

SPECIAL EDUCATION ADVISORY COUNCIL

Minutes – May 10, 2013

9:00 a.m. – 12:00 p.m.

PRESENT: Cassandra Bennett, Tammy Bopp, Debbie Cheeseman, Annette Cooper, Phyllis DeKok, Shari Dela Cuadra-Larsen, Gabriele Finn, Martha Guinan, Tami Ho, Barbara Ioli, Deborah Kobayakawa, Shanelle Lum, Dale Matsuura, Eleanor MacDonald, Rachel Matsunobu, Barbara Pretty, Kauai Rezendes, Susan Rocco, Melissa Rosen, Patrick Sheehey (for Tricia Sheehey), Ivalee Sinclair, Tom Smith, Mike Tamahaha, Jan Tateishi

EXCUSED: Brendelyn Ancheta, Jyo Bridgewater, Bob Campbell, Bernadette Lane, Stacey Oshio, Zaidarene Place, Cari White

ABSENT: Dan Ulrich

GUESTS: Brian De Lima, Leah Matsunobu, Pat Park, Steven Vannatta

TOPIC	DISCUSSION	ACTION
Call to Order	Ivalee Sinclair called the meeting to order at 9:12 a.m.	
Review of April 12, 2013 Minutes	There were no changes to the draft minutes for the April 12, 2013 meeting.	The minutes were approved as distributed.
Introductions	Members introduced themselves to Pat Park, the Assistant Superintendent of the Office of Curriculum, Instruction and Student Support—soon to be called the Office of College and Career Readiness. Pat, in turn, thanked everyone for their commitment to students and families.	
Announcements	<p>Ivalee made three announcements:</p> <ol style="list-style-type: none"> 1. She and Susan attended a HE’E meeting with representatives of the Office of Civil Rights (OCR), here in Hawaii to investigate the incidence of bullying of students who are members of protected classes (national origin, ethnicity, disability, or sexual orientation). They asked members to distribute contact information to anyone who might want to report bullying in public schools. 2. Honolulu Magazine showcased public education in its May edition, featuring articles on school rankings, safe schools and special education (“Beyond Felix”). Both Ivalee and Susan were quoted in the last article. 3. SEAC and Coalition members met with April Goodwin of the P20 Partnership to provide input into their draft definition of “college, career and community readiness.” She promised to attempt to fine-tune the definition to be inclusive of students with disabilities. <p>Pat Park announced that the May 2013 issue of Hawaii Business News also focused on the strategic plan for education.</p>	<p>A copy of the OCR handout was distributed to members.</p> <p>Copies of the Honolulu Magazine issue and the Hawaii Business News were circulated.</p>

<p>Announcements (cont.)</p>	<p>Barbara Ioli announced that Easter Seals is having an Open House of its Ewa Adult Day Health Program on May 21st from 5-7 p.m.</p>	
<p>SEAC Testimony re: WestEd’s Final Report and Recommendations</p>	<p>Ivalee reported that SEAC submitted testimony to the Student Achievement Committee (SAC) on April 16th regarding the WestEd Final Report and the Department’s reform efforts. In our testimony, she asked for an opportunity to provide further comments once we had time to study the report and the Department’s response in more detail. Questions posed by some of the Committee members made it clear that they did not have a clear understanding of special education laws and processes. As an example, the Board Chair indicated an interest in grouping special education students in “centers” to maximize resources. Shari Dela Cuadra-Larsen suggested that Board members may have misunderstood the mandate in IDEA for least restrictive environment, because they have heard about the Po’okela “Centers” for Excellence. Ivalee asked for feedback from members on her suggestion to request a lengthy discussion with the full Board to educate members about special education issues and the role of key stakeholder groups (i.e. SEAC, SPIN and the Community Children’s Councils). Members agreed that it is important to follow through with activities to educate the Board on the needs of students with disabilities. Brian De Lima added that the Board has been talking about having workshops around special issues and he will work on his end to promote opportunities for better awareness.</p>	
<p>Report from the OCISS/OCCR Branch Chief</p>	<p>Pat Park reported on the following issues: <u>Excellence in Education Awards</u> She and Steven Vannatta recently attended an award ceremony for National Excellence in Education. Of the 600 students who won awards, there was representation from the Neighbor Islands, special needs students, students whose primary language is not English and students from low income families. The ceremony was a testament to the quality of learning. <u>Educational Leadership Institute (ELI)</u> On July 19th DOE will convene the ELI for principals, vice principals and school renewal specialists to celebrate successes of the previous year and set a vision for the coming year. Next year, DOE will be implementing</p>	

<p>Report from the OCISS/OCCR Branch Chief (cont.)</p>	<p>Complex Area Support Teams (CAST) to support 7 priority areas:</p> <ol style="list-style-type: none"> 1. Common Core State Standards 2. Formative instruction 3. Response to Intervention (RTI) 4. Induction Mentoring for new teachers 5. Science, Technology, Engineering & Math (STEM) career pathways 6. Education Effectiveness System (EES) 7. Area Review Team (ART) to review data at the complex level <p>Each complex area will have positions for each of the first six priorities. <u>OCISS/OCCR positions and responsibilities</u> Pat has created positions for four directors to assist with the reorganized mission of her branch to college and career readiness. Three directors are currently in place: Avis Nanbu (career pathways), Leila Hayashida (special education and Comprehensive Student Support Services, including early education), and Sandy Goya (communication, legislation and administration). The fourth directorship will be working with systems and doing more with families and the community. Pat hopes to have this position filled in July.</p> <p><u>Priority and Focus Schools</u> In the next school year, an emphasis will be placed on providing additional resources to schools with students who are underperforming their peers. The lowest performing 5% (12 schools) will be named Priority schools and the next 10% (24 schools) will be named Focus Schools. These designations were part of Hawaii's ESEA Waiver application and Ivalee asked if there has been any word on U.S. DOE acceptance of Hawaii's proposal. Pat said that information should be available by June. In the meantime, Title I will be moving out of her branch.</p> <p><u>Questions/comments from members:</u> Q. How many sped teachers have been involved in training to prepare for implementing the Common Core State Standards? A. There is ongoing training for teachers, including special education teachers. C. It would be good to get an update in August on the progress of the roll-</p>	
---	--	--

<p>Report from the OCISS/OCCR Branch Chief (cont.)</p>	<p><u>Questions/comments from members (cont.):</u> out to the common core standards for students with disabilities. C. Many of our special education students are not making progress with literacy goals, and special education teachers are desperate to learn research-based interventions to help them. Special education teachers without these skills sometimes cede the responsibility of improving literacy to the general education teacher who may have reading training that dates back to the whole language era. Response: Training has been affected by having staff development days reduced for the last two years. When schools implement reading programs, though, every teacher is trained. Teachers have an opportunity to pick up skills 24/7 by logging into on-line resources. C. The HSA shows only 20% of special education students proficient in reading, compared to 70% of general education students. C. Robert Pasternack, a former Asst. Secretary of OSERS, presented at the Pac Rim Conference and made the case that many students in special education would not need services, if they had access to early screening and intervention with scientifically proven strategies. Perhaps we should be putting more resources into Response to Intervention. C. There is a great need for students at the Hawaii School for the Deaf to receive reading instruction from special trained teachers of the Deaf like those at the California School for the Deaf in Fremont, California.</p>	
<p>DOE Budget</p>	<p>Ivalee reported that the Department’s budget request was significantly reduced by legislators, and DOE lost key money earmarked for initiatives. Brian De Lima expressed his disappointment in the Legislature’s handling of DOE’s budget and questioned legislators’ understanding of what the Board and the Department are trying to do with reform efforts. Legislators also dismantled the Board of Education’s internal auditing office and reduced Board positions from three to one. Brian expressed concern that the budget not interfere with the Board’s responsibility to set policy. Ivalee added that by state constitution, the Legislature is responsible for seeing that DOE has adequate funds. Other members expressed concern that there is not enough transparency in the DOE budget.</p>	

<p>Report from the Special Education Director</p>	<p>Shari Dela Cuadra-Larsen reported on the following:</p> <p><u>WestEd’s Reform Recommendations</u></p> <p>In both their first and final reports, WestEd grouped their recommendations into three areas: 1) organization and infrastructure, 2) resources and accountability, and 3) student services. At the April 16th Board of Education’s Student Achievement Committee meeting, the Deputy Superintendent focused on areas 1 and 3 for the first phase of reform efforts. Shari’s office has been tasked with writing a project charter, timelines and deliverables, with the next report to the Board scheduled for July. As they redesign functions, DOE is shying away from the use of the terms SEA and LEA, as it may confuse the U.S. DOE. Instead they are dividing responsibilities between Federal Program Administration (Shari’s office) and Federal Program Instructional Implementation (OCISS/OCCR).</p> <p><u>State Performance Plan /Annual Performance Report (SPP/APR)</u></p> <p>Shari reported that the Office of Special Education Programs is proposing a new SPP/APR to go into effect in 2014. After removing the requirement for reporting on two indicators in the 2011-12 APR--timely resolution of written complaints (16) and due process hearings (17)—and two in the upcoming 2012-13 APR—general supervision correction of noncompliance (15) and accurate data (20)—there are 16 remaining indicators. OSEP wants to add an Indicator 17 that requires the Department to write a systemic plan for achieving desired student outcomes. Input on the proposed APR is sought by OSEP by June 14th, and members discussed whether it would be helpful to provide testimony with the department, as SEAC alone, or as individual members. Group consensus is to submit testimony on behalf of SEAC expressing a stronger focus on results driven accountability.</p> <p><u>DOH Proposed Eligibility for Early Intervention</u></p> <p>Shari spoke to the DOE representative on the Hawaii Early Intervention Coordinating Council and learned that the impetus for the proposed reduction in eligibility is a \$2 million deficit and need to reduce costs. She will be meeting with Ronn Nozoe to determine the Department’s position.</p>	<p>Shari advised members that a summary of the WestEd Final Report recommendations and DOE’s plan can be found at http://www.hawaiiboe.net/Meetings/Notices/Documents/04162013_SAC_UpdateonWestEdSPEDReport.pdf.</p> <p>Susan distributed a crosswalk of the original 20 indicators and OSEP’s proposed APR indicators.</p> <p>Susan will send out more information regarding the proposed changes to the APR process. Members who wish to make comments are asked to email them to Susan by the end of May. She and Ivalee will prepare a draft for member review.</p>
--	--	---

<p>Report from the Special Education Director (cont.)</p>	<p><u>Protocols for Parent Notification re: Adverse Events at School</u> In response to concerns raised in the April 12th SEAC meeting over inconsistencies in notification of parents when special education students experience an adverse event at school (discipline, injury, bullying, etc.), Shari did some research and confirmed that there is not a uniform procedure for teachers or administrators to follow. She will be discussing the issue with Ronn Nozoe.</p>	
<p>Annual Report Planning</p>	<p>Ivalee reminded committee spokespersons that Susan needs your input on your mission, activities in 2012-13, recommendations and future directions. Susan reported that she looked over the recently published Annual Performance Report (2011-12) to see if any of SEAC's recommendations had been included. They had not. She will be forwarding these recommendations and any outstanding Chapter 60 Guideline recommendations to members to gain input on whether these should be included in SEAC's Annual Report for 2012-13.</p>	<p>Susan will send out SEAC's APR and Chapter 60 recommendations to members for review regarding inclusion in the Annual Report.</p>
<p>Membership Issues</p>	<p><u>Election of Officers</u> Jan Tateishi invited members to nominate individuals from the floor to fill the posts of Chair and Vice Chair for the coming school year. Both Ivalee Sinclair and Martha Guinan agreed to serve another term.</p> <p><u>Requests to Renew Terms of Service</u> All but one member whose term is expiring in June has expressed an interest in serving another term. Cassandra Bennett is designating Lani Solomona from her office to represent the needs of students who are homeless. Members thanked Rachel Matsunobu and Phyllis DeKok for their faithful and fruitful contributions to SEAC. They are resigning as parent representatives because their children are turning 27 years old.</p>	<p>Members voted unanimously to accept Ivalee and Martha as Chair and Vice Chair respectively.</p>
<p>Certificates of Appreciation</p>	<p>Shari distributed Certificates of Appreciation signed by the Superintendent for service offered to SEAC in SY 2012-13. Susan and Jan offered small tokens of appreciation to members with outstanding attendance at SEAC meetings.</p>	