matter as I feel they are better off for the experience and realize there is more to winning than first place.

Jerry asked how this hobby helps me as a superintendent. I encourage each superintendent to look at your Board and see how being involved in agriculture could help you. The second part of the answer is, working with today's youth is indescribable; they are remarkable young adults looking for encouragement and something to take pride in. If we as school employees aren't taking time to speak to and get to know youth why are we in this business?

In closing I encourage each of my peers to get involved with your students. This will mean a few more graduation receptions and weddings but your patron will realize you are there and that you do care. Finally on a selfish note I hope someday I can pass along some of the tricks of the trade to the fourth generation 4-H-ers in the Mowinkel family, my grandchildren. 



Teaming “The Hastings Way”

By: Troy Loeffelholz, Director of Curriculum and Instruction, Hastings Public Schools



Loeffelholz

Isn't it amazing when you hear something you just go WOW, yeah that's what I'm talking about! Or you see something and just know that this is what it's supposed to be like? What I'm going to talk about in this article is something that we know deep in our hearts is right, yet why did it take so long to practice? We also know that deep down in our hearts, which may have been hardened with resentment regarding everything from accountability to negative press that students are still the focus. I've had a good friend tell me that deep down in the hearts of all educators there still is a love for children and love for those teenagers as goofy as they may seem. Isn't this why we got into the business? To make a difference with students!

Three years ago, four professionals from Hastings Public Schools went on a journey to Kansas City to take a look at a new and innovative, yet comfortable practice called “Professional Learning Communities”. I say comfortable, because it is a philosophy of taking what we already know to be sound and good for students and putting these practices into every classroom. That initial four brought back some great ideas to their staffs and administrative team. They all looked at those four like they were speaking in different tongues, yet deep down understood the why. Now, I'll be honest in saying that even those four accomplished professionals had a hard time replicating what they heard in Kansas City those two and half days.

Hastings Public Schools committed to sending every administrator and a teacher from each building to Kansas City the next year to hear the same message they had been trying to convey. It is amazing how hearing this information from practicing professionals can make a huge difference. I know this may come to a surprise to you but we found out that it is true; your own people have a

hard time believing you. It's almost as if they may be sleeping in the audience with one eye open just in case you try something funny on them. What a huge difference this made in our thinking as a group.

The next fall we invited Dr. Robert Eaker to Hastings Public Schools to spend the day with us. It became another enlightening moment for several of our dedicated staff. It was like “oh” that's what Troy was trying to say. Ding, ding, I think were on to something here. As I was driving Dr. Eaker back to the airport it was comforting to find out that he had to go to Rick DuFour's building to deliver the message, and Rick DuFour had to come to his district to deliver the same messages each had tirelessly tried to convey. So with that in mind we knew that we had to get more people to these conferences to hear the message. That next summer we sent approximately 22 more teaching professionals to Colorado Springs to hear the message. Then this fall we sent another 20 to Omaha for two days to hear the message.

What message am I talking about? Improving student learning through “best practice”. Improving student learning through “collaboration”. Improving student learning through “commitments”. Improving student learning through “working smarter”. Finally, improving student learning through “trust and caring”. We targeted department heads, grade level facilitators, and administrators in our initial quest to improve collaboration in our district. Has it been easy? No. Has it been without problems? No. But it has been one heck of a ride. We are doing things for students we never dreamed of. We are improving instruction, we trust one another, we are sharing, and we are “COMMUNICATING”.

In short, here is our process and practice. As I stated before we started by training department heads and grade level facilitators. We took these professionals (all teachers), and put them through training to be leaders at their

grade level or content area. Once a month we hold grade level team meetings at the elementary level and content team meetings at the secondary level. These teacher leaders meet with myself, our curriculum assistant, and other administrators two weeks prior to discuss the previous month's outcomes and develop the agenda for the monthly learning team meeting. It has set forth another leadership team within our district completely focused on student success.

Our meetings never last more than two hours. In fact very few have gone past an hour and a half. The teachers themselves set up these meetings with purpose. This adds credence to what they are accomplishing. We started by identifying what is essential in each subject area from Reading to Physical Education. For example, these identified essentials numbering from 4-8, should be things that are identified as something students will not forget when they walk out of their 3rd grade classroom and move on to 4th grade or when they leave 9th grade English and move on to 10th grade English. Once our essentials are identified, we asked our department chairs in each core area to bring those together and ensure alignment of those essentials and what we are teaching. We then take it back to the department or grade level team for refinement and finishing touches. In a sense, what all teachers have done is developed a scope and sequence in the district but have also somewhat spiraled our essentials from one grade level to another.

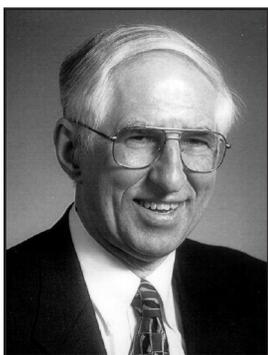
Common curriculum, common pacing, commitment, caring, collaboration, and common formative and summative assessments are the 6 C's we hope to accomplish. We all agree that caring is at the top of the list in reaching students. We also all agree that commitment leads us to the direction of all the other C's in our system. Through common curriculum and common pacing we “Assure the Essential” in each of our classrooms.

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PERSPECTIVES

by Jerry Sellentin, Ph.D., Executive Director



Sellentin

Coalitions and Resolutions

In sports the coach knows to have a winning team it's necessary for the team to work together. To be successful in associations like NCSA it's also necessary to form coalitions and alliances. The idea of associations coming together for a common purpose is natural and necessary for NCSA to carry out its mission and to grow. A recent example of NCSA working with other organizations is the defeat of 423 and passage of Amendment 5 in the November 7th election. The realities of working together with other organizations to combine talents and resources

is another value of your membership in NCSA.

Your NCSA membership gains value from other alliances with your membership in NCSA's association with the P-16 Committee, Educators Health Alliance, Nebraska School Boards Association, Nebraska State Education Association, Nebraska School Activities Association, Nebraska Greater Schools Association, Nebraska Rural Community Schools Association and National Associations are additional examples.

Coalitions and alliances are necessary for associations, but as individuals we must determine what each of us needs to achieve. As you start thinking

about 2007 may I offer the following possibilities. 1. Take five minutes each day to really listen to someone. Too often we are in such a hurry to make our point, to communicate our message and persuade our argument is correct we fail to listen to the other person. 2. Focus on kids and their test scores rather than the test scores of kids. 3. Take five minutes each day to reflect. This may seem like an easy one, but you may find it a challenge. We have become so busy "doing" we fail to take the time to think and reflect. Best wishes for the new year and thanks for your membership and involvement in NCSA. 



Holiday Hours

NCSA will be closed from 4:00 p.m.
December 21 until January 2

Teaming: The Hastings Way

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It is also our goal that each student, in every classroom, at the same grade level has the same opportunities to receive the same basic essentials as another student at the same grade level in another building. Our team meetings are designed to ensure common pacing and allow conversations to take place regarding what works best for student learning.

At Hastings Public Schools we are better at identifying and communicating what students are to know and be able to do. We are having the taboo conversations, and not closing our doors and teaching our own identified curriculums. We are "Assuring the Essentials, and Expanding the Possible." 



Necessity is the Mother of Intervention

By: Mike Bossard, Director of Special Education, Lincoln Public Schools



Bossard

A very moving television program currently showing on the A&E channel is titled, "Intervention". The intervention referred to in this show is an entire family's excruciating decision to confront a drug-addicted loved one and jointly declare, "We will enable you no longer. You must get help now!" When the term "intervention" is used in the schools, the problem needing to be addressed may be every bit as compelling as a drug addiction. For a significant learning or behavior problem may be no less devastating to a student's ultimate pursuit of a happy, productive life. Though the decision to confront a problem is an important first step, it is only that, a first step. An intervention in the schools is understood to be the targeted curricular, instructional, or behavioral strategy that results in improvement. The only way to know whether improvement has occurred is to take baseline measures and monitor progress.

RTI: Early Intervention Is the Beauty of It

Response to Intervention (RTI) is an approach that is clearly favored in the latest reauthorization of the federal Individuals with Disabilities Education Act (IDEA) and is being considered for inclusion in the next round of NCLB legislation. This approach encourages school districts to pool general and special education resources to intervene at an early stage in the life of any child who is falling behind in school. Early intervention is the beauty of it. Rather than waiting until a child is formally tested, demonstrates a 20-point IQ/achievement discrepancy, and is identified with a disability, the problem receives an intervention immediately in the hope that a more serious problem can be prevented. Whether the child has a high or low IQ is not the issue. The issue is a simpler matter and is what it always should have been. Can this child read, write, and do math at a proficient level?

Alphabet Soup: PLCs, SIPs, AYP, and RTI

RTI works in concert with other important educational initiatives of our day. Just as the school improvement process employs a systematic problem solving method, RTI uses a similar step-by-step approach and, in fact, builds in strategies for achieving the procedural integrity that is too often missing in practice. In addition, the core principles adhered to by professional learning communities (PLCs) are completely consistent with the thrust of RTI: ensuring that students learn, promoting a culture of collaboration, and focusing on results.

As AYP standards are ratcheted upwards, it is the lower achieving students who have the most room for improvement and who will potentially make the biggest impact on overall proficiency percentages. These are the very students who are targeted by the RTI three tier process. This process provides a way to develop the hard data and structure needed for addressing questions that are important to PLCs: What do we expect students to learn?, How will we know what students have learned?, and How will we respond when students do or don't learn?

RTI Pilot School Results

With the help of the University of Nebraska-Lincoln, Lincoln Public Schools has evaluated the impact of RTI over 2004-05 and 2005-06 in six elementary pilot schools. Initial results are encouraging in that the procedural compliance achieved by the pilot schools in following a ten step process increased from 80% to 93%, survey results of parent and teacher satisfaction with the RTI process averaged 5.4 on a 6 point scale, and most importantly, the effect size of student progress (n=388) averaged 1.85. Such strong effects (a .8 effect size is considered strong) are helping many struggling students reach proficiency standards in reading skills. Anecdotally, pilot school principals report that RTI supports their school improvement and professional learning community efforts.

They also report that employing the RTI approach in their building has helped maximize student academic learning time and the efficient use of building resources.

Severe Discrepancy Approach On Its Way Out

For those students who are not responsive to the core curriculum (Tier 1) or are not responsive to targeted interventions (Tier 2), special education placement may still be necessary. However, the severe discrepancy approach for identifying learning disabilities "passed away" when the IDEA was enacted on December 3, 2004. The obituary has been written (see 2002 President's Commission report). All that remains is for the severe discrepancy approach to be buried for good. That will likely happen the next time IDEA is reauthorized. Given that fact, it seems prudent for school districts to begin building the infrastructure now that will be necessary to effectively employ a response to intervention model. A comprehensive evaluation using the RTI model will provide much more relevant information to teams making verification decisions than will the discredited IQ/achievement discrepancy model. National experts state that it takes 3 to 5 years for a district to implement the Response to Intervention approach. The experiences of all three pilot RTI districts in Nebraska (Grand Island, Lincoln, and Westside) would agree with that assertion. Simply said, it takes time and expertise to do this well.

It's a Marathon Not a Sprint!

The wisdom from the field is that a district should develop a multi-year RTI implementation plan that includes written procedures and well thought out capacity building activities and professional development. Every administrator, and that means every single one, would ideally understand and participate in this plan. It needs to be clearly understood that RTI is intended to help as many students as possible reach proficiency standards without special education. That is why it will take

(continued on next page)



Necessity...

(continued from page 9)

the collective will and wisdom of all of us to make this happen for kids.

If you are interested in more information about Response to Intervention, a good place to start is at the Nebraska Department of Education homepage. Choose "RTI" on their A to Z topic list. A technical assistance document has already been provided and much more assistance will soon be available at this website. 



Log on to
www.ncsa.org
 for all
 information
 relating to
 Nebraska
 Council of
 School
 Administrators

CONGRATULATIONS TO...

 **Alan Katzberg**, Retired Superintendent of Milford Public Schools, who has been appointed Executive Director of the Nebraska Rural Community Schools Association.

 **Kurt Russell**, Superintendent of Perkins County School District, who has been named as the new Superintendent of the Doniphan-Trumbull Public Schools effective July 1, 2007

 **Jerry Wilks**, Principal, LPS Southwest High School, who has announced his retirement effective July 1, 2007

 **Richard Schlesselman**, Superintendent, Anselmo-Merna Public Schools, who has announced his retirement effective July 1, 2007

 **Dorchester Public Schools** on passing of their Levy Over Ride, November 7, 2006

 **Blair Public Schools** on passing their bond issue, November 7, 2006

 **Elkhorn Public Schools** on passing their bond issue, November 7 2006

 **Papillion LaVista** on passing their bond issue, November 7, 2006

 **Jeff Anderson**, Superintendent, Fullerton Public Schools on obtaining his doctoral degree from Drake University

 **Dave Schley**, Superintendent, Centura Public Schools, on his retirement effective July 1,2007

 **Warren Barnell**, Superintendent, Johnson-Brock Public Schools on his retirement effective July 1, 2007

 **Mike Cuning**, Superintendent of Sutherland and Hershey Public Schools who announced he will be looking at other options effective July 1, 2007

 **Doug Christensen**, Commissioner of Education, on receiving the fourth Miss Foley Award. The award recognized Doug's actions to protect Nebraska's Student-based Teacher-led Assessment and Reporting Systems with concerns of Federal Education Officials.

UPCOMING EVENTS...

December 8 - Reading 1st Workshop

9:00 a.m.
 Holiday Inn - Kearney

**December 13
 Emerging Superintendents Workshop**

9:00 a.m.
 NCSA - Lincoln

**December 14
 New Superintendents Workshop**

1:00 p.m.
 Holiday Inn I-80 - Grand Island

January 20 - Emerging Administrators

9:00 a.m.
 NCSA - Lincoln

January 27 - Emerging Administrators

9:00 a.m.
 NCSA - Lincoln

January 30-31 - NELI

5:30 p.m.
 Holiday Inn - Kearney

February 5-6 - Labor Relations Conference

Holiday Inn - Kearney

**February 15-16
 NASES/NDE Joint Meeting**

8:00 a.m.
 Cornhusker Hotel - Lincoln

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



Business/Education Partnerships – NEEDED!

by A.F. "Tony" Raimondo, Chairman, Behlen Mfg. Co. / Director – National Association of Manufacturing



Raimondo

I am pleased to have this opportunity to share my views as an owner of Behlen Mfg. Co. with 1100 Partners in Progress (employees); four plants in the U.S. and a Joint Venture in Beijing China, where we manufacture buildings for the China market. Also I am a Director and represent the National Association of Manufacturers (NAM) in Washington D.C., and we represent 10,000 companies and 14 million employees.

You may be surprised to hear that manufacturing is strong with production output at its highest level in history. Also, 90 percent of manufacturing companies that responded to the NAM's 2005 Skills Gap survey stated that they could not find qualified skilled workers. These exciting careers range from University degrees in Engineering to Computer Controlled (CNC) machine operators, welders, etc. The U.S. manufacturing sector is strong, it is the highest contributor to real Gross Domestic Product (GDP) growth between 2001 and today.

A strong business/education partnership in Nebraska can help us be leaders in U.S. competitiveness and support our young adults moving into a globally competitive environment where future leaders and tomorrow's winners will be innovative and possess strong technical skills to lead their companies to leading edge productivity.

Why are stronger business / education partnerships needed?

1. The global climate has changed significantly. Developing nations will be the challenge for decades, Japan had their day, presently China and India are in the

limelight, followed most likely by Eastern Europe, Africa, Russia, etc.

2. Workplace demands and trends require higher skills. Manufacturing is the engine of American technology development and innovation.

As developing nations strive to pursue quality of life standards set by Americans, we need to raise our bar – U.S. competitiveness as productive world leaders requires stronger innovation and skills in various technical fields. Low skill jobs have been significantly reduced as these are the first to be absorbed by developing nations.

Nebraska's Advanced Manufacturing Coalition is a partnership between State Leaders in business, education, government and labor, and we launched the

usually pays 23 percent higher wages.

2. Dream It. Do It. will address the exciting careers in Manufacturing. The Nebraska Advanced Manufacturing Coalition understands today's manufacturing careers require higher skills, and we plan to communicate this to young adults and their parents in partnership with education.

So together business and education need to help students and their parents understand the need for higher skills and assist in career identification and opportunities. Personally, I believe there are two categories of thinking in young adults.

1. Some (I believe a small percentage) have a strong career direction and commitment to being a doctor, engineer, musician, etc. This is great and they should follow their dream!

2. Some (a larger majority) say I'm not sure. I would suggest this group takes incremental steps to obtain skills and keep an open mind on future opportunities.

Looking back on my personal experience, I would share that category two students may want to think of education as a path with many incremental steps and decision opportunities. I incrementally moved from high school to Community College to a University BSME to an MBA. For me, it was one incremental step at a time to determine what I enjoyed.

A frequent question is – would you prefer to be talented or lucky. The answer is be prepared!

Our commitment in Dream It. Do It. is to help young adults and parents understand the exciting, well paying careers that exist in manufacturing and provide information to assist and partner with education's – "21st Century Learning Concept."

Thank you for this opportunity! Check out the Dream It. Do It. web site at www.dreamit-doit.com.

A frequent question is – would you prefer to be talented or lucky. The answer is "be prepared!"

Dream It. Do It. Campaign on September 8th. This campaign is rolling out across the nation, with two major objectives.

1. Explain the importance of making things!

- Manufacturing has been and is key to our quality of life.
- Manufacturing is key to economic development for growing areas.
- Manufacturing is key to research and technology development.
- Manufacturing is key to our national defense.

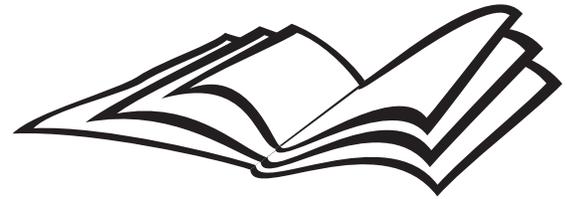
The U.S. manufacturing segment if standing alone would be the eighth largest economy in the world. It is 12 percent of U.S. GDP and 11 percent of Nebraska GDP, and manufacturing typi-



Article Review by Ron Joekel

On Common Ground (2005)

By DuFour, DuFour, and Eaker (Editors)
Bloomington, IN: Solution Tree
ISBN: 1-932127-42-9



On Common Ground brings together a group of respected educational writers collaborating by contributing a chapter related to school improvement to raise student achievement. Each brings their own ideas and expertise and like many books that are collections of essays by multiple authors, sometimes they stray from the common concept and wander off into theories/concepts that are more personal! However, the uniting theme of Professional Learning Communities does bring them together, and hence the title *On Common Ground*.

The respective authors agree on strategies for raising student achievement and support the premise that students would be better served if all educators:

- Embrace learning rather than teaching as their school's mission
- Work collaboratively to help all students learn
- Use formative assessments and a focus on results to foster continuous improvement
- Assume individual responsibility to take steps to create such schools

On Common Ground is organized and presented in five sections:

Section 1: Overview of Professional Learning Communities

- The DuFour's identify common themes from the authors and answer the question of What is a Professional Learning Community?
- Set forth the premise that the fundamental purpose of the school is to see that all students learn at high levels, rather than merely be taught at high levels.

Section 2: Critical Questions of Professional Learning Communities

- Doug Reeves explores the question

of "What is it we want all students to learn?"

- Rick Stiggins offers insights into the second critical question, "How will we know when each student has mastered the essential learning?"
- Jonathon Saphier, a leading researcher on effective teaching answers the third critical question, "How will we respond when a student experiences initial difficulty in learning?" The answer to this question is what separates learning communities from traditional schools.

• Roland Barth presents the argument that a school committed to Student learning will produce lifelong learners rather than proficient test-takers.

Section 3: Creating Professional Learning Communities

- Mike Schmoker describes what happens when teams of teachers collaboratively focus on the right issues.
- Dennis Sparks suggest how leaders can shape the dialogue in their schools to foster assumptions essential to successful PLCs.

Section 4: Professional Learning Communities in a Broader Context

- Larry Lezotte explains how the PLC concept supports rather than supplants decades of research on effective schools.
- Barbara Eason-Watkins offers a frank exploration of the challenges educators face when they attempt to promote PLC concepts in schools throughout the Chicago Public Schools.
- Michael Fullan contends that the focus on individual schools will Never lead to full-scale reform and insists that effort to improve schools should be a systemic process that concentrates on

districts, states as well as individual schools.

Section 5: A Call to Action !

- The Dufour's conclude the book with an examination of some of the reasons schools fail to implement what is clearly recognized as "best practice." They further suggest ways to overcome those barriers with specific, concrete actions that they believe will help close the "knowing-doing gap."

Quoting from the introduction, "every author supports the premise that students would be better served if educators embraced learning rather than teaching as the mission of their school, if they worked collaboratively to help all students learn, and if they used formative assessments and a focus on results to guide their practice and foster continuous improvement. And they insist that every educator has a professional responsibility to take steps to create such schools."

SUMMARY: A good read for educators who are doing the hard work of improving their schools to meet NCLB and other calls for educational reform. Although there are not as many examples of schools that are actually doing what is proposed as I would like, the basic tenets presented are based on the research and ideas of people you will recognize as leaders in the field. One of the "buzz words" in education today is Professional Learning Communities and if you are interested, this book is an excellent place to begin.

Only 252 pages in length and easy reading make it a recommended reading in my opinion. You can obtain copies of the book by going to Amazon.com or Barnes&Noble.com as both have new copies or used copies available. 

THE SPIRITUAL DIMENSION OF LEADERSHIP

by Paul D. Houston and Stephen L. Sokolow

Key Four: The Principle of Gratitude



Houston



Sokolow

This is the fourth in a series of articles drawn from *The Spiritual Dimension of Leadership: 8 Key Principles To Leading More Effectively* by Dr. Paul D. Houston, AASA Executive Director and Dr. Stephen L. Sokolow, Executive Director of the Center for Empowered Leadership. Many of the core values and principles that guide and sustain us as leaders have underlying spiritual roots. We use the word spiritual not in a religious sense per se but rather to describe ways of thinking, being, and doing that are life-sustaining and life-enhancing both for individuals and organizations. In our book, we describe 8 key principles from an array of 42 spiritual principles of leadership we have identified. The full array is available on our website: www.cfel.org

In this article we will present a brief overview of The Principle of Gratitude.

There's an adage we are fond of: Have an attitude of gratitude. You can't be too grateful. Gratitude has a real, almost magical power. The key, however, is that it must be real. If it is insincere or pro forma, there is no magical ripple effect. Leaders get countless opportunities to show gratitude. Heaven knows they ought to be really grateful to the people they work with, for without them, leaders literally couldn't accomplish anything.

When you show gratitude for the help and support you receive, the impact just multiplies—the good stuff just keeps coming. Gratitude creates plentitude. You end up with more, and when you are not grateful, you typically end up with less. Lacking gratitude, even those who have much may experience life as empty and sterile because they don't appreci-

ate what they have. Gratitude is a magic word, the “open sesame” of life. When you know how to be grateful and can express gratitude in appropriate terms, the rock rolls away, and the treasure is revealed.

Gratitude begets gratitude. Its expression attracts similar energy in others and in the universe so that the very act of expressing gratitude sends out an energy field that not only comes back but also is magnified. Think of it as sprinkling Miracle-Gro® in the garden of life. Gratitude has the effect of almost magically creating abundance; you sprinkle it out there and watch everything grow.

People tell little children that the magic words are please and thank you. They are still magic words even when you grow up. Saying “thank you” is expressing gratitude. How many notes do you write to people expressing your gratitude? Do you appreciate how important those notes are to people? The words are important. You may say thank you, but if you take the next step and put the words in writing, they are even more powerful. You can use e-mail or print a letter off your computer, but the message will mean more if you write a note or letter by hand. Handwriting seems so much stronger than electronic communication because it is more personal. We save expressions of gratitude that we have received, and imagine that you might do so as well.

Think about something for which you are grateful—your current job, your family, your home, your education, your health, and so forth. Then trace the chain of events and people who played a role in bringing about whatever it is you are grateful about. How does this process work? First, you become aware that you are indeed grateful for something. Then you have the opportunity to express that gratitude:

- To yourself
- To the people you are grateful to
- To wider audiences, actually sharing what it is you are grateful for and to

whom

- And to life, or to a higher spiritual power

Think of all this as seeing with grateful eyes and expressing what you see with a grateful heart.

People often view gratitude in a range that is too narrow: as something that you feel when someone does something good for you, for example, being grateful for a favor or a gift. The attitude of gratitude, as we see it, is much broader than that. It's a way of looking at life that accepts and is grateful for whatever life brings you—good, bad, or ugly. An attitude of gratitude transcends the specific interchange that might be taking place; it is not simply, “I'm grateful for the gift or I'm grateful for the favor, but I'm also grateful for the hurt; I'm grateful for the negative lesson that you brought me; I'm grateful for this difficult period that I am experiencing because it will help me learn or grow or be stronger.” So having an attitude of gratitude is an approach to life that embraces whatever comes.

In life, new ideas and understandings arrive at different times and in different ways. The whole concept of having an attitude of gratitude is something that you can adopt and make a part of your worldview. An attitude of gratitude is one of the lenses that is available to you always, not just at specific times. Sometimes you need to remind yourself gently when the attitude is eluding you. When you are down or things aren't going well, gratitude may seem counterintuitive, but it is vitally needed. When you look at everything through grateful eyes, you will always see events, people, and experiences to be grateful for. To help you remember this, you might consider creating a small sign that says: “Have an attitude of gratitude.”

It has been said that you cannot be too rich or too thin. That's certainly debatable, but we would argue that you cannot be too grateful. Enlightened leaders are grateful to the people around

(continued on next page)



EDUCATORS HEALTH ALLIANCE SUMMARY OF ANNUAL REPORT

ENROLLMENT

As of September 2006 the \$0 deductible plan is no longer available. The minimum \$150 deductible has less than 2% of the membership. The \$300 deductible plan is the most prevalent benefit plan with 68% of the total enrollment. The \$550 deductible option has grown 40% from October 2005 to October 2006.

The EHA group is considerably older than the average BCBS of Nebraska population with 39% of membership in the 45 to 65 age range compared to 31% for other BCBS of Nebraska groups.

BENEFIT OPTIONS

Effective September 2006 the EHA made available a Health Savings Account eligible High Deductible Health Plan. This plan has a \$1250 individual and \$2,500 family deductible, first dollar preventative coverage and coinsurance for all other benefits including prescription drugs.

FINANCIAL

The plan increased revenue over claims by \$9.7 million this past year following decreases in the previous two years of \$1.8 and \$6.7 million respectively.

RATES AND RATE INCREASES

The rate increase beginning September 1, 2006 was 9.37% for health coverage. The combined medical/dental rate changes resulted in an overall premium rate increase of approximately 8.8%. The most recent four years of overall rate increases are 8.8% 2006, 9.0% 2005, 9.7% 2004 and 9.4% 2003.

HEALTH CLAIM ANALYSIS

Total eligible charges increased 5.0% from the prior year to approximately \$403,000,000. Provider savings resulting from BCBS negotiated discounts amounted to \$131,300,000 or 33% of eligible charges and increased from the 31% of the previous year. The number

of claims exceeding \$100,000 was 186 accounting for 17.5% of all payments. This number of claims is consistent with the number in the preceding 2 years although, much higher than the approximately 70 claims of this size 5 years ago.

CASH IN LIEU

The EHA Board continues to study the cash in lieu issue and expects to make a decision on March 15, 2007 the same day it will announce the new rates for 2007-2008.

EHA DISEASE MANAGEMENT

As of October 31, 2006, Diabetes members were 2,338, and Cardiac members were 889 for a total of 3,227. The net savings of having this program for the first year is \$7,796,301.

The Principal of Gratitude

[continued from page 13]

them and to life itself for the countless gifts they have been given. They have an "attitude of gratitude" and show it both internally and externally.

Gratitude isn't just a feeling. It is a form of energy. Gratitude begets gratitude. The energy of gratitude has the power to attract and empower. We know that when we appreciate others, they are more likely to appreciate us and, similarly, when we appreciate the unique gifts of others, they are more likely to appreciate our unique gifts.

Gratitude and appreciation are among those special possessions that you can give away but still possess. Enlightened leaders abound with gratitude for the honor of serving others.

You may find it helpful to remember that enlightened leaders:

- Have an attitude of gratitude.

- Are mindful of life's blessings.
- Show they are grateful for the help and support they receive.
- Know the importance of being grateful for progress.
- Know that progress is a measurement of life's blessings.
- Are grateful for obstacles and adversaries.
- Show gratitude for love received.
- Show gratitude for love accepted.
- Show gratitude for the opportunity to help others.
- Show gratitude for their gifts and talents.
- Know what it means to be grateful.
- Know that gratitude is boundless.
- Know that gratitude begets gratitude.
- See gratitude as an important spiritual principle.
- Are grateful for divine guidance.

A drawing was held on November 20th to choose the winners of our early-bird dues discount. NCSA members who paid their 06/07 membership dues by October 31st received a \$10 discount and were eligible for prizes. The prize winners are:

Three \$50 winners:
Midge Mougey - North Platte;
Jerry Wilks - Lincoln;
Pam Sedlacek - Lincoln

Grand prize - free airfare and convention registration to the National convention:
Mandy Johnson - Millard

NSASSP Longevity Awards

25 Years of Service

**John Crook
Ralph Glock
Mike Zulkoski**

20 Years of Service

**Randy Evans
Gale Hamilton
Garry Jurgens
Ken Kujath
Ted Sheely**

15 Years of Service

**Tim Allemang
Mike Apple
Greg Emmel
Jim Glover
Harry Grimminger
Dan Hadden
Eldon Hubbard
Don Johnson
John Laughunn
Keith Leckron
Kent McLellan
Steve Morton
Ron Nickel
Bob Reznicek
Kevin Riggert
Kirk Russell
Jim Sides
Ken Thiele
Jack Waite
David Wright**

NSASSP Regional Awards

Region I

Assistant Principal of the Year - Mitch Bartholomew, York High School
High School Principal of the Year - Gerry Reinsch, East Butler High School
Middle School Principal of the Year - Randy Schlueter, Beatrice Middle School
Distinguished Service Award - Brian Maher, Superintendent Centennial Public Schools

Region II

Assistant Principal of the Year - Rick Redlinger, Omaha Burke High School
Outstanding New Principal of the Year - Eric Weber, Westside Middle School
High School Principal of the Year - Rick Kolowski, Millard West High School
Middle School Principal of the Year - Ralph Glock, Platteview Central Middle School
Distinguished Service Award - Dennis Smith, Retired Principal at Papillion-LaVista High School

Region III

Assistant Principal of the Year - Anglea Simpson, Norfolk High School
Outstanding New Principal of the Year - Steve Borer, Leigh High School
High School Principal of the Year - Steve Borer, Madison High School
Middle School Principal of the Year - Doug Kluth, Columbus Middle School
Distinguished Service Award - Barb Arp, Columbus High School

Region IV

Assistant Principal of the Year - Kevin Madsen, Kearney High School
High School Principal of the Year - Gary Monter, Centura
Middle School Principal of the Year - Kipp Petersen, Kearney Middle School
Distinguished Service Award - Mick Patch - Retired Principal at Broken Bow High School

Region V

Assistant Principal of the Year - Mike Shoff, Ogallala High School
High School Principal of the Year - Steve Osborn, Chadron High School
Outstanding New Principal of the Year - Chad Denker, Kimball Jr./Sr. High School

NASA Longevity Awards and Honor Awards

15 Years of Service

Fred Boelter, Creighton Community Schools
Steve Deger, Meridan Public Schools
Virge Horne, Lincoln Public Schools
Brian Maher, Centennial Public Schools
Robin Stevens, Schuyler Community
Schools
Scott Swisher, Hartington Public Schools
Kevin Thomas, Potter-Dix Public Schools
Jeff West, Central City Public Schools

20 Years of Service

Chuck Bunner, Minatare Public Schools
Jon Habben, Falls City Public Schools
Mark Hardy, ESU #3
Barb Jacobson, Lincoln Public Schools
Terry Snyder, Fremont Public Schools

25 Years of Service

Ken Bird, Westside Community Schools
Dennis Chipman, Sumner-Eddyville-Miller
Schools
Kirby Eltiste, Don Stroh Admin Center
Don Ferguson, Alma Public School
Scott Maline, Minden Schools
Bill Mowinkel, Northwest High School
Randy Nelson, Norfolk Public Schools
Randall Peck, ESU #8
Carol Renner, Kearney Public Schools
Dallas Watkins, Dundy County Schools

30 Years of Service

Gene Burton, Prague Public Schools
Don Leighton, Winside Public Schools
Glen Morgan, Neligh-Oakdale Public Schools
Mike Ough, ESU #2
Del Prindle, Doniphan-Trumbull

NASA Honor Awards

Region I - Norm Yoder
Region II - Gil Kettelhut
Region III - Jay Beller
Region IV - Larry Harnisch
Region V - Chuck Bunner



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MISCELLANEOUS

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Calendar of Events

DECEMBER

8	Reading 1st Workshop	9:00 a.m.	Holiday Inn	Kearney
13	Emerging Superintendents	9:00 a.m.	NCSA	Lincoln
14	New Superintendents Workshop	1:00 p.m.	TBD	Grand Island

JANUARY

10	NASA Region I	5:00 p.m.	Ameritas	Lincoln
10	NASA Region IV	10:00 a.m.	ESU #10	Kearney
10	NASA Region V	TBD	TBD	TBD
10	NSASSP Region I	5:30 p.m.	Chances R	York
10	NASES Region I	9:30 a.m.	NCSA	Lincoln
11	NASES Region V	9:00 a.m.	Prairie Winds Community Cent.	Bridgeport
12	NASES Region II	8:30 a.m.	Bennington Public School	Bennington
12	NASES Region III	12:00 p.m.	Sports Denn	Norfolk
20	Emerging Administrators	9:00 a.m.	NCSA	Lincoln
23	NAESP Region IV	12:00 p.m.	Central Elementary	Kearney
24	NAESP Region V	9:30 a.m.	Valentino's	Ogallala
24	NSASSP Region II	5:30 p.m.	Elks Lodge #30	Omaha
24	NSASSP Region IV	5:30 p.m.	TBD	Kearney
24	NSASSP Region V	10:00 a.m.	Valentino's	Ogallala
25	NASES Region IV	12:00 p.m.	ESU #10	Kearney
27	Emerging Administrators	9:00 a.m.	NCSA	Lincoln
30-31	NELI IV	5:30 p.m.	Holiday Inn	Kearney

FEBRUARY

1	NCSA Executive Board	8:30 a.m.	NCSA	Lincoln
5-6	Labor Relations Conference	9:00 a.m.	Holiday Inn	Kearney
5	NASA Executive Board	5:00 p.m.	Holiday Inn	Kearney
6	NAESP Region I	2:00 p.m.	Randolph Elementary	Lincoln
14	NASES Executive Board	5:00 p.m.	TBD	Lincoln
15-16	NASES/NDE Joint Mtg.	8:00 a.m.	Cornhusker Hotel	Lincoln
21	NAESP Region II	5:00 p.m.	Offutt Officers Club	Omaha
21	NAESP Region III	2:00 p.m.	Lifelong Learning Center	Norfolk
21	NSASSP Region III	2:00 p.m.	Lifelong Learning Center	Norfolk
21	NARSA Executive Board	10:00 a.m.	NCSA	Lincoln
23	NASES Region III	12:00 p.m.	Sports Denn	Norfolk
27	NAESP Executive Board	9:30 a.m.	NCSA	Lincoln

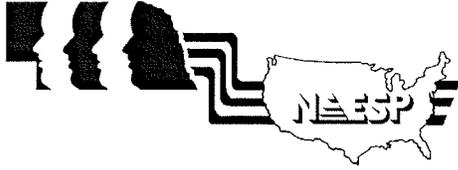
NATIONAL CONVENTIONS

February 8-10, 2007 - ASBO Leadership Convention - Toronto, Canada

February 23-25, 2007 - NASSP National Convention - Las Vegas, NV

March 1-4, 2007 - AASA National Convention - New Orleans, LA

March 29-April 2, 2007 - NAESP National Convention - Seattle, WA



Welcome to the LINK

December, 2006

The mission of the Nebraska Association of Elementary School Principals is to provide leadership and support to elementary and middle level principals through the development, maintenance, and implementation of policies and practices which enhance the quality of education provided to the elementary and middle level youth of Nebraska.

Student Leadership Conferences

All five regions hosted Student Leadership Conferences this year for elementary and middle level students. These conferences are an example of how each NAESP Region is working hard to accomplish the mission of our organization. All Regions held their conferences in October or November. Following are highlights from some of those conferences:

Region IV by Mary Yilk

Region IV and UNK had their elementary Student Leadership Conference on November 17th. 166 enthusiastic students in 5th, 6th and 7th grades and 54 sponsors/principals attended the conference. Students that attend the conference are leaders in the school by either serving on student councils or displaying positive leadership skills.

The Dean of Education, Ed Scantling, opened the conference with a warm welcome. Lt. Governor Rick Sheehy gave an opening address discussing what good student leaders can do to make a positive difference in the world.

The keynote speaker was Quantum Learning specialist, Jenny Severson. Her presentation was sponsored by Kearney Public Schools. She spoke on *8 Keys To Excellence*; Integrity, Failure Leads to Success, Speak With Good Purpose, This Is It!, Commitment, Ownership, Flexibility, and Balance were the eight keys discussed and practiced. Jenny was a very energetic speaker that kept the students actively engaged and related everything to good leadership. The UNK Education students then had small group discussions that centered on the 8 Keys.

After a great lunch, the students broke into small groups and went to various stations on the UNK campus that focused on student leadership. After the stations, the group met to discuss what students might take back to their schools. A drawing of five items was held for students and a drawing for one school to take back a set of the 8 Keys.

Next year's Leadership Conference is scheduled for Nov. 16, 2007 at UNK. Elementary Principal Barry McFarland will be in charge of this event.

Region V

by Josie Floyd

The Region V Elementary Leadership Conference was held on October 24th at the Keith County Fairground's Exhibit Hall. There were many great presenters in attendance. The 177 students who were registered had the opportunity to listen to guest speaker Attorney General

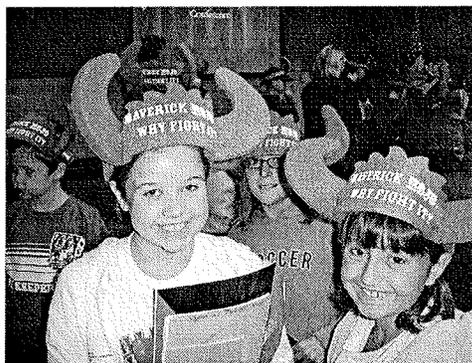
Jon Bruning. Students then attended multiple sectionals on topics such as Team Work, Career Clusters, Stress Relief, Peer Pressure and Leadership Qualities. This was a great opportunity for 5th grade leaders from the Region V area to come together for a rewarding and special day.



Region V students participate in a session at the Region V Student Leadership Conference.



Lt. Governor Rich Sheehy with students from Region IV schools at the Region IV and UNK Student Leadership Conference.



Students enjoyed the Region II Student Leadership Conference held at UNO's campus.

NAESP Board Met in October

NAESP State President, Beth Welke, conducted the October Executive Board Meeting in Lincoln on October 12, 2006. The Board had a full agenda. The Executive Board also discussed a recent meeting of Affiliate Presidents, the upcoming National Convention in Seattle, approaching professional development opportunities, and the Legislative Conference March 12 and 13, 2007 in Lincoln. Officers, committee members, and Region Presidents also gave their reports. The next Executive meeting will be at Centura Schools on December 6, 2006.

Seeking Nominations for NAESP Executive Board Members

Interested in sharing your leadership skills? Interested in being part of a committee that keeps children at the forefront of discussion and decisions? Then you may be interested in being part of the NAESP Executive Board. Offices that need to be filled for 2007-

2008 are:

- President-Elect
- Secretary
- Federal Relations Coordinator

If you are interested, please contact your Region President, Past-President Susan Anglemyer, or Sarah Williams, Vice-President (402) 387 2083 or swilliams@esu17.org.