

Summary of 2012-2013 Teacher Advisory Meetings

The following is a summary of the 2012-2013 Teacher Advisory Meetings. The Sector Coordinator from each of the Mississippi Bend AEA service areas and a member of the Quality Learning Department met with teacher representatives in each of the four AEA 9 sectors. ICN connections were available to teachers in Sectors I, II, and III. Valuable feedback was received from participants. If you have any questions about any of these or other issues, please contact Whitney Smith-Bringolf, Communications Facilitator, at 563-344-6403 or wsmith@aea9.k12.ia.us.

Sector I

Andrew
Bellevue
Camanche
Clinton
Delwood
Easton Valley
Maquoketa
Northeast

Sector III

Bennett
Columbus
Durant
Louisa-Muscatine
Muscatine
West Liberty
Wilton

Sector II

Bettendorf
Calamus-Wheatland
Central Clinton
North Scott
Pleasant Valley

Sector IV

Davenport



Teachers participating in Teacher Advisory Meetings were asked to provide input regarding the Agency’s identified “System Support Needs” and “Student Learning Needs”. Teachers were also invited to provide additional needs assessment input.

Mississippi Bend Area Education Agency has identified the following needs for 2012-2013:

System Support Needs

- A. Planning efforts to fully implement the Iowa Core
- B. Reducing initiatives and increasing coherence around the teaching and learning priorities
- C. Reaching students not actively engaged in the school's curriculum and connecting students socially and emotionally to school (developing caring learning environments i.e., learning supports)
- D. Focusing on improving the academic performance, or reducing the achievement gap, of students from poverty and low income households as well as students with disabilities;
- E. Improving reading/language arts, mathematics, science, and career preparation (evidence-based instruction, rigor and relevance, formative assessment, and summative assessments);
- F. Implementing professional development which includes data-driven collaborative teaming, lesson study, and high quality feedback.

Student Learning Needs

1. Students with disabilities have a reading (48%^{points}), math (40%^{points}), and science (41%^{points}) achievement gap.
2. Low socioeconomic subgroup has a reading (14%^{points}), math (14%^{points}), and science (14%^{points}) achievement gap.

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3. Minority has a reading (15%^{points}), math (16%^{points}), and science (17%^{points}) achievement gap.
 4. Some large high schools have declining graduation rates.
 5. Students indicate some school climate issues:
 - a. 61% responded unfavorably to school staff and/or student support.
 - b. 57% responded unfavorably to school adults stop bullying.
 - c. 34% responded unfavorably to school expectations and/or boundaries.
 - d. 34% responded unfavorably to self-confidence and 31% to self-esteem.
 - e. 27% responded unfavorably a commitment to school and/or learning.

Teacher input comments: Teachers felt it was important to continue to identify ways to support instructional change at the classroom level. Teachers emphasized the importance of Agency efforts to support reducing the achievement gap among students from poverty, low income households, and students with disabilities.

Teacher comments acknowledging “what is working” were:

What is working?

- Common Core and rigor and relevance are going really well.
- Our superintendent meets with the AEA staff on a weekly basis and then tells the teachers what comes out of those meetings. This is working well because it keeps everyone on the same page and in the loop.
- Having a school social worker to deal with the BD students and students with autism has been great.
- The media and lending library are very helpful. The shipment of books to add to the classroom library is a great resource.
- The Assistive Tech Loan Library, Music Therapy program, Occupational Therapy, and Physical Therapy are all wonderful.
- Our consultant has level 3 experience, whereas in the past, other consultants didn't. This has been very valuable in working with students.
- The Autism Resource Team is great.
- Partnership in Comprehensive Literacy is great and we are receiving a lot of support from the AEA regarding this.
- Teachers are sharing what they learned at workshops held by the AEA about ELA and looking at the Iowa Core and units of study. This has been very beneficial to everyone.
- Language Arts teachers that have attended the Iowa Core training really understand it better and are very appreciative and happy with the results.
- We have been co-teaching with our special education consultant. She always makes herself available even though she is spread pretty thin.
- BookFlix and TumbleBooks are easy to log on to. We use it every day and the kids love them
- Our preschool program is appreciative that they have a consultant in their building weekly. They are also having meetings with the TAG teachers weekly and this is helpful
- We like that we have the same people between our junior high and high school. The kids get to know that staff and feel more comfortable transitioning to high school knowing that they will be working with the same staff.
- The AEA Special Education Support staff does a good job of making themselves available for us to work with and bounce ideas off of. Additionally, the AEA staff has done a great job of supporting our needs throughout the compliance process in order for us to understand what is expected when we go through the process.
- The special education compliance support has been good in helping us get through the process.

- Our consultant is wonderful and we wish that we could have her for more time. She goes above and beyond by contacting parents, constantly being in touch with everyone, and doing whatever needs to happen to get things done.
- Our psychologist goes above and beyond. He makes himself available all the time even though his time is split between two campuses. The amount of work that he does is double what others do.
- We were very impressed with the support that we received from our consultant on data teams.
- Our consultant and SLP work very hard with the staff and communicate well with parents. The training that we have received for DIBELS and interventions with reading and phonics has been great.
- The SMART Board training was great and we learned a lot. The information was very useful.

Teacher comments regarding program and service questions and improvements were:

What needs improvement?

- **Several teacher comments were received regarding AEA staff numbers in the field:**
 - **We need a substitute for when our speech-language pathologist are gone. She has been gone a lot this year and there are students that have IEPs with speech goals that aren't being seen.**
 - **The AEA staff is spread too thin.**
 - **Our SLP is busy the entire time she is in our building. More time to collaborate with the SLP would be great.**
 - **The school counselors are too busy and we need more AEA staff to support them. With all the assessments and influx of students' needs, the psychologist needs to be in the building all the time. They are always busy and sometimes students have to wait to see the psychologist.**
 - **Our SLP is overwhelmed. She is part-time and is frustrated because there is too much to do and not enough time to do it.**
 - **We need to have our psychologists full-time.**
 - **SLPs are over-worked and have too heavy of a caseload in comparison to their AEA counterparts who do not directly service students.**

Unfortunately, the AEA system statewide has been cut many times during the past 10 years. The Mississippi Bend AEA has worked diligently to continue to provide high quality services despite the reduction in funds and staff members. Governor Branstad recently submitted a budget to the state legislature that cuts AEA funding by nearly 20%. These funding cuts impact the number of AEA staff in the field. AEAs statewide have shared evidence with legislators that clearly communicate these concerns. The most effective voice is a single teacher contacting their legislator directly and expressing their concerns about how cuts are impacting students and classrooms.

The Agency has a formula that has been approved by superintendents for the distribution of AEA staff. The formula includes overall enrollment and number of special education students among other factors. The same process is done to determine the amount of time AEA staff is assigned to buildings.

Teachers having specific issues regarding special education services within their school, please contact your regional AEA administrator: Sector I: Georgie Koenig, 563-242-6454, gkoenig@aea9.k12.ia.us; Sector II: Mary Cashman, 563-344-6260, mcashman@aea9.k12.ia.us; Sector III: JoAnne Dixson, 563-344-6229, jdixson@aea9.k12.ia.us; and Sector IV: Jadie Meyer, 563-344-6245, jmeyer@aea9.k12.ia.us.

- **Several teacher comments were received regarding internet issues:**
 - **The unreliability of the internet is a big issue. With one-to-one computers in the schools, we plan lessons around using the computers, and when the internet doesn't work, you end up having to create two lesson plans.**
 - **Fixing the internet issues should be a top priority. When you plan lessons around being one-to-one and the internet doesn't work, it takes time away from the students learning while you try to fix the internet issues or come up with another lesson plan.**
 - **One major issue that needs to be addressed is the inconsistent internet connection. Because we have paperwork and documents that we need to access on a consistent basis, it is imperative that we have internet access each and every day. When we do not have internet access it makes it extremely difficult to meet deadlines and complete paperwork that is required to get done.**
 - **There is a major problem with providing ongoing and consistent internet access. Special education teachers depend on the internet to access the Web IEP system in order to meet deadlines. Without building access, teachers often use home internet access in order to complete these tasks.**
 - **The internet is very slow and a lot of times doesn't work. Since the district is paying for the bandwidth, it should work more than it does. With the district being one-to-one, this interrupts lessons.**

We understand that the internet issues were extremely frustrating and we truly apologize for this. We worked around the clock to address teacher internet needs with various vendors to fix the problems. Once we were able to isolate the software and hardware malfunctions, the Agency immediately purchased new equipment to remedy the identified issues. It was not a bandwidth issue. We discovered it was the number of devices accessing the system and the number of connections being created that slowed the system.

Dr. Pelecky, Chief Administrator, in partnership with the school districts, following this unfortunate internet service episode, established an Internet Study Committee to make recommendations to increase and sustain a greater level of internet reliability. The committee made recommendations and the Agency has been implementing those recommendations.

The committee also recommended several solutions for school districts so that their internal internet reliability would be enhanced. For example, internet connections are cut by utility work beyond the AEA's control and the committee recommended to districts that they may want to add an additional internet line (i.e., redundancy) to address a cut service line. The committee additionally addressed such issues as software, firewalls, hardware, and filters that districts use that may impact internal district internet usage by teachers.

We anticipate the AEA's recent upgrades will improve 2013-2014 internet service and reliability to schools.

- **Several teacher comments were received regarding counseling services:**
 - **The services supporting students emotionally were cut and there are no counseling services available. I know it has been noted in the past, but that support was very beneficial to help the majority of our students (IEP students) get through the day.**

- **Counseling services would be extremely beneficial. Many of the students in our program have emotional needs that could be better met if they were able to have access to a counselor on a consistent basis that were trained to work in these kinds of situations.**
- **Every student in our program sees a mental health professional. We need more support in this area.**
- **Counseling services should return to the building to support students emotionally.**

If a student has an IEP that requires counseling, there should be a goal that can be progress monitored and academic success should increase as a result of the counseling. The AEA staff can meet with parents or the student to determine any issues. Then they can work with the teachers, counselors and other school personnel to refer the family or student to other school or community resources to assist with mental health needs. The AEA staff focuses on systemic work and support to assist teachers in connecting students to the academic and school environment. For more information, please contact the sector coordinator for your district: Sector I: Georgie Koenig, 563-242-6454, gkoenig@aea9.k12.ia.us; Sector II: Mary Cashman, 563-344-6260, mcashman@aea9.k12.ia.us; Sector III: JoAnne Dixon, 563-344-6229, jdixson@aea9.k12.ia.us; and Sector IV: Jadie Meyer, 563-344-6245, jmeyer@aea9.k12.ia.us.

- **Several teacher comments were received regarding training on technology:**
 - **We need support from the AEA on what technology resources there are. The technology is there and we have Iowa Core, but how do we put these together?**
 - **University of Iowa offers webinars on technology for education www.education.uiowa.edu/centers/icater/webinars. Does the AEA have something similar for using iPads?**
 - **Grant Wood AEA provided an in-service on iPads and was great. Is there someone at MBAEA that can help with iPads and Google?**

We would be happy to provide training and support for using technology, audit your technology infrastructure, and to assist with technology integration to ensure the Iowa Core 21st Century Skills are being implemented. For more information, please contact: Robert Reppert, Quality Learning Consultant- Technology, at rreppert@aea9.k12.ia.us or 563-344-6350; or Julie Larson, Quality Learning Consultant, at jl Larson@aea9.k12.ia.us or 563-344-6526.

- **We need help with identifying middle school general education students that are struggling.**

Another teacher comment was: The need to evaluate a student for special education services is often done based solely upon test scores and record review without staff ever having observed the child in the general education setting and without comparing his/her progress to that of another student in a similar situation.

Special education staff members in each building are available to provide occasional and incidental support to general education teachers to set up simple interventions to assist the teacher in gathering data. The data will assist teachers in determining if the student is responding positively to the intervention or if the student is not responding and what are the appropriate next steps. For further information on the Full and Individual Evaluation, or special education eligibility, please refer to the “Area Education Agency Special Education Procedures” on the AEA website at http://www.aea9.k12.ia.us/documents/filelibrary/pdf/special_education/Special_Education_Procedures_Manual_ODAFB9421080A.pdf

Once a student is evaluated because a disability is suspected and if the child becomes eligible, special education procedures require a student receive services within at least 60 days of being evaluated. The Agency encourages teachers to contact the following AEA administrators with specific questions regarding a particular student's needs: Sector I: Georgie Koenig, 563-242-6454, gkoenig@aea9.k12.ia.us; Sector II: Mary Cashman, 563-344-6260, mcashman@aea9.k12.ia.us; Sector III: JoAnne Dixson, 563-344-6229, jdixson@aea9.k12.ia.us; and Sector IV: Jadie Meyer, 563-344-6245, jmeyer@aea9.k12.ia.us.

- **Some team members and teachers need resource to assist with students that are non-verbal and they do not have the background on dealing with this type of student. There needs to be more training on assistive technology and non-verbal students.**

Our Autism Resource/Challenging Behavior Team and Assistive Technology Team are great resources and would be happy to come to your building to provide support and training. For more information on either of these resources, please contact: Autism Resource/Challenging Behavior- Kathy Sivill at ksivill@aea9.k12.ia.us or 563-344-6285; Assistive Technology- Brian Foy at bfoy@aea9.k12.ia.us or 563-344-6275

- **All Iowa Core has not been banked on the IMS system and we have to look up that information every time we do an IEP goal. Some is there, but it is not complete.**

Unfortunately, this is something that the state controls, but the new IEP program plans to include the Core Standards. We understand that this is frustrating, and we will let districts know when this information will be available. For more information, please contact the sector coordinator for your district: Sector I: Georgie Koenig, 563-242-6454, gkoenig@aea9.k12.ia.us; Sector II: Mary Cashman, 563-344-6260, mcashman@aea9.k12.ia.us; Sector III: JoAnne Dixson, 563-344-6229, jdixson@aea9.k12.ia.us; and Sector IV: Jadie Meyer, 563-344-6245, jmeyer@aea9.k12.ia.us.

- **The roles of the AEA staff in our building need to be more defined.**

There are four core special education functions of AEA staff. The three individual student functions are: screening, evaluation, and support for services. The one system function is: service to classrooms, buildings, and/or districts. The specific roles of individual staff members will vary based on the personnel assigned to a specific building. If there are concerns specific to a building, please talk with your building principal or the sector coordinator for your district: Sector I: Georgie Koenig, 563-242-6454, gkoenig@aea9.k12.ia.us; Sector II: Mary Cashman, 563-344-6260, mcashman@aea9.k12.ia.us; Sector III: JoAnne Dixson, 563-344-6229, jdixson@aea9.k12.ia.us; and Sector IV: Jadie Meyer, 563-344-6245, jmeyer@aea9.k12.ia.us.

- **The middle and high school literacy and English teachers appreciate the books that the Media Center has to offer, but they need to update the offerings with more novels and nonfiction. There are not enough copies of the newer books for all the classes.**

The Agency has acquired more funding for media materials and it's our top priority to get newer books. We have asked the librarians in the schools what they would like the AEA to purchase, and they said that they wanted more online books. If there is a need for more paper copies of books, please send your requests to: Cindy Blinkinsop, Head of Materials and Media Distribution, cblinkinsop@aea9.k12.ia.us or 563-344-6439.

- **Our SLP said that a social worker could help us with an issue that we were having, but we weren't aware that we even had a social worker.**

For the most part, the same group of special education support staff serves the same districts. If an issue arises in a specific building that requires the specialization of a specific discipline, the AEA team member can contact others within the AEA for help. We can talk to our AEA staff in the districts to let the teachers know the resources available to them and who is able to help. For more information, please contact the sector coordinator for your district: Sector I: Georgie Koenig, 563-242-6454, gkoenig@aea9.k12.ia.us; Sector II: Mary Cashman, 563-344-6260, mcashman@aea9.k12.ia.us; Sector III: JoAnne Dixon, 563-344-6229, jdixon@aea9.k12.ia.us; and Sector IV: Jadie Meyer, 563-344-6245, jmeyer@aea9.k12.ia.us.

- **It would be helpful if IEP and compliance questions were answered consistently. We get different answers from different AEA staff members when questions are asked regarding IEPs and paperwork regarding our students. It is important that we have a unified team and have everyone on the same page when questions are asked so that one person does not interpret something different from another staff member. IEPs shouldn't be left to interpretation when they are being looked over by different AEA staff members.**

The IEP team, including AEA and LEA members, need to have knowledge on how to write a compliant IEP. When the teacher is working with an AEA staff member and the IEP issue is unclear, the team needs to refer to the Procedures Manual and/or Documentation Guide. These resources are available on our website under "teacher resources" at http://www.aea9.k12.ia.us/en/programs_and_services/integrated_services/special_education/web_iep_and_related_resources/index.cfm. If a teacher is concerned that there is confusion among AEA staff and/or LEA staff, these documents should assist in the consistency of responses. Whenever the IEP writer has a question as to what information is needed for a particular section of an IEP, they can reference this resource and read what is required. For more information, please contact the sector coordinator for your district: Sector I: Georgie Koenig, 563-242-6454, gkoenig@aea9.k12.ia.us; Sector II: Mary Cashman, 563-344-6260, mcashman@aea9.k12.ia.us; Sector III: JoAnne Dixon, 563-344-6229, jdixon@aea9.k12.ia.us; and Sector IV: Jadie Meyer, 563-344-6245, jmeyer@aea9.k12.ia.us.

- **We need to figure out how to get students more actively engaged. This semester, the number of F's at our school tripled compared to last semester. This could be because half of the finals were taken after winter break, but this is also because of behavior and attendance.**

When there is an issue with student engagement and/or an increase in the number of F's students are receiving, one must reflect on the instructional tasks that teachers are asking students to participate in. Alignment of content, instruction, and assessments are part of implementing the Iowa Core. Please contact Nicole Peterson to discuss program evaluation and Iowa Core: Nicole Peterson, Head of Staff Development, npeterson@aea9.k12.ia.us or 563-344-6487.

- **The AEA needs to help with being able to find ways to make the teachers' work more manageable. Teachers at the elementary level are frustrated because they are overwhelmed with the amount of testing and progress monitoring they have to do. Giving them strategies to do quick assessments would be helpful.**

We would be happy to have staff come into the classroom to model strategies. Videos can also be used as a resource help teachers. For more information, please contact the sector coordinator for your district: Sector I: Georgie Koenig, 563-242-6454, gkoenig@aea9.k12.ia.us; Sector II: Mary Cashman, 563-344-6260, mcashman@aea9.k12.ia.us; Sector III: JoAnne Dixson, 563-344-6229, jdixson@aea9.k12.ia.us; and Sector IV: Jadie Meyer, 563-344-6245, jmeyer@aea9.k12.ia.us.

- **The person from the AEA that is going through Iowa Core with us is great, but she is not a math person. It would be beneficial if we could have a math person explain the math portion. The district needs some assistance with the common core for Math. This is critical for our district to move forward with the Essential Elements in Math.**

Our math consultants are Linda Mannhardt, Heather Cousins, Sandi Campie and Shannon Pasvogel. All of them are content experts and can assist your district teachers with specific questions or needs. If your district needs assistance with math, please contact: Linda Mannhardt, Quality Learning Consultant- Math/Science, lmannhardt@aea9.k12.ia.us or 563-344-6524; Heather Cousins, Quality Learning Consultant- Math, hcousins@aea9.k12.ia.us or 563-344-6409; Sandi Campie, Quality Learning Consultant- Math/Science, scampie@aea9.k12.ia.us or 563-344-6341; Shannon Pasvogel, Quality Learning Consultant- Math/Science, spasvogel@aea9.k12.ia.us or 563-344-6417.

- **The Book of the Month Club is going well, but we noticed that some books arriving are not in the best shape.**

Our media department has combed through all books in our collection, weeding out-dated, worn and torn books. New materials have been cataloged and in our current system. If you have suggestions for adding new materials/titles to our collection, please contact: Julie Larson, Quality Learning Consultant, jl Larson@aea9.k12.ia.us or (563) 344-6536.

- **With the cut to the media staff in the schools, the teachers are unfamiliar with the services that the AEA has to offer. It would be beneficial to have someone from the AEA come to the schools and tell the teachers which services are still available.**

We would be happy to go to the schools and explain the media services that the AEA has to offer. Please contact: Julie Larson, Quality Learning Consultant, jl Larson@aea9.k12.ia.us or 563-344-6526.

- **With the upgrade to AEA Online, the Britannica School Edition hasn't been working properly. This is where the kids can go in and do research.**

Unfortunately, MBAEA does not construct AEA Online, so we can't make changes to the site, but Julie Larson, Quality Learning Consultant, would be happy to provide overviews and handouts for the online databases. She can also come to the schools and go over these with you. For more information, please contact Julie Larson, Quality Learning Consultant, at jl Larson@aea9.k12.ia.us or 563-344-6526.

Additional Questions/Comments:

- **We use CPI but the strategies may not be effective with some aggressive students. Can we get a more intense training?**

It is a district decision to use CPI, but we would be happy to talk to superintendents or administrators about other options. At this time, the MBAEA only provides CPI training. For more information on CPI, please contact: Jill Yates, Consultant, at 563-344-6380 or [jyates@aea9.k12.ia.us](mailto: jyates@aea9.k12.ia.us).

- **Is there training for para educators? We need ways to retain para educators because there is too high of a turnover for this position.**

We offer a para educator training. This is offered fairly regularly and is a three part series. Please visit http://www.aea9.k12.ia.us/documents/filelibrary/pdf/staff_development/Paraeducator_Certification_info_for_870B140B34520.pdf for more information or contact: Betsy Justis, Staff Development Specialist, at 563-344-6481 or [bjustis@aea9.k12.ia.us](mailto: bjustis@aea9.k12.ia.us).

- **Workshops on helping kids who have learning disabilities and autism would be beneficial as well as, workshops on the Core and how we can align it to what we are teaching.**

The workshops go on a cycle for the districts. You can let your sector coordinator know what your needs are and we can give you the resources or come out and have specific trainings for your district. Sector I: Georgie Koenig, 563-242-6454, [gkoenig@aea9.k12.ia.us](mailto: gkoenig@aea9.k12.ia.us); Sector II: Mary Cashman, 563-344-6260, [mcashman@aea9.k12.ia.us](mailto: mcashman@aea9.k12.ia.us); Sector III: JoAnne Dixson, 563-344-6229, [jdixson@aea9.k12.ia.us](mailto: jdixson@aea9.k12.ia.us); and Sector IV: Jadie Meyer, 563-344-6245, [jmeyer@aea9.k12.ia.us](mailto: jmeyer@aea9.k12.ia.us).

There is a tool called The Iowa Curriculum Alignment Tool (ICAT) that is designed to help districts determine to what extent current teaching aligns with the topics found in the Iowa Core. It should be used following adequate training in the meaning of the Iowa Core math and/or reading standards so teachers have enough understanding to respond to the prompts for those areas. It can be used with other content areas without elaboration. Alignment training occurs in four steps. Currently, no workshops are scheduled for alignment training because most districts choosing this tool have had the training. Trainings can be held at schools by arrangement with Sandi Campie, Quality Learning Consultant Math/Science, at [scampie@aea9.k12.ia.us](mailto: scampie@aea9.k12.ia.us) or (563)-344-6341.

- **I am in a group that is working with English/Language Arts and the Core. Classes on the Daily 5 or something similar would be helpful. The district is also using the Leader in Me and it would be great to have some story books or pictures to introduce bullying to the students.**

We have a vast amount of resources on bullying. The following link is an update bibliography of some of our materials on bullying.

http://www.aea9.k12.ia.us/documents/filelibrary/pdf/media_services_bibliography/Bullying_and_Respect.pdf

For additional materials on bullying, please contact: Julie Larson, Quality Learning Media Consultant at [jlarson@aea9.k12.ia.us](mailto: jlarson@aea9.k12.ia.us) or (563) 344-6526. For more information on Connecting Daily 5 to Iowa Core, please contact: Nicole Peterson, Head of Staff Development, [npeterson@aea9.k12.ia.us](mailto: npeterson@aea9.k12.ia.us) or (563) 344-6487.

- **Can we have more access to FOSS Kits?**

All FOSS kits are coordinated through Sandi Campie, Quality Learning Consultant- Math/Science. Schools may have more than one kit per grade level. Decisions on how many kits per grade level or

teacher are contingent on availability and the support funds within the district. For more information, please contact: Sandi Campie, Quality Learning Consultant- Math/Science, 563-344-6341 or scampie@aea9.k12.ia.us.

- **We are having a hard time finding classes on the AEA website for math.**

We continue to place an emphasis on classes and workshops that are aligned to the Iowa Core. We provide credit or re-licensure for these classes. There are also some online math classes through Drake. Please contact Nicole Peterson if you would like a class or workshop on a specific topic: Nicole Peterson, Head of Staff Development, npeterson@aea9.k12.ia.us or (563) 344-6487.

- **We have noticed that it is not possible to look at past books that were ordered through the AEA Media Center.**

Unfortunately, the order history doesn't rollover every fiscal year. We do not have the server space to save all teachers' order history for materials requested during the fiscal year. We would suggest that teachers print off their order history at the end of the school year so that there is a record of the materials used to assist with lesson/unit development. For questions on the media circulation system, please contact: Cindy Blinkinsop, Head of Materials and Distribution at cblinkinsop@aea9.k12.ia.us or 563-344-6439.

- **Will the AEA be getting eBooks?**

We do have some eBooks, TrueFlix, and BookFlix. We currently have 568 titles through our circulation system SNAP. Some of the books are also available in various languages. As of right now, there are more eBooks available at the elementary level than high school. For suggestions or questions about eBooks, please contact Cindy Blinkinsop, Head of Materials and Distribution, at cblinkinsop@aea9.k12.ia.us or 563-344-6439.

- **Will you be getting more high-interest books for low-level for kids?**

We would appreciate and honor any suggestions for titles that are high-interest low-reading level. Please submit your suggestions to Cindy Blinkinsop, Head of Materials and Distribution at cblinkinsop@aea9.k12.ia.us or 563-344-6439.

The Mississippi Bend Area Education Agency does not discriminate on the basis of race, color, creed, gender identity, marital status, sex, sexual orientation, national origin, religion, age, socioeconomic status, or disability in its educational programs, services or employment practices. Inquiries concerning this statement should be addressed to Dr. Edward Gronlund, Equity Coordinator, at 563-344-6315.