

EDUCATION DAILY®

The education community's independent daily news service

CAPITOL HILL WATCH

Education groups: Include clinics in health care bill

Problems still exist for reimbursement under SCHIP, Medicaid

By Frank Wolfe

As the health care debate roils on Capitol Hill, a number of children's health and education groups are pushing legislators to include provisions for school-based health clinics in the upcoming measure.

About 2,000 SBHCs on school campuses in 44 states, Puerto Rico, and the District of Columbia integrate a variety of medical, mental health, social and counseling services to students. The clinics operate under sponsors, such as state health departments, community health centers, private foundations, corporations, hospitals, and local governments. Seventy percent of the clinics are in schools in which more than half of students are eligible for free and reduced-price lunches, according to the National Assembly on School-Based Health Care.

The House's draft of a health care bill, the America's Affordable Health Choices Act, H.R. 3200, contains provisions supported by influential Reps. John Dingell, D-Mich., and Henry Waxman, D-Calif., that would authorize the Secretary of Health and Human Services to award competitive federal grants to SBHCs and that would mandate federal reimbursement for SBHC services.

The Senate Health, Education, Labor and Pensions Committee's version of the Affordable Health Choices Act contains the authorization provision, but lacks the reimbursement mandate, while the Senate Finance Committee may release its version of the bill next week.

Children's health and education groups are concerned, however, by reports that the White House may accede to the elimination of such provisions for SBHCs in a compromise health care bill. In addition, opposition to SBHCs has emanated from conservative blog postings, which have said that groups like

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STUDENT SAFETY

OCR to collect data on restraint, seclusion

By Mark Sherman

Acting to fill a void in the debate over restraint and seclusion in schools, the Education Department's OCR says it will start collecting data on such practices as part of its Civil Rights Data Collection.

The addition is one of several changes the agency plans to make to the collection, according to a notice in Friday's edition of the Federal Register.

Other new data sets include information on bullying and harassment, college-preparatory classes, and teaching experience, according to a document on the department's master Web site for information collections.

The action by OCR comes as the department as a whole is reviewing state policies on the use of restraint and seclusion, following a July 31 letter from Education Secretary Arne Duncan.

Duncan's letter, in turn, was prompted by a May 19 hearing by the House Education and Labor Committee on schools' use of restraint and seclusion, including a report by the Government Accountability Office.

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CAPITOL HILL WATCH

Hoyer, Nelson reintroduce community schools bill

Nelson cites overwhelming demand for federal grants

By Frank Wolfe

House Majority Leader Steny Hoyer, D-Md., and Sen. Ben Nelson, D-Neb., reintroduced a bill to increase federal support for community schools Wednesday — a measure that has attracted significant support from leading members of Congress and the administration.

The Full Service Community Schools Act, H.R. 3545 and S. 1655, would authorize \$200 million per year for five years to fund federal grants for partnerships between school districts and community-based organizations.

The proposal could help fund up to 2,000 community schools, based on an average federal funding investment of \$100,000 per school for a community school coordinator and community outreach assistance, said Marty Blank, director of the Coalition for Community Schools.

The Hoyer-Nelson measure has taken on added importance, as community schools are an allowable use of Title I funding under the new Title I guidelines, Blank said.

Full-service support

The bill would also fund grants for states to expand the full-service community school model at the state level. Education Secretary Arne Duncan — who started Chicago's community schools program in 2001 as CEO of Chicago Public Schools — has been a proponent of the community schools model as a way to increase student achievement.

Community schools are open extended hours to offer a variety of programs, including primary, dental and mental health care; family literacy; job training; classes for truant, suspended and expelled youth; early childhood education; and nutrition education, including Women, Infants and Children classes.

According to the Coalition for Community Schools, there are up to 5,000 such schools nationwide. But Nelson said the demand for them has exceeded the amount of federal funding available.

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Today's Highlights

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Daily Briefing Page 2

TEACHER QUALITY

NEA commits \$6 million to recruit, retain teachers

By Wangui Njuguna

Education Secretary Arne Duncan is getting union support for his mission to turn around the 5,000 schools nationally that have a chronic problem of underperformance and even more trouble finding and keeping high-quality teachers, especially special education and math teachers. The nation's largest teachers union, the National Education Association, on Sept. 3 announced it is launching a \$6 million Turn Around Initiative to improve high-needs schools.

Teachers: Focus on working conditions, see p. 3

The move follows a similar initiative announced last year by the American Federation of Teachers, which partnered with philanthropic groups to commit \$3 million then.

"Every day across this country countless dedicated, talented teachers and support professionals report to work knowing they will face students with a sobering array of social and economic disadvantages," NEA President Dennis Van Roekel said in a statement accompanying his group's announcement.

"If we expect to transform our public schools, we must take action now. Great teachers, with the right policy supports, are the ideal agents of meaningful and sustainable change in our most challenged schools."

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Education Department

Reviewers sought for Race to the Top Fund applications

Education Secretary Arne Duncan announced last week an open nomination process for individuals to review and rate applications for the Race to the Top Fund.

In a letter posted on the Education Department's Web site, Duncan said he hoped to "assemble panels of our nation's most distinguished educators, policymakers and scholars to participate in the review process for this ambitious reform initiative."

ED plans to assemble 50 to 80 individuals with "wide-ranging experience" to serve on panels related to four areas of reform:

1. Education policy.
2. Education reform.
3. Capacity and scale.
4. Application review and evaluation.

According to the notice, reviewers are expected to be unbiased and may participate in one or both phases of the Race to the Top competition. RTF reviews are anticipated to take place between January and March 2010 for Phase I, and June 2010 and September 2010 for Phase II.

ED is accepting applications and nominations through Sept. 30.

For more information, see www.ed.gov/policy/gen/guid/secletter/090902.html.

Upcoming Event

Duncan to host live televised town hall

The Sept. 15 edition of the Education Department's monthly television show *Education News Parents Can Use* is scheduled to be a live broadcast with public participation via phone and e-mail.

ED officials say the show will be a continuation of Education Secretary Arne Duncan's Listening and Learning Tour, and will allow a studio audience of parents from the Washington, D.C., area and participants from around the nation to engage in a conversation about ESEA reauthorization.

The program will be carried live from 8-9 p.m. EDT on the Dish Network and several PBS stations nationwide.

For information about how to participate as well as a

list of viewing options, see www.ed.gov/edtv.

The program will also be archived at www.connectlive.com/events/ednews.

Funding Notebook

Justice Department awards \$129M for juvenile delinquency prevention

More than \$129 million in American Recovery and Reinvestment Act funds and FY 2009 funds will go toward supporting groups that offer mentoring services for at-risk youth teetering on the brink of delinquency.

The Justice Department's Office of Juvenile Justice and Delinquency Prevention National Mentoring award, for programs that target juvenile delinquency, violence, gang participation, school failure and dropout rates, will provide a total of \$85 million in ARRA funds to the following groups:

- The Boys and Girls Clubs of America, Atlanta (\$44,400,000).
- Goodwill Industries International, Rockville, Md. (\$19,160,337).
- Public/Private Ventures, Philadelphia (\$17,829,110).
- National Association of Police Athletic Activities Leagues Inc., Jupiter, Fla. (\$3,700,000).

In addition, the OJJDP's National Mentoring Programs Initiative will award more than \$44 million to programs that target underserved and at-risk youth, including four in the nation's capital:

- Home Builders Institute, Washington, D.C. (\$9,949,890).
- The Milton S. Eisenhower Foundation, Washington, D.C. (\$9,093,440).
- The Experience Corps, Washington, D.C. (\$2,762,022).
- The Institute for Educational Leadership, Washington, D.C. (\$3,496,766),
- YouthBuild USA, Somerville, Mass. (\$8,840,914).
- Young Men's Christian Association, San Francisco (\$7,129,327).
- Nazarene Compassionate Ministries Inc., Lenexa, Kan. (\$3,251,170).

"These grants will help steer young people away from criminal activities by providing them with healthy life alternatives, positive role models and direct contact with caring adults," Attorney General Eric Holder said.



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Board certified teachers want focus on working conditions

By Wangui Njuguna

The National Education Association recently released *Children of Poverty Deserve Great Teachers: One Union's Commitment to Changing the Status Quo*, a report offering recommendations from more than 2,000 National Board Certified Teachers about how to recruit, train, support, compensate, and retain great teachers specifically in high-needs classrooms.

The NEA is using the recommendations to help inform its \$6 million initiative to help local affiliates address working conditions, increase National Board certifications, and address recruitment and retention barriers that limit access to effective teachers in such schools.

"If we fail to invite effective teachers to become full partners in reform — if we fail to create the conditions that will ignite and sustain their passion to help every child succeed — then high-needs schools will continue to staff their frequent classroom vacancies with individuals who are inexperienced and poorly prepared — prolonging a chronic condition that is already undermining reformers' attempts to improve teaching and learning," wrote Center for Teaching Quality President Barnett Berry, who conducted the study for NEA.

Best practices

The report lauds programs such as the urban teacher residencies that offer year-long pre-service training in high-needs schools.

Other noted programs include a fellowship program in California that recruited 1,200 teachers specifically for high-needs schools and gave them a \$20,000 stipend to remain in the schools for four years, and the state Performance As-

essment for California Teachers, which requires new teachers to demonstrate their knowledge of content and how to teach it in their classroom contexts.

Berry also praises whole-child efforts such as the Harlem Children's Zone in New York City.

Encouraging internal transformations

Berry found that for some NBCTs, money isn't enough — preparation and working conditions matter most. While the NBCTs surveyed in the report suggested an annual stipend of 20 percent for teachers in high-needs schools, Berry said more research is needed to determine how to address working conditions to prevent teacher attrition.

"Turning around low-performing schools will require innovation and risk-taking by the teachers and administrators in those schools. Thus, any special compensation plan will need to encourage and support these behaviors," he wrote.

The school turnaround effort in struggling Benwood Schools in Chattanooga, Tenn., for example, provides "compelling evidence of the preparation and support needed for effective teaching in high-needs schools [and that] great teachers can be cultivated from within high-needs schools, not just recruited to them."

Enticing teachers to work in the Benwood schools by offering a \$5,000 annual bonus didn't work, Berry explained. Instead, it took training principals to increase their effectiveness and ability to support teachers, and capitalizing on teacher leadership for professional development of their peers and the use of master teachers.

Read the full report at www.nea.org/assets/docs/children_of_poverty_09.pdf.

NEA (continued from page 1)

NEA fund

NEA has advocated for more professional development of teaching staff — supporting efforts such as National Board Certification, which uses a self-reflective model of evaluating instructional practices. The new program is part of NEA's goal to provide "a great public school to every student by 2020," according to Amy Buffenbarger, a media research and content analyst for NEA.

The initiative centers around efforts to promote teachers' access to supports, and incentives to encourage high-quality teachers to take, and stay in, jobs in schools facing high poverty, safety concerns, poor student performance, and other challenging working conditions.

The NEA will spend \$1 million per year over the next six years on the following strategies and

policies to increase teacher effectiveness in high-needs schools:

- An outreach campaign to encourage NEA members to teach in high-needs schools and offer teacher supports, such as online virtual mentors and National Board Certification incentives.
- Promotion of financial incentives for National Board Certification and support for affiliates participating in incentive programs, such as the federal Teacher Incentive Fund program.
- Surveying of at least 1,000 high-needs schools to gather data on working conditions needed to attract and retain teachers in such schools.
- Identification and support of 10 to 20 local affiliates' efforts to collaborate with school districts on developing collective bargaining or compacts that provide increased flexibility in staffing high-needs schools.

Children with certain conditions more vulnerable to H1N1

By Mark W. Sherman

Many of the children who have died from the 2009 H1N1 virus had conditions that might be considered disabilities in the education context.

According to the Centers for Disease Control and Prevention, 24 of the 36 children who died from the recent swine flu outbreak had a high-risk condition, including 22 with a “neurodevelopmental” condition such as developmental delay or cerebral palsy.

It would be a mistake, however, to say that children with disabilities, in general, are at greater risk from the 2009 H1N1 flu, according to Georgina Peacock, co-lead on the agency’s H1N1 Children’s Health Team.

For starters, she said, nine of the children with neurodevelopmental conditions also had a chronic pulmonary condition.

“A number of these children, I think, we could refer to as medically fragile,” she said. “Neurodevelopmental conditions are very broad, and we’re not talking about children who are maybe on the milder end of that spectrum.”

Likewise, there is no reason to think children with a purely cognitive impairment are at greater risk from the swine flu, she said.

The exception, she said, is children who have difficulty communicating. In those cases, she said, caregivers must be extra alert for the symptoms of the disease.

Peacock said the agency has received a number of inquiries about children with Down syndrome in this regard.

“Is it the Down syndrome that puts the child at risk, or is it something else?” she asked. “It really would be the medical condition.”

For example, children with Down syndrome often have breathing problems, and that could put them at heightened risk from the swine flu, she said.

Keeping children on track

For educators, the key is making sure that children with disabilities who miss instruction because of the swine flu don’t lose ground academically.

If a school closes because of an outbreak but continues to provide educational opportunities to students in general, for example, it must ensure that students with disabilities keep receiving special education and related services, according to guidance from the Education Department dated Sept. 1.

For example, a student can be tutored by phone or be given a chance to study online, the department said.

Even if it does not maintain services during a closure, a school must conduct an individualized determination when it reopens to establish whether any student with disabilities needs compensatory education, the department said.

“Compensatory education could be provided in a number of ways, such as providing extended school year services, extending the school day, providing tutoring before and after school, or providing additional services during regular school hours,” it said. “All such compensatory services must be directly linked to the denial of educational benefit, including any decline in the student’s skills that occurred as a result of a student not receiving services during an H1N1 outbreak.”

CAPITOL HILL WATCH

BILL (continued from page 1)

In the last two years, he said, the federal government has appropriated \$5 million for 10 full-service community school programs, yet there were 400 grant applicants.

Affordability questions

Some educators have said schools should focus on a core mission of academic accountability and leave social services to others. These educators question whether community schools are an appropriate and affordable fix for the nation’s schools, given the initial federal funding stream as envisioned by the bill could spur additional requests from localities for significantly more funding.

But Hoyer, Nelson and a coterie of influential bill supporters, including Senate Majority Whip Richard Durbin, D-Ill., and House Education and Labor Committee Chairman George Miller, D-Calif., have said the bill’s provisions will help

reduce societal costs, such as high dropout rates, delinquency and illness.

“Working together, we can make our nation’s schools the community hub for not only learning, but also vital services and support for families so that students come to school ready to learn and teachers can focus on the job of teaching,” Nelson said.

A number of groups have expressed support for the legislation, including the Coalition for Community Schools, the American Federation of Teachers, the National Education Association, and the National Association of State Boards of Education.

“Leading educators, along with President Obama and Education Secretary Duncan, are giving their strong support to this new generation of schools, because the results speak for themselves,” Hoyer said. “Full-service community schools see better parent participation, higher attendance, and — most important of all — higher student achievement.”

Washington Watch

President Obama, in a speech broadcast from Wakefield High School in Arlington, Va., told students across the nation that they are also responsible for creating a better U.S. education system. (Sept. 9)

Sen. Tom Harkin, D-Iowa, is to assume the helm of the Senate Health, Education, Labor and Pensions Committee to replace the late Sen. Edward Kennedy, D-Mass. (Sept. 10)

Two high profile Democratic legislators reintroduced a bill to increase federal support for community schools — a measure that has attracted significant support from policymakers and education stakeholders alike. (Sept. 11)

Education Secretary Arne Duncan is getting union support for his mission to turn around the 5,000 schools nationally that have a chronic problem of underperformance. (Sept. 11)

Other News

Public comments were mixed on the Education Department's proposed guidance for the Race to the Top Fund, which included a provision that states adopt by 2010 a common set of standards and assessments to qualify for the money. (Sept. 9)

While data-driven instruction is a commonly cited best practice in school improvement, teacher training on how to apply it is an anomaly, according to a new policy brief from the Alliance for Excellent Education. (Sept. 9)

The longer a child is in school, the healthier that child will be, and that's good for America, education stakeholders said at a recent briefing. (Sept. 10)

An ED official explained how special educators should work to gain a stronger math background, then streamline and intensify curriculum while incorporating research-based interventions. (Sept. 10)

Michigan lawmakers are rethinking a state requirement that students complete Algebra 2 as a condition for graduation — and some are suggesting allowing CTE courses as a substitute. (Sept. 10)

Many children who died from the 2009 H1N1 virus had conditions that might be considered disabilities in the education context. Yet it would be wrong to say children with disabilities in general are at greater risk, experts say. (Sept. 11)

The National Education Association is using the recommendations from a recent report to help local affiliates address working conditions, increase National Board certifications, and address recruitment and retention barriers. (Sept. 11)

THE WEEK AHEAD

Tuesday: Education Secretary Arne Duncan is to participate in a live, televised town hall broadcast of *Education News Parents Can Use*. 8-9 p.m. EDT; available on Dish Network and several local PBS channels nationwide. For viewing information or to participate, go to www.ed.gov/edtv.

Wednesday: The National Education Association will host a symposium to discuss inclusiveness and universal design for learning. 9 a.m. to 4 p.m., National Education Association, 1201 16th Street N.W., Washington, D.C.

The Senate Appropriations Committee's Financial Services and General Government Subcommittee will host a hearing on the use, impact and oversight of federal appropriations to improve District of Columbia public schools. 10 a.m., 192 Dirksen.

Thursday: The Urban Institute will host a forum titled *School of Hard Shocks: Should Everyone Go to College?* 9 a.m., Urban Institute, 2100 M Street N.W., 5th Floor, Washington, D.C.



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Report: Parents who drink, use drugs have kids who do, too

By Kim Riley

When the National Center on Addiction and Substance Abuse at Columbia University released a teen substance abuse-related report, Kevin Jennings, the Education Department's assistant deputy secretary in the Office of Safe and Drug-Free Schools, had a few things to say about it.

"For me, the headline was clear: Parents, be responsible!" Jennings wrote recently on ED's federal blog site. "The CASA study indicates that — at least on the issue of substance abuse — children aren't just listening; they're paying attention to their parents' attitudes and behavior."

And what teens are seeing says a lot about what's happening at home and at school.

For instance, two-thirds of high school students say that drugs are used, kept or sold at their school. And for the 60 percent of parents who know their child's school isn't drug-free, almost half think there's nothing they can do about it.

At home, compared with teens who have not seen one or more of their parents drunk, those who have are more than twice as likely to get drunk in a typical month, and three times likelier to use marijuana and smoke cigarettes, according to the center's 14th annual back-to-school survey.

"Some moms' and dads' behavior and attitudes make them parent enablers — parents who send their 12- to 17-year-olds a message

that it's OK to smoke, drink, get drunk, and use illegal drugs like marijuana," said Joseph A. Califano Jr., chairman of the center and former U.S. secretary of Health, Education, and Welfare.

"Teens' behavior is strongly associated with their parents' behavior and expectations," Califano said.

Jennings agrees and wrote that "the most startling finding in the study was the impact of fathers on their children's choices around substance use."

The CASA stats, for instance, show that 65 percent of teens who say their father is OK with teen drinking have tried alcohol, while 25 percent of those with a father who does not approve of teen drinking have.

"If we're going to get a grip on teen substance abuse, responsibility will indeed have to begin at home," Jennings wrote.

"Parents are the key to raising drug-free kids, and they have the power to do it if they send their children the clear message to choose not to use and demand that the schools their children attend be drug-free," Califano said.

Jennings' Sept. 2 blog entry is available at: www.edgovblogs.org/duncan/2009/09/responsibility-begins-at-home.

The 2009 National Survey of American Attitudes on Substance Abuse XIV: Teens and Parents is available at www.casacolumbia.org/absolutenm/articlefiles/380-2009%20Teen%20Survey%20Report.pdf.

CAPITOL HILL WATCH

CLINICS (continued from page 1)

Planned Parenthood could become SBHC operators and offer abortion services. NASBHC officials, however, said that no SBHCs perform abortions, and school districts and communities would most likely prevent SBHCs from offering such services.

Renewal and expansion

A renewal and expansion of SCHIP signed by President Obama in February contained a provision included in the Healthy Schools Act, S. 1034, that allows states to reimburse SBHCs through Medicaid and SCHIP. But many centers in states such as New York have had problems getting federal reimbursement, according to officials at NASBHC.

Supporters say studies have shown SBHCs significantly impact learning, including one study that showed that students in SBHCs re-

corded a 50 percent decrease in absenteeism and a 25 percent decrease in tardiness two months after receiving school-based mental health and counseling.

"Too many school children today experience the harmful effects of poor nutrition, violence, tobacco and substance use and chronic diseases — all of which affect learning performance — and are 100% preventable if identified and treated early," a number of children's and education groups, including NASBHC and the National Association of Secondary School Principals, wrote in a letter last month in support of S. 1034 and inclusion of its provisions in a comprehensive health care reform bill.

"School-based health centers have a proven track record for improving children's access to health care, especially to students who are the most vulnerable and least likely to obtain care through a traditional health care delivery system."

Last week, the Senate Democratic leadership named Sen. Tom Harkin, D-Iowa, to chair the Senate Health, Education, Labor and Pensions Committee. Harkin's ascension to the helm of the Senate HELP Committee to replace the late Sen. Edward Kennedy, D-Mass., is especially significant, as Harkin also chairs the Senate Appropriations Committee's Labor-HHS-Education panel. Education observers said Harkin's chairmanships will mean a better alignment between education policy and appropriations, namely that the education policies advocated by the congressional authorizing committees will stand a much better chance of getting funded.

In other action last week, House Majority Leader Steny Hoyer, D-Md., and Sen. Ben Nelson, D-Neb., reintroduced the Full Service Community Schools Act to provide \$200 million per year over five years to fund schools that undertake a variety of services for students and parents beyond normal school hours.

JUST INTRODUCED

House

H.R. 3545: FULL-SERVICE COMMUNITY SCHOOLS ACT

Related Bill: S. 1655

Rep. Steny Hoyer, D-Md.

Introduced: Sept. 9

Referred to: Education and Labor Committee

The bill would authorize \$200 million per year for five years to fund federal grants for partnerships between school districts and community-based organizations.

Senate

S. 1655: FULL-SERVICE COMMUNITY SCHOOLS ACT

Related Bill: H.R. 3545

Sen. Ben Nelson, D-Neb.

Introduced: Sept. 9

Referred to: Health, Education, Labor and Pensions Committee

The bill would authorize \$200 million per year for five years to fund federal grants for partnerships between school districts and community-based organizations.

S. 1652: IDEA FULL FUNDING ACT

Sen. Tom Harkin, D-Iowa

Introduced: Sept. 8

Referred to: Health, Education, Labor and Pensions Committee

The bill would amend IDEA Part B to provide full federal funding of such part.

S. 1650: HEALTHY FOOD FOR HEALTHY SCHOOLS ACT

Sen. Blanche Lincoln, D-Ark.

Introduced: Sept. 8

Referred to: Agriculture, Nutrition and Forestry Committee

The bill would amend the Richard B. Russell National School Lunch Act to improve the purchase and processing of healthful commodities for use in school meal programs.

IN THE WINGS

House

H.R. 3398: PROMOTING INNOVATIONS TO 21ST CENTURY CAREERS ACT

Related Bill: S. 1532

Rep. John Tierney, D-Mass.

Introduced: July 29

Referred to: Education and Labor Committee

The bill would establish partnerships to create or enhance educational and skills development pathways to 21st century careers.

H.R. 3384: S.O.S. (SAVE OUR SCHOOLS) ACT

Rep. Joe Baca, D-Calif.

Introduced: July 29

Referred to: Education and Labor Committee

The bill would remove the testing provisions in ESEA.

H.R. 3359: US AND THE WORLD EDUCATION ACT

Rep. Loretta Sanchez, D-Calif.

Introduced: July 28

Referred to: Education and Labor Committee

The bill would raise achievement in international education in elementary schools and secondary schools through grants to improve teacher competency and to support programs in international education that supplement core curricula in such schools.

H.R. 3343: KEEPING PARENTS AND COMMUNITIES ENGAGED (PACE) ACT

Rep. Donald M. Payne, D-N.J.

Introduced: July 24

Referred to: Education and Labor Committee

The bill would amend Title V of ESEA to encourage and support parent, family and community involvement in schools; to provide needed integrated services and comprehensive supports to children; and to ensure that schools are centers of communities, for the ultimate goal of assisting students to stay in school, become successful learners, and improve academic achievement.

H.R. 3331: LOOK-BACK ELIMINATION ACT

Rep. Gerry Connolly, D-Va.

Introduced: July 24

Referred to: Armed Services Committee

The bill would amend Title 10 of the United States Code to authorize the defense secretary to make grants to recognized science and technology secondary schools to support research and development projects at such schools in science, mathematics, engineering and technology to supplement the national security functions of the Department of Defense.

H.R. 3321: AFTERSCHOOL FLEXIBILITY TO EXPAND REIMBURSEMENT FOR (AFTER) SCHOOL MEALS ACT

Rep. Gwen Moore, D-Wis.

Introduced: July 23

Referred to: Education and Labor Committee

The bill would amend the Richard B. Russell National School Lunch Act to expand access to healthy after-school meals for school children in working families.

H.R. 3315: CHILD CARE CRIMINAL BACKGROUND CHECK ACT

Rep. André Carson, D-Ind.

Introduced: July 23

Referred to: Education and Labor Committee

The bill would amend the Child Care and Development Block Grant Act of 1990 to require criminal background checks of child care providers.

H.R. 3287: CARE FOR KIDS ACT

Rep. Gwen Moore, D-Wis.

Introduced: July 22

Referred to: Education and Labor Committee

The bill would require a criminal background check for a child care staff member of any child care provider in a State that receives funds from the Child Care and Development Block Grant Program.

H.R. 3241: ACCESS TO BOOKS FOR CHILDREN ACT

Rep. Carolyn B. Maloney, D-N.Y.

Introduced: July 16

Referred to: Education and Labor Committee

The bill would amend the Child Nutrition Act of 1966 to provide vouchers for the purchase of educational books for infants and children participating in the special supplemental nutrition program for women, infants, and children.

H.R. 3230: [NO TITLE]

Rep. Paul Hodes, D-N.H.

Introduced: July 16

Referred to: Science and Technology Committee

The bill would establish within the National Science Foundation the Innovation Inspiration school grant program.

H.R. 3222: ADOLESCENT WEB AWARENESS REQUIRES EDUCATION (AWARE) ACT

Rep. Debbie Wasserman Schultz, D-Fla.

Introduced: July 15

Referred to: Energy and Commerce Committee

*The bill would promote Internet safety education and cybercrime prevention initiatives.***H.R. 3221: STUDENT AID AND FISCAL RESPONSIBILITY ACT**

Rep. George Miller, D-Calif.

Introduced: July 15

Referred to: Education and Labor Committee

*The bill would restructure the student loan program; authorize \$10 billion for early childhood education over 10 years; provide mandatory funding of \$5 billion for energy-efficient and green school modernization grants; invest \$40 billion in Pell Grants to boost the maximum scholarship to \$5,550 in 2010 and \$6,900 by 2019; devote \$500 million to developing new online courses; and create a new \$9 billion competitive grant program for community colleges to prepare workers for high-demand industries, among other things.***H.R. 3197: KIDS WITH HEALTHY HEARTS ACT**

Rep. Cathy McMorris Rodgers, R-Wash.

Introduced: July 14

Referred to: Education and Labor Committee

*The bill would direct the education secretary to provide grants to LEAs to conduct demonstration projects to screen the blood pressure of children in kindergarten through grade 6.***Senate****S. 1532: PROMOTING INNOVATIONS TO 21ST CENTURY CAREERS ACT**

Related Bill: H.R. 3398

Sen. Patty Murray, D-Wash.

Introduced: July 29

Referred to: Health, Education, Labor and Pensions Committee

*The bill would establish partnerships to create or enhance educational and skills development pathways to 21st century careers.***S. 1500: [No TITLE]**

Sen. Kirsten Gillibrand, D-N.Y.

Introduced: July 22

Referred to: Agriculture, Nutrition and Forestry Committee

*The bill would amend the Richard B. Russell National School Lunch Act to prohibit schools that participate in the Federal school meal programs from serving foods that contain trans fats derived from partially hydrogenated oils.***S. 1499: [No TITLE]**

Sen. Kirsten Gillibrand, D-N.Y.

Introduced: July 22

Referred to: Agriculture, Nutrition and Forestry Committee

*The bill would amend the Richard B. Russell National School Lunch Act to expand eligibility for free school meals to certain families in areas with greater than fair market rent.***S. 1430: SCHOOL ACCOUNTABILITY IMPROVEMENTS ACT**

Sen. Lisa Murkowski, R-Alaska

Introduced: July 9

Referred to: Health, Education, Labor and Pensions Committee

*The bill would amend ESEA regarding highly qualified teachers, growth models, adequate yearly progress, Native American language programs, and parental involvement.***S. 1411: KEEPING PARENTS AND COMMUNITIES ENGAGED ACT**

Sen. Edward Kennedy, D-Mass.

Introduced: July 8

Referred to: Health, Education, Labor and Pensions Committee

*The bill would amend Title V of ESEA to encourage and support parent, family and community involvement in schools; to provide needed integrated services and comprehensive supports to children; and to ensure that schools are centers of communities, for the ultimate goal of assisting students to stay in school, become successful learners, and improve academic achievement.***S. 1410: TIME FOR INNOVATION MATTERS IN EDUCATION ACT**

Related Bill: H.R. 3130

Sen. Edward Kennedy, D-Mass.

Introduced: July 8

Referred to: Health, Education, Labor and Pensions Committee

*The bill would establish expanded learning time initiatives.***S. 1293: ENHANCING CHILD HEALTH WITH AUTOMATIC SCHOOL MEAL ENROLLMENT ACT**

Sen. Michael Bennett, D-Colo.

Introduced: June 18

Referred to: Agriculture, Nutrition and Forestry Committee

*The bill would amend the Richard B. Russell National School Lunch Act to improve automatic enrollment procedures for the national school lunch and school breakfast programs.***S. 1231: STANDARDS TO PROVIDE EDUCATIONAL ACHIEVEMENT FOR KIDS****(SPEAK) Act**

Related Bill: H.R. 2790

Sen. Chris Dodd, D-Conn.

Introduced: June 10

Referred to: Health, Education, Labor and Pensions Committee

*The bill would create or adopt, and implement, rigorous and voluntary American education content standards in mathematics and science covering kindergarten through grade 12, to provide for the assessment of student proficiency benchmarked against such standards.***S. 1226: PAPERLESS ENROLLMENT FOR SCHOOL MEALS ACT**

Related Bill: H.R. 2803

Sen. Bob Casey Jr., D-Pa.

Introduced: June 10

Referred to: Agriculture, Nutrition and Forestry Committee

*The bill would amend the Richard B. Russell National School Lunch Act to improve paperless enrollment and efficiency for the National School Lunch and School Breakfast programs.***H.R. 3293: FY 2010 LABOR, HHS, EDUCATION APPROPRIATIONS ACT**

Related Bill: H.Res. 673

Rep. Dave Obey, D-Wis.

Introduced: July 22

Referred to: Senate

*The measure contains \$67.8 billion for the Education Department, more than \$4.2 billion above the FY 2009 level. It would restore \$66.5 million in funding for Even Start, provide \$256 million for charter school grants, and fund Head Start at \$7.2 billion. Title I funding would remain at its FY 2009 level of \$15 billion.***H.R. 2847: FY 2010 COMMERCE, JUSTICE, SCIENCE APPROPRIATIONS ACT**

Related Bill: H.Res. 544, H.Res. 552

Rep. Alan Mollohan, D-W.Va.

Introduced: June 12

Referred to: Senate

The \$64.4 billion appropriations bill contains \$1 billion for science education. It would provide \$68 million above the White House request and \$36 million above the amount appropriated in FY 2009. The \$1 billion included by the House Appropriations Committee for science education is included in the \$6.9 billion recommended by the committee for the National Science Foundation. The science education amount would support science, technology, engineering and mathematics education from kindergarten through graduate school.

Study Hall

Record number of students expected in 2009-10

As legislators and policymakers continue to debate the need for increased education funding, the National Center for Education Statistics reported last week that a record number of students will be enrolled in public schools this fall.

According to the NCES, public K-12 enrollment is expected to top 50 million, with more than 5.8 million students attending private schools. The public school enrollment figure is up from 47 million a decade ago.

NCES also reports public pre-K enrollment is at a record number, with 1.1 million students expected to enroll this year. That figure is a 40 percent increase since 2000.

"With more children enrolling in public schools ... we have a unique opportunity to invest wisely and make thoughtful reforms in education that will produce significant dividends for our nation for decades," Education Secretary Arne Duncan said in a statement. "We must give students the education they deserve."

For more information, see <http://nces.ed.gov/fastfacts/display.asp?id=372>.

STUDENT SAFETY

OCR (continued from page 1)

Not waiting for Congress

Although it sets no new policy, OCR's proposal reflects the Obama administration's willingness to exercise its authority on an issue like restraint and seclusion instead of waiting for Congress to act, according to Curt Decker, executive director of the National Disability Rights Network.

"This will obviate the need for a lot of heavy-duty legislation," said Decker, whose group issued a report on restraint and seclusion in January. "I don't want to have to go to Congress every time I want to fix something."

The Civil Rights Data Collection is not done every year and does not usually involve every district. For SY 2009-10, about 7,000 LEAs will respond for themselves and their 77,000 schools, OCR said.

Under OCR's proposal, LEAs would submit three tables of data on restraint and seclusion — one for all students, one for students with IEPs, and one for those without.

That is consistent with what several groups, including the Council for Exceptional Children and the National Association of State Directors of Special Education, have said — namely, that restraint and seclusion should not be seen as a special ed issue, *per se*.

In contrast, Texas collects data on restraint in schools, but only when it involves a student with a disability.

The Texas policy is limited to students with disabilities for historical reasons, according to state special ed director Kathy Clayton. But looking at all incidents of restraint and seclusion would make more sense, she said.

"What's good for one population of students is good for another," Clayton said. "Anything that you would not want to happen to one population

of students, I don't know why you would want that to happen to any other."

Defining the terms

OCR's proposal contains no narrative justifying the additional data sets, and attempts to interview OCR chief Russlynn Ali were not successful by press time.

The agency does provide some definitions, however, in another document on the Web site for information collections.

Restraint, OCR said, is "any manual method, physical or mechanical device, material, or equipment that immobilizes the ability of an individual to move his or her arms, legs, body, or head freely."

Seclusion, meanwhile, is the "involuntary confinement of an individual alone in a room or area from which the individual is physically prevented from leaving."

Expanding the data collection will not be easy, according to Bruce Hunter, associate executive director of the American Association of School Administrators.

"There's an expense with that ... and like with all new data, the quality of the data will get better over time, so they ought not to hang their hat on what they get the first year or the second year," he said. But with time, "that data will be of utility, and will probably be reasonably accurate."

It will also mean that the handful of states that do collect data on restraint or seclusion will not feel singled out, according to Chris Borreca, a partner at Thompson & Horton in Houston.

During Miller's hearing, "we were sort of feeling that we were being picked on, to some extent," Borreca said, "but it was because we were the only ones who were collecting data."

Comments on the proposed revisions to Information Collection 4127 should be sent to icdoCKETmgr@ed.gov. The deadline is Nov. 10.