



A MONTHLY JOURNAL
FOR IOWA EDUCATORS

School Leader Update

September 2014

New immigrants must receive education

With the recent arrival of child immigrants who have come into the country from Central and South America, school personnel need to remember that federal law requires districts to provide all children equal access to public education at the elementary and secondary level. This includes unaccompanied children who may be involved in immigration proceedings.

The U.S. Departments of Education and Justice published a [joint guidance letter](#) on this topic and a [fact sheet](#).

For a list of resources and frequently asked questions, the U.S. Department of Education has put out a [fact sheet](#).



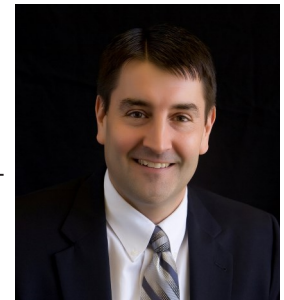
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To change a system, change the culture

I had a great opportunity recently to talk to hundreds of school leaders about the work under way to drive improvement in our state's education system.

During this presentation at the School Administrators of Iowa conference, I offered some coaching around choosing a framework for change; identifying and putting into place a balanced system of student assessments; and unpacking the Iowa Core standards.



Brad Buck, Director

I also encouraged school administrators to invest time in conversations about a mission, vision and theory of action for increasing student achievement in their districts. At the Iowa Department of Education, we are steeped in similar work. My life experience tells me that real change and improvement in an organization are closely tied to a meaningful mission, vision, and theory of action.

At the Department, we had a staff-wide meeting several months ago to sketch out our hopes for the work that is under way, as well as the work that lies ahead for our state agency. From there, data were compiled and discussed at the bureau level in an effort to further flesh out the Department's mission and vision statements.

An initial draft of some concepts was vetted by our management team and then sent back to the staff through a similar, inclusive process. We have since had a couple more drafts and are getting close to sharing a final version at an upcoming staff meeting.

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BoEE offers help in aligning assignment and endorsement

When filling out the BEDS (Basic Educational Data Survey) report, you may discover a practitioner whose assignment does not align with his or her endorsements or licensure. The licensure consultants at the Board of Educational Examiners are available to provide assistance. Often the issue can be resolved through conditional licensure.

Remember that there are no allowances for a “teacher of record.” Each practitioner listed must be the exact person serving in that capacity and delivering the instruction. New graduates who are waiting for Praxis II scores should not be serving as teachers until their licenses have been issued. Use the “contact us” tab at www.boee.iowa.gov if you have further questions.



School Leader Update September 2014

Free Mandatory Reporter Training

Iowa Public Television is offering the Mandatory Reporter Training for Child & Dependent Adult Abuse online for school administrators, teachers, and others who interact with students in Iowa. IPTV is offering this service free of charge. Iowa law requires individuals applying for a license, renewing a license, or obtaining an authorization certificate issued by the Board of Educational Examiners to provide proof of completion of an approved Mandatory Child and Dependent Adult Abuse Reporter Training program. Following completion of this three-hour, approved training (#2032) and evaluation, registrants will receive a certificate of training completion via email that will be good for five years from the date of training. To access this training, go to: <http://bit.ly/1m1pmWK>. For more information, contact Abby Brown at abby@iptv.org or 800-532-1290.

Continued from page 1, Director Buck

At that meeting, we will invite conversations about personalizing the mission and vision statements and the theory of action to each individual Department employee. The ultimate goal is to have all employees find themselves in the work so that we all align our efforts and thinking as an agency.

In addition to these statements and a theory of action, the Department is working on specific metrics that we will emphasize as we work to improve as an organization. It is clear from our draft mission statement that we are focused on excellence, service, and leadership. So, it is important that we choose some metrics around which we can support and lead. For example, some ideas include kindergarten readiness, third-grade reading proficiency, and completing the high school freshman year on track to graduate.

By holding ourselves accountable for these metrics and providing leadership to the field around these important constructs, we will demonstrate continued improvement in student learning and outcomes, such as high school graduation rate. As I did at the School Administrators of Iowa conference, I would encourage school leaders to think about a mission, vision, and theory of action – and about defining this work in a local context and through a defined, collaborative process.

For those who are well down this path already, it's important to re-visit the work often and to use it as a guide for decision-making. I would also encourage school administrators to understand the metrics that will be expected of the Department because they are also valuable in local conversations. You'll hear more about our work in this area in the coming months. We're off and running this school year, and I know you all are, too. Let's have a great year.

A handwritten signature in black ink that reads "Tracy A. Brown". The signature is written in a cursive style.

Students, teachers may participate in Constitution Day week

In honor of the U.S. Constitution Day Sept. 17, the Iowa Department of Education has partnered with the Iowa Judicial Branch, the Iowa Bar Association, and the State Historical Museum of Iowa to help schools actively take part in celebrating the Constitution. There are several scheduled events:

- Sept. 11: Iowa Supreme Court on the Road
 - ◇ The Iowa Supreme Court will hear oral arguments at 7 p.m. at West High School in Iowa City. Check [here](#) for more information.
- Sept. 17: Iowa Supreme Court Hearings
 - ◇ The Iowa Supreme Court will hear two oral arguments involving Constitutional issues beginning at 9 a.m. A local government class will be invited to attend the argument and discuss the Constitutional issues it raises with a retired appellate judge. Check [here](#) for more information and [here](#) to see the live oral arguments.
- Sept. 17: The Constitution and Civil Rights in Iowa History
 - ◇ Judge Michael Streit will offer insight on Iowa's Constitutional history. The event is from 6:30-8 p.m. in the State Historical Museum Auditorium (600 E. Locust St. in Des Moines).
- Sept. 17: Know Your Constitution Contest Theme Released
 - ◇ Go [here](#) for more information.

Congress enacted legislation requiring all public schools to set aside one day during the week of Sept. 17 to teach all students about the U.S. Constitution and about citizenship. While compliance is mandatory, the implementation details are left to local control. The U.S. Department of Education has more information and resources regarding how to commemorate Constitution Day at this [link](#) and check out a video about the Iowa Constitution [here](#).

More information, including additional Constitution Day resources, is available [here](#). If your district is planning something special to celebrate Constitution Day or you have any questions, contact stefanie.wager@iowa.gov. If you have legal questions about the matter, contact nicole.proesch@iowa.gov.

Students can apply for U.S. Senate Youth Program

The United States Senate Youth Program is a unique educational experience for outstanding high school students interested in pursuing careers in public service. The 53rd annual program will be held in Washington, D.C., March 7-14.



Two student leaders from each state, the District of Columbia, and the Department of Defense Education Activity will gather for an intensive week-long study of the federal government and the people who lead it. In addition, each selected delegate receives a \$5,000 scholarship. The overall mission of the program is to help instill knowledge of the American political process and a lifelong commitment to public service.

For more information, contact the United States Senate Youth Program Iowa coordinator Stefanie Wager at stefanie.wager@iowa.gov or 515-725-7842. Additional program information, including the student application, is available from [here](#) or by accessing the United States Senate Youth Program website [here](#).

91 percent of school districts implementing literacy system

A majority of Iowa's school districts are building on their literacy instruction by implementing an early warning system to help schools identify and intervene with students who are struggling to read.

Ninety-one percent of districts and some nonpublic schools this fall will put in place the early warning system, which provides assessments for kindergarten through sixth grade (FAST). The assessments are integrated into an online data system (Iowa TIER) that was specifically designed and built for use across Iowa. The system allows teachers to screen students, adjust their instruction, and monitor their progress.

The early warning system aims to find reading deficiencies long before they become a problem. It's also designed to identify gaps within a classroom, grade level, entire school, or even at a district level.

The effort is scaling up in Iowa schools through a partnership between school districts, Area Education Agencies and the Iowa Department of Education known as Collaborating for Iowa's Kids. The Iowa Reading Research Center, which was created by the Legislature in 2012, is a critical partner in this effort.

About 15 percent of districts implemented the early warning system last year. Supporters say the assessments are user-friendly and produce faster and more exact findings. Literacy skills are foundational for success in school. Right now, nearly one in four Iowa third graders is not proficient in reading, according to state test results.

Iowa Learning Online fall registration deadline nears

The final day to register for fall classes on Iowa Learning Online is Sept. 8 at 7:30 a.m.

Iowa Learning Online, also known as ILO, is offering over 40 new high school course offerings for this fall including German, French, pre-calculus, psychology, health, marine science, art history, financial literacy and personal fitness.

Visit the Iowa Learning Online website for a [complete list of classes](#) available at no cost to your district or students.

Iowa Learning Online expands your district's capabilities for flexible scheduling, credit recovery, credit advancement, and offer-and-teach compliance for grades

9-12. The ILO offer-and-teach waiver can be found at <http://bit.ly/offerandteach>.

Spring 2015 registration also is available now at www.iowalearningonline.org.



IOWA Learning
Online

Fall listening tour connects state with TLC districts

State education officials have organized a fall listening tour of some of the first 39 school districts to implement plans through Iowa's new Teacher Leadership and Compensation System, known as TLC. Visits to eight school districts have been scheduled from October through December.

The goal is to find out what's working and what should be strengthened in each district and to seek broader recommendations for improving TLC, a transformational approach to improving instruction and raising achievement across Iowa.

Iowa Department of Education Director Brad Buck, Deputy Director Ryan Wise, and Linda Fandel, special assistant for education in the Branstad-Reynolds Administration, will hold the conversations with teachers, school administrators and others in the following school districts:

- Oct. 8 - Hudson 8 a.m. to 9 a.m.
- Oct. 23 - Sioux City 1 p.m. to 3 p.m.
- Oct. 24 - Mount Pleasant 1 p.m. to 2:15 p.m.
- Oct. 29 - Davenport 1:30 p.m. to 2:45 p.m.
- Nov. 10 - Southeast Polk 8 a.m. to 9:15 a.m.
- Nov. 10 - Benton 1:15 p.m. to 2:30 p.m.
- Nov. 21 - Council Bluffs 12 p.m. to 1:30 p.m.
- Dec. 3 - Colo-Nesco 2:30 p.m. to 3:45 p.m.



This is one of many steps the Department is taking throughout the school year to support TLC implementation and planning efforts. TLC is the most comprehensive teacher leadership system in the nation. The system rewards effective teachers with leadership opportunities, attracts promising new teachers with competitive starting salaries, and fosters greater collaboration for all teachers to learn from each other.

Revisit the TLC symposium

In early August, about 500 educators and stakeholders attended the second Iowa Teacher and Principal Leadership Symposium.

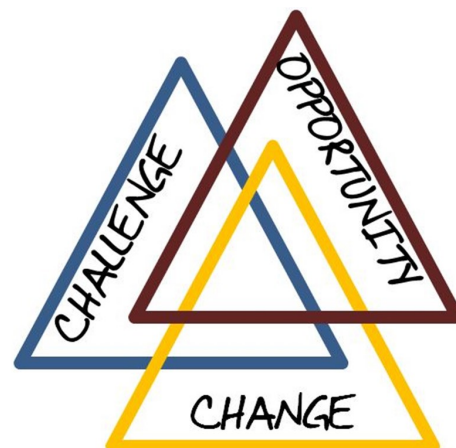
The event drew educators, parents, legislators, business leaders and other stakeholders wanting to learn more about this revolutionary initiative.

TLC is a critical element in the 2013 education reform package adopted by Iowa lawmakers. It will be available to all interested districts by the 2016-17 school year.

Read a [recap](#) of the symposium. Watch video coverage of the symposium [here](#).

Math and science conference scheduled for October

A conference aimed at math and science teachers will be held Oct. 21-22 at Iowa State University in Ames. The joint conference is intended to better serve members of the Iowa Council of the Teachers of Mathematics and the Iowa Science Teachers Section of the Iowa Academy of Science. For more information, go [here](#).



Special education conference set for Oct. 22

A conference aimed at the special education community will be held Oct. 22 in Des Moines.

The I-CASE 2014 Conference is a daylong event, and is titled *Purposeful and Powerful Teaching for Learners with Disabilities: Effective Use of Gradual Release of Responsibility to Close the Achievement Gap*.

The gradual release of responsibility model is sometimes described as I do/we do/you do. Students move through modeled, shared, interactive, and small group reading and writing to become empowered, independent readers and writers.



Keynote speakers include Maria Grant, a professor from Southern California University at Fullerton, and the Iowa Department of Education's Sarah Brown and Barbara Guy.

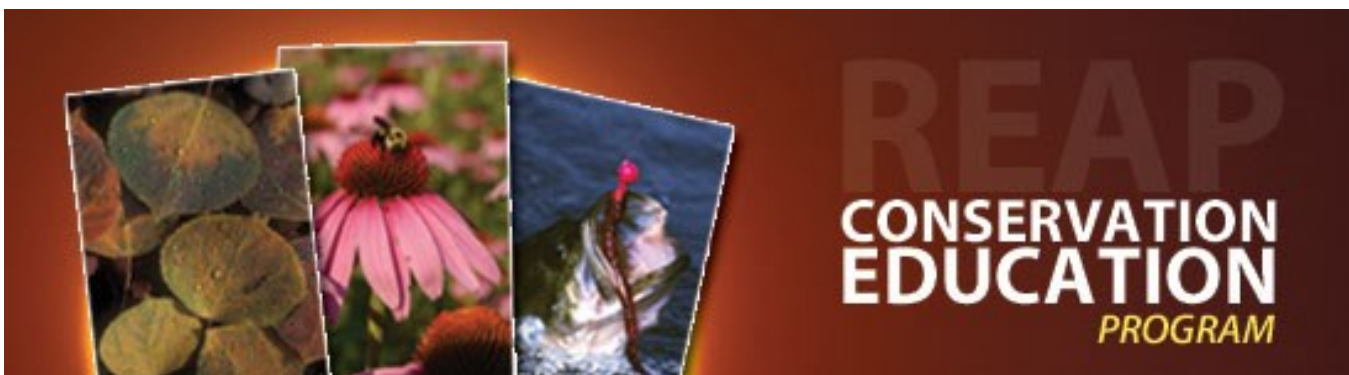
Costs range whether you're an I-CASE member as well as what part of the special education community you represent. There also is a discount if you register before Sept. 20. To register, click [here](#). For more information, contact Amy Alfrey at 319-215-6137 or alfreya@waterlooschools.org.

Environmental literacy + schools = grants

Got an idea to advance environmental literacy, but lack funds? Schools are invited to apply for grants through Iowa's Resource Enhancement and Protection Conservation Education Program (REAP CEP). Mini-grants up to \$3,500 are available, and standard grants average \$22,000.

The CEP annually awards \$350,000 for conservation education in Iowa, and grant reviewers are seeking applications for innovative projects that need start-up funds. Plan now for the Nov. 3 grant deadline.

For more information about the application process and the types of programs funded, go to the [REAP Conservation Education website](#). Here is a [quick overview](#) of the program.



Data and Reporting

C-Plan open, deadline looms

Consolidated Plan (C-Plan) is open and ready for districts and non-public schools to complete the required components of the Annual Progress Report (APR), the Comprehensive School Improvement Plan (CSIP), the Iowa Core Implementation Plan and District Developed Service Delivery Plan (DDSDP). The deadline for submitting the information required for these components is Sept. 15. C-Plan can be accessed through the Department's [Education Portal](#).

Additional information for C-Plan, including up-to-date information on changes as well as help documents, can be found on the [C-Plan](#) page of the Iowa Department of Education's website. Visit the [Iowa Core](#) page for additional resources and guidance for this plan.

For questions about the DDSDP section of C-Plan, contact David Happe at 515-281-3576 or david.happe@iowa.gov. For questions about the APR or CSIP sections of C-Plan, contact Holly Barnes at 515-242-6173 or holly.barnes@iowa.gov or Cindy Butler at 515-281-5332 or cindy.butler@iowa.gov. For questions about the Iowa Core section of C-Plan, contact Rita Martens at 515-281-3145 or rita.martens@iowa.gov.

SINA/DINA plans will not be available in C-Plan until after the Sept. 15 deadline for CSIP, APR, DDSDP and Iowa Core.

Funds will target K-3 reading initiative for some schools

Another round of unclaimed funds from the second Microsoft settlement program with Iowa has become available for targeting the state's K-3 reading initiative. Funds will be available to schools with the greatest need in regard to poverty, SINA designation and achievement gap.

Eligible schools will be notified in September about their ability to participate; the program itself will run from Jan. 1 through June 30.

For more information, visit [Microsoft Settlement Information for Iowa Schools](#). For more information, contact John O'Connell at 515-249-0334, or john.oconnell@mchsi.com or john.oconnell@iowa.gov.



Early Childhood Preschool Programs

District reporting requirements for preschool programs

All Statewide Voluntary Preschool Programs for Four-Year-Old Children (SWVPP) districts are required to provide updated preschool information to the Iowa Department of Education. This information is entered into the Early Childhood Application by Sept. 15 each year prior to completing Student Reporting in Iowa. For the 2014-2015 school year, the Early Childhood Application will be accessed through the [Iowa Education Portal](#). In order to complete reporting, users must have an A & A account and have Early Childhood access.

Districts are required to address the 2014-2015 school year data in the Early Childhood Application that includes information about the preschool program contact, district assurances (including partner collaboration, preschool integration and professional development), curriculum/assessment, preschool sessions, and session program standards. Information pertaining to segregated early childhood special education classrooms is also required to be entered on this site for SWVPP districts.



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

Resource available for Teaching Strategies GOLD online

Go to the Statewide Voluntary Preschool Program website to access a resource addressing Iowa procedures for *Teaching Strategies GOLD* online. The document addresses many beginning-of-year topics including information about GOLD subscriptions, creating programs/classrooms, entering child information, guidelines for documentation, and checkpoint due dates. The procedures are appropriate for any school district, program, child-care center or home child care using *GOLD*.

For more information, go to the [Statewide Voluntary Preschool Program](#) website or contact Penny Milburn at penny.milburn@iowa.gov, Jennifer Adkins at jennifer.adkins@iowa.gov or Amy Stegeman at amy.stegeman@iowa.gov.



Early Childhood Preschool Programs continued

Mark your calendar for early care and education fall institute

The Iowa Department of Education will be co-sponsoring the Iowa Association for the Education of Young Children Early Care and Education Fall Institute: *Reflect, Refine, Renew* Sept. 19-20. It will be held at the Prairie Meadows Conference Center in Altoona.

The institute is open to all professionals who work with infants and children, from birth to 8 years old, including staff and consultants from Early ACCESS, Area Education Agencies, Statewide Voluntary Preschool Programs, Early Childhood Special Education programs, and Shared Visions programs. School administrators, elementary teachers, and other early care educators and providers should also consider attending.

The institute offers an opportunity for professionals from across the state to become familiar with new early childhood research and initiatives, take advantage of the resources of supporting agencies, and learn from national experts and each other. For more information, visit the website at <http://www.iowaaeyc.org/> or contact Betsy Lin at betsy.lin@iowa.gov.



Nutrition and Health Services

Training: Be a better PAL

Healthy, active kids learn better. The Physical Activity Leader (PAL) initiative develops and supports individuals to champion an effort in their school district to ensure 60 minutes a day of physical activity for all students. The first PAL workshop will be during the Oct. 3-4 Iowa Association for Health, Physical Education, Recreation and Dance conference in Ames. Click [here](#) for more information. A second PAL workshop will be Oct. 22 in Des Moines. This workshop will incorporate a four-hour PAL training with school wellness resources. Click [here](#) to register. The target audience includes physical education and health

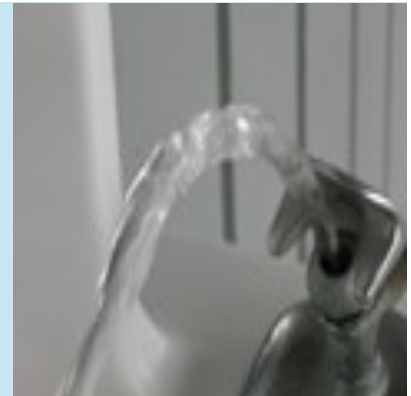


teachers, before/after school care staff, school wellness committees, school nurses, coaches, and school administrators.

Learn more about PAL by viewing this [webcast](#). For more information, contact Angela Mitchell at angela.mitchell@iowa.gov or 515-725-2626.

Water access in school

The USDA requires free potable water to be available to students in the cafeteria during school meals. In addition, access to safe, free drinking water beyond the cafeteria helps increase water consumption and maintains adequate hydration, which may improve cognitive function. Support consumption of water throughout the school day in your school. Click [here](#) for more information.



Non-food fundraising and non-food rewards and celebration

Posted on the Iowa Department of Education's website are [Non-Food Fundraising](#) and [Non-Food Rewards and Celebrations](#) resources. The resources offer non-food, no-cost and low-cost fundraising, classroom rewards, and classroom celebrations. The resources support and complement the local school wellness policy to promote consistent messages about health and wellness provided throughout the school.

For more information, contact Angela Mitchell at 515-725-2626 or angela.mitchell@iowa.gov.





Legal Lessons

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

Back to the books and back to class!

Most of you are now officially back to school and the hustle and bustle of the new school year has just begun. This year I have a 1st grader and a 3-year-old preschooler. It's amazing how quickly the time passes. It seems like it was only yesterday when my son was a baby. And now my son introduces himself by saying "My name is Liam; that's 'L-I-A-M.'" I definitely think he's ready to start learning how to read, write, and go to school like his big sister. My daughter was so ready to go back that the day before school started she asked if she could go to school instead of hanging out with her family on her last day of summer. When I went to pick her up on her first day, she lingered as long as she could because she was having so much fun playing with her classmates. I hope the newness of being back in school does not wear off too quickly for them or for you as administrators. For now it's time to get back to the books!

In this edition of Legal Lessons, I bring you an updated set of Attendance Policies and Key Points to Remember, Practice and Regulation of School Nurses, Guidance from the U.S. Department of Education on Data Collection, and Guidance from the U.S. Equal Employment Opportunity Commission on Pregnancy Discrimination.

Attendance policies — Key Points to Remember

As school gets started, it is a good time to revisit the Department's guidance on attendance policies. In order to get back to the books, your students need to be back in school. These issues are generally handled on a local level. However, here are some key things to remember when drafting your policies.

Educational Need and Attendance

1. A school district's primary obligation is the education of its students.
2. In these changing times, it is increasingly clear that districts must exercise reasonable responsiveness to accommodate a wide range of learning needs in order to best support academic success.
3. Because a student's unwillingness to attend school may be caused by his or her limited academic success, school districts are obligated to provide reasonable educational alternatives or supports for those students at risk of not succeeding academically.

Discipline and Attendance

4. School districts have an obligation to provide a learning environment that is safe and orderly to support the academic success of all students. This means that school districts must set reasonable expectations for student behavior, including school attendance, and may impose reasonable sanctions when those expectations are not met, subject to provision of legal due process.
5. For a secondary student, failure to attend school may be considered behavior that is subject to disciplinary sanctions. For secondary students less than 16 years of age and their parents, school attendance is a legal obligation. Teachers and other school staff who must accommodate unnecessarily absent students may have less time to respond to the needs of students who are more regular in their school attendance.

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Legal Lessons continued

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6. Students should not be subject to sanctions for failure to attend school if lack of attendance is beyond the control of the student. Some absences should be excused without disciplinary penalty. Illness, school-sponsored trips, or "unavoidable" occurrences (court appearances or other legal obligations, bereavement, family emergencies, etc.) would be examples of excused absences. It is also reasonable to require a doctor's verification of the illness in some circumstances. It is not reasonable to do so in every case since to do so may create a hardship on families with limited or no insurance or families with working parents. Additionally, if a student has frequent or prolonged absences due to illness, the district is advised to determine whether the student has a disability under the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, as well as the Individuals with Disabilities Education Act.
7. If a child is already receiving IDEA or 504/ADA services and is frequently absent, the child's team may need to consider whether the child's absences are closely related to the child's disability, whether the child's plan needs to be revised, or both.
8. School districts may define by policy what are excused and unexcused absences. The determination of whether an absence is excused is made by the school, not by the parent.
9. In order to facilitate practical administration and communication of district student expectations, the district may adopt a number of "allowable" unexcused absences. Five to seven absences per semester would not seem to be unreasonably low, although this number must be set locally.
10. Excused and unexcused absences should not be combined for the imposition of sanctions under an attendance policy.
11. Absences should not include suspensions or classes missed because of attendance at a school-sponsored trip or activity.
12. The policy should provide reasonable administrative flexibility in the administration of disciplinary action. Administrators should be given and are expected to use judgment in the determination of excused versus unexcused absences and also in the imposition of a range of sanctions for lack of attendance. The sanctions should be imposed within the parameters established by the requirements of substantive and procedural due process.
 - a. Procedural due process requires that the policy be clearly written so that parents and students understand what behavior is unacceptable. The policy must be properly adopted by the district board and disseminated to parents and students.
 - b. Substantive due process requires that the attendance policy be fair and reasonable. It requires that there be a legitimate relationship between the punishment and the misconduct.

Academic Credit or Grade Reduction and Attendance

13. Significant lack of attendance in a course of study might reasonably be expected to negatively affect academic performance which would negatively affect a student's grade in that course.

Grade reductions may result from absences in the following situations:

- a. Failure to attend make-up sessions as assigned for the completion of make-up work.
- b. If points or percentages for attendance and participation are given, the denial of those points or percentages for absenteeism is a reasonable practice.
- c. Additional work may be assigned to compensate for class time lost due to absences. However, the failure to complete make-up assignments satisfactorily within a reasonable time is separate act and constitutes grounds for reduced credit.

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Legal Lessons continued

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- d. The report card should indicate whether grades have been reduced for absences. This answers the criticism that a district's grading system is a misrepresentation of the students' academic achievement.
14. An attendance policy may provide that students will receive no credit after exceeding a number of unexcused absences. Any attendance policy providing that students may be "dropped" from a class because of excessive unexcused absences should make reasonable provisions for alternative classes or activities within the parameters of the district's resources.
- a. This recognizes that the primary purpose of the policy is educational rather than disciplinary. This also recognizes that the "reasonableness" of alternative programs or activities will vary with district resources. A large district might provide a "night school" program, while a small district might require participation in community service or Saturday tutoring sessions.
 - b. The total number of absences which result in being dropped from a class or being given "no-credit" should be "reasonable." This recognizes that sometimes there is no other remedy, but districts should not make it easy for students to circumvent the Compulsory Attendance Law by expelling them. Dropping a student from a program after fewer than five or six absences appears to be an unreasonable sanction.
15. The attendance policy should be reviewed at least every five years as required by 281-IAC 12.3(2). As part of this ongoing review process, boards are required to consider the potential that the attendance policy imposes a disparate impact on students by virtue of race, color, national origin, gender, disability, religion, creed, sexual orientation, sexual identity, or socioeconomic status.

Practice and Regulation of School Nurses

On Aug. 19, the Iowa Board of Nursing issued a memorandum to the Iowa Department of Education's nursing consultant regarding the Practice and Regulation of School Nurses. The letter was in response to questions from the field regarding the appropriate qualifications for school nurses. Here is a short summary of those requirements. At a minimum, a school nurse shall be a Registered Nurse (RN). A Licensed Practical Nurse (LPN) may not be employed or practice as an independent school nurse. However, an LPN may practice nursing in a school setting under the supervision and direction of an RN or physician in the same building. An LPN may also provide nursing care to specific students under the supervision and delegation of an RN employed by the district. For additional questions, contact Melissa Walker at melissa.walker@iowa.gov or 515-281-5327. The entire text of the letter is included below:

[Practice and Regulation of School Nurses](#)

Guidance from the USDE on Student Data Collection

On July 25, the U.S. Department of Education through the Privacy Technical Assistance Center (PTAC) issued guidance for schools on how to keep parents better informed on the data they collect on students. This guidance encourages schools to be proactive in providing information to parents about the data that they are collecting and what the data will be used for.

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Legal Lessons continued

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The Department's Family Policy Compliance Office (FPCO), which handles Federal Educational Rights to Privacy Act complaints from parents and students, also announced a new website that offers resources and information to keep the public informed about the privacy and use of student records. Here is the [website](#). Here is the Department's guidance below:

[Guidance for Schools Issued on How to Keep Parents Better Informed on the Data They Collect on Students](#)

[Guidance on Transparency Best Practice for Schools and Districts](#)

EEOC offers new guidance on pregnancy discrimination

The U.S. Equal Employment Opportunity Commission (EEOC) has recently issued guidance for employers on Pregnancy Discrimination and Related Issues. Along with the guidance, the EEOC has also provided a Question-and-Answer document about the guidance and a Fact Sheet. This is the first update of the EEOC's guidance on discrimination against pregnant employees since 1983. The guidance highlights requirements that the employer may not discriminate against an employee on the basis of pregnancy, child birth, or related medical conditions. Lactation and the requirement that parental leave be provided to similarly situated men and women on the same terms is also covered in this guidance. See the guidance below:

[Pregnancy Guidance](#)

[Pregnancy Questions and Answers](#)

[Pregnancy Fact Sheet](#)

Students with Disabilities

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

Coming soon: New Iowa Core website

The Iowa Department of Education will launch a new Iowa Core website this fall to help Iowans better access and use our state's academic standards, as well as supporting resources.

The website is part of a larger Iowa Core Resources project, which aims to bridge the gap between the work to set rigorous standards at the state level and the work to put those standards into practice in classrooms.

The new Iowa Core website will have three sections: searchable standards, resources for educators, and resources for parents and the community. Watch your email and the Iowa Department of Education's website, educateiowa.gov, for updates.

Calendar

- September 1 • New Regional Academy applications due
- September 1 • Vehicle Information System Update due
- September 15 • CAR, SES, Transportation reports due
- September 30 • Facilities, Elections and Sales Tax Data Collection due

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



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