

Iowa
SPECIAL EDUCATION ADVISORY PANEL
Annual Report 2012-2013



VISION STATEMENT

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

State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

State Board of Education

Rosie Hussey, President, Clear Lake
Charles C. Edwards, Jr., Vice President, Des Moines
Diane Crookham-Johnson, Oskaloosa
Sister Jude Fitzpatrick, West Des Moines
Michael L. Knedler, Council Bluffs
Valorie J. Kruse, Sioux City
Mike May, Spirit Lake
Max Phillips, Woodward
LaMetta Wynn, Clinton
Edgar Thornton, Student Member, Iowa City

Administration

Jason E. Glass, Director and Executive Officer of the State Board of Education
Gail M. Sullivan, Chief of Staff

Division of Learning and Results

David Tilly, Deputy Director

Learner Strategies and Supports

Vacant, Bureau Chief
Barbara Guy, Director of Special Education
Barb Anderson, Consultant
Ellen McGinnis-Smith, Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the *Iowa Code* sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688) Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E 14th St, Des Moines IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.

Table of Contents

Mission Statement, Purpose, Duties.....	3
Membership	4
Meeting Dates	7
Major Topics.....	7
Organizing Work groups.....	8
Presentations to the Panel.....	10
Related Activities	12
Acronyms/Terms	13
Contact information	14
Appendices:	
SEAP Report to the State Board.....	15
SEAP Letter to David Tilly, Division Administrator.....	20
C4K SEAP Presentation.....	22

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)

2012-2013 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:

Kelly Von Lehmden – Chair
 Karen Thompson – Vice-Chair
 Barbara Guy – Director of Special Education
 Barb Anderson – Panel Co-Facilitator
 Ellen McGinnis-Smith – Panel Co-Facilitator

Bureau Staff:

Steve Crew – Administrative Consultant (DE)
 Jim Flansburg – Communications (DE)
 Mary Bartlow – Panel Secretary (DE)

Panel Members

NOTE: Of the 27 members, 15 members are individuals with disabilities or parents of children with disabilities (= 55.5%). Parents are designated with a (*) in the table below.

	Panel Member	Home or Organization City	Representation	Term Ending
1	Ruth Allison	Des Moines	Vocational Rehab Services	2013 2 nd Term
2	Alyson Beytien*	Dubuque	Parent of child with a disability	2014 1 st Term
3	Kurtis Broeg	Parnell	Special Education Teacher	2014 1 st Term
4	Donita Dettmer*	Waverly	Parent of child with a disability Administrator	2015 1stTerm
5	Joe Giangreco	Sidney	Administrator of programs for children with disabilities	2014 1 st Term

	Panel Member	Home or Organization City	Representation	Term Ending
6	Jennifer Gomez*	Sioux City	Parent of child with a disability High School guidance counselor	2013 2 nd Term
7	Diana Gonzalez	Urbandale	State Board of Regents	2010 appointed
8	Dawn Jacobsen*	Fayette	Parent of child with a disability Higher education preparing special education personnel	2012 1 st Term
9	Jane Kinney	West Des Moines	Private school representative	2014 2 nd Term
10	Ron Koch*	Sioux City	Parent of child with a disability Administrator of programs for children with disabilities	2013 1 st Term
11	Andy Lawler*	Marshalltown	Parent of child with a disability AEA 267 Parent Educator Connection	2013 1 st Term
12	Amy Liddell*	Elliott	Parent of child with a disability Green Hills AEA Parent Educator Connection	2014 1 st Term
13	Susie Lund	Waterloo	Special Education Teacher	2015 1 st Term
14	Larry Martin	Waterloo	Urban Education Network	2015 1 st Term
15	John O'Brien	Fort Dodge	Juvenile Corrections	2014 2 nd Term
16	Keri Osterhaus	Des Moines	Department for the Blind	2009 appointed
17	Melanie Patton*	Mt. Pleasant	Parent of a child with a disability	2015 1 st Term
18	Beth Rydberg*	Des Moines	Parent of child with a disability Disability Rights Iowa	2011 appointed
19	Sandra Smith	Des Moines	Adult Correctional Facility	2014 2 nd Term
	Vinnie Smith*	Bettendorf	Parent of child with a disability	2014

	Panel Member	Home or Organization City	Representation	Term Ending
20			Teacher – general education Representative of a community organization	1 st Term
21	Mary Stevens	Cedar Falls	AEA Director of Special Education (AEA 267)	2015 1 st Term
22	Ruth Stieff*	Clive	Parent of child with a disability Representative of a community organization	2014 2 nd Term
23	Karen Thompson* (Vice Chair)	Johnston	Parent of child with a disability Parent Training and Information	2013 1 st Term
24	Kelly Von Lehmden* (Chair)	Cedar Rapids	Parent of child with a disability	2012 1 st Term
25	Kelly Wallace*	Mt. Pleasant	Parent of child with a disability Great Prairie Parent Education Connection	2015 1 st Term
26	Lisa Woiwood*	West Des Moines	Parent of child with a disability	2014 2 nd Term
27	Doug Wolfe	Des Moines	State Child Welfare Agency responsible for Foster Care	2014 1 st Term

MEETING DATES

All meetings were held at the Grimes State Office Building except for the January meeting which was held at the West Des Moines Learning Center.

September 13, 2012 (Orientation)
September 14, 2012
October 26, 2012
December 7, 2012
January 18, 2013
April 5, 2013
May 31, 2013

MAJOR TOPICS

“Closing the achievement gap” between students with disabilities and those without disabilities continued to be the primary focus of SEAP in the 2012- 2013 year. This aligned with the Department of Educations’ goal outlined in *Overcoming the Achievement Divide* (November 2012). Division Redesign and leadership transitions were significant influences in SEAP’s reassessment and review of priorities during the 2013-2013 year.

SEAP’s Priorities

- Increasing consistency in content and rigor in Institutes of Higher Education teacher preparation programs
- Reducing the shortage of special education teachers
- Increasing collaboration among higher education, AEA’s, DE, and families in the development of state initiatives
- Improving professional development to consistently meet the needs of all teachers and administrators across districts

Highlights

- In follow-up to SEAP’s letter (November 7, 2011), Director Glass met with SEAP on December 7, 2013 to apprise them of progress the state has made related to identified recommendations. Director Glass asked SEAP members to consider these as “priorities” rather than recommendations. Director Glass further recommended SEAP present the priorities to the State Board of Education.
- SEAP developed a white paper which was presented to the State Board on January 31, 2013. This document is included in the Appendix.

- Marty Ikeda resigned his position as Bureau Chief of Learner Strategies and Supports and the Director of Special Education in December 2012. Barbara Guy was hired as Director of Special Education for the state effective February 1, 2012.

Organizing Workgroups

SEAP assessed previous workgroups in order to align with the Division Redesign goals. The resulting three workgroups are: Relevant Transitioning, Communication, and Professional Development.

The Relevant Transitioning workgroup focused on learning more about what was already occurring in the state and identifying areas for further improvement.

Relevant Transitioning	
Goals	Names
1. Increase preparation of students for transition 2. Increase preparation of parents for transition 3. Increase preparation of communities for transition	Keri Osterhaus
	Kelly Wallace
	John O'Brien
	Dawn Jacobson
	Doug Wolfe
	Sandy Smith
	Kurtis Broeg
	Mary Stevens
	Lisa Woiwood
	Kelly Von Lehmden
Beth Rydberg	
Activities:	
1. The workgroup explored the following areas: (a) gathering more information from Barb Guy on the current status of transition activities; (c) financial resources available; and (d) identifying ways to simplify the IEP process. 2. Barb Guy and Ruth Allison presented a webinar to update SEAP on state-wide transition activities 3. David Happe presented information on the new on-line IEP form 4. Janell Brandhorst reported Indicator 13 results	

Professional Development	
Goals	Names
1. Improve preparations for everyone involved in the IEP process (e.g., teachers, parents) 2. Create a webinar to demonstrate what the IEP process should look like 3. Ensure consistency of training across the state 4. Clarify roles of AEA and other partners with the implementation of the new IEP 5. Provide on-line resources for Rtl	Kurtis Broeg
	Sandra Smith
	Donita Dettmer
	Amy Liddell
	Larry Martin
	Susie Lund
	Mary Stevens
	Steve Crew, DE

6. Work with the Department of Education, PTI, Disability Rights Iowa, and PEC to create mandatory on-line training for all teachers and administrators in current legal issues related to IDEA	
Activities:	
<ol style="list-style-type: none"> 1. Sue Daker, Keystone AEA, Janell Brandhorst, and Michelle Hosp provided an update on the state-wide Rtl initiative (April 5, 2013) 2. Mary Delagardelle presented a C4K update to better clarify the roles of the DE, AEA, and other partners (April 5, 2013) 	

Communication	
Goals	Names
<ol style="list-style-type: none"> 1. Increase communication in social media, including facebook and a web site 2. Create access to demonstration of IEPs on all AEA and LEA websites 3. Identify and add five additional links to Each and Every Child (DE monthly on-line newsletter) of the best special education resources 4. Explore the possibility of creating a listserv to reach all educators in order to share important updates and training opportunities related to Special Education. 5. Partner with PTI, Disability Rights Iowa, and PEC to share achievement information (e.g., state-wide gap data) with parents and other stakeholder groups 6. Explore parents' ability to access the web-based IEP 	<ul style="list-style-type: none"> Keri Osterhaus Kelly Wallace Amy Liddell Andy Lawler Dawn Jacobson Kelly Von Lehmden Melanie Patton Karen Thompson Jim Flansburg, DE
Activities:	
<ol style="list-style-type: none"> 1. Met with Staci Hupp, Department of Education Communications, DE Director of Communications, and Lisa Albers, DE Consultant, to review and explore the implementation of the communication recommendations previously submitted to Director Glass 2. Discussed ways to use the Public Comment section of the agenda to increase parent and community collaboration 	

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.

Legal Issues - Thomas Mayes (DE Attorney)

- *Chapter 41 Amendment: In February 2013, the United States Department of Education amended its special education regulations related to access to Medicaid to pay for special education services. This amended federal regulation requires one-time consent and written notification for schools to access Medicaid or other public insurance benefits and annual notification thereafter. The proposed amendments to Chapter 41 make changes required to conform to this federal rulemaking.*

Collaboration for Iowa's Kids (C4K) - Mary Delagardelle

SEAP was provided an overview of C4K's development and progress by Mary Delagardelle, Associate Division Administrator. C4K was established in 2011-12 and its primary goal is to work more efficiently as a full educational system to accomplish agreed upon priorities. There are four major work teams within C4K:

1. Standards and Curriculum
2. Educator Quality
3. Response to Intervention (RtI)
4. School Improvement

FAPE in Least Restrictive Environments for children 3 through 5 – Dee Gethmann (DE Early Childhood Special Education Consultant)

Dee Gethmann presented on the Part B State Performance Plan (SPP) Indicator B6; Least Restrictive Environment (LRE) for children, ages 3 through 5. The DE is required to report on SPP Indicator B6 baseline data and establish targets for the first time in FFY 2011 (2011 – 2012). SEAP provided input to the DE regarding the baseline data, targets and improvement activities for Indicator B6 (A) and B6 (B).

- Indicator B6(A): Percent of children age 3-5 with IEPs attending a regular early childhood program and receives majority of special education and related services in the regular early childhood program. Motion approved to set the target at 40% for FY 2011 (2011-2012 reported in 2013) with a long-term target of 85% for indicator B6(A).
- Indicator B6(B): Percent of children age 3-5 with IEPs attending a separate special education class, separate school or residential facility. Motion approved that indicator B6(B) will decrease by 1% per year.

Annual Performance Report Part B Indicators – Janell Brandhorst (Administrative Consultant)

SEAP members were provided information on each indicator associated with the Annual Performance Report (APR). SEAP members were also provided improvement activities for each of the B Indicators. It was suggested that in the future it would be helpful to begin reviewing the indicators earlier in the year and have fewer indicators presented at one time, along with a presentation from the DE Consultant assigned to implement the activities.

Response to Intervention (RtI) – Sue Daker, Keystone AEA; Michelle Hosp (DE Consultant) and Janell Brandhorst (DE Administrative Consultant)

An overview of RtI and the state selected universal screeners and progress monitoring assessments was presented to SEAP. RtI is defined as an every education decision-making framework of evidence-based practice in instruction and assessment that addresses the needs of all students. Five key components of RtI include:

1. Evidence based curricula and instruction
2. Universal screening
3. Evidence-based, instructional interventions at Targeted and Intensive levels
4. Progress monitoring
5. Data-based decision making and its key components

Division Re-Design - Dave Tilly, Division Administrator

Dave Tilly provided information about the Division restructuring and responded to SEAP's concerns about the possible impact of services and supports for students with disabilities. Dave explained the reasons for the department restructuring and assured SEAP that the intention is to support students with disabilities and their families at even higher levels than before. He provided information on the decision to separate the responsibilities of the Bureau Chief of Learner Strategies and Supports and the State Director of Special Education. The Bureau Chief role for Learner Strategies and Supports will have broader responsibilities than previously. The State Director of Special Education will be a will be an Administrative Consultant position with programmatic and oversight functions.

Legislative Update – Mike Cormack, Isaiah McGee and Phil Wise (DE Legislative Liaisons)

The SEAP members were provided with updates on the legislative bills related to education during the spring meetings. The Education Reform bill was the main topic of discussion.

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
- Learning Supports Statewide Conference – 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

DE – Iowa Department of Education

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

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

ITBS/ITED – Iowa Test of Basic Skills / Iowa Test of Educational Development

IEP – Individualized Education Program

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

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

NCLB – No Child Left Behind, a federal education law

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

RtI – Response to Intervention

SEA – State Education Agency

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

SLP – Speech and Language Pathologist

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

CONTACT INFORMATION

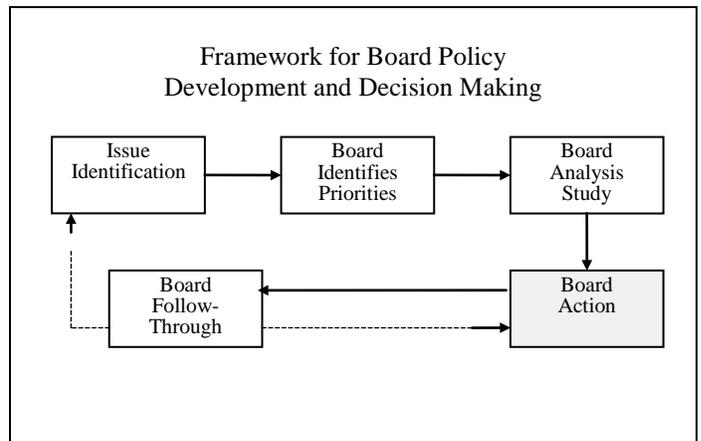
Ellen McGinnis-Smith
Department of Education
Grimes State Office Building
400 E 14th St
Des Moines IA 50319-0146
Phone: 515-725-2220
Fax: 515-242-5988
E-mail: ellen.mcginnis-smith@iowa.gov

Barb Anderson
Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines IA 50319-0146
Phone: 515-664-6732
Fax: 515-242-5988
E-mail: barb.anderson@iowa.gov

Iowa State Board of Education

Executive Summary

January 31, 2013



- Agenda Item:** Special Education Advisory Panel Report
- Iowa Goal:** All PK-12 students will achieve at a high level.
- Equity Impact:** Advisement of unmet needs within the state in the education of children with disabilities
- Presenters:** Ellen McGinnis-Smith, Consultant
Bureau of Learner Strategies and Supports
- Kelly Von Lehmden, Chairperson
Special Education Advisory Panel
- Karen Thompson, Vice-Chairperson
Special Education Advisory Panel
- Attachments:** 1
- Recommendation:** It is recommended that the State Board hear and discuss this information.
- Background:** The Individuals with Disabilities Education Act (IDEA) requires each state to “establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the state.” (CFR 300.167) 281-41.167-169
- Iowa’s Special Education Advisory Panel (SEAP) has identified priorities to address current, unmet needs related to serving students with disabilities in Iowa. One of these priorities is closing the achievement gap between students with disabilities and their non-disabled peers.
- SEAP agrees with the Governor’s concern regarding the need for more rigorous teacher preparation and applaud these state efforts. As parents and educators, however, we have some specific concerns that do not appear to be addressed in current proposals. One of our major concerns is the lack of high quality instruction received by students with disabilities as a result of (1) Personnel Preparation for both general education and special education teachers; (2) The lack of qualified special education teacher applicants; (3) Lack of collaboration among IHEs, AEAs, districts, and the IDE to improve the quality of Personnel Preparation; and (4) Lack of planning and implementation of Professional Development (PD) for current general and special educators, administrators, parents, and others.



Special Education Advisory Panel
Recommendations to the State Board
January 2013

We agree with the Governor's concern regarding the need for more rigorous teacher preparation and applaud these state efforts. As parents and educators, however, we have some specific concerns that do not appear to be addressed in current proposals. One of our major concerns is the lack of high quality instruction received by students with disabilities as a result of (1) Personnel preparation for both general education and special education teachers; (2) The lack of qualified special education teacher applicants; (3) Lack of collaboration among IHEs, AEAs, districts, and the IDE to improve the quality of personnel preparation; and (4) Lack of planning and implementation of professional development (PD) for current general and special educators, administrators, parents, and others.

1. Concern: Lack of consistency in content and rigor in IHE teacher preparation programs. We are concerned that far too many teachers, both special education and general education, are not adequately prepared to teach children and youth entitled for special education.
 - All teachers need some level of special education training. The educational system has created an environment of "my" kids or "your" kids when students are served in special education. With the majority of students with disabilities at the mild level, general education teachers must have the skill and knowledge to differentiate instruction to meet many of their needs within the general education classroom. Both domestic and international research shows that education systems which eliminate this culture and adopt a culture of "all kids are our kids" are most successful at closing achievement gaps for all students. For example, Universal Design for Learning (UDL) is helpful for all children. Some states, such as Indiana and Wisconsin, are exploring the inclusion of special education content and skill in general education IHE coursework so teachers may be licensed to teach students with mild disabilities. The same should be explored in Iowa.
 - Both general education and special education teachers and administrators need to understand IDEA, including LRE, FAPE, and Child Find, because "all kids are our kids". Many teachers and administrators graduate from an accredited educator preparation program and enter the profession not formally being taught the laws that govern the work they do. This is unique to the education profession, sets a stage for misunderstanding and inappropriate external influences, and should be changed.

Iowa's Special Education Advisory Panel

"Working to Improve Special Education Services for Iowa's Children"

- Some special education teachers are entering the workforce without essential training (IEPs, co-teaching, special education law, etc.). In other cases, teachers are receiving the training but are perhaps finding the information not relevant until they actually are teaching. Therefore, more funding for mentors and instructional coaches is necessary to assist new special education teachers in working with IEP teams to develop rigorous goals aligned with Iowa Core Standards. In addition, teachers entering the workforce with conditional licenses should be paired with teacher mentors.
 - All teachers need better understanding of mental health and cultural issues. Recent estimates are that between 25 and 30% of school-age children have diagnosable mental health issues. In addition, Iowa's population continues to grow more culturally diverse. We can no longer turn away from addressing these factors that are so critical to making Iowa the best education system in the nation.
2. Concern: The shortage of special education teachers results in many teachers without adequate knowledge and skills teaching students with disabilities.
- Due to the lack of highly qualified special education teachers, many teachers certified in other areas are issued conditional licenses. The number of conditional special education teaching licenses issued has not declined over the past four years. With the goal of closing the achievement gap, the special education teacher shortage too often results in inadequate instruction for students with disabilities and potentially leaves this goal out of reach for many.
 - Efforts, such as increased pay for this shortage area and stronger recruitment strategies, should be implemented. Incentives should be offered for prospective general education teachers to earn a special education endorsement while in a teacher preparation program.
 - Add special education teachers to the Blueprint goal of creating a statewide teacher scholarship program so more of the brightest students choose education as a career in hard-to-staff areas.
 - Implement the Blueprint goal of developing a statewide "one-stop" educator recruiting system for Iowa.

Iowa's Special Education Advisory Panel

"Working to Improve Special Education Services for Iowa's Children"

3. Concern: Higher Ed, AEAs and Iowa Department of Education often function in silos. Families need to be included in the development of state initiatives.
 - Establish standards for true open communication across groups on policy and procedures. The Collaboration for Kids seems like a good beginning. However, the work of this group has not yet reached a broad audience.
 - Research supports that family engagement is also essential to the success of collaboration (Wagner, et.al., 2012; Rennie Center for Education Research & Policy, 2009). Therefore, the standards set should account for family engagement at ALL levels of policy and procedure development (SEA, AEA, LEA) and certainly should be an integral part of the Collaboration for Kids.

4. Concern: Professional development (PD) related to special education for teachers and administrators is not consistently provided to meet the needs of teachers and administrators across districts. While recognizing that high-quality professional development should be data driven, the achievement gap between students with disabilities and their non-disabled peers certainly suggest such PD should be a state priority.
 - On-going PD should be provided to all administrators, general education teachers, and special education teachers related to factors found to improve the performance of students receiving special education services, such as ownership, high expectations, intervention systems (e.g., RtI), collaborative teaching, and the alignment of standards-based curriculum, instruction, and assessment (Gloeckler's Five Key Elements, McNulty & Gloeckler, 2011).
 - On-going PD should also be created and provided in a collaborative way and include pre-service/IHEs, parent groups, AEAs and IDE to ensure current legal understanding, remove barriers to high student achievement (student beliefs; teacher expectations; risk factors such as poverty; and school culture) (Baird, et. al., 2012).
 - Add an on-line tutorial requirement to drive professional development for all teachers and administrators related to special education law, differentiated instruction, UDL, and other special education specific issues. This tutorial must be taken every year for both teachers and administrators. This tutorial should be created and overseen collectively by PEC (Parent/Educator Connection), P and A (Protection and Advocacy), and PTI (Parent Information and Training Center) and the DE to ensure it addresses current misunderstandings related to IDEA.

References

McNulty, R.J., & Gloeckler, L.C. (2011). *Fewer, Clearer, Higher Common Core State Standards: Implications for Students Receiving Special Education Services*. Rexford, NY: International Center for Leadership in Education.

Rennie Center for Education Research & Policy (Spring, 2009). *Seeking Effective Policies and Practices for Students with Special Needs*.

Wagner, M., Newman, L., Cameto, R., Javitz, H. & Valdes, K. (2012). A national picture of parent and youth participation in IEP and transition planning meetings. *Journal of Disability Policy Studies*, online January 18.

Iowa's Special Education Advisory Panel
"Working to Improve Special Education Services for Iowa's Children"



January 28, 2013

Dr. David Tilly
Deputy Director of Education
Iowa Department of Education
400 E. 14th Street
Des Moines, IA 50319

Dear Dr. Tilly:

On behalf of the State of Iowa Special Education Advisory Panel (SEAP), which represents a diverse community of parents, agencies, teachers, and administrators from the State, we would like to thank you for joining us to address our concerns about the new structure of Special Education within the Division of Learning at the Department of Education.

Your review of the department reorganization, specifically the positions dedicated to special education and the responsibilities of those positions, was extremely helpful. We appreciate your commitment and enthusiasm for the new structure of Special Education in Iowa, and we understand that changes need to be made to improve educational opportunities and performance. Our concern continues to rest with the authority of the administrative consultant charged with special education, and the oversight of the Bureau Chief who will have many responsibilities.

At the December 7th SEAP meeting, Director Glass asked us to consider changing our "recommendations", which had been detailed to him in a letter dated June 6, 2012, to "priorities". He also stated these recommendations/priorities aligned with those of the Department. Our purpose as members of SEAP is to advise the Iowa Department of Education regarding special education and related services for children with disabilities and their families. In order to do so, it is important that the lead Departmental decision makers are present at the table and hear directly from us. We are concerned that the priorities defined by SEAP, concluded through the process of healthy debate and confirmed by consensus of the majority, be heard "in first person" by the people in power to implement the actions. In order for SEAP to function as required by IDEA, SEAP requests that the person/persons with the authority of making decisions, managing the Part B dollars, and managing the projects impacting students identified for special education and personnel, attend all SEAP meetings.

In our discussion, you affirmed the law that "all children are general education children first." Unfortunately, our educational culture has often been "my kids" or "your kids". Our achievement gap tells us that we have much work to do to improve the educational progress for kids with disabilities. We look

SEAP Vision

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

Iowa's Special Education Advisory Panel

"Working to Improve Special Education Services for Iowa's Children"

forward to working together with the Department and the decision makers at each meeting to improve outcomes for kids.

Thank you for your time in considering the importance of what we advise. We look forward to partnering with you and others at the Department.

Keeping Kids First,



Kelly Von Lehmden
SEAP Chair 2012-2103

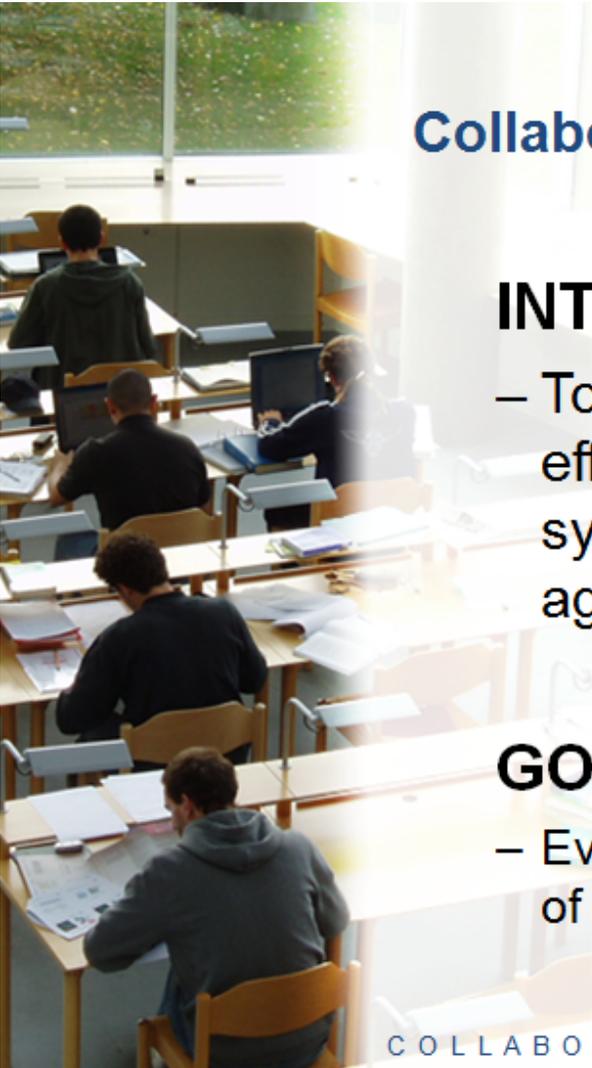


Karen Thompson
SEAP Vice Chair 2012-2013

cc: Director Glass

SEAP Vision

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



Collaboration for Iowa's Kids (C4K)

INTENT

- To work more effectively and efficiently as a full educational system to accomplish a few agreed upon priorities.

GOAL

- Every learner is proficient by the end of 3rd grade across subgroups.

Purpose of Work Teams

Priority areas:

- Standards and Curriculum
- Educator Quality
- Response to Intervention
- School Improvement

COLLABORATION FOR IOWA'S KIDS - C4K

Major Work of Teams



Standards & Curriculum

1. Early Literacy Framework
2. Evidence-based strategies to support ELF
3. Evidence-based universal reading programs to support ELF
4. Evaluation of programming/supports



Educator Quality

1. Consensus Leadership Teams
3. Collaborative Inquiry
4. Professional Development structure & support
5. Processes/tools to support Data-Based Decision-Making



Response to Intervention

1. Universal Screening/Progress Monitoring
2. Diagnostic Evaluation Process
3. E-B Standard Treatment Protocol
4. E-B Intensive strategies/supports
5. Data-Based Decision-Making



School Improvement

1. Implementation and Scaling
2. Continuous Improvement Model
3. Healthy Indicators
4. Data System

COLLABORATION FOR IOWA'S KIDS - C4K

Collaborative Governance Structure

Early Literacy: All learners will be proficient by the end of 3rd grade across subgroups

