



# REPORT

## Preparing Students for the Workforce a Top Priority According to 2024 PDK Poll

In the most recent [PDK Poll](#), 84% of Americans polled want schools to better prepare students for entering the workforce. At least 70% of pollsters also prioritized teacher retention, student mental health, helping students who have fallen behind, and post-secondary education affordability.

The topic of workforce development is not new to public education. In a [2019 article](#) published with the National Association of Secondary School Principals (NAASP), defining student success shifted beyond a traditional four-year college experience.

Dr. Lee Westberry, who authored the article, said, “Teachers and administrators work diligently to ensure success for students at their school; however, success can be defined differently whether students attend technical school or college, join the military, or enter the workforce. Schools must have standards that are designed to provide readiness for all four paths.”

Westberry outlined eight steps that school districts can use to best support students, as well as the staff and families.

1. **Check out the Market Needs in Your Area.** [IowaWORKS.gov](#) posted in August 2024 that many of the top job postings in Iowa are within the healthcare and customer service fields. Understanding your specific communities’ needs can help you plan the types of courses to offer students. This tactic will help grow your community’s workforce pipeline.
2. **Network with Neighboring Employers.** Regardless of your school district’s size, developing collaborative relationships within your business community is essential. Whether networking with local chamber organizations or reaching out to area businesses, both schools and the community can benefit.
3. **Request Meetings.** Educating your community on how you are preparing high school students to build the skills needed for entering the workforce will help shift the paradigm from businesses only considering college graduates for some positions. When you meet face-to-face with local business owners and managers, you can develop positive, long-term relationships.

4. **Plan the Process.** Westberry outlined one suggested method to develop and launch a new program.
  - a. Create curriculum that ensures students develop the necessary skills needed for the job. This requires meeting with businesses to fully understand the qualifications needed and what skill-sets can be learned in a classroom.
  - b. Consider after-school programs to help connect students with the community.
  - c. Develop the timeline to not only develop the course, but the instructional hours needed.
  - d. Make sure you think through a systems-lens. What transportation is needed? What funding is needed? Are grants available? Are there other barriers you need to address?
  - e. Develop a plan to market the new courses, including informational nights for parents/guardians, presentations at local chambers, advertising, etc.
5. **Execute the Plan.** A pilot program may be a good way to launch a new program, according to Westberry. This requires a lower investment of time and resources while still being feasible.
6. **Monitor the Implementation.** As awareness grows and more students complete the courses, you can invest in more resources to expand the course offerings. Be sure to invite businesses within the industry of the course offerings to visit the classroom to not only observe, but to speak to students about the type of jobs available in that field.
7. **Celebrate the Successes.** When students graduate from the pilot program, be sure to take time to celebrate. Host an event and include students, staff, parents/guardians, and the business community. You don’t need to spend much money and many businesses will gladly sponsor a celebration. In addition, creating apprenticeship or internship “signing day” events connect the business community back to your school.
8. **Replicate the Program.** Learn from the initial set of courses developed, then expand the program to meet other career skills needed.

One key takeaway from Westberry’s article was the power in partnerships. “Partnership equates to real, hands-on experiences, employment training, and opportunities for students. Leave no stone unturned for the sake of your kids.”

Much of the content of this article references “[Building a Workforce Pipeline](#)” by Dr. Lee A. Westberry. Published October 2019 on the NAASP website.

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## Executive Director's Message from Lisa Remy



## Leading with Wellness: Prioritizing Your Health This School Year

As we kick off a new school year, there's always a buzz of excitement with planning, goal-setting, and focusing on how to support student success. As school administrators, you're leading the charge, steering your districts and schools towards high standards, and creating spaces where both students and staff can thrive. While you're working hard on these important goals, don't forget that your well-being is just as important as the success of your schools.

The demands of school leadership are immense and the responsibilities on your shoulders are heavy. Because of high expectations, it's easy to put your well-being on the back burner as you navigate the complexities of the new school year. Yet, without prioritizing your wellness, it becomes increasingly difficult to sustain the energy and focus needed to meet those challenges. Your wellness is not a luxury — it is a necessity. It is the foundation that allows you to lead effectively, inspire others, and make informed, compassionate decisions that positively impact your school community.

This year, I encourage you to set a personal goal that often gets overlooked in the rush of the school year: make your wellness a priority. Just as you set academic and operational goals for your schools, take the time to establish wellness goals for yourself. Whether it's committing to regular exercise, ensuring you get enough sleep, drinking more water, practicing mindfulness, or simply taking breaks throughout your day, these small actions can make a significant difference in your overall well-being.

I have to admit, I wasn't always great at prioritizing my well-being over the years. My exercise routine was hit or miss, my eating habits weren't always the best, I didn't get enough sleep, and I definitely wasn't drinking enough water. But when I signed up for the CatchLife30 program through SAI, it gave me the push I needed to make some changes.

***"Your wellness is not a luxury — it is a necessity. It is the foundation that allows you to lead effectively, inspire others, and make informed, compassionate decisions that positively impact your school community."***

I started exercising regularly, ditched the Diet Coke for water (so much water!), and added more fruits and veggies to my meals. I'm proud to say I still drink at least half my body weight in ounces of water every day, and I work out 4-5 times a week. Sleep is still a work in progress, but overall, I'm feeling better. These incremental changes have helped increase my energy, and that makes all the difference!

To support you in this journey, I want to highlight the SAI [CatchLife30](#) program, designed specifically with school administrators in mind. CatchLife30 will provide you with self-care tools to manage stressors and refuel energy for work, family and life. Using videos, habit-building, accountability tracking, reflective questions and friendly competition, the CatchLife30 Challenge offers everything you need to transform your health and wellness by making small, manageable changes.

CatchLife30 is designed to keep wellness at the forefront, making it easier for you to integrate healthy habits into your daily routine. Participating in CatchLife30 is an excellent way to ensure that your well-being remains a priority throughout the school year. The program's structure provides both accountability and encouragement, helping you to stay committed to your wellness goals even when the demands of the school year intensify.

# Legislative Notes

from Dave Daughton, government relations director

And we're off! Some of you started on the first date allowed — Friday, Aug. 23, while others started the following week. Some districts are starting right after Labor Day. Whichever your community prefers, all Iowa school districts should be up and running for the 2024-25 school year by now. While it's easier to get work done in relative silence, I believe it's just better when the halls are buzzing with kids and staff.

It was another challenging legislative session last spring, as I know you are all aware. Once again, we have significant new laws, rules, and regulations that we need to address. The "[Letter to the Field](#)" from the Department of Education is their compilation of what occurred in the session. I don't believe there is anything new from the [SAI summary](#) that we shared in May. However, there are some committees meeting in the interim to work on "clarifying information" regarding some of the new laws.

There is a **Chronic Absenteeism** committee, consisting of some superintendents, Iowa Department of Education (DE) staff, and representation of some of the education organizations. While SAI was not chosen to have representation on the committee, we are attempting to provide input that will help in the implementation of SF 2435. I would suggest you look at the [DE documents](#) around this law.

I would also suggest that you spend some time on the new [Reading Improvement Plan](#) information that is new as a part of HF 2618. This is a significant undertaking.

Another committee is working on School Safety and Security recommendations. There are two superintendents who we helped select to represent you on this committee and they are providing input to help the group understand how new code around this would impact districts and their buildings.

The DE is also working on [Curriculum Review Committees](#) and recently asked for volunteers from schools. Please make sure your staff is aware of this so that the people closest to the work can provide input on content in the subject areas.

Finally, the Task Force that was mandated in the AEA legislation has yet to meet. It is our opinion that this is a VERY important step (and a part of the law) that needs to take place so that information can be collected about how services to students and districts have been impacted and what is expected in the future.

The **SAI Legislative Committee** was developed based on your requests from this summer through the SAI office. I will be contacting those administrators next week to start our process. This group will develop the Legislative Priorities for SAI so that they can be used as guidance for our advocacy prior to and during the upcoming session.

In the meantime, once you get into the swing of the school year, think about making connections with your legislators. Build those relationships with current legislators and even reach out to some that are running for the first time. Don't wait until after the November elections to start; make those connections now.

As always, if you have specific questions feel free to contact me. I'll do my best to help. Remember why you do what you do and have a great school year.

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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.

Laine Buck | Communications Director | [lbuck@sai-iowa.org](mailto:lbuck@sai-iowa.org)

## Upcoming Events

### September

- 13: SAI Women in Leadership Masterminds Group
- 17: Statewide Mentoring Meeting: Assistant/Associate Principals and Deans
- 19: Statewide Mentoring Meeting: Superintendents
- 23: IASBO/SAI Activities Conference Short Stack #1
- 24: Statewide Mentoring Meeting: Middle/Secondary Principals
- 25: SAI Year 2 & 3 Elementary Principals Masterminds Group
- 26: Statewide Mentoring Meeting: Elementary Principals
- 27: SAI Women in Leadership Masterminds Group
- 30: IASBO/SAI Activities Conference Short Stack #2

### October

- 7: IASBO/SAI Activities Conference Short Stack #3
- 9: SAI Year 2 & 3 Elementary Principals Masterminds Group
- 10-11: Executive Leaders Meeting
- 11: SAI Women in Leadership Masterminds Group
- 15: Legal Lab (virtual)
- 17: Statewide Mentoring Meeting (varied times based on role)
- 22: Every Leader a Coach
- 23: SAI Year 2 & 3 Elementary Principals Masterminds Group
- 24: Legal Lab (face-to-face)
- 25: SAI Women in Leadership Masterminds Group
- 30-31: Four Essential Roles of Leadership

## In Memoriam

### [Diane White](#)

retired elementary principal  
Tri-Center (3-30-24)

### [Richard Ploeger](#)

retired chief administrator  
AEA 6 (5-24-24)

### [Gene Johnson](#)

retired superintendent  
Norwalk (6-4-24)

### [Thomas Hoffman](#)

Brody Middle School principal  
Des Moines (6-12-24)

### [Suz SmolikHagen](#)

elementary principal  
Waverly-Shell Rock (7-8-24)

### [Mark Scholes](#)

middle school principal  
Oskaloosa (7-9-24)

Please email [lbuck@sai-iowa.org](mailto:lbuck@sai-iowa.org) to share In Memoriam names that we can include in future publications.





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**Legal Vortex**  
with Matt Carver, legal services director

## Answered: Common Back-to-School Topics and Recent Legislation

I've come to appreciate how many things in life are cyclical. Our seasons are cyclical, albeit sometimes wildly odd in Iowa. Our calendar is also cyclical, as is the stock market and control of Congress. Heck, one might say the Chicago Cubs are cyclical. Unfortunately, that means I will be 152 years old the next time they win a World Series.

As a school law attorney, I've also learned to predict the types of calls and emails I receive during the end of August and beginning of September each school year. With that in mind, let's start the year off by covering a number of those cyclical topics. I will also address some of the big legal issues from recent legislation: books, school safety, and chronic absenteeism.

### Student Enrollment

Every year I get numerous calls regarding custody disputes concerning enrollment. I will cover a couple of the most frequent scenarios.

**Scenario 1:** Parents have joint legal custody, but Parent A has primary physical care, and/or the custody agreement states that students are to be enrolled in Parent A's school district of residence. The children stayed with Parent B over the summer and Parent B is now wanting to enroll students in the district where they reside, which is not the same one as Parent A. Parent A opposes this action. In a situation like this, since the custody agreement is so clear, it is perfectly ethical for school officials from Parent B's district to point this out to Parent B, see if that parent will return the students to Parent A, or at least enroll them in Parent A's district. However, if Parent B persists, and the students are clearly staying with Parent B, then I would suggest school officials in Parent B's district enroll the students. When Parent A contacts you and is upset, just share that your primary focus is ensuring that the students are in school, even if that is for a relatively brief period of time while Parent A and Parent B work out where the students will attend school for the remainder of the school year.

**Scenario 2:** Parents have joint legal custody, but the court order is unclear as to a particular school district and the parents split time with the kids. Parent A and Parent B live in separate school districts and they want the students to go back and forth between the districts every week or two. Gong. Wrong answer. This is not permissible under Iowa law. The students may only be enrolled in one of the two districts, so the parents are going to need to decide on one. If the parents cannot decide, I recommend the two districts work together to ultimately make the call, using the best interests of the students as the deciding factor, if the parents cannot come to an agreement on their own.

### FERPA/Access to Student Records

Parent A and Parent B are no longer together. Parent B is adamant that they do not want Parent A's significant other to have access to student records or to be able to access the student information system. However, as long as Parent A provides the school with written authorization, whether on paper or electronically, then Parent A's significant other or any other adult, may have access to student information, unless there is a court order in place prohibiting such access (which is incredibly rare). A district may allow a parent/guardian to give permission for another individual to have access to the student information system. HOWEVER, it is well within the school's authority to limit approved users to parents and guardians, meaning you do not have to provide a username to every adult approved by a parent/guardian to have access to student records.

### Parental Disagreement over Student IEP or Participation in a Sport

Parents A and B have joint legal custody, meaning they have the same authority to make education decisions, but disagree on something in a child's Individualized Education Plan (IEP). Remember, decisions during IEP meetings do not need to be unanimous and parents don't have veto power. While the IEP team should certainly consider the thoughts and opinions of each parent/guardian, the team ultimately needs to make a decision based on the best interest of the student, even if that means going against the desires of Parent A and/or Parent B.

Student X had a concussion during the fall 2023 football season. Parent A wishes for Student X to play football this year. Parent B is strongly against Student X playing football and cites concerns over last year's concussion. As long as the district has followed all of the concussion protocols and Student X has medical clearance to play football, and wishes to play football, then the school should again make the decision that appears in the best interest of the student, which would undoubtedly consider the wishes of the student. I know, I know, what if Student X unfortunately obtains a concussion again this year? Will the school be liable? Assuming that all protocols were followed, both last year and this year, and the student had clearance, then it is highly unlikely that the school would face any liability, even if the student is again injured.

## Book Bans

As you probably heard, the 8th Circuit Court of Appeals lifted its stay on portions of last year's book ban legislation, SF 496. This means that the following requirements are in place:

- the requirement that all materials in a school district's K-12 library program are "age-appropriate," specifically prohibiting any materials containing a description or depiction of a "sex act," as defined by Iowa criminal law; and
- the prohibition on school districts providing "any program, curriculum, test, survey, questionnaire, promotion, or instruction relating to gender identity or sexual orientation" to K-6 students.

As I shared last year, focus on the words "description" or "depiction" of a sex act. There are many instances in which a passing reference to a sex act or sexual assault is age appropriate for high school students or perhaps even middle school students but would not be for elementary students. However, if the author uses more graphic or descriptive language describing the act, then it would be inappropriate for all education levels. If in doubt, don't hesitate to give me a call.

The law prohibits access to prohibited materials not only in the library/media center, but also in the classroom. While these restrictions extend to the classroom, schools are not required to keep a list of all books in a teacher's personal collection as you are in the library/media center.

## School Safety

Okay, I will start this one by giving a "my bad" to all of you. On one of my slides at the annual SAI conference, it referenced that all attendance centers must have a handheld radio which is capable of communicating with first responders by July 1, 2025. Instead, it should have stated that schools must have a handheld radio OR console radio, which is capable of direct communications with first responders. I apologize for any confusion. I

know that a number of schools received grant money for console radios recently. Those console radios certainly will meet the requirements. Again, this is for ALL attendance centers and the requirement starts on July 1, 2025, so you have almost a year to gain compliance by acquiring either handheld OR console radios for all of your buildings. While this isn't a requirement, as someone who spent many years supporting disaster relief in the Iowa National Guard, I would also consider keeping an old-school telephone around to plug into a phone jack, in case your high-tech cell phones go out during a power outage or when an Internet connection goes down.

## Student Absenteeism

I have heard from many administrators about concerns relating to truancy exempt absences still counting as absences when entered into your student information system. The Iowa Department of Education (DE) has shared that this relates to Iowa's ESSA application and compliance with federal law. Nonetheless, I would encourage administrators to continue to share concerns with representatives at the DE relating to this issue, as it certainly will give the appearance that schools are not ensuring that students are attending school, when parents/guardians might be keeping students home based upon a legislatively approved exemption. As I shared at the SAI conference, I would give great thought to determining when a student is considered present or attending a school-related activity, which situations do not count against student absences. A few examples might include supervised foreign language trips outside of the country; field trips with a school-approved club and under the supervision of a school approved advisor; or, interning as part of a work program coordinated between the school and a locally approved employer.

Hopefully, I've covered some of your burning issues. If not, and you still have questions, you know where to reach me. Have a great school year and Go Cubs and Go Irish!



## In Brief June Rep Council Highlights

- Association's Annual Meeting set: Sept. 11 at 11 a.m.;
- 2024-25 budget adopted;
- Secondary principals, general administrators asked to submit electronic vote for Representative Council member replacement;
- Overview of Iowa Principal Leadership Academy history and potential to be brought under SAI;
- Recognition of outgoing Representative Council members;
- Executive director report included updates on: Executive Leaders Steering Committee, NAESP/NAASSP Executive Director professional development program, corporate partner program, Greater Des Moines Partnership Talent Board meeting, SAI staff review of strategic framework, and the Drake, UNI Aspiring Principals cohort;
- Membership report to be provided at September meeting;
- Financial report indicated strong financial position;
- Mentoring and induction updates and overview of new administrator institute in July;
- Update on annual conference planning;
- Update on professional learning planning;
- Communications director report included updates on: It's Been SAId podcast, elections for district officers and an executive committee representative, 2024 Administrator of the Year information, and the new career center launch on the SAI website. Council was informed the communications director would retire in August 2024.
- Legal report included typical end of the school year questions, including student absenteeism;
- IPERS retirement change only for teachers, not coaches;
- Legislative report provided within the agenda;
- NAESP report included: UNITED conference in July with NASSP.



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## The Latest in Learning with Dana Schon, professional learning director

### Energy into Attendance

I love the amplified energy that infuses the start of a school year — students, parents/guardians, staff, and administrators all filled with hope and anticipation for what the year will bring. We feel it when school families rally around the first events of a new season. We hear it on the playground and in the cafeteria when old friends connect and new ones form. We see it when students persist in finding ways to solve a problem, and we experience it in the lively conversations of educators seeking solutions to teaching and learning challenges. It makes us believe that “Together, we’ve got this!” I wondered how we might direct this energy in a way that keeps our students coming to school every day.

[Senate File 2435](#), enacted this past legislative session, establishes expectations for attendance and new protocols for chronic absenteeism. The ‘what’ has been defined. We need to invest our energy toward establishing the ‘how.’ Attendance Works, a non-profit organization whose mission is to reduce chronic absenteeism, offers several tools. [District](#), [building-level](#), and [early childhood](#) surveys provide an effective launching point for determining your current reality. From the data you collect through these surveys, you will be able to establish a plan of action; and the questions within the surveys provide a sense of the kinds of activities you might consider to promote attendance and reduce or even eliminate chronic absenteeism.

While the surveys support putting in place a systemic approach to addressing chronic absenteeism, which can be a longer process, you may want to start today with a high-leverage practice or strategy that engages students in owning their educational experience. Attendance Works provides templates of [Student Attendance Success Plans](#) for multiple levels from preschool through high school. The plans provide direction to support a conversation between students and their family. They include strategies for getting to school and class on time and emphasize the importance of students being in school. These agreements serve as a type of [commitment contract](#) and promote not only attendance but also student agency.

*“While the surveys support putting in place a systemic approach to addressing chronic absenteeism, which can be a longer process, you may want to start today with a high-leverage practice or strategy that engages students in owning their educational experience.”*

[Recent research](#) also supports the use of text messaging to reduce rates of chronic absenteeism. The text serves the purpose of engaging families in two-way communication about their child’s attendance record and partnering with them to get the child back in school. Parents or guardians can readily share any issues that may be barriers to attendance; and the school can respond with relevant resources to support the family in a way that gets the student to school. Some texting platforms also provide language translations, which provides an even better connection with families whose primary home language is not English. This toolkit provides a step-by-step guide to assist you in implementing this evidence-based approach.

Fostering a culture of attendance is another high-leverage strategy you can do while you are reviewing your survey data and crafting a systemic approach. What structures do you currently have in place where you can promote the message that attendance matters? For example, are you and other staff visible in the mornings to greet students and parents at drop off and/or in hallways? Use language that communicates the value of being in school and your appreciation in seeing them. Additionally, how might you use your blog or newsletter to promote attendance? How, when, and how often are teachers communicating the importance of coming to school? Find additional resources for cultivating a culture of attendance [here](#).

Channeling the excited energy this time of year into developing and executing a plan for promoting attendance and addressing chronic absenteeism will free up energy later for you to give to the many other things that crop up as the year moves along.



# SAI 2024-25 Learning Lineup

Sign up at [bit.ly/SAIevents](https://bit.ly/SAIevents)

## SAI Women in Leadership Masterminds Group

All sessions are held virtually from 1:30-2:30 p.m.

Sept. 13, Sept. 27, Oct. 11, Oct. 25, Nov. 8, Nov. 22

Join a community of school leaders committed to their own growth and development. Through the SAI Masterminds experience, you will engage in study of relevant and timely content; challenge each other's thinking; discuss and address individual participant's questions, situations, and ideas; and celebrate each other's successes.

Session topics will be determined by the group based upon interest, need and timing. To promote discussion and build community, group sizes are limited to 12, so register soon!

This learning opportunity can be bundled with any two other qualifying events for a licensure renewal credit. Please note that you need to be committed to and present on all dates in order to be eligible to bundle for credit.

Facilitators: Dr. Lisa Remy & Dr. Dana Schon, SAI

## Every Leader a Coach

Oct. 22 from 9 a.m. to 3 p.m. at the SAI office in Clive

Effective, impactful leadership is synonymous with skilled coaching. This program emphasizes the critical role of feedback and coaching in building staff capacity and achieving school improvement goals.

Participants will learn practical strategies and techniques to enhance their coaching abilities, fostering a culture of continuous improvement and professional growth. Through engaging activities, real-world scenarios, role play, and reflective practices, attendees will hone their skills to provide meaningful feedback, build capacity of staff, and drive positive change within their schools.

Join us to elevate your leadership impact and empower your team with the coaching skills necessary for sustained success and school excellence.

Facilitators: Al Neppel and Dr. Dana Schon, SAI

## Four Essential Roles of Leadership

(offered in partnership with Franklin Covey)

Oct. 30-31 from 8:30 a.m. to 4:30 p.m. in two locations: Northwest AEA in Sioux City or at the SAI office in Clive

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 Four Essential Roles of Leadership

(developed by Franklin Covey)

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.

*Take advantage of two complimentary coaching sessions as a benefit of participating in this course to help you unlock your potential and build capacity in the four roles.*

Facilitator: Dr. Dana Schon at Northwest AEA and Al Neppel at the SAI office in Clive



## It's been SAId: Conversations on Leadership Podcast

In the latest episode, SAI Executive Director Lisa Remy interviews SAI's newest member to the team: Communication Director Laine Buck.

Get to know more about Laine and her most recent role with West Des Moines Community Schools (WDMCS).

She shares how she plans to use her experience to support superintendents and principals across the state. [Listen to this and previously recorded episodes.](#)

## Leading with Wellness continued from page 2

By taking part in this program, you are not only investing in your health but also setting an example for your staff and students, demonstrating the importance of a leadership life-fit, self-care, and resilience.

To learn more about how the SAI CatchLife30 program can support your wellness journey, I encourage you to tune in to our September podcast, where we will be highlighting the program in detail. The podcast will feature founder Rick Schupbach. He will share practical tips on how to incorporate wellness into your busy schedule. This will be an excellent opportunity to gain a deeper understanding of CatchLife30 and how it can help you keep wellness at the forefront throughout the school year. You can also learn more on our [website](#).

As we embark on this new school year, let's embrace the opportunity to lead with wellness in mind. By making your health a priority, you empower yourself to be the best leader you can be — one who is not only focused on academic success but also committed to creating a sustainable, thriving school environment. Let's all commit to a healthy, productive, and fulfilling school year!

### Sept. 6 Deadline for Round 4 of LETRS

Registration for Round 4 of LETRS for Administrators is open through Friday, Sept. 6, 2024.

#### Overview and Resources

- Two-year course
- [View estimated timelines](#)
- View [LETRS® for Administrators Datasheet: Outcomes and Estimated Time to Complete by Unit/Session](#)
- [View Iowa LETRS website](#) and the [Iowa LETRS FAQ](#)

#### Registration

Complete [registration form](#)

#### Questions?

Email [IALETRS@iowa.gov](mailto:IALETRS@iowa.gov)

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## Save the Date

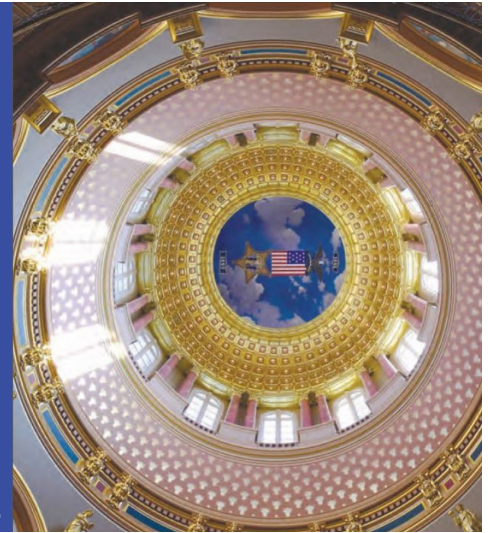
### Day on the Hill

JAN. 28  
2025

Advocacy Briefing  
Communications Tips  
Meet with Legislators  
Education Showcase

WATCH FOR MORE DETAILS THIS FALL

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## Improve Your Overall Health and Well-being

The SAI CatchLife30 Challenge will provide you with self-care tools to manage stressors and refuel energy for work, family and life.

#### How Does it Work?

Using videos, habit-building, accountability racking, reflective questions and friendly competition, the CatchLife30 Challenge offers everything you need to transform your health and wellness by making small, manageable changes.

All communication will occur via daily text/email messages.

CatchLife30 features daily health check-ins that can be completed in five minutes or fewer and don't require a fitness tracker.

There are five focus areas:

- hydration
- physical activity
- nutrition
- social-emotional health
- sleep

#### How Do I Register?

Access [challenges.sai-iowa.org](https://challenges.sai-iowa.org)

#### New Participants

(Your Access Code is: SAI)

- Navigate to the login page (see URL and QR code above)
- Select First time user? Register now.
- Enter your First Name, Last Name, Date of Birth, Access Code (SAI) and click Verify my Account.
- Finish entering your personal information and create a password.
- Click on Register my Account. A popup will confirm your username and password and you will be able to log in and register for the challenge.

#### Returning Participants

If you know your username and password, then simply log in and select the challenge registration icon of your choice.

If you have forgotten your username or password, select I've forgotten my username or password from the login screen. If you have forgotten both, then contact support: [support@cws4life.com](mailto:support@cws4life.com) or call 260-434-0909.