



Ensuring Learning 2019-20

August 20, 21, & 22, 2019

During the last Legislative session...



Appropriations of interest

- Iowa DE to continue it's work: \$5.9M
- Career & Technical Education: \$2.9M
- Statewide Student Assessment: \$2.7M
- Work-based Learning Clearinghouse: \$300,000
- Resident HS students to attend a community college: \$600,000
- Iowa Reading Research Center: \$1.3M
- Early Warning System for Literacy: \$1.9M
- Children's Mental Health School-based Training & Support: \$2.1M



Financial Literacy Requirements begin with the graduating class of 2020-2021 (originally to begin this past school year!).

Secure an Advanced Vision for Education (SAVE) extended to January 1, 2051.

- Safety first!
- Vote on athletic facilities

Classroom Assignments for Siblings!

Iowa Assessment of Student Progress (ISASP)

1. Performance Level Descriptors (PLD) drafted based on the Iowa Core Standards.
2. Period of public comment (March - April)
3. Review by panel of Iowa educators (April 27)
4. PLDs revised (May – June)
5. Standard setting study (July)
6. Results summarized (August)
7. Review by State Board of Education (September)
8. If approved, reports generated (October)

**Testing window:
March and May
2019**



Iowa Office of Ombudsman

Who: Kristie Hirschman (plus 12 assistant ombudsmen!)

- serves as an independent and impartial agency to which citizens can air their grievances about government.
- has authority to investigate complaints about Iowa state and local government, with certain exceptions.
- attempts to resolve most problems informally.

➤ Contact:

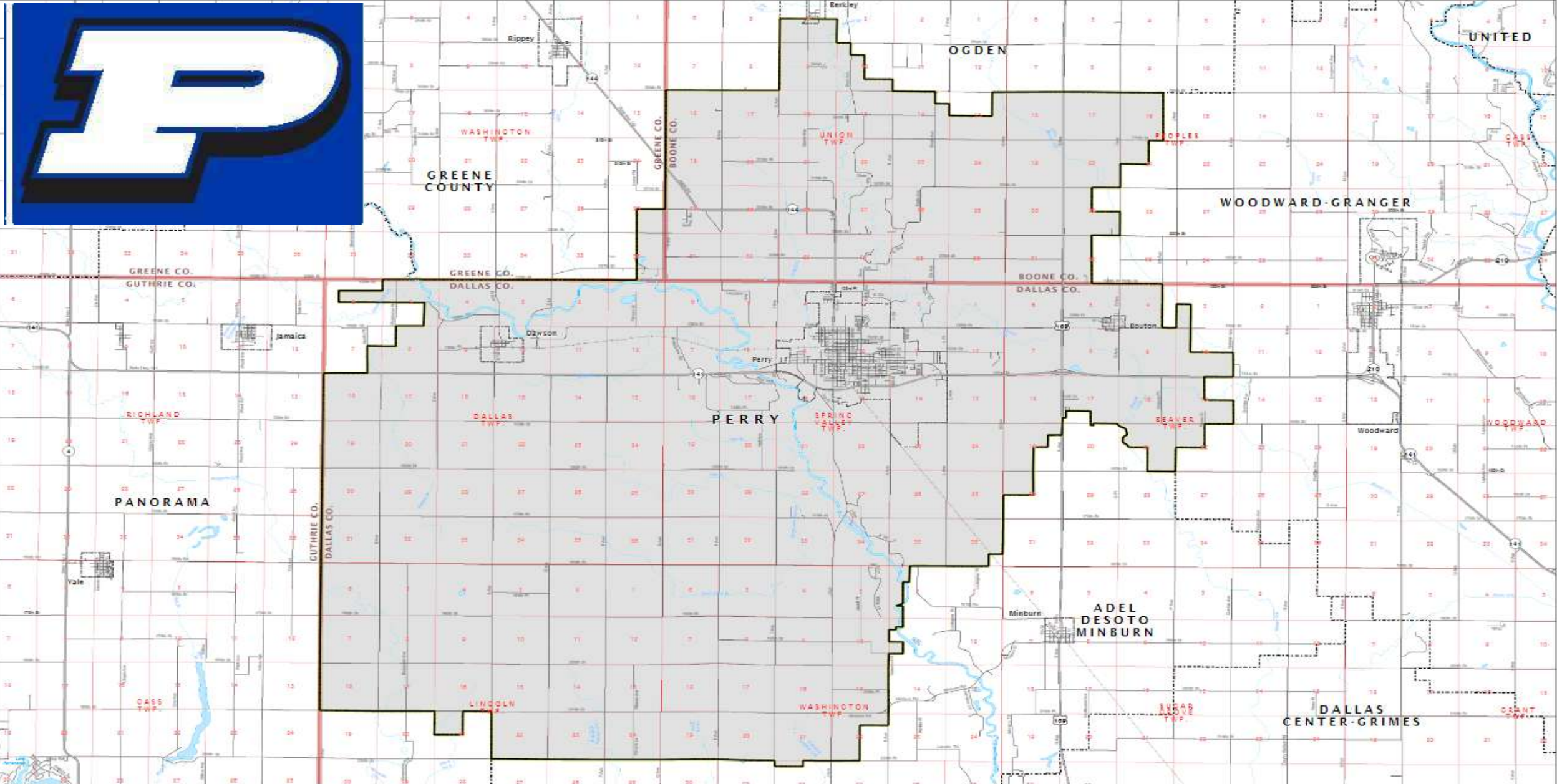
Telephone: 515.281.3592
1.888.426.6283 (toll-free nationwide)

TTY (Teletypewriter): 515.242.5065

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Write or Visit
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Ola Babcock Miller Building
1112 East Grand
Des Moines, Iowa 50319

Email : ombudsman@legis.iowa.gov



Iowa Department of Education School District Boundary Verification 2017 - 2018

PERRY

- PERRY
- Other School District Boundary
- City
- Township
- Section
- County



The school district boundary information on this map was prepared by the Iowa Department of Education as a result of the 2017-2018 School District Boundary Verification process. The boundary information is provided for informational purposes only. The Department is not responsible for any errors or omissions on this map. The Department is not responsible for any errors or omissions on this map.

Map Prepared: 1/12/2018

0 0.5 1 2 Miles



Fun Facts

- Perry CSD includes about 45 acres of land to maintain.
- Our 18 buses travel about 120,000 miles annually, combined. That is about 20 trips from New York to California and back.
- Perry has over 250 employees, including teachers, paraeducators, cooks, custodians, bus drivers, etc.!
- Perry schools buildings encompass about 350,000 sq. ft.!

Our Schools

Certified Enrollment for 2018-19: 1758*

Perry Elementary (Pre-K – 5)

712 students

Perry Middle School (6 – 8)

396 students

Perry High School (9 – 12)

568 students

*** Includes 82 pre-school students**

Our Students 2018-19

Free & Reduced	74.4%
Elementary	74.72%
Middle School	79.04%
High School	70.77%
ELs (K-12: 412)	24.5%
Special Education	11.87%
Migrant	2.0% *
Immigrant	5.2%
TAG	5.4%

	<u>PK-12</u>
Hispanic	49.1% (863)
White	42.7% (750)
African American	4.4% (77)
Multi-race	1.9% (34)
Asian	1.6% (28)
Native American	0.3% (5)
Pacific Islander	0.06% (1)
<hr/>	
Total Certified Enrollment:	1758

*2016-17 data

Our Students 2018-

19

Student Intentions after High School 2017-18

Intention	No. of Students
Community College	38% (61)
Public 4-Year	23% (36)
Employment	11% (18)
Private 2 or 4-Year	8% (13)
Military	4% (6)
Other Training	3% (5)
Homemaker	1% (2)
Unknown	12% (19)
Diploma Count	160

Our Students 2018- 19

**Drop Out Rate
2017-18
2.42%**

Graduation Rate, Class of 2018
All: 98.72%
IEP 100%
EL 100%

Average Daily Attendance 2018-19
K-8: 95.1%
K-12: 94.8%
State: 95%



Now time
for an
energizing
brain
break!

All Hands Brain Break

1. Stand Up.

Start by waving your right hand in front of you left to right. Your palm should be facing away from you while keeping your hand with your fingers pointing up.

Now stop that hand and have your left hand in front of you waving it up and down.

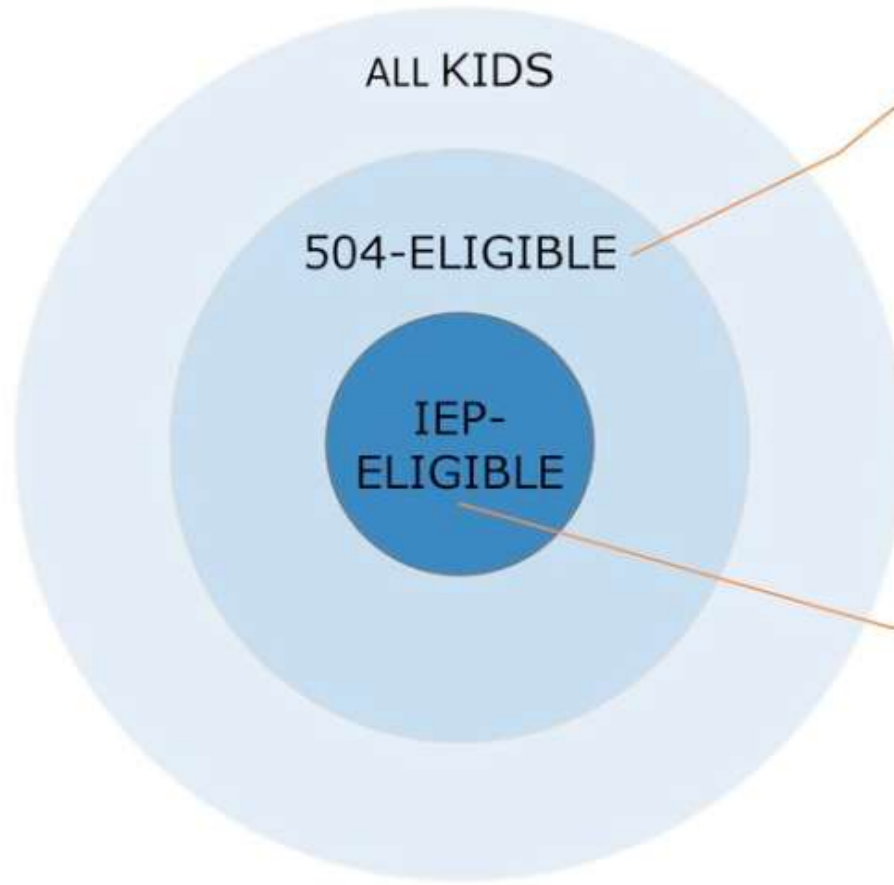
Now practice moving them at the SAME TIME. Do not move your hands going diagonally.

Now switch to have your right hand up and down and your left hand left and right. Do this faster and switch often to make it more difficult.

o. Lastly, to increase the difficulty, have your arms crossed while doing this.



Section 504 vs. Special Education



504-eligible children do not need specialized services to benefit from education, but they do need accommodations and modifications for equal access to the classroom

IEP-eligible children need specialized services in order to benefit from education, and may also need accommodations and modifications for equal access to the classroom

What is Child find?

- **The school has a legal responsibility to pay attention to and screen for disabilities. Parents can request an evaluation, but the responsibility ultimately falls on the school to ‘find’ students with disabilities and provide the supports that they need.**
- **Many students may go through school with a disability, however, they do not require a 504 plan or special education services.**

What is Section 504?

- **Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that protects the rights of qualified persons with disabilities.**
- **It is intended to provide access to education by accommodating students so that they have an equal opportunity to participate and succeed in the classroom.**
- **Accommodations for Section 504 are only required when a physical or mental impairment (a disability) substantially limits a major life function, such as breathing, walking, seeing, learning, performing manual tasks, caring for self, or functioning socially-emotionally.**

What is a physical or mental impairment?

- Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more major life activities or bodily functions.
- Physical or mental impairments may also include diagnosed depression, diagnosed chronic fatigue syndrome or diagnosed eating disorders.
- Educators should recognize that not all disabilities will be visible to the naked eye and those "invisible" disabilities are entitled to accommodations, as well.

Student has a disability. Now what?

- A diagnosis or a disability does not automatically require a 504 plan. A team, made of a group of people who are knowledgeable about the student, the meaning of evaluation data, and the placement options, must decide if a student is eligible for a 504 plan. In order to qualify for section 504, the team must decide that the disability substantially limits a major life activity.
- **Substantially Limits:** The degree of impact imposed by a disability
- **Major Life Activity:** Caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- Specifically mentioned in the ADA Amendment Act of 2008, major life activities also include major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

What is Special Education?

- ▶ **Special education provides specially designed instruction for students with a disability and is provided at no cost to parents.**
- ▶ **The responsibility of child find begins with the school district. If a student continually fails to make progress or meet standards, it is the responsibility of the teacher and district to ensure the student has access to intensive supports and interventions.**
- ▶ **If, despite receiving interventions and repeated instruction, the student continues to not meet standards, an evaluation for special education might be appropriate.**

What is the process for determining if a student might qualify for special education?

- 1. Child find begins when a parent, teacher, or AEA member has a concern in one or more of the following domains: academic, behavior, adaptive behavior, physical, health, hearing/vision, and/or communication.**
- 2. A team (parent, teacher, AEA team, administrator) meets to review existing data, to determine if the team suspects a disability exists.**
- 3. If a disability is suspected, parents will be asked to sign consent for an evaluation. An evaluation will be conducted in one or more of the following areas: Academic, health, adaptive behavior, hearing or vision, physical/fine motor, behavior, or communication.**
- 4. School and AEA staff work together to conduct an evaluation and gather data from a variety of sources which may include observations, formal and informal assessments, tests, parent and teacher input, work samples, progress monitoring, and medical reports, that provides information about how a student learns.**

What is the process for determining if a student might qualify for special education?

5. Once data is collected and reviewed, the team meets to determine if the student meets eligibility criteria to qualify for special education.



5. If the team determines a student qualifies for special education, an Individualized Education Program (IEP) will be developed.
7. Parents are required to consent to services before a student can start receiving special education services.

Who do I ask if I have questions?

Section 504

- **Elementary: Jennifer Molitor**
- **Middle School: Miranda Brus**
- **High School:**
 - **Tami Valline (Last Name A-G)**
 - **Angelica Cardenas (H-M)**
 - **Anne Horgen (N-Z)**

Special Education

- **Building principals**
- **Special Education Teachers**
- **AEA team**
 - **Lisa Brickman and Cathy Raine (Preschool)**
 - **Katie Eiben (Elementary and High School)**
 - **Tara Ingersoll (Middle School)**
 - **Jen Pargulski (Elementary and Middle School)**
 - **Marcy Swalley (Elementary and High School)**
 - **Judy Sofen and Anna Hastings (Speech)**

Now time for
an energizing
brain break!



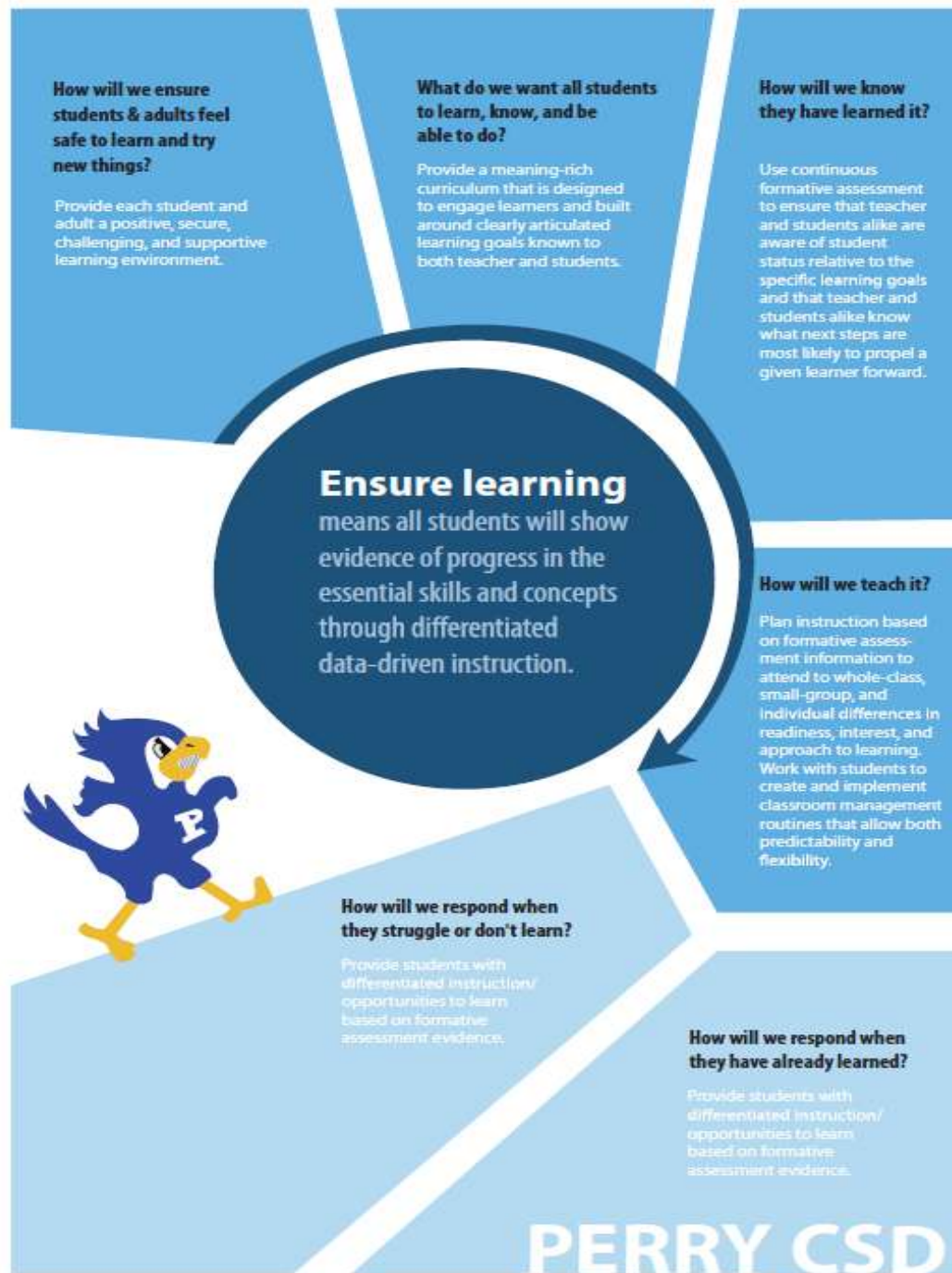
Please stand up! Make sure there is room between you and your neighbor.


Now, balance on one foot.

Extend one arm in front and the other backwards. Then rotate your arms making a swimming motion. Please do this three times, then switch feet and repeat.



Professional Learning Framework 2016/17, 2017/18, 2018/19, 2019/20 ...





Ensure learning
means all students will show
evidence of progress in the
essential skills and concepts
through differentiated
data-driven instruction.

students alike know
what next steps are
most likely to propel a
given learner forward.

How will we teach it?

Plan instruction based
on formative assess-
ment information to
attend to whole-class,
small-group, and
individual differences in
readiness, interest, and
approach to learning.
Work with students to
create and implement



How will we ensure students & adults feel safe to learn and try new things?

Provide each student and adult a positive, secure, challenging, and supportive learning environment.

What do we want all students to learn, know, and be able to do?

Provide a meaning-rich curriculum that is designed to engage learners and built around clearly articulated learning goals known to both teacher and students.

How will we know they have learned it?

Use continuous formative assessment to ensure that teacher and students alike are aware of student status relative to the specific learning goals and that teacher and students alike know what next steps are most likely to propel a given learner forward.

Ensure learning
means all students will show



evidence of progress in the essential skills and concepts through differentiated data-driven instruction.

How will we teach it?

Plan instruction based on formative assessment information to attend to whole-class, small-group, and individual differences in readiness, interest, and approach to learning. Work with students to create and implement classroom management routines that allow both predictability and flexibility.

How will we respond when they struggle or don't learn?

Provide students with differentiated instruction/ opportunities to learn based on formative assessment evidence.

How will we respond when they have already learned?

Provide students with differentiated instruction/ opportunities to learn based on formative assessment evidence.

PERRY CSD

Professional learning 2019-20

High School

- Capturing Kids Hearts
- Professional Learning Communities
- SRL: Use formative assessment & respond to that evidence

➤ District-level

- Safe, supportive learning environment
- Ensure Learning!
- Standards-referenced learning (SRL)
- Content & language objectives

Middle School

- Capturing Kids Hearts
- Professional Learning Communities
- Standards-referenced learning

Elementary

- Capturing Kids Hearts (new)
- Professional Learning Communities
- Standards-referenced learning

Safe Supportive Learning Environment

- ▶ Capturing Kids Hearts will become consistent across the district.
- ▶ Elementary – Positive Behavioral Interventions & Support; classroom meetings
- ▶ Middle School - Jay Feathers, advisory
- ▶ High School - Advisory



Professional Learning Communities

- ▶ One or two teacher leaders serve as facilitators for each team.
 - 9 PLCs at elementary based on grade level teams, English Language, & Title Reading
 - 6 PLCs at middle school; 7 at high school based on content areas.
 - 5 PLCs are K-12: Art, Music, Physical Education, TAG, Level III SpEd.
- ▶ Counselors & At-Risk educators meet at least monthly as well.
- ▶ Meet each early out Wednesday and possibly during whole-day professional learning days.



Standards-referenced Learning

- ▶ **District expectation: All teachers will write, display, and discuss CO/LO's with students during each lesson.** (Teacher Clarity, ES = 0.75*; Learning goals vs no goals, ES 0.68)
- ▶ **Formative assessment is key!** (Providing formative evaluation, ES = 0.48)
- ▶ **Behavior, attitude, effort, etc. are not part of a 'grade' & homework is practice!**

***That's moving from 50th to 58th percentile!**



Professional Learning

On April 6th, any teacher who attended a workshop, conference, or other professional learning opportunity paid for by the district will share about the conference or workshop, some of the things they learned, and at least one thing they tried implementing with students.

This will be informal, within each building, in small groups, and similar to how we shared information about formative assessments a couple of years ago!

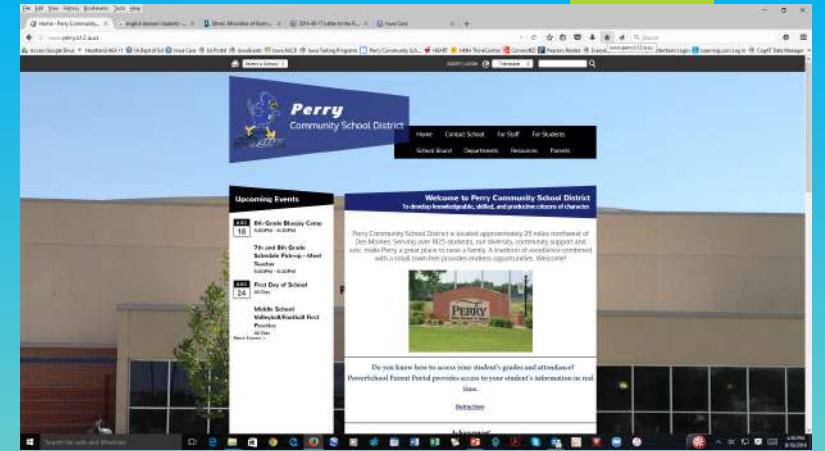
Teacher Leadership

- ▶ **Teacher Leadership & Mentor Coordinator**
- ▶ **5 Instructional Coaches**
- ▶ **17 Mentors**
- ▶ **33 PLC Leaders**
- ▶ **Model Teachers**

Focus areas...

- ▶ Facilitate district mentoring program
- ▶ Provide training and support for PLC Facilitators
- ▶ Coaching teachers on personal growth plans
- ▶ Positive observations in classrooms
- ▶ Continue working one-on-one with teachers
- ▶ Facilitate professional learning across the district
- ▶ Continue to deepen their knowledge and skills

Where to Learn More...



At the district web page, www.perry.k12.ia.us, go to 'Departments' & 'Teaching and Learning' to find information on:

Academics & Assessments

Grants & Partnerships

Current News

Iowa Youth Survey

District Committees

Professional Learning

District Reports

Teacher Leadership

Education Programs



Finger Aerobics Ripple

1. Stand up.
2. Make an X with your arms out in front of you. Move your palms to face you with your fingers up in the air.
3. You will be “triggering” two fingers at a time. Triggering is when you pull your finger like you pull the trigger of a spray bottle.
4. Here is the order that you will be doing this:
 - Right-Index and Left-Pinkie
 - Right-Middle and Left-Ring
 - Right-Ring and Left-Index
 - Right-Pinkie and Left-Index
5. Now do this same sequence in reverse order.
6. Try to do this as fast as possible to make a rippling effect.



Social Networking...What mishaps made headlines during 2018-19?

Openly Gay Teacher Fired after Posting Wedding Pictures on Social Media

Feb. 10, 2018

Teacher claims she was fired over topless selfie obtained by students without her consent

April 1, 2019

Teacher Mocks Students in Video – then accidentally shares it with school

April 2019

5th Grade Teacher on Leave after Vulgar Social Media Post About Students, Officials Say

May 2, 2019

Tecumseh Teacher Put On Leave for Snapchat

Feb. 7, 2019

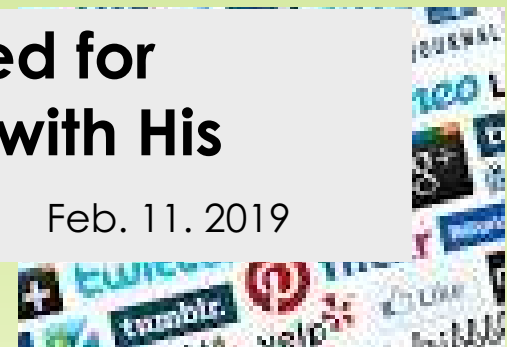
Teacher Fired for Abortion Rights Social Media Posts Sues Catholic School in SC

July 11, 2019

Gym Teacher Fired for Playing 'Fortnite' with His Students

Feb. 11, 2019

What about Iowa Teachers?



Reminders for Using Personal Social Media

- Know the district board policy – 401.13
- Do not “friend” or “follow” students!
- Keep your profile pictures clean.
- Do not connect yourself with your school on a personal profile.
- Do not geo-tag your personal posts with your school location.
- Set your Instagram account to private.
- Never mention your school in any personal post.
- Never complain about your job online.
- Never, ever, ever, post photos of your students on personal social media!



What about students sending unwanted messages to teachers?

Examples

- Excessive Social Media Contact
- Inappropriate Comments or Actions
- Innuendos

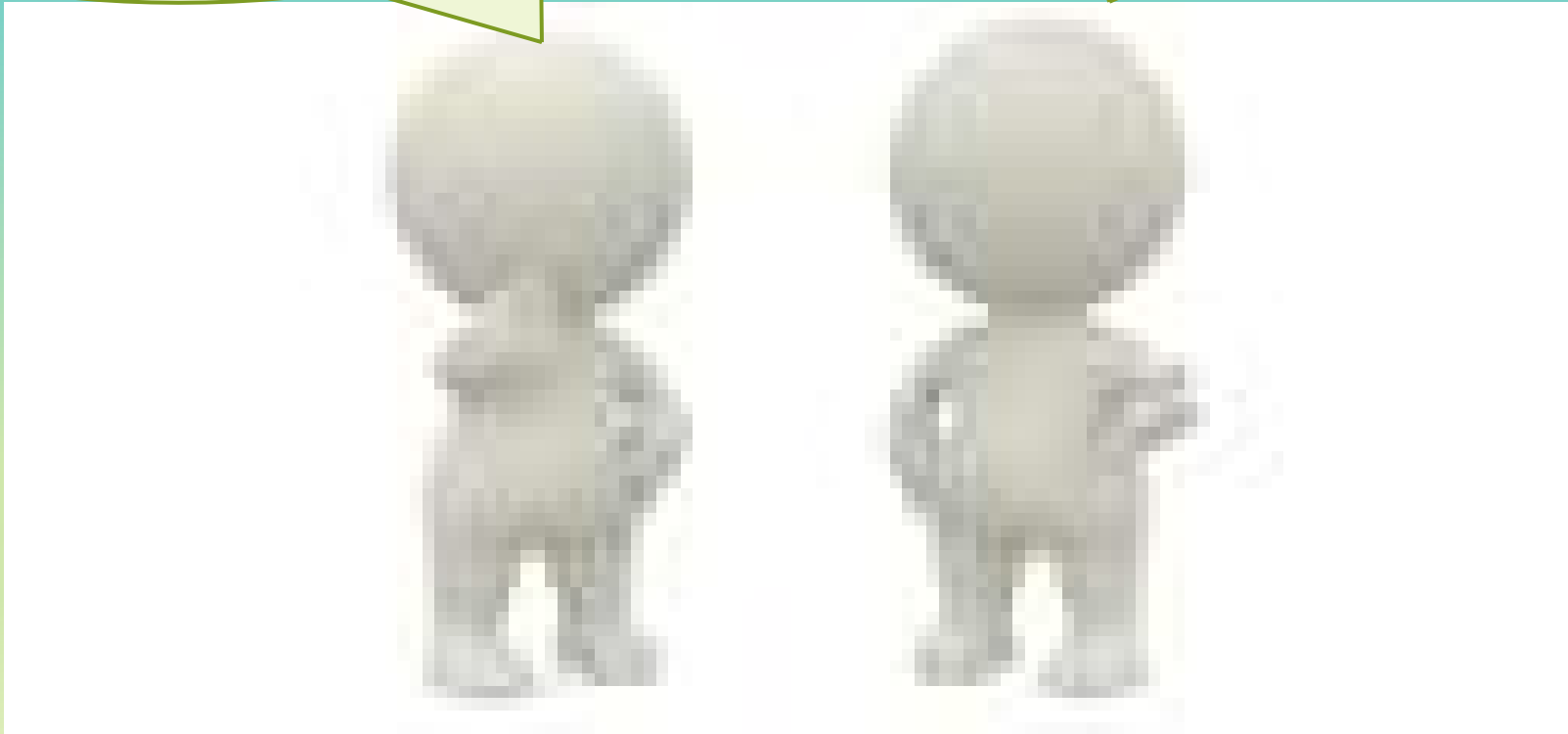
Response

- Contact your Administrator immediately.



**So, how are our
students doing with
their laptops?**

**Funny you
should ask!**





Thank You!!!

