SPECIAL EDUCATION ADVISORY COUNCIL

Minutes – September 7, 2018

9:00 a.m. – 12:00 p.m.

**PRESENT:** Brendelyn Ancheta**,** Debbie Cheeseman,Sage Goto, Martha Guinan, Scott Hashimoto (for Kurt Humphrey), Amanda Kaahanui (staff), Dale Matsuura, Kaili Murbach, Carrie Pisciotto, Kaui Rezentes, Susan Rocco (staff), Rosie Rowe, Christina Tydeman (liaison to the Superintendent), Steven Vannatta, Susan Wood

**EXCUSED**: Annette Cooper, Motu Finau, Cathy Kahoohanohano, Bernadette Lane, Stacey Oshio, Tricia Sheehey, Ivalee Sinclair, James Street, Francis Taele, Amy Wiech, Jasmine Williams

**GUESTS**: Kevin Bardsley-Marcial, Virginia Beringer, Lindsay Heller, Arnie Kikkawa

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| **TOPIC** | **DISCUSSION** | **ACTION** |
| **Call to Order** | Chair Martha Guinan called the meeting to order at 9:10 a.m. |  |
| **Introductions** | Members introduced themselves to parent member nominees Lindsay Heller from the Big Island and Virginia Beringer from Windward District. |  |
| **Announcements** | 1. Susan Rocco announced that SEAC provided testimony on Chapter 19 and Chapter 41 (to be renamed Chapter 89) proposed revisions at the September 6th General Business meeting of the Board of Education. DOE was asked to incorporate SEAC’s recommendations along with those of Board members and other testifiers into revised language to be presented at the October 4th General Business meeting prior to Board approval for public hearings on the two rules. 2. Martha announced that her son Ryan is one of five finalists in this year’s Hawaii Stars competition on October 28th featuring talented individuals with disabilities. The show will be aired later on KHON. 3. Rosie Rowe announced that LDAH has three more traveling Neighbor Island mini conferences in September and two on Oahu in October. 4. Amanda Kaahanui reminded members of the Footsteps to Transition Fair at Radford High School on October 20. It is targeting middle and high school students with disabilities and their families. 5. Christina Tydeman announced that the new SEAC meeting date for April 2019 will be April 5th at Puuhale School. | Members seeking more information were directed to www.ldahawaii.org.  Members were asked to make the change to their calendars. |

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| **Review of August 10, 2018 Minutes** | Members noted a number of typos in the document. Susan Wood and Christina will forward their edits to Susan R. for minutes revision. | The minutes were approved as corrected. |
| **Member Responsibilities** | Martha reviewed SEAC member responsiblities by having members take turns reading a responsibility or a Leading by Convening (LbC) principle. Steven Vannatta provided a synopsis of this methodology that SEAC has been utilizing for the past three years to approach complex problems. Its three main components are 1) coalescing around issues, 2) finding relevant partners, and 3) doing the work together. Relationships are important, and everyone has something to contribute. Susan W. added that LbC involves looking at problems from both the technical and adaptive side. | Copies of SEAC Member Responsibilities and Leading by Convening Prinicples were distributed. |
| **New Member Nominations** | Susan R. reported on the five member nominations that the Membership Committee recommends forwarding to the Superintendent for her consideration. Two of the nominees—Carrie Pisciotto and Francis Taele—are Departmental representatives for the Early Intervention Section and the Department of Public Safety respectively. Susan W. is being nominated as a community representative, as she is no longer eligible to serve as a parent representative (her son has reached the age of 27). Martha introduced two parent nominees—Lindsay Heller from the Big Island and Virginia Beringer from the Windward side of Oahu—and asked them to share a little information about themselves:  • Lindsay, who lives in Volcano, has a daughter with spina bifida who had surgery before she was born. Lindsay works as a tutor supervisor at UH Hilo, is currently taking Americal Sign Language classes. She recently received a certificate in disability studies from UH Manoa.  • Virginia moved to Oahu from Idaho with her family, including 12-yr. old son Matthew who has Down Syndrome. While in Idaho she served on the Down Syndrome Board, participating in legislative outreach, and she hopes to join systems change efforts here in Hawaii. She has a Masters in Public Health in Epidemiology.  Susan reminded members that SEAC needs at least one additional parent representative or person with a disability to comply with the IDEA requirement of majority representation by parents and consumers. | The nominees were unanimously approved by members to submit to the Superintendent for her consideration of appointment to SEAC. Members were asked to submit the names of parents of young children with disabilities and parents from military families who might be interested in serving on SEAC. |

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| **Data Ethics and Representation Discussion** | Christina Tydeman led a discussion around the ethical sharing of data that has bearing on SEAC’s development of infographics, as well as our interpretation of data shared by others. Drawing from the National Forum for Education Statistics 2010 guide, she shared some important canons or principles about the ethical use of data and then divided members into small groups to analyze different data scenarios. She asked them to point to the data ethics canon that is lacking in their scenario and brainstorm one preventative action that an individual could do to reduce the likelihood of repeating the scenario. She also shared some slides depicting data and asked members to detect the bias and/or missing information. Included in the discussion was how to reconcile data reports regarding the same target population that conflict with each other. An example used is the official enrollment numbers of special education students vs. the child count data submitted to the Office of Special Education Programs. Both data representations are accurate, but they represent data captured at different times of the school year and therefore reflect different student counts. Another point of discussion was how graphical depiction of data can distort its meaning (for example, charts with 3D effects).  Questions/comments from members and guests  C. Data shouldn’t be considered as a beacon, but more like a street lantern that illumimates only part of the path.  Q. How do you address the variability in the recommended standards around data confidentiality? A. That is a much bigger discussion. A lot has to do with the cell size, and some of the variability has to do with the populations involved. For example, Hawaii’s ethnicity spread is very different than any other state, so we might adopt a cell size or reporting threshold that fits our state population. |  |
| **Introduction to the Pu‘uhale School Community** | Principal Arnie Kikkawa briefly introduced herself. She attended Kalihi schools as a child and graduated with a degree in science. After discovering that she didn’t enjoy experimentation, she was recruited as a science teacher and has served as a vice principal at Farrington as well as a |  |

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| **Introduction to the Pu‘uhale School Community (cont.)** | principal at Dole and Pu‘uhale. Prinicpal Kikkawa then shared a powerpoint presentation that included Pu‘uhale’s vision and data regarding staff positions and student demographics and subgroups. As a small school, there are only 22 teaching positions to serve 232 students from pre-kindergarten to fifth grade. ELL students make up 36% of students and the special education population is 11%. Principal Kikkawa fought to have students from the newly built Kahauiki Village be included and made to feel welcome in her school community given their proximity to Pu‘uhale.  Questions/comments from members and guests  Q. Was the transition from Kahauiki Village to school seamless and were any additional support services needed? A. The transition has been smooth given that thirty families are already connected to the Institute for Human Services which has an office at the Village.  Q. How are special education students receiving support? A. Last year we had a fully self contained classroom and a resource room. We intended to institute co-teaching in 2nd and 3rd grade this school year but we were unable to receive enough qualified teachers.  Q. How many students are in the resource room? A. 13.  Q. If a student is eligible for an inclusive placement, where do they go?  A. We can put kids with educational assistants (EAs) in the regular classroom, and we are seeking to add qualified teachers.  Q. How many students have 1:1 instructional support? A. 7.  Q. What kinds of things would you like SEAC to prioritize? A. Number one is getting qualified people. As soon as they graduate, they are snapped up by other folks. We are all competing for the same individuals.  C. This building has an interesting layout. What is its history? A. It used to look like a plantation house, but a fire caused us to renovate. The advantage of our current main building is that it is air conditioned. It makes learning easier for the kids and also attracts DOE administrators who want to hold their meetings here. The only other building is our cafeteria. |  |

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| **Introduction to the Pu‘uhale School Community (cont.)** | Questions/comments from members and guests (cont.)  Q. Who is in charge of the policy and distribution of skills trainers to students who have similar needs to those with autism? A. (Martha) It’s difficult to answer, as the approach to the issue has been piecemeal.  C. It should occur through the IEP process, but there is a statewide shortage of trained personnel—especially on the Neighbor Islands.  C. Often the designation of a 1:1 support doesn’t specify whether the support is an EA or a Registered Behavioral Technician (RBT). Sometimes paraprofessionals and EAs are far better than RBTs/skills trainers.  Q. Would SEAC be looking at grant funding to get more training to the field?  C. Bayada has applied for a grant to provide funding to purchase a curriculum for competency training. We are finding that Hawaii’s workforce capacity is small and needs building up.  Q. Is Bayada working with the University of Hawaii? A. (Kevin Bardsley-Marcial) Yes.  C. For early intervention we contract out for services (Bayada), and everyone is stretched thin for trained personnel.  C. One of the Superintendent’s challenges is building workforce capacity. |  |
| **SEAC Member Wordle** | Martha called attention to the wordle or word cloud created from member responses at the August 10th meeting as to why they choose to serve on SEAC. She encouraged members who didn’t participate to give their word or word phrase to Susan R. or Amanda to include in the wordle. |  |
| **Agenda Setting for October 5th Meeting and Beyond** | Martha reminded members that although we set priorities for which of the Special Education Task Force recommendations we are most interested in discussing, we have to structure our agenda in the order that information is available. Christina confirmed that Assistant Superintendent Heidi Armstrong of the Office of Student Support Services will be on the agenda in November to discuss the Special Education Task Force implementation activities, as well as Medicaid reimbursements for the delivery of related services to Medicaid eligible students. Christina has seen a draft of the implementation plan and SEAC is listed in it. Deputy Superintendent |  |

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| **Agenda Setting for October 5th Meeting and Beyond (cont.)** | Phyllis Unebasami is scheduled to attend the December meeting, while Assistant Superintendent Amy Kunz will discuss the DOE budget with SEAC in February.  Tentative agenda items for the October 5th meeting include:   * A discussion related to inclusion vs. results; * A discussion of the State Systemic Improvement Plan (SSIP)   + Critical areas that have changed over time,   + Where the state wants to go in the future, and   + Ideal activities for the next cycle of the SSIP * Infographic Work Groups, Reports and Presentations. |  |
| **Infographic Work Group Presentation on School Health** | Christina, Kaui Rezentes and Amanda shared their infographic entitled “How to Obtain Medical Services for Non-Medically Fragile Children in the DOE.” The infographic was designed to meet a need brought up by a parent of a child with a seizure disorder. The parent had worked with the IEP team to develop a process by which her child would be sent to the health room for medication when a fever arose, in order to try to prevent a seizure from occuring. However, the health room had no order for administering medication and the student received none. There were so many different role groups involved—the child’s doctor, the Public Health Nurse (PHN), the school health nurse, and the nursing provider—in addition to the parent and teacher, that the infographic was designed as a “To Do List” for parent and school personnel to ensure services are delivered in a timely way. Kaui and Amanda have shared their draft with some Windward PHNs, an SSC and parents, and received the following feedback from members:  • under the **DES description**, correct a typo—‘an’ rather than ‘and’;  • under the **Medical Packet description**, add doctor orders blank forms;  • under the **first bullet on the Parent to-do list**, specify who in the DOE to notify, i.e. the SSC or the principal;  • under the **School to-do list**, add “and distributes copies of EAP” to the step **DOE sets up services**;  • operationalize non-medically fragile child descriptions/examples— |  |

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| **Infographic Work Group Presentation on School Health (cont.)** | Feedback from members (cont.)  possibly through a link at the bottom of the page;  • run the infographic past other role groups to determine if anything has been missed;  • rethink the title, for example “How to Obtain Medical Services for Children with Special Health Needs;” and  • rather than “DOE”, use “school.”  Additional comments/questions from members and guests  C. The infographic is very helpful; I had a situation like this and didn’t know what to do.  Q. Does the school need a signed copy of the Emergency Action Plan (EAP)? A. (Kaui) Yes, it actually goes to the nurse in the classroom.  Q. Is this infographic basically for students who need medication? I have had a situation where the teacher had a copy of the EAP.  C. My daughter always had substitute teachers who know nothing about her.  C. In high school, sometimes the security guard has a copy of the EAP in case something happens while the student is outside.  Q. For future infographics, do we need a process map for running the draft past multiple stakeholders? |  |
| **Input from the Public** | This agenda item was deferred as there were no requests to give input from the public. |  |