

SPECIAL EDUCATION ADVISORY COUNCIL

Minutes – January 10, 2014

9:00 a.m. – 12:00 p.m.

PRESENT: Brendelyn Ancheta, Tammy Bopp, Bob Campbell, Debbie Cheeseman, Annette Cooper, Shari Dela Cuadra-Larsen, Gabriele Finn, Jenny Gong, Martha Guinan, Barbara Ioli, Deborah Kobayakawa, Dale Matsuura, Stacey Oshio, Kenneth Powell, Barbara Pretty, Kauai Rezentes, Susan Rocco, Melissa Rosen, Tricia Sheehey, Ivalee Sinclair, Tom Smith, Lani Solomona, Jan Tateishi, Dan Ulrich, Susan Wood

EXCUSED: Tami Ho, Valerie Johnson, Zaidarene Place, Barbara Pretty, Amy Weich, Cari White

ABSENT: Bernadette Lane, Shanelle Lum

GUESTS: Debra Farmer, Marilyn Jakeway, Maxine Nagamine, Pattie Nichols

TOPIC	DISCUSSION	ACTION
Call to Order	Ivalee Sinclair called the meeting to order at 9:10 a.m.	
Introductions	Members introduced themselves to Debbie Farmer and her staff and described the stakeholder group they are representing on SEAC.	
Announcements	Jan Tateishi announced that the Developmental Disabilities Council has updated its <i>Tri-agency Map to Employment for Students with Developmental Disabilities Transitioning from High School</i> . Gabriele asked how the information was being conveyed to students and families and commented that the chart may be somewhat complex for a student with an intellectual disability. Barbara Ioli suggested contacting Daintry Bartoldus at the Council for more information.	Copies of the <i>Tri-agency Map</i> were distributed.
Input from the Public	<p><u>DOE Website</u></p> <p>As there were no members of the public present who wished to provide input, Ivalee relayed to members that SEAC has received various complaints over the last year regarding the difficulty of finding information on special education on the Department of Education’s updated website. She reported that Shari Dela Cuadra-Larsen had facilitated a meeting with Donalyn Dela Cruz, the Department’s Communications Director, at a meeting of members of the Coalition for Children with Special Needs and Department leadership. At that meeting SEAC members shared some of the problematic issues with the website (see attached), and Donalyn asked that Steven Vannatta be the point person to work with her office to improve online access to information.</p> <p><u>Questions/comments from members</u></p> <p>C. (Bob Campbell) I knew the old site in and out and am now able to</p>	

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<p>Input from the Public (cont.)</p>	<p><u>Questions/comments from members</u> links. Folks in the military have told me that you have to scroll to the bottom of every page to find the links you need, and they usually require six clicks instead of the three clicks announced by the Department. An example of missing information is the current form for carrying an epi-pen to school. C. (Debbie Kobayakawa) Staff at the Learning Disabilities Association of Hawaii and the families they serve have complained about the difficulty of finding information that used to be available on the old site. C. (Tricia Sheehey) I cited statistics gathered from the old site in an article I wrote on cultural practices. Now all those links are no longer working, and I can't find the information on the new site. The University of Hawaii needs that information for grant writing purposes, and my Department won't be able to bring in federal monies for the State without access to key information. C. (Tom Smith) SEAC and the Coalition need to take advantage of Donalyn's openness to making changes. Q. Is the semi annual report required by the Felix Consent Decree available on the site? A. (Debbie Farmer) The report will now be annual and the most recent report for the second semester of 2012-13 can be found in archived information. C. (Steven Vannatta) The State Quality Assurance Committee is working on a blended report (early intervention, education and children's mental health) that includes more relevant and useful data.</p>	<p>.</p>
<p>Feedback on the APR Meeting</p>	<p>Ivalee thanked Debbie Farmer for sending out the notes from the APR meeting promptly. She asked for member input on the APR process and how this information should be relayed to the Superintendent. Members agreed to form an ad-hoc group to gather feedback for submittal to the Superintendent.</p>	<p>Tom Smith, Bob Campbell, and Martha Guinan agreed to join Ivalee and Susan in gathering input.</p>
<p>Review of November 8, 2013 Minutes</p>	<p>Bob pointed out that the topic description for the E.R.K. v. Hawaii DOE discussion should read 9th Circuit Court 'Decision' rather than 'Opinion.' Ivalee explained that the minutes indicate that Lauren Moriguchi agreed to</p>	<p>The minutes were approved as corrected.</p>

<p>Review of November 8, 2013 Minutes</p>	<p>share her PowerPoint presentation with members. However, subsequent to the meeting, Shari informed SEAC that the Department was advised not to distribute the information, as the Department is still in discussions with federal court and plaintiff attorneys about how to respond to the decision. Debbie Cheeseman pointed out that Ms. Moriguchi read the PowerPoint slides verbatim, and therefore it was information shared in a public meeting. Susan asserted that the minutes are incomplete without the PowerPoint presentation as she recorded only the discussion and not the information on the slides.</p>	<p>Members agreed to request the PowerPoint slides from the Department under the Uniform Information Practices Act.</p>
<p>Special Education Director's Report</p>	<p>Shari reported on the following items: <u>Status of Request for Notice to Parents Re: Adverse Events</u> The Department is still in discussion about what the form will look like and when it will be distributed. There is pending legislation regarding restraints and seclusion that may affect how notice is given. <u>Status of Chapter 60 Proposed Revisions</u> Some of the revisions to Chapter 60 are contingent on the settlement agreement talks regarding the E.R.K. decision. When the administrative rules are drafted they will include other required changes as well. <u>SPIN Contract</u> The Department's Memorandum of Agreement with SPIN to provide support to SEAC and other activities has been extended to 2016. <u>Questions/comments by members</u> C. SEAC first requested Departmental procedures for notifying parents of adverse events at school nine months ago. C. The circumstances that would trigger notice are broader than restraints and seclusion. A number of scenarios were presented during the April 2013 discussion. C. We are looking to create a communication tool to notify parents of out of the ordinary events at school that impact the student. It is a key component for building a trusting relationship with families. Q. What is the projected timeline for an agreement on E.R.K.? A. The Department is in discussion with Paul Alston and a court date is not set.</p>	<p>Susan will provide Shari with the 'notice' scenarios out of the April 2013 Input from the Public discussion to clarify SEAC's request.</p>

<p>Special Education Director's Report (cont.)</p>	<p><u>Questions/comments by members (cont.)</u> C. The process for administrative rule revision will take at least a year. In the meantime, SEAC should request that the Department provide significant training to the field on obvious requirements to help them improve practice without delay. C. I received a letter regarding services required by the 9th Circuit Court decision and it sounded hostile, because it said that if I didn't respond by mid-September, my son would be ineligible for services. Our SSC was not aware of the letter or the ruling. Response. (Debra Farmer) It sounds like what you received was a FAPE letter. C. It sounds like SEAC needs an update on the E.R.K. implementation. There is no reason that training and communication with parents should not be allowed to go forward now. Response. (Debra Farmer) E.R.K. is already being implemented. We are accepting students up to 22 years of age, and the Operation Search information now states eligibility up to 22 years of age. C. Our concern is about consistency in implementation.</p>	
<p>Po'okela Update</p>	<p>Debra Farmer, Maxine Nagamine, Marilyn Jakeway and Pattie Nichols presented information about the implementation of the Po'okela Project. Maxine explained that it aligns with the Strategic Plan, the Strive HI Performance System, and the Academic Financial Plans for the Office of Curriculum, Instruction & Student Support (OCISS) and the Special Education Section (SES). Under the Po'okela umbrella are model implementation classrooms, Centers of Educational Excellence and training modules that can be used in all public schools. Three training modules have been released to all teachers on SharePoint today—Common Core, PLEP and Goals—with others in development. For model implementation classrooms, they are starting with resource rooms, because those contain students who can get back into the general education classroom. Marilyn said the project plans to look at trend data to see if the various components are having an effect over time. <u>Questions/comments from members</u></p>	<p>Copies of a PowerPoint presentation were distributed to all.</p>

	Q. How can a school sign up to become a Center of Excellence or model	
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<p>Po'okela Update (cont.)</p>	<p><u>Questions/comments by members</u> classroom? A. We are not taking any more sites this year. Q. How are EAs receiving staff development? A. Po'okela is training EAs at their sites; otherwise it is the district's responsibility. Q. With twelve Centers of Excellence and two model classroom sites established over the last several years, how do you envision scaling up evidence-based interventions for autism and inclusive practices to 280+ public schools in a timely way? A. We are working with the Western Regional Resource Center on how to scale up initiatives. Q. Do you have an expectation that every teacher who works with students with disabilities will view your modules? A. It is up to the Complex Area Superintendents. Kauai made viewing mandatory. C. If a CAS has sufficient collective bargaining power to make the training mandatory, then leadership can potentially mandate widespread implementation. A. DOE has a lot of other initiatives going, so Po'okela is just another option for schools to use, if they don't already have anything. Q. Have you done a comparison study to measure the effects of your training? A. No. C. Teachers on Kauai don't appear to have the tools to prepare students with disabilities to meet Common Core standards in math. Q. What is the Kapolei High School Special Day School? A. We will be taking over the current contract with Trumpet to serve students with autism and intense needs and using Kapolei High as our site. It will probably open in January 2015. Q. It appears the districts are making decisions about whether to utilize Po'okela resources; is this due to a collective bargaining issue? A. No, it's not about compliance. The Department did not want to do a mandatory training, but rather offer it as just another option. Q. Has the Department done an assessment of who is doing it well elsewhere? A. We are asking Dave Moyer to see how well specific groups of kids are doing. We are drilling down, but not there yet.</p>	
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<p>Po'okela Update (cont.)</p>	<p><u>Questions/comments by members</u> Q. Did Dave Moyer give you a timeline of when he is drilling down the data? A. We didn't ask him for a timeline. C. In Honolulu District we have an autism program called Kula Kaio at Jefferson School. They are spending lots of money and only have a few kids in the program. We need to show how to support students in regular classrooms. Q. Are you going to contract with an evaluator outside the Department? A. Evaluation is not our forte, so we are in the infant stages of working with the Student Accountability Office (SAO) to evaluate with integrity. Q. How will you compare schools, if every school has their own system? A. We can bring that up to SAO to see if they will do a comparison; it might be a bit much for the Special Education Section. Q. I remember that Kapolei High was one of the first three schools sites announced for Po'okela, but now they are listed as an autism day program only. A. The teacher at Kapolei was not open to the project, even though the principal was on board. We have learned that we have to work with what each school has, as we don't believe in bringing in additional staff. Q. What information from the school sites is available, and will I be able to access it? A. We are gathering tools, checklists, and data on activities on a weekly basis. This is a systems change model, and we are effecting change to improve student achievement by changing attitudes and bell schedules. Q. If you have data, and that data is giving you some answers, can SEAC have access to that information? A. We will have to go back and think about that. I think the data belongs to the schools. Q. May SEAC have access to the training modules? We don't have SharePoint, so we would have to access them a different way. A. Yes.</p>	<p>Debra Farmer will provide access to the training modules to SEAC members.</p>
<p>Legislative Report</p>	<p>Ivalee reported that SEAC members, as part of the Coalition for Children with Special Needs, met with Representative Takumi and Senator Tokuda on January 3rd to discuss various issues and legislation including the following:</p>	

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	• money for special education teachers to buy classroom supplies (to	
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<p>Legislative Report (cont.)</p>	<p>support Common Core);</p> <ul style="list-style-type: none">• Autism insurance bills; these would bring money back to the Department through Medicaid reimbursement;• funding to serve IDEA eligible students 20-22, including the possibility of using some of these funds for vocational programs;• suggestions to improve transportation to students on rural routes;• a restraints and seclusion bill that came from concern in the Community Children’s Councils about the treatment of children in classrooms;• a continuing resolution to address issues family-school partnerships;• the use of epi-pens in schools and appropriate training for health aides; and• the REACH program – an after school program for middle and high schools. <p>Dale Matsuura shared that her school received a last minute grant from REACH and very few students signed up for it. Special needs students who didn’t need one-to-one assistance were given an application. Enrichment programs are contraindicated for Extended School Year services.</p> <p>Other issues discussed by members included:</p> <p><u>Supports/awareness for students with reading disabilities.</u> Susan reported that the Department submitted a report to the Legislature in response to last year’s dyslexia resolution, but she didn’t see any current bills that address the issue. Debbie Cheeseman said that her school is buying a new reading program for the Common Core, and she is concerned that students who need multi-sensory inputs may not be fully supported by a digital format.</p> <p><u>Bullying.</u> There has been a national partnership between the U.S. DOE and the Maryland Centers for Mental Health for nearly two decades that has resulted in training modules for safe schools. The Big Island is using it at one of the schools. However, she is concerned about existing zero-tolerance policies that are out of sync with this approach.</p>	
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