

PROGRAMS & SERVICES 2022-2023



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Special Education

Programs and Services	Programs/Service Description	State Code or Evidence-Based
AEA Mediation	MBAEA provides mediation as a voluntary process to assist with the resolution process. It is intended to resolve disputes in the early stage of disagreement. An impartial mediator facilitates the meeting with the goal to secure a mutually agreeable solution for both parties. Once a resolution is reached, a legally binding agreement is written.	273.5
AEA/LEA Special Education Director Meetings	Mississippi Bend special education leadership meets quarterly with LEA special education directors. State updates are shared, problem solving and learning around special education leadership topics.	273.5
Alternate Assessment	All students are expected to participate in district-wide assessments. Students with disabilities may participate without accommodations, with accommodations or through the state alternate assessment. Students who meet the eligibility criteria for Iowa's Alternate Assessment in K-11th grades as determined by the student's IEP team, may utilize K-6 Early Literacy Alternate Assessment and 3-11 Dynamic Learning Maps Supports. Instructional delivery supports are provided to district staff to support implementation of Dynamic Learning Maps.	273.5
Assistive Technology	Mississippi Bend AEA provides assistance to school personnel regarding assistive technology (AT) integration, short-term AT equipment loan, and sources of funding for AT devices considered. Numerous pieces of equipment are available for preview and staff members are knowledgeable about using equipment in actual settings.	273.5
Audiology Services	Mississippi Bend AEA audiologists provide educators with information about hearing conservation and educational support services. Hearing screenings are provided at no cost to children ages 0-21.	273.5
Autism Resource Team	Mississippi Bend AEA provides a resource team made up of multidisciplinary agency staff. This team provides consultation on autism and related disorders to students and families.	273.11(2)(d)
Behavior Consortium	Mississippi Bend AEA partners with eight local school districts to provide additional behavioral programming for identified students. The consortium provides services along the continuum in order to best meet student needs. The goal of the programming is for students to return to their homeschool with skills to be successful within the least restrictive environment.	273.5

Brain Injury Team	A multi-disciplinary team provides consultation to other AEA staff and local educators who are working with students with traumatic brain (head) injuries.	273.11(2)(d)
Challenging Behavior Team	Mississippi Bend AEA provides a resource team of school social workers, school psychologists, and special education consultants. This team provides consultation on behavior analysis and development and implementation of behavioral interventions. MBAEA Challenging Behavior Team has Board Certified Behavior Analysts on the team. This credential is a valuable resource for serving students with Autism or significant behavior/development disorders. The team is also trained to provide consultation based on Applied Behavior Analysis (ABA) principles and research. They are also available to provide training to local school districts. Additionally, the team provides a behavior clinic to collect data to inform and develop plans and supports for the most challenging students.	273.11(2)(d)
Child Find	Iowa's AEAs provide special education child find services for individuals between the ages of 3 and 21. The purpose of Child Find is to locate, identify and evaluate individuals with disabilities and to determine their educational needs. The evaluation and eligibility process is based upon a dual determination of an individual's disability (educational progress and educational discrepancy) and educational needs. An evaluation is completed prior to making either initial (full and individual initial evaluation) or ongoing (re-evaluation) special education eligibility decisions.	273.11(2)(d)
Competent Private Instruction Approval	MBAEA provides approval of students with disabilities requesting dual enrollment for special education services per code.	IAC 281—31.10
Crisis Prevention Intervention Training	Mississippi Bend AEA offers nonviolent crisis intervention training from the Crisis Prevention Institute (CPI) to provide staff with a philosophy of care, welfare, safety, and security in a framework for problem solving. Participants learn techniques to defuse agitated and belligerent behavior in a manner that maintains the best possible care, welfare, safety, and security of staff and students.	273.2 273.5 284
Crisis Response Team	Mississippi Bend AEA provides crisis response support that acutely responds to traumatic events. This support mobilizes a crisis response lead from MBAEA to aid the LEA crisis response team. This mobilization also includes primarily school social workers and school psychologists, as needed, grief counseling and support to students and LEA staff in the wake of a crisis situation. Postvention guidance and	416.16

	support are provided to aid the school community in the grieving and healing process. This may include counseling, communication and/ or logistical support. Support can be enacted by contacting your assigned MBAEA District Support Administrator.	
District Developed Special Education Plans	All districts are required to develop a District Developed Service Delivery Plan for Special Education services. DSA and AEA staff collaborate and support districts in plan development.	273.5
Early ACCESS Services	Early ACCESS is a partnership between families with young children, birth to age 3, and providers from local Public Health, Human Services, Child Health Specialty Clinics, area education agencies (AEAs) and other community programs. The purpose of this program is for families and staff to work together in identifying, coordinating and providing needed services and resources that will help the family assist their infant or toddler to grow and develop. Child find, evaluations, IFSPs, interventions, transitions are all part of the providers' responsibilities.	273.5
Early Childhood	Mississippi Bend AEA staff support preschool programs with training and support with GOLD and Individual Growth and Development Indicators (IGDIs) assessments. Consultants lead data digs using Department of Education forms.	273.11(2)(j) 273.5
Educational Consultants	The purpose of the Educational Consultants of the Mississippi Bend AEA as instructional specialists to facilitate the development of successful strategies and interventions for students (3-21) by collaborating with parents, teachers, administrators, and AEA staff in a collaborative and supportive environment. The educational consultants work with teachers and districts to help develop interventions for students, model strategies while working with general education and special education teachers. The staff works with special education teachers on curriculum, instructional strategies, monitoring student progress, and participating in the Child Find process. The educational consultants provide staff development to buildings and staff depending upon district and special education needs. The staff serve as a member of a building team facilitating the planning of Individualized Education Programs and ensuring educational growth.	273.5

Extended School Year	In meeting their obligation to offer each child with a disability a free, appropriate public education (FAPE), local school districts must make available programs and services that meet a child’s individual needs. Some children may require the provision of services beyond the traditional school year. Such services are components known as extended school year (ESY) services. Federal and state law and regulations do not require that every student with a disability receive extended school year services. These decisions are made annually by each student’s IEP team.	273.5
External Professional Development	MBAEA provides professional development opportunities for districts in an effort to increase their understanding and implementation of special education law, as well as, an effective Multi-tiered Systems of Support (MTSS) with a goal of improved learning outcomes for students. External professional development opportunities have included a year-long course for special education teachers, principal training with a special education lens, Child Find within MTSS, Intervention Team Training, SEBH Universal Screening, and Youth Mental Health First Aid.	273.5
Facilitated IEPs	MBAEA provides facilitation of IEPs as a voluntary process with the intention to resolve disputes in the very early stage of disagreement and in the context of the IEP meeting. It is an IEP meeting facilitated by a trained AEA Mediator to guide the IEP process. The facilitator is impartial and keeps the IEP team members focused on developing the IEP while addressing conflicts and disagreements that may arise during the meeting. The facilitator will try to create an environment in which the IEP team members can listen to one another’s points of view and work together to develop an IEP that is acceptable to both the parents and the school district.	273.5
Family Educator Partnership	Educators needing support and general information about working with students with disabilities and their families are encouraged to seek the assistance of the Family and Educator Partner (FEP). As part of a statewide network, this program also provides a lending library of printed information, books and videos; workshops and consultation on communication and family issues; a speakers' bureau; and ongoing networking with support groups and parent-teacher organizations.	273.5
General Supervision - Compliance	The Iowa Department of Education, in conjunction with Iowa's Area Education Agencies has general supervision responsibilities and is required to monitor Local Education Agencies/Districts in Iowa (U.S.C. 300.600). The compliance monitoring process has several components. The district must complete all activities to address all noncompliance items no later than one year (365 days) from the Date of Notification (Release of Compliance). The agency provides technical assistance and support throughout all stages of the process.If there are questions about special education rules and regulations,please	273.5

	contact the district's Special Ed Administrative Contact.	
Hearing Testing and Services	Identification through testing, medical referrals and educational planning for students who are deaf or have hearing impairments is available through the agency. Trained audiometrists, audiologists, and itinerant hearing teachers provide services, recommendations and materials.	273.5
IEP Support	Mississippi Bend Area Education Agency supports LEA staff with accurate completion of IEP documents. Training is provided to LEA staff as part of LEA induction activities in addition to an as needed basis for all special education staff within the agency. Staff are also available to coach LEA staff.	273.5
ACHIEVE Support	Training for the ACHIEVE system is provided to new LEA Special Ed Staff. Clerical staff review IEPs and IFSPs in the ACHIEVE system for compliance and answer questions/provide support via email and phone.	273.5
Independent Evaluations	Independent evaluations are available to a parent as outlined in code.	41.502
Legal Issues in Special Education	Persons needing guidance and interpretation of legal matters in special education may contact the Director of Special Education.	273.5
New Special Education Teacher Training	Mississippi Bend AEA annually provides initial and ongoing training for special education teachers new to the field or new to the district. Trainings are scheduled in collaboration with LEA's.	273.5
Occupational Therapy	Occupational therapists and occupational therapy assistants work in early intervention and school based programs with children, parents, caregivers, educators, and other team members to facilitate the child's ability to engage in meaningful occupations that are based on social, cultural, or peer performance. Occupational therapy practitioners provide services that enable people to organize, manage, and perform their daily life occupations and activities. Occupational therapy services support a child's participation in activities of daily living, education, work, play, leisure, and social interactions.	273.5
Paraeducator Training and Certification	Mississippi Bend AEA provides resources and support for paraeducators including certification training and information. Mississippi Bend AEA is approved to offer the generalist certification and 4 specialized areas of concentration, Autism Spectrum Disorder, Early Childhood, School Library Media, and Special Needs. The areas of concentration grow paraeducators' skill sets, serve as renewal level credits, and are additional concentrations for licensing.	273.5

Physical Therapy	Physical therapists are licensed professionals who provide services to individuals who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease or other causes. Physical therapists working in the educational environment provide services to assist students in benefiting from their educational program. Physical therapists collaborate as a member of the educational team.	273.5
Procedural Safeguards	Safeguards designed to protect the rights of children with disabilities and their parents.	273.5
School Psychology	School psychologists are uniquely qualified members of school teams that support students' abilities to learn and teachers' abilities to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create a safe, healthy, and supportive learning environments that strengthens connections between home, school, and the community.	273.5
School Social Work	School social workers are the link between the home, school and community in providing direct as well as indirect services to students, families and school personnel to promote and support students' academic and social success.	273.5
SDI Preschool Training and Coaching	Early Childhood consultants provide specially designed instruction training and coaching to preschool programs as part of the Department of Education's SDI training.	273.5
SDI Training and Coaching	Training and support regarding quality specially designed instruction (SDI). Internal and external training, aligned with the state SDI initiative.	IAC 281—41.39
Sign Language Interpreter Services	Sign Language Interpreters are able to provide equal access in the classroom to deaf or hard of hearing students using a manual communication system (e.g., ASL, PSE, SEE II) that is familiar to the student. SLIs help support and facilitate communication to students individually and in groups in accordance with prescribed learning objectives, and act as an interpreter under the supervision of a certified teacher.	273.5
Significant Disabilities	See Alternate Assessment	273.5
Special Education Count Support	Clerical staff work to ensure all IEPs are submitted as required by the count process. Staff work with LEA staff to ensure students are being counted at the proper district. This process continues until an agreement is made with LEA staff that the count information is accurate.	273.5

Special Education Records	Appropriate access and management of special education records comes under the direction of each district's District Support Administrator.	273.5
Speech & Language Services	Speech-language pathologists identify and provide consultative and direct speech and language services to children, birth to age 21, who have difficulties in the areas of articulation, language, fluency, and voice. Services are available to all eligible students.	273.5
Statewide Leadership	MBAEA staff represent MBAEA on statewide leadership teams. Examples of statewide leadership teams are, EAGL, Early Childhood Leadership, Occupational Therapy/Physical Therapy, Hearing, Speech-Language Pathology, and IDEA Support. Along with representatives from other AEA's across the state as well as DE representation, these leadership teams provide a voice and vision for equitable and consistent services across the State.	273.5
Timely Meaningful Consultation	Annual facilitation of a process to meet the 2004 IDEA amendments which impose a specific requirement for “timely and meaningful” consultation between school districts and the nonpublic accredited schools within their district.	IAC 281—41.134
Transition Services	The Mississippi Bend AEA has transition specialists who work with district personnel, families, and students with special needs in the process of transitioning to adult life (future living, future learning, and future employment).	273.5
Translation Services	Educators needing information about interpreters and translation services for special needs students should contact their BCTL.	IAC 281—41.322
Universal Design	Universal Design looks at the goals of any lesson to provide all students with tools, techniques and the means to achieve these goals. Your MBAEA Assistive Technology team member can assist you in this area.	273.5
Vision	In collaboration with Iowa Educational Services for the Blind and Visually Impaired, we teach adaptive skills to maximize living, learning and working for students with vision impairments from birth to 21 by providing direct instruction to students and/or collaborating with teams in a climate of mutual respect and cooperation.	273.5

Media Services

Programs and Services	Programs/Service Description	State Code or Evidence-Based
Assessment Support	The media center houses, manages, and stocks a wide range of protocols and kits used by specialists throughout the agency. Each specialty area can order needed materials through https://portal.aeadatasolutions.org with delivery to service centers available. This allows for faster access and communication. The time specialists spend in the school setting is highly valued. The simplified process of accessing, receiving, and restocking the needed assessment tools improves their productivity.	273.11(2c)
Copyright Guidance	Local area school districts and Mississippi Bend employees consult the media center when questions arise. Statewide, media directors annually subscribe to a newsletter AIME for support, and this subscription also includes a representative knowledgeable in the field as another source.	273.11(2f) 273.6(1e)
Curriculum Support	The media center supports a multitude of areas: homeschool, juvenile/incarcerated, preschool, K-12 students public and private, and vetted nonprofit organizations. We create tutorials in various settings whether they be one-on-one, small group, or large group to support learning. Our materials aligned with ideas for instruction are used to extend, remediate, personalize, and/or help with planning and support student achievement.	273.6(1c)
Curriculum Support-Career & Technical	The media center supports the career and technical educational field by providing resources for these specialized areas. Through collaboration, we house, deliver, and manage materials with specialized content, e.g., a swine breeder kit and Real Care Babies.	273.2 273.6(1c)
Curriculum Support-STEM	The media center houses a collection of computer science materials, and works in collaboration with other science consultants to offer and support the newest resources available. Some examples include Beebots, Ozobots, and the Codeapillar. A multitude of products are housed in the library and managed through the circulation system.	273.2 273.6(1c) IAC 281—72.4(6)
Delivery Services	Each school building has weekly van delivery during the school year. Summer services are also available to our school district offices and our AEA office locations.	273.6

Equipment Management	Mississippi Bend’s media department, in collaboration with physical and occupational therapists, manages all equipment through our online cataloging system. This ensures that children receive the needed support in an efficient manner. Each item includes an image and summary. This in turn gets the equipment into the hands of students faster as well as serves as a central location to browse the various materials.	273.6(1a-g)
Instructional Support-Media	The media consultant provides support to librarians throughout the AEA. Librarians are in a specialized field, and the support needed differs from traditional classroom teachers. It runs a gamut from library design, standards work, collection development, the weeding process, purchasing sources, advocacy, technology integration, book clubs, and collaboration. Visiting people individually includes a follow up with additional resources and/or ideas.	273.6(1a-d,g) IAC 281—72.4(6)
Interlibrary Loans	Provide media services for the local school districts in the area and encourages and assists in facilitating interlibrary loans of materials between school districts and other libraries. One district needed multiple copies of a title, and 2 other districts shared them through our van delivery service.	273.6(1a-d,f,g)
PK-12 Literacy Support	Supports preschool-sixth grade classroom teachers by providing a print-rich environment through a “Book of the Month” program. Twenty-five high quality and reviewed nonfiction and fiction books are randomly selected and delivered for use in the classroom each month. A wide range of print and digital materials are readily available to support districts.	273.2 273.6(1c,g) IAC 281—72.4(6)
Media Academy	Offers a Media Academy to teacher librarians for licensure credit to provide quality leadership and professional development that will enable teacher librarians to provide effective programs that improve student achievement. A media advisory committee works with the media consultant to improve design and delivery with learning based upon digital collaborative spaces, curriculum, instruction and assessment, personalized professional learning, collaborative leadership, data and privacy, community partnerships, strategic investments, literature, and/or equitable access. Media Academy is aligned to best practices, based on the latest research and initiatives, and includes nationally known speakers or resources.	273.2 273.6(1a-d,f,g)

Media Services	<p>An extensive collection of instructional materials in a variety of formats is available for check-out from the Mississippi Bend AEA Media Collection. We offer professional resources, media kits, print sources, and equipment. An electronic catalog is available by visiting the agency website at https://aea9.insigniaails.com/Library/Home. In addition to physical media, Mississippi Bend AEA provides access to quality digital resources from ebooks to research tools available at https://www.mbaea.org/media-services/digital-content/. Consultation services for school library media programs including onsite visits to LEA library media centers, digital citizenship and classes relevant to media/technology integration.</p>	<p>273.2 273.6 IAC 281—72.4(6)</p>
Paraeducator Professional Growth	<p>Mississippi Bend offers a School Library Media PK-12 paraeducator certification program. The certification prepares associates for the job and enhances the library program.</p>	<p>273.11</p>
Preschool Services	<p>MBAEA offers a preschool book of the month club, and works with school based preschool as well as community based accredited preschools. Every 6 weeks, a box of 25 randomly selected books are delivered to the classroom each month. They have access to many other digital and print resources to support curricular goals. Mississippi Bend provides 20 ipads that offer high quality, vetted apps that various preschools use throughout the school year. These services provide a print-rich environment and support the foundations of learning.</p>	<p>273.2(5e) 273.11(2j)</p>
Print & Design Services	<p>Educators have access to high quality print and production services. Services include color poster printing, graphic design, black and white digital copying, offset printing, color copies, bindery, lamination, video and audio production.</p>	<p>273.3(1d)</p>
Professional Development	<p>Mississippi Bend's media center works with people in all curricular areas. At times the conversations or direct calls lead to providing instructional support for school districts. The media consultant contacts various consultants in the agency with ideas for integration, workshops, and/or further professional development. Examples include providing training on digital resources and district based paraeducator generalist certification programs.</p>	<p>273.11(2b-c)</p>
Professional Growth & Library	<p>Mississippi Bend's media center includes an up-to-date professional library in a variety of formats and meets a wide range of areas from leadership to fine arts. These resources are used to meet district goals, the basis of practices, and offer additional learning.</p>	<p>273.2 273.6(1a-b)</p>

Work Experience Partnerships	Mississippi Bend's media department works in collaboration with several districts to provide work experience for students. The students help with varied tasks in the media center throughout the school year. Not only are they building their work experience and resume but also helping us complete the multitude of tasks that involve managing a library.	273.6(1e)
School-Community Relations	School districts interested in developing partnerships with parents and the community for the benefit of students have several resources available to them. Agency staff are available for consultation around issues of interpersonal and mass communication, including ways to involve all persons in the school, family and community.	273.6(1e)
Statewide Digital Content	Statewide digital content features educational resources funded and provided by the Mississippi Bend AEA, along with Iowa's eight other Area Education Agencies to all of the state's accredited K-12 schools. The digital content allows for more personalized learning, offers accessibility features, reaches a broad audience, is highly vetted, and touches all curricular areas.	273.2(4) 273.6(1b,g)
Technology	Technical support for hardware, software, computer network related needs, USF/E-Rate Consulting, and technology planning. Staff are available to assist in increasing learning and teaching skills through use and integration of media, information, and technology throughout the curriculum.	273.6(1g) IAC 281—72.4(6)

Educational Services

Programs and Services	Programs/Service Description	State Code or Evidence-Based
504 Support	Section 504 is a federal civil rights law that protects the rights of students with a physical or mental impairment that substantially limits a major life activity. The Mississippi Bend AEA Section 504 contact assists districts/schools to interpret and comply with this federal law. Districts/schools must make programs, activities, and facilities accessible for all students. 504 district support occurs as needed.	273.5 273.11 Section 504 of the Rehabilitation Act of 1973
Assessment	We have District Support Administrators (Regional Administrators) and Administrators working with districts to support data and assessment needs.	273.11(2a-c) IAC 281—72.4(3)

<p>Career & Technical Education and Regional Planning Partnership (RPP)</p>	<p>Mississippi Bend AEA personnel are available to consult with area educators regarding all aspects of vocational education. Iowa Department of Education to the Iowa General Assembly to fulfill the requirement of House File (HF) 2392, sec. 76, “Career and Technical Education Status Report,” which requires the Department to “submit a report to the general assembly by January 16, 2017, detailing the progress in implementing the provisions of this division of [HF 2392].”</p>	<p>256.11 IAC 281—12 (HF) 2392</p>
<p>Counselor Academy</p>	<p>This local version of the statewide Counselor Academy focuses on issues specific to Eastern Iowa School Counselors in the Mississippi Bend Area Education Agency, including updates to national school counseling standards and MTSS implementation. The academy expands on previous academies by offering an update to the recently released ASCA National Model K-12 Standards for Student Success (2021). Participants will update and refine their ASCA Model district/building implementation plans for their school counseling program focusing on the Universal or Tier 1 level of MTSS implementation. The MBAEA School Counselor Academy will also provide topical content for each of the developmental areas (elementary, middle, and high school) as well as across each of the ASCA Domains (social/emotional, academic, and college/career).</p>	<p>256.11(9a) 273.11(2b) IAC 281—12.3(11b)</p>
<p>Computer Science</p>	<p>The MBAEA is working to support all of our districts with the legislation and requirements of the law by providing workshops to develop a computer science district team to create their K-12 vision plan (SCRIPT), better understand the standards (standards workshop), unwrapping the standards, and developing courses and various classroom approaches to implementing the standards in grades K-12.</p> <p>We work collaboratively with a statewide AEA CS team to ensure equity and access to all supports, resources, trainings, and understanding of the law with our website and biweekly meetings to adequately answer questions and stay up to date with needs and updates for our districts.</p>	<p>HF 2629</p>

Curriculum Network	The purpose of the MBAEA Curriculum and School Improvement Network is to provide a forum so district representatives can work in a collegial environment to share resources and confront challenges that are required for implementing high impact professional development. The Curriculum Directors meet virtually monthly with other Curriculum Directors from across the state to engage in learning and networking opportunities. The MBAEA District Support Administrators share the responsibility of attending in which the Curriculum Directors gather to view the state meeting and to network.	273.11(2b-c) IAC 281—72.4(3)
Data Team	The MBAEA Data Solutions Team provides data tools to assist with organizing and analyzing all levels of data for each district. The team finds ways to accurately compile and analyze information in a way that allows educators to make data-driven decisions that ultimately have a positive impact on student achievement. The team collaborates with district and building administrators, teachers, counselors, and AEA staff to assist with interactive database development, spreadsheet template creation and training, report preparation, and creative solution development for unique data needs.	273.11(2h) 273.2(5b)
Deliver Professional Development in Districts/Buildings	The AEA school improvement consultants are trained in evidence-based instructional strategies, collaboration strategies, leadership development, and school wide development initiatives, with all of the preceding directly tied to the state's MTSS continuous improvement process. We listen and align needs within the district with consultants who can provide learning around the identified priorities.	273.11(2b) 284.1(2) IAC 281—72.4(2)
Dyslexia	A new law created during the 2014 legislative session focused on dyslexia. The legislation defined this as an educational diagnosis and so was added to Iowa Education Code. Dyslexia in Iowa is defined as “ <i>...A specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.</i> ” Although Iowa's AEA's do not label children with a diagnosis of dyslexia, we do serve learners with dyslexia. Iowa's education system has been focused to ensure that our students are skilled readers. A new task force was established in 2018 that	273.5

	<p>provided further recommendations to legislation, Department of Education, AEAs, LEAs, and Post Secondary Institutions as related to Dyslexia research and best practice. Comprehensive legislation was subsequently passed in 2020 based on recommendations from the task force. All AEAs, including MBAEA, currently have a designated staff member participating in dyslexia specialist training through the University of Iowa. MBAEA has an additional staff member participating in the second cohort of dyslexia specialist training. Both MBAEA staff members will have specialized expertise in the area of structured literacy and with instruction that specifically addresses the needs of students who have characteristics of dyslexia.</p>	
Early Childhood Services	<p>Mississippi Bend AEA has trained staff to support Statewide Voluntary Preschool and Shared Vision Preschool Programs. We have assisted with SWVPP desk audits, QPPS, Shared Vision competitive grant process, assessment training and support, data digs, MTSS framework, PLC facilitation and support, instructional training based on the Iowa Early Learning Standards, etc. In addition, we regularly inform district administration and program directors of the updates from the state level Early Childhood Leadership Network.</p>	<p>273.11(2j) 273.5 IAC 281—72.1(273)</p>
Educational Data Management Assistance (AEA Data Team)	<p>The Data Solutions Team provides information to area school districts and AEA child-find staff regarding data management systems to support MTSS infrastructure and child-find processes, including access to summaries and visualizations. Management systems may be developed by the team and provided to districts to support MTSS initiatives or child-find processes. This is reserved for those cases where extant systems do not provide mission-critical features.</p>	<p>273.2(5b)</p>
ESSA Support	<p>The Every Student Succeeds Act (ESSA) is a federal K-12 education law that replaced the No Child Left Behind Act. The law maintains a focus on equity for all students while giving states and local school districts more ownership over systems of school accountability and support. ESSA requires states to develop comprehensive plans for accountability and support, to identify schools for support and improvement (Comprehensive and Targeted), and to publish school report cards reflecting performance. Iowa’s system for accountability and support under ESSA was developed with broad public input, fits the state’s context, and focuses on helping schools find solutions that work for them. MBAEA leads large group professional learning for schools to engage with vetted school improvement tools that address areas of need. MBAEA administrators and consultants also provide site-based professional learning and follow-up</p>	<p>273.11(2a-b) 273.11(2c) IAC 281—72.4(2-3)</p>

	support to ensure the specific needs of schools are targeted with timely, high-quality school improvement services.	
Fine Arts	Districts are required to include at least two of the following fine arts options: dance, music, theatre, visual arts. MBAEA provides support to districts as part of the district requirement. The fine arts contact at MBAEA is available to provide guidance when needed.	256.11 IAC 281—12.5(5g)
Future Ready	Support leadership, school improvement, and/or counseling teams to effectively use a variety of Future Ready data sources and think-about in their evidence-driven planning and alignment with ESSA and Differentiated Accountability. Ensure integrated strategies for improving PK-12 to postsecondary transition services for all students, with an emphasis on under-represented students, especially those with disabilities. Identify and improve high quality instruction based on Iowa’s Academic Standards (content, 21st-century skills and Universal Constructs), especially for high need and underserved students and on closing opportunity gaps. Expand high quality, work based learning experiences in various fields and careers for all students by enhancing partnerships in education, business, and community. Support the implementation of learner-centered, personalized, and/or competency-based education as pathways to future readiness and success.	273.11(2a, 2b, 2c)
Instructional Rounds Network Participation & Facilitation in Districts	Instructional Rounds is a practice of learning about the instructional core(interaction of teachers and students and content). AEA involvement is in supporting and partnering in this work in districts by joining their Networks. MBAEA also offers facilitation support in this process.	273.11(2c) IAC 281—72.4(2-3)
Internal and External Data Related Consultation (AEA Data Team)	The Data Solutions Team provides assistance with developing and maintaining data systems for internal and external users. The team collaborates with AEA and school staff to answer questions related to best practice with data collection and interpretation of student level and summary data. Services extend into providing knowledge and technical assistance on data collection and reporting systems provided by the Department of Education. Systems for internal staff facilitate the management and reporting of data regarding employee information, media services, facility use, and automated communications.	273.2(5b)

Iowa Core Curriculum	Iowa's Academic Learning Standards (formerly known as the Iowa Core Curriculum and the Model Core Curriculum) provides academic expectations for all Iowa's K-12 students. It does so by helping teachers take learning to a deeper level by focusing on a well-researched set of standards in English/Language Arts and Mathematics and Essential Concepts and Skills in Science, Social Studies, and 21st Century Learning, SEBH / Universal Constructs. The Iowa Core is not course based, but rather is a student-based approach that supports high expectations for all students. Professional learning and support are provided to local educators in understanding and implementing the standards through collaborative teacher teams and the state's continuous improvement process.	273.2(5a) 273.5 284.6 IAC 281—72.4(2) IAC 281—72.4(3)
LEA Leadership Support	Participation at and Facilitation of the following: Superintendent Fidelity Checks (visiting PLCs); Instructional Rounds; School District Administrative Meetings; UNI “Think Tanks” and Leadership Camps for Building Principals. MBAEA offers high-quality professional learning for school leaders that center on the standards for school leaders in the state of Iowa (ISSL) through a Leadership Network.	72.4(8) 273.11(2b)
Literacy	Consultants are available to provide inservice, assistance with curriculum development, materials, model teaching, and ongoing consultation in reading, writing, speaking, and listening for K-12 students connected to Iowa's Academic Learning Standards and aligned with Iowa’s Differentiated Accountability.	273.2(5a) 273.5 284.6(1) IAC 281—72.4(2-3)
Mentoring and Induction	Mississippi Bend AEA provides a comprehensive mentoring and induction program specifically designed for area educators and their mentors. MBAEA partners with New Teacher Center, a national non-profit organization dedicated to improving student learning by guiding a new generation of educators and LEAs by way of a consortium. We hire full-release Induction Coaches from consortium districts to support a caseload of beginning educators. Our induction coaches are highly trained and supported in the field and support beginning educators with standards-based planning, reflecting on teaching practices, and analyzing student work.	284.5(1)

MTSS	Multi-Tiered System of Supports (MTSS) in Iowa is an every-education decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students. As an every-education process, MTSS allows educators to judge the overall health of their educational system by examining data on the educational system as well as identifying students who need additional support. Those supports are provided in both small group and individual settings, and are monitored to ensure they support all learners demonstrate proficiency in Iowa's Academic Learning Standards and leave school, college, career, and life ready. Support is provided to schools by employing tools developed through the Differentiated Accountability system and the associated continuous improvement process.	273.11(2b) IAC 281—72.4(2-3)
Multicultural, Gender-Fair Education	Districts must ensure that a multicultural, gender fair approach is used by all schools. The educational program shall be taught from a multicultural, gender fair approach. Global perspectives shall be incorporated into all levels of the educational program. When creating professional development content for renewal and/or graduate level coursework, instructors are required to incorporate equity standards into the content which addresses gender-fair educational practices. The other related equity standards include multicultural issues, socio-economic issues, English language learners, and other diverse learners. The media center offers print and electronic resources that support gender-fair practices. Besides a wide array of multicultural book titles, all educators have access to TeachingBooks, Culturegrams, BookFLIX, MackinVIA digital books, FreedomFLIX, and ScienceFLIX. Each school or school district shall incorporate multicultural and gender fair goals for the educational program into its comprehensive school improvement plan.	256.11 IAC 281—12.5(8) IAC 281—72.4(5)
Numeracy	Numeracy Consultants are available to support educators with curriculum design, evidence based instructional practices and technology integration. All support is aligned to Iowa's K-12 Mathematical Practice and Learning Standards. The numeracy team also supports data based decision making for a multi-tiered system of support for all learners.	273.2(5a) 273.5 284.6 (1) IAC 281—12.5(3c) IAC 281—72.4(3)
Olweus Support	The Olweus Bullying Prevention Program is a research-based whole-school program that has been proven to prevent or reduce bullying throughout a school setting. OBPP includes interventions to be used at the school, classroom, and individual levels. The program also includes methods to involve parents and the community in prevention efforts. School administrators, teachers,	280.28 IAC 281—12.3(13)

	and other staff are trained to plan, implement, and evaluate the program. OBPP is designed to improve peer relations and make the school a safer place for students to grow and develop. The core principles and rules can be integrated into the school's existing programs, policies, and routines.	
Paraeducator Training and Certification	Mississippi Bend AEA provides resources and support for paraeducators including certification training and ongoing education. Our agency is approved to offer the generalist certification and 4 specialized areas of concentration, Autism Spectrum Disorder, Early Childhood, School Library Media, and Special Needs. The areas of concentration grow paraeducators' skill sets, serve as renewal level credits, and are additional concentrations for licensing.	273.6 (2a)
Positive Behavioral Interventions and Support (PBIS)	Positive Behavioral Interventions and Supports is an evidence-based multi-tiered approach to social, emotional and behavior supports (MTSS-SEBH). The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools. Training supports building teams in data, systems, practices and classroom management for MTSS-SEBH, such as: 1) District Leadership Planning SEBH in the System Framework, 2) PBIS Team Coaching - Implementation Technical Assistance and Coaching, 3) Culturally Responsive Practices in PBIS, and 4) Universal, Targeted, and Individualized Instruction Supports that are equitably designed and accessed.	273.11(2b)
Postsecondary Readiness Supports	Assisting in accessing and analyzing various postsecondary readiness data available through EdInsight, AEA PREP, and other data sources; Supporting school/district leadership teams, school counseling teams, special education transition teams, and/or school improvement teams to effectively use a variety of college and career readiness data sources in their data-driven planning, including ESSA accountability and School Improvement (SAMI) efforts; Working with schools to include postsecondary readiness and success outcomes in their school improvement action planning and goals and transition services for students with disabilities; Participating on a district's Individual Career and Academic Plan (ICAP) District Team, Helping schools assess and improve their future-ready culture through the completion of a comprehensive needs assessment tool and follow-up supports, Conducting targeted or all-staff professional development training on subjects such as: Postsecondary readiness data, College- and career-readiness, Creating a future-ready culture, Linking K-12 instruction to postsecondary success, Taking ICAP and Career Guidance schoolwide, Comprehensive school counseling programs, Connecting parents, students, and educators to resources	273.2(5b) 273.5 284 IAC 281—72.4(1-5,8)

	to increase education on college and career readiness, Supporting transition services and postsecondary outcomes for students with disabilities.	
Professional Development	Mississippi Bend AEA offers opportunities for professional learning for educators to enhance their skills and practices to improve student learning. These opportunities include a variety of courses for credit, workshops that offer the latest evidence-based professional learning for educators, and paraeducator and substitute authorization training programs.	273.11(2b)
Professional Learning Communities	Mississippi Bend AEA is committed to helping schools at all stages of the Professional Learning Community journey. As schools move along the PLC continuum, Mississippi Bend AEA consultants are available to provide coaching, technical assistance, and other support. Professional learning opportunities and online resources are available.	273.11(2b)
Science	Consultants are available to provide inservice, assistance with curriculum development, materials, model teaching, and ongoing consultation in the area of science for K-12 students using Iowa's Academic Learning Standards. Iowa's students are to graduate with the understanding of scientific concepts and practices to make sense of scientific phenomena in order to critically and creatively respond to local and global issues, make informed, evidence-based decisions, and actively participate in civic and cultural affairs.	273.2(5a) 273.5 284 IAC 281—12.5(3d)
Social Studies	Consultants are available to provide educators with assistance in designing curriculum, modeling instruction, and using technology for social studies instruction. Problem solving, higher-order thinking skills, and instruction based on Iowa's Academic Learning Standards are supported through professional development.	256.11 273.2 273.5 284.6(1) IAC 281—12.5(3b)
Support for ESSA Designated Schools	MBAEA has a team of staff who participate in and lead efforts with the statewide Network team. Members attend monthly statewide meetings partnering with the Department of Education and other AEAs across the state in order to best support our comprehensive schools. Network members work collaboratively with comprehensive and targeted school leadership teams to support them with implementation of the school's ESSA Action plan.	273.11(2a-c)
STEM	STEM (science, technology, engineering, math) consultants are available for consultation with administrators and educators regarding planning and implementing STEM programs and/or curriculums. Integration across multiple disciplines, collaborative practice, and instruction based on inquiry, dialogue, and critical thinking are emphasized.	273.2 (5a) 273.5 284.6(1) IAC 281—72.4(7)

Student Engagement	The Student Engagement mission is to empower every student by creating personalized environments that foster meaningful learning. Blended learning, project-based learning, standards-based assessment and reporting are supported areas.	273.11(2b) 284.6(1)
Superintendent Network	Monthly superintendent meetings in addition to regional meetings with smaller superintendent groups are facilitated.	IAC 281—72.4(8)
Survey and Data Support (AEA Data Team)	The Data Solutions Team provides assistance with internal AEA department teams and district support teams to assist in gathering, collecting, and interpreting data sets related to needs, progress, and satisfaction information. This service extends into the design, administration, and interpretation of surveys regarding instructional practices in area schools.	Evidence-Based Articles
Talented & Gifted (TAG)	Mississippi Bend AEA facilitates opportunities for in-service and network sessions to aid schools in developing and improving programming for their students who participate in talented and gifted programming.	257.43 273.2(4) 273.5 284.6(1) IAC 281—12.5(12) IAC 281—72.4(4)
Teacher Leadership Compensation (TLC)	MBAEA has supported the rollout and implementation of the Teacher Leadership & Compensation (TLC) system by way of providing guidance on the writing of TLC plans, providing professional learning for various teacher leadership roles, and supporting instructional coaches in the field. We have also supported principals by offering PD for them in the context of TLC. We have worked with the statewide efforts in coordinating PD opportunities and have a role on the statewide TLC team.	284.6 (1)
Technology	Mississippi Bend AEA provides support to districts and schools in the area of technology infrastructure and provides networking opportunities and support to technology coordinators/directors. Support is also provided for interconnectivity and cost efficiencies.	273.2(8) 273.5 273.11(2b) IAC 281—12.5(10) IAC 281—72.4(7)

The Center	Support administrators, teacher leaders, and teachers through consultation, training, and/or action planning in school improvement (school structures; environmental conditions; systems and teacher-level assessment of proficiency-based practices; instructional practices and frameworks for competencies, standards, Universal Constructs, 21st-century skills, and SEL competencies; assessment practices, data literacy and decision-making; and community/business partnerships including the IDoE Clearinghouse for Work-based Learning) through the lens of learner-centered, personalized learning for all students in keeping with the State Board of Education goal.	273.2(5a) 273.11(2a) IAC 281—72.4(1,2,3)
Title III English Language Learners (ELs)	Support for English Learners (ELs) is provided by consultants through onsite and consortium meetings. EL/Title III consultants support Title III programming, EL educators, and district coordinators to provide professional learning around best practices. Consultants facilitate an annual process to meet requirements of Timely and Meaningful Consultation between school districts and the nonpublic accredited schools within their district for agreement on equitable services.	216.9 273.3 280.4
Training on Intervention System	During training on the Intervention system participants learn how to use the Intervention System tools, Systems Steps, and learner steps including subgroup additions. Teams spend time learning the logic and flow of the steps and actions as they analyze and refine the way intensified interventions are designed and delivered. Previously offered as regional training, this work is now done primarily in districts. Attendees are provided with a decision-making framework and tools to help accomplish the work around intervention delivery in all tiers of instruction. Ample time is provided on-site to engage with the guide and for local teams to make decisions.	273.11(2b,c)
Training on Self Assessment of MTSS Implementation (SAMI)	This training is for ESSA designated schools or schools interested in engaging in a self-assessment of their system. Participants engage in the SAMI Discussion and complete the SAMI in the Consolidated Accountability and Support Application (CASA). This is to be completed after the Data Review and is used as part of the Action Planning process. Outcomes include: Understand the purpose of the SAMI; Make connections to MTSS, DA, and ESSA; Engage in team discussions and consensus on current practices in the following areas: literacy, mathematics, Social-emotional behavioral health [SEBH]; Access and enter scores into CASA; Complete the SAMI; and Engage in team action planning based on SAMI results.	273.11(2b,c)

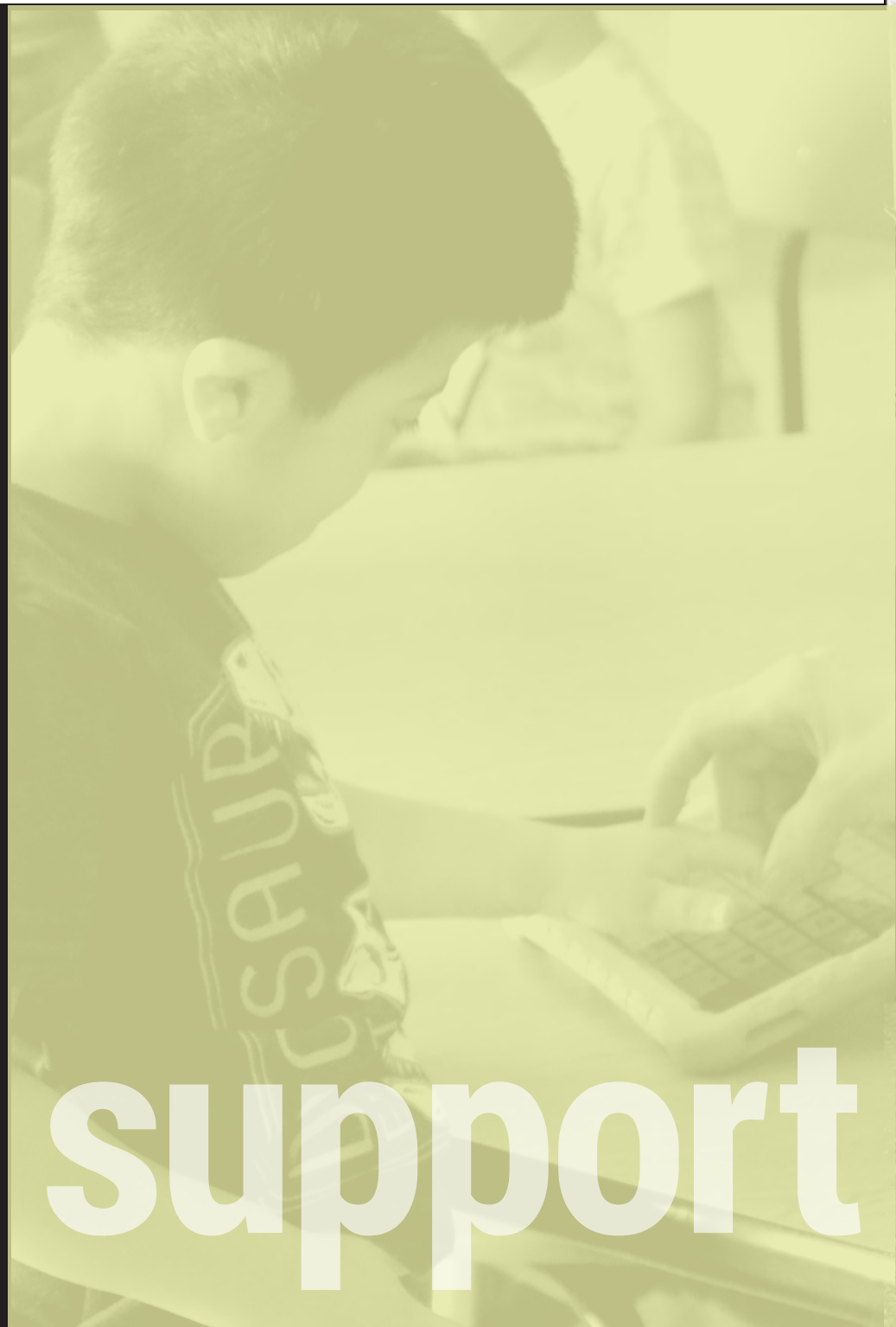
<p>Training on Universal Tier Tools (UTT)</p>	<p>During training on the Universal Tier Tools (UTT) participants learn how to use the UTT Steps. Teams spend time learning the logic and flow of these steps and how to facilitate collaborative conversations with all instructional staff back in their schools. Participants also learn how to use information gathered using the UTTs to develop an action plan. Ample time is provided on-site to engage with the tools and for local teams to make decisions. Content areas include literacy, mathematics, and social-emotional behavioral health (SEBH). Grade levels include preschool through grade 12. IAC Chapter 12 requires school districts and accredited nonpublic schools to develop Comprehensive School Improvement Plans and to report both to the Dept. of Education and to the community the progress being made toward student achievement goals. Agency staff can provide support for the development of these plans and reports.</p>	<p>273.11(2b,c)</p>
<p>Wellbeing Team</p>	<p>Mississippi Bend AEA provides a variety of services, supports and professional learning opportunities for districts and schools to address social, emotional, behavioral health (SEBH) within a Multi-Tiered System of Supports (MTSS). The AEA Wellbeing Team provides on-going, regular support to districts, schools, and educators, including SEBH and wellness specific coaching and consultation.</p>	
<p>Youth Mental Health First Aid</p>	<p>Youth Mental Health First Aid (YMHFA) is designed to teach educators and caregivers how to help an adolescent who is experiencing a mental health or addictions challenge or is in crisis. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations.</p>	<p>273.2(5a,e) 273.11(2b) IAC 281—72.4(4)</p>

Management Services

Programs and Services	Programs/Service Description	State Code or Evidence-Based
AEA Purchasing	AEA Purchasing facilitates a voluntary purchasing program to help Iowa schools and other eligible entities save time and money. AEA Purchasing is an initiative of the Iowa Association of Area Education Agencies (IAAEA). The goal is to combine the purchasing power of Iowa schools to offer aggressive pricing on materials, goods and services through a competitive bid process.	273.11
Boundary Change	Persons interested in information about school district boundaries or boundary changes should contact the Chief Administrator or Board Secretary.	273.3 273.8
Budget Preparation & School Finance	Each January/February, Iowa School Finance Information Services (ISFIS) partners with Iowa area education agencies to host ISFIS Budget Workshops. These hands-on workshops provide the opportunity for superintendents, SBOs and their teams to prepare their individual district Certified Budget in one highly productive day. Districts will leave the workshop with a completed Certified Budget and will know all options for publications. Attendees also learn about sales and property tax debt and other variables affecting district finances.	273.11
Bus Driver Training	School districts may contact the MBAEA Business Office to receive Bus Driver Certification and Bus Chassis Inspection forms. MBAEA will hire trainers that receive train-the-trainer instruction from the Department of Education. Class attendance is processed and submitted to the Department of Education for state credit. MBAEA issues certificates to drivers and invoices districts for training fees. Last year 511 drivers attended the 3-Hour Annual Inservice and 65 drivers attended the New Driver STOP program.	273.7a
Business Office	The Business Office handles the business affairs of the agency, including purchases, billing, inventory, payroll, and financial accounting. Prepares annual budget and various reports as required by Code, DE and other entities.	273.3
Coats for Kids	The Mississippi Bend Area Education Agency is a proud partner of the David E. Lane Memorial Coats for Kids program. The Coats for Kids Program began in 1999 to provide winter coats to children in Davenport and Pleasant Valley Schools. It has since expanded to Clinton, Jackson, Muscatine, and Scott Counties as well as parts of Cedar and Louisa Counties. Warm winter coats support the physical, social and emotional needs of children. Coats not only provide	273.7a

	warmth, they keep children healthy, in school, and allow them to play outside with other kids.	
Collection Enhancement	Mississippi Bend Area Education Agency houses a driver's education program that works with local school districts to support drivers education curriculum. Under the umbrella of media services, our media center houses digital resources used by instructors and collaborates to find additional resources to improve instruction.	273.7a
Cooperative Purchasing	Provides local school districts an opportunity to pool purchasing power into a cooperative buying unit. Through this service, schools of all sizes are about to realize volume based discounts and can obtain quality products and equipment at significant savings.	273.11
Driver Education Program	The Mississippi Bend AEA Driver Education program was established more than 30 years ago in response to requests for programming from local school districts. Districts contracting services are Bellevue, Bettendorf, Cal-Wheatland, Central DeWitt, Columbus, Davenport, Durant, Louisa-Muscatine, Maquoketa, Muscatine, North Scott, Pleasant Valley, West Liberty, and Wilton. MBAEA Driver Education Program follows the state-approved driver education guidelines. We provide 30 hours of classroom instruction and 6 hours of behind the wheel instruction.	321.78 273.7a
E-Rate	A federal program that provides a percent back for connectivity services. MBAEA files Category 1 as a consortium for our districts.	273.7
Emergency Repair Waiver Requests	Local school districts must request a waiver from the AEA Chief Administrator for repairs over the amount that must be put out for bid when the repairs are needed before the bidding process can be completed.	297.8
Home School Assistance Program (HSAP)	The Mississippi Bend AEA provides Home School Assistance Program (HSAP) services for the following districts; Bettendorf, Calamus-Wheatland, Central Community, Delwood, Maquoketa, North Scott, Northeast, Pleasant Valley, and Wilton. HSAP offers assistance to homeschool families who select to participate in the program. Parents/guardians are directly responsible for planning curriculum and teaching their homeschooled children. HSAP can help families by offering curriculum materials, AEA Media Center resources, and support from licensed supervising teachers.	299 IAC 281—31

Home School Testing & Records	Mississippi Bend AEA provides an alternative site for annual assessments for homeschool students without charge to the family. Results are shared with the family directly from the AEA. Mississippi Bend gathers copies of Form A's from all school districts. Mississippi Bend AEA provides a yearly homeschool meeting inviting district and Iowa Department of Education contacts to stay up to date on the Iowa Private Instruction Handbook. Regular information is provided to district administrators or families.	299 IAC 281—31
Juvenile Detention Center Education Program	Mississippi Bend AEA provides the educational program for students at the Scott County Juvenile Detention Center. The Detention Center is a sixteen-bed facility for youth under the age of 18. A juvenile may be placed in the Center if he/she has committed or is alleged to have committed a serious criminal act. Students arriving at the Scott County Juvenile Detention Center vary greatly in terms of ability, age, and grade level.	282.3
Learning Center & Meeting Rooms	Fully equipped meeting rooms are available at all Mississippi Bend AEA facilities and are available through the workday, evenings and weekends (dependent upon availability and board policies). Priority use is for educators. Advance scheduling is required. A receptionist is available to take calls and provide information.	273.6 273.7
Perkins Consortia	Perkins funding supports the development and implementation of effective career and technical education programs. Mississippi Bend AEA works with local high schools and the Eastern Iowa Community College District to develop five-year Perkins grant applications. Mississippi Bend AEA currently facilitates four Perkins consortia grants: a) Andrew, Bellevue, Calamus-Wheatland, Easton Valley, and Northeast; b) Camanche and Central; c) Bettendorf, North Scott and Pleasant Valley; and d) Bennett, Columbus, Durant, Louisa-Muscatine, West Liberty, and Wilton.	273.3(9)
School Reorganization	By Law, Area Education Agencies must prepare and approve a reorganization plan for any district within their area which has fewer than 300 students.	275
Transportation Route Approval	Chapter 285.9(3), Code of Iowa, requires the Area Education Agency Board of Directors: to review and approve all transportation arrangements between districts in the Agency and in all districts in the Agency not operating high schools and approve all bus routes outside the boundary of the district of the school operating buses.	285.9(3)
Youth Shelter Education Program	Mississippi Bend AEA provides the educational program for a student placed in the Emergency Youth Shelter at Family Resources, Inc in Davenport. Residents are placed in the Emergency Youth Shelter via the Juvenile Court Services and Department of Human Services due to homelessness, abuse or neglect. Emergency Youth	282.29
	Shelter at Family Resources is an eight-bed facility for youth under the age of 18. Students are labeled "foster care placement" when in the Emergency Youth Shelter.	



support

“As a new administrator, they immediately connected me with support staff to meet our needs in literacy, math, project based learning, and all the areas I was asking for help with.”

- Administrator