**SPECIAL EDUCATION ADVISORY COUNCIL**

**Minutes – September 10, 2021**

**9:00 a.m. – 12:00 p.m.**

**PRESENT:** Virginia Beringer, Debbie Cheeseman, Rebecca Choi (for Mary Brogan), Annette Cooper, Shana Cruz, Mark Disher, Martha Guinan, Mai Hall, Melissa Harper Osai, Scott Hashimoto, Kerry Iwashita, Melissa Johnson, Amanda Kaahanui (staff), Annie Kalama (liaison to the Superintendent), Tina King, Bernadette Lane, Jennifer Leoiki-Drino, Dale Matsuura, Paul Meng, Kiele Pennington, Kau‘i Rezentes, Susan Rocco (staff), Steven Vannatta, Lisa Vegas, Jasmine Williams, Susan Wood

**EXCUSED:** Cheryl Matthews, Carrie Pisciotto, Ivalee Sinclair, Paula Whitaker

**ABSENT:** Sara Alimoot, Rosie Rowe

**GUESTS:** Daintry Bartoldus, Darlene Bee, Will Carson, Verna Chinen, Patty Dong, Linda Elento, Nicole Geraci, Sandy Jessmon, Lori Morimoto, Victoria Roberts, Roxanne Rokero, Jennifer Ryan, Carolyn Sakata, Sue Ann Shimabukuro, Merci Watanabe, Brikena White, Jacy Yamamoto

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| **TOPIC** | **DISCUSSION/ACTION** |
| **Call to Order/** | Chair Martha Guinan called the Zoom meeting to order at 9:04 a.m. |
| **Introductions** | Martha invited members and guests to introduce themselves and contribute a word related to “why I serve on SEAC” if they were unable to do so at the August meeting. The collection of words is part of a wordle or word cloud unique to SEAC’s membership for SY 21-22.  **Action: Amanda will update the wordle/word cloud and disseminate to members.** |
| **Input from the Public** | Martha announced that input from each individual will be limited to three minutes per meeting. Lengthier testimony should be submitted via email.  Inclusive education  A parent from Windward District shared that they would like to see all schools automatically have procedures to include kids with disabilities. It should not be a fight. General education teachers would know to invite the student to all events like field trips. |
| **State Performance Plan/Annual Performance Report (SPP/APR) Indicator 7** | Jacy Yamamoto, Patty Dong, and Brikena White of the Monitoring and Compliance Branch facilitated the discussion on preschool outcomes (Indicator 7) with Verna Chinen of the Exceptional Support Branch.  DOE’s efforts to inform and engage families in the monitoring process  Patty shared research that makes a clear linkage between engaging families and more positive outcomes for kids (better grades, staying in school, higher rates of graduation and better social skills and behavior). Part of the Department’s efforts to encourage families to be involved has been to partner with SPIN to develop infographics around key indicators. The [latest infographic](https://drive.google.com/file/d/1YvQ_LQDfRHucK31FyUITpw9vcRGx2Wf2/view?usp=sharing) introduces families to the three preschool outcomes that are measured for federal reporting. There is also a plan to develop a second infographic on the preschool outcomes data.  Measures reported in Indicator 7  OSEP mandates that states report on the degree that children 3 through 5 with IEPs show improvement in the following functional outcomes: |

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| **SPP/APR Indicator 7 (cont.)** | Measures reported in Indicator 7 (cont.)   1. Positive social-emotional skills (including relationships); 2. Acquisition and use of knowledge and skills (including early language/communication and early literacy, and 3. Use of appropriate behaviors to meet their needs.   For each outcome, OSEP wants to know the percent of children who substantially increased their rate of growth, and the percent of children who were functioning within age expectations when they exited. The goal is for each child to be successful in their own achievement and development.  Measurement Tool for Indicator 7  Teaching Strategies Gold (TS Gold) is used as the entry assessment tool and when the child exits Part B Preschool. TS Gold is aligned to Hawaii early learning and development standards. It is helpful in monitoring student learning and providing feedback to teacher.  Outcome data  Patty shared the data for substantial increase in growth and functioning within age expectations by the end of preschool. She noted an anomaly in the data between 2016 and 2017 due to a change in the TS Gold platform. SY 17-18 is now the new baseline. The targets for SY 2020-21 and beyond will be set in December.  *A. Positive social-emotional skills*. In 2020, the % who substantially increased their growth = 66% and the % who were functioning within age expectations = 41%. There has been a decrease in the number of children who leave the program at the same level as their nondisabled peers. Questions have arisen as to whether COVID-19 and distance learning have impacted learning both statewide and nationally.  *B. Acquisition and use of knowledge and skills*. In 2020-21, the % who substantially increased their growth = 68%, and the % who were functioning within age expectations = 43%. These scores have decreased a little bit from the year before.  *C. Use of appropriate behaviors to meet their needs*. In 2020-21, the % who substantially increased their growth = 68%, and the % who were functioning within age expectations = 37%. The data reveals that many kids cannot meet their needs within age expectation. One way to help is to increase communication and language expression.  Strategies for Improvement of Preschool Outcomes  Verna Chinen introduced language and communication as the common thread in improving outcomes A, B and C. The data show that over 90% of the children in special education preschool have oral language difficulties. Speech language pathologists break communication into two main categories: |

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| **SPP/APR Indicator 7 (cont.)** | Strategies for Improvement of Preschool Outcomes (cont.)   * Functional/conversational language   + Daily living - follow directions, ask for things   + Getting things done and having relationships * Academic language   + Language for formal learning.   Nationally, most teachers and parents focus on functional/conversational language rather than academic, which is tied to student success. A balance of both is needed. Children with oral language difficulties are at risk for later reading challenges, particularly comprehension. For social emotional health and academic success, children need to be able to share information with others.  Research on the language and literacy connection  Research shows that oral language provides the foundation for the development of literacy, and children with speech and language difficulties are at increased risk for difficulties with early and conventional literacy development.  Preschool to 3rd grade connection  Skills in oral language predict later success with written language and reading. There needs to be a focus on more than conversational skills, in order to build up academic language.  Indicator 7 Improvement activities  The goal is to have children be able to give an account of an experience or event that unfolds over time—to tell their story. When one is talking with another person and want to explain something there is a sequence that is followed; that is the narrative. If we focus on building narrative skills it helps with social and academic language. The improvement activities to reach the goal are as follows*:*  *√ Professional Learning Communities* *(PLCs)* with District Resource Teachers and Speech Language Pathologists working together to focus on interactive reading strategies. The PLCs will also focus on coaching teachers and parents using research-based strategies that are respectful of economic, cultural and environmental difference to enhance language development, and facilitate the acquisition of literacy skills. Story books will be used to teach parents and teachers how to dialogue with a child to promote learning, remembering and linking to their own experiences.  *√ A Free app: Beginning with Babble for iPhone or iPad* thatis endorsed by the Speech Language Association and gives parents helpful tips on daily basis.  *√ Preschool outcomes data* on oral language challenges in the preschool population and language literacy will be collected. |

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| **SPP/APR Indicator 7 (cont.)** | Indicator 7 Improvement activities (cont.)  *√ SEAC’s input* on suggestions for strategies for improvement and further discussion at the December 10th SPP/APR meeting. Verna provided a link to a Jamboard: <https://jamboard.google.com/d/1dYSoUUaTwwxyggyQrmrZKThPkmAE9yxOm9jS32qQ6SY/edit?usp=sharing>  Questions/comments from members and guests  Q. Are the Department of Health (DOH) Early Intervention programs using TS Gold, too? A. No. They are using the [Battelle](https://riversideinsights.com/battelle_3e) , a more clinical assessment. DOH is moving away from using the Developmental Assessment of Young Children (DAYC). The Department looked to see if the DAYC could be used for DOE special education preschool, but it is not compatible with the Head Start or kindergarten assessment tools.  Q. Is this assessment used as part of the initial evaluation process or only after acceptance in to special education preschool? A. No. It is not part of the initial evaluation process. Once a child has become eligible, the assessment with TS Gold is conducted within 60 days.  C. Please define “substantially” in Outcome A1. A. OSEP has calculated a mathematical formula to determine substantial growth.  Q. Is there any evidence that students entering Part B preschool have more substantial disabilities? A. When we look at the preschool data for eligibility categories, more children are categorized as developmental delay.  Q. Is input from parents taken on whether they agree with the findings of the evaluation  --whether or not their child has made the process the teacher is scoring them for? A. Teachers are asked to get parent input on this assessment tool that helps the teacher understand where the child is functioning. It is important for parents to share if their child is displaying the skills at home and not at school. Generalization of skills is a goal.  C. As a parent, we hear often that a child’s behavior is “typical” or “within typical range” when it may not be.  Q. Will teachers inform parents of the results of this assessment each time the child is assessed? A. When a child exits the program, a report is given regarding how the child is doing. Teachers often provide informal reports, as many of these skills are aligned with the IEP.  C. TS Gold has teachers assess 23 dimensions while IEPs have teachers progress monitor fewer objectives. It is A LOT for preschool teachers to do. Three data points are needed per dimension three times per school year.  Q. Could the results [of the TS Gold assessment] be included in the progress reports? A. TS Gold is used to house information about a child’s performance. When teachers send out progress reports, they can |

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| **Infographic Work Groups `** | Questions/comments from members and guests (cont.)  use the assessment data they have entered into TS Gold.  C. Parents are equal IEP Team members, so we would also like to have this type of information to participate in the development of IEP goals and objectives.  Q. Why are the expected targets for B2 and C2 lower than A2? A. The targets were set based on previous data. During the December 10, 2021 meeting, we will be reviewing and setting/resetting targets for FFY 2020 - FFY 2025.  Q. Is there a definition for functional language and academic language? A. *Functional language* is what we used to “function” in our daily lives. Examples would be exchanging social greetings, telling someone what we did last night, or talking about something that happened on the playground. *Academic language* is the language used for school to share knowledge about something that we have learned. An example of this may be for the child to explain how an elephant and a hippopotamus are the same or different. Academic language is strongly correlated with comprehension.  C. ASL (American Sign Language) provides a language foundation, too. It’s not just oral language, but language skills overall.  C. I agree. We need to be inclusive of sign and other modalities for communication.  Q. Can citations of the research for these improvement activities be shared? A. A good and easy site for parents to access is called Reading Rockets [readingrockets.org](http://readingrockets.org). Please see resources below:   * Brassard, M. R., & Boehm, A. E. (2011). *Preschool assessment: Principles and practices*. Guilford Press. * Flynn, E. E. (2016). Language‐rich early childhood classroom: Simple but powerful beginnings. *The Reading Teacher*, *70*(2), 159-166. * Justice, L. M. (2006). *Clinical approaches to emergent literacy intervention*. Plural Publishing. * Kendeou, P., Van den Broek, P., White, M. J., & Lynch, J. S. (2009). Predicting reading comprehension in early elementary school: The independent contributions of oral language and decoding skills. *Journal of educational psychology*, *101*(4), 765.   Q. Is there a similar app for Android? A. Unfortunately no.  C. It would be nice to see every preschool environment be filled throughout the day with language rich communication—speaking to and with each child continually, even if the child is using other modes of communication such as sign language, communication devices, picture cards, etc.  C. My son who is hard of hearing (HH) with developmental and speech delays uses Dynavox, sign, and verbal—all modalities. |

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| **State Performance Plan/Annual Performance Report (SPP/APR) Indicator 8** | Brikena White reviewed Indicator 8—Parent Involvement—a federal requirement to measures the percentage of parents of special education students who perceive that schools are facilitating parent involvement in the educational process as a means of improving services and results for children with disabilities.  Data source for Indicator 8  Hawaii is among 40% of states that uses a parent survey developed by the National Center for Special Education Accountability Monitoring (NCSEAM) based on schools’ efforts to partner with parents. The survey is called School’s Efforts to Partner with Parents Scale (SEPPS) and can be found at [www.hiparentsurvey.com](http://www.hiparentsurvey.com).  Survey delivery methods  Parents can take the survey by two methods: they can request a paper copy or take the survey online released in SY 20-21. Due to the disruptions of the pandemic, Hawaii asked the contractor to develop an online version and translated into 15 different languages.  Distribution of the survey versions for SY 20-21  Schools are obligated to offer the survey to parents after an initial eligibility meeting and after every IEP meeting. If parents are not contacted, the MAC Branch encourages them to ask to take the survey. In SY 20-21, 1,178 surveys were collected from parents of approximately 20,000 students with IEPs. 51% were paper copies and 49% were online.  The overall response rate was 5.90%. 52% of respondents expressed satisfaction rate with level of involvement. This is down from a high of 60% in S Y 19-20, and the MAC and ESB Branches are working to improve the parent’s meaningful participation in the child’s education.  SY 20-21 Responses by grade category.  The majority of parents taking the survey have a child between pre-k and grade 5. Middle school students make up 22% of the overall special education population but their parents submitted only 17% of the total surveys. High school parents were even less likely to complete a parent survey. The goal is to increase the response rate across the board and particularly for grades 9-12. SEAC members are encouraged to offer feedback regarding why the response is disproportional as well as strategies to improve the response rate.  SY 20-21 Responses by race/ethnicity  Parents of children from two or more races made up the largest percentage of responses (41%) even though their children comprise only 16% of the special education population.  Conversely fewer Native Hawaiian families and Hispanic families took the survey compared to their ethnic representation within the child count data. |

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| **SPP/APR Indicator 8 (cont.)** | SY 20-21 Responses by eligibility category  Responses for parents of children with specific learning disabilities (SLD) made up 12% of the surveys collected, despite this eligibility category representing 38% of all students with IEPs. Other inequities in the data collection exist. The state needs proportional feedback to ensure they are hearing from all subgroups of the population.  SY 20-21 Responses ranked by satisfaction  71% of respondents agreed that teachers are available to meet with them, and 70% say teachers treat them as a team member. At the opposite end of the scale, only 36% reported that the school offers parents training about special education issues. It is important to bump up the percentage of responses by middle and high school parents to ensure that the responses are truly representational. Brik encouraged members to post any remaining questions in the chat.  Strategies for improvement  Strategies that the MAC Branch has implemented include 1) creating an online version of the survey, 2) creating a parent involvement handout for school staff, 3) translating the survey into 14 languages, 4) partnering with SPIN to produce a parent survey infographic for families, and 5) holding professional learning communities (PLCs) with Complex Areas. Upcoming improvement activities will include 1) continuing to support the PLCs, 2) translating the Parent Involvement Handout into 13 additional languages, and 3) having the on-line survey available to take in other languages. This latter activity is costly, so MAC with be adding language over time.  Parent Involvement Survey handout  This handout was designed for school staff to share with parents. It contains a QR code for parents to link directly with the online survey. The second page contains questions and answers that parents may ask about the survey.  Parent Survey infographic  SPIN partnered with MAC to create an infographic on the survey to help parents understand the importance of completing the survey. It is being distributed through SPIN channels, and will ‘go live’ to all DOE staff as well to share with families. Brikena expressed how much the MAC Branch values SEAC’s input and provided contact information for the MAC team.  Questions/comments from members and guests  Q. Do you ask parents directly why they are not completing a survey, especially for grades 9-12? How would you respond to the parent who gives the reason “we’re over it already.” Maybe the parent has given input and felt unheard, hasn’t seen changes, is tired and ready for graduation, or has no faith in the system. A. The surveys are anonymous and voluntary, so we don’t see the responses to the survey. They are  sent directly to the contractor. |

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| **SPP/APR Indicator 8 (cont.)** | Questions/comments from members and guests (cont.)  C. High school kids in CBI (Community Based Instruction) or FSC (Fully Self-Contained classrooms) don’t feel included in the school community, so they probably do not feel engaged at the school. Inclusion can help with this. A. We have been working with the Exceptional Support Branch on inclusion initiatives, and Stetson and Associates has helped train and support schools to include many more students with IEPs in the general education classroom.  Q. Could this survey be given to a student who is 18 and representing himself? A. The parent survey is geared towards strengthening the involvement of parents in their children’s special education process. It would not be appropriate to have the student answer the survey.  Q. Do you account for duplications in the survey—online and paper? A. The contractor looks at what comes in to ensure there are no discrepancies. It will catch duplications.  C. The percentage of parents who participate in the School Quality Survey is much higher, so we still have a way to go to get additional feedback for the IDEA Parent Survey.  C/Q. As you stated, it will be costly and take some time to translate into other languages. What will be done in the meantime to help those who speak English as a second language? Won’t that delay families helping? A. We have translated the survey into other languages. What I was referring to was the ability to take the survey in another language.  C. Encourage principals to share these infographics on their social media platforms. A. We agree and will work with administrators on this.  C. Is Spanish not included in the survey languages? A. It is listed as Espanol. |
| **Announcements** | Amanda Kaahanui shared a flyer of the virtual SPIN conference coming up on Oct. 23. Nine live workshops and three live networking sessions will be offered at no cost to participants. Members and guests can go to [https://spinconference.org/registration-2/](https://spinconference.org/registration-1/) to register.  Susan Rocco apologized for inadvertently omitting Kiele Pennington as a valued member in the SY 20-21 Annual Report. She asked members to go to the SEAC website to download a revised copy and/or share the report with others.  Tina King reminded members that LDAH is having Parent Talk Café discussions every Friday. If you know of families who would benefit , please direct them to the LDAH website. The topic today is on [COVID Impact Plans](https://ldahawaii.org/events/parent-talk-cafe-covid-impact-plans/), and next week the discussion will be on the Part C to Part B transition. |
| **Review of the August 13, 2021 Minutes** | Amanda and Susan Wood offered some minor typographical corrections.  **Action: The minutes were approved as corrected.** |
| **Update and Discussion on COVID-Related Issues** | Roxanne Rokero announced that Jennifer Ryan, the Health Section Administrator, will be joining the discussion to provide information on COVID-19 and keeping students and staff safe at school. Annie Kalama and AS Armstrong are delayed in another meeting but may join later. |

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| **Update and Discussion on COVID-Related Issues** **(cont.)** | Guidance on Students with Disabilities.  DOE received guidance from OSEP (Aug. 24, 2021) that conveyed its expectation that schools will provide the opportunity for full-time, in-person learning for SY 21-22. While that expectation is still in effect, DOE recognizes the many concerns from families regarding the surge in COVID-19 cases. Opening schools safely is of the utmost important.  Memo regarding the option of distance learning  A memo was sent on July 28, 2021 regarding assessing educational benefit when parents choose to enroll in their child in a distance learning (DL) program. If the student has an EL/504/IEP plan the school team will meet to discuss if the student’s plan can be provided in a DL program, including social and emotional learning needs. The school is still obligated to provide FAPE--the full delivery of the IEP and all related services. If it is not possible to deliver FAPE virtually, the IEP team will determine this learning mode is not appropriate. For a general education student, the team would evaluate past performance in a DL program (grades, attendance, SEL survey, teacher observation, etc.). If a student’s past performance in DL has yielded success, he or she would be considered a likely candidate for DL in SY 21-22. The principal makes the decision to approve or disapprove.  Contingency planning  Schools have been reminded via the July 26th memo to anticipate there may be times to shut down a particular school or grade due to the pandemic, volcanic activity, flooding, etc. Students may need to participate in distance learning during the closure, so the school team must work with the parent to develop a School Closure Contingency Plan to implement the IEP/504 Plan to the greatest extent possible. It is a temporary plan and not a required legal mandate. Parents should be familiar with the Contingency Plan as schools were told to develop a plan for each eligible student at the reopening of school last year.  Addressing Learning Loss  A memo about addressing learning loss that is ongoing was issued on April 30, 2021 and supersedes the July 31, 2020 memo. Learning loss is defined as an educational loss, skill loss or lack of expected progress. The memo also addresses any new needs and constant progress monitoring. Parents are advised to pay close attention to progress reports. If you notice that your child is not making progress, it needs to be brought up at an IEP meeting. If learning loss is identified, the team should look at whether additional interventions and services can be provided during the school day, either through HMTSS or a revision of the IEP. If necessary, the team should also look at services beyond the school day as part of a COVID-19 Impact Service Plan. The losses should be addressed immediately with intense interventions that are temporary in nature. The situation has been made more complex by the continuation of COVID-related disruptions to learning. |

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| **Update and Discussion on COVID-Related Issues** **(cont.)** | SEAC recommendations on COVID issues  COVID issues were chosen as SEAC’s highest priority for discussion. Having heard all the information about the supports in place, Martha asked members to decide as a group whether or not to take any further action. To provide testimony on the topic to the Board of Education, SEAC leadership needs the consensus of the group on the content of that testimony. Comments from members included the following:   * It is good to voice concerns, but this is such uncharted territory and each day new information is coming out. * A lot of members are kind of mixed about the protocols in place. * SEAC has to react fast to Board meetings and legislative hearings, so we need pre-approval from the membership to put something together in case it is an appropriate time to voice a concern or recommendation. * I think parents should have access to information, like the memos discussed today, and information about how they can advocate on behalf of their child—what can the parent ask for, to whom do they make a request, etc. * The links from this meeting discussion can be shared with others, including families.   Susan R. pointed out that there is a related issue that SEAC has testified about—the availability of distance learning options specific to students with IEPs that is not dependent on whether or not their school or complex offers it. Our testimony also recommends that DL be teacher- mediated. There is a lot of consensus that with all of the energy and learning curve last year to develop strategies for online learning, those distance learning options should be available to families who really don’t feel okay with sending their child to school or whose child may have a school phobia and not be able to do well in a school setting. There is an RFP that may bear fruit regarding DL options in the future, but a vote is needed today to indicate whether membership wants to continue with this line of testimony. Susan W. agreed in general that we should have options post-pandemic for various options. Her understanding with the RFP is that it falls short of what the state needs. Jasmine added that you can see options for general education students for DL on the DOE website, and there should be similar access to special education students. Every school is not using the same DL provider, but every contractor being used should have modifications for students with disabilities.  **Action: The majority of members voted for SEAC to continue to testify that all students with IEPs who may benefit from DL need viable options to do so that are not dependent on what their home school provides.**  Questions/comments from members and guests  Q. Where am I able to access a DL application? A. Check with your child’s school.  Q. If schools had this information in July, why didn’t we start planning IEP meetings to discuss these options before school started? A. Many students may have had a Contingency Plan (CP) in place. DL |

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| **Update and Discussion on COVID-Related Issues** **(cont.)** | Questions/comments from members and guests (cont.)  options came up just prior to school opening. If parents don’t have a CP, they should probably contact their child’s school.  C. For Medically Fragile students, Leeward District was not aware that Homebound Nursing, if directed in the IEP, is available for the students. I had to let the school know that I had an email from the State Office. Even though the nursing services in the IEP amounts to only one hour a day, that would still be helpful to me at home. A. Roxanne offered to follow-up with the school.  Q. Why did the language change from “Full Distance Learning” to “Distance Learning”? Last year, DL was with a teacher online providing instruction. This year, DL is full online using K12 by Stride. A. Yes. We are using an online platform and curriculum. I don’t know about the reason for the change in terminology.  Q. Are schools required to address learning loss in a plan approved from another state? I have not found an OSEP directive on this. I know many military folks just PCSed here during the summer, and they were told by schools that they can’t address these plans. A. The school should have an IEP meeting to look at the plan to determine if it is still appropriate, accurate and needed.  C. I know DOE dedicated ESSER funds for instances where COVID Impact Services Plans are needed. Last year only about 2% of sped kids had a COVID Impact Service Plan. Has that number gone up? A. I will have to get back to SEAC with the numbers after the data is pulled at the end of the month.  Q. Can placement be specific to COVID? If a child is made homebound due to COVID, does the IEP placement pre-COVID stay in place? A. If the placement is homebound due to a medical need, then the placement is now changed to homebound in the IEP.  Q. At the end of SY 20-21, Annie shared that there was a need to retrain schools/administrators on how to determine COVID Impact. What was the status of retraining for school personnel? A. The DESs and Complex Area staff were provided information. They then went out and trained school staff, as this issue was new to everybody.  Q. Why are schools doing 3 feet of distancing rather than six feet? A. (Jennifer) The DOH has recommended core essential strategies for mitigating the spread of COVID-19. Physical distance is not one of the core essential strategies; it is one that is recommended. So, we are trying to maintain at least three feet of distance between students in the classroom. We know that may not always be possible, especially during transitions during activities when they are playing. The ideal is to have everyone be six feet apart, especially if the core central strategies are not in place, but there is some flexibility allowed by the DOH as well as the CDC.  C. A point of contention, and even mistrust among parents is that we have been told there have been no COVID clusters in schools which could trigger closures, but yet there is some print material referring to school-related clusters. The Superintendent has said the media is referring to private schools, preschools |

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| **Update and Discussion on COVID-Related Issues** **(cont.)** | Questions/comments from members and guests (cont.)  and higher education. A. (Jennifer) It is a DOH responsibility to investigate cases of COVID in schools. To date, we have heard of no confirmed clusters or outbreaks in DOE school settings. I will provide a link to the cluster report. The definition of a cluster is *three or more confirmed or probable cases linked to a particular site or event within one incubation period, as long as the cases do not have outside exposure to each other*. While there has been marked increase in COVID cases being reported at school, so far all of the sources of the infection have been confirmed to be off campus.  Q. Why are there two different flyers on COVID? A. (Jennifer) One is a DOH flyer that is more comprehensive. The other was developed by the DOE communications team to clarify specifically what the expectation is when a close contact is identified at school.  Q. Why are the contact tracing guidelines different in terms of physical distance within school settings? A. (Jennifer) The CDC, the DOH, and DOE all use the same guidelines for what is a close contact, but there is a lot of confusion when it applies to students in the classroom. If you are within that six-foot range for 15 minutes or longer over a 24-hour period, you are considered a close contact, regardless of wearing a mask. In a school setting, the CDC has determined that the risk of exposure is low enough that when students are in the classroom, and they are seated at least three feet apart and wearing a mask, only those who are within three feet are considered a close contact. That only pertains to student-to-student transmission. It does not relate to an adult, and it does relate to those situations when students are not wearing a mask.  Q. What are the core mitigation strategies? A. (Jennifer) They are from DOH and consist of the following: 1) to promote vaccinations of staff and eligible students, 2) to stay home when sick and to go home when you become sick at school, 3) to utilize correct and consistent masking, and 4) to practice good hand hygiene. Here is the link for the Hawaii DOE Covid-19 Health and Safety Guidance: <https://www.hawaiipublicschools.org/DOE%20Forms/COVID-19%20Health%20and%20Safety%20Guidance.pdf>.  Q. There was so much confusion from friends in my circle that had "close contact" calls. What should you do if you get a call? A. If somebody is not fully vaccinated or it has not been at least 14 days since the last dose was given, they must quarantine for 10 days following exposure and should get tested immediately when they are notified that they are a close contact, regardless of symptoms. If they get a negative test result, they are recommended to get tested again 5-7 days later, in case there is incubation of the virus. If someone is fully vaccinated following exposure, they are still considered a close contact and recommended to test 5-7 days following exposure. They are not required to quarantine unless they show symptoms, and then they should stay home and get tested immediately. |

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| **Update and Discussion on COVID-Related Issues** **(cont.)** | Questions/comments from members and guests (cont.)  Q. How does this relate to CBI/FSC, because I know the students in my son’s class do not understand they cannot stand close to one another, nor does this happen when they are in general education P.E. for the CDC 3-foot rule? A. (Annie) We do know that some students cannot successfully carry out the safety guidance related to masks and safe distances. We put out guidance last year on how to teach students to learn these mitigation strategies, and how providers can protect themselves. I think it may true overall that all students may not be adhering to the 3-foot rule during P.E. (Jennifer) We know that there is a decreased risk of transmission when outdoors. Most of our schools are requiring masks to continue to be worn outside, if there is a risk of prolonged close interaction. There is a lot of awareness now about mitigation strategies. We have learned that there is very low risk of transmission with shared equipment. Rather we reinforce good hand hygiene.  Q. What kind of instruction do students who are in quarantine receive? A. (Annie) Students in quarantine should be getting the same kind of supports that every other child is getting. If the teacher is sending work home, then they need to be supporting that child, and most likely that can happen with the Contingency Plan. The plan is for school closures, and it does not necessarily need to provide virtual learning, but could also be paper/pencil packet types of assignments. Regardless of what happens, we still need to be monitoring for learning loss.  Q. What is the rule for students and quarantine when the kids are now using that as an excuse to get out of school? I work with families who have students who don't want to be in school and tell the teacher “I don't feel good” and are sent home for 10 days impacting their parents/caregivers. A. (Annie) I don’t think we are sending kids home on quarantine just because they don’t feel good. (Jennifer) If a student has symptoms of illness at school or someone reports symptoms of illness, there are three different pathways to return to school: 1) the student can take a COVID test, and if they have a negative result and they have no symptoms, the student can return to school; 2) the student can stay out for 10 days—the isolation period for COVID; and 3) for a student with a medical condition, like asthma, the student can return to school with a note from their physician. As far as quarantine, schools conduct the investigation of close contacts at school only. If it is a community contact, it should be reported to school, but it would be up to the DOH to do contact tracing.  C. Another option would be to go through your IEP team and ask for distance learning, especially if you have a chronic condition like asthma. |
| **SEAC Agenda Setting for October 8, 2021 Meeting** | Members offered the following suggestions for agenda items:   * MAC/ESB presentation on Indicator 13 – Secondary Transition * MAC/ESB presentation on Indicator 14 – Post-School Outcomes * Presentation on ESY Guidelines |

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| **SEAC Agenda Setting for October 8, 2021 Meeting (cont.)** | * Infographic work * Access to Assistive Technology (AT) and Alternative and Augmentative Communication (AAC) across the spectrum of age and ability– for October or a later meeting   Kiele Pennington said that she recently visited a number of agencies serving adults with disabilities, and all of them said that they had no experience working with AT and AAC specifically (speech-generating devices, iPads, etc.) I was concerned that either these individuals are not served by these agencies or that they are not able to access AT/AAC within the program. It is important for them to access it early in their education. Martha suggested reaching out to DOE for policy guidelines. Annie agreed with the importance of the topic and announced that her office has just hired a new specialist and added assistive technology to the job description. Martha suggested having the specialist get back to SEAC when s/he is ready to present. |
| **Infographic Work Groups** | Martha referred members to the “to do” infographic grid sent earlier in the week that outlines outstanding activities for existing and proposed infographics. She encouraged members to join at least one infographic work group, and Susan R. suggested that groups identify 2-3 objectives for the next few months. Martha encouraged anyone with an idea for a new infographic topic to speak up.  Diploma v. Certificate - Lisa Vegas reported that the work group still has to do a dialogue guide and is awaiting approval from DOE to finalize the two draft infographics. Dale Matsuura, Melissa Harper Osai and Kiele Pennington joined the work group.  IEP Team Members – Mark Disher agreed with Susan R. that a Q & A might be a better companion to the infographic than a dialogue guide. Annette Cooper joined the group.  MCH LEND Infographic Project – Susan W. announced that there will be a contest with the MCH LEND trainees to develop 2-3 parent-friendly infographics on secondary transition. They would like SEAC to vet their products. Next year, the trainees may attempt to develop a dialogue guide. Martha asked if the trainees could be used to vet specific infographic. Susan W. agreed that is possible to put that in next year’s schedule.  **Action: Members continued to sign up for work groups (see attached grid). Amanda and Susan R. volunteered to be technical supports to the creation of infographics, dialogue guides and Q & A documents**. |