

Board Update
State Accreditation Report
Update on Actions, Week of July 16, 2018

Phase 1 of the Accreditation Action Plan has been completed. The June 30, 2018 corrective actions have been met. These actions include the following:

- A total of 860 families were sent letters of students where there was no evidence that their child's minutes of instruction were reduced from Spring 2017 to Fall 2017, but may include an insufficient Prior Written Notice, offering to hold an IEP meeting if requested. These letters were mailed on Thursday, June 28, 2018. As of today, July 18, 2018, a total of seven (7) parents have requested an IEP meeting.

Phase 2 of the Accreditation Action Plan continues.

- The special education department continues to hold IEP meetings for students who had 45 minutes of special education services in the fall of 2017. Between June 25, 2018 and July 18, 2018, a total of 201 IEP meetings have been held. Of the 201 IEP meetings, 66 (33%) have resulted in the need for compensatory education. The remaining 135 (67%) have resulted in zero findings of non-compliance. It has also been reported by IEP teams that a significant number of anecdotal comments from parents who have attended these meetings have been very positive in nature and have expressed pleasure and support of the special education services provided by DCSD. If parent concerns are noted, this information is being collected to share with IEP teams at a later date.
- Collaboration between the AEA, district, and Iowa Department of Education continues on developing procedures for suspensions, removals, and use of rooms for both general education and special education students.
- Collaboration between the AEA, district, and Iowa Department of Education continues on developing a professional development plan to institute training for administrators, special education teachers, general education teachers, other district personnel, and AEA personnel.
- A meeting has been scheduled for July 24, 2018 to begin the data dig regarding disproportionality in relation to both general education and special education.