

sai REPORT

Recognizing excellence in education

Gilbert, Reyner and Schladweiler are Administrators of the Year

Rounding out the field of 2007 Administrators of the Year are Melissa Gilbert of Johnson School for the Arts in Cedar Rapids, Kathryn Schladweiler of Mason City, and Kathleen Reyner of Viola Gibson Elementary in Cedar Rapids. All recipients will be recognized at the Governor's Reception at the State Capitol on May 14.



Arts Administrator - Melissa Gilbert, Johnson School for the Arts, Cedar Rapids

Selection Committee: The Iowa Alliance for Arts Education selects the recipient.

Central Office Administrator - Dr. Kathryn Schladweiler, Mason City

Finalists: Clark Goltz, Cedar Falls; and Sue Wood, Fort Dodge.

Nominees: Peggy Colton, Louisa-Muscatine; Roxanne Cumings, Waukee; Jane Krehbiel, Hinton; and Jay Marino, Cedar Rapids.

Selection Committee: Ross Abels, Solon; Tom Ahart, Ankeny; Kathy Elliott, Spencer; Lowell Ernst, Pella; and Ed Minard, Great River AEA.



Dr. Kathryn Schladweiler, Mason City

Elementary Principal - Kathleen Reyner, Viola Gibson Elementary, Cedar Rapids

Finalists: Liz Streppe, Denver; and Cindy Witt, Lake Mills.

Nominees: Sarah Binder, Stratford; Mahlon Carothers, Maple Valley; and John Langenhan, North Scott.

Selection Committee: Troy Lentell, Central; Chris Meyers, Cedar Rapids; Kim Nelson, Alden; David Peterson, Ames; Carolyn Pint, Sgt. Bluff-Luton; Rich Wagner, SE Webster-Grand; Jim Wichman, Pleasant Valley; and Jon Wiebers, Spirit Lake.



Kathleen Reyner, Cedar Rapids

Melissa, Kathryn and Kathleen were asked for their insights on specific questions related to education and leadership.

Melissa Gilbert -

What would you say to others who suggest that fine arts programs are a luxury that we cannot afford? Research has shown that many life skills may be developed with achievement in the arts. Higher order thinking skills are necessary to create, critique, analyze and refine. Many of these thinking skills are necessary in multiple career situations our students will find themselves in.

Kids who are interested in the arts are often non-traditional learners. What have you done to promote staff development that helps kids on the margins? We have worked extremely hard at balancing the traditional and nontraditional needs for individual learners along with the level of accountability in our profession to find ways that will help all students to learn. We have studied the research and engaged in staff development that promotes achievement but not at the cost of educating the whole child. Balance is the key.

What important leadership behaviors have you learned from mentors you've had over the years? Listen, read, actively learn, and take time to enjoy the children.

- continued on page 7

"Things to remember:

- 1) The worth of character;
- 2) The improvement of talent;
- 3) The influence of example;
- 4) The joy of origination;
- 5) The dignity of simplicity;
- 6) The success of perseverance."

- Marshall Field

SAI STAFF

Associate Executive Director
Dr. Bonnie Boothroy
bboothroy@sai-iowa.org

Business Manager
Mary Jane Greenawald
maryjane@sai-iowa.org

Communications Director
Tracy J. Harms
tharms@sai-iowa.org

Director of Gov. Relations
Dr. Ben Norman
bennorman@mchsi.com

Director of Legal Services
Matt Carver, J.D.
mcarver@sai-iowa.org

Director of Wallace Grant
Dr. Troyce Fisher
troyce@sai-iowa.org

Executive Assistant
Cyndi Petersen
cpetersen@sai-iowa.org

Executive Director
Dr. Dan Smith
dsmith@sai-iowa.org

Iowa Statewide PIRC Director
Ed Redalen
eredalen@mchsi.com

IPERS Representative
Dr. Gaylord Tryon
gaylord@sai-iowa.org

Program Assistant
Amy Swanson
aswanson@sai-iowa.org

Receptionist/Secretary
Cheri Wigger
cwigger@sai-iowa.org

SAI OFFICERS

Sept. 1, 2006 to August 31, 2007

President
Joe Crozier, chief administrator
AEAs 15 & 16, Burlington
jcrozier@aea15.k12.ia.us

President-elect
Jeff Hiser, principal
Stanton Community School District
jahiser@aea14.k12.ia.us

Vice President
Brad Buck, assistant superintendent
Waukee Community School District
bbuck@waukee.k12.ia.us

Past President
Dan Moore, principal
Sgt. Bluff-Luton High School,
Sergeant Bluff
mooredan@sergeant-bluff.k12.ia.us

NATIONAL REPRESENTATIVES

NAESP State Rep.
Juli Kwikkel,
principal, East and West Elementary
Schools, Storm Lake
jkwikkel@slcsd.org

NASSP State Coordinator
Steve Buhrow, principal
Colo-Nesco High School, Colo
principalbuhrow@yahoo.com



Executive Director's Message from Dan Smith

Wounded Leaders

My colleague here at SAI, associate executive director Bonnie Boothroy, made me aware of an important book by Richard Ackerman and Pat Maslin-Ostrowski titled *The Wounded Leader*. The subtitle of the book is "How Real Leadership Emerges in Time of Crisis."

As executive director of SAI I have become aware that many of our members are dealing with crisis. I am also aware that many have been deeply wounded. My own years as a school administrator certainly produced wounds. I recall incidents involving the death of a kindergartener while on a school trip, closing a building, dealing with allegations of racism, and making deep budget cuts, all of which produced lasting scars. My friend Dewitt Jones from Waterloo describes what a school leader experiences during a crisis as a persistent feeling in your stomach like the one you get when you suddenly see the lights of a state trooper in your rearview mirror when driving on a highway at night.

Ackerman and Maslin-Ostrowski believe that wounding is an inevitable part of leadership. That some leaders believe that it will be different for them; they can avoid getting hurt. But sooner or later the nature of schools and leadership will catch up to everyone. No one is immune.

If being wounded is inevitable, the important thing is how a leader responds. That response can define him or her as a leader. The wound can be a catalyst for a leader to grow, or it can enmesh a person in crisis. Indeed, it is a double-edged sword.

Ackerman writes, "Facing a crisis can be a time to focus sharply on what it means to be a leader. Interestingly, the same experience can be perceived as exhilarating to one leader while wounding to another (consider how some school leaders struggle with standardized testing and others do not). However, a leadership achievement can become a trap in just the same way as a so-called leadership failure. The ambivalent nature of a wounding obliges us to differentiate between the necessary wound that serves as a catalyst to the next stage of growth and one that inflicts further injury. A wounding experience reminds the leader that life is shaped by cycles of success and failure. Yes, even in descent, the wound is the charge to examine a leadership life anew."

What can we learn from being wounded? We can

- Learn to trust the unattended areas of our leadership – especially our feelings.
- Listen honestly and deeply for questions that are feared or left out of our work life all together.
- Find folks to talk to whom we really trust.

Unfortunately, in a crisis we often try to be the wrong kind of leader. We want to have all the answers, be decisive, know the future, and make hard problems go away. When we try to be that kind of leader we deny our own humanity and we limit the ability of our schools to synergistically resolve issues.

Imagine instead facing a crisis as a whole person, aware of our feelings and attitudes, being one who seeks real relationships with others. Imagine a leader who

- Is genuinely interested in learning, who helps others in their attempts to learn.
- May make mistakes, and may be inconsistent at times.
- Can talk about leadership with others.
- Has complicated and contradictory feelings about power and sharing it.
- Values and respects the dignity of others, yet sometimes forgets it.
- Focuses on the challenges at hand rather than expending energy proving s/he is something s/he is not.
- Is open and honest, and can bring out those qualities in others.

Such a leader will still face crisis and will inevitably acquire some wounds. But such a leader has a greater likelihood of growing stronger as a result.

As another school year draws to close and you face tough issues, remember that those issues are an opportunity to define yourself as a leader. How you respond to being wounded is the key.



In Brief

Congratulations to SAI's newly-elected Vice President

Theron Schutte



Dr. Theron Schutte, Boone superintendent, will begin his term September 1, 2007.

Thank you to the members who participated in the election!

At its April meeting, the SAI Executive Committee:

- heard about the successful Legal Lab on attendance that was offered April 11 and will repeat May 2.
- approved two Friend of the Association awards to be presented at the Aug. 7 Awards Banquet.
- received an update on SAI's involvement with 10 elections being held this year for state and national association positions.
- learned about the IPERS Committee meeting March 29 with select IPERS staff members to receive information and have questions answered.

Marshalltown principal selected Communicator of the Year

Dr. Thomas Renze, principal of Woodbury Elementary School in Marshalltown, has been named the 2007 Communicator of the Year by Iowa School Public Relations Association.

The honor is awarded yearly to a member of the Iowa educational community who demonstrates the need for open communication between schools and the public, and who promotes the positive in Iowa education.

As principal of Woodbury, Renze oversees the Two-Way Bilingual Program which educates students in two languages with the result that English-speaking students learn Spanish and Spanish-speaking students learn English.

The Iowa School Public Relations Association is a statewide organization dedicated to improving the understanding and practice of public relations in Iowa schools and building support for education. Its members include school public relations practitioners, school administrators and others interested in the relationship between school and community.

Murray Preschool Receives 5 Stars

Iowa's preschool rating system started a year ago by the Iowa Department of Human Services to help parents find quality programs.

The Murray Community School District preschool is the first center to earn the designation.

"We have such a love for the 4-year-olds and the preschool and such a strong philosophy that that's where it needs to start to really get these kids educated properly," district Superintendent Dennis Bishop said.

Providers are given from one to five stars based on key indicators of quality in the areas of:

- professional development
- health and safety
- environment
- family and community partnership
- leadership and administration.

Recognize Your Partners in Education



• Honor teachers on **National Teacher Day**, May 8, 2007, "Great Teachers Make Great Public Schools." More information may be found at www.nea.org/teacherday/

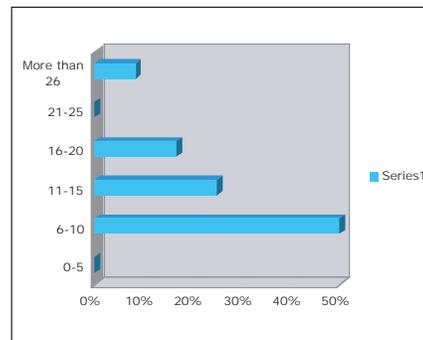
• Celebrate **Iowa School Board Recognition Week** May 13-19, "Helping Students Succeed."



Give us your feedback*

Last month's question:

How many hours per week do you estimate that you spend on instructional leadership?



This month's question:

Does your school have an **operating** foundation?

Go to www.sai-iowa.org to provide your answer.

* This is an unscientific survey of volunteer participants and is not a valid statistical sample.

Upcoming Events

June

11-12 - Crucial Conversations: Tools for Talking When Stakes are High, SAI Office, Clive

20-22 - Iowa Leadership Academy, Grand River Center, Dubuque

July

16 - New Administrators Institute, Sheraton West Des Moines

August

7 - Pre-Conference, Polk County Convention Complex, Des Moines

8-9 - Annual Conference, Polk County Convention Complex, Des Moines

Find registration information and learn about future offerings at www.sai-iowa.org/events.html

sai REPORT

The *SAI Report* is published for association members and selected community and business leaders by School Administrators of Iowa.

Your comments and suggestions are welcome.

Tracy J. Harms, editor

School Administrators of Iowa
12199 Stratford Drive
Clive, IA 50325-8146

Phone: (515) 267-1115
FAX: (515) 267-1066
www.sai-iowa.org



by Matt Carver, Director of Legal Services

Parent Complaints, Open Session, and FERPA: What must be kept confidential?

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.

“While I hope that the weather has taken a turn for the better, it has only taken me a year to figure out that spring in the education community means more than chirping birds, blooming flowers, and the start of another disappointing baseball season for my beloved Cubs.” *SAI Report*, March 2007

Merely two months ago we looked forward to the coming of spring. Now, after enduring a spring of snowstorms, cold temperatures, and monsoon-like conditions, I am ready to pass on several sure signs that summer is just around the corner. 1) The Cubs have a firm grasp on last place in their division; 2) the Cubs’ two headline hitters (Derek Lee and Alfonso Soriano) have combined for one home run in over 20 games; and, 3) pitchers Kerry Wood and Mark Prior are both injured; Prior is out for the season. Even the Cubs can exceed expectations on occasion. I didn’t expect their self-destruction and the arrival of summer until some time in June. For those of you who haven’t been scarred by decades of following the Cubs, other indicators of the coming summer are warmer temperatures, senior pranks, job transitions, and a sudden increase in employee personal days falling on Friday or Monday. [Since typing the above disparaging comments regarding my beloved Cubs, they have gone on a three-game winning streak. Hope springs eternal, as the Cubs looked like they have a real chance of turning things around in the weak N.L. Central. Surely the Brewers can’t maintain the lead all season. Go Cubs! *(If you are not a Cubs fan yourself, you have now experienced the schizophrenic alter ego that is woven in our very being.)*]

Before wishing you a good summer and signing off on the last newsletter of this school year, I wanted to pass on some Family Educational Rights and Privacy Act (FERPA) dos and don’ts from a Family Policy Compliance Office (FPCO) opinion letter that attorney Sue Seitz shared with me. [FPCO is part of the Department of Education and is charged with implementing FERPA and the Protection of Pupil Rights Amendment (PPRA) to ensure student and parental rights in education are protected.] This particular opinion letter, dated April 12, 2006, centered on a FPCO complaint filed by a parent in Alabama who alleged that her daughter’s school failed to comply with FERPA when: **1) it shared a written complaint that she had presented to the district’s board of directors with parents of other students in her daughter’s cheerleading team; and, 2) the school disclosed “personally identifiable information” from the student’s education records to a Huntsville Times reporter.**

Without getting into all of the gory details, the facts go something like this. Mom gets upset because daughter was allegedly dropped from JV cheerleading squad for not timely paying \$950 for national competition. Mom files a complaint with the school board. Coach/teacher, now in self-defense mode, shares mom’s written complaint with other parents to get moral support. Other parents show up at board meeting to support coach and discuss details of mom’s complaint. Now mom is really mad. School investigates coach/teacher’s behavior, and decides to terminate coach. Coach requests that her conference/hearing with the school board occurs in open session. During open session, superintendent refers to involved students, including the girl at the center of the dispute, by their initials. Reporter, who was present at the conference, asks the school’s attorney to confirm the identity of the students involved. The attorney refuses, but the reporter nonetheless is able to decipher the names of the involved students due to the use of initials, and prints their names in the newspaper. Mom files a complaint with FPCO. [Side note - remember that schools should not charge students for participating on extracurricular teams, unless it is something to the equivalent of a towel fee. If a team goes on a long trip to participate in a competition and the school is not footing the bill, such events should be totally optional, and if a student is unable to attend, it should not affect his/her participation on the team at local events.]

Allegation #1 - The coach/teacher shared a written complaint that a parent had presented to the district’s board of directors with parents of other students on cheerleading team.

While it may come as a surprise to some of you, FPCO determined that the parent’s complaint letter to the school board was an “education record” under FERPA, and thus should have remained confidential, unless an exception applied or the school obtained written consent to disclose the information therein. In finding that the complaint was an “education record” FPCO noted that the parent’s complaint included the parent’s name and other information directly relating to the student (likely her status on the cheerleading squad, which would narrow the pool of potential students), and that the

school maintained the complaint. The bottom-line was that someone could easily infer the identities of the involved students and parents from the content of the complaint, and the coach should not have passed the letter on to other parents.

Although this particular situation involved a dispute concerning an extracurricular team, and I can only assume that Iowans are above having disputes over such teams, this could have just as easily related to a complaint from parents regarding their child's kindergarten teacher. I would bet my 1994 Geo Prizm that the following scenario occurs regularly around the state: Parent writes a scathing complaint and mails it to the central office. A copy of the complaint is delivered to the administrator/teacher at the center of the dispute. The administrator/teacher becomes incensed and provides copies of the complaint to his/her allies (parents and/or staff). Remember, even other staff in the building should not be privy to details of the complaint, unless they have an educational interest in the underlying events and affected students. (E.g., Posting the complaint on the bulletin board in the lounge to serve as fodder for ridicule over lunch is a "no-no.") If an employee seeks a little support in response to a parental complaint, the employee needs to remain general when explaining to others why s/he is asking them to come to his/her side.

Allegation #2 - The school disclosed "personally identifiable information" from the student's education records to a reporter.

FPCO noted that under 34 Code of Federal Regulations (CFR) §99.3 "personally identifiable information" includes, but is not limited to (good lawyer language): "the student's name; the name of the student's parent or other family member; the address of the student or student's family; a personal identifier, such as the student's social security number or student number; a list of personal characteristics that would make the student's identity easily traceable; and other information that would make the student's identity easily traceable."

FPCO found that the use of the student's initials during an open session was enough for someone to trace the identity of the student. This was especially true when the pool of students was narrowed to the JV cheerleading squad. Another example of why your school district's attorney is wise to recommend that you have so many Jane and John Does enrolled in your district.

However, don't assume that the use of such names is enough if discussions are occurring in open session. For instance, reference to "the star point guard's parents" is just as careless. If you don't already, you may consider having the board president remind board members and school employees that discussion of student records and references that would lead someone in the audience to trace the identity of a student are off limits. Having stated that, if a parent shows up and decides to discuss his/her own child, such discussion would not violate FERPA. This brings up another talking point.

Would the board have to go into closed session if, during the parent's discussion of his/her child, s/he begins discussing the conduct of an employee? In 1998, the Iowa Supreme Court answered "No" to that question in Schumacher v. Lisbon School Bd., 582 N.W.2d 183. In that case a student and a teacher's aide became embroiled in a dispute at school. The student said some choice words to the aide and was suspended. Meanwhile, the aide, who was not without fault in the incident, received an "incident letter" in her personnel file. The parents thought the punishments were out of whack and sought redress at a school board meeting. The school board, anticipating that the parent would begin discussing the employee's performance, voted to go into closed session, and the family took their challenge of this action to court.

In holding that the Lisbon Board of Directors should not have gone into closed session, the Iowa Supreme Court noted that Iowa Code §21.5(1)(e) "clearly provides that a student may request an open hearing" to discuss suspension or expulsion of a student. Furthermore, the court found that anticipated discussion of an employee's performance was not enough to take the meeting into closed session, because Iowa Code §21.5(1)(i) was inapplicable. "It applies only if (1) the meeting is to evaluate the professional competency of an individual (2) for the purpose of deciding issues of 'appointment, hiring, performance or discharge.'" In the Lisbon case, the school already doled out its punishment to the teacher's aide. If the punishment had not been given, and the board was going to further discuss the matter for one of the above-referenced purposes (performance, discharge, etc.), then such deliberation would have appropriately occurred in closed session, short of the employee deciding otherwise.

Having stated all of the above, it is still within your board of directors' discretion to decide whether it will have public comment during its meeting and its policies regarding public comment. For instance, I assume that many of you have a time limit on public comment. Also, you might want to encourage members of the public, as a courtesy to others, to keep their comments general when discussing students.

-cont. on page 8

Iowa Statewide Parent Information Resource Center

by Julie Crotty, AEA 267, and Ed Redalen, PIRC Director

Announcing:

A new workshop module titled *Promoting Student Success Through Parent-Teacher Communication and Conferencing*—available August 8, 2007.

At the SAI conference on August 8, 2007, please stop by the Iowa PIRC exhibit booth for a brochure on the new module, *Promoting Student Success Through Parent-Teacher Communication and Conferencing*. The brochure will include information regarding a three-hour “workshop” that is available for download on the Iowaparents.org Web site.

These materials may be used to conduct a workshop with an entire school staff, with teachers new to the profession, or any group of educators interested in developing and/or maintaining positive partnerships with parents. The basis for positive partnerships is open and honest communication. The workshop not only provides information regarding current research on the benefits of parent involvement in education, but also direct connections to the Iowa Teaching Standards (this could be used by any teacher who needs help with the related criteria in Standard 1, 6 or 8) and the Iowa Standards for School Leaders. The Joining Process is the conceptual framework utilized in this module for effectively engaging parents.

“Lessons learned” from staff in Iowa schools indicate that there is significant benefit to students, parents and school staff in

- 1) developing a year-long communication plan

with parents, and

- 2) refining the parent-teacher conference.

The module includes research on

- The benefits for students
- The benefits for parents
- The benefits for schools

The ongoing communication process addresses specific methods to engage parents before school starts and throughout the school year. Examples include building/district communication ideas and classroom teacher ideas.

The conferencing segment includes specific ideas to prepare parents for conferences, a validated process for conducting the conference, as well as reflections after the conference has been conducted.

Various scenarios have been developed to provide staff at all levels the opportunity to explore non-traditional structures and processes for effectively engaging parents with the school and their children’s learning.

Note: Feedback will be sought on the module from a representative group of SAI members representing elementary, middle school, high school and central office administrators.

NAESP Releases Fundraising Survey

NAESP released survey findings on principals’ views of fundraising at its annual convention in Seattle. More than 1,000 K-8 principals from urban, rural, and suburban schools in every state and the District of Columbia took the online survey. Many principals reported experiencing fundraising fatigue, and 64 percent said that they would stop fundraising if they could. Despite their desire to spend more time on learning, the survey found that principals rely more than ever on the revenue to supplement monies received from district, state, and federal sources. Send an e-mail to publications@naesp.org to request a summary of the fundraising survey results.



Administrators of the Year

- continued from page 1

Dr. Kathryn Schladweiler

What books or ideas have most significantly impacted your outlook as an administrator?

A book that I encountered early in my career as an administrator was *Moral Leadership: Getting to the Heart of School Improvement* by Sergiovani. The notions of leading by example and leading to serve are important values for all leaders in all walks of life, but Sergiovani caused me to think of them as moral imperatives for all leaders. I connected strongly with his idea that as an administrator I need to think of how my work serves principals, teachers, and students. A more recent book which has influenced me is *Failure is Not an Option* by Blankstein. There are many thought-provoking ideas presented in this book but the one that has stuck with me is “make no mistake about it, ‘failure is not an option’ begins with you.” I like the idea that the solution to any problem begins with an individual’s own sense of accountability for the problem.

What important leadership behaviors have you learned from mentors you’ve had over the years?

I have been very fortunate to have had several mentors in my professional life. From watching them and from listening to them, I have learned some important life lessons. One is to “trust the process.” This process of bringing everyone to the table, letting all voices be heard, etc., is a slow and arduous one and it tests my patience. But I know it is both necessary and valuable for the success of the organization. Another lesson I’ve learned is to provide and encourage growth in others. I have benefited personally and professionally from this behavior and I’m trying to “pay it forward” by doing the same for others.

What are three of your core, fundamental beliefs that drive your day-to-day decision-making?

One belief is that even though central office can seem far-removed from the classroom, every decision should be considered based on how it impacts kids. Another belief is that the teachers are the ones who should be making the decisions about teaching and learning in their classrooms. Finally, I believe that we are either continuously improving or we are declining. In this profession, we don’t get to stand still or coast.

Kathleen Reyner

What’s a core leadership value that you hope to model for others every day in your workplace?

A core leadership value that I hope to model is the ability to listen and truly hear what a person is saying. I think of this as active listening. It requires a person to focus on what is being said in a conversation, rather than focusing on a response. Not as easy as it sounds. Leaders at all levels tend to make connections to the speakers in a conversation. Once we realize a connection, there’s a tendency to speak up, which usually leads to our dominating the conversation. When we take charge of the conversation, we risk losing information and respect.

I have worked with leaders over the years who have listened very courteously to someone’s ideas, and then moved on to make their own points known. Some of these leaders went on to ask for clarification, although it should have been understood from the earlier conversation. This is a clear indication that the focus was on what the listener wanted to say, not on what the speaker was expressing. As an administrator, I feel it is important to be accessible to the total school community. Once a child, staff member or parent initiates a conversation with me, they deserve my focused attention. I give eye contact and show my interest as I listen. I ask questions and make connections that relate to what they are sharing. They remain in control of the conversation.

This skill of active listening not only helps administrators, but communicators of all ages. For this reason, it was chosen as one of the five guidelines or character traits for our total school. The position of principal affords an excellent opportunity to model good listening habits. I encourage my colleagues in administration to do a self check to determine what type of listener you have become. I doubt that these past years would have been so enriching for me had I fallen into the practice of listening to respond, rather than listening to hear.

2008 Administrator of the Year Awards

Nomination forms for all 2008 Administrator of the Year awards have been sent to SAI District Presidents. Please note the deadline change for SAI District nominees’ applications: Nomination papers for all awards are due in the SAI office by June 30, 2007.

What must be kept confidential?

-continued from page 5

To wrap things up, I hope that you take the following lessons learned from this month's column:

- 1) Remind staff that complaints from parents are confidential, and should not be shared with other parents or staff who do not have a legitimate educational purpose for being made privy to such complaints.
- 2) Inform presenters prior to open session that they should not make references to students that are traceable back to those students. (e.g., "That M.C. at SAI is a real blockhead.") This also applies to employees in other settings, such as gossiping in the staff lounge.
- 3) Although your board may set its own policies regarding public comment at board meetings, it may not normally go into closed session just because it is anticipated that a community member is going to criticize an employee at the meeting. If the action against the employee is still pending, or you are unsure about the application of any of these points, don't hesitate to contact your school district's legal counsel for further guidance.

On a separate topic, there have been a lot of questions regarding antibullying in the last month. This is just one of the topics that IASB is covering at its law conference in May. You might want to make sure that your district will have representation at the conference. Finally, thanks to Kathy Collins for her continued comments and suggestions.

Teaching and Learning about Asia



The National Consortium for Teaching about Asia seminar is part of a national initiative designed to encourage and facilitate teaching and learning about East Asia in secondary world history, geography, and literature curricula. This 35 hour seminar will be held in Cedar Falls on seven Saturdays in Fall 2007. Each participant will receive \$200 in core texts, a \$300 personal stipend upon successful completion of all course requirements, and a \$200 personal stipend for attending two follow-up meetings in the spring of 2008. In addition, participants will pick out \$200 in exemplary curriculum materials for their school libraries at the first follow-up meeting.

Eligible participants are those who teach a secondary world geography, world history, or world literature course that requires the inclusion of the study of China or Japan and are at least two years from retirement. Two hours of licensure renewal credit is available through Grant Wood AEA at the participant's own expense (\$50 for 2 hours). This seminar does not apply toward a social studies endorsement.

Participants who meet additional course requirements may receive up to two hours of University of Iowa graduate credit at a reduced cost. For more information, please see the Web site at www.uiowa.edu/~caps/ (click on Outreach) or contact rebecca-kessler@uiowa.edu at the UI Center for Asian and Pacific Studies preferably by June 15, 2007.



2007 Iowa Character Awards

The Institute for Character Development annually recognizes individuals and organizations that have proven exemplary in modeling the Six Pillars of Character in their communities.

The 2007 Iowa Character Awards were presented at a banquet on April 20. Omitted from the initial listing in the April *SAI Report* were

School of Character Awards

South Winneshiek Elementary/Middle School

Charles Ehler, principal

Graettinger/Terril High School

Pam Stangeland, principal

New Emergency Response and Crisis Management Publications

The U.S. Department of Education's Office of Safe and Drug-Free Schools, in collaboration with ED's Emergency Response and Crisis Management Technical Assistance Center, announces the release of two new publications:

- "Planning and Conducting a Functional Exercise" is part of the Helpful Hints series which provides quick overviews of school emergency preparedness topics that are frequently the subject of inquiries. The latest edition is available at www.ercm.org/views/documents/HH_EmergencyExeMarch20th.pdf
- "Coping With Multiple Suicides Among Middle School Students" is part of the Lessons Learned series which recounts actual school emergencies and highlights what worked and what did not so your schools can strengthen its emergency management activities. This title is available at www.ercm.org/views/documents/LessonsLearnedSuicideApril12.pdf



The 4th Annual Governor's Homeland Security Conference, sponsored by Iowa Homeland Security and Emergency Management Division is coming soon! This year's conference will be held at the Polk County Convention Complex from July 16 to 18, 2007.

Learn more about current homeland security topics

- National Incident Management System (NIMS)
- Ethanol Production and Hazards
- Facility Assessments
- Special Needs Planning

Hear from well-respected speakers

- FEMA Reorganization - Dick Hainje, Regional Director, FEMA Region VII, Kansas City, MO
- Multi-jurisdictional PIO Collaboration - Dr. Haven Simmons, Associate Professor, Salisbury University, Salisbury, MD
- Risk Management - Gordon Graham, President, Graham Research Consultants, Long Beach, CA

Register online at www.iowahomelandsecurity.org by June 29, 2007, and pay only \$150; after that date, the registration fee is \$175. For more information, visit www.iowahomelandsecurity.org, e-mail governorsconf@iowa.gov or call Mary Ann Lee at 515-243-2000.