

sai REPORT

Excellence in Leadership



Van Dyke is Secondary Principal of the Year

Jerry Van Dyke, principal at Linn-Mar High School in Marion, was recently selected as the 2006 Secondary Principal of the Year. "It's a pleasure to be able to recognize Jerry because he truly represents the outstanding school administrators we have in Iowa," said Dr. Gaylord Tryon, SAI interim executive director.

Congratulations to this year's nominees and thank you to the selection committee.

Nominees: **Launi Dane**, SE Webster-Grand; **David Henrichs**, Lenox; **Susan Martens**, Hinton; and **Deborah Taylor**, Nishna Valley.

Finalists: **Dennis Heiman**, Mediapolis; and **Deborah Menke**, Pleasant Valley.

Selection Committee: **Dale Barnhill**, Norwalk; **Steve Bohlen**, Wapello; **David Olson**, Dubuque; **Doug Ray**, Hubbard-Radcliffe; **Joel Semprini**, Armstrong-Ringsted; **Todd Wolverton**, Creston; and **Karen Younie**, Jefferson-Scranton.

Thoughts on Leadership and High Schools

Van Dyke was asked to share his insight on specific questions related to education and leadership.

Reinventing the high school continues to be in the forefront of education issues. If you had to pick the three most important aspects of high school to change, what would they be?

I believe that high schools can do a better job of aligning grading practices with curriculum and assessment practices, we need to continue to personalize the high school experience from an organizational, academic, and relationship standpoint, and we need to prepare all students for post-secondary education/training. The high school function can no longer be "sort and select." We need to provide every student with the tools to be successful as a life-long learner and ensure that each student is equipped with the skills to compete on a global scale.

Rigor, Relevance, Relationships are being stressed for high schools. What are you doing in one of these areas that seems to be paying dividends?

We have worked diligently to align our curriculum with national subject area standards. We have expanded our Advanced Placement program, created more opportunities for our students to pursue post-secondary course work during their junior and senior years, and have removed barriers to acceleration for all students. This has allowed a large percentage of our students to take advanced course work prior to taking the ACT during their junior year.

The typical high school principal reports working on average a 72-hour work week, which studies say is a clear disincentive for people considering a career in secondary administration. What have you done to increase your efficiencies or find ways to balance the time on and off the job?

A lot of hours at work are part of the job. Visibility and networking are key components of community-building. The principal needs to be a leader in this effort. I try to empower others to manage events, supervise students, and to arrange for volunteers. This allows me to attend multiple events, sometimes for shorter periods of time.

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"Leaders are readers."

- Charles Jones

(Don't forget Read Across America, March 2.)



Brad Buck

Announcing the Candidates for SAI Vice President

Watch your mail for information sheets about candidates for SAI vice president **Brad Buck** of

Waukee and **Russ Reiter** of Chariton and an election ballot that will be mailed to all members by April 1. Cast your vote and return your ballot to the SAI office by April 15.



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Executive Director's Report from Dr. Gaylord Tryon

The Camel's Nose

“The camel's nose in the tent” (aka “a foot in the door”) could become a reality if the Iowa Legislature enacts HSB 512. The study bill, which is being sponsored by the House State Government Committee, would create a defined contribution plan as an optional alternative to IPERS. (As of this writing, HSB 512 has not been assigned a House bill number.)

Most public employees, and all K-12 school employees, are currently under what is called a “defined benefit plan” (DB plan). Higher education employees like at Iowa State University, University of Iowa, and University of Northern Iowa are under a “defined contribution plan” (DC plan). A defined benefit plan guarantees a benefit that is defined/determined by a formula (hence the name “defined benefit”). In a defined benefit plan, the system makes the investment decisions and bears all the risk. In a defined contribution plan, the individual employee makes his/her own investment decisions and bears all the risks—including disability and outliving your retirement funds.

The essence of HSB 512 is this:

- it establishes a defined contribution plan within the State Treasurer's office as an alternative to the defined benefit plan administered by IPERS. (Need I remind you that the State Treasurer is an elected official? Will it politicize our state retirement system?)
- the defined contribution plan would be open to all regular members (e.g., school employees) for 18 months from July 1, 2007; it allows current members to elect into the defined contribution plan and to transfer both employee and employer dollars from IPERS into their DC account.
- all new hires after June 30, 2007, would have an option to join the defined contribution plan within 60 days of hire.

Sounds pretty harmless, doesn't it? It's all on an optional basis—no one is being coerced to choose the defined contribution plan.

But, there is another side (a dark side in my opinion) to this whole issue. I think the state is thinking about bailing out of its responsibilities to public employees. Under the current plan, the state is obligated to provide all benefits that have been promised. Under a defined contribution plan, the state bears no responsibility for the ultimate benefit at retirement—the individual bears all responsibility of being able to provide an investment large enough to live on for the remainder of his/her life. The state's sole responsibility is to make a defined payment during the individual's period of employment.

There are several state retirement systems that are experiencing financial difficulties. It's interesting that many of these same states are contemplating switching to a defined contribution plan. Is it because their state legislators think a defined contribution plan is in the employees' best interests or do you think it might have something do with state legislators wanting to abandon their commitments to state employees?

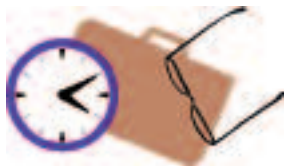
HF 729, which was amended and passed unanimously by the Senate, is now back in the House for its consideration of the Senate version of the bill. While there are some issues in the Senate amendment which we would prefer not be there, the Senate was willing to increase contribution rates by one-half percent each year for each of the next four years—resulting in a two percent increase (starting July 1, 2007). In its original form, HF 729 would increase contribution rates by one-half percent for each of the next eight years—resulting in an overall increase of four percent.

A concern I have is that HSB 512 will get mixed up in some way with HF729. We need to increase contribution rates as soon as possible and I hope the legislature will respond accordingly.

We don't need to be thinking about going to a defined contribution plan (HSB 512). We certainly don't need two retirement systems for public employees, and we absolutely should not be putting the IPERS system at risk by adding a competitive and separate retirement system for public employees (under the auspices of the State Treasurer's office, no less). There has been no actuarial study done (or even started) to determine the impact on the current plan. For example, what will be the cost to IPERS if present and future employees begin to opt out of the current plan and choose to enroll in the defined contribution plan? (HSB 512 allows current members to elect into the defined contribution plan and to transfer both employee and employer dollars into their DC account.)

HSB 512 is indeed the “camel's nose sneaking into the tent.” I think it is only the tip of the iceberg. If we, in any way, take steps toward a separate defined contribution plan, I think we can kiss the defined benefit plan goodbye.

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In Brief

At its Feb. meeting, the SAI Rep Council

- Received an update on HF729 pertaining to IPERS. Members voted to support this bill with the exception of using current language before benefits enhancements may occur and including an exception for the anti-spiking provision in cases where individuals can justify the salary increases, e.g. moving from a principalship to a superintendency. Further opposition was voiced to deleting the 12 consecutive quarter rule used in determining the final average wage.
- Heard that three of Iowa's AASA Governing Board members' terms are expiring and any eligible voting member of SAI and AASA may express an interest in serving. Information will be sent to eligible members.
- Met incoming SAI staff members Matt Carver and Dr. Bonnie Boothroy.

AASA Presents Civic Star Award to Linn-Mar Community Schools

The American Association of School Administrators and Sodexo USA announced Linn-Mar Community School District as a 2006 state Civic Star Award winner for excellence in school district and community partnerships to enrich student achievement and academics.

Superintendent Katie Mulholland accepted the award for Linn-Mar's K-12 Business Education Partnership Program.

"The National Civic Star awards program recognizes that the vitality of a community is intricately linked to the success of its schools in educating children to be productive citizens," said AASA Executive Director Paul Houston.

All 34 winners were recognized at the AASA National Conference on Education™ Feb. 25 in San Diego.

Upcoming Events

March

1 - Statewide Mentor/Mentee Collaborative Learning, West Des Moines Marriott

April

19 - Secretaries Seminar, West Des Moines Marriott

July

24 - New Administrators Institute, West Des Moines Marriott

August

8 - SAI Pre-Conference, Polk Co. Convention Complex, Des Moines
9-10 SAI Annual Conference, Polk Co. Convention Complex, Des Moines

Find registration information and learn about future offerings at www.sai-iowa.org/events.html



Introducing SAI's newest staffers

On February 8 the SAI Executive Committee approved hiring Dr. Bonnie Boothroy as associate executive director and Matt Carver, J.D., as director of legal services. Matt started with SAI Feb. 27 and Bonnie will officially join the staff August 1.

Bonnie Boothroy



Matt Carver

Meet Bonnie

You've been in a position to work with hundreds of administrators during your years in education.

What distinguishes the good from the great?

Great leaders are all about learning – for their students, their teachers, and themselves. They focus on tomorrow's learning for their students by placing a priority on professional development, reflection and collaboration for their teachers and themselves. Our context is continually changing and great leaders respond to change by learning. For great administrators, "ways of doing," "ways of thinking" and "ways of being" are works in progress.

How has leadership development changed from when you began your administrative career and what changes do you anticipate in leadership development in the future for SAI?

Early in my career, it seemed that staff development was primarily for teachers and little attention was given to the learning needs of administrators. Professional development opportunities for administrators were isolated, disconnected events. In

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Meet Matt

What excites you about the Director of Legal Services position?

What excites me most about the Director of Legal Services position is the opportunity to work with educators on a full-time basis. During my deployment to Kuwait, from Jan. 2003 - Jan. 2004, I gained a new appreciation for the importance of working in an area of passion rather than performing a job in which I was merely interested. The Director of Legal Services position provides me that opportunity to work in an area of passion: education.

What fuels your passion for education?

My passion for education is fueled by the desire to give back to schools in Iowa. While attending K-12 in the Urbandale Community School District, I had teachers, coaches and administrators who made a profound impact on my life. Hopefully, my work at SAI will assist administrators in their efforts to positively impact today's students.

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sai REPORT

The *SAI Report* is published for association members and selected community and business leaders by School Administrators of Iowa.

Your comments and suggestions are welcome.

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Whom Should You Trust?

Employees Who Change Grades, Steal, Cheat

April 5 Legal Lab will not be held

The Legal Lab originally scheduled for April 5 has been cancelled. Kathy's column is devoted to the subject that was to be featured. After consulting with several possible presenters, it was determined that there would not be enough content to provide for a full-day lab.

We plan on scheduling Legal Labs for next year.

Rick Hilbert, superintendent at West Delaware, wants you to learn from his experience. He has almost wrapped up the district's involvement in a criminal case brought against a secretary in the high school guidance counseling office for theft and for several violations of a law dealing with falsifying academic documents. (Iowa Code section 715A.6A)

It seems the secretary was changing some students' grades as well as entering courses the students had never taken. I don't know whether she profited financially from this practice or just did it out of a misguided sense of altruism. Nevertheless, her acts skewed class rankings and GPAs for a number of students, as well as possibly helped some perhaps undeserving students obtain scholarships or financial assistance that they hadn't earned legitimately.

To their credit, when the story began to unravel some kids even came forward and asked to have their grades and credits returned to their original status. Some claimed she didn't ask them if they wanted this done; she just did it "for" them.

This whole scheme was discovered when rumors of the grade changing wafted to administrators. One of the guidance counselors initially checked student grades, focusing on a nephew of the secretary. Changes had been made to his grades, and courses his computer transcript showed as brought in when he transferred to W. Delaware were not on his original transcript. Calls to the sending school confirmed he had not taken some of those courses or they weren't even offered.

The secretary's computer was the source of the alterations. No one else had her password. It was a pretty open and shut case initially. Then they started looking into all of her entries and found the practice was more far reaching than they had imagined. And it had been going on for at least a couple of years.

This secretary was also the cheerleaders' advisor. She was also the treasurer of the Iowa Cheer Coaches Association and, as such, responsible for accounting for the Association's purchases and income. Somehow it was discovered that she had, possibly using the school computer and desktop publishing capabilities, created fake bank statements. When the statements she turned in to the Association were compared to the real bank statements, a serious discrepancy was discovered. She was convicted of theft related to that "sideline."

This secretary also was in charge of the concession stand receipts. The district suspected, but could not prove, that the secretary had helped herself to money. The only thing they could prove was that she had ordered a case of Crystal Light® and charged it to the school, but the school didn't offer that particular beverage at its concession stands.

The secretary will be serving 30 days in jail and two years on probation; she was also fined and must make restitution to the Cheer Coaches Assn.

When Rick ("Bubba" to his friends) (well, at least to THIS friend) was faced with the fact that one of his employees had falsified school records, and faced with the possibility that she had stolen money or goods from the school, he admitted to knowing the district had sloppy accounting processes but being too late to clean them up. He wrote to me, "It is also a reminder to trust no one when it comes to counting money. I had much tougher procedures in place in Centerville and Westwood, and it was part of my 5-year plan here, but I got sidetracked by [others] who did not see a problem. They see it now."

In this age of accountability for everything, I have noticed a sharp increase in the number of court cases involving school employees (mostly teachers, but not always) who have cheated in various ways on high stakes testing (NCLB or state-required pass-to-graduate tests). Whether it's using the

Consult Your Attorney



... and other pearls of wisdom.



test to prepare the students, changing answers before turning in the tests, or “teaching to the test,” it’s all either illegal or unethical. Educators are losing their jobs and their licenses for these practices, as well they should. But what is your obligation as an administrator? Should you trust until given reason to do otherwise? Or not trust, putting rigid or strict protocols in place to prevent the possibility of cheating?

Earlier in my career I would have said “trust until the trust is proven undeserved.” But I’m older and wiser now. Well, at least I’m older – maybe just more jaded. I don’t advocate assuming everyone will cheat. Rather, I suggest we devise systems that eliminate the possibility of cheating so no time is wasted towards it and temptation is removed. Just remember, the higher the stakes, the more likely it is someone will try to cheat. If money is involved (e.g., teacher pay based on student scores) the likelihood is probably doubled. Check out Dave Frisbie’s work on “Accountability and Test Integrity.” You can find it by going to www.state.ia.us/educate/ecese/nclb/documents.html. It’s the second big category there and contains a cover letter, guidance, and a sample board policy. I strongly encourage you to adopt the policy and protocol *before* you need it. And to follow Rick Hilbert’s advice about tightening up the money-handling protocol, too. And ask your guidance counselor to check out any suspicious grade situations (and have someone responsible to check out the guidance counselor’s work). Heavy sigh . . .

That’s my last bit of advice to you; the last “pearl of wisdom” in my last CYA column, written on the last day of my employment at SAI, the threshold day of my retirement.

I also want to tell you how much you have meant to me, but there aren’t words. I want to thank you for trusting me to help you with your “situations.” For sharing your personal lives with me and being interested in mine. For beefing up my ego with every call or email (“I asked what I should do about this and my superintendent said, ‘Have you called Kathy?’ ”). Thank you for not getting mad at me when I tried to re-direct your intentions. (How’s that for an uncharacteristically tactful way of telling you, “You’d better not do that!”) Thank you for the touching notes you sent upon learning of my intent to retire. Thank you for the awesome standing ovation at the School Law Conference. Wow. You blew me away.

I have had such a wonderful ride with you, and I’ve made so many good friends. (I’d start dropping names but I couldn’t stop!) Some of my friends don’t even have faces. That is, I recognize your voices when you call, but I couldn’t pick you out of a lineup. When I see you in Des Moines, I don’t know who you are. (Sad, but true. I owe Larry Molacek and Mike Bunde a six-pack for those bad bets.) Nevertheless, it has been my privilege to be on your speed dial for over eleven years (twenty-one for those who were calling in my days at the Department). I wish you luck, leave you in the very competent hands of Matt Carver, and hope I don’t read about you in the paper or see the TV truck at your school house door. I will miss you more than you know. Thanks for everything. Kathy.

The Camel’s Nose

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For sure, there will be individuals who think they can do a better job of investing their money than what the people at IPERS have done. During those years when individual investment returns were coming in at 15-20 percent, a defined contribution plan looked pretty good. But when investment returns start going south, a defined benefit plan looks really, really good.

This is the conservative part of me coming out now, but in the long run, I prefer a guaranteed retirement benefit (DB plan). Between two guaranteed retirement benefits (IPERS and Social Security), a person can retire with a certain

amount of confidence and predictability. If someone is still interested in acquiring some investment risk over and above the guaranteed benefits, then an individual can always invest his/her own money.

I say we should not let the camel stick its nose into our tent on this one. HSB 512 is a long way from being ready to be seriously discussed by the Iowa Legislature. There are too many questions and too many unknowns. IPERS is a safe, sound, and very good retirement system. A separate and competitive retirement system like the defined contribution plan will work against what we already have. I say leave well enough alone and tell the camel to go looking for another tent.

The article, *Consult Your Attorney*, is intended only as a reference in regard to the subject matter covered. It is furnished with the understanding that SAI is not engaged in rendering legal advice. If a legal opinion is desired, private legal counsel should be consulted.



A Different Kind of March Madness

By Dr. Troyce Fisher, director, Wallace Grant

Did you happen to catch the short clip on TV of the home video of a high school boys' basketball game in Greece, N.Y.? The team was leading comfortably in the fourth quarter of their season's home finale (and battling for a division title) when the coach decided to put the senior manager of the team (whom he had invited to suit up) into the game. This manager happened to be a 5-foot-6-inch 17 year-old who was considered too short to play, and who also happened to be autistic, but who always dreamed of being able to play basketball. His teammates said Jason was always happy to dispense water bottles, pick up towels, and do the support work that every team manager does, just so he could be part of the game, albeit from the sidelines.

Jason gets into the game and promptly puts up an air ball. The crowd groans. On the next offensive play he misses an easy lay up. The team members keep passing him the ball, and on his third try he nails a 3-pointer. The crowd erupts in cheers. But it doesn't stop there. He goes on to make five more 3-pointers and another shot (which also would have been a 3-pointer, except his foot was on the line) and ends up with 20 points, all in the last four minutes of the game!

The home video shows his teammates who are watching from the bench jump up for joy and high five each other every time Jason sinks another improbable shot. At the end of the game, members of the crowd swarm the court and lift Jason onto their shoulders. His parents fight their way through the pandemonium to get to their son who jumps down and gives them a big hug. There's not a dry eye in the gym.

Isn't that a great story? Don't you wish every kid who faces challenges and extra hurdles (and which one doesn't?) could have a moment in the spotlight just like that? Actually, isn't that what we try to do as school leaders every day—create opportunities for every kid to excel, often way beyond what others might predict he or she is capable of doing? I have had the good fortune of being with many of you in the past few months, and what I observe you doing for kids is hero's work. Your dedication, perseverance, and energy for this work always humble me.

Yet you cannot do this alone, and it's time that legislators and other policy makers take a look at another kind of "March Madness" that is gripping this state right now. It seems to me that:

- It's madness to ignore all of the research on early childhood education and not find ways to fund universal voluntary access for four year-olds. (I heard one legislator quoted on the radio as saying, "Well, we're not all convinced of the research that early childhood education has posi-

tive effects in the long run." Come on. Say you think it's an infringement on parental duties or say we don't have the money, but don't dismiss the overwhelming body of research that points to the long-range benefits of funding early childhood education.)

- It's madness to underfund public schools and yet expect us to do more and more with less and less. Iowa is now 41st in the nation in average teacher salaries. The best and the brightest are often not attracted to teaching as a career choice because of that. An increasing number of teacher leaders indicate that they don't want to become administrators and "deal with all of the hassles." Our public policy is slowly starving schools.

- It's madness to ignore the social conditions that handicap so many of our students' ability to learn. Whether because English is not their native language, or because of meth use by parents, physical or sexual abuse, poverty, or other deprivations, the reality is that many of our students have significant social impediments that impact their ability to learn. This is not excuse making on our part—it's a cry for help. DHS is woefully under-funded. Why do we think that it's wise social policy to build more prisons instead of address the root causes that lead to young people ending up in them?

- It's madness to pretend that Iowa is somehow insulated from the realities of the new global economy and the flattening of the world, to use Thomas Friedman's term. Why would a proposed tax cut of \$120 million for senior citizens, many of whom benefited from Iowa's wonderful education system, make any sense? How far could that amount of money go toward helping us provide additional learning opportunities for the gifted kids, more rigor and relevance in the curriculum for all kids, and special supports for the kids who struggle?

I'm sure you can provide your own examples. In fact, I'm asking you to do just that. Would you please contact your legislators and tell your stories so they can put a human face on these policy decisions? Don't think you can't make a difference because "everything is decided in the caucuses anyway." You are the intellectual and ethical leaders of your communities. You know first-hand what kids are dealing with. You struggle every day to find the resources to help every kid be a star. Please do this work. The Jasons in our schools are counting on you.

Van Dyke is Secondary Principal of the Year

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What is your school doing to help all high school teachers see themselves as reading teachers?

Our effort in this area has included supporting two subject area reading trainers, staff-led reading across-the-curriculum workshops, subject-area reading orientation for our new teachers, hiring a reading teacher at the 9th grade level, involving homeroom teachers in PEP (Personal Education Plan) conferences, courses that emphasize content reading strategies and skill development, and building goals which included department-by-department action plans devoted to reading.

If you could restructure the 12th grade year, what would you offer kids?

Despite the fact that our schedule allows students to accumulate the necessary credits for graduation by the end of their junior year or early in their senior year, most of our students choose not to graduate early. We will continue to seek ways to provide opportunities for students to customize their senior year to meet their learning and transition goals “beyond our walls” including opportunities for college classes, vocational academies, internships, and other community-based learning experiences.

What do you think is the biggest misconception in the general public about high school kids?

I think the biggest misconception is that teenagers today are rude and disrespectful. I have found that today’s teenagers are very respectful if they are treated with respect. Today’s youth face the uncertainties of a very rapidly changing world. Understanding these pressures certainly is helpful in working through difficult situations with today’s young people.

What’s a core leadership value that you hope to model for others every day in your workplace?

What’s the biggest leadership challenge you face as you work on student achievement?

I try to model a commitment to continuous improvement on a daily basis. We visit a lot about the fact that we can be a better school than the year before. We try to make data-driven decisions about our goals and try to keep it simple so that we can keep the goals in front of us all the time. Each department develops action plans for their goals, each teacher outlines professional growth goals, each administrator develops goals for his/her areas of responsibility, and our building develops reports on our student achievement and program goals. We have done this for many years.

Meet Bonnie

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some ways the system seemed to be telling us that attending to one’s own learning, or to our administrative team learning, was either unnecessary or a sign of weakness.

As we look to the future, Iowa has a unique opportunity to create a statewide seamless system of leadership development. This system will provide ongoing support to educators from their early experiences as teacher leaders, through their administrative careers and into their retirement from the profession. There will be consistency between preparation programs and professional development programs. Efforts among various state entities (higher education, professional organizations, AEAs, etc.) will be aligned for the benefit of all school administrators regardless of where they live and work. A variety of emerging technologies will play a greater role in leadership development, allowing administrators from across the state to expand their networks and efficiently learn with and from each other.

What books on leadership have been most instrumental in your thinking?

Leadership is an Art by Max DePree

Leading Quietly: An Unorthodox Guide to

Doing the Right Thing by Joseph Badaracco

School Leadership that Works by Robert Marzano, et al.

What would you like SAI members to know about you?

I am thrilled to have the opportunity to support the work of SAI because I have such high respect and regard for the work our members do. This is, indeed, a noble profession. I look forward to meeting, listening to and working with SAI members as we continue to shape the future of school administration for the benefit of Iowa’s children.

What are your personal interests?

Spending time with my family: husband, Doug (Director of Housing and Inspection Services for City of Iowa City); two grown children, Kaila and David; and English Springer Spaniel, Chase. I also enjoy boating and water sports, flower gardening, and reading.



**Good to Great and the Social Sectors:
Why Business Thinking Is Not the Answer**

Good to Great author Jim Collins has written a monograph for the social sector as a follow up to his best-selling book.

In the monograph, he challenges the idea that those in the social sectors must operate “more like a business.”

You can also hear the author share his thoughts in lectures and interviews at <http://www.jimcollins.com/hall/index.html>

Meet Matt

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What do you want your legacy to be at SAI?

I hope my legacy will be one of selfless, professional and practical service.

What lessons in leadership have you learned, and what qualities are important in a leader?

During my twelve years as an Army officer, that include five years on active duty and five years in command, I have learned that leaders have to set the highest ethical standards, as they are always being watched. I am also an advocate of the philosophy of leadership by circulating among the troops, as described in “Lincoln on Leadership” by Donald T. Phillips (1992). The most effective leaders get out of the office and show that they are concerned about the well-being of others. Finally, leaders should also be good followers. If a leader is constantly complaining about his or her boss, then why should s/he expect anything more from his or her followers?!

What are your personal interests?

My personal interests start with spending time with my family. My wife, Renee, and I have four children: Jessica (9 yrs. old); Madeline (7 yrs. old); Maximilian (5 yrs. old); and, Rockne (newborn). Other interests include service in the Iowa Army National Guard; volunteering with Urbandale schools; exercising; college sports (especially Notre Dame and Iowa, although Renee has two degrees from ISU); Cubs baseball; and church activities.

NAESP Reception

NAESP - March 31-April 4, 2006, San Antonio
The Zone 6 (Iowa-Wis.-Mich.) reception will be held Sunday, April 2 at the Casa Rio Restaurant, 430 E. Commerce St., from 6:00-7:30 p.m.

Preparing Your School for an Influenza Pandemic

Read the paper or turn on the news and it's hard to miss the avian flu coverage. The Department of Health and Human Services and the Centers for Disease Control and Prevention have developed a checklist to assist schools in developing and/or improving plans to prepare for and respond to an influenza pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in the checklist build upon existing contingency plans recommended for school districts by the U.S.D.E.

Checklist sections include

- * Planning and Coordination
- * Continuity of Student Learning and Core Operations
- * Infection Control Policies and Procedures
- * Communications Planning

Access this information at

www.pandemicflu.gov/plan/schoolchecklist.html

SOCS simplified online communication system

Need better communications?

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