

**SPECIAL EDUCATION ADVISORY COUNCIL**

**Minutes – December 14, 2012**

12:15 p.m. – 1:15 p.m.

**PRESENT:** Cassandra Bennett, Bob Campbell, Shari Dela Cuadra-Larsen, Gabriele Finn, Martha Guinan, Deborah Kobayakawa, Susan Rocco, Tom Smith, Mike Tamanaha, Jan Tateishi

**EXCUSED:** Brende Ancheta, Debbie Cheeseman, Phyllis DeKok, Bernadette Lane, Shanelle Lum, Eleanor MacDonald, Rachel Matsunobu, Dale Matsuura, Stacey Oshio, Zaidarene Place, Barbara Pretty, Kauli Rezendes, Melissa Rosen, Tricia Sheehy, Ivalee Sinclair, Dan Ulrich, Cari White

**ABSENT:** Jyo Bridgewater

**GUESTS:** Brian De Lima, Pat Park, Kelly Stern, Steven Vannatta, Susan Wood

TOPIC	DISCUSSION	ACTION
<b>Call to Order</b>	Vice Chair Martha Guinan called the meeting to order at 12:15 p.m. Chair Ivalee is ill and a number of members were unable to stay for the SEAC meeting after the Annual Performance Report work groups held earlier in the day.	
<b>Announcements</b>	Tom Smith announced that Bob Campbell is now the appointed military representative for SEAC. Tom also thanked Brian De Lima for introducing him to Col. Ellen Moore, the Board of Education’s military liaison, who was able to resolve the issue of substitute contract employees gaining access to students on military bases.	Members welcomed
<b>Update from Pat Park, Assistant Superintendent, Office of Curriculum, Instruction and Student Support</b>	<p>Pat Park began her update by sharing her optimism at Cezar D’Agord’s comment that OSEP is shifting its monitoring focus to student outcomes rather than mere compliance. The OCISS will soon be changing its name to reflect the Department’s focus on preparing students for successful adult lives. It will be called the College and Career Readiness Office and its functions will fall under two main headings—Student Achievement and Systems &amp; Communication. Pat described the reorganization that includes the appointment of four directors:</p> <p><b>Avis Nanbo</b> (Common Core State Standards, Content Areas &amp; Programs and Title I)</p> <p><b>Dale Castro</b> (Special Education, School Renewal &amp; Redesign, and Focus Schools)</p> <p><b>Leila Hiyashida</b> (Extended Learning Opportunities, Distance Learning, Student Support, Athletics, Community Engagement, and Hawaiian Education)</p> <p><b>Sandy Goya</b> (Internal &amp; External Communication, Fiscal Oversight, Legislative Communication, BOE Coordination, and Reports Review)</p> <p><u>Questions/comments from members</u></p> <p>Q. Have you determined the functions and job descriptions for each position? A. Last week I sent out a survey to the current role groups in OCISS, asking them to describe their areas of responsibility and job functions. I will be interviewing</p>	Copies of the organizational chart for OCISS were disseminated.

<p><b>Update from Pat Park, Assistant Superintendent, Office of Curriculum, Instruction and Student Support (cont.)</b></p>	<p><u>Questions/comments from members and guests (cont.):</u>          people in January to complete the task.          Q. Have you sorted out all the State Educational Agency (SEA) functions from those of the Local Educational Agencies (LEAs). A. That work is still in process.          Q. Do you envision related services falling under Dale Castro or Leila Hiyashida? A. Under Dale; however, schools will be working with all four directors as a team.          Q. For accountability purposes, do you plan to appoint a person responsible for each subcategory under the director level? A. Yes, but we are not there yet.          Q. Is your new college and career ready plan for SY 13-14 inclusive of students with disabilities? A. Absolutely.          C. The growth model is looking at student achievement and applies to all students; it will be really significant for students with disabilities. A. Growth will not just depend on what cell you are on, but how you differentiate instruction to meet needs.          Q. With all the talk in Washington of sequestration and budget cuts, do you know what the impact will be on special education at the federal level? A. No, but we are making “what if” plans.          Q. Will directors be given line authority? A. Yes.          C. I compliment your reorganization for its ability to address multiple indicators in a larger plan.</p>	
<p><b>Report from the Special Education Director</b></p>	<p>Shari Dela Cuadra-Larsen reported that the Department is very close to having the Chapter 60 guidelines ready for release to the field. She has not yet been able to get a response to SEAC’s letter regarding Extended School Year standards. In January Shari will not be able to attend the SEAC meeting, but she is sending Peter Kawamura from her office to provide updates on standing issues.  <u>Questions/comments from members and guests (cont.):</u>          Q. Do you have any information on training around the Chapter 60 guidelines? Will SEAC be included in training efforts as previously promised? A. I don’t have that information as yet, but I will look into it.</p>	
<p><b>Review of the October and November Meeting Minutes</b></p>	<p>Given that there is not a quorum, Martha advised members to review the minutes for October 12, 2012 and November 9, 2012 on their own.</p>	<p>Action on the minutes was deferred to the January meeting.</p>

<b>Discussion on School Based Behavioral Health (SBBH)</b>	<p>Kelly Stern, the State Educational Specialist for SBBH, shared her vision of SBBH servicing all students. Under the Felix Consent Decree, SBBH moved into a direction of only serving students who are eligible for 504 Plans or IEPs. She hopes to begin using SBBH as an intensive counseling intervention prior to special education or as a step-down to special education. Kelly credits the Strategic Plan for providing guidance to the system on prevention and early intervention.</p> <p><u>Questions/comments from members:</u></p> <p>Q. Where in the current draft organizational chart is the connection between school counseling and SBBH? Is it under one director or more than one? A. My understanding is that SBBH is under Leila Hiyashida in Student Support.</p> <p>Q. There are professional turf war issues in the field about who has the proper credentials to service high-end needs students. Families and teachers need to know when an intervention is taking place and what resources are available. How are you going to resolve these needs? A. My staff and I are reviewing the old SBBH handout and the Purple Book, trying to answer some of these questions so that schools, parents and others understand clearly what is appropriate and available.</p> <p>Q. Will SEAC be one of the groups that help to vet the process of updating and repackaging information around SBBH? A. Yes, I will try to include SEAC.</p>	
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