



School Leader Update

Iowa Department of Education

APRIL 2005

Resources for Iowa School Leaders

NEWS FROM THE DE

Progress on state priorities

EARLY CHILDHOOD EDUCATION:

- The Early Learning Work Team has developed the Iowa Quality Preschool Program Standards, which will be used to increase the number of preschool programs providing quality preschool experiences for Iowa's children. The standards are being introduced to the field and the Team will follow a multi-year plan for professional development, targeting AEAs and our early childhood coalitions. The training will include self-assessment and how to meet the standards, which are voluntary.
- There are various legislative proposals and bills regarding early childhood education. The DE and State Board priorities request additional funding to assure that all 3- and 4-year-olds have access to quality preschools.

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

- A statewide High Schools Leadership Team, facilitated by Loess Hills AEA chief administrator Glenn Grove, is working to coordinate various statewide high school efforts. This team meets on a quarterly basis to ensure communication and coordination among various partners. Representatives include the area education agencies, the Iowa Department of Education, School Administrators of Iowa, the Iowa Association of School Boards, the Iowa State Education Association, Iowa's community colleges, the Institute for Character Development, I-JAG, local school districts, Iowa's independent colleges/universities and the Regents' universities. Other educational partners will be encouraged to join. Contact Glenn Grove at ggrove@aea13.org.
- A series of 12 community conversations are being held around the state to help citizens understand the Iowa Learns Council recommendations and other key high school issues and initiatives for improvement. The conversations are small group discussions comprised of a cross-section of citizens. Sites were chosen based on schools that volunteered to host the conversations, which are moderated by a trained facilitator. To date, eight conversations have taken place, with the remaining four scheduled throughout April. Contact Rita Martens at rita.martens@iowa.gov.
- DE Director Judy Jeffrey and State Board members are traveling statewide to meet with groups of district superintendents, high school principals and local school board presidents to discuss high school expectations, curriculum and graduation data, as well as opportunities for making improvements, with appropriate support from the state and AEAs. To date, 106 schools have been visited, with the remaining visits scheduled throughout April and May. When the visits are complete, the DE will provide a summary to the State Board and Governor, with recommendations for future high school improvements.
- On March 31, the Institute for Character Development at Drake University sponsored a one-day seminar entitled "Improving High School Culture & Climate." The one-day seminar focused on promising research-based practices addressing:
 - Culture and climate of the learning environment
 - Personalization of the high school environment
 - Creating a student-focused high school

Featured presentators were Drs. Thomas Lickona and Matthew Davidson, authors of "Smart and Good High Schools: Developing Excellence and Ethics for Success in School, Work and Beyond." For further information on the March 31 event, please contact Kay Augustine, kay.augustine@drake.edu, 515/271-1908 or see www.iowacharacter.org.

- Each of the area education agencies has identified at least one person to facilitate and lead regional discussions with high school leadership teams. This past winter, 34 individuals received training in Breaking Ranks II that was provided by six trainers and sponsored by SAI. Contact your local AEA for details on high school leadership discussions in your region.
- The DE plans to host ICN sessions in the early summer with AEAs to discuss and outline guidance for local districts regarding rigor and relevance in literacy, math and science curriculum. Subsequent ICN sessions with local districts will be scheduled in the fall.
- The focus on high schools does not require specific legislation; however, the proposals to expand the Teacher Quality – particularly professional development – will greatly benefit efforts to improve high schools.

TRANSITIONS: A SEAMLESS EDUCATION SYSTEM

- Judy Jeffrey and State Board President Gene Vincent met with Regents representatives to discuss the expectations universities have for high school graduates, and how graduation requirements can be adjusted to better prepare students for college. Ongoing conversations are planned.
- At the March meeting of the State Board of Education, representatives from the state's community colleges and Regents presented information about programs and policies in place to help students transition from community colleges to the state universities.

LEGISLATIVE UPDATE

Ideas to increase government efficiency

By now, most of you know that the Governor and 12 legislators have been meeting to generate ideas on possible ways to increase government efficiencies and to promote governance restructuring. This "committee of 12" has been working over the last six weeks in three subcommittees related to tax, governance, and education issues. On Monday, March 21, each subcommittee presented the full committee with a list of "recommendations" that summarized the key concepts endorsed by each subcommittee. Those recommendations are available on the Governor's web site www.governor.state.ia.us/policy/governance/index.html.

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

Visit website for legislative updates

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

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

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

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

Remember your science standards

According to the federal NCLB law, local districts must have science standards in place at the beginning of the 05-06 school year, and by school year 2007-08 schools must administer annual science assessments at least once in grades 3 through 5, grades 6 through 9, and grades 10 through 12. The science standards and benchmarks corresponding to the ITBS and ITED are attached, or you can find them at www.state.ia.us/educate/ecese/nclb/documents.html.

QUALITY TEACHING

District Career Development Plans:

Quality plans are based on data, focused and aligned

After meeting with AEAs and studying more than 385 public and non public District Career Development Plans (DCDP) and related professional development documents, the DE has designed technical assistance tools for local districts that need help with those plans. The technical assistance will be provided to local districts by the AEAs, and supports will be provided to the AEAs by the DE. (This data gathered during the review will not be used to determine compliance of the District Career Development Plans or CSIPs.)

A rubric was developed that explains the elements of a quality professional development plan, along with descriptors of plans that would indicate a need for technical assistance to improve the plans. These elements and descriptors are based on the Iowa Professional Development Model, and the Professional Development Standards and Rules.

Themes observed during the review

Districts with well-developed plans appeared to have analyzed their data, specified a professional development target based on data, and selected content that aligned with their district goals and the PD target. The plans that were rated as needing little technical assistance were focused on instructional strategies and seemed less fragmented. These plans included time for learning and structures for collaboration.

Plans that needed significant technical assistance and support were missing components or lacked specificity in multiple areas. Districts with limited analysis of data had plans that lacked clearly defined professional development targets. These districts often had trouble defining what the content should be. If content is not clearly defined, it becomes extremely difficult to develop quality plans for studying implementation and measuring student results. Lack of alignment at the outset seems to contribute to generally vague or incomplete plans. AEAs will help guide districts with plans in this category to help them strengthen their plans as soon as possible.

Detailed suggestions for technical assistance and the full report are available on the Department web site. <http://www.state.ia.us/educate/ecese/tqt/tc/prodev.html>

Frequently Asked Questions about teacher evaluation

Q: How should consultants employed by the AEA who hold a teaching license be evaluated if they are not assigned to classroom teaching responsibilities?

A: An area education agency consultant, therapist, psychologist, or any other licensed employee who has a teaching license and is not assigned as a classroom teacher for the agency, can be evaluated on the basis of their job description and the expectations the agency has for their work. Their evaluation does not need to be based on the Iowa Teaching Standards and Criteria.

Q: How does this apply to an AEA employee who is assigned by the agency as a classroom teacher?

A: Any agency employee who has a teaching license and is assigned as a classroom teacher must be evaluated based on the Iowa Teaching Standards and Criteria. If they are a new teacher with their initial license, there must be a licensure recommendation made by a licensed evaluator at the end of their second year. The agency is eligible for participation in the mentoring and induction program if the classroom teacher is a new teacher with an initial license.

If the agency employs a classroom teacher who has a standard license and is assigned classroom teacher duties, the agency must conduct a performance review by a licensed evaluator at least once every three years and the teacher must maintain an annual individual career development plan. The evaluation must be based upon the Iowa Teaching Standards and Criteria.

Q: When does an area education agency employee have to take the training that results in a new evaluator's license?

A: When they are responsible for evaluating the performance of an area education agency classroom teacher. The training is also required in order to obtain a renewal of the administrator's license for those administrators or supervisors who are required to have a current school administrator's license.

Q: How does legislation define "classroom teacher"?

A: "An individual who holds a valid practitioner's license and who is employed under a contract issued by a board of directors under Iowa Code section 279.13 to provide classroom instruction to students, or as a preschool teacher."

Q: Several community colleges have formed agreements with local school districts to provide instructional programs in support of local schools, typically as alternative programs for high school students. If a licensed teacher with an initial license is hired by the community college to teach students who are assigned to the program by the local school, how does he or she obtain their standard license?

A: The community college supervisor will verify to the BOEE that the teacher has completed three successful years of experience in the program.

Q: If the teacher employed by the community college has a standard license, does their performance review have to be based on the Iowa Teaching Standards and Criteria?

A: No. That is an option for the community college but it is not a requirement. The community college has the option of using their own standards and criteria to review the performance of the teachers they employ.

Q: Does the local school have any responsibility in evaluating the teacher employed by the community college?

A: No.

Q: If the community college evaluates or reviews the performance of their teachers with standards or criteria that are not the eight standards/criteria required of public schools, does that jeopardize the credits the students earn and transfer back to their home district?

A: No. The credits earned are valid as long as the teacher has the correct Iowa licenses, endorsements and approvals for the courses they are assigned to teach by the community college.

Connecting improved instruction and student learning through professional development

Superintendents, principals, central office administrators, professional development leadership team members, and area education agency staff are invited to a professional development series for administrators. Participants will learn:

- Processes that will lead to increased student learning.
- Practical tools for providing leadership to direct professional development at the building and central office level.
- How to use data to answer:
 - "Is our district career development plan working?"*
 - "Are teachers using newly learned practices often and accurately?"*
 - "Are students learning?"*
 - "Are we meeting our goals for student achievement?"*
- How to establish a clear focus and select powerful professional development content.
- How to form and support leadership teams at the district and building level.
- How to engage the school board in distributed leadership.

These sessions are follow-up to WINTER INSTITUTE 2005, but participation in a February Winter Institute session is not a requirement for participation.

- Spring Session (choose one)
 - April 6 in Carroll, Carrollton Inn
 - April 12 in Cedar Rapids, Clarion Hotel
 - April 13 in Des Moines, Hotel Fort Des Moines
- Summer Session
 - June 30 in Des Moines, Hotel Fort Des Moines
- Fall Session (choose one)
 - October 3 in Cedar Rapids, Clarion Hotel
 - October 5 in Carroll, Carrollton Inn
 - October 6 in Des Moines, Savery Hotel

Administrators are encouraged to bring a building/district team. Teams should include administrators and other individuals who make decisions about professional development, such as teachers on the professional development leadership team.

Fees for the Spring, Summer, and Fall sessions are \$75. If a district brings a team (minimum of four participants) to the full series, the cost will be reduced to \$60 per person for the full series. On-line registration: www.register123.com/event/profile/web/index.cfm?PKwebID=0x168169e78. For more information, contact Deb Hansen, 515/281-6131, deb.hansen@iowa.gov.

LEGAL LESSONS

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

Finding a way for secondary students to play/participate

Sports.

Scenario #1. The Acme High School (it doesn't matter if Acme is public or nonpublic) is a member of the Iowa High School Athletic Association and the Iowa Girls High School Athletic Union. Acme H.S. does not have an interscholastic tennis team. A student in Acme H.S. ("Bill E. Jean") *really* wants to play high school tennis. Neighboring Epitome High School (also a member of IHSAA and IGHSAU) has an interscholastic tennis team and is willing to have Bill E. join its team. How do the two schools make this happen?

Answer: The schools use Iowa Code section 280.13A [see box] to form a cooperative sharing program.

280.13A Sharing interscholastic activities. If a school district or nonpublic school does not provide an interscholastic activity for its students, the board of directors of that school district or the authorities in charge of the nonpublic school may complete an agreement with another school district or nonpublic school to provide for the eligibility of its students in interscholastic activities provided by that other school district or nonpublic school. A copy of each agreement completed under this section shall be filed with the appropriate organization as organization is defined in section 280.13 not later than April 30 of the school year preceding the school year in which the agreement takes effect, unless an exception is granted by the organization for good cause. An agreement completed under this section shall be deemed approved unless denied by the governing organization within ten days after its receipt. A governing organization shall determine whether an agreement would substantially prejudice the interscholastic activities of other schools.

If a high school is a member or associate member of the athletic associations and it does not offer a particular interscholastic sport, its students may only participate in that sport if there is a formal sharing agreement between that high school and another high school. Dual enrollment is available only to students who receive competent private instruction (CPI – home schooling), and then only if they are not enrolled in a school that is an associate member of IGHSAU or IHSAA. Informal "arrangements" to allow a student to compete for a high school other than the school of enrollment are not legal, and will result in the school – Epitome H.S. in this

scenario – being penalized by the appropriate athletic association. Such penalty can include forfeiture of contests or events involving any ineligible student, adjustment or relinquishment of conference/district/ tournament standings, and return of team awards or individual awards or both.

Scenario #2. Same as above, but now the Acme High School is a non-accredited, nonpublic high school and is an associate member of the Iowa High School Athletic Association and the Iowa Girls High School Athletic Union. How do Acme and Epitome arrange for Bill E. Jean to play tennis for Epitome?

Answer: Same answer as above. Once a non-accredited school obtains associate membership in the athletic associations, its students must abide by the same rules as for member schools.

Scenario #3. Same as above, but now the non-accredited, nonpublic Acme High School is NOT an associate member of the Iowa High School Athletic Association or the Iowa Girls High School Athletic Union. How do Acme and Epitome arrange for Bill E. Jean to play tennis for Epitome?

Answer: *The schools don't.* As a student of a non-accredited high school that is not an associate member, Bill E. is receiving CPI. Therefore, Bill E. must use dual enrollment to Epitome to play tennis, assuming Epitome is a public high school. If Bill E. is not a resident of the Epitome District, Bill E. may use open enrollment and then dual enroll. (Note that CPI students are subject to the same January 1 deadline as are all students.) If Epitome is a nonpublic school, Bill E. may participate on Epitome's tennis team by using an application form available from either athletic association or the DE. The application is submitted to Epitome for its approval. Upon approval, Epitome sends a copy to the DE and a copy to the appropriate athletic organization.

Speech and/or Music.

The Iowa High School Speech Association and Iowa High School Music Association abide by the same rules as the athletic organizations. The scenarios above would play out in the same way.

Reminders:

- There may only be one cooperative sharing agreement per activity. For instance, Acme High School may have an agreement with Epitome High School for tennis and a separate agreement with Pinnacle High School for golf, but may not have two tennis (or golf) agreements. The three schools could combine for one tennis (or golf) program, if the agreement is approved by the appropriate state athletic organization per 280.13A.
- Sharing agreements are to be sent to the following persons at the appropriate governing organization:
 - IHSAA: Rick Wulkow, P.O. Box 10, Boone, IA 50036-0010 (515/432-2011)
 - IGHSAU: Troy Dannen, P.O. Box 10348, Des Moines, IA 50306-0348 (515/288-9741)
 - IHSMA: Alan Greiner, 1605 S. Story St., Boone, IA 50036 (515/432-2013)
 - IHSSA: Craig Ihnen, 2900 Grand Ave., Des Moines, IA 50312 (515/288-9741)

Update on IJUMP fleet service program

Both this agency and the State Auditor (AOS) recently issued Declaratory Orders that a school district may not use its management levy funds to participate in the Fleet Service component of the Iowa Joint Utilities Management Program, Inc. ("IJUMP"). The DE's Order is available electronically at www.state.ia.us/educate/dc/ad/doc/IJUMP%20declaratory%20ruling.doc, and the AOS's Order is available at http://auditor.iowa.gov/practice_aids/TeclJUMP.pdf.

IJUMP is an IASB program designed to assist districts in managing rising fuel costs. Participating districts pay an annual risk management fee and then have guaranteed fuel prices for the fiscal year. (For FY05, the guaranteed fuel prices are \$.70/gallon for diesel fuel and \$.80/gallon for ethanol gasoline.) However, if fuel prices increase during the fiscal year, IJUMP either bills the district for the shortfall at the end of the fiscal year or raises the risk management fee for the next fiscal year to cover the increased costs. At no time does the risk of escalating fuel costs transfer from the district.

Because the district always pays in the end, both the DE and AOS have ruled that the program is not "insurance," and therefore, cannot be paid from the management levy. Certainly, a district may participate in the program. The "budget billing" advantage is a very real advantage. A district may not pay to participate from the management levy.

IASB has filed a petition for judicial review of these Orders with the Polk County District Court. While the matter is pending, the Orders are in force. A district that chooses to use its management levy funds to participate in IJUMP should expect to have a compliance finding in its audit, including a corrective transfer.

Gender balance on appointed school committees

The Iowa Code (section 69.16A) requires that “all appointive boards, commissions, committees and councils” established by the Code be gender balanced unless otherwise provided by law. What this means for school districts is that, unless an exception exists under the law, the local vocational education council (appointed under section 258.9) and any advisory committee for each family support program of a district (appointed under section 256A.5) must have an equal number of male/female members if the total number is even, and no more than one extra male or one extra female if the total number is odd.

An exception exists for the SIAC, School Improvement Advisory Committee, which is appointed under section 280.12. That particular statute states, “To the extent possible, committee membership shall have balanced representation with regard to race, gender, national origin, and disability.” There is not the strict requirement of “half and half” for even-numbered SIACs or “half plus one” for odd-numbered SIACs. *However*, a gender imbalance greater than half plus one or two may not meet the standard of “to the extent possible.” Local boards would be well advised to continue to pay close attention to gender balancing of SIACs.

Posting names of students who owe money

Collecting money owed from students for school lunch can be a frustrating experience. Schools and school districts need to be aware that certain debt collection practices are prohibited by law. A school or school district is prohibited by Iowa Code chapter 537 (the Consumer Credit Code) from doing any of the following:

1. Posting a list of names of students who owe money for school lunch – even if the amount is not listed.
2. Communicating to anyone except the student and student’s family that money is owed. This does not prohibit a school from hiring an attorney or agent to collect the debt. Nor does it prohibit a school, once judgment is obtained, from legally collecting on the judgment by garnishing wages or seizing bank accounts of the debtor.
3. Sending a note home with a student if anything on the outside of the envelope indicates that the letter is about money owed to the school.

Although the question arose in the context of school lunch, the above information applies to any debt owed to a school or school district. Protect yourselves and know what chapter 537 does and does not allow.

Reminder of change in NCAA eligibility standards

A little more than a year ago (in the Feb. 04 School Leaders) we reported some changes to the NCAA initial-eligibility standards. As a reminder, here they are again:

- Students entering a D-I or D-II school in 2005, 2006, or 2007 must have *14 core courses*, an increase from 13, to be eligible to practice, play, and receive financial aid. The 14 core courses are:
 - 4 years English
 - 2 years math (algebra I or higher)
 - 2 years natural/physical science (one must include a lab)
 - 1 year of additional English, math, or science
 - 2 years social studies
 - 3 years of additional core courses from any area listed above or from foreign language, non-doctrinal religion or philosophy
- Students entering a D-I school in 2008 or after will be required to have *16 core courses*. (This additional change from 14 to 16 core courses does not apply to D-II schools.) One of the additional courses must be in math. The new breakdown of the 16 cores courses is as follows:
 - 4 English courses
 - 3 math (algebra I or higher) courses
 - 2 natural/physical science courses (one must include a lab)
 - 2 social science courses
 - 1 additional approved course in English, math, or science
 - 4 additional core courses from any listed above or from foreign language, non-doctrinal religion, or philosophy
- Finally, effective 8/1/05, computer science courses will no longer be acceptable for initial-eligibility purposes, with one exception: Computer science courses (such as programming) that are taught through the mathematics or natural/physical science departments and that receive either math or science credit may still be used after 8/1/05.

Emergency preparedness: Safe food in our schools

The ability to recognize vulnerabilities and correct them is critical to the safety of our school children. One significant risk common to all schools is food and foodservice. Bolstering the security of school food throughout the flow to the child is critical to ensuring safe and healthy kids. This includes food in the school meal programs, food sold in concession stands, food in classrooms, etc. Keeping our school children safe from intentional contamination of their food requires a total team approach at the school district. Development and implementation of a school food biosecurity management plan will minimize the risk of intentional contamination of food and minimize the risk of illness and death in a school setting.

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

The workshop will be offered three times, May 12, June 7 and June 9. Check the Iowa Distance Learning Database K-12 Calendar online for additional program information, times, and registration information. The following link will take you to a listing of the Iowa Distance Learning Database Upcoming Events by Title. Scroll to the title for this session, click for the additional detail, and register online at the bottom of the page. The sessions are offered at no cost to Iowa schools: www3.iptv.org/iowa_database/calendar_list_title.cfm

Healthier school nutrition and physical activity environment

Looking for ideas to improve the nutrition and physical activity environment at your school? If so, are schools in your district involved in Team Nutrition? Each school can enroll in this USDA program. Once enrolled, the school receives free resources from USDA and a Team Nutrition Program banner from the Iowa Department of Education, plus the school is eligible to apply for TN mini-grants. These mini-grants can be for student, teacher or staff led initiatives to improve the school nutrition and physical activity environment in a variety of ways.

If each of your schools is not involved, consider having each school send a team (teachers, parents, school food service, other community members, etc.) to a Team Nutrition workshop scheduled for July 21 on the campus of Iowa State University. Additional workshop information and registration information can be found on the Bureau of Nutrition Programs and School Transportation web site www.state.ia.us/educate/ecese/fn/training/index.html. There is no charge to attend, but registration must be received no later than May 15.

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

School Wellness Policies required by July 2006

Following up on the School Wellness Policy article in the February School Leaders Update, the Department of Education would like to announce that Informational ICN Sessions offered through IPTV's K-12 Connections are now scheduled. Iowa Partners for Healthy Kids, including ISU Extension, the Iowa Department of Education, and IPTV, will be offering two different ICN sessions:

Introduction to Local School Wellness Policies

This one-hour session, offered on August 16 & 17, will be a general introduction to the *what* and the *why* of school wellness policies. The audience for this session is all school staff and the session will be offered several times throughout the two consecutive days. During the session, members of the panel will address what the policy means for Iowa schools as well as answer specific questions about how the policies may be shaped and implemented by local districts. Panel members will include physical activity and nutrition experts, representatives of various state agencies, and staff members of the Iowa Department of Education.

School Wellness Policy Process

This two-hour session, offered on August 18 & 19, will help local teams with the *how* of developing and implementing local school wellness policies. The audience for this session would be members of the local teams of educators, parents, students, representatives of the school food authority, the school board, school administrators, the public and other stakeholders in the development of the local wellness policy. The session will be offered several times throughout the two consecutive days. Members of the panel will discuss the process of development and implementation as well as answer frequently asked questions. Panel members will include physical activity and nutrition experts, representatives of various state agencies, and staff members of the Iowa Department of Education.

Check the Iowa Distance Learning Database K-12 Calendar online for additional program information, times, and registration information. The following link will take you to a listing of the Iowa Distance Learning Database Upcoming Events by Title. Scroll to a title for one of these sessions, click for the additional detail, and register online at the bottom of the page. The sessions are offered at no cost to Iowa schools.

www3.iptv.org/iowa_database/calendar_list_title.cfm.

Taped sessions will be made available upon request at additional times via IPTV's K-12 Connections Educational Service throughout the 2005-2006 school year.

CALENDAR

Deadlines and Dates to Remember

The Department's Critical Due Dates Calendar is attached and also has been posted to our website at <http://www.state.ia.us/educate/calendars.html>.

April 6-8	Statewide Alternative Education Conference, Waterloo
April 27-28	Statewide Support Team for Title 1 Schools identified as Schools in Need of Assistant (SINA), Johnston
May 9	School Budget Review Committee meeting, Des Moines
June 8-10	HIV/AIDS/STDs in Youth at Risk: Eliminating Disparities Among All Youth, Kansas City Airport Hilton. Registration attached.

HELPFUL EDUCATION LINKS

The DE Electronic Mailbag: <http://www.state.ia.us/educate/oofd/mailbag.html>

School Administrators of Iowa: www.sai-iowa.org/

Iowa Association of School Boards: www.ia-sb.org

Iowa State Education Association: www.isea.org

Free federal learning resources: <http://www.ed.gov/free>

Public Education Network: <http://www.publiceducation.org/index.asp>

National Association of Secondary School Principals: http://www.principals.org/s_nassp/index.asp

National Education Association: <http://www.nea.org/index.html>

Education grant opportunities: <http://www.grantsalert.com/>

Teacher loan forgiveness: <http://www.ifap.ed.gov/dpletters/GEN0414.html>

Grant writing tips and techniques: http://www.educationworld.com/a_curr/profdev/profdev039.shtml

School health grants: <http://www.cdc.gov/healthyyouth/funding/index.htm>

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