**SPECIAL EDUCATION ADVISORY COUNCIL**

**Draft Minutes – January 8, 2021**

**9:00 a.m. – 12:00 p.m.**

PRESENT: Sara Alimoot, Debbie Cheeseman, Rebecca Choi (for Mary Brogan), Annette Cooper, Mark Disher, Martha Guinan, Scott Hashimoto, Amanda Kaahanui (staff), Annie Kalama (liaison to the Superintendent), Tina King, Bernadette Lane, Dale Matsuura, Cheryl Matthews, Daniel Mizuta (for James Street), Kaili Murbach, Kiele Pennington, Kaui Rezentes, Susan Rocco (staff), Rosie Rowe, David Royer, Steven Vannatta, Lisa Vegas, Paula Whitaker, Jasmine Williams, Susan Wood

EXCUSED: Ivalee Sinclair, Francis Taele

ABSENT: Andrea Alexander, Brendelyn Ancheta, Sarah Man

GUESTS: Heidi Armstrong, Sara Cook, Patty Dong, Sandy Jessmon, Lori Morimoto, Kelli Taniguchi, Cara Tanimura , Brikena White

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| **TOPIC** | **DISCUSSION/ACTION** |
| **Call to Order/Welcome/ Introductions** | Chair Martha Guinan called the Zoom meeting to order at 9:05 a.m. and asked members and guests to introduce themselves. |
| **Update on SPP/APR Indicators 9 & 10** | Cara Tanimura, Director of the Monitoring and Compliance (MAC) Branch, told members that her office is still finalizing data on Indicator 13, so the focus of the presentation will be on Indicators 9 & 10 that are measures of educational equity. She shared the good news that Hawaii’s data shows no overrepresentation of students of racial and ethnic backgrounds due to inappropriate identification.  Importance of Indicators 9 & 10  Patty Dong explained these indicators came about from a discovery by Office for Civil Rights that certain racial and ethnic were 1) inappropriately identified as students requiring sped (Indicator 9), and 2) inappropriately identified in the disability categories of SLD, ID, ED, SoLD, ASD, and OHD (Indicator 10). In particular African American students were two times more likely than other ethnic groups to be found eligible as a student with an intellectual disability and 3 times more likely to be found as having an emotional disability. As a result, since 1997 IDEA increased the focus on Disproportionate Representation and required monitoring by states to avoid inappropriate educational placements.  What the Indicators measure  Both indicators measure any disproportionate representation (DR) that results in inappropriate identification in students 6-21. Indicator 9 focuses on of DR in racial and ethnic groups in special education and Indicator 10 looks at DR in racial and ethnic groups in specific disability categories.  How indicators are reviewed  The measure that must be reported is over-identification. Hawaii reports as one single district at either 0% or 100%. The steps involved are 1) data collection and review, 2) using a risk ratio analysis to determine DR, 3) conducting file reviews to determine whether the DR was the result of inappropriate identification. |

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| **Update on SPP/APR Indicators 9 & 10 (cont.)** | Risk Ratios  A risk ratio compares the risk of each race and ethnicity with the combined risk of all other students. Hawaii hired a consultant, Dr. Thomas Ganz, to help calculate whether an ethnic group falls within a range. If it falls outside the range (determined by 3 years of data), it is an indication of either too high DR or too low DR. Native Hawaiians/Pacific Islanders, Hispanics and Whites all showed higher than expected risk ratios, so they warranted a closer look.  File reviews  Brikena White explained that once MAC identified overrepresentation in Native Hawaiian, White and Hispanic groups, they used a statistical analysis to randomly select 435 files of initial evaluations. The team uses a rubric to review each file that includes evidence of appropriate instruction, assessment procedures, cultural & linguistic factors, how eligibility was determined and evidence of appropriate documentation of disability category. The results showed that the disproportionate representation identified was not due to inappropriate identification. The MAC team can schedule time in the future to look at *significant disproportionality* (SD) which is related to DR but not the same. SD also includes discipline and placement in addition to identification. MAC will also share information about Indicator 13, once the file reviews are completed.  OSEP review  Once HIDOE submits their data to OSEP in February, they will do a thorough review and ask questions as needed. After they give final approval, HIDOE will post the APR results on its website.  Questions/comments from members and guests  Q. The American Indian/Alaskan Native group has a high risk ratio, but it is not considered, because the overall population of these students is small? Yes. If we are looking at less than 500 students, the mathematical accuracy is not there.  Q. Groups in Hawaii break down differently than the national ethnicities. We have a lot more students self-reporting as *two or more* ethnicities. How does that affect your data and how you look at it? A. For federal reporting purposes we are required to report in the seven ethnicities for state-to-state comparisons. DOE has a disaggregated breakdown of ethnicities in Hawaii, but because they groups are self-reported, one year they may report one way and the other time they may report another way. We are also only looking at students who are initially identified as needing special education. When we see a trend with our expanded data, we give the data to the districts to do a deeper dive.  Q. Do you leave it up to districts to do? A. We disaggregate it for them and then share, so that they can have a better idea what to focus on.  Q. The Native Hawaiians have been put with the Pacific Islanders, correct? A. Yes. |

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| **Update on SPP/APR Indicators 9 & 10 (cont.)** | Questions/comments from members and guests (cont.)  Q. Can you also disaggregate the Native Hawaiian’s from the Pacific Islanders? A. We could, but the standardization we use would be out the window when we get smaller groups. The formulas are made for a larger group of students.  C. We have seen a more granular breakdown when we worked with Cesar D’Agord on significant disproportionality. SEAC believes it is important to break down those giant categories because our state is so diverse. Maybe we can ask you for that disaggregated data at a later date to be able to see trends. A. (Patty) We can provide a more finite breakdown of different groups, but you can’t use the mathematical computations. Another issue is that the selection of students is random, so if students are pulled as Asian, for example, in the sampling, they may not represent all the subgroups that make up that larger group. (Brikena) The MAC Branch, in partnership with the Exceptional Support Branch (ESB) created monthly Professional Learning Communities in complexes where we are able to disaggregate data, so we could share the disaggregated child count data for 2021. It would just be the numbers.  C. We are not asking for sampling data in order to look at the trends with the ethnic groups in Hawaii, but rather statewide data captured in eCSSS.  Q. Do you have data that is specific to students experiencing homelessness? A. ECSSS doesn’t have a specific flag for ‘homeless’ that I am aware of, so that would require working with another office to do a deeper data dive.  C. (Martha) We will expect you back in February to present on Indicator 13, and we would like you to come back when you’re free to share more data on ethnicities and significant disproportionality. |
| **Supports for IDEA Students Who are Experiencing Homelessness** | Sara Alimoot, the Community Liaison for homeless students in the Castle-Kahuku Complex Area, offered data on the number of students who are in special education. Out of 2637 students who identified as homeless, 445 of them are receiving services under IDEA. Annie Kalama thanked Sara for her previous question and for the data and relayed that she has reached out to Toby Portner, the Homeless Concerns Office Coordinator, with an offer to provide more support to the liaisons. |
| **Post-Secondary Transition Guidance** | Annie began her report on secondary transitions by reminding members that the May 13, 2020 memo--Graduation Guidance for Students with Special Needs During School Closure–is still in effect. For any student not on track to graduate with a diploma, the school is advised to communicate with the parents, review the IEP/504 Plan and provide appropriate accommodations or support to try to help the student obtain necessary credits. For students aging out at 22, the memo advises a meeting to determine whether services are needed beyond age 22 to meet IEP goals, particularly transition goals, and compensate for any learning loss. |

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| **Post-Secondary Transition Guidance**  **(cont.)** | Post-Secondary Transition Supports  Safety features put in place for the pandemic have impacted school’s ability to provide transition supports. In reaching out to complexes for information, Annie’s team has been seeing some exciting changes in practice to mitigate impact, including the following:  • School campuses are becoming certified work sites through DVR where students receive minimum wage and have an opportunity for competitive employment training;  • Community colleges are partnering with schools on virtual tours for students;  • Virtual transition and career portfolios;  • Employer videos of work sites/expectations; and  • Virtual transition planning with outside agencies.  Off-Campus Outdoor Education  Schools are now allowed to provide off-campus outdoor education within specific protocols. They must consider the risk of travel, review the COVID intervention plan of the offsite location prior to the activity, conduct daily wellness checks, and wear a mask. There must also be tracking of student work areas for contact tracing purposes. Schools don’t have clearance yet for off-campus *indoor* activities and field trips.  Next steps – Infinite Campus  Post-secondary transition is a priority for the ESB and MAC. They have worked to develop design changes to Infinite Campus to support relevant and rigorous transition planning:   1. a dedicated section in the PLEP for transition needs and vocational skills, 2. a Student Interest Text Box, 3. a section for courses and credits, and 4. post-secondary outcomes addressing training, education, employment and independent living.   Next steps – HIDOE Transition Guidelines  ESB has finalized the IEP Transition Guidelines for middle and high schoolwhich focus on requirements, ideas on how to accomplish the requirements and FAQs. From the Guidelines, ESB hopes to create many user-friendly versions for both schools and communities. The roll-out plan for the Guidelines includes an accessible recorded training module or modules. ESB wants to work with their community and parent partners to produce a family-friendly version, whether it is just information or training, as well. There is also Complex Area training on how to use this resource in conjunction with the NTACT Checklist.  Next steps – Partnerships and Collaboration  *Internal collaboration*. Complex Area Project plans have a required component of transition planning, so they have to dedicate some funds to improving transition. There is a need to build out training and work opportunities for students, so ESB is working to make sure students with disabilities have access to those |

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| **Post-Secondary Transition Guidance**  **(cont.)** | Next steps – Partnerships and Collaboration (cont.)  options available to students without disabilities. Every student entering 9th grade must work on a transition plan. The plan must evaluate potential career choices related to the student’s strengths and values, assess the compensation of those careers and create a personal resume with exposure to various entrance tests. ESB wants to explore how this process can be modified to benefit a student on a certificate plan. Additionally, ESB wants students who are interested to have the supports to participate in CTE Academies.  *External collaboration*. ESB has a team that’s coordinating with Andrea Alexander on the Jobs Now Partnership Project (CDS) Hawaii Transition Handbook. ESB also realizes the need to have more coordination with the Division of Vocational Rehab.  State level transition position  ESB has a transition educational position that has been vacant for a year. It is posted again internally. Please keep this in mind and refer anyone who might be interested.  Comprehensive action plan  ESB has started a work group made up of complex area and state office folks working on this. Once we have a finalized draft, we would like to bring it to SEAC and other community partners for feedback  Questions/comments from members and guests  Q. In those cases where additional services are needed beyond age 22, does the IEP team determine how long services are provided? A. Yes, and what services will be provided.  Q. Can SEAC members receive a copy of the Transition Guidelines? A. Yes.  Q. Will the NTACT assessments be encouraged to be used, as well? A. If it is relevant and will support the transition plan, absolutely.  Q. Has the transition plan replaced the required Summary of Performance? A. I will check. Those processes should be integrated.  C. SEAC has been involved with the Transition Fairs across the state. They developed a very thorough transition handbook one that is already in use by schools across the state. It should be embedded with whatever CDS is doing.  C. We are having a lot of trouble on the Big Island with DVR not returning calls, and we have reached out the state level DVR administrator who has acknowledged the problem. When you talk about partnerships, you need to figure out how various partners are going to step up their game to help DOE. A. Yes, we need to talk about mutual expectations and we may need more training and collaborative discussions.  C. CDS is aware that there are multiple transition handbooks available, and they decided they are going to do their own thing. |

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| **Post-Secondary Transition Guidance**  **(cont.)** | Questions/comments from members and guests (cont.)  Q. Did you say that DVR not responding or schools not responding on the Big Island? A. It is DVR. It could be due to lack of personnel.  C. The issue with the CDS handbook is that existing models are more family-friendly.  C. This transition planning seems geared toward students who may move toward a diploma/DVR track. Those students moving in a certificate route will need the same, if not more and sooner planning, to ensure positive quality of life, self-determination and independence. A. We agree it is important to address all student needs.  C. (Martha) SEAC would be happy to review your draft comprehensive action plan. |
| **COVID-19 Impact Services Update** | Before reviewing the data, Annie reminded members that this is not official data. The numbers have not been vetted and are not intended for distribution. The numbers represent both IDEA and Section 504 students (25, 242 students altogether). There are some small increases but not a large number of students receiving COVID-19 Impact Services. Annie specifically asked complexes for some feedback on how are schools mitigating student skill loss. Her team doesn’t have a way to pull data on what kinds of skill losses are prevalent other than looking through individual IEPs. The majority of the complexes are reporting that learning losses are being addressed thru HMTSS and revised IEPs. The most commonly used impact services are tutoring after school and tutoring during breaks.  Questions/comments from members and guests  Q. How many of the COVID-19 Impact Services Plan represent special education students? A. 408, but remember not all students have had meetings to address COVID impacts.  C. So it could be that IEP teams talked about COVID impacts but didn’t document it in eCSSS? A. Yes, that could be. It also could be that students are distance learning and the teams have yet to determine learning loss.  C. It’s been hard for SEAC to get a handle on how many 504 students there are, but doing the math, it appears there may be 4500 to 5000? A. Our records show 4,999 504 students.  Q. When you talked about transition changes to Infinite Campus, are schools going to be doing that now, or do they have to wait for the change to become final?. A. Schools should be doing that now, but the current form doesn’t prompt the user as much as we want them to, so that is why we are changing the format.  C. It’s good to change the format, but I’m concerned with now. My grandson’s team won’t put this in his IEP, because it is not on the form. A. I’m hoping that pervasive across the state. That’s going to be a |

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| **COVID-19 Impact Services Update (cont.)** | Questions/comments from members and guests (cont.)  training issue. For now, as we roll out the Transition Guide, we need to remind schools that they need to address the student’s needs, no matter where you put it on the form.  Q. When is the roll-out of new Infinite Campus system? A. I believe it’s 2022. |
| **Announcements** | Amanda Kaahanui shared a flyer on the PAC Rim 2021 Virtual Conference sponsored by the Center on Disability Studies. The conference is on Mar 1-2 and there will be a pre-conference on Saturday Feb. 27th. There is a special discount rate for certain groups (family members, self-advocates, students, teachers) of $100 for all three days. The pre-conference will be an opportunity to highlight what is happening in Hawaii, and CDS has expressed an interest in highlighting some of the SPIN Conference workshops and presenters. |
| **Input from the Public** | A grandparent and a parent shared recent success stories regarding their children with disabilities:   * A grandmother expressed appreciation that her granddaughter’s care coordinator has gotten her into school 4 days a week instead of just two days; the effort is helping her to succeed academically. * Amanda announced that her son also had a recent IEP with a great resolution. Her family wanted to keep him home until the end of year doing distance learning because of health concerns, and his high school teachers volunteered to accommodate him by allowing him to attend classes virtually alongside in-person students who are returning to campus this next week. |
| **Approval of Minutes for December 11, 2020** | Susan Wood provided some minor typographical edits to the minutes from the December meeting.  **Action: The minutes were approved as corrected.** |
| **SEAC Agenda Setting for the February 12th Meeting** | Members offered the follow items for the February agenda:   * Legislative Committee Report * Indicator 13 with MAC team * Infographic vetting * Extended School Year (ESY) Services   + High school kids & transition   + Visionary models to improve ESY   + Programing vs “babysitting”   + Not limiting eligibility to retention/recoupment   + The use of formulas to limit ESY services |

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| **SEAC Agenda Setting for the February 12th Meeting (cont.)** | Items for the February agenda (cont.)   * CCC concerns from around the state   + Systemic or complex areas?   + CCC concerns pathway to SEAC * Special education teacher numbers   + Budget and teacher cuts (10%)   + Bail out by federal moneys?   Lisa Vegas suggested SEAC might want to access a training video on ESY mandated for special education teachers to give members a clearer picture of what ESY is.  **Action: Susan R. will ask Annie K. if the training module on ESY can be shared with members prior to the February meeting.** |
| **Infographic Vetting** | 1st vetting: *Hawaii Multi-tiered System of Supports*  David Royer, Rebecca Choi and Amanda K. described the key elements of their first draft of their infographic on HMTSS:  •It is based on language taken from HIDOE internal and external materials prepared for school staff.  • The 3-tiered pyramid of supports is represented with color-matching descriptions of each tier’s elements;  • Common language/definitions are included.  • Another frame dispels myths/misunderstandings about HMTSS.  • A case narrative about a 1st grade student illustrates how supports are determined and provided.  • Directional arrows indicate that supports are fluid, and students may move in and out of the tiers.  • The infographic is targeted for families to help prepare them for the roll-out of HTMSS.  Suggestions/feedback  • Extend the underlining of each tier heading to touch the corresponding section of the triangle for more clarity.  • Coordinate your colors to match the pyramid colors.  • Label the three elements of Tier 1 to make clear that they are all included under supports for all students.  • The font size for the section on Common Language makes it difficult to read. My office uses 14 pt. fonts to make materials more readable.  • There are too many words for most parents, and it doesn’t say whether a parent is included in any of these decisions.  • This is great for professionals—particularly general education teachers—so that they understand that when a student struggles, they don’t just refer for special education. |

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| **Infographic Vetting (cont.)** | 1st vetting: *Hawaii Multi-tiered System of Supports (cont.)*  • This would be helpful for me to use when a gen ed teacher comes to me to refer a child for testing, and I can ask them “what supports have you tried?”  • This is a beautiful infographic! Given that it may have too many words based on our infographic guidelines, perhaps you could consider making it into a two-page document. A third infographic could be designed to give parents tips on how they can be involved in the decision making for HMTSS.  • I see this as having a professional readership because you use words that aren’t part of most parents’ vocabularies—like *fidelity*.  • The common language section is great, because these terms will come up in an IEP meeting, so everyone needs to understand their meaning.  **Action: The infographic will be edited and reviewed again at the February meeting.**  3rd vetting: *Parents as Partners*  Kau‘i explained that her group didn’t have time to meet, so they will be ready to present at the February meeting.  2nd vetting: *IEP Team Members*  Mark Disher and Kaili Murbach explained their changes to the last version:  • Under Family Support *attorney* was replaced with *advocate*.  • Under School Administration, the *Student Services Coordinator (SSC)* was replaced with *designee*, because not all teams include an SSC.  Took comments and incorporated.  • A green circle surrounds the Family and Child to indicate that they are core team members.  *Suggestions/feedback*  • I love the implication that the process should be family-centered; it’s a great message for a system that tends to be child-centered.  • Make the family graphic more representative of Hawaii families. Perhaps David Royer could help with skin tone and hair color.  • Some of the capitalization in the role boxes is unnecessary—for example, individualized education program, resource teacher, pediatrician.  • The boxes around the family reinforce the heart shape.  • Add a role group box of persons helpful to transition—from elementary to high school.  • Develop a companion document specifically for transition.  • Expand on potential members for the role groups on the back of the document or in the dialogue guide. |

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| **Infographic Vetting (cont.)** | 2nd vetting: *IEP Team Members (cont.)*  • A transition team doesn’t need to be separate. You can talk about it in the dialogue guide.  • Add “outside agencies” including “DVR” under Home & Community-Based Providers.  • Under DOE Service Providers add post-secondary coordinator or transition teacher.  • In our school, we don’t have anyone with a transition title anymore.  • Maintain the generic core members in the infographic and talk about the membership of the team changing over time.  • In the guide, you may want to explain that some home & community-based providers, like psychologists, charge a fee for attending a meeting, and the parent would be responsible for paying that fee.  • Add a sentence to the header that says that invited members are knowledgeable about the child and family.  • Add to the dialogue guide that IEP team members can be excused from the meeting with permission by the parent and the administrator.  • When I look at all the IEP team members, it reminds me that parents will be outnumbered by all the professionals. Maybe there could be a link to family support.  • Perhaps the dialogue guide could be a one-pager on the back of the infographic.  • The dialogue guide will only be as good as we get it out across the state; SEAC could host a virtual training on a specific topic and open it up to the state, as well as offer it at CCC meetings.  • Rather than circles you might consider rectangles or a pyramid.  • Make the green circle more obvious, so that it looks like it is circling the family.  • The dialogue guide is meant to facilitate a talk story. The guide is used by the facilitator to organize discussion and feedback.  • The dialogue guide session is a feedback loop to bring ideas back to the Department as well.  • When a parent clicks on the QR code to take it to the SEAC infographic page, add a link to Frequently Asked Questions—a one-page document that would be an additional resource to the parent. For IEPs it could cover questions like “can you tape record the meeting?”  • This FAQ could be a living document to allow you to add new information down the road.  **Action: Susan and Amanda will develop a draft template of what to put in a dialogue guide and plug in comments to date for the various infographics.**  2nd vetting - *Certificate vs. Diploma*  The discussion of these two infographics was tabled until the February meeting due to time constraints. |