



# School Leader Update

Iowa Department of Education

FEBRUARY 2006

Resources for Iowa School Leaders

## NEWS FROM THE DE

### FROM THE DIRECTOR'S DESK:

#### Let's Be Clear About Our Standards

Usually when the subject of education "standards" is debated and critiqued, it becomes clear that "standards" is often misunderstood by many both inside and outside the state.

There are *content* standards, which are the clear and concise expectations of the skills and content knowledge students need to demonstrate at a given age.

But we also have many additional education standards here in Iowa: standards by which schools are approved to operate, standards that are used to license teachers, standards for teaching, and standards that establish what content must be taught or offered at each grade level.

Yes, Iowa has all of these standards. Our difference is where the authority lies for each of the different types of standards. In Iowa, the content standards are established at the local level while the rest of the standards listed above are decided at the state level. In Iowa, the decision to define what all students should know and be able to do is given to each local school board – although there are core content standards that must be incorporated into the local standards. Specific content topics for each grade level are also determined at the state level. This does assure that a core of knowledge and skills are taught across Iowa. And of course, district assessments along with the Iowa Tests must be aligned to the district content standards to determine how well and how much students are learning.

Please take a moment to correct those who say Iowa "doesn't have standards." We do – for our curriculum, school operations, teachers, and content.

Of course Iowa education can and should make improvements, but these improvements need to focus on areas that:

- increase student opportunities,
- provide challenging curriculum,
- implement existing standards with quality instruction, and
- set and maintain high expectations for every student.

NOTE: Representative Jodi Tymeson has called a public hearing on the possibility of putting statewide standards into law. The public hearing will be from 6 p.m. to 9 p.m. Tuesday, Feb. 21, in the Iowa House Chamber at the State Capitol. To sign up to speak, call 515/281-5129 or e-mail [ljoinfo@legis.state.ia.us](mailto:ljoinfo@legis.state.ia.us). Provide your name, town, organization (if you represent one) and phone number. Each speaker will have three minutes. Plan to submit comments in written form, too. If you can't attend, send comments directly to state Rep. Jodi Tymeson, State Capitol, Des Moines, IA. 50319, or [jodi.tymeson@legis.state.ia.us](mailto:jodi.tymeson@legis.state.ia.us).

#### Nominate a Star Teacher

The U.S. Department of Education (ED) plans to spotlight highly qualified teachers for the third year in a row through the American Stars of Teaching program. American Stars of Teaching are teachers who are improving student achievement and using innovative strategies to make a difference in the lives of their students. They are honored for their classroom contributions and for successfully incorporating the principles of the No Child Left

Behind (NCLB) Act. To learn more or nominate a teacher to become an American Star of Teaching, please visit the Teacher-to-Teacher Initiative [website](#). [Click here](#) to access the nomination form. All nominations must be completed by April 15, 2006.

## **Judy Jeffrey Named to National Reauthorization Task Force**

Judy Jeffrey has been named by the Council of Chief State School Officers as one of 19 members who will serve on an ESEA Reauthorization Task Force. The purpose of the task force is to study sound state practices and make recommendations for the Council's reauthorization proposal that will be submitted to Congress. ESEA is scheduled for reauthorization in 2007.

## **Promising Practices to Share: Learning Supports**

Learning Supports include the wide range of strategies, programs, services, and practices that create environments and conditions that promote and support student learning. At Fort Dodge CSD, a team of counselors, nurses, behavior interventionists, mental health liaisons, juvenile court liaisons, and community agencies meet regularly to discuss student issues that create barriers to student learning. Professional development opportunities for this group enhance their understanding of available services and identify unmet student needs. As a result of these data-driven efforts, attendance has improved at the elementary and middle school levels and GPAs have increased at the high school. For more information about the Ft. Dodge team, contact Marcy Harms, Director of Student Services, 515/574-5678. For information about Learning Supports, contact Jane Todey, [jane.todey@iowa.gov](mailto:jane.todey@iowa.gov), 515/281-8514.

*Do you have a "promising practice" that is helping to boost the rigor, relevance, and/or relationships in your classrooms? Send it to [kathi.slaughter@iowa.gov](mailto:kathi.slaughter@iowa.gov).*

## LEGISLATIVE UPDATE

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### **State Legislative Updates**

Visit the DE's legislative update at <https://www.edinfo.state.ia.us/web/legisupdate.asp> to get up-to-date information and status on legislation related to education. Questions? Contact Jeff Berger, 515/281-3399, [jeff.berger@iowa.gov](mailto:jeff.berger@iowa.gov).

### **PreK Advocacy Packet Available**

The DE is in the process of developing advocacy packets for its legislative priorities and will distribute them to districts and AEAs through the School Leader Update. One packet, Voluntary Preschool, has been completed and is attached to this issue. Questions? Contact Jeff Berger, 515/281-3399, [jeff.berger@iowa.gov](mailto:jeff.berger@iowa.gov).

## DATA MANAGEMENT

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### **Project EASIER Spring Data Conference**

A tentative date of Wednesday, April 12, has been targeted for a statewide Project EASIER conference to be held at HyVee Hall in Des Moines. The conference will be focus on spring Project EASIER data collection but will also include sessions in the areas of:

- Project EASIER web application and file upload process
- State ID
- Safe and Drug Free Schools - suspension/expulsion data
- Iowa Testing Program Barcode
- Career and Technical Education
- Curriculum
- Data Quality
- Basic Educational Data Survey (BEDS)

More information regarding the Project EASIER training session will be sent out in early February. Questions? Please contact Coleen McClanahan at [coleen.mcclanahan@iowa.gov](mailto:coleen.mcclanahan@iowa.gov).

## SCHOOL IMPROVEMENT

### **CSIP Website, Guidelines Now Available**

The Comprehensive School Improvement Plan (CSIP) website re-opened on January 25, 2006. Directions for revising the CSIP will be emailed to schools/districts and AEA Chief Administrators. Any school/district may elect to revise the electronic document. Some schools/districts will be required to revise the document. The reasons for required revisions are listed below.

#### **Required Revisions:**

1. Schools and districts that completed a site visit during the 2004-05 school year are required to revise the CSIP according to Chapter 12 which states: *a school or school district shall submit a revised five-year Comprehensive School Improvement Plan by September 15<sup>th</sup> of the school year following the Comprehensive site visit specified in Iowa Code section 256.11 which incorporates, when appropriate, areas of improvement noted by the school visitation team as described in subrule 12.8(4)*. These districts were waived from this requirement for one year as the DE worked to get the electronic system ready to re-open, but must meet this requirement during the 2005-06 school year. Schools and districts in this category will have access to the site on January 25, 2006, and should certify their CSIPs by September 15, 2006.
2. Schools and districts that complete a site visit during the 2005-06 school year are required to revise their CSIPs. The DE School Improvement Consultant assigned to the school or district will open the site for revisions when the final site visit report is sent to the school or district. The school or district should certify the CSIP by September 15, 2006.
3. Districts that make changes to funding streams (e.g., adding At-Risk, Title III, etc.) may trigger changes to their CSIPs. For example, if a district decides to access At-Risk funds, additional information will be required in the CSIP. Districts in this category will need to re-certify the CSIP by September 15, 2006, to reflect such changes. This does not apply to accredited non-public schools.
4. Districts that will be making grade level changes (as in the case of reorganization) may need to make changes to their CSIPs and will work with their assigned DE School Improvement Consultant to set a timeline for their completion.
5. Districts that are identified as SINA districts will need to complete an addendum to their CSIPs (this does not apply to accredited non-public schools). Districts will be notified of SINA status by August of each year and will be required to complete the CSIP addendum by September 15.

#### **Voluntary Revision:**

In an effort to make the CSIP an ongoing planning document, sometimes referred to as a "living" document, a district may make changes to its CSIP at any time during any school year.

Districts are encouraged to work with the School Improvement Consultant assigned to their AEA regarding CSIP issues and questions, or contact Brandie Gean, [brandie.gean@iowa.gov](mailto:brandie.gean@iowa.gov), 515/281-5332.

### **Board Approval and Public Hearings Needed for Waivers**

Five waivers or exemptions that are available from the Iowa Department of Education include:

- Chapter 12 (accreditation rules)
- Foreign Language
- New Innovative Calendar
- Continued Innovative Calendar
- Early Start Date

. The requirements vary slightly for each waiver:

Waiver/Exemption	Form	Board Approval or Hearing	Deadline
Foreign Language 256.11(5)(f)	Paper document located at: <a href="http://www.state.ia.us/educate/ecese/asis/waivers/index.html">http://www.state.ia.us/educate/ecese/asis/waivers/index.html</a>	Board minutes that demonstrate that the local school board has approved the request	None
Chapter 12 – General Accreditation Standards 281-IAC 12.9	Paper document located at: <a href="http://www.state.ia.us/educate/ecese/asis/waivers/index.html">http://www.state.ia.us/educate/ecese/asis/waivers/index.html</a>	Board minutes that demonstrate that the local school board has approved the request.	January 1 <sup>st</sup> preceding the school year for which the waiver is requested.
New Innovative Calendar and Continued Innovative Calendar 279.10	Paper document located at: <a href="http://www.state.ia.us/educate/ecese/asis/waivers/index.html">http://www.state.ia.us/educate/ecese/asis/waivers/index.html</a>	Documentation of public hearing	November 1 <sup>st</sup> preceding the school year for which the waiver is requested defined in the Code of Iowa.
Early Start 279.10(4)	Web-Based document located on the Spring BEDS Report located at: <a href="https://www.edinfo.state.ia.us/securelogin.asp">https://www.edinfo.state.ia.us/securelogin.asp</a>	Assurances that the school district has held a public hearing and that starting school on the earliest starting date specified in Iowa Code section 279.10 subsection 1 will have a significant negative educational impact.	July 1 <sup>st</sup> preceding the school year for which the waiver is requested defined in the Code of Iowa

Other instances that require a public hearing include (but are not limited to):

- Whole Grade Sharing Agreements (new or renewable) – 282.11
- Participation in Instructional Support Program 257.18
- Disposition of Public Property – 297.22

Common requirements for a public hearing include:

1. Prior publication of date, time, and place of hearing.
2. Purpose(s) of the hearing shall be included in the notice.
3. The specifics of the notice vary. See authoring statues at <http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=IowaCode> by entering the appropriate chapter and sections.

A public hearing is designed to provide an opportunity for the public to have input on a proposed issue. It can be part of the regular board meeting, or it may be a special board meeting. In either case, the minutes of the meeting shall document that the public was given an opportunity to comment regardless of whether anyone in fact attended or provided input.

**PLEASE NOTE:** Waiver/exemption requests that fail to document the opportunity for public input will be denied in the future. **ALSO:** Waiver requests that have a deadline defined by Iowa Code are strictly adhered to. The Department does not have the authority to waive deadlines set in Code.

Questions? Contact Del Hoover, 515/281-8402 or [del.hoover@iowa.gov](mailto:del.hoover@iowa.gov).

## Model Core Curriculum Project

Work continues on the Department's efforts to facilitate the articulation of a model secondary curriculum in the areas of English Language Arts Literacy, Mathematics, and Science. A Project Lead Team, which consists of representatives from the State Board of Education, the Institute for Tomorrow's Workforce, School Administrators of Iowa, Iowa State Education Association, Iowa Association of School Boards, Iowa PTA, AEA's, LEAS, business and industry, higher education, community colleges, and the DE, has helped shape the work and membership of three Work Teams. The Work Teams have begun the process of articulating the essential content and skills of a world-class secondary curriculum in their respective content areas.

Drafts of reports from the Work Teams will be shared with the Lead Team in February for feedback. The intent is for the Lead Team to approve a final report from the Work Teams in April and present its findings to the State Board of Education at its May meeting. The Department will begin disseminating information on this Model Core Curriculum to AEA's and LEA's during the summer months.

For more information, contact Rita Martens, [rita.martens@iowa.gov](mailto:rita.martens@iowa.gov), 515/281-3145.

## Iowa High Schools Project Launched at Summit

Twenty Iowa high schools have been selected to participate in the Iowa High Schools Project program, a multi-year, comprehensive improvement program sponsored by the [International Center for Leadership in Education](#) (ICLE) in partnership with the Iowa Department of Education. The announcement of the 20 schools was made January 23 at the Statewide High School Summit.

The 20 high schools were selected based on various criteria that included school leadership; staff commitment; available resources and programs; and level of need. They also represent diversity in size and location. Selected high schools are:

- AHST High School (Avoca)
- Cedar Rapids Kennedy High School
- Cedar Rapids Washington High School
- Corning High School
- Council Bluffs Kaneshville High School
- Davenport North High School
- Des Moines East High School
- Dubuque Hempstead High School
- Ft. Dodge High School
- Humboldt High School
- Keokuk High School
- Marshalltown High School
- Midland High School (Wyoming)
- Mid-Prairie High School (Wellman)
- MOC-Floyd Valley High School
- Northeast High School (Goose Lake)
- Sheldon High School
- Waterloo East High School
- Waterloo West High School
- Woodward-Granger High School

The participating schools will have ongoing access to extensive support to assist in their high school reform efforts, including guidance for the development of challenging and meaningful curriculum, teaching materials, professional development for teachers and administrators, and technical assistance and guidance from ICLE consultants. The Project begins immediately and continues for three years. Twenty additional schools will be selected next year, with an additional 20 selected the year after.

## QUALITY TEACHING

### Statewide High School Summit Materials Available Online

Complete materials and presentations from the 2<sup>nd</sup> Annual Statewide High School Summit are available in a variety of formats.

- Keynote addresses were taped by Iowa Public Television. After February 1, 2006, you can access the streaming video at [http://www.iptv.org/highschool\\_summit.cfm](http://www.iptv.org/highschool_summit.cfm).
- Presentation handouts can be accessed at the state AEA website <http://www.iowaaea.org/>.

Attendees at the Statewide High School Summit are asked to provide evaluation and feedback to the 3<sup>rd</sup> Annual High School Summit planning committee. To provide feedback, visit [http://www.aea13.org/programs\\_services/surveys/IA/summit.htm](http://www.aea13.org/programs_services/surveys/IA/summit.htm) after February 1, 2006.

## Register Online for Winter Institute

Online registrations are still open for Winter Institute 2006. There are three major themes to this year's institute: State trends in student data and actions to address the trends, refining the CSIP, and conducting teacher performance reviews. For more details, see the attached brochure.

Visit the SAI web site at <http://www.sai-iowa.org/events.html> to sign up for session on February 2, 9, or 16.

## Celebrate Paraeducators

Iowa school districts and area education agencies are encouraged to recognize paraeducators during the first week of February in conjunction with a Governor's proclamation and legislative reception. The Governor's Proclamation calls for the first week of February 2006 to be Paraeducator Recognition Week. The proclamation will be presented at a legislative reception at the Capitol Building in Des Moines on Tuesday, February 7. Due to space limitations, the reception will not be open to the public.

At the reception, hosted by the Iowa Department of Education in collaboration with the Iowa Paraeducator Task Force, Senator Mike Connolly will speak to the contribution and value of paraeducators and their role in Iowa educational settings.

## Deadline February 10 for Registration for Teacher Development Academies

In response to the interest in quality professional development to address the needs of readers in our middle schools and high schools, the Department will be offering another cycle of Teacher Development Academies beginning this summer and extending through June 2007. The Academies will address Second Chance Reading, Question-Answer Relationships, Concept-Oriented Reading Instruction, and Cognitively Guided Instruction.

*Second Chance Reading (SCR)* is a program that provides a specific course for struggling readers at the middle and high school levels. In middle schools, struggling readers are assigned to a SCR class rather than their regular reading class. In high schools, SCR classes are treated as an elective course. The focus of SCR is on comprehension of both fiction and non-fiction texts, but vocabulary and fluency are addressed as well. The training includes the following strategies: read alouds, think alouds, inductive thinking, writing and graphic organizers, questioning strategies, vocabulary, fluency practice, and cooperative learning. Training in the Des Moines area will be July 26 - 28; the training for the eastern side of the state will be July 31 - Aug. 2.

*Question-Answer Relationships (QAR)* is a strategy that engages students in the process of differentiating the types of questions students could ask of text. QAR provides a framework for organizing comprehension strategy instruction across all grade levels and in a variety of subject areas. Students learn to distinguish between types of questions. Teaching students QAR gives students the language for talking about the strategies they use to answer questions. It helps students develop an awareness of their own cognitive processes when answering questions. QAR helps all readers at all grade levels benefit from learning to think about information sources used for asking and answering questions. QAR regional training will be held July 25-27 (Des Moines) and July 31-August 2 (Iowa City) with four additional follow-up sessions throughout the 2006-07 school year. The dates or locations of training are subject to change depending on the geographical locations of school teams and number of participants.

*Concept-Oriented Reading Instruction (CORI)* is a research-based classroom instructional model emphasizing reading engagement, reading comprehension, and conceptual learning in science or other content areas designed for all students, including struggling readers. CORI fosters reading engagement and comprehension through the teaching of reading strategies while teaching content area concepts, inquiry

skills, and explicitly supporting the development of students' intrinsic motivation to read. CORI instruction contains conceptual themes, real world interactions, self-directed learning, and strategy instruction situated within conceptual contexts, peer collaborations, and self-expression of knowledge through portfolios and exhibits. CORI training events will be held in one region June 19-23 and another region on June 26-30 with five additional follow-up sessions throughout the school year. Locations for the training sessions will be determined based on geographical location of school teams and number of participants.

*Cognitively Guided Instruction* (CGI) is a teacher professional development program based on over 20 years of research by Thomas Carpenter, Megan Franke, Linda Levi, Susan Empson and Victoria Jacobs. In CGI professional development, elementary school teachers learn a framework for how children learn the concepts of numbers, operations, and algebra. Teachers work to integrate this framework with their mathematics instruction. CGI is not a curriculum. The knowledge teachers gain in a CGI workshop enhances how they implement any curriculum. CGI teachers understand how their children think about mathematics and how children in general understand mathematics. CGI teachers know how to use what their children currently understand to plan instructional activities for these students. CGI teachers also understand what children need to learn about mathematics in elementary school so they will have a firm foundation upon which they can learn further mathematics. Dates and locations are yet to be determined.

Because we anticipate more applicants than we will be able to accommodate, the application process will be competitive. Each district interested in participating will need to submit an application. Application forms that provide detailed information about the expectations for participation will be available on the website listed below. Applications will be due at the Department on or before 4:30 p.m., February 10, 2006. Costs for the academies will be determined after the legislative session.

Information about each Academy and the application process may be found at <http://www.state.ia.us/educate/ecese/tqt/tc/prodev.html> starting January 6. Please contact Deb Hansen, Professional Development Consultant at [deb.hansen@iowa.gov](mailto:deb.hansen@iowa.gov) or 515/281-6131 if you have questions about the SCR Academy. Please contact Deb Squires, Reading Consultant, at [deb.squires@iowa.gov](mailto:deb.squires@iowa.gov) or 515/281-6235 if you have questions about QAR or CORI. For information about CGI, contact Judith Spitzli, 515/281-3874, [Judith.spitzli@iowa.gov](mailto:Judith.spitzli@iowa.gov)

## **Finding Time for Professional Development**

Every school district in Iowa has a District Career Development Plan and is providing professional development opportunities for all teachers. A fully implemented professional development plan with an appropriate target for improving instruction and necessary supports will result in improved student achievement.

One of the most critical supports needed to get the intended results is adequate time for teachers to learn together and apply what they are studying to their own teaching practices. Time for professional development is used for both training/workshop experiences and for routinely scheduled, carefully structured collaborative team meetings.

The primary purpose of collaborative team work is to extend the learning that occurs in the workshop setting into the workplace. In collaborative team meetings teachers apply what they are studying in training, analyze and discuss data, see demonstrations of the teaching strategies they are studying, develop lessons applying the newly learned practices, and solve problems that occur when teaching something new.

Districts that have been effective in implementing professional development for increasing student achievement have discovered multiple ways to find time for training and collaborative efforts. Early release or late starts is one approach that has been used successfully. Typically, districts have adjusted their weekly schedules by adding time to other days, so that no instructional time is lost. A group of Iowa educators generated the list below when asked to brainstorm ideas for finding time:

- Holding collaborative team meetings during common planning time.
- Arranging schedules to create common meeting time (i.e., all teachers at each grade level schedule for common planning time weekly; using "specials" (art, music, PE, etc.).
- "Brown bag" lunch time sessions to discuss a research study.
- Adjusting the length of the day to create time for early outs/late starts.
- Merging classes when assemblies or common large group activities occur so teachers that aren't supervising can meet.
- Conducting a time audit of the daily schedule and calendar to find inefficient uses of time.
- Using staff meeting times for training, watching video demonstrations, data analysis, etc. Handle announcements using email or alternative rather than meeting time.

- Principals covering classes during collaboration time.
- Rotating substitutes through the building.
- Getting teachers involved in scheduling – they will find time if they look – teacher power!

However time is carved out of the schedule for professional development, it is important to be organized and to be accountable for how the time is used. Effective teams routinely follow a deliberately designed agenda, keep minutes, involve the building and central office administrators, and work closely with the building professional development leadership team. It is critical to keep parents and community stakeholders informed about how time for professional development is used and how students benefit from quality professional development. For students in Iowa to get the best education possible, it is essential that teachers continue to study and learn new methods to improve their teaching practices.

## **NCLB Requirements for Paraeducators**

Remember that all instructional paraprofessionals, including those hired before January 8, 2002, in Title I funded buildings must meet the new No Child Left Behind (NCLB) standard of quality. They must be highly qualified at the end of the 2005-06 school year. See [www.state.ia.us/educate/ecese/cfcs/ibp/para/index.html](http://www.state.ia.us/educate/ecese/cfcs/ibp/para/index.html) for details about requirements. If the building is a Title I schoolwide building, this applies to all instructional paraprofessional staff. If the building is a Title I targeted assistance building, this applies to only Title I funded instructional paraprofessional staff.

Title I applications for the 2006-2007 school year cannot be approved unless the NCLB paraprofessional requirements are met. Questions? Please contact Paul Cahill at [paul.cahill@iowa.gov](mailto:paul.cahill@iowa.gov) or 515/281-3944.

## **Annual Report Available on Website**

The annual Student Achievement and Accountability report for 2006 has been distributed to legislators pursuant to Iowa Code Section 284.12 and is available on our website at [www.iowa.gov/educate/ecese/tqt/tc/documents.html](http://www.iowa.gov/educate/ecese/tqt/tc/documents.html).

## **DE Proposal for Iowa Evaluator Approval Training**

Currently the department is proposing as part of the teacher quality legislation that the evaluator approval *renewal training* will be offered by the Department of Education beginning Fall 2007.

This training will apply to the renewal of the evaluator's license.

The focus of the training will start where the previous training left off. It will continue the focus on the development of participant skills in actual practice of conferencing. It will also work to develop a deeper understanding of the teaching standards and criteria through applications both in class as well as at the school site.

The renewal training will result in each participant being awarded two (2) staff development credits. School Administrators of Iowa will continue to be a partner in this project and they will provide two staff development credits upon the successful completion of the training.

To renew both the evaluator's license and an administrative endorsement still requires four (4) credits. As a result, any person wanting to renew both the evaluator's license and their administrative endorsement will have to obtain two (2) credits from the renewal training *and* two (2) additional credits from other sources. This could be a combination of AEA licensure renewal credits and/or university credits.

Please review when your current evaluator's license/administrative endorsement expires. It may be useful for you to plan back from the date in order to know how much time you have to acquire the two (2) evaluator renewal training credits beginning Fall 2007 and the two (2) other credits needed in order to be prepared to apply for a renewal of the evaluator's license/administrative endorsement on time.

The two (2) credits of evaluator approval renewal training in combination with two (2) other licensure renewal and/or graduate credits will allow for the renewal of the evaluator's license and an administrative endorsement.

A team of Iowa educators is finalizing the evaluator renewal curriculum. Following that, the renewal training will be piloted as part of the development process and trainers will be selected and trained in order for delivery in Fall 2007.

When the training begins, priority will again be given to those individuals who have current and direct responsibility for evaluating licensed personnel, including teachers with initial licenses, career teachers, and coaches, and based on the date of expiration of their current evaluator's license.



An update will be provided once legislative decisions have been made.

**Superintendents Evaluator License**

Currently the Department of Education, School Administrators of Iowa, and the Iowa Wallace Grant are working together to investigate the possibility of a separate evaluator training for superintendents. The focus of that training would be on the Iowa Leadership Standards and the superintendent’s responsibility for the evaluation of principals. More details will be available as the work continues this spring.

Please contact [warren.weber@iowa.gov](mailto:warren.weber@iowa.gov) with any questions.

**LEGAL LESSONS**

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

**Athletic Eligibility Rule Changes – Update**

Both public meetings have now been held (January 11 and 26) on the proposed change to the eligibility rule, and the public comment period closed as of the evening of January 26. Approximately 130 people participated in the two meetings, and about 70 of those chose to make an oral comment. The oral comments ran 69 - 1 against the proposed changes. The Department received approximately 200 written comments, reflecting that 65% of the writers are opposed to a change and 35% favor the new rule.

Before these two meetings took place, the first of two hearings before the Legislature’s Administrative Rules Review Committee was held on January 6. Members of that committee expressed mixed positions also, but the Committee took no action that would prevent the changes from going forward.

Therefore, the next step is adoption by the State Board of the changes at its next meeting, March 1-2. Currently, this agenda item is scheduled for late morning (11:30) of March 2. The Board meeting will take place in the State Board Room on the second floor of the Grimes State Office Building.

Much of the comment received has been regarding the summertime ineligibility and the initial check of grades at four weeks. Refinements to these aspects of the rule will be proposed by agency staff to the State Board at the March 2 meeting.

For your convenience, the precise proposed rule language – as initially proposed – is at <http://www.legis.state.ia.us/Rules/Current/Bulletin/IAB051207.htm>; the document is number ARC 4731B. Below is a summary of key changes to the scholarship rule, 36.15(2):

	<b>CURRENT</b>	<b>PROPOSED</b>
Basic Requirement	Pass 4 courses to remain eligible	Pass all courses to remain eligible and be making adequate progress toward graduation requirements as set by local policy
Minimum Courseload	Take at least 4 subjects at all times	No change
Period of Ineligibility	<p>If a student doesn’t pass 4 at end of previous semester, student is ineligible for entire next semester.</p> <p>If a student is eligible per previous semester but doesn’t pass 4 at any point during current semester, student is ineligible until school re-checks grades and determines that student is now passing 4. (Is locally determined and can be as brief as 1 or 2 weeks.)</p> <p>Locally determined whether ineligibility includes dressing for contests/competitions.</p>	<p>If a student doesn’t pass all at any time, the student is ineligible for next 20 consecutive school days (4 weeks).</p> <p>Ineligibility includes dressing for contests/competitions.</p>

Frequency of grade checks	A school determines how often it checks grades.	Schools are directed to check grades no less than every 4 weeks.
CSIP requirements	No requirement to report interventions on CSIP.	Requirement that member schools report interventions on CSIP.
Students with Disabilities	“Special education students” are judged based on the progress they make toward their IEP goals	A “student with a disability” and an IEP is judged based on progress made toward IEP goals. (Not a substantive change; verbiage is changed to align with IDEA.)
Make-up work	Students allowed to use summer school or other means to make up failing grades to regain eligibility.	Ability to use summer school or other means to make up failing grades for eligibility purposes stricken.

### What’s in a Name?

The accreditation rules in Chapter 12 were amended recently to require that a student’s permanent record be under the student’s *legal* name. [Effective January 11, “The permanent office record shall be recorded and maintained under the student’s legal name.” Rule 281—IAC 12.3(4). This rule affects both districts and accredited nonpublic schools.] This change was the result of too many parents registering their children under names other than legal names. Most commonly, this involved using a stepfather’s surname as the child’s surname when in fact the child’s legal surname was still that of the birth father (ex-husband).

If it avoids trauma to the student to list the alternative name somehow, by all means do so via an asterisk or in parenthesis as long as the school’s records unambiguously reflect the legal surname. Feel free also to advise the family that chapter 674 of the Iowa Code instructs persons how to go about making a legal name change, and that at age 14, only one parent (and the child) has to consent to the change.

In addition to accurately reflecting a student’s name at all times that the student is enrolled with the school, the official records must accurately record the student’s gender. At least twice in the past few years, a school has been contacted by a former student who has – since graduation – undergone a sex change operation. These former students wanted their permanent school records changed to reflect their new names and gender.

The correct response is “no” to both requests. School records must accurately reflect the name and gender of the student when the student was in attendance. After all, when a student moves out of the family residence after graduation, the permanent record is not changed to reflect the move. The address on the record remains wherever the student lived while in attendance. Likewise, when a student marries and takes the spouse’s name, the permanent school records does not change. So it is with former students whose gender identity changes.

That being said, it is acceptable to add a note to a student’s permanent record to reflect the person’s new identity. (For example: As of 3/15/02, Bob Smith is now known as Roberta Smith.) In fact, those in charge of class reunions and the like would probably appreciate such updates. But updates do not mean changing history; the basic data about the person when s/he was enrolled must not change.

One more note: Changes (whether to name, gender, address, or other) that occur while the student is still in attendance shall of course be noted in the student’s record. For example, an adoption while the student is still in attendance generally means a change in the student’s name. In such cases, school records may and should be changed.

### When a School is in the Middle of Custody Disagreements

Below is a matrix for use when determining who gets a child’s records, who can come to school to see a child, who can pick up a child after school, etc. The matrix does not try to address all situations, and when in doubt a school administrator should consult the local school attorney.

WHO IS MAKING REQUEST	WANTS ACCESS TO RECORDS (INCLUDES PARENT/ TEACHER CONF.)	WANTS ACCESS TO CHILD (INCLUDES PICKING UP CHILD, HAVING LUNCH WITH CHILD AT SCHOOL)
Custodial Parent (children live with)	Receives all information, report cards, notes home, etc.	Full access to child, subject to attendance center rules.
<p>Non-Custodial Parent (children do not live with)</p> <p>NOTE: Iowa Supreme Court states that it is the responsibility of the custodial parent to “feed” information about school and school activities to the non-custodial parent. However, FERPA requires you to respond to a request from either parent. You DO NOT have to send information to the non-custodial parent if that parent has not asked for anything.</p>	<p>Per FERPA, non-custodial parent has same rights as custodial parent to child’s records.</p> <p>If custodial parent doesn’t want other parent getting records or attending p/t conferences, put burden on custodial parent to provide a court order that limits other parent’s right to access records. DO NOT make non-custodial parent produce an order that states that s/he is entitled to access; the law gives him/her access absent an order to the contrary.</p>	<p>If terms of court decree or order clearly and specifically state that the non-custodial parent has visitation at the time and date requested, it’s OK. If decree or order just states “liberal and reasonable visitation,” consult your school attorney.</p>
Step-parent – married to custodial parent	<p>No independent rights of access; must access via spouse.</p> <p>May attend p/t conference (if spouse consents) with or without spouse.</p>	OK only with consent of spouse; do not have to get consent of non-custodial parent.
Step-parent – married to non-custodial parent	<p>No independent rights of access; must access via spouse.</p> <p>May attend p/t conference (if spouse consents) with or without spouse, unless there is a court order to the contrary.</p>	<p>If decree is specific as to time and date of visitation and if non-custodial parent (spouse of step-parent) consents, step-parent may pick up children. If decree is not specific, only OK with consent of custodial parent.</p>
Grandparents, any relatives	<p>If grandparent or other relative is the guardian, OK. If not, put burden on relative to get written consent from either parent (assuming parent could access the records) or a court order or decree.</p>	<p>If grandparent or other relative is the guardian, OK. If not, put burden on relative to get written consent from <i>custodial</i> parent or a court order that is specific as to times and dates.</p> <p>Remember: The Iowa Supreme Court has said that grandparents have no rights to visitation with a grandchild without the consent of the parent.</p>
Court-Appointed Guardian	Full access	Full access
<p>Foster Parent</p> <p>NOTE: Just because a child may be in foster care does not mean that the parental rights have been terminated!</p>	<p>Only way a foster parent has access to records is with written consent or direction of DHS office.</p>	<p>Full access; but cannot file for open enrollment, home schooling (CPI), etc., if parental rights have not been terminated and even then, not without written consent of DHS office.</p>
Complete Stranger – includes a father with no legal standing	No rights without either parent’s written consent.	No rights without custodial parent’s written consent.

The contact for all Transportation items is Max Christensen, [max.Christensen@iowa.gov](mailto:max.Christensen@iowa.gov), 515/281-4749.

### Transportation Conference Scheduled

The 2006 conference is scheduled for July 17-20 at the Airport Holiday Inn. Call 515/287-2400 to make reservations. Information sessions are still being planned; details will be on the DE student transportation website when they become final.

### Bus Inspection Update

The first round of bus inspections is now complete and the schedule of second round inspection is available at <http://www.state.ia.us/educate/ecese/fn/trans/calendars.html>

### Training for Bus Drivers

The school driver training schedule at [www.state.ia.us/educate/ecese/fn/trans/calendars.html](http://www.state.ia.us/educate/ecese/fn/trans/calendars.html) has proven to be very useful and helpful to administrators, drivers and directors looking for classes. The list is updated frequently, so please check the site often to see whether classes have been added.

All drivers (including new drivers) must now take the annual 3-hour class every year. In the past, new drivers only had to take the 12-hour STOP class during their first year. However, a rule change last year now requires new drivers to also take the 3-hour class for the year in which they are hired.

### Updates Expected for Equipment Rules

The NCST (National Congress on School Transportation) and Maintenance & Inspection Advisory Council groups have held three meetings this winter to review, discuss, and update the Iowa Administrative Code Chapter 44 rules that outline the minimum construction requirements for school transportation equipment. Amending rules is a lengthy process, but any proposed changes are expected to be ready by this fall.

### Iowa Department of Public Health Pandemic Influenza Guidance

Districts are encouraged to work with their local health departments and regional public health planner in developing a plan to anticipate and manage pandemic flu. The basic prevention techniques are essentially the same (covering your mouth and nose when coughing or sneezing, staying home when ill, and washing your hands) as with other contagions. Use of limited vaccines and antivirals may be different, depending on the situation and who is most affected by the pandemic virus. Many resources are on the Iowa Dept. of Public Health website at <http://www.idph.state.ia.us>. Contact Charlotte Burt at [Charlotte.Burt@iowa.gov](mailto:Charlotte.Burt@iowa.gov) or 515/281-5327.

### School Wellness Policy III: Goals That Work

Register now for the ICN session that will assist your School Wellness Committee as they write the local school wellness policy. The session offers presentations from school personnel who have changed practice and policies in food service, physical education, classroom practices, and more. Guidelines for writing policy that can be monitored will also be shared. This session is designed for all school staff participating on local wellness policy teams and will be offered three times:

- February 28, 2006, 2:00 - 3:00 p.m.
- February 28, 2006, 3:15 - 4:15 p.m.
- March 1, 2006, 3:00 - 4:00 p.m.

To register, visit [http://www3.iptv.org/iowa\\_database/event-detail.cfm?ID=6435](http://www3.iptv.org/iowa_database/event-detail.cfm?ID=6435).

Have you attended the first two ICN sessions to prepare for this session? If not, it's not too late!

- **School Wellness Policy I: Introduction** will be rebroadcast via the ICN on Feb. 9. See details and registration at [http://www3.iptv.org/iowa\\_database/event-detail.cfm?ID=6367](http://www3.iptv.org/iowa_database/event-detail.cfm?ID=6367).

- **School Wellness Policy II: Process** will be rebroadcast via the ICN on Feb. 16. Details and registration at [http://www3.iptv.org/iowa\\_database/event-detail.cfm?ID=6370](http://www3.iptv.org/iowa_database/event-detail.cfm?ID=6370).

The sessions are sponsored by Iowa Partners for Healthy Kids including ISU Extension, ISU Department of Human Sciences, Iowa Department of Education's Team Nutrition, and Iowa Public Television. For more information about local wellness policies or the content of the ICN session, contact Janet Wendland at 515/281-5676 or [Janet.Wendland@iowa.gov](mailto:Janet.Wendland@iowa.gov). For information about scheduling the ICN sessions, contact Marcia at 800/532-1290 or [Marcia@iptv.org](mailto:Marcia@iptv.org).

## School Food Safety: Process Approach to HACCP ICN Sessions

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

School Districts should be in process now with implementation of this new requirement. USDA expects the new requirement will be fully in place by the end of this school year. For school personnel responsible for food safety, rebroadcasts of two training sessions offered by the Bureau of Nutrition Programs and School Transportation and Iowa State University Extension through Iowa Public TV K-12 Connections are available. For registration details on the two re-broadcast sessions, visit [www.state.ia.us/educate/ecese/fn/training/haccp.html](http://www.state.ia.us/educate/ecese/fn/training/haccp.html). These sessions are provided for school food service staff, school personnel involved with the school food service program, business managers, school principals and superintendents, and others who may be working with food in the school system. These two sessions are re-broadcasts from sessions originally aired in November.

The third-in-a-series training session will be offered regionally during March or April in approximately 14 locations throughout the state. This workshop will include hands on training activities.

For information regarding the third regional training, watch for a mailing to your School Food Authority in the coming weeks. Questions regarding the School Food Safety Program requirement may be directed to [Sandra.Fiegen@iowa.gov](mailto:Sandra.Fiegen@iowa.gov), or [Patti.Harding@iowa.gov](mailto:Patti.Harding@iowa.gov); the Bureau phone number is 515/281-5356.

## CALENDAR

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

February 5-11	Paraeducator Recognition Week
February 10	Deadline to apply for the <a href="#">Teacher Development Academies</a> (June)
February 15-16	<a href="#">Iowa Culture and Language Conference</a> , Des Moines

*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](mailto:kathi.slaughter@iowa.gov).*