



Special Education Advisory Council **ANNUAL REPORT**

Relating to SEAC Activities
July 1, 2022 - June 30, 2023



Message from the Chair

Pā kāhea (welcome all),

So much has happened this year. We began our meetings face to face, happy that COVID was easing up. We still had much to do in catching up with learning for our students. Then this August the island of Maui experienced devastating wildfires which destroyed several areas of the island. We held our first meeting of the school year in August and heard about the people in shock of loss. The schools are still trying to provide support and direction to the 5,000 students in Lahaina, the most devastated area. As SEAC we are reaching out to our Maui members to determine if there is anything we can do, especially for students with special needs. Our hearts go out to all the families that have lost their homes or loved ones.



One of the issues we discussed this year was the acute need for more attorneys to assist families in pursuing their rights under IDEA. We shared our concern with Chief Justice Mark Rectenwald and he is discussing with the Access to Justice Commission, Hawaii State Bar and others of how they can increase the pool of attorneys.

As Justice Ketanji Brown Jackson said, “We’re gonna make this together, we’re going to help each other, because when one wins, we all win.”

Thank you to all that we have worked with, learned from, and shared with this past school year. Our new Special Education Director, Helen Kaniho, Liaison to the Superintendent, and Brikena White, Administrator, IDEA Team were always there when we needed to understand something in their areas of expertise. More importantly they were listening as we shared our insights. Thanks also go out to our legislators and the Board of Education for hearing our testimonies and using them to help guide their way.

Thank you most to the members of the Special Education Advisory Council for all their hard work. I appreciate Susan Rocco and Amanda Kaahanui, staff at SEAC. We couldn’t do it without you.

Finally, as always, we hope that all special education stakeholders find the information in this report of interest and value. SEAC always welcomes your feedback.

Mahalo nui loa (Thank you),

Martha M. Guinan

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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.

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 members in a discussion via Zoom

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 2022-23 can be found on page 14.

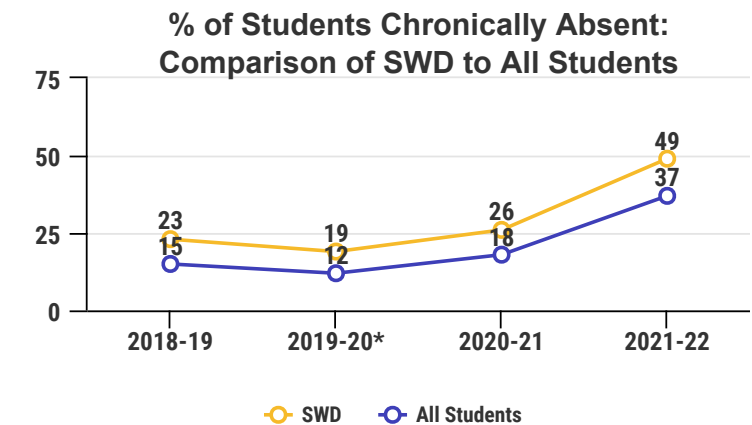


SEAC's Areas of Concern Regarding Special Education Student Characteristics

1

Hawaii students with disabilities* (SWD) historically have the highest rates of chronic absenteeism defined as missing 15 or more days in a school year. In SY 21-22, roughly **one out of every two students with disabilities were chronically absent.**

According to the U.S. Department of Education students with disabilities face a higher risk of absenteeism at every grade level compared to students without disabilities. Research shows that missing school contributes to missing academic milestones (like reading by 3rd grade), being at higher risk of dropping out, having lower graduation rates and poorer economic and health outcomes as adults.

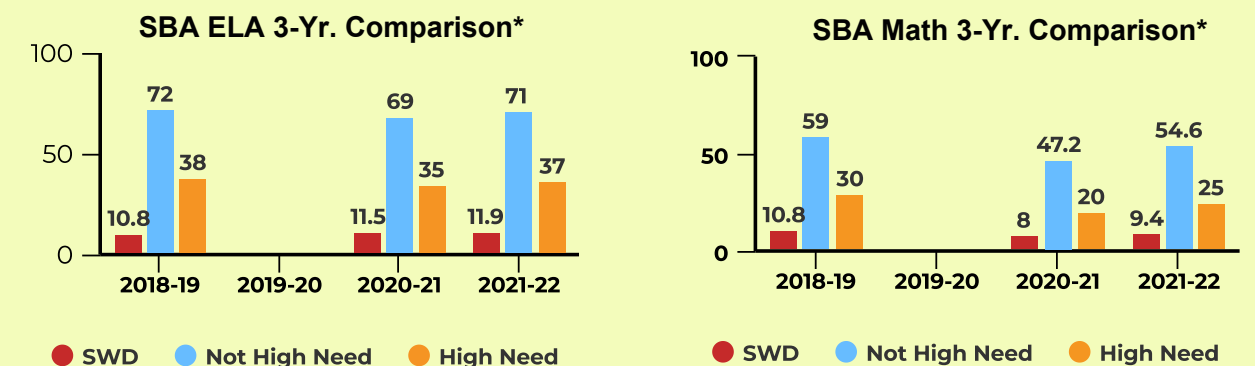


*Students with disabilities (SWD) in this report refers to students who qualify for special education and related services under the Individuals with Disabilities Education Act (IDEA).

Sources: **Every Student Succeeds Act (ESSA) Reports:** <http://arch.k12.hi.us/reports/essa>; **Chronic Absenteeism and Its Effect on Student Achievement:** https://www.cresp.udel.edu/wp-content/uploads/2018/07/PI8-002.5_final.pdf

2

Students with disabilities (SWD) are in the **lowest performing student subgroup on the Smarter Balance Assessment** with little to no improvement over the last three assessments. SWD are **five times less likely to meet the standards than non-high need students.**



Hawaii still uses a High Needs category made up of a combination of special education, English Learners and economically disadvantaged students to measure Achievement Gap on the Strive HI Accountability Plan. Special education students make up about 1/5th of the category and have the lowest performance..

*Note: The Smarter Balance Assessment was not given in SY19-20 due to the disruption to learning caused by the pandemic.

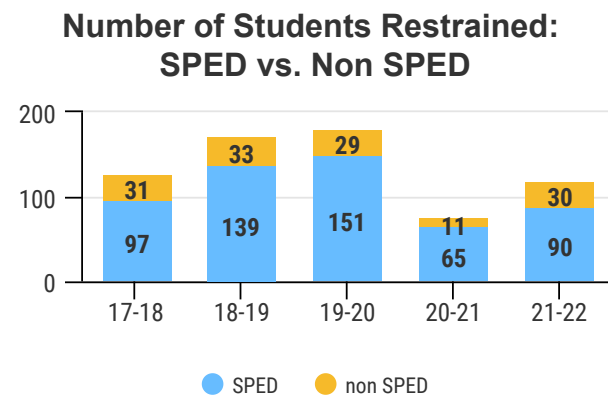
Source: DOE ARCH Accountability Center - <https://adc.hidoe.us/#/>



SEAC's Areas of Concern Regarding Special Education Student Characteristics

3

Hawaii passed a law in 2015 to ban seclusion, as well as mechanical and chemical restraints in public schools. Physical restraints are allowed only to prevent a student from causing substantial property damage, self-harm or injury to others in the environment. In the 5 years that restraint data has been published, **IDEA students have made up 75% or more of students who are lawfully restrained.**

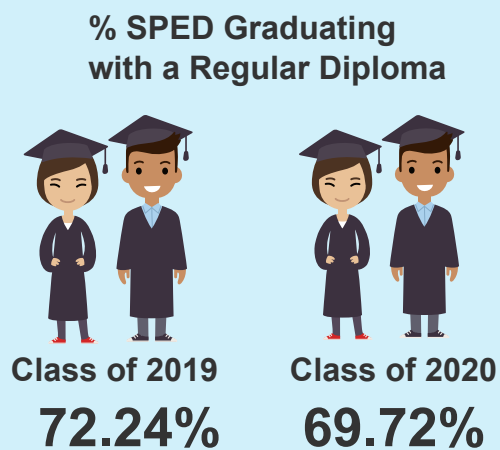


A "physical restraint" is the use of physical force that restricts the student's ability to move his/her arms, legs, or head freely. The total number of incidents resulting in restraints for students with IEPs in SY 21-22 was 408, indicating that some or all of the 90 SPED students were restrained more than once in the school year. Schools must have available staff who have been trained in how to de-escalate behavior, so that restraints are less likely to be necessary.

Source: HDOE Discipline and Restraints Reports

4

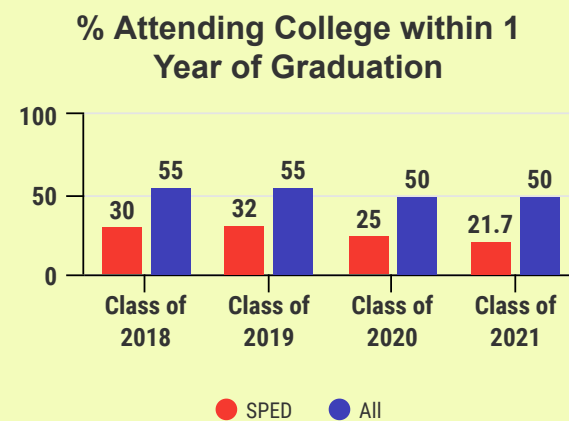
Graduation rates fell slightly as the pandemic forced many students to learn from home.



Source: APR Indicator 1 - Graduation FFY 21 and FFY 20 (using lag data from the year before)

5

The pandemic appears to have had a **greater impact on college-going rates for students with disabilities compared to the rate for all graduating students.**



Sources: APR Indicator 14 - Post School Outcomes Every Student Succeeds Act Reports

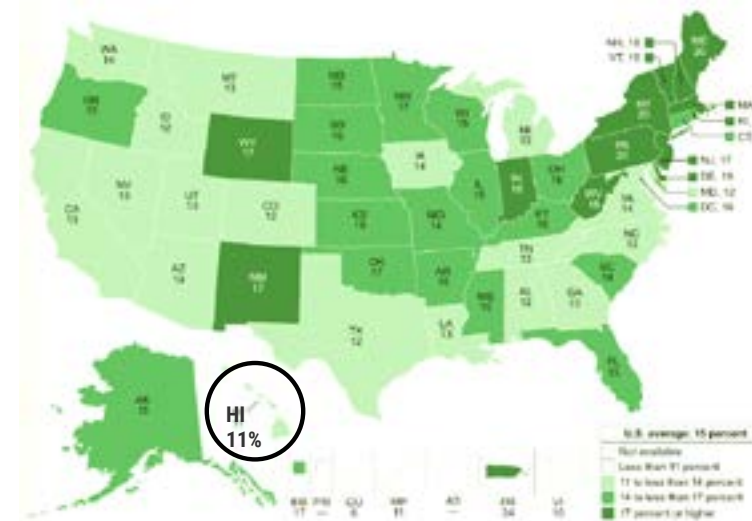


Hawaii Special Education Data Compared to National Data

6

Hawaii serves the lowest number of students with disabilities (SWD) as a percentage of public school enrollment of any state.

SWD as a % of Public School Enrollment



Source: <https://nces.ed.gov/programs/coe/indicator/cgg/students-with-disabilities>

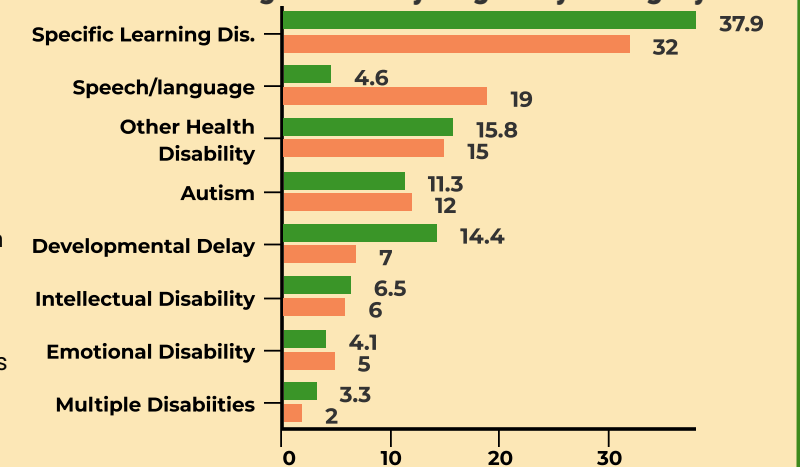
The map at the left represents the percentage of special education students per total state public school enrollment in SY 21-22. Hawaii served the smallest percentage of students with IEPs-11%-among all 50 states, with some states serving as high as 20% of their students with special education services and supports. The trend of falling behind the national norm has persisted for more than a decade. More research is needed to determine if Hawaii may be under-identifying students who are eligible for services under IDEA.

7

Hawaii's distribution of students with disabilities (SWD) by eligibility category is similar to the national average with two exceptions: developmental delay and speech or language disability.

Hawaii allows the category of developmental delay to apply for some preschool children and school age children to age 9. Not every state opts to use this category of developmental delay for school age children up to age 9, which brings down the average percentage for the nation compared to Hawaii. Hawaii, in turn, serves far fewer students under the speech or language disability (SoL) category (4.6% compared to a national average of 10.0%). Research is needed to determine if some children with speech/ language delays are included under the developmental delay category.

% of SWD ages 3-21 by Eligibility Category*



*Six categories not represented above make up <2% of the SpEd population

Legend: ● Hawaii ● Nat'l Avg.

Source: <https://nces.ed.gov/programs/coe/indicator/cgg/students-with-disabilities>

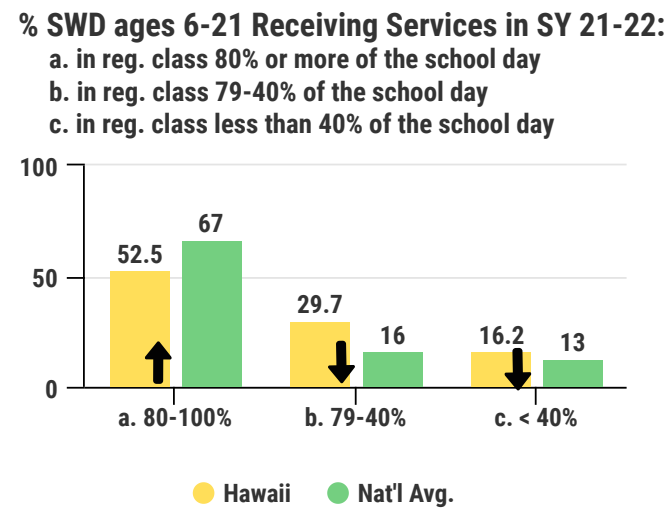


Hawaii Special Education Data Compared to National Data

8

Hawaii has made good progress in improving access to the general education classroom for school age students but consistently **lags behind the majority of states in meeting Least Restrictive Environment (LRE) targets.**

IDEA favors students with disabilities spending the maximum time appropriate with their same age peers with supplementary aids and services as needed. The national average for the percentage of the students with disabilities that receives their instruction in the general education class for most or all of their day was 67% in SY 20-21. So the goal for Hawaii going forward is to increase the number of students who learn alongside students without disabilities and to decrease the number of students who are served in more segregated settings.

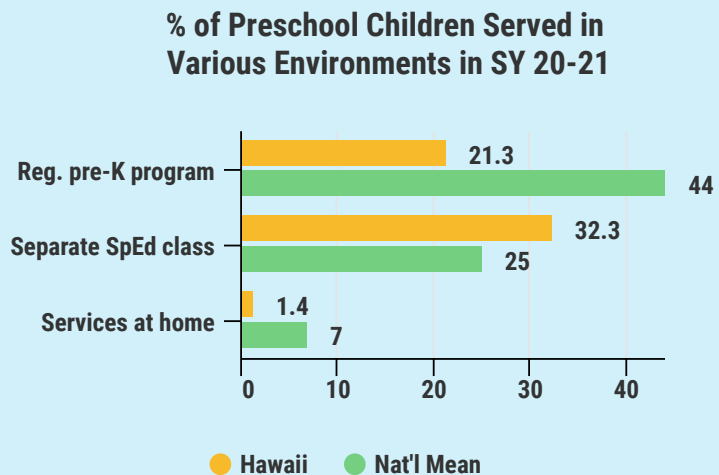


Source: <https://nces.ed.gov/programs/coe/indicator/cgg/students-with-disabilities>

9

Hawaii's **preschool LRE data is also less favorable than the national mean** in providing access to same age non-disabled peers for preschool children with disabilities.

In 2015, the U.S. Departments of Education and Health & Human Services issued a joint policy statement that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations. Hawaii's rate of inclusion for preschoolers was half that of the national average in SY 20-21 and fell almost a percentage point in SY 21-22 to 20.45%. State efforts are underway to increase state funded preschool classrooms where students with IEPs may be welcomed.



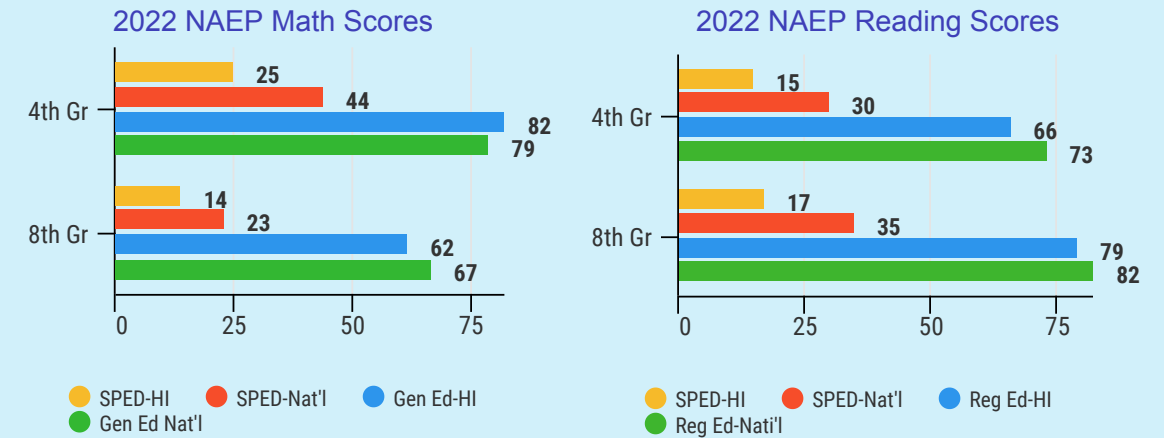
Source: **Part B Indicator Analysis--FFY 2020** - <https://ectacenter.org/~pdfs/sec619/PartB-IndicatorAnalysis-FFY2020.pdf>
2020-21 Annual RPerformance Report - Pre-school LRE - <https://tinyurl.com/4j3m8m2x>



Hawaii Special Education Data Compared to National Data

10

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



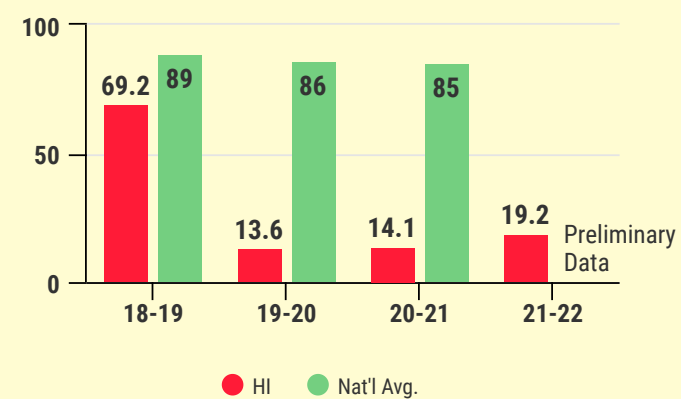
The National Assessment of Educational Performance (NAEP) is the only statewide assessment that is taken once every two years in all 50 states, thereby allowing for comparisons of academic achievement. The scores above reflect achievement of "Basic" or above.

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

11

Hawaii is in the **lowest tier of states and territories in meeting the compliance requirements of IDEA in providing appropriate secondary transition services** to youth aged 16 and above with IEPs.

% of IEPs that Met Indicator 13 Requirements



Compliance is measured with an 8 component checklist that addresses appropriate assessments, post-secondary goals, and transition services to meet these goals. There must also be evidence in the IEP that the student was invited to participate in transition planning along with other agencies responsible for providing or paying for transition services (with the prior consent of the parent or the adult student). If an IEP is missing any one of these 8 components, it is counted as non-compliant. Looking at the data over the last four years, the pandemic appears to have affected Hawaii's compliance much more than other states.

Source: **Part B Indicator Analysis--FFY2020** - <https://ectacenter.org/~pdfs/sec619/PartB-IndicatorAnalysis-FFY2020.pdf>
Part B Hawaii SPP/APR for FFY 2018, 2019, 2020 & 2021

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. Many suggestions were discussed and acted upon during the school year. The following recommendations are offered as a means to enhance program options for students and communication with stakeholders.



Keith Hayashi

Classroom Observations by Parents of Students with Disabilities

Issue:

The Every Student Succeeds Act (ESSA) explicitly encourages parent observations in Title I schools as a component of family-school partnerships. Additionally, the Department has system-wide protocols in place for parents of students with disabilities requesting an opportunity to observe a special education classroom as a potential program for their child or to observe their child once he or she is placed in the classroom. However, there is great variability in how schools interpret these protocols. As a consequence, there is inconsistency across schools and complexes areas in granting observation requests.

Recommendation:

Partner with SEAC and other key stakeholder groups to educate the field on how to encourage parent participation in the education of their children, including visiting the classroom when warranted and maintaining meaningful two-way communication between school and home.

Conflict Resolution: Mediation and IEP Facilitation

Issue:

SEAC is in full support of the Hawaii State Department of Education Special Education Dispute Resolution Strategic Plan—a five-year plan begun this school year to improve Hawaii's Dispute Resolution System required under the Individuals with Disabilities Education Act. One of the targets for improvement is the awareness of and increased utilization of mediation as a means of resolving disputes between parents and schools over a student's identification, evaluation, program and placement under IDEA. A public awareness campaign is planned for School Year 24-25—something SEAC has recommended in its last five annual reports. However, given the current critical shortage of plaintiff attorneys to represent families in formal dispute resolution, we believe the promotion of mediation, and the resurrection of another early dispute resolution best practice—IEP facilitation—needs to take place sooner in order to offer families opportunities to exercise their due process rights in a timely manner while still preserving the relationship with their child's school.

Recommendation:

Contract with the Mediation Center of the Pacific to add IEP facilitation to the list of early dispute resolution options for families and schools. Partner with SEAC and other family-serving organizations in the SY 23-24 to publicize the availability of these services.

Recommendations to the Superintendent (cont.)

Distance Learning

Issue:

During the pandemic, we learned that a percentage of students with disabilities with IEPs or 504 Plans experienced greater academic success while distance learning compared to in-person learning. The benefits of distance learning for these students included 1) the ability to select the most convenient and preferred time of learning, 2) the ability to select the pace of learning, 3) reduced anxiety for students with social and emotional issues related to attending school in-person, 4) the ability to revisit material whenever they forget something and the ability to re- take quizzes and tests, and 5) better attendance for students who face barriers related to health, transportation or the responsibility for caring for other family members at home. However, many schools and complexes have chosen not to provide the option of distance learning with adequate supports and supervision.

Recommendation:

In order to ensure FAPE for these students who gain more benefit from quality distance learning opportunities, the state and/or district work to ensure that teacher-mediated distance learning is available throughout the state, including the delivery of related services where appropriate.

Improving the Accessibility of HIDOE Resources on the HIDOE Website for Families of Students with Disabilities

Issue:

The Exceptional Support Branch and the Monitoring and Compliance Branch have both put considerable effort since the pandemic began into offering more timely and useful information, including timely data, for families of children with disabilities and other key stakeholders via the internet. Unfortunately, many of these excellent resources are not accessible to the target populations because they are not linked on the HIDOE website. Examples include the new Post-Secondary website, Extended School Year guidelines and the Monitoring and Compliance Branch infographics. The problem is compounded by the poor search function on the HIDOE website, so that an individual who is looking topically for information will often leave the site empty-handed.

Recommendation:

Improve access to information on the HIDOE website either by improving the search engine or by developing pages with lists of resources and linkages not currently found on the special education pages.

Professional Development for Administrators: Utilizing Integrated Teams

Issue:

SEAC has received significant input from members and guests regarding the lack of consistency in the interpretation and implementation of IDEA regulations from school

Recommendations to the Superintendent (cont.)

Professional Development for Administrators: Utilizing Integrated Teams

Issue (cont.):

to school. SEAC has also documented many instances where the parent/school partnership standards as outlined in Board Policy 101-14 are not consistently applied in meetings with parents of children with disabilities, most notably in IEP meetings.

Recommendation:

Utilize knowledgeable parents of students with disabilities as co-trainers with HIDOE professional development staff in IDEA training to school administrators and Complex Area Superintendents. This integrated training team would not only model partnership but also sensitize administrators to communication practices that promote shared understanding and collaboration of IEP team members, including parents.

Supports for Expelled Private School Students with Disabilities

Issue:

SEAC has learned of a number of vulnerable students with disabilities who have been expelled from private schools in the middle of the school year, primarily due to behavior issues related to not having their needs accommodated in the private school setting. As they transition to public school, they are not always identified as being at high risk of self-harm due and/or significant behavior problems due to their distress over being ejected from their private school home and familiar environment. Their parents are often equally ill-prepared to seek the supports needed by their children in the public school setting due to a lack of familiarity with the special education process.

Recommendation:

Partner with SEAC to develop protocols that would identify these high-risk students upon entry into public school and provide timely and individualized interim supports as IEPs are developed and/or evaluations are conducted.

Major Areas of Focus for School Year 22-23

SEAC began the year by prioritizing key issues to examine within the school year with the goal of offering both short-term and long-term solutions to improve the delivery of services to students with disabilities. Members at the August 12th meetings selected three areas of focus:

- ✓ family-school partnerships,
- ✓ secondary transition, and
- ✓ dispute resolution.

Two additional “buckets” were added as areas of concentration -- trauma-informed care and the Annual Performance Report indicators selected by the Office of Special Education Programs and used to measure Hawaii’s compliance with both the letter and the spirit of the Individuals with Disabilities Education Act (IDEA).



Major Areas of Focus for School Year 22-23

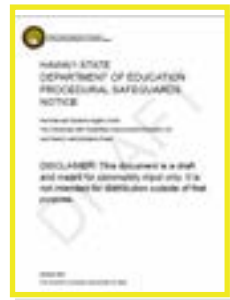
Dispute Resolution: Development of a 5-Year Strategic Plan

In the Spring of SY 21-22, the Hawaii Department of Education and two senior consultants from the National Center for Systemic Improvement--Jennifer Wolfsheimer and Cesar D’Agord--conducted a review and analysis of Hawaii’s dispute resolution system and data collection. SEAC members were briefed on the strengths and weaknesses of four main components of the system in September 2022: 1) the Procedural Safeguards Notice, 2) mediation, 3) state complaints, and 4) due process hearing requests. Members reviewed and commented on a draft of a 5-yr. plan to address identified weaknesses and threats to the proper implementation of procedural safeguards. To see highlights go to: <https://seac-hawaii.org/wp-content/uploads/2022/09/SEAC-HIDOE-Dispute-Resolution-Strategic-Plan-slides.pdf>.



Dispute Resolution: Review of the PSN & Model Forms

Year 1 priorities in the Strategic Plan included revisions to the Procedural Safeguards Notice that is distributed to all parents of students with IEPs at least once annually, as well as request forms for mediation, written complaints and due process hearings. Feedback from SEAC stakeholders, and especially parents, stressed making these documents more user-friendly and understandable. For more information, please review SEAC’s January to April 2023 minutes at <https://seac-hawaii.org/minutes>.



Dispute Resolution: Ad Hoc Dispute Resolution Committee

Members formed a special committee with the purpose of changing the culture of dispute resolution and leveling the playing field for parents to the extent possible. A major focus became working to resolve the critical shortage of plaintiff attorneys to represent the student’s interests in a due process hearing. An appeal was made to the State Judiciary, the Hawaii State Bar Association and the Access to Justice Commission resulting in a letter from Chief Justice Mark Rectenwald committing their combined resources to improve access to affordable legal representation for parents of special education students. For a copy of SEAC’s letter outlining the issue, go to <http://seac-hawaii.org/wp-content/uploads/2023/08/Ltr.-to-Judiciary.pdf>



Secondary Transition from High School to Adult Living

SEAC continued to make secondary transition planning and services a priority given the disrupting effect of the pandemic and Hawaii’s challenges in meeting the required components of transition planning as outlined by the Office of Special Education Programs. Several members served on the Secondary Transition Work Group and participated in the Footsteps to Transition Fair on Oahu in February 2023. The entire Council also received updates and provided feedback on improvement activities.

Major Areas of Focus for School Year 22-23 (cont.)

Family-School Partnerships

The underlying value of family-school and community partnerships as a means of enhancing the positive academic and social-emotional outcomes for students with disabilities is at the core of the majority of SEAC's activities and guidance to the Department. Examples include advising the Department of the negative impact of reintroducing a bill regarding the harassment of educational workers, suggesting family-friendly language for dispute resolution documents, and taking steps to develop a video about "positions and interests"--a key concept in resolving differences between families and school personnel. Several SEAC members also served on a work group initiated by the Monitoring and Compliance Branch to revise the Parent Survey.

State Performance Plan/Annual Performance Report (SPP/APR)

Members began the year by reviewing the determination by the Office of Special Education Program (OSEP) that Hawaii continues to need assistance in meeting the compliance and performance expectations for implementing IDEA in Hawaii public schools. In December, SEAC co-hosted the annual SPP/APR Stakeholder meeting to gather feedback on data for key indicators and improvement activities. For a copy of the SPP/APR submitted to OSEP in February 2023, go to https://www.hawaiipublicschools.org/DOE%20Forms/Special%20Education/HIDOE_SPP-APRFFY2021.pdf.



Infographic Work Groups

Since 2018 SEAC has promoted the practice of creating its own infographics so that a variety of special education stakeholders, including parents, have a basic floor of understanding of a complex issue affecting the delivery of special education services and/or student outcomes. This shared understanding promotes conversations and enhanced problem-solving. Two new infographics and one revised infographic created by members and HIDOE representatives were vetted by the Council in SY 22-23 for distribution to interested stakeholders. For a complete list of SEAC infographics, go to <https://seac-hawaii.org/infographics/>



Diploma vs. Certificate

This two-sided informational flyer explains the key differences between the two high school paths for students with an Individualized Education Program (IEP). A regular high school diploma generally offers the most benefit to the student; however it requires the ability to meet the credit requirements of a high school diploma. The Certificate of Completion is given to a student who is unable to complete the coursework required for graduation, even with the provision of supports and services up to the student's 22nd birthday. Choosing this path in transition planning does not prohibit a student from taking academic courses.

Major Areas of Focus for School Year 22-23 (cont.)

Infographic Work Groups (cont.)



Private to Public School Transitions

SEAC members learned of a high risk group of students with disabilities who may not be receiving special education supports in a timely way. These students are expelled from private schools for behavior related to their disability and/or the lack of appropriate supports to address their disability-related needs. They often transfer to public schools mid-year, but neither the student or parent is aware of what they need to do to advocate for special education supports. The infographic links the reader to a helpful checklist developed by the Hawaii Branch of the International Dyslexia Association.



6 Student Support Staff Positions

Originally entitled "What's in a Name?," this infographic helps parents be aware of a variety of school and contracted support persons who may be providing behavioral support to their child with a disability and the differences in their job responsibilities. A revision to the original infographic was necessitated by a change in terminology in the contracts with outside agencies and individuals providing supports to the student.

Testimonies to the Hawaii State Legislature

SEAC supported the HIDOE budget as it impacted students with disabilities, and provided testimony in favor of bills that passed on the following topics:

- ✓ instructional materials in accessible formats,
- ✓ exemption of classroom teachers from the ABA Licensure law when implementing behavior plans under the guidance of an LBA or psychologist,
- ✓ recognizing American Sign Language as a distinct language, and
- ✓ UH Community College Promise Funds for qualified students with disabilities without having to apply for financial aid.

Tentative Meeting Schedule for SY 23-24

Meetings are currently being held virtually using a Zoom platform. The * indicates meeting dates in-person with at 475 22nd Ave., Room 226, with a Zoom option.

August 11, 2023, September 8, 2023, October 20, 2023, November 17, 2023*, December 8, 2023, January 12, 2024, February 9, 2024*, March 8, 2024, April 12, 2024, May 10, 2024*

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 22-23

Ms. Martha Guinan, Chair	Person with a Disability
Ms. Susan Wood, Vice Chair	Community Representative
Ms. Sara Alimoot	DOE Homeless Children Representative
Ms. Virginia Beringer	Parent, Windward District
Ms. Mary Brogan	Developmental Disabilities Division (DDD) Representative
Mr. Rick Bunney	CAMHD Representative (Designee)
Ms. Deborah Cheeseman	Student Services Coordinator/Special Education Teacher
Ms. Annette Cooper	Parent, Central District
Ms. Shana Cruz	Parent, Kauai District
Mr. Mark Disher	Parent, Hawaii District/Charter School Representative
Dr. Lisa Garcia	Parent, Leeward District
Ms. Mai Hall	Parent, Central District
Ms. Melissa Harper Osai	Parent, Leeward District
Dr. Kurt Humphrey	CAMHD Representative
Ms. Melissa Johnson	Parent, Maui District
Ms. Tina King	Parent, Military Family Representative
Ms. Jennifer Leoiki-Drino	Parent, Private School Representative
Ms. Dale Matsuura	Student Services Coordinator/Special Education Teacher
Ms. Cheryl Matthews	Division of Vocational Rehabilitation Representative
Dr. Paul Meng	University of Hawaii College of Education Representative
Mr. Chris Pelayo	Early Intervention Section (DOH) Representative
Ms. Kiele Pennington	Parent, Leeward District
Ms. Kau'i Rezentes	Parent, Leeward District
Ms. Rosie Rowe	Hawai'i & Pacific Island Parent Training & Information Center Representative
Ms. Debora Uyeda	Developmental Disabilities Division Representative
Mr. Steven Vannatta	Community Representative
Ms. Lisa Vegas	Youth Corrections Agency Representative/Olomana School
Ms. Jasmine Williams	Person with a Disability
Ms. Susan Wood	Community Representative
Ms. Helen Kaniho	Special Education Director, Liaison to the Superintendent
Ms. Wendy Nakasone-Kalani	Liaison to the Military
Ms. Ivalee Sinclair	SEAC Emeritus Member
Ms. Amanda Kaahanui	Staff
Ms. Susan Rocco	Staff

Contact Information for SEAC

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