



A MONTHLY JOURNAL  
FOR IOWA EDUCATORS

# School Leader Update

January 2016

## Report card measures school performance

The Iowa Department of Education released the Iowa School Report Card, a new web-based system to evaluate and rate each public school based on performance on a required set of measures, such as student attendance and graduation rates. The system meets a legislative requirement and aligns with Department efforts to provide Iowans easier access to meaningful education statistics, to hold schools accountable for student progress, and to support local efforts to improve schools.

The [Iowa School Report Card](#) assigns schools one of six ratings: Exceptional, High-Performing, Commendable, Acceptable, Needs Improvement, and Priority. Schools are grouped by comparable grade configurations (elementary, middle and high schools). The ratings are based on each school's performance over a two-year span. [Read more.](#)



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## Reflecting on past, looking forward to future

As we ring in 2016, I hope we all take a moment to reflect on the accomplishments of the past year and the opportunities ahead of us in the new year. Iowa has a strong foundation in education, and we're poised to make 2016 a banner year.

The cornerstone to our education foundation is Iowa's graduation rate, which continues to be the highest in the United States. In fact, we are the only state with a graduation rate above 90 percent. I know from first-hand experience this accomplishment hasn't happened by chance. I've observed the work in action in Council Bluffs, Clinton and West Burlington. In these districts, teams of educators take an individualized approach to ensuring all students graduate and do so with the skills they need to be successful beyond high school.



**Director Ryan Wise**

Iowa is a national leader not only in graduation rate, but also in the development of a comprehensive system of teacher leadership. In 2016, nearly one in every four teachers in the state will earn a formal, compensated leadership role within their school. These teacher leaders will serve as a catalyst to strengthen instruction in all Iowa classrooms. As I've traveled the state this past fall, I've already seen countless examples of how teacher leadership has fueled improvements in teaching and learning and has created school cultures focused on collaboration and continuous improvement.

The coming year will also provide the opportunity to build upon many years of work to develop rigorous academic standards. In 2015, the State Board of Education adopted new science

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## 97 districts added to Iowa's teacher leadership system

The next group of school districts have been chosen to launch local teacher leadership plans through Iowa's Teacher Leadership and Compensation System.

Ninety-seven school districts have been added to the state system, bringing the total number of districts in the teacher leadership system to 295 (88 percent of Iowa districts).

Iowa's teacher leadership system, which taps into the expertise of top teachers to improve classroom instruction and raise student achievement, is the centerpiece of the state's landmark education reform package passed by the Legislature in 2013. It is the nation's most comprehensive teacher leadership system. About 25 percent of Iowa teachers will be in leadership roles when the system is fully phased in.

The system paves the way for more support and greater collaboration for all teachers to learn from each other instead of operating largely in isolation within their classrooms.

As of this fall, all 336 Iowa school districts had applied to join the teacher leadership system. The 97 newly accepted districts will implement their teacher leadership plans in the 2016-17 school year. The remaining school districts will have an opportunity to refine and re-submit their plans for approval in the next two months. It is hoped that all of Iowa's school districts will join the teacher leadership system by the 2016-17 school year. [Read more.](#)

### ***Continued from page 1***

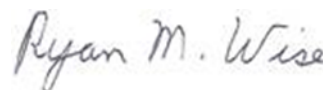
standards. This year, the Department of Education, in partnership with the Area Education Agency system, will work with teachers across the state to begin the transition to the new standards. As the parent of two elementary students, I'm excited to see how these standards will help improve science education.

Science is not the only subject that will receive attention this year. The Department recently convened an advisory council to study and recommend improvements to Iowa history education in K-12 schools. And in January a statewide team will begin rewriting Iowa's social studies standards, which will culminate in a public review and possible adoption statewide. In addition, the Department will also assemble a team to review Iowa's English Language Arts standards this year.

As we continue to strengthen our academic standards, we will also maintain our focus on effective implementation of Iowa's early literacy initiative. I'm looking forward to the Celebrating Iowa's Success event on Jan. 13, which will highlight successful literacy interventions in schools across the state. The event is sponsored by Collaborating for Iowa's Kids (C4K), a collaborative comprised of the Iowa Department of Education, Area Education Agencies, and Iowa school districts. More information on the event is available [here](#).

Finally, as I look back on 2015 and ahead to 2016, the most significant development in education for both Iowa and the nation is the reauthorization of the Elementary and Secondary Education Act as the Every Student Succeeds Act. This federal legislation maintains a focus on transparency and accountability while returning more authority to states and local school districts to set goals and design interventions that will improve student achievement. The Department is already gearing up to provide important information to school districts on the details of this new law and will work with stakeholders to ensure effective planning and implementation.

I wish you all the best in the year ahead!



## New reports look at postsecondary outcomes statewide

A new set of reports analyzing the postsecondary outcomes of Iowa public high school graduates are now available for use by school, district, and Area Education Agency staff through the Iowa Department of Education portal using EdInsight, Iowa's K-12 education data warehouse.

These High School Feedback Reports (HSFRs) are a result of a federal grant Iowa received to create a Statewide Longitudinal Data System (SLDS) with data partnerships between the Iowa Department of Education's K-12 and Community College divisions, the Iowa Board of Regents, and Iowa Workforce Development.

The initial version of the HSFRs contains five reports covering the following three content areas:

- First Year Postsecondary Enrollment – by institution type and graduate demographics
- Postsecondary Remedial/Developmental Course Utilization – by subject/institution type and graduate demographics
- Postsecondary Progress – postsecondary enrollment and award rates over time



For many districts, this will be the most comprehensive source of high school graduate postsecondary outcomes data to date. In addition to reporting your school/district data, the reports include comparisons to your AEA and the state.

The data in the reports are all aggregate-level with accompanying suppression to protect privately identifiable information – student-level data is not available. The data will be updated annually in the spring with an additional high school graduate cohort as well as an additional year of longitudinal data in the progress report.

## It's official: Iowa again leads in graduation rates

Iowa continues to lead the nation in high school graduation rates, according to [finalized data](#) released by the U.S. Department of Education.

Data show that 90.5 percent of Iowa's seniors graduated from high school in the 2013-14 school year, up from 89.7 percent the year before. That compares to an 82.3 percent national average for the 2013-14 school year.

Data also show that Iowa's education system is making progress in graduation rates among traditionally underserved students, including low-income students, minority students, students with disabilities and English Language Learners.

[Read more.](#)



Registration details will be available in March 2016



# SPECIAL EDUCATION SYMPOSIUM

Save the Date

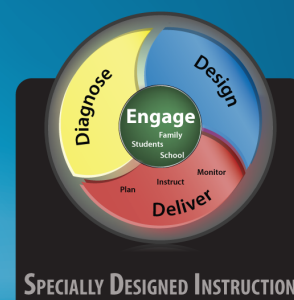
Keynote Speakers **Don Deshler**  
**Todd Whitaker**  
**Tim Harris**

**June 13-14, 2016**

Iowa Events Center  
Des Moines, Iowa

## **Symposium will offer the following opportunities:**

- Connect with special educators from across the state (AEA staffs; Local School staffs; parents; and administrators).
- Become informed on the implementation of effective strategies for specially designed instruction across all areas of special education.
- Hear from state leaders on statewide special education efforts anticipated in the coming years.



## Quality education imperative for young kids with disabilities

For the first time, the U.S. Departments of Education and Health and Human Services released a joint policy statement highlighting the importance of making sure that all young children with disabilities have access to inclusive high-quality early childhood programs. The policy statement sets a vision and provides recommendations and resources for states, local educational agencies, schools, and public and private early childhood programs to strengthen and increase the number of inclusive high-quality early childhood programs nationwide.

If you have any questions or would like to share additional information on supporting inclusion of children with disabilities in high-quality early childhood programs in your area, contact Dee Gethmann at [dee.gethmann@iowa.gov](mailto:dee.gethmann@iowa.gov), 515-281-5502 or Betsy Lin at [betsy.lin@iowa.gov](mailto:betsy.lin@iowa.gov), 515-725-2039.



## Important role about electronic transcripts

Due to the lack of usage, software issues, and budget constraints, the Iowa Department of Education will no longer be supporting electronic transcripts through the Iowa Transcript Center (ITC) as of Feb. 1.

The ITC link in the portal will be deleted.

Districts are free to select a method of sending transcripts that works best for them and are not required to send any information to the Department concerning their method of choice.

Contact Rachel Kruse at 515-281-4153 or [rachel.kruse@iowa.gov](mailto:rachel.kruse@iowa.gov) if you have questions.

## Student Reporting deadlines loom

What better way to celebrate the New Year than to start working on your Winter Student Reporting in Iowa (SRI)?

Just a few reminders:

- The system opens Jan. 3.
- All buildings are expected to submit data.

If you are a PowerSchool or JMC user, you have the option to use Schools Interoperability Framework (SIF) (rather than flat files) for your data upload.

The primary focus of Winter SRI is curriculum:

- courses offered and taught in each accreditation area; and
- courses in programs for Career and Technical Education (CTE).
- Courses in programs need to be approved before Winter SRI can be certified.

Certification date is Jan. 29.

If you have any questions/concerns on your district's accreditation report, contact an SRI consultant.

## Parent involvement survey

The Iowa School Report Card legislation includes a requirement for a Parent Involvement Survey.

The Iowa Department of Education wants school leaders to be familiar with the survey before it is released. It is important to note that the survey should not be taken now; it is merely for your information. The survey eventually will be released electronically sometime this spring.

The survey will ask teachers about their practices of involving parents in their current teaching practices. When the survey is released, school districts will be required to administer it to their teams. A copy of the survey can be found [here](#).

More information about the survey with a specific timeline for administration will be sent to superintendents in the next few weeks.

If you have questions, contact Jay Pennington at [jay.pennington@iowa.gov](mailto:jay.pennington@iowa.gov), or 515-281-4837.

## More work-based learning experiences for K-12 students

Iowa has expanded the quality and range of work-based learning experiences for students in kindergarten through 12th grade because of a stronger connection between business and education made possible through a state network established by the Legislature, a new Iowa Department of Education report shows.

In 2013, the Legislature set aside \$1.45 million to establish a statewide intermediary network, which has representation from each of Iowa's 15 community colleges. The network has developed stronger connections with business and industry representatives, professional organizations, and other partners to expand work-based learning opportunities, including those in science, technology, engineering and mathematics (STEM) fields, construction, information technology, and advanced manufacturing. The role of the statewide intermediary network is to be the catalyst for connecting K-12 education to business and industry.



The state appropriation and other sources led to hands-on workplace learning opportunities for 15,081 Iowa students during the 2014-15 school year, according to the [Department's report to the State Board of Education](#). Another 52,641 Iowa students participated in career fairs, camps, work skills testing and other activities. [Read more.](#)

## Universal Design for Learning delves deeper into subjects



Even the casual observer can see a general education classroom at Pocahontas Elementary School in the north central Iowa town of Pocahontas is engaged. Less obvious was Teacher Leslie Aden's tactics: Asking open-ended questions, giving students choices on characters to examine, writing words down on the whiteboard. In a nutshell: Aden was demonstrating Universal Design for Learning, known as UDL.

UDL is a framework for planning lessons that removes barriers to instruction, allowing all students to have access to learning and the curriculum. UDL gives students choices on how to express what they have

learned, how they access what they need to learn, and how they are tied to their learning by choosing topics that interest them.

Read more about how [UDL](#) can enhance learning for all students.

## Teaching practice pilot seeks beginning teachers and raters

The Iowa Department of Education is seeking beginning teachers and raters to participate in a pilot of an assessment of teaching practice called the Iowa Teacher Performance Assessment. The purpose of this instrument is to provide a structured process for looking at teacher practice that makes teachers active players in their own learning as part of their first two years of teaching.

The state worked with the Stanford Center for Assessment, Learning and Equity (SCALE) to develop this performance assessment based on four key Iowa Teaching Standards. This assessment was designed for use during the first two years of teaching and provides rich information to support the mentoring and professional growth of beginning teachers.

Volunteers for the pilot are sought for the current school year. For more information, send an email to [LearnMore@IA-TPA.com](mailto:LearnMore@IA-TPA.com) or [marietta.rives@iowa.gov](mailto:marietta.rives@iowa.gov).

## Time to clean up Teach Iowa accounts

Before the next hiring season gets into full swing, it is a great time to clean up your district's Teach Iowa job posting account.

Pay careful attention to users who have access to your account — remove or add users to keep the account secure and to use the system most efficiently. Each superintendent has the highest level of access to the Teach Iowa account and has the ability to add and remove users as needed.

Clean up outdated job postings by following the directions found in the [Learning Center](#). Candidates are starting to search for jobs and you don't need application files showing up for a position that was filled last summer.

In January, Department staff will begin removing job postings that are over 90 days old. Make sure you keep your postings up to date. If you have questions, contact Kelly Hart at [kelly.hart@iowa.gov](mailto:kelly.hart@iowa.gov) or 515-281-3061.



## Licensure requirements for teacher leadership positions

The Iowa Board of Educational Examiners has received questions regarding positions created through Teacher Leadership and Compensation grants.

For these new instructional coaches, mentors, and master educators, candidates should hold a valid Iowa teaching license; otherwise, there is no specific endorsement required.

For example, a secondary candidate may serve at the elementary level and vice versa. Although these candidates may occasionally demonstrate a model lesson in a class, they are not delivering primary instruction, and the bulk of their work will be with adults. If candidates are also teaching part-time, they will need the appropriate endorsement for the teaching portion of their positions. Further questions may be directed to Joanne Tubbs at [joanne.tubbs@iowa.gov](mailto:joanne.tubbs@iowa.gov).



### Upcoming webinar focuses on methods of food procurement

Once a School Food Authority (SFA) identifies the types of procurement events and a procurement method for each event, then what?

A webinar will provide details on each method: micro-purchase, informal procurement, and formal procurement. You will receive checklists for the formal methods, and the Three Bids and a Buy template will be shared as one tool SFAs can use to document informal purchases.



Tune into “Informal and Formal Methods of Procurement” on Feb. 25 from 2 to 3 p.m. for the third of four Procurement webinars. The Code of Federal Regulations 2CFR Part 200.318(a) require all school SFAs, Residential Childcare Institutions, and non-public schools participating in any Child Nutrition Programs (CNP) to have documented procurement procedures which reflect applicable state and local laws and regulations that conform to applicable federal law.

Beginning in the next school year, all entities participating in any CNP will be required to have a written procurement plan. The target audience for the webinar includes individuals who are involved in purchasing for CNP such as superintendents, business managers, and school foodservice directors. To register, go to the Iowa Department of Education [calendar](#). For more information, contact Keerti Patel at [keerti.patel@iowa.gov](mailto:keerti.patel@iowa.gov).

A recording of the first two webinars can be found [here](#). Click on the title of the webinar to open the recording. Presentation slides are also posted.





## Legal Lessons

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

## New Year! New resolutions! New law! New guidance!

Happy New Year!!!! We are officially into 2016. You probably all have New Year's resolutions that you are mulling over. My New Year's Resolution for this year is ALL ABOUT ME. It may seem selfish but sadly I have a problem putting everyone's needs before my own... as most moms do .... And in the end I suffer for it and so does my family. I have learned that it is so important to take time for myself. I need that time to exercise, go to doctors' appointments, go to lunch with friends, to be by myself and to relax and rejuvenate. I need a breather so that I have more patience and love to give when I am meeting everyone else's needs. I know I will be a better mom, wife, daughter, sister, and colleague if I take better care of me. We all need time for ourselves so that we can be at our best. So as we walk into this New Year of new resolutions, remember you need to take care of yourself so that you can take care of others around you and have a positive impact on their lives. Happy New Year!

Now in this New Year's edition of Legal Lessons, I bring you information on snow days and hours guidance, school start date and extracurricular and co-curricular activities, guidance from the U.S. Department of Education on Partnering with Outside Organizations for Single-Sex Programs Under Title IX, and a webinar on New Equity Guidance.

### **Snow days and hours guidance: Updated**

As administrators, you all know that there is no right way to cancel school. Whether it's a late start, early out, or school closing altogether, you will not make everyone happy. But now that school districts and accredited nonpublic schools have the option of choosing a school calendar based on days or hours, hopefully this will provide you with more flexibility in making these difficult decisions.

Now that you have more flexibility, it's time to revisit our previous guidance to school districts and accredited nonpublic schools on snow days/hours, make-up days/ hours, and releases for athletic tournaments. Remember, that snow-days/hours and makeup days/hours are only necessary to get to the minimum amount of instructional time required under Iowa Code section 256.7(19), which is 180 days of instruction or 1,080 hours of instruction. If you have the minimum amount of days or hours, you are not required to make up the time. However, making up hours or days even if not needed is sound educational practice.

**Question:** May a school district and accredited nonpublic school lengthen the school day to make up for days or hours missed as a result of inclement weather?

**Days Calendar:** No. A school day consists of a minimum of six hours of instructional time for all grades 1 through 12. Lengthening the day would not add to your days of school.

**Hours Calendar:** Yes. A school district or an accredited nonpublic school may add hours or minutes of instruction onto the beginning of the day or the end of the day to make-up time.

**Question:** May a school district or an accredited nonpublic school make up snow *days or hours* on weekends?

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## Legal Lessons continued

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**Answer:** Yes. Whether or not you are on a days-based calendar or an hours-based calendar, Iowa Code section 279.10 does not designate what days of the week are official "school days."

**Question:** A school district or an accredited nonpublic school has parent-teacher conferences scheduled on the school calendar for a Tuesday and Thursday evening, and staff and students will also go to school on Friday of that same week. Staff and students will also go to the school on Friday of that same week. May the district or school count the hours spent on parent-teacher conference Tuesday and Thursday night as another day of student instruction on Saturday (a fifth consecutive day, Tuesday through Saturday) – even though staff and students would not attend school on Saturday?

**Days Calendar:** Yes. 281 IAC 12.1(9) provides for this exception so long as the five consecutive days equals 30 hours of student instruction. Remember, parent-teacher conference time counts as student instruction.

**Hours Calendar:** Yes. Schools count hours of instruction. Parent-teacher conference time counts as student instruction.

**Question:** May a school district or accredited nonpublic school add parent-teacher conference time that was not in the original school calendar and count that time toward student instructional days or instructional hours.

**Answer:** No.

**Question:** May local school boards forgive snow make-up days or hours?

**Answer:** No.

**Question:** May a school district or accredited nonpublic school get a waiver from the Department of Education to not make up snow days or hours.

**Answer:** No. The Department has no such authority.

**Question:** Must a school district or accredited nonpublic school make up days or hours when weather forces it to start late or let out early?

**Days Calendar:** No. Iowa Code section 256.7(19) states that a full day of instruction may be recorded if "emergency health or safety factors require the late arrival or early dismissal of students on a specific day." However, a local school board could decide voluntarily to make up the time that is lost by late starts and early dismissals. Making up these days – especially if a district or school has had more than a couple of them – is sound educational practice.

**Hours Calendar:** No. Under the hours calendar a district is not required to make up hours as long as they meet the minimum of 1,080 hours. However, a local school board could decide voluntarily to make up the time that is lost by late starts and early dismissals. Making up these hours – especially if a district or school has had more than a couple of them – is sound educational practice.

**Question:** If "early bird" students come to school on what becomes a "snow day" but no other students are bused to the school, may a day or hour of student instruction be counted?

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## Legal Lessons continued

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**Answer:** No. 281 IAC 12.1(10) states that "A day or hour of attendance shall be a day or hour during which students were present and under the guidance and instruction of the instructional professional staff. In addition, all grade levels of the school or school district must be operated and available for attendance by all students."

**Question:** Does a school district or accredited nonpublic school have to run the buses to count the day as a day of student instruction or an hour as an hour of student instruction?

**Answer:** Yes. Not only do the buses have to run, but students also need to be "under the guidance and instruction of the instructional professional staff." All grade levels of the school or school district must be operated and available for attendance by all students. This implies that students must be in classes for some period of time prior to early release. See 281 IAC 12.1(10) and Iowa Code section 285.1(8). OAG #93-11-8.

**Question:** Do seniors have to make up snow days?

**Answer:** This is a local decision. Iowa Code 279.10 states, "the school district or accredited nonpublic school may excuse a graduating senior who has met district or school requirements for graduation from attendance during the extended school calendar." Note, however, that rule 281—IAC 12.1(7) requires that there be a board policy to excuse seniors from making up snow days.

**Question:** If a school district or accredited nonpublic school closes due to health reasons (e.g., influenza contagion), does it follow the snow-day rules?

**Days Calendar:** Yes. Full days that are missed must be made up if the district does not have 180 days of instruction. If a school district or accredited nonpublic school has early dismissal or late start due to emergency health issues, the district may count the day as a full instructional day if on a days-based calendar. Remember also that if just a classroom or attendance center is closed for emergency health or safety reasons, while the remainder of the district is in operation, the day may be counted as a day of school.

**Hours Calendar:** Yes. Hours that are missed must be made up if the district does not have 1,080 hours of instruction. If a school district or accredited nonpublic school has early dismissal or late start due to emergency health issues, the district may count the hours of attendance if on an hours-based calendar. Remember also that if just a classroom or attendance center is closed for emergency health or safety reasons, while the remainder of the district is in operation, the hours may be counted as an hour of school.

**Question:** May a school district or accredited nonpublic school let out school for athletic tournaments and other competitions and still count the day as a day of student instruction or an hour as an hour of student instruction?

**Days Calendar:** Yes, but only if the district keeps each building open and available for attendance by all students, and students in all grade levels are under the guidance and instruction of the instructional professional staff as described in 281 IAC 12.1(8). The answer is no if an attendance center or district is closed.

**Hours Calendar:** Yes, but only if the district keeps each building open and available for attendance by all students, and students in all grade levels are under the guidance and instruction of the instructional professional staff as described in 281 IAC 12.1(8). The answer is no if the attendance center is closed.

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## **School start date and extracurricular and co-curricular activities**

The Legislature has set a school start date no earlier than Aug. 23 each year. Now that this is finalized, the question is how does this start date affect extracurricular and co-curricular activities/programs that have traditionally occurred before Aug. 23 such as marching band? Can these co-curricular activities occur before the start date? As background for this discussion, here are some definitions that will help put this question into context:

**Curriculum** (from IAC Section 281, Chapter 12): a plan that outlines what students shall be taught. Curriculum refers to all the courses offered, or all the courses offered in a particular area of study.

**Day of School** (from IAC Section 281, Chapter 12): A day of school is a day during which the school or school district is in session and students are under the guidance and instruction of the instructional professional staff. School shall be considered in session during parent-teacher conferences as well as during activities such as field trips if students are engaged in programs or activities under the guidance and direction of the instructional professional staff. All grade levels of the school or school district must be operated and available for attendance by all students. An exception is if either the elementary or secondary grades are closed and provided that the time missed is made up at some other point during the school calendar so as to meet the minimum of 180 days or 1,080 hours of instruction for all grades 1 through 12.

**Curricular activities** are those activities that are a part of the curriculum.

**Co-curricular activities** are those activities that are outside of but usually complementing the regular curriculum.

**Extracurricular activities** are defined as those school-based activities that are not tied to the curriculum.

We know that some activities may have both curricular and co-curricular components to them. Marching band, concert band, concert choir and orchestra in many schools are both co-curricular offerings and a curricular offering. Show choir, jazz band, jazz choir, solo and small ensemble music offerings in many schools are just co-curricular offerings but may, in some instances, be both curricular and co-curricular. Other activities that may be co-curricular include but are not limited to student government, theater, speech, debate, academic decathlon, model United Nations, mock trial, and Career and Technical Student Organizations (CTSOs) to include FFA, FCCLA, FBLA, BPA, DECA, HOSA, Skills USA and TSA.

For co-curricular activities, establishing a school start date implies that the first day of school is the date curricular assessment may begin. Rehearsals, practices, and performances may be held prior to the school start date but those rehearsals, practices, and performances may not be assessed (graded) as part of the formal curriculum until the school start date has occurred. Conferences and other CTSO activities held prior to the school start date are voluntary in nature and may not be assessed as part of the formal curriculum until the school start date has occurred.

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## Legal Lessons continued

*Continued from page 12*

If the activity is extracurricular, scheduling the activity prior to Aug. 23 is a local decision by the district's administration, or any relevant governing body. The Iowa High School Athletic Association and Iowa Girls High School Athletic Union have established dates for when official fall sports practices may begin.

### **Guidance Issued on How Schools Can Partner with Outside Organizations that Provide Single-Sex Programs under Title IX**

In December, the U.S. Department of Education's Office of Civil Rights (OCR) released guidance on how schools can partner with outside organizations that provide single-sex programs under Title IX. The guidance is in the form of a Dear Colleague Letter that details schools' responsibilities under Title IX when partnering with these organizations. Title IX generally bars schools from excluding students from educational opportunities on the basis of sex. However, it does allow schools to work with outside organizations that limit membership by sex. This guidance provides information to schools on how they can do this without violating the law.

[News Release](#)

[Dear Colleague Letter](#)

For more information on Title IX and other OCR guidance, check [OCR's Reading Room](#). For other equity issues, contact Margaret Jensen-Connet at [margaret.jensenconnet@iowa.gov](mailto:margaret.jensenconnet@iowa.gov) or (515) 281-3769.

### **New equity guidance webinar coming soon**

The Iowa Department of Education and the Iowa Association of School Boards will host a webinar on Monday, Feb. 22 from 10 a.m. to noon to provide information on the new guidance on three policies and related procedures related to educational equity based on guidance provided by the Office for Civil Rights, U.S. Department of Education. The guidance is related to annual and continuous notice of nondiscrimination; and civil rights, anti-bullying and anti-harassment policies and procedures. For more information, contact Nicole Proesch; [nicole.proesch@iowa.gov](mailto:nicole.proesch@iowa.gov).

### **Students with disabilities**

For questions regarding students with disabilities please contact Thomas Mayes at 515-242-5614 or [Thom-as.mayes@iowa.gov](mailto:Thom-as.mayes@iowa.gov).



# Calendar

- January 1 • Last date to certify to the DE for reorganization or dissolution action effective July 1
- January 3 • Winter Student Reporting in Iowa test site closes
- January 7 • Winter Student Reporting in Iowa test site opens
- January 7 • CTE Courses in a Program opens (public districts only)
- January 15 • DE approvals for MSA-DoP due
- January 29 • Winter Student Reporting in Iowa certification deadline



*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](mailto:OCR.Chicago@ed.gov)*



[www.educateiowa.gov](http://www.educateiowa.gov)

## Iowa Department of Education

400 E 14th Street  
Grimes State Office Building  
Des Moines, Iowa 50319  
Ph: 515-281-5294  
[www.educateiowa.gov](http://www.educateiowa.gov)