SPECIAL EDUCATION ADVISORY COUNCIL

Minutes – October 5, 2018

9:00 a.m. – 12:00 p.m.

**PRESENT:** Brendelyn Ancheta**,** Bob Campbell,Motu Finau, Sage Goto, Martha Guinan, Scott Hashimoto (for Kurt Humphrey), Lindsay Heller, Amanda Kaahanui (staff), Bernadette Lane, Dale Matsuura, Kaili Murbach, Carrie Pisciotto, Bev Reidy (for Rosie Rowe), Susan Rocco (staff), Tricia Sheehey, Francis Taele, Christina Tydeman (liaison to the Superintendent), Steven Vannatta, Jasmine Williams

**EXCUSED**: Virginia Beringer, Debbie Cheeseman,Annette Cooper, Stacey Oshio, Kaui Rezentes, Ivalee Sinclair, James Street, Amy Wiech, Susan Wood

**ABSENT**: Cathy Kahoohanohano

**GUESTS**: Daintry Bartoldus, Cesar D’Agord, Maile Martin

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| **TOPIC** | **DISCUSSION** | **ACTION** |
| **Call to Order/Welcome** | Chair Martha Guinan called the meeting to order at 9:12 a.m. |  |
| **Announcements** | Amanda Kaahanui notified members and guests of the following:   * The date for the 2019 SPIN Conference is in flux. If renovation of the UH Campus Center is scheduled prior to the reserved date of April 13th, then the conference will be held earlier on February 23rd. * The Footsteps to Transition Fair will be held October 20th at Radford High School 8:30 a.m. to noon. The Fair is targeting middle and high schoolers with developmental disabilities and their families. * The After School Alliance is holding a Summit on October 19th and 20th. Amanda has been asked to present on the topic of engaging children and youth with disabilities into after school programs.   Martha made two announcements:   * She has been invited to sit on the SPED Fiscal Allocation Workgroup to help design a special education staffing allocation formula. * SEAC received a memo that invites interested members to sign up to serve on an Alternate Assessment (AA) Stakeholder Group.   Susan Rocco announced that data from the SY 17-18 Smarter Balance Assessment (SBA) was shared at the September 20th General Business meeting of the Board of Education. She added this data to the SBA results reported in the latest annual report, showing that the latest scores for sped math and reading are the lowest in four years and constitute the largest |  |

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| **Announcements (cont.)** | achievement gap with non-sped students.  Bev Reidy announced that Leadership in Disabilities and Achievement Hawaii (LDAH) has two more traveling mini-conferences scheduled on Oahu: October 6th at the HI USA Federal Credit Union and October 13th at BYU Hawaii. | Members seeking more information were asked to call LDAH at 536-9684. |
| **Review of the September 7, 2018 Minutes** | No changes were made to the draft minutes. | The minutes were accepted as submitted. |
| **Membership Issues – New Member Nomination** | Susan R. acknowledged the Superintendent’s recent appointment of Virginia Beringer, Lindsay Heller, Carrie Pisciotto, and Francis Taele, and the shifting of Susan Wood’s stakeholder representation from parent to community member. Two more members who are either parents or persons with a disability are needed to comply with the majority representation requirements of IDEA. The membership committee has vetted a Navy mom who wishes to join SEAC. Tina King has an 11-year old on the Autism spectrum and also serves as a Parent Consultant at LDAH. | Members voted unanimously to forward Tina’s nomination to Superintendent Kishimoto. |
| **Overview of Implementation Frameworks** | Christina Tydeman and Cesar D’Agord, participating via webcam from the National Center for Systemic Improvement, presented an overview of implementation frameworks—the ways in which organizations implement innovations. The presentation borrowed from the 2004 work of Greenhalgh et al. entitled “Different Conceptual and Theoretical Bases for the Spread of Innovation in Service Organizations.” Christina explained that the Office of Special Education Programs (OSEP) views *implementation science* (IS) as a cornerstone for program improvement, along with Leading by Convening. When the Department moves into the next cycle of the State Systemic Improvement Plan (SSIP), they will take IS into consideration.  Models of Implementation  Using the SSIP, now in its last year of implementation, as an innovation that the state is trying to implement, Cesar asked members their view on whether implementation has been more “let it happen” (unprogrammed, uncertain, unpredictable) or “make it happen” (planned, scientific, orderly). | Christina will share the Powerpoint with SEAC members. |

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| **Overview of Implementation Frameworks (cont.)** | Models of Implementation (cont.)  Several members saw schools embracing the “let it happen” model, even though the SSIP implementation team was attempting to “make it happen.” In between those two poles is “help it happen”—the preferred method of spreading innovation that uses adaptive and technical approaches to negotiate and enable change.  Active implementation  Cesar shared a formula for improved student outcomes: effective interventions X effective implementation X enabling context. When the Office of Special Education Programs reviews SSIPs, they are looking for implementation science examples--the mechanism to make things happen.  Systems alignment for outcomes  Christina reminded members of efforts to align various stakeholder groups and improvement strategies around the initial Phase I SSIP in 2014, including using the Complex Area Support Teams (CAST) for support and accountability. Implementation efforts have not lived up to initial expectations, due in part to insufficient elements for success—time, teams, support and communication.  *Time:*  Full implementation takes time and includes three prior steps: exploration, installation and initial implementation.  *Implementation teams:*  Where there are no implementation teams it takes 7 years with only 14% of sites reaching full implementation. With an implementation team 80% of the target population has improved outcomes in 3 years. Christina asked members to start thinking about what the next phase of the SSIP would look like with all structures in sync (school, complex, district and state teams).  *Supports:*  CAST was supposed to be the support mechanism for the SSIP process–  leadership drivers, organization drivers, and competency drivers. It was |  |

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| **Overview of Implementation Frameworks (cont.)** | Systems alignment for outcomes: *Supports:* (cont.)  only partially successful due to vacant positions, varying levels of expertise and a change in focus resulting from new leadership.  *Communication:*  The part that each one of us represents is a very small part of the implementation process with people above and below us, along with community partners. Teams need to meet regularly and use the Plan-Do-Study-Act (PDSA) process.  Questions/comments by members and guests  C: SEAC has moved toward “help it happen,” but schools are at the “let it happen” stage.  C: I’m glad SEAC has placed high priority on Leading by Convening. OSEP is trying to be sure that states look at both the adaptive and technical side (LbC and Implementation Science).  C. What I am hearing is a nice reminder. In our respective units, we have all had something similar—a strategic plan in place. We need to examine if we are being reactive or proactive.  C. We have the complication of wearing different hats. Cesar is speaking from a state level, while many of our members are looking at it from our stakeholder group’s perspective. We need to figure out how to make implementation important at the school level. A. (Cesar) We need to start small and make sure that schools go through the entire implementation process. Having the capacity to make this happen for all schools is our challenge. We are looking at what area would bring the highest leverage for Hawaii in terms of improved outcomes for students with disabilities.  C. (Christina) One of Hawaii’s challenges is that we assumed that all schools would be able to implement the SSIP.  C. This presentation is helpful. Q. Is it available to the team that are implementing the recommendations from the Special Education Task Force? A. (Christina) It is certainly available to be shared, but folks must be ready to hear it. SEAC has a lot of influence, so we want to capitalize on that. |  |

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| **SSIP Cycle Update** | Christina reminded members that we’re in the final year of implementation of the SSIP begun in 2014 with the measurable goal of improving reading proficiency for 3rd and 4th grade students with language and learning disabilities and other health disabilities. The U.S. DOE has not yet determined what the next 6 year cycle will be, and Christina would like SEAC to proactively begin discussing new directions.  Lessons learned to date  • The CAST teams made sense conceptually, but they weren’t as fully staffed or highly qualified as needed to make necessary progress.  • Changes in leadership resulted in changes in the direction of reforms.  • A new implementation plan was adopted with three high impact strategies: school design, student voice and teacher collaboration.  • State-identified Measurable Result (SiMR) progress is nil.  Next steps  Christina acknowledged that we are at the “study” phase of problem solving (Plan, Do, Study, Act), seeing what has worked and what has not worked. To move into the “act” phase, she is suggesting the following discussions for future meetings:  • Considering the two frameworks (Leading by Convening and Implementation Science), what changes would you consider recommending for the next SSIP?  • Who are the stakeholders who should be involved in the re-thinking or continued implementation of the SSIP? (SEAC will clearly be part of the stakeholders involved).  Questions/comments by members and guests  Q. At the school level, who determines who will be on the team? Are they volunteers? A. That’s a good question and evident of the problem of not having an implementation team.  C. (Cesar) Hawaii is the only state with a statewide SiMR (other than the Bureau of Indian Affairs).  C. We need to check the accuracy and reality of assumptions. |  |

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| **SSIP Cycle Update (cont.)** | C. One problem I see in DVR with implementing programs strategically is that every school operates differently. One school will have a transition counselor; other schools change that position every year. Teachers are not fully vested in transition planning because they have to do other things. A. (Christina) Yes, secondary transition is an area we are struggling with. There are two areas that are most problematic—having the student invited to his IEP and providing age-appropriate assessments for planning.  C. (Christina) We found that students not being at their IEP meeting is not due to a knowledge issue—it seems to be a value issue. I’ve thought about how we could address the issue using the Superintendent’s priority area of *student voice*: 1) help prinicipals understand the importance of having the student present to express his needs/desires, 2) ask at each meeting if the student was invited, and 3) communicate to parents (possibly through a SEAC infographic) the importance of student voice, so that they then might be be more eager to have their child participate in the IEP meeting.  C. To add to that idea, we would want to ensure that the students have successful participation at that meeting—not just check the box.  C. We should be doing partially student-led IEPs in Kindergarten.  C. (Motu) I’m working with Amanda and Brikena White [the State Specialist on secondary transition] on developing an IEP training around transition issues.  C. A problem on the Big Island is that there is not adequate transportation in rural areas for parents to attend trainings.  C. Parents take it for granted to rely on professionals. I have two sons on the autism spectrum. One had the opportunity to be involved at 16 in transition planning, and the other son did not. It was dependent on the special education department chair each year to decide who to invite.  C. You have to teach families about the importance of having their child involved in IEP planning. In elementary school, make it pleasant and don’t require the student to stay the whole meeting. In middle school, make them feel welcome. Require all high school students to learn self-advocacy. |  |

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| **SSIP Cycle Update (cont.)** | C. The state has improved on data teams, but they need special education experts at the school level to be at meetings when they want input.  C. I like the idea of self-advocacy. When students come to the Developmental Disabilities Division, they need to be able to participate.  C. A lot of time we look at the improvements we want, but maybe we should focus on implementation. If results are poor, is it implementation or something else? A. (Christina) The feds are asking us to document how we are showing the fidelity of implementation.  C. When you think about stakeholders who should be included in the next SSIP discussion, you naturally think about parents. You might also consider self-advocates as part of the student voice and classroom EAs. |  |
| **Infographic Work Group** | Members broke into three Infographaphic Work Groups--Inclusion/HĀ, State Systemic Improvement Plan (SSIP), and Significant Disproportionality—to continue discussions. |  |
| **Raw Shorts Video Presentation on SEAC** | Amanda shared a second video presentation she made using the program Raw Shorts. It features a brief introduction to SEAC that is about a minute long. Her only challenge was finding a “voice” to properly enunciate “SEAC” (see-ack). She reminded members that Raw Shorts is free up to five video presentations which can be more impactful than an infographic. | Susan and Amanda will post the video to the SEAC website. |
| **Infographic Work Group Reports** | **Inclusion/HĀ**. Martha reported that her group is focusing on a vision aimed at principals. **SSIP**. Steven’s group is working on an infographic for parents with three main takeaways—1) resources, 2) strategies/ activities, and 3) early literacy benchmarks. **Significant Disproportionality**. Sage reported that the group has two different prototypes and is seeking feedback from the group and outsiders. They are exploring the possibility of producing the products in different languages. |  |
| **Agenda Setting for November 9, 2018 Meeting** | Members agreed on the following agenda items:  • the implementation of the Special Education Task Force  recommendations (AS Heidi Armstrong);  • Medicaid reimbursement for related services (AS Heidi Armstrong); |  |

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| **Agenda Setting for November 9, 2018 Meeting (cont.)** | • infographic work groups and reports,  • Chapter 19/89 update,  • Next steps for SSIP planning, and  • Data and factors contributing to low SBA SPED scores for SY 17-18.  Members were reminded that in December, Deputy Superintendent Phyllis Unebasami will be present to dialogue about a variety of issues. |  |
| **Input from the Public** | No guests or members had input from the public to share. |  |