



School Leader Update

A MONTHLY JOURNAL
FOR IOWA EDUCATORS

February 2017

Annual Condition of Education Report available now

The Iowa Department of Education released the latest edition of the annual Condition of Education report. The report provides a wide range of state-level data, including shifts in student populations and demographics, teacher salaries and characteristics, student achievement results and school financial information.

“One of the critical functions of the Iowa Department of Education is to provide and interpret education data,” Iowa Department of Education Director Ryan Wise said. “The Condition of Education report provides valuable feedback about our students, educators and school districts across a number of statewide measures.”

The Condition of Education report contains the most recent data through the 2015-16 school year, unless otherwise noted. [Read more.](#)



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Combining data, experience = progress

“The test of a first-rate intelligence is the ability to hold two opposed ideas in mind at the same time and still retain the ability to function.”

- F. Scott Fitzgerald

Too often, school performance is painted in broad brush strokes. And more often than not, the picture portrays struggles and failures. Anyone who has spent time in an Iowa school knows this is not an accurate representation of the state of education.



Director Ryan Wise

At the same time, though, Iowa educators recognize we have much work ahead in ensuring all students achieve success both in and beyond school. Holding these two truths, that Iowa schools are succeeding and that there are areas for growth, is critical to the improvement process. Reflecting on the bright spots while simultaneously shining a light on the challenges we face can inspire and motivate.

In the last month, we’ve released three important data and information sources, which highlight both successes and challenges: [the annual Condition of Education report](#), [Iowa’s Postsecondary Readiness Reports](#), and the latest edition of the [Iowa School Report Card](#). I know many of you have already spent hours combing through the data, using it to help illustrate a story and engage your stakeholders.

As we continue to refine our measures and focus on what matters, like preparing students to earn a postsecondary degree or credential and reducing the number of students who take remedial courses in college, data can be a powerful tool.

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Time to request alternative format learning materials

It's time to request alternative format learning materials for the 2017-18 school year. School leaders should remind teachers and Individualized Education Program (IEP) / 504 teams to order the textbooks now so there is a smooth transition to the next grade and classes. Alternative formats include Braille, large print, audio and digital text.

The Iowa Department for the Blind needs adequate time to fill the orders in order for schools to provide learners with their materials in a timely manner, which is defined in Iowa as the same time as other students.

Educators can utilize the [Instructional Materials Request Form](#) at the bottom of the page at the Iowa Department for the Blind.

For more information on the Instructional Materials Request Form, contact the Iowa Library for the Blind and Handicapped at library@blind.state.ia.us.

For more information on accessible educational materials, visit the Iowa Department of Education's [True AIM Website](#), or contact Maggie Pickett at 515-281-6235 or maggie.pickett@iowa.gov.



Feedback sought on Iowa's Every Student Succeeds Act plan

The [first draft of Iowa's state plan](#) for meeting requirements of the federal Every Student Succeeds Act (ESSA) is now available for public comment through an [online feedback survey](#).



The Iowa Department of Education spent several months collecting feedback from Iowans in 13 public forums, about what they think student success should look like in our state. The first draft is a critical step in the process of implementing the Every Student Succeeds Act, but is not the final plan. Broad input is needed from education stakeholders to guide revisions so that a final plan makes sense for Iowa.

Iowans are invited to give feedback on the first draft of Iowa's ESSA plan in the online feedback survey, which is open through Feb. 15.

Feedback also can be submitted via email at ESSA@iowa.gov or by mail: Iowa Department of Education, Attn: Deputy Director David Tilly/ESSA Feedback, Grimes State Office Building, 400 E. 14th St., Des Moines, IA 50319-0146. Comments will be considered in a revised draft of Iowa's ESSA plan, which is expected in May. [Read more.](#)

One-stop Future Ready Iowa website unveiled

A new resource is available to help Iowans review and evaluate different career opportunities in the state and plan their paths to landing rewarding jobs.

Launched last month by Gov. Branstad and Lt. Gov. Kim Reynolds, the new [Future Ready Iowa website](#) is a result of the collaborative efforts between many state agencies, including Iowa Workforce Development, Iowa Economic Development Authority, Iowa Department of Education, and the Iowa College Student Aid Commission.



The Future Ready Iowa website is a mobile-friendly, one-stop shop where students and adults can find high-demand career opportunities in Iowa, identify education and training needed as well as financial resources that may be available. It features career exploration resources using information on high-demand jobs as well as labor market information to identify the number of jobs, the average median income and what training is necessary. More information about career pathways will be added in coming months.

Transfer in Iowa web portal assists students with transfers

Iowa's Regent universities and community colleges have joined to create a web portal dedicated to assisting students with the transfer process. The site serves as a one-stop resource for students planning their future. The url for the site is www.transferiniowa.org.



Each year, thousands of students transfer from Iowa community colleges to one of the state's three public universities. Transferring from one college to the next can be a big step, but need not be complicated. The website contains resources helpful in educational planning as well as information for students to discuss with their counselor or advisor.

The number one question transfer students ask is, How will my credits transfer? Students can learn about how their community college courses transfer to each of the three state public universities by following the links on the website. The website contains resources explaining statewide articulation agreements and individual program-to-program articulation agreements by community college. These resources are useful for students planning to transfer as well as counselors and advisors. In addition to online resources, it's always a good idea for students to discuss their plans with both a community college and university counselor or adviser. Contact information for the office or person responsible for transfer and articulation at each postsecondary institution is available on the site.

School districts should communicate information about the articulation website to all elementary and secondary school students interested in or potentially interested in attending a community college or Regent university.

Apply now for the Visiting Teacher from Spain program

The Visiting Teacher from Spain Program enables foreign teachers to have the opportunity to teach in an accredited primary or secondary school in the United States under a J1 Visa for up to three years. This provides local school districts with the opportunity to fill vacant Spanish and dual language teaching positions.

With this program, school systems from Iowa, Kansas and Nebraska have the option of recruiting highly qualified Spanish educators for a period of up to three years and at the same time provide students, parents, and communities the opportunity to work with professionals from other countries.

The visiting teachers from Spain are certified Spanish language educators with at least three years of experience. As a J1 sponsor, local institutions are responsible for ensuring that exchange visitors and their host schools abide by the strict program rules and requirements established by the U.S. Departments of State and Homeland Security.

Local school districts hire the visiting teachers in accordance with all other local policies in terms of salary scale, licensure, and local system requirements.

The Iowa Department of Education is now taking applications for 2017-18 from school districts that are interested in the possibility of hiring a teacher from Spain. Click [here](#) to find the application and other information about the Visiting Teacher from Spain Program. For more information, contact Mary Smith-Johnson at 515-242-6014 or mary.smith@iowa.gov.



Last August, 13 visiting teachers from Spain participated in a three-day immersion training program in preparation to teach, work and live in school districts throughout Iowa.

Educators: How to implement skills-based literacy instruction

Leaders in the Sioux City Community School District recognized a need for improved instruction, ongoing professional development for educators and a more defined literacy block.

With the help of technical assistance from the Iowa Reading Research Center, schools implemented a small-group, skills-based literacy instruction approach this past fall.

In this blog from the Iowa Reading Research Center, principals Amy Denney of [Perry Creek Elementary School](#) and Stacie

Henderson of [Liberty Elementary School](#) talk about key steps they have taken during the early phases of the implementation and how they continue to support their teachers in refining the new methods through frequent, job-embedded professional development.

[Read Denney and Henderson's first of two blogs.](#)



C4K Statewide Leadership Webinar, Feb. 16, 1:30 p.m.

Plan to engage with colleagues from across the state in the third administrator webinar on Feb. 16, from 1:30-3 p.m.

Topic: Leveraging Teacher Leaders within School Improvement Work

- Building Capacity and Empowering Teachers
- Feedback and How to Provide it

If you have missed previous webinars this [link](#) has all the dates, times, and past recorded webinars for you to watch at your leisure. This document will continue to be updated after each webinar with PowerPoints and recorded webinars.

Note the date change for the March webinar, now scheduled for Tuesday, March 28, from 1-2:30 p.m. For questions, contact Linda Carroll at linda.carroll@iowa.gov, or Mary Jane Stites at mstites@heartlandaea.org.



PRESS Community Learning Solution webinars and discussions

The first PRESS (Path to Reading Excellence in School Sites) webinar takes place on Feb. 6, 3:30 - 4:30 p.m. It will focus on Utilizing the PRESS Community Learning Solution Site and will be conducted through the PRESS Learning Site with the University of Minnesota PRESS trainers.

The PRESScommunity.org website offers a collection of diverse resources to help implement PRESS in your school and classroom. This webinar provides guidance and recommendations to access and utilize the website to its fullest. User tips and strategies will be shared as well suggestions for supporting your implementation of PRESS using the online resources, including instructional videos, downloadable PDFs, webinars, demonstration videos, and community forums.

The webinar is intended for educators who currently have a license for this site, are currently implementing PRESS, and who would like to understand how the PRESS Community website can help support their work.

Click [here](#) to register for the webinar.

The next webinar through the PRESS Community Learning Site will be on March 6 from 3:30 - 4:30 p.m. and will be more of a discussion with Q-and-A time with the PRESS trainers.

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And I also know that data doesn't tell the whole story of your school community. The combination, though, of data and experience can be a catalyst, igniting and accelerating progress.

I spend a lot of time looking at data and reports. But I spend even more time actually visiting schools. So while I see the gaps that exist on paper, like the drop-off that occurs between students who start a degree program and those who complete it within five years, I experience the steps schools are taking to address challenges.

For example, on a recent visit to the Bellevue Community School District I observed dozens of students making real-world connections to their learning through Bellevue BIG, a district program in which students lead community-based projects. They were planning an urban orchard, designing a water purification project for a relief organization in Haiti, mentoring elementary students, painting murals for an area hospital, and working with Iowa's Department of Natural Resources. Another group of students, in an industrial tech class, used software and a plasma cutter to design and create a personalized nameplate for me. While all of these efforts started with Iowa's academic standards, they blossomed into opportunities that are preparing students for the future.

Examples like this are the rule, not the exception in Iowa. And schools are working harder each day to ensure more opportunities are opened for more students. These efforts will help Iowa reach the Governor and Lieutenant Governor's ambitious Future Ready Iowa goal of 70 percent of the state's workforce having education or training beyond high school by the year 2025. Based on what I'm seeing in Iowa's schools, I know this goal is attainable.

Ryan M. Wise



Iowa Department of Education Director Ryan Wise with students in an industrial tech class during a recent visit to the Bellevue Community School District.

Iowa Learning Online summer enrollment open now

Iowa Learning Online (ILO) is accepting enrollments for the summer semester now through May 22. Classes begin May 15 and end July 28.

Schools can provide a wide range of opportunities for students during the summer term at no cost to the schools. All schools may pass on the costs of ILO courses to parents/guardians ([Iowa Code, Section 282.6 - Tuition](#))

More than 40 courses are available. View the [course descriptions](#), [log in](#) or [sign up](#) to enroll your students. If you wish to enroll a student in a course that is full, follow the regular registration process to add the student to the waiting list. For registration questions, contact ILO at registrar@iowalearningonline.org or view the [waiting list procedures](#).



Each summer course includes a four-week grace period during which a student could be dropped at no cost. Schools will be responsible for collecting the \$250 per course enrollment fee from parents/guardians for students remaining in courses after the drop date.

Iowa students selected for U.S. Senate Youth Program



Two Iowa students have been selected as delegates to the 55th annual United States Senate Youth Program (USSYP) that will be held March 4- 11 in Washington, D.C.

Michael Moonjely of Coralville and Anuja Pharasi of Fairfield were chosen from across the state to be part of the group of 104 student delegates who will attend the program's Washington Week.

Chosen as alternates to the 2017 program were Patrick McMonagle, a resident of Davenport, who attends Pleasant Valley High School and Zachary Mass, a resident of Malvern, who attends Treynor High School.

Delegates and alternates are selected by the state departments of education nationwide and the District of Columbia and Department of Defense Education Activity, after nomination by teachers and principals. This year's Iowa delegates and alternates were designated by Iowa Department of Education Director Ryan Wise.

[Read more.](#)

In praise of paras

Alice Williams was having a terrible day. OK, a particularly awful day. A parent-teacher meeting went poorly and she was very low, anticipating a tearful drive home.

“Don’t worry, tomorrow will be better,” chimed in one of her paraeducators, or paras. And as the third grade teacher from Nodaway Valley Elementary School recalled this moment two weeks later, tears formed in her eyes.

“They are so loyal, to me and to the students,” Williams said. “I couldn’t do it without them.”

Williams is but one teacher in the state of Iowa, but resoundingly speaks for all when she says, “We love our paras.”

[Read more.](#)



Paraeducators Julie Hartman and Jody Weber work with some of their students.

Five Iowa schools honored for breaking education barriers

Five Iowa schools were honored on Jan. 19 by the State Board of Education for their work to raise achievement among groups of students who traditionally face challenges in the classroom.

The Breaking Barriers to Teaching and Learning Award was created by the State Board of Education. Each year, the award recognizes successful efforts to eliminate achievement gaps.

This year’s award-winners were recognized for having the highest proficiency rates statewide in math and reading among a specific subgroup of students, such as students whose first language is not English and students from low-income backgrounds. State assessment results from the last three years were examined to confirm a positive trend for each school.

[Read more.](#)

[View more photos from the awards ceremony.](#)



Left to Right: Tara Estep (Helen Hansen Elementary, Cedar Falls Community School District), Erica Rausch (Oak Ridge Middle School, Linn-Mar Community School District), Leilany Carrasco (Denison Elementary, Denison Community School District), Tracy Morrison (Maquoketa Valley Middle School, Maquoketa Valley Community School District), Jennifer Gertson (Riverdale Heights Elementary, Pleasant Valley Community School District)

Data and Reporting

Iowa Postsecondary Readiness Reports available now

A new state website that shows how prepared students are for success in postsecondary education and training upon graduation from public high schools in Iowa is now available. Iowa's Postsecondary Readiness Reports provide student postsecondary enrollment patterns, remedial course-taking rates, and postsecondary retention and completion rates that can be connected to every public high school in Iowa. The Postsecondary Readiness Reports are a collaboration between the Iowa Department of Education, Iowa Workforce Development and the Board of Regents.

Specifically, the website provides the percentage of students who enroll in remedial math and/or English courses in the first year after high school graduation at Iowa community colleges or public universities, and pinpoints postsecondary retention/completion by grouping student outcomes into one of four categories each year for five years after high school graduation: No enrollment found, enrolled, no longer enrolled and no award, and award. An award is defined as a degree, certificate or postsecondary diploma.

Data are available statewide and by Iowa high school, as well as by student demographic subgroup, such as race/ethnicity and eligibility for free and reduced-price meals.

The reports will be updated each year in the spring. [Read more.](#)



Iowa School Report Card released with new features

The Iowa Department of Education continues to improve the Iowa School Report Card, with updated data and two new features released today that reflect a more complete picture of student progress in public schools.

The Iowa School Report Card is a web-based system that evaluates and rates public schools based on their performance on a required set of measures. The system was developed to meet a state legislative requirement.

"The Iowa School Report Card is an effort to provide meaningful information about our schools in a way that is easy to access and understand," Iowa Department of Education Director Ryan Wise said. "While this resource can help school improvement efforts locally and statewide, data and ratings do not tell the whole story and I encourage Iowans to connect with their community schools to learn more."

The Iowa School Report Card, which is available at www.educateiowa.gov/schoolreportcard, includes information on student proficiency rates in math and reading, student academic growth, narrowing achievement gaps among students, college and career readiness, student attendance, graduation rates, and staff retention. Based on each school's performance over a two-year period, the report card assigns one of six ratings: Exceptional, High-Performing, Commendable, Acceptable, Needs Improvement, and Priority.

Scores and ratings, which are updated annually, apply only to individual public schools; school districts and nonpublic schools do not receive ratings. For most measures, school ratings are based on data from the 2014-15 and 2015-16 school years.

[Read more.](#)

Early Childhood Preschool Programs

GOLD® platform upgrade begins in fall 2017

Beginning fall 2017, Teaching Strategies will launch a new, updated GOLD® platform offering an all-around more efficient and more supportive user experience. Iowa is collaborating with Teaching Strategies to ensure a seamless transition from the current to the new platform prior to the fall program year.

This spring, a variety of learning supports and opportunities will be made available for Iowa subscribers to explore and investigate the new system platform without affecting current assessment data.

Additional communications regarding webinars, online resources, and training opportunities will be shared via email starting this spring. Watch for messages from either Teaching Strategies or the Iowa Department of Education with additional details regarding this upgrade.

For more information on the transition, contact Kimberly Villotti at 515-281-4709 or at kimberly.villotti@iowa.gov.



Nutrition and Health Services

Healthy schools, healthy students— stay connected!

The Iowa Department of Education's Team Nutrition program has recently launched a Facebook and Twitter presence. Team Nutrition is an initiative of the USDA Food and Nutrition Service to support the Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children, and school and community support for healthy eating and physical activity.

Like Us and Follow Us to find out about the latest funding opportunities, success stories across the state, and resources to support the wellness environment at your school. In addition, use both as a resource to share or retweet information to your followers as an avenue to promote school wellness and tag us in any posts you make. Join us as we celebrate healthy schools in 2017.

Facebook: <https://www.facebook.com/healthyschoolsIA/>

Twitter: [@IAhealthyschool](https://twitter.com/IAhealthyschool)

For questions, contact Carrie Scheidel at 515-281-4758 or carrie.scheidel@iowa.gov.



Help ensure that no child goes hungry this summer

Did you know that 1.2 million meals and snacks were served to Iowa children this past summer via the Summer Food Service Program? Still, an estimated 180,000 low-income Iowa children did not have access to summer meal programs.

The Iowa Department of Education urges schools and communities to get involved with the summer food service program to help ensure that no child goes hungry.

An informational webinar will be held on Feb. 16 at 1:30 p.m. Join us to learn more about the program and what is involved. Whether you are planning to offer a summer enrichment program or not, as trusted community organizations, schools are well positioned to counter this summer hunger gap.

To register for the webinar, go to the Iowa Department of Education [Calendar](#). For more information contact Stephanie Dross at stephanie.dross@iowa.gov or 515-281-4760.



[Read more.](#)



Legal Lessons

Contact Nicole Proesch for all Legal Lessons items: nicole.proesch@iowa.gov or 515-281-8661

Trivia Pursuit

This month my children's school sponsors a trivia night for the parents, teachers, and staff to attend. It's a great opportunity to get to know other parents and staff that I may not normally run into on a day-to-day basis. The first time I attended was last year and it was so much fun that I am planning on attending again this year.

Here's how it works: Trivia participants are grouped at tables, and each table picks a theme. Participants dress up to match the theme and then compete for the title of Trivia Champ. Last year the principal's table won – for the second year in a row. I think the principal gets the first pick of all the smart teachers in the school. We will see this year if they can be defeated, but I'm not holding my breath.

So, in the spirit of trivia night and for my own trivia preparation, I thought it would be fun to play a game of trivia with you and test your knowledge of education history.

1. What year was the U.S. Department of Education (USDE) recreated?
2. Which president signed the law into effect which recreated the USDE?
3. In what year was a previous Department of Education created?
4. In what year was a previous Department of Education demoted?
5. Who was the first Education Secretary?
6. In what year was the Iowa Department of Education created and what was it called?
7. Who was the first superintendent of the Iowa Department of Public Instruction?
8. Which Governor appointed the first superintendent?
9. Where was the first school in Iowa and what year was it established?
10. Who taught in Iowa's first school?

In this February edition of School Leader Update, I bring you information on Expulsions and Suspension Policies in Early Childhood Classrooms, New Administrative Rules, and a Poster Contest on Missing and Exploited Children Sponsored by the Division of Criminal Investigation (DCI) and Department of Public Safety (DPS).

Expulsion and suspension policies in early childhood classrooms

Educators, medical professionals, civil rights advocates, and children's advocates have recently begun to scrutinize the use of exclusionary discipline in early childhood education settings. This includes the suspensions, expulsions, and other removals ("push-outs," so-called "soft" suspensions, calls home for the parent to pick up a child "who is not having a good day," etc.). Furthermore, suspension and expulsion is an emphasis in the State Report Card provisions of the Every Student Succeeds Act (ESSA, § 1111(h)(1)(C)(viii)(I)).

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Legal Lessons continued

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Why is this important? Early childhood programs must protect children from harm but must also use alternatives to effectively support and respond to problem behaviors so that disciplinary removals such as expulsion and suspension are infrequent or unnecessary. Expulsion and suspension should only be used as a last resort when there is a serious safety concern that cannot be reduced or eliminated with reasonable modifications.

Factors that may increase expulsions and suspensions during early childhood education may include:

- Lack of positive relationships between educators, families, and children
- Misguided or missing policies
- Insufficient training and/or support for staff for promoting social-emotional development and managing challenging behavior

Results of expulsions and suspensions during early childhood education may include:

- Negative impact to the development of positive relationships
- Disruption to early learning
- Unintended and undesirable results (instead of reduced or eliminated targeted behaviors)
- Delay or interference with the process to identify and address underlying issues, which may include disabilities or mental health needs
- Increased family stress and burden, including location of alternate services, often without assistance

What can educators do to reduce the use of exclusionary discipline in early childhood settings? Consider other requirements and guiding frameworks for appropriate discipline policy and practice:

- Applicable early childhood program requirements (e.g., Individuals with Disabilities Education Act (IDEA), Statewide Voluntary Preschool Program (SWVPP), Shared Visions Preschool, Head Start, etc.), including minimizing disruptions and transitions in programming.
- Appropriate practices defined by program standards and criteria adopted (Iowa Quality Preschool Program Standards (IQPPS), Head Start Program Performance Standards (HSPPS), National Association for the Education of Young Children (NAEYC))
- Positive behavior supports frameworks adopted Early Childhood Positive Behavioral Intervention and Supports (EC-PBIS)

What is the legal framework for exclusionary discipline in early childhood settings? First, the parents of a child in a publicly funded early childhood program are constitutionally entitled to notice and an opportunity to be heard before any expulsion or lengthy removal (removal of more than ten days, *See, e.g., Goss v. Lopez* (U.S. Supreme Court, 1975)). These are the same disciplinary protections that children in grades kindergarten through twelve receive.

Second, children with disabilities in early childhood programs are entitled to additional protections when they are removed from their educational program for disciplinary reasons. These protections are required by IDEA and Section 504.

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Legal Lessons continued

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Third, early childhood programs must implement disciplinary removals in a nondiscriminatory manner. Suspensions and expulsions of children administered in a discriminatory manner may violate Federal civil rights laws. Discipline practices should not disproportionately impact any group of children. For example, for young children with disabilities (or for whom a disability has not been ruled out), the program is obligated to consider the implications of the child's behavioral needs, and the effects of the use of disciplinary removals when ensuring the provision of Free Appropriate Public Education (FAPE). Failure to make behavioral supports available throughout a continuum of placements, including in regular education settings, could result in an inappropriately restrictive placement (and denial of placement in the Least Restrictive Environment).

What must early childhood programs do? Early childhood programs must provide procedure protections required by *Goss* to all children and required by the IDEA and Section 504 to children with disabilities. Early childhood programs must report suspension and expulsion of all children as required by Student Reporting in Iowa (SRI), including all children in Statewide Voluntary Preschool Programs and all preschool children with IEPs. This would apply to suspension and expulsion decisions from SWVPP programming made by SWVPP community partners. Early childhood programs must also review their policies and procedures to ensure they have alternatives and prevention strategies and that they use exclusionary discipline appropriately and equitably.

To which programs does this guidance apply? This guidance applies to the following types of entities.

1. Early childhood programs operated by public school districts, including but not limited to SWVPP programs and Early Childhood Special Education (ECSE) programs.
2. Early childhood programs operated by other public entities or by private entities that partner with public school districts to operate early childhood programs, such as SWVPP community partners.

What resources are available to early childhood programs? The [joint policy statement on expulsion and suspension policies in early childhood settings](#) between the U.S. Department of Health and Human Services and the U.S. Department of Education includes the following recommendations for early childhood programs:

1. Develop and clearly communicate preventive guidance and discipline practices.
2. Develop and clearly communicate expulsion and suspension policies.
3. Access technical assistance in workforce development to prevent expulsion and suspension.
4. Set goals and analyze data to assess progress.
5. Make use of free resources to enhance staff training and strengthen family partnerships.

Additional resources include:

- A joint statement from over 30 national organizations, "[Standing Together Against Suspension and Expulsion in Early Childhood: A Joint Statement.](#)" The organizations also compiled [resources](#) to help prevent, limit, and eliminate suspension and expulsion.
- [U.S. Department of Education School Climate and Discipline](#): Policy and legal guidance related to promoting positive early learning and school climates.
- U.S. Department of Education Office of Special Education and Rehabilitation Services: Dear Colleague [letter](#) and [summary](#) on supporting behavior of students with disabilities.

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Legal Lessons continued

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- [U.S. Department of Health & Human Services Administration for Children and Families](#): Resources for Reducing Suspension and Expulsion Practices in Early Childhood Settings.
- SRI International: [Guide on Preventing Suspensions and Expulsions in Early Childhood Settings](#), a resource newly available December 2016.

For more information on the Statewide Voluntary Preschool Program, go to the [Statewide Voluntary Preschool Program](#) web page or contact Jennifer Adkins at jennifer.adkins@iowa.gov.

For questions related to special education, contact Dee Gethmann at dee.gethmann@iowa.gov or Thomas Mayes at thomas.mayes@iowa.gov.

New rules effective Jan. 11, 2017

Several new administrative rules went into effect on Jan. 11. The new rules include changes to Chapter 62 – State Standards for Progression in Reading, Chapter 15 – Use of Online Learning and Telecommunications for Instruction by Schools, and Chapter 56 – Iowa Vocational Rehabilitation Services. Please see the full text of the new rules below.

[Chapter 62 - State Standards for Progression in Reading](#)

[Chapter 15 - Use of Online Learning and Telecommunications for Instruction by Schools](#)

[Chapter 56 - Iowa Vocational Rehabilitation Services](#)

Iowa DCI hosts a Missing Children’s Day Poster Contest

The Iowa Department of Public Safety’s (DPS) Division of Criminal Investigation (DCI) is inviting 5th grade classes to participate in a unique opportunity, partnering with Iowa’s top special agents/investigators to raise awareness of missing children, and win a trip to Washington, D.C.

Each year, the Iowa DCI hosts a Missing Children’s Day Poster Contest and this year want to have as many Iowa 5th graders involved as possible. The students, under direction from educational staff, will create posters depicting any aspect of missing children and the importance of this issue.

In the spring, the DCI will host a Missing Children’s Day Poster Contest Reception for the winners of the contest. Iowa’s top officials will congratulate the winners and provide photo opportunities and chance to take a tour of the State Capitol.

Help the DCI raise awareness about this critical issue that impacts our local communities. The poster contest is only open to **5th graders**. The deadline is **March 1**.

History: May 25, 1983, was proclaimed as National Missing Children’s Day by President Ronald Reagan. The first National Missing Children’s Day Poster Contest was presented in 2000, at the Department of Justice’s Missing Children’s Day observance.

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The poster contest provides an opportunity for schools, law enforcement, and others to engage children in informative discussions about the problem of missing children and how to prevent such situations.

This poster contest is a national event and each state's top winning poster is submitted to the Office of Juvenile Justice and Delinquency Prevention for selection of the national winner. The winning student, his/her teacher, and parents are flown to Washington, D.C., to participate in the National Missing Children's Day ceremony.

To participate in the 2017 poster contest, contact Medina Rahmanovic at rahmanov@dps.state.ia.us and further information will be provided.

National Missing Children's Day 2016
winning poster by Michael Wu of
Walnut, California

Students with Disabilities

For questions regarding students with disabilities please contact Thomas Mayes at 515-242-5614 or thomas.mayes@iowa.gov.

Trivia answer key:

1) 1979, opened in 1980; 2) President Jimmy Carter; 3) 1867; 4) 1868; 5) Shirley Hufstедler from California appointed in 1981; 6) 1840 and called the Iowa Department of Public Instruction; 7) Dr. William Reynolds was the first superintendent; 8) Appointed by Governor Lucas for a three-year term; 9) The first school was in what is now Galland, in Lee County, Iowa in 1830; 10) The students were taught by Berryman Jennings.

Calendar

- Feb 1 • Last date to request authority to charge administrative costs to special education for the subsequent fiscal year
- Feb 10 • AEA Certified Budget deadline
- Feb 15 • Last date to bill for first semester tuition
- Feb 15 • Last day to bill for first semester special education tuition



It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661, telephone number 312-730-1560, fax 312/730-1576, e-mail: OCR.Chicago@ed.gov



www.educateiowa.gov

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