

who were present for the first time. He stated the presenter, Lisa [Glenn, ICCSD's special Education Director], was new to the district and that notecards would be passed out so people could ask questions of Lisa and also encouraged people with questions about specific students to talk to Lisa directly.

- B. NWJH Principal Laura Cottrell shared information about the students at NWJH; there are about 730 this year, up about 84 new students from last year, students come from Iowa City, Hills, and Coralville area. NWJH has a diverse group. With boundary area changes, NWJH has added students from Alexander, Twain, and Wickham, 74 students with IEPs (up a little from last year), 100 ELL students, student body is about 60% white, 25% black, and 6% Asian and other. NWJH is participating for the first time in the AVID [Advancement Via Individual Determination] Program for the 1st time this year. The program helps middle of the road students get on the honors track and helps prep students for a four year university if they so choose. She also gave a "shout out" to NWJH's PSTO, for its efforts to welcome everyone and welcomed everyone herself. If anyone has any questions for Principal Cottrell, please email her. [cottrell.laura@iowacityschools.org]
- C. Tara Sterba, DPO Co-President, again reminded attendees that note cards were available to ask questions on.

III. Announcements:

- A. Laura Cottrell mentioned there will be a Restorative Justice Training November 17th – 19th. Please contact Principal Cotrell for more information. Brad Kelly said he would attend.
- B. Chris Patterson, representing CAPTSO [Community Agency Parent Teacher Student Organization for the Transitions Services Center aka TSC] invited everyone to an Open House at Transitions on November 20th from 5-6:30.
- C. Renee Speth invited everyone to the 1st meeting of the ICCSD Mental Health, Special Education, and Disability PTO on Saturday, Dec. 2nd. The meeting will be held from 1pm to 3pm at the Coralville Public Library. More information can be found on the group's Facebook Page.
<https://www.facebook.com/groups/126384014744976/about/>

IV. DPO Officer Reports

- A. President Brad Kelly reminded the group "it's never too soon to think about joining the DPO executive board" and specifically noted that the DPO is looking for two DPO President-Elects.

- B. Jenni Mettemeyer, DPO Co-Secretary, suggested waiting to approve the October meeting minutes at the December regular meeting.
- C. Cynthia Crossett-Powell, DPO Treasurer, reminded representatives of the following schools that their organizations still need to pay dues: Alexander, City High, Mann, Tate, and Lemme.
- D. Eric Johnson noted that NWJH is recording the meeting for the DPO and the video will be posted when it is received [now posted at <https://www.youtube.com/watch?v=mPmaXZpSUTg&feature=youtu.be>]. He also noted there is a discussion about possibly recording future meetings.

V. Foundation Representative Susan Brennan

- A. Reported that Dine Out for Education raised over \$10,000. There will be another opportunity to participate in the spring.
- B. Run for the Schools was down 600 runners this year, if you have any run ideas, please send to Susan because they are meeting as a board to see how they can “jazz it up.”
- C. The annual mail appeal for support to every family in the district will be sent out in December. Please look for it. This annual appeal is the only time the foundation reaches out on a widespread scale to ask for help.
- D. Will also launch staff campaign. The foundation pairs with United Way on the staff campaign.

VI. Iowa City Community School District Reports

- A. J.P. Claussen, ICCSD Board Member shared he is glad the DPO meeting is in the evening because he can’t come in during the day when he is working. It’s his first DPO meeting. He shared the board is “discussing accelerating the Facilities Master Plan,” had a “great retreat on Monday” on visioning (he thanked Janet), likes that district’s focus goals are reading and math, and he likes that district is targeting behavior and student climate.
- B. Superintendent Steve Murley shared that the Certified Enrollment Report is done, and district serves 14,198 students. In comparison to other districts in ICCSD’s AEA service area [Grant Wood AEA], this enrollment is substantially larger than next largest district in terms of the students that are being added. The benefit for ICCSD is that district is funded on a per pupil basis from the state. [From the Iowa Dept. of Ed. website: *Certified Enrollment is an annual report of enrolled resident students used for the Iowa School Finance Formula calculation. The*

certified enrollment count is taken on the first day of October every year, or the following Monday if the first falls on a weekend.]

- C. Superintendent Murley shared that the district has signed the contract for the demographic projections. It will be completed and at the board by next fall [fall 2018].
- D. Brad Kelly, DPO Co-President, announced Special Education Director Lisa's Glenn's presentation, and reminded everyone that he would come around with notecards for questions.

VII. Presentation by Iowa City Community School District Special Education Director, Lisa Glenn.

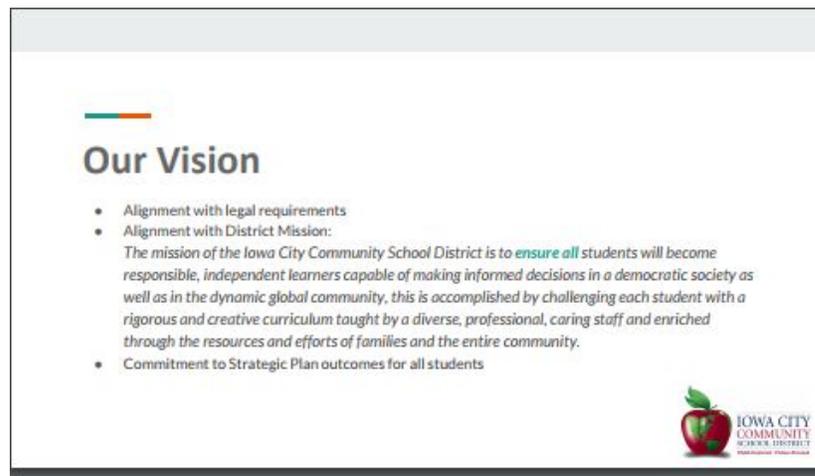
- A. Ms. Glenn thanked everyone for coming, there are a lot of exciting things going on in the Spec Ed department, she loves special ed and could talk about it all night, however, she will hit the highlights because there is too much to cover in one hour. If people need or want additional information, she is happy to give it at any time.
- B. The district is responsible to provide all students with a Free Appropriate Public Education (FAPE) and students with disabilities are entitled to a FAPE through an Individualized Education Plan (IEP) which is reasonably calculated to enable the child to make progress appropriate in light of the child's circumstances. "We want students to be progressing.".... "What is appropriate in light of a child's circumstances--that's kind of a gray area but basically here in Iowa City School District, we want all students to make as much progress as they can by being provided with really great services."



- C. Legal guidance that district receives is provided by Individuals with Disabilities Education Act [IDEA], which was revised in 2011, administrative rules, state

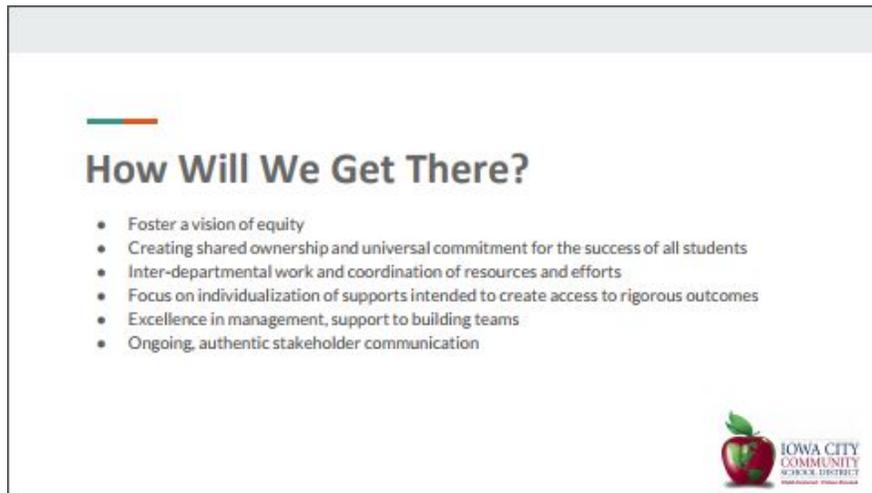
wide procedures manual, and case law, “which kind of clarifies the other pieces.” Many have said special ed law is difficult because it is changing all of the time, and it does change because they know more about how to help students and because it is determined by case law. There have been a couple of big cases recently and what the requirements are is--it depends-- and the child’s unique services help guide services--because all children are unique.

- D. **Our Vision:** A tight, well portrayed vision is necessary with the floor being the legal requirements and the ceiling being the district’s Mission Statement, which refers to “all” students achieving outcomes. Special education and all education are hard work. “We’re committed to ensuring all and that’s a long term project. Ensuring all is a tall order. We also need to, want to be committed to the strategic plan outcomes for all students.” These strategic outcomes are for all students, not most.



- E. **How will we get there?** She has boiled it down to six broad categories to reach the vision and that mission statement for our students, it comes down to equity.
1. “Special education is about the equity of educational opportunity for students to be able to reach the same outcomes.that we’re ensuring for all and making sure we are entitling our students with disabilities to those very same things.”.... “All means all.” Special education requires universal ownership. Will be evident in the outcomes of students and “is even felt by students.”
 2. Ms. Glenn stated this is her twelfth year as a special ed director in three different districts and she has other experience as well. One of her invisible extremely important duties is to support the interdepartmental work of the district. She is part of the team, and the team and resources need to be “pointed in the same direction.”

3. Some districts have programs, which can serve students (e.g. classroom that does this or teacher that does that); however, this implies students have the same needs, which is never true. We need to flip from thinking about programs to programming designed for individuals. We need to think all of the time about how do we support individuals with individual supports and know what those tools are that should be in “our tool boxes.”
4. “Just the right support for just the right student at just the right time.” The IEP team designs the right supports. How do we go about building consensus and agreement and establishing direction within IEP teams “is a notion we need to revitalize here.”
5. Management is part of her job.
6. Communication - she is trying to get out and communicate with people while keeping up with management.



- F. **Inclusion is a mindset.** “The most perceptive people in this system are the students.”

Inclusion Is a Mindset

It is not only the work we do, but *how* we do the work at the district level, that will model the expectation of how business should be done in the district. If we work in isolation as a District Special Education Department then, the District principals, special education teachers and special education students will be expected to work in isolation. If we work in a collaborative and inter-departmental manner, demonstrating interdependence and shared commitment, then our principals, teachers, and students will follow suit. Students experience our mentality.

Lead by example...



- G. **[Creating Alignment & Interdependence]** “A great team would have alignment and interdependence.” They are not an independent contractor. Instructional alignment and clarity is very important. Students need differentiated supports to enable them all to reach outcomes. Learning is the constant, and support is the variable. Supports may need to be varied depending on student needs. Supports can be needed for all students.

Creating Alignment & Interdependence

Inter-departmental work:

- Instructional alignment and clarity
- Resource alignment
- Creation of vision for a Multi-Tiered System of Supports (differentiating supports for students to enable all students to reach the desired outcomes). Learning is the constant, support is the variable.



- H. **[Current Work Underway]** “What’s the big idea...?” If there is one thing she would prioritize, it is “effective IEP teamwork”--need to consider how to come out with the very best plan. Doesn’t mean parents would be passive absorbers of IEP team process or compliant. Current work underway includes prioritizing IEP teamwork to come up with the best plan and include parent/guardian input. Ms.

Glen wants “real and valued input that we consider” from parents and guardians. Parents can present and should present input from outside providers, and it will be considered. She doesn’t think anyone in the district is thinking at an IEP table that the parent should be disregarded. “We don’t know what kind of messages have been sent over time. Wants to send right message. With regard to instructional arrangements, there can be misperceptions about what services can be considered--”can consider a lot of things.” With regard to location of services, the district needs to allocate resources to meet student needs. Consider what can be done so students can stay in their home district.



Current Work Underway

Focus on effective IEP teamwork:

- Consideration of parent/guardian input
- Clarification of role of outside service providers
- Instructional arrangement - equitable access to full benefit of the general education program, plus individual supports needed
- Location of services - Least Restrictive Environment (LRE)
- Role of the Local Education Agency (LEA) representative



- I. A **district-developed service delivery plan** is required of all Iowa districts. Some districts see it as a compliance activity, and she’s had people tell her in other districts that they don’t read the plan, and people don’t always see a lot of value in the plan. However, here, ICCSD’s plan had been sent back by the board to the public for more review after the board asked how many public comments were received--the district hadn’t received any. So, the district mailed the plan to people, and comments were received from the public. Of the comments, there were a couple of questions to which Ms. Glenn didn’t know the answer. So, with a lot of interest and questions, ICCSD is designing a process for getting “really a whole huge body of input for guidance and development” of the plan. They are going to redo the plan. As one of the outcomes of the planning process, they will have questions about communication. Although not required by the state, she and Kris [Kristin Pedersen, Coordinator of Community Affairs] are working on a formal communication plan for the special education department. Ms. Glen wants to know what kind of communication people want? What platforms are best to give and receive that communication? There will be a shared effort between Grant

Wood AEA, the district, and the community. The target date is that the communication plan will that it be done by summer and ready for the next school year.



District-Developed Service Delivery Plan

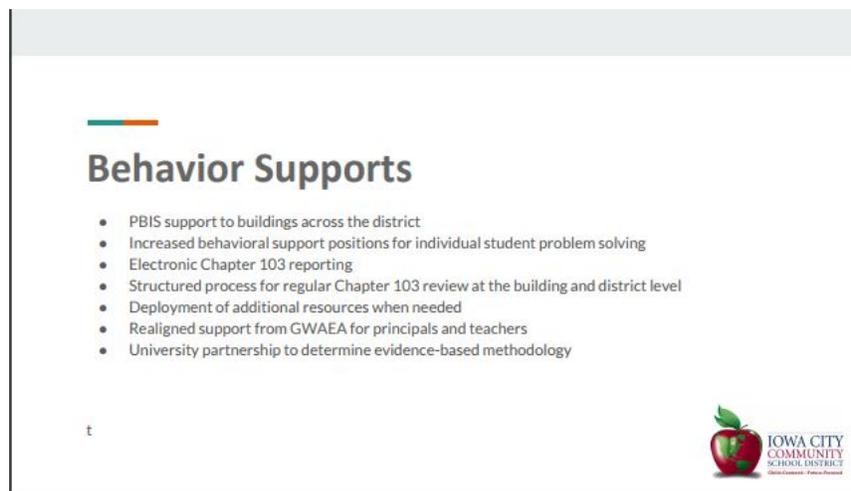
- Required for all districts in Iowa
- Recently updated, recommended to Board, sent back for additional public review
- Additional feedback received
- Designing new process specifically intended to allow for increased stakeholder input
- Shared effort between GWAEA, District, community
- Target implementation date: beginning of 2018-2019 school year
- Implementation will include a formal communication plan



J. [Behavior Supports]

1. Ms. Glenn ...“First and foremost”... “because it will have the most impact over time is our PBIS [positive behavior intervention and supports] framework” and support they are trying to provide buildings across the district--a formal way for staffing buildings to look at tiered level of supports for students who have behavioral needs. Ms. Glen states that all students have needs in the area of behavior. We expect to teach students behavior and social skills and be ready to do that. We don’t expect math teachers to dream up curriculum so district uses PBIS as formalized support. Most of PBIS comes from Grant Wood AEA which it partners with. There are three positions across district now to work on behavioral issues, ICCSD has increased to those three positions to five behavioral support positions for individual students problem solving. ICCSD has “tentatively hired for two positions” where people are on contract with another agency. They have accepted positions, and are expected by next fall. These positions/people are highly trained and skilled.
2. With regard to Electronic Chapter 103 reporting [Restraint & Seclusion Reporting], historically, incidents have been tracked on paper, which is inefficient. Now there is a monthly review of building reports to see how to help child. There is also a monthly review at the district level to determine if help is needed at the building level. ICCSD is realigning

- support from Grant Wood AEA for principals and teachers [asking questions like] What do good PBIS Tier 1 and Tier 2 supports look like? What can we do to support children with severe behavioral challenges?
3. Additionally, Ms. Glenn is very excited that ICCSD has a partnership forming with the University--two people from child psychiatry department and two people from CDD department that have agreed to serve on district wide advisory committee--to try to identify gold standard practices that teachers can have in their tool box to help students who have behavioral and/or mental type of challenges. Ms. Glenn says she has been a self contained behavioral teacher, and it's difficult because she wanted to help students. ICCSD wants to help teachers in the classroom, offer evidenced based advice--"instead of doing this, how about if we try this?" ICCSD is getting advice from university experts and training, and there will be more to come in this area.



- K. [Restraint and Seclusion]** The district has a task force that was formed last year. The Iowa Code does allow Restraint and Seclusion where necessary. The task force came up with some recommendations. Ms. Glen likes an accountability structure--if we said we would do this, what are we doing? Ms. Glen likes the group members and appreciates the task force. Recommendations include improved communication with parents, functional behavioral analysis, integrity of plan interventions, and implement with fidelity--if not being properly implemented, ICCSD can go back and work on.

Restraint and Seclusion

Implementation of Task Force action plan, meeting throughout 2017-2018 school year:

- Regular task force updates
- Training for de-escalation
- Investigation of evidence-based alternatives
- Improved communication
- Improved reporting
- Integrity of intervention plan implementation
- Ongoing implicit bias and culturally-responsive instruction training



- L. People using vocabulary in different ways. Iowa’s Administrative Code refers to **“Physical Confinement & Detention.”** which “means an area from which the student’s egress is restricted.” These are important terms. “If we have not allowed a student to leave the area, we have physically detained them, we have physically confined them, we have secluded them.” Ms. Glen provided the example of a kindergartner who ran away quickly from the school playground to home where she locked the doors. The school had to call the mother from work and the child was happy to see her mom, “a pretty good deal for a five year old.” The school didn’t have much to offer as reinforcement to the child to get her to stay at school. The child’s egress needed to be restrained because the child could not safely be in the house with a butcher knife--not safe. While a playground is not normally regarded as a confinement area, it was appropriate for this student. At the high school [a second example] if two students fight and we pull them apart, the students have been restrained. If the students are put in the principal’s office and school personnel stand in front of the door, the school has confined the students. A principal’s office is not something people would think of a confinement area but it can be. In ICCSD, seclusion confinement & detention not a place but a protocol. Under the Iowa Code if they do that, there are requirements for things like adequate lighting and perimeters. They have a lot of spaces in ICCSD that could serve as confinement areas and will still use them.

Physical Confinement & Detention

"Physical confinement and Detention" means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted.

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- M. [Designated Physical Confinement (Seclusion) Areas]** Ms. Glenn stated, as most people probably know, ICCSD has released a statement to families, staff, news outlets that basically says ICCSD won't use temporary seclusion rooms--areas that ICCSD has temporarily constructed to be of a portable nature, typically made out of temporary building material like plywood, have included padding, been engineered as a highly protected seclusion area--by the beginning of next school year. [clapping] She understands it has had an "emotionally charged response from people." She has dealt with students on behavioral plans with extreme behavior and has been injured. She understands, however, that she signed up for this job but that doesn't make it easier to be injured. She appreciates that teachers need to be have protection and be safe. There are students in district now with seclusion in their IEP that their IEP team has designed. ICCSD understands there are other options. ICCSD should not have a one size fits all plan for its students or buildings. ICCSD wants individualized plans. ICCSD will start analysis by site, talk to people involved, and come up with different solution. ICCSD will provide the services in IEPs with the constant that we will check back to see if IEP/services are working and ask--is this the best for the student ongoing, are there other ways we can help with this plan the other parts of the plan, not just the safety piece.

Designated Physical Confinement (Seclusion) Areas

"The Iowa City Community School District is committed to the safety and well-being of all of our students and staff. The District is committed to discontinuing the use of temporary seclusion rooms (sometimes referred to in the general public as "isolation boxes") within our schools by the beginning of the 2018-19 school year. The District recognizes the role of restraint and seclusion in providing a Free and Appropriate Public Education for all students in a Least Restrictive Environment within our schools and is seeking ways to improve our practices. The District also recognizes that students with a formal safety plan developed in coordination with parents/guardians may have needs that differ and the District will work with parents to meet their student's needs. The District has been reviewing each site and the student needs within each school using the recommendations of the Restraint and Seclusion Task Force. The District has completed the work to eliminate 7 temporary seclusion rooms within our schools and we plan to eliminate the remaining temporary seclusion rooms throughout the District by the beginning of the 2018-19 school year. We will provide continuous updates as we move through the process, including working with parents, students, and staff."



- N. **[What I'm About]** Ms. Glen states that people want to hear what she is about and that is a fair question. There has to be a lot of trust between all partners of a multidisciplinary plan. She is glad the question came up, decided to leave it in her presentation, sent it out to people she has worked with, and these three slides show what people say about her.

What I'm About

- You are about doing what is best for kids in the most inclusive environment possible. You are also about holding all adults responsible for the plan once teams decide what it is.
- I think you're about making positive changes for our students, families, and programs by taking a big picture systems approach. You know we can't make the necessary changes by continuing to take on smaller problems as they arise. You're also realistic in knowing this is a long term project that will take buy-in from top admins all the way to paras.
- I think that the most defining characteristic that I have observed when working with you is your systems view, with overall improvement of the entire district and all of the layers of support for all students being your priority. You aren't afraid to have hard conversations with anyone to move forward with improvement for all students. This doesn't even begin to touch what I have seen over these last few months working with you, but it's a brief start.
- You are about communication and one conversation at a time.
- You like a challenge.



What I'm About

- Responsive versus reactive, commitment to all students learning with their peers/integration, open to feedback, question the process (in a good way) to ensure clarity, decisive, accountability to ensure quality of learning (both for students & staff)
- Providing services to students and families that are guided by IDEA and current best practices and holding each of us (district special educators, principals, paras, coaches, yourself) accountable for serving students in this way
- Empowering IEP teams to design IEPs that align with the student's individualized needs and training teachers and principals how to best support this process
- Working with schools to serve students in their home schools by figuring out how to provide the services in the IEP instead of sending students to another program/school based on the services laid out in the IEP.
- Building relationships one conversation at a time
- Coaching teachers and principals to close the knowing-doing gap

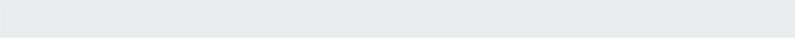


What I'm About

- You are about integrity, doing what is right for students and parents, and have high expectations. You are willing to work with everyone to make the district a sustainable system where people work collaboratively toward a common set of goals and objectives. In my opinion, you believe in training all employees and don't expect anyone to know everything from the start, but you do expect growth in skills when it is needed. You do not micromanage, but empower people.
- What stands out the most for me is that you are a systems thinker and focus on the big picture instead of nitpicking the little things.
- We are lucky to have your vision as we try to serve an ever changing student population.



- O. Ms. Glen posed the question--**“What can you expect from me?”** “I’m predictable.” She is devoted to her work. She is “all in.” She cares deeply about special education and believes in positive leaders. She’s had people ask here “Why did you come to this district?” She didn’t come to ICCSD in spite of its issues, she came to ICCSD because she wants to work on issues and thinks it’s worth it. She cares about “authentic relationships.” “It’s hard work.” Ms. Glen wants to listen and states you should expect her to listen.



What You Can Expect From Me

- Devotion to my work - I'm all-in!
- Leadership and growth forward
- Genuine caring for our students
- Authentic relationships
- Increased communication
- To listen



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- P. [What You Should Not Expect From Me]** With regard to what people should not expect from Ms. Glen, she stated that she will not give immediate impulsive band-aid solutions. If there is an emergency, they will spring into immediate action. She doesn't have all the answers. "We will figure out some things out together." Do not expect perfection. She will make mistakes. She is still learning. She can't be everywhere at once. Part of her job should be capacity and commitments to the vision so she doesn't have to be everywhere at once. She is human--just a person who wants to do good work and can promise this.



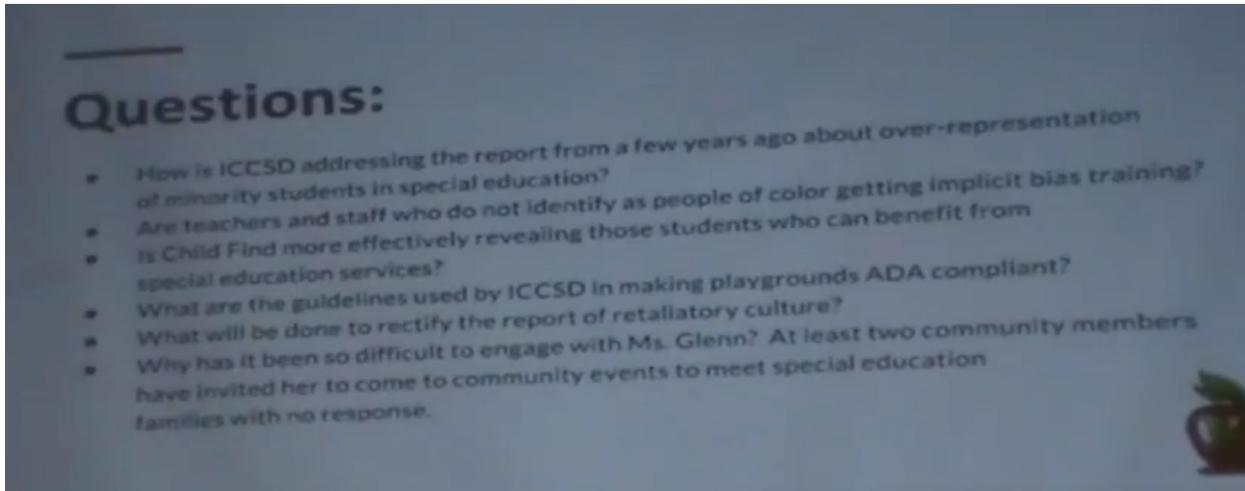
What You Should Not Expect From Me

- Immediate, impulsive, band-aid solutions - we need sustained improvement and growth
- All the answers - we will figure some things out together
- Perfection - this is complicated work and I will make mistakes (but will not accept failure)
- To be everywhere at once - there are a lot of priorities right now
- To be anything but human - I am just a good person trying my best to do great work!



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- Q. [Questions]** Since time is done, she will write out the answers to the questions. Ms. Glen stated that people can send questions anytime they have them, and we [ICCSA] can send them back. [Note, Lisa Glenn's response to questions has been posted by Miriam Timmer-Hackert on Facebook on the "Iowa City Community District Parent Organization" and "ICCSA Chat" sites. If you are not on Facebook, please reach out to ICCSD or DPO to get an emailed copy.]



VIII. Adjournment - DPO Co-President Brad Kelly thanked everyone for coming and stated the next DPO meeting would be at Penn. He also stated that if anyone in the audience liked the evening meeting to please send us an email. He adjourned the meeting.

Respectfully submitted,

By Jenni Mettemeyer and Mary Murphy, DPO Co-Secretaries

Co-Presidents: Tara Sterba*Brad Kelly

Co-Presidents Elect: Miriam Timmer-Hackert*Eric Johnson

Past Co-Presidents: Mary Kate Pilcher-Hayek*Tea Ho

Co-Secretaries: Jenni Mettemeyer*Mary Murphy

Treasurer: Cynthia Crossett-Powell

Next Meeting on December 13th at Penn Elementary at 230 N. Dubuque St., North Liberty, Iowa.

- Approve Minutes from 10-11-2017 and 11-08-2017 meetings
- Approve Treasurer's report