

**Feasibility and Planning Study Committee**  
**Iowa Services for Students who are Deaf, Blind, Visually Impaired or Hard of Hearing**

**July 30, 2012**

AGENDA ITEM	DISCUSSION	DECISION
Welcome, Introductions	<p><b>Core team:</b> Shirley Kelley (facilitator)            Shelly Bosovich (via phone), Maria Cashman, Patrick Clancy, Mark Draper, Dave Fardal, Polly Fullbright, Diana Gonzalez, Susan Hagarty, Marty Ikeda, Tracy Isaacson, Charles Levine, Kathy Miller, Brook Nolin, Sandra Ryan, Richard Sorey, Robert Spangler  <b>Support Team:</b> Cynthia Angeroth, John Cool, Marsha Gunderson, Beth Hirst, Gwen Woodward  <b>Presenters:</b> Sara Larkin, Carla Morrow, Margie Ortgiesen, Phyllis McGowan, Dan Milnes  <b>Interpreters:</b> Amy Cook, David Theobald  <b>Others:</b> Diane Heldt, <i>Cedar Rapids Gazette</i>, Dee Cordero, Gus Cordero, Kathy Hintz, Dorene Sell, Pat Sell</p>	
Ground Rules	<ul style="list-style-type: none"> <li>• Advisory in nature</li> <li>• Opportunity to discuss without Being judged</li> <li>• Respect work of different groups that precede this group</li> <li>• Start on time and end time</li> <li>• Identify self before speaking</li> </ul>	
Committee Charge	<ul style="list-style-type: none"> <li>• BOR requested we work with Dept. of Management for most effective and efficient services for D/HH &amp; B/VI. Look at program and administration</li> <li>• How to make the defined services happen</li> <li>• Timeline and timeframe for committee work – prefer completion by early winter with monthly meetings.</li> </ul> <p>This group is to examine future effective and efficient services statewide. What the services need to look like has already been defined; this group should focus on how that would look.</p> <p>Marsha Gunderson asked for clarification between the executive committees and the feasibility committee roles. Patrick Clancy said there is an overlap of the committees; but the feasibility committee needs to look more globally at the structures needed to be put into place from a programming standpoint, and the work of how that happens will go to</p>	

	<p>the executive conference.</p> <p>Diana Gonzalez noted the work that has been done to identify programmatic issues will not be revisited, and that the committee’s charge is more from an administrative operational standpoint.</p> <p>Kathy Miller said the deaf community is concerned the school will close and stated a specific answer is needed as to whether or not it will close.</p> <p>Patrick Clancy said it cannot be predicted as to what the recommendations from the committee will be. We need to look to the future to decide if we need the same configuration as in the past to serve this population.</p>	
<p>Review Minutes 6/25</p>	<p>Motion to approve June 25 minutes made by Draper, seconded by Cool. Motion passed to approve minutes with change of wording Scope of Services: instead of “no defined criteria for placement at ISD...” it will read “no standardized criteria for placement at ISD.”</p>	<p><b>Change wording Scope of Services; instead of “no defined criteria for placement at ISD...” to “no standardized criteria for placement at ISD.”</b></p>
<p>Additional Information Preferred Future</p>	<p>Diana Gonzalez presented a summary of the work of the Coordination Council, which defined a preferred future for vision services in Iowa. A summary of goals of the statewide system: provide equitable access to a continuum of high quality service for all students in Iowa who are blind and visually impaired, including those with multiple disabilities. Discussion included a question from Brook Nolin wondering if this is still a work in progress because there are no regional centers. Diana responded a preferred future is like a strategic plan and it takes time to put it into place. Robert Spangler asked how does the team know if their self-correcting when there problems works. Diana answered the team self-monitors to answer the question for now.</p>	
<p>Overview of Vision Management Team</p>	<p>Maria Cashman summarized work of the management team to date. She said access and achievement for students who are blind or visually impaired need to be maximized. She stated the goals of the group have been around for two years and said more time needs to be given for the goals to be evaluated and accurately measured for success.</p> <p>Susan Hagarty asked if the group has encountered problems collaborating with staff who used to work with the AEA and now work under IESBVI. Gwen Woodward answered there is great support, and the teachers’ feedback indicates they can now do more academically, and work more with math, literacy and living skills.</p> <p>Sandy Ryan said she was still concerned that if due to driving distance of staff, not all</p>	

	<p>students may be receiving the same amount of instructional time or equal effective instructional time. Patrick said this is being addressed under equitable access and although not perfect, there is now greater accessibility. He noted there are still a small number of students living in a large geographical area.</p>	
<p>AmeriCorp Agreement</p>	<p>Dan Milnes, Executive Director, AmeriCorps Vinton campus, explained how the occupancy agreement was established four years ago as a one-year lease with five one-year options. The Vinton campus is one of five established throughout the country. About 200 corps members, aged 18 – 24 years, occupy Palmer, Cottage and Rice Halls as well as parts of Old Main and shared use of the Recreation Center. The federally funded program has been expanded and shall rotate the 200 corps with another group of about 240 FEMA corps members. Patrick noted some of the campus buildings weren't being used and were becoming run down, and now the AmeriCorps has restored them.</p>	
<p>Iowa Services for Blind / Visually Impaired</p>	<p><b>Literacy and math data</b> was presented by Margie Ortgiesen and Sara Larkin BVI students have same standards as other students in the state. The two Outlined action steps planned based on results of Iowa tests and alternative assessments for literacy and math. They reviewed proficiency for literacy and math in school years 2007 – 2010 for students in 3-8 grades and 11<sup>th</sup> grade only. The handouts show a different number of students for math and reading because some didn't take the reading portion. They have increased the number of students they have data for, and even clearer, more accurate data will be available in the future. They discovered that sometimes students are being read the reading comprehension portion of the ITBS/ITEDS, which is not allowed. Additionally, braille-reading students do not always have access to a braille copy of the test and do not always have access to a Perkins Braille in order to work out problems during the math portion of the test.</p> <p><b>Assessment of Blind Literacy Skills (ABLS) data</b> was presented by Gwen Woodward. In 2011, data was collected to establish baselines for students. Until 2016, data will be collected to determine percentage of students who have either achieved mastery or increased their number of skills by at least 15% of the baseline per year (75% over a five-year period). Found all kids but one made at least a 15% increase in skills in 2012. If a student doesn't make the 15%, regional directors will observe and decide what student needs- more service time?</p> <p><b>Discussion:</b> Polly Fullbright asked if the expanded core curriculum (ECC) was included in the ABLS. Gwen explained there are other assessments to measure ECC.</p> <p><b>Extended Learning Opportunities</b> data was presented by Carla Morrow. Activities include all school and non-school (i.e. 4H) events. In 2011/2012, 32 programs were planned; 25</p>	

were held. Storm damage and low registration numbers caused the cancellations. Three or four students are required for an activity to be held. 290 students or 102 unduplicated students participated. Of the 515 students currently served in the state, 20% of participants are in the preschool through second grade, 10% of participants are in upper high school, and 70% of participants are in the third through 9<sup>th</sup> grade. There are opportunities during summer camps, weekends and evenings that are offered in specific areas students need. There are times when 20 students attend. Braille Challenge, math/science weekends and summer programs are well attended. Students also participate. Students also participate in North Central Association of Schools for the Blind (NCASB) programs which include track and field, goalball, swimming and forensics. The Department for the Blind offers activities for students 14 and older and IESBVI is careful not to duplicate them.

**Transition information** was presented by Phyllis McGowan. IESBVI partners with Iowa Department for the Blind regarding transition services. A new transition referral form, collaboration with the Iowa Department for the Blind, training for TVIs and resources to support the writing of quality transition IEPs will help us meet the Strategic Plan Goal: All students who are blind or visually impaired will have transition plans documented on IEPs by age 16 for positive post-secondary outcomes commensurate with the statewide accountability system. 61 IEPs were reviewed this year and all had transition goals, but they still have concerns about how some goals were written. Transition referrals go to the Iowa Department for the Blind when a student reaches age 14. They determine if the student qualifies for ongoing rehab services through the Department for the Blind. If student does not qualify for services, referral goes back to Phyllis for her to work with parents and teams to access services through other partnerships.

**Iowa Educational Services for the Blind and Visually Impaired** - Patrick Clancy reviewed the job descriptions for TVIs, COMS, Deafblind Technical Assistance Team and Consultants. He also presented information about Assistive Device Center, Low Vision Clinics, Extended Learning Opportunities, Professional Development Opportunities and educational services on the campus of IBS. Partnering agencies include: Iowa Department for the Blind, Iowa Department of Education, AEAs and LEAs. IESBVI is serving 515 students birth to 21 statewide.

**Budget Information** was shared by Patrick. Revenue Source major income is state appropriations and sales and services (our contracts with the 9 AEAs and DMPS for services). In the past, AEAs employed and supervised TVIs. New agreement meant IESVI became their employees but financial responsibility is still with the AEAs. So we are reimbursed through this agreement. Other income comes from leasing income from AmeriCorps. Expenses are mostly salaries and benefits, supplies and services,

	<p>utilities/vehicles.</p> <p>Patrick also gave a summary of the recommendation of the Board of Regents Study Committee on residential services and facility utilization at Iowa Braille and Sight Saving School. This study led to the decision to close residential program at IBS. Ideas behind recommendations were to: protect resources we have for children who are blind or visually impaired; intensify statewide services to provide more services as near to each student’s home as possible; employee additional TVIs, COMS and consultants. These recommendations have been difficult due to the 29% reduction in state appropriation. The study also recommended that the Board of Regents continue to operate the Vinton campus for Extended Learning Opportunities and administrative services.</p>	
<p>Guiding Questions</p>	<p><b>What would be advantages and disadvantages of single campus located at Iowa Braille School in Vinton?</b></p> <p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Smaller campus saves money</li> <li>• Facilities and staff perfect fit for blind and visually impaired students</li> <li>• Partnership with AmeriCorp</li> <li>• Geographically close to Interstates 80 and 380</li> <li>• Facility large enough to accommodate the students</li> <li>• Geographically closer to large population centers of Iowa</li> <li>• Diversity of blind/hearing impaired together</li> <li>• Closer to Uofl and UNI</li> <li>• Lower administrative cost from 2 campuses to 1</li> <li>• Lots of acreage – plenty of room for construction</li> <li>• Community support/stronger economic impact</li> <li>• Supportive law enforcement and emergency</li> <li>• Eastern deaf and hard of hearing students may choose to enroll</li> <li>• Better chance of becoming a regional school with neighboring states</li> <li>• Using tunnels to more students to buildings on campus</li> <li>• Effective use facilities</li> <li>• No bad traffic</li> <li>• More centrally located than Council Bluffs</li> <li>• Track, gym and pool are good areas</li> <li>• Opportunity of economic development</li> <li>• Central location for other trainings</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• Property is older in terms of some of the facilities – some aging issues and storm damage issues</li> </ul>	

	<ul style="list-style-type: none"> <li>• Many present enrollees at ISD are residents of western Iowa and may not enroll</li> <li>• Lack of critical mass for deaf population as far as exposure to deaf culture</li> <li>• Limited hotel and restaurants for trainings</li> <li>• Hard to find school in town – no signs</li> <li>• Not on interstate for easy access</li> <li>• Not sure enough dormitory space for AmeriCorps and ISD students</li> <li>• Would the AmeriCorps contract go away if this was the single campus?</li> <li>• If moving students, majority of students would be moving TO this campus</li> <li>• Further away for Nebraska students and the contract with Nebraska</li> <li>• Identity to the school for the deaf campus for deaf community would be huge and loss of identity would be a disadvantage</li> <li>• Money needed to remodel buildings</li> <li>• Would we lose highly qualified staff in change of location?</li> <li>• Not sure buildings would work for all ages of students (Are facilities adequate for all levels of students and all ages, grades, etc?)</li> <li>•</li> </ul>	
Next Meeting Agenda	Next meeting will be Monday, Aug. 27 from 10 a.m. to 3 p.m., on the Iowa School for the Deaf campus, with agenda similar to today's agenda with as focus on deaf and hard of hearing.	
Public Hearing	Today 5-7 p.m. at Iowa Braille School Monday, Aug. 27, 5-7 p.m. at Iowa School for the Deaf	
Other	<p>Diana – UNI Oct. 18 will have its 2<sup>nd</sup> inclusive workshop around creation of documentary “Willing and Able” with added feature of principal who lead to the development of the documentary. Reception at 6 p.m. and presentation at 7 p.m. at Gallagher Bluedorn Performing Arts Center.</p> <p>Marsha – Mark Marshark is a researcher looking at evidence-based learning for deaf/hard of hearing students. He will be on campus Nov. 9 and all are invited.</p> <p>Beth Hirst asked if school will be in session during Aug. 27<sup>th</sup> meeting and if committee would witness a classroom.</p> <p>Brook Nolin asked if a student could give a tour and give their viewpoint.</p>	