



REPORT

Dan Phipps is the '20-'21 Assistant Secondary Principal of the Year



SAI has announced **Dan Phipps** of Mason City is the 2020-21 Iowa Assistant Secondary Principal of the Year. **Adam Kedley** of Western Dubuque was an award finalist.

Thank you to selection committee members **Sean Baylor** of Cedar Rapids, **Jason Jones** of Pleasant Valley and **JoAnna Letz** of Council Bluffs.

Following the announcement, Dan was asked about what in his school he is most proud. His response: "As I reflect, I would have to really focus on the one thing I am most proud of and that is the word I continually use to describe our staff: 'resilient.' They have shown the capacity to recover quickly with great flexibility during these difficult times without any training or class on teaching during a pandemic. Our staff continues to pull together during uncharted times to teach and lead students in an unprecedented school year.

Our staff has worked together with many hours of peer collaboration so they could have a clear vision to develop successful learning opportunities for students. They have developed new ways to deliver curriculum to students for learning in person or online. Staff members have shown great persistence to adjust to the different needs that have come up over the last months to make sure students are successful.

Without a strong staff and the mentors I have had in my career, I would not have been able to be a successful leader and achieve this award. At this time, I would like to thank each one of these individuals. They drive me to do my best day in and day out."



New Standards for Iowa's School Leaders adopted by State Board effective July 2021

It's official!

On November 18, the State Board of Education adopted the Professional Standards for Educational Leaders as Iowa's new standards for school leaders. The **2021 ISSL** will take effect July 1, 2021.

Tools and resources to support their implementation continue to be developed and made available via **this site**. Additionally, SAI will provide learning opportunities this spring. Stay tuned!

SAI CatchLife 30-day Challenge—Improve your overall health and well-being

It's time to CatchLife together! If you're looking for an easy-to-use 30-day on-ramp to better health and fitness, this challenge is for you. SAI CatchLife will help build a solid foundation of wellness habits while providing a positive culture of support. The 30-day challenge beginning with three prep days starting January 1 and the challenge beginning January 4 will also provide you with self-care tools to manage stressors and refuel your energy for leadership, family and life.

Using videos, habit building, accountability tracking, reflective questions and friendly competition, CatchLife offers everything you need to transform your health and wellness by making small, manageable changes. The program 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, leadership and sleep.

Program Specifics

- Daily text messages serve as a health check-in.
- Five focus areas are tracked each week of the challenge.
- Community forum to support yourself and other participants, and a daily leaderboard for accountability and friendly competition.
- Video library to revisit videos shared during the challenge.
- Daily summary reports indicating which area(s) need immediate attention according to your daily responses.
- Concluding summary report to highlight specific area(s) to address to have the best impact on your health moving forward.

Goals of SAI CatchLife

- Improve your overall health and well-being by providing tools, strategies and guidance targeting the components of a healthy lifestyle.
- Promote networking in pursuit of improving your overall health and well-being by providing both personalized and team-based supports.
- Increase your productivity by promoting healthier practices.

Cost

SAI provides this program at no cost to members. During these challenging times, it is more important than ever to invest in yourself, so you can better invest in others. The SAI CatchLife 30-day Challenge will empower you with the daily goals and skills needed to do just that. Join us today. Register at bit.ly/Jan21CatchLife.

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

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Breaking up is not hard to do

Dear 2020:

This space is normally reserved for a monthly column that I write for Iowa's amazing school leaders, but I decided to write a letter to you instead. I don't think they will mind; you have thrown them so many curve balls during the past 11 months, what's one more?

I don't know your goal, but if it was to create almost impossible conditions for teachers to teach, students to learn and leaders to lead, well, then mission accomplished. First, you ushered in a global pandemic that caused us to shut down schools and then try to reopen while still keeping learning flowing and everyone safe and healthy. Then you decided to expose the nation's social justice and economic inequities, thereby forcing us to take a hard look at the nation's systemic racism. If that wasn't enough, you did these things during an election year in a nation deeply polarized and inflamed over political preferences and differences.

But here's the thing: the keyword in the first sentence of the second paragraph above is "almost." You see, you badly underestimated the ability and resiliency of school leaders to make decisions and solve problems no matter what you threw at them. For example, in the middle of a pandemic, school leaders are striving and succeeding each day to provide the resources, processes, decision-making and empathy needed to keep students learning and staff teaching as safely as possible. Exposing social injustice to those who never had the lived experiences of it has stimulated critical conversations and deep learning that needed to happen and were long overdue. This is leading to actionable change to address our nation's equality and equity challenges. We are learning that our differences, treated with dignity and respect, actually make us stronger.

By its very nature school leaders can't do the impossible, but as it turns out, they have proven that they can do the *almost impossible*.

Interestingly, here's what you didn't see coming: the appreciation that has grown in all of us for the things that we may have taken for granted. Way back in 2019, we could enjoy watching plays, concerts, and sporting activities without the fear of catching the virus. We could plan a night out with friends and look forward to conversation unimpeded by masks and social distancing. Human touch, such as a simple handshake, was done without much consideration that we could ever lose that privilege. We could even stop in at the local grocery store and purchase toilet paper whenever we wanted. Thanks to you, we can't do any of those things right now, but when we can we will never take them for granted again.

I know you have another month left to create more problems. Regardless, I would like you to consider this our break-up letter. You have thrown some seemingly insurmountable obstacles at us that actually turned out to be surmountable, due to the diligence, tenacity, and problem-solving abilities of school leaders. Hopefully, your sibling, 2021, will show our world some mercy and kindness. We are ready and hungry for it, deserve it, and will not take it for granted. Either way, we will never forget you, 2020. By throwing the worst at us, you found a way to bring out the best in us.

Sincerely,



In Brief November Rep Council highlights

- Approved **2021 Legislative Priorities**;
- Approved 2019-20 audit and financials review;
- Equity Committee activity includes huddles with interested individuals;
- Professional learning update, including mentoring & induction and upcoming events;
- New state standards progress update;
- Online community overview and inquiry;
- IPERS update reported no regular member contribution rate increase is anticipated;
- National affiliate organization reports; and
- CatchLife Program update.

In memoriam

Ernie Connell, retired superintendent, North Central & Northwood-Kensett Community School Districts (11-4-20)

Delbert (Doc) Gilbert, retired middle school principal, Central DeWitt (10-27-20)

Gerald Tirozzi, retired NASSP executive director (11-1-20)

Legislative notes

from Dave Wilkerson, government relations director ✉

The 2021 SAI Legislative Platform is finalized. It was reviewed and approved by the Representative Council November 11. These priorities for the 2021 session are posted at bit.ly/sailegpriorities.

Thank you to all the members of SAI's Legislative Committee for your work in developing our priorities. A multitude of issues was discussed and addressed. As in past years, I'm sure there are many issues we will advocate for that did not make the list, and many things will pop up during the session that we will oppose. These conversations will guide and prioritize our work and efforts at the Capitol.

The 89th General Assembly officially begins January 11, with the last day (110 days later) currently scheduled for April 30. Leadership has been selected heading into the 2021 session. Jake Chapman was named the new president of the Senate, replacing retiring Charles Schneider. Jack Whitver remains Senate majority leader. Pat Grassley remains speaker of the House and Matt Windschitl is House majority leader.

At the October 13 meeting of the Revenue Estimating Conference, the REC projected the state will see a slight drop in revenues in the current budget year before rebounding with a 4% gain in the 2021-22 fiscal year. The panel predicted the state will take in \$7.97 billion in the current budget year which ends June 30, 2021 (approximately \$19 million less than FY19). The revenue estimate for 2021-22 (FY22) came in at \$8.2 billion, which would be a gain of 4% from the estimate for this year. I don't anticipate the Legislature making any adjustments to the FY21 budget, but that could depend to a great extent on what the December REC numbers look like. The December number is the one the Legislature must work from in preparing the state budget.

Our focus needs to remain on putting students first and advocating for our schools. The most important part of our advocacy work needs to be done at the local level. Be sure to spend time with your legislators, staff and community members to help them understand the significance of the issues for students in your schools, especially the significant issues you are facing in dealing with COVID-19 and the impact it is having on achievement, finances, and the mental health of students and staff.

I look forward to working with you during the upcoming legislative session. Have a wonderful and safe holiday season with your families and friends. Don't forget to take some time for yourself to recharge and reflect on all the great things happening in our schools. Thank you for all you do!

Calendar of events

January

- 14 & 15 - Executive Leaders
- 14 - Statewide Mentoring Meeting for Superintendents
- 21 - Statewide Mentoring Meeting for Assistant/Associate Principals
- 26 - Statewide Mentoring Meeting for Middle Level and Secondary Principals
- 28 - Statewide Mentoring Meeting for Elementary Principals

February

- 11 - School Law Conference
- 23 - Building a Contagious Culture [Intentional Energetic Presence Fundamentals]

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



Seclusion and restraint rules change

As you might have heard, the State Board of Education recently adopted [revisions to Iowa administrative rules on seclusion and restraint](#) (Chapter 103). The revised rules will go into effect on January 20, 2021.

I fully recognize that these revisions will create some additional work and expectations for Iowa's educators, but am confident that all of the parties involved in the process, including SAI, were able to compromise so the resulting regulations are an update to past rules, but not a complete departure.

To resolve any rumors, the revised Chapter 103 does not impose an outright ban on seclusion, restraint or room clears. Rather, it creates processes in an effort to ensure that seclusion and restraint are not seen as a first response in most instances.

DE Attorney Thomas Mayes should receive a great deal of praise for his efforts to bring parties together over the past couple of years on this issue, and for his continued work to develop a manageable Chapter 103. While Thomas, the DE and your AEA will undoubtedly have much more to share in the coming weeks, I wanted to cover a number of highlights from the revised rules.

First, words matter, and there are some points to glean from Chapter 103 definitions.

"Physical restraint" means a personal restriction that immobilizes or reduces the ability of a child to move the child's arms, legs, body, or head freely. "Physical restraint" does not mean a technique used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which such a technique was designed and, if applicable, prescribed. "Physical restraint" does not include instructional strategies, such as physically guiding a student during an educational task, hand-shaking, hugging, or nondisciplinary physical contact.

This is a common-sense definition of "physical restraint" and I am hoping it will put some educators' minds at ease. As noted in the definition, there are many instances during which educators might be guiding or assisting a student and that physical guidance or assistance will not be construed as physical restraint. While it might seem odd to read during COVID, I also appreciate the reference to such nondisciplinary contact, such as hand-shaking and hugging. Must discernment and wisdom be used regarding such contact with students? Of course, but I hope that classrooms and schools do not turn into emotionally sterile environments. We may not all be huggers, and I'm not suggesting every educator should start hugging all students, but the nod to a caring touch was needed. It saddens me when I hear educators share they feel they may never have any form of physical contact with students.

"Seclusion" means the involuntary confinement of a child in a seclusion room or area from which the child is prevented or prohibited from leaving; however, preventing a child from leaving a classroom or school building shall not be considered seclusion. "Seclusion" does not include instances when a school employee is present within the room and providing services to the child, used for seclusion.

This revision is a significant improvement over past practice. For instance, it is now clear that a staff member may stand in a doorway and prevent a "runner's" egress through a doorway and it will not be interpreted as seclusion. Similarly, there may be appropriate instances of clearing a classroom and it will not be viewed as seclusion. This is particularly clear when a staff member remains in the classroom with the student, which I trust is the case in most instances.

According to 281 Iowa Administrative Code 103.7(1) physical restraint or seclusion is reasonable and necessary only:

a. To prevent or terminate an imminent threat of bodily injury to the student or others; . . .

You might recall that the proposed revisions initially stated that educators needed to show that there would be "serious bodily injury." Thanks to your input and messages to the DE, this was changed to "bodily injury" which means "physical pain, illness, or any impairment of physical condition." If a student is flailing her arms around and striking others, such contact would provide justification to restrain, if the contact is causing bodily injury. However, if the student is flailing her arms, it is not seriously disrupting the learning environment, and such action is not likely to cause bodily injury to the student or others, then there would not be a need to restrain the student unless such restraint is part of a pre-approved plan.

b. To prevent serious damage to property of significant monetary value or significant nonmonetary value or importance; or

So, if a student is tearing paper out of their own notebook, that would likely not be enough, unless those actions rise to the level of meeting another factor, such as "seriously disrupting the learning environment." On the other hand, if a student is turning over laptops or breaking windows, then the student may be restrained. Similarly, the student may not destroy the work of other students, such as art projects or classroom projects. Those art or other projects may be seen as having significant nonmonetary value.

c. When the student's actions seriously disrupt the learning environment or when physical restraint or seclusion is necessary to ensure the safety of the student and others; and

Not just any disruption is enough to utilize restraint or seclusion. The disruption must be of a serious nature. Is it a serious disruption when a student starts dropping f-bombs on a teacher and continues on about what a horrible teacher she is? Yes. Am I suggesting that you should restrain or seclude a student in every such instance? No, but it would be appropriate to potentially clear the room or take appropriate action to at least temporarily remove the student from that environment until the seriously disruptive behavior stops. On the safety side, consider the earlier example regarding runners. Based on calls I've received over the

those students from running out of the building and likely into a nearby street or highway, such action very well may be justified.

d. When less restrictive alternatives to seclusion or physical restraint would not be effective, would be feasible under the circumstances, or have failed in preventing or terminating the imminent threat or behavior, and

e. When the physical restraint or seclusion complies with all the rules of this chapter.

Educators must always consider whether less restrictive alternatives would be effective. Restraint and seclusion must really be the last resort. When those alternatives are exhausted is when restraint or seclusion may be appropriate.

What are some other requirements under the revised Chapter 103?

Trained employees and volunteers – Restraint and seclusion should only be carried out by employees or volunteers who are trained in accordance with 281 IAC 103.8, or by an individual who may be untrained but is only acting due to the unforeseeable nature of the occurrence (e.g., stopping a fight or some other threat of bodily injury).

Chapter 103.8 training SHALL cover:

- a. The rules of this chapter;
- b. The school's specific policies and procedures regarding the rules of this chapter;
- c. Student and staff debriefing requirements;
- d. Positive behavior interventions and supports, and evidence-based approaches to student discipline and classroom management;
- e. Research-based alternatives to physical restraint and seclusion;
- f. Crisis prevention, crisis intervention, and crisis de-escalation techniques;
- g. Duties and responsibilities of school resource officers and other responders, and the techniques, strategies and procedures used by responders; and
- h. Safe and effective use of physical restraint and seclusion.

Parental/guardian notification: A school MUST notify the student's parent using the school's emergency contact system as soon as practicable after the situation is under control, but no later than one hour or the end of the school day, whichever occurs first. (281 IAC 103.7(2)(b))

The school must also notify the parents with the results of an investigation if the school determines that one or more of its employees violated Chapter 103 requirements.

Within three school days following the occurrence that led to restraint or seclusion, the school must provide parents with a copy of the school's detailed documentation and reporting, under 281 IAC 103.8(2). This subsection has a prescriptive list of necessary documentation components. While the parents may agree to receive this documentation by email or fax, the regulatory default is to send the documentation by first-class mail, postage prepaid, postmarked by the end of the third school day after the occurrence. This parental notice must be accompanied by a letter inviting the parent to participate in a debriefing meeting, if necessary under subrule 103.8(3), to be held within FIVE SCHOOL DAYS of the day the report and letter are mailed to or provided to the parent.

Debriefing sessions:

- (1) Frequency – Debriefing sessions are required:
- (2) Upon the first instance of seclusion or physical restraint during a school year;
- (3) Whenever any personal injury occurs as part of the use of seclusion or physical restraint;
- (4) Whenever a reasonable educator would determine a debriefing session is necessary;
- (5) Whenever suggested by a student's IEP team (if any);
- (6) Whenever agreed by the parent and the school officials.
- (7) However, in any case, a debriefing session shall occur after seven instances of seclusion or physical restraint. (281 IAC 103.8(3))

Debriefing report: The school must complete a debriefing report, covering prescribed items as set forth in 281 IAC 103.8(3), and share that report with parents no later than three school days after the debriefing meeting. The debriefing report must be post-marked no later than three school days after the debriefing to meet the regulatory requirement.

Requirements if seclusion or physical restraint continues for more than 15 minutes: School officials shall meet the following Chapter 103 requirements in such instances:

- (1) The student shall be provided with any necessary breaks to attend to personal and bodily needs unless doing so would endanger the child or others.
- (2) An employee shall obtain approval from an administrator or administrator's designee to continue the seclusion or physical restraint beyond 15 minutes. After the initial approval, an employee must obtain additional approval every 30 minutes thereafter for the continuation of the seclusion or physical restraint. Approval must be documented in accordance with rule 281 IAC 103.8. (281 IAC 103.7(2)(c)).

Seclusion room requirements: I am going to link to the [administrative rules on this topic](#), due to the number of requirements and the nauseating length of this column. However, a few highlights are: the room must be no less than 56 square feet or less than seven feet across in any direction between walls; no free-standing cells or portable units; no furniture; no objects that could be dangerous; no locks, except security mechanisms held in place by constant human contact; and, good lighting and ventilation.

OK, while it might feel like it, I know I did not cover everything. I wanted to go over highlights from the revised Chapter 103 and dispel some of the rumors. Again, expect to hear much more from the DE, your AEA, and probably your district's legal counsel.

Stay well! Go Irish!



Maslow, where did you go?

In the midst of the many headlines about the urgent need to remedy the COVID slide, address significant learning loss, and catch those students falling further and further behind, I came across a nearly buried comment about remembering that our students are surviving a pandemic. I flashed back to Maslow's hierarchy—a model I haven't put my eyes on in a very long time. I wondered whether it was just me. Are school teams putting the visual of **the triangle** on the table (or screen sharing it) to anchor their discussions about students' physical, social, and emotional well-being? Granted, we don't need the visual, tangible reminder to ensure a focus on students' needs. We are regularly engaging in conversations about where one student slept the night before and whether another had eaten breakfast that morning among myriad other needs. Maybe it's supposed to live in the background of our learning from psychology class—an awareness that informs our thinking and decision-making when problem-solving for a struggling student; but I wonder if we might get more of the results we want if we were intentional about contextualizing and grounding our conversations in that triangle.



Our current approach to reflecting on and addressing student needs, like all effective routines, may be ready for an audit. With the many changes brought about by the pandemic, our understanding of whether and how students' basic needs are met may not be as clear as it once was. More students than ever before may be experiencing unmet basic needs and may not be in a place where they can learn best—recall that optimal learning happens at the top of Maslow's triangle, a triangle that represents Maslow's theory of motivation. By grounding ourselves once again in this hierarchy, we are reminded that meeting students' basic needs is not an end unto itself but the foundation for motivating and engaging our students in the rich, deep learning the curriculum provides. If we aren't currently getting the level of interest and engagement we expect, Maslow's triangle provides a place for us to begin examining why (**Maslow before Bloom**).

What does the hierarchy look like in practice? It can be operationalized in a variety of ways, the simplest by asking questions of our students and families. Can your staff "adopt" students with whom they are responsible for connecting individually to check-in? They might be guided by a list like the following or one that makes more sense for your school or district. Knowing where a student's needs are currently being met provides direction for next steps for you.

1. Physiological: How are you? Are you sleeping well? How is your family? What do you need?
2. Safety: Do you feel safe? How can I help?
3. Belonging: How are you connecting with your friends? Family?
4. Esteem: Do you feel confident?
5. Self-Actualization: What are you excited about learning this month? This year? Why?

Not only can a return to Maslow's triangle support our efforts to engage and motivate students, it can also help us support teachers. Using similar questions can provide us feedback for identifying next steps with teachers to keep them motivated and engaged in the awesome work of teaching and learning. (**Learn more ...**)

Thank you for all that you do in service of those you lead. This year has undoubtedly tapped your energy reserves. I hope the holiday season presents you with opportunities to rest and refuel. Happy Holidays!



BUILDING A CONTAGIOUS CULTURE

Tues., Feb. 23
9 a.m. - 2:30 p.m.
virtual learning

- Are you having the impact you want?
- Do you feel the way you want?
- Do people follow you because of your title or because they want to?
- Do you have the culture you want?
- Are you living your values?

The key to a resounding "Yes" response to these questions is in how you show up. The way we lead ourselves and our energy—or don't—has a tremendous effect on our ability to create impact. How we nurture our energy, from the inside out, influences how in tune we are to others, how well we can lead a room, and how well we can pick up on things that no one else can. (We have superpowers, and we don't even know it.) In today's world, leadership actions and skills alone are not enough; we need intention, energy, and presence to back them up for best results. Through this workshop, gain strategies for creating influence and impact on purpose, while accelerating your results and well-being.

Facilitator: Dr. Dana Schon, SAI