

**SPECIAL EDUCATION ADVISORY COUNCIL
Draft Minutes – December 10, 2021
9:00 a.m. – 12:00 p.m.**

PRESENT: Annette Cooper, Mark Disher, Martha Guinan, Mai Hall, Melissa Harper Osai, Scott Hashimoto, Melissa Johnson, Amanda Kaahanui (staff), Annie Kalama (liaison to the Superintendent), Tina King, Dale Matsuura, Cheryl Matthews, Paul Meng, Kiele Pennington, Carrie Pisciotto, Bev Reidy (for Rosie Rowe), Kau’i Rezentos, Susan Rocco (staff), Steven Vannatta, Lisa Vegas, Jasmine Williams, Susan Wood, Earl Young (for Mary Brogan)

EXCUSED: Jennifer Leoiki-Drino, Ivalee Sinclair

ABSENT: Sara Alimoot, Virginia Beringer, Debbie Cheeseman, Shana Cruz, Kerry Iwashita, Rosie Rowe, Paula Whitaker

GUESTS: Valarie Aguirre, Michelle Arakawa, Don Barrett, Willie Cadena, Will Carson, Verna Chinen, Chad Domingo, Patty Dong, Linda Elento, Emmit Ford, Helen Kaniho, Alysha Kim, Stacy Kong, Stacie Kuniyama, Cynthia Mew, Mandi Morgan, Jan Mori, Lori Morimoto, Linee Reeves, Charlene Robles, Roxanne Rokero, Amy Ruhaak, Drew Saranllo, Teri Tabiolo, Katherine Taylor, Ravae Todd, Merci Watanabe, Brikena White, Cheryl Yamamoto, Jacy Yamamoto, Earl Young

TOPIC	DISCUSSION/ACTION
Call to Order/	<p>Martha Guinan, chair of SEAC, welcomed members and other participants to the joint SPP/APR Stakeholder Engagement/SEAC meeting. She introduced her co-hosts, Annie Kalama from the Exceptional Support Branch and Brikena White from the Monitoring and Compliance Branch and reviewed SEAC’s housekeeping rules:</p> <ol style="list-style-type: none"> 1) meetings are recorded for reporting purposes only; 2) members of the public are welcome to attend all meetings; 3) individuals are encouraged to turn their video on, unless there is a problem with bandwidth; and 4) individuals are encouraged to mute themselves when not speaking.
Overview of the Morning’s Activities	<p>After the morning plenary session, individuals will join breakout groups organized around specific APR indicators for a 90-minute discussion. Afterward, all participants will rejoin a plenary session for reporting out from each group, information on indicators not discussed, and next steps in the SPP/APR process. At noon, SEAC members will entertain an additional fifteen-minute opportunity for Input from the Public. Annie welcomed the diverse group of stakeholders to provide input as equal voices, and expressed her excitement for the gathering that constitutes both a SEAC and District Education Specialists (DES) monthly meeting. She expressed her belief in the great value of coming together as a necessary component to producing meaningful improvement.</p>
Purpose	<p>Annie shared also her hope that individuals were able to review the indicators and data in advance. Once in the breakout sessions, individuals can ask questions and engage in robust dialogue for the purpose of:</p> <ul style="list-style-type: none"> • reviewing/resetting baselines and targets for specific indicators and • offering strategies for improvement.
Overview of the SPP/APR Requirements under IDEA	<p>Brikena reported that under the Individuals with Disabilities Education Act (IDEA) states are required to do the following:</p> <ul style="list-style-type: none"> • implement monitoring activities to determine whether services provided to students with disabilities are effective in improving their educational and functional outcomes; • develop and submit an Annual Performance Report to the Office of Special Education Programs (OSEP) on an annual basis; and

<p>Overview of the SPP/APR Requirements under IDEA (cont.)</p>	<ul style="list-style-type: none"> develop a new State Performance Plan at least every six years. <p>The next SPP/APR that will be submitted in February 2022 begins a new cycle, necessitating stakeholder input on baselines, targets and improvement activities.</p>
<p>Stakeholder Requirements</p>	<p>HIDOE must report to OSEP how many parents, including members of SEAC and the Parent Training and Information Center (LDAH) were engaged in setting targets, analyzing data, developing improvement strategies and evaluating progress. It also must show activities intended to increase capacity in parents of diverse groups to support the process, as well as how information was shared with the public.</p>
<p>Compliance vs. Results Indicators</p>	<p>Brikena explained the difference between compliance and results indicators among the 17 total indicators. For compliance indicators, the Office of Special Education Programs has already set the target at 0% or 100%. States are allowed to set their own targets for the results indicators.</p>
<p>OSEP System for Holding States Accountable</p>	<p>Brikena gave participants an overview of how the APR serves as part of the accountability system under IDEA. OSEP uses annual reports on key compliance and results indicators to create a score and determine whether a state meets the requirements of IDEA or requires assistance or intervention to improve implementation. The annual determination is called a Part B Results-Driven Accountability Matrix. Hawaii’s determination for SY 2019-20, submitted in February 2021, was “needs assistance” meaning it met at least 60% but less than 80% of the requirements. Hawaii was one of 28 states to receive a “needs assistance” determination for two or more years. The reasons that Hawaii was most recently placed in the “needs assistance” category was due to improvements needed for graduation rates, dropout rates, participation of 4th and 8th graders on statewide assessments, reading and math proficiency for 4th and 8th graders on the National Assessment of Educational Progress (NAEP), and meeting all required secondary transition components.</p>
<p>Baselines, Targets & Improvement Strategies</p>	<p>Brikena went over the requirements for setting baselines and targets. Baselines are typically set as the data collected in the first year of the new SPP cycle. They can be reset if the method for calculation changes or there is COVID impact on the data. Targets must be rigorous, yet achievable--similar to IEP goals. They should show improvement over time and be rooted in past experience. In setting new targets, stakeholders are encouraged to review data collected from the last baseline to see if targets were met and if there was slippage and/or progress over time. Any initiatives that may impact outcomes for an indicator should also be considered.</p>
<p>Breakout Discussion Sessions</p>	<p>Annie highlighted the five breakout session topics set for discussion representing individual indicators or clusters of indicators. Participants in each discussion group will have an opportunity to review data and provide input on proposed targets and improvement strategies, as well as suggest new improvement strategies. A notetaker in each session will record all conversation. Group members are asked to select one person to report out for the group to other stakeholders in the plenary session that follows. The SEAC meeting webpage (https://seac-hawaii.org/spp-apr-stakeholder-meeting/) has all necessary links to discussion groups and plenary sessions. Participants left the plenary session to join the breakout discussion of their choosing.</p>

<p>Reporting Out</p>	<p>Annie thanked participants for their commitment to contribute to the breakout discussion groups, and she expressed her hope for continued commitment. While some stakeholders have a fair amount of expertise in the SPP/APR process, others do not. This meeting is setting the foundation for moving forward. Participants had the opportunity to select the program area where they had the greatest interest. Going forward, the aim is to grow each individual’s expertise over the course of the performance plan period, so that they can become a champion of excellence for their program area.</p>
<p>Breakout 1 Report: Statewide Assessments (Indicator 3)</p>	<p>Amy Ruhaak reported out ideas from the initial brainstorming session and encouraged more feedback via the link that has been posted once individuals have time to process the information. A suggested improvement strategy for a higher participation rate is to shift away as a state from the Smarter Balanced Assessment and explore authentic/innovative assessments as an alternative approach for measuring student knowledge and skills. <i>Suggestions for improvement strategies for improving the performance rate in Reading and Math for children with IEPs include:</i></p> <ul style="list-style-type: none"> • increasing the number of students who receive instruction with support in the general education classroom for most of the day; • literacy coaches at the Complex Area and school levels, including an emphasis on disciplinary literacy (literacy that is unique to the language across content areas); • addressing chronic absenteeism; • appropriate testing accommodations and modifications for students based on student performance in the classroom; and • revising targets to move Hawaii from the bottom 1/3 of states in performance. <p><i>Improvement strategies for the HSA-Alt assessment include:</i></p> <ul style="list-style-type: none"> • providing more professional learning opportunities for teachers of this student population; and • examining the curriculum currently being used in schools. It should be rigorous with scope and sequence from preschool to post-secondary for individual students. <p><i>Improvement strategies to decrease the gap for children with IEPs in Reading and Math include:</i></p> <ul style="list-style-type: none"> • improving reading proficiency in early childhood to have a positive impact in later grades for both math and ELA. Include a component for reaching out to parents and providing them with the tools to help their young children at home; and • setting higher targets. Low targets send the message that the status quo is okay. • appropriate testing accommodations and modifications for students.
<p>Breakout 2 Report - Preschool LRE and Preschool Outcomes (Indicators 6 & 7)</p>	<p>Patty Dong reported out on suggested improvement strategies that were placed in the survey by participants. For Indicator 6, a suggestion regarding data review is to pull out kindergarten students for all of the years of the data reporting--not just 2020 when the reporting requirement changed--in order to get a better historical perspective for baseline and target setting. <i>Suggestions for improvement strategies for preschool LRE include:</i></p> <ul style="list-style-type: none"> • setting targets that really meet the students’ needs; • looking at establishing universal preschool;

<p>Breakout 2 Report - Preschool LRE and Preschool Outcomes (Indicators 6 & 7)</p>	<p><i>Suggestions for improvement strategies for preschool LRE (cont.):</i></p> <ul style="list-style-type: none"> • allowing schools to have MOUs with private preschools to include students with IEPs; • continuing to work with Headstart for more inclusive slots; • working with DHS for certification of sites; • making it easier for students with disabilities to enter the EOEL program; • having district resource teachers provide special education and or related personnel in the private school; • having additional training for preschool teachers in inclusive practices; • having the legislature make preschool mandatory and having the State fund preschools; • research and promote needed policies that promote LRE for preschoolers with disabilities. <p><i>Suggestions for improvement strategies for preschool outcomes include:</i></p> <ul style="list-style-type: none"> • strengthening in language development; • training for preschool teachers; • language rich classrooms; • make parent training and coaching accessible as part of the IEP; • have teachers work with speech language pathologists more rigorously. <p>As for targets, some discussants thought they were achievable and others were not certain.</p>
<p>Breakout 3 Report – Parent Involvement (Indicator 8)</p>	<p>Steven Vannatta reported out on their main goal of target setting around the parent survey. Last year only 52% of parents responding to the survey reported they were satisfied that their child’s school facilitated their involvement as a means of improving their child’s education. In 2018 the rate was 58%. Group members recommend that this rate of 58% be the baseline with a goal of targeted improvement of 2% per year. The response rate has been low in the last few years, with a current rate of 6%. The top improvement activity is around helping schools increase parent responses. <i>Suggested strategies include:</i></p> <ul style="list-style-type: none"> • including the QR code in the procedural safeguards notice; and • adding other languages for the online survey. The first choice of language addition is Spanish.
<p>Breakout 4 Report – Secondary Transition and Post-School Outcomes (Indicator 13 & 14)</p>	<p>Lori Morimoto reported out for the group. There was a lot of discussion for Indicator 13 about ensuring meaningful participation of students in their transition planning as well as agency representatives. There was also an emphasis on providing appropriate transition services and courses of study that align with the student’s transition goals. During the Indicator 14 discussion, the group was unable to comment on all of the proposed target setting, so Lori asked that folks provide more input using the online input tool. Cheryl Matthews reported on several <i>improvement strategies for the post-school outcomes survey:</i></p> <ul style="list-style-type: none"> • including a mid-year outreach in addition to the year-end contact; • making sure that a partner agency connection is made before the student departs high school, so that the partner agency can also be another resource for contact information and verification of the student’s post-school activities;

<p>Breakout 4 Report – Indicator 13 & 14 (cont.)</p>	<p><i>Improvement strategies for the post-school outcomes survey (cont.):</i></p> <ul style="list-style-type: none"> • securing post-school student contact information at the last IEP meeting; and • offering the incentive of a nominal gift card to students who return the survey.
<p>Breakout 5 Report - State Systemic Improvement Plan (Indicator 17)</p>	<p>Paul Meng reported out on this focus on improving reading proficiency for 3rd and 4th graders. Group members talked about baselines, targets and improvement activities. Proficiency has remained fairly low for this group with minimal growth (currently around 11%) at the same time that the target has expanded to 50%. Agreement was that the target must be reset to be more achievable while still rigorous. There was some conversation around whether to focus the State-identified Measurable Result (SiMR) on proficiency rates or growth rates or both. Improvement strategies proposed included:</p> <ul style="list-style-type: none"> • integration of language and literacy skills around the early childhood timeframe; • expanding access to the LETRS program for preschool through grade 3 teachers; • building capacity to support evidence-based language and literacy practices across the state over time, with an initial focus on four complex areas. The initial commitment is one and a half years.
<p>Information on Additional Indicators</p>	<p>Brikena pointed out that in addition to indicators that were reviewed today and earlier, there are some remaining indicators that have not been discussed due to time restraints. Each of these indicators can be found on the DOE website with its own PowerPoint that includes longitudinal data, proposed targets and baselines. Stakeholders are encouraged to visit that site and respond to each indicator survey with suggestions for strategies for improvement.</p>
<p>Indicator 1 - Graduation Rate</p>	<p>Brik explained that the graduation measurement requirements have changed from using a 4 year-adjusted cohort method to using exit data on an annual basis. This means that there is no ability to compare with national data, and because the calculation method has changed, HIDOE is proposing to set the new baseline at SY 20-21--72.24%. The proposed targets are to increase from the baseline by 1% per year. Input on these targets can be received until January 7, 2022</p> <p><i>Improvement strategies for graduation rate:</i></p> <ul style="list-style-type: none"> • Hawaii Multi-Tiered System of Support (HMTSS) is mandatory in all schools • Smaller learning communities and career pathways • LDS Early Learning System • Personal Transition Planning (PTP) • Personalized interventions/counselor support. <p><u>Questions/comments from members/guests</u></p> <p>Q. With making this change [in how graduation is measured] open up the option of expanding to a 5-yr. diploma track for some students with disabilities? A lot of Principals frown upon that 5th year to complete credits. More flexible schedules would also provide more time to do career exploration. A. Perhaps. This change was made by OSEP, so HIDOE had no input. Regardless, students can stay on to age 22, if they haven't received a regular diploma.</p>

<p>Indicator 2 – Drop-Out Rates</p>	<p>The calculation for drop-out rate has also changed, because the U.S. DOE removed students who died from the measurement. Drop-out rates are quite high for students with disabilities, so there is a need to reduce them. The proposed targets are to decrease from the baseline by 1% per year. Input on these targets can be received until January 7, 2022.</p> <p><i>Improvement strategies for drop-out rate:</i></p> <ul style="list-style-type: none"> • HMTSS is mandatory in all schools • Positive Behavioral Interventions and Supports • Smaller learning communities and career pathways • Longitudinal Data System (LDS) Early Learning System • Social Emotional Learning (SEL)/Trauma Informed Care • Personalized interventions.
<p>Indicator 4A & 4B - Suspension/Expulsions Rates</p>	<p>These two sub-indicators only apply to suspensions of more than 10 days in a school year. States determine the threshold that indicates significant discrepancy. The current rate difference of 3 percentage points has been reduced to .75% through consultation with SEAC and internal stakeholders. HIDOE is also proposing to adopt a .50% rate difference as the preventative measure to flag awareness and increase supports toward decreasing the number of suspensions of more than 10 days for students with IEPs.</p> <p><i>Improvement strategies for decreasing the suspension/expulsion rate:</i></p> <ul style="list-style-type: none"> • HMTSS is mandatory in all schools • Professional Development sessions <ul style="list-style-type: none"> ○ cultural responsiveness ○ inclusive skill-building learning approach • Alternatives to suspensions.
<p>Indicator 5: Education Environment (School Age LRE)</p>	<p>For students aged 5(K) to 21 who are receiving their education inside the regular class for 80% or more of the day (Indicator 5A) the good news is that this percentage has steadily grown with the help of Stetson & Associates to 50.7% in SY 20-21. The proposed target is to increase by 2% per year. Annie Kalama gave a shout out to Krysta Bellevue and her team along with the school teams involved in the Inclusive Practices Showcase earlier this month. A comparable positive trend is seen in Indicator 5B--students aged 5(K) to 21 who are receiving their education inside the regular class less than 40% of the day. That rate decreased from a high of 34% in 2005 to 16.3% in 2020. The proposal for targets is a reduction of .5% per year. Likewise, the percentage of students educated in separate schools, residential facilities or home/hospital has decreased to less than 1% with suggested targets of .005% per year.</p> <p><i>Improvement strategies for increasing the inclusion rate:</i></p> <ul style="list-style-type: none"> • 167 schools were provided with inclusive practices supports • Student-centered decision-making process training provided to school & complex personnel • Online inclusive practices learning modules for all HIDOE employees via PDE3 (the HIDOE professional development management system)

<p>Indicator 5: Education Environment (School Age LRE) – cont.</p>	<p><i>Improvement strategies for increasing the inclusion rate (cont.):</i></p> <ul style="list-style-type: none"> • Scaled up inclusive practices training and certification to Complex Area personnel • Complex Area personnel taught and encouraged to pull and analyze LRE data quarterly.
<p>Next Steps</p>	<p>Annie reviewed the steps to submit the SPP/APR by February 1, 2022:</p> <ol style="list-style-type: none"> 1. Compile targets, baselines and improvement activities; 2. Draft each indicator write up; 3. Work with the OSEP technical assistance providers to review each write up; 4. Finalize and submit to OSEP by the February 1st deadline; 5. Post on HIDOE’s website after OSEP has reviewed and approved Hawaii’s SPP/APR document. <p>She also reviewed planning ideas for the next year including:</p> <ul style="list-style-type: none"> • continue stakeholder capacity building on SPP/APR indicators; <ul style="list-style-type: none"> ○ plan activities to increase the capacity of diverse groups of parents to support our collaborative efforts to improve outcomes for students with disabilities; ○ this may involve asking participants to serve on advisory committees or work groups, and • review and evaluate progress along the way for each indicator outcomes. <p>Annie thanked stakeholders for their time, commitment and caring.</p>
<p>Input from the Public</p>	<ol style="list-style-type: none"> 1. <u>Homebound instruction</u>. Amanda Kaahanui was approached by a parent of a medically fragile student at Dole Middle School. School personnel told her that if she didn’t choose in-person instruction for her son, she would have to pull him out and home school him herself. She relayed to the school team that she wanted a homebound placement for her son and was told that team members didn’t know what that was. Mom was instructed to go find out information and bring it back. Amanda relayed that this scenario has come up several times in SPIN calls. 2. <u>Access to academic courses for students who take the HSA-Alt</u>. A mom of a Windward high school student made the point that students with more significant disabilities have the right under ESSA to take academic coursework. She would like more teens and parents to be informed of this right. 3. <u>Option for Part C for preschoolers</u>. A mom of the Windward high school student made another request that policy be changed to allow young children with disabilities the option of continuing to receive early intervention services after their 3rd birthday rather than transferring to a DOE preschool. It would allow children to continue with the same provider. 4. <u>Modified grading for students with disabilities in general education classes</u>. A third issue raised by the mom of the Windward high school student was the fact a parent she knew reported that her disabled child had received three “F”s and a “C.” She was frustrated because there was discussion in her child’s IEP meeting about accommodations and work on a grading rating. She reported that some states have grading policies that would allow participation in a gen ed class along with a grading system that recognized effort and growth, even if it isn’t up to grade level standards. 5. <u>Including DESs in IEP meetings</u>. Melissa Johnson, a SEAC parent member from Maui was told by the CAS that her new policy is that principals make the decisions regarding services in IEP meetings and District Educational Specialists are not allowed to attend these meetings. Melissa sees this as a

Input from the Public (cont.)	problem, if the DES is really the one with the authority to approve related services and decisions cannot be made in the moment. At one of her son’s IEP meetings, she was told that the team could not make a decision on services until they checked with the DES. Melissa Harper Osai, a SEAC parent member from Oahu said she recently requested that the autism DES attend her son’s IEP meeting and she did attend. Martha Guinan added that the request for having a DES attend would have to be made in advance. Annie Kalama added that each CAS runs their complexes differently which may account for the disparity between schools.
Resources for Parents and Other Stakeholders on the SPP/APR	In addition to the resources listed on the last page of the Next Steps discussion, Susan Rocco encouraged participants who may want to broaden the number of people who have knowledge of the SPP/APR to refer parents or general education teachers, as an example, to the new SEAC website tab on SPP/APR resources . In addition to the same data shared at today’s meeting, it contains infographics that help to level the playing field by presenting information in a more accessible format.