

Iowa's Story: Influencing Classroom Practices



INSPIRING CHANGE

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Iowa's History



- Iowa School for the Deaf established 1855
- County services prior to P.L. 94-142
- Area Education Agencies established 1975
- Serve students in special education, birth-21
- Part C under Department of Education
- Focus on student needs, not disability
- Education system overview
 - Iowa School for the Deaf
 - Area Education Agencies (AEAs)
 - Local Education Agencies (LEAs, local schools)



Special Education



- Serve students in special education, birth-21
- Part C Administrative Rules
 - “Eligible children” means infants and toddlers from birth to age three years who meet one of the following criteria:
 1. Have a condition, based on informed clinical opinion, known to have a high probability of resulting in later delays in growth and development if early intervention services are not provided: or
 2. have a developmental delay, which is a 24 % delay as measured.....

Part B – Educational Disability



A disability for purposes of the Individuals with Disabilities Education Improvement Act (IDEA, 2004) is referred to in this document as an “educational disability.” An educational disability requiring the services of Special Education is a skills deficit, a health or physical condition, a functional limitation, or a pattern of behavior that adversely affects educational performance. An educational disability

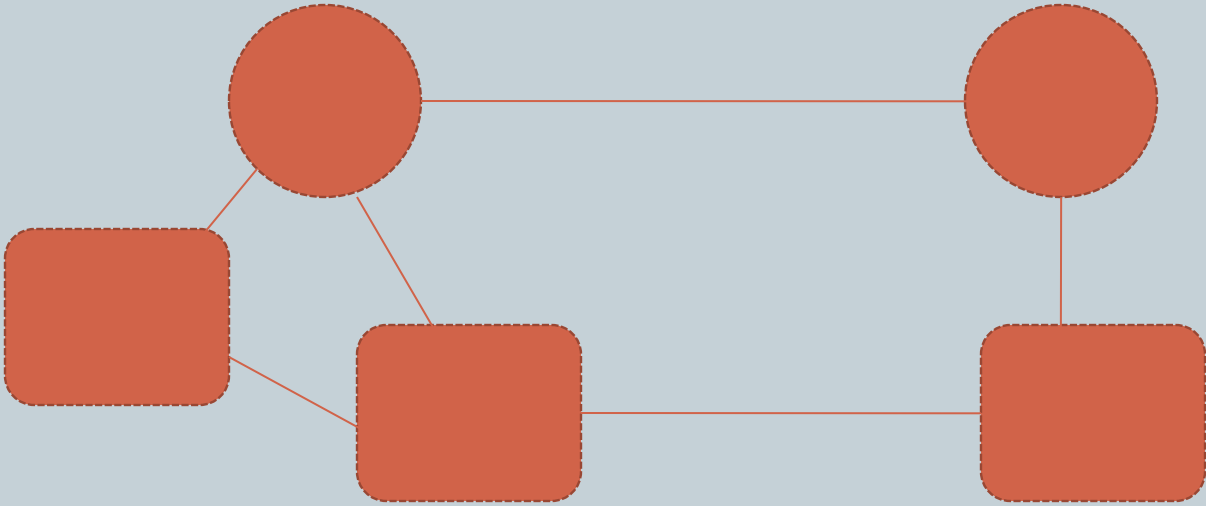
- 1) results in educational performance that is significantly and consistently different, diminished, or inappropriate when compared to the expectations for peers and
- 2) significantly interferes with:
 - a) access to general education settings and opportunities,
 - b) developmental progress,
 - c) involvement and progress in the general curriculum, or
 - d) interpersonal relationships or personal adjustment.

Iowa's System



Iowa Dept of Education

Iowa Board of Regents



AEAs

LEAs

ISD

Inspiring Events



- 2004-2006 - Coordinating Council for the Blind
- 2005 - National Agenda – Deaf
- 2005 - Interpreter Licensure
- 2005-2007 Audiology Modules Implemented
- 2006 - Meeting Educational Services Guidelines (NASDSE) the Needs of Students Who Are Deaf or Hard of Hearing
- 2006 – Communication Plan for DHH
- 2007-2010 - Coordinating Council for Hearing Services
- 2010 - Expanded Core Curriculum ECC-DHH
- 2010 - Study on residential services/facility utilization for IBSSS
- 2011-2012 - Feasibility Study and Planning Committee (Deaf and Blind)

Interpreter Licensure 2005



- Through the Dept. of Public Health, Bureau of Professional Licensure
- For all interpreters, all settings (including schools)
- Implemented July 1, 2005
 - biennial license
- (1) Temporary license (4 years)
- (2) Licensed by Examination (LBE)
 - All RID/NIC, NAD III+, EIPA 3.5+, Cued Speech
- Currently 70% of K-12 interpreters LBE

Educational Interpreters



School Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Total # of interpreters	150	149	unk	150	139	113
% licensed by examination	17.2%	18.7%	25%	unk	41%	70%

Coordinating Council for Hearing Services



- 2007-2010
- Created a Preferred Future, with focused recommendations in four areas -
 - Statewide
 - 0-under 3 year-old population
 - 3-5 year old population (preschool)
 - K-6th population (elementary)
 - 7-12th (middle and high school)

Coordinating Council, continued



- Preferred Future – statewide
 - Eliminate geographical differences in the distribution of resources
 - Provide full range of services throughout the state
 - Informing families of full range of services
 - A standard referral process for all DHH children
 - Providing language and communication enriched programs targeting pre-literacy to literacy skills, adaptive and social competency across academic and expanded core curriculum areas
 - Facilitating each student's ability to reach maximum academic potential

Preferred Future by Age Groups

“We will know this is occurring by...”



Providing professional development

Providing specialized training in language acquisition, including sign language, and literacy development & remedial opportunities, including center-based programs for children who are DHH

Encourage the establishment of center-based programs to facilitate development in the areas of language, socialization and literacy

Providing effective transition

Providing each child with appropriate access to all relevant and needed hearing technology

Accessing available funds to carry out programming, including providing financial support to allow/promote parent participation

Providing learning opportunities for Deaf culture, including sign language

Etc.

Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing (ECC-DHH) 2010



- Audiology
- Career Education
- Communication
- Family Education
- Functional Skills for Educational Success
- Self-Determination and Advocacy
- Social-Emotional Skills
- Technology

Feasibility Study and Planning Committee



- Met June – November 2012
- Included a broad-based group of stakeholders
- Goal – plan for future effective and efficient administrative and programmatic functions of both schools
- Wanted equitable access to statewide quality services
- High achievement levels
- Advance, efficient and effectively, the preferred future recommendations

Feasibility Study and Planning Committee Recommendations

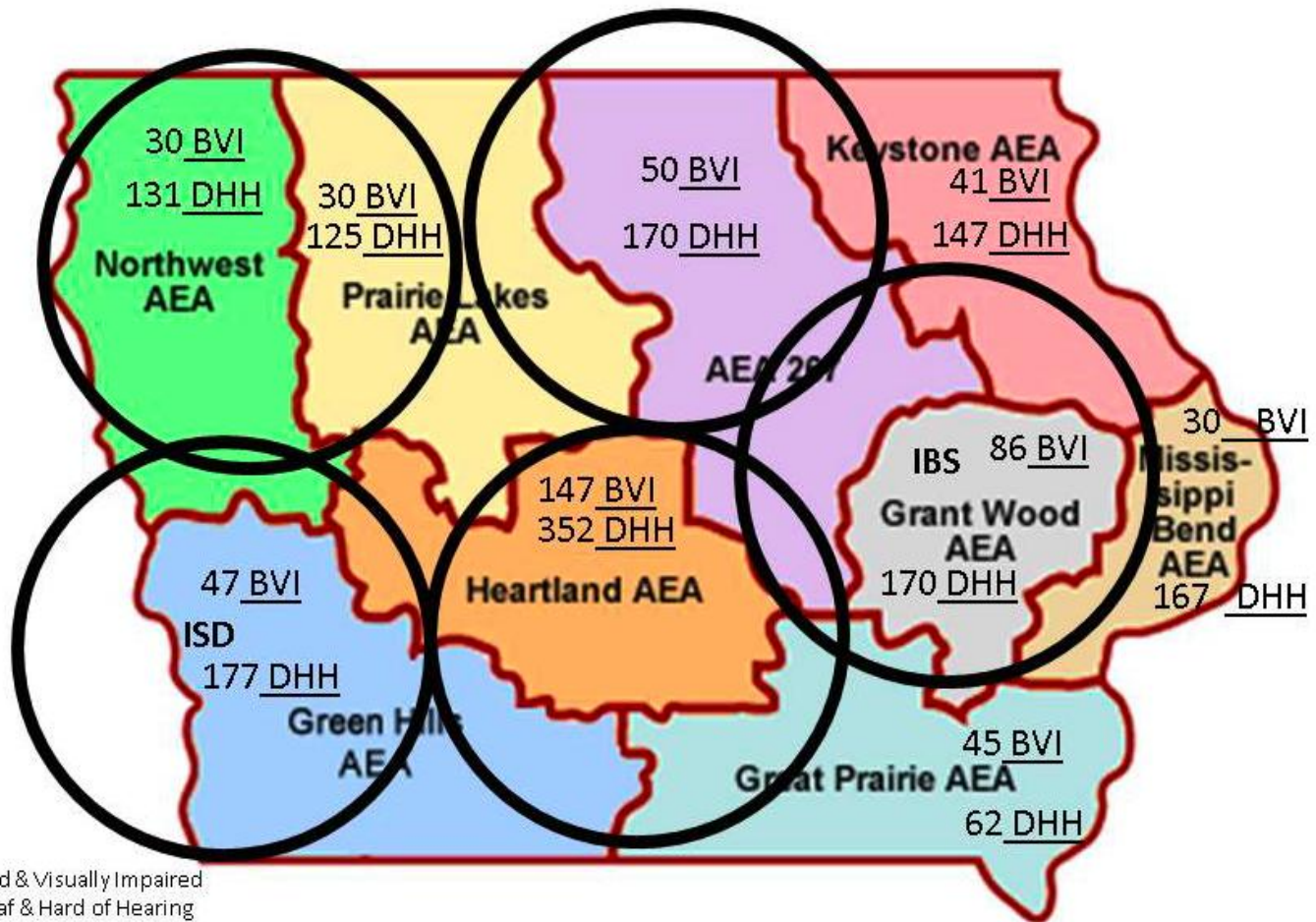


- 1) Approve in concept the recommendations submitted by the Feasibility Study and Planning Committee regarding combining administrative functions and implementation of five regional centers for blind students and for deaf students. The regional centers will include the Iowa Braille School location as well as Iowa School for the Deaf.
- 2) Combine the Management Team for Vision Services and the Executive Team for Hearing Services to create a Leadership Team for Sensory Impairments. This team will lead the planning and implementation of recommended proposals with the superintendent.
- 3) Centralize administrative services to students who are deaf, blind, visually impaired, hard of hearing, or deafblind. Program specific administrative functions, including principal, program directors, and regional directors, will remain separate by area of focus but under the direction of the central administration.
- 4) Iowa School for the Deaf will continue to include a residential option
- 5) Develop a proposal for one or two initial regional centers.
- 6) The proposal must describe the operation of the regional center, including financial implications by September 2013 for potential implementation in FY 2015.
- 7) Communicate the actions of the Board of Regents to the Iowa Department of Management that no legislative action is required at this time.

One Example



REGIONAL CENTERS USING ISD AND ISB DECEMBER 2012



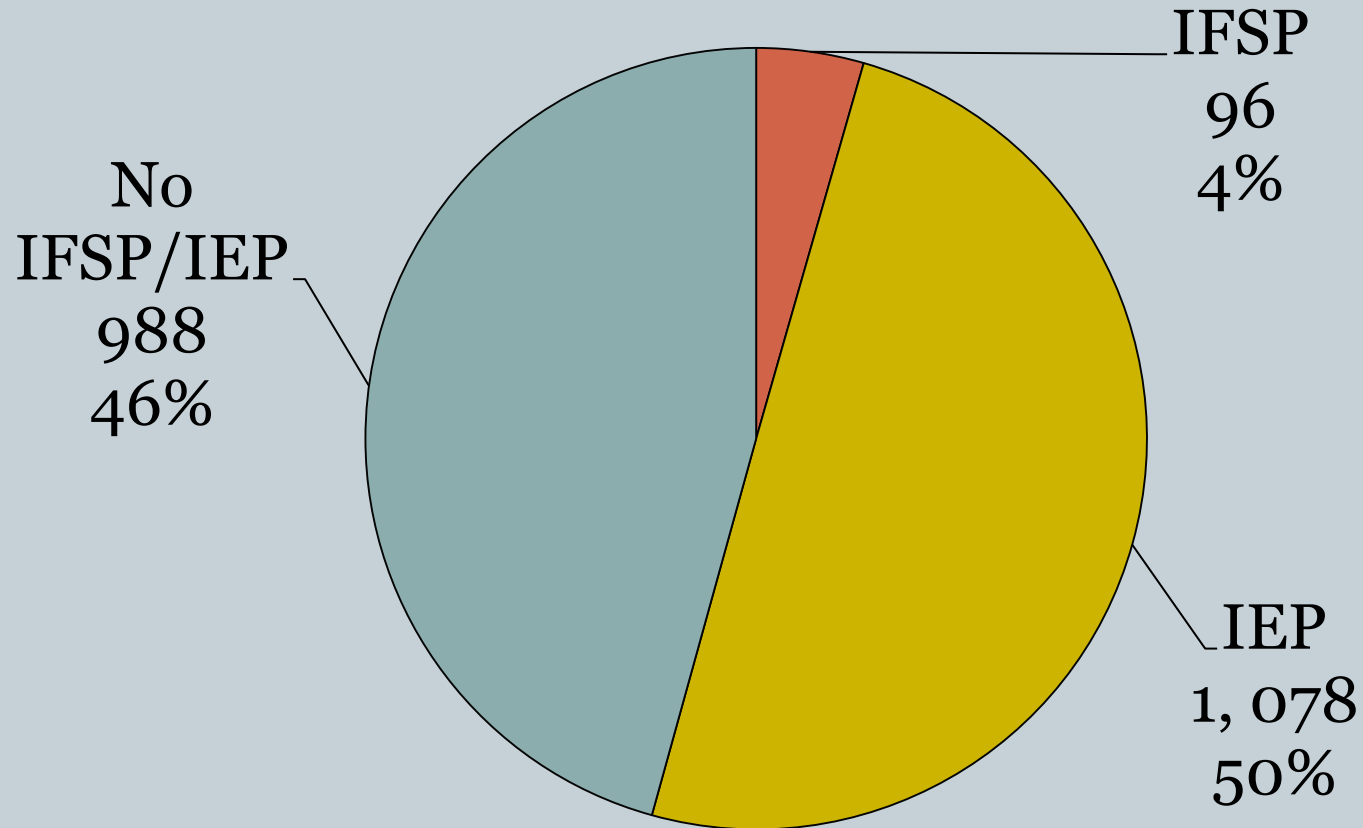
Leadership Team for Deaf and Blind Priorities



1. Create a consistent and standardized referral process for children across Early Access, as well as medical, educational, and transition services. Inform families of full range of services.
2. Support a statewide model for parent learning support and advocacy.
3. Ensure statewide access to language and communication-enriched programs with a focus on literacy, core, and expanded core curriculum.
4. Provide to stakeholders updated information on access to a full continuum of services statewide specific to the individual's communication and language needs from Early Access through post-secondary education.
5. Ensure that professional development opportunities are provided regarding hearing loss, technological advances, services, and educational practices to ensure quality services.
6. Improve the attraction and retention of professional personnel statewide.
7. Improve equitable access to high quality services.

Students with significant hearing loss

N = 2,162



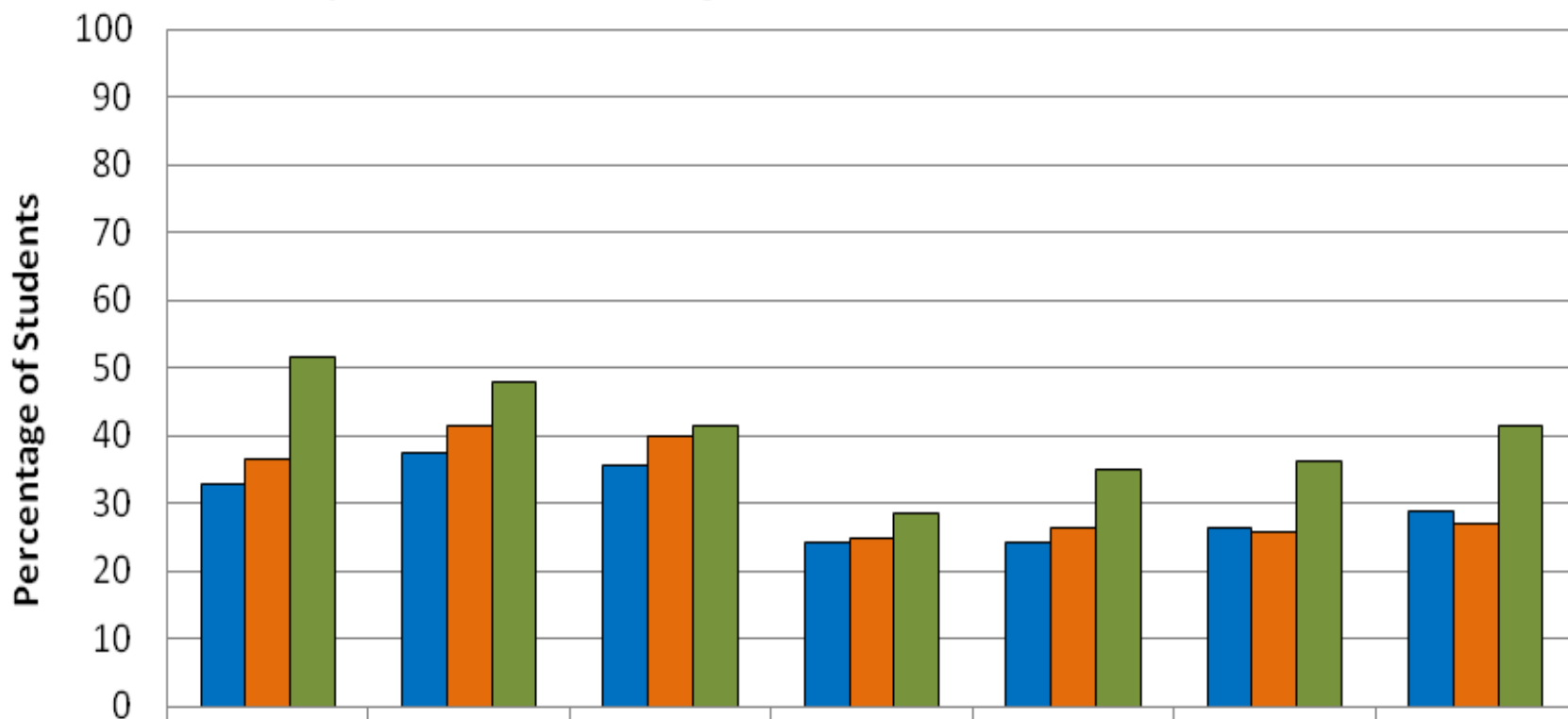
September 2012

Current DHH Staff



		LEA Pre	LEA Elem	LEA MS	LEA HS	AEA
Audiologists						53
Teachers	14 LEAs + ISD	3	24	10	21	44
Interpreters	50 LEAs + ISD	1	57	22	35.5	N/A`

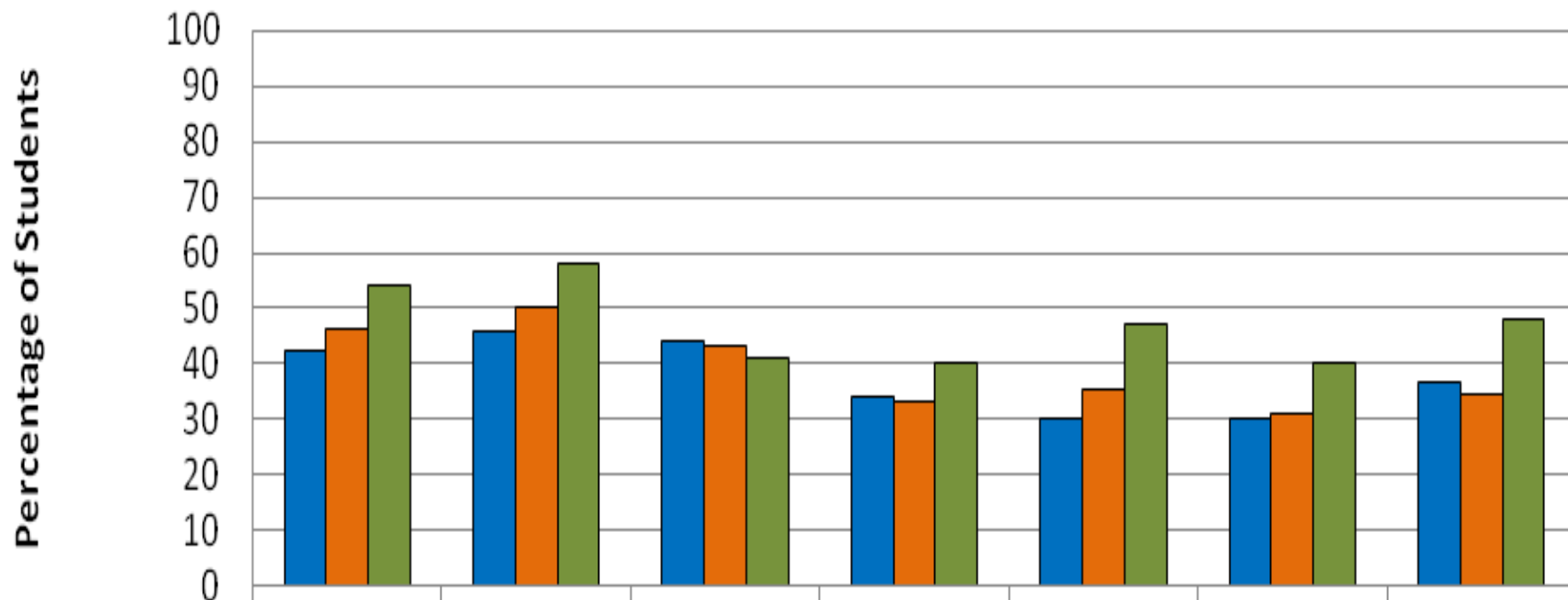
Reading Proficiency for 2006-2007: State Special Education Target, Students with Disabilities, DHH Students



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
■ 06-07 Target	32.97	37.46	35.58	24.26	24.27	26.33	28.98
■ SWD	36.75	41.68	40.01	24.86	26.36	25.93	27.06
■ DHH	51.82	48	41.51	28.57	35.09	36.23	41.67

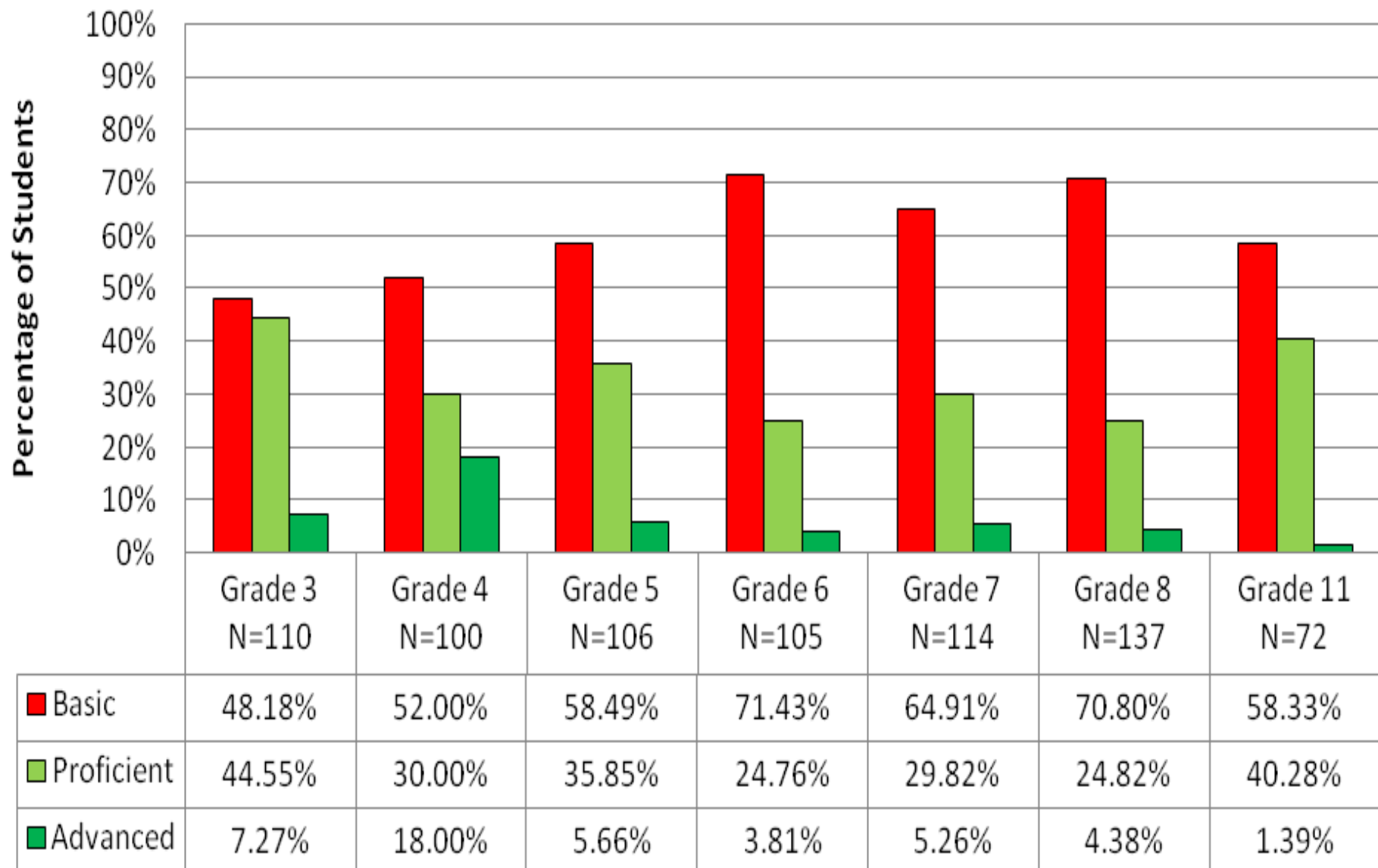
Math Proficiency for 2006-2007:

State Special Education Target, Students with Disabilities, DHH Students

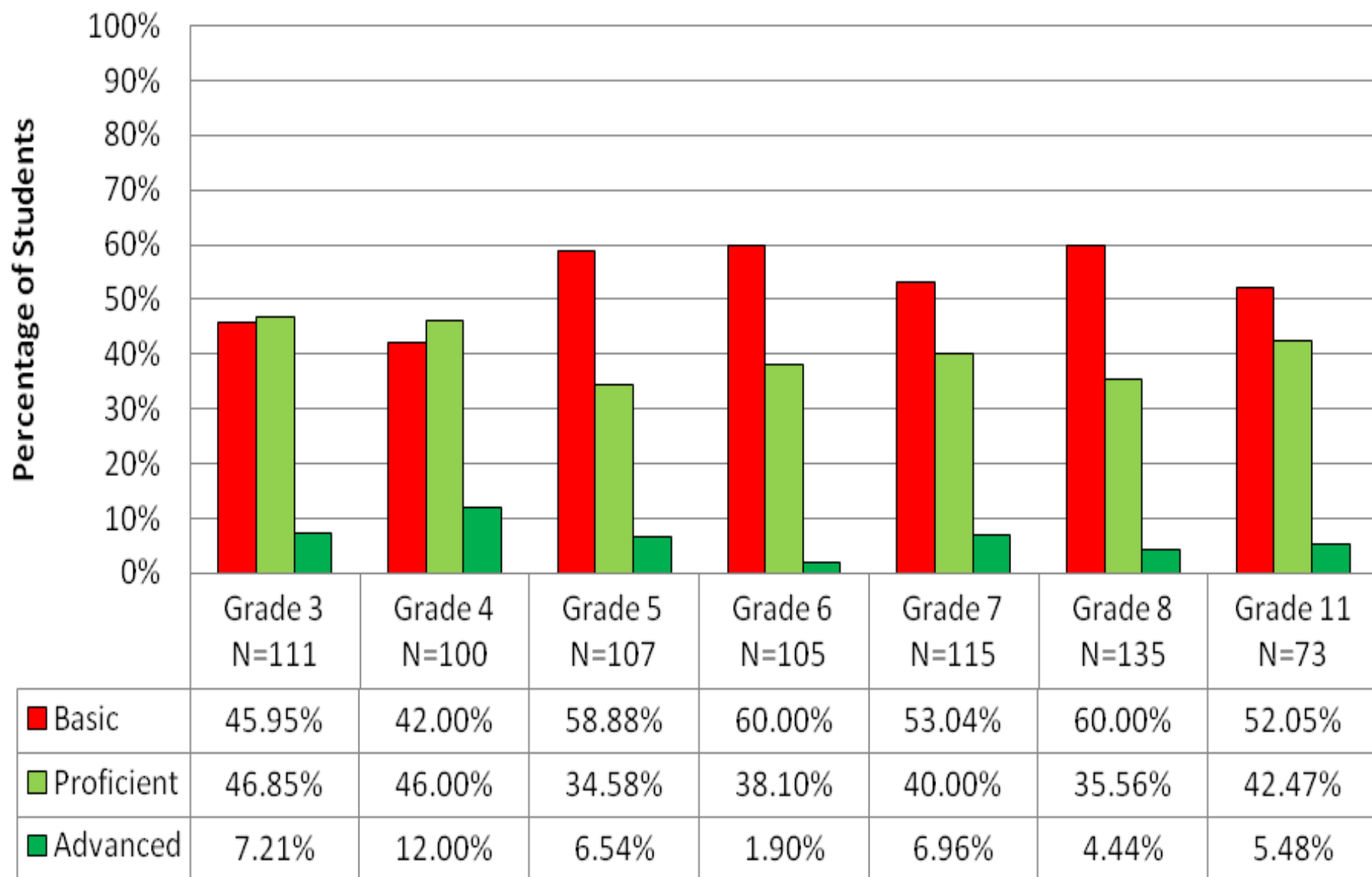


	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
■ 06-07 Target	42.36	45.87	44.2	33.92	30.3	30.14	36.53
■ SWD	46.24	50.02	43.2	33.32	35.52	30.83	34.5
■ DHH	54.06	58	41.12	40	46.96	40	47.95

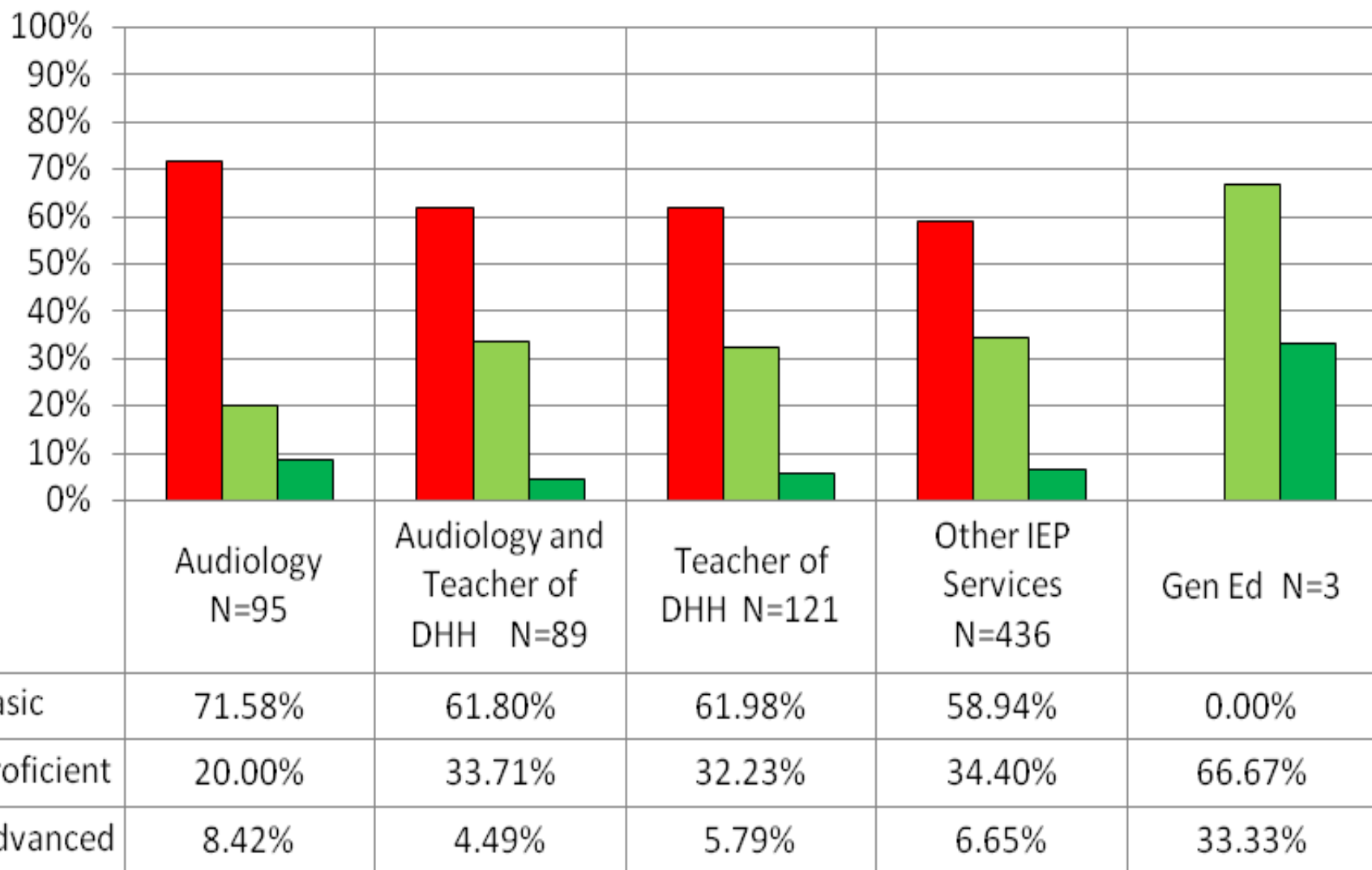
Reading Proficiency, DHH Students, 2006-2007



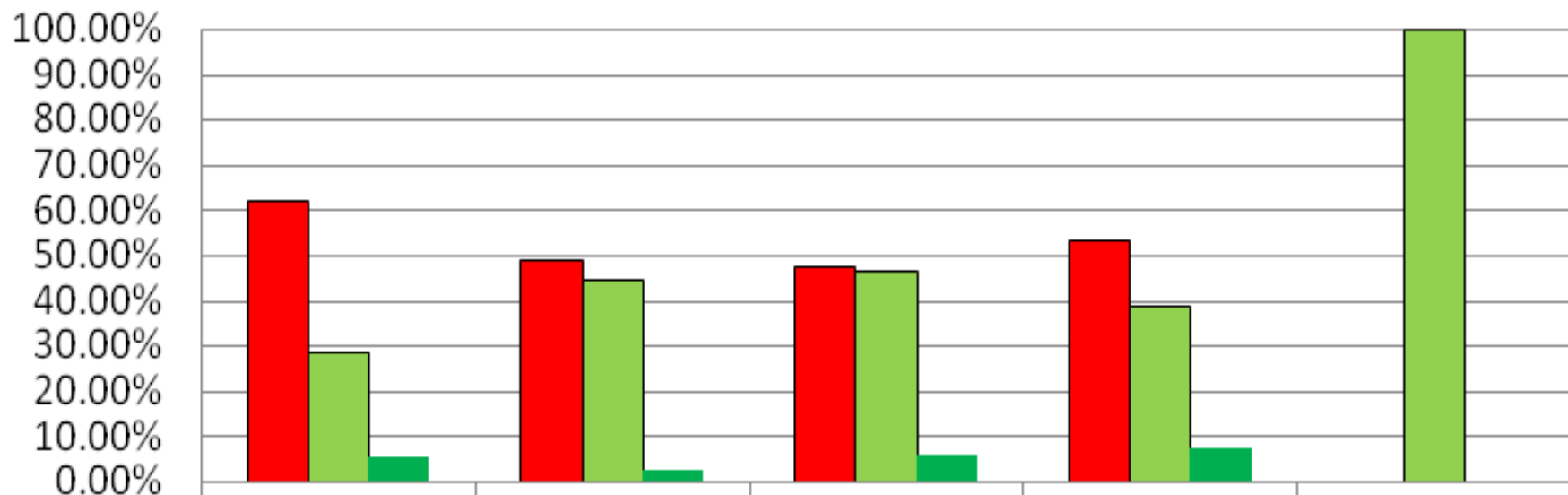
Math Proficiency, DHH Students, 2006-2007



Reading Proficiency by Service Provider, 2006-2007 Grades 3-8 & 11



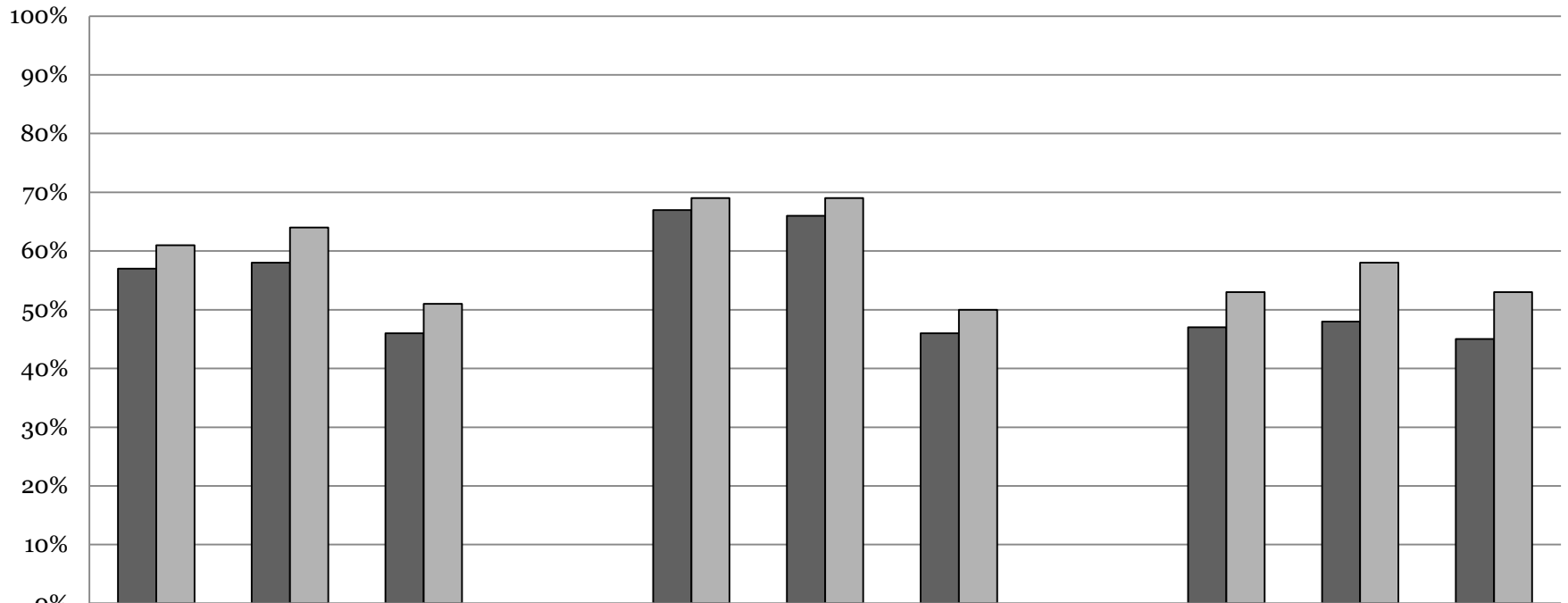
Math Proficiency by Service Provider, 2006-2007 Grades 3-8 & 11



	Audiology N=95	Audiology and Teacher of DHH N=89	Teacher of DHH N=121	Other IEP Services N=436	Gen Ed N=3
Basic	62.24%	48.89%	47.54%	53.51%	0.00%
Proficient	28.57%	44.44%	46.72%	39.00%	100.00%
Advanced	5.10%	2.22%	5.74%	7.48%	0.00%

2010-2012 State Assessments

One year or more growth, percent proficient



	All DHH 2010-11	All DHH 2011-12	% with 1+ year's growth	DHH w/out IEP 2010-11	DHH w/out IEP 2011-12	% with 1+ year's growth	DHH with IEP 2010-11	DHH with IEP 2011-12	% with 1+ year's growth
■ Reading	57%	58%	46%	67%	66%	46%	47%	48%	45%
■ Math	61%	64%	51%	69%	69%	50%	53%	58%	53%

Where are we headed?



- Administrative services will be centralized for blind & deaf
- Programs for blind and deaf will remain separate
- Residential component for DHH students will still be available at ISD
- DHH students will have additional educational options closer to their homes. They will not be penalized due to geography.
- Regional programs – begin with one or two sites. Those plans are progressing. Sites are being narrowed down.
- Continued partnership with Iowa EHDI program and improved data sharing
- Statewide audiology data base will allow us to match students with achievement data base.
- Fluid services - ‘what you need, when you need it’
- Social-emotional support for students and families

Iowa Resources, April 2013

Feasibility Study and Planning Committee Recommendations, Feb 2013 (summary, 2 pages)

http://www.iowaschoolforthe deaf.org/sites/default/files/pdfs/feasibility_study/Board%20Decision%202013%207.13%20ISD.pdf

Feasibility Study and Planning Committee Recommendations to the Bd. of Regents, December 2012 (detailed, 14 pages)

http://www.regents.iowa.gov/Meetings/DocketMemos/12Memos/December2012/1212_ITEM13.pdf

Report of the Coordinating Council for Hearing Services (2010)

http://www.regents.iowa.gov/Meetings/DocketMemos/10Memos/September2010/0910_ITEM08.pdf

Achievement Data on Students Who Are Deaf or Hard of Hearing in Iowa for School Years 2010-2011 and 2011-2012, September 24, 2012

http://www.iowaschoolforthe deaf.org/sites/default/files/pdfs/feasibility_study/Achievement%20Data%20Deaf%20HH%20Iowa%209-24-12.pdf

Achievement Data Reports from 2006-2007

- **Data on Iowa Students Who Are Deaf or Hard of Hearing '06-'07**
- **Addendum to Data on Iowa Students Who Are Deaf or Hard of Hearing**
- **Supplemental Analysis of Achievement Data on Iowa Students who Are Deaf or Hard of Hearing**

http://educateiowa.gov/index.php?option=com_content&task=view&id=584&Itemid=1608

- **The Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing**
- **Communication Plan for Students Who Are Deaf or Hard of Hearing**
- **Educational Interpreter guidance documents**

Iowa Guidelines for Educational Sign Language Interpreters/Transliterators

Sign Language Interpreter Licensure Information January 2013

Hiring Sign Language Interpreters January 2013

Substitute Sign Language Interpreters in K-12 Settings January 2013

Sign Language Interpreter Evaluation Rubric K-12

Speech to text services January 2013

Sign Language Interpreter FAQs January 2013

http://educateiowa.gov/index.php?option=com_content&task=view&id=584&Itemid=1608

Special Education Statewide Procedures *January 15, 2013 Updates*

<http://www.iowaideainfo.org/vnews/display.v/SEC/IEP%7CStatewide%20Special%20Education%20Procedures%3E%3EManual>