



# School Leader Update

Iowa Department of Education

NOVEMBER 2005

Resources for Iowa School Leaders

## NEWS FROM THE DE

### Applications Available for Iowa High School Project Site

Superintendents and principals recently received information and application guidelines for the new Iowa High School Project Site program.

Project site high schools will receive multi-year technical support and assistance from the Iowa Department of Education and the [International Center for Leadership in Education](#) geared to boost achievement of all students, including struggling learners. Up to 20 high schools will be selected to participate. The application deadline is December 2, 2005. Visit [www.aea13.org/highschoolproject](http://www.aea13.org/highschoolproject) for details and an application form.

### Registration Open for High School Summit

Registration is now open for the second annual High School Summit, scheduled for January 23-24, 2006 in Des Moines. Featured speakers include Dr. Willard Daggett and Larry Gloeckler from the International Center for Leadership in Education. The International Center has partnered with the Council of Chief State School Officers and the Bill and Melinda Gates Foundation to share successful models of high school reform across the country. Additional presenters will represent Iowa schools and colleges and regional/national efforts that have resulted in successful system change with positive student outcomes.

As with the first high school summit, it is recommended that high schools bring a team representing both administration and staff. Schools are strongly encouraged to include AEA representatives and community college representatives as part of planning teams.

Registration materials and summit details can be found at <http://www.sai-iowa.org/events.html> or [www.aea13.org/HIGHSCHOOLPROJECT/](http://www.aea13.org/HIGHSCHOOLPROJECT/).

### America's Legislators Back to School Program

School principals and teachers may be contacted by a member of the Iowa General Assembly to visit one or more schools during the year as part of the Legislators Back to School program. The program is sponsored by several organizations, including the American Association of School Administrators, American Federation of Teachers, National Board of Professional Teaching Standards, National Education Association, and the National Conference of State Legislatures. More information is available at [www.ncsl.org/public/backsch.htm](http://www.ncsl.org/public/backsch.htm).

## SCHOOL IMPROVEMENT

### Model Core Curriculum Project Lead Team

The Model Core Curriculum Project Lead Team has been created and charged with the task of leading the effort to identify the essential content and skills of a world-class core curriculum in partial fulfillment of Senate File 245, which was passed during the 2005 legislative session. Representatives of the State Board of Education, the Institute for Tomorrow's Workforce, School Administrators of Iowa, the Iowa Association of School Boards, Iowa State Education Association, PTA, AEAs, LEAs, higher education, the business community, and community colleges all serve on this team.

This team is defining and collaborating with work teams to complete the model curriculum, which has two overarching purposes:

1. To ensure that all Iowa students have access to a rigorous and relevant curriculum to prepare them for success in post-secondary education, the workforce, and the emerging global economy; and
2. To provide a tool for Iowa educators to assure that essential subject matter is being taught and essential knowledge and skills are being learned.

Work teams are being identified and will begin their work later this fall.

The project lead team plans to meet periodically throughout the current school year and present its findings to the State Board of Education in May. For more information, please contact Rita Martens at [rita.martens@iowa.gov](mailto:rita.martens@iowa.gov) or 515/281-3145.

## Annual Letter for NCLB

Within the next couple weeks, the DE will send to superintendents and AEA chief administrators an electronic copy of the annual update memo on No Child Left Behind requirements (commonly known in previous years as "the Judy letter.") We are awaiting clarification from the U.S. Department of Education concerning some requested modifications to Iowa's Accountability Workbook. As soon as we receive word from the U.S. Department of Education, we will distribute the annual letter.

## QUALITY TEACHING

### Mark These Dates for Winter Institute

Winter Institute 2006 will feature information about teacher quality and improving student achievement by supporting teachers' professional growth. Implementing the Individual Teacher Career Development Plans and conducting Teacher Performance Reviews for the purpose of improving instructional practices will be addressed. Ideas for how to make the best use of the additional day of professional development will also be shared. The session will include facilitated discussion about the implementation of CSIP goals and actions.

- January 31 - West Des Moines Marriott
- February 2 - Carrollton Inn, Carroll
- February 9 - Cedar Rapids Marriott
- February 16 - West Des Moines Marriott

### Paperwork, Performance Review, and Professional Development

Fully engaging in professional development, documenting teaching practices for the performance review process, and assessing student performance all require record keeping that adds to the time demands placed on teachers and administrators. Everyone is extremely busy and the effective use of time is always important. To help reduce the paper work burden and make efficient use of time, it helps to combine efforts and align as much of the documentation as is feasible.

It is reasonable to collect data that will serve multiple purposes, because the intent of professional development (PD) and the performance review of teachers based on the Iowa Teaching Standards and Criteria are closely related. The purpose of the District Career Development Plan, Individual Teacher Career Development, and the Teacher Evaluation Process is to improve instruction by building teachers' knowledge and skills. As a district supports teachers in learning new content (instructional strategies) and engaging in collaborative study of teaching practices, it will create multiple opportunities to collect data related to various teaching standards and criteria. Processes built into the district plan will include the routine collection of data on implementation and teacher participation. These data will support professional development planning and serve as a source of evidence that the teacher has demonstrated the relevant Teaching Standards and criteria for their performance review. The Individual Teacher Development Plan will help address the information needs for the performance review and will prevent the teacher from having to collect the same information twice, once to study their own implementation of PD and again for their performance review.

As an illustration, any teacher fully participating in a well-designed district plan will meet Standard #7 "*Engage in professional growth.*" A district plan that follows the Iowa PD Model will provide multiple opportunities for teachers to demonstrate and/or give evidence of Standard #7's criteria including:

1. Demonstrates habits and skills of continuous inquiry and learning.

2. Works collaboratively to improve professional practice and student learning.
3. Applies research, knowledge, and skills from professional development opportunities to improve practice.

Artifacts to support this standard and criteria include professional development implementation logs, collaborative team minutes, a lesson plan designed in a collaborative team meeting, and attendance data to show participation in PD sessions. If this information is available during the development and implementation of the career development plan, it lessens the need to create and/or collect it in other ways.

A quality District Career Development Plan will focus on instruction and will deliver content that is supported by scientifically based research. For example, the following criteria under Standard #2 "*Demonstrates competence in content knowledge appropriate to the teaching position.*" could be met by studying and implementing the content included in the district plan. For example, a science teacher that is engaged in a district wide math initiative could use evidence of how she applied math strategies in science class to solve a problem, addressing the following criteria:

- Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- Relates ideas and information within and across content areas.
- Understands and uses instructional strategies that are appropriate to the content area.

Additional artifacts or data may be needed to show knowledge of science content specific to that teacher's assignment. Many of the same artifacts listed for Standard #7 will also support Standard #2. A well-designed lesson plan submitted by the collaborative team might address all four criteria for Standard #2. Collaborative team meeting minutes showing that teachers engaged in a dialogue about instructional content may be another source.

Applying the newly acquired strategies in the classroom will necessitate planning and preparation, thus addressing Standard #3 and the related criteria: "*Demonstrates competence in planning and preparing for instruction.*" A teacher participating in the district plan will have opportunities to demonstrate and/or give evidence of the Standard #3 criteria and provide artifacts such as the professional development implementation plan, a lesson plan developed using strategies being studied in professional development, minutes showing that the collaborative team worked on planning lessons and preparing to apply what the teachers are studying in the classroom.

A routine component of the district plan is the collection of formative data to demonstrate students' responses to the strategies that are the focus of professional development. Evidence of this aligns well with Standard #5: "*Uses a variety of methods to monitor student learning.*"

The purpose of the Iowa Professional Development Model and the district plan align closely with Standard #1: "*Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.*" Actions to implement the district plan will give teachers repeated opportunities to implement the criteria for this standard. The same professional development artifacts may showcase a teacher's efforts to apply the practices they are working on in professional development to contribute to reaching the student achievement goals.

The information included as part of the career development plan may or may not address all standards and criteria. If it does not, additional information may be needed from various other sources to conduct a quality performance review.

The performance review process can rely upon a collection of "well chosen thought out" artifacts including those that are gathered as part of the career development plan to document multiple standards and criteria. This will require continuing discussion and agreement among district personnel which artifacts provide the most useful information in relation to multiple standards and criteria. As evaluators and teachers share ideas about which artifacts generate the most information about various teaching standards and related criteria, the collection of data should become more manageable. Observations also serve as a point of information for multiple standards and criteria. Agreeing on which standards and criteria are readily observed in the classroom setting should help to narrow the focus on the paper documentation that will be needed to conduct a quality performance review.

The collection and organization of thoughtfully selected artifacts from a variety of sources will serve the teacher evaluation process, continue to keep the focus on the teachers' growth, and support the district/building-wide professional development. It is very appropriate to encourage teachers to direct their energies to the instructional priorities and the professional development focus established for their district and building. Continuous discussion, reflection, and planning will help prevent the collection of paper work that does little to contribute to the professional growth of teachers. Linking the professional development system and the

evaluation processes is efficient and serves to strengthen district efforts to increase student achievement.  
 Contact Warren K. Weber [warren.weber@iowa.gov](mailto:warren.weber@iowa.gov) or Deb Hansen [deb.hansen@iowa.gov](mailto:deb.hansen@iowa.gov) with questions.

## SCHOOL GRANTS AND FUNDING

### Iowa Learning Technology Commission

The Iowa Learning Technology Commission, with the support of the Iowa Department of Education, is pleased to announce the availability of ILTC Pilot Grants for innovative technology pilots. Application materials and supporting documents can be found at the Commission's web site at [www.homepage.mac.com/albodespanish/iltc/iltc.html](http://www.homepage.mac.com/albodespanish/iltc/iltc.html) and on the Department's website at [www.state.ia.us/educate/iltc/index.html](http://www.state.ia.us/educate/iltc/index.html).

The pilot grant application deadline is December 15, 2005.

An ICN help session is scheduled for November 14 from 10-11 a.m. for any interested potential applicants. Interested parties can access the ICN at the following sites: AEA 1 - Elkader; AEA 4 - Sioux Center; Ames - ISU 1; Department of Education ICN (Origination Site); AEA 8 - Fort Dodge; Urbandale High School; AEA 14 - Creston; AEA 8 - Cylinder; AEA 267 - Clear Lake; Denison High School; AEA 12 - Sioux City; AEA 10 - Cedar Rapids; AEA 267 - Marshalltown; Storm Lake - Buena Vista 1; AEA 13 - Council Bluffs; Muscatine High School; AEA 15 - Ottumwa; Keokuk High School; AEA 16 - Burlington; Oskaloosa (NG); Iowa City CSD Administrative Offices; AEA 1 - Dubuque; Clarinda - CC2; Davenport - CC 1; AEA 9 - Bettendorf; AEA 267 - Cedar Falls (CART); Osceola - Clarke CSD High School; North Cedar High School - Stanwood; Waterloo - Central Middle School.

Interested districts are encouraged to submit a letter of intent by November 4, 2005. For additional information or questions not covered in the application materials and supporting documents, contact John O'Connell, 515/242-6354 or [john.oconnell@iowa.gov](mailto:john.oconnell@iowa.gov) or Jeff Berger, 515/281-3399 or [jeff.berger@iowa.gov](mailto:jeff.berger@iowa.gov).

### Fire Safety and Construction Grant Applications Available

The Iowa Department of Education recently announced the availability of federal funds available through the Fire Safety and Construction grant applications as part of the Iowa Demonstration Construction grant program.

An ICN session will be held on November 3, 2005, from 1:00 - 3:00 p.m. to review the application process and discuss changes that have occurred in the program.

The sites for this session are:

Node #	Site	Location
3	Elkader AEA	Keystone AEA 1 1400 2nd St NW
22	Sheldon-Northwest Iowa Comm College-1	603 W Park St Room Number: 402 Room Location: Building D
123	Cedar Falls – UNI - 2	Schindler 130A Corner of Hudson Rd. and 23rd Street Room Number: 130A Room Location: Schindler
142	Des Moines Department of Education (Origination)	Grimes Building E. 14th and Grand Avenue
154	Fort Dodge AEA	Prairie Lakes AEA 8 330 Avenue M
173	Creston AEA	Green Valley AEA 14 1405 N Lincoln
174	Cylinder AEA	Prairie Lakes AEA 8 Highway 18 & 2nd Street
176	Clear Lake AEA	Area Education Agency 267 Regional Office - 9184B 265th Street

187	Johnston AEA	Heartland AEA 11 6500 Corporate Drive
197	Sioux City AEA	Western Hills AEA 12 1520 Morningside Avenue
203	Marshalltown AEA	AEA 267 Regional Office 909 S. 12th St
205	Council Bluffs AEA	Loess Hills AEA 13 24997 Hwy 92
237	Ottumwa AEA	Southern Prairie AEA 15 - 1 2814 N Court Street
240	Burlington HS	Burlington High School 421 Terrace Dr
281	Cedar Rapids CSD Admin	Cedar Rapids CSD 346 2nd Avenue SW
453	Bettendorf AEA	Mississippi Bend AEA 9 729 21st St

Applications must be postmarked or received at the Iowa Department of Education by 4:30 p.m., January 6, 2006. These grants may be obtained from the Iowa Department of Education's Web site at <http://www.state.ia.us/educate/fis/si/idcgp/index.html>.

For more information about the grant application process or need to request a copy of the application(s), please contact Gary Schwartz, Consultant, School Facilities at 515/281-4743 or [gary.schwartz@iowa.gov](mailto:gary.schwartz@iowa.gov)

## LEGAL LESSONS

The contact for all Legal Lessons items is Carol Greta, [carol.greta@iowa.gov](mailto:carol.greta@iowa.gov); 515/281-8661.

### Student Discipline: How Much Process is Due?

This year marks the 30<sup>th</sup> anniversary of *Goss v. Lopez*, the U.S. Supreme Court case that set the standard for due process in expulsion cases.

As a general rule, school districts are given much latitude and discretion by the courts regarding punishment of students who misbehave IF the district follows appropriate due process requirements. There are two sets of due process requirements, one for the short-term (10 days or less) suspension of students and one for long-term suspensions and expulsions of students.

#### A. Short-term Suspensions - Ten Days or Less

Iowa Code § 282.4(1) states that the local school "board may confer upon any teacher, principal, or superintendent the power temporarily to suspend a student, notice of the suspension being at once given in writing to the president of the board." A short-term suspension is defined by the United States Supreme Court in the *Goss* case as 10 days or less. [Be aware that a cumulative number of days of out-of-school suspension in excess of ten may trigger more due process.]

The absolute due process requirements for a short-term suspension are as follows:

1. Oral or written notice to the student of the allegation(s) against him/her; and
2. If the student denies the alleged conduct, the student is entitled to an explanation of the evidence in the school's possession, as well as an opportunity to present the student's side. If the student does not deny the charges but does not admit guilt, an opportunity still should be given to the student to present an explanation or his/her side of the story. NOTE: The student's opportunity to present his/her side need not be before the school board; it is sufficient if the student is given an opportunity to be heard by the building administrator or district superintendent.

The above notice and rudimentary hearing must precede the removal of the student from school unless the student poses a danger to persons or property or is an ongoing threat of disruption to the academic process.

The process due to students facing short-term suspensions **does not** include the following:

- The right of *parents* to tell their child's (or their own) side of the story.
- Pre-suspension notification to parents.
- Providing the student with time between the notice and informal hearing (i.e., time to prepare).

- The right to secure counsel.
- The right to remain silent.
- The right to confront and cross-examine witnesses nor to call his/her own witnesses.

### **B. Expulsions or Other Long-Term Suspensions**

The stakes being much higher for a student who faces expulsion or long-term suspension, naturally more process is due to that student. The requirements can be broken down into three primary areas, as follows:

#### 1. Notice

- Must be in writing
- Must be directed to the parents or guardians if the student is a minor.
- Must specify the date, time and place of the expulsion hearing.
- Must be given to the student (or parent/guardian) sufficiently in advance of the hearing to enable student to prepare a defense (the State Board of Education has suggested that this be no less than three working days).
- Must include a summary of the allegation(s) against the student sufficiently specific to enable to student to prepare a defense and must include a copy of any documents to be relied upon by the district in presenting its case to the local school board.
- Must include an enunciation of the student's rights, which are:
  - The right to be represented by parent, guardian, friend, or attorney (there is no right to an attorney paid for by the district).
  - The right to present witnesses and evidence.
  - The right to cross-examine adverse witnesses.
  - The right to examine documents to be presented to the board.
  - The right to a closed hearing before the board unless the student asks that the hearing remain open (this is the choice of the student, not the district).

#### 2. Hearing Conduct

Student must be given a "full and fair opportunity to be heard," which includes:

- Opening and closing statements, if student so wishes.
- Cross-examination of adverse witnesses.
- Presentation of own witnesses and evidence.
- School board must be impartial.
- No member can have prior involvement in the matter, any stake in the outcome, or any personal bias.
- Remind all board members to have no contact with any parties to the hearing (if a parent calls a board member, the board member must refrain from discussing the case with the parent and must refrain from "hearing out" the parent).
- Board's decision must be based on an adequate factual basis, which is the "preponderance of the evidence" standard.
- Hearsay (not first-hand) evidence is admissible at an expulsion hearing, but the board decides how credible it is and how much weight to give to such evidence.
- No new charges or information can be raised in the hearing that was not included in the notice to the student.

#### 3. Decision

- No one who advocated a position at the hearing may be present during the deliberations of the board unless all parties are permitted to remain.
- The vote on the punishment itself must occur in open session.
- Student is entitled to a written decision that includes a statement of the facts, charge(s), and penalty sufficient enough that the student will know what conduct the board found to violate what policy and what punishment was handed down as a consequence.

## **Open Meetings/Open Records Miscellany**

### 1. *What are "actual costs?"*

Governmental bodies may charge "actual costs" in providing copies of public records to requesters, but may not profit from such charges. School districts and community colleges (collectively called "school corporations") may charge for the following:



- The sheets of paper.
- A supervision fee if the requester is supervised while looking at records.
- Time spent retrieving and copying (to be based on the hourly wage of the staff providing the service multiplied by the hours – or fraction thereof – actually spent).

School corporations may **not** charge for the following:

- Depreciation
- Copier maintenance
- Overhead
- Electricity

## 2. *When must committees comply with the open meetings law?*

Regarding school corporations, there are two basic categories to keep in mind, as follows:

- Advisory committees, commissions, or boards, task forces, or other bodies created by statute to develop and make recommendations on public policy issues. See Iowa Code section 21.2(h). This would include SIACs (School Improvement Advisory Committee created by Iowa Code section 280.12; Family Support Program Advisory Committee (256A.5); Quality Faculty Planning Committee for Community Colleges (260C.36); Media Center Advisory Committee for AEAs (273.2). This is not meant to be an exhaustive list.
- Any committee or board that consists of a quorum of the full board also triggers the need to comply with Chapter 21.

A committee that is appointed by the board to make recommendations, but has no decision-making authority, is not subject to Chapter 21 unless one of the above categories applies. However, such committees could choose to operate in full sunshine, and there are certainly good reasons to choose to do so.

## 3. *Do school corporations have to mail agenda in advance of meetings?*

If a member of the news media files a request with a board to receive notice and agenda for all meetings of the board, the board must pay all expenses for the copying and mailing of the same to the media requester.

If a member of the general public makes such a request, the board may impose charges for the actual costs of making copies and mailing to the member of the public. The difference is that media have a statutory right (21.4) to make this request and the general public has no such statutory entitlement.

Governmental bodies must post notices and tentative agenda at their principal office or building where the meeting will be held. The board may choose to post the information on its web site, but this is in addition to (and not in lieu of) the physical posting. "Such notice must be at least 24 hours prior to the commencement of any meeting of a governmental body unless for good cause such notice is impossible or impractical, in which case as much notice as is reasonably possible shall be given. Each meeting shall be held at a place reasonably accessible to the public, and at a time reasonably convenient to the public, unless for good cause such a place or time is impossible or impractical. Special access to the meeting may be granted to persons with disabilities." Iowa Code section 21.4(2).

Each month the Iowa Attorney General publishes a "Sunshine Advisory" regarding open meetings and public records. To read these, go to [www.iowaAttorneyGeneral.org](http://www.iowaAttorneyGeneral.org), scroll down the home page to "Sunshine Advisories" and click.

## **What You May Not Know – BUT NEED TO KNOW – about Alcohol Laws**

All school administrators are aware that it is illegal to possess or consume alcohol on school premises. But Iowa Code section 123.46 also makes it a crime to possess or consume alcohol "while attending a public or private school-related function."

The law does not define "school-related function," but here are some examples that should be taken into consideration by boards and administrations of public and nonpublic schools when setting local policy:

- Field trips (chaperones need to abstain while performing supervisory duties).
- Athletic contests (yes, both the IHSAA and IGHSAA are aware of this and are working with state tournament venues).
- Band, chorus, FFA, etc. trips, including overnight trips (see advisory about chaperones under field trips).

Schools should check with the local county attorney when in doubt as to whether a planned function falls under the prohibition in section 123.46. It is not the school that gets charged with a crime, but the person who

possesses or consumes alcohol (including beer and wine). Nevertheless, the statute is a good starting place when considering local policy.

### **Athletic Eligibility Rule**

As of the publication date for this document, there is no final draft of changes to chapter 36, the rules that govern interscholastic athletics and activity associations, available at this time. Proposed changes will be posted on the department website approximately one week prior to the next meeting of the State Board. The timeline for any change to these rules insofar as we know it, subject to change, is as follows:

November 16, 2005	State Board votes whether to notice its intent to amend the rules.
First week in January, 2006	First of two hearings before the Administrative Rules Review Committee (ARRC) of the State Legislature
January 11, 2006 1:00 – 3:00 p.m.	Public hearing (will be held at 30 ICN sites across the State)
January 26, 2006 1:00 – 3:00 p.m.	Public hearing at same sites for those who are unable to attend hearing on 11 <sup>th</sup> and who desire to do so
March 1, 2006	State Board votes whether to adopt rule amendments
March ?, 2006	Second hearing before ARRC

All of the above meetings/hearings are open to the public. The ICN sites for the January 11 and 26 hearings will be posted on the DE's web site shortly after November 16. The exact dates of the ARRC hearings are set by that Committee and are unknown at this time.

### **Physical Exam Rule – Check for TB – Update**

Last month, we asked for input on whether the TB test should be included in rule 12.4(14), the accreditation rule that requires a physical examination of all school employees when they start employment. We did not receive many responses, but of those we received, there was unanimous agreement to strike the TB test. Therefore, the new rule is proposed to read as follows:

12.4(14)*Physical examination.* Except as otherwise provided in 281—43.15(285), the local board shall require each employee to file with it, after an offer of employment is made and before or within six weeks of the beginning of service, certification of fitness to perform the tasks assigned which shall be in the form of a written report of a physical examination, ~~including a check for tuberculosis,~~ by a licensed physician and surgeon, osteopathic physician and surgeon, osteopath, or qualified doctor of chiropractic, licensed physician assistant, or advanced registered nurse practitioner.

If adopted by the State Board at its November 16 meeting, the new rule will take effect mid-January. Note also that language was added to give new employees six weeks in which to complete the physical examination after an offer of employment is received.

## **STUDENT HEALTH AND NUTRITION**

### **School Food Safety HACCP Process Approach Requirement – Training Scheduled**

On June 10, USDA issued *Guidance for School Food Authorities; Developing a School Food Safety Program Based on the Process Approach to HACCP*. Hard copies of this guidance were mailed to all school districts participating in the school meal programs. Please be sure the School Food Service Director or other appropriate individual(s) within the District have received this information and are beginning to implement this new requirement. The DE did not receive additional copies of the USDA guidance document. Districts that need additional copies can go to the USDA web site at <http://www.fns.usda.gov/cnd>; look under school food safety for a copy of the memo and the guidance.



The Department of Education in partnership with Iowa State University Extension and Iowa Public Television will be offering training through K-12 Connections to Iowa Schools about this new School Food Safety Program requirement. A series of training sessions will be offered. The first two Parts will each repeat once this fall, follow up regional workshops will be scheduled for late winter/early spring. The three training segments will build on one another to support schools with implementing this new requirement. Although the training is specifically targeted towards School Food Service Staff, others involved with the School Food Service Program, i.e. Business Managers, School Principals, and Superintendents should strongly consider attending at least the first session, so they have a thorough understanding of this new requirement. In addition, anyone in the school who works with food will find these sessions informative and applicable in maintaining the safety of all food regardless of the location of service, i.e. concession stands, instructing students in food preparation and safety, etc. There is no cost to participate.

Go to the Iowa Distance Learning Database Web at the links provided:

**Part 1 Offerings:** Tuesday, November 1 and repeated Wednesday, November 9, choose one, offered 3:00-5:00 p.m. both days at

[http://www3.iptv.org/iowa\\_database/event-detail.cfm?ID=6309](http://www3.iptv.org/iowa_database/event-detail.cfm?ID=6309)

Register by Wednesday, October 26 for the November 1 session.

Register by Friday, November 4 for the November 9 session.

**Part 2 Offerings:** Tuesday, November 15 and repeated Wednesday, November 30, choose one, offered 3:00-5:00 p.m. both days at

[http://www3.iptv.org/iowa\\_database/event-detail.cfm?ID=6311](http://www3.iptv.org/iowa_database/event-detail.cfm?ID=6311)

Register by Thursday, November 10 for the November 15 session.

Register by Tuesday, November 22 for the November 30 session.

For more information about the content of the sessions refer to the recent mailing from the Bureau or contact Sandra Fiegen, Consultant, Department of Education, [Sandra.Fiegen@iowa.gov](mailto:Sandra.Fiegen@iowa.gov), 563/452-3390, or Sam Beattie, ISU Food Safety Extension Specialist, [beatties@mail.hs.iastate.edu](mailto:beatties@mail.hs.iastate.edu), 515/294-3357.

## Verification in the School Meal Programs

This is a reminder that the verification sample should have been selected on October 1 and the verification process must be completed by **November 15, 2005**. The Verification Summary Report must be completed ONLINE at: <https://www.edinfo.state.ia.us/cnp/security.asp> no later than **January 15, 2006**. The Verification Summary Report is currently being updated to reflect changes in regulations. The SFA will be notified when it becomes available. Contact Nancy Christensen at 515/281-5663, [nancy.christensen@iowa.gov](mailto:nancy.christensen@iowa.gov) or Patti Harding at 515/281-4754, [patti.harding@iowa.gov](mailto:patti.harding@iowa.gov) if you have questions.

## School Wellness Policy Requirement

The Iowa Association of School Boards has released the sample wellness policy and resources to Iowa school districts. IASB worked with Iowa Partners: Action for Healthy Kids to develop the sample policy and supporting documents. These documents include a recommended best practice for school districts. This process begins with a needs assessment. An online assessment tool has been developed to assist with this process and to provide a means for gathering data from numerous school sites as well as for comparison to a statewide profile. School districts need to involve parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy. School districts are required to have goals in five areas. In addition, the Board is required to have a plan for monitoring implementation of the wellness policy.

A link to the self assessment tool, the sample policy, support materials and resources can be found on the IASB Web site at: <http://www.ia-sb.org/policylegal/wellnesspolicy.asp>.

If you have any questions about the information, contact: [iasb@ia-sb.org](mailto:iasb@ia-sb.org), or Kathi Thomas Thomas, Iowa Partners: Action for Healthy Kids, [ktthomas@iastate.edu](mailto:ktthomas@iastate.edu) or (515)294-8677, Mary Vosika at [mvosika@ia-sb.org](mailto:mvosika@ia-sb.org) or (515) 288-1991. Questions regarding the requirements may also be directed to the Iowa Department of Education, Janet Wendland, [janet.wendland@iowa.gov](mailto:janet.wendland@iowa.gov), 515-281-5676 or Patti Harding, [patti.harding@iowa.gov](mailto:patti.harding@iowa.gov), 515-281-4754.

## Medical and Public Health Professionals

The Iowa Department of Public Health (IDPH) is working to determine the best preparations for potential pandemic influenza. In cooperation with federal preparedness efforts, the department is actively creating a pandemic influenza-specific response plan as part of the already completed Bioemergency response plan.

Other pandemic influenza preparedness activities include annual influenza surveillance through the Iowa Influenza Surveillance Network, providing public education through fact sheets on our website, and consultation to the general public.

IDPH is monitoring this situation closely and will update the materials at [www.idph.state.ia.us/adper/flu\\_pandemic\\_professional.asp](http://www.idph.state.ia.us/adper/flu_pandemic_professional.asp)

## CALENDAR

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### Deadlines and [Dates to Remember](#)

The K-12 Critical Due Dates Calendar is at <http://www.iowa.gov/educate/calendars/critical.html>

Nov. 14 -Dec. 5	Various community meetings to discuss traffic safety policy, hosted by <a href="#">Iowa Department of Public Safety</a> .
November 14	Deadline for letter of intent, <a href="#">school health mini-grants</a>
November 16-18	State Board Meeting
November 16-18	<a href="#">Iowa Association of School Boards annual conference</a>
December 2	Deadline for applications to become an <a href="#">Iowa High School Project Site</a>
December 15	Deadline for <a href="#">ITC pilot grant</a> application
January 23-24, 2006	<a href="#">Statewide High School Summit</a> , Des Moines

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