

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

November 26, 2012 – 9:30 a.m. to 3:30 p.m.

Heartland AEA, Room 13B, 6950 Corporate Drive, Johnston, Iowa

AGENDA ITEM	DISCUSSION	DECISION
1. Welcome and introductions	<p><b>Attended by:</b>  <b>Core team:</b> Shirley Kelley (facilitator)            Shelly Bosovich, Maria Cashman, Patrick Clancy, Mark Draper, Polly Fulbright, Diana Gonzalez, Susan Hagarty, Tracy Isaacson, Kenda Jochimsen, Charles Levine, Stephanie Lyons, Kathy Miller, Brook Nolin, Tammy O’Hollearn, Marty Ikeda, Sandra Ryan, Robert Spangler, Richard Sorey</p> <p><b>Support Team:</b> Cynthia Angeroth, Don Boddicker, John Cool, Marsha Gunderson, Jim Heuer, Beth Hirst, Megen Johnson, Pam Rubel and Gwen Woodward</p> <p><b>Interpreters:</b> Peggy Chicoine and Jeff Reese</p> <p><b>Reporter:</b> Diane Heldt-<i>Cedar Rapids Gazette</i>  <i>About 20 audience members</i></p>	
2. Reminder of ground rules and guidelines	The group is advisory in nature. There will be opportunity to discuss viewpoints without being judged. The work of groups that preceded this committee will be respected. This meeting will begin and end on time and members will identify themselves before speaking.	
3. Reminder of committee charge	The committee is to plan for effective and efficient planning for the future, both administratively and programmatically. Previous committees have given us a document of what the service looks like. Now we are looking at <i>how</i> we implement services we know are needed.	
4. Minutes from October 22, 2012 meeting	Motion to accept-Maria Cashman; seconded by Polly Fulbright. Changes/corrections: Diane Heldt’s newspaper she works for should be added; Richard Sorey’s name was left out of the attendance. Motion passed with corrections.	Action
5. Additional information for consideration	<p><b>Information reported out Deafblind services</b></p> <p>IESBVI receives a Department of Education grant to coordinate, but grant does not come close to meeting the needs of the Deafblind. Most of the support comes through the AEA and local school districts. There are about 85 students who are on the deafblind registry in Iowa. Joan Pease is the Deafblind Coordinator. Most students are served in the local school</p>	-

districts with support from the AEA and there are some deafblind students at ISD. The grant provides technical assistance around the state for local school districts. The grant also funds professional development for professionals and families as well as Intervener training for paraprofessionals. The deafblind population includes students whose sensory needs are their only educational needs and other students have additional disabilities.

**What happens to extracurriculars if we move to a regional model?** The same type of opportunities could not be provided in the same manner with a regional model as occurs at ISD. Using regional models, activities could be supported, but would probably happen on a less frequent basis and would be different. The opportunity would be lost in a regional model. The opportunity to participate at the local school district should be enhanced through a regional model for those not at a special school.

*Kenda:* If ISD is a regional model, would those extracurricular opportunities stay?

*Patrick:* It would be harder at a regional program, but would be easier to maintain if ISD stays as a residential placement.

*Tracy:* Students would not be able to be included in sports at districts.

*Mark:* This is impacted by the school and what they offer and the student's comfort.

*Susan:* If we go to the regional model-would like to see programs that help parents or students advocate for themselves in extracurricular activities. It can be supported through a regional model.

*Shelly:* We have a regional program in Des Moines and it can work, but it is different than at ISD.

*Kathy:* There may not be direct services at regional sites.

*Mark:* Families and teams aren't aware of the supports that are provided through the IEP for extracurricular activities. The model is not the roadblock; it is the understanding of people to provide ways to access activities.

*Maria:* Be cautious about making decisions based on the past. We have to change some of the models and strategies. We need to learn what the new system looks like

*Polly:* There are a lot of students involved in sports at the elementary and high school level (in Des Moines). The IEP team includes out-of-district people. We discuss how they can participate in these activities including the cost for transportation like sports and drama. The IEP team is critical for the development of these opportunities. I've seen this happen and work.

*Kenda:* From a transition aspect, the advocacy piece is crucial. We need a strong skilled base training in advocacy if we want to see success after school.

*Sandy:* I was told last time that we should not address this issue out of a spirit of fear of change. I agree; but I would like to say change is not always an improvement.

*Brook:* I'm not concerned about extracurriculars. Some of the basic instructional and classroom needs are not being met.

**Quality Educational Services – What makes for a quality education program?**

Patrick summarized the “Quality Educational Services” document. We know we provide quality instruction by reviewing Iowa teaching standards, and look at planning, delivery, monitoring and management of instruction. Information from the National Agenda for b/vi is also in the document. There were still gaps and so we included good quality Braille instruction and access to technology. The document addresses a language-rich environment and direct instruction for d/hh students.

*Mark:* We need to look at what is special about special education. We need quality for all students receiving special education. Education should be based on the core curriculum. Access and quality of instruction can be a barrier for blind/vi/deaf/hh and the rest of the students. We don't believe our instruction is where it needs to be with high standards. This is what the core and the expanded core curriculum push.

*Diana:* My observation for many of these statements is there is a 1:1 correlation with the preferred future of the coordinating council. This is a good affirmation that the coordinating council interfaces closely and meaningfully.

*Patrick:* Quality instruction is what makes a difference, regardless if we are talking about services through an itinerant, regional or special school model.

*Stephanie:* Collaboration with AEAs and IEP teams is okay, but we need to remember that students should be involved with the IEP. My experience is that deaf families don't feel they have enough support at these meetings and that we need to have a deaf adult there.

*Susan:* Some Hands and Voices chapters provide trained advocates for this.

*Stephanie:* I wish we could have done this ages ago; it needs to be done now.

*Sandy:* National Federation of the Blind does have representatives that can attend IEP meetings. Technology doesn't need to be an issue.

*Patrick:* Parent Connection might be able to work on this issue.

**Where are the students geographically?**

There are 9 AEAs and some 360 districts. Refer to handout for where blind/vi student population is by AEA and reviewed deaf/hh student population by AEA (see handout). The maps are only for IEP/IFSP, not 504 plans. The system needs to be better structured for d/hh students to get better data. Green Hills and Great Prairie AEAs cover the southern part of the state.

*Mark:* (Referencing map) It may look like you have a regional population, but these are typically the areas that represent what the trend has been since the federal law to serve all children in the schools was enacted. Proximity is a factor and has always been.

*Patrick:* It was the same for those who served on the b/vi coordinating council. Higher populated areas have more students regardless.

*John:* In 1998, ISD had 26 Nebraska students, now it has about 10 from Nebraska.

*Marty:* (Question related to Referred to Emergent Literacy Supports for Students Who are Deaf-blind or Have Visual and Multiple Impairments: A Multiple-case Study). Are any of these kids getting quality services to get caught up? How does this play into our recommendations? Educators may have one perception, but do they have the tools they need?

*Patrick:* There are measures in place to measure effectiveness of teachers. Is the question about leadership or are the people doing what we think they are supposed to do?

*Stephanie:* A student can be getting A's but still need accommodations because they are losing more hearing- but schools might deny it because of their academic success.

*Susan:* Related to the map (looking at hh by school districts) Who is the teacher? How is the information given to the school district? It's scary to see all the yellow (school districts with 1-3 students) and wonder if the schools are just trying to get those students through the system because it could be another decade before another d/hh child enrolls there.

*Mark:* I challenge this group that we presently have no connect between the state school, local schools, AEAs (itinerants) and districts that are large (like Des Moines). We lack the mechanism to provide high quality support. Wherever we go we need to connect the professionals to learn from each other.

*Maria:* I agree the number of yellows across state are concerning, and they are not getting the expertise they could get if we had a different model. The vast majority of the kids are not at ISD.

*Pam:* There are consultants at IESBVI who work with our teachers and districts about the research.

*Tammy:* The six consultants actually go out to work with those teams that work with kids.

*Polly:* I have a concern about using the AEA staff to set up regional programming and I didn't hear about the AEA and itinerants being involved. We need to collaborate with AEA to provide services. If we set up regional programs, what happens to itinerants already providing services in those areas?

*Susan:* I pictured if we went with regionals, they would be staffed through AEAs already there. Whose budget and personal would we use for a regional model?

*Maria:* Each AEA has individuals who are experts. We already have regional concepts; now we are talking about expanding that concept on not only the AEA staff coming out but also using the ISD staff going out to the districts.

*Polly:* I think direct service is important. We have to set up high standards just like with any other students. I think educational and community interpreters are at the same level.

*Patrick:* The thought was that regional models would be in partnership with the AEAs.

### **Regional Programs**

Patrick reviewed proposed configurations and features of a regional program.

Maps were reviewed with how regional programs would cover the state through the various Guiding Questions (GQs).

GQ1: (5 regional programs) Most of the state could still be covered within that hour of home but not all. That doesn't identify a center community for the five regional programs because there's been no center at this point.

GQ2: (uses IBSSS and ISD as regional programs) The circles change somewhat with ISD's location in such a western part of state. Using IBSSS would mean more area would also be outside the one-hour access point.

GQ2: (four regional programs map with ISD as one of them) Eastern and Southeastern parts of the state wouldn't be covered by the regional programs. These are not static configurations at this point.

*Sandy:* Now, all blind children are taught in public schools. Would their academic

teaching continue to be under public schools?

*Patrick:* It would add to the continuum, so it would be in partnership with local public schools.

*Sandy:* Does that mean blind kids in that particular region would go to this one school?

*Patrick:* The intent is to stay with the continuum of services. If a student's needs are being met well currently, then they would continue to receive itinerant services and those who need more intense services could attend the regional programs.

*Mark:* What I'm hearing is this would be an addition to what is already there; expanding the continuum. We have ISD, with a residential component, regional partnerships and itinerant or district services. Is that fair?

*Patrick:* The regional program intent is to strengthen what is available. There are already classroom-based services and this would be an addition of services to add to the classroom that has predictability over time

*Stephanie:* For example, there are 3-5 regions, and if the kids live more than an hour, what about the regulation about being within one hour from home?

*Patrick:* You are correct. If everyone has access to a program within one hour it would take six regional programs. This would not correct the issue for everyone, but would be better for many. It's the nature of a rural state- a challenge to access services when fairly isolated from populated areas. We have to be efficient and effective so that's why 5 are on the table.

*Stephanie:* I think it is going to cost more if we add more regional programs.

**Costs associated with supporting d/hh education in Iowa; cost to AEAs to provide current services**

*Patrick:* I suggested the committee take personnel information and say that 80% of costs is personnel and benefits; that is the best we can do at this point. It's an indication of the cost.

*Mark:* There were some cost savings from some of the recommendations

*Kenda:* Is the technology/connectivity adequate in all these areas? Do we have the resources there?

*Patrick:* There is access to internet; maybe not ideal, but workable.

*Gwen:* What we use for students using Braille- the internet connection is most important.

*Stephanie:* We don't have enough licensed interpreters and may not be able to use remote interpreting. Have to be sure those areas have that resource.

Sandy provided a written copy of the National Federal of the Blind position paper:

- Concerned about merger implications for both populations
- Data not worthy of consideration, data incompatible, data suspect
- Can't compare BL/VI/DD/HH with typical peers
- Didn't ask if merger is appropriate
- Don't have data to recommend merger.
- Don't have information and don't have data
- Regional models won't ensure that services will be within an hour
- Certified orientation & mobility specialists say they don't want them in regional centers
- When will they be in the regional centers
- How will they be transported, schools days, what will the centers do when not there.
- Centers should be based for teaching potentials
- See handout for the rest

She said the NFB will not vote on recommendations; we need to continue separately and work on the committee for another year.

*Susan:* I have had similar concerns and thoughts. I feel inadequately informed about how blind and visually impaired are educated. One of our options was to leave things as they were. Maybe the current model works for the b/vi population. Maybe we need to separate the populations. Maybe a decision does not need to be made for b/vi but it does for d/hh. It would not be honoring previous committee's work if we drag this out another year, and that would mean longer for students who currently have inadequate access to needed resources. I'm not opposed to separating out the populations

*Sandy:* If we merge services we are less likely to meet the needs of visually impaired students.

*Mark:* I don't recall conversation about merging services. If coordination of two groups of individuals to serve kids in these groups is a merger, I don't see how we lose if we have individuals who bring expertise to these two groups.

*Sandy:* At our first meeting our guiding questions talked about providing services for deaf and blind services in different ways.

*Robert:* So you're saying leave it like it is?

*Mark:* No, but I'm trying to get a handle on the topic.

*Robert:* With the five or six regions, that's what you're doing. Combining education for deaf and visually impaired together. Currently, it's not.

*Shelby:* I'm glad you brought up this topic because I'm operating with the understanding that we're talking about coordination of services. The strategies we would use with populations would be different, not the methodology. We're talking about merged coordination of the services.

*Patrick:* It is interesting that we are at this point and are not understanding that. Merger has been on the table since the first meeting. There may be a lack of clarity. I thought we described coordination of services so that vi would be separated from d/hh but we apparently are not clear.

*Robert:* I think by even with the current plan of five or six regions but not including IBSSS or ISD in those areas, then we are talking about closing or combining services.

*Patrick:* Yes, with those options on the table. That's why we need 270.10 thought about and addressed.

*Maria:* D/hh students would continue to receive educational services from those specialists trained in that area and not from TVIs. Expertise of individuals match needs of the student. This notion of combining services is not interchangeable. We are not interchanging staff and students. They may receive services in same location, but that's as far as it goes.

*Kenda:* You can draw upon more expertise with the regions. Right now maybe things are more disjointed and our professional staffs aren't learning from each other. It would enhance the ability for quality instruction.

*Patrick:* The models are not cookie cutters of one another. For funding, they all look at having 3 teachers of the d/hh and 2 teachers of the b/vi and up to 3 interpreters but each will have different classrooms providing needs for specialized students for which their expertise is needed. It is about the coordination of services. Are there areas where services to both can be provided? I would say there are. Whether we would have regional directors who are discreet to that specialized area or directors who could lead both disability areas is yet to be decided. We never said classrooms serving d/b together would meet population needs.

	<p><i>Polly:</i> Regarding information on the regional centers provided at the last meeting, we already have more staff than that in Des Moines. The recommended staff here is not enough to work with grades K – high school.</p> <p><i>Shelly:</i> This is in addition to the continuum so this would fill in the gaps, it's not intended to replace the current model.</p> <p><i>Patrick:</i> The other choice is not to add to the continuum. I think we have the data to substantiate that we can add to what we are already doing.</p> <p><i>John:</i> Merging administrations would not negatively impact the education. I would support a single administrator. Bringing all those services together would be viable with a single administration.</p> <p><i>Mark:</i> Our charge is effective and efficient services. While we focused on finances and some feel they haven't been as far reaching as they were, we only needed to look at funding of IBSSS and ISD. Could we look at that more in depth? Yes, but the funding is not as far reaching as some might think. It will require collaboration between AEAs and school districts with limited funding. We've further defined what regional programs could be or could not be. We aren't talking about substituting services. We've had no conversation about changing those two service models. We're talking about meeting an unmet need and efficiency for regional programs. We haven't looked at anything that would jeopardize quality. We are struggling with change and this is what we were charged to do.</p> <p><i>Stephanie:</i> There are gaps in the budget for communication access. We need to be spending more.</p> <p><i>Mark:</i> There are areas of financial consideration which are addressed through the IEP, but quality education and access to educational services is what is important. Money is off the table as that is the federal table.</p> <p><i>Stephanie:</i> We still have to consider the budget.</p>	
<p>6. Review of what has been considered</p>	<ul style="list-style-type: none"> <li>● Remember the Coordinating Council's work</li> <li>● Two leadership teams: Management (Blind &amp; VI)/Executive (D/HH)</li> <li>● Close residential program at IBS, invest in state could not due to budget cuts</li> <li>● Iowa 270.10-Iowa Code requires us to look at with Department of Management</li> <li>● Reviewed both schools' strategic plans</li> <li>● Campus visits</li> <li>● Statewide services for both populations</li> <li>● Personnel</li> </ul>	<p>Discussion</p>

	<ul style="list-style-type: none"> <li>• National Perspective (both populations)</li> <li>• Public Hearings</li> <li>• Finances</li> </ul> <p>The straw poll from the previously meeting (p. 10 of the minutes) was reviewed.</p> <p><i>Diana:</i> When we talk about a regional model concept, currently there are about 500 students who are visually impaired being served by local school districts, and about 1400 who are d/hh being serviced by local school districts. Would there be value added with a regional program for these youngsters in terms of additional, not supplanting what school districts do, but are there additional needs that could be served by a regional center?</p> <p><i>Patrick:</i> Not all 2100 young people need a regional center. We don't know what percent need it when we don't have it. We know students aren't performing at levels we would anticipate they would perform at. We can change what we deliver within the continuum to help in terms of increasing performance. It's probably not a problem in Des Moines, but in other areas in the state.</p> <p><i>Diana:</i> If someone needs Braille instruction at a regional center, it would be provided by a qualified instructor?</p> <p><i>Patrick:</i> And also provided by itinerants because many students don't need the intensity of a regional program but need Braille instruction, etc.</p>	
<p>7. Consideration of recommendations</p>	<p>Committee divided into four groups and moved into another room. The groups considered each of the five remaining guiding questions in terms of how each would lead to more effective programming for students as well as how each might detracts from effective programming. A separate sheet of paper was used for each guiding question.</p> <p>The groups then reconfigured into five groups, and each group was assigned to review one of the guiding questions using the sheets from the earlier discussion exercise. The groups focused on common effective/detract from effective statements. The groups reported on their findings back in the main meeting room:</p> <p><b>#1: Five regional models (not using ISD or IBSSS)</b>  <b>Adds effectiveness:</b>  Puts regional centers in rural areas where most needed if urban areas already have much of the services.</p>	

	<p>Spends least amount of money  Higher quality services for majority of Iowa's service with one-hour drive time  Provides evidence-based programs in the majority of the state  <b>Detracts from effectiveness:</b>  Removes residential component from continuum</p> <p><b>#2 Four regional models using ISD as one of the regional sites.</b>  <b>Adds effectiveness:</b>  Enhances continuum of services with residential services for b/vi  Enhances professional development for both staffs  No new center needs to be established in southwest Iowa  Expertise of ISD staff could be used for all sites  Least amount of change  There would be some opportunities there for all populations  <b>Detracts from effectiveness:</b>  Not efficient to not use the IBSSS school with its materials, etc.,  Some students not close to regional centers  Stakeholders may not buy in on any of these options</p> <p><b>#3 Three new regional models plus using ISD and IBSSS (5 regional centers)</b>  <b>Adds effectiveness:</b>  Expands services to some students in rural sites  High concentration of expertise in these communities  Established facilities at the schools have unique community relationships  Adds to continuum with more intense services close to home  Least amount of change  <b>Detracts from effectiveness:</b>  Costs are substantially higher  Neither site can reach a lot of the population within one-hour's drive  IBSSS campus needs a lot of renovation</p> <p><b>#4 IBSSS and ISD stay and add services to each campus</b>  <b>Adds effectiveness:</b>  Facilities already exist</p>	
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	<p>Qualified staff live in those communities  Enhances services for students in those areas  <b>Detracts from effectiveness:</b>  This is not helping others who don't live in those areas  Doesn't really move us forward  Money would be tied to those two campuses</p> <p><b>#5 Single campus on ISD</b>  Adds effectiveness:  There are no positives to having one campus.  Detracts from effectiveness:  It's step backward rather than going forward  Most of the students are not being served  There are staff limitations  Can't reach the majority of the population within one hour's drive</p>	
<p>8. Formulate and act upon recommendations</p>	<p>The group used paper to indicate their feelings as to how they would rank the 5 models now being considered. #5 would indicate a most workable option; #1 would indicate the least workable option. The tallies were reported and the committee agreed to remove models #4 and #5 from further consideration due to their low rankings. (One person indicated Option #4 was the most workable; and zero people indicated that Option #5 was the most workable.)</p> <p>The committee then ranked the remaining three options as to most workable.  Results:  Model 3 was ranked as most workable option by 10 people  Model 2 was ranked as most workable option by 9 people  Model 1 was ranked as most workable option by 4 people</p> <p><i>Kenda:</i> What happens to the staff at IBSSS if it's gone?  <i>Patrick:</i> It's about adding to the continuum. A lot of people do reside there, so it will be a question of how to office them and support them where they reside as they serve the state.</p>	

*Susan:* How will the extended weekend programming of IBSSS continue without the campus?

*Patrick:* Commitment to the summer learning program is strong and it will be offered regionally. IBSSS is well equipped to offer them; these programs are also mobile.

*Mark:* What is unique about IBSSS that makes the services easily accommodated there that it couldn't be relocated somewhere else?

*Patrick:* There is dorm and recreational space like the gym and pool. Extended learning has happened at ISD for a number of years so it can happen other places. IBSSS is already designed for overnight and those kind of activities.

*Robert:* The track is set up for running and things are in place already for b/vi.

*Richard:* You have staff resources that are already in place- if you scrap that completely as a model then you have to find staff to fill those gaps.

*Gwen:* The equipment and technology, library is there. It is easy to staff extracurriculars. We could work with the ISD model if there's a place for it.

*Patrick:* There certainly is the capacity at ISD to host some of those centers- library, etc.

*Don:* There is a perception that IBSSS is antiquated but that's far from the truth.

AmeriCorps has put more than \$3.5 million into renovations campus wide. AmeriCorps and CCC provide more volunteer opportunities. Our classroom/office space is about \$6/\$7 a square foot. Geographically it's not perfectly centered. But the center of need will change. We can't look at long-term regional programming as a deciding factor.

*Patrick:* I agree with all that but we must approach regional programs as having stability. We don't want to create something that people can't rely on being there 10 years from now.

*Polly:* If we decide to go with #2, we need to be sure we provide extracurriculars. Will we have that in the five places? Would you clarify guiding question #2?

*Patrick:* Option #2 means residential at ISD plus 4 other regional centers.

The group was asked to indicate their readiness to remove Option #1 and #3 based on their rankings. Seven people were willing to remove both options. Due to this small number, the group was asked if they were willing to remove #1 from the discussion. 19 individuals indicated they were willing to remove option #1 from further consideration.

*Susan:* If a regional model is in Vinton, what are the complications there geographically?

*Patrick:* IBSSS is established and offers many advantages but is not ideally located in terms of serving more of the state with, of all the arguments here, that's the big one in terms of

the Braille school. We didn't cover all of the state to start with and if we use the special schools, things shift more west and we lose more of the eastern part of the state.

*Susan:* How locked are we into 5 regional programs?

*Patrick:* Whenever we compromise on the number or location of regional centers than we are challenged to meet the goal of improving services statewide.

*Susan:* Is it geographically possible to absorb everyone within one hour?

*Patrick:* Even in the most strategic way, five centers did not get all the students in one hour. So whenever you lose a center, there's even less included. More students would be outside of the attendance one-hour area. ISD is way outside. So you're only doing a half of a regional model although they are picking up Nebraska.

*Robert:* Earlier we talked about Des Moines having their own regional program already set up. What about Davenport and Dubuque?

*Patrick:* Higher population areas have more array of services to offer.

*Gwen:* From a regional director perspective, it is difficult to find places with (lodging accommodations). Sunnyside is great but securing it for weekends or using a school hasn't served us well. IBSSS will struggle to set up programs in other parts of the state.

*Patrick:* ISD can be used more but the location becomes a bigger issue.

*Brook:* If IBSSS is not included in #2 as a regional model, what will happen to the actual facility? Is that outside of our range ?

*Patrick:* There are unknowns. Most likely, AmeriCorps and CCC would have a strong presence. They have indicated they would like to stay even if it means they take over the campus. The Vinton vision committee is looking at meaningful uses of the campus. It will probably be a couple of years to move off the campus. Even with the two-year law, it takes time to plan well for creation of regional programs. There will be a number of processes for the recommendations to go through.

*Tammy:* So it would be possible for the school to keep renting it to AmeriCorps so some of the challenges wouldn't exist that Gwen talked about regarding using it as a location?

*Patrick:* AmeriCorps doesn't own property- they would continue to lease it from Iowa as long as Iowa owns it.

*Robert:* If we're looking at cost effectiveness, we need to keep it available for weekend and summer camps. We are going to pay a lot to hold these other events.

*Patrick:* From a programmatic standpoint, it's hard for us but it's our responsibility to take the services to the children more so than it is to bring them to us. The closer you live to Vinton, the more likely you are to participate in the activities.

*Kenda:* Let's put our sacred cows aside and focus on how are we going to serve the greatest number of kids. Let's look at it from that perspective which means compromise on everyone's part. There's got to be a way to serve the most kids possible using best practices. We have an obligation to look at it from that standpoint.

The committee was asked if they could make a decision in the next 15 minutes or did they prefer to meet in December?

*Susan:* I want to see these circles on a map with numbers- who are we serving. That would make me more confident in making my decision.

*Mark:* Part of the dilemma is there is no guarantee they would consider the regional services.

*Kenda:* If they were affiliated with that center, they could still access expertise at that level.

*Patrick:* In order for us to have additional consultants to serve d/hh, we have to know what we are doing now in a different way to make that happen. I do think each of those regional centers has some consultation that goes out from those sites. I see them as leadership from those sites.

*Polly:* If we came up with different maps with different regions, we could eliminate circles. We could just focus on NE NW SW SE instead of the central part.

*Patrick:* Again, we haven't entered into agreements with any districts to know if those are areas we could move into.

*John:* Wherever we set up regional programs the student population will change. They won't be the same down the road. I'm not sure if knowing exactly where those numbers are will make a difference.

*Stephanie:* Maybe keep the IBSSS school to save money by using that facility.

*Susan:* If Des Moines has a good center-based program, is it truly an option for families 40 miles away?

*Shelly:* It depends on the needs of the students we are currently serving, and if we feel we can take on the needs for additional services. It wouldn't be a guarantee.

*Susan:* That would concern me about taking our circles out of Des Moines.

The committee was again asked if they were ready to reach a decision or did they need to meet in December.

	<p><i>Mark:</i> We agree that ISD with its present services will be maintained. The issue is, will we have four additional models that does not include IBSSS or three models that do include IBSSS? I don't think we are going to be able to make a decision. So what are you looking for? We did not reach consensus, but we had a split or majority vote? I call the question.</p> <p>Committee agreed to vote between Option #2 and Option #3.  There were 9 votes for #2.  There were 14 votes for #3.  The recommendation will be presented to the Board of Regents. (IBSSS/ISD plus three other regional models.)</p> <p>Patrick stated the Regents will receive the information on Dec. 5 and will act on it at the February meeting. The Dec. meeting is telephonic meeting from ISU. The February meeting is at Iowa City at the Memorial Union. The public may attend as observers.</p>	
Appreciation and Closing	Meeting adjourned at 3:35 p.m.	