**SPECIAL EDUCATION ADVISORY COUNCIL**

**Draft Minutes – April 9, 2021**

**9:00 a.m. – 12:00 p.m.**

**PRESENT:** Sara Alimoot, Virginia Beringer, 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, Sar6ah Man, Dale Matsuura, Cheryl Matthews, Kaili Murbach, Wendy Nakasone-Kalani, Kiele Pennington, Carrie Pisciotto, Kaui Rezentes, Susan Rocco, Rosie Rowe, David Royer, Steven Vannatta, Lisa Vegas, Jasmine Williams, Paula Whitaker, Susan Wood

**EXCUSED:** Bernadette Lane, Ivalee Sinclair

**ABSENT:** Brendelyn Ancheta, Francis Taele

**GUESTS:** Heidi Armstrong, Daintry Bartoldus, Cherise Castro, Patty Dong, Linda Elento, Scott Fuji, Brian Hallett, Melissa Johnson, Alex Kagawa, Leilani Kaliiawa, Jeffrey Krepps, Kapu Mamiya, Maureen McComas, Lori Morimoto, Kelli Taniguchi, Cara Tanimura, Brikena White

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| **TOPIC** | **DISCUSSION/ACTION** |
| **Call to Order/ Introductions** | Chair Martha Guinan called the Zoom meeting to order at 9:00 a.m. and asked members and guests to introduce themselves. |
| **Setting Targets for Indicators 5 & 6 with the MAC Branch Team** | Cara reviewed her team’s process of stakeholder engagement to: 1) review requirements for Indicators 5 (School-Age LRE) & 6 (Preschool LRE), 2) reset baselines for data and propose targets for FFY 2020-2025, and 3) offer strategies for improvement.  Additional Resources  As resources, Cara offered links to the 2018-19 Annual Performance Report (APR) and the FFY 2020 Part B Indicator Measurement Table for data collected in 2020-21 and submitted to OSEP in February 2022. The APR for 2019-20 that was submitted in April of this year is due to be uploaded to the HIDOE website after 4/29/21.  School-Age LRE – New Requirements  Lori Morimoto explained OSEP’s revision to Indicator 5 to include 5 year olds who are enrolled in kindergarten along with students ages 6 through 21.  Updated definition of school age students.  Preschool LRE – New Requirements  Indicator 6 now is only reporting on 5 year olds who are enrolled in a preschool program along with 3- and 4-year old preschoolers. A third environment was added: students receiving special education and related services in the home.  Baselines  Baselines are a starting point on actual data. OSEP expects that baseline data is revised when the calculation methodology changes or the data measurement method or process is revised. Hawaii is resetting its baselines due to the new six-year cycle for 2020-2025. |

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| **Setting Targets for Indicators 5 & 6 with the MAC Branch Team**  **(cont.)** | Targets  Targets project where you want to go from the baseline. They must: be rigorous, yet achievable; show continuous improvement; reflect stakeholder input and build on past experiences. Patty Dong advised members that in setting a new targets they note progress or slippage from the baseline, consider any initiatives that may impact outcomes for a particular indicator and indicate in the chat box whether or not they are in support of the proposed targets. Members who are not in support of a target are asked to propose an alternate target.  Longitudinal Data for Indicator 5A  The % of school-age students in the regular class 80% or more of the day has grown from 23% in 2006 to 50.27% in 2020. Adding Kindergartners who are 5 in 2020 raise the % to 50.71.  Target Setting Methodology  The MAC Branch is using an Average Increase Method—one of several methods proposed by OSEP—to propose targets. A target is derived by adding the overall change from 2013 – 19 and dividing by the number of years. For Indicator 5A, the result is a suggested target of 2% per year.  Longitudinal Data and Target for Indicator 5B  5B measures students inside the regular class less than 40% of the school day. Since a high baseline of 34% in 2006, the percentage has gradually decreased to 16.25% in 2020. This decrease corresponds to the increase in students in the general education class for most of the day. The MAC team is proposing a 0.5% decrease year by year.  Longitudinal Data and Target for Indicator 5C  This measure the percent of Kindergartners through age 21 who are served in separate schools, residential facilities, or homebound/hospital placements. After a high baseline of 3% in 2006, the percentage for the last seven years has been around 1%. This is less than one-third of the national average of 3.3%. The suggested target is a decrease of 0.005%.  Longitudinal Data and Target for Indicator 6 – Preschool Data  Cara made the suggestion given time restraints that her team stop the presentation, create a Padlet with Indicators 5 and 6, so that people have more time to give suggestions for both indicators. Martha said that would be fine as long as the Padlet has a place to enter comments. Indicator 6 may be discussed further on a different date.  Questions/comments from members and guests  Q. Does the count for preschool students receiving services at home include Zoom students? Q. Do the students receiving service at home include kids with Homebound placements or kids on distance learning only? A. These are students for whom the IEP has determined home as their placement. So, if a student is |

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| **Setting Targets for Indicators 5 & 6 with the MAC Branch Team**  **(cont.)** | Questions/comments from members and guests (cont.)  receiving services via an online platform and the IEP team has determined the placement at home, that student would be counted.  C. This is nice trending data for LRE.  C. SEAC has traditionally looked at Mainland averages when setting targets. The FFY 2018 mean for kids in the general education classroom 80% or more of the day is 66%, while Hawaii had the lowest percentage in the nation for that year.  C. For LRE, SEAC has been aspirational in setting our targets and not necessarily easily achievable.  Q. Can you address the increase for 2020 in LRE as many children were at home and not in school due to COVID? How was the data collected? A. The data is collected from our electronic student support system. It reflects what the IEP team has determined. There is a potential impact of COVID on all of our indicators.  C. We should have a higher expectation for LRE due to the Hui Pu project. A. It is true that some of the increase since 2017 is probably due to Hui Pu.  C. The national average percentage for 5B—in the regular classroom 40% or less--is 10%.  C. If we increase the target for 5A by 2% per year, we should have a target of a 2% decrease in 5B. A. The numbers in those two settings are different, so each carries a different weight.  C. The trend is one-way, but COVID really messed up the projections from last year, which is why I'm concerned about how the data was collected.  C. What is the long-term goal of reducing the amount of students in 5B? To continually reduce the target? Are resources being shored up to staff/schools/students to ensure success and movement in the LRE? A. We want to increase the amount of students in the general education classroom, which will result in decreasing the amount of students in the self-contained classroom.  Q. Are the baselines for 5C artificially low given the lack of facilities in Hawaii? A. We do have some students who require a more restrictive placement that is not available in Hawaii, so we send them to the Mainland.  C. Compared to the national trend, continuing to decrease Indicator 5C restricts access to LRE for Hawaii students. I’m concerned about the implications of putting this type of target on complexes/districts to meet targets over student needs.  C. It’s good to hear about DOE planning to meet with parents re: inclusion.  Comments related to strategies for improving 5A:   * Provide better training to school staff on student expectations to counteract "old school" thinking—“those kids belong in that separate class." |

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| **Setting Targets for Indicators 5 & 6 with the MAC Branch Team**  **(cont.)** | Comments related to strategies for improving 5A (cont.):   * DOE is planning to co-present with parent partners a workshop on inclusion. * Consider the type of guidance all districts are receiving from the SEA on improving actionable steps. * Partner with UH professor(s) who research effective co-teaching to provide professional learning to schools on how to do inclusion co-teaching correctly/well. It’s not easy! * Provide greater training on co-teaching methods and embedded learning environments. * Require schools to use some of the 21 hours to provide training to general education teachers on supporting special education students in the general education setting. * Change the overall school mindset; improve, increase and support effective training for all general education teachers, principals and other administrators and school staff. * Hui Pu is a great start to support the general education teachers. More advocacy at the teacher training level is needed to ensure cross training in the academic training integration. Parents need to see the potential of their kiddos. * Develop more integrated transition programs for the exiting students. * Provide parents/families (and the student as well) with reassurance and confidence that the general education setting is appropriate for them. |
| **HIDOE Budget Presentation by CFO Brian Hallett** | Brian Hallett, Chief Financial Officer for the Department, thanked members for allowing him to talk about two issues: 1) where we are in regards to the state’s development of its general fund budget and 2) plans for spending the federal fund assistance that has come in. His slides contain additional reference material for members to review at their leisure.  Comparison of evolving versions of the budget  Over the past 12 months DOE has not been spared from budget cuts. Several months ago, DOE was facing 20% budget cuts and furloughs. Thankfully with the federal assistance that came in in December, the American Rescue Plan in March and the vaccine roll-out, budget prospects are looking much better. DOE’s original request of $1.79 billion reflected no new spending. The Governor recently reduced his budget cut to 2.6 %. The House budget increased the budget reduction to 10%. The Senate, after considering the American Rescue Plan, added monies--particularly to EDN 200--bringing the overall reduction to 2.1%. DOE is relieved that the cuts are more manageable, but they have concerns about spending in certain areas when the Legislature hasn’t fixed the holes in the budget.  Additional federal funding  Hawaii has received three rounds of federal funds under ESSA—CARES Act (March 2020), CRRSA (December 2020) and American Rescue Plan (March 2021). While this is a tremendous help, there are a |

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| **HIDOE Budget Presentation by CFO Brian Hallett (cont.)** | Additional federal funding (cont.)  lot of strings attached to spending the funds. Learning loss is the growing area of concern since December. The American Rescue Plan requires much of the funding to be spent addressing learning loss.  Maintenance of Effort (MOE)  The federal government, in passing the last two COVID funding bills, said states must maintain the average percentage of funding for lower education in the entire State budget--approximately 23.5%. Fortunately the Legislature is recognizing this maintenance of effort requirement and avoiding disproportionate cuts.  Use of ESSER II funds  A certain percentage of the federal funds must be used to mitigate learning loss. DOE will be coming back to SEAC for stakeholder input, as well as reaching out to other groups, on how best to use the money. That whole exercise is complicated by not knowing what the budget looks like.  Questions/comments from members and guests  Q. Is the 73% proposed increase in instructional support due to the increased demand for online instruction? What is the reasoning behind this disproportional increase? A. (Brian) The Legislature says this money is intended for innovation, CTE, STEM, Hawaiian culture, art, etc. A. (Alex Kagawa) The HB200 HD1 SD1 provisos for EDN 200 also gave information on what makes up the increase.  Q. Doesn’t the state have a MOE requirement under IDEA? The current budget proposal is showing underfunding by 2%. Couldn’t SEAC write to the Ways and Means and Finance Committees regarding this issue? A. Yes, that would be very helpful. We would also appreciate SEAC members asking legislators to fill the holes in the Department’s budget before proposing any new spending.  Q. In the Senate budget proposal, are those dollar amounts non negotiable? You are not allowed to take money from one area and put it in another? A. There is no explicit direction in the bill. They would like most of the monies going to the complex areas and schools.  Q. Is there flexibility to have a more balanced approach? A. What happened in the Senate is that they came to the MOE calculation at the end, so rather than put the money evenly, they put it in one place. We hope more flexibility will be considered in the conference committee. |
| **Report from the SEAC Legislative Committee** | Susan R. explained that only the following few bills that SEAC has supported are still left alive at this point in the legislative process:   * HB 1291 - requiring UH to include special education students in its award of scholarships; * HB 1362 - creating early childhood educator training stipends and a standardized assessment for kindergartners; and * SB 242 - requiring public schools to offer computer education coursework.   Susan asked Daintry Bartoldus from the State Council on Developmental Disabilities to comment |

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| **Report from the SEAC Legislative Committee (cont.)** | on funding for the Developmental Disabilities Division (DDD) in the state budget and any other relevant legislation still standing.   * HB 200 funding for DDD – The House version of the state budget decimated the DDD, moving the monies to behavioral health and alarming families and advocates. The Senate returned the positions; however there is another bill--SB1018--requiring a re-organization for the Department of Health to remove duplication of function. The DD Council is awaiting more details. In the meantime, Daintry has a 9-page PowerPoint presentation on the proposed reorganization from the Deputy Director of the Behavioral Health Division, if members would like a copy. They can also email Daintry or SPIN to get on the DD Council’s legislative network listserve. * SB 793 – removing the subminimum wage for people with disabilities based solely on the fact that they have a disability. |
| **Continuing Discussion on General Supervision** | Annie Kalama built on the introduction to general supervision that was provided at the November meeting. She began with the purpose of general supervision: to ensure that all students have access to quality education and preparation for college, career and community success through four critical pathways: early learning, equal opportunity, post-secondary success and ensuring the rights of children and parents.  General Supervision System (GSS) Logic Statement  IF the Monitoring and Compliance Branch and the Exceptional Support Branch:   * work together using the tri-level system to assist Complex Areas and schools; and * build capacity in compliance, performance and data-based decision making, and * implement and continuously improve a system of general supervision that focuses on Results Driven Accountability,   THEN HIDOE will improve outcomes and performance for students with disabilities while ensuring compliance with federal and state regulations.  Basic components of the proposed GSS  These include:   * BOE policies and procedural guidelines, * Professional learning that includes mentoring and coaching, * Progress monitoring, * A focus on data-driven priorities, * Fiscal accountability (using funds to produce student outcomes), * Accurate data, and * Dispute resolution. |

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| **Continuing Discussion on General Supervision (cont.)** | Next steps in developing the GSS   * Continue to work with NTSI (a technical assistance provider) to come up with a written draft, * Determine how to use Complex Area data to determine a needed level of support, * Final vetting of the GSS draft with all stakeholders by the end of this school year, and * A first phase, probably focusing on universal supports, to begin next school year.   Questions/comments by members and guests  C. This is a great initiative to increase system-wide fidelity and help to diminish implementation drift across the state.  Q. Given that ESB doesn't have line authority over Complex Area Superintendents or principals, how do you ensure that they accept your targeted support? A. The authority MAC and ESB have is IDEA. The General Supervision process is mandated.  Q. Will you be able to share your general supervision draft with SEAC in May? A. That might be too early, but definitely at the beginning of next year. |
| **Update on ESY** | Annie’s team is working on revamping the guidelines, taking all of SEAC’s concerns into consideration. One of these main concerns was to have the ESY determination move beyond recoupment and retention concerns only. This needs to be fleshed out, and the guidelines may be ready by next meeting. Improving the delivery of ESY goes beyond the guidelines and includes messaging to the field with the assistance of our parent partners and making sure the field understands what to do. SEAC may be helpful in developing infographics and a dialogue guide on this topic. |
| **Summer Learning Opportunities** | Summer Learning Models  These include:   * Official Summer School and E-school for enrichment and credit recovery, * School Learning Hubs based on school needs and funded with ESSER I & II funds, * Specialized Student Support (ESY, English Learner extended learning opportunities, Alternative Learning Programs, and Special Support Opportunities for students with disabilities), * Accelerated Learning, and * College, Career and Community Learning for high school students.   Annie’s office is messaging that students with disabilities should be able to access any of these programs.  Summer Learning Supports to Complex Areas   * Personalized support on request, * Available office hours offered to DESs, * Resource document (logistics/design), |

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| **Summer Learning Opportunities (cont.)** | Summer Learning Supports to Complex Areas (cont.)   * Allocation of CARES funds (at least $2 million), * Offering training to teachers in evidence-based practices, and * Addressing staff shortages (giving schools lists of qualified substitute teachers, UH students, etc.).   SEAC Infographic on ESY and Summer Learning  Martha asked members who are interested in working on infographics on Extended School Year services and Summer Learning Opportunities to contact Susan R. or Amanda. More information and data will be needed for an accurate representation, and Annie offered Roxanne Rokero for consultation on ESY and Amy Ruhaak on summer learning.  Questions/comments by members and guests  Q. Are you allocating CARES funds to all, or are you requiring the evidence of summer programming? A. We are allocating to all schools. If funds are not used, they will be pulled back and re-purposed.  Q. When will each complex area (CA) have information regarding Summer Learning opportunities within individual complexes/schools to give to parents and students? A. (Annie) I don’t know the answer to that. We have asked CAs for the information. I will keep our parent groups apprised. A. (Heidi) I just reached out to the Office of Curriculum and Instructional Design (OCID). They are compiling what schools have turned in and will share it, but there is no confirmed date as yet.  Q. Is an IDEA student who is not ESY eligible able to participate in summer learning? A. Absolutely. We want to meet the needs of all students through multiple options.  Q. Are students who are aging out able to benefit from compensatory education again this year as a result of continued challenges due to the pandemic? A. Yes. We don’t want students transitioning who are not ready to exit.  Q. If a student is ending their 8th grade year and continues to be at a 4.6 grade level, is this child eligible for ESY? The school says the child is not in regression. A. This is more specific and individualized question, so please provide me your name and I will follow up. The IEP team always makes that decision.  Q. Do you anticipate that COVID-19 Impact Services will also be provided over the summer? A. We hope so. We will be recovering from the effects of the pandemic for one or more years.  Q. What motivation/incentive do complexes have to offer services beyond ESY?  A. I hope it is to help kids with learning loss. We are trying to make it easier for them, knowing that everyone has been working overtime and is taxed.  C. I recently sat in a meeting to discuss COVID-19 Impact Services. The team was looking at data from March to August where there was no regression, but from August to now, the student has regressed from 3rd grade to 1.8 reading level. The team said the child doesn’t qualify and in fact, hardly anyone qualifies. |

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| **Summer Learning Opportunities (cont.)** | Questions/comments by members and guests (cont.)  A. We are working to offer clarification to the Complex Areas. Originally we anticipated being out of school for a short timeframe. Now we know there should be more attention paid to continuing learning loss.  Q. How are parents going to be informed of these programs? A. (Annie) I’m hoping that schools will share the information. We also will try to share with parent groups—LDAH, SPIN, CCCs, etc.--to get the information out. A. (Heidi) Summer Learning Opportunities should be announced shortly after the April 15th BOE meeting.  Q. I am learning about ESY. Are services predetermined to end at noon during the summer? A. ESY services are determined on an individualized basis, so we shouldn’t have set days and times.  C. The reality is that a school says "ESY is offered on this date/time" and it’s take it or leave it. |
| **Announcements** | 1. Martha announced that Susan R. was recently nominated for an Unsung Hero award as part of the HCAN Champions for Children campaign. 2. Amanda shared a flyer on SPIN Recipes For Success—a series of three transition workshops for families of all ages. The first in the series, Financing the Future, will be held April 17th. Interested individuals can go to spinconference.org to register. 3. Rosie Rowe announced a Parent Café with Julie Weatherly today at 1:00 pm. regarding district court due process trends and the impact of COVID. Folks are asked to register in advance using the link in the Chat. 4. Jeff Krepps announced that paraprofessional behavioral service contracts are scheduled to be ending, although contractors have not gotten official notice. Jeff hopes there are transition plans for EAs, contracted educational services, etc. to pick up the needs of the roughly 300 students who currently receive this service. Annie clarified that HIDOE started transitioning and preparing Complex Areas and schools once the ABA rule passed with a new requirement for credentialing. The old contract is not in compliance, so DOE is shifting to 12 or 13 ABA contracts. Martha added that we want people to be aware but not freaked out. |
| **Input from the Public** | Legislation re: the Civil Rights Commission & ESY services for a student without an IEP  A guest indicated that she had emailed a letter to SEAC yesterday regarding SB 538 which excludes the Civil Rights Commission from receiving IDEA complaints. She believes the exclusion clause is not necessary. With or without the clause, the Hawaii Civil Rights Commission should have jurisdiction over IDEA-eligible students' complaints of disability discrimination, which has no claim of a denial of FAPE, and does not interfere with any required administrative due process. She asked SEAC to look into the appropriateness of this exclusion. |

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| **Input from the Public (cont.)** | Obtaining ESY Services for a student in the process of being found eligible for special education  The same guest is also trying to help a student who doesn’t have an IEP yet. She believes he would be eligible for ESY services this summer, but by the time the IEP meeting is convened, the team may say there is not enough time to verify the need. Annie suggested she go through the chain of command—principal, then Complex Area Superintendent to try to resolve the issue.  Barriers to parent participation in IEP meetings  A Maui mom spoke up for her family and several other families in reporting a trend in IEP meetings where parent participation is being thwarted to the point of intimidation. Professionals are brought in who have not read the IEP but are removing IEP content. Parents are told we can’t make all decisions based on data. She made two suggestions for SEAC/HIDOE consideration: 1) forming PTAs for parents of IDEA kids per complex area, and 2) having parents train alongside professionals. Annie encouraged the mom to email her, and Susan Wood suggested attending a CCC meeting.  DOE’s use of meeting platforms  Mark Disher questioned the Department’s general policy for the use of meeting platforms and for the continued use of WebEx. It recently crashed his computer at an IEP meeting for his son, and Mark noted that the Judiciary has moved away from WebEx and toward Zoom for Hawaii Supreme Court oral arguments. Annie commented that some schools have been provided with Zoom accounts, but it is temporary, and the schools eventually have to pick up the costs. Mark asked if CARES Act money could be used, if it is a matter of costs. Annie said the system would have to go through vetting with OITS. Kaili Murbach asked if it is still HIDOE policy that IEP meetings are not allowed to be conducted in-person. Is there a timeline when in-person meetings will be resumed? Annie responded that in-person meetings are currently allowed. |
| **Review of the Minutes for March 12th** | Susan Wood offered some corrections of typos in the document.  **Action: The minutes were approved as corrected.** |
| **Agenda Setting for May 14th Meeting** | Martha listed the agenda items gathered so far for the last meeting of the school year:   * Annual Report recommendations * Membership issues/election of officers * Review of Year * Open a discussion on the big buckets * Indicator 1 (graduation), 2 (drop-out), 4A and 4B (suspensions/expulsions) and 6 (preschool LRE) * Updates on what next school year’s instructional models will look like. |

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| **Infographics** | Next steps for the Dialogue Guide (DG) process  Susan W. suggested a process to help get DGs created for infographics that have been completed. In a few minutes, members will be reviewing a draft DG on early literacy as an example. At our May meeting we intend to take another infographic—maybe Hawaii Multi-tiered System of Supports (HMTSS)—and work as a group to put a DG together. We may have to draft another DG together at the beginning of next school year to keep the momentum going, and then work groups could develop their own. David Royer volunteered to start with the HMTSS document that he and Rebecca Choi worked on.  Review of DG for Early Literacy  Steven Vannatta, Dale Matsuura, Tricia Sheehey and Susan R. all worked on the original infographic on encouraging parents to help their keiki learn to read. Steven opened the discussion by describing DGs as an attempt to bring some conversation and a deeper understanding of a topic to an audience that might have mixed levels of understanding. Susan R. credited Joanne Cashman with introducing both infographics and DGs to SEAC about 4-5 years ago. She saw the value of infographics as a great way to communicate with all role groups, as well as an opportunity to create shared work products with the Department. The infographic alone is not enough—you need to have a plan to disseminate it.  Dialogue Guide Workbook  This [workbook by the IDEA Partnership](http://www.ideapartnershp.org/using-tools/dialogue-guides.html) provided guidance on putting together the DG on early literacy. It talks about the Leading by Convening process where you are 1) bringing together people who care about a particular topic, 2) guiding discussion, and 3) taking the fruit of that discussion and applying it to solving a problem. A couple of years ago, [SEAC created a one-page template](https://seac-hawaii.org/wp-content/uploads/2021/05/SEAC-Dialogue-Guide-Template.pdf) from the materials in the workbook of what goes into a DG.  Early Literacy Guide DG  The early literacy work group realized that in addition to the infographic about parents assisting with reading, folks needed a common set of facts about early literacy and students with disabilities to begin the dialogue and create a sense of urgency for finding solutions. A second infographic entitled “Reading for the Future: Moving from Learning to Read to Reading to Learn” was added for this purpose. The remaining sections of the DG were taken from the DG template, with some ideas borrowed from a sample ADHD DG shared with SEAC by Joanne Cashman.  Certificate vs. Diploma Infographic  This set of two infographics was vetted by the whole Council in April, and C.J. Rice asked that SEAC delay sharing it with the field until she got some additional feedback from OSSS. Lisa met with C.J. earlier this week, and they still would like more time to review. |

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| **Infographics (cont.)** | Questions/comments from members and guests  C. The activity of reading together (parent and child taking turns reading sentences/paragraphs) was such a huge support for my dyslexic son for him to build confidence and have the break to just listen and process the story.  C. Reading Rockets—readingrockets.org—is a good resource, as well as Read to Me International—readtomeintl.org—which is local.  C. I see the DG being used as a way of gathering information from the community. Some of our infographics are stand-alone pieces of information, while other topics may need a higher level of engagement. It might be valid to identify which infographics need a full DG. Then we can focus on a couple at a time. Perhaps other infographics would only need a Q & A on the back or resource information, without the DG.  C. We could ask our DOE partners what they think.  C. We would like to take a deeper dive and provide good feedback. I do like the DGs, because I would like to learn more on how I can help.  C. It’s true that reading apps get outdated very quickly.  C. I would like to look at the DG a bit more and get feedback from people in the field. My husband is an elementary school teacher.  Q. Can we set aside time next month to decide on several infographics that merit a DG, then we can work on them over the summer. In the Fall, we could take one DG per quarter to go out into the field. A. (Martha) I like your idea about working over the summer. We have David’s infographic to start with.  C. The DG is a bit wordy and therefore a bit daunting. A. (Susan) I want to offer the clarification that the DG is primarily for the facilitator to map out the discussion, but it wouldn’t be handed out to all participants.  C. One suggestion is to have a reading log competition (each child has a log to keep track of the books they read) within each school with the class getting the most books read wins a pizza party. My older children became avid readers because of this. |