SPECIAL EDUCATION ADVISORY COUNCIL

Minutes – February 8, 2019

9:00 a.m. – 12:00 p.m.

**PRESENT:** Brendelyn Ancheta**,** Virginia Beringer,Annette Cooper, Motu Finau, Sage Goto, Martha Guinan, Scott Hashimoto (for Kurt Humphrey), Lindsay Heller, Amanda Kaahanui (staff), Tina King, Bernadette Lane, Dale Matsuura, Kaili Murbach, Kau‘i Rezentes, Susan Rocco (staff), Rosie Rowe, Drew Saranillio (liaison to the Superintendent), Tricia Sheehey, Ivalee Sinclair, Francis Taele, Steven Vannatta, Jasmine Williams, Susan Wood

**EXCUSED**: Debbie Cheeseman,Cathy Kahoohanohano, Stacy Oshio, Carrie Pisciotto, James Street

**ABSENT**: Bob Campbell,Amy Wiech

**GUESTS**: Kevin Bardsley-Marcial, Amy Kunz. David Royer, Alice Yang

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| **TOPIC** | **DISCUSSION** | **ACTION** |
| **Call to Order/Welcome** | Chair Martha Guinan called the meeting to order at 9:14 a.m. |  |
| **New Liaison to the Superintendent** | Drew Saranillio from the Monitoring and Compliance Branch shared with members that he will be SEAC’s new liaison to the Superintendent. Christina Tydeman has left the Department to work with McRel. |  |
| **Review of SY 17-18 APR Indicator Results – Part 2** | Drew provided results and invited discussion on the remaining Annual Performance Report indicators from the 17-18 school year:  Indicator 4 - Suspensions/Expulsions  There were no significant discrepancies in the rate of suspensions for more than 10 days in a school year of students with disabilities compared to students without disabilities, and there were no significant discrepancies by race or ethnicity within suspensions of the special education population.  Indicator 6 – Preschool Outcomes  The targets were not met for the three main outcomes: 1) positive social-emotional skills, 2) acquisition and use of knowledge and skills, and 3) use of appropriate behaviors to meet their needs. Lower results in Hawaii and elsewhere are attributed to a change in the Teaching Strategies Gold instrument used to measure outcomes.  Indicator 12 – Early Childhood Transition  The percentage of children transitioning to DOE special education preschool services by their third birthday improved by 2% from the previous year to nearly 95%.  Indicator 13 – Secondary Transition  Fewer students (64.6%) aged 16 and older had the required components for secondary transition documented in their IEPs compared to the previous year (74.1%). The three main areas of slippage were a lack of evidence |  |

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| **Review of SY 17-18 APR Indicator Results – Part 2** | Indicator 13 – Secondary Transition (cont.)  regarding updating postsecondary goals annually, inviting the student to the IEP meeting to discuss transition, and having goals based on age-appropriate assessments.  Indicator 14 – Postsecondary Outcomes  Slightly fewer students were enrolled in higher education within one year of leaving high school in SY 17-18; however the target for the indicator was met.  Questions and comments from members and guests:  **Re: secondary transition**  Q. How do you determine that a school is noncompliant in documenting transition components? A. Random student files are selected and compared against the eight requirements for transition planning.  C. Christina Tydeman asked SEAC for ideas last year on how to improve compliance on the three problematic transition components. We came up with some workable solutions—like adding fields to eCSSS to remind the team to invite the student and consider age-appropriate assessments. Q. Do you know what happened to those suggestions? A. No, but it may be that the Department did not want to go through the expense of enhancing eCSSS as it will be sunsetting soon.  C. We also brought up those ideas in the Special Education Task Force.  Q. Does your data include adults under 22 in the correction system? We have a significant number of inmates with disabilities. A. No.  Q. Wouldn’t the complexes reflect those incarcerated students, if they are receiving DOE special education services? A. I’ll check into it.  **Re: postsecondary outcomes**  Q. What is the standard for determining participation in higher education? Is it just enrollment, or completion of a milestone, like one semester? C. Students with disabilities are much likelier to not complete college.  Q. If you have a student who 4140s out of school, is there follow-up with a survey? A. Not to my knowledge.  C. It would be helpful to know what happens to those students. |  |

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| **Review of SY 17-18 APR Indicator Results – Part 2** | Questions and comments from members and guests (cont.):  **Re: Presentation of data**  C. I suggest that you consider presenting your data differently to make it more understandable to the general public. Currently you are presenting your target data by rounding to 2 digits. When I used to do national surveys, we always rounded to whole numbers. Additionally, you could color code and do confidence intervals. |  |
| **Parent Involvement Survey Discussion** | Drew reported that he followed up on the issue brought up in an earlier discussion of parents not receiving surveys (Indicator 8 – Parent Involvement). He wanted to make sure parents have a voice in order to make changes. Principals have apologized for the missing surveys and are now aware and willing to give them out. Drew was told that schools have records and are documenting which parents have received the survey and which have not. Martha noted that one half of the issue is getting the survey out and the other is getting them back. She suggested having the survey completed at the IEP meeting. Jasmine asked if the surveys identify the child’s ethnicity, and if they are available in other languages. Drew replied that SSCs can print out the survey for the parent in 13 languages. Steven pointed out that the current parent survey has more than 25 questions, which may inhibit particiation. Hawaii could choose to use an alternate survey. | If you know of parents who haven’t received the parent involvement survey, contact the principal of the school or call Drew (808) 277-0356. |
| **Introductions** | Members introduced themselves to Amy Kunz, Assistant Superintendent and Chief Financial Officer for the Department. Guests included David Royer, a professor of special education at UH and Alice Yang, a statistician at the Developmental Disabilities Division. |  |
| **Overview of the Fiscal Biennium Budget Request (2019-2021)** | AS Kunz presented the briefing that the Department gave key legislators. It included four budget priorities:  • programming existing funds to align with strategic priorities;  • focussing on significant CIP needs;  • addressing Title IX in athletics; and  • targeting advancements in strategics.  In the past, DOE would ask the legislature for $90 million but never get it. So leadership reprioritized leftover funding due to salary savings and |  |

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| **Overview of the Fiscal Biennium Budget Request (2019-2021)**  **cont.** | adjustments and earmarked that money for skilled nursing and Applied Behavior Analysis (ABA) positions. The legislature was asked to approve 166 ABA permanent positions with no money request.  Future budget challenges  Some of the challenges facing DOE include:  • competitive pay for teachers,  • replacing or maintaining aging facilities (average school age = 62 yrs.),  • adequate pre-K classrooms,  • transitioning to school-based empowerment, and  • modernizing their technology structure.  Emphasis on transparent communication  The Department is doing more with less, but the budget is not keeping up with inflation. There are also greater needs required by special education students, increased food costs, and increased Worker’s Compensation costs due to the skyrocketing cost of medications. AS Kunz walked members through a list of fact sheets on the Department’s budget page: <http://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/home.aspx>.  Special education funding (EDN 150)  The Special Education Task Force recommended at the end of last year that DOE look at how funds are distributed. A Fiscal Allocation Work Group is meeting six times this school year with representation from principals, teachers, DESs, Complex Area Superintendents and SEAC. One of the things they are exploring is whether they can move special education personnel moneys into the Weighted Student Formula to allow for greater flexibility at the school level. However, providing school administrators more flexibility will also result in them having more accountability for student outcomes. The Work Group will take their recommendations to the Committee on Weights for possible implementation in SY 20-21.  Questions and comments from members and guests  C. Your budget report to the Legislature had no statistics regarding special education students who are not necessarily making the positive gains that | AS Kunz asked members to look at the website and provide feedback on whether the information is transparent and easily consumed. |

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| **Overview of the Fiscal Biennium Budget Request (2019-2021)**  **cont.** | their general education peers are making.  Q. Are special education students not currently included in the Weighted Student Formula? A. Each student is given a weight of ‘1’ but all other services are outside the WSF.  Q. Where does the funding for vice-principals come from? A. It is up to the schools to use their funds.  Q. What does CIP mean? A. (Amy) Construction in Progress. A. (Ivalee) It used to be called Capital Improvement Program.  C. It is somewhat scary to longtime advocates to have principals in charge of deciding on supports for students with IEPs when many of them don’t have a good understanding of special education.  C. Staffing allocation needs to be balanced on the needs of the students, not based on numbers.  C. Staffing for general education students goes back to an academic plan that is open to the public. Special education funds need to be transparent and subject to collective bargaining as well. A. Combining a financial plan that includes special education with an academic plan will help with transparency. Currently so much of the money goes to the district, and we have questions of where the funds are going. This new system will be better but not perfect, so we’ll have to have some contingency funds set aside.  C. I work for an agency that partners with DOE. We see a problem of a lack of transition coordinators. I hear that it is down to the principal who often uses the funds for something else; however, the post school outcomes demonstrate the need for better transition planning.  C. Some states have chosen to have a range of weights for special education students based on their wide variety of needs.  Q. Where does School Based Behavioral Health fit in? A. EDN 150.  C. Our kids on the Big Island are going without supports because we are having a hard time filling positions. It would be nice to have flexibility.  Questions from SEAC’s Legislative Committee (Ivalee Sinclair)  Q. Could you explain the change in the legislative process this year that requires subject matter committees to approve appropriations before |  |

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| **Overview of the Fiscal Biennium Budget Request (2019-2021)**  **cont.** | Questions from SEAC’s Legislative Committee (per Ivalee Sinclair)  referral to the money committees? A. The House Finance Committee wanted the Lower and Higher Education Committee to be more responsible about expenditures, so it stripped out DOE’s base budget from the overall state budget (HB 2). Representative Woodson has released several bills encompassing the base budget and additional funds. Meanwhile, Senator Kidani has introduced bills that will go to Ways and Means. The budget bills from both houses are ready to cross over.  Q. There are several bills that award tax credits for teachers who spend their own monies in the classroom to support their students’ learning or their professional development. Does the Department have a position on these bills? Are schools equipped to verify each teacher’s expenditures?  A. DOE usually supports bills like these. Any money coming in helps schools and is good for retention. However, DOE will not be responsible for verifying teacher expenditures.  Q. There is a bill that requires DOE to pay DOH for training for its CASs, principals, and school nurses on student mental health issues. Isn’t that already embedded through the SBBH services and referrals to CAMHD?  A. I would refer you to AS Armstrong for an answer.  Q. You need positions approved for new LBAs and RBTs. Are these positions reflected in any of the bills that have been heard so far? Are the folks that are likely to fill the RBT positions coming from other DOE positions thereby resulting in no additional personnel/capacity? A. The money for the positions is included in HB 1523 and HB 1524. We assume the positions will be hard to fill and recruit for, so unless we are able to grow the quantity of people to serve students who need ABA supports, we may cause the unintended consequence of hollowing out the EA positions as they shift to RBT positions.  Q. You are using salary savings – either from teacher turnover or unfilled positions – to fund the 166 ABA positions and skilled nursing services. Should the Department be able to find more qualified personnel to fill some of these unfilled teaching positions, where will you find the money |  |

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| **Overview of the Fiscal Biennium Budget Request (2019-2021)** | Questions from SEAC’s Legislative Committee (per Ivalee Sinclair)  for them? A. We would have to find the money within the budget.  Ivalee concluded her questioning with information that the Legislature is constitutionally responsible for funding education. Amy added that the Hawaii constitution also requires the Governor to maintain a balanced budget. That’s why restrictions come into play. |  |
| **Review of the Minutes for January 11, 2019** | No changes were made to the minutes. | The minutes were approved as distributed. |
| **Agenda Setting for the March 8th Meeting** | Three main agenda items were highlighted:  • Dialogue with Deputy Superintendent Unebasami,  • An update from the Legislative Committee, and  • Continued Infographic Work Group refinement of draft infographics. |  |
| **Infographic Work Group Meetings** | Members gathered in their prospective work groups to discuss incorporating feedback from the January meeting and how to put together dialogue guides. |  |