



# IESBV & ISD

Iowa Educational Services  
for the Blind and Visually Impaired

Iowa School for the Deaf

# SUCCESS. EVERY DAY.

FY20  
Appropriations  
Request  
January, 2019

# Special Schools Overview

## Students who are Deaf

- Language-rich academic environment for Iowa's deaf and hard of hearing (d/hh) students
- Preschool – 21 years
- Traditional day school
- Boarding option

## Students who are Blind

- Itinerant services for Iowa's blind and visually impaired (b/vi) children
- 0-21 years
- Consultative services for parents and school districts

## Our Missions

We prepare students to live as independently as possible by providing appropriate education, resources, opportunities and supports.



**Success.  
Every day.**

# Special Schools Overview

## Federal laws influence placement

PL 94-142 (1975)

- Free and appropriate education (FAPE)
- Local schools charged with providing children with disabilities full access to education
- Iowa developed Area Education Agency itinerant teacher system

**Governed by the  
Board of Regents,  
State of Iowa**

# 1852

**Year Iowa Braille & Sight Saving  
School established**

# 1855

**Iowa recognized the need for  
special schools to address the  
unique learning needs of deaf  
and blind children**



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Every day.**

# Special Schools Overview

## Evolution of statewide services



**2006**

Board of Regents accepts report from B/VI coordinating council which studied needs and solutions for future B/VI services. Result;  
• continuum • staffing • supervision & professional development.

**2008**

AEAs begin contracting with IESBVI for itinerant services

**2010**

Legislative Study Committee recommends closing IESBVI residential services; providing services close to home



**2011**

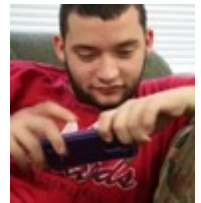
IESBVI residential services close in spring.

State agencies agree to develop IESBVI statewide services

**2011**

**2012**

Feasibility Study and Planning Committee recommended establishing 2 regional programs, one on the ISD campus



**2015 - 2018**

NERA operates a pilot regional program in Charles City

**2016**

First IESBVI transition student at Iowa School for the Deaf. Program grows to 8 students by 2018.

**2017**

IESBVI professional library and American Printing House for the Blind relocated to ISD from Vinton. Transition program grows; has own staff/room. Some faculty and dorm sharing.

**2018**

All services moved from IBSSS campus to Iowa School for the Deaf.



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# Special Schools Overview

## Vinton campus

- Board of Regents, State of Iowa, continually looks to be efficient and effective with available resources in both educational programming and facility management
- Moved remaining services to ISD campus in 2018
- Working to renew the third 5-year lease with AmeriCorps Corporation for National and Community Service
- \$822,000 annual lease up from \$579,000 under previous lease

**Board of Regents and City of Vinton are working together to transfer ownership of the property to Vinton.**

# 1/3

**Amount of Vinton campus rented by AmeriCorps**



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# Special Schools Overview

## Two schools- working together

Spring, 2012

- One superintendent appointed for both schools

Evolved into sharing

- Some program staff
- Administrative staff
- Combined business functions
- Some program space
- Expanding programming
- Reestablished the IESBVI 4PLUS program on the ISD campus.

**57%** Iowa's school districts served by ISD/IESBVI

**100%** Iowa's legislative districts served by ISD/IESBVI



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AEAs contract with IESBVI for student instruction and staff consultation services.

### **IESBVI unique services**

- Specialized teachers of the visually impaired provide instructional and consultation to students ages 0 through 21.
- Only provider of Expanded Core Curriculum (braille, orientation & mobility and more)
- Support public schools consultative services to ensure development of literacy
- Provide family and student learning opportunities outside of school day
- Provide professional development to public school teachers

**564** students

**171** school districts

**54**

**Faculty, consultant,  
orientation/mobility  
specialists**



**IESBVI  
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## Challenges for learners who are blind

- Eighty percent of learning takes place through the sense of sight.
- Vision loss may result in delayed concept development
- Concept development is necessary for reading and writing
- Providing intensive instruction with an Itinerant model of service delivery is a challenge



**IESBVI**  
**Success.**  
**Every day.**

## IESBVI Funding

- Majority from General Appropriations
- FY19 appropriation: \$4,209,760
- \$3,564,094 million charged to AEAs for itinerant teachers
- \$813,285 from state and federal grants:
  - Orientation & mobility specialists
  - Assistive technology
  - Low vision services/clinics
  - Parent, professional activities
  - Training program for specialty positions
  - STEM consultant
  - Transition program
  - Iowa's Deafblind Project



**IESBVI**  
**Success.**  
**Every day.**

ISD is a referral option. IEP teams determine placement.

## ISD unique services

- Language-rich environment/barrier-free
- Direct instruction in American Sign Language
- Highly specialized faculty
- Small class sizes
- Social and emotional growth opportunities
- Only transition program for d/hh
- Boarding option
- Mainstream option
- Preschool – 12+

**ISD ensures students receive intensive, individualized attention needed for academic success.**

# 100

Number of ISD students enrolled

# 1,481

Iowa's K-12 students who are d/hh and on IEPs/IFSPs



**ISD**  
**Success.**  
**Every day.**

## Challenges for learners who are deaf

- Language acquisition occurs in the first 5 years of life.
- Without language acquisition, an accessible, language-rich environment is needed to prevent language deprivation.
- Language deprivation causes academic delays.

As of 2012, 70% of the estimated 141,000 d/hh students in the US did not meet grade level expectations on state assessments.

# 4 years

Average reading delay of students entering ISD

# 10 years

Average age students enter ISD



**ISD**  
**Success.**  
**Every day.**

## Transition Program

- 12+ grade
- Need not have previously attended ISD
- Work skills
- College readiness and tutoring
- Life skills
- IESBVI 4PLUS

IESBVI reestablished its 4PLUS program on the ISD campus in 2016.

# 80%

4PLUS students who are deaf or hard of hearing in workforce/college

# 49%

National rate of people who are d/hh in the workforce



**ISD**  
**Success.**  
**Every day.**

## ISD Funding

- Majority is general appropriations
- FY19: \$9,996,325 funds
  - campus maintenance
  - education and dorm programs
  - business services and administration
- \$274,197 contracted services
- \$375,433 from Iowa Department of Education Part B grant:
  - Sign language and parent training
  - Statewide consultation; technical assistance
  - Teacher training
  - ADA accessibility



**ISD doesn't have access to local tax revenue or pass through funds, including SAVE or PPEL.**

**ISD  
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Every day.**

# Special Schools Savings

## Efficiencies

### FY17 Savings: \$15,000

One-time savings by changing cloud storage

### FY18 Savings: \$134,875

\$64,500: consolidated some IT systems; joint operation of budget, accounting and payroll

\$15,000: Shared food services director position

\$25,000: Fleet ownerships converted to ISU management

### FY19 Savings: \$208,475

\$57,975: IBSSS programs moved from Vinton; custodial services reduced

\$150,000: Vision Resource Center, IBSSS materials, equipment, workspace moved from Vinton to Iowa School for the Deaf campus

# \$343,350

Ongoing, annual savings



**Success.  
Every day.**

# Special Schools challenges

## Specialized teachers are essential for student outcomes.

- Specially designed instruction
- Support standards-based teaching
- Provides critical access to instruction in a language-rich environment
- Improves student performance in reading and math
- Support extended learning from Expanded Core Curriculum



## CHALLENGE Faculty recruitment & retention

Highly skilled faculty with specialized training and endorsements

Funding increases that achieve parity with public schools to maintain competitive salaries

Compete nationally for this shortage field.

**41%**

**ISD faculty eligible to retire now**

**19%**

**IESBVI faculty eligible to retire now**



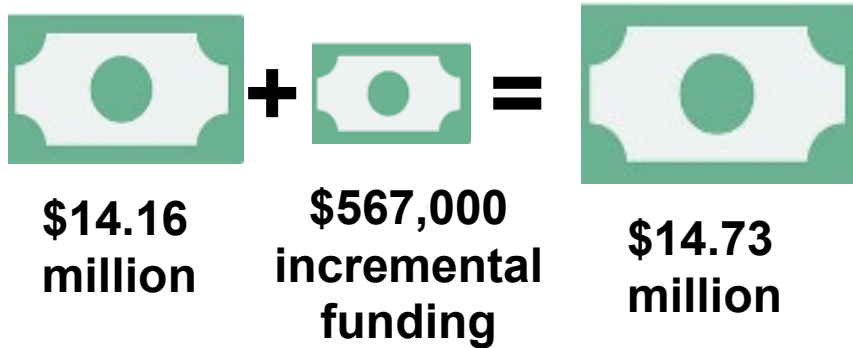
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# Special Schools funding request

## **\$567,000** Appropriations

- Primary source of funding for operations
- Improve faculty recruitment/retention
- Continue high-quality, individualized instruction

**The Special Schools cannot levy property tax.**



**Success.  
Every day.**

# \$4.2 million infrastructure request

## Iowa School for the Deaf Long Hall renovations



Accessibility modifications  
needed for blind and visually  
impaired students



Provide contemporary learning  
environment for school built in  
the 1930s



Safety, energy efficient HVAC,  
electrical upgrades needed

# 18 years

Last time capital  
funds were received  
by the Special  
Schools



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Every day.**

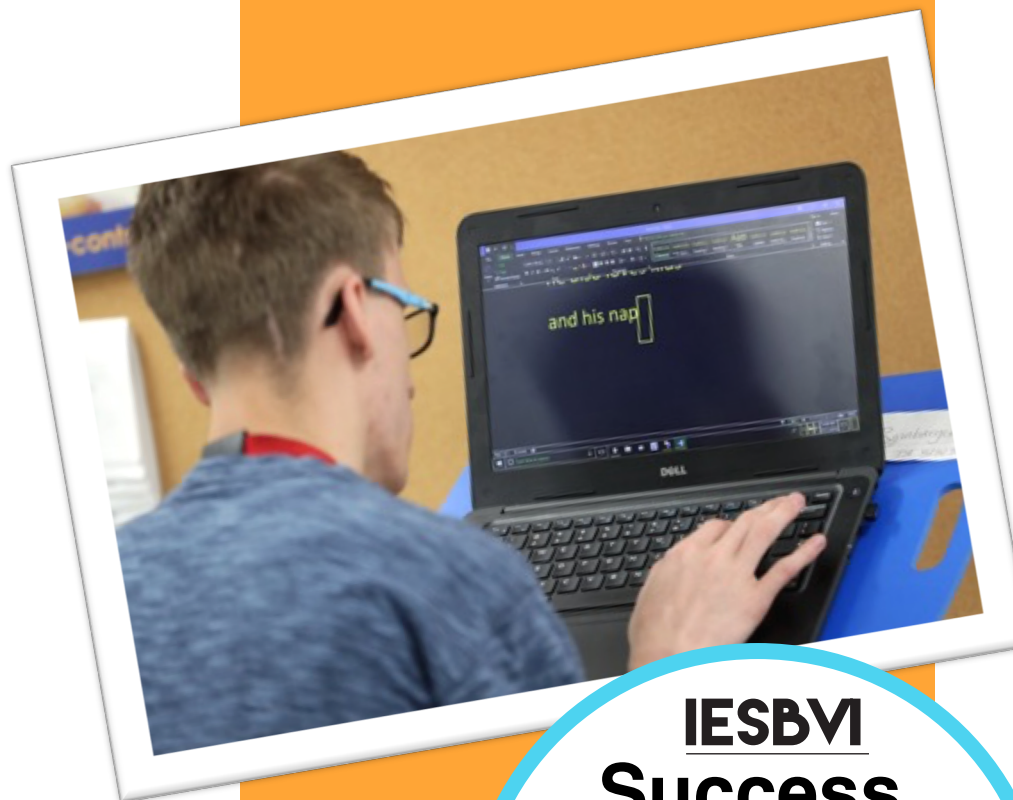
## 2017-18 Outreach

- 92 registered for summer programs
- 401 attended Extended Learning Programs
- 1,814 vision instructional material checkouts
- 90 Assistive Device Center checkouts
- 142 public (non IESBVI) teachers received annual professional development
- 100 low vision clinic participants



See other side for ISD.

**IESBVI administers  
the federally  
funded Deafblind  
Project.**



**IESBVI  
Success.  
Every day.**

## 2017-18 Outreach

- 93 students in summer programs
- 115 students attended Extended Learning programs
- 14 statewide teachers active in 2 virtual professional learning communities coordinated by ISD
- 67 statewide educational interpreters received professional development and support
- 12 school districts and AEAs received interpreter support
- 40 family members took sign language classes
- 39 families attended the annual Deaf Cultural weekend/450 participants



See other side for IESBVI.

**Our vision is to provide statewide services to students who are deaf or hard of hearing.**



**ISD**  
**Success.**  
**Every day.**

## Priorities

1. Ensure proficiency in reading and mathematics through progress monitoring and implementation of appropriate interventions that lead to improved classroom instruction.
2. Increase constituent awareness and utilization of programs and services offered by ISD and IBSSS.
3. Promote effective use of resources to meet goals for continuous improvement of programs and services.

### Priority #1: Student Progress Goal

**IESBVI goal: 100% participation and proficiency by 2021.**

**ISD goal: 100% will show growth by 2021.**

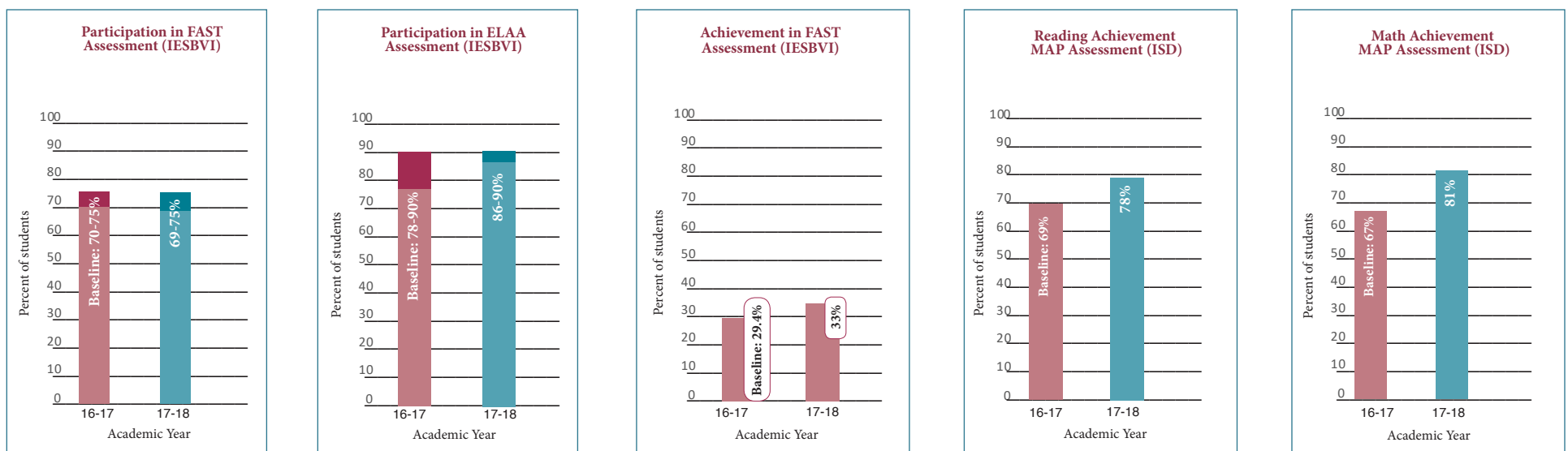
Iowa Educational Services for the Blind and Visually Impaired (IESBVI) and Iowa School for the Deaf (ISD) established goals for monitoring student progress. During the 2016-17 academic year, IESBVI established targets for participation and performance in the Formative Assessment System for Teachers (FAST) and Early Literacy Alternate Assessment (ELAA) for students in kindergarten through grade three.

During the same academic year, ISD established a goal for improvement in reading and math evaluated with the Measures of Academic Progress (MAP) for students in grades three through eleven.

### Teacher Development Activities Supporting Student Outcomes

Issues addressed through IESBVI and ISD teacher professional development include:

- accessing student data
- studying research-based interventions that address unique learning needs of deaf or blind students
- training teachers on use of data gathered through progress monitoring
- analysis and application of data in the classroom
- teacher-led professional development to increase use of research-based instructional strategies that improve student achievement



#### Priority #2: Special Schools Identity Goal

**Constituents will increase understanding, recognition and respect for the special schools as the state's resource for optimal education services for deaf and blind children.**

Two rounds of structured interviews were conducted with education partners, establishing a baseline to measure constituent awareness, perceptions and purpose of the special schools.

■ 2017-18: baseline of stakeholder perceptions obtained.



■ Next step: by June 2019, develop clear and unified identity for special schools programs and services.



■ By June 2020, roll out marketing plan and a call to action for all stakeholders.

#### Priority #3: Resource Efficiency Goal

Operational efficiency and effectiveness will be strengthened by seeking and implementing common practices and shared service functions.

##### FY17 Savings

■ \$15,000

One-time savings with change in cloud storage

##### FY18 Savings

■ \$82,875

New software for joint operation of budgeting, accounting and payroll; consolidated IT purchases, cloud storage and recovery systems

■ \$27,000

Shared food services director position

■ \$25,000

Fleet ownership converted to ISU management

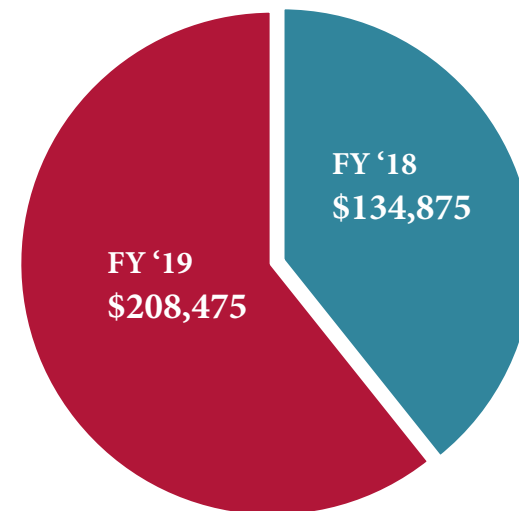
##### FY19 Savings

■ \$57,975

IBSSS administrative and education programs moved from IBSSS; custodial services reduced

■ \$150,500

Vision Resource Center, IBSSS material, equipment, workspace moved from IBSSS to ISD



**\$343,350**  
**Estimated ongoing annual savings**