**SPECIAL EDUCATION ADVISORY COUNCIL**

**Draft Minutes – August 13, 2021**

**9:00 a.m. – 12:00 p.m.**

**PRESENT:** Debbie Cheeseman, Rebecca Choi (for Mary Brogan), Mark Disher, Martha Guinan, Scott Hashimoto, Kerry Iwashita, Amanda Kaahanui (staff), Annie Kalama (liaison to the Superintendent), Tina King, Bernadette Lane, Dale Matsuura, Cheryl Matthews, Kiele Pennington, Carrie Pisciotto, Susan Rocco (staff), Steven Vannatta, Lisa Vegas, Paula Whitaker, Jasmine Williams, Susan Wood

**EXCUSED:** Annette Cooper, Kaui Rezentes, Ivalee Sinclair

**ABSENT:** Sara Alimoot, Virginia Beringer, Rosie Rowe

**GUESTS:** Patty Dong, Mai Hall, Sandy Jessmon, Melissa Johnson, Leilani, Jennifer Leoki-Drino, Lori Morimoto, Melissa Harper-Osai, Brikena White, Jacy Yamamoto

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| **TOPIC** | **DISCUSSION/ACTION** |
| **Call to Order/** | Chair Martha Guinan called the Zoom meeting to order at 9:02 a.m. |
| **Introduction and Member Exercise – “Why I Serve on SEAC”** | Martha invited members and guests to introduce themselves and offer one word that describes why they chose to be a part of SEAC.  **Action: Amanda will organize the words in a word cloud and disseminate to members** |
| **2021 OSEP Determination** | Brik White and Jacy Yamamoto from the Monitoring and Compliance Branch presented information relating to the 2020-21 Office of Special Education Programs (OSEP) determination for Hawaii, including components of the annual determination and how OSEP determined Hawaii’s rating. The Annual Performance Report for SY 2019-2020 was submitted in February 2021 and the determination received in June and posted on the HIDOE website.  IDEA Accountability  OSEP expects all states to be compliant and achieve improved outcomes for students with disabilities. A Results-Driven Accountability (RDA) Matrix records the data for the key components and places a state in one of four categories based on the data—meets requirements, needs assistance, needs intervention, or needs substantial intervention. Hawaii was one of 28 states that received a determination of “needs assistance for two or more consecutive years” based on its RDA Matrix scoring of 64.38% out of a possible score of 100%. The scoring was based 50% on results and 50% on compliance.  Results Elements  These elements include performance and rate of participation on the National Assessment of Educational Progress (NAEP) for 4th and 8th grade reading and math, rate of participation of 4th and 8th grade students on statewide assessments (waived for SY 19-20 due to the pandemic), and graduation and dropout rates. Poor reading and math outcomes for Hawaii students contributed to lower scores for results than compliance.  Compliance Elements  These elements include indicator 4B (suspensions/expulsions), Indicator 9 (disproportionality by racial and ethnic groups in special education), Indicator 10 (disproportionality of racial and ethnic groups in specific |

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| **2021 OSEP Determination (cont.)** | Compliance Results (cont.)  disability categories), Indicator 11 (timely initial evaluations), Indicator 12 (IEP by 3rd birthday), and Indicator 13 (secondary transition). In addition, OSEP measures timely and accurate data, timely state complaint decisions, timely due process hearing decisions and whether there is any longstanding non-compliance in any area.  September Meeting APR Focus  The MAC Branch will return in September to present data on Indicator 7 (preschool outcomes) and Indicator 8 (parent involvement).  Questions/comments from members and guests  Q. Who selected the focus on math and reading assessments? A. OSEP.  C. NAEP allows for comparisons to other states. |
| **Input from the Public** | Martha asked those present for input from the public; however none was offered. |
| **SEAC Buckets for SY 21-22** | Overview  Steven Vannatta explained that setting big topics or ‘buckets’ for discussion during the year helps SEAC organize its valuable time. There are ten meetings per year for 3 hours each. Within that time there are standing agenda items, but SEAC has an opportunity to do a deeper dive on important and timely issues and invite others into the conversation.  Selection of Topics/Buckets  The SEAC Leadership Team offered 5 possible topics that are aligned with the direction of the Exceptional Support Branch: addressing learning loss, Extended School Year Services, secondary transition, SPP/APR review and target setting, and early literacy. Members added COVID policies/guidance/implementation and preschool transition. Martha acknowledged that SPP/APR participation is a standing responsibility, and she directed members to vote for their top three issues in addition to SPP/APR. After votes were tallied, the following buckets were chosen in order of priority:   1. COVID policies, guidance and implementation 2. Extended School Year (ESY) Services and 3. Secondary Transition.   Annie reported that the new guidelines for ESY just came back from the Attorney General’s Office. They go to leadership for approval and could be released to SEAC for review within a couple of weeks. Kiele Pennington supported more clarity around COVID protocols and guidance and the importance of sharing that information with parents. Jasmine Williams suggested that discussion on the Annual Performance Report prioritize those indicators where Hawaii scored poorly on the OSEP determination, like secondary and preschool transition. |

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| **SEAC Buckets for SY 21-22 (cont.)** | Selection of Topics/Buckets (cont.)  Susan R. confirmed the agreement with the MAC Branch to focus discussion on indicators that have a larger impact on student success and present the remaining indicators in the form of a Padlet for SEAC input. There is also a plan to gather in December with CCC members and DOE stakeholders to set targets for all indicators. |
| **Nomination of Candidates for Membership Consideration** | Steven reported on behalf of the Membership Committee. He reminded members of SEAC’s responsibility to seek replacement members for vacant stakeholder positions and strive to maintain a majority of members who are parents of students with disabilities through age 26 and/or persons with a disability—a primary requirement for Part B State Advisory Panels. The Membership Committee met in July to assess the existing vacancies and seek out replacement members.  Review of member applications  Six member applications were received and the Department of Public Safety assigned a new representative—Kerry Iwashita--to take the place of Frances Taele. The Committee approached the UH Department of Special Education seeking a replacement for David Royer. Sara Cook, David’s designee, is on sabbatical this school year, and the Committee was assured that Jenny Wells, the Department Chair, will select a new representative by September.  Slate of vetted candidates  Steven shared the Membership Committee’s recommendation that the full Council approve the following vetted slate of candidates to forward to Acting Superintendent Keith Hayashi for his consideration of appointment: Shana Cruz (replacing Brendelyn Ancheta as a Kauai District parent), Mai Hall (representing military families and Central District), Kerry Iwashita (replacing Francis Taele from the Department of Public Safety), Melissa Johnson (replacing Kaili Murbach as a Maui District parent), Jennifer Leoiki-Drino (replacing James Street as a representative for private schools serving students with disabilities) and Melissa Harper-Osai (replacing Andrea Alexander as a Leeward District parent). Steven shared a table showing the tentative membership for school year 2021-22 and how the current and proposed members fulfill the representation required by IDEA and SEAC’s by-laws. See attachment A.  **Action: Members voted to accept the slate of nominees for presentation to Superintendent Hayashi.** |
| **Announcements** | 1. Susan thanked the MAC office for verifying the data in SEAC’s Annual Report for SY 20-21. The report’s data infographic includes pandemic-related “Return to Learn” data required by the Board of Education, as well as newly reported data on restraints and suspensions. 2. Amanda presented members with a completed word bubble formed from the one-word motivations for serving on SEAC gathered in the opening exercise. See attachment B. 3. Amanda shared a Save the Date flyer for SPIN’s 35th Annual Conference entitled “SPIN’s Journey Through the Wilderness” that is scheduled for October 23, 2021. Registration will be available at |

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| **Announcements (cont.)** | <https://spinconference.org>.   1. Annie Kalama announced that the General Supervision System (GSS) draft will be released shortly, once it has been presented to HIDOE leadership. The GSS is Hawaii’s revamped process to monitor the implementation of IDEA with accountability and transparency. It involves looking at data, determining a rating process, and providing tiered support based on the ratings. Martha offered to put it on a future agenda once it becomes available. 2. Martha announced that a long-time SEAC member, Barbara Pretty, passed away in May and will be   remembered for her significant contributions to SEAC.  Melissa Johnson asked if past presentations by Annie and others are available. Martha and Amanda directed her to the minutes and handouts on the SEAC website. |
| **Review of the Minutes for May 14, 2021** | Amanda offered some minor typographical corrections, and Sandy Jessmon requested that her name be spelled correctly in the list of guests.  **Action: The minutes were approved as corrected.** |
| **Agenda setting for September 10, 2021** | Members suggested the following agenda items for the September meeting:   * Indicator 7 – Preschool Outcomes by the MAC and ESB Branches * Indicator 8 – Parent Involvement by the MAC Branch * General Supervision System Report * COVID guidance by the State Office re: IEPs and implementation   + challenges families are having in IEP meetings   + access to distance learning for students with disabilities   + MOU between HSTA and DOE regarding flexible teaching modalities   + August 2nd RFP for a comprehensive learning management system   + Criteria on how the HIDOE will respond to COVID surges and * Infographic work. |
| **Infographic Work Groups** | Martha restated the purpose of SEAC’s work on infographics for the past three years—to create shared work products with HIDOE that convey information to families and educators. Once an infographic has been vetted by the entire Council and other stakeholders, it is posted on the SEAC website and available for use by any interested party. She provided a brief update on the following infographics needing additional work or updates:   * **Diploma vs. Certificate** is on hold due to changing criteria in HIDOE. Lisa Vegas is waiting on the criteria to revise the original 2-page document and work on a dialogue guide. |

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| **Infographic Work Groups** | * **What’s in a Name?** was originally developed by David Royer. There is a need to revise the infographic to sync up with current position descriptions. Mark Disher offered to join Amanda (as staff support) and Alysha Kim from Annie’s office, if she is available. * An infographicon **Extended School Year (ESY) Services** needs drafting. Annie and Martha have signed up to work on this. * **Early Literacy** is an infographic developed by Steven and Dale (with staff support from Susan R.) that has been viewed by members but not vetted. Ithas a draft dialogue guide that also includes the infographic **Help Your Keiki Learn to Read.** * An infographic on **Hawaii Multi-Tiered System of Supports (HMTSS)** created by David, Susan Wood, and Rebecca Choi and targeting educators has been vetted, and a draft dialogue guide is ready for vetting. Members also want to produce a parent-friendly infographic about HMTSS. Mai Hall and Cheryl Matthews volunteered to work on this parent version with staff support from Susan R. * **The Five ‘C’s** is an infographic on family/professional partnerships developed by Scott Hashimoto, Tina King and Kau‘i Rezentes with staff support from Amanda. It has been vetted but needs a dialogue guide.   Martha described the dialogue guide helps to explain the infographic and asks the audience for their reactions and suggestions.  Joining an infographic/dialogue guide work group  Susan R. explained that because time is allotted in most agendas for infographic group work, members are all encouraged to sign up for a group. It is an art that SEAC is pursuing not only as a shared product with HIDOE but as a mechanism to take information out to community groups, get their reactions and insights and bring that additional feedback to SEAC to inform further action. Even if a member is not knowledgeable about a topic, s/he can still contribute and learn more about utilizing the Venngage application.  Review of HMTSS infographic and draft dialogue guide  Amanda described that while this information was designed to share with educators, she used it on a call from a parent to describe the possible supports at her child’s school. The parent knew nothing about HMTSS and found the information useful. Amanda read aloud the draft dialogue guide written by Susan W. and David R, pointing out the various parts of the organizational template. See attachment C. She speculated that if more parents were aware of these supports, they would feel more comfortable about the school’s array of services and know the right questions to ask. Mai suggested that if SEAC made a version for families, the language should be brought down to a 5th grade reading level. Many parents won’t be familiar with the terminology, but it is important to teach them the language and the system of supports. Amanda added that the dialogue guide could also be adapted to a parent audience. |

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| **Infographic Work Groups (cont.)** | Finding an audience for the HMTSS infographic and dialogue guide (educator version)  SEAC has the options of posting the infographic and guide on the website without explicit instructions on how to use it, and also testing it out at a CCC meeting or school meeting, and have the facilitators bring the feedback back to SEAC. It is anticipated that the audience who discusses the topic will offer some additional ideas and strategies that can inform SEAC’s guidance. Steven suggested that taking the staff version of the infographic and guide to a CCC meeting would help SEAC tailor a version for families and the community. Part of the challenge is to give families the same information as professionals. SEAC could also work with the Parent Café that LDAH hosts as well as other parent groups. Amanda offered to see if her School Community Council would be interested in a dialogue. Steven added that another challenge is to figure out the appropriate amount of time to set aside on a meeting agenda. Lisa Vegas thinks that even though her faculty has had some training on HMTSS, this infographic and guide would be helpful in enhancing their understanding. Cheryl Matthews also suggested dialoguing at the quarterly secondary transition meetings with Annie’s team helping to present the information. Cheryl also offered to share it with the HIDOE work group on secondary transition. Martha asked members who are able to test out the dialogue guide to bring feedback back to a SEAC meeting. Lisa asked if there are additional infographic topics that were previously suggested but not yet addressed.  **Action: Susan will research past minutes to see if additional topics for infographics have been discussed. Amanda, Susan and Martha will put together a list of available groups so that members can indicate their choice.** |