**SPECIAL EDUCATION ADVISORY COUNCIL**

Minutes – January 10, 2020

9:00 a.m. – 12:00 p.m.

PRESENT: Brendelyn Ancheta, Antony Alexander (for Andrea Alexander), Bob Campbell, Debbie Cheeseman, Rebecca Choi (for Mary Brogan), Annette Cooper, Mark Disher, Martha Guinan, Scott Hashimoto, Amanda Kaahanui (staff), Janet Kim (for David Royer), Tina King, Dale Matsuura, Danielle Mizuta (for James Street), Kaili Murbach, Kau‘i Rezentes, Susan Rocco (staff), Rosie Rowe, Cara Tanimura (liaison to the Superintendent), Francis Taele, Brikena White, Jasmine Williams, John Zamarra (DVR)

EXCUSED: Andrea Alexamder, Bernadette Lane, Carrie Pisciotto, Ivalee Sinclair, Steven Vannatta, Susan Wood

ABSENT: Virginia Beringer, Cathy Kahoohanohano

GUESTS: Heidi Armstrong, Cindy Covell, Lori de Crinis, Linda Elento, Sue Forbes, Brian Hallett, Sandra Jessmon, Keri Shimomoto, Carol Tsukamoto, Aldric Ulep

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| **TOPIC** | **DISCUSSION** | **ACTION** |
| **Call to Order/ Welcome** | Chair Martha Guinan called the meeting to order at 9:07 a.m. |  |
| **Introductions** | Martha asked members and guests to introduce themselves. |  |
| **Input from the Public** | SpEd Staffing Allocation   * A grandmother reported concern about how the proposed change in staffing allocation for special education positions will affect her granddaughter’s receipt of services. She has received a letter from the middle school saying that the budget will be cut by $163,000 resulting in an anticipated a loss of five teaching positions and larger class sizes. Currently, several of her granddaughter’s teachers are not certified in special education. * AS Armstrong followed up on the concern expressed in December by a special education teacher whose elementary school was losing positions. The school’s principal explained that there was a projected caseload of less than 20 special education students for SY 20-21. There is one Fully Self-Contained (FSC) class; all the rest of the students are in general education classes and/or a resource room. The principal believes her decision to move positions around matches the student population. If the special education population grows, there are extra positions held at the Complex Area.   Discussion points:   * When projections for staffing are coming from elementary schools to the intermediate school, some students may break off and attend private school., |  |

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| **Input from the Public (cont.)** | SpEd Staffing Allocation (cont.)  Discussion points:   * There are folks in the Department who have expertise in calculating positions. Kindergarten is the most difficult to calculate. Transient populations, including military families, also make it harder to determine an exact number of students for the incoming year. * Phase I of the staffing allocation is about distributing positions equally based on the number of students at each school. In Phase II the Department will check to ensure that the formula is equitable. * Part of the problem is the way principals are informing their school staff and parents; some project negative outcomes. * The principals who report the message in a positive light have not had any negative feedback.   Communication with Parents  A parent of a high school student brought up a number of issues of concern including the following:   1. Her son’s IEP is not updated in a timely way; 2. It is not clear to her who is responsible for finishing out the IEP; 3. The terminology in “A Parent’s Guide to Partnership in Special Education” doesn’t include the differences between BIPs and BSPs; 4. When she disagrees with the proposals in an IEP meeting, she is told that “it’s an IEP team decision” or “go file due process;” 5. Guidelines between the Department and charter schools need to be updated; and 6. Charter schools sometimes tell parents to go back to the home school, if they don’t feel they have the supports to meet the needs of a child with an IEP.   Discussion points:   * IEPs should not go over federal timelines. * The principal of the school is responsible for the IEP. * Schools have systems in place to monitor the IEP and when it needs to be updated. |  |  |

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| **Input from the Public (cont.)** | Communication with Parents  Discussion points:   * The terminology in the “Parent Guide” matches up with the language and definitions in Chapter 60; it is intended to be a family-friendly supplement to the Procedural Safeguards Notice. * The Department is looking into the best way to communicate information with families by designing a family web page and partnering with the Center on Disability Studies on the community engagement grant. * SEAC and the Hawaii Parent Training and Information Center appreciate hearing from parents who keep vigilant about what is happening at the school and complex level. |  |
| **Update on Alternate Assessments and Innovative Assessments** | Sue Forbes from the Assessment and Accountability Branch shared information on the following topics:  **Innovative Assessments**  Hawaii is applying to the U.S. DOE for an Innovative Assessment Pilot Program to be called the Hawaii Comprehensive Assessment Program (HICAP). Hawaii’s innovative assessment design uses a ‘hybrid’ model that includes: performance assessments, interim assessments, a portfolio, and project based learning assessments with the option of a shorter, summative adaptive test. The first step is to get authentic assessments into the schools. Teachers have been invited to participate in the pilot program that will include a laptop computer and Web Based Program. Applications are due January 27th. The goal is to find new and better ways to assess students that can be scaled up.  **Alternate Assessments**  The HSA-Alt. is provided to students who cannot access the general summative test (SBA) with accommodations.  Eligibility for the HSA-Alt. The Every Student Suceeds Act (ESSA) limits the number of students who can take the alternate assessment to no more than 1% of all students assessed on a given subject. To participate, a student must have a significant cognitive disability, require a highly specialized education program with intensive modifications and support, and daily instruction that | Members who would like more information regarding HICAP are asked to contact Elaine Lee at 307-3636. |

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| **Update on Alternate Assessments and Innovative Assessments (cont.)** | Eligibility for the HSA-Alt (cont.) requires extensive repeated individualized instruction and support, across multiple settings.  Alternate Assessment Identification Rate. While the state cannot place a cap on how many students at the school or district level take the HSA-Alt, it requires schools and districts to submit a justification for going above the 1% limit. Participation guidelines include red flags for the IEP team to consider when determining the appropriateness of the HSA-Alt for a student. They include reading grade equivalency, age-appropriate behaviors and self-help skills, math skills, and the absence of a need for substantially adapted materials and extensive repetition for skill transfer.  Alternate Assessment Concerns. The state’s largest concern is meeting the required participation rate for students with disabilities of 95%. In 2019, Hawaii’s science assessment participation was 92.9%. There is also an alternate assessment identification rate for English Learners that is two times the expected rate.  WIOA Appendix. The Workforce Innovation Opportunity Act requires states to have generated student skills related to work. The HSA-Alt Stakeholder Committee has helped to identify Common Core standards that are job-related. They will be put in an appendix effective December 2020.  Questions/comments from members and guests  C. Thank you for applying for the Innovative Assessment Demonstration. SEAC has been advocating for Hawaii to take advantage of the ESSA waiver for the last three or four years.  Q. When deciding whether a student should receive an alternate assessment, does the school look at its whole population and determine severity and then tell the parent, or do they make the determination with the parent present? A. The criteria are external to the school system. It is supposed to be an IEP team decision.  C. 1% of the total student population is about 10% of the special education population.  Q. How many teachers are needed for the Pilot? A. 80 each for ELA and Math.  Q. What testing supports are available for significantly disabled students? My son’s re-evaluation showed he was eligible for additional special education but |  |

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| **Update on Alternate Assessments and Innovative Assessments (cont.)** | Questions/comments from members and guests (cont.)  he was plateauing. I suggested having him take the Smarter Balanced Assessment, but his team didn’t know what to do. How do we get him back on track? A. The issue of plateauing needs to be addressed.  Q. Have the Chapter 60 Guidelines been updated? A. No. |  |
| **Induction and Mentoring for Special Education Teachers** | Carol Tsukamoto and Keri Shimomoto from the Teacher Induction Center gave an overview of the Special Education Mentor Pilot that began in 2016. Its goal is to provide “just in time supports” that ensure no one falls through the cracks, prevents teachers from leaving the field, and contributes to the leadership pipeline. The program provides a highly trained mentor to first and second year teachers for two years. They are also looking for ways to support all teachers.  Teacher statistics  41% of special education teachers are licensed while 59% are not. They are the hardest group to recruit and retain, with twice the turnover of general education teachers.  Identified needs/challenges  The first year of the mentoring project revealed the following needs:   * More specialized mentoring support * Data collection and analysis and how to train others (EAs) * Inclusion strategies (working with co-teachers) * Breaking down standards to the individual student level * IEP support (writing goals and objectives and conducting meetings) * Building positive relationships with stakeholders (parents, EAs, etc.).   Elements of Year 2 and 3 mentoring programs for special education teachers included: 1) a SPED summer academy for beginning teachers, 2) training in connection with resource teachers from the Complex Area/district, 3) open labs after school to address specific requests, 4) SPED mentor forums, 5) intensive 1:1 coaching and 6) online mentoring supports.  Questions/comments from members and guests  Q. Are there plans in the future to have mentors for seasoned sped teachers? A. We have tried helping veteran teachers with coaching cycles focused around |  |

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| **Induction and Mentoring for Special Education Teachers (cont.)** | Questions/comments from members and guests (cont.)  the area the teacher needed support in, but we have a limited amount of SPED mentor resources.  Q. Do you have embedded in your mentoring tips on working with parents? A. We include it in our summer academy, and complex area mentors also do that quarterly at a minimum.  C. The UH SPED Department has its own mentoring program that is mandatory for student teachers. They switch over to DOE mentoring upon hiring. If we could cut in half the average 8% of teachers who leave each year, we could reduce the need to recruit new teachers.  Q. Would general education teachers who are teaching in a SPED classroom be eligible for mentoring? A. The Complex Area induction mentors do the pairing. Principals can ask on a case-by-case basis to assign a mentor.  Q. Do you encourage new teachers who graduate from mentoring to mentor others? A. We would welcome that although we are choosey in whom we select to mentor others.  C. Teach for America requires teachers to become mentors.  C. At the 2019 Pac Rim Conference there was a mentoring team from New Mexico where there are only two big cities amidst very rural areas. They developed a hub and spoke model of mentoring and expanded on it by working with Alaska. A. We have also worked with Alaska.  C. The Division for Vocational Rehab has similar issues. We have only one person on Molokai and same problem with turnover. |  |
| **DOE Budget Priorities** | Brian Hallett, Chief Financial Officer, and Cynthia Covell, Assistant Superintendent of the Office of Talent Management, laid out the Department’s Legislative Budget Request. They identified how it is going to impact special education and identified where support is needed at the Legislature. Students with special education needs, including 504 students, make up 13% of the total student population.  Budget plan process  AS Hallett’s office began working on the budget last July. After approval by the Board of Education, the draft budget was submitted to the Governor. He determined what parts of the budget matched his priorities and submitted his | Members were advised to go the following link for the Budget Presentation to the Legislature: <http://www.hawaiipublicschools.org/DOE%20Forms/budget/FY21%20Budget%20Briefing.pdf>. |

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| **DOE Budget Priorities (cont.)** | Budget plan process (cont.)  version to the Legislature one month prior to its opening. The House will rework the budget request by early March and send it to the Senate for further deliberation. House and Senate conferees will meet toward the end of the session to put together a compromise budget by mid April.  Promising budget signs  The Council on Revenues projects income to be up 1% and the Chair of the Finance Committee is looking to invest additional dollars in education. Federal funding also looks better than last year.  Teacher Pay Differentials  AS Covell explained that the Department is asking for $14.5 million for teacher shortage differentials this school year and $26.8 million in 2020-21. The shortages are in three categories: special education teachers, Hawaiian immersion teachers, and teachers in hard to staff areas. For more than 20 years the Department has tried to address the chronic shortfalls in SPED teachers, so the decision was made to try a new tactic. The first payouts occurred in January 2020. 1734 licensed special education teachers in the classroom will see a yearly pay differential of $10,000. AS Hallett expressed the concern that legislators will ask the Department to use their own resources to fund the pay differentials. Given this is a chronic shortage, it warrants additional funding rather than cutting needed programs within the Department. AS Covell added that rather than throwing money at the problem of inadequate staffing, the Department’s actions are in line with research showing that competitive compensation may help address both recruitment and retention. Similarly, funding for mentoring has helped to increase teacher retention. Other initiatives the Department is pursuing include support for teacher housing and bringing more teachers to the state through an agreement with universities in the Phillipines.  Questions/comments from members and guests  C. The Hawaii School for the Deaf and Blind and Olomana School are outliers—even though they are not geographically isolated, they fall into Tier 4 of Hard to Staff positions. A. The tiered system is about equity. | SEAC will help communicate the need for the additional funding to legislators. |

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| **DOE Budget Priorities (cont.)** | Questions/comments from members and guests  C. A special education teacher at Olomana gets an additional $18,000--$10,000 (SPED differential) plus $8,000 (Tier 4 Hard to Staff differential).  Q. How will that affect teachers who want to move to a hard to staff school? If they have seniority would they be able to bump teachers on site? A. Yes.  C. During the Felix Consent Decree timeframe, I had to commit to staying in special education in order to receive a teaching scholarship. A. We still have a Grow Your Own program with no pay back requirement.  Q. Do you have a plan for evaluating the effectiveness of the pay differential?  A. We will be tracking the number of new hires and eliciting feedback to compare to our baseline snapshot.  Q. Are you concerned that you may have a number of general education teachers moving into special education positions to take advantage of the pay differential but lacking special education foundational coursework or training?  A. One of the Department’s biggest issues is developing trust with all the key stakeholders that adjustments will be made to the program as needed. |  |
| **Announcements** | Amanda Kaahanui made two announcements regarding the April 18th SPIN Conference:   1. Several more volunteers are needed to join Brende Ancheta and Debbie Cheeseman in manning the SEAC information table. SPIN will provide registration and airfare as needed. 2. Applications for Neighbor Island Parent Airfare Scholarships will be closing at the end of the month. If funds are available, parents of children with disabilities aged 0-22 who apply after that time will also be accommodated.   Brikena White shared the following responses from Annie Kalama to questions posed by Susan Wood and others regarding RBTs on the Big Island:   * How will supervision be provided to RBT candidates (on the Big Island) now that they have completed their coursework? *After an RBT candidate has completed the 40-hour coursework, (s)he will need to pass a competency assessment conducted by a licensed behavior analyst (LBA) or an assistant assessor under the purview of an LBA. This competency assessment demonstrates the candidate's ability to* |  |

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| **Announcements (cont.)** | *implement ABA interventions that were taught during the 40-hour training. For current DOE employees on the Big Island who are RBT candidates, competency assessments will be conducted by qualified contracted providers. Once complex areas on the Big Island fill their own Behavior Analyst positions, DOE LBAs will conduct RBT competency assessments.*   * Will they get their pay raises after they are certified? *Once an RBT candidate becomes a certified RBT, (s)he will need to apply for a Behavior Technician (BT) position in order to receive the BT's salary.* * Will there be a DOE licensed person who can oversee their work after they have finished their oversight? *I'm not sure what is meant by "after they have finished their oversight". Once an RBT candidate becomes a certified RBT, (s)he will need to be supervised by an LBA if (s)he is rendering ABA services. If the RBT is not rendering ABA services, (s)he does not need to be supervised by an LBA. RBT supervision is provided by either DOE employed and/or contracted LBAs throughout all complex areas across the state. All complex areas are working on increasing DOE's internal capacity of ABA providers. The unit 13 Behavior Analyst and Behavior Technician I and II positions have been established and the unit 5 Behavior Analyst Teacher position is in the process of being established.* * Will they be able to take the RBT test in the neighbor islands instead of Oahu? *The RBT exam is only offered in person on Oahu at the Pearson testing center* |  |
| **Review of December 13, 2019 Meeting Minutes** | There were no corrections to the minutes. | The minutes were approved as distributed. |
| **Agenda Setting for February 14, 2020 Meeting** | Members suggested the following agenda items:   * Legislative Update by DOE Legislative Analyst Capsun Poe and SEAC’s Legislative Committee * Social Emotional Learning by Joy and Robin (Resource Teachers on the Big Island) * Infographic Work * Update on Restraints/Seclusion Data from 2016 Forward |  |

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| **Agenda Setting for February 14, 2020 Meeting (cont.)** | AS Armstrong asked that the presentation by Frances Stetson previously scheduled for February be moved to the April meeting. Guest Linda Elento offered two suggestions for topics—ROTC Inclusion and Guidelines between DOE and Charter Schools. |  |
| **Infographic Work Groups** | Revised copies of the infographics from the SSIP/Reading (*I Can Help My Keiki Learn to Read*) and Inclusion *(Inclusive Education in Hawaii*) work groups were shared with members along with a review form. Given time constraints, members were asked to complete their review at home and bring it to the February meeting for final vetting of these two infographics. Two preliminary suggestions were offered regarding the inclusion infographic:   * Try to synchronize the font sizes; and * Move the bullets under each element of HĀ to the right to be in alignment with the letters spelling out the word BREATH. |  |