Iowa Special Education Advisory Panel
Date: January 10, 2020
Facilitator: Nancy Hunt
Panel Secretary: Celina Turner

Present: Jennifer Aldrich, Jennifer Anderson, Cynthia Blackard, Dawn Bonsall, Polly Brekke, Kate Cole, Rhonda Haitz, Elizabeth Hockey, Jessica Iverson, Mary Jackson, Pam Litterer, Kim Neal, Keri Osterhaus, Bryan Sage, Shannon Kathleen Tackes, Rachel Terry, Karen Thompson, Daniel Van Sant, David Van Horn, and Joel Weeks

Department Staff Present: Barb Guy, Nancy Hunt, and Celina Turner

Absent: Jodi Bonnett, Heather Brand, Lori Frieden-Janke, Ruth Frush, Valerie Harmon, Kelly Ramus, Sandra Smith, and Doug Wolfe

Presenters: Brad Niebling, Courtney Clement, Meredith MacQuigg, Melissa Tandy, David Van Horn, and Lynn Hockenberry

Handouts:

- Agenda
- Minutes from 11/22/2019 meeting
- Minutes from 1/3/2020 meeting
- Children's Behavioral Health System
- Annual Performance Report
- Iowa's Guidance System
- AEA SDI Scale Up

Welcome/Introductions

The meeting was called to order by Elizabeth Hockey at 9:02 a.m.

Approval of Consent Agenda

Minutes from the November 22, 2019, and January 3, 2020, meeting were reviewed. No edits were made. Jennifer Aldrich motioned to approve the consent agenda. Joel Weeks seconded the motion. Motion approved.

Children's Behavioral Health System – Brad Niebling

- MHDS Region Map
- MHDS Regions' Required Core Services vs. Medicaid Covered Services

Brad Niebling is the Bureau Chief for the Iowa Department of Education's Bureau of Learner Strategies and Supports. He discussed the Children's Behavioral Health System (CBHS) in Iowa, focusing specifically on how mental health intersects with special education as well as the implications this system has on special education. The main focus of the CBHS is to provide

both accessible and high-quality behavioral health services to every child who needs such services.

Signed into law on May 1, 2019, House File 690 established requirements for the CBHS. The CBHS Board consists of 17 voting members appointed by the Governor. The Board is also co-chaired by the Department of Human Services and Department of Education. The CBHS Board provides consultation services to agencies in regard to the development of administrative rules for the CBHS. The CBHS has multiple funding streams, most notably Medicaid.

Brad Niebling stated the current behavioral health system largely focuses on adults; consequently, the CBHS contains the same infrastructure as the Adult Mental Health System. He commented that there needs to be a dedicated effort to help the education system and the behavioral health system communicate and work together. He also stated the CBHS has one representative from each region as shown in the Mental Health and Disability Services (MHDS) Region Map linked above.

Bryan Sage questioned where ABA services fall within the CBHS. Brad Niebling clarified that ABA services are embedded with other services and don't necessarily stand alone. Karen Thompson questioned why the MHDS Regions' Required Core Services stated "twenty-three-hour crisis observation and holding" as a MHDS Regions' required core service for adults and children. Elizabeth Hockey stated that billing for services is handled differently when billed for a full twenty-four hours; therefore, services are often billed at twenty-three hours. Rhonda Haitz also asked about the funding through Medicaid and whether that was completed through waivers. She commented that for dual income families, often the only way to access Medicaid services is through a waiver; therefore, families with no mental health waiver either fall through the cracks or fall out of the workforce in order to achieve the level needed to receive those services. Brad Niebling stated that one goal for the CBHS Board is to eliminate Medicaid waivers and wait lists. The Board also wants to expand the pool of allowable expenses, thereby increasing the available workforce.

Bryan Sage discussed the issue with the speed it takes to receive intervention services. He commented that when a parent/guardian calls in need of services, it may be months before the child will receive those services. Brad Niebling stated this is a huge concern for the CBHS Board and is discussed frequently at Board meetings. He mentioned factors that relate to this issue, which include:

- Available workforce
- Adequate funding
- Transportation

Brad Niebling stated each of these factors is in short supply. The vision for the CBHS Board is to lay out new infrastructure tailored toward children, define what services need to be provided, and then begin to address how those services are to be paid for and to what extent.

Rhonda Haitz commented that being able to provide services to children with both developmental/intellectual disabilities as well as mental health disorders is an issue. She stated there is a gap where these children go in for services but are turned away because not every provider knows how to address those needs. Brad Niebling responded that the current requirement is that while each MHDS region has to provide the core services, each service provider does not have to provide every service on the list. Therefore, that gap still exists. He stated the vision is to define what services need to be provided, incentivize the workforce, and help providers to be able to provide more services. Bryan Sage commented that the CBHS should take better advantage of the internet and/or Zoom. He stated there are highly qualified individuals in other regions that may be able to provide services via the internet. Brad Niebling responded that the CBHS Board is very interested in providing adolescent services via telehealth.

Brad Niebling then posed a question to the Panel: "What does the Behavioral Health System need to consider when it comes to students with disabilities who are receiving special education services as well as their parents/guardians/caretakers?" Elizabeth Hockey stated that children should be treated as individuals as not all children with the same diagnoses function or behave the same. Jennifer Anderson commented that there should be more interpreters available, such as for children who don't speak English. She also commented that behavioral health often focuses on older kids, but that the focus should also be on younger children and babies. Jessica Iverson stated there should be better training for teachers/school administrators. She stated that if teachers/administrators are better educated, they will be able to provide parents/guardians with better support. Rachel Terry commented that there should be more support for rural areas as parents/guardians in these areas often have to travel to larger cities to receive services. Karen Thompson stated that telehealth should not be the sole focus of behavioral health as it doesn't allow service providers to implement group play or play therapy, read nonverbal cues, or build rapport with the child. She also commented that telehealth services do not allow for continuity of providers; therefore, the service provider can change every four weeks, disrupting not only the child's routine but also medication and prescriptions.

Brad Niebling stated that the Education Program Consultant position with the Iowa Department of Education is open through January 13, 2020. He asked the Panel to send the application out to their contacts. The application for this position can be found here.

Annual Performance Report – Courtney Clement and Meredith MacQuigg

Courtney Clement is a Data and Federal Programs consultant with the Iowa Department of Education's Bureau of School Improvement. She discussed the IDEA Part B State Performance Plan and Annual Performance Report. The State Performance Plan (SPP) is a six-year plan; it is currently in its last year. The targets in the SPP were adopted by SEAP in 2012 for the years 2013–2018. In regards to the SPP, IDEA has not been reauthorized. When it is, SEAP will be involved in the target setting process for the next six-year plan.

The Annual Performance Report (APR) is submitted to the Office of Special Education Programs each year in February. The APR is comprised of 16 indicators: 5 compliance

indicators and 11 performance indicators. Barb Guy made the distinction that the federal government dictates the target level for the compliance indicators while SEAP sets the target levels for the performance indicators. Courtney Clement stated that historic emphasis on compliance recently shifted to focus more on results and performance.

Courtney Clement presented data for the 16 indicators from the APR, which included 6 overarching topics:

- Early Childhood
- Performance on Iowa Assessments/ISASP
- Learning Environment 6–21 Year Olds
- Parent Involvement
- Success Beyond High School
- Infrastructure

Courtney Clement clarified that up until this past year, data was collected on the performance results from Iowa Assessments; however, in 2019, data was collected on the performance results from the Iowa Statewide Assessment of Student Progress (ISASP). She also stated that in regards to Parent Involvement, data is collected through a survey that is sent to parents/guardians. This survey asks: "Did the school your child is currently attending facilitate your involvement as a means of improving services and results for your child?" Barb Guy stated that Iowa is one of the only, if not the only, state that has a comparison group with parents/guardians that do not have a child on an IEP.

Bryan Sage questioned whether Least Restrictive Environment (LRE) was being measured by whether the child was in a regular class or a separate special education class. Barb Guy clarified that the federal government measures LRE by that description. She stated that feedback has been given to the federal government to either change the name from LRE or at least change the measurement. She believes this to be mislabeled as LRE is a combination of where the child is placed and how the child is learning. She believes this has also led to a misunderstanding of what LRE really means. Dawn Bonsall commented that she views ISASP scores decreasing as a positive thing as that would mean kids who were proficient are now being exited. Barb Guy commented that the APR shows that scores went down for all students, so that would not be the case in this situation. Barb Guy stated that a concern of hers is the accommodations that were provided besides paper/pencil or computer. For some children, this may have been the first time using a computer. Therefore, Barb Guy stated the Iowa Department of Education (Department) is pulling data for students who are deaf or hard of hearing as well as blind or visually impaired. The Department wants to see who participated in the ISASP as well as if those children received accommodations. If they did not receive accommodations, the IEP will be consulted to see if that was listed. Barb Guy also stated that the Department is in the process of looking at Formative Assessment System for Teachers (FAST) data. This data will be presented to the Panel once it's available. Meredith MacQuigg also clarified that alternate assessment proficiency scores are included in the data that is reported to the federal government; these proficiency scores are not included in the Annual Performance Report.

[Iowa's Guidance System](#) **– Melissa Tandy**

Melissa Tandy discussed the emerging Iowa Guidance System. She focused on receiving feedback on Resources and Tools; she will seek feedback on messaging and rollout in the future. Within the i^3 system, there will be different sections pertaining to Resources. These sections include:

- Educators
- Parents/Families
- Additional Resources

The Additional Resources section will contain Iowa Department of Education documents as well as definitions/acronyms of key terms. She stated the vision is to have these resources be accessible from both the Resources section as well as within content sections.

She asked the Panel to review the Secondary Transition section on the i^3 system and underline or circle any words that would require a definition or more information. She also asked the Panel to write down any questions they may have that aren't addressed within this section. Kate Cole suggested having the system generate information and/or a definition when a user hovers their cursor over a key term/acronym. Melissa Tandy stated they are working on having the system provide a user-friendly definition when hovered over a word. The user would then be given the option to click for more information. Rhonda Haitz stated that in addition to definitions, the system should also provide examples in order to give parents/guardians a better idea of how those key terms are applied. Bryan Sage asked if there would be a document outline and/or table of contents in order to make it so the user doesn't need to read the entire section to find key terms or content. Melissa Tandy stated that an outline will be available. Keri Osterhaus commented that accessibility and compliance need to be a main priority when developing this system.

Melissa Tandy provided a list of categories to the Panel and asked for comments and suggestions on what is missing from the list and what subcategories could be included. These comments and suggestions can be found on Slide 4 of her presentation linked above. Melissa Tandy also asked the Panel to list any information or documents they find valuable on the Iowa Department of Education's website. Daniel Van Sant stated that he frequently uses the charts on open enrollment as well as information about transportation. Rachel Terry stated that she frequently uses the A-Z Index. Rhonda Haitz stated that the Department's website is overwhelming; therefore, she's excited for the new i^3 system. Melissa Tandy asked the Panel to think about how the i^3 system can be used to identify special education students early on as well as how the system can be tailored to help parents/guardians who don't know if they should be contacting the school about their child.

Additional feedback can be sent to Melissa Tandy at mtandy@centralriversaea.org.

[AEA SDI Scale Up](#) – **David Van Horn and Lynn Hockenberry**

David Van Horn and Lynn Hockenberry discussed the Scale Up work centered around the State Personnel Development Grant (SPDG). This grant is a five-year grant that was awarded to the Iowa Department of Education on October 1, 2015. The grant is set to expire on September 30, 2020. The goal of the grant is to establish a statewide system to effectively implement and support personnel preparation and professional development in the area of Specially Designed Instruction (SDI). The grant also focuses on improving practitioner abilities to Diagnose, Design, Deliver, and Engage, which are the four key components in the SDI Framework.

In Iowa, there are four SDI strands:

- Preschool
- Kindergarten – 6th Grade (K6)
- Significant Disabilities
- Family and School Partnerships

Lynn Hockenberry clarified that Assistive Technology is also wrapped around each strand.

Currently, there are 29 districts involved in the K6 Scale Up, 15 of which come from two AEAs. There are also 19 districts involved in the Preschool Scale Up and 8 districts involved in the Scale Up of Significant Disabilities. Bryan Sage asked where the line was drawn between significant disabilities and students with non-significant disabilities. Barb Guy clarified that the term significant disabilities pertains to students with significant intellectual or cognitive disabilities as well as students with multiple disabilities that affect their functional behavior.

Barb Guy also provided context to the SDI Scale Up discussion. She stated that SEAP had some involvement in defining and developing the SDI framework. She also stated this work has been one of the most successful attempts at getting something to go statewide. She commented that the purpose of discussing the SDI Scale Up is to learn how to take something small scale to scale up and how to do it better, more frequently, and more quickly. Lynn Hockenberry stated that the reasons for success in SDI Scale Up include a systematic approach, a focus on science of reading and evidence-based practices, a data-driven approach, and strong school leadership. She also stated a key to success is a strong Multi-Tiered System of Supports (MTSS).

Bryan Sage asked about the obstacles faced when starting Scale Up work. Lynn Hockenberry responded that one key obstacle is when a school district has too many things on its plate to really tackle a systems approach to SDI. The other key obstacle is the number of personnel in an AEA to support SDI. David Van Horn asked about what professional development looked like prior to the development of the SDI Framework. Lynn Hockenberry stated that is was generic and the same for all; it wasn't tailored to the needs of students with disabilities.

Bryan Sage also asked about the selection process involved when determining which schools to focus on next. Lynn Hockenberry responded that they look at multiple pieces of data when determining which school to choose. This data includes:

- Screening data
- Test results
- Every Student Succeeds Act (ESSA) data
- Relationships/rapport with schools

Future Agenda Items to Discuss

- The SEAP membership application for 2020–2023 is open until April 17, 2020.
- The Iowa Learning Academy (ILA) will be held from June 9-12, 2020.

Thomas Mayes provided an update to Chapter 103. He stated there were 20 public comments and 3 comments at the public hearing. This is likely to be discussed further at the State Board in March.

Joel Weeks motioned to adjourn. Keri Osterhaus seconded the motion. Motion approved. The meeting was adjourned at 1:05 p.m.

Next Meeting: February 21, 2020
9:00 a.m. – 12:00 p.m.
Grimes State Office Building
Facilitator: Nancy Hunt
Minutes: Celina Turner