

SPECIAL EDUCATION ADVISORY COUNCIL

Minutes – November 9, 2012

9:00 a.m. – 12:00 p.m.

PRESENT: Cassandra Bennett, Jyo Bridgewater, Shari Dela Cuadra-Larsen, Debbie Cheeseman, Annette Cooper, Phyllis DeKok, Martha Guinan, Barbara Ioli, Bernadette Lane, Rachel Matsunobu, Dale Matsuura, Zaidarene Place, Barbara Pretty, Susan Rocco, Kauai Rezentes, Melissa Rosen, Patrick Sheehey (for Tricia Sheehey), Ivalee Sinclair, Tom Smith, Jan Tateishi, Dr. Dan Ulrich

EXCUSED: Brendelyn Ancheta, Gabriele Finn, Tami Ho, Deborah Kobayakawa, Eleanor MacDonald, Stacey Oshio, Mike Tamanaha, Cari White

ABSENT: Shanelle Lum

GUESTS: Brian De Lima, Pat Park, Steven Vannatta

TOPIC	DISCUSSION	ACTION
Call to Order	Ivalee Sinclair called the meeting to order at 9:12 a.m..	
Introductions	Ivalee asked members to introduce themselves to Pat Park, the Assistant Superintendent for the Office of Curriculum, Instruction and Student Support (OCISS).	
Dialogue with Pat Park	<p>Pat began the discussion by sharing some of her experiences in the Department; she taught at Castle High School and was an ELL teacher before becoming the Leilehua-Mililani-Waiialua Complex Area Superintendent. Her recent focus has been on reorganizing OCISS to make its functions fit the Department’s goal of career and college-ready students. By <i>career and college ready</i>, Pat explained that students will have the necessary skills and the opportunity to apply them anywhere. Students will have the chance to do community service, internships and project-based learning. The Department will also be supporting their ability to get along with people, be self-directed and have initiative.</p> <p><u>Questions/comments from members:</u></p> <p>Q. Is there any focus on preparing kids with significant disabilities for being career and college ready? A. We have a big push on inclusion. As students build skills and knowledge, they become much more comfortable. There is a new focus on the Common Core standards, and students will have to be well versed on distance learning and technology.</p> <p>Q. What about kids who need employment training? A. We are expanding our STEM opportunities, getting businesses going in high school, and preparing for entry level jobs after high school.</p>	Pat will share with SEAC an organizational chart of the OCISS makeover by January.

Report from the Special Education Director

Shari Dela Cuadra-Larsen updated members on issues she had been asked to research.

1) WestEd contract

Virginia Reynolds recently gave a presentation about the redesign of OCISS. WestEd got a no-cost extension of their contract to the end of December.

2) Chapter 60 guidelines and proposed revisions to the rule

Unfortunately, there are no documents to share as yet. Shari believes that Pat is doing a good job of changing the culture in OCISS and is optimistic that the community will see greater communication in the future.

3) SPP/APR meeting

The annual meeting with stakeholders is December 14th and data will be available November 16th. Drafts of the indicator write-ups will follow.

4) Access to military base schools by private contractors

Shari spoke to Cherise Shimai, the military liaison for DOE, about the difficulty some contracted agency substitute personnel are having when serving military students on base, and she explained that the \$199 fee for expedited entry per individual is considered as a cost of conducting business and cannot be used interchangeably between employees of the same contractor.

5) DOE response to SEAC letter re: ESY services

The letter from SEAC requested clearer guidance for school personnel, and Shari has asked for help from OCISS in formulating a response to SEAC's June 20, 2012 letter.

Ivalee thanked Shari for her thorough report.

Questions/comments from members:

C: The Chapter 60 Guidelines are extremely important, because there is currently inconsistency and confusion in carrying out the rules.

Q: Is there anything SEAC can do to support their release? A. I'm not sure.

Q. Once the guidelines are released, will parents have access to them?

A. I'll have to research that question.

C. The expedited entry fee for accessing military bases was developed

Shari offered Cherise Imai's contact number for members who may have additional questions: 271-5724.

<p>Report from the Special Education Director (cont.)</p>	<p>after the contracts were signed, and agencies don't have money for each substitute needed to replace an employee who is sick. A. Unfortunately, the extradited entry cannot be transferred from one individual to another.</p> <p>C. SEAC sent an email to Katherine Matayoshi requesting a military representative for SEAC to assist in situations like the one with base access, and she agreed to find one.</p>	
<p>Planning for the APR Meeting</p>	<p>Ivalee reminded members that providing input on the Department's Annual Performance Plan is one of SEAC's major responsibilities. The planning process proposed by Debbie Farmer for December 14th is for all participants to cycle through presentations on all 20 indicators, rather than meeting in work groups as in years past. Concerns from members and guests regarding the change in process included the following:</p> <ul style="list-style-type: none"> • SEAC members have built up some expertise by maintaining continuity with a small number of related indicators over several years; the learning curve required to learn about all other indicators may limit participation this year; • There may not be sufficient time to discuss each indicator in depth; • Members have no clear understanding of how the day will "flow"; • CCC members who have participated in the past have been frustrated because they take a day off work, encounter an overwhelming amount of data and don't feel their input is reflected in the final report; moving to a process of "speed dating" on all indicators may exacerbate this problem of maintaining community expertise and contribution. <p><u>SEAC subgroup</u> Ivalee invited interested members to join her on an APR Subgroup to analyze the data in more depth once it is available. The observations of this group will be shared with all members in preparation for the 14th.</p> <p><u>Other suggestions to improve the process</u> Rachel Matsunobu suggested requesting updates on the improvement activities in mid-year, so that members will be better informed of their effectiveness prior to the December APR meeting. Pat Park offered that</p>	<p>Ivalee will convey the concerns expressed to Debbie Farmer for her consideration in organizing the meeting.</p> <p>Martha Guinan, Barbara Pretty, Tom Smith, and Steve Vannatta volunteered to participate in the APR Subgroup. Susan will notify absent members of the option of participating on this pre-planning body. Members will meet the week of November 25th.</p>

<p>Planning for the APR Meeting (cont.)</p>	<p><u>Other suggestions to improve the process (cont.)</u> the Department's Strategic Plan is focused on improvement activities and benchmarks for all students. Susan Rocco explained that the OSEP indicators are more specific and required for federal monitoring of special education. Members discussed the need for timely and reliable data. They also advocated for a focus on quality outcomes rather than compliance. <u>Pre-planning documents</u> Susan explained three documents to help members prepare for the APR meeting. The first is a page of links to SPP/APR resources taken from the 2011 Special Edition of the <i>SPIN News</i>. The second is a guide to evaluating improvement activities developed by the Regional Resource Centers, and lastly is a table showing targets for each indicator for the 2010 and 2011 APRs. She was able to calculate the 2011 results for school-age LRE using the 618 table for educational environments posted on the DOE website. It shows that Hawaii missed its targets for Indicator 5A and 5B but did show some improvement in lessening the number of students who spend most of their day in self-contained classrooms.</p>	<p>Copies of the documents were disseminated to members and guests.</p>
<p>Review of October 12, 2012 Minutes</p>	<p>No changes were made to the minutes. However, with some members having to leave early, there is not a quorum to approve them.</p>	<p>Approval of the October minutes was deferred.</p>
<p>Announcements</p>	<p>Jan announced that the rubber slipper drive for students who are served by DOE's Homeless Concerns Office is still active and members are encouraged to contribute through early December. Ivalee thanked Brian De Lima for bringing the Board of Education's attention to the WestEd report recommendations and the need for a project director to help implement them.</p>	
<p>DOE Budget</p>	<p>Ivalee shared that she and Susan met with Adele Chong and Eric Nouchi of the Budget Branch on November 2nd to get more information on parts of the DOE budget that impact students with disabilities. Although the Governor requested a "flat" budget, the Department is requesting an additional \$75 million that includes money for enrollment increases, new technology for students (tablets and laptops) and student transportation. The Department is also establishing 88 positions for autism teachers/EAs, using monies it traditionally spent on contracted services to fund the</p>	

DOE Budget (cont.)	positions. Four new positions will be added to Shari's office. Shari said that she recently participated in DOE's federal fund fiscal review.	
Committee Meetings	Members convened into the four standing committees for discussion (Due Process, Legislative, Personnel and Transition).	See Committee Reports
Committee Reports	<p><u>Personnel Committee</u> Members discussed mounting frustrations for teachers fueled in part by no personnel development days, no teacher contract, and a lack of guidance/support on special education rules and initiatives. Both Debbie Cheeseman and Dale Matsuura will try to meet with Ray Camacho from HSTA to determine what if any support they might receive from the union.</p> <p><u>Transition Committee</u> Members spent their discussion trying to meld the information they have gathered to date regarding how schools are supporting students through their transition to adult life. Their proposed transition survey was discouraged by Maxine Nagamine, so it is difficult to have a big picture view. One strategy is to promote greater utilization of the transition planning tools that parent organizations like Hilopa'a and the Learning Disabilities Association of Hawaii have developed for students and their parents. Members will attempt to have these tools adopted by complexes with poor transition planning per the APR data. There may also be a way to capitalize on the Board of Education's desire to have transition plans for all high school students.</p> <p><u>Due Process Committee</u> Members plan to follow up with more surveys of plaintiff attorneys to get more information on due process complaints and settlement attorneys. They will also contact the Mediation Center of the Pacific to ask about termination of facilitation in IEP meetings as reported by Bob Campbell.</p> <p><u>Legislative Committee</u> Ivalee plans to call this committee together after the APR and prior to the start of the 2013 Legislature.</p>	