

SPECIAL EDUCATION ADVISORY COUNCIL

Minutes – September 13, 2019

9:00 a.m. – 12:00 p.m.

PRESENT: Brendelyn Ancheta, Andrea Alexander, Virginia Beringer, Rebecca Choi (for Mary Brogan), Annette Cooper, Mark Disher, Martha Guinan, Scott Hashimoto (for Kurt Humphrey), Amanda Kaahanui (staff), Dale Matsuura, Kau‘i Rezendes, Susan Rocco (staff), Tricia Sheehey, Ivalee Sinclair, Francis Tael, Cara Tanimura (liaison to the Superintendent), Steven Vannatta, Jasmine Williams, Susan Wood

EXCUSED: Debbie Cheeseman, Tina King, Bernadette Lane, Kaili Murbach, Stacey Oshio, Carrie Pisciotto, Rosie Rowe

ABSENT: Bob Campbell, Motu Finau, Cathy Kahooahanohano, James Street, Amy Wiech

GUESTS: Heidi Armstrong, Kevin Bardsley-Marcial, Linda Elento, Nancy Gorman, Mitzi Higa, Amy Jodar, Annie Kalama, Raj Kumar, Suevon Lee, Cynthia Mew, David Royer, Albert Vargas

TOPIC	DISCUSSION	ACTION
Call to Order/ Welcome	Chair Martha Guinan called the meeting to order at 9:05 a.m.	
Introductions	Members and guests introduced themselves to guest presenters Assistant Superintendent (AS) Heidi Armstrong, Annie Kalama, Nancy Gorman and Cynthia Mew, as well as to Cara Tanimura, Acting Director of the Monitoring and Compliance Branch and State Special Education Director. Cara is filling in for Drew Saranillio, SEAC’s liaison to the Superintendent.	
Input from the Public	<ol style="list-style-type: none"> 1. A mother of a teenage son with Down Syndrome who attends a Windward high school expressed her disappointment that he has not experienced inclusion in a meaningful way. He is not included in any general education classes, nor does he have any age appropriate role models. She also expressed his need for speech therapy. 2. Andrea Alexander, SEAC’s new parent representative from Leeward Oahu, shared that she has just recently been made aware of the special education parent survey and wants to be sure that she receives it. 	
Announcements	<p>Amanda Kaahanui made three announcements:</p> <ol style="list-style-type: none"> 1. Footsteps to Transition Fair will be at Kapolei Middle on November 2nd; 2. The SPIN conference has a confirmed date of April 18, 2020 with the theme SPIN 20/20; and 3. The Children and Youth Summit to be held on October 10th at the State Capitol will feature a panel of youth, including her son Ikaika. <p>Suevon Lee, an education reporter for Civil Beat announced that she is hosting an event on September 26th on School Discipline. Everyone is invited to</p>	

<p>Announcements (cont.)</p>	<p>attend from 6-7:30 p.m. at the Entrepreneur Sandbox. AS Armstrong announced that Hawaii schools are celebrating October 23, 2019 as Unity Day, a day to unite for kindness, acceptance and inclusion by wearing orange. Individual schools will be posting what they are doing to promote safe and inclusive school communities. Martha announced that her ESSA Equity group has signed on to a letter to the Superintendent written by the Hawaii Appleseed Center for Law asking DOE to reconsider making low income students ineligible for bus transportation. The proposal to restrict services to this group has passed the Board but has not yet been implemented. Students with disabilities who have transportation written into their IEP as a related service would not be affected. Martha asked SEAC members, if they would like to sign on to the letter as a show of support.</p>	<p>Members agreed to sign on to the letter regarding the loss of bus transportation to low-income students.</p>
<p>Review of August 9, 2019 Minutes</p>	<p>No changes were made to the draft minutes.</p>	<p>The minutes were approved as written.</p>
<p>Dialogue with Assistant Superintendent Heidi Armstrong</p>	<p>AS Armstrong and Annie Kalama from the Office of Student Support Services discussed the following items with SEAC members: <u>The Five Promises in the 10-year Strategic Plan</u> The 2030 Promise Plan lays out five promises to students along with action opportunities to help fulfill each promise (see Attachment A). AS Armstrong encouraged members who would like to weigh in on what needs to happen in the next ten years to take an online survey available at HawaiiPublicSchools.org through September 20th. The Superintendent has given the survey to the business community so that she can gather internal and external stakeholder input. <u>IDEA Improvement Priorities for SY 19-20</u> AS Armstrong acknowledged Annie Kalama and her team for working diligently to fulfill the SPED Task Force recommendation of ensuring a shared vision of inclusion. Current activities include an Inclusive Practices Framework tool, an inclusive education website and scaling up Hui Pu, the intensive training offered by Stetson, to more schools. There are now 50 schools who have participated in the full training aimed at increasing the number of students with disabilities in general education classrooms with appropriate supports. As a result of the training, a high school registrar on</p>	

<p>Dialogue with Assistant Superintendent Heidi Armstrong (cont.)</p>	<p><u>IDEA Improvement Priorities for SY 19-20</u> Maui has flipped the traditional model of scheduling classes for students by putting in the special education students' schedules first.</p> <p><u>Inclusive Practices Framework</u> Annie shared a draft Inclusive Practices Framework that is a tool for scaling up inclusion. Many of the schools in the Hui Pu project have given their feedback on the framework, and SEAC members are asked to give up feedback as well. AS Armstrong expressed a desire to collect the draft framework handout until the next discussion, since it hasn't been shared with other stakeholders. Susan R. suggested that having members review the document in between discussions would improve the quality of feedback received.</p> <p><u>Inclusive Practices Website</u> AS Armstrong shared plans for an inclusive education website supporting the adage that "every student achieves, every student belongs." The website will include a mission and a one-page infographic supporting the vision as well as standards of practice. It will also include resources and professional development supports.</p> <p><u>Special Education Conference and Training Modules</u> The Office of Student Supports Services is planning another special education conference in October with training modules developed and vetted by the Attorney General's Office. SEAC members are invited to attend as guests. The conference is available to all teachers and principals, and they are asking principals to honor some mandatory modules--IEP 101, Present Levels of Educational Performance (PLEP), Goals and Objectives, Extended School Year (ESY), and Prior Written Notice (PWN). Many have been trained on these already. The focus is not on compliance but performance—how to design and develop goals and objectives that are meaningful for students. Those modules that have been delivered are now available on video. They are packaged with a PowerPoint, videotape, and talking points for complex level staff to train their own personnel.</p> <p><u>Funding Allocation Update</u> The current redesign of special education includes allocating money for personnel directly to schools instead of districts, including funding for Article</p>	<p>Drafts were collected from guests. SEAC members were instructed to review the draft framework and not share it with others.</p> <p>SEAC members who wish to attend the conference were asked to email Annie at annie.kalama@k12.hi.us.</p>
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<p>Dialogue with Assistant Superintendent Heidi Armstrong (cont.)</p>	<p><u>Funding Allocation Update</u> VI and special education teachers and educational assistants. DOE examined whether it was better to base the allocation on IEP minutes, disability categories and/or percentage of the population. The allocation plan is now in <i>consult and confer</i> with the Hawaii State Teachers Association and will no doubt be refined and revised over time. Once approved, the allocation formula will be implemented in SY 2020-21.</p> <p><u>Teacher Supports for Inclusion</u> Another SPED Task Force recommendation was to provide extra planning time for teachers. The Department is working with HSTA on this and has surveyed schools to see what they are doing to provide additional time for planning for IEP meetings. They are trying to create a friendlier classroom environment in order to attract teachers. Every school district has received a new mentor with a special education background.</p> <p><u>Compensatory services</u> These are services ordered by court to compensate for a past deficient program. They are different from make-up services for when a provider is out or sick. When a student is suspended for up to 10 days in a school year, services are not made up. However, IDEA guarantees access to FAPE, including related services, for suspensions beyond the 10th day.</p> <p><u>Questions/comments from members and guests</u> Q. Has the Board of Education approved the 2030 Promise Plan? A. Not yet. We will present the plan to BOE for approval in the Winter of 2020. Q. Are there still opportunities for other schools to participate in the Stetson training? A. The current cohort of ten schools is the last for direct services through Stetson. Stetson is supporting DOE with a scale-up model that will train individuals in each complex area in the Stetson philosophy, methodology, etc. They can then go out to their schools and scale up faster. Q. I am concerned about same message being given to everyone. What kind of checks and balances are in place to ensure everyone in the school understands the inclusion vision and how to implement it? A. Stetson will be doing a training on myths and assumptions around inclusion with 15 schools at each complex area beyond the intensive supports training. The complex area staff</p>	
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<p>Dialogue with Assistant Superintendent Heidi Armstrong (cont.)</p>	<p><u>Questions/comments from members and guests (cont.)</u></p> <p>will then take over and coach with that process. Another component is training leadership—vice principals and principals—through mentorships and professional learning communities. There is also a family and community engagement component, training parents as trainers.</p> <p>Q. What is the projected timeline for all schools to embrace inclusion? A. The current Strategic Plan requires that by 2020 schools will serve at least 51% of the students receiving special education services in general education classes for 80 percent or more of the school day. This year we are at 44%.</p> <p>Q. Are those 44% of special education students fully supported in the general education classroom?</p> <p>Q. Do you provide parents with a list of which schools have completed and embraced the inclusion training? I may want to move my child to one of those schools. A. (Martha) I can email members with the list.</p> <p>C. When you include students with behavior issues in a general education classroom, sometimes their first reaction is to remove the student, if staff doesn't have proper training on how to support the student's behavior. A. Part of the inclusive model is to be aware of the supports needed to be successful in the regular classroom.</p> <p>C. Unfortunately, that is not the reality in every school. Some parents are being told their children have to stay in a resource room because there isn't a registered behavioral technician (RBT). There is a need for lots of training and changing mindsets.</p> <p>Q. Will parents have access to the inclusive education website? A. We don't have the parent version available yet.</p> <p>Q. Is your emphasis of inclusive education simply a vision or is this a mandate? Is it coming across that this is where schools must be? Will growth be followed up with appraisals of principals? A. Inclusion is the direction of the department, and we have a 2020 Strategic Plan goal of 51% of special education students spending all or most of their day in a general education classroom. That won't go away.</p> <p>C. I am unhappy that the parent component for web access is not concurrent. To hear that we have to tweak it to what parents can hear, that doesn't sit well</p>	
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<p>Dialogue with Assistant Superintendent Heidi Armstrong (cont.)</p>	<p><u>Questions/comments from members and guests (cont.)</u></p> <p>with me. Why shouldn't I know what my taxpayer dollars are paying for? I am entrusting you with my child's life. It makes me feel that you don't see us as equal partners. A. That is not our intent. Parents will have access to most of the information and can click on Standards of Practice, etc., once we go live. However, some of the information on the website is FERPA protected.</p> <p>C. From a family perspective, everyone needs to be on same page. When you get down to the teacher level, they make lots of assumptions. There is currently no transparency and definitions are changing. A. We need to get better at that.</p> <p>C. A good analogy is that when you get on an airplane and get a safety briefing, it is designed for you as a passenger. You hope that pilots have lots more training. The website is a similar thing. Schools will have a level of specificity that is a deeper dive.</p> <p>Q. Is preschool data included in the inclusion data? A. No, it represents K-12. Inclusion at Pre-K is not at all where we want it to be.</p> <p>C. If you start including kids in pre-k, it is easier all the way up. A. We are working on a grant for preschool inclusion technical assistance.</p> <p>Q. Will the information on the website be translated for adults in different languages? A. We are making an effort to make documents accessible in different languages. We can translate documents when necessary.</p> <p>C. I hope you'll consider taking some of the points in the training that you can share on line, for example, IEP goals and objectives. Parents also need examples and situational context—not just the legal statute.</p> <p>C. Imagine a scenario where School A has kids with learning disabilities and School B has 5 severely autistic students. Would proportional funding be fair in this case? A. Typically we have other funding pots that fund autism services. We decided to base the weight on disabilities that would typically be served in an inclusion setting – Other Health Disability, Specific Learning Disabilities, etc.</p> <p>C. Innovations in Kona lost positions, and they have always been inclusive. A. We found that charter schools were not always given equitable staffing under the old system.</p>	
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<p>Dialogue with Assistant Superintendent Heidi Armstrong (cont.)</p>	<p><u>Questions/comments from members and guests (cont.)</u> Q. When will the student count be taken? Will it account for lots of movement in the summer months? A. For planning purposes, schools have to do a Financial Plan by April. There will be an adjustment in April 2020 to account for additional students. C. I am concerned about students with more significant disabilities who are not eligible for autism-specific funds. C. Maybe giving schools that are inclusive more funding could be the calculus to encourage inclusive placement. Q. Is the 10% risk pool consistent with past usage? A. 90% went to schools, and 10% was held for extenuating circumstances. In the past, with teacher positions, some Complex Areas would hold on to positions. Now instead of holding on to personnel, they are holding on to the funds. Q. Can you explain the difference between a Behavior Support Plan (BSP), a Behavior Intervention Plan (BIP) and a Social-emotional Learning Plan (SLP)? These terms haven't been clearly defined on the Big Island, and parents are confused. A. A BIP is the plan put together after a Functional Behavior Assessment (FBA) by a licensed professional as part of the delivery of Applied Behavior Analysis. The BSP is anything before that. Some schools call it a SLP. It can be written up by the teacher and include Positive Behavior Supports, counseling, etc. C. Hawaii's distinction between BSP and BIP is unique. Other states use the terms interchangeably. Q. How do you receive compensatory services for nursing services that are not provided? If a nurse doesn't come, the child cannot come to school. A. You can go through due process to determine if the loss of services resulted in a denial of FAPE. You can also have an IEP meeting to discuss it or talk to the District Educational Specialist. We have flown nurses to the Neighbor Islands when necessary.</p>	
<p>Selection of SEAC Priorities for SY 19-20</p>	<p>Steven Vannatta reviewed SEAC's recent focus of picking 4-5 topics (buckets) as priorities for study and action during each school year. The Leading by Convening process places value on being able to support and partner with DOE on meaningful and timely issues while we build our shared knowledge and</p>	

<p>Selection of SEAC Priorities for SY 19-20 (cont.)</p>	<p>create a space where everyone can find a piece of the topics. In addition to the four issues, SEAC also makes time in its agenda for reviewing and commenting on the DOE budget, legislation and board policies.</p> <p><u>Priority setting process</u> Steven asked members to call out suggestions for topics, and Amanda wrote them on chart paper. Per Susan Wood’s suggestion, each large topic will include two universal components: parent engagement and transparency. The suggested topics list included the following: Suspensions & Discipline, Chronic Absenteeism, Restraints & Seclusion, Inclusive Education, Professional Development, Budget/Fiscal, Legislation, Transitions and the Complaints Process. David Royer suggested that three of the topics— Suspensions and Discipline, Chronic Absenteeism and Restraints— might fall under a larger header of Multi-tiered Supports. Members were given stickers to indicate their top three priorities.</p>	<p>Members chose three main topics for priority attention in SY 2019-20 (see Attachment B).</p>
<p>Update on the Provision of IDEA Services to Eligible Incarcerated Adults (cont.)</p>	<p>Francis Taele introduced his Corrections Education Supervisor, Amy Jodar, and thanked Nancy Gorman and Cynthia Mew from the Special Education Section for helping to bring a free appropriate public education (FAPE) to inmates that qualify for IDEA supports.</p> <p><u>Basic education opportunities</u> All students in facilities have access to basic education classes in math, reading and writing. The goal of the Workforce Development Diploma Program is to have graduates of this program holding 7th -8th grade level skills. Individuals can take the high school equivalency test (HSET), general education diploma test (GED), or earn a Workforce Development Diploma (WDD) focused on <u>workplace readiness</u>, computer and money skills, etc. IDEA eligibility All adult students covered under IDEA must be served. The goal of the Corrections Education program is to be available to the incarcerated student so that they may receive services given that some of the things occur in the prison system are beyond their control.</p> <p><u>Traditional barriers to the delivery of services</u> A primary barrier results from the population being transient: a student may be there one day and gone the next., and the staff won’t know where they went.</p>	

<p>Update on the Provision of IDEA Services to Eligible Incarcerated Adults (cont.)</p>	<p><u>Traditional barriers to the delivery of services (cont.)</u> Other barriers include the tension between security vs. rehabilitation, shortages of prepared personnel and limited interagency coordination.</p> <p><u>Recent improvements</u> A Memorandum of Agreement was signed by all parties in March that commits DOE and the Department of Public Safety (DPS) to certain things. The personnel who service inmates are contracted providers--two SPED teachers and two behavioral specialists. The team is proudest of their ability to identify students in Arizona facilities with a right to IDEA services and to bring those students back to Hawaii. In the future, IDEA eligible students won't be sent to Arizona due to an inability of that facility to meet their educational needs.</p> <p><u>Current student population</u> DOE gets a list of potential participants from DPS and verifies their eligibility. They are serving students on all islands, and the numbers have fluctuated between 8-17 students. Most are located at OCCC. Inmates who have exceeded the age for IDEA eligibility have been asking about services, so the contracted providers have been doing inclusive group sessions, so they can include other inmates in sessions.</p> <p><u>Questions/comments from members and guests</u> Q. When you spoke about the different diplomas (GED, HISET, WDD), they are not regular diplomas, so can an inmate continue with his/her IEP? Do you include secondary transition planning? A. If the inmate is incarcerated beyond age 22, we don't have to do transition under the law, but all of our people help to look toward the future. Q. Do you do skills inventories, etc.? A. We have gone to American Jobs Centers who hold interviews with companies willing to hire folks with a record. We have also worked with Chin Lee from the Jobs Now Partnership at the Center on Disability Studies. The state has a statewide re-entry program through Goodwill, and released inmates are also helped by the Waikiki Community Center. However, if they have no family or friends to stay with when they get out, it is hard for them to get and maintain employment.</p>	
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<p>Update on the Provision of IDEA Services to Eligible Incarcerated Adults (cont.)</p>	<p><u>Questions/comments from members and guests (cont.)</u> Q. During the incarceration period, what is the level of involvement with the families in the education process? A. At this point, none. The student is an adult. C. Families can serve as a fund of additional information.</p>	
<p>Agenda Setting for the October 11, 2019 Meeting</p>	<p>AS Armstrong encouraged SEAC members to look at all future discussion topics with these three components/values in mind: school design, student voice, professional development. She offered several suggestions for speakers who could impart additional knowledge on priority topics. Members put together a tentative agenda with the following items:</p> <ul style="list-style-type: none"> • Special education funding discussion with Brian Hallett, Office of Fiscal Services • Restraints data by C.J. Rice, Office of Student Support Services • Feedback on the Framework for Inclusive Education • Infographic group meetings <p>Looking ahead, members tagged December for a discussion of SSIP/APR data. When the topic of chronic absenteeism comes up, AS Armstrong said that a team had looked into schools with the highest rates of chronic absenteeism and factors like transportation, illness, bullying, etc. They met with schools and students to share the data on why individual students were not attending regularly.</p> <p><u>Additional comments from members</u> C. For chronic absenteeism, it sounds as if you only focused on the bottom 10% of schools. It would be helpful to share that methodology with everyone. C. Hawaii Keiki, the school health program utilizing Advanced Practice Registered Nurses in each school complex, was touted as a mechanism to reduce absenteeism; however, schools on the Leeward Coast continued to have high rates of absenteeism, at least initially, after their interventions were in place. A. I can look into providing a report about Hawaii Keiki. C. In high school a kid might cut class and be considered absent. A. We will look up the formula on how absenteeism is calculated in high school.</p>	

Attachment A

5 Promises from 2030 Promise Plan

Hawai'i	<p>Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawai'i's local and global contribution.</p> <p>Nā Hopena A'o; languages; culture; context; place-based; safety & total well-being</p>
Equity	<p>Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.</p> <p>Access; personalization; community; closing achievement gaps; quality</p>
School Design	<p>Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.</p> <p>Core values; curriculum; infrastructure; magnets; college & career; partners</p>
Empowerment	<p>Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what, how, and where they learn.</p> <p>Engagement; civic & policy voice; tri-level leadership; discovery; choice</p>
Innovation	<p>Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.</p> <p>Applied learning; design thinking; project-based learning; creativity</p>

Attachment B

SEAC Priorities for SY 2019-20

