

Contact: Diana Gonzalez

SPECIAL SCHOOLS STRATEGIC PLAN PROGRESS REPORTS

Action Requested: Receive the reports.

Executive Summary: The Regent special schools submitted annual progress reports on their institutional strategic plans for Board review. Institutional leaders will provide brief oral updates. The institutions' progress reports are attached to this memo.

Background: Board Policy (§6.05) directs the Regent institutions to present annual progress reports on their institutional strategic plans. Board Policy indicates that "the Board shall help establish institutional direction, and monitor and evaluate progress toward achieving strategic goals." Annual progress reports are an opportunity for the Regent institutions to address the degree to which they have advanced the Board's strategic objectives.

The Board's 2004-2009 strategic plan established the following priorities for the Board and its institutions. These priorities were used by the special schools to develop their strategic plans.

- 1.0 Ensure high quality educational opportunities for students.
- 2.0 Discover new knowledge through research, scholarship, and creative activities.
- 3.0 Provide needed service and promote economic growth.
- 4.0 Demonstrate public accountability and effective stewardship of resources.

Iowa School for the Deaf. There are four priorities in the Iowa School for the Deaf Strategic Plan:

- ◆ Ensure high quality educational opportunities for students.
- ◆ Ensure high quality transition services for students.
- ◆ Ensure high quality outreach services statewide.
- ◆ Demonstrate effective stewardship of resources.

Iowa Braille and Sight Saving School. The goals of the Statewide System for Vision Services provide the framework for the implementation of the strategic initiatives of the Statewide System:

- ◆ Provide equitable access to a continuum of high quality services for all students in Iowa who are blind and visually impaired, including those with multiple disabilities.
- ◆ Assure an adequate supply of highly trained teachers and orientation and mobility specialists.
- ◆ Assure adequate and professional supervision, ongoing professional development, and equitable job assignments for professionals working with blind and visually impaired students.
- ◆ Eliminate duplication in service delivery by creating a seamless coordinated system of services to blind and visually impaired students across multiple funding sources and agencies responsible for this population.
- ◆ Maintain a center of excellence in Iowa for discipline specific expertise at Iowa Braille and Sight Saving School.



BOARD OF REGENTS, STATE OF IOWA

STRATEGIC PLAN

2006 – 2011

UPDATE AUGUST 2010

Updated accomplishments for 2009-2010 are shown in blue at the end of each Objective section. NOTE: accomplishments may fulfill more than one Objective, but are listed only once.

M I S S I O N

WHAT WE DO TODAY

THE IOWA SCHOOL FOR THE DEAF (ISD) SERVES STUDENTS FROM ACROSS THE STATE OF IOWA WHO ARE DEAF OR HARD-OF-HEARING, INCLUDING THOSE WITH MULTIPLE disabilities, preschool through age 21, in compliance with state and federal regulations and laws. The Iowa School for the Deaf:

- ◆ Promotes personal, individual excellence in this population by providing comprehensive educational programs and services, delivered by highly qualified personnel with in-depth training for understanding the unique needs of these students.
- ◆ Prepares students for community participation as successful and productive adult citizens, with skills comparable to their hearing peers.

V I S I O N

WHAT WE ASPIRE TO DO

THE IOWA SCHOOL FOR THE DEAF WILL PROVIDE OUTSTANDING EDUCATIONAL OPPORTUNITIES FOR STUDENTS WHO ARE DEAF OR HARD-OF-HEARING, AND will become a nationally renowned program, and a resource for Iowa's school districts, incorporating:

- Specialized programming and services with intensive, individualized instruction and innovative use of technology.
- High expectations and standards for each student, focused on language and literacy skill development commensurate with that of hearing peers.
- Decision-making for individual student program development based on comprehensive, integrated data collection and analysis of student achievement.

V A L U E S

WHAT WE BELIEVE

THE IOWA SCHOOL FOR THE DEAF IS COMMITTED TO:

- OPTIMAL PERSONAL DEVELOPMENT AND ACHIEVEMENT
- PROGRAM QUALITY AND COMMUNICATION ACCESS
- CIVILITY, HONESTY, INTEGRITY, AND FAIRNESS
- ETHICAL BEHAVIOR
- COLLABORATION WITH COLLEAGUES AND CONSTITUENT GROUPS
- CONTINUOUS IMPROVEMENT
- DIVERSITY AMONG FACULTY, STAFF, AND STUDENTS
- OPEN, EFFECTIVE COMMUNICATION
- PUBLIC ACCOUNTABILITY, STEWARDSHIP, AND SERVICE

C U L T U R E

HOW WE DO THINGS

THE IOWA SCHOOL FOR THE DEAF NURTURES A CULTURE CONSISTENT WITH ITS VALUES, CHARACTERIZED BY THE FOLLOWING:

LEARNING IS A PROCESS THAT OCCURS IN EVERY ACTIVITY OF LIFE.

- Iowa School for the Deaf continually and systematically fosters student learning.

ALL CHILDREN CAN AND DO LEARN.

- Iowa School for the Deaf provides a comprehensive learning environment for students who are deaf or hard-of-hearing.

STUDENTS WHO ARE DEAF OR HARD-OF-HEARING NEED AND DESERVE THE MOST APPROPRIATE INDIVIDUALIZED LEARNING ENVIRONMENT.

- Iowa School for the Deaf provides focused, unique, optimal individualized education programs and services for students who are deaf or hard-of-hearing.

S T R A T E G I C P L A N

P R I O R I T I E S , O B J E C T I V E S , S T R A T E G I E S , A N D I N D I C A T O R S

THE IOWA SCHOOL FOR THE DEAF AFFIRMS THESE PRIORITIES, OBJECTIVES, STRATEGIES, AND INDICATORS TO SUPPORT STUDENTS WHO ARE DEAF OR HARD-OF-HEARING:

P R I O R I T I E S

- 1.0 Ensure high quality educational opportunities for students.**

- 2.0 Ensure high quality transition services for students.**

- 3.0 Ensure high quality outreach services statewide.**

- 4.0 Demonstrate effective stewardship of resources.**

STRATEGIC PLAN

PRIORITIES, OBJECTIVES, STRATEGIES, AND INDICATORS

Priorities are numbered "X.," Objectives are numbered "X.1.," Strategies are numbered "X.1.1.," and Indicators of Success are numbered "X.1.1.1."

Updated accomplishments for 2009-10 are shown in blue at the end of each Objective section. NOTE: accomplishments may fulfill more than one Objective, but are listed only once.

1. ENSURE HIGH QUALITY EDUCATIONAL OPPORTUNITIES

1.1. ENSURE OPTIMAL LANGUAGE AND LITERACY DEVELOPMENT OF EVERY STUDENT ATTENDING THE ON-CAMPUS SCHOOL PROGRAM.

1.1.1. Provide comprehensive daily language/literacy instruction to every ISD student with lesson planning that incorporates Individualized Education Program (IEP) goals.

- 1.1.1.1. Administrator review of lesson plans will verify that all content areas, e.g., reading, mathematics, science, and social studies, reflect and/or incorporate language/literacy instructional goals consistent with student IEPs.
- 1.1.1.2. Annual performance for language development and literacy skill development will be measured and documented for every student using the Iowa Test of Educational Development (ITED)/Iowa Test of Basic Skills (ITBS), Northwest Educational Assessment (NWEA), Stanford Achievement Test for Students with Hearing Impairments (SAT-HI), or Alternate Assessment.
- 1.1.1.3. Long-term, multiple year achievement gain patterns will be documented for each student using ITED/ITBS, NWEA, SAT-HI, or Alternate Assessment.
- 1.1.1.4. Student portfolios will reflect performance and achievement gains measured by both objective (e.g., teacher-made, criterion-referenced tests), and subjective (e.g., teacher assessment of student compositions) evaluation tools.
- 1.1.1.5. Daily activities in the after-school/dormitory program, coordinated with classroom activities and training, will support literacy skill development, e.g., Accelerated Reader™ activities, reading club, dialogue journals, and vocabulary building.

1.1.2. Demonstrate students' increased reading skill levels annually.

- 1.1.2.1. Gains in student reading levels will be measured and documented using ITED/ITBS, NWEA, SAT-HI and Accelerated Reader™ assessments.
- 1.1.2.2. Samples of student work in portfolios, e.g., spelling tests and other daily exercises, also will document gains in reading performance.

1.1.3. Demonstrate students' increased writing skill levels annually.

- 1.1.3.1. Gains in student composition and grammar skill levels will be measured and documented for each student using University of Kansas KU Writing Strategies, ITED/ITBS, NWEA, and SAT-HI.
- 1.1.3.2. Samples of student work in portfolios, e.g., individual student compositions and other daily exercises, also will document gains in composition performance.

1.1 Accomplishments

All of the strategies and indicators are implemented. Ongoing review (annual or weekly/daily as noted in each strategy and indicator) is conducted to ensure accomplishments are maintained and continual student progress occurs.

- All ISD students showed achievement gains on the appropriate measures of achievement for their chronological ages and levels of ability.
- ISD High School students' scores averaged a 14-point gain across subtests, including reading and language arts subtests (double the expected 7-point average gain of hearing peers annually nationwide).

ISD students continue to have overall achievement below hearing peers; however, the satisfactory gains achieved by the students demonstrate excellent progress and response to the individualized instruction provided. The gains demonstrate a measure of "catching up" to hearing peers of the same chronological age.

1.2. ENSURE OPTIMAL CONCEPT AND CONTENT AREA SKILL DEVELOPMENT

1.2.1. Provide individualized cognitive/concept development instruction consistent with each student's Individualized Education Program.

- 1.2.1.1. Annual increases in all skill areas and accomplishment of IEP goals will be measured and documented for each student.
- 1.2.1.2. Administrator review of lesson plans will verify that all content areas incorporate language/literacy instructional goals consistent with student IEP goals.

1.2.1.3. Annual gains in IEP goal achievement will be documented for each student with portfolio samples, e.g., completed student worksheets and teacher-made pre- and post-test assessments.

1.2.2. Provide optimal, sequential instruction for students that reflects high expectations for concept acquisition and achievement in all academic content areas, e.g., science, mathematics, social studies, etc.

1.2.2.1. Performance/proficiency gains in academic areas will be documented annually for each student using ITED/ITBS, SAT-HI, NWEA and Alternate Assessment.

1.2.2.2. Proficiency levels will be analyzed regularly for each student and subsequent instruction targeted to reflect the areas needing additional development in IEPs and lesson plans.

1.2.2.3. ISD curricula will be updated regularly to reflect both current same-age peer instructional trends (best practices) and ISD student needs based on analyses of student achievement gains.

1.2.3. Provide curriculum-based enrichment opportunities for students.

1.2.3.1. All students will have curriculum-based study trips in the community, such as visits to fire and police stations to learn about the roles of community support services, and to enhance language skills development.

1.2.3.2. All students will have structured community experiences, such as visits to the library and local businesses, to develop social skills for appropriate interaction, accessing of resources, etc.

1.2.4. Provide extracurricular activities that support student growth as community participants.

1.2.4.1. All students will participate in extracurricular organizations, e.g., Student Council (open to all students), Bell Choir (performs in nursing homes), to develop and demonstrate leadership/citizenship skills.

1.2.4.2. All students will complete a specified number of hours of community service or volunteering annually that will be documented.

1.2 Accomplishments

100% of ISD students made satisfactory progress on their Individualized Education Programs. As noted earlier, ISD High School students averaged 14-point gains in achievement across multiple subtests of the Iowa Test of Educational Development. ISD Elementary and Middle School students demonstrated completion of their IEP progress goals, also.

Also see 1.1 accomplishments.

1.3. ENSURE CONSISTENCY IN PROVISION OF ISD HIGH QUALITY PROGRAMS THROUGH ONGOING PROGRAM IMPROVEMENT.

1.3.1. Receive and/or renew accreditation through the North Central Association (NCA), Conference of Educational Administrators Serving the Deaf (CEASD), Council on Education of the Deaf (CED) and the Iowa Department of Education (Iowa DE).

1.3.1.1. Compliance with all areas relevant to full approval and/or accreditation will be documented.

1.3.1.2. Full accreditation will be received from all accrediting bodies.

1.3.2. Provide appropriate staff development and training opportunities to enhance student achievement.

1.3.2.1. All faculty members will meet relevant Iowa licensure requirements for professional development under the Iowa Professional Development Model (IPDM).

1.3.2.2. All faculty members will maintain updated documentation in teacher portfolios of professional development sessions they have attended, in compliance with the IPDM.

1.3.2.3. All teachers, and staff members who must take coursework to meet position requirements (e.g., Educational Interpreters), will have fiscal and administrative support annually to complete those courses needed to document full compliance with Iowa licensure, or to enhance skills for their positions.

1.3.2.4. All staff members will have support (fiscal and administrative) to attend appropriate professional meetings that enhance services to students most effectively, particularly professional development that emphasizes research into practice.

1.3 Accomplishments

Professional development opportunities were much reduced due to budget cuts. However, faculty members continued to pursue professional development within new parameters to meet their individual goals under the Iowa Professional Development Model.

Ongoing program improvement was accomplished through continuous review of students' achievement and modification of instruction. ISD teachers consulted with AEA specialists, to ensure that student achievement would continue to increase. The measures of student achievement showing larger than expected average gains additionally indicate that these objectives were met.

1.4. ISD TECHNOLOGY, INCLUDING BOTH HARDWARE AND SOFTWARE, WILL SUPPORT HIGH QUALITY EDUCATIONAL OPPORTUNITIES FOR STUDENTS.

1.4.1. ISD will develop a comprehensive, integrated database system for use in decision-making for student programs.

1.4.1.1. The ISD database system will include results of standardized tests and criterion-referenced tests (e.g., ITED/ITBS, NWEA, SAT-HI, and teacher-made test results) in a format that allows easy access and comparison.

1.4.1.2. The ISD technology plan will be reviewed and revised at least annually to keep current with educational database management trends.

1.4.2. ISD will ensure that each teacher has ongoing access and training to use computerized student-progress tracking software.

1.4.2.1. Teachers will use a variety of student-progress tracking information for IEPs and lesson planning, including standardized and criterion-referenced test scores and levels (e.g., ITED/ITBS, NWEA, SAT-HI, teacher-made test results, and grades from daily work).

1.4.3. Each ISD student will have knowledge and skills to use a variety of technology for learning and interaction.

1.4.3.1. Each student will demonstrate the ability to use technology that includes: computer, text messaging, videoconferencing, video relay services to communicate by telephone with hearing people, telecommunications devices for the deaf (TDDs), etc.

1.4.3.2. The ISD curricula will reflect teaching and learning opportunities that ensure systematic exposure to technology concepts in a variety of subject areas for each student.

1.4 Accomplishments

ISD has met all of the objectives by: installing multiple new servers with dedicated purposes, enhancing wired and wireless systems throughout the facility (as of June 30, 2010, 10 times the capacity compared to 2006), installing SMART Board technology in approximately 98% of the instructional areas (classrooms, labs, etc.), installing an updated telephone system, taking additional steps to secure student information and ensure confidentiality, increasing system redundancy to secure data and prevent data loss, for example through partnering with sister institutions for backups.

At every level except preschool, use of technology is incorporated as a tool for instruction. It is used daily by students and teachers interactively.

ISD has partnered with Sorenson Communications for free videophone technology for all areas of the school and dormitory program, particularly during the past year. Students have learned to use the videophone features to make calls to parents, community service providers (e.g., to make their own doctor's appointments, depending on the age of the students, etc.) and others, for example, to order an item or inquire about hours for a local business.

1.5. ENHANCE EDUCATIONAL OPPORTUNITIES FOR STUDENTS WHO ARE DEAF OR HARD-OF-HEARING BY RECRUITING AND RETAINING A HIGHLY QUALIFIED AND DIVERSE FACULTY, STAFF, AND ADMINISTRATION.

1.5.1. Ensure that all faculty, administrators, and direct service staff members are highly qualified under the No Child Left Behind Act (NCLB) and Iowa statutes.

- 1.5.1.1. All teachers will have appropriate and full Iowa licensure for their assignments and will meet the requirements as highly qualified teachers under NCLB.
- 1.5.1.2. Both principals will have appropriate and full Iowa licensure for their positions.
- 1.5.1.3. The superintendent will have appropriate and full Iowa licensure for the position.
- 1.5.1.4. All teacher assistants will meet NCLB requirements and applicable Iowa statutes for the positions they hold.
- 1.5.1.5. All educational interpreters will have appropriate and full Iowa licensure for their positions.

1.5.2. All faculty and staff members will have classes and the needed support to attain required levels on the Sign Communication Proficiency Interview (SCPI).

- 1.5.2.1. American Sign Language skills commensurate with their position requirements will be demonstrated and documented for all faculty and staff members through regularly scheduled evaluations by trained teams.
- 1.5.2.2. Listings of available classes either on campus or off campus and support to attend the classes will be documented, and evidence of staff participation will be documented.

1.5 Accomplishments

ISD has met all of these objectives during the past school year (100%). However, the budget crisis has resulted in difficulty replacing teachers who are retiring. The challenge exists for recruiting faculty with the multiple licenses needed to effectively serve ISD students, also, due to a nationwide field shortage in teachers who serve deaf students.

Five ISD teachers, all from the High School program, retired in the past two years. Only one could be replaced due to the budget crisis. This has been a major challenge in meeting students' needs for a comprehensive curriculum.

ISD has reorganized its High School as a result. Class sizes are larger and some classes can no longer be offered as of fall 2010, for example, graphic arts. Students needing the classes that ISD cannot offer will be mainstreamed at Lewis Central, if Lewis Central can accommodate them (if class space is available and if LC has the class). ISD will provide interpreters.

1.6. IDENTIFY TEACHER RECRUITMENT AND RETENTION ISSUES AND FUTURE NEEDS FOR ISD AND IOWA'S DISTRICTS.

1.6.1. Collaborate with the task force, including members from the University of Iowa and the Board of Regents, to identify deaf education teacher preparation issues and needs.

1.6.1.1. Task force reporting will document ISD participation and collaboration on this effort.

1.6 Accomplishments

The Task Force has not met during this school year. There is no entity in Iowa responsible for training of teachers to serve students who are deaf or hard of hearing. ISD and Iowa districts continue to recruit from out-of-state IHEs. This continues to be an area of extreme challenge for the ISD administration as we face the potential eligibility for retirement of up to 70% of ISD faculty in the next five years with no reliable source of replacement personnel.

2. ENSURE HIGH QUALITY TRANSITION SERVICES.

2.1. ENSURE THAT EACH STUDENT WHO GRADUATES FROM ISD'S ON-CAMPUS SCHOOL PROGRAM HAS A VIABLE TRANSITION STRATEGY FOR POST-GRADUATION OPPORTUNITIES.

2.1.1. Each student's IEP will document projected transition plans for living, working, and learning, that will be reviewed annually and revised as needed.

2.1.1.1. Each student will have an initial, written transition plan by the end of eighth grade.

2.1.1.2. Each student will have a finalized, written, post-graduate plan by the final trimester of the last year in school.

2.1 Accomplishments

The objective has been met completely. Every ISD graduate has a clearly defined transition plan. ISD keeps data on graduates one year out, and up to three years out for students who remain in the ISD 4PLUS (Postsecondary Learning for Ultimate Success) program.

Members of the Class of 2010 have selected the following postgraduate options:

One will attend Gallaudet University in Washington, DC with multiple scholarships.

Three will attend Iowa Western Community College for up to 9 credits a term while receiving additional tutoring and support from the ISD 4PLUS program (co-enrollment).

Three will attend the 4PLUS program and work, with ISD providing the on-the-job support needed for a smooth transition to competitive employment.

Three will return home and/or to other Iowa locations to work (one student will join his family's farming enterprise, one will have Vocational Rehabilitation supported employment, and one will become a welder).

2.2. ENSURE THAT EACH STUDENT HAS HIGH QUALITY CAREER AND LIFE SKILLS PREPARATION (VOCATIONAL AND INDEPENDENT ADULT LIVING SKILLS AND KNOWLEDGE).

2.2.1. Each student will have a transcript and a Plan of Study that reflect transition goals as stated in the IEP.

2.2.1.1. Each student's Plan of Study will align with IEP goals for transition.

2.2.1.2. Each student's transcripts will reflect appropriate, completed requirements for his or her Plan of Study and IEP goals for transition.

- 2.2.2. Each student will have a portfolio that documents samples of completed coursework, and appropriate progress toward transition into the student's selected post secondary options.**
- 2.2.2.1. Each student's portfolio will contain sufficient and appropriate examples of high quality student work to verify progress.
- 2.2.3. Each student will complete a "medical portfolio" that contains personal medical information, e.g., immunization records and health insurance information; learn the vocabulary for completing such medical forms as health insurance applications; and know how to access resources for health/medical maintenance.**
- 2.2.3.1. Each student's medical portfolio will include all relevant information to enable the student to complete forms and detail his/her medical needs.
- 2.2.3.2. Each student will have training to contact appropriate medical resources and handle his/her medical needs independently.
- 2.2.4. Each student will complete a minimum of one ISD Transition Curriculum course per year during each year of high school.**
- 2.2.4.1. Each student's transcript will demonstrate completed ISD transition coursework requirements.
- 2.2.5. Identify career trends for deaf or hard-of-hearing individuals and align ISD's vocational/career preparation offerings with current local, state, and national trends.**
- 2.2.5.1. Information will be compiled from outside sources including postsecondary programs for deaf or hard-of-hearing students, Iowa and Nebraska Workforce Development, and the Department of Labor, and will be reflected in ISD courses.
- 2.2.5.2. Technology used for career skill development will be reviewed at least annually, and updated to reflect current trends.
- 2.2.6. Identify and expand the number of local, Work-Based Learning sites each year.**
- 2.2.6.1. A listing of sites used will be reviewed and revised at least annually, including: how many years each site has been used, how many students are participating at each site, and the type of work students perform at sites both on and off campus.

2.2 Accomplishments

All of these objectives are implemented and the indicators are being accomplished. ISD faculty members continue to monitor national and local trends, as well as students' needs, and assist the students in making adjustments as needed.

2.3. IDENTIFY LONGITUDINAL POST-GRADUATION TRENDS OF ISD STUDENTS.

2.3.1. Identify employment/educational status of recent graduates.

2.3.1.1. Information on the status of recent graduates will be collected through surveys, personal interviews, Alumni Association, and the ISD website.

2.3 Accomplishments

See 2.1

3. ENSURE HIGH QUALITY OUTREACH SERVICES STATEWIDE.

3.1. DEVELOP EFFECTIVE STATEWIDE OUTREACH SERVICES FOR MULTIPLE CONSTITUENTS, INCLUDING FAMILIES, DISTRICTS, AND AREA EDUCATION ASSOCIATIONS (AEA).

3.1.1. ISD will maintain and provide resources related to issues in deafness and hearing impairment for use by constituents.

- 3.1.1.1. Current, updated resources and technical assistance related to issues in deafness and hearing impairment will be compiled and disseminated to provide professional help and information to families, districts, and AEAs.
- 3.1.1.2. Technical assistance given to educational programs, emphasizing reading and math for students who are deaf or hard-of-hearing, will be documented.

3.1.2. ISD will coordinate and serve as a resource for professional development opportunities related to issues of education for students who are deaf or hard-of-hearing.

- 3.1.2.1. ISD support to constituents statewide will be documented, including support given via the Iowa Communication Network, for activities such as support groups and workshops for families and service providers.
- 3.1.2.2. ISD will have an annual summer program to assist students who are deaf or hard-of-hearing, to include students who do not regularly attend ISD's on-campus program, that emphasizes the skills of the Expanded Core Curriculum (e.g., communication and literacy skills such as how to use an interpreter effectively to gain information, how to use specialized assistive listening devices).

3.1 Accomplishments

Due to budget cuts, ISD's outreach efforts were reduced. The summer program focus was changed to be a camp experience rather than an instructional enrichment experience, which enabled ISD to reconfigure groups with non-instructional personnel at a cost savings.

Sign language classes were again held via the ICN. These were reduced to one semester to save ICN airtime costs.

ISD hosted the annual meeting of the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) from April 23-26, 2010 in Council Bluffs. 150 representatives of programs nationwide attended. Outreach efforts of six schools from around the nation were featured.

3.2. ENHANCE EXISTING RELATIONSHIPS WITH ISD'S MAJOR CONSTITUENTS, AND WITH NATIONAL ORGANIZATIONS SERVING STUDENTS WHO ARE DEAF OR HARD-OF-HEARING.

3.2.1. Identify additional ways to collaborate on program and service provision with Iowa Braille and Sight-Saving School (IBSSS), Iowa DE, and AEA's.

3.2.1.1. Continued collaboration and expansion of the Iowa Deafblind Project with IBSSS, Iowa DE, AEA's, will be documented.

3.2.1.2. Additional shared programming possibilities will be identified and documented with Iowa partners.

3.2.2. Communicate regularly with Nebraska Department of Education (NDE) and districts/Educational Service Units (ESUs) regarding Nebraska students placed at ISD, to ensure seamless service provision and accountability for progress.

3.2.2.1. Program documentation will demonstrate communication activities, e.g., the NDE, the ESUs, and the district participation in each student's IEP team.

3.2.3. Continue participation in national leadership efforts for deaf education.

3.2.3.1. Superintendent's and state consultant's participation will be documented related to the National Agenda, Quality Programming for Deaf and Hard-of-Hearing (QPDHH) and Conference of Educational Administrators Serving the Deaf (CEASD).

3.2.3.2. QPDHH/National Agenda materials will be disseminated throughout Iowa as a resource to assist in program planning.

3.2 Accomplishments

This objective has been met. Some of the strategies are ongoing with indicators of progress monitored (for example, dissemination of Quality Programming for Deaf and Hard-of-Hearing materials as new administrators come into districts and AEA's.)

ISD continued efforts with the Iowa Deafblind Project including technical assistance and participation on the statewide Deafblind Technical Assistance Team in collaboration with personnel from the Iowa Braille and Sight-Saving School. In one case, the technical assistance ISD provided resulted in a student placement at ISD.

The Superintendent and several ISD educational staff members continued participation in meetings of the Coordinating Council for Services to Students with Hearing Impairments and collaborated with other participants on Preferred Futures Statements.

As noted earlier, ISD hosted the annual meeting of the Conference of Educational Administrators for Schools and Programs Serving the Deaf (CEASD) from April 23-26, 2010 in Council Bluffs. 150 people attended from all over the United States. Outreach models from approximately six states were featured.

4. DEMONSTRATE EFFECTIVE STEWARDSHIP OF RESOURCES.

4.1. ENSURE APPROPRIATE STEWARDSHIP OF RESOURCES THROUGH EFFECTIVE AND EFFICIENT BUSINESS OFFICE AND ISD FOUNDATION OPERATIONS.

4.1.1. Investments (both for ISD and ISD Foundation) will be maximized to enhance funding for targeted school programs.

4.1.1.1. All investments (both for ISD and ISD Foundation) will be reviewed monthly to adjust strategies and maximize returns. Reports will be filed with the Board of Regents.

4.1.1.2. ISD Foundation projects will be reviewed monthly and aligned with Strategic Plan priorities for funding purposes.

4.1.2. Business practices will be updated regularly and technology will support maximum efficiency in both the business office and all school operations.

4.1.2.1. Resources and funding sources will be reviewed monthly, and aligned with Strategic Plan priorities.

4.1.2.2. Business practices will be reviewed at least annually and revised as needed.

4.1.2.3. Audits, including a Risk Management Audit, will be conducted regularly (at least annually for audits by the State Auditor's office) and reports submitted to the Board of Regents.

4.1.2.4. Technology needs for both the business office and school programs will be reviewed at least annually, and technology will be updated as needed to enhance efficiency and educational opportunities.

4.1 Accomplishments

All strategies and indicators for this goal have been implemented. Most are completed or ongoing.

The Iowa School for the Deaf Science Center Capital Campaign reached \$1,123,597 as of June 30, 2010. Highly favorable contractor bids came in late November 2009, when ISD had already raised \$969,216, so construction began in January 2010 while the campaign continued. ISD anticipates completion of The Science Center by August 16 as school begins.

4.2. ENSURE STUDENT HEALTH AND SAFETY THROUGH REVIEW, MODIFICATION, IMPLEMENTATION, AND/OR MAINTENANCE OF EFFECTIVE STUDENT LIFE OPERATIONS (CAFETERIA, HEALTH CENTER, DORMITORY AND TRANSPORTATION).

4.2.1. ISD will finalize and implement a “Wellness Policy” in compliance with USDA mandates for the Federal Lunch program.

- 4.2.1.1. Cafeteria offerings will demonstrate compliance with USDA food choice mandates for all three meals daily.
- 4.2.1.2. Every student will demonstrate healthful food and activity choices (measured by staff monitoring).
- 4.2.1.3. Every student will have a comprehensive health file, including height, weight, Body Mass Index, etc., and demonstrate basic understanding of the information for himself or herself.

4.2.2. All ISD nursing staff members will be appropriately licensed and qualified for their responsibilities.

- 4.2.2.1. All Health Center staff members will demonstrate American Sign Language skill levels to ensure fluent, accurate communication with students and staff regarding health issues and needs.
- 4.2.2.2. All nurses will have full and appropriate Iowa licensure for their positions and will participate in professional development to stay updated in school nursing and first responder issues.

4.2.3. All dormitory staff will be highly qualified for their roles.

- 4.2.3.1. All dormitory staff members will receive Dormitory Counselor Certification through Conference of Educational Administrators Serving the Deaf (CEASD) to demonstrate appropriate training and qualifications.
- 4.2.3.2. All dormitory staff members will participate in professional development that enhances their qualifications and is appropriate to their roles *in loco parentis*.

4.2.4. Transportation routes will maximize safety and effective use of resources, minimizing time spent in transit.

- 4.2.4.1. All routes will have appropriately licensed and/or qualified personnel assigned to them, e.g., bus aides and drivers must be fluent in ASL, and drivers must have appropriate Iowa licenses to drive students.
- 4.2.4.2. All vehicles will be maintained fully to ensure safety and efficiency, and will be replaced on a regular schedule.

4.2 Accomplishments

Due to statewide budget cuts, most of the scheduled ISD vehicle replacement has been deferred. The ISD Foundation has submitted a grant requesting two donated mini-vans from a charitable foundation that can be used for specific student transportation needs.

Transportation routes continue to be reviewed weekly and revised as needed for maximum efficiency and effectiveness.

A new severe weather procedure resulted in six snow days for ISD students that were made up within the already established calendar. The calendar for the 2010-2011 school year was modified as a result of this experience to accommodate excessive amounts of severe weather days.

4.3. ISD'S FACILITIES AND GROUNDS WILL ENSURE STUDENT AND STAFF HEALTH AND SAFETY, AND WILL SUPPORT INSTRUCTIONAL EFFECTIVENESS.

4.3.1. Facilities and grounds conditions will be reviewed regularly, and repairs and maintenance (R&M) will be scheduled in a timely manner.

- 4.3.1.1. A listing of ongoing R&M projects, scheduled and completed, will be updated at least annually.
- 4.3.1.2. Resource needs and rationales to support projects will be documented to ensure that R&M schedules can be met.
- 4.3.1.3. ISD's scheduled Science Wing renovation will be completed to bring the area up to health and safety code requirements and current best practices for science instruction.

4.3 Accomplishments

ISD has installed more than 20 security cameras campus-wide with recording capabilities. Several times during the 2009-2010 school year, campus break-ins, excessive speeding, and other issues were investigated with security camera footage.

ISD has implemented all safety procedures, repairs and maintenance that are urgent, and continues to have a small log of deferred maintenance items due to budget constraints.

See 4.1 for update on status of the ISD Science Center.

Introduction of Green Cleaning procedures and techniques (Green Seal Rated) has been implemented and all buildings are cleaned uniformly under the program guidelines.

Energy efficiency and LEED principles are implemented campus-wide during repairs and maintenance of facilities, as well as in the new Science Center design and construction.

**Iowa Braille and Sight Saving School
A Statewide System for Vision Services in Iowa**

**Strategic Plan Progress Report
July 2009 – June 2010**

The Coordinating Council for Vision Services developed a plan in the spring of 2006, entitled "Preferred Future for Vision Services in Iowa" (Attachment B2). This plan was approved by the State Board of Education and the Board of Regents, State of Iowa. The Preferred Future Plan became the blueprint for developing a statewide system of excellence to provide educational services to Iowa students who are blind or visually impaired. The statewide system that was developed as a result of this blueprint is now in the third year of implementation and is known as the Statewide System for Vision Services in Iowa. Goals were established for the Statewide System for Vision Services by the Board of Regents and are aligned to the "Preferred Future for Vision Services in Iowa".

The Goals of the Statewide System for Vision Services are:

- a. Provide equitable access to a continuum of high quality services for all students in Iowa who are blind and visually impaired, including those with multiple disabilities;
- b. Assure an adequate supply of highly trained teachers and orientation and mobility specialists;
- c. Assure adequate and professional supervision, ongoing professional development and equitable job assignments for professionals working with blind and visually impaired students;
- d. Eliminate duplication in service delivery by creating a seamless coordinated system of services to blind and visually impaired students across multiple funding sources and agencies responsible for this population;
- e. Maintain a center of excellence in Iowa for discipline specific expertise at Iowa Braille and Sight Saving School (IBSSS).

This strategic plan progress report provides a summary of progress that has been made during the period July 1, 2009 – June 30, 2010, toward achieving the goals established by the Coordinating Council. Regent Rose Vasquez served as co-chair with Sr. Jude Fitzpatrick, State Board of Education.

Major accomplishments in the implementation of the new Statewide System for Vision Services in Iowa during this time frame include:

- The full initial implementation of an Intergovernmental Agreement between the Board of Regents and the State Board of Education.
- The development and implementation of Operating Procedures for the Management Team of the Statewide System for Vision Services.

- The development of a structure, using the Information Management System and Iowa Testing Programs, for reporting outcome data for students served statewide by the Statewide System for Vision Services. The system was put into place during the 2009-2010 school year and allows for improved gathering, analyzing, and reporting of educational information.
- The filling of a critical leadership position with the employment of a Regional Director to support the implementation of the Statewide System for Vision Services on the west side of the state.
- The development and implementation of a new model of short-term (weeklong) student services in learning areas of the Expanded Core Curriculum.
- The employment of 19 teaching positions transferring from the Area Education Agencies to the Statewide System for Vision Services over the last three years leading to the nearly full implementation of employment practices outlined in the agreement.
- Conducting a study of the residential component on the campus of the Iowa Braille and Sight Saving School in conjunction with the Management Team, Director of Special Education, and a Board of Regents Study Committee; presenting recommendations for alternative innovative services to be considered by the Board of Regents and, if approved, developing and implementing services by Fall 2012.

Attachment B1, the Strategic Plan Summary of Progress Report, details the programs and services developed and implemented to continue progress in achieving the goals formulated by the Coordinating Council and approved by the Board of Regents.

Attachment B1

**A Summary of Progress
July 2009 – June 2010**

**Iowa Braille and Sight Saving School
A Statewide System for Vision Services in Iowa**

1. Provide equitable access to a continuum of high quality services for all students in Iowa who are blind and visually impaired, including those with multiple disabilities:
 - 1.1 More than 400 children and students birth to age 21 who are blind or visually impaired received services ranging from direct instruction on a daily basis in Braille and Expanded Core Curriculum (ECC) to periodic consultations as needed. Service areas have been blended with the creation of the Statewide System for Vision Services to accomplish this goal.
 - 1.2 In cooperation with the Iowa Department of Education and the Iowa Testing Programs, it was possible to obtain and analyze data on participation and performance in reading and mathematics on statewide assessment of students who are blind or visually impaired and with additional disabilities served statewide. In reading for 2009, 48% of the students were proficient as compared to 83% for the non-disabled population and 34% for all students with disabilities. In math for 2009, 46% of the students were proficient as compared to 85% for non-disabled and 41% for all students with disabilities. Results only include 61% of the students served and trend data show that performance percents decrease with increased participation.
 - 1.3 Consultation and technical assistance is available to school districts and area education agencies to develop and improve successful strategies for students who are blind or visually impaired with severe multiple disabilities, including those who are deafblind, so that these students can be integrated into their local district special education programs. Consultants have developed a technical assistance model that includes the essential components of the Iowa Professional Development Model and utilizes technology in delivery of some technical assistance.
 - 1.4 In collaboration with the AEAs, Easter Seals Camp Sunnyside, Iowa Department for the Blind (IDB), and Iowa School for the Deaf, fourteen (14) regional programs are being held in the summer of 2010 for students who are blind or visually impaired. The programs include:
 - 1.4.1 Camp Explore is for all school age students, June 13-18, at Camp Sunnyside.
 - 1.4.2 FUNdamentals is for high school eligible students, June 14-16, at Iowa Department for the Blind.

- 1.4.3 Camp Sunnyside O&M Week is for students entering grades 6-12, June 13-18, at Camp Sunnyside.
- 1.4.4 Expanding Our World is for students in grades K-4, June 21-25, at Ruby Van Meter School in Des Moines.
- 1.4.5 It's a Jungle Out There is for students ages 6-13, June 20-July 1, on the campus of the Iowa Braille School.
- 1.4.6 Artful Antics is for students ages 14 and older, June 23-27, on the campus at the Iowa Department for the Blind.
- 1.4.7 Expanding Our World is for students in grades 5-8, June 28-July 2, at Ruby Van Meter School in Des Moines.
- 1.4.8 Toga Arts is for students ages 10-13, July 11-16, on the campus at Iowa Braille and Sight Saving School.
- 1.4.9 News Week is for students in grades 3-8, July 18-23, on the campus at Iowa School for the Deaf.
- 1.4.10 Mission Impossible II is for students ages 14 and older, July 19-21, through the Iowa Department for the Blind.
- 1.4.11 Camp Abilities of Iowa is for students ages 8-13, July 25-30, on the campus of the Iowa Braille and Sight Saving School.
- 1.4.12 Dare to Care is for students ages 14 and older, July 26-28, through the Iowa Department for the Blind.
- 1.4.13 Girls' Night Out is for female students ages 13 and younger, July 30-31, in the Waterloo area.
- 1.4.14 Action Extravaganza is for students ages 14 and older, August 2-4, through the Iowa Department for the Blind.
- 1.4.15 The Great Outdoors Weekend Retreat is for students ages 14 and older, August 13-15, through the Iowa Department for the Blind.
- 1.5 The Statewide System for Vision Services has offered expanded learning opportunities for children and students across the state to meet the needs of the core curriculum and the Expanded Core Curriculum. Opportunities have included:
 - 1.5.1 The 2010 Iowa Braille Challenge was held on January 23 in Des Moines. The Braille Challenge competition is part of a national program from the Braille Institute of America, Inc. This event was co-hosted by IBSSS and the Library of the Iowa Department for the Blind.
 - 1.5.2 Iowa teams participated and competed with other state schools for blind or visually impaired in goal ball, swimming, and forensics.
 - 1.5.3 A new weeklong short program on Independent Living skills was held on the IBSSS campus in December.
 - 1.5.4 A three weekend Science Saturday student training program on Levers and Pulleys was held on the IBSSS campus in February-April for students from across the state.

- 1.5.5 A weekend literacy student activity program titled Cerebral Moments was held in Council Bluffs in March for students in that region.
 - 1.5.6 Carver Grant Project.
 - 1.5.7 A new student activity titled Splish Splash for early childhood families was held March 13 in Cedar Rapids. The activity day will travel to other parts of the state.
 - 1.5.8 A new weeklong short program on Assistive Technology was held on the IBSSS campus in March.
 - 1.5.9 Annual Telephone Pioneers Beep Easter egg hunt was held on the IBSSS campus in April.
 - 1.5.10 Iowa Braille and Sight Saving School hosted Spring Fling Weekend 2010 on the campus in Vinton in May. Students with visual impairments from across the state are invited to participate in the banquet, dance, goal ball, cookout, and Joe Beringer Annual Corvette Car Rally.
2. Assure an adequate supply of highly trained teachers and orientation and mobility specialists:
 - 2.1 For the 2010-2011 school year, 19 additional teachers of the visually impaired will have completed the transfer of employment from the Area Education Agencies to the Statewide System for Vision Services per the agreement with the AEAs for the employment of teachers.
 - 2.2 The Teacher of the Visually Impaired teacher training program was reinstated at the University of Northern Iowa with the Statewide System for Vision Services partnering in the development and implementation of the program.
 - 2.3 To meet the need for high quality and equitable access to services, the Statewide System for Vision Services employed an additional Orientation and Mobility Specialist to serve in the rural areas of the state.
 3. Assure adequate and professional supervision, ongoing professional development and equitable job assignments for professionals working with blind and visually impaired students:
 - 3.1 Two regional summer institutes for professional development were conducted focusing on accommodations for the student with visual impairment in the areas of technology, independent living skills, and performance monitoring of individual education program goals. The model of regional training continues to allow access to professionals across Iowa. Plans are complete for the summer of 2010.
 - 3.2 A Fall Vision Conference, titled Children are Complex; Expect Improvement, was held in Des Moines on October 4-6, 2009, for professionals, parents, and paraprofessionals of children and students who are blind or visually impaired. A primary focus was on cortical visual impairments.
 - 3.3 A Spring Vision Conference, titled The Parent Solution: Expanding Their Future...And Yours, was held in Des Moines on April 16-18, 2010, with a primary focus on parent and family information. The conference reached more families than any prior year conference event.

- 3.4 The Deafblind Project offered a two day conference on CHARGE Syndrome in Spring 2010 with more than 50 family members and professionals attending. CHARGE is a low incident syndrome causing deaf blindness.
 - 3.5 The first Splish Splash early childhood family training and child activity day was held in Cedar Rapids in Spring 2010.
 - 3.6 A statewide ICN training series session, An Introduction to Assistive Technology, was held from January through April.
 - 3.7 Orientation and Mobility Specialist training on the Trekker Breeze GPS system for blind or visually impaired was held in Des Moines in Spring 2010.
 - 3.8 The content and methods for common standards-based evaluation in compliance with Iowa teaching standards specified in Iowa Code 284.3 continues to be used as the evaluation method for all teachers of the visually impaired and certified orientation and mobility specialists.
 - 3.9 Communication conferences as a component of standards-based evaluation were implemented with all faculty and staff.
 - 3.10 A mentoring and induction program was implemented with all new faculties in cooperation with Area Education Agencies and local school districts.
4. Eliminate duplication in service delivery by creating a seamless coordinated system of services to blind and visually impaired students across multiple funding sources and agencies responsible for this population:
 - 4.1 A Management Team for the Statewide System for Vision Services in Iowa for children who are blind and visually impaired has been in operation for two years to provide leadership in the coordination of services, leverage funding, and create expertise and opportunities from all available resources. The Management Team meets on a monthly basis at the Iowa Department for the Blind in Des Moines and provides leadership to the implementation of the Statewide System for Vision Services.

The members are Patrick Clancy, IBSSS Superintendent/Administrator; Lana Michelson, Iowa Department of Education Director of Student and Family Support Services; LauraBelle Sherman-Proehl, Iowa Department of Education Director of Early Childhood Services; Glenn Grove, Loess Hills Area Education Agency Chief Administrator; Karen Keninger, Director of the Iowa Department for the Blind; and Maria Cashman, Grant Wood AEA Director of Special Education.
 - 4.2 In cooperation with the Department of Education, professional learning opportunities for improving academic and functional outcomes for students who are multiply impaired, including students who are blind or visually impaired or deafblind, were offered including Routines and Calendars; Communication Strategies; and Every Move Counts.

- 4.3 The Statewide System for Vision Services and Iowa Department for the Blind staff continue to work together toward a collaborative referral process that will ensure joint transition planning when students who are blind or visually impaired reach age 14. Teachers have received training on the referral process and have implemented the model.
- 4.4 The Iowa Department for the Blind and Iowa Braille and Sight Saving School personnel continue to work to join library collections into one accessible program in order to streamline the process used by people that require an alternate format to access the collections.
5. Maintain a center of excellence in Iowa for discipline specific expertise at the Iowa Braille and Sight Saving School (IBSSS).
 - 5.1 An agreement with the Vinton-Shellsburg school district for the placement of two classrooms on their campus with instructional and support personnel from Iowa Braille School were successfully implemented beginning with the 2009-2010 school year. The agreement leads to improved integration opportunities for students.
 - 5.2 The Expanded Core Curriculum (ECC) has been aligned with the Vinton-Shellsburg School District curriculum and the Iowa Core Curriculum.
 - 5.3 The Old Main facility has been redesigned to serve as a center for the state for consultation services, library services in partnership with the Department for the Blind, and assistive technology services.
 - 5.4 Regarding the campus buildings in Vinton, beginning on July 8, 2008, AmeriCorps NCCC moved a residential site operation to the campus of the Iowa Braille School. There have been 160 Corps members and Corps member leaders, along with 14 administrative staff sharing the campus, occupying Palmer Hall, Rice Hall, the 3rd floor north of Old Main and utilizing, as needed, the recreation building, auditorium, and cafeteria. Plans advanced this year for the expansion of AmeriCorps NCCC into the Cottage and Hospital buildings allowing for a third corps unit on the campus.

Attachment B2

PREFERRED FUTURE FOR VISION SERVICES IN IOWA

Developed by the Coordinating Council for Vision Services in 2005-2006

A Preferred Future for Vision Services in Iowa will be characterized by:

A. Providing appropriate training and support for general education classroom and special education teachers, administrators and AEA staff who work with students who are blind or visually impaired.

We would know this is occurring if:

1. Qualitative assessments, such as repeating the survey of parents and providers conducted as part of the needs assessment data for the Coordinating Council, are completed periodically and showed greater satisfaction.
2. General education and special education teachers demonstrated greater confidence and competence while working with blind and visually impaired students.
3. All paraprofessionals were provided training using state of the art technology.
4. Students who are blind or visually impaired are identified and receive appropriate identification services as early as possible and focused training is provided for LEA teams for newly identified BVI1 children.
5. Teachers held appropriate expectations for achievement and student achievement increases.
6. Performance evaluation of TVIs² and COMs³ is tied to professional development.

B. Using regional centers to provide access to the expanded core curriculum (life skills) and to eliminate geographical differences in the distribution of resources.

We would know this is occurring if:

1. Each BVI student had access to intensive training in the expanded core curriculum (ECC) within a one-hour drive of his or her home.
2. Students resided within their home communities while accessing services from regional centers, including weekend and evening support and transportation.
3. There was evidence of participation in regional centers by parents, families, teachers and administrators.

4. BVI students received intensive, age appropriate training in expanded core curriculum on an ongoing basis throughout K-12 as documented on their individual education programs (IEPs).
5. TVIs and COMs spend less of their time in travel, and more in planning, consulting and teaching.

C. Maximizing skill development in activities for daily living, literacy, social skills, and travel skills.

We would know this is occurring if:

1. Objective assessments of BVI students indicate that students have achieved age appropriate levels of skill development in each of the nine areas of ECC and are able to compete with their similar sighted peers in classroom and extracurricular activities.
2. One year after graduation from high school, BVI students are as successfully employed or in higher education, live as independently, participate in the community and are as personally satisfied as similar sighted peers.
3. Students are taught and use the most effective array of visual and non visual skills.
4. Objective assessments of these skills are based on statewide standardized benchmarks of achievement jointly developed and endorsed by the education system, adult services and blindness communities.
5. All TVIs are fully competent in reading, writing and teaching Braille.

D. Centralizing administration and coordination of service providers, assistive technology, and regional centers to allow for the allocation of available resources to achieve maximum effectiveness.

We would know this is occurring if:

1. There was a structure in place that facilitates the coordination of services and leverages funding, expertise and opportunities from all available resources, including the Iowa Department for the Blind.
2. Evidence of coordination of services can be seen on the IEPs with the roles of the various partners clearly defined and nonduplicative.
3. TVIs and COMs throughout the state are hired, trained, equipped, supported, allocated, supervised, and evaluated by a central administrative agency.
4. A full continuum of services, including residential options that are flexible and targeted is supported by the coordination of services.

5. A document or tool is in place that will navigate the system for use by parents, the medical profession, educators, Department of Human Services personnel, and others who would find it useful.
6. System redesign leads to student outcomes that rival the performance of similar students without BVI. The system operates more economically and without geographic bias.

E. Coordinating comprehensive transition to adulthood services with the Iowa Department for the Blind.

We would know this is occurring if:

1. The Iowa Department for the Blind and IBSSS developed a plan to create a unified philosophy of blindness, their respective programs were complementary, and personnel in all systems valued the expertise and contributions of their counterparts.
2. Parents viewed the education system and the Iowa Department for the Blind as partners, working together to achieve a unified goal of success and independence for students.
3. IEPs reflect goals related to transition.

F. Expanded early intervention services for birth through age 3 which focuses on families, communication and social skill development.

We would know this is occurring if:

1. Parents of infants and young children had early experiences with regional centers and reported satisfaction with the assistance and support found there. This assistance and support is characterized by recognition that parents and family are the first, best and most influential teacher for any child, that critical foundational socialization, personality, and skill development occurs during this time, and that most families have little or no experience of blindness or visual impairment.
2. Early screening, evaluation and diagnosis would be available through the medical community with results reported to appropriate service providers. Follow-up was provided in all cases through the redesigned system of coordinated services.
3. Professional development regarding BVI is provided to Early Access teachers.