



REPORT

PDK 2023 Poll results: A closer look at public attitudes toward public schools

Teachers garner a high level of public support in America according to responses to the 2023 PDK Poll of the Public's Attitudes Toward Public Schools. Most Americans express compassion for public school teachers, believing they are undervalued (73%), underpaid (66%) and overworked (58%).

Additionally, given these views on how teachers are valued, it follows that a majority (67%) favor increasing local teacher salaries, even if this means increasing property taxes.

Americans also generally support changes in the way schools operate to improve learning outcomes, as more than half support shifting to a four-day school week in their community, nearly twice as many who said so two decades ago. Respondents were split in their preferences between a longer school year, longer school days, or both. Overall, 60 percent supported a change in calendar or attendance times.

Regarding influence on school curriculum, a state and national issue, 66% of Americans say public school teachers should have a great deal or good amount of influence in deciding what's taught in public schools. That surpasses the number who say the same about the local school board (56%); residents (41%); and the governor and state legislature (33%).

A large majority of the public (84%) favor conducting mental health assessments of students, with 45% saying only when requested by a student's parents or guardians, and 39% saying it should be done for all students. Fourteen percent prefer no mental health assessments at all.

James Lane, CEO of PDK International, said of the results, "The societal value and importance of our public schools is well-established." Lane added, "However when it comes to meeting the vast and growing needs of our students, the Poll emphasizes the significance of supporting our educators administratively and financially."

Read complete poll findings at pdkpoll.org.

Volunteer for an SAI committee

Volunteer by September 8 to serve on an SAI committee. Committee assignments begin this month (Legislative and Superintendent of the Year) and will be completed in October.

Review the committee descriptions and indicate on which committee(s) you would be willing to serve. Note the number of members needed for each committee and keep in mind a balance of administrative levels, school enrollments, varied experiences and representation from throughout the state will be sought. Sign up: bit.ly/saivolunteer



CATCHLIFE30 Challenge — *Improve your overall health and well-being*

SAI will again offer a 30-day wellness challenge at **no cost to members** beginning September 14.

The SAI CATCHLIFE30 Challenge will provide you with the self-care tools to manage stressors and refuel energy for work, family and life.

Register by September 1: [challenges.Catchlife30.com](https://challenges.catchlife30.com). Use access code **CL302023** on the registration.



Save the Date: Feb. 12 and 13, 2024 Day on the Hill

Mark your calendar for the 2024 Day on the Hill to advocate for Iowa students. This year's Day on the Hill will be hosted collaboratively with Iowa Association of School Boards, School Administrators of Iowa, and Iowa's Area Education Agencies.

Feb. 12 in the late afternoon - Education leaders are invited to attend a legislative advocacy briefing. This event will bring together school board members, administrators and partners from across Iowa to gain up-to-date legislative insights, and will briefly summarize how to best engage with legislators.

Feb. 13 - Join your colleagues from around the state for a day promoting public education in Iowa. In the morning, education lobbyists will share the three things to communicate with legislators and tips on how to handle confrontational situations. Later that morning, attendees will go to the Capitol to celebrate public education and meet with legislators. Representatives from districts and AEAs from around the state are encouraged to attend to showcase their positive stories.

Also, please save the date for these two upcoming webinars designed to help education leaders:

Jan. 30: Noon - 1
Deeper Dive into the Issues with
AEA, IASB and SAI lobbyists

Feb. 7: Noon - 1
State of the Budget and the Impact
on AEAs with Finance experts from
AEA and IASB

Watch for more details this fall.

SAI Officers

President

Jason Toenges, secondary principal
Union Community School District
j_toenges@union.k12.ia.us

President-elect

Joe Stutting, superintendent
North Scott Community School District
joe.stutting@north-scott.k12.ia.us

Vice President

Jennifer Schutte, elementary principal
Postville Community School District
jschutte@postville.k12.ia.us

Past President

Dan Butler, superintendent
Western Dubuque Community School District
dan.butler@wdbqschools.org

SAI Representative Council

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

National Representatives

AASA Governing Board Members

Chris Coffelt, superintendent
Central Decatur & Lamoni CSDs
chris.coffelt@centraldecatur.org

Trevor Miller, superintendent
IKM-Manning & Exira-EHK CSDs
tmiller@ikm-manning.k12.ia.us

Joe Stutting (SAI president-elect, see above)

NAESP State Rep.

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

NASSP State Coordinator

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

SAI Staff

Administrative Assistant

Megan Mertes
mmertes@sai-iowa.org

Communications Director

Tracy Harms
tharms@sai-iowa.org

Executive Director

Dr. Lisa Remy
lremy@sai-iowa.org

Finance Director

Debbie Wrenn
dwrenn@sai-iowa.org

Government Relations Director

Dave Daughton
ddaughton@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

School Administrators of Iowa

12199 Stratford Drive, Clive, IA 50325-8146
515-267-1115

sai-iowa.org



Welcome back to a new school year

As the summer sun begins to set and the crispness of fall starts to fill the air, we find ourselves at the start of another exciting school year. It's with great enthusiasm that I extend a heartfelt welcome back to each of you.

The beginning of a school year is a time of renewal, a chance to build upon the successes of the past and to chart new pathways toward educational excellence. We recognize the integral role each of you plays in shaping the future of Iowa students and Iowa schools, and I am inspired by your unwavering commitment to their growth and development.

As we rejoin the rhythm of school life, you should all be reminded of the incredible impact you have on your educational community. Your leadership, dedication, and tireless efforts set the tone for the year ahead. Your innovative ideas and thoughtful guidance create an environment where both students and educators can thrive.

This year brings with it fresh opportunities and unique challenges, and I am confident that we will be able to navigate them with grace and resilience. Whether you're a seasoned administrator with years of experience or a newcomer filled with enthusiasm, your perspective and expertise are invaluable to shaping the path forward for your district or school.

As I stated in my conference speech, it is more important today than ever before to tell our story. As we continue writing our story, let us do so with intention, with passion, and with a steadfast belief in the power of education. Together, let us create a narrative that celebrates the triumphs, embraces the challenges, and illuminates the extraordinary potential that lies within each and every student. Let us write a story that will inspire generations to come.

If you don't share your school district's story, someone else will. The idea of being responsible for the story of the school district can be daunting and sometimes even downright intimidating, but it doesn't have to be. Sharing your story can be a simple, fun, and social way to let others know about the wonderful things happening in your buildings day-to-day. No story is too small. Just share the real life of your school: engaged kids and committed teachers, daring new projects, notable achievements, outdoor adventures, and stories of community support, to name a few.

Overall, effectively telling your story involves creating a narrative that showcases a district's/building's unique qualities, fosters a sense of pride among your stakeholders, and encourages ongoing support and engagement. The goal is to build a positive and lasting reputation that reflects the school system's values. I want to remind you how important it is to use various means to share your story; newsletters, social media, alumni relations, local media, etc. You will reach a broader audience by using various methods of communication.

As you contemplate how to navigate the challenges this school year will bring and how to effectively tell your story, it is also important to remember to take a moment to rejuvenate yourself. Remember to find moments of reflection and self-care. Your well-being is essential to your ability to lead effectively, and I encourage you to prioritize your well-being throughout the year.

Thank you for your dedication, your vision, and your unwavering commitment to education. Continue to inspire, lead, and create a nurturing environment where every student can flourish.

Here's to a fantastic school year ahead!

"Together, let us create a narrative that celebrates the triumphs, embraces the challenges, and illuminates the extraordinary potential that lies within each and every student."



In Brief June Rep Council highlights

- Association's Annual Meeting set for Sept. 13, 2023 at 11 a.m.;
- Financials review and 2023-24 budget adopted;
- Corporate Partner program revamp underway;
- Strategic Planning progress toward three-year plan;
- Professional learning preview regarding mentoring and induction, New Administrators Institutes, Annual Conference and future programming;
- 2024 Administrator of the Year applications were sent June 1;
- Association Management System review for anticipated replacement;
- Contract release fees and implications of recently passed legislation;
- Jared Carder elected as elementary representative to Executive Committee and Trevor Miller elected as AASA Governing Board Rep Council representative;
- Outgoing committee members recognized;
- Legislative report; and
- National affiliate reports.

In Memoriam

Dick Boyer - retired superintendent, Algona (7-18-23)

Vona Burbank - retired vice principal, Merrill and Meredith Jr. Highs, Des Moines (5-24-23)

Jim Dodd - former superintendent, South Tama (5-26-23)

Jesse Freiburger - elementary principal, Dubuque (7-2-23)

Dennis Heiman - SAI Past President 2002-03, retired high school principal, Mediapolis (5-15-23)

Mike Kortemeyer - retired superintendent, Louisa-Muscatine (5-11-23)

Tommy Sheldahl - retired superintendent, Martensdale-St. Marys (5-4-23)

Margie Tippet - retired elementary principal, Moulton-Udell (8-23-23)

Duane Van Gorp - retired CFO, Waukee (8-2-23)

Floyd Wilkens - retired junior high vice principal, Southeast Polk (7-23-23)

Legislative notes

from Dave Daughton, government relations director ✉

Welcome back! I hope all of you got some needed stress relief and time off in the last few months. Now, all the great things about a new school year are up and running. New students, new staff and a new beginning are all things to be grateful for. As educators we are fortunate to be able to have that fresh start, something that doesn't happen in most other careers.

The last legislative session was a challenge, no doubt about it. And of course, we are all dealing with the new legislation and laws and working to comply with the regulations. HF 68, HF 430, HF 604, and, of course, SF 496, require a lot from school districts and their staff. Those four laws and several others will change how we do business and operate our schools. Regarding all of this, a colleague used some language recently that I very much agree with, and will paraphrase here: We need to do our best to comply with the new laws and expectations so that we can protect the integrity of our public schools. If we disagree with the concepts of the new legislation, then we can advocate for changes. In the meantime look at all of the resources available to you for direction on what needs to be done, including the **DE letter to the field** (July 27 email), **Matt Carver's slide deck** from the SAI Conference, IASB's Policy recommendations and more. If you have specific questions that I can help with, absolutely feel free to email and ask. I will try to clarify as much as possible. I will be attending several AEA Superintendent meetings in the next few weeks and providing any information that I can.

We will begin our legislative platform work soon and will bring in the SAI Legislative Committee to develop the list of priorities for the 2024 session. (Go to bit.ly/saivolunteer to sign up!) We expect adequate funding and staff shortages to be near the top of the list along with all of our usual topics and issues.

In the meantime, be the best example of positive leadership that you can be for your teachers, staff, students and communities. Let's educate all whom we encounter about the great things that happen in all of our schools.

Have a great school year!

Calendar of events

September

- 11-12 - Four Essential Roles of Leadership® with Evaluator Approval
- 19 - Statewide Mentoring Meeting for Assistant and Associate Principals and Deans
- 21 - Statewide Mentoring Meeting for Superintendents
- 26 - Statewide Mentoring Meeting for Middle Level and Secondary Principals
- 28 - Statewide Mentoring Meeting for Elementary Principals

October

- 10 - Fall Legal Lab - virtual learning
- 12 - Differentiated Supervision
- 17 - Fall Legal Lab
- 24 - Speed of Trust Foundations (offered in partnership with FranklinCovey)
- 26-27 - Executive Leaders

Register and find more information 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



Answered: Questions about 2023 legislation

For the sake of space and time, I am not going to begin this month's column with my witty comments and unusual stories. I know, I know, I'm sorry, but we have to get to work on FAQ concerning the passage of voluminous legislation at the end of last school year. Here we go.

Books

What books must be listed as we compile our list of books for parents/guardians, and the community?

You only need to list books from the school's library. If you use the public library in your community, those books do not need to be listed, nor do books located in the classroom or used in class, unless they are checked out from the school's library.

What standard is used to remove books from the library or otherwise ensure books are not available to students?

The books must be age-appropriate and may not include visual or descriptive depictions of sex, as defined in Iowa Code §720.17. For many students in middle school or high school, the mere reference of a sex act by name, would NOT be a violation, but very well would be a violation in elementary school. For instance, imagine that a character in a book states to another character in the book that the character had sex last night. That would NOT be a violation to older students. However, if the same character describes the sex act, then that book should not be located in any school library or used in any classroom, regardless of permission. While the reference merely to an act would not be a violation for older students, it is still my encouragement that educators share with parents/guardians that the book will be used, so those parents/guardians might decide to request an alternate book or assignment. Since this permission is not required, passive consent may be used in this scenario.

May we require an educator to remove a book from their classroom, even if they are not using it in class?

Yes, unless the educator is keeping the book in a locked drawer or closed bag, making the book unavailable to students, school administrators have the authority to require the educator to remove the book from the building, even if it is not used during instruction.

Gender identity, accommodations, nicknames

Note: For purposes of this column, sex listed on a student's official birth certificate or certificate issued upon adoption if the certificate was issued at or near the time of the student's birth is hereinafter referred to as sex at birth or specifically male or female.

In what instances may a student seek accommodation to identify as a gender other than the sex at birth, without parental/guardian approval?

Students may obtain accommodation without parental/guardian approval if they are of majority age (18), emancipated minors (meaning they are younger than 18 but approved by the court to be considered an adult), or minors living away from guardians/parents (e.g., a 17-year-old who is living on their own).

Are school employees required to inform parents/guardians that a student has shared with the school employee that the student is unsure of their gender identity or is considering whether to obtain some accommodation from the school for identifying as a gender that is different than their assigned sex at birth?

While school employees should encourage the student to have this important conversation with their parents/guardians, and employees may inform the parents/guardian that the student is considering or processing whether to request an accommodation, the statute does not REQUIRE notification until the student requests an accommodation or definitively states that they identify as a gender other than their sex at birth. Accommodation even includes a single employee identifying the student by a gender other than their sex at birth. As such, a teacher or counselor may not accommodate a student's request to be identified by a different name or pronoun without statutory approval, even if they are just making that accommodation privately and not in front of others.

Is it legal to inform a student that school administrators will be required to inform parents/guardians if the student desires accommodation to be identified by another gender or to receive other accommodations relating to a gender, other than the student's assigned sex at birth?

Yes. While educators are not required to do so, they may inform the student that parents/guardians will need to be informed if the student desires to be identified by a gender other than their assigned sex at birth or to use a pronoun or name associated with that other gender. In some cases, after receiving this information, students might decide that they have changed their minds, and do not wish to receive accommodation or be identified as having a different gender. Staff would NOT then be required to inform parents/guardians, as no identification or request for accommodation has been made.

Are school officials required to gain parent/guardian permission before using a nickname or shortened name for all students?

NO, unless your district states otherwise, Iowa law DOES NOT require parent/guardian permission prior to using a nickname or shortened name for all students. The new law only requires permission when students are seeking accommodation or wish to use a nickname or gender that affirms the student's gender identity, which is different from the student's assigned sex at birth. For instance, if a biological female student wishes to be identified as he/him and be called Todd, then parental permission is required. However, if that same student wishes to be called Maddie, even though her legal name is Jessica, then parental permission is NOT required. Likewise, there are some nicknames or names that are gender-neutral, such as Red. As long as the student is not requesting the use of the nickname to accommodate affirmation of a gender other than their sex assigned at birth, then no parental permission is required.

A family has moved into our district from out of state and has a birth certificate that was amended to show a different gender than the student's assigned sex at birth. May school officials include this gender in the student information system?

Yes and no. The answer is yes to the extent that school officials may place the student's preferred name and gender on the student information system with the approval of a parent or guardian, or just upon the request of the student if the student is 18, emancipated, or does not live with their parents. School employees should refer to the student as requested, to include preferred pronouns in such situations. However, even with such approval or authorization, the school should not change the student's sex or legal name in the system, as staff members will need to know the student's assigned sex at birth for other decisions (e.g., restrooms, locker rooms, athletics for individuals assigned as males at birth, etc.).

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.

May students assigned female at birth participate on male athletic teams?

YES. While students who are assigned male at birth are NOT permitted to participate on female athletic teams, students assigned female at birth may participate on male athletic teams, with approval from a parent/guardian, or upon their request, if they have statutory authority to make such a determination without approval from a parent or guardian, as discussed above. Keep in mind, that if such students participate on male athletic teams, school officials still need to ensure that statutory restrictions related to locker rooms or restrooms are followed.

Locker rooms and restrooms

May school officials change a restroom, locker room, or classroom previously designated for use by females to use by males, or vice versa (e.g., designating a male locker room to female for a girls' wrestling tournament)?

Yes. School officials may change the designation of a multiple-user restroom or locker room from one sex to the other, but should ensure that any signage is temporarily covered and new signage is used during the event (e.g., schools might use a laminated sign stating "girls locker room" and cover the more permanent sign stating "boys locker room" during the event).

State regulations require our pre-K staff to ensure that students are washing their hands after using the restroom, but the only sinks in our classroom or building are in the restroom itself. May our female staff members enter the restroom to watch pre-K male students wash their hands while the restroom is in use?

Yes. The law provides an exception for students who require physical assistance. In my opinion, this covers school employees who are present to ensure particularly young students wash their hands. In other instances, students may need physical assistance with pulling up pants or changing soiled clothes. I encourage school employees to communicate to parents/guardians about these regulatory requirements regarding hygiene and to share instances when it may be necessary for staff members to be present in the restroom or be of physical assistance to students.

May our male basketball coach enter the girls locker room at halftime, as he has done for the last 20 years?

YES. While some attorneys strictly interpret the new law and note that the Legislature made no exception for such a scenario, I am focusing my interpretation on what I believe is the clear legislative intent of the new law and restrictions regarding locker rooms. To the best of my knowledge, no legislators were talking about what an issue it was to have coaches of a particular gender talking to their team before the game, at halftime, or immediately after a game, in a locker room designated for athletes of a different gender. This practice has gone on for many decades in Iowa, and I don't recall this ever being a legislative issue or concern. With that in mind, I am comfortable providing legal guidance so that such practices may continue. Of course, in such scenarios, a female assistant coach or perhaps a designated player on the team (e.g., a team captain) should let the male coach know that everyone is dressed and no one is using the restroom before the coach enters the locker room. If a female coach wishes to talk to male athletes in a male locker room, the same practices should be followed, to ensure student privacy.

Health screenings and surveys

May teachers ask students how they are doing or use a color-coded system (e.g., yellow, green, red) to determine if the student is ready to learn, or perhaps determine if the student is hungry and wants to receive a free breakfast in the lunchroom?

As long as the teacher is not requiring the student to answer or participate in a survey, then they may use such techniques to determine whether the student is ready to learn for the day. If participation or an answer is required, then parental/guardian approval is required prior to using even a color-coded or emoji survey. In any case, it is always OK for a teacher to ask a student how they are doing today. While a student may offer and share information about their family or beliefs in an unsolicited manner, staff members should not be inquiring about a student's home life, religion, politics, or other personal details without parental permission unless the student is 18, emancipated, or living away from parents or guardians.

Background checks and new employees

May a teacher begin working prior to the complete fingerprint criminal background check returning?

Perhaps. As long as the teacher has a current BoEE license and school officials have submitted the background check, reviewed the BoEE website for ethics violations, contacted former employees as references, and checked the sex offender and child and dependent abuse registries, then the employee may begin working while the school awaits the final background check results.

I understand I have not covered all your questions, but these are the topics on which I have received the most calls and emails recently. Keep in mind that I am sharing my legal interpretation and other attorneys may interpret the law differently. You are always encouraged to reach out to your district's legal counsel as well. Remember, SAI has an attorney on staff to provide legal assistance to administrators who are members, but district counsel are the attorneys who formally represent your school districts or nonpublic schools.

Stay well and Go Cubs go!



Write AI into your story

Thanks to all who were able to join us for SAI Conference 2023: Write Your Story! With the school year underway, you've already started drafting your introduction and opening chapter! As author of your story, you have key decisions to make to ensure widespread readership. For example, who will be your main characters? Will you include Artificial Intelligence in a leading role or as a player in a subplot? Will AI appear in an early chapter as a villain and meet an untimely end before its story can be told? Or, will AI show up as a sort of hero, saving teachers and administrators time, energy, and effort. As the plot unfolds, what kind of relationship will students build with AI and can AI join them in class? Knowing the demands of the market, your editors will likely insist that AI be developed in some capacity over the arc of your story. This [roadmap](#) can help inform your storyboard.

Whether overtly included, AI is already written on your pages. Your students know AI — it dresses up as [ChatGPT](#), [Claude](#), [Bard](#), [Perplexity](#), and [copy.ai](#), for example, and functions as a homework helper or co-author (maybe even the author) of their essays. Though you can try to eliminate AI, its ghost will continue to haunt you and influence all of your characters; but, it's early in your story. You get to decide how AI is portrayed moving forward. You might use this [helpful graphic](#) to communicate your expectations for when and how students should interact with AI. That same link provides additional resources to build students' AI literacy. Additionally, this [tool](#) can help you draft an academic integrity policy. Keeping AI alive in your story gives you control over its role and how students engage with it.

Students may be quick to befriend AI, but you may see a conflict developing between AI and your staff. Who will be the protagonist in this storyline? The antagonist? With pen (or keyboard) at hand, you decide to write a chapter that builds the capacity of staff to work in partnership with AI. You introduce them to this [GenAI Chatbot Prompt Library for Educators](#), which supports them in developing lesson or unit objectives, brainstorming lesson ideas, creating customized lesson plans, writing I.E.P. goals, and generating rubrics and slide presentations. You include cautions about false information available on the internet and the need to verify the work produced via AI. Staff experience an epiphany when they realize that AI is not the antagonist they may have believed it to be. In fact, AI can help them to be more efficient and effective.

Meanwhile, a subplot has been brewing in these early chapters related to policies and guidelines. We meet new characters — vendors. Companies are eager to get in on the action of your story. Before you let them play a key role, you interview them using this [guide](#). Protecting your staff and students' privacy is an important theme in your story, so you also consult your school attorney regarding any other policy or handbook considerations. You want to prevent AI from becoming an unintended villain.

On your way to a satisfying and successful conclusion, you remind readers that AI, though super powerful, is not the hero of your story. You instead celebrate your staff of characters who continue to learn to use the many resources and tools available, including AI, to lead, reach, and teach each student every day.



'It's been SAId: Conversations on Leadership' podcast

In the latest episode, Kris Byam, registered apprenticeship liaison with Iowa Workforce Development, and SAI Executive Director Lisa Remy explore the benefits of creating as many learning options as possible for students. It's about bringing learning to life for students and creating on-ramps and off-ramps based on their interests.

Join us for this important conversation about registered apprenticeships, competency-based learning, and opening as many pathways as possible for students. [Listen to this and previously recorded episodes.](#)

Committed to Protecting Iowa's Public Schools.

INTEGRITY. EXPERTISE. SERVICE.

JESTER
INSURANCE SERVICES

303 WATSON POWELL JR. WAY, SUITE 300 | DES MOINES, IOWA 50309-1724 | WWW.JESTERINSURANCE.COM
515.243.2707 | [Nolan G Grimm, ngrimm@jesterinsurance.com](mailto:Nolan.G.Grimm@jesterinsurance.com) | [Janelle Friedman, jfriedman@jesterinsurance.com](mailto:Janelle.Friedman@jesterinsurance.com)



SAI 2023-24 Learning Lineup

Sign up at bit.ly/SAIevents

Four Essential Roles of Leadership (offered in partnership with FranklinCovey)

All sessions are 8:30 a.m. - 4:30 p.m.
Sept. 11 & 12, Northwest AEA, Storm Lake office;
Nov. 27 & 28, Mississippi Bend AEA, Bettendorf
June 13 & 14, Central Rivers AEA, Cedar Falls
June 26 & 27, SAI Office

The world is changing at an unprecedented pace. Every day, leaders are making countless decisions and facing problems they've never encountered before. What worked yesterday can change overnight. The speed is relentless, the stakes are high, but the rewards are great for those who can lead a team to consistently achieve extraordinary results. So how can leaders stay ahead of the curve and differentiate themselves and their teams when so much is changing so quickly?

Meet the 4 ESSENTIAL ROLES OF LEADERSHIP (developed by FranklinCovey). Even in the most turbulent times, there are four roles leaders play that are highly predictive of success:

1. Inspire Trust: Be the credible leader others choose to follow—one with both character and competence.
2. Create Vision: Clearly define where your team is going and how they are going to get there.
3. Execute Strategy: Consistently achieve results with and through others using disciplined processes.
4. Coach Potential: Unleash the ability of each person on your team to improve performance, solve problems, and grow their careers.

Facilitator: Dr. Dana Schon, SAI (in partnership with FranklinCovey)

Legal Labs - 9 a.m. - 3 p.m.,

Fall: October 10 - VIRTUAL via Zoom
October 17 - Face-to-Face at the SAI office (same content as October 10)

Spring: April 11 - VIRTUAL via Zoom
April 16 - Face-to-Face at the SAI office (same content as April 11)

Hands-on experiences using case studies and actual events.

Facilitator: Matt Carver, J.D., SAI

Differentiated Supervision - Oct. 12, 9 a.m. - 3 p.m., SAI Office

Have you ever worried that some kids were getting better instruction than others in your school? As a leader how can you balance the needs of individuals and teams in an efficient, manageable, impactful way so all kids get what they need? Learn about a model of differentiated supervision that helps support teachers so they can support students. Leave this session with practical leadership moves that help everyone grow.

Participant Outcomes:

Participants will:

- Identify how to connect school improvement to supervision
- Learn how to differentiate supports to teachers so the whole school moves forward
- Identify feedback practices that lead to action
- Articulate how to create an infrastructure of support for teachers so their work can be focused on student learning

Facilitators: Ann Mausbach and Kim Morrison Kazmierczak

Speed of Trust Foundations (offered in partnership with FranklinCovey)

- Oct. 24, 9 a.m. - 3 p.m., SAI Office

Trust is the new currency in today's connected, collaborative world. Contrary to what most people think, creating trust is a learnable skill. In this workshop, you will become competent in

using the framework, language, and behaviors that lead to high trust teams and organizations. You will identify and address "trust gaps" in your personal credibility and relationships at work through practicing the 13 Behaviors of High Trust to develop, restore, and extend trust. Walk away with a Trust Action Plan.

Facilitator: FranklinCovey consultant

Teacher Evaluation and Assistance within a Supportive, Civil, and Professional Culture - Nov. 7, 9 a.m. - 3 p.m., SAI Office

Whether you're looking to support changes in instruction or teacher behavior, teacher evaluation plans of awareness and assistance anchored in cultural expectations create the pathway forward. In this workshop, you'll delve into technical aspects/requirements of plans, discuss common elements of effective plans, learn how to build the cultural foundation as a staff to anchor any plan, collaborate regarding plan templates and walk through the process of implementing a plan. Expect to network, ask questions, view examples and non-examples, and share your practices!

Facilitators: Mark Timmerman, Cedar Rapids, and Dr. Dana Schon, SAI

The Four Disciplines of Execution (4DX) Organizational Approach (offered in partnership with FranklinCovey)

- Dec. 7, 9 a.m. - 3 p.m., SAI Office

The Four Disciplines of Execution teaches leaders how to help their teams execute on their highest priorities in the midst of the day-to-day whirlwind. Do you remember the last major initiative you watched die in your school or district? Did it go down with a loud crash? Or was it slowly and quietly suffocated by other competing priorities? By the time it finally disappeared, it's likely no one even noticed. What happened? The "whirlwind" of urgent activity required to keep things running day-to-day devoured the time and energy needed to execute your strategy for tomorrow! 4DX can change that! Create a culture of execution when you learn and embed these four disciplines into your school or district.

1. Focus on the Wildly Important
2. Act on the Lead Measures
3. Keep a Compelling Scoreboard
4. Create a Cadence of Accountability

Facilitator: FranklinCovey consultant

VIRTUAL School Law Conference - Feb. 15, 9 a.m. - 3 p.m.

Content is determined by Iowa administrators who serve on SAI's Law Conference Committee. Expect a variety of timely and relevant legal topics.

Facilitators: Iowa's leading education law attorneys

Women in Educational Leadership Conference - March 21 & 22
Join us for this learning and networking experience intended especially for practicing and aspiring female leaders.

SAI Annual Conference - Aug. 7 & 8, Des Moines

Mark your calendars and plan to join your colleagues to network and learn around a variety of timely and relevant topics from both local and national speakers. Prepare to be motivated and inspired to begin another school year.

Learn more about renewal credit opportunities:

members.sai-iowa.org/page/Renewal_Credit