

NAESP SELECTS DISTINGUISHED PRINCIPAL OF THE YEAR

Westside Official Named Distinguished Principal



Mary Drew, Principal of Swanson Elementary in District 66, has been selected by the Nebraska Association of Elementary School Principals as the Nebraska Distinguished Principal for 2004. This honor comes after many years of outstanding service to the children of the Westside Community Schools, as well as the children across the state of Nebraska.

Ms. Drew has been an active education and civic leader throughout her distinguished career at Westside Community Schools. She is described as *(continued on page 8)*

GRANDPA'S CONCERNS

by Lynn Moeller, Principal, Pierce High School; President, Nebraska State Association of Secondary School Principals



Moeller

I titled this article for Kelly Coash Johnson, since she is a brand new mother of a little daughter named Ella. Parent-hood is a complex job, especially in today's society where in most situations both parents work, if there are two parents. I am the grandpa of seven of those little rascals. Believe me, it is easier the second time around. You are a little wiser, because hopefully you have learned from your mistakes, and you are not responsible for them all the time. It is interesting to watch your children raise theirs. We were in a restaurant once with my daughter, her husband, and their twins. My grandson, Brady, was being a real pain. After several warnings, my son-in-law smacked him on the butt. To my dismay, my

daughter became upset about the spanking. Grandpa Moe intervened. I told my daughter that it didn't hurt her when she was growing up. Not another word was said, and since then her philosophy seems to have changed. My mother has told me that each generation seems to become more permissive. This is one of my educational concerns. When I was growing up, my entire family (grandparents, uncles and aunts) lived within twelve miles of me. Someone was always responsible for me. Discipline and respect were key factors in our environment. I am fortunate, because all my kids and grandkiddies live in Pierce. I thought I spanked my kids plenty when they were growing up, and they still moved to where we are.

Times have changed. The respect factor has dwindled over the years. Every year I *(continued on page 12)*

NSASSP SELECTS DISTINGUISHED PRINCIPALS OF THE YEAR



Kenagy



Welch

Nebraska State Association of Secondary School Principals is proud to recognize William Kenagy, Principal at Kearney High School, and Marge Welch, Principal at George F. Russell Middle School in Omaha, as their Distinguished Principals of the Year.

William Kenagy was selected to represent Nebraska as the High School Principal of the Year. Bill received his edu-

cation from the University of Nebraska-Lincoln (Bachelor's, Master's Educational Specialist, and Educational Doctorate).

Bill has served as Principal at Kearney High School since 1987. Prior to that Bill was Assistant Principal. Bill has also held the position of Principal at Teller County Public Schools in Woodland Park, Colorado, Principal at Holdrege Public Schools and a teacher in Lincoln Public Schools.

Bill is active in many professional organizations and community leadership projects such as; the National Association of Secondary School Principals, the Nebraska Council of School Administrators, the Nebraska *(continued on page 7)*

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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.



IS THERE A “MORAL IMPERATIVE” WHEN IT COMES TO SCHOOL LEADERSHIP?

by Terry Kenealy, Superintendent, York Public Schools

What is it that prompted you to pursue a position as a school leader? Do you remember those days when, as a graduate student, you attempted to imagine the difference you could make when you moved into that first position as a school administrator? As I try to recapture those internal and external motivators that drew me towards school administration, I don't think the phrase “moral imperative” was ever something I gave a lot of thought to as I pondered why I wanted to become a school leader.

For me there were, of course, some internal motivators such as the desire to attempt to make a positive difference for students and teachers knowing full well that I could do it better than some of those that

were modeling school leadership for me at the time. (At least that is what I thought at the time.) But I have to say that I had many more positive role models as school administrators I encountered during my career who encouraged me to consider becoming a building principal and then later to move to the position of superintendent, and those individuals have had and continue to have the greatest impact on me personally and professionally than probably anything or anyone else.

Did any of those individuals sit down and instruct me on the “moral imperative” of school leadership as discussed by Michael Fullan in his book, *The Moral Imperative of School Leadership* or visit with me about John Goodlad's statement that, “school

teaching and leadership are moral endeavors”? No, I must say that we didn't truly have that conversation. But as I was thinking back on my career, after reading Michael Fullan's book, I realized that those individuals that I chose as my role models demonstrated and still do demonstrate “moral leadership” virtually every day.

Moral leadership isn't something we discussed in graduate school, at least not in the programs I took to prepare me for the principalship. However, during my program to prepare for moving into the position of superintendent, we did start to discuss issues related to what Michael Fullan is talking about in his recent book. In his book Fullan relates the responses to a question asked of practicing and aspiring building principals over the years, “What is the purpose of school?” The major responses tended to show that there was no agreement on the “purpose of school” and if there was a more common response, it was that the purpose of school was to give kids a good education.

According to Fullan's research, when parents are asked what they expect from schools, their responses can be generalized as; “the development of personal, social, vocational, and academic attributes, ...along with equity, fairness, care, and civil interpersonal relationships.” John Goodlad would characterize this response as an example of the moral conditions of our society that we must focus on in school but we haven't really discussed it that much in preparing school teachers and administrators for the role of being an educator.

In fact, when future teachers are asked: “Should the classroom environment be characterized by and devoted to the development of civil and ethical principals?” they responded, “They thought it sounded like a good idea to them but they hadn't thought about it much.” Let's think about this for a second. Get out your school district's mission statement and read it. As an example here is the York Public School District Mission Statement. (It is a fairly typical

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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

NCSA TAKES POSITION ON NO CHILD LEFT BEHIND

The Nebraska Council of School Administrators (NCSA) welcomes the national commitment that has been made to bring every child in this country to a meaningful level of proficiency in key academic areas. The federal government expressed this high purpose through enactment of the No Child Left Behind legislation (NCLB) which requires the achievement of universal student proficiency in language arts, mathematics and science. NCSA members share this commitment with the Congress and the President of the United States. For many years, in fact, it has been the goal of school administrators throughout Nebraska to close the achievement gap for low-income and minority students and thereby assure the success of all students in these subject areas and others. This goal has now become a national priority.

Because we are committed to achieving the goal of universal proficiency, school system leaders in Nebraska's public schools hold themselves and their staffs accountable for setting high standards for learning and for employing the best educational practices available to help all of our students meet those standards. NCSA is concerned, however, not only about the absence of best practices in NCLB, but more importantly about the presence of critical flaws in the legislation that substantially undermine its ultimate intent, and the failure of NCLB to foster precisely those practices that would empower schools to bring all students to a meaningful level of proficiency. The primary weakness in the law is the fundamental contradiction between what it purports to foster and what it actually requires. On the one hand, NCLB permits only educational practices whose effectiveness has been estab-

lished by educational research. On the other hand, the law requires specific and expensive practices for which there is little or no evidence of effectiveness.

For example, the Act requires that school districts allow parents whose children are attending schools designated as "failing" to choose to send their children to another school. NCLB also requires districts to pay for the cost of accommodating the wishes of parents who decide to choose another school for their children. This is mandated despite the fact that there is little, if any, substantive evidence that choice is an effective means for improving schooling. In every case across this country where choice has been offered, the vast majority of parents have decided to keep their children in the school where they are presently enrolled. Those children who do move to another school do not experience any appreciable increase in academic achievement. Under the pretense of fostering research-based practices, NCLB imposes a requirement which finds its justification in ideology, not research.

Furthermore, the method that NCLB

requires for assessing student learning in language arts, mathematics and science cannot be justified given what we know about best practices. Learning in these areas should be assessed by monitoring how much students grow in their knowledge and skills from the time that they enter a school until the time that they leave the school. Instead, the Act requires that judgments be made about student learning and school effectiveness by comparing how much students at a given grade level know in one year with how much different groups of students know at that grade level in subsequent years. In other words, judgments are being made about student achievement and school quality by comparing different groups of students with no consideration given to how much a difference in test scores might be caused by differences in the groups of students themselves. This is the educational equivalent of evaluating an employee based on the work of the individual who previously held the job.

Finally, NCSA is concerned about how the United States Department of *(continued on page 8)*

NCSA DUES REMAIN THE SAME FOR 2004-2005

The NCSA Executive Board of Directors determined dues for 2004-05 would not be raised. In addition to controlling costs, savings will be made by putting the *NCSA TODAY* online. Currently the NCSA Legislative Newsletter and other legislative information is online.

Due to increased Legal Defense fees, the Board determined it would discontinue NCSA's Professional Liability Insurance effective September 1, 2004. Horace Mann Companies, our current carrier, will no longer provide professional liability insurance for administrators after September 1, 2004. Coverage with other companies was much higher than our current rates. The Board determined the money for professional liability insurance was needed for Legal Defense Claims. Nebraska School Districts provide professional liability insurance.



WHO IS IN CHARGE?

by Don Fritz, Ph.D., Administrator, ESU #6

As many of you know, I recently had a number of health issues and was hospitalized on two occasions. If you have ever had the opportunity to be hospitalized (and I don't wish that on anyone), I'm sure you know that nurses and doctors are continually collecting a wide variety of information about your physical and emotional health. After watching this for a while, I asked to see the supervising nurse. She quickly appeared with a student nurse following her and sat down to talk with me. I said, "Exactly what training do you and your nurses have in analyzing the huge amount of data you have collected about me and how do you communicate that analysis to the appropriate people?" I was genuinely interested in this! She surprisedly replied, "What exactly do you do for a living?"

Before I give you her response, I want to back up a bit. There are many similarities between being a patient in the health care system and being a student in the education system. Because the connections are so obvious, I will only generalize my experiences and let you draw the more complex connections to schools. For example:

Data Collection – Information was collected about my health on a regular basis, sometimes hourly, sometimes once a day (like weighing me at four a.m. – I really didn't understand that one!). They even measured my intake and output (if you get the picture). Some information was "hard" data, like blood pressure and heart rate; other was "soft" data, like observations about my mental health. (A nurse shared that someone had written in my chart that I was "adamant" that I be placed by a window. I didn't deserve that observation!) But, hey, schools collect data about students all of the time. The health care system has nothing on us.

Data Management – All of the information collected about me was written down in some fashion. They showed me a neat little checklist for the "hard" data and forms for observations (I didn't actually get to see what was written about me, but we seldom let our students see their results either!). All of my test

results (you know, the CAT tests – pardon the pun) were also included. Everything was charted into a nifty, metal clipboard; teachers use plastic milk crates for their portfolios. Before anyone came in to see me, mostly the doctors, my chart was reviewed. I actually watched my neurologist read it for ten minutes, prior to coming to examine me. He seemed to understand what was in there. I was impressed! The health care system does a better job of managing their data than we do in education but, hey, we are getting better!

Case Manager – While in the hospital, I wondered if anyone was "in charge" of my health. I wanted to know that someone was periodically reviewing my chart, communicating with the various specialists, debating the appropriate course of treatment, and overseeing my treatment. At one of the hospitals (I was in two of them and there was a measurable difference!), there was a nurse assigned to me as a case manager, but she didn't work weekends and I never saw her. Once out of the hospital, my General Practitioner was, by default, my "case manager." Any guesses how many patients she has and how much attention she would give my case? I felt there was only one person in charge of my health—me. But, hey, doesn't the regular classroom teacher "manage" the education for each of the students? Sometimes I wonder if our students and parents ask the same questions and feel the same way I do—no one is really in charge, except for you!

Back to my initial question about training in data analysis, the nurse supervisor professionally replied that, "Yes, everyone receives training (the student nurse looked dubious at best). They review the data, look for trends, strengths and weaknesses, correlations, patterns, blah, blah, blah..." But, hey, we say the same things in education. The truth is, we are just learning how to do this and I strongly suspect that the health care system is just learning as well! 

UPCOMING EVENTS...

MARCH 1

Nebraska Association of Teachers of Mathematics Spring Conference
Grand Island, NE

For more information contact Linda Moore at moorel@esu10.org

MARCH 31

GRIT

8:00 a.m.

Cornhusker Hotel - Lincoln, NE

APRIL 26

NASBO GOLF TOURNAMENT

1:00 p.m.

Lincoln, NE

APRIL 27-28

NASBO STATE CONVENTION

Cornhusker Hotel - Lincoln, NE

APRIL 29-30

NASES SPRING CONVENTION

Holiday Inn - Kearney, NE

MAY 3

TEACHER HANDBOOK WORKSHOP

ESU #13 - Scottsbluff

8:00 a.m. - 11:30 a.m.

Sandhills Convention Center

North Platte - 6:00 p.m. - 8:30 p.m.

MAY 5

TEACHER HANDBOOK WORKSHOP

Lifelong Learning Center - Norfolk

9:00 a.m. - 12:30 p.m.

I-80 Holiday Inn - Grand Island

6:00 p.m. - 8:30 p.m.

MAY 6

TEACHER HANDBOOK WORKSHOP

ESU #3 - Omaha

9:00 a.m. - 12:30 p.m.

For information and to register for any of the above events, please visit www.ncsa.org



THINKING ABOUT MOVING ON?

by Steve Joel, Superintendent, Grand Island Public Schools

This is the time of year when educational leaders ponder professional movements. Pending retirements coupled with professional advancements creates opportunities for principals and superintendents looking for new challenges.

Being in the job market can be an exciting time but it can also be a very stressful time. The positive energy comes from applying and being asked to visit for an interview. Enthusiasm escalates with the chance to display talent when meeting with groups comprised of staff, students, community and board of education. The apex is reached, naturally, when the call is received indicating that you have been selected for the position. That is when the stress hits.

Size of district, location and anticipated salary increases are the most common reasons I hear people articulate as reasons for their interest in a certain district. While I would agree that all are important, I also believe some miss the boat by not analyzing those factors that contribute the most to potential for success. I would offer the following as thought provokers for leaders thinking about taking on new challenges:

1. What is the history of the district? Is the system stable with evidence that previous leaders have been able to control their own destinies? Is there a sense that change, when marketed correctly, can be properly implemented?

2. How does your leadership style match up with the district's expectations? This is a critical one in that leaders should avoid taking a position that doesn't play to their strengths. If your emphasis is curriculum and assessment and the district's priority is finance, it is not a good match. If you are a change agent with many leadership accomplishments taking your game to a status quo district, watch out.

3. What is the board's history of supporting progress and progressive leaders? Start by learning about your predecessor. What worked and didn't work for them? How does your style compare to the outgoing individual? What is the board's record of support when con-

fronted by a hostile crowd at a board meeting? How many split votes have you counted in your analysis of the previous six (6) month's board meetings?

4. What about the culture of the community that you will be residing in? Have they supported tax levy increases and bond elections? Do they value the emphasis on assessments and the importance of establishing academics as the highest priority as opposed to other things?

5. How about the wishes of your family? Can your children make the transition from smaller to larger? Will your spouse welcome the new requirements

...Positive energy comes from applying and being asked to visit for an interview. Enthusiasm escalates with the chance to display talent when meeting with groups comprised of staff, students, community and board of education. The apex is reached, naturally, when the call is received indicating that you have been selected for the position. That is when the stress hits.

of your position and be able to create their own identity? Is the family up for the increased scrutiny that comes with added responsibility?

If you work through the above and feel comfortable going forward, be prepared for an increased stress level. The courting process is two-way. Believe it or not, boards of education are as nervous as candidates when it comes time to interview and select. Like you, they will put on the best show they can to entice you to come. It is incumbent upon you to maintain your composure and look for evidence of the following to ensure that this pending marriage has long-term potential:

- A satisfactory contract that represents the essentials such as competitive compensation and includes terminology regarding contract length, rollovers, vacation time, national conferences, moving expenses, vehicle usage and cell phone access. Remember that the first year of a new position is the best time to determine the fair market value of the work you are about to do.

- The manner in which you will be evaluated. Often overlooked or avoided, the

failure of this being a part of the contract will ensure that it becomes a hot issue if the relationship breaks down. In addition to timelines for completion, I would recommend agreement on terminology regarding intent. I prefer "performance-based" which is reflective of mutually developed goals and agreed upon indicators of success. The old "looks, smells and sounds good" checklists have gone the way of open concept schools.

- The commitment of the board in terms of planning and mutual goal development. Often taking the form of a retreat, this agreement will ensure adequate communication among the leadership team. At a minimum, this planning should take place annually but I know of many districts that utilize this tool sever-

al times in a year.

- The agreement to develop a set of "operating principles" that will govern the relationship between the superintendent and the board of education. It should include (via facilitated retreat) a thorough discussion of topics such as chain of command, dealing with the public and media, acting like a team and the differences (with living examples) between policy and management. Once agreed upon, these principles should be adopted by the Board and held out for the organization to understand. This is a critical step in building the relationship that will allow the district to plan to move to the desired level.

The days of hiring managers of systems are over. Today's leaders must have the requisite skills necessary to lead in this era of increasing accountability but they also need to have the tools at their disposal to enact positive change. Work hard to understand the situation you are contemplating to make sure it is a good fit and you will enhance your opportunities for a successful tenure.

Happy hunting.



CONGRATULATIONS TO...

☞ **Kelly Coash Johnson**, NCSA Training Development Director, on the birth of Ella LaVonne on January 30, 2004

☞ **Elkhorn Public Schools** on passing a bond election

☞ **Nemaha Valley** on passing an override election

☞ **NSASSP Region IV Awards**— Outstanding new principal: **Dave Barrett**, Wood River; Outstanding Assistant Principal: **Cindy Wells**, Grand Island High School; Outstanding Middle School Principal, Distinguished Service Award: **Don Seifried**, Sargent; Principal of the Year: **Bill Kenagy**, Kearney High School

☞ **American Association of School Administrators** (AASA) recognized the following Nebraska Administrators for 25 years of membership in AASA at its 136th Annual Conference in San Francisco, February 19, 2004: **Larry Babcock**, Superintendent, Elm Creek Public Schools; **Robert Bruner**, Superintendent, Bennington Public Schools; **Richard D. Eisenhauer**, Superintendent, Lexington Public Schools; **Thomas Jacobson**, Professor University of Nebraska-Kearney; **Stephen Sexton**, Superintendent, Fremont Public Schools. From across the United States 133 Administrators were recognized for 25 years of membership in AASA

☞ **Larry Dlugosh**, Professor, University of Nebraska-Lincoln on completing

his term as President of the Horace Mann League

☞ **Ted De Turk**, Grand Island Barr Middle School Principal, appointed Superintendent, West Point Public Schools

☞ **Bill Tuma**, Superintendent, Valentine, appointed Superintendent, Gordon Public Schools

☞ **Mike Cuning**, Sutherland Public Schools, appointed Superintendent, Hershey Public Schools, and will continue as Superintendent at Sutherland Public Schools

☞ **Paul Brochtrup**, Assistant Superintendent, North Platte Public Schools, appointed Superintendent of the North Platte Public Schools

☞ **Dan Twarling**, Principal, North Platte High School, appointed Assistant Superintendent North Platte Public Schools

☞ **Jim Whitney**, Assistant Principal, North Platte High School, appointed Principal, North Platte High School

☞ **Bob Uhling**, Assistant Administrator, ESU 1 appointed Administrator, ESU 1

☞ **Susan Gourley**, Superintendent, Puyallup School District #3, Washington, appointed Superintendent, Lincoln Public Schools

☞ **Richard L. Triplett**, Retired Superintendent, Bellevue Public Schools, celebrating 50 years of marriage to Darlene Kay Triplett

☞ **Casper Ningen**, Superintendent

of South Platte Public Schools, appointed Superintendent Hemmingford Public Schools

☞ **Carl Dietz**, Principal, Amherst Public Schools, appointed Superintendent, Eustis-Farnam Public Schools

☞ **Barry Limoges**, Principal, Stanton Elementary Schools, appointed Superintendent Medicine Valley

☞ **Robert Winter**, Superintendent, Scottsbluff Public Schools, appointed Superintendent Salina, Kansas, Public Schools

☞ **Kelly Wood**, Assistant Principal, York High School, appointed Principal, York High School

☞ **Mark Hanson**, Principal, Axtell High School, appointed Principal, Wayne High School

☞ **John Skretta**, Principal, Lincoln Northeast High School appointed Principal, Norris High School

☞ **Pat Hunter-Pirtle**, Lincoln Southeast High School, named the Nebraska State Bandmasters Association's Outstanding Administrator Award

☞ **Gail Kopplin**, retired Superintendent, Gretna Public Schools, candidate for State Legislature, District 3

☞ **Rich Pahls**, Milliard Aldrich Elementary School Principal, candidate for State Legislature, District 31

☞ **Rodney Garwood**, who is retiring July 1, 2004, as Administrator ESU #1, is a candidate for State Board of Education, District 3

SYMPATHY

☞ Family of **Ken Ippensen**, Principal, Howells Jr. and Sr. High School

☞ Family of **William B. Bogar**, retired principal of 26 years with Lincoln High School, Lincoln Public Schools

☞ **Don Schmidt**, Superintendent, Allen Consolidated Schools, on the death of his mother-in-law

☞ **Mike Lucas**, Superintendent, Franklin Public Schools, on the death of his grandfather

RETIREMENTS

RETIREMENTS:

☞ **Rod Garward**, Administrator, ESU 1

☞ **Russ Hicks**, Superintendent, Johnson Brock Public Schools

☞ **Dennis Shipman**, Superintendent, Medicine Valley Public Schools





HOW DID I GET HERE?... AND THANKS FOR ALL THE HELP

by Ron Lamberty, Principal, Seward High School

This past year has been one I will never forget. Receiving recognition from my peers as the Nebraska State High School Principal of the Year was beyond comprehension to me. Along with recognition there is responsibility. When Jerry Sellentin asked me to prepare an article for this publication I had terrible flashbacks. The most important article I have previously written was my family Christmas letter. This is my biggest educational challenge to date. I thought immediately of Miss Hazel Fleming, my high school English teacher. I thought of how challenges for students today are the same as they complete statewide writing assessments. I had a difficult time in 1967 and I would have a difficult time in 2004. My apologies to Miss Fleming whose teaching was better than my learning.

Our lives are shaped by the people that surround us. I was fortunate to have supportive parents and family but I also have had outstanding teachers and

administrators as my role models. They were what and how I wanted to be.

I have also been fortunate to be a part of a school district that takes great pride in education. I have felt that the recognition that I received was of our school and I was the recipient. Mr. Marv Shreve, Dr. Marshall Adams, Dr. Marlene Uhing-three outstanding superintendents to work for and with. Our administrative team has been a primary support group composed of individuals that I am extremely proud to have known and worked with. I have had the opportunity to work with an outstanding staff, both certified and non-certified. Boards of Education members have changed but the focus remains on providing the best possible education for my favorite part of school, the student.

Students make our school. They are the reasons we are in this business. We are here to help them meet the challenges that our parents, teachers, and administrators helped us meet when we

were students. By becoming administrators, we accepted that challenge.

The Seward community has faced many adversities in the past few years, however, this is a community that gathers strength from each other. We have high expectations of our students and our educational programs. We will not back down from obstacles that face us but continue to work together for the quality education that we believe in.

As I reflect on what I was able to do to represent our school and state this past year, I am even more appreciative of the people that have helped shape me as an educator. I also have reassured myself that being a teacher and now an administrator was the best career choice I could have made. Without the support from all around us we would have difficulties meeting the challenges that we face.

I thank the NCSA, NSASSP, my colleagues, and all who support me for the recognition that I received. 

PRINCIPALS OF THE YEAR

(continued from page 1)

State Association of Secondary School Principals and the Association for Supervision and Curriculum Development. Bill is a member of the Kearney Area Chamber of Commerce Board of Directors and the Kiwanis Club.

Dr. Ken Anderson, Superintendent of Kearney Public Schools, states: "I am proud that Dr. Kenagy is Principal at Kearney High School and thankful that he is a professional colleague. He truly exemplifies the attributes of an outstanding secondary principal."

Christine Hunnicutt, English Instructor, Kearney High School, says: "Perhaps one of the most difficult aspects of a principal's job arises from the dealings he or she must have with a multitude of personalities, whether staff, students, or community, on a daily basis. It is in the handling of issues like these that a person's true capabilities

and strengths emerge. Dr. Kenagy rises to every challenge of this type."

Margaret Welch was selected to represent Nebraska as the Middle School Principal of the Year for the Nebraska State Association of Secondary School Principals.

Margaret received her education from Creighton University (Bachelor's) and the University of Nebraska (Master's and Education Specialist in Administration & Supervision).

Margaret has been the principal at George F. Russell Middle School since 1998 and with the Millard Public Schools for 21 years. She is active in many professional organizations such as the National Association of Secondary School Principals, the National Association of Supervision and Curriculum Development, the National Middle School Association, Phi Delta Kappa, and Nebraska Schoolmasters. Margaret is a member of the Metro Area Women Administrators, The

Educational Administration Advisory Council for the University of Nebraska, and has been a Grant Reader for the U.S. Department of Education.

Keith Lutz, Superintendent of Millard Public Schools, states: "Marge has many leadership attributes, but resolving conflict problems at the middle school level certainly is one of her greatest strengths. Marge is a problem solver and is very decisive in her decision-making." "Marge is a very gifted and dedicated educational leader and I can think of no one who would be more deserving of this award, and I recommend her highly."

Barbara McKenna, Language Arts Teacher, says: "The strength of Marge's leadership emanates from her ability to support and encourage students and staff. Marge is able to deal with difficult problems through her skills of listening to others and then allowing them to take an active role in the solution."





JERRY SELLENTIN – NCSA ON NO CHILD LEFT BEHIND

(continued from page 3)

Education chooses to identify research based practices. Teaching and learning encompass much more than what is assessed on a single test. Therefore there is a need to consider other measures, including direct observations by trained assessors.

On the other hand, research does exist as to what constitutes effective practice. This research indicates at a minimum what must occur to bring the learning of all children up to a meaningful level of proficiency.

- The more time children are given to learn through a variety of experiences, the more they will learn.
- The more individual attention children receive, the more effectively they will learn.
- The earlier in their lives that children receive this attention, the more they will learn. This speaks to the need for providing learning opportunities for children before they enter formal schooling, a practice that is not included in the NCLB legislation.
- Efforts to improve student learning should address all of the factors in a child's development.
- Efforts to improve instruction also should address school organizational cultures and structures, not just program implementation procedures.

Currently, there is little indication from the U.S. Department of Education that it will use what is known to work with respect to the improvement of student learning. As a result, NCLB is not addressing adequately what best practice shows is necessary to achieve high levels of student proficiency.

Given our commitment to do all that we can do to help children achieve proficiency, NCSA is also concerned that NCLB does not acknowledge relevant societal issues that need to be addressed if we are truly to leave no child behind. The Act does not address in any way the quality of children's experiences when they are not in school. Lack of effective pre-school programs, low-quality nutrition and medical care, insuffi-

cient parental support, and limited intellectual and social opportunities result in a substantial number of children from impoverished backgrounds arriving at the school-house door with significant impediments.

NCSA realizes that in raising this issue, we risk being criticized by those who think that well-run schools can by themselves change the effects of poverty and raise learning to a meaningful level of proficiency. Schools must play a primary role in achieving this goal, but they cannot do it alone. As educators who care about our children and understand their needs, we need the commitment of our local, state, and national communities to work in concert with us to address these fundamental inequities in our society. Such shared commitment provides us with the best hope for success in achieving the goal of universal proficiency.

The education of our children is extremely serious business. Nebraska's school system leaders—working with the state's teachers, school boards, the Commissioner of Education, the State Board of Education, administrators, the Governor, members of the Nebraska legislature, parents and the state's citizens—have provided this serious attention for many years. The result is a state school system that continues to make solid progress in improving student achievement and compares favorably to other state education systems across the country.

In order to make the goal of universal proficiency for every child attainable, NCSA firmly believes that Congress must:

1. Modify how adequate yearly progress (AYP) is determined so that (a) there are multiple measures, and (b) AYP measures the continuous progress of the same cohort of students.
2. Modify the accountability requirements for schools and school districts to reflect realistic requirements.
3. Modify the requirements for students with disabilities and limited English

proficient students.

4. Streamline both NCLB and IDEA regulations to reduce paper compliance and focus on instruction.

5. Provide the resources needed to attain the goal of universal proficiency and repeal unfunded mandates.

Approved by the NCSA Board of Directors – February 3, 2004

Appreciation to Connecticut Association of Public School Administrators in helping to develop this position paper. 

MARY DREW, NAESP PRINCIPAL OF THE YEAR

(continued from page 1)

someone possessing exceptional interpersonal skills which allow her to lead, the epitome of instructional leadership, and someone who cares most deeply about the children whom she serves. During her tenure at Westside, she has been instrumental in the implementation of all-day kindergarten, offsite after-school programs, and a nationally recognized program called Manners in Motion which teaches children basic table manners.

Mary has held leadership positions on the local and state levels within her professional organizations, having served as President (1997-98) and State Representative (1999-2003) of NAESP, and Vice Chair of NCSA (1998-99). Her contributions to the children of this state have come through her active involvement in the following professional organizations: National Association of Elementary School Principals (NAESP), the Association of Supervision and Curriculum Development (ASCD), Phi Delta Kappa, and the North Central Association. She is actively involved in the community at large through her leadership and membership in the Westside Kiwanis.

Ms. Drew was recognized on January 30th, during a presentation ceremony at Swanson Elementary. She will represent Nebraska principals in Washington, D.C. in the fall. 

ENCOURAGING OUR FUTURE LEADERS

by John R. Fero, Ed.D., Superintendent, Crete Public Schools

Behind every successful administrator is another administrator that spotted talent and encouraged him/her to pursue a career in school administration. Although most administrators rise through the principal ranks, some move through curriculum, business, or other fields of administration. The professional responsibility of administrators is to spot future leaders and encourage them into the field.

In order to find potential leaders in their schools, administrators need to recognize what makes a great administrator. Great administrators are not difficult to spot. They are the ones that continually make the right decisions by always putting student learning first and foremost. They are also the ones that staff members, students, and parents constantly seek out for advice and guidance. They are caring and compassionate with teachers and support staff members. They cannot be defined by test scores, time on the job, or years of service. They can be defined as committed to helping others, always being available, and seemingly being in the right place at the right time. Some of their days may be seven hours long while others are sixteen to eighteen hours and on occasion twenty-four hours.

Great administrators are quick to tell anyone that will listen about the successes of their students and staff. They do not take the credit for these successes. They instead do everything they can to see that others get the credit. They are always cheering others on to be successful. Usually they are not in view but instead are somewhere in the background watching and reinforcing. Great administrators are the ones that try to make each person that works with them a star. The lights from these stars are what make the brilliant light above their heads.

Great administrators have the uncanny knack of knowing each student academically and developmentally. They pour over piles of data and use this knowledge to help students and teachers. Their best friend is the telephone (not email)

which they use regularly. They call parents to congratulate them for the successes of their child regardless of the student's age. All too often administrators call parents with bad news and not good news.

Great administrators can make the tough decisions even though they know that their decisions are not always popular. Their decisions are based on objective and subjective information, experience, and common sense. They follow

Great administrators are quick to tell anyone that will listen about the successes of their students and staff. They do not take the credit for these successes. They instead do everything they can to see that others get the credit.

the rules but are not afraid to make a slight bend if it is in the best interest of students. Although they know the rules, they know when to check with their immediate supervisor to get a second opinion. They pride themselves in doing whatever possible to see that their decisions and problems stay at their level and are not passed on to the next level. They know when to be tough and when to be soft.

Great administrators are masters of public relations. They know how to approach parents and community members to spread the great news about their schools or school systems. They give credit to parents for all the positive things they do in raising children and can always find something positive to say about students. Great administrators never catch parents off guard at events or in the community. They know when to discuss opportunities for improvement with parents. Great administrators seem to know when problems are developing and when to intervene before problems intensify. In short they have a vision of what needs to be done at all times and are not afraid to step in and defuse situations.

They are in classrooms, or buildings depending on their positions, constantly supporting teachers or other administrators. They always offer help to teachers by giving constructive suggestions. They know how to handle difficult employees and how to either correct their problems or coach them out. They know what is going on in the buildings and in the school district. They are highly visible and easily approachable by everyone. They are particularly visible to students. They seem to always be very busy but never too busy for a conversation in public or in private. They are very accessible and make themselves available at any time day or night. A consummate professional, they are the kind of person for whom everyone wants to work. They are knowledgeable, consistent, and compassionate and know what it takes to be successful. They have a sense of humor and can laugh at themselves.

Above all they have outstanding personal skills that make them stand out in a crowd.

School administrators have the professional responsibility to spot potential administrators in the teaching ranks that have many of the above attributes and encourage (or push) them to consider a career as an administrator. As administrators we need to take the responsibility of helping to identify the next generation of school administrators seriously. Each of us should personally commit to make our profession stronger by spotting potential administrators that will measure up for our children and grandchildren. The success of public education will rest in part on future school leaders to complement the foundations that are built today.

On a personal note, I have the greatest respect for two administrators that not only inspired me but supported (and pushed) me in my career. For that encouragement I shall always be eternally grateful. Most of my professional colleagues can relate to this statement because someone was there for them. It is now our turn to be there for a future administrator.



WHERE DID EVERYBODY GO?

by Robert W. Winter, Ed.D., Superintendent, Scottsbluff Public Schools

Last October I had the opportunity to join other public school officials in Racine, Wisconsin, with the expressed purpose to talk about declining enrollments in the Great Plains region. Representatives from Montana, Wyoming, Colorado, North and South Dakota, Nebraska, Kansas, Oklahoma, and Wisconsin all gathered to discuss this important topic. Additionally, there were also representatives from the American Association of School Administrators (AASA) and an individual from the Rural School and Community Trust organization of Washington, D.C., who joined the two-day conference.

The conference focused on the reality that many rural areas have seen a decline in the present and future school population. The source of this decline is threefold:

- a “graying,” or increase, in percentage of the population of senior citizens;
- the exodus of young families with children to the cities in search of better opportunities; and
- a decline in births.

Meanwhile, nationwide, public elementary and secondary enrollments are projected to rise. That increase is concentrated in mostly suburban and urban areas. One only needs to review the population trends in Nebraska to validate the above statement. It goes without saying that growing districts face an assortment of challenges. Rural areas with declining enrollments face challenges too, but different than our suburban and urban brethren. Rural declining enrollment districts contend with:

- threat of consolidation;
- loss of per-pupil funding;
- fewer instructional resources;
- teacher and administrator quality issues; and
- declining school facilities or difficulty securing funds for needed repair or construction.

So, can this trend be reversed and, if so, what will it require? Given that a decline in population manifests itself in the form of declining enrollments, it is imperative that communities look at the whole picture and not simply view this

issue as a “school problem.” During the two days, participants tackled this issue focusing on what the conferees believed to be five key points. The five points were then to serve as the underpinning for each state and individual school district to review and implement as a proactive effort to stop, or at least reduce, the population flight from our rural communities. The five areas of focus were:

1. The role of the education and community leaders;
2. The quality of educational offerings support by federal and state policy makers;
3. How to build alliances and re-engage communities;
4. The recruitment and retention of quality educators; and
5. The delivery system, quality versus efficiency.

THE ROLE OF THE EDUCATIONAL AND COMMUNITY LEADERS

It is important that school and community leaders come together and identify barriers that are impeding cooperation between themselves and other agencies. Also, there must be a common message conveyed to all regarding the needs of rural communities. Notice, I did not say wants as there is a distinct difference between needs and wants. Rural communities and school districts must appreciate, by the simple virtue of where they are located; they can not have or expect to have the same lifestyle as their suburban and urban friends. This is not to imply that rural communities don't afford a quality lifestyle. In fact, many would argue, this author being one, that it is indeed a better lifestyle. This statement simply suggests that there are differences and not all opportunities are the same or even equal in some eyes.

Next, leaders must market, market, market. If local communities don't tell their story, no one will. Focus on strengths and don't place blinders on, thus, relegating a community to not look at only one way of doing business – a way from long ago.

Finally, it was noted that one must never forget why we all elected to follow

a career path of public education. School districts, communities and educators must always do what is best for children.

THE QUALITY OF EDUCATIONAL OFFERINGS SUPPORTED BY FEDERAL AND STATE POLICY MAKERS

One size does not fit all. How can the federal government be the only one to identify quality? Nebraska has done an outstanding job in establishing an essential curriculum, developing and articulating state driven standards and the accompanying benchmarks for its children. This state's efforts, along with the excellent work done in many of the Great Plain states, must serve as evidence to be placed before policy makers at all levels regarding K-12 commitment to public education and its youth. Students are successful. They continue to improve, and thus, are meritorious of lawmakers' full attentions regarding adequate funding.

HOW TO BUILD ALLIANCES AND RE-ENGAGE COMMUNITIES

Schools and communities must know and understand what they can and, inversely, can't do. They must be cognizant of which laws may hamper efforts or preclude a community from planning and implementing specific action plans. For many school and community officials, they don't know what they don't know. They are not trained in how to rejuvenate a community thus, when building relationships, it is imperative that the right questions are asked as a partnership is pushed forward. Efforts need to center on school and community development with a unified voice that is singular in focus. Alliances can be with anyone in the community from nursing homes to the city dump. Determining what alliances will develop is predicated on what communities hope to accomplish. This process is dynamic and changes as needed. Remember, re-engaging communities is not just a “school thing,” for the most part people are comfortable letting the school do it, but schools can't stand alone. Alliances and partnerships remain paramount in efforts to re-engage communities. To be successful, efforts to re-engage communities must rely on genuine local preferences.

(continued on page 11)



WHERE DID EVERYBODY GO?

(continued from page 10)

THE RECRUITMENT AND RETENTION OF QUALITY EDUCATORS

Because administrators and teachers in all districts are stretched so thin, districts need to be creative in their recruitment and support. An active effort needs to be put forth to assist administrators in understanding how to go after good teachers. Districts cannot afford to recruit under the banner of business as usual. They must be provided with the necessary resources from the local, state and federal level to compete with private business and industry regarding compensation, incentive packages and benefits. Loan forgiveness, tax credits and pension portability merit serious consideration. Educators in rural communities may be required to have multiple endorsements, and therefore, experience numerous preparations. Acknowledgement of these differences must be reflected in a weighted salary package. Again, the conferees stated one size does not fit all.

How do rural districts hold on to the good ones? The induction process, mentoring opportunities and collaboration are but three efforts that were put forth as valued added services for administrators and classroom teachers. The community also plays a major role in the recruitment and retention of quality educators. For example, does the community value the contribution made by these professionals? Is it a community that

welcomes new faces, new ideas and a new way of conducting business?

THE DELIVERY SYSTEM, QUALITY VERSUS EFFICIENCY

Considerable discussion at the conference centered on striking a balance between quality of service versus the reality of dwindling resources and the need to embrace efficiency. For states not embracing consolidation, Nebraska being one, the group indicated that consolidation needs to happen. Having districts in close proximity to each other, offering similar programs, does not represent a good use of limited resources. No argument was put forth by the group questioning the importance of maintaining attendance centers in remote locations.

Technology has played and will continue to play a major role in instructional delivery for many rural communities. Reliable, real time telecommunications won't solve all of the issues surrounding rural enrollment decline, nonetheless, it will diminish its impact. Classes offered through instructional television (ITV) and virtual high school opportunities provide viable options for many rural school districts. For many, distance learning classes and the use of technology are a key component in maintaining a good quality of course offerings for students. Still, only a small percentage of students have access to or currently take advantage of distance learning options. One of the major barriers for interactive television or other distance learning consortiums

is the lack of high-bandwidth lines offered by local, regional and national telephone companies.

FINAL THOUGHTS

Communities must acknowledge that there are indeed differences in lifestyles, the number of courses offered, the variety of activity programs between small/large, east/west, rural/urban school districts, and that life is not fair. If it were, horses would ride half the time. Life has never been fair, horses never ride, and schools and communities can not all have everything alike.

It appeared to the individuals attending the conference that change is indeed the price of survival in the rural Great Plains region. Adequate levels of income cannot be expected from traditional sectors. Schools and communities must not look at doing business the way that it has always been done.

The real choice for rural schools and communities lies in accepting a continual population decline or the embracing of innovations that will transform individual and collective lives.

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1. Keller, John W., The Importance of Rural Development In the 21st Century – Persistence, Sustainability, And Futures, AASA Conference, Racine, Wisconsin, 2003
2. Schwartzbeck, Terri Duggan, Declining Counties, Declining School Enrollments, AASA Conference, Racine, Wisconsin, 2003



NSDLAF+ NOTES #15

In November, 2003, Ambac Financial Group, Inc. entered into an agreement to sell the cash management and investment business of Cadre Financial Services and Ambac Securities Inc. to PFM Asset Management LLC ("PFM"). PFM, and its affiliate, Public Financial Management Inc. have managed local government investment pools since 1981, and as a result of the transaction they will manage or administer funds in 28 states with assets of \$24 billion. Public Financial Management, Inc. is also

the nation's leading financial adviser. Last year the firm advised on 898 transactions with a value of \$39 billion.

Like Cadre/Ambac, PFM is committed to maintaining the highest level of safety for public funds and developing services that will help schools and local governments diligently manage their financial resources. By combining its client base with that of Cadre/Ambac, the tremendous responsibility of caring for these substantial assets will be handled by a team of over 350 dedicated employees of PFM. The size and scope of the combined companies will create

greater economies of scale and an even greater offering of value added services.

The NSDLAF+ Board authorized the transfer of the Fund's contracts with Cadre/Ambac only after considering the credentials of PFM, its history of investment performance, and its proposed plan to continue to provide marketing and administrative services to the Fund.

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



“MORAL IMPERATIVE”

(continued from page 2)

school district mission statement.)

York Public Schools will prepare each learner with the knowledge, skills, and attitudes necessary to become an effective citizen by providing diversified curriculum and experiences.

I would suggest that the majority of public school mission statements include words such as: attitude, citizen, diversified, etc. If that is true, don't we then have a “moral imperative” as school leaders?

Fullan makes two assumptions in his book: “people of social and political democracy are held together by ‘moral ecology’ and that ‘moral ecology’ transcends different interests, economic status, cultural origins, religions, ethnicities, and races.” Second: “education of deliberate moral intent provides apprenticeship in the understandings, dispositions, and behaviors required for democratic citizenry. Providing this apprenticeship is a major purpose of our schools.” To me, that sounds like our mission statement!

In his book Fullan insists that if we don't focus directly on changing the conditions that surround us, the culture of the school,

then we will not be able to pursue the moral purpose of the school. A crucial starting point is selecting and retaining good school leaders. Good leaders help people see new possibilities and situations, they understand that when people see something new, it first impacts their emotions, and they also understand that emotionally charged ideas change behaviors.

Fullan goes on to assert that today's school reforms are individualistic; they focus on what students should know and be able to do. But in a democratic society, moral purpose is at the heart of the role of public schools because it serves the common good. John Goodlad would insist that, “there is a low correlation between test scores and honesty, civility and civic responsibility.”

We all have a stake in the quality and success of our public schools, and public education is in essence, everybody's business. The quality of our public schools has a direct correlation to the quality of life that exists in our country because they serve all children. Producing and sustaining vital public schools cannot be done without a dedicated, highly competent teaching force working together for the continuous improvement of schools and there must be leaders at all levels guiding and supporting the

process.

How does this all fit with today's focus on accountability, quality assessments, No Child Left Behind, and other expectations and reform efforts that we, in public education, are all currently dealing with? In my experience truly successful public schools have always had the “moral imperative” in focus. The “moral imperative” wasn't talked about, it wasn't a staff development focus, but it was the “unsaid thing” that drove the district.

Those individuals, who are my role models, even if the phrase “moral imperative” wasn't ever stated, are school leaders who understand what Michael Fullan asserts in his book. We do have a “moral imperative” as public school leaders to provide each student in our buildings an opportunity to grow both academically and as a citizen. I am fortunate to have had the opportunity to work with so many good school leaders during my career who, whether they knew or not, refused to avoid the “moral imperative” of their chosen career as a public school educator.

*This article is based on the writings of Michael Fullan, **The Moral Imperative of School Leadership.*** 

GRANDPA'S CONCERNS

(continued from page 1)

deal with more and more parents who have lost control of their children. I have parents who are actually afraid to discipline their kids. Their kids know their “rights” and threaten them with Social Services, etc. I end up making the tough love decisions for families instead of the parents. There are too many lawyers and psychologists trying to find ways to make money. It seems like we are supposed to make kids happy all the time. In my opinion, the “warm and fuzzy” philosophy does not fit the real world. If a student is disrupting class, why is it suggested the teacher take them to the hall to discipline them individually? I believe the teacher should take advantage of the teaching moment. If others can learn from someone's mistake, put the student on the spot in front of the entire class. Will he be embarrassed? Will his feelings be hurt? Will he remember it? I hope so! If the parents are upset, then we have to educate them also. My favorite psychologist, John Rosemond,

says discipline should upset the child, not the parent.

As educators, we have become a very passive group. The whiners and complainers have influenced our systems. We let everybody and their dog dump on us. If there is a problem in our society, they either blame the education profession or look to us to solve the problem. Why should we have to have character education, social skills, etc. in our curriculum? I consistently preach my “What, When, and How” philosophy. If you do what you are supposed to, when you are supposed to, and how you are supposed to, then you will be successful. Kids seem to have an attitude of “Whatever; Whenever; to Whomever.” I am appalled at how some of them talk to their parents. I had a single parent who was having a problem with her 8th grade child. At first she would blame the school and come up with all sorts of excuses for her son. As the problems became worse, she realized she needed help. She brought him to my office, and he proceeded to bad mouth his mother. She

reached over and smacked him on the backside of his head. She then stated, “I suppose I'll get reported for this.” I said, “No ma'am, I would have done it a long time ago.”

As I enter the twilight years (30 years) of my career and ponder the thought of whether to retire or not, I think about my grandkids. I have seen many changes in education over the years, both good and bad. It would be very easy for me to just slide into retirement without making waves or upsetting anyone. That really is not my style. The number-one reason I became a principal is because I wanted to be in a position where I could make a bigger difference. We need to gain control of our profession again. We need to be able to influence the people of influence, whether it is your local board of education, the state board, or the legislators. We are the people who were trained to be in this profession. We need strong leaders in education. I expect that for my grandkids. 



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Calendar of Events

MARCH

| | | |
|----|--|--------------|
| 3 | NAESP Region II, 5:30 p.m., Georgetown Club | Omaha |
| 10 | NSASSP Region I, 5:30 p.m., Merle's Bar & Grill | Emerald |
| 17 | NASA Region V, 12:00 noon, Gaslight | Gering |
| 23 | NRCSA Annual Conference, Holiday Inn | Kearney |
| 24 | NAESP Region I, 1:00 p.m., Malcolm Elementary | Malcolm |
| 25 | NAESP Executive Board, 9:30 a.m., I-80 Holiday Inn | Grand Island |
| 31 | GRIT Conference, 9:00 a.m., Cornhusker Hotel | Lincoln |
| 31 | NAESP Region V, 9:30 a.m., WNCC | Sidney |
| 31 | NSASSP Region V, 10:00 a.m., WNCC | Sidney |

APRIL

| | | |
|----|--|----------|
| 1 | NSASSP Executive Board, 10:00 a.m., NCSA | Lincoln |
| 6 | NASA Region V, 12:00 noon, Bistro On Butte | Alliance |
| 7 | NCSA Executive Board, 9:00 a.m., NCSA | Lincoln |
| 7 | NSASSP Region IV, 1:00 p.m., ESU #10 | Kearney |
| 7 | NASA Region I, 4:00 p.m., York Country Club | York |
| 14 | NASA Region IV, 10:00 a.m., ESU #10 | Kearney |
| 21 | NAESP Region III, 5:00 p.m., Eldorado Hills | Norfolk |
| 21 | NSASSP Region III, 5:00 p.m., Eldorado Hills | Norfolk |
| 21 | NSASSP Region I, 5:30 p.m., Evening with Friends | Milligan |
| 21 | NAESP Region II, 5:30 p.m., Olive Garden | Omaha |
| 22 | NASA Region III, 10:00 a.m., NECC | Norfolk |

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|-------|---|----------|
| 26 | NASBO Golf Tournament, 1:00 p.m. | Lincoln |
| 27-28 | NASBO State Convention, 8:00 a.m., Cornhusker Hotel | Lincoln |
| 28 | NAESP Region IV, 12 noon, Drew Heady's House | Hastings |
| 29-30 | NASES Spring Convention, 9:00 a.m., Holiday Inn | Kearney |
| 29 | NAESP Region I | |

MAY

| | | |
|----|---|--------------|
| 3 | Teacher Handbook Workshop, 8:00 a.m., ESU #13 | Scottsbluff |
| 3 | Teacher Handbook Workshop, 6:00 p.m. Sandhills Convention Center | North Platte |
| 5 | Teacher Handbook Workshop, 9:00 a.m., Lifelong Learning Center | Norfolk |
| 5 | Teacher Handbook Workshop, 6:00 p.m., I-80 Holiday Inn | Grand Island |
| 5 | NSASSP Region II, 5:30 p.m., UNO Alumni House | Omaha |
| 5 | NAESP Region II, 5:30 p.m., West Upstream | Omaha |
| 6 | Teacher Handbook Workshop, 9:00 a.m., ESU #3 | Omaha |
| 14 | NASA Region V, 11:00 a.m., Country Club | Bayard |

NATIONAL CONVENTIONS
 April 16-20 - NAESP National Convention - San Francisco, CA