SPECIAL EDUCATION ADVISORY COUNCIL

Minutes – December 14, 2018

9:00 a.m. – 12:00 p.m.

**PRESENT:** Brendelyn Ancheta**,** Virginia Beringer,Debbie Cheeseman,Motu Finau, Sage Goto, Martha Guinan, Lindsay Heller, Amanda Kaahanui (staff), Tina King, Dale Matsuura, Kaili Murbach, Kau‘i Rezentes, Susan Rocco (staff), James Street, Francis Taele, Christina Tydeman (liaison to the Superintendent), Steven Vannatta, Amy Wiech, Susan Wood, Jasmine Williams

**EXCUSED**: Annette Cooper, Scott Hashimoto, Cathy Kahoohanohano, Bernadette Lane, Stacey Oshio, Carrie Pisciotto, Tricia Sheehey, Ivalee Sinclair

**ABSENT**: Bob Campbell,Rosie Rowe

**GUESTS**: Kevin Bardsley-Marcial, Susan Forbes

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| **TOPIC** | **DISCUSSION** | **ACTION** |
| **Call to Order/Welcome** | Chair Martha Guinan called the meeting to order at 9:12 a.m. |  |
| **Introductions** | Members introduced themselves to guest Susan Forbes. |  |
| **Announcements** | Susan Rocco announced that the Legislative Committee submitted testimony to the Child and Adolescent Mental Health Division’s Proposed Strategic Plan 2019-2022. SEAC recommended removing outdated and stigmatizing diagnostic labels such as *severe emotional disturbance* and Intellectual Disabilities *in the moderate, severe or profound range*. SEAC also reocmmended timely and complete family access to their child’s treatment file. | A copy of the testimony was disseminated. |
| **Review of the November 9, 2018 Minutes** | No verbal changes were made to the draft minutes. Amy Wiech provided written comments at the end of the meeting. In response to a comment by AS Armstrong on page 5—“Recent legislation says that teachers can implement ABA services but cannot design the behavioral plan until 2019”—Amy offered the following clarification: “the law says that teachers can never design behavior plans. And the only folks who are billable to Medicaid would be LBAs, and some psychologists/psychiatrists if they meet Medicaid and State requirements to provide ABA.” Amy added that some parents that she serves have received Medicaid reimbursement consent forms in the mail, rather than in the IEP meeting as stated at the November meeting. | The minutes were accepted as submitted.  Amy offered a link to public documents regarding Medicaid reimbursement in DOE: <https://drive.google.com/drive/folders/19evZzQQzwpOX2gG71uURTW5yAMbmSaIH?usp=sharing> |
| **Agenda Setting for January 11, 2019 Meeting** | Martha announced that the meeting has been extended by one hour (to 1:00 p.m.) on January 11th to accommodate two main activities:  • Leading by Convening process session with Joanne Cashman and  • Dialogue with the OSEP Part B Monitoring Team. |  |

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| **Agenda Setting for January 11, 2019 Meeting (cont.)** | Christina added that rather than having the whole Council meet with OSEP earlier in the week, the Executive Committee will meet with them on January 9th. |  |
| **Conversation regarding the Alternative Assessment (HSA-Alt)** | Susan (Sue) Forbes from the Assessment Section of the Office of Strategy, Innovation and Performance introduced herself as orginally from Alaska, a former Olympian in cross country skiing, who moved to Hawaii as a teacher on Molokai before moving to the state office to work on alternative assessments. All students need to participate in statewide testing, with accommodations, if needed. The HSA-Alt has been designed for those who cannot take the general assessment due to a significant cognitive disability.  Reduced performance expectations  Hawaii does not have alternate achievement standards. The intent is to align instruction to match the general curriculum. Due to the reduced performance expectations, the use of the alternate assessment must be an IEP team decision with a discussion that the student may be on a path that will not result in enough graduation credits for a regular diploma.  New design features  By 2020, the alternate academic performance expectations must be inclusive of competitive employment. Other new features include:  • science standards linked to Next Generation;  • new grade level linkage;  • new range performance level descriptors; and  • new domain sub-scores for ELA and Math tests.  Continuing features include items based on a reduced set of performance, blueprints used to calculate scores and test scores linked to grade level standards. Hawaii is also working with Ohio, Wyoming, South Carolina and Idaho to generate performance expectations that reduce the standard down to its essential meaning.  Questions/comments from members and guests  Q. Do you have a brochure or information sheet about the HSA-Alt that is given to parents at the IEP meeting? A. We have brochures that go out, and we created a memo that encourages teachers to take the parents to the alternative assessment test link to see what it is. | Susan Forbes will provide a link to the assessment, so that SEAC members can be better informed about it:. Note: Parent brochure can be viewed at: https://hsa-alt.alohahsap.org/core/fileparse.php/3344/urlt/HSA\_Alt\_Parent\_Brochure\_2018-2019.pdf. |

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| **Conversation regarding the Alternative Assessment (HSA-Alt) cont.** | Questions/comments from members and guests (cont.)  Q. Is there a box in eCSSS that must be checked off to indicate that the parents were included in the discussion of whether to choose HSA-Alt? School level folks have minimal or little knowledge about testing, so if it’s not mandatory, it generally means that it isn’t discussed in the IEP meeting.  A. We have brought up the suggestion of having parents sign off on the discussion, but it has not been approved as yet.  Q. Since Hawaii has only one diploma, how does taking the HSA-Alt affect the ability to meet graduation requirements? If my child is getting a passing grade in a special education class for math or reading, is he meeting the same grade level standards as kids in a general education classroom? A. When I was on Molokai, I noticed that the students taking the HSA-Alt who were in self-contained classrooms were only addressing 25-40% of the grade level standards. That makes it hard to meet graduation requirements.  Q. What is the teacher/administrator expectation when a child doesn’t meet the standards? Do they need to inform the parent? A. It’s a matter of being accountable.  C. Now that E.R.K. has extended the time a student can spend working on IEP goals to age 22, some parents have the impression that the extra time will allow their child to ‘catch up’ on graduation requirements. However, they may be misled, if their child’s disability severely impacts their capability to meet a grade level standard.  Q. Since your participation rate for the assessment went up, does this mean that less parents are opting out? A. Technically, there is a “no opt out” policy on statewide assessments. We want to get our participation rate from 90-92% currently to 95% in the near future. If a parent wants to opt out, they are counseled by the principal.  C. A fairly recent audit found that students receiving special education services were not always getting required designated supports in the statewide assessment. A. Designated supports should be available to any student who needs them. |  |

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| **Conversation regarding the Alternative Assessment (HSA-Alt) cont.** | Q. How can you tell if the student really isn’t meeting the criteria to receive the HSA-Alt? A. Some red flags are 1) kids with disruptive behavior, 2) kids with no communication system, and 3) kids for whom they say “the other test is too hard.”  C. You mention that the HSA-Alt is discussed at the IEP meeting. It wasn’t discussed at my son’s meeting and he is in 4th grade when he should be taking the training test. A. (Christina) I suggest that you follow up with Sue to let her know your son’s school. It will give her an opportunity to provide some technical assistance on the new guidelines. | Members were encouraged to call or email Sue if they have further questions: [susan\_forbes@notes.k12.hi.us](mailto:susan_forbes@notes.k12.hi.us) or 733-4400. |
| **Overview of Annual Performance Report (APR) Indicators** | Christina presented a Status Update of Indicators (1, 2, 3B, 3C, 5A, 5B, 5C, 6, 8, 9, 10, 11, 15, and 16). Data on the remaining indicators is still pending. The report on Indicators 1-16 is due the beginning of February, so final data can be reported out at the February meeting. Indicator 17 (State Systemic Improvement Plan) is due in April, and we will have a much larger write-up of data for the SSIP. For those indicators we are reviewing now with tentative data that measure student and family outcomes, the state **met targets** for the following:   * Reading and math statewide assessment particpation rates (3B) * % of students 6-21 served in separate schools or facilities (5C) * % of parents who say schools facilitate parent involvement (8) * % of resolution sessions that resulted in settlement agreements (15).   Outcomes indicators that **made progress** **toward targets** included:   * Graduation rate (1) * Reading proficiency (3C) * Math proficiency (3C) * LRE – spending 80% or more of day in regular class (5A) * LRE – spending less than 40% of day in regular class (5B) * % of children who were evaluated within 60 days (11)   Outcomes indicators that **lost ground** **on targets** included:   * Drop out rate (2) | Members were asked not to share the tentative data until it has been finalized. |

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| **Overview of Annual Performance Report (APR) Indicators (cont.)** | Outcomes indicators that **lost ground** **on targets** (cont.):   * LRE (Preschool) % of 3-5 yr. olds in regular childhood program (6A) * LRE (Preschool) % of 3-5 yr. olds in separate class/school (6B)   Questions/comments by members and guests  Q. Is the graduation rate based on a 4-year cohort? A. Yes  Q. What does the ‘eligible to graduate’ category mean? A. All the students in the 4 year cohort.  Q. Does the eligible students for graduation count include Title I inmate students? A. It would if the students were enrolled in DOE. I need to check to see if they are enrolled.  Questions/comments by members and guests  Q. Does DOE survey why students drop out of school? A. Yes. This is data required by OSEP; however it is hard to get information when students leave the state or don’t want to be contacted.  C. The traditional classroom environment is not working for more and more students. Is DOE looking at alternate programs for graduation?  A. The Board of Education determines the graduation requirements. There was legislation last year to set up alternate learning center specialists.  Q. What is the return rate for parent satisfaction surveys? A. I’m not sure.  C. In the past, the rate has been around 8%.  Q. Are parents supposed to receive the parent survey after every IEP? A. My understanding is that it is generally given out at the IEP.  C. I have never received the survey at my son’s IEPs on Maui.  C. I haven’t received it either at my daughter’s IEPs on the Big Island.  Q. Why isn’t disproportionality showing up in Indicator 10 after we identified Native Hawaiian students as having Significant Disproportionality (SD)? A. The federal data requirement doesn’t break down the ethnic categories like we did for our state examination of SD.  C. Reaching a settlement agreement in a resolution session is sometimes dependent on the District personnel who are conducting the meeting. |  |
| **Office of Special Education Programs (OSEP) Visit Update** | The Office of Special Education Programs (OSEP) team for Hawaii will be spending January 7th through 10th on Part B programs and January 11th on Part C programs. They are planning to come to SEAC for an hour on |  |

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| **Office of Special Education Programs (OSEP) Visit Update (cont.)** | the 11th as well, and they requested that we prepare questions for them in advance. Their focus is on results and work related to the State Systemic Improvement Plan, including evidence-based practices and infrastructure changes.  Questions offered by members included:   * How can the state system support the behavioral changes in adults necessary for system improvement? What are ways of measuring the fidelity of implementation that support the actual rollout and address the discrepancies/differences between State procedures and school implementation? What systems/processes should be in place to ensure implementation fidelity? * What technical assistance is available for the development and implementation of qualitative assessments to support systems monitoring and improvement? * What are some “what works” ideas that support recruitment and retention of teachers and high quality leaders? * Are there prioritized standards for students with IEPs to guide teachers’ content decisions? * How does OSEP envision school and family partnerships contributing to student success? * How do supports - such as ABA – look in schools in other states, especially in rural areas where provider shortages are most severe? * How does OSEP see the role of SEACs going forward? What changes are anticipated in the next round of SSIP? * What national models are available/considered for communications tools, feedback loops, and dissemination circles? |  |
| **Infographic Work Group Progress Meetings** | Members joined their Infographic work groups to discuss how to present their draft infographics to Joanne Cashman at the January meeting. |  |
| **Input from the Public** | Amanda offered input from an itinerant teacher of deaf students who finds that there is no knowledge of deafness nor how to teach deaf students on Maui, and there is a lack of resources available. |  |