

**Iowa Judicial Branch  
Children’s Justice Education Collaborative  
School Participation Workgroup  
Iowa Judicial Branch Building, Room 216  
2/17/2016 Minutes  
1:00 PM - 3:00 PM**

**Present:** Ruth Frush, Tracey Parker, Thomas Mayes, Beth Rydberg, Kristie Oliver, Terri Bailey

**Staff:** Sarah Vandenberg Van Zee

Agenda Topic	Key Decisions & Discussion	Decision/Follow-Up
<b>Membership Update</b>	Tracey Parker was introduced to the group as the new DHS Tri-Chair Representative.	
<b>Gap Analysis Review</b>	<p>In reviewing the most current gap analysis (1/5/16 version), it seems that Big Themes 1 &amp; 2 are the most measureable. Big Theme 3 needs to be operationalized further (e.g., extracurricular participation could be an indicator of “meaningful participation”, what is “normalcy”, etc.). Specifically, Benchmark G on the gap analysis could fit into all of the other benchmarks.</p> <p>DHS is currently looking at Big Theme 3 and “normalcy” via the Reasonable and Prudent Parent Standard in their Sex Trafficking pre-file. For this standard, people who are providing 24-hour care for the child would make most of the day-to-day decisions (with the support and collaboration of the birthparents). Since October, DHS has been developing written guidance and providing bi-monthly training with staff.</p> <p>Thomas introduced a template to help the workgroup to make “asks” and recommendations more concrete. The template is structured so that each “ask” has an outcome (the “why”), an actor (who will be responsible for carrying out the task), and a specific action (what needs to be done). It is important to have the perspectives of different people and agencies. Workgroup members were urged not to silo issues but to think broadly. The Workgroup would like to have a draft version of asks/recommendations that Directors could act on (e.g., rule making, policy/statutory/regulatory change, etc.) for the next Education Collaborative Tri-Chair Meeting on March 23. Once we hear back from the “cabinet-level” folks, we can ask if we can show these asks/recommendations to external folks to vet them (e.g., field staff, teachers, etc.). Our asks/recommendations can be further flushed out by the respective agencies.</p> <p>Workgroup members should think about what reasonable checks and balances could be put in place so plans and services align. For example, transition plans should align across the different systems as well as matching the IEP with the case permanency plan. However, this is always not the case. Not all professionals share copies of all plans, so it is difficult to ensure consistency across systems. Many foster parents may not have access to any part of an IEP,</p>	<p>Tracy will send out DHS information on the Reasonable and Prudent Parent Standard.</p> <p>Terri will send out “normalcy” data that has been gathered.</p> <p>Thomas will send the template out to the workgroup.</p> <p>Workgroup members will start filling out the template pulling information from the Gap Analysis and the Maryland Guidelines for a State Code of Discipline.</p> <p>Gap Analysis Benchmark Assignments for Template:</p>

	<p>making it difficult to support what current practices are in place. Parent Attorneys are unaware that they can review IEPs. Another issue to think about is what can be done to ensure that agencies/staff are completing recommendations (e.g., penalties, etc.).</p> <p>Beth talked to Maryland about the Maryland Guidelines for a State Code of Discipline which may be very helpful in developing specific asks and recommendations. They currently don't have any data on the effectiveness of the plan but will have some in October. It is important that plans should identify what behaviors should be punished and what behaviors should not be punished as well as appropriate "punishments" for each. At minimum, it would be nice to see that no one gets suspended for truancy. For many children, their behaviors serve as a way to escape a difficult or uncomfortable situation, so being suspended or expelled is a reward to them.</p> <p>The new ESSA helps with A-1 (maintaining school stability). A potential ask could include developing sample policies for local districts to help them, when a child is in foster care: (1) determine whether or not it is in the child's best interest to remain in the school and (2) determine how to keep the "home school" involved in the child's new placement. Asks may also want to address transportation of the child; the length of the ride could be a best interest concern.</p>	<ul style="list-style-type: none"> <li>• A: Thomas</li> <li>• B: Thomas</li> <li>• C: Bess/Daniel/Thomas/Jane</li> <li>• D: Beth &amp; Ruth</li> <li>• E: Beth &amp; Ruth</li> <li>• F: Tracey &amp; Terri</li> <li>• G: Thomas</li> </ul> <p>*Be sure to use a draft watermark on the template*</p> <p>Thomas will complete the template for his Benchmarks by 2/24 and send to the workgroup so they have an example to work off of for theirs.</p> <p>Sarah will scan the Maryland Guidelines and send out to the workgroup.</p>
<p><b>Every Student Succeeds Act (ESSA)</b></p> <p>Thomas Mayes</p>	<p>No Child Left Behind has been rewritten and entitled the Every Student Succeeds Act. With this new legislation, there are numerous changes and requirements.</p> <ul style="list-style-type: none"> <li>• Changed the definition of "homeless" under McKinney V. Vinto</li> <li>• Developed requirements for transportation of kids in out of home placement to their home schools</li> <li>• Developed discipline rules</li> <li>• Some additional requirements for Gifted and Talented students</li> <li>• Foster children are now a reportable subgroup, and data will be public             <ul style="list-style-type: none"> <li>○ It will be interesting to see how this is implemented with the fluidity of children in care.</li> </ul> </li> <li>• DOE will identify and intervene in the lowest % performing schools</li> </ul> <p>For more information, please visit:  <a href="http://www.naehcy.org/sites/default/files/dl/legis/eseafinalsummary12-4.pdf">http://www.naehcy.org/sites/default/files/dl/legis/eseafinalsummary12-4.pdf</a></p>	<p>Thomas will send out ESSA.</p>

<p><b>Other Discussion</b></p>	<p><u>Data:</u> The recent data report included data that was collected at a fixed point in time (a snapshot). It may be good to have data covering a rolling window of time. The Data Advisory Group may want to develop guides on how to interpret the data for each timeline option.</p> <p><u>Alternative Schools:</u> Alternative schools are schools of choice for the student if they are at-risk of dropping out or not graduating (unless the student is ordered there due to discipline concerns, i.e., bringing weed to school). However, some workgroup members know of children who were automatically assigned to that school when returning home from placement though the child desired to return to the general school. To address this, workgroup members could ask for a school board decision to forward to the State Board.</p> <p><u>School Resource Officers (SROs):</u> There has been some confusion about the purpose of School Resource Officers (SROs). DOE and the Judicial Branch both recognize SROs as serving a law enforcement role only. However, there are reports that SROs are handling school issues or ordering school staff to violate rules to serve in a law enforcement capacity at the schools (e.g., restraints). This workgroup may want to recommend working with the Iowa Association of School Boards to develop sample policies to explain this issue.</p> <p><u>Surrogate Parent:</u> Surrogate parents who can make decisions related to a child’s special education are determined by the AEA or juvenile court. DHS staff have the ability to make decisions regarding general education. Senate File 3114 states that DHS will assign a prudent parent for youth in group care facilities. Each facility will be asked to identify a staff member to act as the prudent parent for all the children. For 24-hour facilities, it will be interesting to see how this is implemented since the identified staff will not be at the facility at all times.</p> <p><u>Work Incentive Opportunities Act (WIOA) :</u> The Work Incentive Opportunities Act (WIOA) discusses including Voc. Rehab. among education options and includes sections for foster care and juvenile justice children. Voc. Rehab. hadn’t worked well with other agencies. It will be interesting to see how this plays out.</p>	
<p>Next Meeting</p>	<p>TBD</p>	<p>Sarah will send out a Doodle poll to schedule the next meeting.</p>