

SPECIAL EDUCATION ADVISORY COUNCIL
Minutes – May 12, 2017
 9:00 a.m. – 1:00 p.m.

PRESENT: Brendelyn Ancheta, Debbie Cheeseman, Sage Goto, Martha Guinan, Amanda Kaahanui (staff), Bernadette Lane, Dale Matsuura, Thomas Moon (for Stacey Oshio), Kauai Rezendes, Susan Rocco (staff), Ivalee Sinclair, James Street, Todd Takahashi, Christina Tydeman, Steven Vannatta, Jasmine Williams, Susan Wood

EXCUSED: Annette Cooper, Gabriele Finn, Valerie Johnson, Kaili Murbach, Rosie Rowe, Tricia Sheehey, Gavin Villar, Amy Wiech

ABSENT: Bob Campbell, Dan Ulrich

GUESTS: Grace Bungahoy-Dias, Ray Camacho, Kathy Kahooohanohano, Corey Rosenlee, Flora Switzer

TOPIC	DISCUSSION	ACTION
Call to Order	Chair Martha Guinan called the meeting to order at 9:14 a.m.	
Announcements	Members who attended the SPIN Conference shared compliments that were overhead from participants who especially appreciated the keynote of Benjamin Chu and the superhero theme. Todd Takahashi talked his supervisor into attending to awaken her to the possible disabilities of the inmates they are serving, as well as support services.	
Review of Minutes of April 7, 2017 Meeting	No changes were made to the draft minutes.	The minutes were approved as distributed.
Nominating Committee Report	Todd shared the following actions that he and Rosie Rowe of the Nominating Committee are recommending: 1) Re-elect the three Vice-Chairs from this year and reevaluate the purpose of the committees--Student Success/Inclusion, Staff Success and Successful Systems of Support--once the new school year begins; 2) Re-elect Martha as Chair; 3) Continue to recruit for a charter school representative, a military parent, and possibly a Windward District parent; 4) Request a designee from Child & Adolescent Mental Health Division to fill in for Dan Ulrich when he cannot attend; and 5) Request a replacement representative from Albert Perez of the Division of Vocational Rehabilitation.	
Election of Officers	There were no additional nominations from the floor, and members unanimously elected the slate recommended by the Nominating Committee—Martha Guinan as Chair, and Ivalee Sinclair, Dale Matsuura and Tricia Sheehey as Vice Chairs.	The newly elected officers will begin their next one-year term beginning July 1, 2017.

<p>Leading by Convening Process Reflection</p>	<p>Susan Wood and Steven Vannatta provided a quick review of the Leading by Convening (LBC) process adopted by SEAC and key DOE leaders over the past year. Steven reflected on how he was part of the original community of practice between state special education directors and the U.S. DOE that developed LBC over the course of several years. Today many federal grants embed LBC into the grant process. Susan W. shared that the Developmental Disabilities Division is also beginning to utilize LBC which values both adaptive/ human elements as well as technical/hard skills. Susan and Steven listed some of the outcomes of SEAC examining the four buckets of staffing shortages, inclusion/LRE, professional development and student assessment. In planning ahead for the next school year, members came up with a number of suggestions, including:</p> <ul style="list-style-type: none"> • Orienting new members to the LBC process and past progress; • Bringing in more data to make the interaction more productive for both SEAC members and DOE; • Meeting with the new Superintendent to get her input and priorities; • Holding ‘data parties’ with smaller working groups; • Having SEAC leadership meet with Christina Tydeman over the summer to propose agenda items; • Reducing the ‘buckets’ to three to provide more time for discussion; • Highlighting the elements of interaction embedded in LBC next year, since we worked on LBC habits this year; • Continuing to partner with the Board and key legislators; and • Engaging data experts, like WestEd or other APR/SSIP technical assistants, to present critical data to the group. <p>Christina asked members to prioritize the kind of technical assistance that is desired.</p>	
<p>Transfer of Knowledge Dialogue</p>	<p>Susan Wood asked to defer a discussion of <i>transfer of knowledge</i>—the process and extent to which past experiences affect learning and performance in a new situation—until the new school year.</p>	

<p>Special Education Director's Report</p>	<p>Christina provided information on the following:</p> <p><u>Chapter 60 Revisions</u> The Department is deciding on the process for changing the administrative rules to incorporate new requirements, like expanding the age range for eligibility. The process is lengthy, and the new Superintendent will be setting priorities and timelines.</p> <p><u>New OCISS Staff</u> Karen Sato is now the Educational Specialist in charge of the Special Education Section, providing technical assistance and training around special education. Suzanne Mulcahy told Christina she will send summaries to share with SEAC describing other new staff and their responsibilities.</p> <p><u>Response to SEAC's letter to the Superintendent dated 2-13-17</u> Christina read the Department's responses to issues raised at the February 10th SEAC meeting during the Public Input discussion.</p> <ol style="list-style-type: none"> 1. Guidance and training have been provided to schools in Windward District regarding <i>maintaining a continuum of placements for students with disabilities</i>; 2. The Department is aware of the situation on Maui regarding <i>defunding of Itinerant Teachers for students who have a vision disability and students who have a hearing disability</i>. Services to these children will be provided and discussions are ongoing. 3. The Department needs more details regarding a Leeward student transferring in from the Mainland who had been served in an inclusive placement and was <i>denied an inclusive placement at his new school due to a lack of resources and expertise</i>. 4. A Memorandum of Agreement is in place regarding functional behavioral assessments, and the Department will provide guidance to schools for the next school year to clear up <i>confusion over which staff are allowed to conduct an FBA</i>. 5. Guidance and training have addressed the issue of <i>school personnel not informing parents of all placement options</i>. 	<p>Susan will forward a copy of the Superintendent's letter to members once it is received.</p>
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<p>ESSA Update</p>	<p>Martha provided an update to members on the interrelationship of the Hawaii Blueprint, the DOE Strategic Plan and the ESSA State Plan. <u>Hawaii Blueprint for Public Education</u> The Governor’s Partners in Education, of which Martha and Ivalee Sinclair are members, has been continuing to meet and make changes to the Blueprint—a long range plan for public education reform. P.I.E. members were excited to hear about SEAC’s Vision for Inclusion. <u>DOE/BOE Strategic Plan for 2017-2020</u> The Strategic Plan was revised and extended in December 2016 with new student success indicators taking effect in August 2017. The Plan will guide the new Superintendent as a short-range plan for reform. <u>ESSA State Plan</u> The two previously mentioned plans led to the ESSA State Plan—a three-year plan for accountability under the new ESSA regulations that is required for continued federal funding. SEAC has commented on this plan that is due in Washington in September, recommending that the “n” size—the minimum number of students to be counted in any subgroup for accountability purposes—be reduced to 10 students. Chronic absenteeism has been selected as an ESSA Plan accountability indicator. It refers to students who are absent 15 or more days in a school year, but does not include students in a home/hospital placement per their IEP.</p>	<p>Members were directed to the Governor’s website for the latest draft: http://governor.hawaii.gov/blueprint/</p>
<p>Annual Report Discussion</p>	<p>Martha and Susan R. reviewed draft data and recommendations for inclusion in the SY 16-17 Annual Report and invited feedback from Corey Rosenlee, HSTA President. <u>Data Points</u> Susan passed out graphics depicting data points for special education students that will be included in the report: 1) graduation rate, 2) student achievement in math and science on statewide assessments, 3) inclusion/LRE, 4) suspensions, 5) and National Assessment of Educational Performance (NAEP) proficiency scores. <u>Recommendations to the Superintendent</u> Members reviewed nineteen recommendations grouped under 8 topics.</p>	

<p>Annual Report Discussion: Dialogue with Corey Rosenlee</p>	<p>Corey expressed his agreement with many of the Annual Report recommendations, brought members up to date on the teacher negotiations, and suggested ways to work together in the coming school year.</p> <p><u>HSTA contract negotiation</u> HSTA leadership presented robust negotiations around special education issues, making it their top priority; however, the Department refused to negotiate on items related to special education. A major point of contention is the union’s belief that more special education teachers are needed and a return to a weighted student formula, rather than a proportional allocation, would reveal the need for additional positions.</p> <p><u>Current shortage of licensed teachers</u> Only 85% of teachers in the classroom are licensed. Emergency hires are better than substitute teachers, but they are put in some of the worst conditions and have a higher rate of dropping out. The licensed teacher is often teaching next to a substitute and having to do the IEPs of the sub’s students. The extra load, along with a lack of resources, are making them leave special education altogether. More strategies to retain them are needed, such as 1) lowering caseloads, 2) getting more money for special education, and 3) adding more qualified teachers.</p> <p><u>Innovative assessments</u> HSTA is pushing for more authentic assessments and for the Department to apply for an ESSA waiver for innovative assessment. The Department doesn’t appear to want to do it, and in the meantime, special education students are getting on the computer and failing.</p> <p><u>Equity targets</u> If the Department plans to measure student achievement for equity groups (special education, English learners, disadvantaged students, etc.), they need to measure inputs, as well. Input measures include class size, qualified teachers, etc. If all you have is a Smarter Balanced score, you have no way of determining the cause of the student’s performance. Maryland has taken the lead in this area.</p>	
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<p>Annual Report Discussion: Dialogue with Corey Rosenlee (cont.)</p>	<p><u>Need for additional information</u> In order to to tease out the effective supports needed at a school to help its special education students be more successful, data must be collected from each individual school. Data might include the numnber of qualified teachers, the model of inclusion utilized (if any), class sizes, etc.</p> <p><u>Future collaboration with SEAC</u> Corey asked for SEAC support, if the union submits another funding bill. He thanked SEAC for supporting their constitutional amendment. He also sought input on what school input indicators SEAC thinks would be important to include in a survey.</p> <p><u>Questions and comments from members and guests</u> Q. Can you share the specifics of the contract plan you submitted regarding special education? A. It included 1) weighted student formula, 2) time for teachers to use for IEPs, 3) about one hour per week planning time for inclusion, 4) training for untrained teachers, and 5) limited class sizes. HSTA will be joining a PIG--permitted interaction group—with the Board of Education to discuss solutions. C. It is important to define inclusion, so that schools who merely place students in general education classrooms without appropriate supports won't be able to call it inclusion. C. We need to look at the capacity of old schools that may not have enough space to lower class size. C. It's also important to look at school schedules. In elementary school the schedules are usually K-1st, 2nd-3rd, and 4th-5th. I am now working with 8 general education teachers and kids on different schedules, so I get no lunch break. If you're going to do inclusion, you have to make sure the special education teacher can get into the class to provide supports. C. I've seen that kind of scheduling problem at other schools where they are getting credit for doing inclusion but not dedicating enough time for the teachers to work together.</p>	<p>Corey will draft some indicators to include in a school survey and forward it to SEAC for comments.</p>
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<p>Annual Report Discussion: Dialogue with Corey Rosenlee (cont.)</p>	<p><u>Questions and comments from members and guests (cont.)</u></p> <p>C. I had two daughters graduate from West Oahu who taught special education. A lot of teachers are leaving because their schools are moving into what the school is calling <i>inclusion</i>, but the teachers know there are not adequate supports. They call it <i>inclusion</i> but it is really <i>triage</i>. The veteran teachers are telling others to stay out of special education for that reason.</p> <p>C. Not all the paperwork that special education teachers complete is required. One district requires 20 pages per student to document the need for one-to-one support. We need to look at the requirements, and if the paperwork is not federally needed, we need to drop it.</p> <p>C. I talked to legislators about restoring the \$1690 that special education teachers used to get, but because the items they purchased were not specific to adapting the curriculum, the legislators balked.</p> <p>C. We got funding for a pilot project to have teachers purchase supplies with a debit card. It has been very popular, and we are trying to expand the program.</p> <p>Q. Could a teacher use the debit card all school year, or was there a time limit? A. (Corey) DOE took time to put the pilot together, so the approval to spend came later in the school year.</p> <p>C. I think one of the problems with getting the constitutional amendment passed, is that when money is designated from another source, the Legislature reduces the departmental budget in kind.</p>	
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