



REPORT

Iowa Standards for School Leaders update

The National Board Policy for Educational Administration in collaboration with our national affiliate professional organizations adopted new school leadership standards in November 2015—the **Professional Standards for Educational Leaders**. These standards were formerly known as the Interstate School Leadership Licensure Consortium standards, and Iowa’s standards derive from the ISLLC standards. Generated in 1996, the ISLLC standards were refreshed in 2008, but not substantively changed until the release of the 2015 PSEL. Undoubtedly, the role of the school leader today differs significantly from 1996!

During the same time the leadership standards were being updated nationally, Iowa’s Council on Educator Development was engaged in studying educator standards and evaluation. The CED released six recommendations in a **final report** dated October 2016. In light of this report and the new PSEL, SAI in collaboration with the Department of Education convened a statewide group of educational leaders to study Iowa’s Standards for School Leaders in February and March 2017. As a result of this work, the group recommended to Director Wise that Iowa’s standards be updated.

Currently, this group, representative of the various administrative roles and geographic regions of the state, is working to update the standards and create tools and resources to support their implementation. Most appreciated by the group is that the new standards honor the role and responsibilities of today’s school leader and the complexity involved in the work. The new standards reflect the recent research that says the school leader is second only to the classroom teacher in impacting student achievement. They place the student at the center of our leadership and add a heightened awareness around equity.

On January 16, the work group will provide an overview of the PSEL and how they may impact school leadership in Iowa to the State Board of Education. This presentation is informational; no action will be recommended at this time. Over the next several months, the plan is to finalize a recommendation that articulates an updated set of leadership standards.

In moving forward, this group is committed to ensuring that the standards and supporting elements, and the tools and resources the group creates, will facilitate and support the leader’s work, as opposed to becoming “one more thing” or some sort of checklist. The intent is for the standards to provide a framework to guide leadership practice and how leaders are prepared, hired, developed, supervised and evaluated.

Stay tuned for additional information as this work progresses.

“Most appreciated by the group is that the new standards honor the role and responsibilities of today’s school leader and the complexity involved in the work.”

Serve others by taking care of yourself

The new year may have prompted you to reflect on changes you wish to make in 2019.

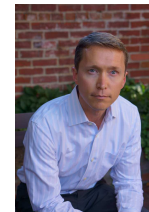
If any of those changes include managing stress, being more active, eating better, getting more sleep or finding your leadership-life fit, SAI is offering a new CatchLife-lite program this year to provide some guidance.

For a period of 16 weeks (Feb. 4 - May 26) and including an introductory message, you can receive weekly emails that will focus on one topic each week. Each Monday there will be one SAI CatchLife message in your inbox.

Messages will include tips on nutrition, activity, sleep and leadership-life fit and are designed to be digested in just a few minutes—time well spent!

There is no cost to participate and no fitness tracker is required.

Sign up at <https://goo.gl/juuz52> to begin your self-care quest.



Hear SAI Conference 2019 keynoter Tom Rath July 31

Tom Rath is one of the most influential authors of the last decade. He writes

and speaks on a range of topics, from well-being to organizational leadership.

Rath has written several international bestsellers including the #1 New York Times best seller *How Full Is Your Bucket?* His book, *StrengthsFinder 2.0*, was listed as the top-selling business book worldwide by The Economist. His other New York Times bestsellers are *Strengths-Based Leadership* and *Wellbeing: The Five Essential Elements*. Tom’s latest book *Eat, Move, Sleep: Why Small Choices Make a Big Difference* is based on more than a decade of research and personal experiences and explores how everyday decisions profoundly affect our health, energy and productivity.

He also serves as a senior scientist and advisor to Gallup, where he previously spent 13 years leading the organization’s work on employee engagement, strengths and wellbeing.

Kick off your school year with this critical message at SAI’s 2019 Conference!

SAI Officers

President

Dan Cox, chief administrator
Northwest AEA
dcox@nwaea.org

President-elect

Rick Varney, elementary principal
Decorah Community School District
rick.varney@decorah.k12.ia.us

Vice President

Cindy Barwick, middle school principal
Sheldon Community School District
cbarwick@sheldon.k12.ia.us

Past President

Kirk Johnson, associate superintendent
Waukee Community School District
Kjohnson3@waukeeschools.org

SAI Representative Council

Listed at sai-iowa.org/representative-council.cfm

National Representatives

AASA Governing Board Members

Dan Cox (SAI president, see above)

Mary Jo Hainstock, superintendent
Vinton-Shellsburg Community School District
maryjo.hainstock@vscsd.org

Theron Schutte, superintendent
Marshalltown Community School District
tschutte@marshalltown.k12.ia.us

NAESP State Rep.

Chad Shook, principal
Lawton-Bronson Elementary
shookc@lb-eagles.com

NASSP State Coordinator

Ken Hayes, principal
Fort Dodge High School
khayes@fidschools.org

SAI Staff

Communications Director

Tracy Harms
tharms@sai-iowa.org

Executive Director

Dr. Roark Horn
rhorn@sai-iowa.org

Finance Director

Cyndi Petersen
cpetersen@sai-iowa.org

Government Relations Director

Dr. Dave Wilkerson
dwilkerson@sai-iowa.org

Legal Services Director

Matt Carver, J.D.
mcarver@sai-iowa.org

Professional Learning Director

Dr. Dana Schon
dschon@sai-iowa.org

Program Coordinator

Amy Swanson
aswanson@sai-iowa.org

Program Assistant

Debbie Wrenn
dwrenn@sai-iowa.org

School Administrators of Iowa

12199 Stratford Drive, Clive, IA 50325-8146
voice: 515-267-1115 | fax: 515-267-1066

www.sai-iowa.org

Follow SAI on Twitter - @sai_iowa



Learning from Lincoln - Part 2

In last month's column I focused on several lessons about the transformational leadership of Abraham Lincoln as described in Chapter 9 of *Leadership in Turbulent Times*, by Doris Kearns Goodwin. With the reminder that only certain things you do fall into the category of transformational leadership, let me delve into other lessons that she synthesizes from Lincoln's leadership.

Transformational leaders exhaust all possibility of compromise before imposing unilateral decisions. This makes good sense to me, as leaders who have a history of making unilateral decisions seldom have a lasting, positive impact on an organization. There are certainly times when an autonomous decision must be made, but we all come at issues with our singular point of view. Getting the perspective and input of others whenever possible not only broadens the scope of potential ideas and solutions, it also helps build their capacity to contribute to future opportunities or challenges.

Anticipate contending viewpoints. Back when I was teaching persuasive writing to high school students, I wanted them to learn that the best way to counter an opposing view was to acknowledge it and then counter it with an equally persuasive point. Conceding that there is another point of view but then being ready to disarm it, if done artfully, can actually help the team move more efficiently and effectively toward consensus.

Assume full responsibility for a pivotal decision. The implication here is that the decision did not pan out the way you intended, and people are looking for a scapegoat. Even if you worked through a collaborative process and made a consensus decision, you are the leader and if things don't work out you still bear the responsibility. Accept that mantle, remembering what you often tell others: failing is a normal step in the process toward real improvement.

"Nothing is gained by engaging in ongoing unnecessary conflict, and the responsibility rests with the leader to be the bigger person. Having a short memory for unpleasant encounters will always serve you well as a leader."

If things do go well, spread the credit. Full disclosure: this one is not actually in the book, but I feel it is important to include in this thread. I have found that our best leaders are always looking for opportunities to highlight the contributions of others, and the best time to do that is when a decision works out well. None of us operates in a vacuum, and it is almost always true that a special idea or effort by someone else contributed to success. Authentically underscoring others' contributions will encourage them to continue to add their talents and expertise in support of the organization.

Refuse to let past resentments fester; transcend personal vendettas. This might be the hardest lesson for many of us, but it may also be the most important. By definition, leaders have to make challenging personnel decisions all the time. Often, no matter how justified the decision is, the people who did not get their way are left with a degree of distaste or even resentment. Next time you have to deal with that person, not only might they give off a negative vibe, it is human nature to allow their resentment to cloud your judgment. However, great leaders don't allow themselves that luxury. Nothing is gained by engaging in ongoing unnecessary conflict, and the responsibility rests with the leader to be the bigger person. Having a short memory for unpleasant encounters will always serve you well as a leader.

I have always admired Lincoln for his accomplishments, and my admiration is even greater now that I have much more insight on his approach to leadership. I hope these lessons have been helpful to you as well and that they have spurred meaningful reflection. Next month I will continue on this journey of personal growth, and I hope you will join me as we look at the leadership lessons of Lyndon Johnson.



In Brief December Executive Committee highlights

- Year-to-date financials review;
- Mentoring program data reflects top mentee challenges are student mental health, behavior and the evaluation process;
- Law Conference Committee met to plan the event content;
- SAI staff met recently with House and Senate Education Committee chairs;
- Approved partnership with Iowa AEAs for the Iowa Leadership Academy;
- Approved financial contribution to Computer Science is Elementary grant;
- Recent IPERS Investment Board meeting reports decrease in unfunded pension liability of \$150 million this past year; and
- a status report on the Iowa Standards for School Leaders review.

In memoriam

Rose (Dillard) Belk - former superintendent Central City and Wellman (11-29-18)

John Dayton - retired North Cedar superintendent (12-8-18)

Les Dollinger - former Mid-Prairie superintendent (11-30-18)

Don Nelson - retired principal (12-14-18)

Iowa candidate for NAESP Vice President

Paul Wenger, principal of West Des Moines' Jordan Creek Elementary, is running for NAESP vice president.

He joins candidates Julie Bloss of Grove, Okla; and Sharon McNary of Memphis, Tenn. Voting will be open from March 19-29, 2019.

NAESP members, confirm your email is current with NAESP; call 800-386-2377 or email membership@naesp.org.

Add noreply@directvote.net to your email contacts. Your election ballot will be sent from this address March 19.

Legislative notes

from Dave Wilkerson, government relations director

With the legislative session set to open January 14, this is a good time to consider how you plan to communicate with your legislators during the session. Please be reminded that school resources can't be used for political purposes. It is, however, very appropriate to share information with legislators that may help them better understand issues that may have an impact on your schools, students and communities.

Phone calls, emails and person-to-person conversations are all very important. It is also important that you engage your community and ask them to assist in your efforts at communicating with legislators. Hearing from your school board members, community leaders and parents has a big impact as legislators consider the issues before them.

The 2019 legislative platform is linked on the SAI website at bit.ly/sailegpriorities and is included on page 7. These priorities will guide a great deal of our efforts for the session and serve as a road map for our work.

The Revenue Estimating Conference met December 13. The projection issued in December is the budget number from which the Legislature must work in building the FY20 state budget. Revenues for the current fiscal year are up approximately 4.7 percent, but are forecast to grow by only 1.7 percent for FY20. That doesn't appear to be good news for school budgets. If you are interested in the hard numbers, this link will take you to the December REC document:

dom.iowa.gov/document/december-2018-rec-projections

Please be sure to contact us if you have any questions. We know that, just like all other sessions, there will be additional issues that arise during the course of the session that require our attention and focus. We'll do our best to keep you posted in our weekly Legislative Update emails and on Twitter. Please be sure to check these regularly to stay up-to-date with our most current information on legislative activity. Here's hoping that our legislators make education a priority!

Thanks again for all of your efforts in working with our young people across the state. Please don't ever hesitate to contact me if I can be of any assistance to you!

Calendar of events

February

- 12 - School Law Conference
- 21 - Building a Contagious Culture

March

- 28 - The Brain and Adversity: How Leaders Can use Applied Educational Neuroscience to Address the Needs of Emotionally and Behaviorally Challenged Students

Register online and view additional learning opportunities at bit.ly/SAIevents

Iowa Dept. of Ed. deadlines

Use this link to access critical due dates: bit.ly/dedeadlines

sai REPORT

The *SAI Report* is published for association members and select community and business leaders by School Administrators of Iowa. The views expressed in the *SAI Report* do not necessarily reflect SAI opinion nor does acceptance of advertising imply SAI endorsement.

Your comments and suggestions are welcomed.

Tracy J. Harms, editor



Danger, Will Robinson

Anyone who has been in a position of leadership understands the frustration that comes with being unable on most occasions to tell others how you are handling a particular situation at work. You are aware that most everyone knows about an issue with a certain student or employee, and you desire to communicate that you are not oblivious or indifferent ... and you ARE taking appropriate steps. However, due to confidentiality concerns and your professional duty to keep matters private in most cases, you just aren't able to share much.

At times this approach serves you well, such as when you are contacted by the media and may legitimately respond that it is a confidential staff or student matter and you are unable to disclose information. Having noted this, don't forget that some employee records are public, if the employee has been demoted, resigned, or was terminated, and the records relate to the cause of such personnel action.

Now, we have established it is often prudent to say: "I am unable to discuss confidential student or employee matters." However, what about those instances when a former employee or parent of a current student is absolutely raking you or your district over the coals on social media or in the media?

At this point feel obligated to say, "Danger, Will Robinson!" No, Will Robinson is not an Iowa school administrator. Just Google the phrase if I have you befuddled. On a side note, if you just Googled that phrase, you are way too young. OK, here is the actual warning, before you decide to publicly share more than the standard phrase concerning an otherwise confidential topic, please run the matter past your district's legal counsel, or base the decision off previous guidance your attorneys have provided the district.

Let's get back to the raking over the coals. Here is the underlying point I want to make in this column (sorry it took four paragraphs to get here): It is my legal opinion that neither you nor the district always has to sit back and take it when a parent or former employee has opened the door and is just blistering you on social media or in the news.

Should you consider whether you are just fanning the flames by giving additional information or responding in some manner? Absolutely. (Refer to paragraph six of Roark's column on page 2 for additional guidance.)

Is it wise to get your supervisor's OK or at least keep him or her informed of your actions before you put something out? Most definitely.

Consider this common example: A parent and student filed a bullying complaint with the district regarding an alleged bullying incident. You spent no less than 20 hours on the investigation and appropriate follow-up with the family. However, the result of your thorough investigation was that the bullying complaint was unfounded. A week later the parent starts describing you as one step removed from the devil himself on numerous Facebook posts. She states that you and your district don't care if kids get bullied, and that you took no action when her son recently was bullied at school. This then leads to numerous other community members sympathizing with the parent and further commenting that it is just horrible that you and the district don't care about kids being bullied.

This is where the fanning the flames analysis needs to take place. For the sake of a more interesting column, let's assume things have gotten so out of control that it has started to affect the operation of the building or the confidence community members may have in the administration, and the district would like to respond. Let's also assume that you already talked to the parent right after the first posts were brought to your attention, which would be a wise first step. Regardless, she is relentlessly going after you and the district despite your efforts to get her to see things from a different perspective. After determining your means of communication (e.g., email to parents in the building or district, response to media questions, etc.), I see no legal problem with sharing a response such as the following: "The Carver Community School District is aware of public concerns a parent in our district has raised regarding alleged bullying at Schon Elementary. While we are unable to share many of the details concerning this alleged bullying incident due to student confidentiality, it is important for the parents in our district to know that we take bullying extremely seriously and do not tolerate bullying behavior in our buildings. Regarding the incident in question, school officials spent at least 20 hours thoroughly investigating the matter and regularly communicating with parents of the involved students."

Your communications folks are more than welcome to slice and dice my sample response, but hopefully everyone understands the underlying point I am making. Such a response does not breach student confidentiality. I find nothing illegal, unethical or immoral if you ever decide that a similar response is necessary.

As a related matter, educators sometimes think that everything they see and hear at school is protected under the Family Educational Rights and Privacy Act. Please consider the following guidance from the U.S. Department of Education:

"FERPA does not prohibit a school official from disclosing information about a student if the information is obtained through the school official's personal knowledge or observation, and not from the student's education records. For example, if a teacher overhears a student making threatening remarks to other students, FERPA does not protect that information, and the teacher may disclose what he or she overheard to appropriate authorities." (*Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary School*)

www2.ed.gov/policy/gen/guid/fpco/brochures/elsec.pdf

We don't want to take such guidance the wrong way. This does not mean that educators may now talk/gossip with others about things that happened in class, just because the matter didn't end up in a student's records. Such gossiping would undoubtedly be unethical and unprofessional. However, it does mean that school officials are not always required to request law enforcement to obtain a subpoena prior to discussing things that happened in the classroom, on school property or at a school activity.

You should also know that the actions of parents are not protected under FERPA. While you should again use ethical considera-

tions and your concern for the emotional well-being of the parent's child(ren) as guides, there are times when you may publicly share how a parent or other community member acted at a public event or in one of the district's buildings. Use your judgment and have multiple individuals filtering what you intend to share publicly, but I wish to make clear that there is indeed a distinction between their acts and comments, and those of students.

Let's get to the former employee example, and then I will wrap things up (I should have used that phrase in my December column). You are having a delightful morning when another administrator in the district contacts you and asks if you have seen the latest edition of your local newspaper. Well, no, but it doesn't take the deductive skills of Sherlock Holmes to know this isn't going anywhere good. You open the paper online and proceed to read a lengthy article in which a former district employee is making scathing remarks regarding your lack of concern for his disabilities and that the district did nothing to help him.

Once again, please check with your district's legal counsel, but this Iowa attorney is of the opinion that the former opened the door and some sort of response beyond "It is a confidential personnel matter" is appropriate. So here is my shot at this one: "The Carver Community School District wishes to be a welcoming setting for all, to include students, staff members, and community members with disabilities. The district is aware of allegations made by a former employee concerning his disabilities and opinion that the district allegedly failed to support him during his time with the district. While we have no plans to discuss specifics of this former employee's disability, we believe it is critical for the community to know that school officials spent many hours working with this individual to identify what appropriate accommodations might be provided so that he could successfully fulfill the essential functions of his job. After communication and collaboration with the former employee, the district provided such accommodations. We wish him the best in his present and future endeavors."

Improve on this to your heart's content. I'm just making the point that once the former employee opened the door, you may indeed walk through it, as long as you do so in a restrained, professional and ethical manner. That's where the wise guidance of your legal counsel will come in handy.

Sorry this wasn't the cheeriest column to begin 2019, but I am frankly getting tired of listening to stories about my friends and professional colleagues continually getting blistered in the news and on social media. (Hopefully you guys aren't offended that an attorney just referred to you as a colleague. It makes me feel better about myself, so just go with it for my sake.) Restraint is often the best course of action, but every once in awhile things get so out of control that it is my opinion you shouldn't hesitate to appropriately give the other side of the story, at least what you're able.

May you all have an outstanding 2019!

This article is intended only as a reference in regard to the subject matter covered. It is furnished with the understanding that SAI is not engaged in rendering legal advice. If a legal opinion is desired, private legal counsel should be consulted.



School Law Conference | Tues., Feb. 12 | 9 a.m. - 3 p.m. The Meadows Events & Conference Center

General Sessions

Mental health of students, staff and parents - Reminding administrators and other staff to remember that their role is not to diagnose, but rather to assess behavior and its impact on the educational environment and safety. Regarding mental health screening technology, what duties may or may not be created for districts? What are some legal considerations for such screeners? What accommodations are reasonable, to include the use of assistive animals?

Communications with community, media, parents, law enforcement and other outside parties - When and what may administrators and other educators share with such parties, whether about student information, incidents that occurred at school, safety issues, staff notes and surveillance videos?

Breakout Sessions

Social media issues regarding students and staff - What duty does the school have to take action when troubling matters arise in group chats? What rights do students and staff have to express speech on social media, whether at or away from school? When may school officials search technology, and how does the district's ownership of the technology impact searches and authority to discipline?

Bullying, sexting and vaping - Review the statutory standard for bullying. When may bullying impact the ability to open enroll late or receive immediate athletic eligibility? How may districts may use Good Conduct policy to discipline students relating to these issues? Criminal implications of sexting and vaping. Is vaping covered by the Smoke Free Air Act?

Review of how changes to Chapters 20 and 279 have impacted administrators and teachers - Brief review and explanation of mandatory vs. permissive subjects of bargaining, and some recommended strategies for districts. How have these changes impacted evaluations, probationary periods, intensive assistance, terminations and staff discipline? Which staff disciplinary documents are now subject to public records requests under Chapter 22?

Title IX and equity issues - Review of the role of equity coordinators and what districts need to do to ensure those coordinators understand their duties, and the district itself is staying compliant with state and federal law. What are some past Title IX complaints or examples that educators may learn from? What are best practices when a district learns a complaint has been filed against the district and/or school employees with the Civil Rights Commission or Office of Civil Rights?

Join leading education attorneys for these sessions. Register at bit.ly/SAIevents.



Paint the portrait

Happy New Year! Though 2019 is in its infancy, many of you are already looking ahead to the 2019-20 school year. The start of a new year seems to trigger both a reflective and future-focused response in us. We consider the year before us, and celebrate our successes while also rethinking the areas that did not yield the results for which we had hoped. Perhaps we wonder how to bring everything together to create a cohesive experience for staff and students alike. What might anchor the teaching, leading and learning in our district as we move forward? What direction do we take in 2019 to ensure our students are Future Ready and College and Career Ready?

Painting the district's **Portrait of a Graduate** can serve both to provide direction and anchor the work. A number of districts have already engaged in this **design process** which places students directly at the center of your vision and sets the direction for redesigning your system, as needed, to ensure each and every student is prepared for life beyond high school. We have all engaged in visioning work, so the concept is not new. The shift is in the focus specifically to the graduate and the identification of competencies significant to the district's context that reflect the community's goals for its students. The four-step process includes 1) Planning; 2) Activating; 3) Creating; and 4) Adopting.

In the **Planning phase**, district leadership and the school board learn together about the process, identify a design team including community representatives, generate enthusiasm, and set the course for action. During the **Activating phase**, the design team meets and studies in order to deepen understanding about the current global, economic, and social contexts and their impact on the district's educational system. This background knowledge and shared understanding of the world in which our graduates will live are critical to informing the Creating process.

The **Creating process** involves operationalizing what was learned in the Activating process through identifying competencies, creating visuals, sharing the work and soliciting feedback, and coming to consensus. The stories that are reflected in the visual that is the Portrait are important to tell! Once the Portrait of a Graduate is finalized, then it's **ready to be adopted**—the final step of the process, but just the beginning of its potential. The Portrait of a Graduate grounds the decision-making in the district and forms the basis for strategic planning and system design. From this Portrait, you can back-map what programming, structures, supports, and other system resources you want to put in place in order to achieve the vision you have all set forth.

“The Portrait of a Graduate grounds the decision-making in the district and forms the basis for strategic planning and system design.”

You may also want to consider engaging in the design process a second time to create your Portrait of an Educator. With clarity around what your graduates will know and be able to do and the dispositions and competencies they'll have, you can engage in conversations about what this means for the type of educator your system will need. What Portrait of an Educator creates the learning and teaching that moves your students toward your Portrait of a Graduate? This vision will serve as a foundation for your human capital processes (e.g. hiring, evaluation).

To learn more and access resources to support you in your work to create a Portrait of a Graduate, visit portraitofagraduate.org. Most of the tools you'll need are freely available! Best wishes as you pick up your brushes and paint the future!

BUILDING A CONTAGIOUS CULTURE
Thurs., Feb. 21
9 a.m. - 3 p.m.
SAI Office, Clive

Building a Contagious Culture [Intentional Energetic Presence (IEP) Fundamentals*] Thurs., Feb. 21 | 9 a.m. - 3 p.m. | SAI Office, Clive

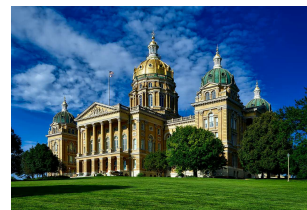
- Are you having the impact you want?
- Do you feel the way you want?
- Do people follow you because you're the "boss" or because they want to?
- Do you have the culture you want?

The key to a resounding "Yes" response to these questions is in how you show up. Through your experience in this workshop, you'll learn to get better results through accessing untapped creativity and energy, to lead by inspiration not just title or appointment, to influence more powerfully, and to create impact and build relationships, all while feeling fantastic! It all starts with you!

Facilitator: Dana Schon, SAI professional learning director | Register: bit.ly/SAIevents

*based on the work of Anese Cavanaugh

Guide to the 2019 legislative session



Members on the SAI Legislative Committee drafted the following major areas of focus for this year's session, and they were approved in December by the Representative Council.

Supplemental State Aid

Due to low levels of funding growth, averaging less than 1.7 percent per year over the past eight years, school districts in Iowa are under tremendous financial pressures. The critical labor shortage districts are facing is increasing the cost of doing business and exacerbating district financial stress. For the 2019-20 school year (FY20) we support an increase in SSA that provides adequate resources for students and teachers, is timely and equitable, takes into account overall state revenue growth, and is substantially greater than the 1.7 percent average for the past eight years.

Any increase should not be calculated by including categorical funding. Categorical funding should be increased at the same rate as Supplemental State Aid.

SAVE

We support the removal of the SAVE sunset. The extension of this revenue source is urgently needed for this funding to successfully address school district facility needs. The resources for this program should not be diverted for any other uses by the Legislature and/or Executive Branch. SAVE has provided school districts with a means to mitigate property tax increases and in many instances lower local property taxes. Removal of the sunset will enable school districts to continue with these successes. The Iowa House voted 95-3 for passage of a 20-year extension during the 2018 session, showing widespread support for this funding stream. Numerous newspaper outlets have also come out in support. It's time for the Legislature to extend SAVE for the benefit of ALL districts.

School Transportation Equity/Per-Pupil Equity

We support legislation that addresses the inequities of transportation per-pupil costs for school districts with higher than the state average per-pupil transportation costs. The transportation equity provided must be revenue neutral for districts at or below the state average transportation costs per pupil. Any additional revenue provided by the state shall be considered categorical for the school districts receiving additional funding, and it shall not be included as part of the calculation for increases in SSA.

We also support equalizing the per-pupil funding school districts receive, so that all districts receive the same dollar-per-pupil amount. Any changes should NOT include a reduction in per-pupil allocations to districts.

The 2018 Legislature took an important first step on this issue with one-time transportation funding and a \$5 increase in per pupil for districts on the low end of the per-pupil amount, but much work remains if we truly aspire for equity among school districts.

Praxis

Teacher shortages in Iowa are increasingly impacting hard-to-fill positions such as Industrial Technology, Foreign Languages, Math, Science, Special Education, etc. We support allowing prospective teachers who have not yet met the Praxis requirements to be allowed to teach on a one-year waiver. This would be contingent on them meeting all other requirements for a license and passage of the Praxis at some point before a contract extension is completed. We also support granting a provisional license to certified teachers seeking to relocate to Iowa, who have passed a Praxis exam in another state. Additionally, establishing permanent cut scores for passage, rather than relying on yearly shifting percentile ranks, would be beneficial. If legislation were passed, it would be beneficial for it to become effective immediately upon signing.

Teacher Shortages

The teacher shortage areas are becoming critical. It's time for the Legislature and governor's office to take leadership in addressing this rapidly developing crisis for our students and schools. Teacher recruitment to our university and college prep programs, incentives for teachers entering critical shortage areas, along with emergency exceptions for IPERS rules for retirees in shortage areas should all be considered.

IPERS

We support the IPERS program as a defined benefit program for Iowa Public Employees. At a time when fewer and fewer individuals are choosing education as a career, it is imperative that the state support benefit programs that encourage individuals to choose a career in education and enable school districts to effectively recruit teachers from both in and outside of Iowa.

Mental Health

We support state policy that identifies options and provides wrap-around resources for school districts and accredited non-public schools to address the complex issues of student suicide and other serious mental health-related issues for students.

Whole Grade Sharing

We support the extension of whole-grade sharing incentives beyond 2020.

Probationary Administrators

We support the removal of the new Chapter 279 requirement that all administrators new to their position automatically have to serve a three-year probation period. We believe each local board should have the authority to determine a probation period that works for its respective district.

Vouchers

We are opposed to any and all forms of voucher programs/additional public funds appropriated to private school uses. The \$50 million already directed toward private education should be a sufficient amount of public support for private education.