

SPECIAL EDUCATION ADVISORY COUNCIL**Minutes – April 13, 2018**

9:00 a.m. – 1:00 p.m.

PRESENT: Brendelyn Ancheta, Debbie Cheeseman, Motu Finau, Gariele Finn, Sage Goto, Martha Guinan, Scott Hashimoto (for Kurt Humphrey), Amanda Kaahanui (staff), Bernadette Lane, Anne Lau (for Amy Wiech), Dale Matsuura, Kaili Murbach, Kauai Rezentes, Susan Rocco (staff), Rosie Rowe, Tricia Sheehey, Todd Takahashi, Christina Tydeman (liaison to the Superintendent), Jasmine Williams, Susan Wood

EXCUSED: Annette Cooper, Stacey Oshio/Tom Moon, Carrie Pisciotto, Ivalee Sinclair, Daniel Santos, James Street, Steven Vannatta, Gavin Villar

ABSENT: Bob Campbell, Cathy Kahooohanohano

GUESTS: Ruth Ballinger, Roxanne Rokero

TOPIC	DISCUSSION	ACTION
Call to Order	Chair Martha Guinan called the meeting to order at 9:07 a.m.	
Announcements	<ol style="list-style-type: none"> 1. Amanda Kaahanui provided one last announcement that members wishing to attend the April 21st SPIN Conference will have their registration covered by SPIN. Martha added that if members haven't attended before, they will find the resource section awesome. 2. Brende Ancheta shared that Hawaii Families as Allies is offering to cover some additional airfare scholarships to the SPIN Conference for Kauai parents. 3. Rosie Rowe announced that her organization—Leadership in Disabilities and Achievement in Hawaii—was 50 years old in January 2018. 	
Review of Minutes for March 9, 2018	Christina Tydeman offered a number of written corrections to the minutes.	The minutes were approved as corrected.
Infographics Discussion and Short-Range Planning	<p>Christina and Martha reviewed SEAC's progress to date to produce infographics on four issues: 1) Na Hopena A'o and Inclusion, 2) What is Meant by Significant Disproportionality, 3) Understanding Hawaii's Disproportionality Data, and 4) Hawaii's State Systemic Improvement Plan. Members who attended the afternoon Work Group meeting on March 9th with Joanne Cashman signed up to work on one or more topics, and members who missed that meeting were encouraged to join one of the four groups. Christina explained the tasks for the day:</p> <ol style="list-style-type: none"> 1. Select a lead for each infographic group to serve as a point of contact; 	Members broke into workgroups to begin planning. The two infographic groups on Significant Disproportionality were combined into one large group.

<p>Infographics Discussion and Short-Range Planning (cont.)</p>	<ol style="list-style-type: none"> 2. Decide on a target audience for the infographic (parents, principals, teachers, etc.); 3. Identify the scope or purpose of the infographic; 4. Identify DOE partners who can be recruited to join the committee so that it is co-created); 5. Decide on a means of interaction—face-to-face meetings, web-based meetings, conference calls, facilitated or independent work sessions; 6. Set a schedule for the work for at least the next few months; 7. Identify information or resources needed in order to move forward (Christina’s office and SPIN will provide assistance); and 8. If time allows, draft an outline of the content. <p>Martha added that a letter or legal size infographic is recommended for ease of distribution, and that groups may consider going on websites that offer free infographic templates and use one account for all members. Joanne Cashman has indicated that she is available for facilitation, if needed, and can share infographic templates that have been developed by other groups. Martha encouraged groups to proceed while the information is fresh, including meeting over the summer, if schedules allow.</p>	
<p>ABA in a School Setting</p>	<p>Ruth Ballinger and Roxanne Roker from the Exceptional Supports Branch provided an update on DOE’s actions to support students requiring Applied Behavior Analysis (ABA) as part of their educational supports. <u>2018 legislative action</u></p> <p>Ruth referenced the two companion pieces of legislation that deal with ABA in a school setting--HB 2271 and SB 2925. The bills have evolved based on testimonies, and there are some discrepancies within the two bills regarding the role of teachers. As the bills go to Conference Committee, Medicaid requirements have been added, as well, to reflect school based delivery of services for Medicaid eligible students and services to the Developmental Disabilities Medicaid Waiver participants.</p> <p><u>Capacity building efforts</u></p> <p>DOE currently has 15 Licensed Behavior Analysts (LBAs) working in various capacities, with another 39 pursuing certification. DOE is also</p>	<p>A handout entitled “Applied Behavior Analysis: An Update” was distributed to members.</p>

<p>ABA in a School Setting (cont.)</p>	<p><u>Capacity building efforts (cont.)</u> pursuing a Memorandum of Agreement with the University of Hawaii’s Special Education Department to provide an additional 40 BCBA’s. There are two state level LBAs, including Ruth, who will provide supervision to other BCBA candidates. Additionally, DOE has 9 Registered Behavior Technicians (RBTs) with 145 pursuing certification. Leeward Community College is offering scholarships to certain individuals through a Center on Disability Studies grant.</p> <p><u>Staff Incentives</u> DOE is working on an annual bonus on top of current salary for Licensed Behavior Analysts who are willing to do ABA work. DOE is also working on creating Board Certified Behavior Analysts (BCBA’s) as a position, but because of union issues, it takes a while.</p> <p><u>Medicaid reimbursement for ABA</u> In order for DOE to be reimbursed for providing ABA to a Medicaid eligible student the service has to be IEP based, and the student’s parents have to provide consent. 54% of the service cost is then reimbursed by the federal government.</p> <p><u>Determination of the need for ABA</u> The need of an individual student for ABA is determined by the IEP team. It is important that a team member understand ABA and can make appropriate recommendations for the team’s consideration. If the team decides on the need for ABA and there is no DOE provider, then a contracted agency will be brought in to deliver the service.</p> <p><u>Questions/comments by members and guests</u> C. I know an LBA who is serving as a Student Services Coordinator. Q. Are the 15 individuals who currently have an LBA hired to provide ABA services? A. No, some are in other positions. Q. Will DOE pay for costly BCBA training? How did you recruit the 39 individuals pursuing certification? A. We put out an informational request and went through the District Educational Specialists. The majority of the 39 are pursuing their BCBA with district financial support. Q. Why is there such disparity between the districts in recruiting LBAs? A. We can’t speak to how each district makes its decisions.</p>	
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<p>ABA in a School Setting (cont.)</p>	<p><u>Questions/comments from members and guests (cont.)</u> However, we are now beginning to create standardization. Q. Is an LBA over a BCBA? A. There are three certifications within the Behavior Analysts Board: Registered Behavior Technician, Board Certified Assistant Behavior Analyst (BCaBA), and a Board Certified Behavior Analyst (BCBA), which is a masters level with additional specific requirements. In Hawaii that BCBA has to get licensed, and then becomes an LBA. Q. Will RBTs be in place of Educational Assistants? A. The law will specify when an RBT will be required. RBTs have a higher level of training in behavior interventions. Q. As a parent, how would I know that you have these personnel or that my child requires this level of skill? A. Some parents know, and some don't. We are getting the word out to schools that if a student needs ABA, it should be written into the IEP. C. What I'm getting from your slides is that you are making efforts to build capacity. Q. Do you have targets for LBAs and RBTs to meet capacity? A. It's difficult to answer, as it is somewhat dependent on what emerges as law and also based on need. We have targets in mind, but we're hesitant to state them. Q. Is 145 for RBTs an adequate target? A. No, that's not enough. Q. Is there going to be an audit across the state to find out which students' families asked for ABA and didn't get it? A. We did an audit and we are continuing to get additional information. Q. Is the Leeward Community College RBT program a year-long program? A. No, it's 8 weeks. C. There are also on-line courses available, but you need to pass a test. C. I have observed RBTs who are not successful with the student. A. That gives you a baseline. More important is the supervision that comes after the training. C. People are taking the test two or three times and not passing. Q. If an EA takes the RBT training, does he or she get more pay? A. No. The individual would have to be assigned as an RBT. We are</p>	
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<p>ABA in a School Setting (cont.)</p>	<p><u>Questions/comments from members and guests (cont.)</u> working on a new RBT position with increased hourly pay, 8 hour days and 12 month positions. Q. Are the 9 RBTs in the DOE all working as RBTs? A. I'm not sure. Q. What happens when the contracted provider doesn't have enough RBTs either? A. Schools might mix and match from more than one provider. C. I heard there is high turnover of RBTs. One student on Maui has gone through 16 RBTs in one year. C. In Windward District we had to wait 10 weeks for a contracted RBT. C. I heard through HSTA that teachers are told not to write ABA into the student's IEP because they can't get the service. A. That's wrong. Q. Is Bayada the only agency that DOE contracts with? A. About 8 contract agencies provide paraprofessionals, many of whom are RBTs. There are also private companies like ABC Group. If no RBT is available from the vendor list, a school may have to contract with a private company to ensure the services for the student. We are also working on creating a state-wide contract with an RFP. Q. When RBTs get trained, do they follow the same standards and use the same skillset? A. Yes. The Board sets the standards, called a Task List. There are a variety of ways to become credentialed. One requirement is 40 hours of training which can be on-line. Then there is a test and a competency assessment conducted by an LBA. Q. How do you ensure that there is someone at the IEP with knowledge about autism and ABA? A. We have sent the word down to the field that this is a service and there should be data collected to indicate a need for ABA. C. Part of the tension between parents and schools is that parents who have been educated about ABA believe that it should be offered to all children, regardless of the severity of their disability, while the DOE is looking at ABA primarily for kids with more significant behavior and communication needs. C. Information from DESs to school personnel is often watered down and filtered out, so that there are plenty of districts saying that they get</p>	
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<p>ABA in a School Setting (cont.)</p>	<p><u>Questions/comments from members and guests (cont.)</u> to decide RBTs. A lack of staff education and a failure to share information with parents in the IEP process is a huge part of the problem. If services are scarce, they are often not offered. A. You bring up two important issues. Predetermination of services not based on the student’s needs is 100% illegal. The second issue is a lack of awareness, due in part to the newness of ABA in school settings. C. Sometimes when there is an RBT in the classroom, there is a misunderstanding of his or her role. Are they a teacher’s assistant? Do they stand back until there is a behavioral need? A. The teacher should be providing some guidance to the RBT; however, the RBT is also supervised by an LBA who is working with the teacher. C. The only time ABA worked for my son was when we had an LBA with a special education background. If there is a way to get dual certification—special education teacher + LBA—it would be ideal. Q. Are RBT and LBA services available to students without autism? A. Yes, based on an educational need. C. Opportunities for financial support to obtain an RBT or BCBA certification should go beyond autism-specific personnel.</p>	<p>Members who have additional comments or questions for Ruth or Roxanne were asked to send them to Susan or Amanda for forwarding to the Exceptional Support Branch.</p>
<p>Superintendent’s Task Force Recommendations</p>	<p>Martha, Dale Matsuura, and Amanda Kaahanui reported on emerging recommendations developed by each of their focus groups as part of Superintendent Kishimoto’s Task Force on Special Education. These recommendations will be whittled down to a final report with 5 short term and 5 long term objectives to be presented to the Board of Education on May 17th. Task Force deliberations began in November 2017 with meetings held twice a month. Their work on the Task Force was not a comprehensive review of special education but more about prioritizing activities to improve access to quality education and ensure appropriate inclusion. <u>Continuum of Supports Focus Group</u> Amanda joined this group when Kaili Murbach stepped down. Their top recommendations are:</p> <ul style="list-style-type: none"> • A unified voice on an inclusive education vision; 	<p>A handout entitled “Special Education Program Review” was distributed to members.</p>

<p>Superintendent’s Task Force Recommendations (cont.)</p>	<p><u>Continuum of Supports Focus Group (cont.)</u></p> <ul style="list-style-type: none"> • Innovative IEP software; • Accurate calculation and documentation of LRE data; • Tri-level assessment for improved systems of support and communication. <p>Amanda explained the group intentionally chose “inclusive education” rather than “inclusion” to avoid negative associations with the latter term. She further explained that the currently used eCSSS database for special education is a stand-alone system which is outdated and costly to refine.</p> <p><u>Building Capacity Focus Group</u></p> <p>Dale identified two major recommendations for building staff capacity:</p> <ul style="list-style-type: none"> • Systemic and consistent approach to providing quality professional development <ul style="list-style-type: none"> ○ State and federal requirements ○ IEP development process ○ Specialized instruction ○ Effective inclusion models and evidence-based practices • Adequate time and balance of workload <ul style="list-style-type: none"> ○ Identify and support strategies that reduce workload for staff working with special education-eligible students, & ○ Identify models that build time for collaboration for inclusive practices for special education and general education teachers and support staff. <p>Her focus group wants to move away from ‘trickle-down’ training where the District Education Specialist is the keeper of all information and training is hit or miss within each school. They recommend that the Education Leadership Institute focus on special education during the month of July.</p> <p><u>Resource Allocation Focus Group</u></p> <p>Martha’s group on enhancing staff support and fiscal resources recommends the following:</p>	
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<p>Superintendent’s Task Force Recommendations (cont.)</p>	<p><u>Resource Allocation Focus Group</u></p> <ul style="list-style-type: none"> • A Risk Pool Reserve at the state level to be used for geographically isolated schools, emergencies, lack of resources and hard to fill positions; • Funding allocation based on student needs <ul style="list-style-type: none"> ○ Base funding per student ○ Added weighted student characteristics: level of student support, placement and disability (eligibility) • Compensation for case management <ul style="list-style-type: none"> ○ Substitute, recall pay, double prep periods • Incentivizing recruitment, induction and retention <ul style="list-style-type: none"> ○ Networks and lab cohorts facilitated by sped mentors ○ Content courses to become a highly qualified teacher ○ Grow Your Own and retired teacher pools. <p><u>Questions/comments from members and guests:</u></p> <p>C. We hear things at SEAC that never filters down to the school level. There need to be some accountability.</p> <p>C. Schools are telling parents that they are going to do all IEPs between 12:00 and 2:00 p.m. because teachers don’t have extra time or pay. As a consequence, parents are not showing up, because they are working.</p> <p>Q. I know the Superintendent is traveling around, but is she looking at special education? A. (Martha) She is meeting with special education teachers and hearing about bright spots, but she is counting on the Task force to do a deep dive. We don’t have enough time to do that.</p>	<p>Members were given feedback forms to respond to the recommendations presented. A number of forms were collected after the meeting (see attached summary).</p>
<p>Input from the Public</p>	<p>1. Amanda reported that SPIN had received three calls in one week validating the issue of a revolving door of contracted personnel. Parents also were frustrated that they couldn’t talk to agency personnel.</p> <p>2. Martha reported that SEAC had been copied on a letter from a teacher on Kauai outlining human resources issues.</p>	
<p>Agenda Setting for the May 11th Meeting</p>	<p>Agenda items include: Infographic work group meetings, membership issues, election of officers, annual report discussion, a due process handout, and the annual appreciation ceremony and luncheon.</p>	

Approved as corrected