



School Leader Update

Iowa Department of Education

MAY 2005

Resources for Iowa School Leaders

NEWS FROM THE DE

Progress on state priorities

EARLY CHILDHOOD EDUCATION:

- The DE and State Board priorities request additional funding to assure that all 3- and 4-year-olds have access to quality preschools. Various early childhood legislative proposals have been discussed this spring, and debate continues in these final weeks of the legislature.

FOCUS ON HIGH SCHOOLS: The department, in collaboration with other Iowa educational partners, continues to keep a focus on middle and high schools as a follow-up to the December High School Summit. The following efforts are currently underway:

- The statewide High Schools Leadership Team continues to coordinate the various initiatives aimed at high school improvements. This team meets on a quarterly basis to ensure communication and coordination among various partners. Representatives include the area education agencies, the Iowa Department of Education, School Administrators of Iowa, the Iowa Association of School Boards, the Iowa State Education Association, Iowa's community colleges, the Institute for Character Development, I-JAG, local school districts, Iowa's independent colleges/universities and the Regents' universities. Other educational partners will be encouraged to join. Contact Glenn Grove at ggrove@aea13.org.
- The series of 12 community conversations has been completed, and a summary paper with major findings will be available this summer. The community conversations were held around the state to help citizens understand the Iowa Learns Council recommendations and other key high school issues and initiatives for improvement. Each conversation was comprised of a cross-section of citizens. Sites were chosen based on schools that volunteered to host the conversations, which were moderated by a trained facilitator. Contact Rita Martens at rita.martens@iowa.gov.
- DE Director Judy Jeffrey and State Board members have met with the superintendents, board presidents and principals of nearly 300 high schools to discuss high school expectations, curriculum and graduation data, as well as opportunities for making improvements. When the visits are completed later this month, the DE will provide a summary to the State Board and Governor, with recommendations for future high school improvements.
- Each of the area education agencies has identified at least one person to facilitate and lead regional discussions with high school leadership teams. This past winter, 34 individuals received training in Breaking Ranks II that was provided by six trainers and sponsored by SAI. Contact your local AEA for details on high school leadership discussions in your region.
- Wallace Grant funding (via the DE and SAI) will be available to AEAs to support the initial high school improvement activities.
- This month the DE plans to host ICN sessions with AEAs to discuss and outline guidance for local districts regarding rigor and relevance in literacy, math and science curriculum. Subsequent ICN sessions with local districts will be scheduled in the fall.
- The focus on high schools does not require specific legislation; however, the proposals to expand Teacher Quality – particularly professional development – will greatly benefit efforts to improve high schools.

TRANSITIONS: A SEAMLESS EDUCATION SYSTEM

- The DE, community colleges and four-year colleges and universities will use information from the community conversations and high school visits to discuss how they can best meet the needs of

students with regard to rigorous coursework, sharing resources, and ensuring all students are adequately prepared for successful employment.

First Lady begins kindergarten book tour

First Lady Christie Vilsack will kick off her [annual kindergarten book tour](#) May 4 at Perry Elementary School. This year's book, "Family Pictures/Cuadros de Familia," by painter Carmen Lomas Garza, will be distributed to all 45,000 Iowa kindergarteners with help from the state's AEA's.

LEGISLATIVE UPDATE

Visit website for legislative updates

The Department of Education provides legislative updates on its website at <https://www.edinfo.state.ia.us/web/legisupdate.asp>. This website is updated daily, so the information accessed is up-to-the hour. Some interesting features are included on this web site.

- Hot links to the referenced bills
- The names of the sponsors of the bill
- A details page that provides a summary of the legislation and links to companion or study bills
- A "momentum gauge" that indicates how fast a bill is moving
- A status line that indicates the formal status of the bill, and
- Search capability that allows the reader to reorganize the information in different ways

For information on interim legislative committees meeting on educational issues, the School Finance Formula Review Committee and the Iowa Learning Technology Committee, use the following link: <http://www.legis.state.ia.us/current/interim/>.

If you have comments or questions about legislation or the legislative process, contact Jeff Berger, 515/281-3399 or jeff.berger@iowa.gov.

Contact Congressmen about federal funding legislation

Your immediate action and support are needed! Recent congressional conversations about the President's proposed FY2006 budget would reduce overall federal funding for educational programs by 1 percent. Such action would have a devastating impact on education in Iowa, removing approximately \$24 million from current educational programs. Programs scheduled for reduction or elimination include Even Start, Comprehensive School Reform, Title V - Innovative Grants, Vocational Technical Education, Tech Prep, Educational Technology Grants (E2T2), and Safe/Drug Free Schools.

"We have set very high goals for student achievement, and we need to maintain a strong, comprehensive approach to meeting those goals," Judy Jeffrey said in a statement criticizing the cuts. "We can't do that if the federal government continues to cut back or eliminate successful education programs that are clearly reaching a wide range of students.

"With the passage of No Child Left Behind, the federal government pledged adequate resources to implement that policy. This proposal, like the recommendations from President Bush, violates that pledge, and represents a broken promise to America's children."

Please consider making a contact with your U.S. Senator or Representative to urge them to support current levels of funding for these programs. There are many venues by which you can make your opinion known to congressional members:

- Phone call to the member or staff (preferred)
- Email (preferred)
- Fax (preferred)
- Letter (very slow, suggested only as a follow-up to above methods)
- Letters to the editor of their local/regional newspapers
- Op eds by opinion leaders who are members of stakeholder groups
- Participation in town meetings and public events held by the members around the state

In February, the DE prepared a response to the proposed Presidential Budget (see attachment). This document is still accurate as the current House/Senate proposal reverts to the President's recommended funding levels. That document goes into great detail on the impact of these proposed budget reductions and can be used to form the basis for a contact with your congressional delegate. We urge you on the behalf of all Iowans to press Congress to make the right decision to adequately fund existing, high quality, effective programs. You can find your congressmen's contact information at

- Senators: http://www.senate.gov/general/contact_information/senators_cfm.cfm,
- Representatives: <http://www.house.gov/>

Questions? Contact Jeff Berger, 515/281-3399, jeff.berger@iowa.gov.

SCHOOL IMPROVEMENT

Announcing the 2005 Iowa Youth Survey

The Iowa Department of Public Health in collaboration with the Iowa Department of Education, the Iowa Office of Juvenile Justice Planning (CJJP), and RISE at Iowa State University will conduct the Iowa Youth Survey in the Fall of 2005.

Training on survey administration will be conducted for local school districts on May 11 or May 20 via ICN. Districts are strongly encouraged to select a coordinator for the survey and have that person attend the training to learn about the survey and the changes to it. Information about the training may be found at www.state.ia.us/educate/ecese/cfcs/iys/training.html.

A letter to superintendents and detailed information about the survey and enrollment for participation may be found at www.state.ia.us/educate/ecese/cfcs/iys/documents.html.

Questions? Contact Janet Zwick at the Iowa Department of Public Health, 515/281-4417, or Linda Miller of the Iowa Department of Education, 515/281-4705.

Reporting Adequate Yearly Progress (AYP)

All Iowa public school districts and schools are required to annually report achievement results to the Iowa Department of Education under the *No Child Left Behind Act of 2001 (NCLB)* to determine if local public school districts and schools have made Adequate Yearly Progress (AYP) by meeting state reading and mathematics goals in grades 4, 8, and 11 for all students and subgroups, as well as participation, attendance, and high school graduation rate requirements.

Additionally, all public and private school districts must submit an Annual Progress Report (APR) reporting on the required state indicators.

The Iowa Department of Education is planning to conduct ICN broadcasts for public and private school district representative(s), responsible for reporting achievement results, on the web-based AYP and APR forms. Information about the upcoming ICN sessions will be sent out in early May.

Clarification from April SLU: Science standards

NCLB requirements for the 2005-06 school year include the addition of science content standards. Every district must have science content standards in place for elementary (grades 3-5), middle (grades 6-9) and high school (grades 10-12).

Beginning in the 2007-08 school year, districts must test all 5th graders in science using ITBS or have an equivalent test that measures the same standards as those tested by ITBS. Districts already report 8th and 11th grade science achievement results on the Annual Progress Report (APR).

QUALITY TEACHING

Teacher evaluation: Sources of documentation

The DE has received questions about the phrase "other evaluators" in chapter/section 284.8 of Iowa Code. It reads as follows:

"The review shall include, at minimum, classroom observation of the teacher, the teacher's progress, and implementation of the teacher's individual career development plan; shall include supporting

documentation from other evaluators, teachers, parents, and students; and may include video portfolios as evidence of teaching practices." (Underline added.)

Chapter/section 284.2 defines evaluator as follows:

"Evaluator" means an administrator or other practitioner who successfully completes an evaluator training program pursuant to section 284.10."

The intent of this requirement is that a teacher's evaluation must be based upon multiple sources of information regarding their performance and whether or not they meet the district's expectations in relation to the Iowa Teaching Standards and Criteria. When other evaluators are used as sources of information for any teacher's evaluation, they must have completed the evaluator training. It is not necessary for them to have a license or to have applied for their new evaluator license, just that they have completed the training. Teachers who have not completed the training can contribute as "teachers" or "parents" of students where applicable.

Most commonly there is one primary evaluator for each teacher. That is usually the teacher's building administrator. The "other evaluator" does not conduct a separate or second performance review of the career teacher. The legislation is not intended to create a second primary evaluator role. The "other evaluator" is one of four supporting sources of information to the performance review being conducted by the primary evaluator. The requirement is that all four sources be used as supporting sources of information for the career teacher's performance review.

Among other things the following items might be discussed at the local school level:

1. The kind and amount of information to be obtained from each of the four sources.
2. The level of detail that will be obtained from each of the four sources.
3. The standard(s) that are supported by information from any of the four sources.
4. Clarification of who will obtain and provide information from each of these four sources.
5. Who may serve as the "other evaluator" (e.g., anyone currently trained and employed by the district, trained retired individuals who may be former employees of the district, trained retired individuals who worked in other districts, or trained evaluators currently employed elsewhere than the teacher's district).

A variety of other questions have also been asked regarding teachers, parents, and students serving as sources of documentation for teacher evaluation.

Teachers can be involved as a source of information in a variety of ways. As an example, a teacher being evaluated may ask other teachers they work with to provide information to the evaluator regarding some aspect of their work with students, with professional development, or other aspects of their work in the school. A teaching colleague may be part of a study team, grade level team, and/or department. Another teacher could be a colleague who is serving as a coach on new strategies. A teacher colleague may be a member of the same committees such as a curriculum committee, discipline committee, professional development committee, leadership team, etc. The teacher whose performance is being reviewed should identify and share with their administrator who will be involved as a source of information and what information they will provide that is useful to the evaluation conversation.

When parents serve as a source of documentation, it may be information the teacher has obtained from one or more parents that the teacher feels can contribute to the evaluation conversation. For example, the teacher and/or the evaluator may have communications from parents, which can serve as one point of information. Another example may be when the teacher presents parents with a survey or questionnaire regarding their child's experience in school in order to know more about the student's interests, areas of strength, areas of difficulty, and provides that information to the primary evaluator for review. Parents involved in home visits the teacher conducts may be a source of information the teacher could use.

When students serve as a source of documentation, it may be in the form of work samples the teacher collects over time to judge student progress and the implications that may have for planning. Students may be surveyed regarding their experience in a teacher's classes if that provides information useful to the review of the teacher's performance. The teacher may assess students to determine their interests, learning styles, etc. to help with planning and delivering instruction. These are options that may be used as points of information the teacher obtains from students and presents for review and discussion with their primary evaluator.

Again, the underlying intent is that the review of the teacher's performance be based on data from a variety of sources in a way that helps the teacher and the evaluator as they work with one another through this process. All four sources must be used over each of the three-year performance review cycles. There is considerable flexibility in how each of these sources is used, the kind of information that is provided by each one, the frequency of their involvement, and the level of specificity that they are expected to provide. That needs to be determined at the local level. It is not addressed in legislation or rules.

It is best to contact your district's attorney regarding questions related to collective bargaining.

Contact: Warren K. Weber, 515/281-3750 (O), 515/669-7007 (Mobile), or warren.weber@iowa.gov.

Singular focus for professional development

Two frequently asked questions about professional development are:

- “Is it appropriate to select one focus area for professional development, when we are required to have goals in reading, mathematics, and science?” and
- “If we are a School in Need of Assistance or on the watch list for more than one academic area, do we have to have a professional development initiative for each goal area for which we have low achievement?”

The requirements for local districts to have goals and to report achievement in reading, mathematics and science are well known. A separate but related rule says that as part of their district career development plan, districts must provide professional development that is focused on instruction and based on student learning goals (IAC 281—83.6(2)(a).

There is not a requirement that PD address all goal areas. For districts to actually accomplish gains in student achievement through professional development, it is necessary to spend the time and resources to enable teachers to thoroughly learn the new content, see demonstrations, practice, plan lessons together, study data, and solve problems of implementation. Unless a district has more than 10 days allocated for professional development and administrators that are able to allocate extensive time for professional development, it will be very difficult to fully implement initiatives in two academic areas at the same time. In most instances, it will be in a district’s best interest to select the content area that is most urgent, allocate the time and energy necessary to experience success, accomplish the goal, and then move to the next area of concern. Focusing on too many variables at the same time may result in fragmentation and yield little or no gain in any area.

When a district is advised to select a singular focus for PD, it does not suggest that no attention is paid to other goals. A district may want to work on curriculum alignment, improving assessments, ensuring that the written curriculum is taught in other goal areas. Consider the example of a district that has selected a reading comprehension goal as their PD target but also has a math goal. This faculty will place the majority of their PD time and resources on studying and implementing reading strategies (about 80%), and also spend time on making sure the math standards and benchmarks are targeting essential skills and that the teachers are spending math time on the appropriate content (20% of their PD time and resources). The staff may be focusing on how to use cooperative learning techniques as they teach reading comprehension strategies. The same cooperative learning strategies could also be applied in math, without adding a major math initiative. High schools that have departments may have the personnel and capacity to maintain two initiatives, as long as the administration has the ability to support two priorities.

Focusing professional development on a single goal and selecting a target area for teachers to study does not suggest that only one strategy should be addressed. A strong professional development effort may combine a series of skills and practices in a specific sequence. For example, a PD plan may combine the use of multiple strategies such as activating background knowledge, questioning, searching for information, and summarizing. These strategies would be studied over time and applied in the classroom to build reading comprehension. The singular focus would be on reading comprehension using multiple strategies combined to provide robust training for teachers in order to improve student achievement in the area of reading.

For more information about selecting a professional development target see <http://www.state.ia.us/educate/ecese/tqt/tc/prodev.html>, Part 2, pages 9-24.

Evaluator Approval Summer/Fall 2005 training schedule

This training is a revision of the original training. It includes both Iowa Evaluator Approval Training and training in Data Driven Leadership combined into one training program. There are six days of formal training along with an increase in the number extended/independent study/onsite activities that participants will conduct outside of the training sessions. Four staff development credits will be issued by SAI, which can be used for obtaining a new evaluator’s license from the Board of Educational Examiners.

Registration Information

In each of the five regions, registration information is available at the listed website or by using the contact information provided. Registration will be on a first-come, first-served basis, but priority will be given as follows:

- District administrators (principals and/or superintendents) hired for the 2005-06 school year that will be evaluating beginning teachers, but have not had the IEATP training.
- Administrators who are first time administrators in Iowa who have not had the training as a part of their administrative preparation program or who have come from another state.

- Activity directors who evaluate coaches but are not assigned to evaluate teachers whether or not they have completed an administrative preparation program. (Any activity director currently involved in an administrative preparation program at the university level should check with his or her university to determine the transfer value of this training to the universities program.)

All times will be from 8:30 a.m. to 4:30 p.m. unless specified differently. Registration Fee is \$400.

Cohort	Location	Dates	Site
Central Region (AEA 11)			
Register at www.aea11.k12.ia.us . Click on the Professional Development Catalog link. Regional Coordinator: Lora Wunsch. Contact professional development at 515/270-9030 or 800/362-2720.			
C32	Ankeny	October 8, 15, 22, 29 November 5, 12	Heartland AEA Woodside Branch Office, NE 14 th St.

East Region (AEAs 9 and 10)			
Register at http://www.aea10.k12.ia.us/profdev/pdf/evalappform.pdf Regional Coordinators: Christine Day. Contact professional development at 319/399-6700 or 800/332-8488.			
E 32	Coralville	August 20, 27 Sept. 17, 24 October 1, 8	Grant Wood AEA Coralville Facility, 200 Holiday Road (North at exit 242 off I-80)

Northeast Region (AEAs 1, 267)			
Register at http://www.aea267.k12.ia.us/pd Regional Coordinator: Denise Schares. Contact educational services at 319/273-8218 or 800/542-8375.			
NE 32	Elkader	July 6, 13, 20, 27 August 5, 10	Keystone AEA
NE 33	Cedar Falls	July 12, 19, 26 August 1, 8, 15	AEA 267

Northwest Region (AEAs 4, 8, 12)			
Register at http://www.aea12.k12.ia.us . Regional Coordinator: Judy Keith, Sioux City CSD. Contact at 712/279-6676. Martha Kaufman, AEA 12, at 712/274-6000 or 800/352-9040.			
NW 30	Sioux City	June 15, 22 July 13, 20 Sept. 7, 14, 21, 28 (5:30-9:00 p.m.)	AEA 12
NW 31	Spencer	June 21, 28 July 19, 26 September 10, 24	Spencer CSD District Office 27 th E 7 th Street

South Region (AEAs 13, 14, 15, 16)			
Register at http://www.aea13.org/LINKS_RESOURCES/EvaluatorApproval/EvaluatorApproval.htm Regional Coordinator: Joan Crowl. Contact Professional Development at 712-366-0503 or 800-432-5804.			
S 30	Creston	July 18 August 1, 10, 20, 27 September 10	AEA 14

South Region (AEAs 13, 14, 15, 16)

Register at http://www.aea13.org/LINKS_RESOURCES/EvaluatorApproval/EvaluatorApproval.htm.

Regional Coordinator: Joan Crowl. Contact professional development at 712/366-0503 or 800/432-5804.

Central Region (AEA 11)

Register at www.aea11.k12.ia.us. Click on the Professional Development Catalog link. Regional Coordinator: Lora Wunsch. Contact professional development at 515/270-9030 or 800/362-2720.

Northeast Region (AEAs 1, 267)

Register at <http://edservices.aea7.k12.ia.us/sd/>. Regional Coordinator: Denise Schares. Contact educational services at 319/273-8218 or 800/542-8375.

East Region (AEAs 9 & 10)

Register at <http://www.aea10.k12.ia.us/profdev/index.html>. Regional Coordinators: Christine Day. Contact professional development at 319/399-6700 or 800/332-8488.

Northwest Region (AEAs 4, 8, 12)

Register at <http://www.aea12.k12.ia.us>. Regional Coordinator: Judy Keith, Sioux City CSD. Contact at 712/279-6676. Martha Kauffman, AEA 12, at 712/274-6000 or 800/352-9040.

Video clips added to the Iowa Professional Development Model website

The video clips feature interviews and brief presentations that address frequently asked questions about implementing quality professional development, the district career development plan, leadership and other topics related to the Iowa Professional Development Model. Presenters include Bev Showers, a national expert in professional development, and a variety of Iowa educators from the DE, AEAs, and local districts. To watch the video segments go <http://www.state.ia.us/educate/ecese/tqt/tc/pdmtm/state.htm>. The table of contents lists video clips at the bottom of the page. Two DVDs that feature additional information about professional development are also available at no cost to local districts. Contact deb.hansen@iowa.gov to request the DVDs.

1. *Using Assessment Data at the Classroom Level*. This DVD features Dave Frisbie of Iowa Testing presenting a workshop on how to do an item analysis of the ITBS/ITED. All the handouts are included as PDFs on the DVD. A district staff may want to watch a section of the DVD, analyze their own data, and then proceed to the next section.
2. *Iowa Professional Development Model – Overview and Frequently Asked Questions*. This DVD includes Bev Showers and DE staff presenting basic information about the Iowa Professional Development Model (IPDM). The overview is about 25 minutes and would be appropriate for use in a workshop on the components of the model. The remaining sections of the DVD provide information about the case study schools, district plans and building plans.

Iowa awarded \$6.3 million Teacher Quality Enhancement Grant from USDE

The USDE has awarded Iowa more than \$6 million to use over the next three years to “enhance the capacities of Iowa’s future teachers.” A team of leaders from the DE, community colleges, Regents and private four-year colleges, Board of Educational Examiners, PK-12 school boards and administrators, and community stakeholders will examine and develop a path to reform the teacher education experience focusing on the following goals: Strengthening teacher content areas, improving teaching for diverse populations, reform and improvement through analysis, and meeting future challenges through collaboration. Contact Mary Beth Schroeder Fracek, 515/281-3160, Marybeth.Schroeder-fracek@iowa.gov.

Training for teachers of students with visual impairments

A summer professional development opportunity to help boost student achievement, this program is designed for team members of students with visual impairments enrolled in local school programs. Content will focus on ideas for classroom accommodations, orientation and mobility, adaptive technology and information resources. Contact Kathy Hintz, khintz@iowa-braille.k12.ia.us.

LEGAL LESSONS

The contact for items under Legal Lessons is Carol Greta, Legal Consultant, 515/281-8661, carol.greta@iowa.gov.

Watch for survey about Minor School License

One of the pieces of legislation already signed by Governor Vilsack creates a “Special Minor’s License Interim Study Committee” to review and make recommendations about these licenses. The Iowa Department of Transportation is in charge of the committee, but the DE has a representative – Carol Greta. Carol will be putting together a survey to send to all district superintendents to gather input about this from the districts’ perspectives. Look for that survey (which will be sent electronically) in the next few weeks, and be thinking about the issue. Superintendents may designate anyone within the district to respond. To read the full bill, which

is House File 216, go to: <http://coolice.legis.state.ia.us/legislation/enrolled/HF216.html>, and see section 45 at the very end of the bill.

The existing law on minor school licenses is Iowa Code section 321.194, available electronically at <http://nxtsearch.legis.state.ia.us/NXT/gateway.dll/moved%20code/2005%20Iowa%20Code/1?f=templates&fn=default.htm>. Click on chapter 321; then click on section 321.194.

PSEO or community college courses – What are a district’s responsibilities?

The Department has a set of FAQs on our website regarding Postsecondary Enrollment Option (PSEO) courses, <https://www.edinfo.state.ia.us/web/faqs.asp?f=pseoa00>. Some of the more important pieces of information include:

Question: Which students are eligible to participate in this Act?

Answer: Students in the 11th and 12th grades in Iowa public and accredited, nonpublic schools. Ninth and 10th grade students who are identified as Gifted and Talented students according to the school district's criteria and procedures (Iowa Code section 257.43) are eligible to enroll under this Act. Students receiving Competent Private Instruction are eligible for this Act if they are dual enrolled.

NOTE: A district may not condition participation in PSEO for 11th and 12th graders on having a certain minimum GPA. Any junior or senior may take advantage of the PSEO Act. The postsecondary institution may require that the student meet certain requirements, however, such as having taken appropriate prerequisite courses.

Question: May a student enroll full-time under this Act in a postsecondary educational institution?

Answer: No, the student must enroll no more than part-time in the eligible postsecondary education institution. A "part-time" enrollment at an eligible postsecondary institution is defined according to the policies of the institution.

Question: What is the maximum amount of time a student may enroll in a postsecondary educational institution under this Act?

Answer: A student may enroll part-time in an eligible postsecondary education institution for no more than four semester terms or six quarter terms, unless they are identified as a gifted and talented 9th or 10th grade student.

Question: May a student enroll in a summer session under this Act?

Answer: Yes. Students who are eligible for summer enrollment of up to seven earned semester hours of credit if they have completed the 11th grade but have not yet completed the requirements for graduation. The student pays the cost of attendance of these summer credit hours.

Question: Must a student meet entrance requirements at the eligible postsecondary education institution?

Answer: Yes. Each eligible postsecondary education institution may require students to meet the appropriate entrance requirements.

Question: May a student enroll for "audit" under this Act in an eligible postsecondary education institution?

Answer: No. The student must take the course for credit.

Question: May a student enroll in an eligible postsecondary education institution under this Act if a comparable course is offered by the high school district in which the student is enrolled?

Answer: No. Students may not enroll in a course in an eligible postsecondary education institution if a comparable course is available in the local school district. "Comparable" is not synonymous with "identical." Comparable is defined at the local level by the board of directors of the district. See the appeal decision addressing this issue: In re Mathew Davis, 14 D.o.E. App. Dec. 199(1997).

Question: What is the cost to a student for enrolling in a course under this Act in an eligible postsecondary education institution?

Answer: There will be no charge to the student for tuition, textbooks, materials or fees. However, a student may be required to purchase equipment that becomes the property of the student.

Question: Who furnishes the transportation for a student who is attending a course under this Act in an eligible postsecondary education institution?

Answer: The parent or guardian of the student is responsible for furnishing transportation to and from the eligible postsecondary education institution under the Act.

Question: What credit will a student receive in the local school district for enrolling in a course under this Act in an eligible postsecondary education institution?

Answer: The local school district will determine the number of high school credits to be granted for the course. Credit given shall count toward applicable graduation requirements of the local school district.

Question: Are courses taken under this Act at an eligible postsecondary education institution included on the student's high school transcript?

Answer: Yes. Evidence of successful completion of each course and high school credits and postsecondary academic credits received shall be included in the student's high school transcript.

Question: Will the student receive postsecondary credit for a course completed under this Act in an eligible postsecondary education institution?

Answer: The student will have earned postsecondary credit at the eligible postsecondary education institution. Other postsecondary education institutions may, consistent with credit transfer policies, accept postsecondary credit for any courses taken under this Act.

Question: What courses are eligible for a student to enroll in under this Act in an eligible postsecondary education institution?

Answer: Courses must be:

- Nonsectarian (courses that are not confined to or affiliated with any specific religion);
- Not comparable to courses offered by the local school district;
- Credit-bearing courses that lead to an educational degree;
- Courses in the disciplines of mathematics, science, social sciences, humanities, vocational-technical education, and courses in career option programs offered by public area colleges;
- Listed in the postsecondary institution's catalog;
- Open to all students of the postsecondary institution;
- Taught utilizing the postsecondary course syllabus; and
- Taught by an instructor employed by the postsecondary institution.

Question: When must an eligible postsecondary education institution claim payment for students attending under this Act?

Answer: By May 1 of each calendar year, eligible postsecondary education institutions shall send to the local school district a request for payment. A student attending an accredited nonpublic school shall be counted as a shared-time student in the school district in which the nonpublic school of attendance is located. This request shall identify the students, courses, credits, and charges.

Question: When must a local school district pay an eligible postsecondary education institution for students enrolling under this Act?

Answer: A school district shall pay the eligible postsecondary education institution no later than June 30 of each year.

Question: What tuition is authorized to be paid by local school districts to eligible postsecondary education institutions for students enrolling under this Act?

Answer: The amount of tuition reimbursement for each separate course shall equal the lesser of: the actual and customary cost of tuition, textbooks, materials, and fees directly related to the course taken by the eligible student or \$250.00.

Question: May school districts claim supplementary weighting for students enrolled under this Act?

Answer: No. Students enrolling under this Act enroll under their own initiative and not through an approved agreement between the local school district and the area college.

Question: May students enroll under this Act in courses that are offered in the evening?

Answer: Students may enroll in evening courses. Evening courses may actually be one of the best opportunities for many students since attending an evening course would afford more time for travel to and from the course.

Question: Are school districts required to pay tuition to a postsecondary education institution if a student enrolled in a course under this Act withdraws from the course?

Answer: Yes. But the failure of a student to complete and receive credit for an enrolled course requires the student, if over 18 years of age, to reimburse the school district for the cost of the enrolled course. The student's parent, guardian or custodian shall sign the student registration form, if the student is under 18 years of age, indicating that they assume all responsibilities for costs directly related to the incomplete and noncredit coursework.

Question: May a student enroll under this Act in a correspondence course or internet course offered by a postsecondary education institution?

Answer: As long as the postsecondary institution offering the course meets the definition of "eligible postsecondary institution" in the Act, there is nothing in the Act that would prohibit a student from enrolling in an appropriate course. This is a local district decision. [261C.3(1) defines an 'eligible postsecondary institution' as UNI, UI, ISU, an Iowa community college, or an accredited private institution approved by the Iowa College Student Aid Commission.

Question: Is a local school district financially responsible for payment under this Act if a student enrolls in an eligible postsecondary institution but does not notify the local school district?

Answer: No. The local school district is not financially responsible under the Act. The administrative rules for the Act (281 IAC 22.3) require that the student must inform the local school district of the intent to participate under the Act.

Question: May a student enrolled at an Iowa accredited nonpublic school participate in the Postsecondary Enrollment Options Act?

Answer: Yes. A student attending an accredited nonpublic school shall be counted as a shared-time student in the school district in which the nonpublic school of attendance is located for state foundation aid purposes. Iowa Code section 261C.3.

To help alleviate some confusion about the differences between PSEO courses and courses from a community college for which a district receives supplementary weighting, here is a matrix of the key features.

	PSEO (Iowa Code Chapter 261C)	District-to- Community College Sharing (Iowa Code § 257.11(3))	Student takes Postsecondary Courses on His/Her Own
	BOTH secondary and postsecondary	Both secondary and postsecondary	Just postsecondary
Site	May be either at the high school or postsecondary institution	May be either at the high school or community college	Postsecondary institution only
Transportation	Student's responsibility	District's responsibility	Student's responsibility
Who employs instructor?	Postsecondary institution	Community college	Postsecondary institution
Financial information	District pays \$250 to postsecondary institution; receives no supplementary weighting dollars	District receives supplementary weighting dollars; pays to community college whatever amount contracted for in the agreement between the district and community college	District pays nothing and receives nothing; the student has enrolled on his/her own; these are neither PSEO nor district-to-community-college sharing courses

Other	<p>Course must be in postsecondary institution's catalog and taught utilizing the postsecondary course syllabus.</p> <p>Course must be open to all students of the postsecondary institution.</p> <p>Course must be nonsectarian.</p> <p>Course must supplement, not supplant, what the district offers.</p>	<p>Course must be in community college's catalog and taught utilizing the community college course syllabus.</p> <p>Course must be open to all students of the community college.</p> <p>Course must be nonsectarian.</p> <p>Course must supplement, not supplant, what the district offers.</p>	<p>Typically, a student would take these courses at night or on a Saturday.</p> <p>The district is not required to make any accommodation so that the student may enroll.</p> <p>The student does not receive any secondary credit, so there is no restriction as to type of course the student may take.</p>
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Posting grades: Legal or not?

Last month, schools were reminded not to post (or publicize in any way) the names of students who owe lunch money. This raised a question about posting scores or grades of students.

The federal office that enforces FERPA (Family Educational Rights and Privacy Act) is FPCO, the Family Policy Compliance Office. The director of FPCO sent a letter to a college* that had asked about posting grades by student ID (in this case, the college used the last four digits of the students' SSNs). A full copy of the letter appears at: <http://www.ed.gov/policy/gen/guid/fpc/ferpa/library/hunter.html>. While posting under the last four digits of the students' SSNs was not approved, the letter goes on to state:

We note that FERPA does not prevent an educational agency or institution from posting the grades of students without written consent when it is not done in a personally identifiable manner. Thus, while FERPA precludes a school from posting grades by social security numbers, student ID numbers, or by names because these types of information are personally identifiable or easily traceable to the students, nothing in FERPA would preclude a school from assigning individual numbers to students for the purpose of posting grades as long as those numbers are known only to the student and the school officials who assigned them. [Emphasis added.]

Thus, examination scores and grades may only be posted if the identifier used by the school is known only to the student and teacher. (Having a teacher try to keep track of these identifiers may be more trouble than it's worth, but such a system is possible.) As for having students grade each others' tests, this is allowable. You may recall that the United States Supreme Court did not ban this practice (but neither did the Court say it was a smart idea) because the grades on those papers are not an "education record" until the grades are recorded in the teacher's grade book. That case is Falvo v. Owasso Indep. School District No. I-011, 534 US 426, 122 SCT 934 (2002).

*Postsecondary institutions are also subject to FERPA and governed by FPCO. Therefore, the advice letter is equally applicable to K-12 schools.

Fees – What may a district charge?

Another popular subject area is fees and waivers. Parents sometimes need a reminder that "tuition-free" school does not mean that schools cannot charge certain *fees*. Indeed, districts are authorized by law to charge seven (7) types of fees, as follows:

1. Textbook Rental Fees. Iowa Code section 301.1 states that a district is authorized to rent textbooks to its pupils "at such reasonable fee as the board shall fix, and said money so received shall be returned to the general fund." That statute defines "textbooks" to include "books and loose-leaf or bound manuals, systems of reusable instructional materials or combinations of books and supplementary instructional materials which convey information to the student or otherwise contribute to the learning process, or electronic textbooks, including but not limited to computer software, applications using computer-assisted instruction, interactive videodisc, and other computer courseware and magnetic media."

2. Eye Protective Devices. Every student and teacher must wear “industrial quality eye-protective devices” in certain vocational or industrial arts courses. Iowa Code section 280.10 is the authority for requiring payment for the devices.
3. Ear Protective Devices. Similar to above, but the statutory authority is in Iowa Code section 280.11.
4. Summer School Courses. Note that the Iowa Legislature states: “...fees may be charged covering instructional costs for a summer school or drivers education program.” Iowa Code section 282.6 [emphasis added]. Therefore, charges for summer school courses or driver education courses are not tuition, and may be charged. However, because these are “fees,” the waiver provisions must apply.
5. Driver Education Courses. See #4 above. In addition, note that a waiver must be provided to all eligible students even if the district provides driver education through a private provider such as AutoPilots or DriveTech. Iowa Code section 321.178(1) requires every public school district in Iowa to “offer or make available to all students residing in the school district or Iowa students attending a nonpublic school in the district an approved course in driver education.” This means that driver education must be made available to students who reside in the district but who are not regularly enrolled, such as students attending a nonpublic school or students who receive competent private instruction (home schooling). The waiver applies to them, too.
6. Discretionary Transportation. Elementary students who reside more than two miles and secondary students who reside more than three miles from their attendance centers are entitled to free transportation. A district does not have to provide transportation to resident students who are not entitled to free transportation. However, if a district does offer such discretionary transportation, it may charge a fee which may not exceed its actual costs. Iowa Code section 285.1(1)(d).
7. School supplies. Not all supplies may truly be called “school supplies.” If an item is essential to the instruction of a class, the item is part of tuition and must be supplied for free. For instance, a district may NOT charge a fee for art supplies for art class and chemicals for science class because these are items necessary or essential to the instruction of those classes. On the other hand, if a student voluntarily desired to “upgrade” his materials in a project in a woodworking course (for example, go from pine to cherry wood), the student would have to pay for the upgrade. The district must provide the basic pine for the instruction, but the student pays for voluntarily choosing a better quality of wood.

Expendable worksheets are part of instruction and must be provided for free.

A fee may be charged for paper, pencils, or pens purchased by the district and used by students because, while “clearly important to the education process,” they are “not essential to the teacher’s presentation of a course.” OAG #79-12-22. These supplies may be sold to students at cost or rented for a reasonable fee.

Fee Waivers

And where there are fees charged, of course, there must be waivers. Chapter 18 of the DE’s rules requires that all students be afforded equal access to course offerings and related activities to meet their needs and interests. Accordingly, the rules in that chapter govern fee waivers. There must be a board policy that shall include provisions for granting a waiver (also called a full waiver), partial waiver, or temporary waiver of student fees upon application by the student.

Full Waiver. A student shall be granted a waiver of all fees if:

1. The student or student’s family meets the financial eligibility criteria for free meals offered under the Child Nutrition Program.
2. The student or student’s family meets financial eligibility criteria for participation in the Family Investment Program (FIP).
3. The student or student’s family is eligible for transportation assistance under open enrollment provided under 281—subrule 17.9(3).
4. The student is in foster care. Period. This is an automatic qualifier, and is not contingent on the financial health of the student or student’s family.

NOTE: SSI eligibility is no longer a qualifier because a student may qualify for SSI without regard to financial circumstances.

Partial waiver. A school district shall grant a student either a partial waiver of all student fees if the student or the student's family meets the financial eligibility criteria for *reduced* price meals offered under the Child Nutrition Program. A partial waiver shall be based on a sliding scale related to an ability to pay.

Temporary waiver. At the discretion of the school district, a student may be granted a temporary waiver of a fee or fees (note that it does not have to be *all* fees) in the event of a temporary financial difficulty in the student's immediate family. A temporary waiver may be applied for and granted at any time during a school year. The maximum length of a temporary waiver shall be one year. Discretion means just that; this is not a mandatory waiver.

Important Reminders:

- **DO NOT** require all students to purchase an activity ticket. A district may charge for the activity ticket, but its purchase is voluntary. And because it's a voluntary purchase, waivers do not apply.
- **DO** have all required board policies in place. These policies must address the charging and collecting of fees for course offerings and related activities (the seven allowable fees); discretionary transportation (if a district provides discretionary transportation, say so in policy and address the fees in policy); and provisions for full, partial, and temporary waivers (with income guidelines). These policies must be given to students or families at the time of registration or enrollment. For students or families whose primary language is other than English, the school shall provide a copy of the materials in the student's native language or arrange for translation of the materials within a reasonable time.
- **DO NOT** use or allow a booster club or PTO, etc., to charge a fee that the district is not allowed to charge directly. For instance, a district may not charge students a fee to participate in interscholastic athletics. Therefore, a booster club may not charge any type of assessment to students to participate in interscholastic athletics. These clubs may charge membership fees (which are voluntary – no one can be forced to join the club or organization), may accept donations, and may sell tangible items as fund-raisers.
- **DO NOT** charge a student a fee to *participate* in an extracurricular activity. There is dispute in the education legal community regarding whether a student may be charged the "school supply" fee for towel usage, transportation, etc. Each district should consult their local attorney about this. If a supply or transportation fee is charged, it is subject to full or partial waiver. But there is no dispute over the fact that a student is NOT to be charged a fee for the privilege of participating in an extracurricular activity.
- **DO** check out these sources of information:
 - Access fee waiver rules at:
<http://www.legis.state.ia.us/Rules/Current/iac/281iac/28118/28118.pdf>.
 - Access the DE's FAQs on Tuition and Fees at:
<https://www.edinfo.state.ia.us/web/faqs.asp?f=tf00000>.
 - Access the 2004-05 income guidelines at:
http://www.state.ia.us/educate/ecese/fn/school_lunch/doc/incomeguidelines.pdf.

FOOD & NUTRITION

Emergency preparedness: Safe food in our schools

Ensuring a safe food environment is part of a district's overall health and safety planning – including emergency management planning.

The DE in conjunction with the Iowa Homeland Security and Emergency Bureau, Iowa State University Extension, and Iowa Public Television, is offering a two-hour program via the Iowa Communications Network (ICN) to introduce administrators, school nurses, Family and Consumer Science educators, custodial, and foodservice personnel to food safety guidance documents produced by or for the US Department of Agriculture. These materials include an integrated emergency management plan that involves all levels of school operations, developed in accordance with the Homeland Security Presidential Directive HSPD-9.

The workshop will be offered three times, May 12, June 7 and June 9. Check the Iowa Distance Learning Database K-12 Calendar online for additional program information, times, and registration information. The following link will take you to a listing of the Iowa Distance Learning Database Upcoming Events by Title. Scroll

to the title for this session, click for the additional detail, and register online at the bottom of the page. The sessions are offered at no cost to Iowa schools: www3.iptv.org/iowa_database/calendar_list_title.cfm.

Healthier school nutrition and physical activity environment

Districts interested in improving their nutrition and physical activity – and receiving federal assistance and support to do it – are encouraged to sign up for the Team Nutrition workshop in July.

Every school is eligible to enroll in the USDA's Team Nutrition program. Once enrolled, the school receives free resources from USDA and a Team Nutrition Program banner from the Iowa Department of Education, plus the school is eligible to apply for TN mini-grants. These mini-grants can be for student, teacher or staff led initiatives to improve the school nutrition and physical activity environment in a variety of ways.

The Team Nutrition workshop (for new enrollees only) is scheduled for July 21 at Iowa State University. Additional workshop information and registration information can be found on the Bureau of Nutrition Programs and School Transportation web site www.state.ia.us/educate/ecese/fn/training/index.html. There is no charge to attend, but registration must be received no later than May 15.

If your schools are participating in Team Nutrition already, encourage them to apply for a Team Nutrition mini-grant to support improvements at their school next year. The mini-grant application form is in the process of being posted at this web site: www.state.ia.us/educate/ecese/fn/tn/documents.html; or contact the Iowa Team Nutrition coordinator, Janet.Wendland@iowa.gov, 515-281-6192.

TRANSPORTATION

"S" endorsement group testing opportunities

The DE and DOT have been working together to provide group testing opportunities for the "S" endorsement knowledge test. Current options include:

- The DOT will offer group testing in the 18 counties with a DOT test station, probably at a school facility to accommodate a larger group.
- Several counties without DOT test sites may be able to provide testing via the county treasurer's office.
- Drivers can travel to any location to participate in group testing.

Schools do not have to participate in the group testing, but this option might help directors with numerous drivers to verify the "S" endorsement test has been taken. All drivers must have the "S" endorsement by October 1, 2005 in order to be eligible to drive a school bus.

This web link: www.iamvd.com/ods/dlsites.htm to the DOT's state map shows the location of DOT test stations as well as county courthouse test stations. The DOT sights are the "red" buttons, while the county courthouses are the "green" buttons. Simply take your mouse and click on the appropriate button closest to you. That will bring up a phone number to call to inquire about group testing. In some if not all cases, directors may have to "pre-register" drivers.

School bus driver employment verification form

A standard form has been developed to help transportation directors provide the bus driver information that ALL schools must supply to the DOT. This form is attached to this issue of SLU.

One of these forms will need to be filled out for every driver who must get the "S" endorsement, and will help to determine if a particular driver meets the criteria set forth to be grandfathered out of the skills testing for the "S" endorsement. If a driver does not qualify to be grandfathered, a driving test will have to be completed after the knowledge test has been completed.

Drivers will need to bring the completed form with them at the time of their "S" endorsement testing. However, if A COPY of the form is provided to the DOT or your local county courthouse treasurer prior to the time of testing, this will allow them to check driving histories in advance, which will allow a testing certificate to be issued to the driver the day of the test (assuming the driver passes the test). Otherwise, driving history checks will probably prevent the driver from actually receiving the certificate the day of the test. The certificates will enable the driver to go to any driver's license center to actually receive the "S" on their CDL.

The certificate received after passing the knowledge test will allow the driver to do the driving test without having to retake the knowledge test, so it's important that drivers keep the testing certificate.

CALENDAR

Deadlines and Dates to Remember

May 4-23	First Lady's annual kindergarten book tour
May 9	School Budget Review Committee meeting, Des Moines
May 11 and May 20	Iowa Youth Survey training , via ICN
May 12, June 7, 9	Emergency Preparedness: Safe Food in our Schools , via ICN
June 8-10	HIV/AIDS/STDs in Youth at Risk: Eliminating Disparities Among All Youth, Kansas City Airport Hilton.

HELPFUL EDUCATION LINKS

The DE Electronic Mailbag: <http://www.state.ia.us/educate/ootd/mailbag.html>
School Wellness Policy: <http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>
IPTV education resources: http://www.iptv.org/educational_resources.cfm
School Administrators of Iowa: www.sai-iowa.org/
Iowa Association of School Boards: www.ia-sb.org
Iowa State Education Association: www.isea.org
Free federal learning resources: <http://www.ed.gov/free>
Public Education Network: <http://www.publiceducation.org/index.asp>
National Association of Secondary School Principals: http://www.principals.org/s_nassp/index.asp
Education grant opportunities: <http://www.grantsalert.com/>
Teacher loan forgiveness: <http://www.ifap.ed.gov/dpcletters/GEN0414.html>
Grant writing tips and techniques: http://www.educationworld.com/a_curr/profdev/profdev039.shtml
School health grants: <http://www.cdc.gov/healthyyouth/funding/index.htm>

SCHOOL LEADER UPDATE is produced monthly by the Iowa Department of Education for school leaders of Iowa. Comments and submissions should be sent to Kathi Slaughter, 515/281-5651, kathi.slaughter@iowa.gov.