**SPECIAL EDUCATION ADVISORY COUNCIL**

**Draft Minutes – May 13, 2022**

**9:00 a.m. – 12:00 p.m.**

**PRESENT:** Sara Alimoot, Debbie Cheeseman, Annette Cooper, Shana Cruz, Mark Disher, Martha Guinan, Scott Hashimoto, Melissa Harper-Osai, Melissa Johnson, Amanda Kaahanui (staff), Tina King, Jennifer Leoiki-Drino, Cheryl Matthews, Paul Meng, Theresa Minami, Wendy Nakasone Kalani, Kiele Pennington, Carrie Pisciotto, Susan Rocco (staff), Rosie Rowe Steven Vannatta, Debora Uyeda, Lisa Vegas, Jasmine Williams, Susan Wood,

**EXCUSED:** Annie Kalama, Tina King, Dale Matsuura, Kaui Rezentes, Ivalee Sinclair

**ABSENT:** Virginia Beringer, Mai Hall, Kerry Iwashita, Paula Whitaker

**GUESTS:** Heather Chapman, Patty Dong, Linda Elento, Yvonne Humble, Sandy Jessmon, Lori Morimoto, Kaitlyn Preciado, Roxanne Rokero, Kelli Uradomo, Mercy Watanabe, Brikena White, Fern Yoshida

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| **TOPIC** | **DISCUSSION/ACTION** |
| **Call to Order/Welcome** | Chair Martha Guinan called the Zoom meeting to order at 9:00 a.m. |
| **Input from the Public** | Accessibility to summer program for students with disabilities  Jasmine Williams posed the following questions to our DOE partners: *What is available to students with disabilities who are not ESY-eligible to access and benefit from free summer school? Will needed accommodations and modifications be provided? Can schools provide information to their parents on available options given that the information online is very general?* Roxanne Rokero responded that summer learning opportunities—traditional summer school, learning hubs, special summer programs for kids with disabilities, ESY, accelerated learning programs—are listed on the HIDOE website. Many complex areas have elected to offer many of them, and all programs are open to all students. If students can benefit from a program, modifications and accommodations can be provided. She advises parents to ask their child’s school or complex area for information on specific programs being offered. Jasmine shared that the responsibility appears to be placed on the parent to know they should ask the school about options, and she asked how HIDOE is taking the initiative to inform the parent at the school level. Roxanne agreed that the conversation should be happening at school regarding options and accommodations. One of the parent guests said she has learned to ask about programs but often gets the reply, “I don’t know.” Most of the summer programming at her son’s high school is about credit recovery which doesn’t benefit him. Shana Cruz said that Kauai teachers send home flyers and bring up summer programming in the IEP. A guest who has a granddaughter in high school added that most schools will only have information specific to their school and don’t know what’s happening at other schools. Martha suggested asking the school where they can get the information, and Cheryl Matthews suggested contacting the district office.  Limiting accommodations in an IEP  A grandmother of a high school student asked if an IEP Care Coordinator is allowed to decide that a student has too many needs and limit the number of accommodations in the IEP? Roxanne replied that IEP decisions should not be made by just one person. The grandmother further explained that the care |

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| **Input from the Public**  **(cont.)** | Limiting accommodations in an IEP (cont.)  coordinator said there were ten needs listed in the IEP, but that it was not realistic to address all needs. When a teacher agreed with her, that ended the discussion. Martha responded that parents are part of the team and should have a say in the decisions. She advised the grandmother to contact Roxanne by email to get further assistance. |
| **Announcements** | 1. Amanda announced that SPIN emailed a SEAC Member Roster to each member and asked that she or Susan be notified if their contact information is incorrect. The SEAC Certificates of Appreciation will be mailed later this summer, so it is important to have the most current addresses. 2. Martha announced that she was moving the presentation by Hazel Health down the agenda to accommodate Fern Yoshida who will be arriving a little later. |
| **Due Process Report for SY 20-21** | Susan Rocco stated SEAC’s responsibility under IDEA to review due process hearing decisions. SEAC’s decision to move beyond the task of merely reading the decisions to developing an annual report was made for two reasons: 1) to monitor the move in the early 2000’s from independent hearing officers to the Administrative Hearings Office of the Department of Commerce and Consumer Affairs, and 2) to shed light on issues in order to encourage early resolution of disputes between parents and schools.  Stages of conflict & levels of intervention  SEAC uses the Center on Appropriate Dispute Resolution in Special Education (CADRE) Continuum with its five stages of conflict to describe Hawaii’s infrastructure around dispute resolution. The annual due process report focuses primarily on procedural safeguards under IDEA (Stage 4) such as mediation, written complaints, resolution sessions and due process hearings.  Two foci for SEAC’s review  SEAC includes two methods of review to report on due process activity. One is to compare Hawaii’s 618 data on discipline required by the Office of Special Education Programs at the end of a school year with similar data from other states. The other is to follow each due process request through to its resolution either through withdrawal, dismissal, settlement agreement or hearing decision. This method requires SEAC to wait one school year to allow for all or most of the requests to resolve, and it yields more complete data to compare Hawaii-specific due process activity over time.  Top issues in the SY 20-21 due process hearings  Of the 21 requests out of 54 that resulted in hearings, most cited more than one violation of IDEA. The majority involved placement issues, citing a lack of LRE or the need to place the student in private school at public expense because the public school had denied FAPE. Other commonly cited issues were Extended School Year services, behavioral interventions and insufficient aids and services. The pandemic was reflected by the issues related to insufficient services and lapsed IEPs. |

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| **Due Process Report for SY 20-21 (cont.)** | Prevailing Parties  For hearing requests initiated in SY 20-21, the Department prevailed in 12 of the 21 hearings, and the student/family prevailed in 9. When the parents prevail, the Department must pay the reasonable fees incurred by the plaintiff attorney.  Comparison to National Data  Susan shared a table she compiled comparing Hawaii’s utilization of due process options to the national averages based on per capita calculations (number per 10,000 students). While mediation and written complaints were used significantly less by Hawaii parents, Hawaii stands out as having a significantly higher percentage of hearings requests that decided in an administrative hearing.  Numbers of Hawaii hearing decisions over a 5-year period  Between SY 16-17 and SY 19-20, the total number of hearing decisions averaged between 8 and 9 per year. In SY 20-21, that number more than doubled to 21 even though the number of hearing requests that year were very similar to the previous two years.  Area of concern: timeliness  IDEA has set a timeline for having a due process hearing decision rendered as 75 days from the date of request filing. Any extensions to that timeline must be made by the hearing officer for good cause. In SY 20-21, only one decision occurred within the 75 day timeline. Several hearings spanned over 250 days and one request is still pending. Additionally, hearing officers are taking a whole month from the date of the hearing to filing the decision.  Area of concern: availability and affordability of plaintiff attorneys  SEAC noted that one attorney represented 18 of the 21 plaintiffs in SY 20-21, with only one other plaintiff attorney listed in one decision. While it is not known why the attorney pool was so lop-sided, it raises the possibility that families may not have been able to retain an attorney that school year due to the limited attorney pool. It is also not known whether parents had to pay plaintiff attorneys out of their own pocket or whether services were offered on a contingency fee basis. A final piece of missing information is whether additional plaintiff attorneys were involved in helping families receive settlement agreements prior to a due process hearing. While it is not the Department’s responsibility to ensure an adequate supply of attorneys, it is important to examine barriers to legal representation in order to find solutions.  Areas for further exploration  Susan posed three questions to members that might warrant further follow-up:   * What factors led to the increase in parents in SY 20-21 who did not resolve their complaint prior to hearing? * Why did so few parents opt to utilize mediation, either prior to or after filing for a due process hearing? |

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| **Due Process Report for SY 20-21 (cont.)** | Areas for further exploration (cont.)   * Where (what districts, complexes or schools) is the dispute resolution activity occurring?   Several members expressed an interest in meeting over the summer to gain a greater understanding of due process issues and potential solutions.  Questions/comments from members and guests  Q. Were all of the SY 20-21 requests resulting in hearing decisions involving attorneys representing the student, or were parents representing themselves in any of the hearings? A. Parents were representing their own positions (*pro se*) in only two cases. Both cases involved the Department filing the hearing request rather than consent to paying for an independent educational evaluation requested by the parent.  Q. Were the delays in reaching a hearing decision due to the complexity and complications of the due process request? Has the pandemic contributed to additional delays? A. This issue of taking months to reach a hearing decision has been the norm in Hawaii over a number of years. While the delays are legal, SEAC questions whether they are in the best interest of the student.  C. Other parents and I have been told by plaintiff attorneys that they are swamped and cannot take on any new cases for months. I suspect that the attorney who represented almost all the plaintiffs in SY 20-21 is the one that doesn’t require a retainer fee. That is a big financial obstacle for many parents.  C. We have done mediation three times with an agreement reached in two mediations. We are finding out that parents don’t know about mediation or think it is the same as a resolution session. Additionally, mediation is only effective when there are equal sides being involved. If a biased gatekeeper represents the Department, it hinders the possibility of an agreement.  C. The Exceptional Family Member Program (EFMP) has an attorney specifically for service members and their dependents.  C. I propose that SEAC has further discussion regarding due process issues, if the Department is willing to dig deeper and work in partnership with SEAC.  Q. Are facilitated IEPs still an option? A. (Brikena) The contract with the Mediation Center of the Pacific does not currently include facilitated IEPs. MAC Branch will look further into the matter.  Q. Does the current contract with MCP state that the parties have only 2 hours to mediate and then you are done? A. (Brikena) I will look over the contract details and email an answer. A. (Melissa J.) I was told by MCP that we can have multiple mediation sessions, if needed, with the first one lasting 2 hours.  C. I agree that multiple sessions are possible, but a parent I know was told that they were not. During the SY 20-21 school year MCP told the same parent that they didn’t have enough mediators to conduct a mediation. When the Department sends in a District Educational Specialist or Resource Teacher to |

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| **Due Process Report for SY 20-21 (cont.)** | Questions/comments from members and guests (cont.)  mediate, they are not unbiased, and they may use information gained in the mediation to defend the Department, if the dispute goes to hearing.  C. SEAC has always been fortunate to have a number of parent members who have gone through the stress of due process and yet are still willing to work as team members on SEAC. |
| **2022 SEAC Annual Report Draft Recommendations** | Susan W. read SEAC’s seven draft recommendations along with their underlying issues and asked for feedback from members.   1. Utilize parents and student leaders *as appropriate* on professional development teams. Open training to a broad range of stakeholders.  * Remove the words “as appropriate” because this is sometimes used as a reason to exclude parents. * Look at how we can help teachers integrate other agency resources, i.e. DVR. * Try to braid other agency resources in the training to both educate teachers and access students and parents. * This recommendation goes to the heart of SEAC asking time and time again for parents to be co-presenters. * Other agencies should be part of the presentation when the training topic involves collaboration with those agencies.  1. Work with SEAC and others to launch a public awareness campaign on the benefits of mediation.  * SEAC wants to be part of ensuring that a mediation program will meet the needs of families and schools. Beyond a mere publicity campaign, SEAC needs to partner with HIDOE to make sure all necessary components are in place.  1. Partner with the Office of Dispute Resolution to gather data on the supply and affordability of plaintiff attorneys. Identify barriers to adequate representation.  * In *pro se* cases where the parent is representing their child without the benefit of an attorney, the Department should not be able to consult with an attorney behind the scenes when preparing documents for the hearing, as it gives the Department an unfair advantage. Schools even have the ability to consult with the AG's Office during the IEP process. * In most states, the Attorney General's Office doesn't represent the school. * Without plaintiff attorneys, parents are either prevented from filing for due process or forced to represent their own interests in the hearing. |

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| **2022 SEAC Annual Report Draft Recommendations (cont.)** | * In other states it is allowable for parents to be represented by an advocate who can be reimbursed by the state if the parent prevails. * SEAC could potentially reach out to the Hawaii State Bar Association as this is an access to justice issue. * The State Judiciary may be interested in encouraging more attorneys to practice in this area or at least have its own section, so that there can be greater communication between these attorneys. * It is unfortunate that the UH Law School is not picking up on this need. * I've heard that many attorneys are disincentivized, because it takes so long to get paid. * When the Office of Dispute Resolution was formed, attorneys were given the message that ODR was going to strictly adhere to the 75-day timeline. Many attorneys have said that they cannot practice without the ability to shuffle their schedule. * Substitute "work with SEAC" to "partner with SEAC to address the barriers and develop solutions." * It is better to focus on the number of attorneys who are available to take on special education due process requests rather than to focus on the number of parents who file, as the latter might be higher, if legal representation was easily obtained.  1. Ensure that teacher-mediated distance learning options are available to those students who gain greater benefit from this modality than in-person learning opportunities.  * Distance learning is a two-edged sword: some students benefit from it for academics but need in-person related services. The decision to offer a related service virtually should be tied to its benefit to the student and not the convenience to the school or district. * The Office for Civil Rights had a settlement agreement with the Los Angeles school district regarding the manner in which distance learning is offered to students. Hawaii may want to borrow some recommendations from this agreement.  1. Partner with SEAC to educate the field on how to encourage parent participation in the education of their children, including visiting the classroom and maintaining open communication between school and home.  * Clarify that the communication should be meaningful and two-way. * Clear DOE policy on classroom observations will be communicated to all schools and parents.  1. Invite SEAC to assist the Department to develop a mutually acceptable solution for protecting school personnel from harassment without unfairly punishing or intimidating parents who advocate on behalf of their children with disabilities.  * SEAC would also be interested in seeing any data that the Department has. |

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| **2022 SEAC Annual Report Draft Recommendations (cont.)** | * Superintendent Hayashi is intent on introducing legislation related to this matter for the 2023 Legislature, so it is to everyone’s benefit to include SEAC’s wide array of stakeholders in crafting appropriate language for the bill.  1. Partner with SEAC to develop protocols that would identify and support high-risk students transitioning into public school from private schools, including timely and individualized interim supports as IEPs are developed and implemented.  * Include assistance in obtaining evaluations as needed. * As part of child find, information to private schools could be shared on the processes students at different ages could enter the DOE and the IEP process including eligibility and supports. * Include a statement in the child find brochure that references students in private schools. * Getting private schools to share information with families is another challenge. * The Hawaii Association of Independent Schools’ response to Martha that stated private schools were not aware of any of their students having disabilities affecting their education was a red flag to me, because I know at least some schools are well aware of these students. * The Hawaii Branch of the International Dyslexia Association (HIDA) is working on a checklist for parents on the process they could go through, accompanied by an infographic. * All schools should see a red flag when a private school student arrives at the pubic school door mid-year. * It is easier to help parents who are able to advocate for their child. We need to develop more examples for the overwhelmed parent who needs modeling on how to advocate. * Options to address/support the child should start in the private school, rather than waiting for the child to completely fail and/or the student feeling like a move to DOE from the private school is the child's "failure”. * For public school students, it would be helpful to include a screening checklist for parents to use to notify the school of any concerns they have regarding their child. |
| **Hazel Health Mental Health Update** | Fern Yoshida from the Office of Student Support Services gave an overview of Hazel Health, a new community-based mental health resource. During the COVID crisis, many students faced challenges specific to their mental health. National data show symptoms of moderate to severe depression in teens doubled, and pediatric emergency room visits for mental health increased 31%. Even before COVID, the 2019 Youth Risk Behavioral Survey showed 1 in 3 high school students experienced poor mental health.  Hawaii Multi-tiered Systems of Support (HMTSS)  Hazel Health is part of the Hawaii Multi-tiered Systems of Support. Universal screening identifies students with mental health needs. Supplemental supports are available through tier 2 and 3. Hazel provides |

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| **Hazel Health Mental Health Update (cont.)** | equitable access, the ability to serve all students (regardless of insurance, immigration or language), comprehensive services, alignment with tiered interventions, and support in building a local wellness ecosystem.  Hazel’s Early Assessment, Response and Treatment (HEART)  Hazel offers behavioral health assessment, short term teletherapy sessions (six sessions), on-demand clinical consultation to staff, progress monitoring for six months and family resource managers who can help transition the student to a long-term provider if needed. These services supplement and do not replace supports and services through an IEP or 504 Plan. Referrals can be made by the school team, and by family members through the school team.  Timeline for Access to Hazel Health  In May in-home services are available to all school students. Pilot schools will offer in-school and in-home services beginning in June, and all schools will have those options during the 22-23 school year. Within one week of referral, a behavioral health assessment is done. Then the student can access up to six 30- to 60-minute counseling sessions. Parents who wish to access the service for their child can work with their school counselor or administrator to gain a referral.  Statistics for Hawaii Keiki Mental Health Phone Line  Fern relayed information regarding the utilization of the Hawaii Keiki Mental Health Phone Line, per SEAC’s request for data. From May 2021 to May 2022 Hawaii Keiki nurses averaged 40 calls per month.  Questions/comments from members and staff  Q. Many mental health providers do not have the experience of working with students with developmental disabilities who also have mental health needs. Can we be assured that Hazel Health providers have experience with special needs? A. They have assured us that they will be able to serve all students, and we will also bring SEAC’s concern to them.  Q. Would this be an initial mental health service prior to engaging with Child & Adolescent Mental Health Division (CAMHD)? Are these student supports provided on the school campus? How is this planned when some schools are still limiting access to campus? The referrals may not only be geared to CAMHD. Hazel could be offering access to a variety of services and supports.  Q. Where are HAZEL people going to be located? How do we train all people on school campuses about trauma informed care? How will the security team, teachers, etc. understand the needs of these children and what Hazel can provide? A. We fully agree that everyone needs a foundational level of understanding about trauma-informed care, so DOE will be pushing out a foundational learning video, and we will seek to have it available on our public site. DOE will also be putting out on-demand videos for a deeper dive into the topic. At the same time, we are building a train the trainer certification process to build local capacity for trauma-informed schools. |

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| **Hazel Health Mental Health Update (cont.)** | Questions/comments from members and staff (cont.)  Q. Is Hazel Health considered a medical service? Is parental consent required? Who maintains the records? Do you involve the family so that the family know what you are doing for the student? Are the records HIPAA [Health Insurance Portability & Accountability Act] protected or do they become educational records? How will it impact IEP services? Will it supersede the IEP or “go around the block”? A. This is a telehealth service provided thru iPad in school and in the home. For families who provide consent, Hazel will offer access to evaluation and counseling through any browser or device. The family is requested to be present. Services can be provided from 7 a.m. to 7 p.m. The Hazel platform will be made available to families, and there is a parent portal for general reports. Therapy notes are HIPAA protected, and schools will be able to track where the student is in the process.  C. I have been hearing that this is a supplemental service that is responding to the data on mental health. I like that it is local.  Q. To understand if this approach works, will you be getting the data on how many are using the service and whether they are satisfied? A. Yes, we are required to report all of that data.  Q. Will you be asking parents if they are satisfied? Yes.  Q. Will the therapists be from Hawaii? A. Yes, they are hiring local people on the ground. Hazel will back fill (with providers from outside the state) if there are no local providers.  Q. You mentioned that you will be assuring that every school has a strong program. How will you be able to do that? A. With regard to HMTSS, we are emphasizing that every school does have infrastructure in place to support and identify student needs. Next year, we will be engaging Complex Area staff and having schools to go through self-reflection regarding the continuum of services to help them move forward.  C. It is important to note that every school have a different layer of “strong”. Parents need to be involved at the beginning, not at the end. When you put family involvement at the bottom, you won’t get much buy-in.  Q. What are the qualifications of the therapists? A. They are all state licensed mental health providers.  Q. As a contracted provider for behavior analytic services, would we be able to collaborate with Hazel or would it have to be only the parents? We observe students and put together behavior plans. A. The service is HIPAA protected, so the therapy is between the parent and the therapist. If you are part of school team and the family agrees to connection, that could work.  Q. Is this a grant project or something that will be built in to service offerings statewide? A. We are currently statewide using federal grant monies and hoping to build in sustainability by transitioning to Hawaii Keiki in the future.  C. I appreciate your intent to make the program sustainable. Unfortunately, transition coordinators for every high school were intended to be sustainable positions, but many schools have opted not to continue them. A. We are keeping the program statewide and hoping to have Hawaii Keiki take over within three years. |

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| **Hazel Health Mental Health Update (cont.)** | Questions/comments from members and staff (cont.)  Q. Will a Hazel Health provider be able to comment or take an independent view on the appropriateness of services or evaluations when a student has been found ineligible for services or in a Manifestation Determination? A. It is a supplemental service, so how deeply it is embedded in school decisions will be determined by the family in collaboration with the school team.  Q. Will this be a support or another layer of opposition for the family to have to overcome? A. The Hazel provider is not necessarily an arm of the DOE regarding sped services. They wouldn’t necessarily be involved in those discussions. However, they can be an independent source of support to the family.  Q. What about students who do not do well with telehealth? Similar to school being virtual and kids didn't do well, how will services be provided, if a student cannot attend to a telehealth session? A. This service is through telehealth, so if the student doesn’t do well with that, we have school-based behavioral health and other supports to use instead.  C. I am concerned that informed trauma care training is not fully in place. What individuals at the district will be able to support this type of help to schools? Experienced and knowledgeable "therapists" of informed trauma care are very few in the HIDOE.  C. Hawaii Keiki is primarily staffed by Advanced Practice Registered Nurses. They are not necessarily as experienced in mental health evidence-based treatments. |
| **Review of Minutes of the April 8, 2022 Meeting** | No corrections to the draft minutes were offered. Members were provided an addendum to the minutes that contained follow-up information by Brikena White of the MAC Branch related to questions posed by members on April 8th regarding student confidentiality.  **Action: The minutes were approved as submitted.** |
| **Membership Issues** | Steven Vannatta represented the Membership Committee in the following actions:  Nomination of new members to SEAC  Theresa Minami from Child Welfare Services (Department of Human Services) has been chosen by her office to replace Bernadette Lane as SEAC’s representative for children with disabilities who are in foster care. The Committee is asking members to support the nomination of Lisa Garcia to be a parent representative from the Leeward side of Oahu. Dr. Garcia works in the behavioral health field and has a young child with a disability.  **Action: Members voted to forward the nominations of Theresa Minami and Dr. Lisa Garcia to the Superintendent for consideration of appointment to SEAC.**  Election of Officers for SY 22-23  Steven had asked members at the April meeting to contact him if interested in serving in a leadership role. He did not receive any replies, so he asked members again for any nominations from the floor. Hearing |

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| **Membership Issues (cont.)** | Election of Officers for SY 22-23 (cont.)  none, he nominated SEAC’s current leadership team—Martha Guinan, Chair and Susan Wood, Vice Chair—to serve another one-year term.  **Action: Martha Guinan and Susan Wood were elected to serve as Chair and Vice Chair respectively for the SY 22-23.** |
| **Member Attendance** | Amanda announced the names of members who had outstanding attendance during the SY 21-22. Mark Disher, Martha Guinan, Tina King, Steven Vannatta, Lisa Vegas, Jasmine Williams and Susan Wood all had perfect attendance, while Scott Hashimoto, Melissa Johnson, Dale Matsuura, Kiele Pennington and Carrie Pisciotto missed only one or two meetings during the year. SPIN will be sending out a small gift to these members to accompany their Certificates of Appreciation signed by Superintendent Hayashi. |
| **Agenda Setting for August 12, 2022** | Susan Wood announced the results of the member poll taken earlier regarding their preference for in-person or virtual meetings in the future. Half of the respondents favored in-person and half favored a continuation of virtual meetings. Martha announced that Annie Kalama has offered the large meeting room at 475 22nd Avenue for SEAC meetings, and Steven gave members the flexibility of switching from in-person to virtual as needed. Neighbor island members should contact SPIN if they need airfares and/or transportation from the airport. Suggestions for agenda items for August included:   * More discussion around dispute resolution, including mediation * Transition resources * Title 1 protections regarding family engagement for all schools * Trauma-informed care practices * OSEP determination for school year 20-21 * Student suspensions (less than 10 days) * Member reflection on “Why I Serve on SEAC” * Appointing advocates to help new parents navigate the IEP process. |
| **Infographic Work Groups** | Martha encouraged members who are already on an infographic work group to consider meeting over the summer to advance drafting of their infographic or dialogue guide.  Vetting of the Extended School Year (ESY) 2-page infographic  Amanda shared the ESY infographic through email prior to the meeting, resulting in some editing changes. Feedback from school personnel is that districts are saying that they have not received updated training on determining ESY services based on the new guidelines. Consequently, the districts are not training the schools, and the schools have not reached out to parents with new information about the range of determinants for ESY. If parents see the new SEAC infographic it may set up parents for misunderstandings at the school level due to unequal understanding of the current requirements. Roxanne shared that the |

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| **Infographic Work Groups (cont.)** | Vetting of the Extended School Year (ESY) 2-page infographic (cont.)  guidelines have been distributed to the field, and an updated ESY online training module will be available to schools in SY 22-23 to ensure consistent implementation and understanding, especially for special education personnel. She added that the SEAC infographic will be helpful to both parents and teachers alike.  **Action: Members voted to approve the draft infographic on ESY. Additional information, such as the fact that schools cannot unilaterally determine the location of ESY, and ESY must be provided at no cost to the student, will be added to the Dialogue Guide.**  Questions/comments from members and guests  Q. Is there a process for infographics that have been vetted to be formatted to be accessible to persons with visual disabilities? A. SPIN uses an accessibility checker in Adobe Acrobat to try to meet the requirements under the Americans with Disabilities Act. However, it is sometimes difficult to achieve total accessibility, so any assistance from others with that kind of expertise is appreciated. It is also possible for SPIN to take the infographic information out of the design template and just offer it as a Word document without graphics.  Q. May SEAC members view the online training module for ESY? A. Yes. We will send you the link. |