

Special Education Advisory Council
ANNUAL REPORT FOR SY 2018-19



Message from the Chair

This year while busy was very rewarding. The year started with sharing and discussion of the Special Education Task Force Report and Recommendations. Members agreed that their annual priorities for the year should be the four main task force recommendations: a shared vision of inclusion, professional development for all stakeholders, funding allocation by student needs, and adequate time allotment for care coordination and preparation. To expand on these topics we formed workgroups to create infographics around Inclusion/Na Hopena A'o, State Systemic Improvement Plan (SSIP), and Disproportionality. Several members from SEAC collaborated with Joanne Cashman on a well-received webinar to other State Advisory Councils on our work with infographics.



Assistant Superintendents and Co-chairs Heidi Armstrong and Amy Kunz invited SEAC to participate on the Special Education Fiscal Allocation Work Group, I was able to attend most meetings and share the concerns of SEAC. The workgroup strived for transparency and shared responsibility. I was pleased that we were able to ensure parents and the community had a voice in the process.

Several members of SEAC also participated in workgroups on the Alternate Assessment, providing greater understanding in the assessment provided to up to 10% of special education students. Our suggestions were welcomed and some of them were incorporated. We are hopeful all this work will lead toward better educational equity for all students with disabilities.

The DOE's office of Monitoring and Compliance had a change in February as we said a sad farewell to Christina Tydeman and welcome to Drew Saranillio as the new liaison to the Superintendent. We are familiar with Drew as he had assisted Dr. Tydeman in the past.

As we do each year we 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.

A handwritten signature in black ink, appearing to read 'Martha M. Guinan'.

Martha M. Guinan

Contact Information for SEAC

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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.

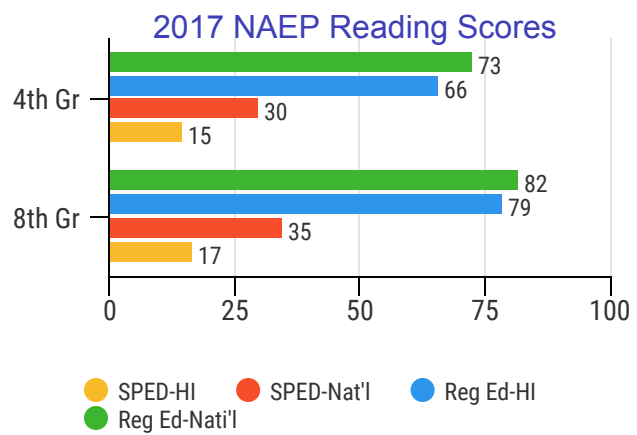
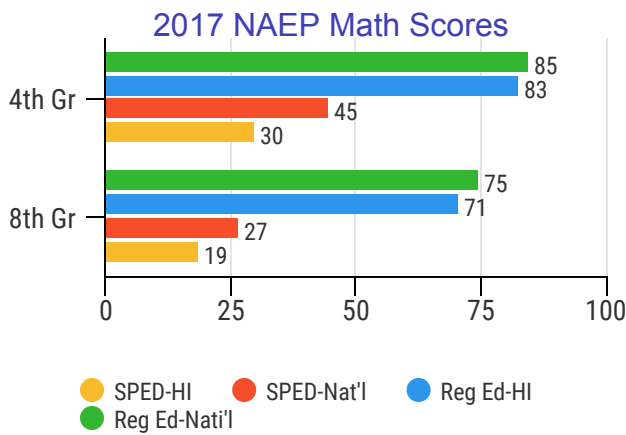




SEAC's Areas of Concern Regarding Special Education Student Characteristics

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.

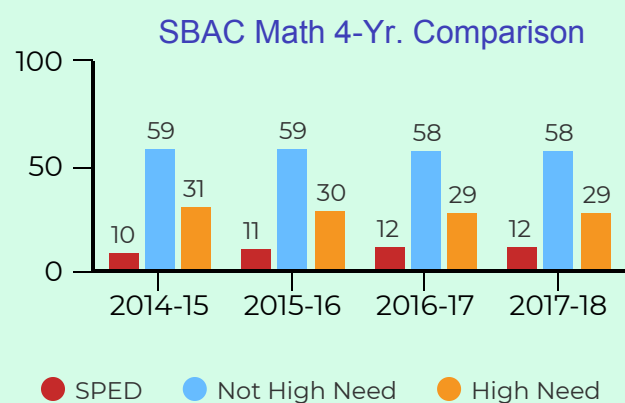
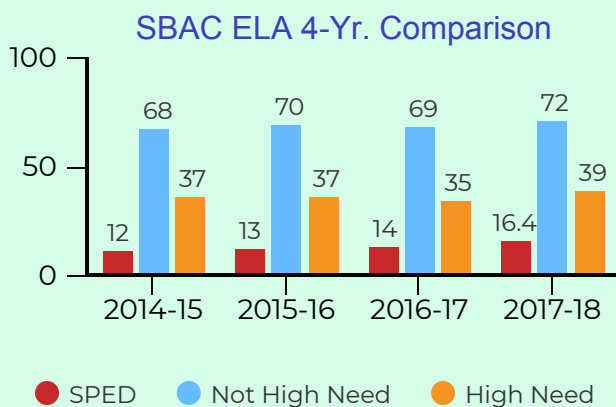


The National Assessment of Educational Performance (NAEP) is the only statewide assessment that is taken in all 50 states, thereby allowing for comparisons of academic achievement. The scores above reflect achievement of "Basic" or above. Hawaii has received a determination of **needs assistance** from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

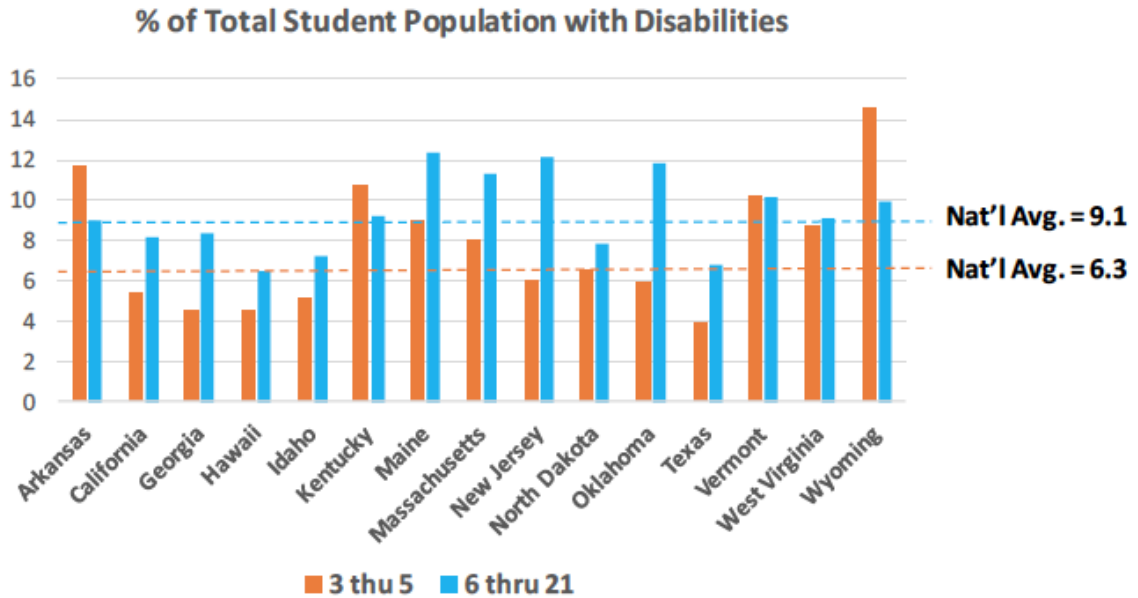
Source: DOE ARCH website 2017-18 Statewide SBAC scores: <https://adc.hidoe.us/#/proficiency> & 9/20/18 BOE General Business Meeting presentation



SEAC's Areas of Concern Regarding Special Education Student Characteristics

3

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.



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

4

24% of Hawaii special education students are chronically absent, compared to 14% of students without disabilities.



students with disabilities



students without disabilities

40% of SPED students in the Waianae-Nanakuli complex missed 15 or more days in SY 17-18. 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 - Absenteeism

5

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 17-18 APR Indicator 14 - Post School Outcomes



SEAC's Areas of Concern Regarding Special Education Student Characteristics

6 Hawaii has a higher number of due process hearings than most states while under-utilizing mediation and written complaints.

Over the last 7-8 years, Hawaii has reduced both the number of hearing requests and the number of requests that result in due process hearings. However, 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	Nat'l Average SY 16-17	Hawaii SY 13-14	Hawaii SY 14-15	Hawaii SY 15-16	Hawaii SY 16-17	Hawaii SY 17-18
Written Complaint Filed	7.8	5.2	6.3	7.3	5.7	3.6
Hearing Request	24.3	41.1	36.7	45.3	44.8	20.7
Hearings Held	1.6*	5.2	7.8	5.7	2.1*	3.2
Mediations Held	9.4	2.6	1.6	0.5	2.1	0.5

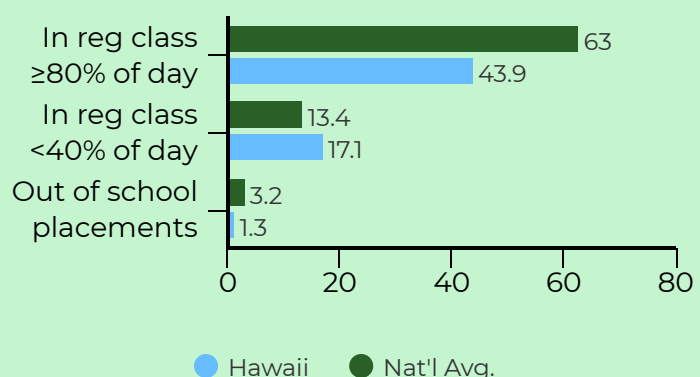
Source: Calculated from Section 618 Data Reports: SY 17-18 Dispute Resolution Table 7

7 The majority of students with disabilities aged 6-22 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 43.9% in SY 18-19, Hawaii still 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 %)



4 Source: Calculated from Section 618 Data Reports: SY 18-19 Educational Environments

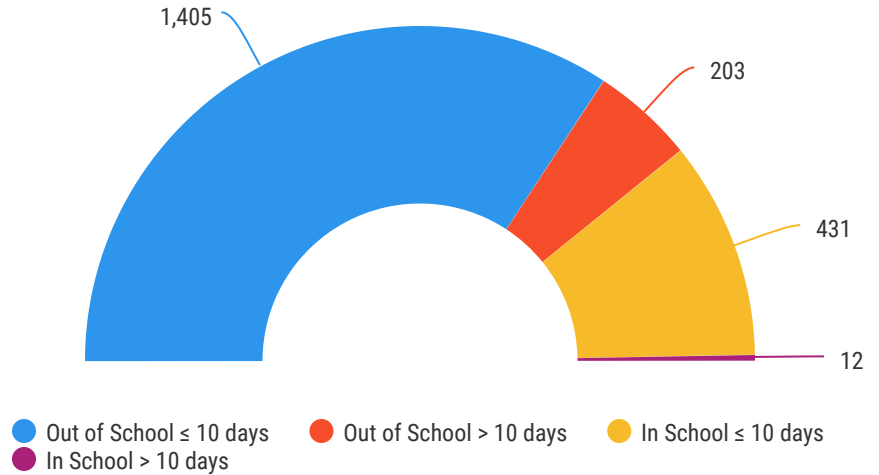


SEAC's Areas of Concern Regarding Special Education Student Characteristics

8 Students with disabilities are suspended at a rate roughly **three** times higher than students without disabilities.

In SY 17-18 there were **2,051** out-of-school and in-school suspensions of students with disabilities. That is a rate of 10-11% compared to a rate of 3.5% 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.

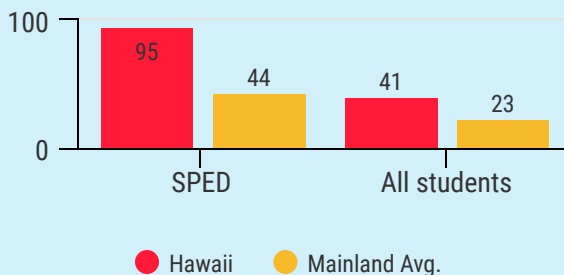
SPED Student Suspensions
School Year 2017-18



Source: Section 618 Data Reports – SY 17-18 Discipline Table 5

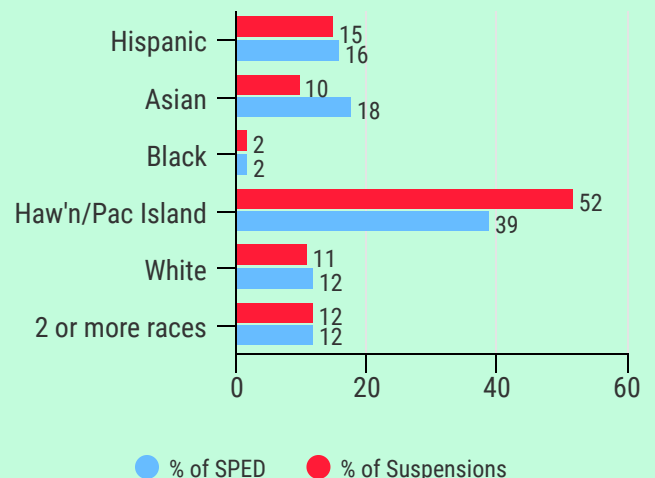
9 The days of lost instruction due to suspension per 100 students is **twice** as great for Hawaii students with disabilities--both compared to all Hawaii students and to a national average for students with disabilities.

Days of Lost Instruction per
100 students



Source: US DOE Office for Civil Rights Office data for SY 15-16 & "ACLU Says Hawaii Schools Suspending Too Many Students", Civil Beat, 6/14/19.

10 SPED students who are Hawaiian/Pacific Islander are suspended at **higher** rates, and Asian students are suspended at **lower** rates than would be expected.



Source: Child Count Table 1 & Discipline Table 5 for SY 17-18

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 areas 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 2018-19 can be found on page 14.

Recommendations to the Superintendent

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



Dr. Christina Kishimoto

APPLIED BEHAVIOR ANALYSIS IN A SCHOOL SETTING

Issue:

During the 2019 legislative session, SEAC, the Department and the University of Hawaii supported legislation that would create an exemption from the law licensing behavior analysts (HRS 465D) for licensed special education teachers and individuals in approved and accredited special education training programs who are working toward licensure as special education teachers and whose scope of practice and training includes behavior analysis. Applied behavior analysis is recognized as within the scope of special education nationally, and has been so for decades.

Unfortunately, this legislation did not pass, and, without this exemption, the UH College of Education's nationally accredited and state approved teacher education program preparing special education teachers to conduct behavioral assessments or to develop and implement interventions based on applied behavioral analysis is jeopardized. If special education teacher candidates do not receive applied behavior analysis training, they will not meet state requirements or be able to answer required questions on the state licensing exam regarding applied behavior analysis. This potential loss of qualified special education teachers will exacerbate the current chronic shortage of trained personnel who have the knowledge and skills to meet the unique needs of students with disabilities.

Recommendation:

Work with SEAC, the UH College of Education and other interested stakeholders to proactively educate key legislators prior to the start of the 2020 Legislature regarding the necessity of creating an additional exemption in HRS 465D for special education teachers who have received the appropriate training to develop and implement behavior plans to address the academic and behavioral needs of their students with IEPs.

CONFLICT RESOLUTION - MEDIATION

Issue:

The Individuals with Disabilities Education Act (IDEA) offers parents a number of options for resolving conflict, including the formal options of mediation, written complaints and due process hearing requests. Mediation offers the most timely results and generally preserves the relationship between school and home. The Center for Appropriate Dispute Resolution in Special Education (CADRE) lists additional benefits of mediation including high rates of compliance with settlements, mutually satisfactory outcomes, a greater degree of control and predictability of outcome, and personal empowerment. In SEAC's review of conflict resolution activity in Hawaii schools for SY 17-18, we learned that only one mediation was held—a rate nearly twenty times less than the national average.



Recommendations to the Superintendent (cont.)

CONFLICT RESOLUTION - MEDIATION (cont.)

Recommendation:

Work with SEAC and other interested stakeholders to launch a public awareness campaign on the benefits of mediation for resolving conflicts between schools and parents whose children are eligible for special education.

DUE PROCESS -- PUBLIC POSTING OF HEARING DECISIONS

Issue:

IDEA requires the Department of Education to make the findings and decisions resulting from special education due process hearings available to the public. This has been traditionally done by posting the redacted hearing decisions on the Department's website. However, the public's ability to find these decisions has grown more difficult in the last several years. A link to hearing decisions by year on the special education main webpage only lists hearings through 2015-16. This link takes the seeker to the Report Finder page where hearing decisions are mixed together with data tables and performance reports with no clear delineation of how many decisions were rendered in a particular year. In searching for more recent hearing decisions, SEAC found several of the decisions mislabeled. By contrast, many states (including Colorado, Nevada and Washington) have easily located and accessible webpages devoted to due process hearing decisions and, in some cases, due process written complaints.

Recommendation:

Offer an easily located and navigated web page providing access to special education due process hearing decisions by school year that is updated regularly.

IDENTIFICATION OF HAWAII STUDENTS WITH DISABILITIES

Issue:

Since SY 2013-14 (and earlier), Hawaii's child count data for 6-21 year-olds with disabilities under Section 618 of the Individuals with Disabilities Education Act has been consistently lower than the national average by 25-30%. Child count is defined as the percentage of all 6-21 year-olds in the state who are served as students with disabilities under IDEA. In SY 17-18 (the latest year for which comparison data is available), Hawaii's served the lowest percentage (6.4%) of 6-21 year-old students with disabilities compared to the resident population than all other 49 states. This disparity deserves greater scrutiny, as we may be significantly underserving students who could be eligible for and benefit from special education and related services.

Recommendation:

Work with SEAC and OSEP technical assistance providers to determine why Hawaii consistently identifies fewer children with disabilities and whether steps are needed to expand outreach efforts and/or eligibility criteria for special education services.

Recommendations to the Superintendent (cont.)

LEADING BY CONVENING SHARED WORK PRODUCTS

Issue:

SEAC has fully committed to creating shared work products with the Department in the form of infographics on current initiatives and topics to reach and inform a wider audience of special education stakeholders. Joanne Cashman facilitated an opportunity for SEAC to share its process and infographics with other State Advisory Panels and Interagency Coordinating Children's Councils via an OSEP sponsored webinar in May 2019. As each new infographic is developed and vetted by SEAC and its DOE partners, its impact on helping to educate and contribute to solutions for complex issues relating to the education of students with disabilities is dependent on successful outreach and a meaningful feedback loop in order to refine improvement activities further.

Recommendation:

Partner with SEAC to identify future infographic topics and dissemination pathways to distribute to as wide an audience as possible in order to provide easy access to information that engages special education stakeholders and generates synergistic problem-solving.

PROFESSIONAL DEVELOPMENT UTILIZING INTEGRATED TEAMS

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--especially around the topics of inclusive education and family engagement--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 to model the home-school partnership that enhances the academic success of students with disabilities. 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.

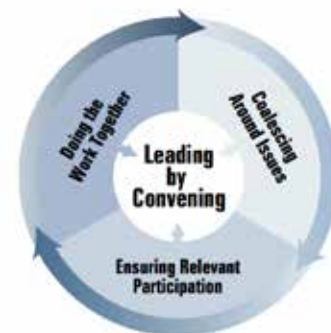


Major Activities of School Year 18-19

Leading by Convening

SEAC celebrated its third year of building relationships and finding 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; &
- ★ practicing shared leadership and modeling respect for one another's experience and expertise.



Shared dialogue and problem solving with DOE leadership included discussions with Deputy Superintendent **Phyllis Unebasami** (the 10 Year Strategic Plan), Assistant Superintendent **Heidi Armstrong** (following up on the recommendations of the Special Education Task Force Report), and Assistant Superintendent **Amy Kunz** (the Department's biennium budget and repurposing of salary savings). **Joanne Cashman** and **Cesar D'Agord** from the National Center for Systemic Improvement continued their technical assistance to SEAC on using infographics as a tool for creating shared products with the Department of Education (see Infographic Work Groups) and helped members improve their understanding of data ethics and implementation science. SEAC also benefited significantly from its partnership with **Dr. Christina Tydeman** and **Drew Saranillio** from the Monitoring and Compliance Office in planning meetings and facilitating discussions to grow member expertise. (For more information about LbC, go to: <http://seac-hawaii.org/leading-by-convening/>).

Infographic Work Groups

The purpose of creating infographics is to take complex information and express it simply, so that others gain enough understanding to enter a conversation on the issue. Four work groups that formed at the end of SY 17-18 continued to refine infographics around the following topics: 1) explaining inclusive education in the framework of Nā Hopena A'o (HĀ) , 2) providing information and data on significant disproportionality, 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, and 4) providing clear steps for parents and school personnel to set up protocols for the delivery of medical services in the school setting. Time was set aside during most meetings for the work to evolve. By the end of the year, members had refined a vetting process for approving work group products and a template for Dialogue Guides to share the infographic with other stakeholder groups. (For more information on SEAC's infographics, go to: <http://seac-hawaii.org/infographics/>).



Major Activities of School Year 18-19 (cont.)

OSEP Webinar for State Advisory Panels and Interagency Coordinating Councils

Joanne Cashman invited SEAC to share its experiences with Leading by Convening, including creating infographics as shared work products, with other state advisory panels under Part B and C of the Individuals with Disabilities Education Act. The May 2nd webinar included opportunities for questions to be answered and on-line polling to gauge how likely the listeners were to 1) adopt Leading by Convening practices and 2) utilize infographics to share important information with others. (For more information about the webinar, go to: <https://collab.osepideastthatwork.org/SAP-SICC>).



Annual Performance Plan (APR)/State Systemic Improvement Plan (SSIP) Review

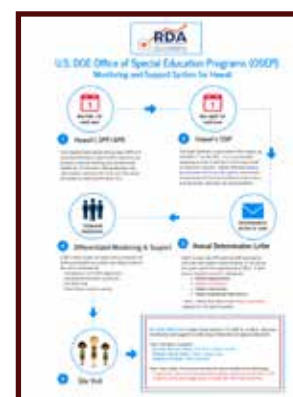
The Annual Performance Plan (APR), including the State Systemic Improvement Plan (SSIP), is the main monitoring tool of the Office of Special Education Programs (OSEP) for ensuring that states are both 1) complying with the provisions of IDEA, and 2) providing appropriate supports to special education students that result in positive academic and functional performance and growth. SEAC members were briefed on available data for APR indicators, including the SSIP data on reading proficiency for a subset of 3rd and 4th grade students with disabilities, prior to submission of the two reports. Members were also asked to plan proactively for the next 6-year SSIP cycle while awaiting specifics from OSEP.



(To see Hawaii's APR submitted in February, 2019, 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/SSIPPhase3Y3.pdf>.)

OSEP Differentiated Monitoring and Support Team

In response to Hawaii's submissions of the APR and SSIP for the last several years, Hawaii was selected for intensive technical support from the Office of Special Education Program's Differentiated Monitoring and Support (SMS) Team. The January 2019 visit was based on Hawaii's poor reading and math achievement scores for 4th and 8th graders with IEPs and on issues related to the State Systemic Improvement Plan. DMS Team members **Jennifer Barrett-Zitkus**, **Angela Tanner Dean** and **Christine Pilgrim** attended SEAC's January meeting and responded to questions submitted in advance of the meeting. They shared a number of important resources and supports and encouraged SEAC to submit testimony when new Annual Performance Report requirements are proposed. (For a copy of SEAC's infographic on OSEP's monitoring and support system, go to <http://seac-hawaii.org/infographics/>).



Major Activities of School Year 18-19 (cont.)

Revisions to Chapter 19 and Chapter 41 (renamed Chapter 89)

As part of an agreement with the U.S. DOE's Office for Civil Rights after complaints of student bullying and harassment--both by other students and by adults at school--the Department of Education added grievance procedures and new definitions to Chapter 19 and Chapter 41 (renamed Chapter 89). SEAC submitted a series of testimonies resulting in the following changes to the draft documents:

- ★ revising the parent definitions to acknowledge parents of adult special education students who are acting as their child's educational representative or Power of Attorney agent;
- ★ adding these parents as parties who can file complaints;
- ★ requiring principals to ensure that complaints involving students with disabilities do not affect their free appropriate public education (FAPE); and
- ★ adding a time frame to actions required *as soon as possible*--"but no later than 72 hours."

A public hearing on the final language for Chapters 19 and 89 will be held on July 16th.

(To see a copy of the hearing notice, go to: <http://boe.hawaii.gov/Documents/Public%20Hearing%20Docs/Ch%2019,%2041,%2089%20Notice%20of%20Public%20Hearing.pdf>).

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.



Legislative Testimonies

In addition to supporting the Department of Education's budget priorities as they impact students with disabilities, the Legislative Committee monitors related legislation and provides testimony where appropriate. One area that SEAC sought to influence this legislative session was adding an exemption to the applied behavior analyst licensing law for special education teachers who have received the training and practicum experience to design and implement behavior plans for their students. Unfortunately this legislation did not pass, like other bills SEAC supported--offering teacher housing options, prohibiting the suspension of a preschool student in a public preschool, and creating positions for ABA personnel within the Department of Education. On a positive note, legislation requiring movie theaters to provide open movie captioning during at least two showings per week of any movie offered with open captioning did become law on June 26, 2019. (To see SEAC testimonies for SY 18-19 and earlier, go to <http://www.seac-hawaii.org/testimony>).



Major Activities of School Year 18-19 (cont.)

SPED Fiscal Allocation Work Group

SEAC's chair served on this work group formed in response to last year's Special Education Task Force Report recommendation to develop an equitable, transparent system for allocating special education personnel. The newly proposed allocation formula would create base funding of \$100,000 for each school (roughly one special education teacher and one EA) with 95% of the remaining funding being distributed based on head count and the other 5% going to the Complex Area Superintendent for discretionary funding of additional staffing, as needed. The Work Group recommendations have been submitted to the Superintendent and Committee on Weights for further deliberation.

SEAC Book Drive

Yet another activity influenced by the shared work on infographics was a book drive spearheaded by the SSIP/Reading Work Group. Members were asked to donate Dr. Seuss books to facilitate the goal of having parents spend more time at home helping their young children with disabilities learn to read. The book collection was presented to Pu'u hale School principal **Arnie Kikkawa** during the May SEAC meeting.



Tentative Meeting Schedule for SY 19-20

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

August 9, 2019

September 13, 2019

October 11, 2019

November 8, 2019

December 13, 2019

January 10, 2020

February 14, 2020

March 13, 2020

April 24, 2020 (2nd Floor Art Room)

May 22, 2020

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 18 - 19

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. Virginia Beringer	Parent - Windward District
Ms. Deborah Cheeseman	Special Education Teacher
Ms. Annette Cooper	Parent - Central District
Mr. Motu Finau	Division of Vocational Rehabilitation, DHS
Mr. Sage Goto	Developmental Disabilities Division, DOH
Ms. Lindsay Heller	Parent - Hawaii District, Charter School Representative
Dr. Kurt Humphrey (alt: Dr. Scott Hashimoto)	Child & Adolescent Mental Health Division, DOH
Ms. Cathy Kahooahanohano	Representative of Students Who Are Homeless, DOE
Ms. Tina King	Military Family Representative
Ms. Bernadette Lane	Child Welfare Branch, DHS
Ms. Kaili Murbach	Parent - Maui District
Ms. Stacey Oshio (alt: Ms. Lisa Vegas)	Youth Corrections/Principal - Olomana School
Ms. Carrie Pisciotto	Early Intervention Section, DOH
Ms. Kau'i Rezentes	Parent - Leeward District
Ms. Rosie Rowe	Parent Training and Information Center
Mr. James Street	Private Schools Representative
Mr. Francis Taele	Adult Corrections/Department of Public Safety
Mr. Steven Vannatta	Community Childrens Council Representative
Dr. Amy Wiech	Parent - Central District
Ms. Jasmine Williams	Parent - Honolulu District
Ms. Susan Wood	Community Representative
Mr. Drew Saranillio and Dr. Christina Tydeman	Liaisons to the Superintendent
Dr. Robert Campbell	Liaison to the Military
Ms. Amanda Kaahanui	Staff
Ms. Susan Rocco	Staff

