SPECIAL EDUCATION ADVISORY COUNCIL

Minutes – January 11, 2019

9:00 a.m. – 12:00 p.m.

**PRESENT:** Brendelyn Ancheta**,** Virginia Beringer,Bob Campbell,Debbie Cheeseman,Motu Finau, Sage Goto, Martha Guinan, Lindsay Heller, Amanda Kaahanui (staff), Tina KingKau‘i Rezentes, Susan Rocco (staff), Rosie Rowe, Tricia Sheehey, Christina Tydeman (liaison to the Superintendent), Lisa Vegas (for Stacey Oshio), Jasmine Williams, Susan Wood

**EXCUSED**: Annette Cooper, Scott Hashimoto, Cathy Kahoohanohano, Bernadette Lane, Dale Matsuura, Kaili Murbach, Carrie Pisciotto, Ivalee Sinclair, James Street, Francis Taele, Steven Vannatta

**ABSENT**: Amy Wiech

**GUESTS**: Cesar D’Agord, Ryan Akamine, Jennifer Barrett-Zitkus, Joanne Cashman, Christine Pilgrim, Drew Saranillio, Angela Tanner-Dean

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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 Joanne Cashman and Cesar D’Agord. |  |
| **Announcements** | Susan Rocco made two announcements:  1) The SSIP Infographic Group is collecting new or used Dr. Suess books to donate to Puuhale School students in time for Read Across America Day on March 2, 2019. If members have books to donate, please bring them to the February 8th SEAC meeting.  2) One of the Equity Specialists in the Civil Rights Compliance Office (CRCO) has offered an update of the proposed revisions to Chapter 19 and the proposed new rule—Chapter 89. The CRCO has not scheduled a public hearing due to strong feedback from school administrators, and the need to make additional revisions. CRCO will be presenting the revised rules to the Board of Education hopefully at the January 17th board meeting. After that, they plan to schedule a hearing for the end of February or March.  Amanda Kaahanui reminded members that the SPIN Conference is on April 13th. She asked members to spread the word that SPIN is looking for sources of funding for additional airfare scholarships. | Individuals willing to sponsor parent airfares to attend the SPIN Conference were asked to contact Amanda. |
| **Leading by Convening Dialogue** | Joanne Cashman from the National Association of State Directors of Special Education and Cesar D’Agord from the National Center for Systemic Improvement worked with members to broaden their understanding of the Leading by Convening (LbC) process.  IDEA Partnership  LbC evolved from the work of the IDEA Partnership—a network of national organizations that came together to build relationships while | Joanne will send Christina Tydeman additional copies of *Leading by Convening: A Blueprint of Authentic Engagement* to share with new SEAC members. |

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| **Leading by Convening Dialogue (cont.)** | carrying out the reforms of the Individuals with Disabilities Education Act (IDEA). They prioritized projects that they cared about, including Communities of Practice around transition and mental health. Building relationships allows you to cross boundaraies and gives you room to maneuver. Joanne met Steven Vannatta and Susan Wood through a Honokaa Community of Practice around the concept of youth leadership.  Basis of Leading by Convening  Steven and Joanne gave a brief overview, emphasizing that it is a guide to interaction where families and other key stakeholders are included in every activity as authentic equal partners. The interaction improves understanding, and the shared work creates a bond between participants. If you want family members, teachers and community members to have a voice, then inviting them to the table is not enough; you have to aid their understanding and provide opportunities to have a meaningful role.  Infographics as a shared work product  Last March, Joanne introduced infographics to SEAC as a way to take complex information and express it simply, so that others gain enough understanding to enter a conversation on the topical issue. She reminded members of the Infographic Design Principles developed by DaSy:   * Communicate one central idea; * Communicate the data clearly; * Create layers; * Make it easy to navigate; and * Keep it beautiful.   Infographics Steps for Buiding Engagement  Step 1: **Co-create infographics together**. SEAC workgroups have developed four drafts on various topics. Joanne suggested a vetting process for gaining final approval using a draft *Infographic Review Form* based on the first four design principles above plus a fifth principle: that the infographic be free of errors.  Step 2: **Develop Dialogue Guides.** Joanne explained that these guides are a way of leading stakeholders to have conversations around how to use the finished infographics. She cited two examples: in Georgia, infographics |  |

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| **Leading by Convening Dialogue (cont.)** | Infographics Steps for Buiding Engagement (cont.)  were developed around data showing flagging academic achievement. Then voluntary teams were formed in the poorest districts with the poorest outcomes. The teams, which included principals, realtors, ministers, and parents of students who had dropped out, called themselves Circles of Adults Focused on Education (CAFEs), using the dialogue guides to start conversations and come up with possible solutions.  In Texas, school personnel were mistaking student behavior brought on by the trauma caused by the hurricane aftermath as a discipline problem. Concerned stakeholders brought in positive behavior support experts and created dialogue guides on how to address the students’ trauma.  Step 3: **Engage networks**. Joanne encouraged SEAC to design two-way interaction (feedback loops) as a means of authentic engagement with a wide range of people. From those conversations comes greater insights and new ideas. She asked SEAC to envision how SEAC members could host dialogues and encourage other groups to do so (i.e. CCCs).  Sample vetting process – Infographic on Parents Helping Kids to Read  Joanne asked for a volunteer workgroup to showcase their draft and receive feedback using the new review process. Susan R. explained that the infographic titled “I Can Help My Child to Read” was developed by the SSIP workgroup (Tricia, Dale, Steven, Christina and Susan) to encourage parents to support their young child to learn to read.  *Description*: It talks about spending time daily reading to the child, turning on closed captions on TV programs watched by the child, making books available at home and downloading apps for phone/tablet/computer that support phonics and sight words.  *Feedback:* Comments included the following:   * UH Sped Department has a checklist for reading apps to determine which are appropriate; * Include resources for parents who are struggling to read themselves (for example, Hawaii Literacy offering free tutoring for parents); * Offer the infographic in different languages; |  |

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| **Leading by Convening Dialogue (cont.)** | Sample vetting process – Infographic on Parents Helping Kids to Read   * Check to see if the child’s teacher will share his/her license for a reading app with parents; * Use QR codes to link to software that will read information to them; * Have the child read to the parent as well; * Consider doing joint messaging with a gen ed/sped group that went through Joanne’s LbC training and is working on literacy; and * Place a link on the infographic to a page with all the resources.   Quick introduction to other SEAC infographics: School Health  Amanda described “How to Obtain Medical Services for Non-Medically Fragile Children in the DOE” for her workgroup (Kau‘i, Christina and herself) as a roadmap and a timeline targeting school administration and parents. The draft was reviewed by public health nurses, parents and administrators prior to its initial presentation to SEAC in September. Joanne reinforced the practice of taking information out to a wider group to get feedback prior to a big public display as a key LbC strategy. She suggested having a link to materials, possibly through a QR code.  Quick introduction to other SEAC infographics: Disproportionality  Sage shared his team’s effort to develop “Who is in Special Education?” including a review of disproportionality data, multiple prototypes of how to portray the data and feedback from outside the group. They provided a QR code that leads to SEAC’s website, so that people would learn more about SEAC and possibly choose to be involved. Joanne praised their efforts at working collaboratively and reaching out.  Quick introduction to other SEAC infographics: Inclusion  Martha pointed to two infographics—one on myth-busting that appeared in the SPIN news—and “Building a Good Inclusion Model” developed by the SEAC workgroup to incorporate the principles of HĀ (a Native Hawaiian framework adopted by DOE to develop desired student skills and behaviors). Martha thought of using the building model because her husband is a carpenter. She shared that the current draft is still too wordy. |  |

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| **Leading by Convening Dialogue (cont.)** | Joanne noted the advantage of incorporating HĀ which is already known to the district and family networks.  Further refinement of draft *Infographic Review Form*  Members examined the 5 main criteria and offered suggestions (in *italics*)   1. Has one central idea   *• add the message beneath the central idea (for example, central idea = inclusion and message = all kids belong);*  *• replace one central idea with ‘addresses a single issue’;*  *• substitute the wording “impactful single issue”;*   1. Communicates information and data clearly - 2. (Layers) Has a critical message and other interesting information that supports the critical message –   *• explain the difference between one central idea, critical message and other interesting information;*   1. Is easy to navigate – 2. Is free of errors - 3. *Aesthetically pleasing; eye-catching* 4. *Accessible/508 compliant – easily read by screen reader* 5. *Leads to action* 6. *Target audience*   Additional vetting of Significant Disproportionality infographic  Sage asked for more feedback on the group’s draft.  *Feedback:* Comments included the following:   * Explain the term disproportionality. * Consider changing the title from “Who is in Special Education?” to “Are the right kids in special education?” Reflect that when kids are over-identified, we call it disproportionality. * If we are assessing kids who are disadvantaged and come from poorly performing schools, are they really having access to general education? * What’s so bad about special education? * Special education can isolate children. | An edited form is attached to the minutes. |

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| **Leading by Convening Dialogue (cont.)** | Additional vetting of Significant Disproportionality infographic (cont.)   * The critical message is about how culturally responsive is the process for the Native Hawaiian population. The important thing is to make parents aware of possible over-identification or culturally inappropriate practices, so that they can do something about it. * Use the term *disparity*. * It’s better to use OSEP terminology or common language. * If you link the infographic to SEAC, link directly to prepared text about disproportionality. * Using percentages of ethnic groups in special education is not meaningful, if you don’t know how many students make up each ethnic group’s total population. * One of our alternate graphs (the circle) shows numbers of students. * Disproportionality may not always be viewed negatively. A Tongan parent, or another parent from an ethnic group not reflecting disproportionality, might be jealous of the extra support provided to Native Hawaiian students. * As a parent, I struggle to know what I can personally do about disproportionality, and I wonder what the Department is doing. They collect the data. Do they understand Hawaiian culture?   Final comments on the vetting process  When it comes to vetting and approval of infographics, Joanne advised the group to be sure we have reached out to all members, including those who are absent. Use the review form for the first review. Further review outside the council is dependent on SEAC’s comfort level in approving a final product.  Dialogue Guides  Putting dialogue guides together for each infographic, or a series of related infographics, creates a package to learn together. If the Department is a partner, and you take the information to the community and receive feedback, then you are closing the loop between what you know and what people who can influence the system need to know. A dialogue is | Cesar D’Agord wants to be a consultant to SEAC’s disproportionality workgroup and offer additional materials. Joanne Cashman also volunteered to assist any of the groups. |

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| **Leading by Convening Dialogue (cont.)** | Dialogue Guides (cont.)  different than a discussion or debate. It creates an environment where people expand on your own experiences while supporting consensus. A dialogue guide uses two kinds of questions—reaction questions and application questions. Reaction questions (for example, *why is\_\_\_ important to you?*) helps stakeholders express their perspectives, listen to other’s perspectives, and provide insight into possible shared interests.  Application questions help the audience imagine what can be done with the information provided—how it can move people into shared action.  Additional questions/comments from members and guests  C. SEAC has an advantage over most State Advisory Panels in other states: we meet monthly which gives us an opportunity to build relationships--the core of LbC. We also have less turnover.  C. Screen readers are not just for people with visual disabilities, but also those who do not know how to read. |  |
| **SSIP & Implementation Guidance from Hawaii’s Part B OSEP Monitors** | The Differentiated Monitoring and Support (DMS) Team from the Office of Special Education Programs (OSEP)—Jennifer Barrett-Zitkus, Part B & C State Contact, Angela Tanner Dean, Team Leader, and Christine Pilgrim, Team Member—and SEAC members introduced themselves to one another. Ms. Barrett-Zitkus explained that OSEP’s monitoring focuses on four main areas: compliance, results, the State Systemic Improvement Plan (SSIP) and fiscal. Hawaii was identified for intensive support based on its reading and math achievement scores for 4th and 8th graders with IEPs and for issues related to the SSIP.  Responses to SEAC questions and links to resources  Team members thanked SEAC for its role as advisors to the Department and emphasized that OSEP places a high priority on stakeholder engagement. In response to questions submitted by SEAC prior to their visit, the team offered the following links to resources and supports:  *• How can the state system support the behavioral changes in adults necessary for system improvement?* Vanderbilt University IRIS Center: <https://iris.peabody.vanderbilt.edu> |  |

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| **SSIP & Implementation Guidance from Hawaii’s Part B OSEP Monitors (cont.)** | Responses to SEAC questions and links to resources (cont.)  *• How do supports - such as ABA – look in schools in other states, especially in rural areas where provider shortages are most severe?*  The team is not knowledgeable on what is happening in various classrooms, so they suggested contacting other Parent Training and Information Centers through the Center for Parent Information and Resources: <https://www.parentcenterhub.org/>.  *• What are some “what works” ideas that support recruitment and retention of teachers and high quality leaders?* Teacher shortages are a problem nationwide and are having a negative impact on students. The CEEDAR Center has a resource entitled “Teacher Shortages: Meeting the Demand without Sacrificing Quality Preparation and Support”: <http://ceedar.education.ufl.edu/wp-content/uploads/2016/10/Teacher-Shortages-Policy-and-Practice-Portrait.pdf>. See also the Center on Great Teachers & Leaders: <https://gtlcenter.org/content/gtl-overview>.  *• Are there prioritized standards for students with IEPs to guide teachers’ content decisions?* The team suggested looking at a 2015 Dear Colleague letter that offers guidance on FAPE and content standards: <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf>. The team also suggested an archived symposium on “Increasing Capacity for Developing High-Quality IEPs/IFSPs”: <https://osepideasthatwork.org/osep-meeting/increasing-capacity-developing-high-quality-iepsifsps>.  *• What changes are anticipated in the next round of SSIP?* OSEP has not yet formulated changes to the next SSIP. Its parent organization, the Office of Special Education and Rehabilitative Services (OSERS) is beginning a process of “rethinking special education” so that there is greater support, partnership and flexibility. The current state performance plan will end in 2020, and then proposed changes will go out for public comment.  Additional websites that were shared include:   * OSEP’s Ideas That Work: <https://osepideasthatwork.org/> * USDOE’s IDEA website: <https://sites.ed.gov/idea> |  |

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| **SSIP & Implementation Guidance from Hawaii’s Part B OSEP Monitors (cont.)** | APR Indicator 8 discussion  Team members were asked if OSEP is reconsidering how to determine parent satisfaction/parent involvement in the special education process. SEAC remembers seeing feedback from a nationally convened panel five or more years ago that the current multi-question survey used by most states is not getting at the essence of the parent/school relationship. In Hawaii, the percentage of parents who return the survey is low--8% or less. Additionally, our Board policy has been revised to reflect family/school *partnership*—a stronger and more meaningful goal than *involvement* or *engagement*. Ms. Barrett-Zitkus encouraged SEAC to submit comments when new APR requirements are proposed. Currently OSEP allows states the flexibility to choose a parent survey tool, as long as the results are representative of students receiving special education in terms of race and ethnicity. Drew Saranillio, an educational specialist in the Monitoring and Compliance Branch, reported that they sent out parent surveys to all schools, and would like to follow up to see why the surveys are not being distributed to parents. Lindsay Heller from Volcano offered that she has never been given the survey. Brende Ancheta on Kauai said that she always got two surveys, one for each son in special education. Tricia Sheehey prepares teacher candidates at the University of Hawaii for the IEP process and makes sure that they know about the parent survey and when to give it to parents. She offered to collaborate with the Department on the optimal method of distribution. | Drew asked parents to contact him directly or through SEAC, if they don’t receive the annual parent survey, and he will follow up. |
| **Review of the Process of Infographic Approval and Dissemination** | Joanne Cashman summed up the steps in the process of co-creating infographics and sharing them with the wider community:  1) Co-create content;  2) Use the *Infographic Review Form* as the basis for editing the draft infographic and send it out to all members of SEAC;  3) Draft approval of the infographic;  4) Create a Dialogue Guide;  5) Pilot the infographic using the Dialogue Guide to one or more targeted audiences outside of SEAC; |  |

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| **Review of the Process of Infographic Approval and Dissemination (cont.)** | 6) Seek feedback on the value of the infographic to educate and spark action;  7) Provide final approval of the infographic and Dialogue Guide;  8) Disseminate to other groups/networks for greater impact.  Joanne encouraged members to look around for potential networks with which to share and build a connection to SEAC as a conduit to a larger group of people. |  |
| **Sample Dialogue Guide** | Joanne was asked to summarize the process for developing the Dialogue Guide entitled “ADHD and Military-Connected Children: A Parents’ Guide through Transitions.” It grew out of a project with the Military Child Education Coalition and began with an infographic that made three broad points for military families whose children have ADHD: 1) ADHD is biological and treatable; 2) families are the service coordinators for their children; and 3) professional support is available. It was followed by an infographic that offered parent tips related to identification, post identification, and how to live well with the diagnosis. The Dialogue Guide contained both reaction questions and application questions to spark greater understanding and future collaboration. Joanne suggested that the Dialogue Guide for disproportionality might fit into the same format, starting with short scenarios that folks could recognize. The goal is to create feedback loops to bring a greater understanding of the issue back to a group that can do something with it. |  |
| **OSEP Webinar** | Joanne asked that SEAC consider showcasing its partnership with the Department using the LbC process and its infographics as a shared work product at the next OSEP webinar for State Advisory Panels and State Interagency Coordinating Councils (April or May). She thinks it would be important for other states to hear how Hawaii’s SEAC operates. | Martha provide a tentative agreement to participate and asked for more details as they are available. |
| **Review of the December 14, 2018 Minutes** | No changes were made to the minutes of the December meeting. | The minutes were accepted as written. |
| **Agenda Setting for the February 8th Meeting** | Members agreed that the top three agenda items should be: Amy Kunz’ budget presentation, an APR update on the remaining indicator data, and infographic work group activities. |  |