

SPECIAL EDUCATION ADVISORY COUNCIL

Minutes – August 12, 2022

9:00 a.m. – 12:00 p.m.

PRESENT: Sara Alimoot, Virginia Beringer, Debbie Cheeseman, Mark Disher, Lisa Garcia, Martha Guinan, Scott Hashimoto, Melissa Harper-Osai, Melissa Johnson, Amanda Kaahanui (staff), Tina King, Jennifer Leoiki-Drino, Dale Matsuura, Cheryl Matthews, Wendy Nakasone Kalani, Kiele Pennington, Kau‘i Rezentes, Susan Rocco (staff), Debora Uyeda, Lisa Vegas, Jasmine Williams, Susan Wood,

EXCUSED: Annette Cooper, Carrie Pisciotto, Ivalee Sinclair, Steven Vannatta

ABSENT: Shana Cruz, Mai Hall, Kerry Iwashita, Paul Meng, Theresa Minami, Rosie Rowe, Paula Whitaker

GUESTS: Verna Chinen, Jamia Green, Annie Kalama, Lori Morimoto, Roxanne Rokero, Brikena White, Jacy Yamamoto

TOPIC	DISCUSSION/ACTION
Call to Order/Welcome	Chair Martha Guinan called the Zoom meeting to order at 9:04 a.m.
Introductions and "Why I Serve on SEAC"	Martha asked members and guests to introduce themselves, share what agency or constituency they represent, and give a one-word answer to the question "Why do I serve on SEAC?" Action: Amanda Kaahanui will convert the words into a word cloud to memorialize the collected sentiments
Input from the public	<u>Current shortage of paraprofessionals</u> Virginia Beringer conveyed a question from another mother at her son's school: "What is the Department of Education doing to address the issue of not having enough paraprofessionals (i.e. educational assistants, registered behavior technicians and emergency hires)?" Roxanne Rokero offered to research the question and get back to the group. Update: Roxanne provided the following response on September 2 nd : The Hawaii Department of Education (Department) continues its effort to recruit applicants which includes Emergency Hires. Although individuals are hired as Emergency Hires, they must meet the minimum qualifications for the position. To improve recruitment efforts, the Department will be implementing a new tracking system this school year. The new system will streamline the application process where applicants identify a specific program or school that they are applying to instead of a position. Applicant information will be sent to the specific program or school for consideration and interview. This will change the current process where a pool of applicant names are sent to programs and schools for which the applicant may not be interested in working in that particular area. The Department remains committed to addressing staffing shortages and welcomes input and recommendations.
Announcements	<u>Meeting Venue</u> Martha announced that SEAC leadership is working to acquire the technology and expertise to offer a 'hybrid' meeting in September--offering an in-person venue with an option for members and guests to join by Zoom. The meeting will be held at the Office of Student Support Services Annex at 475 22nd Avenue, Honolulu in Room 226.

<p>Announcements (cont.)</p>	<p><u>SEAC Annual Report</u> Susan Rocco summarized the report’s content, including statistics about comparisons of students with disabilities to those without disabilities, which gives the public a sense of why SEAC is working on solutions. The report also reminds members of the mission, functions and purpose of SEAC. Susan offered her perspective that SEAC is both an advisory body and an advocacy group for students with disabilities and their families, using Leading by Convening principles to improve special education outcomes. Members were encouraged to share the report with others.</p> <p><u>SEAC Member Responsibilities</u> Martha referred members to an infographic highlighting member responsibilities and Leading by Convening principles, and stressed that the most important duty of a member is to represent the needs of students from the perspective of a parent, an educator, or a member of an organization or agency serving this population. Other responsibilities include sharing information with others, attending meetings regularly, respecting one another's views, engaging in discussions, and working on infographics and shared products.</p> <p><u>SPIN Conference</u> Amanda Kaahanui announced that the October 22nd SPIN Conference will be the first of a two-part conference held this school year under the theme "It's a Marathon, Not a Sprint." The Fall conference will be virtual and focused on soft skills like self-care, building supports and developing a sense of humor. Conference planners are still working on the time schedule for October and confirming a Spring date of April 22nd.</p>
<p>2022 Hawaii IDEA Part B Determination</p>	<p>Jacy Yamamoto shared the agenda for the MAC Branch presentation on the Office of Special Education Programs’ determination of Hawaii’s monitoring status based on data submitted via the State Performance Plan/Annual Performance Report (SPP/APR) in February 2022.</p> <p><u>General Supervision Components</u> Brikena White explained that all states are required to have a general supervision system (GSS) to monitor the application and regulations of IDEA and also to improve educational and functional outcomes for students with disabilities. Hawaii has added two components—stakeholder engagement and continuous improvement—to the eight GSS components required by OSEP: fiscal management, dispute resolution, policies, procedures & effective implementation, data processes & results, SPP/APR, integrated monitoring, sustaining compliance & improvement, and targeted technical assistance & professional development.</p> <p><u>SPP/APR</u> The plan and annual report is organized around 17 indicators that evaluate the state’s efforts to implement t</p>

<p>2022 Hawaii IDEA Part B Determination (cont.)</p>	<p>he requirements and purposes of IDEA. These indicators are divided into compliance and results indicators. Targets for compliance are set by OSEP while targets for results are set by the state with input from stakeholders.</p> <p><u>2022 Part B Results-Driven Accountability Matrix</u></p> <p>The algorithm used to score Hawaii’s data from the SY 20-21 resulted in a score of 58.13% that technically falls into the <i>needs intervention</i> determination category. However OSEP gave all states in this category a reprieve for their SY 20-21 data (due to the significant impact of COVID-19) by awarding a determination of <i>needs assistance</i>. The MAC Branch has asked OSEP, if that office can revise the Hawaii RDA matrix to avoid confusion by the public over the mismatch between the scoring and the determination category. There are 35 states and territories that fell into a <i>needs assistance (for two or more years)</i> determination for SY 20-21 compared to 21 states and one territory that achieved a <i>meets requirements</i> category.</p> <p><u>Results Elements in the Matrix</u></p> <p>No state was graded for participation in statewide assessments due to the pandemic. Results data that was most problematic for Hawaii included graduation rates, and 4th and 8th grade performance on the National Assessment of Educational Progress (NAEP).</p> <p><u>Compliance Elements</u></p> <p>Hawaii received maximum compliance scores related to no significant discrepancy in suspension rates, appropriate identification of racial and ethnic groups in special education and in specific disability categories, timely initial evaluations, timely & accurate data, timely & accurate state complaint and due process hearing decisions, and no findings of noncompliance. However, Hawaii received a low score for secondary transition.</p> <p><u>OSEP actions required under the needs assistance category</u></p> <p>OSEP must take one or more of the following actions:</p> <ul style="list-style-type: none"> • Advise the state to utilize technical assistance from available resources; • Direct the use of state-level funding in a specific area or areas needing assistance; and • Impose conditions on the state’s funding award. <p>OSEP has taken the first action with Hawaii, and the state has consequently worked with a variety of technical assistance centers. OSEP has indicated that they plan to make revisions to the accountability matrix in the SPP/APR due February 2023.</p> <p><u>State Priority Areas for Improvement</u></p> <p>The Department has chosen three top areas for focus in the next year: preschool outcomes, reading achievement of 3rd & 4th graders and appropriate transition planning and services. Verna Chinen explained that all three areas are tied to language and literacy, so there is a priority on oral language development for</p>
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<p>22 Hawaii IDEA Part B Determination (cont.)</p>	<p>State Priority Areas for Improvement (cont.) preschoolers to enhance their development of reading skills. She also examined the critical relationships between quality secondary transition planning, staying in school, graduating with a regular diploma and positive post-school outcomes. <u>Questions/comments from members and guests</u> See Attachment A: “Q & As - 2022 OSEP Determination by Brikena White and the Monitoring and Compliance Branch Team.”</p>
<p>Priority Setting</p>	<p>Martha explained SEAC’s process of prioritizing three or four topics to focus attention on in the school year. The SEAC Leadership Team filtered through the suggestions from the May SEAC meeting and came up with a list of ten topics for consideration. She encouraged members to offer other suggestions. Susan Wood added that setting priorities allows SEAC to line up presentations to expand on SEAC’s knowledge base and tentatively plan infographics on these topics. Members voted on their first, second and third choices, resulting in parent-school partnerships (#1), secondary transition (#2) and dispute resolution (#3).</p>
<p>Review of the Minutes from the 5/12/22 Meeting</p>	<p>Susan W. made some minor typographical edits and Annie Kalama reminded members that she was excused and not present for the May meeting. Action: The minutes were approved as corrected.</p>
<p>Agenda Setting for the September 9th Meeting</p>	<p>Members offered suggestions for the September meeting agenda to include:</p> <ul style="list-style-type: none"> • A presentation on the due process review conducted by Jennifer Wolfsheimer and Cesar D’Agord, • A presentation on family-school partnership or secondary transition, • A presentation by the MAC Branch on APR Indicator progress, • Infographic work groups, • DVR/DOE secondary transition agreement (currently under review by the Attorney General’s Office). Roxanne suggested that the agreement be added to the agenda once it has been approved, possibly in October. <p>Jasmine Williams suggested that all members review the recent guidance by the U.S. DOE on discipline and suspensions.</p>
<p>Leadership Changes within the Office of Student Support Services</p>	<p>Roxanne shared new position titles for SEAC’s DOE partners. Heidi Armstrong is now the Acting Deputy Superintendent, and Annie Kalama has become the Interim Assistant Superintendent for the Office of Student Support Services. Roxanne is fulfilling the Acting Director of the Exceptional Support Branch, and Verna Chinen is filling the Special Education Administrator position.</p>

<p>Infographic Work Groups (cont.)</p>	<p><u>Ideas for new infographics</u> Susan R. shared the suggestion made in a Parent Partner meeting regarding having SEAC draft an infographic to encourage all education stakeholders to be respectful of each other despite differing viewpoints. With all the recent incivility noted at Board of Education meetings and elsewhere a title was suggested: “It’s Not Okay to Act That Way.” Rather than developing a message telling adults to behave better, SPIN chose to be more subtle by creating an infographic for the 2022 <i>Special Edition SPIN News</i> titled “6 Tips for Unlocking Empathy in Your Kids.” The intent of the infographic is to make parents aware of how empathy is modeled and encouraged, as well as the long-term benefits to the child who is empathetic of others. She asked members to consider whether this SPIN infographic adequately meets the original need or whether SEAC would like to develop something in response. Susan R. also complimented Jennifer Leoiki-Drino and Margaret Higa from the Hawaii Chapter of the International Dyslexia Association for developing a checklist for families of private school students with disabilities who may need to know what their rights are in the public school system. SPIN is planning to develop a companion infographic and have SEAC help to vet it. She asked for feedback from members regarding these ideas or other suggestions for new topics. Jasmine Williams said that while she agrees with the intent of the empathy infographic, she questions why it is not addressed to all adults, rather than just parents. She expressed her strong belief that if we want to be inclusive, we all need to do this for the sake of children. Her suggestion is to change the message of the infographic to address all education stakeholders in order to have all hear the same message.</p> <p><u>Review of current projects</u> Martha and Amanda reviewed the following work that needs to be done to complete infographic projects in process including the following:</p> <ul style="list-style-type: none"> • Partnerships Using the 5 “Cs” needs feedback on key questions and a dialogue guide; • What’s in a Name? infographic needs revision to include new position titles per a new contract. Alysha Kim will provide the information on the new job titles and descriptions; • Extended School Year (ESY) has been vetted; next steps are community feedback and a dialogue guide; • Diploma vs. Certificate needs some revisions based on the new Certificate of Completion Guidelines followed by the development of a dialogue guide; • Hawaii Multi-tiered System of Support (HMTSS) for educators is complete with a dialogue guide but the parent version needs development; • IEP Team Members needs a simple Q & A document to accompany the infographic; • 3rd Grade Literacy needs vetting and the dialogue guide may need to be revised.
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	<p>Members prioritized their top three projects to work on for the remainder of the meeting: Are You Concerned About Your Child’s Behavior?, Certificate vs. Diploma, and IEP .Reports from Work Groups</p> <p><u>Diploma vs. Certificate.</u> Lisa Vegas reported that the group will review the new guidance on the Certificate of Completion to see if changes need to be made to the double-sided infographic and then work on a dialogue guide. The group plans to meet again on August 17th from 8:30 – 9:30 a.m. where they plan to include State people. All are welcome to join.</p> <p><u>Are You Concerned About Your Child’s Behavior?</u> Martha suggested that group members look at each step in the infographic to see if it makes sense from their perspective. The infographic is a bit confusing and has lots of information, so the group is hoping to break down the current infographic into separate steps.</p> <p><u>IEP Members.</u> Cheryl Matthews reported that the group is developing a Q & A document rather than an infographic. Some of the discussion included challenges with having appropriate IEP members and defining their roles. The Q & A will include examples of members and clarify who invites an outside agency to attend. Cheryl will send out a link to members to gather more feedback.</p> <p><u>Questions/comments from members and guests:</u></p> <p>Q. Is it possible to have a state level DOE consult for the Certificate vs. Diploma infographic? A. (Roxanne) Yes, definitely.</p> <p>Q. I see two Diploma vs. Certificate infographics. Is it double-sided? A. Yes.</p> <p>Q. How do we find the infographics? A. You can log onto Venngage using SEAC’s account name and password or use the Member Portal on the SEAC website.</p> <p>C. SPIN is available to help in using Venngage or for other infographic support.</p>
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