**SPECIAL EDUCATION ADVISORY COUNCIL**

Minutes – December 13, 2019

9:00 a.m. – 12:00 p.m.

PRESENT: Brendelyn Ancheta, Antony Alexander (for Andrea Alexander), Virginia Beringer, Rebecca Choi (for Mary Brogan), Mark Disher, Martha Guinan, Scott Hashimoto, Amanda Kaahanui (staff), Tina King, Bernadette Lane, Dale Matsuura, Danielle Mizuta (for James Street), Kaili Murbach, Kau‘i Rezentes, Susan Rocco (staff), Rosie Rowe, David Royer, Cara Tanimura (liaison to the Superintendent), Steven Vannatta, Brikena White, Jasmine Williams, Susan Wood

EXCUSED: Bob Campbell, Debbie Cheeseman, Annette Cooper, Sheri Komatsu (temporary DVR Representative), Stacey Oshio, Carrie Pisciotto, Francis Taele, Ivalee Sinclair

ABSENT: Cathy Kahoohanohano

GUESTS: Heidi Armstrong, Lori Babbitt de Crinis, Kevin Bardsley-Marcial, Jenny Davidson, Linda Elento, Gordon Miyamoto, Wendy Nakasone-Kalani, Tomoko Yokooji, Fern Yoshida

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| **TOPIC** | **DISCUSSION** | **ACTION** |
| **Call to Order/ Welcome** | Chair Martha Guinan called the meeting to order at 9:06 a.m. |  |
| **Introductions** | Martha asked members to introduce themselves to guests. |  |
| **Input from the Public** | Martha read an email from a teacher who had provided input in November:  Issue – Implementation of the Special Education Allocation Formula  This teacher continues to have major concerns after she learned of her principal’s plan to maximize the allocation money by cutting two certified special education teacher positions, replacing them with with two special education educational assistants plus an Article VI position, and using the SSC part time as a special education teacher. Students at her school in special education will be potentially short-changed by having an EA provide support rather than a trained special education teacher.  Discussion  AS Armstrong suggested that this teacher speak with her Complex Area Superintendent (CAS) who is charged with approving the school’s Financial Plan. If the teacher is willing to identify her school, AS Armstrong offered to speak with the CAS, so that s/he could follow up with the principal. |  |
| **Overview of HMTSS Framework** | AS Armstrong began the discussion by describing the Hawaii Multi-tiered Systems of Supports (HMTSS) as a framework for all schools to provide proactive support to students so that there are fewer incidences of misbehavior requiring discipline. Fern Yoshida and Gordon Miyamoto from the Student Support Section went into further detail on how MTSS addresses equity and excellence. They described the four essential processes of MTSS (establish what you believe, make sound choices, know your students and coordinate | A copy of the Powerpoint presentation will be shared with members in the near future. |

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| **Overview of HMTSS Framework (cont.)** | resources to meet the needs of all students), as well as its core components:   * Component 1: **Foundational beliefs**. These includes the HĀ framework which addresses the whole child and engenders a sense of community and shared responsibility. * Component 2: **Data-driven, team-based decision-making** is not new. It’s about what kinds of data are needed, who collects it, and who makes decisions. It includes a schoolwide systems team + teacher collaborative teams + student-focused teams. * Component 3: **Universal screening and progress monitoring** screens and monitors every child in school for behavior, physical support, academic, and social-emotional support needs. The goal is to identify needs early. * Component 4: **Multi-tiered system of evidence-based practices** takes the data and creates a multi-tiered system of interventions. Tier 1 includes primary interventions for all students. It covers about 80% of supports.   Questions/comments from members and guests  C. Those of us who have been part of the system for a while have experienced the Comprehensive System of Student Support (CSSS) which grew out of the Felix Consent Decree, as well as Response to Intervention (RtI). Q. What is the relationship of HMTSS to those initiatives? A. It is a “refresh” which integrates both RtI and CSSS. MTSS is not new, but it has been expanded to include whatever supports the student needs.  Q. How do you ensure that schools are utilizing the HMTSS framework? A. Some schools do it through their School Community Councils (SCC)—by taking it to their constituents.  C. That sounds pretty weak. Most SCCs have very little real power. A. We are currently working on the purpose and functions of the SCC and agree that it is not as strong as it should be.  C. It would be helpful if you could ensure representation of special education on the School Community Councils. |  |

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| **Overview of HMTSS Framework (cont.)** | Questions/comments from members and guests (cont.)  Q. If this [HMTSS] replaces or integrates CSSS, have the old flyers and brochures about CSSS been removed and replaced with this information? A. This is the year we are doing a refresh. A resource guide is currently in review with the A.G.’s Office.  Q. When do you hope this will be in full swing? A. Before the end of this school year.  Q. Will it be a mandate or a hope? A. There will be an expectation of training and implementation of the framework.  Q. If a school can choose how to implement HMTSS, may it look different in every area? A. We need to be sensitive to the community needs and responsive to resources and needs.  Q. Within this, do you monitor the different ways schools are doing things to ensure effectiveness? The HMTSS Cadre is considering a dash board and looking at implementing an electronic response to intervention.  Q. Is there fidelity of implementation? A. A self-assessment tool is provided for schools. Additionally, the CAS is charged with data monitoring and school response. If data is not showing a positive trajectory, the CAS ensures a school strategy to address the problem.  C. My school will be working with the HMTSS Cadre. Our discussion will be how to ensure effective implementation. A. As far as regulating themselves, schools have some autonomy, but the CAS is responsible for outcomes.  Q. Who fills out the self-assessment? A. It’s usually the school team.  Q. How does a concern re: specialized instruction through the IDEA process fit in? A. The same way as before.  Q. In your training, do you stress that the system of supports is for all students? A parent is not likely to know the term “suspicion of having a disability.” They will just present a fear or a worry about their child’s progress. A. It starts with the parent expressing concern.  Q. When data teams triage, do they look at other systems, like special education? A. If the parent expresses concern, a team is formed, data is gathered, and a decision will be made whether to assess for special education—the standard protocol that we currently have. If the team determines that there |  |

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| **Overview of HMTSS Framework (cont.)** | Questions/comments from members and guests (cont.)  is another way to support the child, they will decide on next steps. But if concern is expressed by anyone, the eligibility process begins.  Q. Who makes up the decision-making team? A. Usually it is those who know the student best. As data is gathered and needs are determined, other team members may be brought in.  Q. Is there a timeline to this process? A. If the process enters into IDEA eligibility, that timeline is used.  C. My concern is that if a school feels that HMTSS is the process to follow, the team members may not be aware of special education. Parents don’t always know what to ask for. The school could be gathering data for a whole semester before they express concern. So if people who look at the concern are not aware of IDEA timelines, they may gather data for a lengthy period. A. (Brikena) Any time the child is referred for special education, we have an obligation to investigate and figure out what is going on. This HMTSS process is a systemic process where they look at data at the beginning of year and determine which kids are struggling. But if a parent expresses concern, a different timeline is followed. We don’t wait to decide, but rather abide by IDEA regulations. A. (Gordon) If a parent expresses concern, the problem may lie somewhere else. The child may be anxious or depressed.  Q. What kind of supports are out there for social-emotional learning [SEL] challenges? A. If school has a SEL process, it can identify challenges in various areas – like self-awareness.  Q. Do students get these supports from the teacher? A. A second step may include an assessment that could involve utilizing curriculum resources and school counselors to provide explicit instruction and to examine how social-emotional learning influences discipline.  Q. If you do this additional assessment, who follows up to see whether interventions are effective? Who is doing the red-flagging? A. That’s why we have the teaming process.  C. We are concerned about accountability; trust but verify. Maybe the HMTSS CADRE team can provide accountability. A. Implementation and progress |  |

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| **Overview of HMTSS Framework (cont.)** | Questions/comments from members and guests (cont.)  monitoring is key.  C. At our school, teachers discuss every student each Wednesday. It’s a weekly process in our school, but I don’t know if it happens elsewhere.  C. When Hawaii invited Ray Sugai to Hawaii to set up schoolwide Positive Behavior Supports, he talked about Tier 3 comprising the top 15% of students who needed intensive interventions for behavior. It sounds as if describing Tier 1 as addressing 80% of students sets too high an expectation. A. Good Tier 1 instruction is key to helping mitigate Tiers 2 and 3, but we have to be careful about setting percentages for the various tiers.  C. Gordon’s example of his daughter being able to advocate for herself and know she needed a mentor for math is wonderful, but some kids can’t do that.  Q. In an all-inclusive school , when a kid needs Tier 3 supports where would small group intervention take place? A. If student is in an inclusive class, that doesn’t preclude accessing additional supports.  C. The problem is that the kid is bolting out of the general education classroom and needs to be in a safer classroom. A. Keeping a student in an unsafe environment is a misperception of inclusion.  C. It is happening in a Hui Pu school. A. It is not reflective of the Hui Pu training. The Department is moving toward full implementation and there is still lots of work to do.  C. HMTSS appears to be a good path, but your last slide on Full Implementation is the first slide that I see family engagement. A. The reason it’s not in this presentation is because we are just describing the system of supports. Family engagement is part of our overall implementation.  C. When I think of HĀ, I think of ohana. Maybe you can include family there.  C. Living on Kauai, I come from Mokihana days. It had the best interventions in the state. I love CAMHD. Q. When it comes to the 2nd and 3rd Tiers, is CAMHD included? A. Yes, they are an important partner. There are some limitations to what they can cover. There could be other agency interventions as well.  Q. (AS Armstrong) If you want more than SCC family involvement, would you want school level convenings, or Complex Area (CA) convenings, or statewide |  |

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| **Overview of HMTSS Framework (cont.)** | Questions/comments from members and guests (cont.)  convenings? A. (Virginia) When you have all these older families who have been through the system, you have a pool of veteran parents to help new families. If you had a mentor to help new families they could be school or CA specific. A. (Jasmine) I like the idea of seasoned parents, but you also need a definition of what you mean by family. Uncle? Auntie? Families of kids with special needs are critical. Do you really have the parent that represents the school population? Do you have low income families represented? I understand that confidentiality is an issue, but why not have activities where parents can come and learn from one another? You’ve got to include the whole family; you can’t say that only parents can come on campus.  C. (Gordon) I appreciate that. There are certain legal stipulations we need to follow. What should all families get on the Tier 1 level? Mentor families will happen organically. My son was in a class who had issues with the teacher, but the school was prohibited from letting us know. Other parents talked with us and action was taken. It speaks to the power of having parents talking to parents  Q. What is the timeline for reaching all schools? A. HMTSS training goes to end of the 19-20 SY, and we are implementing the framework. In the third phase we will capture bright spots to provide models to other schools. |  |
| **SPP/APR Update** | Brikena (Brik) White was tasked by Cara Tanimura to review indicator data with members and elicit input on setting new targets for results indicators. Analyzing and interpreting the data has been a collaborative effort with the Office of Student Support Services, District Educational Specialists, and District Resource Teachers. The next step is to write the final report for FFY 18 (which refers to school year 2018-19) and submit it to the Office of Special Education Programs by Feb. 3, 2020. OSEP extended the State Performance Plan for an additional year, so it is necessary to include new targets in the report. Brik employed a system of green and red cards to poll members’ preferences on targets—green showing agreement and red showing disagreement. Members were asked not to share the indicator data and targets until the formal report is completed, as there may be some minor adjustments. Once the report is sent to OSEP, it will be posted on the Department’s website. |  |

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| **SPP/APR Update (cont.)** | Questions/comments from members and guests  Q. What does FFY mean? A. It stands for Federal Fiscal Year.  C. I suggest that we set targets that are realistic but move the goal in the right direction and convey a sense of urgency.  C. Setting a high target reflects the need to change how the program is implemented. |  |
| **Announcements** | Amanda Kaahanui announced that SPIN is taking requests for parent airfare scholarships and hopes to finalize awards by early February. She asked for early volunteers to man a SEAC informational table at the conference. Susan Wood brought up an issue on the Big Island regarding school personnel who have completed Registered Behavioral Technician (RBT) training but now are unable to secure the supervision required for licensing. These paraprofessionals are also unsure of when their salary will reflect the additional training. Susan W. asked AS Armstrong if she could look into the issue and provide an update in January. | Brende Ancheta offered to participate in manning a SEAC table. |
| **Agenda Setting for the January 19, 2020 Meeting** | Members offered the following agenda items for the January discussion:   * RBT Program Update * Alternate Assessments and Innovative Assessments by Sue Forbes * Induction and Mentoring for Special Education Teachers   Additional items for consideration are:   * An Overview of Social-Emotional Supports * DOE’s Budget * DOE’s Legislative Priorities. |  |
| **Review of November 8, 2019 Minutes** | Antony Alexander, who is acting as Andrea Alexander’s designee, pointed out that his first name was misspelled in the minutes. | The minutes were approved as corrected. |
| **SEAC Infographics** | Martha referred members to SEAC’s Infographic Review Form to use in vetting two draft infographics: Medicaid Claiming and Inclusion/HĀ.  Medicaid Claiming  Amanda built this infographic based on a discussion last year and pulling information from the DOE website. The purpose of the infographic is to encourage buy-in from parents in order to maximize reimbursements for related services provided to IDEA eligible students who are also covered by Medicaid. |  |

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| **SEAC Infographics (cont.)** | Suggestions from members for fine-tuning the message and appearance included:  • Adding a sentence next to **parent consent** that states “parents can revoke consent at any time”;  • Changing “for your student” to “for your child;”  • Placing the sections on **Important Federal Funding** and **Requirements** at the top of the infographic and moving **Population** to the bottom;  • Changing “Eligible Services” to “Reimbursable Services;”  • Using the standard footer with the SEAC logo and QR code;  • Changing “signed parent consent annually” to “one-time signed parental consent;”  • Under **for more information** use “Medicaid reimbursement” rather than “Medicaid billing.”  Vision of Inclusive Education  Martha explained that one of the work group’s goal was to cut down on our original Vision, so that it is not too wordy. Susan W. expressed her concern that the HĀ Framework and the Superintendent’s implementation plan do not include the parent voice. Suggestions from members for fine-tuning the message and appearance included:  • Under **Belonging** adding *families* to read “All students *and families* feel welcomed and valued…”  • Removing the quotation marks around **Vision of Inclusive Education**;  • Under **Hawai‘i**, **Responsibility and Aloha** using the term “students” rather than “students with disabilities;”  • Removing “including those with disabilities” from the description under the title; and  • Changing the title to read “Inclusive Education: The Vision;” | Steven offered to reach out to the HĀ office that originally reviewed SEAC’s Vision for Inclusive Education to get additional feedback on the infographic.  Kaili Murbach volunteered to rework some of the phrasing and organization of the infographic. |