

## Attachment A

**State Performance Plan/Annual Performance Report (SPP/APR)  
Educational/Community Partner Engagement Meeting  
December 3, 2024  
9:00 a.m. – 2:00 p.m.  
In-Person: Japanese Cultural Center - 2454 South Beretania St., Honolulu &  
Virtual: Zoom**

### Agenda

- 8:00-9:00      Arrival and working breakfast\*
- 9:00 a.m.      Keynote and Welcome by AS Annie Kalama followed by a General Overview  
By Brikena White and Kupu Kaniho
- 9:30 a.m.      Concurrent Indicator Breakout Discussions
- Group 1** - Indicator 1 - Graduation, Indicator 2 - Dropout  
Facilitators: Kupu Kaniho, Martha Guinan
- Group 2** - Indicator 4 - Suspensions/Expulsions  
Facilitators: Brikena White, Susan Rocco, Jaclyn Caffrey, Alysha Kim
- Group 3** - Indicator 6 - Preschool Environments, Indicator 7 - Preschool Outcomes  
Facilitators: Patricia Dong, Kauinohea Correa, Rosie Rowe
- Group 4** - Indicator 8 - Parent Involvement Survey  
Facilitators: Michelle Arakawa, Daintry Bartoldus, Jasmine Williams
- Group 5** - Indicator 13 - Secondary Transition, Indicator 14 - Post-School Outcomes  
Facilitators: Lori K. Morimoto, Cynthia Mew, Cheryl Matthews, Kiele Pennington
- Group 6** - Indicator 17 - State Systemic Improvement Plan (SSIP)  
Facilitators: Amy Ruhaak, Nicole Schmitz, Susan Wood
- 11:15 a.m.      Reporting Out from Group Discussions
- 12:15 p.m.      Working Lunch\* - Large Group Update on Remaining Indicators by Brikena White  
Indicator 3 - Statewide Assessments  
Indicator 5 - School-Age Educational Environments  
Indicator 9 & 10 - Disproportionate Representation  
Indicator 11 - Child Find  
Indicator 12 - Early Childhood Transition  
Indicator 15 - Resolution Sessions  
Indicator 16 - Mediation  
Indicator 18 - General Supervision
- 1:45 p.m.      Closing Remarks by Kupu Kaniho & Martha Guinan
- 2:00 p.m.      Adjourned

*\*Breakfast & Lunch is an integral part of this meeting.*

## Attachment B

### Dialogue Guiding Questions to Consider During Break Out Sessions

*To stimulate dialogue, build a shared meaning, and generate solutions to issues of mutual importance, please consider asking any of the following questions during your break out sessions.*

- **Reaction questions:**
  - Why is \_\_\_\_\_ important to you?
  - What was significant about \_\_\_\_\_?
  - What connections do you see?
  - What surprised you from the information shared?
  - Did the state meet the targets set?
  - Were there differences in performance from last year to this year?
  - Did you notice any noticeable trends?
- **Application questions:**
  - Where will the new information impact practice?
  - How might \_\_\_\_\_ be better prepared to understand the changes?
  - Do you know the level of awareness of \_\_\_\_\_ in your school?  
Complex?
  - How can you support new understanding?
  - What activities/strategies/practices are making a positive difference?
  - What activities/strategies/practices are making a negative difference?
  - What barriers are contributing to the performance issues?
- **Action questions:**
  - How can we use this information?
  - What does this new information say about our actions?
  - How will we do things differently as a result of this dialogue?
  - What activities/strategies/practices do you propose that would make a positive difference?

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## **Attachment C – Challenges and Solutions Regarding Regular Attendance**

### **Challenges:**

- School climate
  - Sometimes students don't feel welcome when they return to class.
  - Students with IEPs often feel like second-class citizens.
- Bullying
  - Once students with disabilities are bullied in school, they don't always know what is happening and don't want to return to school.
  - School cameras are not positioned where bullying is likely to occur.
- Staffing shortages
  - Shortages leave teachers without adequate support.
  - Kids don't want to attend school due to inconsistent teaching and consequently fall behind.
  - Educational Assistants are underpaid resulting in a chronic shortage of filled positions.
  - Special education students may go under the radar and be overlooked.
  - Many students need consistency, but there is often turnover with teaching staff.
- Transportation
  - Some students must take 3 busses to get to school. If they miss the bus, they miss a day of instruction.
- Student anxiety
  - Sometimes students wake up too anxious to go to school.

### **Strategies:**

- Absences:
  - Student, teacher and parents can put together a plan to get that student caught up--dropping assignments, alternating assignments, etc.
- Bullying:
  - Create more involvement and awareness of bullying. Schools need more integration and to encourage an atmosphere of inclusion and empathy.
- Staffing:
  - Parents can exercise their rights in advocating for consistent supports as a specific need.
  - Charter schools have smaller class sizes and are more close-knit. Some use a model of putting two grades together, so there are more accommodations available for kids with varying abilities.

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- Incentive Programs
  - Reward students for regular attendance (for example, Waipahu Elementary where students can have celebrations with the principal for group attendance).
- Behavioral Training
  - Staff who have been trained in behavioral strategies can intervene early, communicate appropriately with students and avoid escalation resulting in suspensions.
- On-line instructional options
  - Allow students who are unable to come to school to stay engaged and be counted as attending.
- Work Experiences
  - Provide a reason and relevance for attending school.
- Inclusive Education
  - Give students a greater sense of belonging.
  - Build in individualized options through the IEP (mental health, social-emotional learning, etc.).
- Out-of-the-box thinking
  - Look at every staff on campus as potentially having a role to play in keeping a student learning on campus.
  - Expanding tutoring options and pathways to receive a diploma.
  - Have open dialogues with community supports to expand resources.
  - Building in more LRE options on every campus.

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## **Attachment D – Challenges and Solutions Regarding Timely Initial Evaluations**

### **Challenges:**

- Meeting times are restrictive.
  - School insistence of meeting during their work hours accommodates school staff, not the parents.
  - When meetings run long, schools may insist on ending the meeting and rescheduling a follow-up meeting even though the parent wants to continue.
  - In Hawaii, both parents are working. Many parents cannot take off work in the middle of the work day.
- Parents delay committing to a meeting.
  - Some families may not have their work schedule until a week before, and have difficulty committing to a meeting schedule set in the future.
- Sometimes parents take off work and the meeting is cancelled, creating a financial cost to the family.

### **Strategies:**

- Flexible scheduling. Ask parent what is a convenient time for them. Offer virtual and/or after hour meeting times.
- Lobby the legislature to pass paid family leave.
- Find meaningful engagement rather than just focusing on meeting times.
- Once school gets parental consent for evaluation, set up the eligibility meeting in advance. This allows for time to change the meeting, if needed, and still be timely.
- Create an infographic explaining the initial evaluation and the importance of meeting the timeline.
- Have the school principal, SSC or other school staff talk the parents through the process step-by-step so that it isn't overwhelming (especially at the elementary level). Build relationship.
- Treat parents with compassion as they may be grieving over a new diagnosis or not fully understand the evaluation process.
- Avoid using jargon.
- Encourage schools to honor the meeting dates requested by the parents.
- Collect data directly from parents regarding why they couldn't attend the meeting within timelines.
- Provide training to administrators on family engagement strategies and how to conduct meetings where the parent is purposefully engaged.

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- Allot more time for initial meetings to avoid having a series of meetings that go past timeline.
- Explore and analyze whether there are different outcomes when the evaluation was initiated by the parent vs. by the school.
- Encourage families to bring in their social support(s) to the meeting.