

NCSA ANNOUNCES 2004 DISTINGUISHED SERVICE AWARD WINNERS



Christensen

Doug Christensen, Commissioner of Education, Nebraska Department of Education, was presented NCSA's highest award, The Distinguished Service Award at Administrators' Days.

Fred Meyer, Nebraska State School Board President, presented the award.

Doug has held many positions in education including a position with the University Teaching and Administration Department of Secondary Education in Lincoln, a position with Bloomfield Public Schools, Superintendent in Colby, Kansas, and North Platte Public Schools. In 1990 Doug joined the Department of Education as Associate Commissioner of Education, then later became Deputy Commissioner and in 1994 Commissioner of Education.

Doug's nomination highlighted his achievements at the state level to include: Nebraska Superintendent of the

Year, David W. Hutchinson Award, UNL Teachers College Alumni Association Award of Excellence, Al Kilgore Award, Nebraska International Languages Association (Pro Lingua Award), and The Public Official of the Year, *Governing Magazine*, in November 2003, among many other awards and honors.

When asked to comment on receiving his award, Doug stated, "I was humbled to receive this award from NCSA and receive it on behalf of all of our NDE staff. We have worked hard to be a service agency and our major partners are the school administrators. To be recognized by the people you serve and lead is always a special recognition."



Feis

Polly Feis, Deputy Commissioner of Education was the second recipient to be presented NCSA's highest award, The Distinguished Service Award.

Fred Meyer also presented Polly's award.

Polly received her Bachelors and Masters degrees in Speech Pathology from the University of Nebraska. In 1978 she received her Administrative Certificate and in 1987 her Juris Doctor. Polly was admitted to the Nebraska State Bar in 1987. Polly has served in many educational and non-educational roles including Director of Special Education, ESU #9 in Hastings; and Law Clerk for Barlow, Johnson, DeMars & Flodman. Polly joined the Department of Education as the Intergovernmental & Legislative Liaison and later the Assistant Commissioner for Internal Administrative Services & Interagency

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NCSA TO BUILD PARKING LOT

The NCSA Executive Board has approved the purchase of property located at 1014-20 K Street to be used as a parking lot for NCSA members. The property is just west of the NCSA Building. Currently an apartment house built in 1901 sits on the property. The parking lot should be ready for use in November 2004. Glen Beran, past Chair of the NCSA Executive Board stated, "This purchase will be of value to NCSA members and downtown Lincoln property is also a good investment." The purchase was made from NCSA reserve funds and no mortgage or loans were necessary to purchase the property.

WELCOME BACK!

by **Dr. Dan E. Ernst**, Superintendent, Waverly Public Schools, Chair, NCSA Executive Board



Ernst

It is my pleasure to say welcome back to all Nebraska school system leaders for the 2004-05 school year. Administrators' Days in Kearney was a great kickoff with one thousand six administrators in attendance. Administrators' Days provided the opportunity to renew friendships, learn a little perhaps, and relax before the new school year begins.

The new school year is now upon us and in full swing. Each district goes through a changing of the guard so to speak. Many districts have new administrators to provide district leadership. Districts have new teachers, teacher assistants, bus drivers, and the myriad

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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.



POSITIVE LEARNING ATTITUDE

by Fred Meyer, President, State Board of Education

I want to thank the NCSA for inviting me to write this column and communicate a few of my thoughts to the school administrators in Nebraska. I also would like to thank the NCSA for the opportunity to present the NCSA Distinguished Educator award in Kearney. It was a humbling experience to present this award to Doug Christensen and Polly Feis. These two leaders are certainly pillars of education in Nebraska and two of the finest people I know. They are the epitome of leadership and certainly deserving of the Outstanding Educator Award.

By the time you read this newsletter, the '04-'05 school year will be underway and the yellow school buses will be navigating the roads of Nebraska picking up students with new school clothes, book bags and supplies ready to meet new

teachers and old friends plus some new friends! The glow of the football field lights and squeaking sound of shoes on the gym floor reminds us that fall sports are underway and it's time for communities to rally together to support their school teams! What an exciting time of year and what a blessing to live in a state and country where we have these freedoms!

The State Board of Education also took a couple of months off over the summer, but now we are hard at work again as well. At our recent August board meeting work session, we started on a process of strategic planning centered around our board goals. A board committee has already been working several months to lay out a framework facilitated by Pat McNamara and B.J. Reed from UNO. After two-plus hours of

very fruitful discussion, we concluded that school-based assessment and reporting continues to be a top priority of the State Board of Education. The successful implementation of STARS is critical to student achievement, improving the performance of our schools and for being accountable to policymakers and the public for what our schools are doing and the results they are achieving. School-based assessment and reporting is the ONLY means of accomplishing these two goals yet placing leadership and decision making at the local level. While we are not yet at 100 percent in the implementation of STARS, the teachers and principals in Nebraska are making vast strides. In my opinion, the level of professional development and growth from these activities puts our teachers at a level of professionalism unmatched in the United States.

I just returned from a McRel Policy Forum in Denver as a member of our state team. Also present were teams from the other six states in our region. Five years ago when I attended this conference, everyone was very skeptical and disbelieving that our classroom based assessments and locally developed standards would ever 1) be taken seriously from other professional educators around the country and 2) that it would actually lead to school improvement and accountability. I am happy to report that the other states attending the forum are now green with envy. I am so proud of the work that our teacher professionals have done and continue to do. We, in Nebraska, are truly a beacon of light that everyone else is watching.

The main topic at this McRel forum however, was leadership development in schools and the effect it has on student performance. The 50 participants from seven states were asked to choose three qualities of leaders out of 21 overall leadership traits. The number one trait was focus, defined as establishing clear goals and keeping those goals in the forefront of the school's attention. The number two trait was communication, defined as establishing strong lines of communication with teachers and among students. My 25 years of experience in school, community and state activities has underscored the need for

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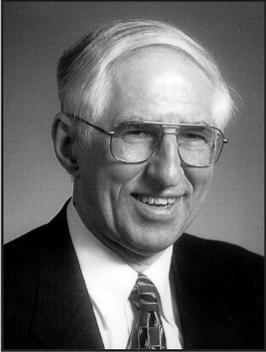
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P E R S P E C T I V E S

by Jerry Sellentin, Ph.D., Executive Director



Sellentin

LEADERSHIP'S IMPACT ON LEARNING

As school starts for the 2004-2005 school year, I recognize your plans, goals and assessments are in place to increase student achievement for all students. I also hope you have set some personal goals for professional development, and an exercise program such as the Blue Cross and Blue Shield "Walking Works" program. I would also suggest you look at your leadership style and the leadership in your school district or school. Research has proven that leadership has significant effects on student learning second only to effects of curriculum and teacher instruction.

One suggestion for looking at your leadership skills is to read the best selling book, *Now, Discover Your Strengths* and to complete an online survey called the "Strengths Finders Profile" on the Gallup Organization website. Gallup has researched and developed 34 strengths of successful leaders. Knowing your strengths can help you be a more effective leader in light of the resource, social, political and design realities facing school leaders and their schools.

I recently participated in a leadership conference conducted by McRel, (Mid Continent Research for Education and Learning) in which they shared studies conducted over a 30-year period in which they identified 21 leadership responsibilities that are significantly associated with student achievement. McRel translated these results into a balanced leadership framework which describes the knowledge, skills, strategies, and tools leaders need to positively impact student achievement. A learning exercise helped us clarify what we thought were the most important. I would encourage you as "Leaders of Learning" to identify the responsibilities most important in your school. This learning exercise would also be effective for a School Board Retreat. The exercise

is to distribute five 3 x 5 cards. List one of your top five responsibilities of the 21 responsibilities listed in this article on each card. Then take away one card which is the least important of your top five choices and do this until you have one card left as your most important responsibility. Pick up the one remaining card from each administrator in the exercise and then list the top five responsibilities with the number selecting the responsibility and discuss the impact the top five on learning in your school. In the leadership conference in which I participated the top five were: Focus, Communication, Change Agent, Monitors/Evaluates, and Culture. The 21 responsibilities and the extent to which the principal is involved:

1. Culture: Fosters shared beliefs and a sense of community and cooperation
2. Order: Establishes a set of standard operating procedures and routines
3. Discipline: Protects teachers from issues and influences that would detract from their teaching time or focus
4. Resources: Provides teachers with materials and professional development necessary for the successful execution of their jobs
5. Curriculum, instruction, assessment: Is directly involved in the design and implementation of curriculum, instruction and assessment practices
6. Focus: Establishes clear goals and keeps those goals in the forefront of the school's attention
7. Knowledge of curriculum, instruction assessment: Is knowledgeable about current curriculum, instruction and assessment practices
8. Visibility: Has quality contact and interactions with teachers and students
9. Contingent rewards: Recognizes and rewards individual accomplishments
10. Communication: Establishes strong lines of communication with teachers and among students
11. Outreach: Is an advocate and spokesperson for the school to all stakeholders

12. Input: Involves teachers in the design and implementation of important decisions and policies

13. Affirmation: Recognizes and celebrates school accomplishments and acknowledges failures

14. Relationship: Demonstrates an awareness of the personal aspects of teachers and staff

15. Change agent: Is willing to and actively challenges the status quo

16. Optimizer: Inspires and leads new and challenging innovations

17. Ideals/beliefs: Communicates and operates from strong ideals and beliefs about schooling

18. Monitors/evaluates: Monitors the effectiveness of school practices and their impact on student learning

19. Flexibility: Adapts leadership behavior to the needs of the current situation and is comfortable with dissent

20. Situational awareness: Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems

21. Intellectual stimulation: Ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture

A third suggestion I have for leadership development is to read Jim Collins book, *Good to Great*. If you have already read his book, I would encourage you to read it again and reflect on his message of why we fail to move from good to great.

Have a great school year and don't give up on the exercise program. Persistence is a strength. 



GOING FOR THE GOLD, WORKING AS A TEAM

By: Jadi Miller, Director of Curriculum, Hastings Public Schools

Continuous school improvement. Professional learning communities. Data-driven decisions. Results-based professional development. All of these are certainly concepts that no educator I know rejects. The challenge is not agreeing with the “what,” but rather determining the “how.” I also think that all of us recognize that truly important and significant change occurs when there is a team effort, so we cannot try to do this all on our own. As I write this, I am fully engrossed in “Olympic fever” and I have been struck by how well athletes who have had such individual success, can come together, often making individual sacrifice, and work as a team.

The catalyst for change in our school district has been data about student achievement. We are now swimming (and sometimes it feels like drowning) in more data than we have ever had about student achievement. Just like in your schools, some of that data is cause for celebration, some of it is cause for curiosity, and some of it is cause for concern. All of it is cause for action. If we do not use our data to change the way we do things, then our assessments are not worth the paper upon which they are printed.

Our district has embraced the school improvement process at the district and building level to begin to address these issues. We hold annual data retreats, organize extensive building and district profiles, and create detailed action plans that define to address issues. However, we still struggle with how to bring the concept of school improvement to each and every classroom and ultimately to each and every student in our district.

The shift began for us when we stopped viewing the school improvement process as only a systemic approach. Our mission statement, like many of yours, addresses the needs of all

kids. Inspired by some very simple questions, we began to wonder if that was enough. Those questions, posed by Eaker, DuFour, and DuFour in Professional Learning Communities at Work were: What do we want kids to know? How will we know when they have learned it? What are we going to do when they don't learn it? Our efforts in standards and assessments made us feel confident about answering the first two questions. It was the third one that stopped us cold. It is not enough to design a system that identifies priorities in learning and assesses whether those priorities are achieved. A system like that puts its focus on teaching. Instead, we needed to focus on what to do about the kids who were not learning in our system. That began to put our focus on learning. We began to talk about that mission statement again. Maybe the words should not be “all students,” but rather “each student.”

Armed with more questions than answers, we are starting a new journey. We have reorganized the only resource we could, our time together as educators. We have designated time in our calendars for the educators in our district to come together to learn, to discuss, to implement, and to reflect. These learning teams are designed to mine the precious resources of expertise, talent, and energy that are found in our teaching staff. These teams are charged with the task of not only identifying the areas where our concerns lie, but how best to address them. This process will not simply organize our time for the coming school year, but for many years to come. The answers we find this year will probably lead to even more complicated questions for future years.

We are hopeful that this process will lead us down the path where the concepts at the beginning of this article are not simply things we wish to add to our district. Things that are simply added on top are too easily removed. Instead we hope that all of us can bring our strengths and commitment to the table, just like those amazing Olympic athletes, to create a team focused on one goal, bringing about “golden” opportunities for each and every student in our district. 

TOP ISSUES/CHALLENGES FOR SCHOOLS

At the 2004 Administrators' Days Conference administrators were asked to list their top two issues/challenges they will face in the coming school year. The top ten are:

1. Money/Budget/Finances
2. Dealing with standards & assessment
3. Declining student enrollment
4. Teacher/staff development
5. Staffing/Teacher recruitment
6. NCLB requirements
7. Data analysis
8. Consolidation
9. Students' unique personal issues/emotional needs
10. Teacher motivation/resistance to change



WELCOME TO THE 2004-05 SCHOOL YEAR!

by Marge Welch, Principal, Millard Russell Middle School, Omaha

The synergy in our middle school soared as 800 sixth, seventh, and eighth grade students burst through the doors on August 16, the FIRST DAY OF SCHOOL! Each student's idea of what is the most important and relevant to learn this year may not coincide with the hopes of the staff, the parents, the business and school community. But, certainly, the overriding goal for each will be success so that students are well adjusted, high achieving, knowledgeable and caring members of society.

As principals in schools that educate adolescents from the ages of eleven through eighteen, we have an exciting challenge! I believe that the principal must be the "keeper of the vision," providing the leadership and motivation necessary for students, staff, parents and community to stay the course so that together, we succeed.

Students come to us with diverse abilities and backgrounds. Accountability for educating them all to acceptable standards is becoming more definitive with each year, and the *No Child Left Behind* legislation looms on the near horizon. *Breaking Ranks II* (NASSP), *Turning Points 2000* and *This We Believe* (National Middle School Association) all advocate for learning communities that are responsive to these groups.

The National Association of Secondary School Principals and the National Middle School Association both advocate collaborative leadership; partnerships among constituents; caring and safe small learning environments; advisory programs pairing students with adult advocates; and curriculum, instruction and assessments designed for student achievement of high standards.

One of the methods we use to communicate our goals and to share the leadership and accountability for them is the student led conference. Our student led conferences take place at the end of October and end of February each year.

The design and structure of our middle school are conducive to this communication process. Nine interdisciplinary teams are composed of three to four teachers who share a common group of

grade level students ranging from 75 to 130 in number. These teachers share common planning time, are housed in a contiguous school area, and teach the subjects of Language Arts (English and Reading), Social Studies, Mathematics and Science. Exploratory teachers collaborate with the team teachers for inclusion of goals and work from the areas of computers, music, family consumer science, industrial technology, physical education, health and art. All teachers have an advisory group of 11 to 18 students, who meet with them each day for 15 minutes.

Each interdisciplinary team of students and teachers begins in August to plan for the first student led conference. Students review the sixteen Millard life skills that encompass readiness for work, readiness for lifelong learning and citizenship. Students set individual learning goals for the year through their Packtime advisory group. They begin to compile, with team teacher direction and assistance, representative samples of their work. Some teams identify them as the good, the bad, and the ugly!

As the time draws closer, students extend invitations to their parents and complete their portfolios. Practice takes place during team classes and Packtime Advisory. The office staff begins the scheduling process for families with more than one student at Russell, and then interdisciplinary team leaders finish with scheduling. Conferences take place on two evenings and one half day, and an effort is given to assign parents at their preferred time. Eight to ten groups are scheduled each half hour in one of the team's large double rooms. Students take their parents to the exploratory area classes before or after their scheduled team conference time.

Imagine soft music, refreshments, a real appointment time and no long lines waiting in the cafeteria or gym. Imagine parents and students huddling closer and closer together as their student leads the conference and displays work and goals. Imagine teachers stopping with each family to share the student's strengths and goals. Administrators and

counselors circulate to answer questions or concerns that would need additional time.

At the second conference in February, the procedures are similar, but the focus has changed. This second meeting reflects on the beginning goals as students share examples related to them. They also share a "life skills self-assessment" with their parents. Together, parents and students begin the transition process of registration for the next school year. Attendance at student led conferences has ranged from 95-99 percent in the last three years.

The collaborative leadership of students and staff promotes the importance of teamwork and responsibility for learning. Parents hear what their students say about their efforts and progress toward high achievement and goal realization. Students no longer worry about "what's my teacher going to say about me to my parents." Students are an equal and responsible part of the learning team, and they are so proud to share their success. The response to student led conferences has been very positive.

As principals, we know that many good things are happening in our schools, and we are changing to meet the recommendations of professional and legislative groups. By continuing to be involved with our professional organizations and implementing means to further the goals of *Breaking Ranks II* and *Turning Points 2000*, we graduate students who are well adjusted, high achieving, knowledgeable and caring members of society.

Best wishes for a fantastic school year, filled with much success. 🧑🧑🧑





ADMINISTRATORS' DAYS 2004

by Kelly Coash-Johnson, Director of Training & Development, NCSA

This year marked our 34th Annual Administrators' Days. I am pleased to say that Administrators' Days continues to be our most successful event of the year. This year our attendance stayed extremely strong at 1006 participants, 66 exhibitors, 11 informational booths and 6 hospitality suites. We continue to have a strong relationship with the Department of Education and will continue to look at new partnerships with them involving Administrators' Days.

NCSA makes every effort to bring Nebraska administrators the most current and cutting edge information and speakers. We once again this year were able to bring some of the nation's best-known speakers in education: Terry Deal and William Strauss. We also make a great effort to send you home feeling rejuvenated and excited about the new school year. From what we can see through the evaluations, Murray Banks was able to accomplish that task. In addition to our keynote speakers, we had four distinguished speakers: Terry Pettit, Gerry Tirozzi, Gary Marx, and Mary

Kusler; two panels: The Basics of School Finance and Managing an Unimaginable Situation; and 33 concurrent sessions.

The book store and casino night continue to be great additions to the conference. In addition, we included a retired member reception and additional opportunities to network with your colleagues. We continue to struggle with space issues for Administrators' Days. With the addition of technology, we have been able to alleviate some of the congestion during keynote sessions. We are continuing to look at new ideas and ways to allow for more space.

An enormous thank you needs to go out to our planning committee who takes great care in helping form an excellent line up of break out and distinguished speakers. None of this could be possible without them.

Plans are well underway for next year's Administrators' Days, August 3-5. I encourage you to drop me an e-mail with your thoughts and ideas to kelly@ncsa.org 

NCSA Executive Board Meeting

August 2, 2004

NCSA closed on the property 1014-1020 K Street, west of the NCSA building. The building will be demolished for a NCSA parking lot to be completed in November 2004

The 2004-2005

Budget was accepted. The budget is an 11.42 percent increase from 03-04. An audit review will be completed for the 2003-2004 fiscal year.

Dennis Pool, Assistant Superintendent at OPS was approved as a non-voting member on the Educators Health Alliance Board.

Plans have been made to provide technology training by Woody Ziegler and Darryl Kile to NCSA members during 2004-2005 using ESU locations.

NCSA will be contracting with NDE to provide conference management for some of their educational conferences.

The second class of administrators will participate in the Nebraska Educators Leadership Institute. A "Think Tank" program for Superintendents is scheduled for September 21-22. Bob Whitehouse will be contracted to coordinate and work with the program.

The NCSA 2003-2004 Annual Report was reviewed.

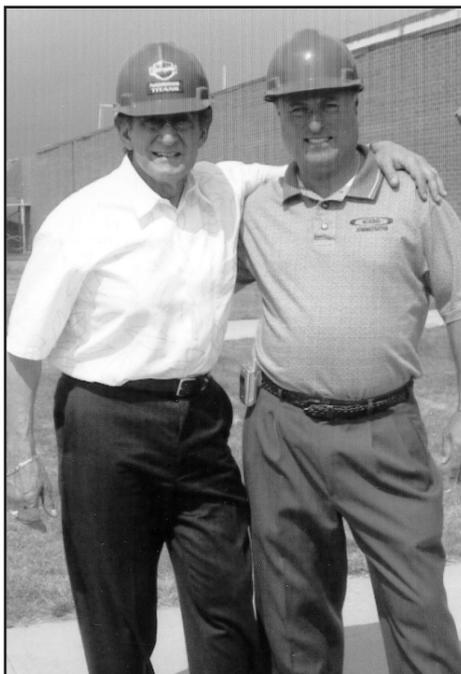
A presentation was given by Matt Blomstead, Executive Director, NRCSA, and Dallas Watkins, President, NRCSA.

Reports were given by officers, affiliate presidents and staff. 



NASSP EXECUTIVE DIRECTOR VISITS NORRIS PUBLIC SCHOOLS

Dr. Gerry Tirozzi, Executive Director of the National Association of Secondary School Principals, prior to his presentation at Administrators' Days visited the Norris Public Schools which were devastated by a tornado on May 22. Barry Stark, Norris Middle School Principal and Board Member of the National Association of Secondary Schools gave Dr. Tirozzi a tour of the school and highlighted the progress that has been accomplished since the tornado. Dr. Tirozzi emphasized "he could see how the school, community, business, government, construction workers, insurance companies and neighbors in surrounding community have worked together to have the school ready for students." 





CONGRATULATIONS TO...

☞ **Alliance Public Schools** on passage of their bond election for \$650,000

☞ **McCool Junction** on the passage of a \$1.35 levy lid election

☞ **Norris Public Schools** on their determination and motivation of opening school on September 7th as planned

☞ **Kathy Meink**, Superintendent, Keya Paha County High School on obtaining her Doctorate Degree

☞ **Jeff Johnston**, Assistant Superintendent, Papillion-LaVista Public Schools, awarded the 2nd Annual Al Kilgore Curriculum, Instruction & Assessment Award

☞ **Jadi Miller**, Curriculum Specialist, Hastings Public Schools, presented the Dale and Tom Hayes Fellowship Award

☞ **Phil Warrick**, Principal, Waverly Public Schools, presented the Dale and Tom Hayes Fellowship Award

☞ **Doug Townsend**, Assistant Superintendent, Bellevue Public Schools, elected President-Elect of School Masters

☞ **Carol Ellis**, Retired Principal, Belvedere Elementary School, Omaha

Public Schools on receiving the Norbert & Charlotte Schuerman Outstanding Principal Award for 2003-04

☞ **Bob Myers**, Retired Superintendent elected to Phi Delta Kappa Board of Directors

☞ **Greg Barnes**, Superintendent, Bertrand Public Schools elected President Elect of the Nebraska Rural Community Schools Association

☞ **Ken Babcock**, Administrator Employee Relations, Lincoln Public Schools, Elected to the Board of Directors of the North American Association of Education Negotiators

☞ **Becky Wild**, Director Student Services, Lincoln Public Schools, awarded the 2004 Friend of Education Award from the Nebraska School Nurses Association

☞ **Norbert Schuerman**, Retired Superintendent, Omaha Public Schools, as Interim Superintendent of Davenport, Iowa Public Schools

☞ **Gary Fritch**, Retired Superintendent, Gothenburg Public Schools, as Interim Superintendent of Holdrege Public Schools

☞ **Fred Bellum**, Retired Superintendent Columbus Public Schools who has been appointed Interim Superintendent of the Columbus Public Schools

☞ **Larry May**, Early Childhood Principal from Chile, and Alan Katzberg, Retired Superintendent who have been appointed as Superintendents of the Milford Public Schools

☞ **Robert Gednalske**, Principal, Walthill High School on his retirement

☞ **Joel Johnson**, Kelly Coash Johnson's (NCSA Professional Development Director) husband, obtained his Bachelor of Science degree from the University of Nebraska-Lincoln

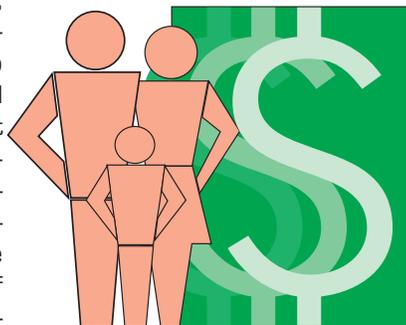
☞ **Jerry Decker**, Retired Elementary Principal, Lincoln Public Schools celebrating his 50th Wedding Anniversary

☞ **Ralph Thorpe**, Retired Elementary Principal, Lincoln Public Schools celebrating his 50th Wedding Anniversary

☞ **Bess Scott**, Principal, Goodrich Middle School, Lincoln, on Goodrich being one of 12 schools in the nation to have all students academically proficient before the 12-year deadline of 2014 for *No Child Left Behind*.

NSDLAF+ NOTES #17

The Nebraska School District Liquid Asset Fund+ is celebrating sixteen (16) years of service to Nebraska School Districts, Educational Service Units and Community Colleges. The cooperative responsible for the organization and management of NSDLAF+ involves a board of trustees made up of school administrators or board of education members from member districts and educational service units. Since the origination of NSDLAF+, the services provided have extended to the purchase of fixed income investment vehicles, the investment of bond proceeds during construction and the implementation of "Compass," an auto-



mated web-based system for direct real-time monitoring of investments. Endorsement by both the Nebraska Association of School Boards and the Nebraska Council of School Administrators has facilitated the expansion of services available to participants as a result of membership.

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

SYMPATHY

☞ Family of **Ron Reichert**, Retired Superintendent, Scottsbluff Public Schools

☞ Family of **Bill Minchow**, Retired Administrator in Palmyra, Beaver City, Oxford, Arlington and Butte

☞ **Dan Navrkal**, Superintendent, Pierce Public Schools, on death of his father

☞ **Larry Harnisch**, Superintendent, Wood River Public Schools on the death of his wife

☞ **Sara Landgren**, Associate Principal, Southwest High School, Lincoln Public Schools, on the death of her husband

☞ **Dave Schley**, Superintendent, Centura Public Schools on the death of his sister

☞ **Martha Fricke**, Past State President and Lobbyist of Nebraska Association of School Boards on the death of her husband



Book Review by Ron Joekel

GOOD TO GREAT

written by James Collins

HarperCollins Publishers, Inc., ISBN 0-06-662099-6

Good is the enemy of great. This is the first statement readers will encounter in the book and the author goes on to say, "And that is one of the key reasons why we have so little that becomes great. We don't have great schools principally because we have good schools...."

This is another book from the business sector that has captured national attention and has implications for educators. In my opinion, what makes this book different is that it is based on data from a five year research study as contrasted to many books that give us easy steps to success, etc., but are not based on reliable research data, just opinion.

Collins and his team identified eleven companies that made the leap from good to great and sustained those results for at least fifteen years. It should be noted that the major criteria for identification of "good to great" was based on companies who generated cumulative stock returns that beat the general stock market. Collins also identified a set of comparison companies that failed to move from good to great and studied all of the companies in depth and describes in detail differences they found between the "good" and the "great" companies.

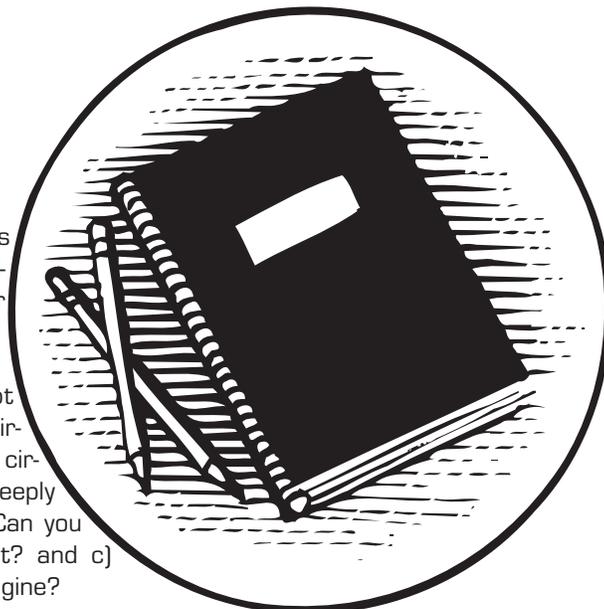
What did Collins and his team find

regarding why some companies made the leap while others didn't? Here are five major themes that emerged:

- Level 5 Leaders
- The Hedgehog Concept (Simplicity within the three circles). The three intersecting circles are: a) What you are Deeply Passionate About? b) What Can you Be the Best in The World at? and c) What drives your Economic Engine?
 - A culture of Discipline
 - Technology Accelerators
 - The Flywheel and the Doom Loops

You will need to read the book to truly appreciate what each of themes encompass as the author goes into considerable detail on each, comparing and contrasting companies they studied and analyzed in their research.

Implication for Educators: It can best be summarized by the concept that Collins puts forth that first we need to get the right people on the bus, the wrong people off the bus, and the right people in the right seats—and then figure out where to drive the bus! He goes on to point out, that the old adage that "people are your most important asset" is wrong as it really should be, "the right people"



are your most important asset! To get the right people on the bus, Collins' research found that leaders of great companies were rigorous but not ruthless. In being rigorous he offered the following:

- When in doubt, don't hire—keep looking.
- When you know you need to make a people change, act.
- Put your best people on your biggest opportunities, not your biggest problems.

An easy book to read written in an engaging style that keeps your interest throughout. Recommended reading for all administrators and leaders. Now where is that darned bus so I can get started? 

—Ron Joekel

POSITIVE LEARNING ATTITUDE...

(continued from page 2)

these critical qualities of leaders. Great leaders in our country's history have been able to maintain focus and communication very effectively. I believe the same is true in a school setting. The intense work we've done here in Nebraska these past several years has also underscored the need for these qualities in superintendents and principals. The tedious work of standards and curriculum alignment and assessment work has necessitated the ability to focus on what's best for education in our schools in the state of Nebraska. Strong administrative leadership, especially

from principals, allows us to now have a system that is the envy of the rest of the country.

I am convinced that the positive learning attitude in any school starts at the top. Leaders set the pace in making school a welcoming, positive experience for students every day. Sometimes these positive attitudes are the only ones children are exposed to. The often-used cliché – that students don't care what you know until they know that you care – is so true. In closing, I challenge you as leaders in your schools, to focus, communicate and encourage.  Remember

DISTINGUISHED SERVICE AWARD WINNERS...

(continued from page 1)

Coordination. In 1995 Polly became the Deputy Commissioner of Education.

When asked to comment on receiving her award, Polly stated, "It is wonderful to have one's life work acknowledged in such a meaningful way. Sharing it with my friend and colleague Doug, is very special. I also consider this award to be a recognition of the committed and competent staff of the Nebraska Department of Education." 



GOVERNOR'S SUMMIT ON WORKFORCE DEVELOPMENT

The Governor's Summit on Workforce Development presents to administrators an opportunity to meet with business, government, health, Department of Education, higher education and other leaders to examine the challenges faced in workforce development. The Summit is a one-and-a-half-day conference at the Cornhusker Hotel in Lincoln on November 9 and 10, 2004. An important part of the Summit is the role K-12 Schools have in developing students as the foundation for a strong Nebraska workforce.

Issues to be addressed include skills

training and education, untapped workforce resources, economic development, accommodating diversity in the workplace, health care, persons with disabilities, recruitment and retention, and transportation.

The Nebraska Council of School Administrators is one of the partners involved with the Summit. NCSA's website, www.ncsa.org, has a link to the Governor's Summit on Workforce Development website where you can learn more about the summit, speakers, and registration process.

SIMPLE STEPS TO A HEALTHIER AMERICA

As millions of Americans search for ways to keep their families healthy, NCSA is hoping to show administrators



that what they're looking for is something they're already doing: walking.

Research shows that routine exercise can be an effective way to help prevent such chronic conditions as heart disease, type 2 diabetes, osteoporosis and conditions associated with obesity such as arthritis and stroke.

Nationally, \$600 billion is spent on healthcare costs related to these conditions each year. Experts agree that increased activity is critical in the fight to keep healthcare affordable for everyone. The U.S. Department of Health and Human Services estimates that the country could save as much as \$76.6 billion if Americans over age 15 increased their regular moderate physical activity.

Take the *Walking Works Pledge!* Your commitment to a "healthier you" can also mean a healthier America. Learn more about Walking Works at www.bcbsne.com

UPCOMING EVENTS...

September 15 - School Law Update
8:00 a.m. - 3:30 p.m.
Kearney - Holiday Inn

September 21-22
Superintendent "Think Tank"
5:00 p.m.
Gallup University - Omaha

September 22 - NASES Fall Conference
8:00 a.m. - 4:00 p.m.
Omaha - Double Tree

September 27 - Effective Evaluation & Remediation of Teachers
9:00 a.m. - 4:00 p.m.
Gering - Civic Center

September 28 - Effective Evaluation & Remediation of Teachers
9:00 a.m. - 4:00 p.m.
Grand Island - Central Administration Office

September 30 - Effective Evaluation & Remediation of Teachers
9:00 a.m. - 4:00 p.m.
Omaha - Westside Community Conference Center

October 5 - Principal Evaluation Workshop
9:00 - 3:30 p.m.
Kearney - Holiday Inn

October 6 - Principal Evaluation Workshop
9:00 a.m. - 3:30 p.m.
Omaha - Double Tree

October 6-8 - Midwest Regional Middle Level Conference
Omaha - Holiday Inn Convention Center
for more information: www.namele.org

October 11 - Paraeducator Conference
8:00 a.m. - 3:00 p.m.
Kearney - Holiday Inn

October 21 - NARSA Fall Event
4:00 p.m. - depart Kearney
Mac's Creek Vineyard - Lexington

October 23
All Principals Golf Tournament & Fun Day
1:00 p.m.
Kearney - Meadowlark Golf Course

October 24-25 - All Principals Conference
Kearney - Holiday Inn

Leadership Talks Technology Academy
October 11 - ESU 11 - Holdrege
October 12 - ESU 14 - Sidney
October 16 - ESU 16 - Ogallala
October 17 - ESU 7 - Columbus
October 27 - ESU 8 - Neligh
November 10 - ESU 10 - Milford
November 11 - ESU 2 - Fremont
November 30 - ESU 9 - Hastings

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





BREAKING RANKS II

The National Association of Secondary School Principals has published a working document of a vision and strategies for a dramatically different high school in the 21st Century entitled Breaking Ranks II. During the 2004-05 school year information from Breaking Ranks II will be presented in the NCSA TODAY for discussion of possible changes that can and should be made in Nebraska high schools.

In addition to information in the NCSA TODAY, Dr. John Lammel of the University of Nebraska-Lincoln will be available to speak to administrators meetings or schools. NCSA is also coordinating with Central Community College in providing workshops in Columbus on October 19th, Kearney October 20th, and North Platte on November 3rd. The workshops will start at 2:00 P.M. and run to 5:30 P.M. The workshops are designed for school team participation

(Superintendent, Principal, Teacher, Parent and School Board Member.) You can register at <http://www.ncsa.org> no later than five days prior to the workshop.

In the opening chapter of Breaking Ranks II the following questions are asked:

1. How many of the students who enter your school in ninth grade graduate in four years?
2. What percentage of your graduates must take remedial courses in college or a community college? What percentage of those finish college?
3. Does your leadership team successfully interact with "hard to reach" parents with activities such as home visits, Saturday meetings, and meetings outside of regular school hours?
4. How many low-income and/or minority students are enrolled in advanced courses?

5. How many teachers from different disciplines work together on a regular basis?

6. Are the aspirations, strengths, and weaknesses of each student known by at least one faculty member or other member of your staff? How do you ensure the staff member uses that information appropriately to help the student become successful in all classes and activities?

7. Aside from student government, do students have a voice at your school?

8. What percentage of the classes per week at your school is primarily lecture-driven?

Answers to the above questions can help set the vision and strategies for improvement. See the October issue of NCSA TODAY for more discussion of Breaking Ranks II.



WELCOME BACK... *[continued from page 1]*

of classified personnel that make schools work. As administrators, we must make sure we give our new people the support and resources that will allow them to be successful. We should all take a moment to reflect on the tremendous number of people involved to make our schools successful. Take the time to let these people that have chosen to work in the educational arena understand there is no greater profession or more noble calling than to work in education.

Challenges will continue to be a part of what schools deal with on a daily and yearly basis. "No Child Left Behind" will continue to be a major focus of schools and require both time and energy. Accountability, assessments, portfolios, Rule 10, essential schools, and state funding will continue to be on the front burner. A ninety-day legislative session will most certainly provide many opportunities for schools to take part in the legislative process. Commissioner Christensen's agenda would perhaps reflect a request for an estimated additional \$500 million. State aid to education and the legality of our funding formula will indeed be a part of the contin-

ued discussion.

Although the aforementioned issues are extremely important to our educational future in this state, I challenge each of you to remain focused on what we do best. That is to provide a quality education for students. All of our decisions and discussions must center on the concept of keeping kids first. We are leaders of students and must set positive examples as role models. It is my hope that each of our school leaders and school employees will operate utilizing the six core ethical values that form the foundation of "Character Counts."

Trustworthiness – Be honest; don't deceive, cheat or steal; be reliable – do what you say you'll do; have the courage to do the right thing; build a good reputation; be loyal; stand by your family, friends, and country.

Respect – Treat others with respect; follow the Golden Rule; be tolerant to differences; use good manners, not bad language; be considerate of the feelings of others; don't threaten, hit, or hurt anyone; and deal peacefully with anger, insults, and disagreements.

Responsibility – Do what you are supposed to do; persevere: keep on trying!

Always do your best; use self-control; be self-disciplined; think before you act – consider the consequences; be accountable for your choices.

Fairness – Play by the rules; take turns and share; be open-minded; listen to others; don't take advantage of others; and don't blame others carelessly.

Caring – Be kind, be compassionate, and show you care. Express gratitude; forgive others; and help people in need.

Citizenship – Do your share to make your school and community better; cooperate; get involved in community affairs; stay informed; vote; be a good neighbor; obey laws and rules; respect environment; and protect the environment.

It is easy to see that the tenets of the six pillars of character are appropriate for everyone. If we incorporate them I am confident that we will serve as excellent role models, provide quality leadership, and continue to meet the challenges before us. Thank you for what you do for kids and best wishes for a great year.

References: Character Counts! - The Six Pillars of Character; www.charactercounts.org





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Reminder

If you have not yet paid your NCSA membership dues for 2004-2005, you should be aware that your membership expired August 31st. Please take a moment to send in your dues payment and/or your membership form to avoid a lapse in membership



Calendar of Events

SEPTEMBER

1	NASES Region I, 9:00 a.m., ESU #6	Milford
1	NSASSP Region I, 5:30 p.m., Cortland Bar & Grill	Cortland
3	NASES Region III, 12:00 noon, Sports Den	Norfolk
3	NASES Region II, 8:30 a.m., Westside ABC Building	Omaha
8	NAESP Region IV, 12:00 noon, GIPS - Admin. Office	Grand Island
9	NASA Region I, 10:00 a.m., ESU #6	Milford
14	NSASSP Region II, 5:30 p.m., German American Society	Omaha
15	School Law Update, 8:00 a.m., Holiday Inn	Kearney
15	NAESP Region II, 5:30 p.m., Brass Grille	Omaha
15	NAESP Region V, 9:30 a.m., Community Center	Bridgeport
15	NSASSP Region V, 10:00 a.m., Community Center	Bridgeport
21-22	Superintendent "Think Tank", 5:00 p.m., Gallup University	Omaha
22	NAESP Region III, 2:00 p.m., Lifelong Learning Center	Norfolk
22	NSASSP Region III, 2:00 p.m., Lifelong Learning Center	Norfolk
22	NASA Region V, 12:00 noon, Eagles Club	Bridgeport
22	NASES Fall Convention, 8:00 a.m., Double Tree	Omaha
27	Evaluation & Remediation, 9:00 a.m., Civic Center	Gering
28	Evaluation & Remediation, 9:00 a.m., GIPS Central Admin. Office	Grand Island
30	Evaluation & Remediation, 9:00 a.m., Westside Comm. Conf.Center	Omaha

OCTOBER

5	Principal Evaluation Workshop, 9:00 a.m., Holiday Inn	Kearney
6	Principal Evaluation Workshop, 9:00 a.m., Double Tree	Omaha
6	NSASSP Region IV, 1:00 p.m., ESU #10	Kearney
13	NASA Region III, 9:00 a.m., Lifelong Learning Center	Norfolk
6-8	Middle Level Conference, 1:00 p.m., Holiday Inn	Omaha
11	Paraeducators Conference, 8:00 a.m., Holiday Inn	Kearney
13	NASA Region IV, 10:00 a.m., ESU #10	Kearney
13	NASA Region V, 12:00 noon, Country Kitchen	Ogallala
15	NASES Region III, 12:00 noon, Sports Denn	Norfolk
18	NAESP Region II, 8:30 a.m., UNO - Milo Bales Center	Omaha
19	Breaking Ranks II Workshop, 2:00 p.m., Central Community College	Columbus
20	Breaking Ranks II Workshop, 2:00 p.m., UNK - Ockinga Conf. Centr	Kearney
20	NAESP Region I, 11:00 a.m., Malcolm Elementary	Malcolm
20	NASA Region I, 4:00 p.m., Evening with Friends	Milligan
20	NCSA Executive Board , 9:00 a.m., NCSA Offices	Lincoln
21	NARSA Fall Event, 4:00 p.m., Mac's Creek Vineyards	Lexington
23	All Principals Golf/FunDay, 1:00 p.m., Meadowlark Hills	Kearney
23-25	All Principals Conference, 11:30 a.m., Holiday Inn	Kearney
28	NASES Region IV, 12:00 noon, ESU #10	Kearney

NATIONAL CONVENTIONS
 October 15-19 - ASBO National Convention - Cincinnati, OH
 February 17-20 - AASA National Convention - San Antonio, TX
 February 25-28 - NASSP National Convention - San Francisco, CA
 April 15-19 - NAESP National Convention - Baltimore, MD

2003-2004 NCSA Annual Report

Jerry L. Sellentin, Executive Director

Mike Dulaney, Associate Director

2003-2004 in many ways is a year of celebration and unique challenges for NCSA. This report highlights some of the major accomplishments of the past fiscal year. Issues of adequacy, stability, equity of funding of public education, NCLB, and early childhood continue as challenges for NCSA members. As NCSA celebrates its success it must also stretch itself beyond its comfort zone and explore possibilities to increase the value of membership in NCSA. Science Fiction writer Arthur C. Clarke (2001: A Space Odyssey) once wrote "The only way to discover the limits of the possible is to go beyond them to the impossible." To do this NCSA will need to: 1. Look inward; 2. Reach outward; 3. Climb upward; 4. Press forward.

PARKING LOT: Ten years ago NCSA purchased a lot for the NCSA Office. The NCSA Office has no mortgage. From its reserves NCSA has purchased a lot west of the NCSA Office for parking. Currently a 1901 apartment building is on the lot and will be removed. Purchasing this lot will make available more needed parking for members when visiting the NCSA Office for conferences and meetings. Purchase of the lot is a good reason to celebrate.

LEGISLATION: The 2004 Session will be remembered for the lengthy debates on casino gambling, and to a lesser extent, the ever present state revenue shortfall. The Legislature chose not to take drastic action with regard to the budget issue in hopes the state's economy will improve prior to the 2005 Session. In the meantime, the Legislature chose to extend the life of the Temporary Aid Adjustment Factor in order to reduce state appropriations to education. School boards will continue to have the authority to levy for the lost state aid (under the needs reduction calculation), but this also increases the imbalance between state and local funding for the operation of public schools.

On the positive side, we were finally able to rid public schools of the requirement to distribute information concerning parental notification and judicial waiver to students. We were also successful in expanding the Public Employees Retirement Board (PERB) to include two school representatives (one school administrator and one teacher.)

MEMBERSHIP: NCSA ended the year with 1739 members. Membership by affiliates: NASA 358, NAESP 360, NSASSP 451, NASBO 55, NASES 88, NARSA 357, Associates 48 and Students 22. NCSA can celebrate its strength in numbers and dues for 2004-05 will remain at \$300 per active member.

FINANCES: NCSA can celebrate its financial status. The CPA audit for the year ending August 31, 2003 showed total revenues of \$1,081,287 and disbursements of \$874,345. This compares to the previous fiscal year revenue of \$959,848 and disbursements of \$874,940. Your NCSA staff works hard to control expenses and maintain "value for your membership in NCSA."

PROFESSIONAL DEVELOPMENT: NCSA provided twenty-six conferences and workshops to enhance personal and professional skills and talent and provide information in developing excellence in educational leadership. A Nebraska Educators Leadership Institute was developed with the University of Nebraska-Lincoln and Gallup. Twenty-seven NCSA administrators were in the first class. The program for the second year is being organized and will include a “Think-Tank” concept for Superintendents. Members can celebrate with their involvement in “sharpening the saw” theory of Steve Covey.

GATES TRAINING; Three years ago the Governors Office, Nebraska Department of Education, and NCSA obtained a 1.3 million dollar grant from the Bill and Melinda Gates Foundation. The goals of this three year program were: 1. Enhance administrators’ technology leadership skills in support of teaching, learning and data driven decision-making. 2. Create learning environments that empower staff to infuse technology into teaching, learning and assessing student outcomes. Over 900 principals and superintendents completed the program. The success of the program can be shared with a long list of contributors who were directed by the Co-Directors of the Leadership Talks Technology Academy Woody Ziegler and Darryl Kile. The completion of the Gates Training can be celebrated, but fortunately it will be carried over for another year with NCSA financing. Woody and Darryl have been contracted with NCSA and will continue to provide technology training to all levels of school administrators for the coming year.

EDUCATORS HEALTH ALLIANCE: (EHA) Health care costs are a concern to school and administrators personal budgets but the overall 9.7% premium is much lower than other group plans and gives reason for celebration.

LEGAL SUPPORT: NCSA’s Legal Support program ensures “due process” in matters relating to administrator’s employment. NCSA has provided \$20,261.55 to thirty administrators. This compares to a year ago of \$17,577.00 for twenty three administrators. Several administrators were requesting legal support due to “downsizing” or mergers.

ADMINISTRATORS OF THE YEAR: Dan Ernst, Superintendent of the Year; Terry Haack and Blaine Friessen, NASSP Distinguished Service Award; Bary Haabrock, NASSP New Principal of the Year; Sara Landgren, Assistant Principal of the Year; Bill Kenagy, High School Principal of the Year; Margaret Welch, Middle School Principal of the Year; Rod Garwood, NASES Distinguished Service Award; Mary Drew NAESP Distinguished Principal of the Year; and Doug Christensen, Public Official of the Year by “Governing Magazine.”

APPRECIATION; Angie Carman, Kelly Coash Johnson, Julie Anshasi, and Mike Dulaney, as “dedicated” staff and the NCSA Executive Board deserve appreciation for a very successful NCSA 2003-2004 Year. There are also hundreds and hundreds of NCSA members who also worked to make NCSA strong, influential and of value to the profession of Education and success of all students. It is this large, diverse, and dynamic membership of professionals committed to helping other professionals that gives reason for NCSA to celebrate the success of 2003-2004.

The NAESP Link

The State Association Newsletter for Elementary School Principals
September, 2004



President's Welcome 2004-2005
By Katie Mathews, Park Elementary School
Kearney Nebraska

Keep the Passion Alive

Carole Kennedy spoke to a group of elementary principals in Washington, D.C. this summer and began by asking, "Raise your hand if you are passionate about education. Now put it down if you are busy." She went on to point out that only a couple of newly retired principals still had their hands in the air. Her point was that if we wait for those among us who are not busy to advocate for children, no one will be advocating for our children or public education. She was preceded by Vince Farrandino (executive director of National AESP) who spoke "passionately" about our noble profession and responsibility. He talked about the national movement to promote early childhood education ("It pays off and we cannot allow early deficits."), the need to distribute leadership in our buildings (because no one person can do the complicated job of principal anymore) and to never forget to stand up for children (after all, they are why we are here!).

I'd like to invite all elementary principals to join our NAESP Board of Directors as we try to reach out and support each other across the state. Our noble work is challenging and complicated. We need each other! NAESP could stand for the following:

N is for Networking
A is for Advocacy for Kids
E is for Excellence in Leaderships
S is for Strength in Numbers
P is for Professional Relationships

Our Mission is YOU!
Our Mission is Impossible without YOU!

Greetings From Region II!

Here is hoping everyone is rested and energized after a great summer and a fantastic Administrator Days. Region I is looking forward to an exciting and fullfilling year and as always welcomes you and your ideas to all of our functions. Feel free to contact me at anytime with

questions and ideas concerning upcoming events or issues in education. Hope to see all who attend in York on November 5th at "Chances R" for the Fall Social. Have a wonderful beginning to your year! Randy M. Page RandyMPage@esu6.org

Welcome back to another great school year from Region II!

We are looking forward to a year of teaching and learning and have some wonderful plans for Region II principals. Please join your fellow principals for learning and fun at all of the Region II meetings. You should have received membership and meeting information at your school building in mid-August. If you need further information, please contact one of the Region II officers. Most of all, have a FANTASTIC school year! Beth Welke BethWelke@esu3.org

Region III Plans

Region III will have a joint elementary/secondary meeting on September 22nd at the Life Long Learning Center in Norfolk. The second meeting will be held on November 3rd at Wayne State College in which principals will have the opportunity to talk with WSC professors in the education department. This will give the principals a better idea of what is being taught to pre-service teachers and will also allow WSC to get feedback on the issues/philosophies that districts need their teachers to know coming out of college. On February 2nd, an Upcoming Administrator Workshop will be held at the Life Long Learning Center in Norfolk. Region III principals will be bringing along current teachers looking to become administrators in an afternoon that should educate those looking to become principals. The last meeting will be held on April 27th at El Dorado Golf Course in Norfolk. This will be the spring social outing that will be held in conjunction with the secondary principals. Cory Worrell CoryWorrell@npsne.org

News From Region IV

Some of Region IV's big activities this year include the Youth Leadership Conference at the University of Nebraska at Kearney on November 19th featuring author and trainer Mary Kay Mueller. She will be speaking to student leaders about the many difficult choices they make on a daily basis and to elementary principals about the keys to happiness, health, and success. The Annual Region IV Social Outing will again take us to an overnight trip to Kansas City to a Chi football game, some shopping, and great networking. Have fun galore, join Region IV! Contact Jill Clevenger @ 308-647-6558 JillClevenger@esu10.org Our first meeting is September 16th in Grand Island.



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Region IV President, Jill Clevenger

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Region III President, Cory Worrell

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Ex-Officio Board Member, Jerry Sellentin

Public Relations Coordinator, Mark Murphy

Administrator Days, August 3-6



Plan on attending the
ALL PRINCIPALS CONFERENCE
In Kearney October 23-25



2004-2005 School Administrator Changes

School District	Superintendent	Asst Supt	Secondary Principal	Asst/Assoc Prin	Middle Sch Prin	Elementary Prin	Director	Asst Dir
Ainsworth PS	Kevin Wingard		Harvey Wewel	Darrell Gerdes				
Amherst PS	Ted Claussen		Roger Thomsen					
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Ansley PS	Milt Carter		Lance Bristol					
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BelleVue PS - West HS			Mark Weichel				Rob Lavalleur	
Bennington PS	Terry Haack							
Bloomfield Community Schools	John Post							
Brady PS	Pat Cullen							
Bridgeport PS	Randy Butcher							
Cedar Hollow PS								
Chadron PS	Sherlock Hirming							
Chase Co. PS	Matt Fisher							
Columbus PS	Fred Bellum		Bruce Vires					
Conestoga PS								
Crawford PS					Angela Leifeld			
Creek Valley PS			Troy Lurz					
Crete PS			Brent Christensen		Dennis O'Connor			
Elba PS			Tim Conway		Marcus Everts			
Elgin PS	Michael Gillming							
Elkhorn PS			Corey Fisher					
Elkhorn Skyline Elementary			Bary Habrock	Dan Radclia				
Elkhorn Westridge Elementary								
ESU #1								Kim Neal
ESU #2								Kate Heineman
ESU #9								Jenise Straight
ESU #15								Brent McMurtrey
ESU #17								Dennis Radford
Eustis-Farnam PS	Carl Dietz		Kyle Hemmerling					
Fillmore Central PS								
Fremont PS								
Gibbon PS	Larry Witt					Mark Wragge		
Gordon PS	Bill Tuma					Bob Robinson	Cliff Huss, Linda Kincaon, Russ Koch, Bruce Kroeger	
Grand Island PS						Debra Turner		
Gretna PS					Connie Allen	Toni Palmer (Shoemaker Elem)	Karma Krajewski, Kerri Nazanenus	
Hampton PS						Sally Hajek		
Hartington PS						Holly Herzberg		
Hay Springs PS	Ernie Griffiths		Jesse Wolf			Lori Peitz		
Hastings PS			Jay Opperman	Joshua Cumpston				
Hemingsford PS	Casper Ningen							
Hershey PS	Mike Cunnning							

