SPECIAL EDUCATION ADVISORY COUNCIL

Minutes – November 9, 2018

9:00 a.m. – 12:00 p.m.

**PRESENT:** Brendelyn Ancheta**,** Virginia Beringer,Bob Campbell,Debbie Cheeseman,Annette Cooper, Motu Finau, Sage Goto, Martha Guinan, Scott Hashimoto (for Kurt Humphrey), Lindsay Heller, Amanda Kaahanui (staff), Tina King, Dale Matsuura, Tom Moon (for Stacey Oshio), Kaili Murbach, Carrie Pisciotto, Kau‘i Rezentes, Susan Rocco (staff), Tricia Sheehey, Ivalee Sinclair, Francis Taele, Christina Tydeman (liaison to the Superintendent), Steven Vannatta, Susan Wood

**EXCUSED**: Cathy Kahoohanohano, Bernadette Lane, Tricia Sheehey, James Street, Amy Wiech, Jasmine Williams

**ABSENT**: Rosie Rowe

**GUESTS**: Heidi Armstrong, Kevin Bardsley-Marcial, Flora Switzer

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| **TOPIC** | **DISCUSSION** | **ACTION** |
| **Call to Order/Welcome** | Chair Martha Guinan called the meeting to order at 9:12 a.m. |  |
| **Review of the October 5, 2018 Minutes** | No changes were made to the draft minutes. | The minutes were accepted as submitted. |
| **Announcements** | Amanda shared the following information:   * The SPIN Conference date has been changed to April 13th; * She is co-presenting a two part IEP workshop with Brikena White, the state specialist for transition, and Debbie Kobayakawa as part of the Jobs Now Partnership grant secured by the Center on Disability Studies. Part 1 was held on Nov. 3rd and provided an overview of the IEP process. Part 2 is scheduled for November 10th and will focus on transition planning in the IEP.   Susan Wood announced that the E.R.K. lawsuit involving compensatory educational services for class members who were required to leave school at age 20 has settled. Attorneys have called the parents with a menu of open-ended suggestions and a budget. While the process took almost eight years, Susan is satisfied with the result for her son. |  |
| **Dialogue with Assistant Superintendent (AS) Heidi Armstrong** | AS Armstrong from the Office of Student Support Services (OSSS) shared information regarding the implementation of the 2018 Special Education Task Force Report recommendations as follows:  Implementation timeframe  The report included both long and short term recommendations. The short term expectations are expected to be implemented this school year. They include professional development, funding allocation, adequate time for teachers to plan together and a shared vision of inclusive education. Long |  |

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| **Dialogue with Assistant Superintendent (AS) Heidi Armstrong** | term recommendations are expected to take several years to develop and implement.  Shared vision of inclusive education  Most agree on the need for a shared understanding as there are many different definitions of inclusion in the field. OSSS will distribute a framework with a clear definition and expectations by end of year, so that all educators are on the same page. After internal vetting, the framework will be shared with partner agencies including SEAC. The department has contracted with a renowned trainer for inclusion—Stetson—now in its third year. They have shown us that there are other models of inclusive education beside co-teaching that are feasible, workable and successful. 40 schools have gone through their training and given positive feedback. We are developing a rubric on inclusion to create a common understanding, as well as a common vocabulary and quality standards.  Professional development  Eventually, the Professional Development System will coordinate between the state office, complex areas and schools. OSSS would appreciate input on their professional development plans, especially in the area of family engagement and how to reach out to communities. They hope to continue co-training with community members like the training conducted by Brikena and Amanda. AS Armstrong also acknowledged SEAC and SPIN for getting information on training out to the field.  Teacher mentoring  A longer term goal is to expand mentoring and networking for special education teachers. Title II funds are being given to complex areas for special education mentors. Kauai has high caliber mentors for new teachers and veteran teachers. We also need mentors who are very well versed in special education and teaching English learners.  New data system  The department is migrating to a new data system—Infinite Campus—and we are making access for special education a priority. We believe it will improve the quality of the IEP. The Office of Innovation has more details. |  |

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| **Dialogue with Assistant Superintendent (AS) Heidi Armstrong (cont.)** | Medicaid Reimbursement  AS Armstrong updated members on the department’s actions to claim reimbursements for related services provided in accord with the IEP to Medicaid eligible students. UMASS is the third party biller. District Education Specialists have been trained on the four eligibility criteria for a related service to be reimbursed:  1. Documentation in the IEP,  2. Eligibility for Medicaid,  3. Signed parent consent form on file, and  4. Related service provision by a licensed provider.  Parents are being encouraged to fill out the consent form whether or not they meet eligibility for Medicaid reimbursement. Should their child become eligible later, the form will be on file.  Questions/comments from members and guests  Q. When do you expect that partner agencies will receive your inclusion framework? A. It needs to go through leadership first, so possibly by the beginning of 2019. That would give us the semester to make edits.  C. I work at a secondary school helping with family engagement. Everyone sees it different ways. Some schools see family engagement as primarily helping with fund raising.  C. My school brought in a program through Parents for Public Schools that educates parents about student learning styles. Our parents were very receptive, because they are receiving knowledge. We need to move to 21st Century whole family engagement where we provide parents access to the same knowledge as the educators receive.  C. SEAC was part of a group that recommended that the Board of Education update their policy on family engagement to reflect family-professional partnerships and the standards developed by the National Parent and Teacher Association. Partnership is a much stronger word than engagement and connotes equal sharing of decision making powers.  C. Members of SEAC also worked with Jean Nakasato in revising the CSSS guidelines to include parent-school partnership principles and activities. Our intention was for them to be embedded throughout the |  |

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| **Dialogue with Assistant Superintendent (AS) Heidi Armstrong cont.)** | Questions/comments from members and guests (cont.)  guidelines, but Jean opted to organize them as a separate chapter.  C. Family Voices put together modules on family-professional partnerships. They will be offered to co-chairs of the Community Children’s Councils (CCC) through a federal grant.  C. DVR has been working with Brikena White to ease transitioning of students with IEPs. The JobsNowPartnership workshop last Saturday put on by the Center on Disability Studies in partnership with DOE, DVR and SPIN offers a good model of family-school partnership. It focused on teaching parents how to tie their child’s needs into IEP goals. It also helped parents understand how DOE makes decisions; understanding from both ends helps everyone work together.  C. The workshop also included Debbie Kobayakawa who helps facilitate a Windward District parent support group for parents of students with autism.  Q. How was the workshop advertised? A. (Martha) It was circulated in multiple media sites, including the SPIN email postings.  C. If your work group that is looking at financing special education is considering creating weights for special education students in the Weighted Student Formula, you might want to ask Ivalee Sinclair for her input, as she sat on the Committee on Weights the last time special education weighting was considered.  C. In Alaska, they use Skype to conduct IEP meetings. It gives flexibility in areas where families are hard to reach.  Q. Do you think that Stetson will be working with every school? A. I don’t know. We want to extend their contract until we can sustain the reform effort after they go. We’re not there yet.  C. One of the problems we had with Medicaid reimbursement previously was due to a lack of understanding on the parent’s part. Consequently, they didn’t respond to the request letter. A. To address that, we are not mailing any forms. They are given to parents face-to-face at the IEP meeting along with a FAQ sheet. Then we mail an annual notification |  |

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| **Dialogue with Assistant Superintendent (AS) Heidi Armstrong cont.)** | Questions/comments from members and guests (cont.)  form to all parents.  Q. How will the billing of related services for a Medicaid eligible child affect his access to medically necessary services outside of school? A. The services provided at school benefit the child’s education, so they won’t affect other services outside the school day.  Q. Does this mean we can put applied behavior analysis services in the IEP for reimbursement? A. ABA is determined by the needs of the child. How we write in on the IEP and who provides the service can affect reimbursement. Recent legislation says that teachers can implement ABA services but cannot design the behavioral plan until 2019. We are in the process of getting clarification from legislators.  Q. If ABA has been conducted by an outside agency with a behavioral assessment, would that be grounds to implement it through the IEP? A. Services will be provided if appropriate.  Q. Is someone stepping into IEPs determining if the related service is billable? A. No, the IEP process is separate. Later we look at IEPs to determine what services are billable. The only IEP discussion regarding reimbursement is the consent form.  Q. Who flags the IEP? The teacher? A. No, a designee at the school. It is a FERPA violation to share that insurance information.  Q. We moved here from another state and my son is getting O.T. and Speech. How would I know if his services qualify for Medicaid reimbursement. A. (AS Armstrong) We don’t determine Medicaid elibility. A. (Martha) You need to apply to Medicaid to find out if eligible.  Q. Since DOE is absorbing those costs, can they encourage parents to apply for Medicaid? A. No, we can give information only.  C. My son is medically fragile with a mixture of medical and educational needs. Even when we have letters from physicians, I have been told that these medical supports are not eligible. It took years to have his school allow bringing in experts to get what he needs. A. Those specifics should go to the Complex Area Superintendent. In order to bill for Medicaid, the service must be both medically and educationally required. The IEP team |  |

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| **Dialogue with Assistant Superintendent (AS) Heidi Armstrong cont.)** | Questions/comments from members and guests (cont.)  can determine whether the service is required but not whether it is billable.  C. I am often told that I need to go to an outside provider, and in the meeting, you find out it is a funding issue. A. The service should not be determined on funding availability.  C. It is a lot easier to prove that the provider is qualified, if the provider is an outsider. A. The provider needs to be licensed for reimbursement purposes.  Q. What are the related services that are eligible for reimbursement? A. Speech, O.T., P.T., skilled nursing, ABA, SBBH, if licensed, and administrative services.  Q. Are you accepting any license for SBBH? A. That is determined by Med-Quest and the Department of Commerce and Consumer Affairs.  C. SEAC has committed to producing infographics that help explain important topics to various stakeholder groups. Would it be helpful if SEAC produced an infographic for parents on Medicaid reimbursement?  A. Yes, I would like to see a draft, if you produce one.  C. We are also putting together an infographic on inclusion as well as coordination of school health services, signficicant disproportionality and reading resources for parents.  C. Your special education conference is currently restricted to educators only. If you could open up some of the presentations, then we could all be learning things at the same time and talking the same language. A. Logistically, space is an issue. We’re planning another conference next summer with new topics and I can bring your request up for consideration. |  |
| **State Systemic Improvement Plan Next Steps** | Christina Tydeman lead a discussion regarding what might be considered in the next SSIP cycle since Hawaii is currently in the last year of a six-year cycle. The following topics were discussed:  OSEP Differentiated Supports Report  Hawaii just received OSEP’s determination on how well Hawaii performed in four areas of results-driven accountability (RDA)—fiscal, compliance, results and the SSIP. The performance scores determine the type of engagement and supports from OSEP as listed below: |  |

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| **State Systemic Improvement Plan Next Steps (cont.)** | OSEP Differentiated Supports Report (cont.)   1. Universal – open to everyone (webinars, annual conference, etc.), 2. Targeted – participation with the Technical Assistance Centers related to the four areas of RDA, and 3. Intensive – a site visit or more directed support from the TA Centers or OSEP.   The Hawaii results of the determination were as follows:  2017-18:  Universal: fiscal  Targeted: compliance, results and SSIP  2018-19:  Universal: fiscal and compliance  Intensive: results and SSIP.  OSEP Citations  In determining the need for intensive support, OSEP cited two things:   1. NAEP scores for 4th and 8th grade proficiency in reading and math. Hawaii has been in the 0 points range for a while, and we all recognize that we are not seeing desired outcomes; and 2. SSIP related issues including infrastructure changes that support or affect SSIP initiatives, fidelity and implementation of evidence-based practices, and progress toward the State-identified Measurable Result (SiMR).   OSEP Site Visit  OSEP monitors will be making a site visit from January 7-10, 2019. We have already begun to discuss how to include stakeholder groups. It is important for SEAC, CAS leadership and other leadership to be involved.  January 7-10 will focus on Part B, and January 11 (SEAC’s scheduled meeting date) is set aside for Part C. January 11th is also the date that Joanne Cashman will be returning to SEAC for follow-up work on the Leading by Convening process. It might be feasible to have folks from SEAC meet with OSEP on Wednesday, January 9th. We could try video conferencing for Neighbor Island members. Martha also asked Christina to look into whether Skype is a possibility. |  |

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| **State Systemic Improvement Plan Next Steps (cont.)** | Needs and Opportunities  Members were asked to think about how best to utilize the assistance offered through OSEP:  • What needs would be addressed through technical assistance?  • What opportunities does this provide Hawaii?  • What might the technical assistance look like?  Inclusion vs. Results  In the last few years, Hawaii has placed a big emphasis on students with disabilities receiving their academic support in a general education classroom. On the Mainland, inclusion isn’t typcially a topic of discussion, because merely placing a student in a general education setting does not guarantee positive results. The conversation should be on figuring out what school designs support the elements of an inclusive setting while improving academic results.  Questions and comments from SEAC members and guests  Q. Do you have data on schools with the greatest challenges for quality assurance? A. We do have data looking at complex area schools and the SiMR. Last year was the first year to have 3 consecutive years of data. Schools are making minor growth, and twelve schools have made consistent growth across the three year period.  C. Qualitative data may be useful to prepare also. A. We do have some qualitative data from the SSIP which we will be submitting in April. Perhaps we can discuss how to best present that information. OSEP doesn’t officially score SSIP data, but there is some box checking required.  Q. Can we bring back phonics? When you look at the evidence, it works. We might see some change in reading scores, if we used phonics. A. One of the positive things about OSEP’s notification is that we got to share it at a Complex Area Superintendent’s meeting where we asked them to take an active leadership role in identifying evidence-based practices. A number of schools have already participated with different TA centers and school-based interventions are already having an impact.  C. SEAC met with OSEP monitors seven years ago when they made their |  |

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| **State Systemic Improvement Plan Next Steps (cont.)** | Questions and comments from SEAC members and guests (cont.)  last site visit. We were somewhat dissed when we tried to share our perspectives with them.  C. This group has had valuable insights about the infrastructure in the department. The issues are longstanding and not due to the Superintendent.  Q. Do we have a menu of what kinds of assistance Hawaii can receive from OSEP? A. We don’t want to put any filters on our thinking right now. Cesar D’Agord is the point of contact for technical assistance and he has access to a wide array of providers through his network.  C. In my son’s school, there is a lack of training between behavior and education. The behavioral part is such an integral part of staying on task, but the teachers don’t have the skillsets to motivate him. There needs to be a module or ongoing training source on individualizing behavioral interventions.  Q. Are we talking reading and math specifically? A. It’s broad. It could be related to academic results but also to the SSIP.  Q. Do you have specific SSIP outcomes in mind? A. we are looking for improvements in 3rd and 4th grade reading proficiency. This year we should be at 50% proficiency, but we’re down around 10%. In our next 6 year plan, should we aim for 50% again, or should we do an achievable goal? What do we need to do to set up a situation to get there?  Q. Were the kids achieving reading proficiency part of the SiMR population? A. No, but the 12 schools identified showed growth.  C. The bigger issue is why aren’t the majority of special education students making growth in reading. A. It is tied to our identification of best practices.  C. There are a number of dependent variables including a shift in the population of teachers, language barriers, etc. A. We have not conducted a root cause analysis.  Q. Where is the family voice in this?  C. At the risk of sounding noneducational, strategies are big picture things. What make a difference for each individual child is the teacher. If we |  |

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| **State Systemic Improvement Plan Next Steps (cont.)** | Questions and comments from SEAC members and guests (cont.)  don’t look at phonics or behavior, we will repeat our mistakes. If the strategy we select doesn’t change instruction and engage the student, we will have the same discussion we had six years ago. How many of our data coaches can pull apart student achievement and identify whether a teacher is both qualified and doing the right instructional moves? We used to see a gap in performance between a qualfied teacher and one who is not qualified, but that comparison disappeared when documenting teacher qualifications wasn’t required any longer in ESSA.  Q. What is the goal of inclusion? Is it just about academic achievement? To me it is also about normalization, community acceptance, etc. A. We should be looking at the student’s needs and not a boiler plate set of desired outcomes.  C. In a school setting, teachers see inclusion as a way to improve academics or as something detracting from academics.  C. Inclusion encompasses peer interactions, too.  C. In my experience, I haven’t had a problem selling inclusion to parents. My topic is why it isn’t being implemented school to school. Do we need more EAs? More training?  C. At Olomana we have no special education classes. We are at the stage where we are working on the mindset of the teacher.  C. We should be following the research on what has worked in implementing inclusive practices and what has not.  C. There are lots of reason why we are struggling.  C. Part of the problem is the lack of a clear defining of terms. |  |
| **Chapter 19/89 Update** | Susan Rocco shared concerns that were raised at a Windward District meeting on the Chapter 19 and 41 revisions. Chapter 41 has been renamed Chapter 89 due to extensive revisions and covers adult to student bullying. The date for a public hearing on the revisions has not yet been set. | A summary of the Windward meeting discussion was disseminated. |
| **Agenda Setting for December 14, 2018 Meeting** | The main agenda items selected for discussion in December included:  • Deputy Superintendent’s discussion around a 10 year Strategic Plan,  • Preview of APR data, and  • OSEP visit update. |  |

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| **Infographic Work Groups** | Members met in their groups for a brief discussion. When asked if any group was ready to share their progress, Sage Goto from the Significant Disproportionality Work Group presented two prototypes of infographic designs documenting significant disproportionality for Hawaiian students with disabilities. The infographic ends with a question of why this is happening. An early lesson his group learned is to not be attached to a particular prototype and to be ready to adapt to feedback and additional reflection. He pointed out the need for a framework that would give all work groups a better expectation of the steps in the approval process. At a minimum, he suggested that qualifications for infographic approval by the entire Council include 1) that the infographic was developed by SEAC members, 2) that it has been reviewed by others, 3) that the links have been checked and vetted, and 4) that the final document is clear, concise and usable by the stakeholder. | Members will ask Joanne Cashman for her advice regarding steps for infographic approval when she visits in January. |
| **Input from the Public** | No guests or members had input from the public to share. |  |