Special Education Advisory Council

**ANNUAL REPORT**



Relating to SEAC Activities

July 1, 2015 to June 30, 2016

**Message from the Chair **

This was a full year for SEAC. We miss our Legislative chair Tom Smith who sadly passed away suddenly. We are grateful that Ivalee Sinclair is feeling better and was able to fill in for Tom at the legislative session.

We also appreciate the Superintendent providing a focus on Special Education. While nothing substantive has came out of this yet, together we made great strides toward better policies. It helped SEAC gain the ear of the department and allowed us to better partner toward education for all students with disabilities. We accomplished much, the most exciting of which is sharing testimony with the Board of Education on their policies on inclusion, discipline, school health services and related services.

SEAC was also invited to present to the Governor’s Task Force on ESSA as well as to the Governor’s meeting on Education. These two landmark meetings indicate the Governor’s priority on Public Education and we are glad to ensure special education has a voice in the process.

My thanks to all the members of the Special Education Advisory Council for their hard work and I look forward to another year as chair.

We hope that special education stakeholders find the information in this report of interest and value. SEAC always welcomes your feedback.

Martha M. Guinan

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Agendas, meeting schedules, minutes and other SEAC reports can be found online. Meetings are open to the public and each meeting agenda includes time for input from the public. Individuals may present their input in writing by mail, fax or email or by speaking to members at the meetings.

**Contents**

|  |
| --- |
| Purpose, Vision & Mission 1  Functions of the Council 2  SEAC Membership. 2  Student Population 3-5  Recommendations to the Superintendent 6-10  Major Areas of Focus SY 15-16 10-13  Annual Performance Report/State Systemic Improvement Plan • Board of Education Input • Due Process Review • Every Student Succeeds Act (ESSA) • E.R.K. Decision • Legislative Action • Public Outreach • Strategic Plan Review  Future Direction for SY 16-17 13  Member Roster ……………………………….14 |

**Purpose**

SEAC shall provide policy guidance with respect to special education and related services for children with disabilities in the State. (**IDEA**, CFR 300.167)

**Vision**

SEAC believes in optimizing the educational achievement of every child through a strong public education system that is proactive and supportive of students, families and educators. To that end SEAC will use its strength as a broad based constituency group to play an active and influential role in decisions affecting policies, programs and services.

**Mission**

The mission of SEAC is to guide and assist the Hawaii Department of Education in fulfilling its responsibility to meet the individual needs of children with disabilities.

1

**Functions of SEAC**

1. Advise the Department of Education of unmet needs within the State in the education of children with disabilities. CFR 300.169(a)

2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities. CFR 300.169(b)

3. Advise the Department of Education in developing evaluations and reporting on data to the Secretary of Education, U.S. Department of Education, under Section 618 of the Individuals with Disabilities Education Act. CFR 300.169(c)

4. Advise the Department of Education in developing corrective action plans to address findings identified in federal monitoring reports. CFR 300.169(d)

5. Advise the Department of Education in developing and implementing policies relating to the coordination of services for children with disabilities. CFR 300.169(e)

6. Monitor the implementation of activities and timetable pursuant to consent decrees or court orders regarding the education of children with disabilities. (IDEA 90 regulation maintained by SEAC because of the Felix Consent Decree).

7. Advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons. (IDEA 97 regulation maintained by SEAC with representation by the Department of Public Safety).

8. Review Hawaii special education due process hearing decisions and findings.

(CFR 300.513).

9. Review and comment with regards to the Department’s federal and state budgets for special education.

**SEAC Membership**

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SEAC is made up of a diverse group of individuals with expertise in a variety of aspects affecting special education and related issues. Persons with disabilities and parents of children with disabilities comprise a majority of the membership. Members are appointed by the Superintendent and serve without compensation for three-year terms. A roster of SEAC members for School Year 2015-16 can be found on page 14.

**2**

**The Students that SEAC Represents**

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| **Numbers of Students Served**  While Hawaii’s special education population bears many similarities to those in other states, there are some differences. For example, Hawaii serves fewer students with disabilities as a percentage of the total student population than the national average, leading some to question whether Hawaii is under-identifying students. In SY 15-16, the 18,969 students with Individualized Education Programs (IEPs) represented 10.4% of Hawaii’s public school students. This contrasts with the most recently published national average of 12.9% in 2014. The numbers of students with disabilities served over the last ten years have declined both in Hawaii and in the national average. | Source: OSEP Part B Data Displays, Hawaii & U.S. |
| **More than One Category of Need**  Many students who qualify for supports under special education also fall into other “high needs” categories:  *√* Two-thirds of the students also fall into the category of English Language Learner or economically disadvantaged (eligible for free or reduced lunch).  √ 178 special education students in SY 15-16 qualified for services under the Homeless Concerns Office.  **Distribution of Students by Eligibility Category - Ages 6 to 22**  Hawaii’s special education students were found eligible for services in one of the 13 disability categories of the Individuals with Disabilities Education Act (IDEA), or the optional category of developmental delay.\* In the pie charts below, Hawaii’s five eligibility categories that have the most students are compared to the national average for category distribution.   |  |  | | --- | --- | |  |  |   \* *Developmental delay* is an optional category that applies to children aged 3-9 who have a developmental delay in one or more of the following areas: physical development, cognitive development, communication, social or emotional development or adaptive development. 3  **The Students that SEAC Represents (cont.)**  **Distribution of Students by Eligibility Category - Ages 6 to 22 (cont.)**  The major differences between Hawaii’s school age special education population and the national average is that we serve more students with specific learning disabilities and significantly less students under the categorical label of speech/language disability.  **Distribution of Students by Eligibility Category - Ages 3-5**  schoolers in Hawaii are overwhelming given the eligibility category of developmental delay, which is actually a non-category that allows the delivery of special education and related services without a specific disability label. This is done in part because it is sometimes difficult to assess the true nature of a child’s disability at such a young age. By contrast, the national average uses the speech/language disability designation most often for preschoolers. In other categories, Hawaii serves a slightly higher percentage of students with autism and students with multiple disabilities.   |  |  | | --- | --- | |  |  |   Source: OSEP Part B Data Display: Hawaii, 2015.  **Student Achievement**  For measuring the academic achievement of students with disabilities in Hawaii, two assessments are highlighted:   The **Smarter Balanced Assessment (SBA)** is Hawaii’s statewide assessment aligned with the Common Core State Standards and given to all students in grades 3-8 and grade   |  |  | | --- | --- | |  | 11 in the spring. Hawaii is one of 18 states using the SBA for accountability purposes.  The chart at the left shows the overall performance of the different subgroups on the SBA given last school year. ELL refers to students who are English Language Learners. Hawaii is permitted to combine the scores of ELL students and recently exited ELL students for reporting purposes. When you look at the current ELL students only, however, they actually underperformed |   Source: 12/1/15 Board of Education “Update: Achievement Data in High Needs Categories.” 4  **The Students that SEAC Represents (cont.)**  **Student Achievement (cont.)**  under performed special education students. Special education proficiency was especially disappointing, with only about one in ten students scoring proficient or above on either the English Language Arts (ELA) or math assessments. When one compares special education performance to that of students with no special needs, there is a huge performance gap of **56** percentage points for ELA and **49** percentage points for math.  The **National Assessment of Educational Progress (NAEP**) is referred to as “the nation’s report card” because it has been administered to groups of students in the fourth and eighth grades in every state since the 1990s and allows comparisons between performance from state to state.   |  |  | | --- | --- | |  | Although Hawaii’s regular education 4th and 8th graders have been making gains on the NAEP in past years, the special education 4th and 8th grade scores are among the lowest in the nation, alongside special education students in New Mexico, Mississippi, and Alabama.  Source: National Center for Education Statistics, 2015 Reading & Math Assessment Report Cards |   **Least Restrictive Environment**  Although IDEA requires IEP teams to consider placing students with their non-disabled peers to the maximum extent appropriate, Hawaii special education students spend less time in the general education classroom than students in any other state or territory. In SY 2015-16, only **36.3%** of our students with IEPs spent 80% or more of their day in the general education classroom. By contrast, the national average is **62%.**  **Suspensions**  In 2015 the Office of Civil Rights published national discipline data showing students with disabilities are **more than twice as likely** to receive an out-of-school suspension (13%) than students without disabilities (6%). In Hawaii, that ratio appears to be higher. In SY 2014-15, less than 4% of all public school students were suspended, but closer to 10% of school-aged special education students were suspended (2.5 times more).  **Students with Disabilities Suspended in SY 2014-15**   |  |  |  |  | | --- | --- | --- | --- | | **Out-of-School**  **10 Days or Less** | **Out-of-School**  **More than 10 Days** | **In-School**  **10 Days or Less** | **In-School**  **More than 10 Days** | | **1529** | **206** | **456** | **<10** | | |

Source: IDEA Part B Data Tables, Table 5, School Year 2014-15

5

**Recommendations to Superintendent Matayoshi**

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| Under its responsibility to advise the Department, SEAC offers the following recommendations for action. SEAC’s priority recommendations are highlighted with an asterisk (\*). |  |

**ACCOUNTABILITY FOR REPORTING SUBGROUP PERFORMANCE**

***Issue:*** *SEAC has been on record for a number of years in urging the Department to lower the minimum number of students needed to form a student subgroup for federal reporting and accountability, commonly known as the “n” size.* **The Alliance for Excellent Education** *recently released its report entitled “Ensuring Equity in ESSA: the Role of the N-Size in Subgroup Accountability” which recommends that states set their “n” size at ten or fewer students for greater accountability and improvement purposes (http://all4ed.org/reports-factsheets/n-size/).*

**Recommendation:** Reduce the “n” size for reporting special education student performance, as well as other subgroup performance, from the current 30 – 40 students to 10 or less students in order to ensure that schools are both held accountable for the academic improvement of high needs subgroups and become eligible for school improvement support under the Every Student Succeeds Act requirements.

**ASSESSMENT**

***Issue:*** *Many students with disabilities do poorly on standardized assessments due to a myriad of factors, including the inability to read at grade level. In SY 14-15, only about 1 in 10 students with IEPs met proficiency in English Language Arts and Math on the Smarter Balanced Assessment. These results not only discourage special education students and their families; they also represent a loss of time and resources that could be better spent on more targeted interventions to meet the unique needs of these students. By contrast, authentic assessments (also called performance assessments) attempt to demonstrate what a student actually learns in class rather than the student’s proficiency on traditional assessments.*

**\*Recommendation:** Pilot the use of authentic assessments for students with disabilities (and other high-needs groups) as part of the implementation of the State’s ESSA plan.

**CONFLICT RESOLUTION**

***Issue:*** *Families and schools under-utilize mediation as a low cost, relationship-preserving method of special education conflict resolution. In SY 2014-15, only 2 mediations were reported compared to 70 requests for due process hearings. Given that the national average agreement rate for mediation has been steady at 70%, mediation can be seen as a win-win for both family and school. (http://www.directionservice.org/cadre/pdf/Trends%20in%20Dispute%20Resolution%20under%20the%20IDEA%20OCT2015.pdf)*

**Recommendation:** Initiate a media campaign with support from SEAC, the Community Children’s Councils and other family stakeholder groups to highlight the benefits of mediation and other early conflict resolution activities.

6

**Recommendations to the Superintendent (cont.)**

**DISCIPLINE OF STUDENTS WITH DISABILITIES**

***Issue:*** *While Hawaii has made strides over the last decade in reducing the number of students with disabilities (SWD) who are suspended for more than 10 days a year, there is still a relatively high percentage of SWD suspended for 1-10 days in a school year (see data on page 5). In the U.S. DOE’s recent guidance to the field--***#RethinkDiscipline***—it notes research that suspensions do not improve student behavior or the overall school climate. In addition, suspensions of any length have known negative consequences for students, including higher risk for academic failure, dropping out, involvement with the juvenile and adult corrections system, and poor future employment outcomes. (http://www2.ed.gov/policy/gen/guid/school-discipline/index.html)*

**Recommendation:** Work with SEAC and other key stakeholder groups to design and implement evidence-based prevention and early intervention strategies to reduce the incidence of suspensions of students with disabilities.

**EDUCATIONAL SUPPORTS FOR STUDENTS 18-22**

***Issue:***  *The E.R.K. Decision by the 9th Circuit determined that students with disabilities who had not achieved their I.E.P. goals and had not graduated with a regular high school diploma may be eligible to receive special education and related services until their 22nd birthday. SEAC and the plaintiff attorneys for E.R.K. believe that services for adult students should be provided in an age appropriate, integrated setting. In its comments regarding IDEA 2004, the U.S. DOE clarified that “if a child’s IEP Team determines that a child’s needs can best be met through participation in transitional programs on college campuses or in community-based settings, and includes such services on the child’s IEP, funds provided under Part B of the Act may be used for this purpose.” (Federal Register, August 14, 2006, page 46668). To SEAC’s knowledge, these services are not consistently made available to IDEA eligible students 18 and older who are currently enrolled.*

**Recommendation:** Ensure that IEP teams consider transitional programs on college campuses or in community-based settings, as appropriate, to provide educational benefit to adult students receiving IDEA services in order to facilitate their successful transition to adult living, learning and employment.

**FAMILY-SCHOOL COMMUNICATION AND PARTNERSHIPS**

*1st Issue: For the past two years SEAC has been told that there are no clear and consistent policies or protocols for uniformly informing parents in a timely way of adverse events at school. Examples of adverse events include the following: injury to the student, bullying or harassment not involving injury, drug searches based on anonymous tips, medication administration errors, restraint by school personnel, and traumatizing events involving classmates or school mates which the student may have witnessed.*

**Recommendation:**  Develop clear policies and protocols for notifying families in a timely way of adverse events at school that may negatively impact the student.

7

**Recommendations to the Superintendent (cont.)**

**FAMILY-SCHOOL COMMUNICATION AND PARTNERSHIPS (cont.)**

*2nd Issue: The Board of Education passed its revised Family and Community Engagement/ Partnership policy in June of 2015, that includes the National PTA Standards for Family School Partnerships. In the February 2, 2016 the BOE Audit Committee aired an Internal Audit of the Special Education Program that noted that “that schools’ communication with parents can be improved and that further training provided to schools on how to communicate effectively with parents is needed. Parents need to feel their concerns are being heard, processes and goals are being explained to them, including what best practices they can provide at home to improve student achievement as well as what resources are available to them if they have questions.”*

**Recommendation**: Involve SEAC, the Community Children’s Councils and other community stakeholders representing parents of children with disabilities in the development, implementation and evaluation of Department’s plan to implement the Family and Community Engagement/Partnership policy.

**LEADING BY CONVENING**

*Issue: SEAC has a long history of meeting together with other stakeholder groups in the State Improvement Plan/Annual Performance Report process to help the Department discuss and prepare its submission to the Office of Special Education Programs on key indicators affecting the success of students with disabilities. When that process shifted from face-to-face inclusive meetings to on-line input and segregated discussions several years ago, SEAC advised the Department of the benefit of inclusive decision making and SEAC’s proactive involvement in the design, implementation and evaluation of policies and practices to improve the delivery of education to students with disabilities. SEAC also made clear to leadership on numerous occasions that its advice is compromised by a lack of information and involvement in key decision making. The Office of Special Education Programs (OSEP) and the IDEA Partnership has now strongly recommended that states utilize the Leading by Convening model of shared leadership in addressing persistent problems adversely affecting students with disabilities.*

**\*Recommendation:** Move from a practice of top-down leadership to engage SEAC and other stakeholder groups in shared decision-making and enhanced problem solving over the Annual Performance Report (including the State Systemic Improvement Plan) and other reform efforts, through utilization of the Leading by Convening process.

**LEAST RESTRICTIVE ENVIRONMENT/INCLUSION**

*1st Issue: Only 36.3% of students 6-21 with IEPs in SY 2014-15 spent 80% or more of their day in the general education classroom (as opposed to the national average of 62%), and many of these “included” students did not have the necessary supports to meet their unique nee*ds.

**\*Recommendations:**  Provide greater clarity/training to the field regarding what is meant by the term “inclusion” and the evidence-based strategies to support inclusive education for students with disabilities. Give teachers adequate time to prepare and plan together to coordinate instructional supports to students with diverse learning needs.

8

**Recommendations to the Superintendent (cont.)**

**LEAST RESTRICTIVE ENVIRONMENT/INCLUSION (cont.)**

*2nd Issue: Only 27.8% of preschool students aged 3 through 5 with IEPs in SY 2014-15 attended a regular early childhood program and received the majority of their special education and related services in that setting. Most of the DOE preschool settings for students with disabilities are self-contained classrooms on public school campuses. The U.S. Department of Education, in partnership with the U.S. Department of Health and Human Services issued a 2015 policy statement urging states to increase the inclusion of preschool children with disabilities in high-quality preschool programs. (http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf). SEAC wrote supportive testimony to the State Legislature for the recent funding of twenty-one preschool classrooms on public school campuses in rural areas where there were few private preschool options. SEAC also supported the Charter School Commission’s proposal for a federal education grant of $6 million to fund preschool classrooms. Information shared with SEAC indicates that neither of these pre-kindergarten initiatives are currently including students with IEPs.*

**\*Recommendations:** Ensure that public preschool classrooms serving students without disabilities also accommodate students with disabilities in natural proportions to provide greater opportunities for early childhood inclusion.

**PROFESSIONAL DEVELOPMENT**

*Issue: Community and departmental stakeholder groups involved in the infrastructure analysis for the State Systemic Improvement Plan identified professional development and technical assistance for quality instruction as a high priority need for ALL school staff (general and special education teachers, educational assistants, part-time teachers, etc.).*

**\*Recommendations:** Apply for grants (federal as well as local foundations) to generate resources for personnel development. Include special education personnel in decision-making regarding school-wide training initiatives. If on-line modules are utilized for professional development purposes, pair the on-line learning with supervision and mentoring by trained staff. Consider having SEAC provide input on targets for professional development.

**RECRUITMENT AND RETENTION OF SPECIAL EDUCATION PERSONNEL**

*Issue: Each year, the Department has millions of dollars in unspent special education funds from “salary savings” resulting from unfilled positions identified in the legislative budget request as necessary to meet the individualized instruction and related services needs of students with disabilities.*

**\*Recommendations:**  Provide an annual accounting to the special education community of the specific positions that are chronically unfilled and how these “salary savings” are being used to support classroom teachers who are overburdened due to the reduced work force. Seek input from SEAC, HSTA and other key stakeholder groups on how to make the optimal use of these surplus funds. Develop new and effective strategies for filling these positions on a priority basis.

9

**Recommendations to the Superintendent (cont.)**

**STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)**

*Issue: The initial target for the SSIP focuses on a subset of kindergarten through third graders with disabilities for improvements in reading achievement with modest expectations for growth and reading proficiency. To address the immediate needs of students from other disability categories and grades, the Department has placed emphasis on having District Educational Specialists support the work of the Complex Area Support Teams (CAST) to ensure that their strategies are inclusive of and beneficial to students with disabilities. The Department has acknowledged that a number of District Educational Specialists and CAST team members currently lack expertise in special education.*

**Recommendation:**  Further revise the State-identified Measurable Result (SiMR) to reflect an accelerated trajectory of growth in reading achievement (greater than that for general education students) as well as higher proficiency targets in order to benefit more students and reduce the huge achievement gap between students with IEPs and non-high needs students. Consider recruiting outside expertise to assist the CAST and speed up the process of improving outcomes for students with IEPs.

**Major Areas of Focus for School Year 15-16**

**Annual Performance Plan (APR) and State Systemic Improvement Plan (SSIP)**

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| The Annual Performance Plan (APR), with its targeted state plan for systemic improvements (the SSIP), is the U.S. Department of Education’s main monitoring tool for ensuring that states are both 1) complying with the provisions of IDEA, and 2) providing appropriate supports to special |  |

education students to result in their positive academic and functional performance. SEAC was asked by the SSIP Core Team to focus primarily on how to improve family engagement in order to improve reading proficiency for students in grades Kindergarten to 3rd grade. A small subgroup of SEAC members were invited to meet with the team to share information on the Leading by Convening Model for shared decision making and the Family Engagement Framework developed by West Ed and successfully implemented in California. SEAC as a whole also reviewed and commented on data from the APR, submitted questions regarding Hawaii’s Phase 1 SSIP submission, and recommended 5-year targets for growth and proficiency for the Phase 2 SSIP submission in April 2016.

(For a copy of Hawaii’s APR submitted in February, 2016, go to <http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Special-Education-Performance-Report.aspx>. Hawaii’s Phase 2 SSIP is still under review by the U.S. DOE.)

**Board of Education Input**

For the past several years, SEAC has been fortunate to have the active participation of Board Vice Chair Brian De Lima to keep members up to date on Board activities and to encourage a stronger SEAC presence at Board meetings. Student Achievement Committee Chair Patricia Halagao also attended a SEAC meeting to help create a focus for an upcoming Student

10

**Major Areas of Focus for School Year 15-16 (cont.)**

**Board of Education Input (cont.)**

Achievement Committee (SAC) meeting on special education reforms, like inclusive education, and how SEAC and the Department can work together in reform efforts. SEAC member Dr. Tricia Sheehey volunteered to set a shared expectation at that meeting by presenting state and national inclusion statistics and practices.

Additional testimonies provided to Board committees by SEAC included the following:

 School Climate and Discipline Policy,

 Comprehensive Student Support System Policy,

 special education staffing vacancies,

 special education performance on the 2015 Smarter Balanced Assessment,

 the Internal Auditor’s report on the Special Education Program,

 Inclusion Policy,

 Special Education and Related Services Policy, and the

 School Health Services Policy.

(For a copy of SEAC Board testimonies, go to: <http://seac-hawaii.org/board-of-education-testimony/>)

**Due Process Review**

For the past dozen years SEAC has conducted an annual review of due process activity--mediation, written complaints and due process hearing requests and decisions--to determine how well Hawaii schools are resolving conflicts between special education parents and school personnel and to look for opportunities to promote early dispute resolution. This year’s report examined activity for the SY 13-14. Findings included a higher percentage of due process hearing requests per capita than the national average and a lower percentage of written complaints and mediations. Hawaii has continued to improve on resolving hearing requests through resolution sessions or other means, prior to going to due process hearing.

(For a copy of SEAC’s SY 13-14 Due Process Review, go to: <http://seac-hawaii.org/reports/>).

**Every Student Succeeds Act (ESSA)**

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| In December 2015, a new law governing public education was passed to replace **No Child Left Behind**.  **Every Student Succeeds Act (ESSA)** maintains high expectations for all students and requires schools to close the achievement gap between student subgroups, like special education and ELL |  |

students, and the larger student population. It leaves accountability goals up to the states, and SEAC went on record asking the Department of Education to reduce the minimum number of students for accountability purposes and to discontinue high needs grouping in the interim to ESSA implementation. SEAC leadership was honored with invitations to present SEAC priorities to the **Governor’s ESSA** **Team** chaired by former principal Darrel Galera and to join the Governor’s **Partners in Education Committee**.

(For more information about the Governor’s ESSA Team go to <http://governor.hawaii.gov/essa-team/)>.

11

**Major Areas of Focus for School Year 15-16 (cont.)**

**E.R.K. Decision**

The 2013 E.R.K. Decision by the 9th Circuit Court of Appeals required the Department to extend eligibility for special education and related services to age 22 for eligible IDEA students and to work with plaintiff attorneys to provide compensatory education services to certain members of the class action suit who had left DOE before age 22 without a high school diploma. The attempt to reach a settlement on how and to whom to provide these compensatory services continued through the SY 15-16, and the plaintiff attorneys kept SEAC apprised of progress. Efforts by one SEAC member helped to identify additional class members who were missed in the initial outreach.

**Legislative Action**

SEAC’s Legislative Committee met regularly with the Coalition for Children with Special Needs both prior to and during the legislative session to ensure broad-based support for bills affecting students with disabilities. SEAC also met with the Chairs of the House Education and the Senate Ways and Means Committees and communicated with the Chair of the Senate Education Committee to educate them on current priorities of the special education community. SEAC sought their support in introducing two bills it helped to draft: 1) an appropriations bill to provide for training and data collection related to the implementation of Hawaii’s legislation on restraints and seclusion in public schools; and 2) a resolution to pilot the effective and flexible use of contracted personnel in supporting the individualized needs of students with disabilities.

In addition, SEAC testified in support of the following:

 prekindergarten program funding,

 Children and Youth Day as an official state-sponsored event,

 expanding the State’s definition of developmental disability to include children from birth to age 9 who are likely the meet the eligibility criteria for services as they get older;

 an incentive program for Educational Assistants to obtain a teacher’s license;

 housing vouchers for teachers filling high priority positions like special education; and

 a bill requiring certain DOE and contracted personnel to obtain licensure for the delivery of ABA services to students with disabilities within a two and a half-year window.

(For copies of SEAC’s testimonies, go to http://seac-hawaii.org/testimony/).

**Public Outreach**

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| Every year SEAC members host an informational booth at the annual SPIN Conference to provide information about SEAC to the more than 450 parents and helping professionals who attend each year. This year’s table drew over 150 visitors. SEAC rack cards and brochures are disseminated widely throughout the year, inviting public participation at monthly meetings where at least fifteen minutes are set aside in each meeting agenda to allow for public input. SEAC also |  |

solicits input through a “Share Your Ideas” page on the SEAC website, http://www.seac-hawaii.org. Additionally, interested parties can find membership application forms there, which are then forwarded to the Superintendent for final selection.

12

**Major Areas of Focus for School Year 15-16 (cont.)**

**Strategic Plan Review**

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| Staff from the Department of Education’s Office of Strategy, Innovation and Performance conducted a focus group at SEAC’s May meeting to gather member input on key questions related to the review and adjustment of the **BOE/DOE Strategic Plan**, a blueprint for public education. SEAC members responded to questions such as: *What does high quality education look like? What is student success,* |  |

*and how can we support that?* The current plan is for school years 2011-2018. When the review of the plan is complete in December, 2016, it will also include an extension of the time frame for achieving key goals and objectives. An initial report on the results of all 108 focus groups is due out in August.

(For more information on the Strategic Plan, go to: <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/home.aspx)>

**Future Directions for SY 16-17**

Department of Education leadership and SEAC members are committed to working together during the coming year to address shared priorities that will positively impact students with disabilities. SEAC plans to utilize the **Leading By Convening** process developed by the **IDEA Partnership** for coming together on issues and engaging relevant stakeholders.

SEAC will also be following through on previous commitments to:

 Participate with the Department and other key stakeholders on the piloting of flexible and effective uses of contractual support for students with disabilities;

 Work with the Department, the Board of Education and Chairs of the Education Committees at the State Legislature to implement special education reforms and secure adequate funding;

 Assist the Department in disseminating information and providing training about the change in the law regarding restraints and seclusion of students in public schools;

 Provide further input to the Department and the Governor’s Task Force on ESSA to ensure that Hawaii’s new accountability system under ESSA includes adequate supports and protections for students with disabilities;

 Participate on the Governor’s Partners in Education Committtee; and

 Continue the dialogue with HSTA on how to work collaboratively in the future.

(For more information about Leading by Convening, go to: <http://seac-hawaii.org/wp-content/uploads/2014/11/NASDSE-Leading-by-Convening-Book.pdf)>.

13

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**SEAC Member Roster**

**SY 15-16**

Ms. Martha M. Guinan, Chair Individual with a Disability

Ms. Brendelyn Ancheta, Co-Vice Chair (SSIP) Parent - Kauai District

Dr. Patricia Sheehey, Co-Vice Chair (SSIP) Parent/University of Hawaii

Ms. Ivalee Sinclair, Co-Vice Chair (Legislation) Individual with a Disability

Mr. Tom Smith, Co-Vice Chair (Legislation) Community Representative

Ms. Susan Wood, Vice Chair (SPED Reforms) Parent - Hawaii District

Dr. Tammy Bopp Early Intervention Section (DOH)

Ms. Deborah Cheeseman Special Education Teacher

Ms. Annette Cooper Parent - Central District

Ms. Gabriele Finn Resource Teacher - Windward

Mr. Sage Goto Developmental Disabilities Division

Ms. Valerie Johnson Division of Vocational Rehabilitation

Ms. Deborah Kobayakawa Parent – Windward District

Ms. Bernadette Lane Child Welfare Branch, DHS

Ms. Dale Matsuura Teacher, Honolulu District

Ms. Stacey Oshio Youth Corrections/Principal - Olomana

Ms. Zaidarene Place Parent - Maui District (Molokai)

Ms. Barbara Pretty Resource Teacher - Windward

Ms. Kau’i Rezentes Parent - Leeward District

Ms. Rosie Rowe Parent Training and Information Ctr.

Ms. Lani Solomona Homeless Concerns Office, DOE

Dr. Todd Takahashi Adult Corrections/Dept. Public Safety

Dr. Dan Ulrich Parent/CAMHD, DOH

Dr. Amy Wiech Parent - Central District

Ms. Jasmine Williams Parent - Honolulu District

Ms. Shari Dela Cuadra-Larsen Liaison to the Superintendent

Dr. Robert Campbell Liaison to the Military

Ms. Amanda Kaahanui Staff

Ms. Susan Rocco Staff

14