

**SPECIAL EDUCATION ADVISORY COUNCIL**  
**Corrected Minutes – February 8, 2013**  
9:00 a.m. – 12:00 p.m.

**PRESENT:** Cassandra Bennett, Bob Campbell, Debbie Cheeseman, Annette Cooper, Phyllis DeKok, Shari Dela Cuadra-Larsen, Gabriele Finn, Martha Guinan, Barbara Ioli, Deborah Kobayakawa, Shanelle Lum, Eleanor MacDonald, Dale Matsuura, Zaidarene Place, Barbara Pretty, Kauai Rezentes, Susan Rocco, Melissa Rosen, Tricia Sheehey, Ivalee Sinclair, Mike Tamahaha, Jan Tateishi  
**EXCUSED:** Brendelyn Ancheta, Jyo Bridgewater, Tami Ho, Bernadette Lane, Rachel Matsunobu, Stacey Oshio, Tom Smith, Cari White

**ABSENT:** Dan Ulrich

**GUESTS:** Brian De Lima

TOPIC	DISCUSSION	ACTION
<b>Call to Order</b>	Ivalee Sinclair called the meeting to order at 9:07 a.m.	
<b>Announcements</b>	Jan Tateishi announced that Barbara Ioli has agreed to chair the SEAC table for the SPIN Conference. Susan Rocco announced that SEAC's annual report will be featured in a webinar on February 15 <sup>th</sup> put on by the Office of Special Education Programs in partnership with the Regional Parent Technical Assistance Centers. The purpose of the webinar is to offer guidance to State Advisory Panels and Interagency Coordinating Councils on what to include in their annual reports.	Members who are willing to assist with the SEAC table should contact Barbara directly. Members who wish to listen to the webinar can sign up at <a href="http://www.stateadvisorypanel.org">www.stateadvisorypanel.org</a> .
<b>Review of 1/11/13 Minutes</b>	Under <i>SEAC Display Table</i> on Page 1, Phyllis DeKok corrected that she volunteered to assist in manning the SEAC Table at the SPIN Conference.	The minutes were approved as corrected.
<b>Report from the Special Education Director</b>	Shari Dela Cuadra-Larsen reported on the following: <u>Roll-out of Chapter 60 Guidelines and Training</u> The guidelines were found by the Attorney General's Office to have some technical and grammatical errors, and these errors are still undergoing correction. Shari has not seen any signal to the field regarding training as yet. Ivalee stressed that SEAC has kept this item on the agenda because of continuing expressions of concerns from parents and teachers as well as past promises by the Department to SEAC to include members in training to mixed audiences. Brian De Lima indicated that he will put the issue of the guidelines on the Board's Student Achievement Committee (SAC) agenda in March. <u>Parent-Friendly Version of the Guidelines</u> The Special Education Section has been working on identifying what should be included in the parent version of Chapter 60 guidelines, and has given Pat Park the authority to decide how to proceed. Shari will have more information to share on this topic in March.	

<p><b>Report from the Special Projects Office (cont.)</b></p>	<p><u>Information sharing of testimonies on education bills</u>                  Shari offered a mechanism to have SEAC share its testimonies with the Department prior to a hearing, so that the Department might potentially support SEAC’s positions in its own testimony to the Legislature. Ivalee explained that there is often very short notice of a legislative hearing making it difficult for SEAC and the Department to coordinate testimony. She also noted that when SEAC assisted in supporting legislation on private school monitoring, the Superintendent communicated directly with Ivalee, as chair of the Private School Task Force. In the future, when possible, Ivalee promised to make an effort to get SEAC’s testimony to Shari prior to a hearing.</p> <p><u>Questions/comments from members</u>                  C. Schools have been required to follow chapter 60 for more than six years now, but without guidelines there are instances where plaintiff attorneys are telling schools what to do. C. In our district, we have received partial training on Chapter 60; however, if the guidelines are not available to give the State’s perspective, I wonder if the training was accurate. C. I recently went to an eligibility meeting where the team members were not in sync because of differing understandings of the law; we finally took one position, but I wonder if it would hold up in a due process hearing.</p>	
<p><b>WestEd Report and Recommendations</b></p>	<p>Ivalee reported that when she last talked to Pat Park, she was told that the Department’s leadership would meet with the WestEd consultants at the end of January to discuss the report and decide on actions regarding its recommendations. Shari offered that DOE is moving toward a bifurcation of functions without dismantling districts or complex areas. Ivalee added that the Chairs of the Senate and House education committees have committed to holding an informational briefing on the WestEd report later this session to ask how the Department plans to implement the recommendations. Brian De Lima offered to request a copy of the report for SEAC as well as himself, and plans to put the report on the SAC agenda.</p>	

<p><b>Comprehensive Student Support System (CSSS) and Response to Intervention (RTI)</b></p>	<p>Ivalee was hoping to invite Jean Nakasato to present information on the roll-out of the new Comprehensive Proactive Student Support System and RTI training; however, she was unable to connect with her despite several attempts. The re-tooled version of CSSS contains a lot on Family School Partnerships, Positive Behavioral Supports and Response to Intervention.</p>	<p>The discussion was deferred until Jean Nakasato is available to speak with members.</p>
<p><b>ESEA Flexibility Waiver</b></p>	<p>Ivalee reported that Susan spoke to the Office of Strategic Reform regarding the status of Hawaii’s ESEA Flex application to the U.S. DOE. The Office is in its fourth round of back and forth discussions and may be close to final approval. Susan repeated SEAC’s concern that including special education students into one large “super” group, with disadvantaged students and students whose second language is English, might dilute accountability for special education outcomes at the school level.</p>	
<p><b>Report on Legislation of Interest to SEAC</b></p>	<p>Ivalee reported on the following legislation for which testimony was offered by the Legislative Committee in coordination with the Coalition for Children with Special Needs:</p> <p><u>Early Childhood Education</u>                  Three bills and their companions have made it through the education committees. These bills are part of the Governor’s priorities and aim to pave the way for universal preschool. One bill offers a State Constitutional amendment to allow state money to be given to private entities for early childhood education. The other two bills fund preschool slots to help children displaced when Junior Kindergarten is discontinued and set standards for teacher training and preschool learning outcomes.</p> <p><u>Early Learning Wellness Guidelines</u>                  This bill would set voluntary guidelines for early learning programs to follow to promote nutrition and physical activity.</p> <p><u>Insurance Coverage for Autism Spectrum Disorders (ASD)</u>                  The Senate bill to require insurance coverage for the diagnosis and treatment of ASD was heard in the Health Committee and The House bill will be heard in the Health Committee on February 13<sup>th</sup>. A report from the Legislative Reference Bureau in response to a resolution last session made no recommendations but included options for the State.</p>	<p>A copy of the specific bills with descriptions and actions was circulated.</p>

<p><b>Report on Legislation of Interest to SEAC (cont.)</b></p>	<p><u>Health Aides and Epinephrine Administration</u> These two bills address training for health aides by the Department of Health and the ability for school volunteers to administer epinephrine via epi-pens to students with severe allergic reactions. The latter has been a subject of several complaints to the Office of Civil Rights, and there is inconsistency in how or whether schools administer these injector pens according to physician's specifications.</p> <p><u>Dyslexia</u> Ivalee acknowledged the hard work of Tricia Sheehey and Jyo Bridgewater as members of the Dyxlexia Working Group that sponsored this bill to create greater awareness of dyslexia and better implementation of educational strategies to enhance learning. The current bill is likely to be converted to a resolution as it contains some confusion over definitions and a lack of clarity on how the recommendations interface with current DOE initiatives like RTI. Tricia added that the work group's comprehensive plan was not as specific as some members wished because the Department said they planned to address issues. Ivalee suggested that Tricia reintroduce this specificity to the group that will draft the resolution.</p> <p><u>Employee Family Leave Act</u> This legislation is patterned after a California law that requires employers of companies with more than 25 employees to allow its employees up to 40 hours a year to attend school meetings and functions. To do so, employees would use accrued leave such as vacation or sick leave. SEAC recommended in its testimony that the law also cover parents of pre-school children. The bill may be in jeopardy, as it does not have the backing of a large enough segment of the business community.</p> <p><u>Extending IDEA Coverage</u> SEAC reviewed a bill that raises the eligibility for IDEA services to age 21. Should the bill be heard, SEAC will recommend that funds be given to DOE to provide these additional services.</p> <p><u>Family-School Partnerships</u> SEAC, as part of the Coalition for Children with Special Needs is working with the education chairs to offer a resolution to continue the work of the</p>	
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<p><b>Report on Legislation of Interest to SEAC (cont.)</b></p>	<p><u>Family-School Partnerships (cont.)</u>                  SCR 79 Work Group. The group was not able to complete its stated goals, including revising the policy for CSSS and monitoring training around promoting family-school partnerships.  <u>Questions/comments from members</u>                  C. DOE is not currently in a position to provide vocational activities for older students. C. Students with milder disabilities face long wait lists for services from the Division for Vocational Rehabilitation. C. Extending eligibility for special education students is only helpful if students are prepared to be college and career ready. Students on Neighbor Islands have a more difficult time acquiring employment due to the limited job market. C. Another issue with extending eligibility is that the student can't identify with any grade level since s/he remains behind while peers graduate. C. There needs to be more opportunities at the Community College level for students with disabilities to have hands-on learning. C. The Department needs to model a more inclusive workforce. My relative with Asperger Syndrome and a college degree was hired as a part-time EA on the Big Island but let go because of the school's inability to work around mannerisms related to his disability. C. For students still in school, there is often inadequate staffing to allow students to have an off-campus work experience. C. Sometimes despite individual strengths, there are low expectations for a student's employment resulting in low-paying janitorial job placements. C. The Board of Education has been conducting a policy audit and is in favor of recommendations regarding family-school partnerships. C. The dyslexia bill calls for all teachers who graduate from a teacher's prep program to be able to demonstrate they know how to implement reading strategies, including multi-sensory strategies.                  Q. Does the University of Hawaii offer courses in specific reading strategies? A. (Tricia) Yes. Special education courses focus on multi-sensory, direct instruction while general education courses cover RTI and differentiating instruction.</p>	
<p><b>Discussion of SEAC Committee Structure</b></p>	<p>Ivalee acknowledged that the Due Process and Legislative Committees have accomplished more tangible outcomes than Personnel and Transition.</p>	

<p><b>Discussion of SEAC Committee Structure (cont.)</b></p>	<p>She asked members of the latter committees if they wanted to continue and both groups expressed a desire to continue working toward positive systems change. Members on all committees agreed that committee meeting schedules were somewhat erratic, so a consensus was reached to hold committee meetings every other month and not less than once per quarter. Vice Chair Martha Guinan encouraged each committee to focus on reachable outcomes.</p>	
<p><b>Committee Reports</b></p>	<p><u>Personnel Committee</u>          Gabriele Finn reported that members learned that some teachers might be graduating from the University of Hawaii without a reading course. Tricia Sheehey is advocating to have reading courses a requirement for all teaching students. Currently the “severe” licensure track doesn’t require competence in reading strategies. A second issue discussed is the longstanding problem of mismatching teacher ability/training with placement. Ivalee suggested having an individually content trained teacher available as a resource, and Dale Matsuura pointed out that every new teacher has a mentor assigned by the state. Two issues were noted related to mentors: 1) some teachers get frustrated with their mentor because they are asked to do extra assignments; and 2) even if a mentor has a concern about a teacher’s ability, he or she must focus on the new teacher’s concerns rather than their own. The committee would also like more information regarding an initiative through Kamehameha Schools that provided substitutes for field trips for Hawaiian culture.</p> <p><u>Due Process Committee</u>          Martha reported that the committee plans to send an email to Shari Dela Cuadra-Larsen by the end of February asking for a response from the Superintendent to SEAC’s Due Process Report. Members also had some questions regarding written complaints and may invite Taren Taguchi to the next meeting.</p>	