



A MONTHLY JOURNAL  
FOR IOWA EDUCATORS

# School Leader Update

November 2012

## Wanted: Input on task force recommendations

This fall, Iowa Department of Education Director Jason Glass and Linda Fandel, special assistant for education in the Office of the Governor, have scheduled a series of conversations with educators to gather input on recommendations from the Task Force on Teacher Leadership and Compensation.

 [The recommendations](#), released Oct. 11, will become the centerpiece of the Branstad-Reynolds administration's education proposal to the Iowa Legislature.

"We must develop a structure that keeps teachers connected to their craft, creates pathways so that the most effective educators can work with their fellow teachers, and stems the tide of teachers leaving the profession," Glass said.

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## Let's give teachers more respect and support

I've been in and around education my whole life. My mother and father are educators. My wife, Sarah, teaches in the Des Moines Public Schools. Professionally, I've viewed education through many lenses, from the classroom to the state Capitol. And personally, as the father of baby Norah Glass, I've just begun to see education through the lense of a parent.

It's an exciting time to work in education in Iowa. As I've cross-crossed the state, I've met hundreds of teachers in schools big and small, urban and rural – each with its own successes and challenges. And I've been so inspired by the many dedicated people who work tirelessly to make a difference for Iowa's students.

It was my great honor to celebrate some of the tremendous teaching talent across our state during the Iowa Department of Education's annual teacher recognition luncheon at the end of October. We honored 14 individuals who represent the state's best teachers. (Read about the award-winners and finalists on page 6.)

Teachers are the single most important ingredient in a student's success at school. Teachers also are working harder than ever, given the demands of our competitive global marketplace, the growing number of students in Iowa who face challenges, and the expectation that all of our children will be prepared for success after high school regardless of their disabilities or disadvantages. We've set out to make Iowa's school system among the best in the world, and the best way to get there is to make sure our teachers and leaders are the best they can be.



*Jason Glass, Director*

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## Student member for State Board of Education sought

The application and supporting documents for the student member to the State Board of Education are available on the Department's [website](#).

The term of the student member starts May 1, 2013, and ends April 30, 2014. The State Board meets at least seven times during that term, with most meetings taking place at the Grimes State Office Building in Des Moines. The deadline for submitting an application with all required documents is Feb. 1.

Besides being a full-time, regularly enrolled 10<sup>th</sup> or 11<sup>th</sup> grade student in a public high school, the student must meet these requirements:

- Has a GPA of at least 3.0 (4.0 scale) or 3.75 (5.0 scale)
- Has attended his/her present high school at least the past two consecutive semesters (or the equivalent thereof)
- Demonstrates participation in extracurricular and community activities, as well as an interest in serving on the board.

## Smarter Balanced performance tasks

The Smarter Balanced sample items and performance tasks were released in early October. These sample items and tasks can be viewed by grade band (grades 3-5, 6-8, and high school) or content focus. They showcase the variety of item types, including technology-enhanced items and performance tasks, that will be included in the Smarter Balanced assessment system. In addition, items illustrating the connections across grades within the Common Core State Standards – as well as the range of student achievement within a computer adaptive test – are also available. Most constructed-response and technology-enhanced items can be scored automatically, and many items include downloadable scoring rubrics.

It is important to note that these samples represent only a small fraction of the more than 10,000 items and tasks currently in development to support the pilot test in early 2013, including items written by Iowa educators. In addition, the samples are displayed using a simulated test platform that does not include accessibility tools and accommodation options that will be available when the assessments are administered to students – such as Braille, translation options, highlighter tools, and the ability to change font size or magnify portions of items.

In the coming months, additional items and performance tasks will be made available. Smarter Balanced welcomes feedback and questions on the sample items and tasks. Comments can be submitted through an [online form](#).

In less than a week, more than 45,000 people visited the website. Public interest has been high, as indicated by numerous articles, blog posts, and a high volume of social-media activity, including tweets and retweets on Twitter. The sample assessment items and performance tasks can be viewed on the Smarter Balanced website: <http://www.smarterbalanced.org/sample-items-and-performance-tasks/>



## Improving results for students on IEPs

In order to improve quality instruction for students with disabilities, we must focus on results. To that end, the Iowa Department of Education will be interviewing special education teachers to gather information around the literacy instruction being provided to students with IEPs who have literacy goals.

The Department will be creating and providing professional development around the updated web IEP application. This professional development will also include training on:

- Developing rigorous IEP goals; and
- Effective progress monitoring.

It is anticipated that providing the professional development sessions in each AEA will result in a decrease in the achievement gap between students on IEPs and those without. This IEP guidance will be provided by a cadre of Department staff in each AEA next spring.



## Homeless education liaisons

The contact information for 2012-13 local district Homeless Education Liaisons will be gathered in a new screen as part of the Title I online application.



The McKinney-Vento Act requires that each local school district appoint an appropriate staff person as the local homeless education liaison. The person assigned to the local Homeless Education Liaison position must have the time and schedule flexibility to perform the

duties described in the act. Typically, the person is a professional staff member, such as a guidance counselor, at-risk coordinator, school nurse, assistant principal, director of student services, or someone in another such professional position. The local Homeless Education Liaison should not be the district superintendent or a school secretary.

The best practice suggestion about appointing someone other than the district superintendent was a recommendation from our federal monitoring visit last November.

There are several reasons that the head of a school district should not act as the local homeless liaison.

One example would be that the liaison would be required to assist homeless families/students in the dispute resolution process perhaps with an immediate enrollment issue. If the superintendent is acting in this role, a conflict of interest could easily be perceived.



The district Title I Coordinator and Local Homeless Liaison should meet at the beginning of the school year to discuss the resources needed for Homeless Education.

Your district may or may not be required to reserve funds for this purpose. Information for the use of these reserved funds is available on the Iowa Department of Education's [website under Title I, Part A and Homeless](#).

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“Right now, there aren’t a lot of ways to move up, so many talented teachers go into administration or leave education completely.”

Glass said recommendations to raise starting salaries, create a residency year for new teachers and provide opportunities for advancement will make the teaching profession more attractive to the best and brightest young people.

Some key recommendations include:

**Raise Base Salary:** New money for the explicit purpose of raising base salary to a competitive, appropriate level (\$35,000)

**Improve Entry into the Profession:** Create a residency year for all teachers new to the profession that includes a reduced teaching load

**Enhance Professional Opportunities:** Create and fund a meaningful, well-designed Educator Career Pathways system with differentiated pay and responsibilities

**Address Critical Labor Market Issues:** Incentivize teachers to teach in locally and state-defined hard-to-staff subjects and high-need schools

**Align Professional Development to Support the System:** Develop professional development structures to align with the Educator Career Pathways and the Iowa Professional Development Model

The remaining conversations are scheduled as follows:

**Sioux City:** Thursday, Nov. 1, 4:30 p.m. to 5:30 p.m., in the auditorium at North High School, 4200 Cheyenne Blvd.

**Clear Lake:** Wednesday, Nov. 28, 4 p.m. to 5 p.m., in the E. B. Stillman Auditorium at Clear Lake Middle School, 1601 Third Ave. North.

**Oskaloosa:** Thursday, Nov. 29, 4:30 p.m. to 5:30 p.m., in the George Dailey Community Auditorium, 1800 N. Third St.

**Atlantic:** Wednesday, Dec. 5, 4:30 p.m. to 5:30 p.m., in the auditorium at Atlantic High School, 1201 E. 14th St.

**Bettendorf:** Thursday, Dec. 6, 5 p.m. to 6 p.m., Mississippi Bend Area Education Agency, 729 21st St.

## Revised Part B district determination

In accordance with the Individuals with Disabilities Education Act (IDEA), the Iowa Department of Education made district determinations in August 2012. Since that time, a processing error has been discovered related to B13 – Secondary Transitions data. If this error affected your district’s determination, you will receive an email about your district’s new determination during the month of November. If you do not receive notification of a revised determination, the determination you received in August 2012 stands. All districts should view corrected B13 data and determinations on the Department’s [website](#).

Please contact Janell Brandhorst at 515-281-3033 or [janell.brandhorst@iowa.gov](mailto:janell.brandhorst@iowa.gov) for more information.

## English language proficiency grant

The Iowa Department of Education has been awarded an Enhanced Assessment Grant (EAG) through the U.S. Department of Education to develop a new English Language Proficiency (ELP) assessment system aligned to Common Core State Standards part of the Iowa Core.

The assessment system, which will be fully operational by 2016-17, will include a new screener for program placement decisions and summative K-12 tests assessing reading, writing, speaking, and listening.

The grant, the English Language Proficiency Assessment for the 21st century, was awarded to a consortium of 13 states with the Department of Education in Oregon serving as the governing state, the Council of Chief State Supervisors serving as the project manager, and in partnership with Stanford University. The \$6.27 million EAG grant will be partnered with a \$1 million grant awarded to Stanford University from the Carnegie Corporation of New York and additional funding from the Bill and Melinda Gates Foundation. The Carnegie grant and Gates funding will support the development of common English-language-proficiency standards for the states linked to the Common Core State Standards. The EAG grant will support the development of the ELP assessment system.

# Data and Reporting

## Certified enrollment: Nice job!

The Student Reporting team at the Iowa Department of Education would like to thank all districts and nonpublic schools that completed certified enrollment through the new VRF data collector in the Iowa Education Portal.

Certified Enrollment based on individual student records cannot be completed without the cooperation of all districts. While student records are submitted by the attending district, certified enrollment is calculated in students' resident districts. This year, timeliness of completing the various stages involved in the certified enrollment process was a primary focus to allow for the discovery of errors and data resubmissions prior to the Oct. 15 certification deadline.

At this time, 97 districts and nine nonpublic schools are being recognized for their exceptional performance during October's Certified Enrollment period. The criteria for selection includes:

- Correct verification of spring 2012 graduates in August (public districts only)  
(No missing graduates; no continuing K-12 student identified as a graduate)
- Error-free submission of all students through VRF to Student Reporting in Iowa on or before Oct. 3
- Availability of the district's data in Certified Enrollment on or before Oct. 8
- Certification of Certified Enrollment as complete and accurate on Oct. 15

### Platinum Performers: Public School Districts

AGWSR	Delwood	Muscatine	Stratford
Albert City-Truesdale	Boyer Valley	Nashua-Plainfield	West Central Valley
Ames	East Central	Nevada	Titonka
Anamosa	Eldora-New Providence	North Mahaska	Tripoli
Ar-We-Va	Exira	North Polk	Twin Cedars
A-H-S-T	Gilbert	North Tama	Twin Rivers
Baxter	Gilmore City-Bradgate	Norwalk	Union
Boone	Glidden-Ralston	Odebolt-Arthur	Valley
CAM	Graettinger-Terril	PCM	Waco
Calamus-Wheatland	Griswold	Riceville	East Sac
Carroll	Harris-Lake Park	Rock Valley	Walnut
Cedar Falls	Highland	Roland-Story	Washington
Central	Janesville	Rudd-Rockford-Marble Rock	Waukee
Central Clinton	Knoxville	St. Ansgar	West Bend-Mallard
Central City	Lamoni	Schaller-Crestland	Westwood
Central Lyon	Lewis Central	Sergeant Bluff-Luton	Wilton
Chariton	Logan-Magnolia	Seymour	
Clarksville	Lone Tree	West Fork	
Clinton	Maquoketa	Sibley-Ocheyedan	
College	Marshalltown	Sioux Center	
Corning	Monticello	Spencer	
Davis County	Mormon Trail	Storm Lake	

# Data and Reporting continued

## Platinum Performers: Nonpublic Schools

St. Patrick School (Waukon)	Xavier High (Cedar Rapids)	Notre Dame Elementary School (Cresco)
St. Cecilia School (Ames)	Regis Middle (Cedar Rapids)	St. Joseph School (Marion)
St. Patrick School (Anamosa)	St. Mary's School (Guttenberg)	Sacred Heart Grade School (Monticello)

## Honorable Mention Recipients\*

Adel DeSoto Minburn	Fort Dodge	Sidney
Burlington	Hartley-Melvin-Sanborn	Sioux City
Denison	Indianola	Spirit Lake
Dike-New Hartford	Johnston	Waterloo
Earlham	Pella	West Des Moines

\*Honorable Mention recipients met the three submission timelines mentioned earlier.

## Some of Iowa's top teachers honored at luncheon

Some of the state's top teachers were honored for their service during an annual luncheon on Oct. 26 in Des Moines. The Outstanding Iowa Teachers Recognition Luncheon honored 14 finalists and winners of the following education awards:

- Iowa Teacher of the Year
- Iowa Presidential Awards for Excellence in Mathematics and Science Teaching
- Iowa Preserve America History Teacher of the Year

The luncheon was hosted by the Iowa Department of Education and sponsored by CenturyLink, the Gilder Lehrman Institute of American History and the Presidential Awards for Excellence in Mathematics and Science Teaching.

### Iowa Teacher of the Year

- Winner: Tania Johnson, a teacher quality liaison and permanent substitute teacher in the Cedar Rapids Community School District
- Finalists: Heather Anderson, who teaches grades 1-3 at Cowles Montessori School in Windsor Heights (Des Moines Public Schools); Christine Green, a seventh-grade science teacher at North Scott Junior High School in Eldridge; Matt Heston, a math teacher at Knoxville High School in Knoxville; Joshua Steenhoek, a fifth-grade math and science teacher at Jefferson Intermediate School in Pella

### Iowa Preserve America History Teacher of the Year

- Winner: Monte DeArmoun, a social studies teacher at Northwood-Kensett Junior-Senior High School in Northwood
- Finalist: Amber Davison, a U.S. and World History teacher at Hoover High School in Des Moines

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# Early Childhood Preschool Programs

## Qualifications for preschool teacher associates

Districts and community partners participating in the Statewide Voluntary Preschool Program for Four-Year-Old Children (SWVPP) and/or any early childhood program serving a child on an Individualized Education Program must comply with one of three program standards: Iowa Quality Preschool Program Standards (IQPPS), Head Start Program Performance Standards or National Association for the Education of Young Children (NAEYC).

In the IQPPS, one of the required criteria from Standard 6 – Teaching addresses the qualifications for teacher associates in preschool programs. Both bullets must be met in order to meet this criterion:

*Standard 6, Criterion 4: Assistant teachers – teacher aides (staff who implement program activities under direct supervision) have a high school diploma or GED and:*

- 50 percent of assistant teachers-teacher aides have at least a Child Development Associate Credential (CDA) or equivalent; and
- 100 percent of assistant teachers-teacher aides who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent.

Teacher associate requirements specific to Head Start and NAEYC program standards can be found on the SWVPP website under “Application Documents and Guidance” in the document entitled *Qualifications for Preschool Teacher Associates* [http://educateiowa.gov/index.php?option=com\\_content&task=view&id=940&Itemid=1279](http://educateiowa.gov/index.php?option=com_content&task=view&id=940&Itemid=1279).

For more information about the Statewide Voluntary Preschool Program for Four-Year-Old Children or the Iowa Quality Preschool Program Standards, please contact Penny Milburn at 515-281-7844 or [penny.milburn@iowa.gov](mailto:penny.milburn@iowa.gov) or Amy Stegeman at 515-725-2273 or [amy.stegeman@iowa.gov](mailto:amy.stegeman@iowa.gov).



# Iowa plays key role in development of science standards

Through a collaborative process involving science leaders from across the country, new K-12 science standards are being developed. These standards, called the Next Generation Science Standards (NGSS), will be rich in content and practice, internationally benchmarked, and arranged in a coherent manner across disciplines and grades. These standards are based on the Framework for K-12 Science Education developed by the National Research Council.

Iowa is a Lead Partner State in this work, along with other stakeholders in science, science education, higher education, and business and industry from across the nation. The release of the final draft of the Next Generation Science Standards is expected in March 2013. Input was sought on public drafts in the spring of 2012 and will be sought again in late November or early December. The Department website will offer a link Iowa educators can use to offer input at that time.

Each state will decide if it will adopt these science standards. Iowa's process will include an alignment study and opportunities for input from educators and others across the state. Based upon the findings from the study, feedback from patrons, and recommendations from the Science Leadership Team, the Department will determine whether a recommendation to adopt the NGSS will be presented to the State Board of Education.



## ***Continued from page 1, Director Glass***

To do that, we must give the teaching profession in Iowa the respect, support, and opportunities for advancement that it deserves. I believe the stage has been set for just that.

This fall, 25 Iowans on a state task force came together around a set of recommendations for a teacher leadership and compensation structure that includes a more competitive starting salary, more support, and opportunities to advance into new and challenging roles while staying in the classroom. If you haven't done so, please read the task force's recommendations and comment on them. You can do this on the Department's website at [www.educateiowa.gov](http://www.educateiowa.gov). Together, we can set a new vision for the teaching profession in Iowa and make our state a national leader in the development, support, and compensation of teachers. I believe very deeply that this plan will drive us toward our goal of making sure our teachers are the best they can be.



## Legislative Update

Contact Mike Cormack for all legislative items: [mike.cormack@iowa.gov](mailto:mike.cormack@iowa.gov) or 515-281-3399.

### Cormack at the Capitol

## Investing in education is no gamble

I doubt that the creators of the Arts and Entertainment Network ever dreamed their channel would evolve into programming about bidding wars on abandoned storage lockers and the contents left behind. Yet, while I would be the first to admit that “Storage Wars” on today’s A&E isn’t exactly “Masterpiece Theatre,” it is oddly addictive to me and might be to several of you. There is always much suspense, since every locker might be concealing a hidden treasure. Or, the lockers might hold something that Barry Weiss (my favorite person on the show) thinks there is value in and ultimately loses money on.

*Yuuuuuuuuuuuuup!* Dave Hester’s signature call means that the mogul is ready to do some business. His bidding style is unique and shakes up the status quo at any auction.

I know something about shaking up the status quo. When Education Director Jason Glass unveiled the final report from the Task Force on Teacher Leadership and Compensation, it also shook up the conversation on how we compensate teachers in this state. The final report – along with the other finished reports we have at this time – are on the Iowa Department of Education’s website, [www.educateiowa.gov](http://www.educateiowa.gov). The report was created by a cross-section of Iowans with varying perspectives.

We are currently working on turning the report into a legislative proposal that will be available for the Iowa General Assembly to review when it convenes in January.

This is a big idea. It is the “locker” that will draw the interest of all who are interested in educational policy in this state, and it will provide a policy choice for lawmakers to consider next year. It would raise the base pay for teachers to \$35,000. It would make available additional resources to all school districts in Iowa for additional compensation. It would create additional leadership roles to educators and raise the bar on what is expected from instructors in return. It would bring additional collaboration into the field, where professionals would work together for the betterment of the student. In sum, it would take ideas from high-achieving educational systems and infuse them into our state. The bottom line is that student achievement in similar systems has shown improvement.

In some districts, raising the base pay makes no difference whatsoever. I can share that when I left the Legislature in 2002, I became part a rural school district and enjoyed that opportunity immensely until joining the Iowa Department of Education last year.

Financially, in my tenth year of instruction, I was making less than what that proposed base salary would be. Still, my love of teaching and my happiness in that district were worth it. But I saw colleagues leave for larger districts and larger paychecks. Others sought administrative positions. While there is nothing wrong with moving from the classroom into administration, it would be great to have additional financial opportunities to stay in teaching.

In my eight years in the Iowa General Assembly, I was a fiscal conservative. I continue to be a strong proponent

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## Legislative Update continued

### *Continued from page 9*

of limited government. But I think that I am pragmatic and practical. Many will view the price tag of this proposal, which will be in the range of \$150 million, and contend that the bidding is too high. In the scope of this state budget, with the resources that are spent on education, I think this is affordable. As a legislator, I voted “no” on many spending proposals and was nicknamed “Mack The Knife” in a local newspaper for supporting balanced budgets. To my conservative friends, I think this is affordable and will not unbalance our budgets. To my liberal friends, please don’t disregard any attempts to repurpose funds. Are funds in a budget designed to be there for perpetuity? While most of the spending will be in new funds, I hope that we can all be open-minded on this proposal and understand it is a major infusion of new spending in this policy area.

I believe everything guiding our policy should be driven by student achievement. There are no guarantees with this proposal, but past practice indicates that this style of system does result in increased achievement. It is easy to say “no” in the policy arena, but I would challenge critics from any part of the ideological spectrum to produce concrete alternatives. Absent such alternatives, I think it is prudent to bid on this locker, and I feel confident it will produce a return on investment.

In watching the show, it’s interesting to observe how some might think a locker is of value, while others do not. They’re looking at exactly the same thing. It demonstrates human nature to me, and I know that the task force report will be received differently by each person who reads it. Unfortunately, we all have some preconceived notions of what any proposal on any subject might be. In addition, in crafting policy we are doing so in a political environment. That’s not a criticism; just reality. I hope Iowans are forceful and demanding that a clear, positive educational policy results from the 2013 session. Please consider the report before you, the ideas in it, and decide if you believe our state should say *yuuuuuuup*, as well.





## Legal Lessons

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

### Anti-bullying: Policies, reporting, prevention and intervention

#### **Bullying and Harassment**

In 2007, the Iowa Legislature enacted legislation, now codified as Iowa Code 280.28, requiring all school districts and accredited nonpublic schools in Iowa to have anti-harassment/anti-bullying policies, to make complaint forms available to targets of bullying or harassment, to put investigative procedures into place, and to collect and report data regarding incidents of bullying and harassment.

This law has been incorporated into the accreditation rules adopted by the State Board of Education as rule 12.3(13). Failure of a school board to adopt a policy that is in compliance with the rule below subjects the district or accredited nonpublic school to removal of accreditation. The Department also has drafted a sample policy and forms for schools and school districts to use.

Those samples are located at:

[http://www.educateiowa.gov/index.php?option=com\\_content&view=article&id=1030&Itemid=2911](http://www.educateiowa.gov/index.php?option=com_content&view=article&id=1030&Itemid=2911)

The definition of harassment and bullying in the law is: "Any electronic, written, verbal, or physical act or conduct **toward a student** which is based on any actual or perceived trait or characteristic of the student and which creates an **objectively hostile school environment** that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with a student's academic performance;
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school. (Iowa Code 280.28)

"Trait or characteristic of the student" includes, but is not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

#### **A Note on Cyberbullying**

The new law includes electronic means of bullying and harassment. There must be a close connection – a *nexus* – to school for school officials to be able to address it. This should be determined on a case-by-case basis.

#### **New Data Collection System for Bullying/Harassment Opens**

The Iowa Department of Education is committed to partnering and supporting schools in providing safe and civil learning environments, necessary for all students to succeed. Toward that end, the Department announced the opening of the new data collection system in August for bullying and harassment reports for all public and accredited non-public schools in Iowa.

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## Legal Lessons continued

Bullying and harassment data reporting is now a separate application on EdInfo. Access to EdInfo is provided in each district through your local EdInfo security administrator. Bullying and harassment data are no longer to be collected through the Anti-Bullying/Harassment form in Spring BEDS. Data input in the new reporting system is for the 2012-13 school year. The first deadline is Dec. 15, but schools are encouraged to enter data as incidents are reported. A reminder to enter data or verify that there have been no incidents to report will be sent to school districts in December if no data have been entered. The final deadline to enter and certify data is July 15, 2013.

### When incidents need to be reported

Many questions have been raised regarding which incidents should be reported and which do not need to be reported. Always report **all** incidents that meet the criteria based on the targeted **student's perception** of the incident. If the student's perception of the incident appears to meet the definition of bullying or harassment (above), a written complaint is then initiated and the incident is investigated and reported as unfounded or founded.

Schools need to report incidents as founded or unfounded if the initial report (however it is communicated) appears to meet the definition before the incident is investigated. The student, a parent, or school official can report an incident of bullying on the student's behalf, assuming the student's perception meets the definition of bullying/harassment. The ability for a parent or school official to report on the student's behalf is especially important in cases of bullying and harassment of younger children and individuals with disabilities.

### Common Questions Regarding Data Reporting

With any new reporting requirements, there are questions. You may view ongoing [Q & A on the Anti Bullying Anti Harassment webpage](#). For your convenience, some of the most frequently asked questions are listed below:

#### Frequently Asked Questions:

**Q:** Why is the student's state ID number requested in the reporting system?

**A:** The new Bullying Application is collecting each student's State Student ID so that the Department can reduce reporting burdens on schools and verify the accuracy of the data collected. This allows the Department to only collect pertinent data in each data collection and to reduce redundant data requests, thus easing the data burden on districts. With the State Student ID, we are able to link the bullying data set to other data sets to obtain student demographic, behavior, and programming data.

**Q.** What are the deadlines for entering data?

**A.** The first deadline is Dec. 15. A reminder will be sent via email on Dec. 1. The final deadline for reporting and certifying the data is July 15, 2013. Schools are encouraged to enter data as often as possible. This allows districts to pull up reports and use data to inform decisions about programming and intervention needs in your building and district.

**Q.** I saw a due date on the reporting site of 10/15/2012. Is that accurate?

**A.** No. We have adjusted that date to Dec. 15. Reminder: Schools are encouraged to enter data as often as possible.

**Q.** We have had a significant number of administrative changes. How do we get an ID/password for building principals?

**A.** School superintendents or their designees will determine who accesses and inputs data in the reporting system.

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## Legal Lessons continued

**Q.** I am having difficulty getting the system to take my data. What am I doing wrong?

**A.** Remember to always hit “update” to tell the system to take the data. For additional guidance, please view the [webinar](#) on our webpage for bullying and harassment.

**Q.** Can I change an entry after submitting it?

**A.** Yes.

**Q.** Do we report every time a student is called a name?

**A.** No. You report all incidents that meet the criteria for bullying/harassment based on the targeted student’s perception of the incident. Ask yourself whether the student’s perception of the incident appears to meet the definition of bullying or harassment. If the answer is yes, then this is written down and reported to the state. Of course, an investigation follows and that is where the determination of founded or unfounded is made. (See slides 9-11 in the PowerPoint accompanying the recorded [webinar](#).)

**Q.** Are there plans to streamline reporting systems so that data will not have to be re-entered in multiple reporting systems, such as Power School and Infinite Campus?

**A.** This is not our final solution to data collection and analysis on bullying and harassment, but it is a step in the right direction. We hope to make this part of a larger statewide data system within the next two years.

For more information, contact Penny Bisignano at 515-725-2142 or [penny.bisignano@iowa.gov](mailto:penny.bisignano@iowa.gov) or Barb Anderson at 515-664-6732 or [barb.anderson@iowa.gov](mailto:barb.anderson@iowa.gov).

### **AEA Support Network for Bullying and Harassment Prevention Intervention**

Iowa AEAs and some school districts have trained specialists in bullying prevention and intervention. Each staff member listed here has been trained in Olweus Bullying Prevention Programming. Olweus is an evidence-based program implemented in more than a dozen countries across the world and more than 6,000 schools in the United States.

Contact a trainer from the list in the link below for support and information or contact Penny Bisignano, the Department’s Olweus state coordinator at the phone number or email address listed above. You will also find other supports and information at AEA websites across the state. You can read more about bullying and programming and materials at <http://www.clemson.edu/olweus/>.

Find Olweus Bullying Prevention Program Trainer/Consultants in Iowa on the Department’s [website](#).

### **Open Enrollment Appeals**

Five years ago, the State Board of Education issued criteria for analyzing late-filed open-enrollment requests that allege repeated acts of harassment. This was the first such appeal to the State Board following the enactment of the new anti-bullying/anti-harassment law and its definition of bullying and harassment.

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## Legal Lessons continued

Accordingly, all four of the following criteria must be met:

1. The harassment must have occurred after March 1, or the student or parent is able to demonstrate that the extent of the harassment could not have been known until after March 1.
2. The harassment must be specific electronic, written, verbal, or physical acts or conduct toward the student which created an objectively hostile school environment that meets one or more of the following conditions:
  - Places the student in reasonable fear of harm to the student's person or property;
  - Has a substantially detrimental effect on the student's physical or mental health;
  - Has the effect of substantially interfering with a student's academic performance;
  - Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.
3. The evidence must show that the harassment is likely to continue, despite the efforts of school officials to resolve the situation.
4. Changing the student's school district will alleviate the situation.

A parent or guardian who files an application for open enrollment after the March 1 deadline and alleges repeated acts of harassment is entitled to a hearing before the resident school board to try to prove that the application should be granted. The new criteria should be used by local boards, school officials, and the State Board of Education.

Read the State Board's full decision on the Department's [website](#).

Here are two recent decisions on open enrollment appeals involving repeated acts of harassment that uphold the decisions of the local boards: <http://educateiowa.gov/images/stories/appeals/book26dec239.pdf>  
<http://educateiowa.gov/images/stories/appeals/book26dec233.pdf>

***Continued from page 6, Outstanding Iowa Teachers Recognition Luncheon***

### **Iowa Presidential Awards for Excellence in Mathematics and Science Teaching**

- Math Winner: Karla Digmann, a math teacher at George Washington Middle School in Dubuque

- Math Finalists: Josie Burg, a math teacher at the Downtown School in Des Moines; Zachry Christensen, a math teacher at Perkins Academy in Des Moines; Carrie Clark, a math teacher at Gilbert Elementary School in Gilbert

- Science Winner: Jody Stone, who teaches graduate and undergraduate education courses at the University of Northern Iowa. Previously, Jody was a chemistry and general science teacher at Northern University High School/Malcolm Price Laboratory School in Cedar Falls

- Science Finalists: Shelly Bromwich, a field experience coordinator at the University of Northern Iowa who previously taught kindergarten at Northern University High School/Malcolm Price Laboratory School in Cedar Falls; Mason Kuhn, a fourth-grade teacher at Shell Rock Elementary School in Shell Rock

## New report on students with Autism

A new [report](#) marks the first comprehensive look at the prevalence of autism among students in Iowa's public schools.

Findings include student demographics, communities where students with autism are enrolled in public schools, the extent to which students with autism are included with nondisabled peers, services provided to students, Individualized Education Program goals for a sample of students, and student achievement on the Iowa Tests of Basic Skills.

## Calendar

- November 1 • Last date for public notice of board intent to whole-grade share
- November 1 • School Board Officers Report
- November 1 • SINA/DINA plans due
- November 10 • Requests & Exhibits due for Dec. 10 SBRC hearing
- November 15 • Online Associations Report due

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