

SPECIAL EDUCATION ADVISORY COUNCIL
Minutes – January 12, 2024
9:00 a.m. – 12:00 p.m.

PRESENT: Sara Alimoot, Kathie Awaya, Rick Bunney (for Scott Shimabukuro), Annette Cooper, Mark Disher, Nancy Gorman (for Paul Meng), Martha Guinan, Mai Hall, Amanda Kaahanui (staff to SEAC), Helen Kaniho (liaison to the Superintendent), Tina King, Jennifer Leoiki-Drino, Dale Matsuura, Cheryl Matthews, Kaili Murbach, Wendy Nakasone-Kalani, Christopher Pelayo, Susan Rocco (staff to SEAC), Kiele Pennington, Rosie Rowe, Debora Uyeda, Steven Vannatta, Jasmine Williams
EXCUSED: Melissa Johnson, Lisa Vegas, Susan Wood
ABSENT: Virginia Beringer, Deborah Cheeseman, Shana Cruz, Tina King, Kau’i Rezentes
GUESTS: Michelle Arakawa, Patty Dong, Alison Eby, Jamia Green, Michael McGushin, Christine Montague, Lori Morimoto, Herbert Taitingfong, Brikena White, Angela Wong

TOPIC	DISCUSSION/ACTION
Call to Order/Welcome/ Introductions	Chair Martha Guinan called the meeting to order at 9:05 a.m. and welcomed participants. she asked Amanda Kaahanui to call the roll and have guests introduce themselves.
Input from the Public	No member of the public offered input for this agenda item.
Announcements	Amanda Kaahanui made the following announcements: <ul style="list-style-type: none">• SEAC members are encouraged to attend the April 6th Conference and to volunteer for a shift at the SEAC informational table on the 2nd Floor. SPIN will provide airfare and registration scholarships to interested members.• The Oahu Footsteps to Transition Fair will be held February 3rd at Ewa Makai Middle School. Leeward District is hosting the event with several co-sponsors including the DD Council, the Community Children’s Councils, SPIN and LDAH.• Maui District is planning a Footsteps to Transition Fair on April 11th.• Kauai District is also planning to hold a fair this year. Martha made an announcement regarding the agenda. The agenda item titled “Presentation on Bullying Data for Students with IEPs” by the Data Governance an Analysis Branch and the Student Support Section has been cancelled due to limitations in the available data.
Updates from Maui by Helen “Kupu” Kaniho, Exceptional Support Branch	Helen updated members on the move of former King Kamehameha III students from Princess Nahi’ena’ena Elementary—the temporary shared campus—to a temporary school site at Pulelehua. There has been a large effort to prep the new campus and stock it with all necessary supplies. The move to the new campus is tentatively scheduled for the end of Spring Break.

<p>SPP/APR Discussion/Feedback Session</p>	<p><u>Debrief of December 8th SPP/APR Meeting</u> Brikena White with the Monitoring and Compliance Branch began the discussion with an overview of the December 8th SPP/APR Stakeholder Engagement Meeting. She thanked Amanda for dropping the link to the SEAC webpage where the data and notes from the meeting are available to members and the public. She also expressed the Department’s appreciation of SEAC members and guests who took the opportunity to attend the December 8th meeting and share their ideas of improvement strategies to move forward and do better for our students with disabilities.</p> <p><u>SPP/APR Parent Engagement Requirements</u> One of the major components of how Hawaii demonstrates improved outcomes for students with disabilities is engaging our parents and the community in the development of the SPP/APR. Hawaii must report to the Office of Special Education Programs on how parents were engaged in target setting, subsequent revisions to targets, analyzing data, developing improvement strategies, and evaluating progress.</p> <p><u>Parent Engagement Activities</u> These include:</p> <ul style="list-style-type: none">• Monthly SEAC meetings,• The annual stakeholder meeting which drew 66 educational and community partners,• The SPP/APR Information and Feedback Department Website, and• The SPP/APR Resource Page on the SEAC website. <p>SPIN partnered with the MAC Branch in creating infographics to convey key information on 10 key indicators, and to inform parents who were not familiar with the SPP/APR process. Brikena encouraged everyone to continue to provide feedback on the feedback forms for the 17 indicators located on the HIDEOE website.</p> <p><u>December 8th Educational & Community Partner Engagement</u> Participants reviewed data on targets, current performance (progress or slippage), and improvement strategies for 10 of the 17 indicators. Discussions included whether the targets needed adjustment and any new improvement strategies offered by group members.</p> <p><u>Parent Engagement Activities</u> These include:</p> <ul style="list-style-type: none">• Monthly SEAC meetings,• The annual stakeholder meeting which drew 66 educational and community partners,• The SPP/APR Information and Feedback Department Website, and
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<p>SPP/APR Discussion/Feedback Session (cont.)</p>	<ul style="list-style-type: none">• The SPP/APR Resource Page on the SEAC website. <p>SPIN partnered with the MAC Branch in creating infographics to convey key information on 10 key indicators, and to inform parents who were not familiar with the SPP/APR process. Brikena encouraged everyone to continue to provide feedback on the feedback forms for the 17 indicators located on the HIDEOE website.</p> <p><u>December 8th Educational & Community Partner Engagement</u></p> <p>Participants reviewed data on targets, current performance (progress or slippage), and improvement strategies for 10 of the 17 indicators. Discussions included whether the targets needed adjustment and any new improvement strategies offered by group members.</p> <p><u>SPP/APR FFY 2022 & Lingering Impacts of COVID-19</u></p> <p>Brikena asked members to be mindful that indicators that use lag data—graduation, dropout, and suspensions & expulsions—reflected data from the 21-22 school year. This was the first year where students came back to school fulltime after many pandemic issues impacting the educational and mental health system.</p> <p><u>Overview of December 8th participant feedback</u></p> <p>Highlights of participant feedback on the 10 indicators discussed is summarized in the MAC Branch presentation on slides 7 through 15.</p> <p><u>SEAC Member Feedback</u></p> <p>Steven Vannatta led members through a debriefing process asking the following specific questions and recording answers on a white board:</p> <p>What worked with the meeting format and the meeting process? What did you find helpful? How do people feel about the use of the virtual format bringing us together? How about the 3-hour time frame? Were there any challenges that you experienced? What do we need to know planning for next year? (See Attachment A on page 9 for member feedback on the SPP/APR Stakeholder meeting).</p> <p><u>SPP/APR Planning Input for FFY 2023</u></p> <p>Steven asked members to focus on the next twelve months and how SEAC can contribute its expertise to the SPP/APR for FFY 2023 (reflecting data from the 2023-24 School Year), as well as pull in more stakeholders to the process. Suggestions included the following:</p> <ul style="list-style-type: none">• Hold focus groups at school or community meetings using our data infographics to build some additional expertise and participation;• Return to the practice of making the SPP/APR meeting an official SEAC meeting with the
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<p>SPP/APR Discussion/Feedback Session (cont.)</p>	<p><u>SPP/APR Planning Input for FFY 2023 (cont.)</u></p> <ul style="list-style-type: none">• understanding that everything said is in an open forum so folks who couldn't attend would be able to see the full transcript of what went on;• Hold a parent forum to have the opportunity to go over these indicators with them and gather input ideally from like one parent from every complex so we have a better representation across the state of what each of these issues look like;• Break up the discussion of key indicators throughout the SEAC calendar and have a consistent focus on SPP/APR learning yearlong;• Be aware of the use of SPP/APR and other acronyms that may be unfamiliar to other stakeholders;• Educate parents about why it's important for them to be involved and why these indicators are like a report card for the state;• Offer a breakout session specifically around the SPP/APR for the LDAH traveling mini conference and the SPIN Conference;• Have the department share updates on improvement activities throughout the year so we have some knowledge of that prior to the SPP/APR meeting;• Acknowledge that Hawaii has been in the need of assistance determination for years now because our approaches are not working and need to be reexamined and updated as soon as possible;• Request that the Superintendent and the top leadership really put an emphasis on the SPP/APR indicators, because they have line authority over the schools; and• Have the Department really put an emphasis on parent involvement/parent training—a recommendation that SEAC has made year after year, but which is not reflected in most of the improvement activities reported. <p>Helen wrapped up the discussion by thanking everyone for their suggestions and promising to follow up on many of the suggestions and continue the partnership with SEAC. Martha reminded members that Brikena attends our monthly meetings and shares information on many of these indicators throughout the year.</p> <p><u>Questions/comments from members and guests</u></p> <p>Q. Re Indicator 2 - is the department considering that parents are removing students due to inappropriate services and/or inability to access appropriate transition to adult services? In my support of parents, I'm aware that many feel they haven't been successful at achieving effective services for their children, so</p>
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<p>SPP/APR Discussion/Feedback Session (cont.)</p>	<p>a good many decide to take them out of school and not cause further harm by increasing problem behavior or sitting in a special education class. A. Thank you for bringing that up. I was aware that some parents of students with more complex needs decided to homeschool, but I would have to do some research for the cause.</p> <p>Q. Re Indicator 8 - the current definition of “meaningful participation” being attendance at a mutually agreeable time/place and not including the actual outcomes or parent’s having an equal and effective impact on making change/appropriate services for their child will always negatively impact the department’s request for parents to answer the survey. If parent input in IEP/educational decisions isn’t valued or acted on, parents will not feel their impact on a survey is valued. A. I appreciate your feedback. I just want to reiterate that meaningful participation goes beyond that. It is working together reviewing the data and providing your input. We’ll review what schools are doing and remind them of what meaningful participation really means.</p> <p>C. There was a waiting list for things like DVR and/or any transition classes/opportunities/ programs. Nothing seems to be accessible to students until they are 16 even if parents attempt to start the process early & complete the intake process. I’m not sure how that affects the post outcomes. A. (Cheryl Matthews) I really appreciate your comment. DVR relies on referrals to come in from the DOE, and many teachers do not understand that they can begin that referral process as soon as 14. This also hones into staff shortages as well as the capacity of our community rehabilitation providers, particularly out on the neighbor islands. However, there is an incredible opportunity that we must expand our working relationships and our agreements with the DOE, including perhaps a financial agreement, so that we can boost up some of the service capacities.</p> <p>C. I’ve frequently heard the parents being asked to explain “why” they want DVR in their IEP like you said, adding to the delay. It’s being left to the parents to clarify their expectations of what DVR will do when parents are fully informed or educated about the array of services. The DVR referral should be based on the individual needs of the child including making the referral prior to 16 years old. This is also dependent on the skill of the IEP transition coordinator.</p> <p>C. For Indicator 17, I’ve heard it said that the stakeholder group decided to focus the SiMR on just a subgroup of 3rd and 4th graders, but it was the Special Ed Section that later created the specific focus on the kids who were mildly disabled. It was frustrating to some of us, because we wanted there to be reading interventions for all kids, including the kids who were already past third grade and fourth grade. A. We have a big chance now, and the recommendation is for us to review the current focus and reconvene a Statewide group to move forward in a different focus for the SiMR.</p>
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<p>SPP/APR Discussion/Feedback Session (cont.)</p>	<p>C. I think we need to hear more specific improvement activities. Many of the big programs like HMTSS are cited but there are no specifics.</p> <p>C. I'd like to hear about specific policies and how parents can access them. For example, the restraint/seclusion handout cites policies on the DOE website that I cannot find. There is a gap between the HRS and the DOE flyer.</p> <p>C. SPIN devoted its December SPIN News to the SPP/APR with links to more information. The limitation is that our circulation list is limited, so many parents do not see the newsletter. Perhaps we could get more support from schools to get the newsletter about the SPP/APR more widely distributed.</p> <p>C. The description/title of the nature of future Indicator presentations/training would be important to draw parent interest.</p> <p>C. Trauma Informed Care was rolled out, but how is that being implemented in the schools? It has not been utilized for my child who continues in crisis.</p> <p>C. Engagement needs to come from top down within the DOE. Once principals see the importance from their leaders, they will get in line and work with parents more effectively—modeling--just like how we do with our little ones.</p>
<p>Legislative Priorities for the 2024 Legislative Session</p>	<p><u>DD Council priorities</u></p> <p>Che Silvert, the Legislative and Community Liaison of the Developmental Disabilities Council shared information on bills they are following this session that impact SEAC's student population and their families. The DD Council is charged with advocating for and providing oversight on services for individuals with developmental disabilities from cradle to grave. Che reminded members that the 2024 legislative session begins January 17th, so a lot of the bills that will be going through this session are not yet numbered except for bills carrying over from the first year of the biennium. The following measures were discussed:</p> <ul style="list-style-type: none">• Health Survey (SB 733) – Relating to Health Disparity. The state has identified about 3,000-4,000 individuals with developmental disabilities, but using the federal prevalence rate of 1.58% of the state population, there are another 18,000 people with developmental disabilities that we know nothing about. This bill would fund a health disparity survey that will 1) identify people with developmental disabilities in our state by ZIP code, and 2) also identify the different health barriers that they are facing.• Hawaii ABLE (HB 1263) – Relating to the Hawaii ABLE Savings Program. Che explained

Legislative Priorities for the 2024 Legislative Session (cont.)

Hawaii ABLÉ (HB 1263) cont.

that ABLÉ accounts are for anybody with a disability before the age of 23, however it's going to be increased to the age of 26 or 27. These accounts essentially let you that ABLÉ accounts are for anybody with a disability before the age of 23, however it's going to be increased to the age of 26 or 27. These accounts essentially let you save money--\$22,000 a year or \$48,000 a year if you're working--without it affecting anything like Social Security, food stamps, HUD vouchers, etc. Currently only a couple hundred individuals in Hawaii have an ABLÉ account out of the 200,000 who are eligible to open one. This bill would provide the DD Council with an additional staff person to raise awareness and get more people signed up.

- **Personal Needs Allowance (HB 916)** – Relating to Social Service. Essentially this is for longterm care people, but we just wanted to give this to you folks briefly. When a student with a developmental disability transitions out of DOE, if the adult lives in long-term care, we're trying to have better quality of living and more funding for individuals for personal needs.
- **Adult Changing Tables (HB 1145)** – Relating to Equity. This mandates that public bathrooms have adult changing tables made of metal with a hydraulic so they can hold a lot of weight. Our advocates came forward saying that it's hard for them to go out with their adult child if they need to use the bathroom to change an adult diaper. The bill is not retroactive--existing bathrooms don't have to be retrofitted unless they are renovated.
- **Guardianship Uniform Law (HB 1440)** – Relating to the Uniform Guardianship, Conservatorship, and Other Protective Arrangements Act. The bill updates and revamps our guardianship processes, including conservatorship, by adopting a law created by the Uniform Law Commission. Che anticipates that by next year's session they will be ready to have the discussion at the Legislature about implementing the bill. It is a big ask for the Judiciary to do this.
- **Office on Hawaiian Affairs** – OHA Resolution. Persons of Hawaiian ancestry are

<p>Legislative Priorities for the 2024 Legislative Session (cont.)</p>	<p>Office on Hawaiian Affairs (cont.) disproportionately represented as developmentally disabled. OHA’s resolution will encourage the state to support individuals with disabilities, and especially Hawaiian community members with disabilities. Che added that bills that require funding will need help with advocacy because at best we are in a budget neutral year because of the wildfires and not recovering monies from tourism as quickly as we thought.</p> <p><u>Priorities related to dyslexia by SEAC member Jennifer Leoiki-Drino</u> Jennifer and the Hawaii Branch of the International Dyslexia Association (HIDA) were approached by David Miyashiro from Hawaii Kids Can. His organization investigated the issue that many Hawaii public school students have low levels of reading which affect their successful transition to higher education and employment. His research revealed Hawaii is one of only three states that does not have dyslexia-related laws related to student support. Hawaii is also one of nine states that does not have a screening process for dyslexia at the school entry level (K-3). Hawaii does use the IDEA eligibility category of specific learning disability, but without identifying dyslexia specifically as the primary learning disability, schools may not be able to provide the appropriate evidence-based interventions. Working with HIDA, Hawaii Kids Can drafted two bills that acknowledge dyslexia specifically and then provide a screening process that would be implemented by the public school system. One bill is about screening for dyslexia and the second bill is around requiring the evidence-based curricula specific to teaching children how to read. Martha suggested that members read through the two drafts and then email Susan or Amanda, so that they can put comments together and forward them along to Jennifer and David.</p> <p><u>SEAC Legislative Committee</u> Susan Rocco provides staff support to the Committee which includes Martha, Steven, and Susan W. It welcomes new members and is pleased to see Mai Hall and Herbert Taitingfong show an interest in participating. The long-established guideline for the Committee is that SEAC members must take a position on a bill before testimony can be written. Once the position is known, the Committee can respond to last minute hearing notices without having to notify members. The Committee counts on its members to help identify important measures that warrant SEAC support or opposition. Traditionally, SEAC supports the HIDO budget as it relates to students with disabilities.</p> <p><u>Questions/comments from members and guests:</u> Q. Are you asking for any money for SB 733? A. (Che) Yes. There are two different versions—a \$200,000 version and a \$500,000 version. The DD Council would receive the money and most likely contract with someone like the University of Hawaii or some kind of data collection agency.</p>
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<p>Legislative Priorities for the 2024 Legislative Session (cont.)</p>	<p><u>Questions/comments from members and guests (cont.):</u> Q. Will the health survey be distributed through the Department of Health? A. (Che) Most likely we will go through a contractor. Q. Wasn't there a similar bill to SB 733 last year related to housing? Could you use any of that information. A. (Che) Perhaps. That survey didn't isolate developmental disabilities (DD), and we need to use the functional definition of DD rather than a diagnostic definition of DD which is what most surveys use. Q. What is the age range for SB 733? A. (Che) There is no age group. All would be included. C. The passing of these two bills would be beneficial to my family and the medical fragile population. Q. Could the Department of Education be assisting with disseminating that information [about ABLE] to our students in an IEP meeting with parents? A. (Che) I don't see why it could not happen, so I hope someone in this meeting can start the ball rolling. We have a Hawaii ABLE Savings website, and it has all the information about the program and how to sign up. Amanda also put an infographic on ABLE in the chat that was developed by SPIN for the DD Council. C. (Cheryl) When a student who receives Social Security benefits is referred and meets with their DVR counselor, part of our services includes benefits planning, so that parents and the student can become educated on how income will impact benefits. Part of the benefits planning sessions include the discussion and assistance with setting up the ABLE account. Q. Do you know of states who currently require adult changing tables? A. (Che) I think there are more than five, and I can get you a list. C. OHA should be talking with Kamehemeha Schools to support students with disabilities. Q. What is the implementation timeline on the dyslexia bills? A. (Jennifer) The curriculum bill would be implemented July 1, 2024, and the screening bill doesn't indicate a timeline. Q. The draft dyslexia bills don't have bill numbers on them. Do you know what those numbers are? A. (Jennifer) No. When I mentioned to David that the SEAC meeting was today, he gave me the drafts before they were formally numbered. C. (Mai) My job involves following legislation, so allow me to share some manao. The Legislature opens next week. Once all the proposed bills get thrown at the representatives and senators, they will assign bill numbers next Thursday. They will begin to be shared with the public from the 20th to the 22nd.</p>
<p>Approval of Minutes for the November 17, 2023 Meeting</p>	<p>The December SPP/APR Stakeholder meeting was not an official SEAC meeting requiring minutes, so members reviewed the draft minutes from the November meeting. A few minor typographical mistakes were corrected, but there were no other comments. Action: The minutes for the November 17, 2023 meeting were approved as corrected.</p>

<p>Agenda Setting for the February 9, 2024 Meeting</p>	<p>Items suggested for the next agenda included:</p> <ul style="list-style-type: none"> • DOE Budget Briefing • Bullying data – OCR reported data, Speak Now HIDOE app data, whether principals dismiss bullying as “teasing”, all reports of bullying and whether reports are substantiated or not, Youth Risk Behavior Survey data • Maui Updates • Legislation Updates • HIDOE policies and how parents can access them. (For example, the restraint/seclusion handout cites policies on the DOE website that are hard to find. There is a gap between the HRS and the DOE flyer).
<p>Work Groups for Infographics and SEAC Video on Positions and Interests</p>	<p><u>Positions and Interests Video Update</u> Steven reported that the smaller group that's working on the video is an 11-member team. Their aim is creating a Hawaii-style video to help our families and schools understand positions and interests that they hold, particularly in the IEP meeting, to create a better shared understanding and a process to help avoid conflict. Agreements of the team so far include: 1) no longer than four minutes, 2) an IEP team style video with actors around the table, 3) text and graphics coming on screen to reinforce the key message, 4) a script for the video that would start with an ongoing IEP team meeting at the point of disagreement, 5) using bubbles or voiceovers to state the person's interest while the person is speaking their position, 6) reinforcing the person's position using scripted body language, 7) highlighting key messages, and 8) addressing the human side of the process rather than the procedural side. The team plans to explore possible video production teams that can help with this production as well as subsequent related videos. The next meeting of the team will be January 22nd from 2:00 to 3:00 via Zoom. If anyone would like to join, please let Steven know.</p> <p><u>Reporting Bullying Under Chapter 19 and Chapter 89 Infographics</u> Susan R. reminded members of the November feedback received on two draft infographics originally developed by SPIN for inclusion in the SPIN newsletter. The feedback was that the layout for both was too confusing and contained too much information. In the interim, Amanda and Susan drafted a new</p>

Work Groups for Infographics and SEAC Video on Positions and Interests	<p><u>Reporting Bullying Under Chapter 19 and Chapter 89 Infographics (cont.)</u></p> <p><u>“Reporting Bullying under Chapter 19”</u> infographic using a simplified format. The infographic is targeted for parents of children with disabilities whose child has experienced bullying. It includes a link to the Chapter 19 Complaint Form and to Chapter 19 which contains a subsection on reporting bullying. If members approve of this new format, SPIN can create a similar infographic for Chapter 89 (where an adult has bullied or discriminated or harassed a student with a disability).</p> <p><u>Questions/comments from members and guests</u></p> <p>Q. Just to understand the process, does the parent print out this Complaint Form and bring it to the principal or does it end up somewhere else? I'm just thinking about who else sees the form in the event the principal doesn't think the complaint rises to the level of actual bullying. A. The advantage of the form is that it's written and dated, so just like a family requesting an evaluation for their child, there is a record that it was submitted. The complaint form can be turned into the school, or mailed, or emailed. If a parent has a copy, they could follow up on that complaint to see what happened to it.</p> <p>Q. Once the form is filled out, do we know what the school is doing with that form? Chapter 19 says once they've received it, they have someone investigate the complaint and report out within five days.</p> <p>Q. The Speak Now app is meant for students and not adults, right? I like that, because students need to have a way to feel safe reporting a bullying incident since they don't always complain to their parents or to friends.</p> <p>C. I'm reading from Chapter 19, and it says “it can be done in writing, or it can be done verbally. It can be given to any teacher, staff, principal, vice principal, complex area superintendent, or the Civil Rights Compliance Branch.”</p> <p>C. I think the only time I've ever seen the Complaint Form is when it's attached to the whole Chapter 19 booklet, but on the Complaint Form itself it does not say who you turn it in to.</p> <p>C. The policy on bullying reporting should be transparent to the public. I find a lot of gaps in Chapter 19, like how does the complaint get flagged, how does it get marked, when does it get marked, and if the if the principal says this is not bullying, does it just go away and disappear.</p>
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Attachment A
Member Feedback on the SPP/APR Stakeholder Meeting

Q. Did you have time to collaborate and provide feedback as a group?

- I still like to meet face to face to move around the room (received 2 agreements).
- The small groups were good.
- Making sure the right people are in the sessions can bring real information.
- I appreciated the virtual option.

Q. Were there any challenges with your experience?

- No. Parents were savvy!
- We didn't have a new crop of parents.
- We need better distribution to schools/parents with info about the meeting and indicators.
- Schools need to do more to engage parents.

Q. What should we know in planning for next year?

- Outreach to new families and populations
- The use of engaging parents rather than involving them
- Would like to make it a SEAC meeting. Everything said will be transparent. Recordings made available for watching after the meeting.
- Parent forum to go over the indicators—1 parent from each complex
- CCC meetings could do the parent forums.
- SEAC dives into each indicator each month with improvement activities
- Most parents don't understand what the indicators are about. Parents outside of SEAC need to understand how to be involved. Parents should understand their involvement is important. Education to parents
- SPIN Conference could be a platform to talk about the indicators
- Need more specific improvement strategies.
- More info about how the DOE does their improvement strategies throughout the year.
- Need progress reports per indicator to allow input for improvement
- LDAH TMC could have breakouts on the SPP/APR
- Ways to invite parents in a language that does not overwhelm them, especially for new parents.
- Ways to show parents what improvements are actually happening at the school level.