

Iowa Special Education Advisory Panel Meeting

November 30, 2018

Room B100 (Basement)

Facilitator: Nancy Ankeny-Hunt

Secretary: Julie Carmer

Present: Jennifer Aldrich, Valerie Baker, Craig Barnum, Carma Betz, Heather Brand, Margaret Joan Ebersold, Kathleen Van Tol, Ruth Frush, Mary Jackson, Sandra Smith, Peter Bunnell, Daniel Van Sant, Jessica Iverson

Present on Zoom: Kate Cole, Elizabeth Hockey, Joel Weeks, Dawn Bonsall

Not Present: Susan Etscheidt, Christina McFadden, Rachel Terry, Kelly Ramus, Bryan Sage, Karen Thompson, Erin Torruella, David Van Horn, Kelly Wallace, Jason Yessak, Keri Osterhaus, Doug Wolfe

Department Staff Present: Barb Guy, Nancy Ankeny Hunt, Julie Carmer

Presenters: Kirsten Lane, Amy Desenberg-Wine, Jessica Kreho, Thomas Mayes, Eric Gebhart

Meeting was called to Order at 9:05.

Welcome:/Introduction:

The Agenda should have been posted on the website 24 hours ahead. It would be impractical or impossible to reschedule this meeting because of travel arrangements the date had already been scheduled.

This meeting will be treated as work session. It will be informational with us giving and gathering information but we will not make any official decisions until the next meeting in January.

Public Comment: None

We will be talking about the following today:

- Accountability and Transition
- Graduation
- Hear from Barb regarding the new IEP/IFSP System
- 504 Eligibility Decisions
- SDI (Specially Designed Instruction)

Think about the above topic and think which ones you partially relate too. Kathleen reminded everyone that the role is not an Advocacy Panel but an Advisory Panel, so in that role of Advisory think about a particular purpose or thing that you are hoping to contribute to today's meeting. Kathleen will ask you to

get up and introduce yourself. Find out what your role is and share what you want to contribute to today's work.

Phase 1: Differentiated Accountability and Secondary Transition (B13)—Kirsten Lane

Differentiated Accountability has some changes and some new information.

The DE has contracted with Kirsten for Secondary Transition work. She had previously been in Des Moines Public Schools for 20 years as Transition Coordinator.

Process for determination: Most of the ongoing compliance review work that we have done in Special Education has been surrounding IEPs and how will our IEPs be written. We know that a well-written IEP is more likely to guide us to outcomes, but the reality is until we start looking at outcomes we can't be certain that those well-written IEPs have guided us.

As we start this Differentiated Accountability we are going to be looking at outcomes in the future.

They have a guide on what a well written transition IEP looks like. They evaluated and reviewed on what a good IEP looks like across the state. The districts who had less than 51% IEPs written they have falling into the intensive area.

- 90 Districts who had less than 51% well written they have fallen into the intensive area
- Districts who had 50 -70% well written fell into the supplemental range
- Districts who had 75% or more IEPs well written fell into the universal range

We want to get to the triangle on the right and have it get up the federal expiation for us 90—95%

Schools in the intensive level are going to receive more support than the Universal or Supplemental levels

Used outcome data:

- Graduation rates
- Dropout rates
- Employment outcomes
- Post-Secondary outcomes

Using the above data to look at those 90 intensive districts and came up with 7 districts that will receive the most intensive levels of help.

This will begin in the fall of next year. The schools that fall in the Universal level will have voluntary support. Schools in the Supplemental level will have workshops and needs-assessments

Support will be provided on a 3 year cycle. 2021 will start data collection again.

(B13) Data --6 Elements of a well Written IEP

- Strengths and Interest and preferences
- Solid Assessments
- Post-Secondary expectations
 - Living

- Learning
- Working
- Look at where does the students see themselves one year
- Look at Services and supports
- Linkage's—
 - Do we need to link them to an outside source

How do these 6 items link with each other? It is about the total packages

Graduation Guidance for Families and High School Graduation Requirements--Kirsten Lane, Amy Desenberg-Wines, and Jessica Kreho

All students will have to follow their Districts graduation requirements.

Four Triple Three means that each student must complete the following

- Four years of English
- Three years of math
- Three years of social studies
- Three years of science and
- Completion of physical education

The change will go into effect in 2018 with the 9th grade cohort (Class of 2022)

What does this mean for students with disabilities?

- That the majority of special education students will be able to meet the 4-3-3-3 requirements
- They will demonstrate progress in coursework connected to graduation requirements
- Districts will need to consider the continuum of services they provide for students and develop processes that ensure alignment.
- Districts will be able to offer students who are not able to complete 4-3-3-3 a Certificate of Completion or Certificate of Attendance

Resources That Can Help!

The Best resource is the Student's and their families is the IEP Team.

Family and Educator Partnership (FEP)

Iowa Area Education Agencies (AEAs)

- Keystone AEA
- Central Rivers AEA
- Prairie Lakes AEA
- Mississippi Bend AEA
- Grant Wood AEA
- Heartland AEA
- Northwest AEA
- Green Hills AEA

- Great Prairie AEA

Iowa Department of Education Family & Educator Partnership Consultants

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ASK Resource Center *“Iowa’s parent training, information, and advocacy center for families’* ASK is an additional resource you can contact. Phone: (515)243-1713 Toll-free: (800)450-8667 Email: info@askresource.org.

Updates with Barb Guy

New IEP/IFSP System and Iowa School Performance Profile

- Your student should be a part of the IEP team.
- We want to know more frequently if my student is going to make it.
- Put all progress under one bullet
- We want as many students to have a diploma has possible—balance of structure.

504 Eligibility Decisions-Resource Guide—Thomas Mayes

Thomas discussed eligibility decisions under Section 504

What it means to be a student or individual with a disability? How is disability defined as it is used in Section 504 and its implementing regulations?

Disability: Under Section 504, an individual with a disability (also referred to as a student with a disability in the elementary and secondary education context) is defined as a person who: (1) has a physical or mental impairment that substantially limits a major life activity; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. The determination of whether a student has a physical or mental impairment that substantially limits a major life activity (and therefore has a disability) must be made on a case by case basis. In addition, when determining if someone meets the definition of a disability, the definition must be understood to provide broad coverage of individuals.

Student Evaluation: Under Section 504, school districts must conduct an evaluation in a timely manner of any student who needs or is believed to need special education or related services because of a disability. When a school is aware of a student’s disability, or has reason to suspect a student has a disability, and the student needs or is believed to need special education or related services, it would be a violation of Section 504 if the school delays or denies the evaluation.

[Resource Guide](#)

SDI Scale-up—*Building the Capacity* - Eric Gebhart

Materials: [Building the Capacity](#); [SDI Framework Revised August 2018](#); [2018-19 SDI Overview Handout](#); [SPDG Spotlight](#)

Specially Designed Instruction Iowa Framework—Needs to be embedded and sustained. This is the 4th year of the 5 year SPDG grant.

Specially Designed Instruction – IDEA

41.39(3)c. “Specially designed instruction” means adapting, as appropriate to the needs of an eligible child under this chapter, the content, methodology, or delivery of instruction:

- (1) To address the unique needs of the child that result from the child’s disability; and
- (2) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

There are Four Areas of Focus

- Preschool (focus on the whole child)
- K-6 Literacy
- Significant Disabilities
- Family and School Partnership (usability)

SDI Literacy Scale Up:

- Beginning with 3 AEAs [Keystone (Oct.), Northwest (Nov.), & Green Hills (Dec.)]
- Using an approach similar to SSIT (Statewide School Improvement Team) implementation of Facilitation Guides
- Tied to AAIMI (AEA Assessment of the Infrastructure for MTSS Implementation)
- Anticipating three years for implementation

Stateside Needs for Scale Up

- Content Professional Learning
- Mechanism to Coordinate the Process of Delivering Professional Learning
- Infrastructure Supports

Future Agenda Items–

- Every Student Succeeds Act (ESSA)
- B13—In process of building into ESSA timeline

Announcements: Next Meeting–

January 11, 2019 at the Grimes State Office Bldg. B100