



School Leader Update

Iowa Department of Education

September 2007

Resources for Iowa School Leaders

FROM THE DIRECTOR

Statewide ACT Scores Improve Due to Hard Work of Educators

I would like to congratulate all Iowa's administrators and educators for their hard work to improve student achievement. This month we received the 2007 statewide ACT results, and I am proud to say that we made gains overall and among minority groups.

The average ACT score for Iowa students rose 0.2 percentage points this year, for an average composite score of 22.3. Iowa and Wisconsin have the same score and are tied for second place for the highest average composite score for states testing 50 percent or more graduating seniors. Minnesota is first with 22.5. The national average score for the college admission and placement exam is 21.2 out of a possible 36.

We also made significant gains by ethnic and racial groups. The composite score for African-American students rose 0.2 percentage points to 18.5. The national average for African-American students is 17.0. The average composite score for Hispanic students in Iowa increased 0.3 percentage points to 20.1. The national average for Hispanic students is 18.7. In Iowa, the composite score for Caucasian students went from 22.3 to 22.4 and for Asian-American students it went from 22.2 to 22.7. This year's composite score for American Indian stayed the same at 20.5.

The ACT results are supported by recent information from the Iowa Testing Program, which shows an increase in Iowa Test of Basic Skills and Iowa Test of Educational Development scores for minority students in Iowa, and we saw increases in both math and reading.

As I have said before, Iowa's teachers and administrators are the force behind these positive changes. Media reports don't often laud the accomplishments of educators or present the most positive picture of your efforts. I know, however, that the news about education in Iowa is positive. It is a story of progress, innovation, and achievement. Thank you for all of your hard work and efforts to help our students achieve at even greater heights.

NEWS FROM THE DE

Addy Named Administrator of the DE's Division of School Support and Information

James Addy has accepted the position of administrator for the Iowa Department of Education Division of School Support and Information. Addy was most recently vice president of research and evaluation at the State Public Policy Group. In addition, Addy worked for the Iowa House of Representatives for five years as a research analyst. Addy begins at the Iowa Department of Education on September 4.

State Board of Education to Meet

The State Board of Education will meet on Thursday, Sept. 13 in the State Board Room in the Grimes State Office Building, Des Moines. Please know that the finalized agenda will be posted on the Iowa Department of Education website at <http://www.iowa.gov/educate/content/blogcategory/240/874/> a couple of days before the meeting. The schedule for upcoming meetings is also available at this address.

DE Podcasts Broadcast News and Information

The Iowa Department of Education is once again broadcasting regular podcasts on its website. The first podcast is now available at <http://www.iowa.gov/educate/content/view/867/1031/>. The items feature a welcome back to school from Iowa Department of Education Director Judy Jeffrey. Other topics for upcoming podcasts include information about the Condition of Education report, an update on the State Board of Education's legislative priorities, and more. The podcasts are tentatively scheduled to be broadcast every first and third Thursdays of the month. Please visit <http://www.iowa.gov/educate/content/view/867/1031/> to catch these podcasts. Also, please watch the *School Leader Update* for schedule and topic updates.

Flag at Half Staff Notification from Governor's Office

Please know that the Iowa Department of Education will no longer send out information regarding when flags are to be lowered at half staff in honor of active duty fallen soldiers. As reported in the August issue of the *School Leader Update*, Iowans interested in being informed when flags are to be lowered should contact the Governor's Office at 515-281-0188 or email ryan.dierks@iowa.gov.

SCHOOL IMPROVEMENT

Assistive Technology Frequently Asked Questions 2007-2008

The Iowa Department of Education has developed a frequently asked question and answer document relating to assistive technology devices and services. The document covers areas such as, legal requirements, funding responsibilities and resources, training, and related issues. The document is attached. Please disseminate widely to your staff and colleagues. For additional information, please contact Steve Maurer at 515-281-3576 or steve.maurer@iowa.gov.

To All Schools and Districts Required to Certify 2006-2007 CSIP

Every year the state legislature introduces and adopts new legislation that affects schools and school districts. Many times new legislation requires verification through assurances on the web-based Comprehensive School Improvement Plan (CSIP) or through reporting requirements on the web-based Annual Progress Report (APR). To ensure that assurances and requirements are current for school and school district purposes and for viewing by the public, the Iowa Department of Education will begin requiring annual certification of CSIPs beginning with the 2006-2007 documents. **The September 15, 2007, deadline applies to all schools and school districts.**

For questions and assistance, please contact your School Improvement Consultant from the Iowa Department of Education listed below:

- AEA 1: Holly Barnes, 515-242-6173, holly.barnes@iowa.gov
- AEA 267: Wilma Gajdel, 515-281-5332, wilma.gajdel@iowa.gov
- Northwest AEA: Elizabeth Calhoun, 515-281-8170, elizabeth.calhoun@iowa.gov
- AEA 8: Lois Irwin, 515-281-8582, lois.irwin@iowa.gov
- AEA 9: Tom Cooley, 515-242-5132, tom.cooley@iowa.gov
- AEA 10: TBA
- AEA 11: Julie Melcher, 515-281-6293, julie.melcher@iowa.gov
- AEA 13/14: Brandi Gean, 515-281-4726, brandi.gean@iowa.gov
- Great Prairie: Barb Byrd, 515-281-5001, barb.byrd@iowa.gov

Site Visit Training for the 2007-2008 School Year

This is a reminder that site visit training sessions are being planned for early autumn. The trainings will be available for schools receiving a site visit during the 2007-2008 school year and for individuals who will be team members. Please see the July 2007 issue of *School Leader Update* for a listing of Iowa Communications Network (ICN) sessions that will be held in early September and October for site visit trainings, as well as site visit with an equity focus training. For additional sites, contact Barb Byrd at barb.byrd@iowa.gov or 515-281-5005.

Competent Private Instruction Reminder

Iowa school districts must provide notification to parents of testing times and sites by October 1st if the child is between the ages of 7 and 15, inclusive, of the current school year and is not working with an Iowa licensed teacher. A sample form is available in the handbook located at <http://www.iowa.gov/educate/content/view/301/504/>. For more information contact Elizabeth Calhoun at elizabeth.calhoun@iowa.gov or 515-281-8170.

Open Enrollment Updates

Here is updated information administrators will need for this school year. For more information, please contact Lois Irwin, 515-281-8582, lois.irwin@iowa.gov

- Tuition Rates for 2007-2008
 - Regular Education Student = \$5,128
 - Special Education Student = Actual cost per quarter
 - Limited English Proficiency = \$0.22 per pupil (eligible for four years)
- Open Enrollment Forms
 - Districts are no longer required to send a copy of open enrollment forms to the Iowa Department of Education (DE). The forms should be filed in both the home and receiving district.
- All applications (approved or denied) should be kept on file in the local district (resident or receiving).
- When a student rescinds an open enrollment and returns to the student's home district, there IS a 90 day period of athletic ineligibility.
- "Continuous" enrollment is not available to a parent/guardian of a child entering kindergarten for the first time — even if the child has been open enrolled to a preschool program.
- Phase II does **NOT follow open enrolled students**, however, Phase II does follow students that are tuitioned in from another district.
- The 2007-2008 transportation assistance rate will be available in December.

Open Enrollment Transportation Assistance Guidelines

Students that open enroll from one district to another may be eligible for transportation assistance if they qualify under the federal income guidelines (see Open Enrollment Handbook). These guidelines are NOT the same as the guidelines for Free and Reduced Fees.

If a student qualifies, the resident district may discharge this obligation in one of three ways:

- The resident district may actually provide transportation for the pupil(s) to a stop on the bus line of the receiving district.
- The resident district may allow the receiving district to enter the resident district to pick up the pupil(s) if the receiving district wishes to do so. (Failure of the receiving district to decide to do this will not discharge the resident district's obligation for transportation assistance.)
- The resident district may provide a parent/guardian reimbursement.

Special Education Law Conference to be Held

The Special Education Law Conference will be October 16 and 17 at Iowa State University's Scheman Center. National speakers will discuss individualized education programs (IEPs), placement, discipline, and other essentials. Educators, administrators, parents, attorneys, and advocates are invited to attend. The registration fee is \$120.00 for both days (single day registration is also available). Registration and other information is available at <http://www.register123.com/event/profile/web/index.cfm?PKwebID=0x94051100a>.

For more information, contact DeeAnn Wilson at deeann.wilson@iowa.gov or 515-281-5766.

DE to Hold Training for Awarded Districts and Future Applicants of Preschool Programs for 4-Year-Olds

The Iowa Department of Education (DE) Early Childhood Services will host a series of Iowa Communications Network (ICN) sessions to address implementation of the Iowa Quality Preschool Program Standards (QPPS). Please save the following dates to attend these sessions:

- September 14, 2007
- October 19, 2007
- November 16, 2007
- December 14, 2007
- January 11, 2008

community preschools from both awarded and future district applicants. The September and January ICN sessions are specifically targeted toward administrators, although any of the anticipated audience is welcome to attend.

The September session will also cover a review of the assurances that districts are responsible for once awarded state preschool funds.

Secured ICN sites will be announced as soon as schedules are confirmed; check the DE website for posting of ICN information.

For more information on the ICN sessions, please contact Lorri Cooper at lorri.cooper@iowa.gov or 515-281-3033.

QUALITY TEACHING

Disability History Week

In response to Senate Resolution No. 39, the Iowa Department of Education (DE) encourages schools to conduct disability awareness activities during the third week of October 2007 to celebrate "Disability History Week." While the curriculum in many Iowa schools includes information about the civil rights movement, we need to remember that individuals with disabilities cross all other subgroups — class, race/ethnicity, gender, etc. We often fail to acknowledge that individuals with disabilities have achieved victories similar to those experienced by other minority groups. Famous people including Harriet Tubman, Ludwig Von Beethoven, Helen Keller, Ray Charles, Alexander Graham Bell, Marlee Matlin, Franklin Delano Roosevelt, and Wilma Mankiller were people with disabilities, yet accomplished a great deal in ways that continue to impact the lives of people today. Additionally, persons with disabilities constitute the largest minority group in Iowa with almost 400,000 persons (2000 census) with disabilities living in Iowa.

The proclamation signed on August 9 by Governor Chet Culver stated that public attitudes continue to stigmatize people with disabilities as being less capable than those without disabilities. Since attitudes are formed at a young age, Iowa's schools play a key role in changing those misperceptions by educating and informing students of all ages about the contributions of people with disabilities and positive impact of inclusive practices.

A variety of curriculum materials and resources are available to assist teachers of children from preschool through high school in planning and implementing lessons. A list of resources is available on the DE website at <http://www.iowa.gov/educate/content/view/1000/1083/>

Teacher Quality Committee Orientation Sessions

The Teacher Quality Committee Orientations Sessions presented by the Iowa Department of Education (DE), School Administrators of Iowa (SAI), and the Iowa State Education Association (ISEA) were completed during the week of August 13. These one-day sessions described the requirements and procedures for the new Teacher Quality Committees established in Senate File 277. The PowerPoint and handouts for this session are on the DE website at <http://www.iowa.gov/educate/content/view/1001/1131/>. The DE has produced a DVD of the session.

To request a copy of the DVD contact David Wilkinson, Teaching and Learning Specialist with the Iowa State Education Association, at dwilkinson@isea.org or 515-471-8054.

Third Annual Iowa Behavioral Alliance Conference

The 3rd Annual Iowa Behavioral Alliance is scheduled for October 1 & 2, 2007 at the Scheman Center in Ames. This year's conference includes three breakout sessions specifically for administrators. Rob Horner, University of Oregon, will be the keynote speaker on Monday. On Tuesday, Laura Riffel, the Behavior Doctor, will use humor to demonstrate ways to bring positive behavior supports (PBS) outside the school. In addition, Dr. Cheryl Young, University of Nebraska, will share the program she helped prepare and implement on mentoring as an intervention. To register go to www.rc4alliance.org, and then chose Conferences from the left menu.

For questions, please contact Suana Wessendorf at 515-281-5447 or suana.wessendorf@iowa.gov

The contact for all Legal Lessons items is Carol Greta, carol.greta@iowa.gov; 515/281-8661. Past Legal Lessons articles about topics that are universally true and always relevant can be found on the Iowa Department of Education website at <http://www.iowa.gov/educate/content/category/11/411/985/>. You can also view appeal decisions rendered by the State Board of Education or the Director of the Iowa Department of Education between 1991 to present at <https://www.edinfo.state.ia.us/web/appeals.asp?>.

Level I Investigator Training

Administrators, please let your chapter 102 Level I investigators know that this year's training will take place Monday, Oct. 1 from 8:00–12:00 noon. As in the past, the training will originate at Heartland AEA's main office in Johnson, and will be narrowcast live over the Iowa Communications Network (ICN). A Level I investigator should contact his/her own area education agency (AEA) to find out the closest ICN site.

Tapes of ICN Session on Bullying, Harassment

The ICN session held August 21 on the new anti-bullying/anti-harassment law was taped. Copies of tapes have been sent to the media director of each AEA unless noted below. A district or nonpublic school wishing to check out the tape should contact the media director unless a different person is specified below.

AEA 14: Mary Craig, 1405 North Lincoln, Creston
AEA 11: Susan Schrader, 6500 Corporate Drive, Johnston
AEA 8: Donna Bryan, PO Box 802, Pocahontas
Great Prairie AEA: Pat Shier, PO Box 1055, Burlington

As an alternative to requesting a tape from the AEA, Iowa Public Television (IPTV) will be scheduling a showing of the recording via ICN. For more information and to register for this session, go to the Iowa Distance Learning Database at http://www3.iptv.org/iowa_database/event-detail.cfm?ID=8223. If you have additional questions, contact Abby Brown at 515-242-4181 or abby@iptv.org.

Attached to this edition of *School Leaders Update* is a *draft* of the reporting document that districts and accredited nonpublic schools will be asked to fill out as part of the spring Basic Educational Data Survey (BEDS). One of the aspects of the new anti-bullying/anti-harassment law is the collection and reporting of data related to incidents of bullying and harassment. As explained in the ICN session of August 21, the purpose of the data collection and reporting is to ultimately help schools respond consistently to such incidents. The reporting document may change as we gain knowledge about why students harass other students and about the consequences used most frequently by school officials.

State Board Decision on a Grade Realignment Appeal

In early August, the State Board of Education reversed a school board's realignment of three grade levels from one attendance center to another attendance center. (The district has since complied with procedural requirements, so the realignment is effective this school year.)

Board decisions to realign grades must follow the procedures in agency rule 281—Iowa Administrative Code 19.3 (also known as the "Barker light" rules). Four procedural steps are required, and they are as follows:

- (1) The board and groups and individuals selected by the board shall carry out sufficient research, study, and planning. The research, study, and planning shall include consideration of, at a minimum, student enrollment statistics, transportation costs, financial gains and losses, program offerings, plant facilities, and staff assignment.
- (2) The board shall post or cause to be posted the grade realignment proposal in a prominent place at the affected attendance center(s). The board shall also publish the grade realignment proposal in the agenda of an upcoming board meeting open to the public.
- (3) The board shall promote open and frank public discussion of the facts and issues involved.
- (4) The board shall make its final decision in an open meeting with a record made thereof.

At issue before the State Board were the second and third steps.

In this case, the local board made no attempt to reach out to the public. It sent no information home with students, posted no information specific to moving grades 3–5 from one school to the other school, and held no informational meetings. It is not enough that the district posted tentative agenda of the March and April regular board meetings on which this issue was obliquely referenced, nor it is sufficient that the superintendent agreed to cooperate with the parent-organized informational meeting. The board failed to meet its obligations to separately post specific information about the grade realignment in both attendance centers and to affirmatively promote open and frank public discussion of the facts and issues involved. The full decision of the State Board may be found at: <https://www.edinfo.state.ia.us/web/appeals.asp?book=24&decision=284>.

Student Conduct and Discipline Policies

A new section of Iowa Code – 279.66 – requires school boards of districts to review their existing policies related to student discipline and conduct. Following are excerpts from the new law:

1. The policy is to promote responsible behavior of students, teachers and other school personnel, and visitors on school property and at school functions.
2. The policy is to provide opportunities for students to exercise self-discipline and practice cooperative classroom behavior; and encourage students and practitioners to model fairness, equity, and respect.
3. The policy shall specify the responsibilities of students, parents and guardians, and practitioners in creating an atmosphere where all individuals feel a sense of respect, safety, and belonging, and shall set forth the consequences for unacceptable behavior.
4. The policy shall be published in the student handbook.

The Iowa Association of School Boards (IASB) is working on a revised sample policy.

Immunizations and CPI Students

A child who begins Competent Private Instruction (CPI, or home schooling) for the first time in Iowa (including children enrolled in a Home School Assistance Program) must submit proof of the required immunizations with Form A, Report of CPI, unless the parents or guardians file a doctor's statement or an affidavit of religious exemption as outlined in Iowa Code section 139A.8.

Failure to submit such proof without a doctor's statement or parental affidavit is a violation of compulsory attendance laws, and should be referred to the county attorney under truancy laws. Immunizations are governed by the Iowa Department of Public Health (DPH). The following is an excerpt from DPH agency rule about the exemption for medical or religious reasons:

641—7.3(1) A **medical exemption** may be granted to an applicant when, in the opinion of a physician, nurse practitioner, or physician assistant, the required immunizations would be injurious to the health and well-being of the applicant or any member of the applicant's family or household. A medical exemption may apply to a specific vaccine(s) or all required immunizations. A certificate of immunization exemption for medical reasons is valid only when signed by a physician, nurse practitioner, or physician assistant. If, in the opinion of the physician, nurse practitioner, or physician assistant issuing the medical exemption, the exemption should be terminated or reviewed at a future date, an expiration date shall be recorded on the certificate of immunization exemption.

7.3(2) A **religious exemption** may be granted to an applicant if immunization conflicts with a genuine and sincere religious belief. A certificate of immunization exemption for religious reasons shall be signed by the applicant or, if the applicant is a minor, by the parent or guardian or legally authorized representative and shall attest that immunization conflicts with a genuine and sincere religious belief and that the belief is in fact religious, and not based merely on philosophical, scientific, moral, personal, or medical opposition to immunizations. The certificate of immunization exemption for religious reasons is valid only when notarized. Religious exemptions shall become null and void during times of emergency as determined by the state board of health and declared by the director of public health.

IAC 8/3/05

Students, Alcohol, and Breath Tests

Welcome to Iowa, all administrators from outside of the Hawkeye State. Some school officials new to Iowa may have come from a state where suspicionless, random breath testing of students by school officials is legal. In Iowa, such testing is prohibited by Iowa Code chapter 808A, the Student Search and Seizure Law. It is a violation of chapter 808A to subject all students to a breathalyzer as a condition of entry into a school activity such as a dance or athletic contest.

School officials have always had – and still retain – the right to use a breath test when the official has a reasonable suspicion that the student has been consuming alcohol. Here is the link to Chapter 808A: <http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=iowaCode&ga=82>. Type 808A into the box and click on “Search.”

Boundaries of School Districts

A few years ago, the Iowa Department of Education (DE) put together a summary of how school district boundaries can get changed. Iowa Code section 275.1 states that all areas of the state shall be included within school districts. Prior to the formation of area educational agencies (AEAs) in 1974, districts would petition their *county board of education* to change a boundary. Now, the following methods exist:

By mutual board action...

The boundaries of contiguous districts may be changed by the concurrent action of the boards of directors of both or all districts, subject to the approval of the AEA board. The AEA receives notice of the LEA boards' actions; if it does not affirmatively disapprove the local action within 30 days, the action stands. Iowa Code section 274.38 allows any school board to ask the DE to conduct a study and make recommendations with respect to any adjustment of boundary lines.

By electorate...

Any registered voter within a school district may file a petition with the proper AEA, describing the present boundary lines and proposing the new lines. Such petition must be signed by registered voters in each affected district equal to the lesser of 400 or 20% of the total number of registered voters. The AEA sets a hearing and that board makes a decision within 10 days of the hearing. If a school district doesn't like the AEA's decision, it must appeal to district court – not to the DE. An aggrieved elector, however, has no right to appeal to either the DE or to district court. (The details of reorganized, enlarged, or changed boundaries are found in chapter 275 of the Iowa Code.) ***NOTE CAREFULLY:*** This is not the same as, and should not be confused with, a reorganization whereby consolidation of districts occurs.

By federal gov't...

If the federal government determines that it requires certain real estate within a district for either flood control or national defense, the DE must cooperate by re-drawing district lines as needed. The feds get whatever land they need. Our job is to make sure that all children in the affected area are included within a district.

REFERENCES: Chapters 274 and 275, Code of Iowa

DATA AND REPORTING

ITBS and ITED Testing Data

The 2006-2007 Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED) testing data will be available on the Annual Progress Report page of the Iowa Department of Education website after August 30. It is located under the “student achievement data” button on the Annual Progress Review secure log in page. The district will be able to certify the data after the district/school verifies the information and completes the district goals. The deadline for certification is Sept. 15, 2007.

For further assistance, please contact Holly Barnes at holly.barnes@iowa.gov or 515-242-6173.

FUNDING AND GRANTS

Iowa Learning Technology Commission Grants to be Available

The 2007 Legislature appropriated another \$500,000 to the Iowa Learning Technology Commission (ILTC) for innovative technology grants to school districts. Applications for this additional round of grants will occur in

two parts. Part I will ask interested school districts to submit a Concept Paper that explains the focus of the project, how the project is innovative, and how student learning will be impacted by the effort. This concept paper is due Sept. 14, 2007 and will be submitted electronically by the superintendent through the Edinfo website (after July 25, 2007).

Using established criteria, the ILTC will invite a number of district proposals to move to Part II of the application process, at which point those invited districts will be given the option to submit a full grant application by November 16, 2007. Final determination of ILTC grant award recipients is scheduled on or around December 10, 2007. Interested school districts can access information about Part I of the application process through the ILTC website at <http://homepage.mac.com/albodespanish/iltc/iltc.html> or the Iowa Department of Education's website at <http://www.iowa.gov/educate/content/view/493/526/>.

For additional questions, please contact Jeff Berger at 515-281-3399 or jeff.berger@iowa.gov.

Financial Assistance for Newly Mandated Staff Positions

Senate File (SF) 277 allocated \$1 million to assist school districts to employ, retain, and recruit qualified teacher librarians, guidance counselors, and school nurses. Provisions in SF 277 mandate that every school district have a licensed teacher librarian and guidance counselor and appropriately endorsed school nurse. This funding is intended to provide financial support to meet these mandates. The form is very simple and is due back to the Iowa Department of Education by September 14. Any school district in Iowa is eligible. Access the application form at <http://www.iowa.gov/educate/content/view/999/526/>.

For further questions or information, contact Gary Schwartz at 515-281-4743 or gary.schwartz@iowa.gov.

STUDENT HEALTH AND NUTRITION

Verification Training and Reminders

Verification of the free and reduced price meal applications is required by United States Department of Agriculture. The application selection process must take place on October 1, 2007, and the process must be completed by November 15, 2007. Local education agencies (LEAs) must complete the verification summary report on the CNP 2000 website no later than January 15, 2008. **LEAs are required to verify an exact sample size. The practice of verifying all applications is no longer permitted. Requiring applicants to provide proof of income or eligibility at the time of application is considered verification of all applications.**

Verification training is scheduled for September 4 from 1-3 p.m., and September 7 from 9-11 a.m. Iowa Communication Network (ICN) locations and registration form are available online at <http://www.iowa.gov/educate/content/view/990/1130/>.

If you have problems registering, contact Janelle Loney at janelle.loney@iowa.gov or 515-281-5356; if you have verification questions following the training, contact Nancy Christensen at nancy.christensen@iowa.gov or Patti Harding at patti.harding@iowa.gov.

OTHER EDUCATIONAL NEWS

National Instructional Materials Accessibility Standards (NIMAS) Textbook Adoption Guidance

To comply with the National Instructional Materials Accessibility Standards (NIMAS) section on district textbook adoption, any local school district purchasing elementary and secondary textbooks and related printed core materials published after July 19, 2006 must require the publisher to prepare an electronic file (a NIMAS File Set) containing the content of the textbooks and related printed core materials to the National Instructional Materials Accessibility Center (NIMAC).

Individuals with Disabilities Education Act (IDEA) established these standards so that the electronic files prepared by the publishers could be converted to specialized formats, such as Braille, audio, large print, text to speech or digital text, which could be used by students who are blind, vision impaired, physically disabled, and reading disabled. When a student in a local school district requires one of these specialized formats for a textbook to have access to the general education curriculum, the district must contact the Iowa Department for

the Blind (Iowa's Authorized Representative to the NIMAC) to search the database at the NIMAC and retrieve the electronic file for that textbook.

The Iowa Department for the Blind will convert the file into one of the required formats and then send the format to the district for student use. Eligibility and ordering forms to start this process can be provided by the Iowa Department for the Blind by going to their website: www.blind.state.ia.us/library/IMC/overviewIMC.htm
Contact the Instructional Materials Center at 1-800-362-2587 with your questions.

'Gifted Issues: For Administrators Only' Session

The Iowa Talented and Gifted Association (ITAG) announces a session "Gifted Issues: For Administrators Only" on Monday, Oct. 8 from 9 a.m. - 1:45 p.m. This special event is in conjunction with the annual Iowa Talented and Gifted Conference at the Hotel Fort Des Moines, Des Moines. A \$50 registration fee includes two keynote addresses, an opportunity for "marketplace" information and learning, refreshments, and lunch. "For Administrators Only" is designed specifically for:

- Superintendents
- Principals
- Directors of special programs, student services, special education, school improvement, and curriculum and instruction
- Area education agency chief administrators, special education directors, and educational services directors
- Iowa Department of Education consultants

Registration forms may be downloaded from the ITAG website at <http://www.iowatag.org/>. For further information contact Mary Schmidt, president-elect with the Iowa Talented and Gifted Association at mschmidt@aea11.k12.ia.us, 515-270-0405 ext. 4375 or 800-255-0405 ext. 4375.

Academic Acceleration Online Survey

Nicholas Colangelo, who is the director of Belin-Blank Center at the University of Iowa, is encouraging all school district and area education agency administrators to take just a few minutes to complete an online survey on the impact of the report "A Nation Deceived." Go to https://bbccdata.honors.uiowa.edu/nd/three_year_survey/ to go to the survey. The purpose of the survey is to evaluate how the release of this report has influenced attitudes, practices, and policies about academic acceleration. For more information, contact Maureen Marron, Ph.D., at maureen-marron@uiowa.edu, 319-335-6148 or 800-336-6463

Computers Available to Schools Through GSA

In order to encourage and promote the reuse of computers, the U.S. General Services Administration is providing information about the Computers for Learning (CFL) program. The program evolved as a guide for implementing Executive Order 12999, Educational Technology: Ensuring Opportunity for all Children in the Next Century. The executive order encourages agencies, to the extent permitted by law, to transfer computers and related peripheral equipment excess to their needs directly to schools and some educational nonprofit organizations. The CFL program specifically matches the computer needs of schools and educational nonprofit organization with excess equipment in federal agencies. The CFL program's ambitious goal is to make modern computer technology an integral part of every classroom so that every child has the opportunity to be educated to his or her full potential. For more information visit <http://computersforlearning.gov/> or contact James McAlpin, USDA-OCIO-ITS, Technical Support Division, 10500 Buena Vista Court, Urbandale, IA 50322, (515) 331-8431, james.mcalpin@ia.usda.gov.

Deadlines and Dates to Remember

- September 4 and 7 Training for verification of free and reduced-fee lunch applications
- September 14 Deadline for Iowa Learning Technology Commission Grant application and Concept Paper
- September 15 Deadline to certify 2006-2007 Comprehensive School Improvement Plan
 - Deadline to submit Annual Progress Report (see “Annual Progress Report Deadline” in the [June issue of the School Leader Update](#) for details.
 - Deadline to certify Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED) data
- October 1 and 2 Third Annual Behavioral Alliance Conference

You can view a complete Iowa Department of Education calendar of events at <http://www.iowa.gov/educate/calendar/calendar.html>.

SCHOOL LEADER UPDATE is produced monthly by the Iowa Department of Education for school leaders of Iowa. Comments and submissions should be sent to Elaine Watkins-Miller at elaine.watkins-miller@iowa.gov or 515/281-5295.

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.



ASSISTIVE TECHNOLOGY FREQUENTLY ASKED QUESTIONS

2007-2008

ASSISTIVE TECHNOLOGY REQUIREMENTS

Question 1: What is the responsibility of the school district in regard to assistive technology?

Answer: The Individuals with Disabilities Education Act (IDEA) mandates that districts provide assistive technology to all students with disabilities if it is needed for them to receive a free appropriate public education (FAPE). The Individualized Education Program (IEP) Team is charged with the responsibility for determining a student's individual need for assistive technology in order to benefit from his or her education and to have access to the general education curriculum. If it is determined that assistive technology devices and/or services are necessary, the IEP must specify the devices and services.

Question 2: What is an assistive technology device?

Answer: According to the IDEA, an assistive technology device is "any item, piece of equipment, or product system whether acquired commercially off the shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of children with disabilities." An assistive technology device can be as simple as a rubber grip that enables a student to hold a pencil or as complex as a talking word processor program.

Question 3: What is an assistive technology service?

Answer: According to the IDEA, an assistive technology service is "any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device." Examples of assistive technology services include the following: (1) assistive technology evaluations, (2) "purchasing, leasing, or otherwise providing for the acquisition of" needed assistive technology devices, (3) "selecting, designing, fitting,

customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices,” (4) coordinating assistive technology devices with other “therapies, interventions, or services, (5) training for the child with a disability or, if appropriate, the child’s family, and (6) training for educators, service providers, employers, and others “who provide services to, employ, or are otherwise substantially involved in the major life activities of the child.”

FUNDING: RESPONSIBILITIES AND RESOURCES

Question 1: Are schools required to pay for assistive technology devices and services?

Answer: It is the responsibility of the school district to provide the devices, services, and programs identified in the IEP. The school district may pay for the devices, services, or programs itself, utilize other resources to provide and/or pay for the device and/or services, or cooperatively fund the device(s) and or services. Other resources may include but are not limited to Medicaid, foundations, fraternal organizations, church or social groups, charitable organizations, businesses, and individuals.

Question 2: Can schools require the parents to pay for assistive technology device(s) or service(s) identified in the student’s IEP or require the parents to use their own private health insurance to pay for the device and/or service?

Answer: The “free” in “Free Appropriate Public Education” is significant regarding students with disabilities who may require assistive technology devices or services. As stated in IDEA and its regulations, all special education and related services identified in the student’s IEP must be provided “at no cost to the parents.” The term “free” is interpreted broadly and goes far beyond the simple paying of deductibles and co-payment. The courts have interpreted “free” to apply to but not be limited to future insurability, depletion of maximum lifetime caps, raised premiums, discontinuation of policies, and pre-existing condition exclusions. Parents’ health insurance and/or Medicaid may be used to pay for assistive technology devices and services. However, parents must give permission to use their private insurance and Medicaid.

Question 3: Must the school district assume financial responsibility for the purchase of assistive technology devices and services if they are listed in the IEP?

Answer: The school district must assume financial responsibility for the purchase of assistive technology devices and services that are identified by the IEP team unless the cost is covered by third party benefits or insurance coverage and the parents agree to use such coverage to pay the cost, or a donation to the school district is made. School districts may seek other sources of funding. However, the provision of assistive technology devices and services as determined necessary by the IEP Team must not be delayed by efforts to obtain outside funding and/or donations. If parents utilize their insurance coverage, then the parents must not responsible for paying their insurance deductible and

must not be compelled to have homeowners insurance to cover the assistive technology device. In short, there must be no cost to the parents.

Question 4: Are there other options for school districts to consider in lieu of purchasing the assistive technology device?

Answer: Yes. There are times when the outright purchase of devices is not necessary or even advisable. In instances such as these, school districts might consider rental or long-term lease/purchase options. Device rentals or long-term lease/purchase options are not intended to be less costly than purchase. There are certain advantages worth considering depending on the individual needs of the student. For example, renting equipment might be a reasonable strategy if the child's condition is considered temporary; if the child's condition is expected to improve or deteriorate; or, when it is necessary to try-out the equipment before purchase for the student. Long-term leasing or lease/purchase agreements also have potential benefits for schools which include no obligation on behalf of the school to purchase the device; reduction of obsolete inventory; flexible leasing terms; use of equipment without a lump sum purchase; upgrading of equipment as more improved technology becomes available; and, upgrading of equipment as the student's needs change.

Question 5: Can school districts share the funding responsibilities of providing assistive technology devices and services?

Answer: Yes. This practice is especially appropriate for children with disabilities who are transitioning from Birth to Three programs into public school programs or transitioning from public school to adult services through Rehabilitation Services. Ownership of the device is an important issue to consider by IEP Teams especially during times of transition.

Question 6: Is the school district obligated to provide "state-of-the-art" technology for students with disabilities?

Answer: The school district is not obligated to provide "state-of-the-art" technology if the student's needs do not require it or if the student is unable to utilize it; however, if a student needs a "state-of-the-art" device or service to receive a free and appropriate education (FAPE), then the district must provide it. The IEP Team must make a determination as to whether an assistive technology device or service is required in order for a student to receive FAPE on an individual basis. If a specific device or service is necessary to enable the student to access the general education curriculum in the least restrictive environment and to provide FAPE, then the district must provide the required device or service regardless of cost. However, if a less expensive device or service would accomplish the same goals, the IEP Team is under no obligation to choose the more expensive option.

Question 7: Who owns the assistive technology purchased for an individual student?

Answer: If the school purchased the device, it is the property of the school. If the assistive technology was purchased using the student's Medicaid or private insurance funds, the device belongs to the student. If the device was donated, ownership would be determined by the conditions of the donorship. If the parents or third party pays for a portion of a device, and the school pays a portion of a device it is advisable that a written agreement be drawn up between the school and the parents regarding ownership.

Question 8: Can schools require students to bring a family-owned assistive technology device to school?

Answer: No. There is no barrier to a student bringing his or her assistive technology device from home to school, but schools have no authority to mandate that this occur. If the family agrees to allow the device to travel from home to school, then a discussion regarding liability while the device is transported to or is at school needs to be held and recorded in the IEP. If a separate contract provision is necessary for the device to be covered under the family's insurance, then the school district should reimburse the family for the cost of that additional coverage. The family can and may insist that schools provide any necessary device as part of the student's IEP even if the student has identical device at home.

Question 9: Is a school district responsible for retaining, repairing, or replacing assistive technology devices?

Answer: If purchased or secured by the school district, then the school district should retain, repair, or replace assistive technology devices, as long as the student requires them in order to receive FAPE. It is suggested that school administrators examine all warranties and contracts that may accompany specific devices. Additionally, if the student's family has provided an assistive technology device that the IEP Team has identified as necessary for the provision of FAPE and has included in the IEP, then the school district, with the agreement of the family, may use the device at school and is responsible to repair or replace the device if necessary.

Question 10: What are the responsibilities of the student, educators and parents in the maintenance and repair of assistive technology devices and reporting broken devices?

Answer: It is the joint responsibility of the parent, student, and school personnel to take reasonable care of assistive technology devices. The IEP should identify methods for reporting problems and completing repairs prior to using the assistive technology device.

Question 11: If an assistive technology device is lost or damaged beyond repair, who replaces the device?

Answer: If an assistive technology device is necessary for the student's IEP to be implemented, the school district will have to replace a broken device. If the device is broken at home through negligence, the parents could be held responsible for the repair costs. The school district is responsible to arrange for the repair or replacement of assistive technology devices. The district should ensure that proper safeguards are taken to protect the device if the student has a history of losing or damaging assistive technology devices. This would be considered an assistive technology service.

Question 12: Is the school liable for family owned assistive technology devices used at school to implement the student's IEP?

Answer: While the IDEA does not specify the responsibility of the school in such cases, state law could potentially impose liability on the school depending on the facts of the situation. The school district should take proper precautions to protect the equipment while it is in school buildings or being transported between home and school.

Question 13: What provisions could be made for the student while an assistive technology device is being repaired?

Answer: During the development of the IEP, the IEP Team should identify the steps to be taken if the device needs repairs; how a substitute device will be provided; and other temporary options that would offer an acceptable substitute to the student's device.

Question 14: What is important to know about a warranty?

Answer: The school should check the length of the warranty and find out exactly what is covered and, equally important, what is not covered. One-year warranties are common. Extended warranties and service contracts will probably be available. For some devices, the manufacturer suggests annual maintenance. School districts should weigh the cost of additional or extended warranties with the cost of the device. The manufacturer's warranty should be reviewed prior to purchasing an assistive technology device and before making any repairs or modifications to the device. In some case, warranties may be voided if persons other than the manufacturer or authorized service representatives attempt to repair a device.

Question 15: Should assistive technology devices be insured?

Answer: It is the school district's decision to carry insurance. School district insurance policies may cover an assistive technology device purchased by the district for student use or may offer additional coverage that includes assistive technology devices. Assistive technology devices purchased by funding sources other than the school may or may not be covered while the student is on school premises or involved in school activities. It is important for school staff to investigate the district's insurance to determine what the policy currently covers and whether or not the policy insures against loss or damage of assistive technology devices.

Question 16: Are school districts responsible for customization, maintenance, repair, and replacement of assistive technology devices?

Answer: Assistive technology services such as customization, maintenance, repair, and replacement are included considerations in the acquisition of equipment or devices purchased/provided by the school district. It is the responsibility of the school district to ensure that students who require assistive technology devices also receive the necessary assistive technology services that will make the technology meaningful to the student. This requirement reflects the “individualization” of a specific type of device. If family owned assistive technology is used by the school, is listed in the IEP, and is necessary for providing FAPE, the school district is also responsible for maintenance, repair, and replacement. Responsibilities for these services should be identified in the IEP.

Question 17: What is the responsibility of a school district when parents elect to purchase a needed device on their own and the family-owned device is written into the IEP?

Answer: Federal law is silent on this issue. However, it is reasonable to expect a school district to assume liability for an assistive technology device that is family-owned, but used to implement a student’s IEP, either in school or at home. In the absence of the family assuming financial responsibility, a school district would be required to provide and maintain a needed assistive device that was written into the IEP. In circumstances where the family has provided the original device, it is recommended that the school district clarify in its agreements with the family whether the family retains ownership of the device in the case of replacement.

TRAINING ISSUES

Question 1: In addition to the student, who else should receive training on how to use the assistive technology devices?

Answer: Use of assistive technology without integration into the student’s individual goals and objectives will result in less than optimal outcomes for the student. Individuals who live, work, or play with the student should be a part of this process. For a student with a disability it is often not enough if the classroom teacher and specialists are the only ones trained in the use of the device. If the device is to be meaningfully integrated into the student’s life and general education curriculum, significant people such as family members and peers need to be familiar with the assistive technology.

Question 2: How can a staff member receive individualized training for a specific need?

Answer: In general, if the IEP Team specifies the use of an assistive technology device, it is the district’s responsibility to train appropriate staff members and family members, depending on the individual needs of the student. In addition to a district-wide

professional development plan, special circumstances might arise when it becomes necessary for individuals involved with a specific student to learn how to operate and utilize a device. It is the district's responsibility to either bring in a trainer or offer release time, tuition reimbursement, or pay conference fees for staff to get the necessary training elsewhere. Any training needs should be specified in the IEP.

Question 3: What kind of training and technical assistance should be provided to families, and professionals?

Answer: Depending on the technology and the involvement of the family, peers, and professionals with the student, training and technical assistance should include, but not be limited to, providing information and training about:

- The device and how it works;
- Programming and setting up the device;
- Recognizing and fixing minor problems;
- Integrating the device into the student's life at home;
- Integrating the device into the student's education goals and objectives;
- Maintenance of the device(s) and;
- Resources within the local community for repair services

RELATED ISSUES

Question 1: Can the IEP Team refuse to consider assistive technology on the IEP?

Answer: No! All IEP Teams have the responsibility to consider a student's need for assistive technology devices and services, and for specifying those devices and services. Therefore, it is important that IEP Teams are informed of the requirement to determine if a student needs an assistive technology device and services and the need for an assistive technology evaluation to assist in making the determination.

Question 2: How is assistive technology integrated into the delivery of the general education curriculum?

Answer: The IEP Team needs to discuss how the student will use the device and how it will be integrated into the general education curriculum. The IEP Team should identify in the IEP how the student will use the device. This information must be shared with the general classroom teachers, at least one of whom is a member of the IEP Team, so that they are aware of how it is to be used.

Question 3: How can continuity be achieved in the student's program with regard to assistive technology devices and services from classroom to classroom, teacher to teacher, school to school, year to year?

Answer: Each student's IEP must be reviewed no less than annually. At the review, the IEP Team should discuss and identify personnel training needs as they relate to the

student's movement through the school program. The school should develop policies and procedures to ensure that involved teachers are familiar with the student's assistive technology needs and use of the device(s). This will help provide continuity. For example school districts could assign case managers to oversee this process. Policies and procedures could also outline the process for providing training for new staff that will interact with the student and need to be knowledgeable about the device(s).

Question 4: Can school administrators instruct personnel not to include assistive technology in the IEP?

Answer: No. The IEP Team determines a student's need for assistive technology devices and services. A school may not prevent IEP Teams from identifying a student's need for assistive technology.

Question 5: How is timely manner defined in regards to obtaining an assistive technology device?

Answer: Once an assistive technology device is determined necessary for the student, the district must implement procedures necessary for obtaining the device without unnecessary delay. When a delay is anticipated (e.g., equipment is on backorder from the company) the school should inform the parent and implement procedures to ensure that the student has access to the instructional program. It may be possible for the district to rent, borrow, or lease an appropriate device in the interim.

Question 6: When a student moves from school to school within the same district, does the district-purchased device follow the student?

Answer: If the device is included in a student's IEP, it must be provided in whichever school the student attends in that district. The same device may not necessarily follow the student from one school to the next, but a device that fulfills the assistive technology needs identified in the IEP would need to be provided.

Question 7: When a student moves from one school district to a different school district, does the assistive technology device that was purchased by district A follow the student to district B?

Answer: Since district A owns the device, it may keep the device for use by other students; or district A may decide to transfer or sell the device to district B.

Question 8: When a student moves from one level of schooling to another, such as from elementary school to middle school, does the device follow the student?

Answer: If an assistive technology device is necessary to fulfill the requirements of a student's IEP, such a device must be provided in the school the student attends. The same device may not necessarily follow the student from one school to another, but a

comparable device, which fulfills the IEP requirements, would need to be provided in the new school.

Question 9: What happens to assistive technology devices when students leave the school system?

Answer: If the school district purchased the device, the device is the property of the school. The school could keep the device for use by other students, sell it, or decide to transfer the device to another district in which the student enrolls. If the family purchased the device, it is the property of the student and the family. For secondary students, this issue should be addressed in the transition plan.

Question 10: If a student requires the use of an assistive technology device(s), what happens to the device(s) when the student graduates?

Answer: Transition planning for technology users is particularly challenging because there is no legal requirement for the transfer of ownership for an assistive technology device from the school to the individual student or to an adult agency upon graduation. Under state and federal law, public schools assume financial responsibility for the assistive technology device and services, but as a student transitions to adult life, the financial responsibility ends, and possession of the device reverts to the school. While there are no formal state policies in place, there is nothing to prohibit creative arrangements that support a seamless transfer of technology as a student graduates. One strategy to consider is collaboration with an adult agency to purchase the technology while the student is still in special education or to purchase it from the school district upon graduation.

Question 11: If a student needs a computer, can a school-owned computer be used in the lab or classroom?

Answer: Yes, if the student has access to the equipment as needed. If the student does not have the necessary access, then the appropriate equipment should be purchased for the student's use. The IEP Team will decide as a group the need and use of computers on a case-by-case basis.

Question 12: Can more than one student use an assistive technology device?

Answer: Yes, an assistive technology device may be shared if it is the property of the school and each student who requires use of the device has access to it as needed.

Question 13: What is the role of the Area Education Agency (AEA) in implementing assistive technology Law and Regulations?

Answer: AEAs are to provide information to their personnel as well as to local district personnel in order to maintain and expand the expertise of staff members about assistive technology devices and services. AEAs also provide technical assistance and professional

development to local district personnel. AEA personnel assist local districts in finding appropriate assistive technology devices and services as well as purchasing assistive technology devices where appropriate.

Selection Criteria: Reservation: 530145

Reservation Number: 530145

Title: Site Visit Training Sessions and Equity Sessio
Start Date: 09/10/2007
Request Date: 06/22/2007
Requester: Annette Mathieu
Phone: 515-281-3170
E-Mail: Annette.Mathieu@iowa.gov
Account Code: 40270002
Description: Training for the 2007-2007 Sie Visit Team Members, Session on October 11th is for Equity focused site visits. Only one session needs to be attended by team members.

End Date: 10/11/2007
Scheduler: MICHELE RIDOUT
Phone: (515)281-3038 **Fax** (515)242-5988
Email: Ed.ICN@iowa.gov
Participants: 100

Audience(s): K-12 Educators/Administrators
 State Employees
Subject(s): Training (Other)

| Session Date: | Monday, September 10, 2007 | 09:00 to 11:00 | Session: | 1502578 | Validated | Multipoint |
|---------------|----------------------------|------------------------------|-------------|-----------------|--------------|------------|
| | | | Site Status | Approval Status | Account Code | |
| | 3 | ELKADER-AEA | Validated | Approved | | |
| | 24 | SIOUX CENTER-AEA | Validated | Approved | | |
| * | 115 | DES MOINES-DEPT/PUBLIC HEAL1 | Validated | Approved | | |
| | 125 | CEDAR RAPIDS-CC2 | Validated | Approved | | |
| | 173 | CRESTON-AEA | Validated | Approved | | |
| | 176 | CLEAR LAKE-AEA | Validated | Approved | | |
| | 187 | JOHNSTON-AEA | Validated | Approved | | |
| | 198 | CEDAR RAPIDS-AEA | Validated | Approved | | |
| | 203 | MARSHALLTOWN-AEA | Validated | Approved | | |
| | 205 | COUNCIL BLUFFS-AEA | Validated | Approved | | |
| | 237 | OTTUMWA-AEA1 | Validated | Approved | | |
| | 266 | BURLINGTON-AEA | Validated | Approved | | |
| | 291 | SIOUX CITY-EAST-HS | Validated | Approved | | |
| | 311 | DUBUQUE-AEA | Validated | Approved | | |
| | 453 | BETTENDORF-AEA | Validated | Approved | | |
| | 481 | CEDAR FALLS-AEA (CART) | Validated | Approved | | |
| | 491 | SIOUX CITY-WEST-HS | Validated | Approved | | |
| | 494 | LYNNVILLE-SULLY-HS | Validated | Approved | | |
| | 533 | WEST UNION-NORTH FAYETTE-HS | Validated | Approved | | |
| | 670 | CEDAR RAPIDS-JEFFERSON-HS | Validated | Approved | | |
| | 731 | DECORAH-N WINNESHIEK-MS/ELE | Validated | Approved | | |

| Session Date: | Monday, October 1, 2007 | 13:00 to 15:00 | Session: | 1502579 | Committed | Multipoint |
|---------------|-------------------------|-------------------------|-------------|-----------------|--------------|------------|
| | | | Site Status | Approval Status | Account Code | |
| | 24 | SIOUX CENTER-AEA | Committed | Approved | | |
| * | 142 | DES MOINES-DEPT/ED | Committed | Approved | | |
| | 154 | FORT DODGE-AEA | Committed | Approved | | |
| | 173 | CRESTON-AEA | Committed | Approved | | |
| | 176 | CLEAR LAKE-AEA | Committed | Approved | | |
| | 187 | JOHNSTON-AEA | Committed | Approved | | |
| | 192 | DENISON-HS | Committed | Approved | | |
| | 197 | SIOUX CITY-AEA | Committed | Approved | | |
| | 198 | CEDAR RAPIDS-AEA | Committed | Approved | | |
| | 203 | MARSHALLTOWN-AEA | Committed | Approved | | |
| | 205 | COUNCIL BLUFFS-AEA | Committed | Approved | | |
| | 220 | DUBUQUE-ARCHDIOCESE-OES | Committed | Approved | | |
| | 237 | OTTUMWA-AEA1 | Committed | Approved | | |
| | 266 | BURLINGTON-AEA | Committed | Approved | | |
| | 311 | DUBUQUE-AEA | Committed | Approved | | |
| | 453 | BETTENDORF-AEA | Committed | Approved | | |
| | 481 | CEDAR FALLS-AEA (CART) | Committed | Approved | | |

Selection Criteria: Reservation: 530145

| Session Date: | 484 | ALGONA-BISHOP-GARRIGAN-HS | Committed | Approved | |
|---------------|----------------------------|-----------------------------|-------------|-----------------|----------------------|
| Session Date: | Thursday, October 11, 2007 | 09:00 to 12:00 | Session: | 1502654 | Committed Multipoint |
| | | | Site Status | Approval Status | Account Code |
| | 66 | GUTHRIE CENTER-HS | Committed | Approved | |
| | 77 | LEMARS-HS | Committed | Approved | |
| | * 142 | DES MOINES-DEPT/ED | Committed | Approved | |
| | 156 | CRYSTAL LAKE-WODEN-TITONKA | Committed | Approved | |
| | 158 | ORANGE CITY-MOC-FLOYD VAL-H | Committed | Approved | |
| | 201 | MARSHALLTOWN-HS | Committed | Approved | |
| | 205 | COUNCIL BLUFFS-AEA | Committed | Approved | |
| | 281 | CEDAR RAPIDS-CSD-ADMIN | Committed | Approved | |
| | 453 | BETTENDORF-AEA | Committed | Approved | |
| | 531 | AKRON-WESTFIELD-HS | Committed | Approved | |

Total number of sessions: 3

Total number of hours: 7.00

There were 34 sites used a total of 49 times.

Conference Types: 3-Multipoint

Conference Statuses: 1-Validated 2-Committed

2007-2008 Anti-Bullying/Harassment Data Collection Spring BEDS

Report the number of written complaints and investigations of these complaints. Input the number of written complaints on the left and the consequences on the right.

| Number of Bullying/Harassment investigations where primary motivation for incident was: | Consequences of written complaints |
|---|--|
| <input type="checkbox"/> Physical Attributes (includes student's appearance) [Number in the box above should be the same as the total of the numbers in the boxes to the right.] | <input type="checkbox"/> Number unfounded <input type="checkbox"/> Number founded, but no consequences <input type="checkbox"/> Less than or equal to 10 days out-of-school suspension <input type="checkbox"/> Greater than 10 days out-of-school suspension or expulsion <input type="checkbox"/> One or more <u>full</u> days of in-school suspension (ISS) <input type="checkbox"/> Number of other - please specify (Saturday detention; community service; less than a full day of ISS, etc.) |
| <input type="checkbox"/> Real or Perceived Sexual Orientation [Number in the box above should be the same as the total of the numbers in the boxes to the right.] | <input type="checkbox"/> Number unfounded <input type="checkbox"/> Number founded, but no consequences <input type="checkbox"/> Less than or equal to 10 days out-of-school suspension <input type="checkbox"/> Greater than 10 days out-of-school suspension or expulsion <input type="checkbox"/> One or more <u>full</u> days of in-school suspension (ISS) <input type="checkbox"/> Number of other please specify (Saturday detention; community service; less than a full day of ISS, etc.) |
| <input type="checkbox"/> Race/Ethnicity [Number in the box above should be the same as the total of the numbers in the boxes to the right.] | <input type="checkbox"/> Number unfounded <input type="checkbox"/> Number founded, but no consequences <input type="checkbox"/> Less than or equal to 10 days out-of-school suspension <input type="checkbox"/> Greater than 10 days out-of-school suspension or expulsion |

| | |
|---|--|
| | <input type="checkbox"/> One or more <u>full</u> days of in-school suspension (ISS) <input type="checkbox"/> Number of other please specify (Saturday detention; community service; less than a full day of ISS, etc.) |
| <input type="checkbox"/> Other; please list primary reason [Number in the box above should be the same as the total of the numbers in the boxes to the right.] | <input type="checkbox"/> Number unfounded <input type="checkbox"/> Number founded, but no consequences <input type="checkbox"/> Less than or equal to 10 days out-of-school suspension <input type="checkbox"/> Greater than 10 days out-of-school suspension or expulsion <input type="checkbox"/> One or more <u>full</u> days of in-school suspension (ISS) <input type="checkbox"/> Number of other please specify (Saturday detention; community service; less than a full day of ISS, etc.) |