

**SPECIAL EDUCATION ADVISORY COUNCIL
Draft Minutes – March 11, 2022
9:00 a.m. – 12:00 p.m.**

PRESENT: Annette Cooper, Virginia Beringer, Mark Disher, Martha Guinan, Mai Hall, Melissa Harper Osai, Scott Hashimoto, Melissa Johnson, Amanda Kaahanui (staff), Annie Kalama (liaison to the Superintendent), Tina King, Jennifer Leoiki-Drino, Dale Matsuura, Paul Meng, Kiele Pennington, Carrie Pisciotto, Susan Rocco (staff), Rosie Rowe, Debora Uyeda (for Mary Brogan), Steven Vannatta, Lisa Vegas, Jasmine Williams, Susan Wood

EXCUSED: Cheryl Matthews, Ivalee Sinclair, Paula Whitaker

ABSENT: Sara Alimoot, Debbie Cheeseman, Shana Cruz, Kerry Iwashita, Wendy Nakasone-Kalani, Kau’i Rezentes

GUESTS: Heidi Armstrong, Cynthia Bartlett, Daintry Bartoldus, Richard Billing, Willie Cadena, Susan Carey, Will Carson, Heather Chapman, Patty Dong, Eden, Linda Elento, Crystal Hampton, Sandy Jessmon, Janel Kamahale, Alysha Kim, Lindsay Klamp, Maureen McComas, Mandi Morgan, Judith Nomura, Michelle Pestel-Maga, Bev Reidy, Reyna, Trish Saidy, Wendy Saka, Katherine Taylor, Madison Tee Sy, Mercy Watanabe, Brikena White, Jacy Yamamoto, Cherise Yamasaki

TOPIC	DISCUSSION/ACTION
Call to Order/	Chair Martha Guinan called the Zoom meeting to order at 9:03 a.m.
Introductions	Amanda Kaahanui took a roll call of SEAC members, and guests introduced themselves.
Input from the Public	<p><u>Written testimony</u> Given the recent changes in the Sunshine Law, three written testimonies were submitted ahead of the meeting. Two of the testimonies opposed or expressed grave concerns about HB 2125 that creates a misdemeanor offense for parents of children attending public schools who harass school personnel or interfere with the operations of the school. A third testimony supported SB 2521 that provides funds to special education classroom teachers to spend toward instructional materials and equipment to meet student needs. Due to time constraints, Martha did not read the testimonies aloud. They were posted in the chat and will be included with the minutes on the SEAC website. Should testifiers not want their name included in the official minutes, they can ask the Chair or staff to summarize their testimony without using their names. Generally, oral testifiers who are not SEAC members are referred to generically as a parent, grandparent, provider, etc. without names of individuals or schools being included in the minutes unless requested by the testifier.</p> <p><u>Oral input/testimony</u></p> <ul style="list-style-type: none"> • A mother of a high school student in on the Windward side expressed support for SB 2748 regarding early intervention services for children pre-K to age 5. She does not agree with SEAC’s testimony that expressed the opinion that most families would want their child in a six-hour daily program. Continuing Part C services can be as short as a few months until school starts in the Fall. Otherwise if a child is three in May, they will go the whole summer without services. • Melissa Johnson testified that based on feedback from other parents and her family’s experience there is predetermination happening in Maui IEP meetings regarding compensatory educational

<p>Input from the Public (cont.)</p>	<ul style="list-style-type: none"> • (cont.) services. It makes it very difficult for a family to present the reasons behind a need for compensatory services when the decision has already been made on a district level to deny it. Melissa proposed a system-wide policy be adopted whereby if there are district level decisions that are out of the principal’s hands, the district rep be present at the meeting with data. Otherwise parents are silenced by not allowing for full discussion. Many families don’t have the \$5000 retainer to hire an attorney. It is a barrier to full participation and puts undue stress on the family. • A grandmother asked that draft IEPs be sent to the family a week in advance of the meeting, so that there is time to determine if there is agreement on the proposed changes or additions needed. At her granddaughter’s last IEP, the draft was sent home on the day of the IEP meeting. • Kiele Pennington agreed with Melissa Johnson’s point. It has been the experience of many of the families Kiele works with that the educational services have been predetermined, and there is really no way to argue or discuss them. Dispute resolution options are extremely limited and not equitable for all families.
<p>Announcements</p>	<ul style="list-style-type: none"> • Annie Kalama offered the following correction statement on behalf of her team: “It was reported at SEAC meeting dated 2/12/22 that the Transition Work Group had ‘accomplished the Footsteps Fair and Jobs Now Toolkit.’ To provide clarification, the individuals who accomplished those items are in the Transition Work Group; however the Transition Work Group was not responsible for those events. We apologize for any confusion that may have been caused.” • Amanda made the following announcements: <ul style="list-style-type: none"> ○ The Footsteps to Transition Fair recordings are available on the FTTF website. ○ The date for the SPIN Conference is October 22, 2022. It is being organized as a hybrid conference with opportunities to attend both in-person and via Zoom. • Tina King announced that this month’s Parent Talk Cafés sponsored by the Leadership in Disabilities and Achievement of Hawaii (LDAH) are featuring discussions around screening and programs for Deaf and hard of hearing students. LDAH is opening up the presentations via Zoom. They also are accepting proposals for exhibitors and presenters for the Traveling Mini Conference on April 16th.
<p>Overview of Assistive Technology</p>	<p>Wendy Saka introduced Judith Nomura, the State Assistive Technology Consultant, who provides technical assistance to the districts. Judy has been a school speech/language pathologist for 27 years, and she has been certified as an assistive technology professional for the past 15 years. Judy provided an overview of assistive technology (AT) and the IEP process including two videos on AT devices and services. AT and the IEP</p> <p>Judy reminded members that the need for AT devices and services must be considered when each student’s</p>

<p>Overview of Assistive Technology (cont.)</p>	<p><u>AT and the IEP (cont.)</u> IEP is developed, reviewed or revised. Schools must make AT devices and services available to the student, if required. School-purchased AT devices may be used at home or in the community, if the IEP team determines the device is needed to provide FAPE. A 504 student may also receive AT, if the 504 team determines it is a reasonable accommodation to access the general curriculum.</p> <p><u>What is AT?</u> An AT device is defined in IDEA as any item, piece of equipment, or product system that is used to increase, maintain or improve the functional capabilities of a student with a disability. Devices can range from low tech (pencil grip) to high tech (computer tablet). An AT service is defined in IDEA as any service that directly assists the student with a disability in the selection, acquisition, or use of an AT device. AT services are the supports or services necessary to use those devices appropriately, for example, acquiring a device, customizing it and training the student and parent on how to utilize the device.</p> <p><u>Questions/comments from members and guests</u> C. SEAC members would like to know what changes have been made recently and when the new AT Guidelines will be available. A. I just began developing the revisions and they will have to go through a team process and then to the A.G.'s Office before they are released to the public. Q. What kind of changes are you making? A. Some changes are to make the process clearer to the field and to include more resources. I want to reference and link to the latest technology. Q. The IEP team makes the decision on whether AT is needed, but how do you determine what device or service is best? A. It would be based on the student's need and an IEP objective where the student is not making progress. The team can check with the guidelines to see what is available for a particular need. Then it is recommended to do a trial of the device with expected outcomes. Q. When are you, the State AT Consultant, called in to assist? A. If the school or the district needs some more specialized assistance, they can call in additional expertise. My job is mainly to provide support to the districts to help build their capacity to be able to select, adapt and maintain AT equipment for their students, as well as provide training to the students, staff and families. Q. Do you also provide guidance on how to purchase the device? A. Most schools and districts would know how to purchase the device, but they are always free to contact me. Q. How is this being applied right now at the school level? When you say the district is looking to build capacity that says to me that they don't presently have that capacity. When you say the school IEP teams should be making the decisions, I would like you to know that doesn't normally happen. Many teams don't have a member who understands AT. They will tell the parent that they must do a functional AT assessment, but they don't have anyone to do the assessment in a timely way. If they don't see the student as severely disabled, they don't even consider AT. A. Thank you for sharing your experiences. When I</p>
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<p>Overview of Assistive Technology (cont.)</p>	<p>worked as a speech pathologist in the field, I shared with others that AT must be considered for <u>all</u> students. Some districts and schools are doing a wonderful job, but we need to provide more information and resources to make individualized AT devices and services more consistently available.</p> <p>Q. Are you planning any training to teachers and support staff to enhance their knowledge? A. That’s something we will definitely be working on in the future.</p> <p>Q. Does the first video have a voice-over version? I feel it is so important that anything presented about AT needs to take into consideration all abilities. If someone is watching it that has a reading impairment, they would struggle watching the video. A. The videos I used are from YouTube. Next time I will be sure to use voice-over technology.</p> <p>C. YouTube videos also typically have closed captions, if one opts for it.</p> <p>C. (Melissa Harper Osai) My son has had a speech-generating device (SGD) for many years. If anyone has questions, I may be able to assist. A. I also suggest contacting your school speech-language pathologist.</p> <p>Q. Will the written guidance you are providing include how to access the district and when to provide the assessment?</p> <p>C. I know a 7th grader whose team will not consider AT. They won't teach her to write but will let her type, and she pretends to type. Her parent has been shut down and believes nothing else can be done through school.</p> <p>Judith offered her contact information—judith.nomura@k12.hi.us--so that anyone can email her with additional questions.</p>
<p>Classroom Observations and Updates</p>	<p>Annie highlighted the following FERPA regulations related to classroom observations. FERPA:</p> <ul style="list-style-type: none"> • Protects the interest of a child’s educational record; • Does not protect confidential information in general; • Applies to tangible records or information from tangible records; and • Prohibits disclosure of personally identifiable information (PII) to anyone. <p><u>Requirements for Observations</u></p> <p>There is no entitlement and no prohibition of classroom observations in IDEA or FERPA. Protocols are in place for parents and other individuals to ensure that learning is not disrupted. An HIDEOE Request for Observation Form must be submitted by the parent, and the parent must provide consent, if a third-party is going to observe the student. School visitor policies must be followed, and the observer must be accompanied by school staff. Teachers cannot post PII or discuss the student in front of others. If either party thinks the observation might be disruptive, alternate or structured observations should be considered. The Student Services Coordinator at any school should have this information. Parents can also reach out to their District Educational Specialist (DES) or Annie’s office.</p>

<p>Classroom Observations and Updates (cont.)</p>	<p><u>Questions/comments from members and guests</u></p> <p>C. One of the issues with parent observations is that families have children who need placement, and they want to see the placement options before a final decision is made. A. (Annie) That is sometimes appropriate. We have to guard against making a school choice as opposed to making an appropriate placement with the supports and services needed for the student. (AS Armstrong) In the Deaf and Hard of Hearing Work Group parents shared that they don't always know the different types of programs available (total communication, oral, etc.). We are working on a protocol that allows parents to visit various placement options to determine what placement would be most appropriate for their child. (Annie) That may also be important for younger children when we are not always sure of their communication mode.</p> <p>C. I know of parents who requested to see a placement option and they were told to come after class.</p> <p>Q. After a parent submits a form, who approves or disapproves the request? A. That happens at the school level where the main concern is whether the observation would disrupt the flow of the classroom. The principal would determine if that is the case, and if so, alternate or structured observations should be considered.</p> <p>C. We are talking about placement, not location, right? A. That's right. Sometimes placements are at a different location, but we are not selecting the location, rather the appropriate placement wherever it is.</p> <p>Q. Could you please elaborate on why observations are different than having a parent in the classroom as a volunteer? Regardless of role, it would be the same classroom, teacher, kids, parent, etc. A. (Annie) When we developed these guidelines, it was to address any observer in the classroom, including third party observers. Being a volunteer in the classroom is not prohibited. That would be an option for a parent who wanted to be more involved with their child. (AS Armstrong) Schools set up their protocols, expectations and orientation for volunteers. They are in the classroom serving a specific purpose.</p> <p>C. Thank you for addressing this. Unfortunately denials of observation are too frequent and all parties lose out on the opportunity to build bridges and benefit from a parent's insight/expertise and help. The more involved a parent can be in solutions, the more of a true teamwork atmosphere can be obtained.</p> <p>Q. Does the Department have any policies or guidance on parental observations given the parent engagement provisions of ESSA? Section 1116 (B) and (C) speak to the drive for promoting high achievement and engaging families as partners in the child's education. It speaks to reasonable access to staff, opportunities to volunteer and participate in the classroom, and parent observations of classroom activities. Obviously there are lots of considerations that all kids get their FAPE while also ensuring parent access. A. We probably need to do more research. Classroom observations can happen for any child, not just a child with a disability. I will work with AS Armstrong and the Community Engagement Branch to see if there are broader guidelines that are consistent to those developed for special education classroom observations.</p>
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<p>Confidentiality & IDEA Part B</p>	<p>Jacy Yamamoto from the Monitoring and Compliance (MAC) Branch thanked members for the opportunity to present again and led the group through a brief quiz on what was happening in the nation at the time that IDEA was passed in 1975. He explained that the confidentiality presentation is solely focusing on IDEA Part B. It incorporates FERPA when it comes to confidentiality and PII.</p> <p><u>Records that are covered</u></p> <p>Recordkeeping is governed by a combination of FERPA and IDEA. FERPA states that education records are 1) directly related to the student, and 2) maintained by an educational agency or institution or by a party acting for the agency or institution. Educational records under IDEA Part B include enrollment forms, report cards, transcripts, school-related discipline reports, IEPs, evaluation assessments, immunization records, progress monitoring and more. An exception would be records used solely as a memory aid, for example, a teacher’s note about an event that she wants to convey to the parent. Other exceptions include records maintained by/for law enforcement, student employment records, and medical and psychological treatment reports of eligible students only when they are used in the treatment of the student and disclosed only to professionals providing the treatment.</p> <p><u>Questions/comments by members and guests</u></p> <p>Q. If you are saying that personal notes are not included, what is the protocol for destroying this information later should it have PII on it? Is it shredded? Is it filed somewhere? A. That note is not to be shared with others. We are all trained in our schools about FERPA and maintaining records. They are to be locked in a file cabinet or secure database. Our expectation is that everyone in school should be protecting student privacy.</p> <p>Q. My son has data sheets made for him. His EA takes data every day and gives me copies of the sheets on Friday. Would these be considered education records? A. Yes. If they are related to progress monitoring with your son’s information on it, they would be considered education records.</p> <p>Q. How does this requirement of maintaining student records extend to contracted providers of the DOE? A. Contracted providers are obligated to follow the same FERPA and IDEA statutes that the Department follows as they are acting for the Department.</p> <p>C. (Brik) Please send any additional questions to me (brikena.white@k12.hi.us), and I will come back in April to finish the presentation.</p> <p>C. (Annie) This is all useful information to my office, as we are working on a Q & A document.</p>
<p>Other Special Education Updates</p>	<p><u>IDEA American Rescue Plan (ARP) Allocations</u></p> <p>Annie reported that to date 31 projects have been allocated in all districts using over \$5 million in IDEA ARP funds. Priority areas include low incidence populations, language and literacy, assistive technology (AT), math and post secondary transition. Five districts have asked for funding for AT projects.</p>

<p>Other Special Education Updates (cont.)</p>	<p><u>Summer Learning Opportunities for Students with Disabilities</u> Many of these opportunities are the same as those offered last year. They include: traditional summer school, learning hubs, athletic camps, extended learning opportunities for EL students, and Alternative Learning Programs, Supports and Services (ALPSS). HIDOE is reminding schools that students with disabilities should be able to access all of these programs. If they need additional support or funding, it can be provided. In addition to all these programs, some students will have access to ESY, and some complex areas have organized specialized summer support programs for students with disabilities only. Special education data will be disaggregated so that we can see how many students participated in the options.</p> <p><u>Review and Analysis of Hawaii’s Dispute Resolution System</u> The Department has asked WestEd to conduct a third-party independent review of Hawaii’s complaint management and dispute resolution system. The review is aligned with OSEP’s monitoring tool. Information will be collected through surveys and interviews coordinated by the MAC Branch. Parents are encouraged to fill out the survey. The review will result in recommendations for improvement for the Department.</p> <p><u>Questions/comments by members and guests</u> Q. Are 1:1 supports available for the summer programs you mentioned? A. They can be. We’ve asked schools and complexes to let us know of any needs for students with disabilities. We have the funding, although there may or may not be personnel available.</p>
<p>Students with Disabilities Transitioning from Private Schools</p>	<p>Jennifer Leoiki-Drino thanked SEAC for the opportunity to have a discussion of the needs of students with learning differences who have been attending private school their entire educational career and are suddenly transitioned to public school. Over time when supports are not in place for these students in the private setting, their learning differences look more and more like behavior issues. By the time they get to high school, the supports are still not in place for them, and they end up getting expelled at a very vulnerable time. They have never been in public school, and are fearful, confused, and angry over being thrust into a setting that they do not want. The students’ sense of failure is high, and they may even have lost the support of their families, because their behavior has overshadowed their learning issues. Jennifer asked if there are supports in place to help these students to successfully transition to public school, so that they don’t fall through the cracks and become a public school behavior problem.</p> <p><u>Questions/comments from members and guests</u> C. The parents of these students are at a disadvantage, because they haven’t had the time to learn how to advocate for their children. We can direct them to LDAH, but it may take something more to ensure a smooth transition. C. Parents in private settings should be aware of the Department’s Operation Search program, and if they suspect their child of having a disability, they can go to public school to have them tested, even at the high</p>

<p>Students with Disabilities Transitioning from Private Schools (cont.)</p>	<p><u>Questions/comments from members and guests (cont.)</u></p> <p>school level.</p> <p>C. Our hope is that public schools will welcome these students and their parents and support them in this difficult transition.</p> <p>C. Perhaps private schools should be sharing information about parent resources.</p> <p>C. Many of these former private school parents are scrambling, because they don't know about these resources. Everyone should be telling them about SPIN as a one-stop shop.</p> <p>C. The Department should communicate more with private schools, so that they know more about procedures and resources within the Department in addition to the Private School Participation Project.</p> <p>C. The public schools that receive these students may not have any information due a lack of communication with the private school.</p> <p>Q. Has the Hawaii Branch of the International Dyslexia Association (HIDA) come up with recommendations? A. (Jennifer) The issue hasn't been discussed extensively, but my sense is that at the entry point, a principal and learning specialist could hand the parent an information packet with steps to take. Without specific direction, I see parents who focus their attention on trying to get a geographic exception to attend a particular high school that has an above average reputation.</p> <p>C. While these students make up a small population, there needs to be safeguards in place for these vulnerable and sometimes suicidal students.</p> <p>C. From my experience having one child with disabilities in private school, these challenges are complex, and the array of services offered by the Private School Participation Project (PSPP) would not be adequate to solve these problem that have been brought up.</p> <p>C. If the student was assessed in private school, there was a diagnosis of disability, and accommodations were offered, you should be able to treat this student as a 504 student as soon as they enter public school while you conduct further assessments.</p> <p>C. It is important to educate private school parents that at the first inkling of a possible disability, they have their child assessed and understand what their options are, including linking them up to parent groups who can guide them through the process.</p> <p>Q. As a part of Child Find, is it a DOE policy to provide information about the PSPP to families, early intervention and private schools?</p> <p>Q. Would SBBH be able to do a screen of these incoming students? A. (AS Armstrong) SBBH can be a great resource and do assessments as appropriate. The key here is the communication of needs upon entry, so that there is not a delay. I think this may be an issue if families are not equipped to communicate this, and how can we support this process so that students receive the supports they need right off the bat.</p>
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<p>Students with Disabilities Transitioning from Private Schools (cont.)</p>	<p><u>Questions/comments from members and guests</u></p> <p>C. It appears we have very little information about what private schools are doing to accommodate students with disabilities.</p> <p>C. Our former private school representative, James Street, is at Punahou as a disability services coordinator. SEAC may want to begin to reach out to different private schools to find out what services and accommodations they offer.</p> <p>C. Kids often slip through the cracks when they have a lot of co-morbidity. There are individual diagnoses instead of assessing the child as a whole. I learned that insurance companies may provide a case manager in certain situations. If new families had a similar liaison assigned to them, like a parent educator, when they first entered public school, that would help strengthen the parent/school relationship. A. That’s a wonderful idea. We have some social workers in some complexes. We might also partner with our Parent Training and Information (PTI) Center, LDAH, to coordinate the support for the parent coming in. HIDOE has a lot of mental health supports, but they are not always activated immediately while they are just learning about the student.</p> <p>C. (Martha) I will check with the private school association to see if they have some information they can share.</p>
<p>Legislative Update - HB 2125 Presentation and Discussion</p>	<p>Kiele Pennington shared a PowerPoint presentation she prepared on HB 2125, HD 2/SB 3093 - Relating to Official School Business. She began by acknowledging that the Senate version of the bill has essentially died in in the Senate. She emphasized throughout her presentation that educator safety is strongly supported by SEAC and families.</p> <p><u>Content of the bill</u></p> <p>The bill creates a misdemeanor of harassment of an educational worker for disrupting or interfering with the administration or functions of any school, school administration office or school board. The words “annoy” and “alarm” were edited out by the House Judiciary Committee.</p> <p><u>Purpose of the bill</u></p> <p>A number of legislators questioned the need for new legislation given the existing harassment statute. They noted that the new proposal increases the penalty for harassment of an educational worker from a petty misdemeanor to a misdemeanor, carrying up to a \$2000 fine and/or one year in prison. The purpose and intent of the bill were clarified by Russell Suzuki, the HIDOE Risk Manager, who stated that it is meant to address “a certain amount of individual [special education] parents who use the system to force the department to not be able to comply with federal laws and state laws for timeliness, as well as to clog up the emails and clog up the voicemails with threatening email and communication.” Mr. Suzuki failed to note that HIDOE already has recourse through Hawaii procedural safeguards, IDEA and existing harassment law.</p>

<p>Legislative Update - HB 2125 Presentation and Discussion (cont.)</p>	<p><u>Reaction of special education parents, advocates and some legislators</u> Kiele made the point that the proposed law is unnecessary on a number of fronts:</p> <ul style="list-style-type: none"> • The issues presented by Russell Suzuki were unfounded. HIDOE has processes available when parents are unresponsive. For example, IDEA allows HIDOE to discontinue special education services if parents fail to provide consent. • Hawaii has an appropriate harassment law in place with existing case law. It was strengthened in 1992 by providing greater protections to victims while preserving the rights of citizens to engage in political expression and ordinary communication. • The bill conflicts with the mandates in IDEA for parent participation and the evidence that student achievement is positively correlated with parent involvement. • Many parents will be intimidated by the fear of being cited for harassment into not advocating for their child resulting in potential harm to the child. <p><u>Current status</u> The bill is supposed to be heard in the Senate Education and Judiciary Committees in the near future. Parent engagement in the legislative process is needed to highlight the negative consequences of this legislation. In the meantime, legislators should require the Department to make public the data that warrants the introduction of this bill.</p> <p><u>Suggested alternatives to the bill</u> Kiele suggested alternate approaches to the problem including:</p> <ul style="list-style-type: none"> • Utilization and enforcement of the existing harassment laws; • Strengthening of parent-school partnerships as a preventive measure; and • Expansion and utilization of conflict resolution options to handle disagreements between parents and schools. <p><u>Questions/comments from members and guests</u> Q. Is there another opportunity to testify on this bill? A. It has moved to the Senate and will be potentially heard in the Education and Judiciary Committees. C. Che Silvert from the DD Council has speculated that the bill will fail to pass the Senate, but he advises parents to prepare testimony now in case hearings are convened. C. (AS Armstrong) This was an excellent presentation, and I will take it back to leadership to see what can be done. The true intent was to put a focus on the level of harassment where school employees and their families receive death threats or when thousands of emails bomb a school system. Obviously that is not how the bill has been interpreted by almost everyone, so we will look for better language. We absolutely want parent feedback and pushback and an opportunity for parents to disagree and then find solutions.</p>
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<p>Legislative Update - HB 2125 Presentation and Discussion (cont.)</p>	<p>C. As a prosecuting attorney for 13 years, I can say with confidence that this proposed law is not enforceable, even if it is passed. A misdemeanor entitles the accused to a jury trial, and prosecutors will not try a case based on too many emails, when you need to convince all twelve jurors to convict. The law is also vague with terms that need defining. Existing laws regarding threats to people can be utilized instead.</p> <p>C. In watching the Judiciary Committee hearing, Russell Suzuki contradicted the Superintendent by stating that the target of the bill are special education parents who slow down the system and get in the way of the Department’s timeliness. That is clearly punitive, and it relates to only a handful of parents. We need to acknowledge how chilling this is to families and how disappointed we are to see it surface.</p> <p>C. I stand by the fact that we have current harassment laws now. None of these principals have produced police reports, and when asked for data, there is none. It seems very vague, which is never lawful.</p> <p>C. The harassment law that is already on the books is a petty misdemeanor, but HB 2125 elevates it to a misdemeanor. Educators are individuals who can utilize the law that is already out there.</p> <p>C. We are dealing with all types of parents and cultures and their ability or lack of ability to effectively communicate. Many parents are single parents. Will they be arrested on campus and have to post bail? Many won’t have the money for legal representation. If parents are jailed, who takes care of the child?</p> <p>Q. Can SEAC vote to stop the bill? A. SEAC does not have the power to stop a bill, but we can express our concerns. It is up to legislators and the Governor to decide on whether a bill becomes law.</p> <p>Action: Members voted to unanimously include HB 2125 in the list of bills for which SEAC will provide testimony. Susan R. will draft testimony that states serious reservations about the proposed law for members to edit further.</p>
<p>Legislative Update - SB 805</p>	<p>AS Armstrong met with Representative Yamane, Chair of the Health, Human Services and Homelessness Committee about holding a hearing on SB 805 that restores the ability of classroom teachers to implement Behavior Intervention Plans designed by licensed ABA professionals. Rep. Yamane indicated that HIDEOE leadership would have to work out differences with HSTA, because the organization now has reservations about the bill even though HSTA supported it last legislative session.</p> <p>Action: Members voted by a majority to pursue trying to get a hearing for SB 805 in the HHH Committee. Susan R. will reach out to HSTA to see what their concerns are.</p>
<p>Review of the February 11, 2022 Minutes</p>	<p>There were no edits to the draft minutes by SEAC members. Martha encouraged members who spot typos to let Susan R. know, so that she can make the correction.</p> <p>Action: Members voted to approve the minutes as submitted.</p>
<p>Agenda Setting for the April 8, 2022 Meeting</p>	<p>Members proposed the following agenda items:</p> <ul style="list-style-type: none"> • Continuation of presentation on confidentiality and IDEA, including educational records, • Classroom observation (policies for all students and ESSA provisions), • Legislative update,

Agenda Setting for the April 8, 2022 Meeting (cont.)	<ul style="list-style-type: none">• Membership issues and preparation for elections,• SEAC Annual Report,• Infographic work, and• Follow-up on transitions from private to public school (Martha’s report from the Hawaii Association of Independent Schools).
Infographics – Review of MCH LEND Infographics	<p>Martha announced that SEAC members have been asked to help review infographics that have been developed by MCH LEND trainees. Susan Wood explained that Maternal and Child Health has a Leadership Education in Neurodevelopmental Disabilities (LEND) program at the University of Hawaii for interdisciplinary graduate students. They have been involved in assisting with the SPIN Conference for a number of years. Susan W. who is a MCH LEND faculty member proposed that during this training year, the trainees draft infographics based on presentations from the 2021 SPIN Conference. Once SEAC has offered their feedback, the vetted infographics will be posted on the SPIN website.</p> <p>Action: Members reviewed five draft MCH LEND infographics (inclusive education, transition from pediatric to adult dentistry, microenterprise, and two versions of work readiness skills) and provided feedback (see attached).</p>