



# Special Education Advisory Council **ANNUAL REPORT**

Relating to SEAC Activities  
July 1, 2017 to June 30, 2018



## Message from the Chair

Once again we have had a full year of activities. Members voted to address staff shortages, transition, inclusion and discipline/suspensions and to include the components of professional development, opportunity gap and parent support within each bucket.

We accomplished much this year, the most exciting of which is when the Superintendent invited SEAC to participate on her Special Education Task Force, and two members were selected to share the concerns of SEAC. The Task Force did a deep dive into issues and identified many areas of need. The most difficult task was to prioritize the issues into areas that needed immediate work and those that would take a longer time to implement. We are pleased that we were able to ensure parents and the community had a voice in the process of identifying priorities and creating a plan for moving special education forward in the Hawaii DOE. While not all of our suggestions were incorporated, some of them were, and we are hopeful all this work will lead toward better educational equity for all students with disabilities.

In March we welcomed Joanne Cashman, from the National Association of State Directors of Special Education (NASDSE) and Cesar D'Agord of the National Center for Systemic Improvement (NCSI) who along with Christina Tydeman of the DOE's office of Monitoring and Compliance, led us in discussing Leading by Convening: The Human Side of Practice Change and Significant Disproportionality Thresholds. Both discussions were well received and helpful to the Council.

We again met with legislators and the Board of Education and submitted testimony on bills that addressed our concerns regarding budget and educational issues.

My thanks to all the members of the Special Education Advisory Council for their hard work, and I am humbled that the Council supports me for another year as their 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



## Contact Information for SEAC

Special Education Advisory Council  
1010 Richards Street, Room 118  
Honolulu, HI 96813  
(808) 586-8126 / Voice TTY  
(808) 586-8129 fax  
Email: [spin@doh.hawaii.gov](mailto:spin@doh.hawaii.gov)  
Website: <http://www.seac-hawaii.org>

# Contents

Purpose, Vision & Mission . . . . .	1
Student Characteristics . . . . .	2-5
Functions of the Council. . . . .	6
SEAC Membership. . . . .	6
Recommendations to the Superintendent. . . . .	7-9
Major Areas of Focus SY 17-18 . . . . .	10-12
Annual Performance Report/State Systemic Improvement Plan • Board of Education Input • Coalition for Hawaii Equity in Education • DOE Supplemental Budget • HawaiiKidsCAN Presentation • Legislative Action • Leading by Convening • Public Outreach • Significant Disproportionality • Special Education Task Force	
Future Direction for SY 18-19 . . . . .	13
Tentative Meeting Schedule for SY 18-19. . . . .	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.

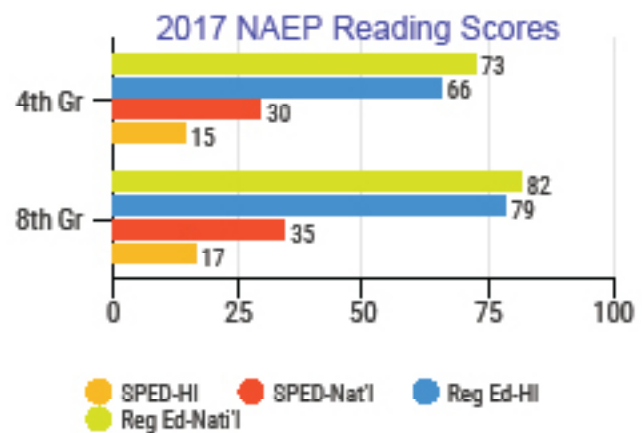
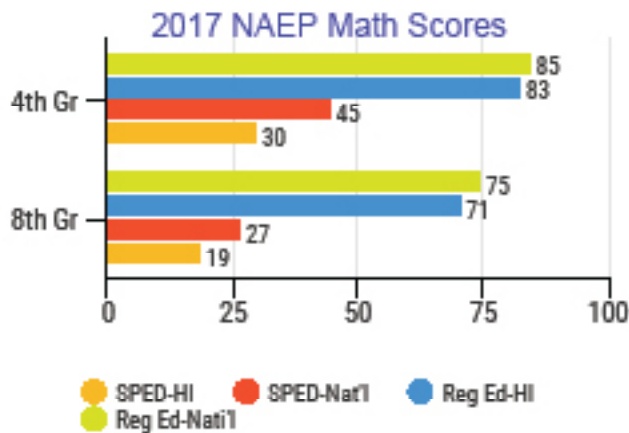




# SEAC's Areas of Greatest Concern Regarding Student Characteristics

1

Hawaii SPED students have lower NAEP math and reading scores than the national average, and the gap between Hawaii's SPED and regular ed students is larger than it is nationally.

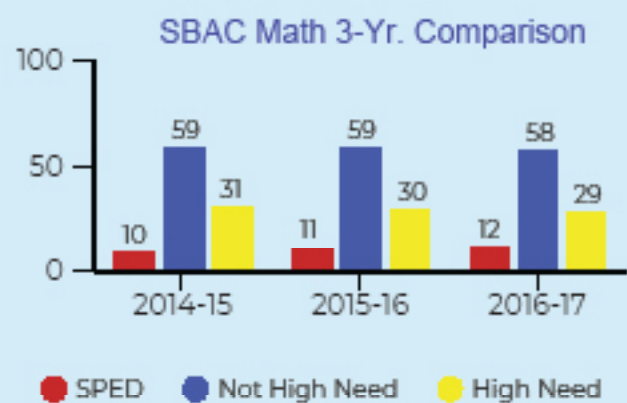
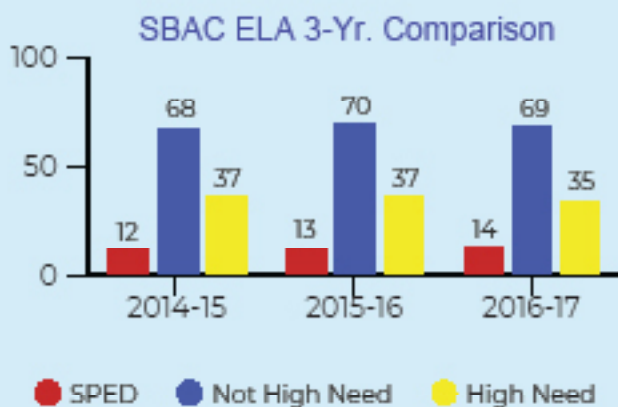


The National Assessment of Educational Performance (NAEP) is the only statewide assessment that is taken in all 50 states, thereby allowing for comparisons of academic achievement. The scores above reflect achievement of "Basic" or above. Hawaii has received a determination of **needs assistance** from the Office of Special Education Programs in large part because of poor academic performance.

Source: NAEP Data Explorer Tool: <https://www.nationsreportcard.gov/ndecore/landing>

2

Students with disabilities are in the lowest performing student subgroup on the Smarter Balance Assessment with little to no improvement over the last three years. The gap with non-high need students is **huge**.



Hawaii still uses a High Needs category made up of a combination of special education, English Learner and economically disadvantaged students to measure Achievement Gap on the Strategic Plan. Special education students are not only 45-50 percentage points below regular students, but they are also underperforming the other subgroups that make up the High Needs category.

2 Source: DOE ARCH website 2017 Statewide SBAC scores: <https://adc.hidoe.us/#/proficiency>



# SEAC's Areas of Greatest Concern Regarding Student Characteristics

3

25% of Hawaii special education students are chronically absent, compared to 14% of students without disabilities.



students with disabilities



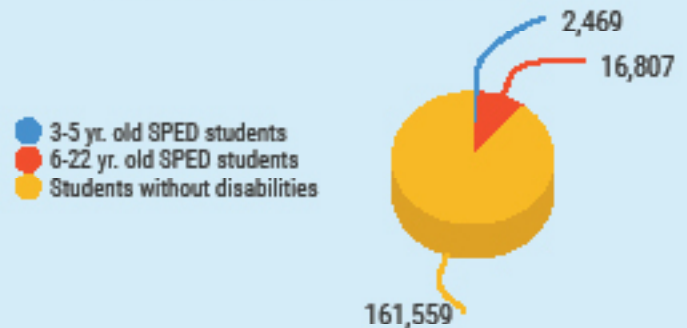
students without disabilities

In one Leeward Complex area, 41% of SPED students missed 15 or more days in SY 16-17. Missing a lot of instructional time negatively impacts student achievement and may affect whether a student drops out of school.

Source: DOE Strategic Plan Dynamic Tool - Absenteesim

4

Hawaii's special education enrollment figures are about 2-3% lower than the national average which may indicate that we are under-identifying students with disabilities.



The 19,276 special education students served in SY 2017-18 made up 10.6% of the total school population of 180,835. Nationally the percentage of SPED to total school population has been fluctuating between 13.0 - 13.3%.

Source: Section 618 Data Reports: SY 17-18 Child Count

5

The graduation rate for SPED students in SY 16-17 was **59%** compared to 86% for students without disabilities.



Hawaii's graduation rate for students with disabilities is lower than the national average of 85.5% (from SY 2015-16), although there is some variation from state to state in reporting practices.

Source: SY 16-17 APR Indicator 1 - Graduation Rate

6

Only one in three students with disabilities are attending college after graduation--about half the rate of students without disabilities.



students with disabilities



students without disabilities

Students who enroll in post-secondary education have a greater likelihood of employment, higher earnings, and improved health outcomes. Many students with disabilities who attend two or four-year colleges drop out prior to receiving a degree.

Source: SY 16-17 APR Indicator 14 - Post School Outcomes 3



# SEAC's Areas of Greatest Concern Regarding Student Characteristics

## 7 Hawaii has a higher number of due process hearing requests than most states while under-utilizing mediation.

Over the last 6-7 years, Hawaii has reduced both the number of hearing requests and the number of requests that result in due process hearings. However, parents are still filing due process hearing requests at a rate above the national norm, indicating that less formal dispute resolution options, like mediation, conciliation and IEP facilitation are either under utilized or ineffective. Despite the positive trend of fewer due process hearings, SEAC is concerned that there may be a shortage of plaintiff attorneys to meet the demand for that service.

**Comparison of Hawaii to National Data**  
All Complaints (per 10,000 SPED Students)

Dispute Resolution Method	National Average SY 15-16	Hawaii SY 13-14	Hawaii SY 14-15	Hawaii SY 15-16	Hawaii SY 16-17
Written Complaint	7.8	5.2	6.3	7.3	5.7
Hearing Request	26.0	41.1	36.7	45.3	44.8
Hearings Held	1.2*	5.2	7.8	5.7	2.1*
Mediation	9.4	2.6	1.6	0.5	2.1

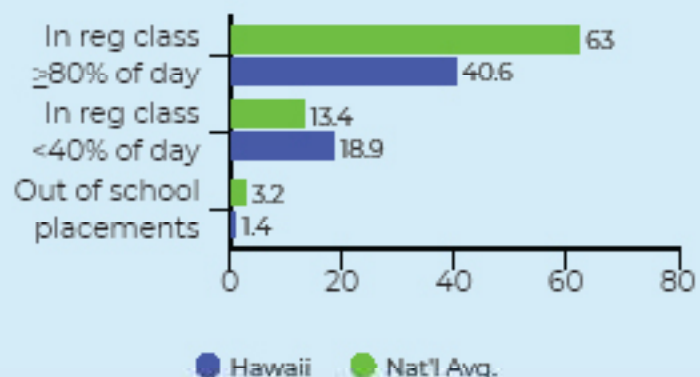
Source: Calculated from Section 618 Data Reports: SY 16-17 Dispute Resolution Table 7

## 8 The majority of students with disabilities 6-21 in Hawaii spend two or more classes outside the regular education classroom. While the number of students who spend 80% or more of their day in the regular education classroom has inched up from 37% in SY 16-17 to 40.6% in SY 17-18, Hawaii has the lowest rate of inclusion in the nation.

The second category on the chart—inside a regular classroom less than 40% of the day—refers primarily to self-contained classrooms. The goal going forward is for Hawaii's numbers to get **smaller** to get in line with the national average of 13%. On a positive note, Hawaii serves fewer students in separate facilities than the Mainland.

While we did not depict preschool LRE figures, they are also less favorable than national averages in providing access to same age non-disabled peers.

**Least Restrictive Environment (LRE) Comparison**  
6-22 yr. olds - Hawaii vs. National Avg. (by %)



Source: Calculated from Section 618 Data Reports: SY 17-18 Educational Environments

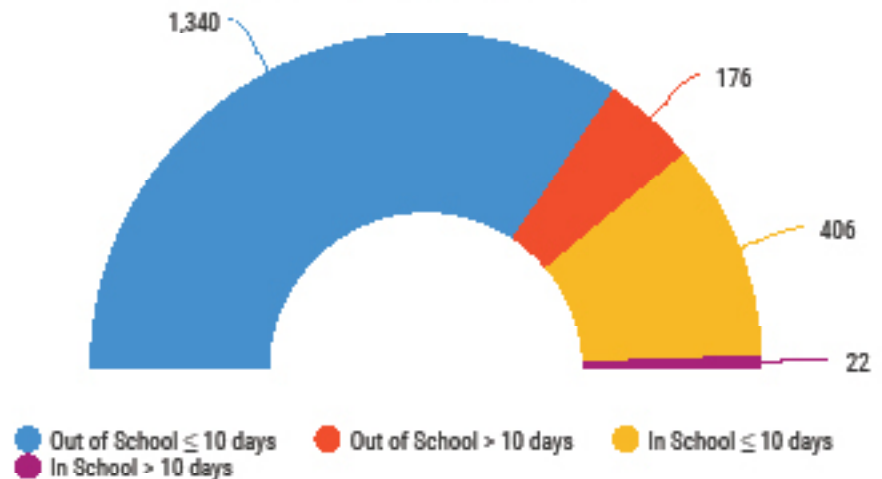


# SEAC's Areas of Greatest Concern Regarding Student Characteristics

## 9 Students with disabilities are suspended at a rate at least **two** times higher than students without disabilities.

In SY 16-17 there were 1,944 out-of-school and in-school suspensions of students with disabilities. That is a rate of 10.1% compared to a rate of 4% for the total student population. About three-fourths of the SPED suspensions lasted more than one day, with the majority occurring between 2-10 days. Research has shown that suspensions of any length may result in negative outcomes for students including increased drop out and incarceration rates, and decreased graduation rates and job wages.

### SPED Student Suspensions School Year 2016-17



Source: Section 618 Data Reports – SY 16-17 Discipline Table 5

## 10 Students with disabilities are **2-3** times more likely to be bullied. Bullying negatively affects a student's ability to learn and may also affect mental health by causing anxiety, depression and low self-esteem.

While Hawaii does not poll students with disabilities separately to learn exact incidences of bullying, we know from the **2017 Hawaii Youth Risk Behavior Survey** that of ALL high school students polled:

**18.4%** were bullied in the last 12 mos.

**14.7%** were cyber-bullied in that year

and of ALL middle school students:

**40.0%** were ever bullied

**22.6%** were ever cyber-bullied

### Elements of Bullying



Graphic from The Parents Guide to Bullying.

Source: HYBS results - <http://hhdw.org/health-reports-data/data-source/yrbs-reports/>

## 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(d)1
9. Review and comment with regards to the Department's federal and state budgets for special education.

## SEAC Membership



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 2017-18 can be found on page 14.



# Recommendations to the Superintendent

One of SEAC's most important duties is to advise the Department of the unmet needs of students with disabilities and formulate recommendations to address these needs.



Dr. Christina Kishimoto

## APPLIED BEHAVIOR ANALYSIS IN A SCHOOL SETTING

**Issue:** Since the Applied Behavior Analysis licensure law (Chapter 465D) was passed in 2015, there has been a great deal of confusion, frustration and anxiety amongst the various role groups (parents, teachers, Licensed Behavior Analysts, administrators and advocates) over the Department's capacity to provide applied behavior analysis services to students with autism and other developmental disabilities. At least some of the lack of support for the Department's actions to date relates to unilateral decision-making and a lack of transparency when communicating with the public.

**Recommendation:**

Assemble a "Building Capacity Workgroup" and involve SEAC and other key special education stakeholders in planning, developing, implementing and evaluating current and future efforts to provide ABA services to students with autism and other developmental disabilities.

## LEADING BY CONVENING

**Issue:** SEAC has made significant progress in the last year in authentically engaging with the Department and other stakeholders to understand and work on solutions to complex problems related to the delivery of quality special education services to students with disabilities. Through the support of the Department, SEAC was able to receive additional technical assistance in Leading by Convening processes from Joanne Cashman, National Association of State Directors of Special Education. Members agreed to create shared work products with the Department in the form of infographics on current initiatives to reach and inform a wider audience of special education stakeholders.

**Recommendation:**

Assist SEAC in co-creating and distributing infographics to as wide an audience as possible in order to 1) raise greater awareness of SEAC and its mission, and 2) provide easy access to information that will engage special education stakeholders.

## PROFESSIONAL DEVELOPMENT

**Issue:** The Department has committed to designing fundamental professional development to prepare all stakeholders to support a shared vision of inclusive education. This vision must include the student's and his or her family's perspective and insights in order to be truly meaningful. Professional development efforts will have a greater impact, if they include the student and parent voice, either as co-presenters or receivers of information in inclusive professional development activities.

**Recommendation:**

Utilize parents and student leaders as appropriate on professional development teams and open up training to a broad range of stakeholders so that they may hear the same message and commit to the same goals for improving student outcomes.

# Recommendations to the Superintendent (cont.)

## SECONDARY TRANSITION

**Issue #1:** In recent years, Hawaii has received poor scores from the Office of Special Education Programs on Indicator 13 (Secondary Transition) of the Annual Performance Report, due in large part to a lack of evidence that 1) measurable postsecondary goals were based on age appropriate transition assessments, and 2) students were invited to the IEP Team meeting where transition was discussed.

**Recommendation #1:**

To ensure that transition-aged youth are invited to IEPs where transition issues are discussed:

- 1) List the student as an IEP team member on eCSSS or other comparable database to generate an invitation to the meeting.
- 2) Add the field “date student was invited to IEP” to the IEP section of eCSSS or other comparable database.

**Recommendation #2:**

Add a drop-down menu on the IEP planning section of eCSSS or other comparable database that lists available assessment tools to ensure that IEP team members utilize age appropriate transition assessments to help set postsecondary goals for the student.

**Issue #2:** There is a lack of consistency in the knowledge and skillset of IEP team members in providing adequate transition supports to students with disabilities in middle and high school.

**Recommendation #1:**

Establish dedicated transition coordinators at each high school to ensure knowledgeable support for team members.

**Recommendation #2:**

To improve professional development on transition planning, consider implementing the following suggestions:

- Make transition training for IEP care coordinators, school administrators, student services coordinators and complex areas superintendents mandatory;
- Develop professional learning communities amongst the school level transition coordinators in order to develop a professional identity and encourage interactions;
- Ensure that professional development for educators goes beyond procedural compliance and includes strategies for transition planning that prepare the student and his family for future success; and
- Provide training options (summer courses, on-line training, etc.) rather than always pulling teachers out of the classroom during the school year and provide training incentives, like receiving extra credit for moving up a step on the training ladder.

**Issue #3:** Parents of transition age youth are often unaware of how to adequately prepare their child for post-secondary education, employment and community living.

**Recommendation:** Give parents an annual checklist for transition planning on what needs to be addressed at the IEP meeting and throughout the year to maximize student success and facilitate parents working in partnership with care coordinator.

# Recommendations to the Superintendent (cont.)

## STRATEGIC PLAN STUDENT SUCCESS INDICATORS

**Issue #1:** The Strategic Plan sets both an overall student body baseline and a 2020 target for each success indicator, but no targets for the equity subgroups (students with disabilities, English learners, economically disadvantaged students and seven racial/ethnic groups). By contrast, the recent ESSA Consolidated Plan set interim subgroup targets (SY 2019-20) for academic achievement (ELA and math) as well as graduation rates. Discrete targets for improvement help to focus energy and attention and to commit resources.

**Recommendation:**

Set individual targets for students with disabilities and other equity subgroups for each applicable student success indicator.

**Issue #2:** The current description of Student Success Indicator 3—Inclusion Rate—is “the percentage of students receiving special education services who are in general education classes for 80% or more of the school day.” However, having a seat in the classroom is not always sufficient to meet the unique educational needs of the students without also providing individualized supplementary aids and services. Student success may also be hampered by classrooms with inadequate staffing or unnatural proportions of students with disabilities to students without disabilities.

**Recommendation:**

Refine the description of the student success indicator for INCLUSION RATE by adding the requirement of supplementary aids and services, as needed by the student, and further defining what is meant by “inclusion.”

**Issue #3:** SEAC had advocated for the addition of teacher retention as a success indicator given the difficulty of recruiting qualified special education teachers to fill vacant positions. The true costs of not retaining qualified teachers is far greater than recruitment and training costs. The loss to student achievement cannot be underestimated. However, student success indicator 12—Teacher Retention—does not measure retention of special education teachers specifically nor set targets for this subset of teachers.

**Recommendation:**

Add special education teacher retention data and targets to Indicator 12 to focus attention and resources toward improving retention rates for this population of teachers.

## STUDENT ASSESSMENT

**Issue:** There is a broad acknowledgement amongst teachers and disability groups that authentic assessments provide more meaningful feedback for instruction and a truer reflection of student understanding and skills than standardized statewide assessments. There is also a recognition that statewide testing contributes to student anxiety and lost instructional time.

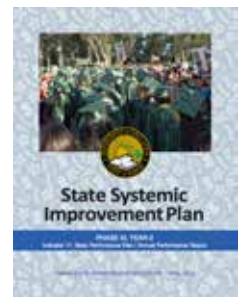
**Recommendation:**

Apply for a State Waiver for Innovative Assessments under the Every Student Succeeds Act (ESSA).

# Major Areas of Focus for School Year 17-18

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

The Annual Performance Plan (APR), with its targeted state plan for systemic improvement--the State Systemic Improvement Plan (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 members were briefed on available data for APR indicators, including the SSIP data on reading proficiency, prior to submission of the two reports. A deeper dive into Indicator 13 data on Secondary Transition yielded SEAC suggestions for improvements in the transition planning process. (To review Hawaii's APR submitted in February, 2018, go to <http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Special-Education-Performance-Report.aspx>. Hawaii's Phase 2 SSIP is available for review at <http://www.hawaiipublicschools.org/DOE%20Forms/Special%20Education/SSIPPhase3Y2.pdf>.)



## Board of Education Input

A priority of the Board's Student Achievement Committee for SY 17-18 was to learn what complex areas and schools are doing to reduce the achievement gap and support English learners and students that receive special education services.



Presentations by six complex areas offered insight into what was working, especially in regards to inclusive education. SEAC also provided testimony on the following: the UH 'Grow Your Own' Teacher Program, school health services and chronic absenteeism, amendments to the ESSA Plan, and Strategic Plan reporting on Student and Staff Success indicators. (SEAC's Board testimonies can be viewed at <http://seac-hawaii.org/board-of-education-testimony/>).

## Coalition for Hawaii Equity in Education

In SY 16-17 the Education Trust invited Hawaii advocates from Native Hawaiian, disability, higher education, multilingual, social justice, and education reform communities to an **ESSA Boot Camp** to look at opportunities and risks for advancing equity and improving achievement under the Every Student Succeeds Act (ESSA). SEAC's Chair has been active as one of Hawaii's contingent of trainees --the Coalition for Hawaii Equity in Education--in testifying at the Board and at the Legislature to advance educational equity for special education, English Learner and Native Hawaiian students.

## DOE's Supplemental Budget Request

An annual priority of SEAC is to receive a briefing on the Department's budget proposal and how it reconciles with the Governor's budget prior to the opening of the Legislative Session. SEAC's Legislative Committee has established a working relationship with a number of key legislators who often ask probing questions regarding budget priorities and justifications. During February's briefing by Assistant Supt.

CATEGORY		% TOTAL STATE FUNDS
EDN 100: School-Based Budgeting	58	\$941.6 million
EDN 150: Special Education	23	\$367.7 million
EDN 400: School Support	12	\$190.6 million
EDN 500: School Community Services	less than 1	\$3.7 million
EDN 700: Early Learning	less than 1	\$3.2 million
<b>TOTAL direct support to schools</b>	<b>94</b>	<b>\$1,567.8 million</b>
EDN 200: Instructional Support	3	\$53.7 million
EDN 300: State Administration	3	\$49.8 million
<b>TOTAL appropriation</b>	<b>100</b>	<b>\$1.67 billion</b>

# Major Areas of Focus for School Year 17-18 (cont.)

## DOE's Supplemental Budget Request (cont.)

Amy Kunz, SEAC learned of legislation that would have required carry-over funds from payment to the plaintiff attorneys in the E.R.K. Settlement to be put in the general fund. SEAC was able to add its voice to the Department's, pointing out that these carry-over funds were obligated to be spent on students with IEPs and could not be used for other purposes.

## HawaiiKidsCan Equity Conference Presentation

HawaiiKidsCAN, a branch of 50CAN: The 50-State Campaign for Achievement Now, held its first conference in September 2017 on equity and excellence in public education and invited SEAC to host a discussion session on inclusive education. SEAC's focus--Busting Myths About Inclusion--resulted in lots of positive feedback from a mixed audience of teachers, administrators and agency representatives.



## Leading by Convening

SEAC is in its second year of partnering with DOE leadership to find solutions to difficult and complex problems through a process called Leading by Convening (LbC). It involves

- ★ coming together around shared concerns or problems of practice that need fixing;
- ★ working to get the right mix of stakeholders to commit to preparing to move forward; and
- ★ practicing shared leadership and modeling respect for one another's experience and expertise.



National expert Joanne Cashman from the National Center for Systemic Improvement and the National Association of State Directors of Special Education, provided technical assistance on how to create shared products in the form of infographics that will help to inform a larger audience on the topics under discussion. Infographics planned for early Fall include 1) explaining inclusive education in the framework of Nā Hopena A'o (HĀ) , 2) providing information and data on significant disproportionality, and 3) providing evidence-based practices and parent tips related to the State Systemic Improvement Plan goal of boosting reading achievement in 3rd and 4th graders with disabilities. (For more information about LbC, go to: <http://seac-hawaii.org/leading-by-convening/>).



## Legislative action

SEAC's Legislative Committee provided testimony on a number of bills aimed at: maintaining key Affordable Care Act benefits; providing an appropriation for middle school after-school programming; limiting time spent on standardized testing; ensuring open captioning in a portion of movie showings; and providing special education teachers with monies to adapt materials for their students. Only two bills survived--a bill to allow a vote on a constitutional amendment to fund public education through a surcharge on rental property and a bill clarifying which personnel can provide Applied Behavior Analysis in school settings.



## Major Areas of Focus for School Year 17-18 (cont.)

### Public Outreach

SEAC reaches out to the public and interested applicants by 1) hosting an informational booth at the annual SPIN Conference to provide information about SEAC to the 500 parents and helping professionals who attend each year, 2) widely disseminating SEAC rack cards and brochures throughout the year, 3) inviting public participation at monthly meetings where at least fifteen minutes are set aside in each meeting agenda to allow for public input, 4) and soliciting input through a “Share Your Ideas” page on the SEAC website.



### Significant Disproportionality

In 2016 the Office of Special Education Programs published new IDEA regulations under the title “Equity in Education.” They were aimed at addressing racial and ethnic disparities in special education. States have been asked to follow a standard methodology to determine whether students in a particular racial or ethnic group are at greater risk of inequitable treatment by being 1) more likely to be identified as a student with disabilities, 2) more likely to be identified in a specific disability category, 3) more likely to be placed in a more restrictive placement, and/or 4) more likely to be suspended or expelled from school. SEAC was asked by the Hawaii DOE’s Monitoring and Compliance Office to provide advice on setting a risk ratio to help detect whether significant disproportionality is occurring in identification, placement or discipline. SEAC and the Department were provided technical assistance by **Cesar D’Agord**, a Senior Research Consultant from the National Center for Systemic Improvement.



### Superintendent’s Special Education Task Force

Superintendent Christina Kishimoto announced her intent at the beginning of the school year to form a Special Education Task Force to review the current delivery of special education services for students and practitioners in the field and determine system changes that have to take place in order to improve access to quality education and ensure appropriate inclusion. Two SEAC parents were selected to serve on the Task Force, and a third member served as a teacher representative. Their voices are reflected in the suggestions offered to the Superintendent, ultimately resulting in four main short term priorities for SY 18-19:



- ✓ identify a shared vision of inclusive education,
- ✓ provide adequate time for care coordination and preparation for special education and general education teachers,
- ✓ redesign the staffing allocation based on student needs, and
- ✓ design fundamental professional development for all stakeholders.

(For a copy of the report and additional longterm goals go to: <http://spinhawaii.org/wp-content/uploads/2015/01/Task-Force-Report.pdf>).

## Future Directions for SY 18-19

Department of Education leadership and SEAC members are committed to working together during the coming year utilizing the Leading by Convening process to address shared priorities that will positively impact students with disabilities.

SEAC will also be following through on previous commitments to:

- ✓ Monitor, provide feedback, and assist when appropriate in the implementation of the Special Education Task Force recommendations;
- ✓ Take a closer look at data and improvement activities related to preschool outcomes, suspensions, and the Parent Survey for parents of students with IEPs;
- ✓ Co-create infographics with the Department to inform special education stakeholders and the public on key initiatives in an effort to broaden stakeholder involvement and support;
- ✓ Provide testimony on proposed revisions to Chapter 41 and Chapter 19 related to addressing bullying and harrassment against students with disabilities; and
- ✓ Work with the Department, the Board of Education, the Coalition for Children with Disabilities, and Chairs of the Education Committees at the State Legislature to secure adequate funding and to draft policies and/or legislation needed to implement special education reforms.

## Tentative Meeting Schedule for SY 18-19

All meetings will be held in the Puuhale School Library Meeting Room at 345 Puuhale Road in Honolulu. Hours are 9:00 a.m. to noon. The tentative schedule is as follows:

**August 10, 2018**

**September 7, 2018**

**October 5, 2018**

**November 9, 2018**

**December 14, 2018**

**January 11, 2019**

**February 8, 2019**

**March 8, 2019**

**April 5, 2019**

**May 17, 2019**

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. (Agendas, meeting schedules, minutes and other SEAC reports can be found online at <http://seac-hawaii.org>).

## SEAC Member Roster SY 17-18

Ms. Martha M. Guinan, Chair	Individual with a Disability
Ms. Dale Matsuura, Co-Vice Chair (Staff Success)	Teacher, Honolulu District
Dr. Patricia Sheehey, Co-Vice Chair (Student Success)	University of Hawaii Representative
Ms. Ivalee Sinclair, Co-Vice Chair (Legislation)	Individual with a Disability
Ms. Brendelyn Ancheta	Parent - Kauai District
Ms. Deborah Cheeseman	Special Education Teacher
Ms. Annette Cooper	Parent - Central District
Mr. Motu Finau	Division of Vocational Rehabilitation, DHS
Ms. Gabriele Finn	Resource Teacher- Windward District
Mr. Sage Goto	Developmental Disabilities Division, DOH
Dr. Kurt Humphrey (alt: Dr. Scott Hashimoto)	Child & Adolescent Mental Health Division, DOH
Ms. Cathy Kahooohanohano	Representative of Students Who Are Homeless, DOE
Ms. Bernadette Lane	Child Welfare Branch, DHS
Ms. Kaili Murbach	Parent - Maui District
Ms. Stacey Oshio (alt: Mr. Thomas Moon)	Youth Corrections/Principal - Olomana School
Ms. Kau'i Rezentos	Parent - Leeward District
Ms. Charlene Robles (alt: Ms. Carrie Pisciotto)	Early Intervention Section, DOH
Ms. Rosie Rowe	Parent Training and Information Center
Mr. Daniel Santos	Parent – Windward District
Mr. James Street	Representative of Private Schools
Dr. Todd Takahashi	Adult Corrections/Department of Public Safety
Mr. Steven Vannatta	Community Childrens Council Representative
Mr. Gavin Villar	Parent/Charter School Representative
Dr. Amy Wiech	Parent - Central District
Ms. Jasmine Williams	Parent - Honolulu District
Ms. Susan Wood	Parent - Hawaii District
Dr. Christina Tydeman	Liaison to the Superintendent
Dr. Robert Campbell	Liaison to the Military
Ms. Amanda Kaahanui	Staff
Ms. Susan Rocco	Staff