

SPECIAL EDUCATION ADVISORY COUNCIL
Draft Minutes – October 14, 2022
9:00 a.m. – 12:00 p.m.

PRESENT: Sara Alimoot, Virginia Beringer, Rick Bunney, Debbie Cheeseman, Annette Cooper, Mark Disher, Lisa Garcia, Martha Guinan, , Amanda Kaahanui (staff), Tina King, Jennifer Leoiki-Drino, Dale Matsuura, Cheryl Matthews, Paul Meng, , Kiele Pennington, Kaui Rezentes, Susan Rocco (staff), Roxanne Rokero (liaison to the Superintendent), Rosie Rowe, Debora Uyeda, Lisa Vegas, Jasmine Williams

EXCUSED: Melissa Harper-Osai, Melissa Johnson, Carrie Pisciotto, Ivalee Sinclair, Steven Vannatta, Susan Wood

ABSENT: Shana Cruz, Mai Hall, Kerry Iwashita, Theresa Minami, Wendy Nakasone Kalani, Paula Whitaker

GUESTS: Ayada Bonilla, Verna Chinen, Patty Dong, Allison Eby, Sandy Jessmon, Gordon Miyamoto, Lori Morimoto, Cheri Nakamura, Roxanne Rokero, Drew Saranillio, Katherine Taylor, Brikena White, Jacy Yamamoto, Fern Yoshida

TOPIC	DISCUSSION/ACTION
Call to Order/Welcome	Chair Martha Guinan called the hybrid zoom and in-person meeting to order at 9:05 a.m.
Announcements	<ul style="list-style-type: none"> • Amanda Kaahanui announced that the SPIN Conference will be held virtually on October 22nd from 9:00 a.m. to 12:30 p.m. The conference is free and will feature workshops on the impact of stress, mindful meditation and care mapping. Interested individuals are encouraged to register at https://spinconference.org. • Rosie Rowe announced the in-person 2nd Annual Youth Conference, "Beyond This Moment" on November 19th from 5:00 - 7:30 p.m. at Blaisdell Center. For more information, call (808) 536-9684.
Family-School Partnerships: Opportunities Presented by the Dispute Resolution Strategic Plan	<p>Martha and Susan Rocco shared a grid of activities related to dispute resolution that offer an opportunity for SEAC to partner with the Department. Most of the activities--those related to the Procedural Safeguards Notice, mediation, and system requirements--came directly from the Special Education Dispute Resolution Strategic Plan summarized by Jennifer Wolfsheimer and Cesar D'Agord in the September SEAC meeting. These Plan activities are laid out in a five-year time frame, although SEAC members can set their own timeline for task completion. Members were asked to rank the activities for the four categories in order of priority.</p> <p><u>Procedural Safeguards Notice (PSN)</u></p> <p>Susan R. reported that Jennifer Wolfsheimer intends to work to revise the language in the PSN and present a draft to stakeholders in March or April of 2023. She added that members may choose to request that they be proactively included in the drafting of the revised PSN. A related activity is the updating of <i>A Parent's Guide to Partnership in Special Education</i> by SPIN with SEAC's assistance. The activities ranked highest by members include:</p> <p>Priority 1: Train educators and parents on the revised PSN.</p> <p>Priority 2: Revise the language of the PSN to be parent-friendly.</p>

<p>Family-School Partnerships: Opportunities Presented by the Dispute Resolution Strategic Plan (cont.)</p>	<p><u>Mediation</u> The activities ranked highest by members include: Priority 1: Update the mediation pamphlet. Priority 2: Train educators and parents on how to access mediation. Priority 3: Promote the benefits of mediation as an option to resolve disputes, partnering with SPIN, SEAC and LDAH.</p> <p><u>Systems Requirements</u> The activities ranked highest by members include: Priority 1: Conduct review of dispute resolution material on the HIDOE website and assess how to increase usability of resources. Work with partner agencies to increase access. Priority 2: Create a call center for SPED inquiries.</p> <p><u>Other SEAC Suggestions</u> Martha reminded members that SEAC has formed an Ad Hoc Committee on Dispute Resolution that can work in partnership or independently on issues. Priority 1: Research the cause of the shortage of plaintiff attorneys, and brainstorm solutions for barriers to no-cost or low-cost legal representation. Priority 2: Organize no cost legal training for families who want to or must participate in a due process hearing <i>pro se</i>.</p>
<p>Family-School Partnerships: Proposal to Create a Hawaiian Dispute Resolution Video</p>	<p>Susan Wood suggested at the September meeting that members consider creating our own dispute resolution video patterned after the video "Two Conversations" which is featured on the Center on Appropriate Dispute Resolution in Education (CADRE) website. Lisa Garcia suggested that SEAC utilize the film-making resources and talents available in Hawaii schools, such as the production companies of Waianae High School and Waianae Intermediate.</p> <p>Action: Members voted in favor of creating a Hawaii-centric dispute resolution video to create greater awareness for families and educators.</p>
<p>Feedback from the PIPE Branch on Proposed Parent Harassment Legislation</p>	<p>Martha reported that Roxanne Rokero, Susan Wood, Steven Vannatta, and Susan R. met with Ken Kakesako from the Policy, Innovation, Planning and Evaluation (PIPE) Branch to get an update on the Department's plan to introduce a bill on harassment of educational workers this upcoming legislative session. While SEAC members expressed the view that existing harassment law should be utilized, PIPE explained that under the existing statute, prosecuting attorneys required school personnel to serve the offender with a written statement indicating that his or her comments/actions were unwelcome. Unfortunately, the so-called bad actors were able to avoid being served with the written statement, thereby making further prosecution impossible. Notes of the meeting with PIPE were shared with members.</p>

<p>Feedback from the PIPE Branch on Proposed Parent Harassment Legislation (cont.)</p>	<p>Comments from members included:</p> <ul style="list-style-type: none"> • an expression of concern that the PIPE Branch may misrepresent the meeting with SEAC leadership as an endorsement of their bill; • strong opposition to the proposed bill, whether or not it is specific to parents of special education students; • a belief that existing harassment laws are adequate, so new legislation is unnecessary; • this type of bill is contrary to family-school partnership; • HIDEOE should have the tools to de-escalate disagreements; • frustration from parents is a symptom of their having done their due diligence but receiving no response from schools; the solution involves listening to parents; and • if a bill is passed, a lot of these cases would be impractical to prosecute. <p>Martha closed the discussion with her belief that it is better to be proactive and try to influence the Department prior to a final bill. Susan R. assured members that they would have an opportunity to determine the language and positions of SEAC testimony should a bill be introduced in a legislative committee hearing.</p>
<p>Input from the Public</p>	<p>A grandmother of a high school student commented that her granddaughter had four different care coordinators on her IEP last year, and IEP information was not shared with all resulting in numerous mistakes which she corrected. She asked at what point do they consider corrections by parents to mistakes made by IEP members as harassment. She expressed opposition to the Department's proposed legislation. Martha responded that she didn't know of a specific number of interactions whereby a parent would be seen as harassing the IEP team. The situation could also be viewed as harassment of the family, because they were forced to try to correct so many mistakes by school personnel.</p>
<p>Review of the Minutes from the September 9, 2022 Meeting</p>	<p>Annette Cooper asked that she be documented as being absent. Sara Alimoot also indicated she was excused from the meeting.</p> <p>Action: The minutes were approved as corrected.</p>
<p>Agenda Setting for the November 18th Meeting</p>	<p>Four main agenda items were discussed:</p> <ol style="list-style-type: none"> 1. Susan R. suggested that SEAC learn more about how the Child and Adolescent Mental Health Division is providing trauma-informed care to the youth it serves, and she thanked Rick Bunney, SEAC's new representative from CAMHD, for connecting SEAC to Tia Hartsock. Tia chairs the Governor's Task Force on Trauma Informed Care, and Rick confirmed that Tia is willing to present in November on the progress to date of the task force, as well as how CAMHD incorporates trauma-informed care practices into its work with students and their families and interfaces with HIDEOE.

<p>Agenda Setting for the November 18th Meeting (cont.)</p>	<ol style="list-style-type: none"> 2. Brikena White offered to present Secondary Transition Data (indicator 13) in advance of the SPP/APR meeting in December. 3. Brikena also asked for input from SEAC on which indicator data they are most interested in discussing at the SPP/APR/SEAC meeting on December 9th. 4. Jasmine Williams received a set of documents from OSERS earlier this month regarding encouraging collaboration between Headstart and State agencies. Jasmine believes it is evident that there has been an inadequate amount of inclusive preschool placements in Hawaii with some of the Headstart programs closing down during COVID. She would like an update on the status of the Headstart/DOE programs available to preschool students with disabilities with the purpose of improving LRE.
<p>Infographic Work Groups</p>	<p>Members divided up into discussion groups around the following infographics in process and finished up with brief progress reports.</p> <p><u>Are You Concerned About Your Child's Behavior?</u> Lisa Garcia reported that the information in the existing infographic is good, but the group agrees it needs to be restructured in a way that is understandable to parents who are already frustrated and wondering what to do. Even committee members who know the language and the available resources find the infographic a bit overwhelming. Strategies to improve upon the message include having bullet points or outlining three basic steps, and then restructuring additional information at the bottom regarding types of misbehaviors, possible resources and reasonable expectations, in case the reader wants more detail. Lisa volunteered to work on a re-draft.</p> <p><u>Certificate vs. Diploma</u> Lisa Vegas reported that her group is working on the Dialogue Guide. In the introduction, we will explain that our motivation for the infographic is to have common language for certificates and diplomas. We would like the conversation to begin prior to high school. As a special education teacher I didn't have enough information to understand the differences.</p> <p><u>IEP Team Members</u> Jasmine Williams reported that we are happy with the existing infographic, and are developing a Q & A document that talks about IEP group members and offers more detailed descriptions of the role groups. The group is also developing a resource list of other helpful agencies, including CAMHD and LDAH. They will be reaching out to Cheryl Matthews who expressed an interest in joining their group.</p>
<p>Trauma Informed Care Presentation</p>	<p>Fern Yoshida, Gordon Miyamoto and Ayada Bonilla from the Office of Student Support Services presented "Here to Help: Supporting Student Well-Being and Mental Health," a movement to build student and family awareness of the current school-based services, programs and practices, and to ensure that students feel</p>

<p>Trauma Informed Care Presentation (cont.)</p>	<p>cared for. It is a campaign for all faculty and staff that includes trauma-informed care.</p> <p><u>How schools meet the needs of all students</u></p> <p>The process schools use to meet student needs translates into the four components of the Hawaii Multi-tiered System of Support (HMTSS):</p> <ol style="list-style-type: none"> 1. Establish what the school believes (foundational beliefs), 2. Make sound choices based on the right information (data-driven team-based decision-making), 3. Know their students (universal screening and progress monitoring), and 4. Coordinate their resources to meet the needs of all students (multi-tiered system of evidence-based practices). Component 4 is the primary component that meets the needs of students who have experienced trauma. <p><u>Mental health & well-being priorities</u></p> <p>These include the following eight components:</p> <ul style="list-style-type: none"> • Safe supportive learning environment - school safety and discipline practices; • Social emotional learning for students and adults - skillsets to engage in healthy relationships and positive contributions; • Increase mental health literacy and connections - staff training on HELP (honor connectedness, engage in open conversations, learn needs and identify strengths, and provide resources to support mental health); • On-going screening & progress monitoring - formal or informal screening and monitoring to ensure progress. Schools statewide have access to the Panorama Social-Emotional Learning (SEL) Survey & Student Success Platform which provides data on academics, attendance, behavior and social-emotional learning and helps to identify students who would benefit from additional supports. • Equitable access to mental health services - a continuum of mental health services from school-wide supports to targeted supports to intensive interventions. Personnel providing Tier II and III supports include SBBH staff and community providers like Hawaii Keiki and Hazel Health. • Professional Development for adults – youth suicide awareness and prevention, Practice Wise, and Trauma-informed Care Academy; • Suicide Prevention, Crisis & Trauma Response – effective and evidence-based protocols and practices for suicidal ideation and intensive impacts of trauma; and • Family-outreach and resources for vulnerable populations – complex area support staff work with community partners to provide family outreach. <p><u>Definition of trauma</u></p> <p>Schools are using the SAMHSA definition of individual trauma as resulting from “an event, series of events</p>
---	---

<p>Trauma Informed Care Presentation (cont.)</p>	<p><u>Definition of trauma (cont.)</u> or set of circumstances that is experienced by an individual as physically or emotionally harmful or life-threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional or spiritual well-being.” Trauma can be a one-time event, chronic or generational.</p> <p><u>Video of trauma-informed care in the classroom</u> Members were shown a brief video from Edutopia of classrooms where evidence-based trauma-informed practices are being utilized. The video stresses the potential of schools to counter the negative effects of trauma with trusting relationships and providing students with social-emotional tools.</p> <p><u>Understanding trauma and its impact</u> Statistics were shared regarding the incidence of trauma, including:</p> <ul style="list-style-type: none">• At least one traumatic event occurs before students graduate.• Exposure to violent trauma (abuse and assault) and witnessing trauma is common.• As the rate of adverse childhood events rises, so does the risk of challenges in adulthood. <p><u>Trauma-informed care professional development</u> Hawaii recently received a recruitment and retention grant from the US DOE that has allowed access to PracticeWise—an online database of evidence-based treatments—for all direct providers, including counselors and SBBH staff. PracticeWise offers Practitioner Guides and Clinical Dashboards to track progress. Sixty SBBH providers will earn a Managing and Adapting Practice (MAP) Direct Service credential this school year.</p> <p><u>Trauma-Informed Online Academy</u> The academy is accessible to all school staff (including cafeteria workers, security, etc.) to provide support for students who have experienced trauma. Topics include trauma basics, classroom practices, resources, and mastery and skill-building. The academy also addresses working with parents and the community.</p> <p><u>Trauma-informed family resources</u> Practices to include families varies from school to school. On the public Intranet webpage is a list of social-emotional resources and trauma resources.</p> <p><u>Questions/comments from members and guests</u> Q. Are schools experiencing gaps in service due to staff shortages? A. (Ayada) There is a necessity that staff in the complex area that serves a student pool resources to ensure that his/her related services are provided. (Fern) Systemically, we are trying to build that safeguard of support by partnering with Hawaii Keiki (who are expanding their services) and Hazel Health with its community providers. Q. What is the utilization of Hazel Health? A. Hazel Health services were launched in May and piloted in the summer in schools with counselors on campus. This school year is the full launch of the program, and the Department continues to add numbers. At the present there are over 130 students receiving services.</p>
---	---

<p>Trauma Informed Care Presentation (cont.)</p>	<p><u>Questions/comments from members and guests (cont.)</u></p> <p>Q. Are special education students included in the Panorama survey? A. Yes. Special education students should be receiving any necessary accommodations to participate in that survey.</p> <p>Q. If you are experiencing staff shortages, are you able to serve non-IDEA or 504 students? A. Yes. We also serve the intensive supports of non-disabled students.</p> <p>Q. At what point are parents involved? A. Our hope is that they are involved all the way through the process. In Tier 1 our hope is that schools are sharing their social-emotional activities with parents, and that as supports intensify in Tier 2 and 3, parents are brought in to talk about what kinds of supports should be put in place and how we can work as a team.</p> <p>Q. How is personally identifiable information protected when a child is referred to Hazel Health or other providers? A. We go through the vetting process of ensuring they are in compliance with FERPA and HIPAA requirements for confidentiality.</p> <p>C. Help Your Keiki (helpyourkeiki.com) is another great on-line resource for families developed by Hawaii's Evidence-Based Services Committee.</p> <p>Q. Have you been able to develop any PD for families to support their child's school experience? A. Not at this time.</p> <p>Q. Of the sixty staff trained [as credentialed for PracticeWise], are they specific to special education staff? A. The sixty staff are all School-Based Behavioral Health folks who can provide related services to students with disabilities, but the credentialed staff are not specifically special education staff.</p> <p>Q. Are special education staff included? A. The grant was to elevate school-based behavioral health providers, so training could only be provided to them. Special education teachers do have access to the PracticeWise resources.</p> <p>Q. What about access for families? A. The PracticeWise resources are not open to families, because they needed to be trained in the use of them. We intend to participate in a future endeavor regarding PracticeWise and parent engagement. I appreciate knowing that PracticeWise was first developed in Hawaii.</p> <p>Q. Is the 3-5% estimation for Tier 3 supports reflective of Hawaii data or is it a projection? A. It reflects national trends, and may not happen on every campus, but for SBBH in Hawaii, we are providing supports to 3-5% of the student population.</p> <p>Q. How do school staff or administrators identify a student who is experiencing trauma? A. (Fern) Staff use the data available to them from the Multi-tiered System of Support. For example, should students be displaying behaviors, chronic absenteeism, academic struggles, etc., or there is anecdotal information about traumatic experiences, the school team refers the student for further assessment and support.</p>
---	--

Trauma Informed Care Presentation (cont.)	<u>Questions/comments from members and guests (cont.)</u> Q. Do you bring the families in at that point? They may be experiencing trauma, as well. If they are not supported, they may bring their frustration into the school. A. Yes, we do bring them in. Q. Do you do <i>e-modules</i> with students in Tier 1? A. The modules are for staff to learn about warning signs and resources.
--	--