**SPECIAL EDUCATION ADVISORY COUNCIL**

**Minutes – November 18, 2022**

**9:00 a.m. – 12:00 p.m.**

**PRESENT:** Virginia Beringer, Rick Bunny, 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, Paul Meng, Wendy Nakasone Kalani, Carrie Pisciotto, Susan Rocco (staff), Roxanne Rokero (liaison to the Superintendent), Steven Vannatta, Lisa Vegas, Jasmine Williams, Susan Wood

**EXCUSED:** Sara Alimoot, Annette Cooper, Mai Hall, Tina King, Kiele Pennington, Rosie Rowe, Ivalee Sinclair, Debora Uyeda

**ABSENT:** Debbie Cheeseman, Shana Cruz, Kerry Iwashita, Theresa Minami, Kau‘i Rezentes, Paula Whitaker

**GUESTS:** Marlene Asuncion, Don Barrett, Heather Chapman, Allison Eby, Sandy Jessmon, Tia Roberts Hartsock, Katherine Taylor, Mercy Watanabe, Brikena White, Jacy Yamamoto

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| **TOPIC** | **DISCUSSION/ACTION** |
| **Call to Order/Welcome** | Chair Martha Guinan brought the Zoom meeting to order at 9:05 a.m., and the membership roll was called. |
| **Input from the Public** | There was no input from the public. |
| **Announcements** | Amanda Kaahanui made the following announcements:   * SPIN held a virtual conference on Oct. 22nd with workshops on stress management, mindful meditation and care-mapping. Captioned videos of these presentations are available for viewing on spinconference.org. * The **Support for Families** flyer is now available for distribution to all families and interested stakeholders on the spinhawaii.org infographic page. * The member portal on SEAC-hawaii.org is for SEAC members only, and contains access to Venngage account information and infographics in process.   Susan Rocco announced that the SEAC Ad Hoc Committee on Dispute Resolution met on November 4th. Members include Melissa Harper-Osai, Melissa Johnson, Kiele Pennington, Jasmine Williams, Paul Meng, Rosie Rowe and Leilani Kailiawa. Next meeting is on December 2nd, and all interested members are invited to join. The purpose of the group is to change the culture of dispute resolution in Hawaii by leveling the playing field for families. The group also wants to acquire more data, especially related to the availability of plaintiff attorneys. |
| **Trauma-Informed Task Force** | Tia Roberts from the Child and Adolescent Mental Health Division introduced herself as the chair of the Trauma-Informed Task Force. It was created through Act 209 as a statewide effort to create a framework for trauma-informed care and provide recommendations to the Legislature in 2024. The task force consists of 11 members including representatives from the Department of Education, Honolulu Police Department, Child and Adolescent Mental Health Division, the Judiciary, non-profit organizations, the John A. Burns School of Medicine, COFA constituents, the Office of Early Learning, Kamehameha Schools, and the Department of Public Safety. |

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| **Trauma-Informed Task Force (cont.)** | Definition and goals  Trauma-informed care is defined as creating responsive practices and approaches that understand how trauma impacts the brain and behavior, and do not re-traumatize and trigger youth and families receiving services, as well as the work force assisting them. The goals of building a trauma-informed state are to mitigate the negative impact of trauma, increase community resilience, advance equity and build upon strengths of indigenous knowledge around healing. Additional requirements of the Task Force are to:   * Identify best practices and cultural practices that guide wellness and resilience, * Provide an inventory of public and private agencies, * Convene care practitioners to share research and strategies, * Seek ways for federal funding to be used to coordinate services to families impacted by COVID 19 and related traumas like poverty and domestic violence, and * Coordinate data collection and funding.   Task Force Accomplishments  The biggest achievement to date is creating the first-in-the-country Office of Wellness and Resilience housed in the Governor’s Office. It will help to implement the framework and recommendations of the task force. The Director of this office will be named after a new Governor is elected.  Opportunities for Involvement  Tia invited members and guests to get involved in the activities of the task force, if they have the time and interest. Options include attending monthly meetings, providing feedback on the framework through surveys and conversations with members, and making a presentation on topics relating to trauma via the *Speaker Series*. Tia’s email for more information is Tia.Hartsock@doh.hawaii.gov  Questions/comments from members and guests  Q. In the list of members, it doesn’t appear that you have youth, families or individuals who have experienced trauma. How are you including their input? A. The task force members are written into law, and many of the task force members are trauma survivors. Additionally, they have regularly sought input from 40-80 community members, including families and youth. Four Youth Partners attend the meetings and a Lead Family Contact is employed on the grant.  C. My child has PTSD induced by the school-system, and we have a current out-of the box program in achievement regulation and competency. Providers need to know that the way you approach a child who has PTSD is different than for other disabilities. A. This is what we are talking about—how are we responding to behaviors that we might not recognize as a trauma response vs. “bad behavior.” The Department of Education (DOE) has federal grants to create six trauma-informed schools across the state. |

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| **Trauma-Informed Task Force (cont.)** | Questions/comments from members and guests (cont.)  There is a nine-month cohort of professional development training for teachers, staff and parents around trauma-informed care. The model is “opt-in” so principals have to request training for their school. One challenge is to find additional time for teachers who are already stressed. Additionally, DOE is doing a lot of framework development around the multi-tiered system of supports that include mental health and behavior supports.  C. One of the biggest barriers in implementing a program like this is the constant turnover of staff.  C. One of the exciting aspects of your Act 209 charge is that you are gathering Hawaii-based strategies rather on being exclusively dependent on evidence based strategies developed from Mainland populations.  C. Our SPIN Conference last month had a wonderful presentation on toxic stress and the need for everyone to have a daily practice to break the cycle of fight or flight. I’m wondering how many schools are practicing mindful meditation on a daily basis as a Tier 1 strategy. A. One of the things that we’ve learned is that these kinds of practices are very dependent on the support of the principal and CAS. What Waimanalo and Pope Elementary have created are calming spaces or sensory spaces and provided guidance on what techniques can be used. We are also teaching students and teachers how to do grounding techniques like deep-breathing, listening to music, etc. when they are triggered to emotionally regulate.  C. Meditation is an easy thing to implement with a profound impact.  C. Mediation can be a trigger depending on trauma.  Q. Are you having conversations with the UH College of Education to add trauma-informed care in the teacher training? A. I have reached out to UH and Chaminade to participate in the development of a course syllabus. I’m excited to announce that I got the assignment to teach the first trauma-informed care course in our university system in the School of Social Work.  Q. What about community college level courses? A. We are going to pilot this curriculum and hopefully replicate this course throughout the UH College system. Chaminade and BYU are also interested.  Q. What about the trainings for EAs that are put on by DESs? What can we do from the bottom up? Attuning to a child in trauma may mean just giving them space. A. There is a lot that people can do. The number one thing is working on ourselves to model regulation and provide predictability for students to mitigate their anxiety.  C. This is about creating a space where adults and students can do self-reflection in a non-traumatic way. There is a lot of promise for the year to come. |
| Indicator 13 – Secondary Transition | Brikena White from the Monitoring and Compliance Branch, Dr. Heather Chapman from the Exceptional Support Branch and Vice Chair Susan Wood presented from a Powerpoint entitled “Preparing Our Students |

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| **Indicator 13 – Secondary Transition (cont.)** | for Life After High School.” The aim of secondary transition is to create systems of supports that allow students to come to school ready to learn and prepared to achieve their future goals. Brikena introduced her team from the Monitoring and Compliance Branch—Jacy Yamamoto, Alison Eby and Marlene Asuncion.  Federal Requirements  Indicator 13 is one of 17 indicators that the Office of Special Education Programs uses to hold states accountable for carrying out the regulations of the Individuals with Disabilities Education Act. Members were directed to the HIDOE website for more [information on the State Performance Plan/Annual Performance Report](https://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Special-Education-Performance-Report.aspx).  Indicator 13 Compliance Components  There are 8 components in Indicator 13 that apply to the IEPs of students aged 16 and above and cover preparation for four post-school areas—education, training, employment and independent living skills. The 8 required components include: 1) appropriate, measurable postsecondary goals (PSGs), 2) annual updates of the PSGs, 3) age-appropriate transition assessments, 4) transition services to enable the student to meet PSGs, 5) coursework for students to be able to meet PSGs, 6) annual IEP goals related to transition services, 7) an invitation to the student to the IEP meeting, and 8) an invitation to representative(s) from participating agencies to the IEP meeting. To develop self-determination, Brikena recommends inviting the student to the IEP meeting from a young age.  Indicator 13 Data Sources  When collecting a randomized sample of IEPs of students 16 and above in public and charter schools, a checklist from the National Secondary Transition Technical Assistance Center (NSTTAC) is used for IEP review. If any of its 8 components are not met for a student, that IEP is out of compliance.  Data for 8 Transition Components   * Measurable postsecondary goals: The data for SY 21-22 exceeded that for SY 20-21, with the exception of education, which dropped by one percentage point. Although progress was made, the target is 100%. * Updated goals: Progress was made in all four areas from SY 20-21 to SY 21-22. * Age-appropriate transition assessments: These must include preferences, interests, needs and strengths (PINS). Progress was made in all four areas from SY 20-21 to SY 21-22 in having postsecondary goals that were based on age-appropriate assessments. * Transition services: These include instruction, related services, community experiences, etc. * The percentage of IEPs with these services improved over the last year in training and employment, but declined slightly for education and independent skills. |

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| **Indicator 13 – Secondary Transition (cont.)** | Data for 8 Transition Components (cont.)   * Courses of study: All four areas showed improvement in SY 21-22. * Annual IEP goals related to transition services: This component declined slightly from SY 20-21 to SY 21-22, but had a high compliance rate overall. * Inviting the student to the IEP: 84% of the IEPs showed proof of invitation in SY 21-22 compared to 85% in SY 20-21. * Inviting participating agency to the IEP meeting: There was high compliance with this component in both SY 20-21 (94%) and SY 21-22 (97%).   Overall, only 19.22% of the IEPs reviewed met compliance for all 8 components, although progress is being made from the baseline.  Transition improvement strategies  Dr. Heather Chapman provided updates on improvement strategies. They included the following:   * A new Secondary Transition website for teachers, parents and community partners; * A new training for teachers titled “Bridging the Gap with Personal Transition Plan (PTP) and Practical Considerations for Work-Based Learning Experiences (WBLE) for Students with Complex Needs;” * Ongoing meetings with individual transition teachers and CTE coordinators; and * A specialized special education training from state level CTE around Work-Based Learning, including safety training, made available to all schools.   Predicted outcomes  These include:   * All students will get the components for the Personal Transition Plan and inclusion into work-based training sites along with their peers. * Students will increase their transition into working after high school. * Mid-year check-ins will provide updates on how students are progressing. * Future trainings will continue the CTE/SPED collaboration in Work-based Learning.   Lanakila MOU  This Memorandum of Understanding with Lanakila Pacific supports students to transition from their school environment to the workplace and college environment. Lanikila will provide an array of supports including individualized career counseling, supportive work experiences and job development. Lanakila staff include social skills trainers who are certified in the Peers Program, job coaches and job developers. |

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| **Indicator 13 – Secondary Transition (cont.)** | Footsteps to Transition Fair  Central District’s transition team, SPIN, the Community Children’s Councils, and other agency partners are working together to hold the fair on February 4th from 8:30 a.m. – noon.  Molokai and Lanai Support  Our state transition team has reached out to Molokai and Lanai to provide individualized consultation and support meetings. School teams include special education teachers, counselors, CTE coordinators and students and families.  Other Improvement Activities  The Quarterly Transition meetings are ongoing and have adopted a theme this school year of interagency collaboration, including individual breakouts with district teams and providers. The eCSSS system was updated to include all the components of the IEP Transition Plan in a systematic order. Transition Resource Teachers are providing high quality support and training to schools.  Big Island Bright Spots  Susan Wood relayed highlights of several projects on the Big Island:   1. The Hilopa‘a Family to Family Health Information Center and the North Hawaii Community Children's Council have started a pilot project at Kohala High and Honoka‘a--Footsteps to Transition Workbook training for families. Pieces of the workbook are in the planning states of being brought to life on the school campuses; for example, the plan is to have the FSC classroom host a State ID activity for students turning 18. 2. The current work-force shortage is offering opportunities for students in rural areas. For example, a local restaurant is working together with Kohala High School to provide job-based skills to students while the restaurant gets additional staffing support.   Questions/comments from members and guests:  C. One of the things I appreciated about the new website is that parents can access materials targeted for educators and vice versa.  Q. Is Lanakila primarily targeted for students with developmental disabilities? A. There is a contract with DVR that services individuals with I/DD, but the new MOU targets our 504, diploma-track students.  C. Olomana is working with Lanakila and DVR to provide paid work experiences for our diploma track students. We are currently doing a call center.  C. Yes, this is a new MOU targeting 504 track students who don’t want to come to DVR, because they don’t want to be labeled as having a disability. However, I hope that DOE will still refer 504 students to DVR when appropriate. A. Yes. This MOU is a way to provide an additional and timely array of services |

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| **Indicator 13 – Secondary Transition (cont.)** | Questions/comments from members and guests (cont.):  to all IDEA students when they need them.  C. I’m excited about this MOU because my daughter has just been given the opportunity to be a job coach, and I imagine she may become a peer mentor.  Q. Lanai and Molokai have always been hampered by a limited number of employment options on island. Are schools pursuing telework? A. Yes, they are pursuing telework along with school-based enterprises, and also online college curriculums.  Q. Will Lanakila-Pacific only service Oahu on the MOU? I don't think they have an office on the neighbor islands. A. Currently services are only offered on Oahu, but the model can be used to recruit other partners for outer islands.  C. You mentioned that you updated eCSSS around key transition components. SEAC recommended about 3-4 years ago that the student be included in the invitation list for the IEP. Is that a change to eCSSS? A. When MAC reviews IEPs for compliance, they look for whether student is listed in the meeting announcement. ESB has recently changed fields in eCSSS and will explore whether adding this field would be possible.  C. Sending the meeting notice to the parent doesn't necessarily guarantee that the student is aware of the request to attend the meeting. Teachers can help students understand more about the IEP and their role in it. Parents can be informed and encouraged regarding the importance of including their teen in the meeting.  C. On my PLEP template for my school, I include student concerns after the parent concerns on each section so it reminds my teachers to include the student.  C. Beyond inviting students to the IEP, they should be included in the conversation when they are being talked about. Training might be required for the team members on how to include students. A. Yes, we need more training on including students as a part of the IEP, even from a young age.  C. One idea is to train the students to facilitate the meeting. A. That's an excellent idea. At the same time, we need to work with the parents to make sure they are comfortable with their child's presence in the meeting.  C. Having students being part of their own IEP is also a great tool for promoting trauma-informed care. |
| **Review of the Minutes for October 14, 2022** | Susan Wood offered some minor typographical corrections.  **Action: Members approved the minutes as corrected**. |
| **Agenda setting for the December 9, 2022 SPP/APR/SEAC Meeting** | Susan R. asked members to decide whether to keep the meeting to the 3-hour timeframe of a SEAC meeting or extend the discussion. She referred to a list of the 17 SPP/APR indicators and highlighted the 10 indicators with the most interest to members (with the exception of transition services that were discussed |

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| **Agenda setting for the December 9, 2022 SPP/APR/SEAC Meeting** | earlier in the meeting). Martha asked Brikena for her input. She indicated that MAC and ESB will group some of the indicators together and set aside 45-60 minutes for each discussion group. The discussion will include the requirements of the indicator, a review of the data, and input on improvement activities. Members agreed to a hybrid format--in-person and virtual--as long as the groups can spread out. Roxanne expressed concern regarding providing adequate technical support, if the groups meet in different rooms. Brikena will send out data on the targeted indicators prior to the meeting. Amanda affirmed that the meeting location will be 475 22nd Avenue, Room 226. |
| **Infographic Workgroups** | Members and guests divided into three work groups for discussion and then reported to the larger Council.  Diploma vs. Certificate – Dale Matsuura and Lisa Vegas have begun working on the dialogue guide and need some consultation with the State office regarding incorporating transition information for students on the diploma route. The diploma is earned after completing 24 credits, and students must exit the school system at that point, rather than continuing on and accruing more credits. Dale and Lisa would like SEAC members to take another look at their infographic and provide feedback on whether this issue is clearly stated. Lisa said the dialogue guide can include a statement that families must be informed about exiting special education upon earning enough credits for the diploma or when the student ages out. Martha suggested that any inquiries for clarification be directed to Roxanne Rokero and Verna Chinen. Jasmine Williams pointed out that there might need to be more flexibility to allow students to work on postsecondary goals while accruing credits—for example, spending several periods of the day job shadowing—thereby extending the time they may be in school beyond age 18. Cheryl Matthews agreed that her daughter could have benefitted from an additional year of preparation, but most administrators are against five-year diploma students. Don Barrett agreed that the lack of flexibility is contributing to poor outcomes on Indicator 13.  He has been in several IEP meetings where a fifth year was agreed upon to allow the student to take pre-employment classes. The IEP should always be individualized around the student’s needs.  Behavioral Concerns - Lisa Garcia reported that the group reviewed a revision of the original infographic to make the process of finding behavioral support appear more linear. The new draft is more visual and takes the reader through a step-by-step approach that is less wordy and more simplified. For frustrated parents, it gives them information about what to do in the moment. The group agrees that the process is very complex, so they are contemplating additional information that would help the parent receive the response their child deserves.  IEP Concerns – Jasmine Williams reported that the work group has two versions of resource materials they want to include with the original infographic, and they are working on the preferred wording. Amanda has been helpful in assisting the group. |