

“THE CHANGING LEADER”

by Troy Loeffelholz, Vice Chair, NCSA Executive Board, Past President NSASSP



Loeffelholz

“Principals are quite used to complying with mandates and new laws. Our members know what’s important; that they communicate clearly with staffs and parents about this new law and what they will be doing to make their schools better. They are guardians of their students’ social and emotional welfare” (Ferrandino & Tirozzi, 2004). The impact of NCLB is also being termed as No Teacher Left Standing Act. Principals, more than any other educator, whether they like it or not are becoming the main spokespeople for NCLB and all its complexities.

Richard Elmore in 1999-2000 describes the little amount of training for school administrators as this: “Instructional leadership is the equivalent of the holy grail in educational administration. Most programs that prepare superintendents and principals claim to be in the business of training the next generation of instructional leaders.” Most professional development for school administrators at least refers to the central position of instruction. With high school reform and the newly published “Breaking Ranks in the Middle,” principals must develop skills and knowledge required to become instructional leaders. Many times school leaders do so because of their own preferences and values – and often at some cost to their own careers. The institutional structure does not promote, or select for, knowledge and skill in the area of teaching and learning

I'd like to use what DuFour, DuFour, and Eaker talk about for students and relate it to principals. The first question we need to ask is: *What is it we expect*

educational leaders to know and do? We want the leaders of our schools to be visionary, goal driven, inspiring, and empowering. “Holding the keys to visionary leadership is not enough. Visionary leaders must actively work to realize their goals and objectives” (Anfara & Brown, 2003). But a strong leader must be provided ample opportunities to address those needs through professional development.

The second question is: *How do we know if they have learned it?* “School administrators are increasingly being called on to do more than just supervise their schools. They often must lead in redesigning them. Are education administration programs preparing up-and-coming leaders for this challenging work? In all of this research it is important to note that McCall, 1998 identifies two well-defined and widely accepted approaches to leadership development of what will not work. Two of the most important clues involve two things. “1) Assume that a potential leader first must demonstrate the desired leadership qualities and competencies in order to be considered suitable for leadership positions; and 2) equating leadership development with visible programs” (Southern Regional Education Board, 2001). Isn't this kind of what it is about? Our success and whether or not if we learned it is determined by the success of our schools. Many of us face great obstacles in trying to be the best school we can be. My challenge to each administrator is to look into the students and what your data tells you. What are the needs they are telling you? Proper direc-

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NCSA Board Elects New Chair and Vice Chair



Ramaekers



Frye

The NCSA Executive Board at its April 19, 2006 meeting elected Larry Ramaekers, Superintendent at Aurora Public Schools and President of NASA, as the new Chair of the NCSA Executive Board. Lee Frye, Director of Special Services at Elkhorn Public Schools and President of NASES, has been elected as Vice Chair. Terms of office begin on September 1, 2006. 🗣️

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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.



SPRING CLEANING, THE HUMAN RESOURCES WAY

by Nancy Biggs, Assistant Superintendent, Lincoln Public Schools



Biggs

Spring has arrived, and with it the promise for school administrators that soon we can close out this current school year and get on with the business of preparing for the next one. Because this is one of the only times administrators can effectively make changes in the procedures and processes we use with employees, allow me to provide you with my Human Resources spring cleaning list.

Policies and Handbooks

This is the time of year to review your employment policies as well as employee handbooks and update them for the

coming year. Legally current policies are critical to successful Human Resources management, and although not specifically regulated by statute, employee handbooks can be important legal tools.

Policy and Handbook spring cleaning list:

1. Review all employment policies and handbooks and revise to reflect new laws, administrative procedure changes, etc.
2. Eliminate any language that gives rights or benefits that are not intended. For example, classified employee rights to continued employment or provisions that erode the "at-will" status of any employees. Add language that states something such as: "Nothing in policy or

this handbook should be construed as a contract or guarantee of continued employment". As for certificated employees, make sure all language dealing with the evaluation process is consistent with current practice. Check the Nebraska Department of Education website: Rule 10 at §007.06 for teacher evaluation requirements. <http://www.nde.state.ne.us/LEGAL/RULE10.html>.

3. Carefully review any language that describes the discipline or termination process you must follow for both certificated and classified employees. Since courts often hold these provisions can modify the employment contract and are binding on the employer, use language that does not lock you into a scripted progressive discipline process.

4. Document that each employee has read and understands the contents of their handbook by having them sign a document attesting to this fact. Keep this page in their personnel file.

Overtime Procedures

The Fair Labor Standards Act (FLSA) is the federal law that outlines the rules for payment of overtime to employees. Teachers and administrators are all exempt (not eligible) for overtime payments, but the majority of the other school district employees are non-exempt (eligible for overtime).

This spring review your negotiated agreements, employee handbooks and district policies to insure they comply with current FLSA regulations. Coaches who are not teachers or administrators are the biggest FLSA challenge. If you hire classified employees to coach or sponsor activities and are paying them a stipend, you may be in violation of FLSA. Classified staff, such as paraeducators and secretaries, who also work for you as a coach or activity sponsor, must be paid time and a half for the hours worked over 40 during one work week, combining hours worked in each capacity. If one

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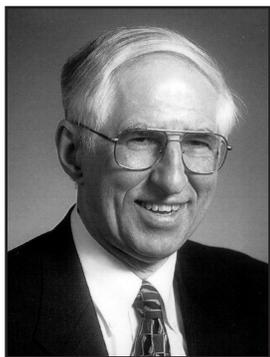
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PERSPECTIVES

by Jerry Sellentin, Ph.D., Executive Director



Sellentin

NCSA MEMBERSHIP IS IMPORTANT TO YOU

The Nebraska Council of School Administrators (NCSA) is an extension of your profession as administrators. NCSA helps school administrators in Nebraska accomplish things they can not do alone.

- NCSA is a collective voice speaking on behalf of children, schools, communities and the profession of school administrators,

- School administrators have more clout as a group than as individuals. There IS strength in numbers. NCSA has a total membership of 1,857. This is the highest in NCSA's 36 years as an organization for school administrators,

- NCSA represents school administrators' point of view to State Senators, Congress, the Governor, the State Board of Education and the State Department of Education. NCSA monitors legislative developments and provides accurate information and reports, as they happen, by e-mail and on the NCSA Legislative Summary web site. NCSA has an experienced and effective full-time lobbyist in Mike Dulaney,

- NCSA provides top-notch professional development activities and oppor-

tunities to network with school administrators statewide. National speakers such as Doug Reeves, Mike Fullan, Ian Jukes, Frosty Troy, Terry Deal, Murray Banks, Todd Whitaker, Mike Kneale, Jamie Vollmer, and Bertice Berry, to name a few, have made presentations at Administrators' Days. The 2005 Administrators' Days had 1,015 members in attendance. This is the largest in NCSA history. We will be looking for you at the 2006 Administrators' Days August 2-4 at the Holiday Inn in Kearney,

- Legal Support provides you due process for issues involving your employment. An example of a member who needed NCSA' and AASA's legal Support is discussed on page 4 of the May issue of *NCSA TODAY*,

- NCSA's working with emerging administrators, by providing leadership programs for administrators through NELI Gallup Leadership Institute, University of Nebraska directed by Bruce Avolio and Bob Whitehouse. Professional development for new principals in the Principal Liaison Program is directed by Bill Kenagy, Kent Mann, Mike Wortman, and Scott Dodson,

- Cooperation with University Faculties of Educational Leadership,

- Informative Internet website (www.ncsa.org),

- Recognition and award programs of outstanding leaders of education,

- Publications and Resources are available through the *NCSA TODAY* and NCSA Legislative Summary.

- Active NCSA Executive Board of Directors and effective committees,

- Affiliation with National Educational Associations,

- Last but MOST important a dedicated and professional staff, in Mike Dulaney, Julie Anshasi, Kelly Coash Johnson, and Angie Carman.

Your participation and dues keeps NCSA strong. The membership year is from September 1 to August 31. You can renew your membership now and renew at the current rate of \$310 if completed by November 1.



As you plan for the months of June and July, be sure to include time for yourself. This is something we should do 365 days a year! Ray Charles states it this way, "Live every day like it's your last, 'cause one day you're gonna be right."



NCSA ONLINE MEMBERSHIP RENEWAL

It is time to renew your 2006-2007 NCSA membership!

You may renew your NCSA membership online quickly and conveniently.

At the **NCSA website**, just click on **Member Services** on the left side of the Web page.

Then click on **Membership Form**. You may then choose either **DOWNLOAD** membership form or **COMPLETE ONLINE** membership form (this is the preferred method).

Be sure to print a copy of the form to submit to your business office.

Then send your payment to NCSA and your membership will be renewed!

Please remember that we cannot activate your membership until we receive your payment.

If you have any questions about this process, please e-mail julie@ncsa.org, or call her at 800.793.6272.

Go to www.ncsa.org to renew online now!



NCSA PROVIDES A "LIFELINE"

by Dr. Paul D. Sellon, Former Superintendent, Waterloo/Valley Schools

Into every life some rain must fall. So goes the reality of today's leadership roles in education. Sometimes it's a sprinkle, other times a downpour, and once in awhile it can be a torrential downfall, which causes a flood and actually sends you down the river. During these times of change and crisis, a lifeline from shore can be critically important. That's exactly what NCSA provided me in my last position.

I had served as the superintendent of Waterloo since 1999. In the spring of 2003, the Board of Education of neighboring Valley asked the Waterloo Board of Education to share superintendent services. The two Boards had just agreed to study the feasibility of a reorganization between their two school districts. Sharing a superintendent seemed to be a reasonable and natural progression, given the history and circumstances of the situation.

I've had the opportunity to serve as superintendent in a number of different school districts in Nebraska, Kansas, Iowa and South Dakota since landing my first leadership role in 1982. From experience, I knew many of the challenges, which were in store for the two districts as they embarked on this mission. I also clearly understood what my role would be as we moved forward. This led me to review my contract and to consider necessary language changes that should be addressed in order to insure my job and financial security as we headed down this road.

When the Waterloo Board asked if I would consider this shared superintendency, I indicated a willingness to do so with the understanding that we would need to consider new contractual language. My current contract was the product of an NCSA sponsored contract workshop that had been given a couple of years earlier. This was very helpful in establishing profession standards by which the Board and I conducted our business and relationship. The new language stipulated that in the event of a merger, reorganization, etc., the Board would have a choice to either name me

as the superintendent or not. If they chose not to, then an amount equal to two years compensation would be paid to the superintendent and we would part company with that agreement understood.

Current history came to pass on June 1, 2005 when the DC West School District was created. One of the first orders of business was the appointment of the superintendent. The new Board decided that they would look to find new leadership for the district, and in doing so, also chose to pay off my contract. NCSA and AASA were there for me and provided for the legal support on these contract matters. I continued to serve as interim superintendent until August 1, 2005, when a new interim was assigned the role for 2005-06. The Board planned a superintendent search in the fall of 2005, and the rest is history.

In these challenging times dealing with reorganizations and other politically charged school issues, it is wise to review your contract language, and it is important to have the support and presence of your professional associations. NCSA was there to support and help me through these difficult times. I also received a number of calls of support and assistance from colleagues and for that, I'll be forever grateful.

This profession that we call educational administration and leadership has so many positive aspects. There are also challenging times when life may not be fair and the rain begins...having a professional association which cares, supports and helps in times of crisis can make all the difference.

After this chapter in my life, my words of advice would be the following: Take a hard and critical look at your present contract and send in your NCSA dues for 2006-07!

Thanks NCSA, and best wishes!



UPCOMING EVENTS...

May 23

NARSA Event
Lincoln, NE

June 5-8

Nebraska Career Education
Conference
Kearney, NE

For more information go to
www.nceconference.com

August 2-4

Administrators Days
Holiday Inn – Kearney, NE

September 7

Reinventing the High School
Holiday Inn – Kearney, NE

September 13

School Law Update
Holiday Inn – Kearney, NE

September 20-22

Leadership In Classroom
Assessment
Hilton Hotel – Omaha

September 21-22

NASES/NDE Joint Meeting
Cornhusker Hotel – Lincoln, NE

September 27

Assistant Principals Conference
Cornhusker Hotel – Lincoln, NE

September 30

NCSA Tailgate - Kansas vs. NE
NCSA Parking lot – Lincoln

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



Book Review by Ron Joekel

See Jane Hit: Why Girls are Growing More Violent and What Can Be Done About It

Author: James Garbarino
New York: Penguin Press (2006)
ISBN: 1-59420-0750

James Garbarino, a leading authority on juvenile violence and aggression, takes a fascinating look at girls getting physical—from the assertive physicality expressed by healthy girls to criminal violence on the part of troubled ones. He lauds girls' release from the obligation to be "ladylike" in an increasingly egalitarian society, a "new freedom...that can boost self-esteem and self-confidence." But he warns that at the other end of the spectrum are girls who are more vulnerable to today's increasingly "toxic social environment", an entanglement of hypersexuality and materialism—and prone to asocial violence. Through his research and first-person statements from teens, he uncovers a steadily increasing trend toward violence among America's girls. Garbarino asks, "are the forces that put women into professional basketball the same forces that put U.S. Army private Lynndie England in the position of torturing prisoners at the Abu Ghraib prison?"

Garbarino in discussing the influence of pop culture on girls, identifies the impact of Hermione's socially acceptable punch in the third Harry Potter movie and the physical aggression in the cartoon *Powderpuff Girls*. He claims that the message for girls is loud and clear in American society, "aggression works" and girls are listening to the message. He says that the headlines front and center in the news media about juvenile violence has always been with us. What is new is these stories aren't just about boys, they're about girls. Ten years ago he says, almost ten boys were arrested for assault for every girl. Now the ratio is

four to one, and it's dropping rapidly. Hence, the question posed by Garbarino, "What's going on with American girls?" *See Jane Hit* is the first big-picture answer to this crucial question, an awakening and recognition of this problem.

In *See Jane Hit*, the author shows that the rise in girls' violence is the product of many interrelated cultural developments. Girls have learned to express themselves physically in organized sports—thirty years ago, the number of boys playing organized sports was more than ten times greater than the number of girls; now we're almost at 1:1. He states that on one hand this is a good thing, but on the other hand he believes that girls are not being trained to handle their own physical aggression the way boys are. He claims that our methods of child-rearing culture include all sorts of mechanisms for socializing boys to express their violence in socially acceptable ways, but with girls we lag far behind. At the same time, the culture has become more toxic for boys and girls alike, and girls' sexuality is linked with violence in new and disturbing ways.

There are, of course, detractors who disagree with Garbarino and feel he is overstating the issue. He has been criticized for using a large number of secondhand incidents, using and interpreting data incorrectly with much of it being outdated from the 1990's. Others have called Garbarino an alarmist and cited statistics that violence and other crimes by girls have actually fallen sharply since the 1990's according to FBI reports. More alarming to some of these critics

is FBI reports of violent crime rates by women ages 30 to 59—the parents of teen age girls in many cases—leaped by 50% since the early 1990's and have nearly tripled over the last quarter century.

To find out who is right and who is wrong is not my intent with this review. I can relate a first hand experience that when James Garbarino spoke in person in late March at the College of Education and Human Sciences seminar at the University of Nebraska-Lincoln, he drew a large responsive audience comprised of all ages. The event sponsored by the College and the University of Nebraska PDK Chapter had Garbarino speaking to CEHS students and faculty at one session, and an open audience at another session. His comments certainly resonated with me and his point about the "new" American girl made a great deal of sense.

See Jane Hit is a powerful wake-up call and I recommend that parents, administrators, parents and the general public read this book as Garbarino has touched upon an issue that is confronting society today. Read it and judge for yourself the value of hearing the issues he raises. What does he present in the way of how we can cope with this "new" American girl? What girls need, he concludes in this even-handed but eye-opening book, is a positive sense of rootedness and spirituality, and benevolent adult involvement in their lives.





FRAMING A GLOBAL MINDSET FOR SCHOOLS FOR THE 21ST CENTURY

by Doug Christensen, Commissioner of Education



Christensen

I don't have much expertise in world settings and global mindsets. However, I can help frame some of what this is about and frame some of the things that I think are going to have an impact

on schools.

First, there seems to be a "futuristic" element to this talk about "global" and "21st Century." It is not the future. It is now. We delay putting our face right in the middle by thinking it is a futuristic thing that it is somewhere out there and that some day it may happen. In fact, it is right here, right now.

Second, in a world that is "flattened by technology" I think some interesting things will happen. For example, technology will create cultures where the individual is empowered. Right now, our schools are managed by adults. Adults make all the decisions. Adults are in charge and in power. In a global world, the kids and their parents will demand a bigger role. They will be more in charge. With the technology that is available, people will be in charge. Institutions, agencies, businesses and government will no longer be totally in charge. Individuals are going to have much more power than any agency, institution or grouping of people.

How will schools be different when kids are deciding how school is going to go? What happens when students decide what they are going to study, when they are going to study it, and how their studies will be organized?

Third, is the knowledge explosion. The knowledge explosion is "hyper-geometric." We've all heard about the knowledge explosion occurring every so many years. I think it is now doubling every 1.7 years. The "doubling phenomenon" will be hyper-geometric in the sense that

this is going to soon be measured in months, maybe weeks, not years. How are we going to organize curriculum and define "school" when the knowledge explosion of the 21st Century is outpacing the content of much of what we teach. We won't be able to keep up.

Fourth, the culture of the world is going to demand collaboration. We really don't understand collaboration or practice it to the level 21st Century requires. Most of us still think cooperation is collaboration. Collaboration is much more and looks a lot like kids working together on a project. Except when kids collaborate in school, we call it cheating. We've got to get over that. That's the way work will be done and our students must learn how to collaborate, contributing equally and benefiting equitably.

Fifth, in a global world we must recognize that it will be our people who will be the source of our strength. Traditionally, the strength of our people meant strong backs. In the 21st Century, it basically means "strong" minds, what people know and the kind of skills they have. I believe that this strength in our people includes their disposition. Disposition doesn't mean mood and it doesn't mean attitude. It means what people are predisposed to do; what they are prepared to do; what they are capable of doing; and, what they are willing to do. When we use the phrase "developing human capital," we are talking about the power of minds and the power of dispositions.

Sixth, Gaston Caperton, a former governor who is now President of the College Board, said ". . . we have good students; we have been very successful as entrepreneurs . . . what we don't do well is understand the world, languages, and cultures." Our competence in world matters needs immediate attention. Our proficiency in inter-cultural relationships

needs a lot of work.

Two years ago, we did a survey of 26,000 Nebraskans, half of which were educators. We asked them to rank order a list of things in priority order in terms of what our schools should offer. Dead last was world languages. Dead last!

Seventh, when we begin to describe the economy of the 21st Century, I hear things like "market focused, entrepreneurial, information/intellect driven, global, quality defined by variation, and work defined as intellectual work."

When we begin to describe the world of the 21st Century I also hear words like "global, highly networked, digital, capitalized, competence and adaptability/flexibility."

Does this describe our schools today? Will it describe our schools tomorrow?

A 21st Century education system is likely to be defined by outcomes, not processes. The 21st Century school will likely not be a place. There will likely be open entry and open exit. Kids will come when they want to learn. When kids are there, we will teach them. We will document learning and certify mastery when students demonstrate knowledge, skill or disposition. Progress in the system will require demonstration of mastery. And more important, the school is going to look like, feel like and be more like a family and a community.

When we think about all that describes and frames the 21st Century, we are also framing what should be 21st Century schooling and education. It is a "new world" for many of us and may seem far away. To our children, it is the world they live in now! 



PRINCIPAL LIAISON

by Bill Kenagy, Principal Liaison, NCSA

NCSA has had a vision for providing assistance to new Principals for over ten years. This vision was initially actualized by the Networking with New Principals Program that has been very capably led by Kent Mann (Grand Island HS), Scott Dodson (Norfolk ES), and Mike Wortman (Lincoln HS). This program involved weekly e-mails to new principals with ideas, tips, and encouragement and three one-day workshops each year. While this program has continually produced very positive results over the last decade, Jerry Sellentin and the NCSA Executive Board made a decision in 2005 to increase the support offered to new elementary, middle, and high school principals in Nebraska.

In August of 2005 the Principal Liaison program was initiated to complement the Networking with New Principals Program. Having recently retired from "active principaling" at Kearney High School, I was hired to lead this program. In addition, Scott Dodson, Woodland Park elementary principal from Norfolk, was enlisted to give us a needed elementary presence.

Since August, I have had the pleasure of working with most of the new principals in Nebraska. This has been a rewarding experience for me and, hopefully, a beneficial experience for the newest members of our administrative profession. The Principal Liaison's primary responsibilities in the first year have consisted of the following:

- Arranging and holding group and individual meetings to discuss pertinent issues for new principals. This was done by making four circuits of each region during the year.
- Creating and distributing resources, e.g. leadership, bullying, teaching children of poverty, in-service ideas, interview questions, teacher observation formats, essential education, sex offender notification, etc.
- Attending NCSA workshops and providing notes for new principals not

able to attend. Topics included school law, student discipline, employment pitfalls, professional learning communities, etc.

- Attending and presenting at Region meetings
- Continuation of weekly e-mails (a total of 35) and networking meetings
- Developing a database of new members

In relation to the database, a total of 128 new principals were identified which included 58 who were in their first year of administration and 70 principals who were in new positions. Region II had the most new principals with 39 (16 first year) and Region V had the least with 20 (10 first year).

A goal of the Principal Liaison program in its inaugural year was to offer on-site visits to each Region at least four times during the school year. And so, 7,419 miles later I have a whole new appreciation for the expanse of our state and the diverse issues that new principals face in their varied settings. I would like to thank all of the region officers for their graciousness during my visits to their meetings.

As I met with new principals, both individually and in small groups, many interesting questions were raised. We had engaging discussions and I hope I was able to respond with support or at least find an answer from one of my comrades for those questions. Most of the new principal questions were oriented around what I call the "nuts and bolts" of administering a building. Just a few examples of the types of questions are:

- Hiring at mid-year
- Working with group homes
- Working with a faculty resistant to change
- Delegation of School Improvement
- How to elicit superintendent feedback
- Creating a work-release program
- Efficacy of mobile computer labs
- Immunizations and dropping students

• The new teacher who is not "cutting it"

Some of the e-mail topics from the total of 35 messages that have or will be shared with new principals during the current year are:

- Your leadership style—Your leadership legacy
- Tracking trends and questions to ask yourself
- Dealing with grief
- Do you have an evacuation plan?
- Religious music in public schools
- Helping new students feel welcome at school

It has been a great adventure for me to travel our state to meet with so many fellow administrators, sharing experiences and ideas. As I conclude this first year as Principal Liaison, I would like to share two brief reflections on my experiences with new principals. First of all, this is a "bumper crop" of very competent and dedicated new school administrators. A second reflection would be that new principals tend to stay close to home and are accordingly very selective in what they choose to attend. (I think I remember those days.) This is a strong rationale for trying to "go to where they are."

I hope these brief comments in part capture what the Principal Liaison program and NCSA have been trying to do over the last year to support new principals. As this year comes to a close, there will be an evaluation of the program. The comments of those administrators who participated this year will be most valuable in helping make adaptations to the Principal Liaison program and, consequently, making it even more beneficial to our new principals in future years.

Thank you for the opportunity to support Nebraska's newest principals. It has been a great ride (all 7,419 miles!).





NELI

by Bob Whitehouse, Coordinator, the Nebraska Educational Leadership Institute and retired Omaha Public School Principal

The Nebraska Educational Leadership Institute, referred to as NELI, has just concluded with the third class of administrators.

The program officially began in the 2003-2004 school year with six coaches and 24 participants. Since then ten more coaches (who are all Nebraska superintendents) and 47 more administrators have completed the year-long institute.

The main goal of the institute is to help each and every participant achieve his or her full potential as a leader.

The Gallup Leadership Institute and the Nebraska Council of School Administrators sponsor the program.

Individuals who have been in the program nominate participants. The year-long activity consists of three day-and-a-half sessions with all administrators.

Coaches will also work with peer learning groups made up of five or six members who form teams based on geographic locations. They tend to meet monthly throughout the year. The coach engages participants in discussions about problems and opportunities faced by educational leaders and assists with implementation of a personal leadership plan for each person.

NELI covers more than most leadership development efforts. It includes an in-depth assessment up front, follow up individual and group leadership development work, support for online interactions as well as field experience and applications.

As the coordinator of the NELI program, I have had the opportunity to meet with the various teams as well as make a personal visit to each participant at their respective schools. A summary of some of their comments follows:

- I need to be more empathetic with my staff
- My biggest challenge is to empower instructional leadership

- Buy-in is so important as we prepare for block scheduling

- I have high expectations of my staff and myself

- I'm still learning how to use the resources available from my district

- Character education is nearly as important as an academic class

- School improvement has to be ongoing

- Resistance to change is a big obstacle to our progress

- Finding a balance in my school and family life is tough

- I continue to challenge myself and my staff to do better

- We must honor each other personally and professionally

- Always remind yourself – What would your best teachers think and how would they look at my decision?

- Besides an assessment – What evidence do I have that kids are learning?

- I'm trying to work with a faculty to recover from low morale and from previous leaderships

- I have to remind myself certain issues aren't my fault

- My biggest challenge is trying to get everything done

- I always try to ask myself – What's best for students?

- NELI is just what I needed – Thank you for being here

Comments like these certainly help to solidify the need for continuous leadership development. Bruce Avolio and Jerry Sellentin continue to assure that the leaders of our Nebraska schools have opportunities to enhance their leadership potential.

The future of our schools lies in the hands of our leaders, and thus developing the best ones possible remains a major goal. 

“The Changing Leader”

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tion on intervention and instruction strategies will be driven through your student data. That is how we know if we have learned it.

Which I believe leads to the third question: *What are we going to do if they have not learned what they need to know?* "Professional development plays an essential role in successful education reform. Professional development serves as the bridge between where prospective and experienced educators are now and where they will need to be to meet the new challenges of guiding all students in achieving higher standards of learning and development" (Goals 2000, 2001). Engaging all school leaders in well-planned, integrated, career-long learning to improve student achievement requires promoting collaboration, modeling effective learning processes, and incorporating measures of accountability that reflects student learning.

I believe NCSA is moving in this direction. If you look at the professional development that has been offered the past couple of years it is astounding that we have had the quality we have had. We have hosted Dr. Eaker, Todd Whitaker, Dr. Reeves, and our tireless attorneys to name a few at Administrators' Days or Affiliate State Conventions. I beg you to look into the upcoming professional development calendar in the next year and take a close look at what is being offered to our membership. Everyone can improve his or her skills as a leader. Please take the time out of your busy schedules and re-energize your batteries and seek best practice in your profession. This is how we meet the demands of federal and state accountability.





FIRST (AND ONLY) YEAR ON THE JOB – LIFE AS AN INTERIM

by Bob Alber, Interim Superintendent, Douglas County West Community Schools

Interim, lame duck, one year wonder. I have heard these and other terms used to describe my position this year. Last August, I was given the privilege of becoming the interim superintendent of Douglas County West Community Schools. DC West is a newly reorganized district formed by consolidating District #11 in Waterloo and District #33 in Valley.

A lot of planning had gone into the reorganization. New curriculum had been developed, new policies written, new contracts negotiated. Some teachers were reduced, others changed buildings or assignments. There was a new name, new mascot and logo, new colors, new uniforms. Gymnasiums were repainted, signs redone, websites rebuilt, traditions altered or abandoned. Little stayed the same, and that included the educational leader of the district.

A late resignation allowed me the opportunity to become a part of this exciting transition. On August 1, I began an eleven-month tenure as superintendent. This then will be a sharing of the perceptions and ideas that I have gleaned from this experience.

To quote an article in the February, 2006 American School Board Journal, "...the day you let people know you're leaving is the day you become a lame duck." How about the day you take the job? That really makes little difference. What I tried to do was use 30 years of experience as an administrator to make the best decisions possible for all concerned. A wise professor I encountered in graduate school imparted the following wisdom often enough that I retained it. All your decisions must be educationally sound, economically feasible, and politically expedient. I harkened back to those words often over the past months.

The advice I hope to pass on here is not meant for interims only, but should

be useful to any superintendent moving to a new position. The learning curve is always steep for any new administrator during his/her first year. It is especially steep for someone changing districts, or as in my case, changing states. It wasn't long before I became acutely aware that, "We're not in Kansas anymore, Toto." I needed help. Allow me now to share with you my principles of achieving success as a new superintendent.

1. Network, seek advice, use your colleagues and friends. You're not on an island by yourself. I was able to ask help from our ESU Director, from staff in the State Department of Education, and from fellow superintendents in Nebraska. They didn't know it, but piece-by-piece they completed my budget for me in addition to helping me with other decisions.

2. Get to know your constituencies. Learn all you can about your staff. Meet them on their turf and show an interest in who they are and what they think. Attend activities. Visit with parents and patrons.

3. Study and learn. Policies vary from district to district. Laws vary from state to state. Customs and precedents are different from school to school. Do not assume that you know policies, laws, or traditions. You need to research before making decisions based on any of these.

4. Volunteer for duties. Not everyone will agree with me on this, but I believe few things enhance my public perception more than working along side teachers and parents at activities. It is great to hear all the positive comments while taking tickets at a volleyball match, timing at a track meet, serving drinks at a soup supper, or just attending lots and lots of events.

5. Don't constantly refer to your previous situation like it was some sort of utopia. It wears thin quite quickly when you preface a lot of observations with,

"back at DC West" or "back in Valley." A better option is to say something like, "It has been my experience that . . ." I recall a principal who after two years was still using the phrase, "back at my school." This was a bit prophetic in that the new school never did become his school.

6. Embrace the differences in your new position and learn from them. Don't immediately attempt to initiate changes before determining that your ways are better ways. When they are better, trust your experience to develop procedures you know have been successful. Just don't let anyone know you're imposing your changes. Make staff feel it is their idea.

7. Pack everything you can legally borrow from your previous position. Everyone has his/her favorite files containing job descriptions, meeting agendas, forms, manuals, handbooks, etc. You helped create those and have ownership. Leave a copy for your successor, but don't assume you will receive the same consideration.

8. One exception to the above, especially as an interim, is leave your ego behind. Self esteem is beneficial but self aggrandizement is not. An old adage recommends accepting responsibility for failures but crediting others for successes. It works.

Reviewing what has been written here, I begin to feel like the old professor spewing bits of country philosophy. Having transitioned four times now to a new position as superintendent, and especially the latest as an interim, I feel strongly that these are the qualities that have worked well for me.

If at some point toward the end of your career you have the opportunity to become an interim superintendent, take it, embrace it. It is an exciting adventure. Besides, you can credit all the problems to your predecessor and leave all the solutions to your successor. 



PROVIDING THE BASICS FOR EDUCATION

by Randy Nelson, Superintendent, Norfolk Public Schools



Nelson

When we hear the phrases “basics in education” or “back to the basics,” most of us think of the three “R’s”, reading, (w)riting, (a)rithmetic. While this is still somewhat true in today’s society, the real “basics” for education has changed and expanded. Our schools today must constantly be concerned about providing a solid academic foundation for all students in the areas of reading, writing, math, and science. However, a higher and higher number of our young people are coming to school today unprepared to learn, unmotivated, and lacking the basic human needs both physically and emotionally required for learning.

Poverty is the one item that has had the greatest negative impact on our students’ ability to learn and experience success in the classroom. Unfortunately, many of our children do not have high-quality nutrition, stimulating homes, and extensive learning opportunities prior to entering school. Likewise, a large percent of our young people do not speak English when they enter school—thus putting them at an extreme disadvantage to succeed in our educational environment.

Public schools throughout the country contend with many of the same issues Norfolk does when it comes to students of poverty and children coming to school not ready to learn. The range of educational preparedness is growing

wider and wider every year mainly because of poverty, mobility, and the breakdown of the American family unit. While school districts continue to work harder and smarter to meet the various needs of our students, it has become, at times, an overwhelming challenge. This is why it is so frustrating to have the federal legislation “No Child Left Behind” which assumes that all children can learn at the same level and in the same amount of time. Certainly, all children can learn, at some level. However, empir-

test in and of itself cannot erase the fact that children from homes where parents have little education and minimal resources have many strikes against them.

The period of early childhood is critical. Children who do not receive proper nutrition during this time period will be at a disadvantage and have more difficulty with cognitive development, acquiring adequate vocabulary and learning the sounds required for learning to read. Knowing this should be enough to con-

vince us to concentrate on improving the lives of children before they come to school.

We live in a country where 10.5 million children have no health insurance. Most of them live in poverty. The child poverty rate in the United States is the highest among the so-called developed nations.

It is not enough to simply proclaim that “no child will be left behind” without enacting proper public policy to provide economic opportunity for families, health-care for all children, and parenting education for young parents.

Until we as a society (notice I did not say as a school district) summon the courage to provide all children with basic human needs our country will always have “children left behind”. Communities, schools, and governments must continue to work together to meet the needs of our young people. We must never give up. 

Poverty is the one item that has had the greatest negative impact on our students’ ability to learn and experience success in the classroom. Unfortunately, many of our children do not have high-quality nutrition, stimulating homes, and extensive learning opportunities prior to entering school. Likewise, a large percent of our young people do not speak English when they enter school—thus putting them at an extreme disadvantage to succeed in our educational environment.

ical research does not support the assumption that all children can learn the same curriculum, in the same amount of time, and at the same level.

Few people will disagree with the focus on accountability and the setting of higher educational standards for all students that NCLB demands. The concern, however, that many have is the fact that measurement alone will not bridge the learning gap that exists between children from homes of various socio-economic levels. Mandating standards and

CONGRATULATIONS TO...

☞ **Ann Auten**, Principal, Hastings Hawthorne Elementary School, for outstanding leadership by the Hastings YWCA,

☞ **Paul Sheffield**, Superintendent, Schickley Public Schools, named Outstanding Administrator by the Nebraska State Band Association,

☞ **Nancy Meyer**, ESU 6 Special Ed Director, named NASES 2006 Distinguished Service Administrator,

☞ **Evonne Burkink**, wife of retired Norfolk Principal, recognized as an outstanding mentor with Team Mates by the National Mentoring Partnerships in Washington D.C.,

☞ **Paula Sissel**, Principal, Garden County, named Superintendent, Garden County Public Schools,

☞ **Herb Pokorny**, Superintendent Bruning/Davenport USD, named Superintendent and K-6 Principal, Newman Grove Public Schools,

☞ **Dennis O'Conner**, Principal and former Superintendent, Lodgepole Public Schools, named Superintendent, Creek Valley Public Schools (Chappell),

☞ **Gayle Fredrickson** named Superintendent of Elgin and Ewing Public Schools,

☞ **Roxanne Kastens** named Business Manager of Elmwood-Murdock Public Schools,

☞ **Joan Carraher**, Principal, Spalding Public Schools named Superintendent of Spalding Public Schools,

☞ **Brent Cudley**, Fremont teacher, named Assistant Principal at Arlington High School,

☞ **Stan Hendricks**, Louisville teacher, named Assistant Principal Syracuse High School,

☞ **Kevin Reiman**, Auburn Assistant Principal, named Auburn High School Principal,

☞ **Clayton Waddle**, Principal at Red Cloud, named Lawrence/Nelson Principal,

☞ **Jennifer Widner**, Wakefield Elementary Principal, named O'Neill Elementary Principal

☞ **Sheri Ehler**, Gering Elementary Principal, named Sidney Elementary Principal,

☞ **Susan Benak**, David City teacher, named Crofton Elementary Principal,

☞ **Tom Hain**, retired principal, named Hershey Elementary Principal,

☞ **Jason Dolliver**, Norfolk teacher, named Pender High School Principal,

☞ **Heath Peters**, Mitchell teacher, named Mitchell High School Principal,

☞ **Craig Marshall**, Stapleton Principal, named Niobrara 7-12 Principal,

☞ **Candace M Corradt**, O'Neill St Marys K-12 Principal, named Superintendent Bruning/Davenport USD,

☞ **Jan Peterson**, named Principal at Skyline Elementary at Elkhorn Public Schools,

☞ **Nancy Whitney**, Principal at Skyline Elementary in Elkhorn, named Director of Human Resources at Elkhorn,

☞ **Chad Zavala**, teacher, named Principal at Leonard Lawrence Elementary in Bellevue,

☞ **Dwayne Chism**, teacher, named Principal at Lemey Elementary in Bellevue

☞ **Paige Roberts**, teacher, named Principal at Two Springs Elementary in Bellevue,

☞ **Sherri Ehler**, Principal at Lincoln Elementary in Gering, named Principal at Sidney Elementary,

☞ **Donna Williams**, Coordinator at Randolph, named Principal at Zeman Elementary in Lincoln,

☞ **Corey Bohling**, teacher at Dodge Elementary in Grand Island, named Assistant Principal,

☞ **Terry Neddenniep**, Principal at Park Middle School in Lincoln, who has received the Marie Bourke Leadership Award,

☞ **Mike Cunning**, Superintendent at Sutherland/Hershey, named NRCSA Outstanding Superintendent Administrator,

☞ **Ron Pauls**, Principal at Heartland Elementary School, named NRCSA Outstanding Principal,

☞ **Jerry Gronewold**, Director of Staff Development at ESU #11, named NRCSA Outstanding ESU Staff Member,

☞ **Nate Stineman**, named Interim Superintendent at Arlington,

☞ **Dan Schiefelbein**, Principal at Dodge, named Superintendent at Walt Hill.

RETIREMENTS

☞ **Ron Giller**, Principal at Leonard Lawrence Elementary in Bellevue,

☞ **Ann Trinkle**, Director of Assessment, at Bellevue,

☞ **Rick Moses**, Middle School Principal, at York,

☞ **Julie Walworth**, Director of Student Services, Scottsbluff Public Schools,

☞ **Tom Guild**, Principal, Zeman Elementary in Lincoln,

☞ **Mike Nichols**, Principal, Jefferson Elementary in Grand Island,

☞ **Phil Koch**, Principal, Kiewit Middle School (Millard),

☞ **John Crawford**, Executive Director, Millard Public Schools,

☞ **Juli Wilcox**, Special Education Director at Hartington Public Schools.

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





SPRING CLEANING...

(continued from page 2)

of your paraeducators works 30 hours each week and also coaches freshman girls' basketball, they must be paid time and a half for the hours worked over 40, between the two jobs. Computing the number of hours paid is specified in the law and no employee can agree to forego the FSLA dictated wage rate of time and a half.

FSLA spring cleaning list:

1. Update job descriptions, note if exempt or non-exempt.
2. Review all positions paid a stipend for the duties rather than an hourly wage. Use stipends to pay exempt employees only. All non-exempt employees must be paid time and a half if the hours they work in any capacity for the school district total more than 40 [this is a simplification of the rule, check the guidelines for exact rules].
3. Change handbooks and policies to reflect actual practice and current regulations.

I-9 Maintenance

Every employee is expected to complete an I-9 at the time of hire. Do not ask applicants to complete an I-9 prior to extending a job offer. The staff member accepting the employee's I-9 and documents should review them carefully, since their signature on the I-9 indicates they personally scanned the documents and believe them to be genuine. File the I-9 and accompanying documents separate from the employee's personnel file. You must keep I-9's and copies of documents for three years after the hire date, or one year after termination of employment.

I-9 spring cleaning list:

1. Establish a consistent procedure for completing I-9's.
2. Keep a separate I-9 file with all employee I-9 forms and documents.
3. Purge the file every year of outdated forms (those over three years old).
4. Set up a tickler file of expiring documents that limit the employee's authorization to work. This does not include

If you are interested in learning more about personnel issues there are two excellent opportunities taking place this summer. The American Association of School Personnel Administrators is offering a Boot Camp for Human Resources administrators June 22 and 23 in Denver. ... and ... The Nebraska Association of School Personnel Administrators is holding a summer conference June 29 and 30 in Nebraska City at the Lied Center. Registration information will be out soon to members. Non-members may contact NeASPA President, Craig Kautz at ckautz@esu9.org, or e-mail me at nbiggs@lps.org, for registration information. Both of these activities are designed to provide an update of current personnel issues.

identification documents, only those that actually authorize the person to work in the U.S.

Child Labor Laws

As summer nears many school districts consider hiring students in temporary roles. Children under 13 are basically off-limits to employers, except for a very few jobs. Those aged 14 and 15 may be hired, but the hours they may work is limited, as is the type of jobs they may perform. Youth aged 16 and 17 do not have the limit on hours of the day, but still have limits on the type of work they may perform. Youth 18 and over are not subject to the Child Labor Laws.

Child Labor spring cleaning list:

1. Review your process for hiring

youth. Check the Labor Department website, www.youthrules.dol.gov, and/or www.dol.state.ne.us/ChildLaborLaws, for specific information related to your positions.

2. If you observe students working in your buildings or on your grounds, check to see that no district employee has promised them compensation for their work. Any person paid for work is considered an employee and all pertinent federal and state laws must be followed.

I could go on at length with my list for Human Resources/Personnel spring cleaning, but I will stop with the list above. If you are interested in learning more about personnel issues there are two excellent opportunities taking place this summer. The American Association of School Personnel Administrators is offering a Boot Camp for Human Resources administrators June 22 and 23 in Denver. To register, go to www.aaspa.org, and click on Professional Development Activities. The Nebraska

Association of School Personnel Administrators is holding a summer conference June 29 and 30 in Nebraska City at the Lied Center. Registration information will be out soon to members. Non-members may contact NeASPA President, Craig Kautz at ckautz@esu9.org, or e-mail me at nbiggs@lps.org, for registration information. Both of these activities are designed to provide an update of current personnel issues. 

SYMPATHY

 **Randy Nelson**, Superintendent Norfolk Public Schools on the death of his mother-in-law.

 The family of **Jo Corey**, retired Assistant Principal at OPS.



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Calendar of Events

May

12	NASES Region III	12:00 p.m.	Sports Denn	Norfolk
19	NASES Region II	8:30 a.m.	Bellevue Public Schools	Bellevue
23	NARSA Spring Event		Salt Dogs/Stadium	Lincoln
31	NAESP Region II	5:30 p.m.	Jerico's	Omaha

June

5-8	NCE Conference	8:00 a.m.	Holiday Inn	Kearney
7	NCSA Executive Board	9:00 a.m.	NCSA	Lincoln
8	NAESP Executive Board		NCSA	Lincoln
8	NSASSP Executive Board		NCSA	Lincoln

NATIONAL CONVENTIONS

- October 13-16, 2006 - ASBO natioanl Convention - Pittsburgh, PA
- February 23-25, 2007 - NASSP National Convention - Las Vegas, NV
- March 1-4, 2007 - AASA National Convention - New Orleans, LA
- March 29-April 2, 2007 - NAESP National Convention - Seattle, WA

2006 Administrators' Days

August 2nd - August 4th

Holiday Inn

Kearney, Nebraska

Wednesday, August 2nd

- ▶ Nebraska Department of Education Day

Thursday, August 3rd

- ▶ Keynote Speakers
 - Ron Clark, Teaching Through Adversity
 - Ray Simon, U.S. Deputy Secretary of Education
 - Jennifer James, University of Washington

- ▶ Distinguished Speakers
 - Richard Pimentel, Milt Wright & Associates
 - Mike Mattos & Peter Noonan, Solution Tree

Friday, August 4th

- ▶ Keynote Speakers
 - Roger Crawford, America's Possibility Coach
 - Ross Shafer, Nobody Moved Your Cheese

FOR A DETAILED LIST OF EVENTS AND SESSIONS VISIT

WWW.NCSA.ORG

Why Should I Attend?

- ⇒ Keynote Speakers
- ⇒ Over 30 Breakout Sessions
- ⇒ Over 40 Exhibitor Displays
- ⇒ Informational Booth Displays
- ⇒ Book Store
- ⇒ Entertainment
- ⇒ Exhibitor Reception
- ⇒ Networking
- ⇒ Fun!

REGISTRATION FORM: 2006 Administrators' Days

August 2 - 4 - 2006 - Holiday Inn - Kearney, Nebraska

Name _____ Title: _____

Phone: _____ Fax: _____ Spouse Name(if attending): _____

School _____ E-Mail: _____

Address _____

City/State/Zip _____

PAYMENT INFORMATION:

Check enclosed payable to NCSA

Bill School District

Bill me

REGISTRATION

REGISTRATION FEES (Before July 17) "Early Bird Fees"

REGISTRATION FEES (After July 17)

NCSA Member \$125 \$ _____

NDE Member \$100 \$ _____

Non-Member Fee \$275 \$ _____

NCSA Member \$150 \$ _____

NDE Member \$125 \$ _____

Non-Member Fee \$300 \$ _____

(Non-Members registrations will not be accepted unless space is available, please contact kelly@ncsa.org)

payment will be required at time of registration - applying to non-members only

MEAL REGISTRATION

Thursday Luncheon \$ 18.00 \$ _____

Friday Breakfast \$ 15.00 \$ _____

There will be a \$50 cancellation fee after July 15th

TOTAL REGISTRATION & MEALS FEE \$ _____

(Retired Members & Students Pay Meal Fee Only)

Please mail or fax to: NCSA, 455 S. 11th Street Suite A, Lincoln, NE 68508 - Fax: 402-476-7740

Conference At A Glance

WEDNESDAY, August 2nd

8:30 a.m.	Administrators' Days Registration - Holiday Inn
9:00 a.m.	NDE - Keynote Speaker - Holiday Inn <u>NDE Day will be free of charge</u>
5:00 p.m.	NARSA Reception
6:00 p.m.	Exhibitors' Reception - Holiday Inn
8:00 p.m.	Hospitality Suites Open

THURSDAY, August 3rd

7:00 - 8:00	Registration & Continental Breakfast - Holiday Inn
8:00 - 8:30	Welcome NCSA - Distinguished Service Award General Session I - Holiday Inn Loper Hall Ron Clark - Teaching Through Adversity
9:30 - 10:00	Break & Bus Transportation
10:00 - 10:45	Select-a-Session I (Holiday & Ramada)
10:45 - 11:15	Break and Bus Transportation
11:15 - 12:00	Select-a-Session II (Holiday & Ramada)
12:00 - 12:15	Bus Transportation
12:15 - 1:00	Luncheon - Holiday Inn Loper Hall Recognition of NCSA Retiring Executive Board
1:00 - 1:45	Post Lunch Break - Ice Cream Social
1:45 - 3:00	Introduction of NCSA Executive Board General Session II - Holiday Inn Loper Hall Ray Simon, U.S. Deputy Secretary of Education
3:00 - 3:30	Break and Bus Transportation
3:30 - 4:15	Select - a - Session III (Holiday & Ramada)
4:30 - 5:15	General Session III - Holiday Inn - Loper Hall Jennifer James, Urban Cultural Anthropologist
5:30 p.m.	Reception - Holiday Inn
7:30 p.m.	3 - Entertainment Options

FRIDAY, August 4th

6:00	Fun Run...
7:30 - 8:15	Registration & Coffee - Holiday Inn
8:15 - 9:00	Breakfast Buffet - Holiday Inn
9:00 - 10:00	General Session IV - Holiday Inn Roger Crawford - The Power of Possibility
10:00 - 10:15	Break
10:15 - 11:15	General Session V - Holiday Inn Ross Shafer - Nobody Moved Your Cheese

Select-a-Sessions

- ◆ Update on STARS
- ◆ "Networking with New Principals"
- ◆ Professional Learning Communities
- ◆ Online Schools
- ◆ A Nebraska Update on IDEA
- ◆ Teacher Evaluations
- ◆ Data Collection & Decision Making
- ◆ Recruitment & Retention
- ◆ Conflict Resolution
- ◆ School Security
- ◆ Alternative Learning Practices
- ◆ Early Childhood Development
- ◆ Response to Intervention
- ◆ Behavior Management
- ◆ Diversity Issues
- ◆ Fitness & Health in Your Schools
- ◆ Managing School Funds
- ◆ Special Education Directors 101
- ◆ Student Discipline
- ◆ Reorganization
- ◆ Background Checks

Be sure to visit www.ncsa.org for a detailed list of sessions and descriptions!

Distinguished Speakers

Richard Pimentel
Milt Wright & Associates

Mike Mattos & Peter Noonan
Solution Tree - Professional Learning Communities

NDE Topics/Presentation

Wednesday, August 2nd

Essential Education
Distance Learning
Early Childhood
Staffing Needs
Legislative Changes
Rule 10
Student & Staff Records
STARS
Highly Qualified Teachers
Special Education
High School Initiative
Assessments for SPED & ELL
Managing School Data

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

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

CRITERIA

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

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

Resume Summary of Nominee

Name: _____

Present Position: _____

Educational Background:

Professional Position(s) Held:

NCSA Activities/Committees/Offices:

Professional Organizations:

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

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

Nomination submitted by: _____

Return by June 5, 2006 to: NCSA * 455 South 11 Street, Suite A * Lincoln, NE 68508-2105.

30 YEARS OF DISTINGUISHED SERVICE

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

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1973	Fred Wilhelms	1989	William Gogan
1973	Melvin Olson	1989	Edward Johnson
1973	Walter Beggs	1989	Larry Vontz, NDE
1974	Jerry Warner, Senator	1990	Ron Withem, Senator
1975	Barney Gyger	1990	Jim Brisson
1976	Ben Burke	1990	Ken Bird
1976	Bill Bogar	1991	Ward Sybouts
1977	Owen Knutzen	1991	Elmer Murman
1977	Lloyd Sexton	1991	Pat Beckenhauer
1977	Gerald Koch, Senator	1992	Mark Alderman
1978	Frank Lewis, Senator	1992	Jim Ossian
1978	Rosalie Farley	1993	Ron Oswald
1979	Paul Kennedy	1994	JackHallstrom
1979	Cliff Dale	1995	Ron Joekel
1979	Anne Campbell	1996	Ron Witt
1980	Don Stroh	1996	Walt Thompson
1980	Jim Tangdall	1997	Jody Isernhagen
1980	John Prasch	1997	Larry Dlugosh
1980	Loren Brakenhoff	1998	Tom Osborne
1981	Paul Basler	1998	Gerald Ehlers
1981	Irvin Yaffe, School Board	1999	Vandle Phillips
1981	John Deegan	2000	Bob Whitehouse
1983	Ed Kelley	2001	Gary Schmucker
1983	Larry Bradley	2002	Marshall Adams
1984	Dick Triplett	2002	Richard Schoonover
1984	Gerald Bryant	2003	Gary Oxley
1984	Curt Olson	2003	James O'Hanlon
1984	Les George	2004	Doug Christensen
1985	Fred Bellum	2004	Polly Feis
1985	John Lammel	2005	Ken Nelson
1985	Keith Hughes		
1986	Paul Baker		
1986	Bob Peterson		
1987	Dave Swartz		

2006 Primary Election Candidates

(*Denotes Incumbent)

U.S. Senate

Sen. Ben Nelson (D)*

David J. Kramer (R)
Don Stenberg (R)
Pete Ricketts (R)

House of Representatives

1st District

Rep. Jeff Fortenberry (R)*

Maxine B. Moul (D)
James Wilson (D)

2nd District

Lee Terry, Jr. (R)*
Steven Laird (R)

Jim Esch (D)

3rd District

Douglas Polk (R)
John Hanson (R)
Adrian Smith (R)
Jay Vavricek (R)
David Harris (R)

Scott Kleeb (D)

Governor

Gov. Dave Heineman (R)*
Dave Nabity (R)
Tom Osborne (R)

David Hahn (D)

Auditor

Mike Foley (R)

Treasurer

Ron Ross (R)*
Shane Osborn (R)

Secretary of State

John Gale (R)*

Jay Stoddard (D)
Don Eret (D)

Attorney General

Jon Bruning (R)*

Legislature

2nd District

Robert Howard
Dave Pankonin
Robert Cooper
Jerry O. Bond
Jeff Cooley
Kurt Poole

8th District

Tom White
Marc Kraft
Ron Cook
Matthew C. Stelly
John Comstock

14th District

Tim Gay
Ian M. Hartfield

20th District

Brad Ashford
Carol Casey

26th District

Sean Zehtab
Steve Guittar
Amanda M. McGill

32nd District

Jeanne Combs *
Russ Karpisek
George A. Shada

38th District

Tom Carlson
Wayne Garrison
Kyle Kopitke

44th District

Bill Weaver
Mark Christensen
Jeff A. Tidyman
Kathy Wilmot
Angus Garey
Frank Shoemaker
Bernard L. Wood

4th District

Pete Pirsch
Don Dendinger
Tony Sorrentino
Barb Velinsky
Kerry T. Winterer

10th District

Mike Friend*
Robert Wimberley

16th District

Kent Rogert
Jeff Bush

22nd District

Arnie Stuthman*

28th District

Rick Poore
Mark Munger
Bill Avery
Robert A. Swanson

34th District

Dennis Jarecke
Greg Senkbile
Annette M. Dubas

40th District

Cap Dierks
Duane L. Dean
Tom Noecker

46th District

Carol J. Brown
Danielle Nantkes
LaRae J. Eifert

6th District

Lynne Sarafian Anderson
Todd Frazier
John E. Nelson
Patricia Hannan
Lee Myers

12th District

Jean Stothert
Steve Lathrop

18th District

Mick Mines*
Scott R. Yahnke

24th District

Gregory L. Adams
Curt Friesen
James Ruby
Larry D. TeSelle
Marvin Havlat

30th District

Tony Ojeda
Shawn T. Boyd
Norman Wallman
Edward McClure
John DeCamp
Jana Hafer

36th District

John Wightman
Dick Pierce

42nd District

Thomas F. Hansen
Marc Kaschke
Ronald Ruff

48th District

George H. Schlothauer
John N. Harms
Edwin Mayo