

Iowa Special Education Advisory Panel

Date: September 11, 2015

Facilitators: Nancy Ankeny Hunt

Panel Secretary: Julie Carmer & Cayanna Reinier

Present: Julie Aufdenkamp, Valerie Baker, Carma Betz, Craig Barnum, Kurtis Broeg, Denise Brown, Billy Jo Cowley, Donita Dettmer, Margaret Ebersold, Susan Etscheidt, Ruth Frush, Cari Higgins, Ron Koch, Aryn Kruse, Amy Liddell Susie Lund, Larry Martin, Joseph McAbee, Amy Petersen, Beth Rydberg , Emily Sopko, Mary Stevens, Karen Thompson, Kathleen Van Tol, Kelly Wallace, Joel Weeks, Doug Wolfe, Jason Yessak

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

Absent: Jan Collinson, Joseph McAbee, Melanie Patton, Sandy Smith

Handouts for the September 11, 2015 meeting:

- Agenda
- Minutes from May 8, 2015meeting ([LiveBinder](#))

Welcome/Introductions

The meeting was called to order by Susie Lund at 9:01 am

Approval of Consent Agenda (Minutes, May 8, 2015)

Motion made by Donita Dettmer to approve, second by Kurtis Broeg. Motion approved.

Each and Every Child--Jim Flansburg

Jim shared the background behind Each and Every Child, which highlights the successes of schools and others in serving students with disabilities. Jim asked the panel for help identifying stories throughout the state.

When you have a story you would like to have put into the “Each and Every Child” Newsletter please contact Jim Flansburg @ (515) 281-5795 or jim.flansburg@iowa.gov

Where are we now? How did we get here?—Barb Guy

Where are We Now?

Foundation Information-

Acronym Alerts:

SSIP – one component of our larger SSP

ISIP- multiple indicators and improvement activities

SIMR- as part of our plan we had to identify one measurable. We chose: increase the number of students who enter 3rd grade ready to read

SPP- annual performance plan

Part B – Included 3-5 and k12 (17 indicators); indicators are the same for every state; most are compliance indicators. For example, B13 is secondary transition. The feds gave some parameters around B13 but there is some flexibility in measures. This makes it difficult to compare from state to state since there are some differences in measures.

Part C – Birth to 3 (11 indicators)

Foundation was laid in 13-14

- Identified 3 areas of work
- Moved discussion of indicators to results
- Began SSIP work
- SDI
- Redesign of IEP/IFSP

Plan 2014

Build a SSIP so that all learners graduate high school college and career ready – broke in to age groups to determine the 2 or 3 things that make a difference and what we are doing about it.

When we last met—

We had submitted our SSIP (literacy as a result) with the strategy being SDI and submitted our SPDG grant- focus is SDI with the result being literacy

Over the summer...

SSIP was approved

SPDG approved

State Determinations released

ISIP further development

Level of Determination: Iowa meets requirements. For details:

<https://osep.grads360.org/#program>

WIOA—What's New?—Kenda Jochimsen

Section 511—Implications for LEA

Students are defined as 21 years and younger—provide IEP and 504 services

Youth are defined as 14 - 24

What is Section 511?

- Provides limitation on the use of subminimum wage to any individual with a disability.
- Clearly describes the documentation required for any entity that employs a person with a disability at subminimum wage.
- Prohibits a local education agency or state educational agency from entering into a contract or other arrangement with an entity for the purpose of operating a program for a youth with a disability under which work is compensated of a subminimum wage.

Section 511 is a very small part of legislation.

IVRS: can now provide individual consultation to help other organizations provide services by advising on accommodations, modifications, etc., to assist individuals to achieve employment (for example, IWD). Can help organizations improve their system in order to better serve individuals with disabilities. These individuals can now be served by other organizations without the need to be referred to VR. IVRS' expertise will be available to support individuals with disabilities so that it brings disability into the mainstream, integrated environment rather than segregating PWD and having to go to VR and get on the caseload to receive assistance.

IVRS can provide TA and consultation to help the organization who has a legal responsibility to provide the accommodations.

5 categories for working with the potentially eligible students:

Job Exploration Counseling

Includes any counseling to assist the student with a disability to learn and understand: the demands of the workforce, the types of jobs available and the skill requirements needed to perform the essential functions of the job, and job exploration experiences so that the student with a disability can make an informed choice regarding their vocational goal both in the selection, training and preparation for that goal.

Work-based Learning Experiences

Includes in-school or after school opportunities or experiences that are outside the traditional school setting that is provided in an integrated environment to the maximum extent possible. Examples of work-based learning experiences include internships.

Counseling on Opportunities

Includes counseling on how to enroll in comprehensive transition or postsecondary educational programs at institutions of higher education and what should be considered in the decision-making regarding the postsecondary training environment (i.e. discussion on disability supports, course of study related to the postsecondary training program, etc.)

Workplace Readiness Training

Is designed to develop social skills and independent living skills in order to demonstrate the work ethic, attitudes, and behaviors for a competitive integrated employment environment.

Self-advocacy Instruction

Involves training, instruction, and counseling on self-advocacy skill development and may include establishing opportunities for peer mentoring.

IVRS can interact with students in an integrated classroom —which increases capacity for both school and VR. Students with disabilities have to be in the class, but potentially eligible students can be included.

Looking at a tiered delivery model (between VR and Ed) to determine when to refer a student to VR

5 year plan to fully implement changes. The eligibility model will be implemented Oct 1. Students already on the case load don't have to go through eligibility requirements.

Schools have contracts with Voc Rehab and programs. It also gives us the ability to work and should be given the opportunity to work within the community.

Effective July 2016

New Department Staff—Barb Guy

- Kathy Bertsch
- Julie Jensen
- Maggie Pickett
- Bess Wood

Introduction to SDI Work—Updating the Status—Barb Guy

SDI: How we got here?

- Directors identified need and 11 Key Components in July, 2013
- 2013-14 Stakeholder Groups refined Key Components to 4
- 2014-15 Stakeholder groups identified and refined Critical Features and Promising Practices

4 Key Components

1. Diagnose for Instructional Design
2. Design for Instructional Delivery
3. Deliver for Learner Engagement
4. Engage for Learning

SDI—Where are we going?

It is the focus of the new State Personnel Development Grant (SPDG)

- Oct 1, 2015 – Sept 30, 2020
- Total of \$5.2 million

Beginning with PK-3 literacy

YEAR 1- Team has already been developing materials; 2 new staff will be hired; posted for an external evaluator

Year 2 – begin Cohort

70 schools in the cohort; 2 levels of interventions: one at the classroom level and the supports the system has to help the teachers.

Iowa's State Systemic Improvement Plan (ISIP):

- Intended to align DE SPED activities from birth to exit so that all learners who received special education graduate high school ready for college and career.
- Input and feedback from SEAP and AEA SPED Directors
 - e.g., framework, age groupings
- The Special Education Team has worked to determine results, result measures, indicators and potential factors (aligned with our division goals) for learners birth – 1 year after graduation.

Meeting Organization—Susie Lund, Craig Barnum

- Kim Darr talked about the expense form for travel, meals and lodging
- Changing from LiveBinder to Google because some of the members are having a hard time opening up LiveBinder.

Future Agenda Items and Other Emerging Issues

Adjourned—3:00

Next meeting is scheduled Friday October 16, 2015 at the Grimes State Office Building