**SPECIAL EDUCATION ADVISORY COUNCIL**

**Minutes – October 16, 2020**

**9:00 a.m. – 12:00 p.m.**

PRESENT: Andrea Alexander, Annette Cooper, Virginia Beringer, Debbie Cheeseman, Rebecca Choi (for Mary Brogan), Mark Disher, Martha Guinan, Scott Hashimoto, Amanda Kaahanui (staff), Annie Kalama, Tina King, Bernadette Lane, Dale Matsuura, Kaili Murbach, Wendy Nakasone-Kalani (for Bob Campbell), Kiele Pennington, Kau‘i Rezentes, Susan Rocco (staff), Rosie Rowe, David Royer, Steven Vannatta, Lisa Vegas, Paula Whitaker, Jasmine Williams, Susan Wood

EXCUSED: Brendelyn Ancheta, Cheryl Matthews, Carrie Pisciotto, Ivalee Sinclair, James Street, Francis Taele

GUESTS: Nick Alexander, Charlie Daraban, Maurica Daraban, Sandy Jessmon, Mike Jose, Janet Kim, Anthony Martinez, Aldric Ulep, Fern Yoshida

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| **TOPIC** | **DISCUSSION/ACTION** |
| **Call to Order/Welcome/ Introductions** | Chair Martha Guinan called the Zoom meeting to order at 9:06 a.m. and asked members and guests to introduce themselves. |
| **Input from the Public** | Hawaii Keiki School Health Program application form  Martha Guinan reported on a concern raised by Kaili Murbach regarding information she received regarding potential services for her son from a Hawaii Keiki (HK) nurse based at Kalama Middle School. While the description of the program states that there will be no cost to families, an attached application form asks for insurance information and states “you will be billed” for some services. The result is confusion on the part of families who receive the information. When Annie Kalama was made aware of the issue, she reached out to the HK administrator who stated that in some cases the program might bill insurance, but there would be no cost to parents. She offered to modify or adjust their notice, if it confuses families. Martha recommended reaching out to the program to ask for this adjustment. Susan Rocco raised a question about whether IDEA allows private insurance to be tapped for services, even if schools pay the co-payment for those services. Should the Affordable Care Act be rescinded, such use of private insurance might jeopardize any future lifetime service caps set by health insurance companies. Susan also asked what the insurance payments would be used for, since HIDOE is paying the salaries of the HK nurses. Heidi Armstrong validated that HK is a HIDOE partner, and there are never co-pays with HK nursing or telehealth services. She offered to ask HK to present at the November SEAC meeting. Heidi added that the goal of having HK on campus is quick treatment so students don’t have to leave campus or referral to a primary care physician. HK is also helping with the COVID-19 pandemic. Annie clarified that there is an IDEA provision allowing schools to charge private insurance under certain conditions, but HIDOE has not pursued that option.  **Action: Heidi will invite HK to present at the November meeting.**  New SPEDucator Project  Janet Kim from the University of Hawaii’s Special Education Department shared information about a new |

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| **Input from the Public (cont.)** | New SPEDucator Project (cont)  partnership with HIDOE to recognize and support high-quality special education teachers as well as elevate the profession. The project will select 15-20 teachers across the state to share their knowledge with each other and help to represent the best of special education professionals. It is also intended to help recruit and retain qualified teachers.  **Action: Janet posted the link to the project--** [**https://coe.hawaii.edu/sped/announcements/the-speducator-project/**](https://coe.hawaii.edu/sped/announcements/the-speducator-project/) **-- and asked SEAC members who know of outstanding teachers to refer them no later than Sunday, October 18th.**  Access to services during COVID-19 pandemic  Jasmine Williams asked three members representing different agencies serving students with disabilities for any written guidance on how services are to be provided to children with disabilities during the pandemic. She first asked AS Armstrong if the memo regarding related service personnel dated March 27th has been updated. Scott Hashimoto from the Child and Adolescent Mental Health Division initially suggested that Jasmine contact any Family Guidance Center for a copy of its written guidance, and then volunteered to secure CAMHD’s standard guidance document for SEAC. Lisa Vegas from Olomana was asked how students with IEPs were gaining access to education when placed in a detention home. She explained that students who are placed at the Detention Center in Kaneohe or Hale Ho‘omalu in Kapolei are subjected to a 14-day quarantine when admitted. When in quarantine, they are not getting access to classes because security prohibits giving them a device. Olomana gives each facility books for the student when they request them to break the monotony of isolation. Once students come to Olomana they have usually completed most of their quarantine and can be mixed with other students when this period is over.  **Action: AS Armstrong, Scott Hashimoto and Lisa Vegas will look for additional information on the topic and send it to Susan Rocco for distribution to members.**  Failure to update IEP or develop a Contingency Plan  A resource caregiver for a 15-year old teenager with disabilities expressed concern that she is doing very poorly with virtual learning, and her school has not convened an IEP meeting or developed a Contingency Plan for her despite the resource caregiver’s request. The resource caregiver believes she would make progress if she were served on campus with 1:1 assistance. **Action: Annie offered to connect the resource caregiver to the right people for follow-up.**  Mark Disher and Jasmine have heard from families in their communities as well that student Contingency Plans have not yet been developed. Sandy Jesmon was told by her granddaughter’s teacher that unless all teachers were working from home, there wouldn’t be a need for a Contingency Plan. When Sandy showed him the infographic about the Contingency Plan, he responded that he now had the form and |

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| **Input from the Public (cont.)** | Failure to update IEP or develop a Contingency Plan (cont.)  would contact her. Her granddaughter has also not had her 1st Quarter IEP meeting, although Sandy asked for it last February or March.  Clarification: Annie pointed out the difference between a Contingency Plan and a COVID-19 Impact Service Plan. The Contingency plan is in the event that schools are forced to totally shutdown again and no one can enter a school building. In that scenario, there would have to be distance learning, and the Contingency Plan helps prepare for how that should be delivered. The COVID-19 Impact Service Plan is the plan to compensate for lost skills due to school shutdowns and distance learning.  Assessment of regression  Mark reported that a local attorney as well as some families in West Hawaii are concerned over the issue of parents being asked to assess whether or not their child has experienced regression. These assessments may not be accurate, and Mark suspects that it is not just a local problem. Tina King said LDAH is getting a number of calls about the measurement of regression, too.  Discrepancies in In-Person Learning Opportunities  Virginia Beringer shared that her son was not offered in-person services during the shut-down while other students with autism were served. In addition, his IEP team met last week and wanted to clean the slate and say he was not regressing, because he had intensive services the month before. When Virginia brought up the Contingency Plan, the team said it would involve teleservices. Virginia’s response was that her son is noncompliant and would turn off the computer. The team told her that the school’s contracted service provider did not provide in-person services.  COVID-Impact Services discussion  Tina shared her experience that some schools are really good about holding the COVID-19 Impact Services meeting while others are not. She heard from a Windward mother with a medically fragile child who is having trouble getting skilled nursing and qualified EAs to serve her child in the home. She and her husband are unable to work, because they are being asked to fill in to do the things that EAs would normally be doing. Kau‘i Rezentes suggested that the mother should contact the SSC to see about using multiple nursing services. Kau’i has found it possible to do that when her daughter’s regular nurses are unavailable.  Kona parent concerns  Kiele Pennington has been virtually attending the Kona CCC meetings where members prepared a list of concerns to be able to address what was working. She is willing to share the list with SEAC along with other systemic issues she has become aware of through TACA.  **Action: Martha asked Kiele to send the list to Susan for dissemination to members.** |

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| **Announcements** | Amanda Kaahanui made two announcements:   1. The SPIN Conference is on October 17th featuring nine workshops and three networking sessions including one hosted by Annie Kalama. Martha will host one of the 40+ virtual exhibitor rooms and members are welcome to join her to represent SEAC. 2. October 24th is the Footsteps to Transition Fair. Going virtual has made it possible to have a statewide conference for the first time, and there will be both youth and parent community rooms. |
| **Review of SEAC Member Responsibilities** | Susan Wood walked members through the infographic summarizing expectations of SEAC members, including embracing the process of Leading by Convening which offers a blueprint for authentic engagement. The process begins again each year as members vote on priority issues, coalesce around them and invite relevant guests to give SEAC the information that enables members to do the work together. SEAC makes an effort to balance long term systemic change with short term projects, like infographics. Susan also brought up Dialogue Guides as a future project to share information with the broader community.  **Action: Susan R. will send out a link to the Leading by Convening book.** |
| **Update on COVID-19 Impact Services** | Annie began the discussion by introducing Michael Jose, a District Education Specialist for the Radford-Moanalua-Aiea Complex Area, who was invited to share information from a school/complex perspective.  Professional Learning Communities (PLC)  During the 1st Quarter, two PLCs per district were held averaging 25 participants each. Annie’s office provided the content and coordination and time was set aside to collaborate and share success stories and resources. Among the best practices shared were 1) redesigning student work spaces by transforming each desk into a car to encourage social distancing, 2) storing individuals work materials in a plastic pouch that hangs on the each student’s chair, and 3) using plexiglass and clear shower curtains to allow for safe small group interactions.  School re-opening infographics  AS Armstrong sent a memo to schools regarding the infographics that SPIN and LDAH helped to create. It directs schools to hand out an infographic packet during IEP meetings and refers families to both agencies for additional assistance and information.  Funding for COVID-19 Impact (CI) Services  $2.4 million of CARE Act funds have been repurposed for CI Services. The money will be handed out proportionately for SPED and 504 students.  Options for addressing skill loss  HTMSS services may be used for mild losses, and IEP revisions can address regression. If these are not sufficient, the IEP team will outline any services needed beyond the school day to compensate for lost |

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| **Update on COVID-19 Impact Services (cont.)** | Options for addressing skill loss (cont.)  skills. The CI Services Plan includes alignment to IEP goals, services provided (frequently, duration and location), and mode of delivery (distance learning or in-person). These services may be provided by non-DOE employees.  Preliminary unofficial data (for program review only)  10,841 IEP meetings representing between 9-10,000 students have been held as of 10/9/20. CI Services were listed as the purpose of the meeting in 5,601 IEP meetings. There were 408 CI Services plans developed. This number is smaller than expected and may be due to IEP revisions, requests for additional assessment or other factors. Only ¼ of all SPED/504 students had a meeting to consider CI Services. This may be related to scheduling disruptions including a delay in students coming back to school at the beginning of the quarter, parents requesting to delay the meeting, and the IEP team deciding more time is needed to collect additional data or to wait for in-person learning to resume to assess the impact.  Questions/comments from members and guests  Q. Are the CARE Act funds going directly to schools? A. (Annie) They go to the Complex Area. Schools are in close communication with the District Educational Specialists. (Mike) As meetings are held and a determination is made about services, we are able to purchase them right away.  Q. Is the CI form for students with a 504 Plan? A. It’s a very similar form.  Q. Should Contingency Plans be discussed in IEP meetings, too? Is the PWN issued when the Contingency and CI Plans are completed? A. It is recommended that the Contingency Plan be discussed within the IEP meeting. IDEA doesn’t require the Contingency Plan, and some schools feel it is too much to cover for one meeting. The Contingency Plan requires the input of all IEP team members to comprehensively design a plan, but a PWN is not required by law. If it is discussed within the IEP, it should be included in the PWN to ensure clear communication on what has been decided.  Q. Is that reported by a checkbox in the actual meeting tab? If so, teachers may not have checked the appropriate box. A. We got our data on CI Service Plans from IEP notices. The box should have been checked, but I agree that the documentation could have been missed. The Exceptional Support Branch is working with the Office of Information Technology Services (OITS) to pull these numbers weekly. ESB may want to bring the Monitoring and Compliance Office in to assist, as well. |
| **Ohana Help Desk Presentation** | Nick Alexander from OITS shared his presentation slides and thanked SEAC for the opportunity to talk story about the Ohana Help Desk (OHD). Its creation stems from the transition to online learning. There was an existing IT Help Desk that focused on staff needs, and OHD was created to fill the gap for families and students. It was launched August 4, 2020 with expanded hours and languages. There is a chat and phone feature plus a self-service portal. |

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| **Ohana Help Desk Presentation (cont.)** | Primary technology support services  These include: connectivity-related issues, access authentication and security issues, device support –mostly Chromebooks, iPads or computers, general IEP support, and escalations to other DOE schools. General issues related to assistive technologies (AT) and accessibility features include: accessing on-screen keyboards, adjusting screen contrast, and adjusting on-screen font/object size. For specialized supports, OHD connects callers with the school or office that provided the technology device.  OHD Statistics  In the last 2 and a half months there have been 5,153 interactions, 974 chats, and 4,179 calls. Most of the questions involve DOE and school applications (for example, how do I log in?).  OHD Portal  This self-service website offers quick tips, detailed documents and videos that were developed in-house or come from reputable sources. There is a mechanism for on-line feedback for comments or suggestions.  Questions/comments from members and guests  Q. Do you have links to YouTube videos that you don’t plan to create in-house? A. I will take that question back to the core team. The OHD tries to vet each video for its accuracy, relevance and applicability to ensure it is consistent with HIDOE.  C. A lot of families who are new to distance learning don’t even know what to ask for. If they were to come to the OHD portal, and you had a list of commonly asked questions or videos on how to use technology, you would be providing a greater efficiency than taking one call at a time. Parents would appreciate a bank of resources to access at any hour, and you could reach a lot more families that way.  A. Thank you for the great suggestion, and I will take it back to the team.  C. I appreciate that your office has some awareness of accessibility problems and different devices recommended for students and can deal with built-in accessibility features. A. The OHD staff make every effort to learn new technologies, but we are IT generalists. To have anyone specialize would be quite difficult. We can discuss how we can do more.  Martha thanked Nick and the OHD staff, as well as Superintendent Kishimoto for putting together this wonderful service for families. |
| **Update on COVID-19 Impact Services – Part 2** | Annie resumed the discussion of COVID-19 Impact (CI) Services by describing what the services look like. Options include: related services, contracting teachers, contracting providers, serving students during Fall Break and after school on campus. Mike Jose added the example that an RBT might work with a student after school to address regression, or teachers might tutor after school. Mike expects that CI Services plans will increase as IEP meetings are being held. Mike and his CAS attend CCC meetings to pick up on parent concerns. They recognize that schools have their unique struggles for a variety of |

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| **Update on COVID-19 Impact Services – Part 2 (cont.)** | reasons. Many schools are now inviting more kids back on campus, especially when students are not making adequate progress while distance learning from home.  Questions/comments from members and guests  C. A number of students have regressed due to anxiety or depression. Q. Are you considering mental health services as a CI Service? A. (Annie) Absolutely. We have reminded IEP teams that there may be new needs during the review. This is a new need that may require further assessment, and/or you may need to add services that weren’t there before. If those services are provided during the day, it would be a revision to the IEP and not a CI Service. (Mike) We are trying to consider the whole child when they return—not just academic regression--and consider student mental health through a screener or parent survey. A practice I have seen in many schools is a recalculation of the IEP before we get to services beyond the school day. It is a way to really make up ground when there is regression.  C. It sounds like you are differentiating between impact to COVID-19 services due to a skill loss and a new need that may require an IEP revision. A. Yes. Any time there is a new need the IEP team should be looking at that—and even more now when we know that students may be experiencing new anxieties and other issues. That would be documented and addressed on the IEP.  Q. Is there a place to document new needs that will be addressed through the IEP and not through CI Services? A. Yes, it is addressed in the guidelines.  C. Some parents are nervous about revising the IEP that they were satisfied with prior to the school closures.  C. My son has found out that if he pretends he is sick and can make himself throw up, he gets sent home. This is a new ability to make himself sick before math class. It is a new need that should be addressed behaviorally. Unfortunately it has been a sideline in the IEP; there’s been no systemic approach to address it. A. That’s a great example. I always remind folks that the IEP is based on student needs. Parents shouldn’t be concerned about not going back to the previous IEP services that were meeting the needs of the student. IEPs should stay the same unless the needs of the student have changed. For many students, needs are changing, and as often as those needs change, we should be reviewing and revising the IEP.  Q. Even though a new need addressed in the IEP wouldn’t necessarily be listed on the CI Services Plan as a response to regression, wouldn’t we want to list it under the Contingency Plan in order to prepare to minimize a negative behavior like vomiting? There are so many things to think about, that it is difficult to explain it to families. A. You’re right. The Contingency Plan covers anything on the IEP we can address via distance learning. For this example, there could be some modifications to schedules or supports to parents on working with the student. We have been struggling to present this in a simple way, as well. That’s one of the reasons we reached out to SPIN and LDAH to help with the jargon. We have all come to |

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| **Update on COVID-19 Impact Services – Part 2 (cont.)** | Questions/comments from members and staff (cont.)  the conclusion that it’s not easy to understand, so we will continue to reach out to provide clarification. Mike just talked about going to CCCs to help answer questions.  C. I am trying to simplify this process in my mind, because it is getting more confusing as we consider all these plans. I see the IEP as the main component that the team has to constantly update. The Contingency Plan is really not a requirement, so it is not a legal document like the IEP. If I focus on implementing the IEP *to the greatest extent possible*, then I view the CI Services Plan for lost skills that can’t be addressed in the IEP. It seems that compensatory services are going to be ongoing, because we are still not in traditional school mode. So my advice to families is to focus on the IEP. A. I agree that the impact continues. We will adjust and respond. Maybe that’s why it is so complicated.  C. Every plan that we developed for my daughter has been important, and each needs to be thought out well to help the IEP team be prepared for events out of our control. It also tells them how well we are able to implement the IEP under various situations. They create a good marker on when all IEP services may not be able to be provided. |
| **Social Emotional Learning Screening Tools** | Fern Yoshida updated members on social emotional learning (SEL) assessments. One thing was added this year—an opt-in assessment as part of a systematic approach to supporting social and emotional development. Social emotional learning directly connects as a vehicle to reach the outcomes of HĀ as well as a domain in the Hawaii Multi-tiered System of Supports. Using the CASEL framework, we are moving to empower schools to identify their own student and community goals in order to choose a SEL framework to meet their needs. From there, schools select a SEL program to implement practices and align assessment. The bottom line is to provide equity.  SEL Assessment  Self perception data is how the student views their own SEL strengths. This data steers schools to use HMTSS to meet identified social-emotional needs. Research shows this has the potential to accelerate student achievement. Panorama is the company HIDOE is working with. The current contract includes the school climate survey and the educator effectiveness system and a free SEL survey.  Survey Project Overview  Currently 105 schools have opted-in to provide this SEL survey to their students. Grades K-2 have a teacher report and grades 3-12 consists of a self-reporting assessment. The voices and perceptions of students drive systems and adult practices to better address these needs.  Questions/comments from members and guests  Q. Is this an assessment for the school, rather than for the student to be aware of their own social emotional learning needs? A. The assessment drills down to individual students, so you could use this |

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| **Update on COVID-19 Impact Services – Part 2 (cont.)** | Questions/comments from members and guests (cont.)  with other data sources as an indicator of student need.  Q. How are you incorporating the views of non-verbal students or students who have trouble relating their emotions? A. This particular assessment mostly went out on-line this year to all students. Some schools have had teachers sit with the students to compose responses. Some schools also have greater participation rates than others.  Q. Are schools required to have a social emotional curriculum at this time? A. It is a recommendation as part of HMTSS but not a mandate.  Q. Is there a parent component to this, because social emotional learning occurs more at home than at school? A. This particular survey is student-driven from grades 3-12. There is no parent component, but through Panorama, we have launched parent and student surveys. School Panorama dashboards include data from the parent surveys.  Q. Are all schools being offered Panorama now? A. All schools complete the mandatory climate survey. All schools have access to a SEL Playbook as part of their Panorama contract. Only 105 schools are offering the SEL survey. |
| **Proposed SEAC By-law Amendments** | Kaili Murbach reported on the findings and recommendations of the By-Laws Subcommittee consisting of Martha, Cheryl Matthews, Kaili and Susan R. The subcommittee met on September 28th to primarily fix the references to having three Vice Chairs. Another area that come up for discussion for the whole Council has to do with designees—deciding whether designees have voting rights and determining if parents shall/should name a designee to represent them in their absence.  Discussion re: parent designees  Subcommittee members recognize that it is much easier for an agency to appoint a designee than for parents who represent a specific geographic location. Martha shared that an option might be to have a pool of parents to serve as designees. If we did so, we would have to vet them and possibly get approval by HIDOE. Andrea Alexander wondered if it is possible to have an internal back-up. Amanda and Martha agreed that a parent colleague on the Council could bring up an issue for the absent member. However, they would not be able to vote twice. Kiele added that there should be limits on how many times a designee “subs” for the member. Mark serves on other committees where they address that issue through having a requirement that members attend a minimum number of meetings. Martha confirmed that SEAC by-laws have a similar requirement. Virginia acknowledged that many of the parents she engages with do not share the same mindset as she does and are more litigious. She also doesn’t have the phone numbers of some of these parents. Susan W. said that the Council builds on its knowledge and agreements from the first meeting of the year, so it is not fair to substitutes to come in cold without being updated. |

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| **Proposed SEAC By-law Amendments (cont.)** | Changes to Officers  In keeping with the decision to move to one Vice Chair, the subcommittee amended all language referring to three Vice Chairs and added a duty for the Vice Chair to serve on the SEAC Leadership Team.  Other Amendments  These include 1) changing the minimum number of meetings in a school year from six to eight, 2) providing an agenda no later than six calendar days prior to a meeting (rather than ten), 3) removing the requirement to provide minutes of the previous meeting a certain number of days prior to the next meeting, 4) posting the minutes on SEAC’s website within 30 days of a meeting, and 5) removing the prohibition of designees from voting.  **Action: Martha suggested holding off on changing the by-laws re: parent designees at this time. The recommended amendments passed by a two-thirds majority vote.** |
| **Review of the Minutes of the September 11, 2020 Meeting** | Susan W. offered some minor grammar and spelling corrections to the minutes. No additional corrections were received.  **Action: The minutes were approved as corrected.** |
| **Agenda Setting for November 16, 2020 Meeting** | Martha reported that Hawaii Keiki has offered to present in November and the Monitoring and Compliance Office has requested to present on the Annual Performance Report data in December.  Member-suggested agenda items include:   * COVID-19 Impact Updates (perhaps a monthly item through the end of the year) * Report on IDEA Part C during COVID – What Transition Looks Like * General Supervision * How IDEA Funds are Distributed * Guidance for COVID-19 Services and Supports for Transition Aged Youth. |
| **Infographic Work Groups** | Martha read out the members who have signed up for each work group. She asked if any group has a report or update for the group. Andrea reported that the Diploma vs. Certificate Work Group met and Lisa Vegas has updated the infographic for further discussion. David Royer plans to follow up his request to DOE for an HTMSS graphic for use in his infographic with Rebecca Choi. Susan R. and Steven V. found out about a memorandum regarding new terminology and guidance on attendance taking. Mark and Kaili reported that they will present their infographic, IEP Team Members, for first vetting in November. Groups who will present their corrected infographic for final vetting in November include Parents as Partners and How to Obtain Behavioral Services. |