

THE EVOLUTION OF THE SCHOOL PRINCIPALSHIP THROUGH THE EYES OF THE PRACTITIONER

by Dr. Don Zeiss, Principal, Wayne High School

Being an effective building manager used to be good enough. For the past century, principals mostly were expected to comply with district-level edicts, address personnel issues, order supplies, balance program budgets, keep hallways and playgrounds safe, put out fires that threatened tranquil public relations, and make sure that busing and meal services were operating smoothly.

And principals still need to do all those things.

But now they must do more. As studies show the crucial role that principals can play in improving teaching and learning, it is clear that principals today also must serve as leaders for student learn-

(continued on page 4)

INSIDE...

- Elementary Education's Future . . . 2
- "The Times, They Are a Changin'" .3
- Misuse of School Computers5
- Can School Reform Increase the School's Capacity to Educate? .6
- An Invitation to Create a Different Kind of School9
- A New Superintendent and a New Lions Club12

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.

A LITTLE HOMEWORK FOR THE SUMMER!

by Terry Haack, Vice Chairman, NCSA Executive Board; Past President, NSASSP; Principal, Elkhorn Sr. High School



Haack

First things first! As the school year winds down, so does my tenure as Vice-Chairperson on the NCSA Executive Board. I would like to take a brief moment to

take a brief moment to say thanks to several fine people. First, to the small, but mighty staff at NCSA. These outstanding individuals work for all administrators to provide effective leadership for quality education in the State of Nebraska. All five of these people deserve our deepest appreciation. Secondly, I would like to extend my sincere gratitude to the secondary administrators that I have had

the pleasure of working with through NSASSP. Not only do these administrators work long hours at school, but also they freely give more of themselves to provide leadership to a state organization that works to better secondary education. Finally, I would like to thank all of the dedicated NCSA Executive Board members I have had the pleasure to work with over the last three years. These fine individuals give of their time to provide guidance to the staff at NCSA and promote education in the State of Nebraska. Through my travels across the state, I know we can be proud of the past and excited for the future with the

(continued on page 10)

NASBO ANNOUNCES NEW PRESIDENT-ELECT-ELECT



Harden

NASBO has selected for the new school year 2004-2005, Virgil Harden, Business Manager of Grand Island Public Schools, to serve as president-elect. Mr. Harden will officially

begin his duties on the NCSA Executive Board September 1, 2004. Other new NCSA Executive Board members include:

- NASA - Larry Ramaekers
- NAESP - Susan Anglemeyer,
- NSASSP - Lynn Johnson
- NASES - Lee Frye 🦁🦁

NCSA BOARD ELECTS NEW CHAIR AND VICE CHAIR



Ernst



Shepard

The NCSA Executive Board at its April 7, 2004, meeting elected Dan Ernst, Superintendent of Waverly Public Schools and President of NASA, as the new Chair of the NCSA Executive Board. Mark Shepard, Business Manager of Fremont Public Schools and President of NASBO, has been elected as Vice Chair. Terms of office begin on September 1, 2004. 🦁🦁



ELEMENTARY EDUCATION'S FUTURE

by Troy Juracek, Principal, Evelyn Hamlow Elementary School

I was invited to provide some thoughts on what I believe the future holds for elementary education. I envision elementary education as a blank artist's canvas of sorts. The future, or our "masterpiece" will be defined by our collective efforts working with children, parents and the community. A high level of leadership capacity is present across the state that will enable us to meet the emerging needs facing schools, families and children, today and tomorrow.

Our future of elementary education should commence with children, for it is children that continue to refresh our spirits and rekindle our fire. One of the greatest challenges facing elementary education in the future is the issue of starting with polarized learners. For many schools, that future is evident today. Diversity is more than the cultural background of a

child. Diversity is far more apparent when looking at the range of learning opportunities and experiences children have upon entering school. Some students arrive in kindergarten yet to hold a pair of scissors and refer to a pencil as a "stick thing." Others may come toting laptop computers and diplomas from three years of preschool experience, preschool valedictorians of sorts. Schools will need to have a continuum of research-based instructional programs and interventions where students have support as they progress and develop skills. Along with this, educators need to view schooling as preschool through twelfth grade. Preschool programming may be in place for some school districts while others still struggle to have the resources for all day, everyday kindergarten programs. I see the need for schools to offer universal preschool to all

children below the kindergarten entrance date. NAESP's effort to change the kindergarten entrance date this legislative session is a great start to addressing the range of learners arriving in the classrooms each fall. Children need an enriched early learning environment to establish a foundation of skills to build and extend their formal learning. A study conducted by National Institute for Early Education Research (2002) concluded that for every dollar spent on quality preschool services, four dollars of value were returned to the schools and community. In other words, front-end loading services for preschoolers will pay dividends for students and schools. The cost of education is too great not to have these early services in place.

As a society, we have been moving to a point of convergence with public schools the family unit, and the community. Public schools will need to be "full service" offering support and services no longer being maintained in the community or in some families. Educators need to embrace the significance of our ability to support the needs of children and the family unit. The foundation of education will continue to be the time spent learning in the classroom, but schools will be counted on to support children with their development on a 24 hours a day, 7 days a week basis.

Beyond the academics, schools may be providing before and after school programs, programs to support the social/emotional development of students, health and nutrition, etc. I realize most of these programs are currently in place for some schools; however, the number of students benefiting from these services will continue to increase. Public schools have the ability to offer quality services with quality people to meet the basic needs of children. Children realize their potential when we teach to the whole child.

Today's quality educators in Nebraska allow us to define the future of public education and meet the high expectations and rigorous demands of assessing student learning and achievement. What an adventure our future will be! I am confident our efforts will result in a true "masterpiece"! 

Quality Preschool Education Pays Off. National Institute for Early Education Research, Nov. 20, 2002.

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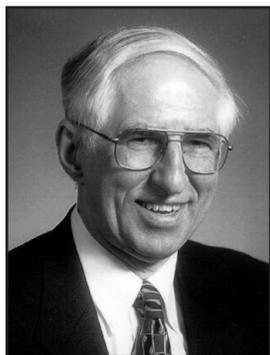
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P E R S P E C T I V E S

by Jerry Sellentin, Ph.D., Executive Director



Sellentin

“THE TIMES, THEY ARE A CHANGIN’”

The paper copy of *NCSA TODAY* that you are holding will become a thing of the past. Starting with the August-September issue, the *NCSA TODAY* will be an online newsletter. Technology makes it possible to put the newsletter in an electronic format. Significant dollars can be saved in printing and postage costs. These savings will be passed on to you the member with no dues increase for 2004-05. Also think of how many trees will be saved by not printing over 1700 copies of the *NCSA* nine times a year.

A downloaded and printed copy will be mailed to those who rely on a printed copy. So as Bob Dylan, a famous folksinger of the '60s, said, “The times they are a changin’.” We hope all *NCSA* members enjoy this new format and find it even more beneficial than the current hard copy.

BROWN V. BOARD OF EDUCATION

May 17, 2004, marks the fiftieth anniversary of the Supreme Court decision in the case of *Brown v Board of Education of Topeka*. In this landmark case, the Court found the separation of the nation's school children on the basis of race unconstitutional. Chief Justice Warren delivered the court's opinion, stating that “segregated schools are not equal and cannot be made equal, and hence they are deprived of the equal protection of the laws.”

Tony Harduar, President of the National Association of Elementary Principals, puts it best stating “*Brown v. Board of Education* has moved us closer to where we need to be. Let's continue to work together to adopt the spirit of the decision and the spirit of the Fourteenth Amendment.” As school leaders and responsible citizens, it is certainly our responsibility to look at *Brown*

and to pose the question, “How far have we really come?”

There are new groups that face prejudices, students who are non-English-speaking, students who have special needs, who are gay or lesbian, who are homeless, who live in poverty, and so on. Let me repeat the question “How far have we really come?”

BREAKING THE FOUR-MINUTE MILE

Another major event occurred on May 6, 1954, fifty years ago. Roger Bannister a twenty-five-year-old runner from Kansas, broke the four-minute mile running three minutes and fifty-nine point four seconds. This was accomplished with determination, perseverance and faith. These are the same qual-

ities school administrators use to set new records for their schools.

LEADERSHIP

Ronald A. Heifetz and Marty Linsky in their book, *Leadership on the Line: Staying Alive Through the Dangers of Leading* say that “leadership requires disturbing people—but at a rate they can absorb.” Interesting thought along with this quote, “Best time for leadership is when you have chaos.” With the challenges and opportunities school leaders face with school improvement and declining resources attending Administrators' Days August 4-6 will give you an opportunity to network and learn new ideas to improve your leadership skills for the challenging times ahead. 🗣️

NCSA Summer Hours
Mon.-Thurs. 8:00 a.m. to 4:00 p.m.
Friday 8:00 a.m. - 1:00 p.m.

WANTED

ELEMENTARY PRINCIPAL COLUMBUS PUBLIC SCHOOLS

Screening begins May 7 and continues until position is filled.

Submit letter of application and resume to:

Human Resources

Columbus Public Schools

PO Box 947

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Administrators' Days
August 4-6, 2004



EVOLUTION OF PRINCIPALSHIP...

(continued from page 1)

ing. They must know academic content and pedagogical techniques. They must work with teachers to strengthen skills. They must collect, analyze and use data in ways that fuel excellence. They must rally students, teachers, parents, local health and social service agencies, youth development groups, local businesses, and other community residents and partners around the common goal of raising student performance. And they must have the leadership skills and knowledge to exercise the autonomy and authority to pursue these strategies.

They must do all of these things, but too often, they do not. Even as communities shine a public spotlight on principals when their schools' test scores are released and prescribe stiff penalties for many when their schools perform below expectations, current principals find very little in their professional preparation or ongoing professional development to equip them for this new role. Nor are they supported in this leadership role by their school districts, which, for decades, have expected principals to do little more than follow orders, oversee school staff and contain conflict. So instead, principals mainly stick with what they know, straining to juggle the multiplying demands of running a school in an era of rising expectations, complex student needs, enhanced accountability, expanding diversity, record enrollments and staff shortfalls.

In short, the demands placed on principals have changed, but the profession has not changed to meet those demands – and the tension is starting to show. Principals increasingly say the job is simply not “doable.” They are retiring younger and younger. At the same time, school districts report a shortage of qualified candidates for the job. The need for school administrators will increase by 10 to 20 percent in the next five years, according to the U.S. Department of Labor. What those statistics do not illuminate is how few of the candidates facing the challenge will be able to lead the necessary improvements in their schools unless changes are made.

Of course, many of the nation's 93,200 principals are dedicated, persis-

tent, inspiring and effective school leaders. Yet many are not. The reality is that the future of the principalship is in question as legislators, employers, parents and others call for higher academic standards and greater accountability for academic success. The conflict between the rapidly expanding job demands and a shrinking pool of qualified candidates portends a catastrophe.

Schools are changing dramatically. Principals in the coming decades will lead schools that are far different than those of today. Students will be more numerous and more diverse than ever, and they will continue to bring many of society's problems to the schoolhouse door. Qualified teachers will be harder to find. Technology will play an ever-increasing role in education. Safety likely will remain a top concern. Increasingly, schools will be expected to be centers of community. Many principals will lead schools in public education systems exploring innovations such as charter schools and tuition vouchers. And perhaps most importantly, academic achievement will be the priority for professional accountability. In other words, principals will be expected to lead in an atmosphere of constant, volatile change.

The principal of today, on the other hand, typically is a white male about 50 years old. He works at least 10 hours a day. He has been a principal since before 1990. In the intervening decade, he has received little training or support to help him deal with the emerging challenges of school-wide leadership for student learning.

There is general dissatisfaction with the training of principals. Most universities train the present principal, while the goal should be the training of the future principal. Various researchers have criticized the training of principals, claiming that it is connected in a bureaucratic approach to the organization of school. There is a shortage of the concepts, skills and tools required for leading the school, and researchers propose that universities begin to provide training that will lead to a change in the mental perception of the candidate.

During the '80s and '90s, many voices were raised in concern regarding the

training of the school principals. Milstein (1993) claimed that it was necessary to re-examine principal training on the basis that schools should be awarded with general and pedagogical autonomy, so that principal training should be re-oriented in this direction.

The University of Columbia raised three claims as why not many people registered for its principal training program. First, it said that the role of principal has become a very demanding one, so that it is no longer ‘worthwhile’ to be a principal. Second, public schools have come under harsh attacks. Third, the wage difference between teacher and principal is small. One high school principal remarked, “The job requires confidence and moral courage, not everyone has that.”

If the education provided by schools in previous times was public education, i.e., a teacher facing a class, in the future school the encounter is almost individual. The teacher may face individual students or groups of students. While past education was centralized, future education will tend to dispersion and individualization.

Summary

The future principal must be prepared to face a world of: (a) decentralized school structures; (b) increasing and changing environmental boundaries and roles; (c) less homogeneous schools; (d) closer contact with stakeholders; (e) changed education according to desires of students as individuals; and (f) a market-driven view of education. Principals will see themselves more as negotiators of the environment and less as managers of a school system. The once-held assumption and common practice that any licensed principal can be moved at will from school to school is no longer valid.

In short, the future principal will need to be superman. A description of the anatomical characteristics of the super principal follows (Zeiss, D., *The Clearing House*, December 1983).

What makes the principal tick? Why would anyone want to be abused, mis-

(continued on page 11)



MISUSE OF SCHOOL COMPUTERS

by Brian Halstead, Nebraska Department of Education

The introduction of technology has changed the manner in which instruction has been provided to students in our schools over the past one hundred years. The 20th century brought new technologies that included, but are not limited to, televisions, photocopiers, films and filmstrips, videotapes, compact discs, and computers, all of which enhanced the instruction provided to students.

Regardless of which technology you select as having the most impact on instruction, I would suggest that the introduction of computers and the related networks created for computers as having had the greatest impact on education as we start the 21st

century. This computer technology has allowed anyone to almost immediately access new information, and then use that information without having to wait for the delivery of the information in the form of publications. In addition, since the computer can produce the information without first putting it in print form, there is no physical material to dispose of once the user is finished viewing the information on the computer. The ease at which computers can be used to access materials can lead some to use the computer for improper purposes without even realizing it. For others, the ease of using computers may give some the false sense that misusing the computer will go unnoticed.

Since 1998, thirteen (13) educators have had their certificates revoked by the State Board of Education for using school district computers to access sexually explicit materials. Section 79-866(2) (Reissue 2003) provides that the State Board of Education may revoke the certificate of a teacher or administrator, in part, for commission of an immoral act, or violation of the standards established by the Board in Title 92, Nebraska Administrative Code, Chapter 27 (Rule 27). The State Board has held that educators using school

computers to access sexually explicit materials violates Section 79-866(2) and one or more of the following standards: Section 004.03C of Rule 27 - that an educator shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health and safety; Section 004.04B of Rule 27 - that

No one disputes that an educator should not use the school district's telephone to make personal long distance telephone calls and then expect the taxpayers to pay for the educator's personal telephone calls. Similarly, the educator should not expect that the computer equipment provided for educational purposes be available for their own personal use.

an educator shall not use institutional privileges for private gain; and Section 004.04E of Rule 27 - that an educator shall not commit an act of moral turpitude.

In addition to the aforementioned statute and standards, an educator using a school district computer for personal gain may also violate the Nebraska Political Accountability and Disclosure Act. Section 49-14,101.01 (Cum. Supp. 2002) provides that a public employee shall not use for personal financial gain resources or property of government under that employee's control unless otherwise authorized by law. Any public employee violating this section could be guilty of a Class III misdemeanor.

As with the introduction of any new technology, there is always a learning process that occurs to remind educators of the proper and improper uses of the technology. No one disputes that an educator should not use the school district's telephone to make personal long distance telephone calls and then expect the taxpayers to pay for the educator's personal telephone calls. Similarly, the educator should not expect that the computer equipment provided for educational purposes be available for their own personal use. Although some school

districts have adopted policies that allow some personal use of the school district's computer by educators as part of the compensation package negotiated with the school board, none of these policies permit the personal use by educators for sexually explicit materials found on the Internet. In far too many of the thirteen cases, the educator was

"caught" by students who observed the educator viewing sexually explicit material on the computer monitor. In those cases, the State Board has determined that the educator has violated all of the previously mentioned statutes and standards.

In addition, Section 004.021 of 92 NAC 27 requires educators to

report to the Commissioner of Education any known violation of certain ethical standards, including immoral acts or acts of moral turpitude. Since the State Board has held that the use of school computers to access sexually explicit material is an immoral act and an act of moral turpitude, educators are required to report known violations to the Commissioner of Education.

As Section 004.04 of 92 NAC 27 states, the "magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession." Using computers of the school district to access sexually explicit material in no way promotes confidence in the rule of law, let alone promoting respect for the teaching profession.

If you are not clear on the proper uses of the computer at your school district, it would be prudent for you to review the policy of the school district and any agreement you signed when you obtained e-mail and/or Internet access to the computer system. 



CAN SCHOOL REFORM INCREASE THE SCHOOL'S CAPACITY TO EDUCATE? HAS IT? WILL IT?

by Jim Merritt, Superintendent, North Platte Public Schools

I had been thinking about what I would write for *NCSA TODAY* when one of my sons called. He told me that a program on farming would be aired on ETV later in the evening and that I should watch it. What I saw stimulated my thoughts about this article.

Over a span of 70 years a farmer's capacity for harvesting corn increased by 100-fold. In 1930 a farmer could harvest, maybe, 140 bushels of corn in a day. In 1970 he could harvest 1,400 bushels in the same amount of time and in 2000, a day's harvest would yield 14,000 bushels. Have schools increased their capacity to educate that much?

I thought back over my 42 years in education and concluded that unlike farming, our mode of educating students has not made the equivalent of that change. Education is conducted in a classroom of students with a teacher in charge. A snapshot of education in a 1962 classroom would look very much like one taken today.

Many educators would argue that we have changed. I would be among them. Even though the visual of a classroom and a school have changed little, we do a better job of educating students, all students. We have better instructional methodology. Our knowledge of the learner is greater. We have better student management techniques. Schools and teachers teach more content. The computer has evolved as an educational tool. Teachers and administrators are better prepared to teach and administer. Finally, our students are better educated today than 40+ years ago. Our schools do a better job of educating students than schools have ever done.

Schools are doing a better job of educating all students, but I still hear my colleagues lamenting about some of our traditional practices. They say such things as the school calendar is outdated. It is a vestige of the agricultural era. The way schools are organized is a carry-over from the industrial era. We are in the information age and if the other two statements are true, schools are behind at least two eras.

It is not like we haven't tried. Take a walk down memory lane with me. By the way if I am off a bit in my recollections, surely you can forgive one who is about to retire.

Memory Lane

In the early '60s education was into reforming the curriculum through the eyes of the mathematicians, the scientists, the linguists, the historians, the composers, the artists and other experts in their fields. The curriculum was too watered down and too important to leave to educators. After all, the education our society received failed to get us to the moon before the Russians.

The late '60s and early '70s was a period of experimentation with different organizational and instructional strategies. Individualized education, open classrooms, self-paced text and workbooks, walk-to-reading, various grouping techniques, modular scheduling and large/small group instruction were some of the "in" things. What wasn't tried wasn't thought about.

In the late '70s and early '80s educators' thoughts began turning to student achievement. Competency measures and Nebraska's N-ables came into being. Teaching by objective, Mastery Learning and Bloom's Taxonomy emerged in schools. Teaching was in the grasp of scientific pedagogy. Madelene Hunter's ITIP came to the forefront. Good teachers found out what they already knew. Now they could name it.

The mid-'80s to early '90s saw school reform through efforts to restructure schools through the eyes of business, industry and educational gurus. Quality was the goal. Deming's philosophy influenced the move to bring decision-making to the lowest level possible. Site-based governance and quality schools emerged. Sizer, Conent and others began entrepreneurial efforts to reform schools. Private business stepped forth to manage schools. Outcome-based education was sweeping the country, but it went too far. Ultra-conservative thinking slammed the popular movement in education and found comfort in back-to-the-basics movement.

Conservatism gained the upper hand in the early '90s and the reforms moderated to focus on the basic elements and subject matter of the schools. Outcome-based education evolved into a more conservative form called standards and that addressed only the basic academic areas of education. Accountability

became the focus of politicians. Research-based education became important. Governmental influence and "top-down" legislative directives shaped education. Gone were the days of experimentation in management and instruction.

During this 42-year time period, the influence of social ills, social cures, social trends and the government's response to student rights affected how schools operated. These influences seemingly increased with every year and these influences stimulated talk about how schools mirror society, especially when talking about watching too much TV, staying home alone, increasing school violence and using drugs.

What about the other changes in our society that could be mirrored by the school? Do school doors open when both or all parents go to work and close when parents come home? Do schools cater to individual learning styles like the market place caters to the desires of the consumer? Do schools use technology to the same degree as is used by workers and students outside of school? Do schools use the brain research and learning research to the same degree as the farmer uses advancements from research in agriculture? Have schools cut their costs by using technology to the same degree as business and industry?

Reality Check

When it comes to substantive and structural questions about changes in schooling, we haven't changed much over my 40+ years. School operations are about the same as they were when I started. Think of the snapshot. Without judging whether the initiatives tried were good or bad, why haven't they stayed with us? I maintain that most have gone by the wayside, because there is no support system to sustain them regardless of whether they were effective or not.

Schools rely on a broad support system. Just doing something new and different raises eyebrows and becomes suspect by parents and educators alike. Usually the school schedule works against new approaches. The ordinary calendar doesn't encourage change. The normal workday doesn't always match

(continued on page 11)



CONGRATULATIONS TO...

☞ **Marilyn Moore**, Lincoln Public Schools, who received the Sally Wysong Early Childhood Hall of Fame Award

☞ **Sandra Hodges**, Assistant Superintendent, Omaha Public Schools, who has been recognized by the University of Nebraska-Omaha College of Education as a Distinguished Alumni

☞ **Ron Joekel**, senior lecturer in educational administration, who has been recognized by the College of Education and Human Sciences at the University of Nebraska-Lincoln with the Mentoring Award

☞ **Jim Koontz**, Lawrence-Nelson High School Principal, who has been appointed Superintendent, Newman Grove Public Schools

☞ **Jesse Wolf**, Hartington Science Teacher, who has been appointed Principal of Hartington High School

☞ **Angela Leifeld**, Principal, Mead High School, who has been appointed Principal of Conestoga Middle School

☞ **John Cruzeiro**, Superintendent, Sioux County High School, who has been appointed Superintendent, Sandhills-Dunning Public Schools

☞ **Gary Reynolds**, Superintendent, USE 450 Shawnee Heights, Tecumseh, Kansas, who has been appointed Superintendent of Scottsbluff Public Schools

☞ **Kevin Wingard**, Principal, Seward Middle School, who has been appointed Superintendent of Ainsworth Public Schools

☞ **Bill Pile**, Superintendent, Leyton, Potter-Dix Public Schools, who has been appointed as a member of the Coordinating Commission for Postsecondary Education

☞ **Pat Hunter-Pirtle**, Lincoln Southeast High School Principal, who has been named the Nebraska State Bandmasters Association's Outstanding Administrator Award for 2004

☞ **Jerry Wilks**, Lincoln Southwest High School, who received the Outstanding School Leader Award from Ventures in Partnership

☞ **David Wade**, retired superinten-

dent of Elm Creek, who has been appointed Rock County High School Superintendent

☞ **Kevin Thomas**, Principal of Potter-Dix, who has been appointed Superintendent and will also continue as Principal

☞ **Jamie Isom** who has been appointed Superintendent of Valentine Elementary and will continue as Superintendent of Valentine Public Schools

☞ **Tom Moore**, Social Science Teacher at Wood River High School, who has been appointed, Principal of Wood River Elementary School

☞ **Chuck Bunner**, retired Superintendent of Sidney Public Schools, who has been appointed Superintendent of Minatare Public Schools

☞ **Caroline Winchester**, Superintendent, Elba Public Schools, who has been appointed Superintendent of Loup City Public Schools

☞ **Rusty Ruppert**, Principal, Loup County Public Schools, who has been appointed Superintendent and K-6 Principal

☞ **Ken Sheets**, Ag Teacher, who has been appointed Principal of Loup County High School

☞ **Sally Hajek**, Assistant Principal, Millard Public Schools, who has been appointed Gretna Elementary Principal

☞ **Lance Bristol**, Broken Bow Music Teacher, who has been appointed Principal Ansley High School

☞ **Darrell Banes**, Stanton Social Science Teacher, who has been appointed Principal, Stanton Elementary School

☞ **Nancy Whitney**, Principal, Nebraska City Northside Elementary School, who has been appointed Principal, Elkhorn Skyline Elementary School

☞ **Corey Fisher**, Principal, Litchfield High School, who has been appointed Principal, Elgin High School

☞ **Delbert Dack**, Principal, Paxton High School, who has been appointed Superintendent, Paxton Public Schools

☞ **Sheri Chittenden**, Paxton Foreign

Language Teacher, who has been appointed Principal of Paxton High School

☞ **Sherlock Hirning**, Superintendent, Eureka, South Dakota, who has been appointed Superintendent of Chadron Public Schools

☞ **Don Graff**, Twin River High School Principal, who has been appointed Superintendent of Twin River Public Schools

☞ **Tod Heier**, Twin River Jr. High School Principal, who has been appointed Twin River Jr. High and Senior High School Principal

☞ **Scott Nelson**, Special Education Coordinator, Lincoln Public Schools, Elliott Elementary, who has been appointed Principal at Papillion-LaVista Parkview Heights Elementary School

☞ **Kristi Gibbs**, Papillion-LaVista Special Services Coordinator, who has been appointed Special Education Director of Ralston Public Schools

☞ **Theresa Smith**, Beatrice Middle School Assistant Principal, who has been appointed principal at Beatrice Cedar and Lincoln Elementary

☞ **Lindsey Franks**, student at Omaha Public Schools, and **Warner Phipps**, student at Kearney Public Schools, who have been named Nebraska's top two youth volunteers for 2004 by The Prudential Spirit of Community Awards.

☞ **Vernon Fisher**, Principal, Lincoln Northeast High School, who has been appointed for Special Assignment for School Improvement

☞ **Joan Jacobs**, Storrs CT, who has been appointed Supervisor of Gifted Education, Lincoln Public Schools

☞ **Stephanie Lawson**, Principal, Lincoln Hawthorne Elementary, who has been appointed Principal, Hartley Elementary School

☞ **Hugh McDermott**, Principal, Lincoln Lefler Middle School, who has been appointed Principal, Irving Middle School

☞ **Kelly Schrad**, Associate Principal, Pound Middle School, who has been appointed Principal, Lincoln Lefler Middle School

["Congratulations" continued on 8]



CONGRATULATIONS CONTINUED...

☞ **Cindy Schwaninger**, Curriculum Specialist, Lincoln Public Schools, who has been appointed Principal Hawthorne Elementary School

☞ **Dave Weatherholt**, Coordinator, Lincoln Northeast High School, who has been appointed Associate Principal, Lincoln Northeast High School

☞ **Ruth Ann Wylie**, Coordinator, Lincoln Riley Elementary, who has been appointed Principal, Lincoln Riley Elementary School

☞ **Holly Herzberg**, Hampton 1st Grade Teacher, who has been appointed Principal, Hampton Elementary

School

☞ **Sharen Luhr**, Osmond Elementary Principal/Vocal Music Instructor, who has been appointed Pierce Elementary School Principal

☞ **Bob Marks**, Principal, Wausa Public Schools, who has been appointed Superintendent and will continue as Principal at Wausa Public Schools

☞ **Dave Melick**, Principal Schuyler High School, who has been appointed to the NASSP Students Contests and Activities Committee

☞ **Mary Beth Lehmanowsky**, Principal, Lincoln East High School, who has been selected for the first Marie

Bourke Principal Leadership Award for a Lincoln Public Schools Principal. Marie Bourke, who is deceased, was a principal at Saratoga Elementary School

☞ **David Spencer**, Tri-County Public Schools of Kansas, who has been appointed Superintendent of South Platte Public Schools.

☞ **Mary Tompkins**, Special Education Director, Ralston Public Schools who has been selected the NASES Distinguished Administrator of the Year

RETIREMENTS

☞ **David Hendricks**, Superintendent, Amherst Public Schools

☞ **Tom Kunkel**, Superintendent, Newman Grove Public Schools

☞ **Robert Gednalske**, Principal, Walthill High School

☞ **Tearle List**, Principal, Papillion-LaVista Parkview Heights Elementary School

☞ **Richard Dostal**, Director of Buildings and Grounds, Beatrice Public Schools

☞ **Carlene Falos**, Assistant Principal, Lincoln Holmes Elementary

☞ **Tom Hayes**, Supervisor of Gifted

Education, Lincoln Public Schools,

☞ **Aletia Nissen**, Principal, Lincoln Hartley Elementary School,

☞ **Nick Novak**, Director of Evaluation Services, Lincoln Public Schools

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☞ **Barbara Daughton**, Assistant Principal, Omaha Bryan Middle School,

☞ **Carol Ellis**, Principal, Omaha Belvedere Academy

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☞ **Cynthia Hardiman**, Principal,

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☞ **Jolene Pace**, Director, Office of the Omaha Board of Education

☞ **James Schutz**, Principal, Omaha Monroe Middle School

☞ **Carole Langan**, Assistant Principal, Omaha Kellom Academy

☞ **Craig Beach**, Special Education Director, North Platte Public Schools

☞ **Mary Tompkins**, Special Education Director, Ralston Public Schools

☞ **Irv Ross**, Special Education Director, Hastings Public Schools

☞ **Everett Lerew**, Special Education Director, Valley Public Schools

SYMPATHY

☞ Family of **Harold D. Lantz**, Lincoln Public School Administrator who was the first Principal of Pound Junior High School

☞ Family of **Louis J. Kramer** who was Principal of Ralston Middle School for 30 years

☞ Family of **Jeff Alfrey**, Principal, Harry Andersen Middle School, Millard, on the death of his son, a student at Elkhorn High School

NSDLAF+ NOTES #16

The months of April and May represent an important planning time in the fiscal year of most school districts and Educational Service Units. Not only are the budget processes and employee negotiations underway, but cash flows will transition from an annual monthly low point to an increased level as a result of the influx of local property taxes. If a district has effectively forecast cash needs and investment levels, the actual April-May levels will add verification and allow new funds to be effectively "put to work." Just as the forecasting and monitoring of expenditure budgets are essential, the investment of cash flow balances should also be a multi-year planning activity. Dollars accumu-

lated in May must support expenditures through August and balances available to start the fiscal year in September may need to support the operating costs through March. The Nebraska School District Liquid Asset Fund (NSDLAF+) was created as a service to assist in maximizing revenue through the periodic ability to provide both liquid and fixed income investments.

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 



AN INVITATION TO CREATE A DIFFERENT KIND OF SCHOOL

by Larry L. Dlugosh, Past President of the Horace Mann League of America; Professor and Chair, Department of Education Administration (UNL)

The American Public Education system continues to serve as the centerpiece of the democratic way of life enjoyed by U.S. citizens. The value of the system is that it provides citizen-supported schools for all children regardless of their ability, cultural background, race, or economic status. Truly, the American Public Education system is one of the boldest undertakings in modern history.

American Public Education has many supporters. Too often their voices are quieter than those who criticize or challenge the public nature of schooling. The Horace Mann League (HML) of the United States is an advocacy group for public schools whose mission is to advance public education in America. One

The usual suspects were on the list almost every year; lack of financial resources for schools, negative myths about public education, children who enter schools unable or unprepared to learn, and so on. In fact, educational leaders have proactively dealt with most of the factors for years. One of the perceived factors, however, is troubling - "educators inability to see schools differently." This factor has been a contender in four of the five years of the poll. Certainly, students, parents, and educators admit changes in P-12 education are needed, however, many of the efforts to reorganize schooling in the past have been short-sighted and short-lived. The question becomes - if the professional educators, par-

of the changes already experienced in jobs, banking, medicine, banking, and individual services, an inventive citizenry may actively offer ideas to make schools different.

Several developments are likely to serve as catalysts for making schools different. First, the availability of information via the Internet provides all students, regardless of their age, with massive amounts of data to support learning. The information is available on demand all day, every day, and everywhere, thereby decreasing the necessity for traditional information retrieval. Second, educators and parents alike wish to move away from the passive delivery of information and increase student engagement in the learning process.

Yr/Rank	'96 Factors	'97 Factors	'98 Factors	'99 Factors	'00 Factors
First	Negative myth about the quality of a public education	Family responsibility to prepare children for schooling	Negative myth about the quality of a public education	Negative myth about the quality of a public education	School funding based on local tax source
Second	Family responsibility to prepare children for schooling	Negative myth about the quality of a public education	Time to plan, implement and evaluate change in the schools	School funding dependent on local tax base	Family responsibility to prepare children for schooling
Third	School funding based on local tax source	School funding based on local tax source	Citizens' lack of agreement about school goals	Time to plan, implement and evaluate change in the schools	Negative myth about the quality of a public education
Fourth	Citizens' lack of agreement about school goals	Educators' inability to see schools differently	Family responsibility to prepare children for schooling	Family responsibility to prepare children for schooling	Emphasis on testing and standards as basis for school quality
Fifth	Educators' inability to see schools differently	Citizens' inability to deal with local social issues	Professional self interest in preserving status-quo	Educators inability to see schools differently	Educators' inability to see schools differently

way the League carries out its mission is to stimulate dialogue about educational issues by collecting data from educators throughout the United States and making that data available to members as they contemplate changes in their schools.

The purpose of this article is to review information collected by the HML under the rubric of 'Factors Impacting Public Schools In Your Community' and linking one of the factors (seeing schools differently) to a dialogue among a group of UNL graduate students. The data in the following chart, collected from American educators (From McKay, Jack, 2000) summarizes the top five factors perceived to have impacted public schools in America from 1996 through 2000.

ents or students cannot envision how schools can be changed, who will?

It has been said that if someone could be brought back from the 1890's to visit a school today, they would find it familiar in terms of methodology, time, and task. Of course, some things would be different. Certainly, technological advances have improved how school work is done today, but the arrangements for learning are not noticeably different; classrooms, rows of seats, lectures, homework, and testing, albeit, more testing today than in the past. It may be true that schools have not changed as much as other societal elements. The truth is educators and citizens have not been as inventive about school change as they have been about other aspects of society. Because

Third, as an aging population becomes more disconnected from public schools and questions why they should pay taxes to support the education of the young, financial and emotional support for public education may waiver unless a different (and better) system is developed. Finally, sooner or later, someone will discover how to profit financially by providing high quality, safe, and efficient schools for a fee. This phenomenon has already materialized at the post-secondary level.

Frankly, creating a different kind of school is easier to talk about than it is to implement. The public certainly must have involvement along with professional educators. The next generation of school administrators is study-

(continued on page 12)



A LITTLE HOMEWORK FOR THE SUMMER!

(continued from page 1)

leadership that is exhibited daily in each and every district. Again, thank you for giving me the opportunity to serve in this leadership capacity.

Many of you have no doubt been working on plans for the next school year. I would like to give all administrators some homework for the summer. As we finalize our plans for professional development for the 2004-2005 school year, I would like us to do some research on the different generational characteristics that comprise the many people within our educational community. Why conduct this research when you could be watching the clouds overhead at your favorite fishing hole you say? Because great leaders like you want to know as much as possible about their

clients. Good professional development is a good teacher providing quality instruction to a specific audience. Educators should have a general understanding of the characteristic that make up our communities.

I will start you with a good anticipatory set and let you do the rest over the summer. Let's look at the adults in our schools. Some educators are in the WW II generation that many call the Silent Generation (1925-1945). Some writers call this "the greatest generation" in American history. They are are/were hard working, economically conscious, and trusting of the government. They are very optimistic about the future and hold a strong set of moral obligations. Yet more of us are categorized as Baby Boomers. Members of the Baby Boom Generation (1946-1964) are strong in ideals and traditions, and are very family-oriented. They are fearful of the future, politically conservative and rather liberal socially. Perhaps the new generation of administrator may even fit into the "X" generation (1965-1982). They tend to live in the present, like to experiment, and expect immediate results. Now, not everybody born to one of these genera-

tions fits the descriptions listed above, but history suggests that more fit than not.

Labeled the "Y" generation labeled by marketers and demographers because they followed Generation X, the children in school today were born in the early 80's to the present. At seventy-eight million strong and counting, they are more than three times the size of Generation X, rivaling Baby Boomers in size and

Administrators and staff developers should understand that their audience is comprised of a mix of generations that have different characteristics. We all need to study the current generation of school-age children so we can tailor our instruction to better prepare tomorrow's leaders.

spending power. Generation Y'ers, also referred to as the "Eco-boomers," "Millennium Generation," or "Generation M" differ significantly from previous generations.

The first difference is money. Teens control or influence the spending of billions of dollars in the economy a year. They have a higher incremental allowance from their parents, and they are able to secure jobs easily with rising minimum wages. Teenagers are also trendsetters, not only for one another but also for the population at large. Younger kids look up to teens to identify and adopt the latest fashion, and adults often observe teens to determine what is "in" (Neuborne, 1999). As a group, Generation Y'ers enjoy a greater level of financial security and material comfort than previous generations.

Changing societal and family structures, combined with advances in technology, will be forces shaping the development of Generation Y. The majority of Generation Y'ers lives in households where their mothers work full-time. With divorce reaching new heights, many live in non-traditional family structures where there may or may not have been

another parent present. They have grown up in racially diverse and mixed socio-economic groups, much more so than preceding generations. One in four is not Caucasian and more than one-third of elementary school students are African-American or Hispanic (Neuborne, 1999).

Generation Y has been reared in a society heavily influenced by popular media, more so than their preceding generations. Movies, television, music, electronic magazines and games are pervasive in their environments. Nearly 80 percent of U.S. teens have a computer at home and about half have access to the Internet. Today, use of the World Wide Web and electronic mail by Generation Y is as common as the telephone. With instant electronic

access to global communities, Generation Y'ers strongly identifies with each other, sharing a global understanding as to race, gender, religion and state of the environment (Omelia, 1998).

Administrators and staff developers should understand that their audience is comprised of a mix of generations that have different characteristics. We all need to study the current generation of school age children so we can tailor our instruction to better prepare tomorrow's leaders. This is just a brief view of the generational characteristics that educators should be cognizant of when preparing for learning opportunities in the near term. As you can read, I have yet to touch on the learning dynamics of the "Y" generation. I will leave that for your homework assignment this summer. 

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- Omelia, J. (1998). Understanding generation Y: A look at the next wave of US Consumers. *Drug & Cosmetic Industry*, 163(6), 90-92.



SCHOOL REFORM *(continued from page 6)*

up. Educators' contracts and union agreements dictate working conditions. Educators are not trained in new and different initiatives. Other school schedules, like athletic conferences, affect school changes. Record keeping, policies, rules and regulations, grading, college entrance expectations, athletics, building design, bus schedule, etc., all get in the way or create obstacles for whatever you are doing. These obstacles and support from parents, taxpayers and colleagues gradually erode the enthusiasm for the initiative even if it is achieving desired results. Everything is geared to support the institution in which we work. We have grown so comfortable with the conventions and expectations of the institution of schooling that we can't break away from them for long.

The Future

So what can we do to create more learning capacity in our schools over the next 42 years? We have one that is working pretty darn well, but bursting at the seams. How much more can we cram into the system? Like many inventions and systems, improve-

ments are made incrementally until a breakthrough invention or change is created. In education I believe that breakthrough will be the acceptance of students who are in charge of their learning or student-directed learning.

Unlike the adult-controlled learning that takes place in almost every classroom, student-directed learning has few boundaries like time, place, sequence and method of learning. Instead of schools controlling these conventions of learning, schools should focus on three areas: (1) what should be learned as valued by our society, (2) how students are progressing with their learning and (3) when students have "mastered" skills, knowledge, processes and applications well enough.

How will we respond to a society that has become accustomed to receiving instant satisfaction for its desires, being entertained, accessing information about anything at any time and any place, accumulating material goods, and living vicariously through experiences accessed by technology? Our society has changed. Just as educational delivery has changed from reading in front of the fire-

place as Lincoln did, to one-room schoolhouses, to schools, as we know them today. What is next?

Some clues for the new school can be gleaned from market place characteristics valued by our society. Some of these are: delivery of goods "just-in-time"; availability of products and services nearly anytime day or night; accessibility of products, services and information from anywhere, especially from home and a plethora of choices to fit individual tastes and needs (even controlling the gender of babies). Consumers today expect convenience, instant everything, and quality. Considering the development of customer services in the private sector, perhaps schools without walls are not beyond reach.

If robots can be landed on Mars, and a Midwest farmer can harvest 14,000 bushel of corn in a day, we can exceed our present learning expectations far greater than 100 fold by creating ways that learners can progress more on their own. We have the tools and the know-how to do it. We need the will to create a support system that will maintain student-directed learning. 🗣️👤

EVOLUTION OF PRINCIPALSHIP...

(continued from page 4)

used, bemused, and seldom amused? Perhaps a look inside this marvelous animal, at his anatomy if you will, will help us to understand his masochistic tendencies better. Let us begin with the lower extremities:

The foot – an important part of the principal's anatomy. Used to stomp out "minor" problems occurring at all hours of any day; additionally, useful in chasing the truant, the malingerer, the unwanted visitors, and the insubordinate teacher(s).

The shin – referred to as the "media buffer"; a good kick in the "shin" is important to keep education people on their toes; after all, professional educators are "overpaid" anyway. Since the principal is the educational leader of his school, his shins are most vulnerable.

The knee – allows the principal to "bend but not break" when confronted with a multitude of daily problems; used

for "swift kick" to teachers willing to live on past laurels.

The pelvis – necessary to "sit" through innumerable, unnecessary, and inconsequential meetings on "what is wrong" with education rather than formulas for curing educational ills. Also used in "rising" to the occasion in defense of public education, and its importance to human survival.

The torso – part of the principal's anatomy used to "stomach" the unnecessary attacks directed at the school, the staff, and toward him or her personally; also used in the development of "intestinal fortitude" to make decisions and stand by them; important also in the "movement" of minor problems to allow room for dealing with major issues.

The neck – aids the principal's ability to see all things at all times; important when looking over his or her shoulder to see if critics are gaining.

The head – the most important part of the principal's anatomy. The part kept "cool" when under "heat" from external sources, used to outthink, outwit, out-guess, and outmaneuver pressure groups seeking to undermine the principal's role in ensuring an optimum learning environment. Yes, the head, used by the principal to deal with the unruly student when other anatomical parts, such as the hand or foot, might suggest other tendencies.

Does not this anatomical description depict an amazing specimen, able to leap tall problems in a single bound, faster than a speeding pressure group, more powerful than the teachers association? Ah, yes it's super principal.

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A NEW SUPERINTENDENT AND A NEW LIONS CLUB

by Mike Davis, Superintendent, Hyannis Public Schools

“Tell us something about yourself.” When asked this question at my interview for the superintendent position at Hyannis, my response was “I am the Council Chair for the Nebraska Lions.” I asked the board of education if they knew what this meant. They said no, so I explained that this meant that one of my first goals would be to start a Lions Club in Hyannis.

The Nebraska Lions Council Chair can be compared to the State President of the Nebraska Jaycees or a similar service organization. There are 174 Lions Clubs, nearly 5000 members, and four District Governors in Nebraska. After all, I could not be the State’s Council Chair without being a member of a Lions Club.

Chartering a Lions Club takes 20 members. Hyannis chartered with 50 members and now has 52, which makes this new club

the second largest in the western district. I am the charter president and our school secretary is the charter secretary, which makes the administration of the club easier.

Administrators and teachers need to be involved in community service. The Lions motto is “We Serve.” Service is what the Hyannis Lions Club has been doing since their chartering in November, 2003.

The members, including this superintendent, have assisted the American Legion Auxiliary members sponsoring the elementary students’ Christmas party, sponsored a local youth talent contest, sponsored youth to the district talent contest, held a pancake feed at the elementary schools music concert and art show, sponsored a scholarship, held a townhall meeting to identify community improvement projects, and have plans to sponsor the Mobile Screening Unit at the

Windmill Days.

Why should administrators and teachers be involved in community service projects? Are we not already providing a service by teaching kids? Administrators and teachers are usually considered outsiders by the community. They are seen as takers from the community and not givers. This image can be changed through working side-by-side with those who are the leaders in the community for the betterment of the community.

As a new superintendent, a service organization such as the Lions gives me an opportunity to work with community leaders outside of the school setting. This work results in better school/community relations, better communications with the community, and a better community. 

AN INVITATION TO CREATE A DIFFERENT KIND OF SCHOOL *(continued from page 9)*

ing the issue in their graduate programs. When they were asked to provide ideas that would make schools different, they offered the following:

- Learning would not be compartmentalized, it would be integrated, break away from tradition and reframe problems by looking at education as a means to meet community needs; have students practice educated solutions in the community,

- The “school” would not be just a building but the entire community – no walls to hold the community out or the learners in businesses, civic groups, churches, and community organizations would all have links with the school and citizens would expect the school to tap into the community for rich educational experiences when they are deciding important issues,

- Community service would be a part of every class and of the school as a whole,

- Teachers and other staff would receive relevant and continuous training,

- Every student would be connected to at least one adult in a meaningful relationship so learning would be both an individual and a collaborative effort,

- The school board would be connected to the city council and to other governmental and civic groups in the community,

- Citizens would be encouraged/recruited

to serve on meaningful committees for school improvement and community interaction.

Finally, one student summarized their ‘dream school’ in the following way: “With regard to thinking of schools as extensions of the community, if I had the chance to start a new school in a new community, the first thing I would want is to locate the school in a community progressive enough to accept a non-traditional school system. At this point, I would establish a Pre-K through 12th grade school system that would not be dependent on the traditional grading system for students to be promoted from one level to the next. Rather, students would have to demonstrate proficiency in learning basic knowledge, concepts, and skills needed for becoming a responsible citizen and an integral part of a community. In addition, they would have to complete a required number of community service hours each school year. While the school would remain on a nine-month calendar year, there would also be summer programs available for students who are interested.” (Lehn, 2000)

The themes that emerge from the dream school conversation are: 1) connections with the larger community to expand the learning environment, 2) collaboration with a wide variety of business and civic partners, 3) relationships - support for each learner from at least one adult mentor; 4) continuous professional

development, and 5) application of learning via community service projects.

Many of the themes mentioned by graduate students are in progress in schools throughout the nation, but there does not appear to be coordinated efforts that will lead to permanent changes that will make schools different. The dialogue about how and what to change needs to occur with students, faculty, and citizens in open, community forums. Educators do not lack the capacity to see schools differently, they lack a unifying dialogue with others who most likely see similar needs, but who are fearful of putting their idea into practice.

What issues will your internal and external communities raise when they tackle the challenges of creating different public schools to improve student learning? There is no better time than now – while the concept of public education has strong support and before the educational entrepreneurs attempt to reinvent public schooling or taxpayers disengage from the current system. Public Education is the single best investment in the future for all of America’s citizens and an updated Public Education system will extend the service and increase the dividend for communities, children, and families. 



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- 25 P-16 Statewide Conference, Cornhusker Hotel
For more information, please contact Rachel Black
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JUNE

- | | | | |
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| Bayard | 1 | NAESP Executive Board, 9:00 a.m., NCSA | Lincoln |
| | 2 | NCSA Executive Board, 9:00 a.m., NCSA | Lincoln |
| | 10 | NSASSP Executive Board, 10:00 a.m., NCSA | Lincoln |

AUGUST

- | | | | |
|--|-----|----------------------|---------|
| | 4-6 | Administrators' Days | Kearney |
|--|-----|----------------------|---------|

