



# Each and Every Child

Quick news for Parents, Teachers and Students

An e-newsletter by the Iowa Department of Education's Bureau of Student and Family Support Services

## Does this add up???

Does your school district have overrepresentation of minorities in special education? You might be surprised.

Statistics show that about 2 percent of Iowa's school districts struggle with this dilemma. It certainly isn't intentional, but it's nonetheless damaging to students who inappropriately are placed in special education.

There are three main reasons for overrepresentation:

- When people make eligibility determinations, **consideration of exclusionary factors** isn't uniform or consistent. Among those factors are lack of appropriate instruction in reading and math; cultural expectations; socio-economic status; and school preparedness. In other words, these factors must be considered when determining whether a child should be in special education.
- There is a lack of statewide standards for determining **adequacy of instruction** in math and reading. If a student has not received adequate instruction in reading or math, and that is the chief factor in the student's eligibility for special education, they cannot be assessed as a student with a disability.
- There is a lack of **consistent data gathering and analysis** at the universal screening and general edu-



### What can teachers do?

No one wants to inaccurately assign a student to special education or discount a student's potential. In working to avoid this, teachers must use valid and reliable data consistently:

- Do they use universal screening?
- Do they continually monitor their students' progress?
- If they don't know what to do, teachers should be encouraged to ask for help.

cation intervention levels. Universal screening and supplemental intervention data are important to making determinations about special education eligibility.

Many students may need extra help, but not special education. Putting them into special education if they do not need those services can be more harmful than helpful.

### Editor's note

With summer break, the focus of *Each and Every Child* will change a bit to communicate more with administrators. When school starts in the fall, the focus will revert back to the intent of this e-newsletter: enhancing communication between parent and teacher.

\*\*\*

### Checklist for you

Attached to the e-newsletter is a check-off list for your business managers outlining what needs to be done this month. Included in the list are time frames in which specific things must be done. Thank you for your help!

\*\*\*

### Safe/Supportive

Students across Iowa are being asked to create videos on culture and climate issues in their schools. The goal of the project is to capture the student voice and, ideally, make it more effective for the students and their peers. The first of many videos is scheduled to debut June 15. The link will be posted on the Iowa Department of Education's Safe and Supportive Schools Facebook page as well as other social networks.

\*\*\*

### Thoughts?

Remember, this e-newsletter is designed to enhance the communication between the teacher and parent. Your ideas, thoughts and suggestions are most welcome! Email [jim.flansburg@iowa.gov](mailto:jim.flansburg@iowa.gov)

## It just makes cents

With excruciatingly tight budgets, districts cannot afford to leave a dime on the table.

If your district doesn't participate in the Medicaid program, this might be the year to reconsider.

The Iowa Medicaid Local Education Agency program allows districts to bill a student's Medicaid for IEP health services or school-based clinic primary and preventive services. In 2009-2010, Iowa districts retained nearly \$37 million from their Medicaid billing. In 2010-2011, through May 31, Iowa districts have re-



tained nearly \$34 million of the \$48,419,200 paid.

To learn more or set a meeting, contact Jim Donoghue at [jim.donoghue@iowa.gov](mailto:jim.donoghue@iowa.gov) or 515-281-8505.