

Iowa
SPECIAL EDUCATION ADVISORY PANEL
Annual Report 2017-18



VISION STATEMENT

All children in Iowa, as members of communities, shall receive opportunities and needed supports for meaningful lives and quality education experiences.

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MISSION STATEMENT

The Iowa Special Education Advisory Panel serves as a resource to advise the Iowa Department of Education on behalf of all children with special needs and their families. This Panel engages in dialogue regarding philosophies and policies, including best practices and special education compliance that result in successful outcomes for persons with disabilities. (2007)

PURPOSE:

“The purpose of the Iowa Special Education Advisory Panel is to provide policy guidance with respect to special education and related services for children with disabilities.”

DUTIES:

- a) Advise state education agency on unmet needs;
- b) Comment publicly on any rules and regulations proposed by the state;
- c) Advise State Education Agency (SEA) in developing evaluations and reporting data to the U.S. Department of Education Secretary under section 618 of the Act;
- d) Advise SEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of this Act;
- e) Advise SEA in developing and implementing policies relating to the coordination of services.

34 C.F.R. §300.169 (2006)

2017-2018 MEMBERSHIP

Membership of the Panel consists of representatives from both public and private sectors who, by virtue of their position, interest, and training, can contribute to the education of children with disabilities. A majority (51%) of the members of the Panel must be individuals with disabilities or parents of children with disabilities. The Director of the Iowa Department of Education (DE) appoints members to the Special Education Advisory Panel (SEAP).

Executive Committee:

Margaret Joan Ebersold – Chair
Kathleen Van Tol – Vice-Chair
Barbara Guy – Director of Special Education
Nancy Ankeny Hunt – Panel Facilitator

Bureau Staff:

Cayanna Reinier – Panel Secretary (DE)

Panel Members

***NOTE:** Of the 32 members, 19 members are individuals with disabilities or parents of children with disabilities (= 59%). Parents are designated with a (*) in the table below.*

Panel Member	Home or Organization City	Representation	Term Ending
Jennifer Aldrich	Lamont	Teacher (General or Special Education), East Buchanan CSD	2020 1 st Term
Valerie Baker*	Eagle Grove	Parent of child with a disability, individual with a disability; Special Education Consultant, Prairie Lakes AEA	2020 2 nd Term
Craig Barnum* (Past Chair)	Cedar Rapids	Parent of child with a disability, individual with a disability, general education teacher	2019 2 nd Term
Carma Betz*	Spencer	Parent of a child with a disability, leader of local support group	2020 2 nd Term
Cynthia Blackard*	Waukee	Parent of an child with a disability or individual with a disability	2020 1 st Term
Heather Brand*	Waterloo	Parent of an child with a disability or individual with a disability	2020 1 st Term
Kate Cole	Keokuk	Higher Education, Representative of another State agency involved in the financing or delivery of related services to children with disabilities	2019 1 st Term

Donita Dettmer*	Waverly	Parent of an child with a disability or individual with a disability; Special Education Coordinator, Waverly-Shell Rock CSD	2018 2 nd Term
Margaret Joan Ebersold* (Chair)	Council Bluffs	Parent of an child with a disability or individual with a disability, special education teacher	2019 2 nd Term
Chelsie Engelbart	Anamosa	Teacher (General or Special Education), Linn-Mar CSD	2020 1 st Term
Susan Etscheidt	Cedar Falls	Regents, Representative of higher education (special education), University of Northern Iowa	2019 2 nd Term
Elizabeth Hockey*	Evansdale	Parent of an child with a disability or individual with a disability	2020 1 st Term
Ruth Frush	Waterloo	Iowa Juvenile Corrections, Iowa Judicial Department	2020 2 nd Term
Jessica Iverson	Norwalk	Teacher (General or Special Education), Martensdale-St. Marys	2021 1 st Term
Aryn Kruse*	Indianola	Parent of an child with a disability or individual with a disability; Higher Education, Simpson College	2018 1 st Term
Mary Jackson	Des Moines	Iowa Vocational Rehabilitation Services	Appointed
Larry Martin	Waterloo	Urban Education Network; Director of Support Services, Waterloo CSD	2018 2 nd Term
Christina McFadden*	Dubuque	Parent of an child with a disability or individual with a disability	2019 1 st Term
Keri Osterhaus	Des Moines	Iowa Dept for the Blind	Appointed
Melony Patton*	Mount Pleasant	Parent of a child with a disability or individual with a disability	2018 2 nd Term
Kelly Ramus*	Bondurant	Parent of a child with a disability or individual with a disability; Family Advocate	2020 1 st Term
Beth Rydberg*	Des Moines	Parent of a child with a disability or individual with a disability; Disability Rights Iowa	Appointed
Bryan Sage*	Keokuk	Parent of a child with a disability or individual with a disability	2020 1 st Term
Sandra Smith	Des Moines	Adult Correctional Facility	Appointed
Karen Thompson*	Johnston	Parent of a child with a disability or individual with a disability; Parent Training Center Director	2019 2 nd Term
Erin Torruella	Cedar Falls	Other, School Psychologist	2019 1 st Term
David VanHorn	Creston	Director of Special Education	2020 1 st Term
Kathleen Van Tol* (Vice - Chair)	Sioux Center	Parent of a child with a disability or individual with a disability; Higher Education, Dordt College	2019 2 nd Term

Kelly Wallace*	Mount Pleasant	Parent of a child with a disability or individual with a disability; Parent Educator Coordinator, Great Prairie AEA	2018 2 nd Term
Joel Weeks*	Eldora	Parent of a child with a disability or individual with a disability; DHS Training School, Eldora	2017 1 st Term
Doug Wolfe	Des Moines	State Child Welfare Agency responsible for Foster Care	2020 2 nd Term
Jason Yessak*	Vinton	Parent of a child with a disability or individual with a disability; general education teacher, Starmont CSD	2020 2 nd Term

MEETING DATES

All meetings were held at the Grimes State Office Building.

September 7, 2017 (Orientation)
September 8, 2017
October 20, 2017
January 12, 2018
February 16, 2018
April 13, 2018
May 11, 2018

MAJOR TOPICS

- Change to High School Graduation Requirements;
 - Differentiated Accountability;
 - Secondary Transition
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SEAP's Priorities

To ensure that all students with disabilities eligible for special education:

- Enter kindergarten ready to learn to read
- Are proficient readers by the end of 3rd grade
- Progress at a rate that ensures success across core content areas
- Are self-determined
- Are engaged in school and community
- Graduate from high school
- Are college and career ready

Highlights

- *The SEAP panel voted to write a letter in support of the change to graduation requirements. Recommendations include: The SEAP panel recommends that the graduation requirement changes start with the freshman class of 2019; The SEAP panel recommends that the Department of Education provide guidelines, resources and tools for districts and teachers; and also involve families in the process to ensure families are informed; The SEAP panel suggests that districts involve families and community partners in planning for implementation.*

- *Iowa has established a Unified Differentiated Accountability and Support System [UDAS] designed to provide support for public districts, accredited nonpublic schools and Area Education Agencies (AEAs) when and where they need it most. The UDAS provides a way to determine how to allocate resources to improve our state systems. UDAS will not go away with the implementation of Every Student Succeeds Act (ESSA) but will continue as part of Collaborating for Iowa's Kids (C4K) in collaboration with AEAs and LEAs. UDAS also emphasizes positive outcomes for all Iowa learners as well as provides Tiered support at the Universal, Supplemental and Intensive levels. With the data we have collected, based on the healthy indicators in Differentiated Accountability we have been able to identify schools and districts that are need of support which allows us to provide a needs assessment to identify and prioritize needs. We then work with the districts and schools to provide diagnostic tools to address these needs.*
 - *Differentiated Accountability is a systemic framework to promote continuous improvement within Local Education Agencies (LEA) and Area Education Agencies (AEA). A Unified Differentiated Accountability System: 1. Emphasizes positive outcomes for all Iowa learners o Provides Tiered supports at the Universal, Supplemental and Intensive levels; 2. Identifies schools and districts for support based on Iowa's Healthy Indicators across five conceptual areas; 3. Provides a Needs Assessment to identify and prioritize needs; and 4. Engages districts and schools with diagnostic tools to address prioritized needs.*
 - *Task teams are in the process of designing tools around Secondary Transition for Differentiated Accountability. In addition, B13 data was calibrated and data collection cycles have changed.*
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PRESENTATIONS TO THE PANEL

During the year, DE staff and others involved with specific programs or projects were invited to present to the SEAP. Members were frequently asked to provide feedback or make recommendations on discussion topics. The following is a brief synopsis of the presentations and topics discussed during this past year.

Where We Are and Where We Are Going

Barbara Guy, Iowa Director of Special Education, provided a summary of the key areas of work for the last five years and discussed upcoming priorities. Barb also reviewed SEAP duties and responsibilities, led a discussion about priorities for members and went over how to exercise the advisory responsibilities as a SEAP member.

Iowa Specially Designed Instruction (SDI) Overview

Kathy Bertsch, Education Consultant, provided an overview of Iowa's SDI Framework. The framework is intended to support teams in diagnosing, designing and delivering special education services to best meet the needs of learners 3-21 with disabilities and a range of educational needs. "Special Education" means Specially Designed Instruction.

Family Educator Partnership (FEP) Update

The primary goals for the Family Educator Partnership (FEP) is to get consistent and reliable support across the state for families and to increase the base of AEA employees that understand the basics of the IEP process and can provide extensive support to families. Kim Drew, Education Consultant, presented an update on the re-design of the FEP to include a multi-tiered system of support for families. Families can access the support and services of more than one tier at the same time.

A.W. Decision

Thomas Mayes, Attorney, provided an overview of the A.W. Decision and the impact on practice. A.W. vs. the Iowa Department of Education (DE) started out a single child's dispute about eligibility and has folded into global claims about eligibility as a whole. The Department plans to appeal the Due Process decision.

Autism Spectrum Disorder (ASD) Supports

Wendy Trotter, Education Consultant, presented information on the ASD leadership team that was established. The team identified a need for consistent access to quality, evidence-based services across the state. The team Guiding principles for effective inclusion and instruction and systems to support student outcomes.

State Performance Plan and Annual Performance Report

Meredith MacQuigg, Education Consultant, updates the Panel on the State Performance Plan (SPP). The SPP is a six year plan that currently runs from 2013-2014 through 2018- 2019. The targets of the plan were adopted by SEAP for the 2013-2018 plan. The Annual Performance Report is submitted to the Office of Special Education Programs annually in February and is comprised of 16 indicators. There was a historic emphasis on compliance which has recently shifted to results.

B13 Data

There are newly adopted practices for B13 data. The review cycles have changed from every 5 years to every 3 years. The statewide reviews of IEP's will be done every 3rd year. Districts that are not performing at threshold levels will collect data every year. Districts are then assigned to tiered levels of supports for two years allowing for systemic issues of delivery to be addressed.

General Supervision

The Department is still engaging in General Supervision even though we have discontinued the five year cycle. The primary focus of monitoring must be on the following: 1. Improving education results and functional outcomes for all children with disabilities; 2. Ensuring that public agencies meet the program requirements under Part B of the Act with an emphasis on those requirements that are most closely related to improving educational results for children with disabilities. The four duties that constitute Iowa's approach to General Supervision is the: Duty to Inform; Duty to Prevent; Duty to Inspect/Detect; and Duty to Correct. General Supervision Duty of Inspect/Detect can be triggered through an annual desk audit review or as a result of an observation/complaint

Secondary Transition

Kim Kirshner, Contractor for Secondary Transition, updated the Panel on the inclusion of secondary transition as an IDEA element of Differentiated Accountability. This process is still under development with a target date of March 2018. A statewide task team was assembled, and they developed 3 critical outcomes for every student in Iowa. They are: 1. One year post high school, students will be employed 2. One year post high school, students will be in post-secondary education, 3. One year post high school, students will be meaningful engaged within their communities. A second Task Team that has been created to develop the content, materials, and tools to guide the LEAs.

Legislative Updates

Shanlyn Seivert, Legislative Liaison, provided an update on the current legislative session and highlighted the education bills to watch.

Differentiated Accountability - Measures & Support Levels

Barbara Guy, Iowa Director of Special Education and Meredith MacQuigg, Education Consultant discussed Differentiated Accountability measures and support levels. There has been a change to disproportionality that is being driven by changes that were adopted last year in identification, placement and discipline. Meredith explained the standard methodology and calculations used for the 2017-18 data. The components of the IDEA desk audit were explained to the Panel.

High School Graduation Requirements

Thomas Mayes talked about changes to graduation requirements for students on an IEP. The Every Student Succeeds Act (ESSA) has changed the definition of a regular high school diploma. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential. A regular high school diploma must be fully aligned to State-required standards for graduation. In Iowa's case, that would be the graduation requirements set forth in Iowa Code section 256.7(26): o four years of English o three years of math o three years of social studies o three years of science ("4-3-3-3"). To earn a regular high school diploma going forward, a child with a disability must complete 4-3-3-3. It will no longer be permissible to award a regular high school diploma based solely on IEP goal attainment. The Panel was given an opportunity to provide comments on the graduation requirements.

Child Welfare - What's New & Different

Doug Wolfe, Panel Member, provided an overview of the child welfare system in Iowa. The guiding principles for the Iowa Child Welfare System are: safety, permanency, and well-being.

Secondary Transition Update

Barb Guy, Iowa Director of Special Education and Kim Kirchner, Contractor for Secondary Transition updated the Panel members on the current state of Secondary Transition in Iowa. Kim and Barb discussed the data collection for Indicators B13 and B14. We will collect data from every district every three years and assess student outcomes. There are key questions that can help improve IEP and data. Districts will begin to look at: 1. Percent of students who go on to competitive employment 2. Percent of students who go on to post-secondary participation 3. Percent of students who are unengaged a year after high school. B14 data collection will happen 1 year after graduation using the National Student Clearing House. Barb Guy sent a memo to the field to outline school responsibility for employment preparation to clear up misconceptions that have resulted since WIOA was passed. There is also an Extended School Year Services webinar to provide guidance to teams as they make decisions around students need for ESY services.

School Climate & Transformation Grant

Kay Augustine, Education Consultant, presented information on the work of the School Climate and Transformation Grant. There has been a focus on the integration of mental health and Multi-Tiered Systems of Support (MTSS) for Behavior/PBIS. Kay also talked about the process and work being done to develop Social-Emotional Learning Competencies as a project of the grant.

AEM/Significant Disabilities

Emily Thatcher, Education Consultant, discussed the Access Coordination Team. The desired result of the team is to provide students the same opportunities to acquire the same information, engage in the same interactions, and enjoy the same services as students without disabilities with substantially equivalent ease of use. Assistive

technology is specific to the individual (e.g., an object, device or manipulative that a learner truly needs to access). The focus of the work is to support implementation of Iowa's SDI Framework to ensure students access, participate, and demonstrate their learning of the Iowa Core. Access is built into each key component and many critical features of Iowa's SDI Framework.

AEM in College Community Schools

Craig Barnum, Panel Member, discussed Universal Design for Learning (UDL) in his district. The district leadership team views UDL as a high-leverage framework to personalize learning for ALL learners. UDL designs provide learners with multiple means of engagement, representation (the "what" of learning), expression/Action (show how you know...) and destigmatizes disabilities.

Commitments to SDI Literacy Scale Up - Making Huge Gains

Amy Alfrey, Program Consultant, provided an update to the Panel on the scale up for Specially Designed Instruction for literacy. Amy explained the Area Education Agencies role and commitment to the layers of implementation.

Learner Strategies & Supports - Mental Health & Behavior

Brad Niebling, Learner Strategies and Supports Bureau Chief and Barbara Ohlund, Education Consultant, gathered feedback from the Panel about the important considerations for supporting students with disabilities and their families related to mental health and social-emotional-behavioral well-being. Learning supports are a wide range of strategies, programs, services, and practices that are implemented to create conditions that enhance students learning. By providing a multi-tiered system of learning supports, education systems promote (1) school readiness, (2) healthy development, and (3) success in school and in life. Brad and Barbara provided an update on the work of the Department in this area. In addition, the Panel received information on the Conditions for Learning and the connection to Iowa's plan for the Every Student Succeeds Act.

4+ Programming and Transition

Kim Drew and Bill Roederer, Education Consultants, presented to the Panel on the characteristics of 4+ programming in Iowa. Individualized secondary services provided on an individualized basis to students who have unmet transition needs. The need for the services are determined by the IEP team and documented on the IEP. The services can be provided in a variety of locations but are the responsibility of the local school district. Kim and Bill provided a review of the released guidance and outlined the responsibilities for the local districts and postsecondary institutions.

RELATED ACTIVITIES

This section outlines ongoing professional development opportunities for panel members related to special education issues and the work members are asked to do as part of their duties.

Conference/Workshop Attendance

Panel members were invited to attend conferences and workshops that offered opportunities for them to learn about specific topics related to special education. Expenses for travel, lodging and registrations were reimbursed. These conferences included:

- Tri-State Regional Special Education Law Conference – Omaha
- Special Education Symposium – Des Moines

Acronyms/Terms

AEA – Area Education Agency

ALJ - Administrative Law Judge

APR – Annual Performance Report (as related to a state’s “State Performance Plan”)

ARRA – American Recovery and Reinvestment Act of 2009

AYP – Adequate Yearly Progress

DA – Differentiated Accountability

DE – Iowa Department of Education

District – school district (also referred to as Local Educational Agency or LEA)

ESSA – Every Student Succeeds Act

FFY – Federal Fiscal Year

HQT – Highly Qualified Teacher

IDEA, IDEA’04 or IDEA 2004 – Individuals with Disabilities Education Act of 2004

IEP – Individualized Educational Program

IHE – Institutions of Higher Education

IMS – Information Management System

I-STAR – Iowa System to Achieve Results

IEP – Individualized Education Program

LEA – Local Educational Agency (referred to as school district or district)

MTSS – Multi-Tiered System of Support

NAEP – National Assessment of Education Progress (national standardized assessment)

OSEP – Office of Special Education Programs (Washington, D.C.)

Panel – Special Education Advisory Panel (also referred to as SEAP)

Part B – Special Education Services for Children with Disabilities Ages 3 to 21

Part C – Services for Children Birth through Two Years

SEA – State Education Agency

SEAP – Special Education Advisory Panel (also referred to as the Panel)

SDI – Specially Designed Instruction

SLP – Speech and Language Pathologist

SPP – State Performance Plan (sometimes called the “Six-Year Performance Plan”)

SSIP – State Systemic Improvement Plan

CONTACT INFORMATION

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Appendix A

Student Results and State Performance Plan (SPP) Indicators

- Result 1: Enter Kindergarten ready to learn to read** (December 2013)
- SPP Indicator 6: Least Restrictive Environment Ages 3 – 5
 - SPP Indicator 7: Early Childhood Outcomes
 - SPP Indicator: Transition C to B
- Result 2: Are proficient readers by the end of 3rd grade** (January 2014)
- SPP Indicator 5: Least Restrictive Environment ages 6 to 21
 - SPP Indicator 9: Disproportionate Representation Due to Inappropriate Identification
- Result 3: Progress at a rate that ensures success across core content areas** (January 2014)
- SPP Indicator 3: Participation/Performance on Assessments
 - SPP Indicator 11: Timely Initial Evaluations
- Result 4: Are self-determined** (April 2014)
- SPP Indicator 13: Secondary Transition
- Result 5: Are engaged in school and community** (April 2014)
- SPP Indicator 4: Suspension and Expulsion]
 - SPP Indicator 8: Parent Involvement
- Result 6: Graduate from high school** (May 2014)
- SPP Indicator 1: Graduation
 - SPP Indicator 2: Dropout
- Result 7: College and Career Ready** (May 2014)
- Indicator 14: Post-School Outcomes