

Ryan Mandado
<ryan.mandado@campbell.k12.hi.us>

09/11/2017 12:13 PM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony

Aloha Dr. Kishimoto,

First, my name is Ryan Mandado and I'm a Special Education teacher at James Campbell High School in Ewa Beach, Hawaii. I'm writing to you today to discuss specific concerns that I have related to Special Education. One issue that many teachers at my school have brought up deals with the Standards-Based IEP process. A year ago, our district told us that we need to write these standards-based IEP but there has been a disconnect between the standards listed on the IEP versus their functional level. One example is writing IEP for students on a certificate track and are in Community Based Instruction (CBI) courses. If their functional reading level is 2.2 but they are in the 10th grade, we need to make functional reading goals and objectives to address the student's needs, however; the standards listed on IEP will not be addressed because the student is not at grade level.

My question is, when writing standards-based IEP for students in the CBI setting, are we required to continue to follow the standards-based IEP structure or do teacher base the goals on their functional levels?

Another issue that I have has to deal with the eCSSS system. As someone who mentors new SPED teachers, it's very difficult teaching them to navigate a system that isn't user friendly. I'm sure there are simple systems out there to write IEP so I think the department needs to look at other systems that would make it user friendly for all SPED teachers.

If you have further questions for me, you or someone from your office can contact me at ryan.mandado@campbell.k12.hi.us or give me a call at 8089310442.

Mahalo!

Ryan Mandado

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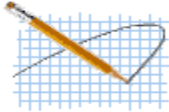
Ryan C. Mandado

Department Head of Special Education
James Campbell High School | Ewa Beach, Hawaii
Teach For America | Hawaii Corps | 2015
808-305-3669

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Leina Yamaguchi/CAMPBELL/HIDOE

09/12/2017 01:49 PM

To testimony_boe@notes.k12.hi.us
cc
Subject Special Education

To Whom It May Concern,

I have been a special education teacher here at Campbell High since 1999. Since then, special education teachers continue to be overwhelmed with duties that go beyond the role of a teacher.

For example, special education teachers are responsible to develop Individual Education Plans (IEP) for their students. In doing so, although we are not necessarily the "teachers" to those students, we have to monitor progress, create data sheets, fill out and send home progress reports (beyond the regular report cards), document everything that occurs, maintain federal and state compliance issues, communicate with outside agency providers (if applicable), attend IEP meetings almost daily (staying way beyond 3:00pm) and the list goes on and on. The additional responsibilities of a special education teacher surpasses that of a regular education teacher.

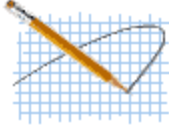
We are not paid any more, we don't have specific language in our teacher contract that gives us protection and rights to our differing responsibilities, and with that, there is a lack of special education teachers that is a constant threat to the quality of public education these students deserve.

The HSTA, BOE, DOE and all other stakeholders need to listen to our voices, come to the schools to see and speak with the special education teachers to make a difference from the top.

Leina Yamaguchi
Transition/SEVR Coordinator
James Campbell High School
(808) 305-3703

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Vincent Stewart
 <vincent.stewart@campbell.k12.hi.us>
 09/17/2017 08:18 AM

To "testimony_boe@notes.k12.hi.us"
 <testimony_boe@notes.k12.hi.us>
 cc
 Subject

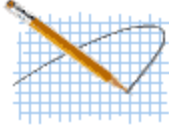
Hello, my name is Vincent Stewart and I am a special education teacher at James Campbell High School. This is only my second term as a teacher and already there is one thing that is very clear to me. Being a Special Ed teacher and being a care coordinator are two separate jobs and should be treated as such. To be clear, special Ed teachers should not be expected to play two rolls and only be paid for one. For these two jobs to be done efficiently and effectively they really need to be occupied by two separate people, however if for some reason unbeknownst to me as I am a new teacher this is not possible those individuals who take the role and responsibility of these two very important positions should minimum get paid one and a half times if not two times the wages of teachers that only have to be teachers. This is something I have heard that in years past has been taken up by the union, and this has nothing to do with the union. These changes need to be done at the DOE level. In the military you would not have any enlisted personnel vote on what the wages of officers should be as they are two separate positions, so why should General Ed teachers be able to vote on what the value of special ed teachers are when they do not have the experience or knowledge of what the multiple roles in tail to include time energy effort and knowledge that is needed to be successful as a special ed teacher and care coordinator at the same time. I hope this finds you well and thank you for giving us an opportunity to voice our opinion.

Mahalo,
 Vincent O. Stewart

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Helen Lau <lauhelen@hawaii.edu>

09/17/2017 11:13 PM

To testimony_boe@notes.k12.hi.us
cc
Subject On Inclusion: Help Special Education Students to Help Themselves!

Hello Board of Education Members:

I am a general education teacher in the Central district of Oahu with more than 10 years of teaching experience and I am writing to you for the first time. I am very concerned that special education students are not receiving the help that they need.

Many Special Education students are placed in a regular education classroom with little or no support. Some of them have clearly demonstrated their competence beyond the Special Education classes for math and English - core subjects that student progress are measured by - and yet, they struggle terribly in the regular classrooms. A huge gap exists between what these students can do on their own and what their new classrooms demand of them. These Special Education students typically are reading several levels below their grade. It is really like throwing a beginning swimmer into the deep end of the water.

As a teacher of high school juniors, I see too many of these students. Sometimes, their reading level is as low as 3rd or 4th grade. Last week, I met with such a student, who tested reading at the 6th grade level. Along with his mother and Special Education teacher, we met to figure out what his Individual Education Plan (IEP) ought to be for the current year. I had sat in on this student's IEP meetings in previous years as a translator since his mother speaks limited English. This time, I also attended as one of his regular education teachers since he is enrolled in my Chinese Level One class. Despite his self-motivation and hard work, he is struggling mightily in English, Biology, and Algebra I.

That said, I think that he will not fail these classes since he has the accommodation of extra time on assignments written into his IEP. He will most likely graduate with his high school diploma. But what then?

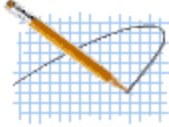
His mother feels very grateful to us - his teachers - and the school. She expects him to go to college, preferably the University of Hawaii at Manoa. What she doesn't know is that he is most likely to need remedial courses in English and Math. Given what I have seen of other alumni of our school, he may not place into English 100 or Math 100 even in his second year in college. What then are his prospects of finishing up college and living independently?

This is a very solvable problem. Please HELP these Special Education students to HELP themselves. Make available tutoring outside of the classroom to bridge the gap between their skill level and grade level.

Sincerely,
~Helen W. Lau

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David berry <dberry1954@yahoo.com>

09/18/2017 12:07 PM

To "testimony_boe@notes.k12.hi.us"
<testimony_boe@notes.k12.hi.us>
cc
Subject Fw: Special Education At Smaller
Schools.V.B. School Performance
Results

Aloha

My name is David Berry and I am a Special Education Self- Contained, Community Based Instruction, and Work Study Teacher at Ka'u High and Pahala Elementary. I have been teaching here for over seven years. I had also taught Special Education for nineteen years in Georgia before moving here.

We have a severe shortage of teachers here in rural Hawaii. It is even more difficult to keep highly qualified and experienced Special Education Teachers from leaving. If our students are to receive their individualized education plans (IEP's) then we need to find a way to recruit and keep experienced Special Education teachers. There is little or no monetary incentive to stay here due largely to the high cost of living in Hawaii. There is also a shortage of affordable housing, even here on the Big Island. In the past there was a plan to help teachers with housing allowances.

When teachers come here from the mainland, we take a huge pay cut, often in the tens of thousands of dollars. Many cannot afford the basic needs of a family. Housing, food, gas, daily expenses all add up. If we were paid a fair salary and helped with affordable housing, then we might be willing and able to stay long enough to make a difference in a child's life. Exceptional students, those with special needs, need good and experienced teachers.

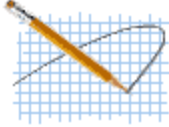
Instead of paying teachers who leave special education and then come back to the field the ten thousand dollar bonus, why not just pay that to us now so we will be able and willing to stay for more than just a few years. Please help our keiki, our students, by helping our teachers want and be able to stay here longer.

Thank you and Mahalo.

David Berry
dberry1954@yahoo.com

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Julie <jtzucker@gmail.com>

09/18/2017 12:39 PM

To "testimony_boe@notes.k12.hi.us"
<testimony_boe@notes.k12.hi.us>
cc
Subject SPED

Aloha,

I am a special education teacher at Kalaheo HS in Kailua. I am writing today to submit testimony about areas of need in our department.

1) Address safety needs. Many of our students are emotionally disturbed due to past trauma or mental illness. I have felt unsafe a number of times, and I even pursued a restraining order against a student who threatened me last year. I have almost quit my job several times because of this problem. It might mean hiring more one-to-one EAs. I tell you this- the money is nothing compared to our personal safety.

2) Lack of qualified teachers. I believe that due to the low pay in Hawaii, it is very difficult to recruit and maintain enough qualified special education teachers who are willing and able to do the job. This means differentiating, modifying, writing IEPs correctly, holding meetings in a professional manner, etc. The amount of work and expectation does not match the pay. Perhaps a special incentive pay or extra planning time would convince more folks to apply and stay in the positions.

3) As mentioned above, we need more time and/or lower caseloads. We never repeat a prep (all different classes), so our planning inherently takes more time. IEPs take a lot of time to do the right way. Give us the time and training we need.

4) Training is lacking. We were sat down and trained on IEP writing in one long day and we never had follow up training. We should each have a mentor who goes through the first few IEPs with us until we've got the hang of it. I had to repeatedly ask for help because the training was not enough. One long day is overwhelming, and then you are just expected to know it. We are teachers! Would we throw a ton of info at our students, never revisit it & then expect them to know it? Nope.

5) The training caused me to miss a bunch of days in my first year here. That was hard! A mix of whole days, half days, 1-2 hour sessions after school, and time with a special ed mentor would have been better.

6) Provide modified curriculum and/or access to a database of modified work. Provide time to work with teachers across the district who teach the same classes so that we can plan together.

Thank you for your time!

Sincerely,

Julie Tzucker-Nikolas

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"I became a vegetarian after realizing that animals feel afraid, cold, hungry and unhappy like we do." -Cesar Chavez, farm worker and activist(1927-1993)

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September 18, 2017

Dear Chair Mizumoto and Members of the Board,

Initiatives to close the gap between typical learners and students with disabilities are common, yet special education teacher positions and resources have been cut statewide. "Inclusion" teachers are being scheduled so that their attention is divided between multiple classes and grade levels, when best practice would have a special educator in one consistent class for the day.

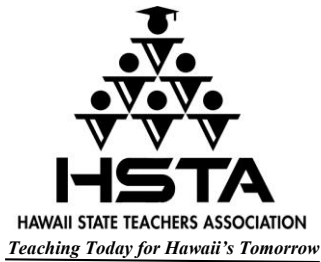
Special educators are expected to perform as inclusion teachers without the resource of time. Special education teachers are expected to plan and teach in the same fashion as general educators, and keep up with the requirements of writing and implementing IEPs, ensuring that plans are implemented and services are carried out as the care coordinator. This puts a greater load on special educators, as well as general education teachers.

There is another big flaw in the state's use of contracted services: bus, paraprofessionals, BISS services, etc. Services can be requested but may not necessarily be picked up or carried out by a contractor in a timely manner. This puts a strain on teachers and schools, since there is typically not a backup plan in place from the school.

Teachers and students do not receive the support that they should have, propelling teachers faster toward burnout. The ones that ultimately suffer are the students, who are not getting the quality instruction they ultimately and desperately need. It is becoming clear with the massive and unchanging shortage and turnover of special education teachers in this state that the system is flawed. The organization of special education responsibilities needs to be altered in a big way, so that special educators can get their focus back where it needs to be – to the students.

Sincerely yours,

Jody Bachler
Special Education Teacher



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

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Executive Director

TESTIMONY BEFORE THE BOARD OF EDUCATION
GENERAL BUSINESS MEETING

RE: AGENDA ITEM V, B, PRESENTATION ON SCHOOL PERFORMANCE
RESULTS FOR THE 2016-2017 SCHOOL YEAR

TUESDAY, SEPTEMBER 19, 2017

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Mizumoto and Members of the Committee:

Earlier this year, the Board of Education approved the adoption of a revised school accountability system, STRIVE HI 3.0, to evaluate school performance. At the time of its implementation, departmental leaders praised the revised system as a measure of BOE-DOE Strategic Plan indicators that will no longer rank schools in a competitive manner or, in turn, produce punitive consequences based on those rankings.

Education advocates, including HSTA, hailed the end of school rankings as an opportunity to empower schools with greater curricular and resource flexibility. More specifically, since school rankings using achievement indicators based on test results would no longer produce negative outcomes, schools, could redistribute resources from testing to areas of critical need, like wraparound services, arts and cultural learning, teacher retention initiatives, and special education programming.

With today's release of the initial round of STRIVE HI 3.0 results, we encourage you to keep two things in mind. First, we urge you to remember that today's results are retroactive to the previous school year. When schools were preparing their academic and financial plans for the 2016-2017 school year, they were unaware of what the new accountability system would entail, since the system was approved after the school year was nearly finished. Thus, schools could not anticipate and

address the way they would be judged, nor could they account for the new flexibility afforded by the elimination of school ranking.

Second, given that the adoption of STRIVE HI 3.0 was founded on increased flexibility, the board and the department must emphasize that schools may reallocate resources to critical needs underscored by today's results. Schools should be informed that they may, for example, reduce their reliance on standardized tests and hire more special education teachers or develop innovative co-teaching programs that highlight the importance of teacher collaboration in fulfilling individualized education program requirements. If testing levels and resource distribution remain the same as the current school year progresses, however, it is incumbent upon the board to take action to correct those problems and ensure the vision of school accountability established by the board is enacted throughout our state's school system.

Our school accountability model must encompass more than test results and afford schools the opportunity to examine the socioeconomic and service-based roots of school performance. Please ensure that our schools are no longer trapped by test scores, but offered the chance to provide all of Hawai'i's children the well-rounded educational experience they deserve.

Written testimony for Special education Inclusion Discussions

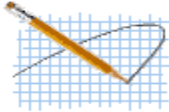
Aloha,

My name is Linda Jones. I am a proud public school graduate. Not only did I graduate from Radford High School, I also attended and graduated from University of Hawaii at Manoa. I have been a teacher in the public and private sector of education ranging from adult education (KSB), private schools (KSB, Damien) to special education and general education in public school (Castle High School, Waianae High School, Kailua Intermediate, Kaiser High School, Pauuillo Elementary and Intermediate-Hawaii Island). I am now in my fourth year of General Education Language Arts at Lanai High and Elementary School. I was a special education teacher in the Windward and Honolulu districts for fifteen years. I feel my education and experience afford me the insight to speak on this subject.

The special education of our neediest students does not seem to be of any import on the political stage since the dissolution of the Felix Decree. Since the ending of the court ordered sanctions the level of services for our students has diminished. I see the system reverting back to the state it was in causing the judge to rule services were inadequate to support this population. Monies have disappeared; support for teachers in the classroom is virtually non-existent. People are being hired to do these jobs with little to no training. Training on the job is the system presently utilized in my and many other schools. But the support for these teachers is also inadequate.

Case in point. A teacher on my campus just completed his special education training after three years of being an emergency hire. He had a meeting I was not able to attend and changed the placement of a student from Resource to Gen Ed. L.A., my classroom. He was directed by the principal to follow up with me. There was no follow up, indeed I was never informed of the program change. The student presented in my classroom. I had no idea what his disability is, if he was under mediation, violent, non-engaged, what supports were in place... no BSP or Crisis Plan. After three weeks I finally received a BSP/BSI but no Crisis Plan to address the student's violent outbursts. A Crisis Plan was intact, I learned later, in the IEP. To date, I have not received Crisis Plan. I am doing the best I can with my own personal resources and experience but I fear any other teachers without my background would be completely lost and unable to offer the support this student requires to be academically successful. Our students suffer without proper support from the staff.

We need experienced teachers in our classrooms, especially well trained, experienced special education teachers. How are we to provide effective and caring support of the neediest of our students when we cannot recruit and retain qualified teachers? The people that are harmed the most are our most vulnerable students. We also place our teachers in potentially perilous situations when we cannot provide the required support for the teachers and the students in their charge.



Anne Cross <anniecross@gmail.com>

09/18/2017 02:24 PM

To testimony_boe@notes.k12.hi.us
cc hstaspeakersbureau@gmail.com
Subject V.B. School Performance Results

Honorable Chair Mizumoto and Members of the Board,

Aloha, my name is Anne Cross, I teach students with disabilities in grades four through six at Chiefess Kapi`olani Elementary in Hilo.

All our students, especially those with disabilities deserve appropriate, adequate learning environments. Unfortunately that is still not happening for all.

Daily comments heard in my classroom: “My head hurts, I’m so hot!” “Is someone smoking?” “Was that another ambulance.” “I hear a diesel.” “The bus is here!” (Said at 9:30 AM when the delivery truck arrives at the cafeteria.) In my classroom of students with disabilities sweat drips down our face and backs while trying to learn over the constant traffic noise and daily sirens from emergency vehicles. (We are on the route to the hospital and across the street from a medical facility at the corner of a busy intersection with frequent accidents.) Not to mention the public legally smoking on the sidewalk right outside our classroom windows. How well would you work in this environment?

My students come to school with their individual challenges, they don’t need to be further burdened by clothes drenched in sweat, and overwhelming distractions. My job is to provide intensive services that cannot be provided in the inclusion setting, often due to noise and distractions. The state expects all students with disabilities to make the same gains as their non-disabled peers.

This in many ways is the best classroom for my resource program because of size and location on campus. Easy solution, air-conditioning.

We are not asking for a mercedes when a chevy can get us there. We only ask for an adequate learning environment that our keiki (especially those with disabilities) deserve.

Respectfully Submitted
Annie CK Cross

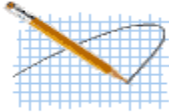
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Charee Nelson <chareenelson@gmail.com>

09/18/2017 02:46 PM

To testimony_BOE@notes.k12.hi.us
cc
Subject SPED resignation

Aloha Board,

I taught special education in Hawaii on the island of Maui for 5 years. Due to the cost of living combined with the salary, sadly I couldn't afford a living wage for myself and my two children.

As a result, I took a special education job in Nevada.

On a side note. When I went to the HR office in Nevada on a scheduled day to take a picture for my ID badge, the camera operator said, "oh another 808!" Referring to my Hawaii phone number on my account. He continued and said "we're scooping them up from the 808".

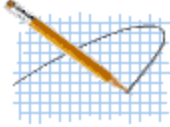
I miss my Maui work O'hana, but for the survival of my own family, this move was necessary.

Best wishes,

Charee Nelson
808-359-4880

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**



Mireille Ellsworth <ellsworthsta@gmail.com>

09/18/2017 03:50 PM

To testimony_boe@notes.k12.hi.us
cc
Subject TESTIMONY for General Business
Mtg. 9-19-17

TESTIMONY for Hawai'i Board of Education General Business Meeting

Sept. 19, 2017 5:00 pm Mililani Middle School Cafeteria

AGENDA ITEM: IV. B. -- COMMENT

Dear Chair Mizumoto, Vice Chair DeLima, and Board Members,

My name is Mireille Ellsworth, an English, Speech & Debate, and Drama Teacher for the past 13 years at Waiakea High School in Hilo on the Big Island. Our school has been using the inclusion model for about 10 years and for the past 5 years, full inclusion, that is placing special education students in mainstream, regular education classes for all 4 core subject areas. I would like to report to you the realities of how many of our students with disabilities are being harmed.

- **USING INCLUSION AS AN INDICATOR IN STRIVE HI RESULTS IN INAPPROPRIATE PLACEMENT of some students** -- Because the state is trying to increase inclusion rates and there is a plan to publicize STRIVE HI ratings by school, principals are pressuring those who make decisions as to where students with disabilities are placed, either in an inclusion setting (that is in a mainstream classroom with regular education students) or not (a class with only students identified as having special needs). Some students would not be best served by being in a mainstream class, yet the pressure to increase inclusion rates results in inappropriate placement in order to raise inclusion rates. This may sabotage some students' chances of success.

SOLUTION: Do not publicize inclusion rates school-by-school. Better yet, go ahead and keep track of inclusion rates, but take this indicator out of STRIVE HI. I was present at the Board meeting when STRIVE HI 3.0 was approved, and it was announced by Chair Mizumoto that STRIVE HI and the whole Strategic Plan is a "living document," so necessary changes need to be made.

- **SHORTAGE OF QUALIFIED SPECIAL EDUCATION TEACHERS and**

PROPERLY TRAINED PARAPROFESSIONALS -- Board Policy 105.12 ensures " that all professionals and/or paraprofessionals providing services possess a level of proficiency to meet the unique needs of the student," but those of us in the field know that many students are not being given the education they deserve because of rampant vacancies as well as unqualified full-time substitutes or untrained EAs (Educational Assistants). I have had EAs who received no training for their job and were told when they were hired, "The teacher will tell you what to do" putting me in the position of trying to train an EA while simultaneously teaching class and performing other duties. Therefore, students do not receive the help they need and deserve.

SOLUTION: Pay teachers their worth with salaries that exceed mainland teaching jobs taking into consideration Hawaii's high cost of living which will increase the pool of applicants and enable HODOE to be more selective in hiring raising the quality of teachers overall. Also, treat teaching professionals as trusted experts and stop burdening them with data collection and time-consuming, annual teacher evaluations.

- **LACK OF PLANNING TIME FOR CO-TEACHERS** -- According to BOE Policy 105.13, " The appropriate inclusion of students with disabilities in regular classroom environments **requires:** *Appropriate staffing, adequate planning time, resources, and supports necessary to maintain a student in the least restrictive setting. This includes support and training for special education and general education teachers,*" but this policy is being broken all over the state. Last year, my co-teacher was co-teaching with 2 different teachers at 2 different grade levels, so we had so little time to plan. The year before that, my co-teacher was working with THREE mainstream teachers. This cheats students with special needs because the special education teacher often does not know what the lesson is for the day and also may not have the information needed to implement accommodations, for example modify the lesson for the students. Therefore, Board Policies 105.12 and 105.13 are not being followed.

SOLUTION: Like my principal does, offer stipends for co-teachers to meet outside of the duty day (which has the disadvantage of "eating into" teachers' personal time or time they work a second job). Better yet, schedule extra common prep time for co-teachers DURING the contracted work day (but don't give them substitute teachers taking away from contact hours with their students).

- **LACK OF TRAINING FOR INCLUSION MODEL** -- Because of the high turnover of special education teachers, many are new to the school and are not given adequate training in the co-teaching/inclusion model.

SOLUTION: Ensure that ALL teachers new to teaching in the inclusion setting, both regular and special education teachers, receive high quality inclusion training provided by the state at no cost to individual schools.

The whole purpose of IDEA is to create realistic goals for these students that ARE attainable and appropriate for their present levels of performance. Our state's ESSA Plan aims to raise test scores of students with disabilities from 14% to 74% in language arts and from 12% to 69% in mathematics by SY 2024-25, but this can never be achieved by continually ignoring Board Policy. We further sabotage our students with special needs by holding them to the same grade level standards as their peers when, by law, teachers are modifying lessons to these students' levels so that they are not completely frustrated (which often leads them to give up instead of progress from where they are).

Thank you for your consideration,

Mireille Ellsworth,

English Teacher,

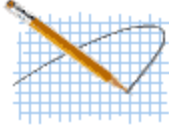
Waiakea High School,

Hilo

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morgan weber <mweber.sped@gmail.com>

09/18/2017 03:52 PM

To testimony_boe@notes.k12.hi.us
cc
Subject Agenda Item V.B. School of
Performance Results Testimony

September 18, 2017

Testimony on Special Education

Honorable Chair Mizumoto and members of the Board,

My name is Morgan Weber and I have worked in the Maui-DOE Canoe complex at Lahaina Intermediate School beginning August 1st of this year, 2017. Prior to working here I have worked in two different school districts in California, one in the East Bay area called Byron Union School District and the most recent was Moreland School District in San Jose.

I have my Masters in Special Education from the University of California, Santa Barbara. For the past five years I have taught students with mild, moderate and severe disabilities in grades K through 5. At my most recent position in Moreland School District I was a District trainer for all staff on positive behavior prevention and interventions, including two person restraint holds only to be used in immediate emergency situations (e.g., risk of medical emergency very plausible if restraint not used).

I applied as a Special Education Teacher for Maui because I wanted to move here for personal life reasons. Continuing my career, my passion, here seemed to be the logical path to apply for a job. I knew coming to Hawaii that Special Education would be behind and in need of improvement. Knowing this, just how much improvement the SPED department is in need of came as a bit of a shock. I have many concerns addressing all aspects of Special Education Services in Hawaii.

My concerns include the following:

- Most of Policy 105-13: Inclusion, is not happening, at least at Lahaina Intermediate school. Yes, the IEP meetings are in compliance because all IEP Team members are present and provide input at the meeting. However, outside of the meeting there is no consistent format or vehicle of collaboration between the staff members involved with the students. Outside of the IEP team meetings collaboration is near non existent. I have taken it upon myself to create Google documents that serve as live, ongoing notes for students with IEPs that I see in my various classes, as well as “snapshot” documents of students on my caseload so that the staff who service the particular student can see summarized condensed important and relevant information about the student, as well as a table that includes all the staff and their contacts who serve the student. I have received positive feedback for from my fellow teachers about this system thus far.
- Another portion of Policy 105-13 states, in part, that there are appropriate resources and supports for the students on IEPs. I just held my first annual IEP and it was challenge to gather baseline data on the particular student because there was and is no clear curriculum, tools, assessments, etc. to be used to collect the most accurate baseline measures of the students reading, writing, and math. I was referred to the STAR testing. However, this is a sterile standardized test taken on a computer; I have not heard the student read to me, I have not been able to see his thought process in solving math; I have not seen how the students goes about planning and executing their writing. For accurate

baseline the teacher needs this. Hawaii schools need uniformed data based programs to be used for collecting baselines for what the student CAN do. This brings me to the GRADE. What a joke! I have a student reading near 1st and 2nd grade levels and they HAVE to do the 7th grade GRADE assessment to assess their reading?! All this gave the student and myself was frustrating and let me know what they can NOT do. I did not use ANY of this GRADE information in the IEP PLEP because it is absolutely irrelevant. Do away with the GRADE!

- The same portion of Policy 105-13 also states that training for general education and Special Education teachers is made available. Tying this with the portion of the policy that mentions the development of multiple teaching and learning techniques and strategies that support collaboration for services for those with IEPs, I must say that these types of trainings are not planned for this year as of yet and there is no plan that I know of to plan these trainings. I am told that I am to “co-teach” with the 4 teachers who span 2 subject matters, 3 different grade levels, and 6 different class periods. However, none of the general education teachers and none of the special education teachers at my school have had training on co-teaching. In fact, many of them come to me asking how co-teaching is defined at our school and how we do it. Honestly, I studied co-teaching during my Masters program and the different models. I was also in a unique situation my second year of teaching whereby I co-taught in the afternoon in my self-contained classroom. However, aside from years past studies and years past afternoon experience I, too, do not know what is expected of my fellow staff and myself when told to “co-teach”. Policy 105-12: Special Education and Related Services also lists that staff are to be provided staff development and teacher training relevant to SPED services. Again, I do not see any of these developments or trainings in sight. Newly hired SPED teachers and related service members had a two day IEP training to go over the IEP program used by Hawaii. This is not sufficient; to learn one program but not the reasoning and foundational theories and practices that drive this program and that drive the policies for what we are required to do.
- The above bullet point leads me to a BIG concern I have. The IEP training was very well done; very organized, thorough, and allowed even those with no IEP writing experience to exit with the tools to write an acceptable IEP to Hawaii standards. This is the problem! IEPs are suppose to be INDIVIDUALIZED, but instead of each IEP truly reflecting the student they are addressing, there is too much cutting and pasting and most concerning, OMITTING of information that would better serve the student. Policy 105-12: Special Education and Related Services states “Ensure that all service(s) determined appropriate by the IEP team and the resources necessary to deliver those services meet the individualized needs of students”. The sad fact is that Hawaii is asking Teachers and related service providers to keep the IEPs short and sweet, or rather, “Less is more”. NO. I wholely do NOT agree. These IEPs should be a plethora of information for each student. ANY and ALL information that team members know about a student SHOULD be written in the appropriate areas of the IEP. It is NOT OK to limit the PLEP to items to be addressed in the goals. ANY and ALL information should be in the PLEP and a conversation at the IEP meeting between all team members should review the areas that they feel are MOST crucial and appropriate to write a MEASURABLE goal on. Not all Present levels need to be a goal. This significantly LIMITS and OMITTS extremely important information that could be shared with each teacher to support them in

providing appropriate services and teaching methods to the student. I was extremely disgusted, saddened, and disappointed with my recent annual IEP experience. I am the AUTHOR of this LEGAL document, and I was given the directive to take a plethora of information out of the IEP. To “keep it simple” and “less is more”. FALSE. Less is LESS. I actually went ahead and saved the information onto a Google document that I was directed to delete from the IEP so that I can later share the information with the appropriate staff. I did this because this OMITTED information I feel was CRITICAL in best supporting this particular student. I may be the only teacher doing this however. It is an extra step, and a wholly unnecessary one. ALL information known on the student should be included in the IEP.

- It is a LARGE concern that formal notes are NOT taken during IEP meetings. The PWNs seem to serve this purpose after-the-fact. Interestingly though, the PWN just restates the entire IEP. Why this extra work to write down what is already written down? Do away with the PWN and keep it to providing the parents the completed IEP with the formal notes attached.
- I have also been told that special education minutes are calculated by the minutes spent in a self-contained SPED room plus the time spent in a general education classroom with an Inclusion teacher present. This hurts our reporting for General education minutes and percentage of time outside of SPED services. The student is in a general education setting, therefore, regardless of whether the inclusion teacher is present or not, they are in a general education classroom. These minutes should be counted as such: general education (mainstream) minutes and NOT SPED minutes.
- Furthermore, about the IEP documentation, the goals I have inherited on my caseloads IEPs are notorious! I had one stating a student was at a grade 2 reading level and their ANNUAL goal was to read at a 6.5 grade level. There was no mention of the conditions of how the student is to achieve this and there was also no mention on how to measure this. Regardless of the measurability, it is completely ridiculous to expect any child, especially one with intellectual disabilities to jump 4.5 years of reading ability in one year. This is just one example I have come by. Speaking with the SPED staff from multiple school campuses I have learned that there is a feeling of just getting something onto the IEP to keep in compliance and that we are to do whatever we feel we need to do to make sure this happens. Because we are not provided programs to collect baselines and to track progress on goals, teachers seem to push out ideas via IEP goals that they feel at least meet the compliance standards, but that do NOT necessarily represent or serve the student the best.

I feel like I could go on. The aforementioned are the most apparent and glaring issues facing the Special Education of our keiki here in Hawaii. I write this not to shame Hawaii or to complain. I write this to shed light on what a seasoned Special Education teachers observes after just a month a a half on the job in a Hawaii school. There is much that needs to be address. I would love to be a part of this change, this progress. I am open to others reaching out to me for further inquiry and to help implement action on fixing our SPED services to better support our SPED staff, but most importantly, our SPED students.

A fellow newly hired teacher, Chadd Engel, wanted his name to be present on this document as well. He is a well seasoned teacher in Special Education and General Education, once working for the Department of Education, too. He feels Hawaii is in violation of, or on the verge of

violating many Federal SPED Laws. Like myself, he wants these concerns to be heard so that action can be taken as soon as possible.

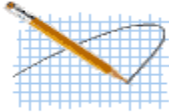
With the warmest Mahalo,

Morgan C. Weber
Special Education Specialist M.Ed
morgan_weber@lahaina.k12.hi.us

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jedeye Howard <jedeyehoward@gmail.com>

09/18/2017 04:58 PM

To testimony_boe@notes.k12.hi.us
cc
Subject LEAVING THE HDOE

I write this testimony with a heavy heart because it is why I've decided to leave. I've decided to leave the Hawaiian Department of Education because it is simply just too expensive to live in Hawaii for a Teacher. I'm not leaving Hawaii because I hate it or that I didn't like the HDOE, but rather I simply couldn't afford rent for a 1bedroom apartment and food on a Teachers salary.

The cost of living in Honolulu is so expensive that I was living from Hand to mouth. For in order for a person to be able to rent an apartment, in or order around Honolulu you must have on average of \$3,600 just to move in for your First ,Last and Deposit, which automatically puts a Teacher coming into Hawaii in an immediate hole. I had to leave Hawaii ultimately because I was afraid of becoming homeless while I was actively teaching in Hawaii. This shouldn't be that 50% of a Teacher's salary goes to to their rent, not to mention that groceries must be bought for daily survival.

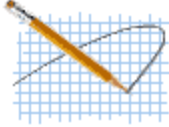
I love Hawaii but I'm afraid that the State doesn't have its priorities in order and could fall into a state of disarray by hiring untrained and uneducated Teachers straight from High School or with incomplete College Educational Training.

Thank You for your Time
Jedeye Howard

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Terry Low <terry@terryjlow.com>

09/18/2017 04:59 PM

To "testimony_boe@notes.k12.hi.us"
<testimony_boe@notes.k12.hi.us>
cc
Subject Special Education Inclusion

To: Honorable Chair Mizumoto and members of the Board of Education:

Setting an increasing percentage goal for placing students in Inclusion classes fails to recognize the needs of those unable to succeed in that setting due to their disabilities. This goal may even be violation of Federal law. The DOE needs to recognize this and rethink this approach. Failing to do so may result in expensive litigation for the State.

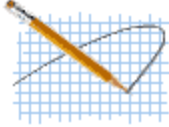
Mahalo,

Terry Low
Kauai High School

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Bethann Paul/KALAHEOH/HIDOE

09/18/2017 05:54 PM

To testimony_boe@notes.k12.hi.us
cc
Subject Kalaheo HS Concerns for Special
Education

Aloha,

Please see below as issues that have been brought to my attention by members of my department.:

Special Education Issues:

1. Gifted IEPs-who do they fall under if they occur? SPED dept.?
2. Subs provided 1 day a quarter for doing work? Complaint that time is not allotted in school schedule. No extra time for SPED teachers but we are responsible for FAR more paperwork and in tracking student progress.
3. Low pay for special education teachers-warm bodies in classrooms that puts more stress on teachers who are doing their jobs to ensure students meet success
Extra pay for those dual certified/working in special education positions to try to get more QUALIFIED teachers in rooms and get rid of teachers who are not benefitting the students?
4. Coordination of outside programs (para-professionals) is confusing and complicated. Can we begin working on hiring within for these positions instead of contracting to outside companies?

Thank you for your time and consideration of these issues.

Bethann Paul
Special Education Dept. Chair
Kalaheo High School

September 18, 2017

Testimony for Hawaii Board of Education

Re: V.B.School Performance Results

Honorable Chairman Mizumoto and Members of the Board:

My name is Trudy Moore and I have been a special education teacher at the high school level since 1999. I am currently teaching at Moanalua High School, where I have been a special education resource teacher since 2000.

As a special education teacher with many years of service, I understand the mandate to provide services for students with disabilities alongside their non-disabled peers in the least restrictive environment. However, when this mandate is not carried out in a thoughtful and fully supported manner, I feel that more harm can be done to both students with disabilities and non-disabled students. Even as I am attempting to submit this testimony to you, it will likely be received late as my work day in the classroom, which began at 6 AM, only ended an hour ago.

In my workplace, colleagues have come to me to ask how to manage core classes where fully 1/3 or more of the students have IEPs. There is not support staff in the classroom (teacher or EA) and teachers and students are suffering. Teachers, under the pressure to find ways to support so many students with so many needs as well as meeting the needs of all other students in the room. And we will not mention the paperwork required to support the preparation of the IEP document as well as the time spent in multiple IEP meetings -which take place after school Monday through Friday.

As the Board moves forward in its efforts to improve the outcomes for students, both with and without disabilities, I ask you to consider that teachers need the support – resources and time- to achieve those loft goals. If we do not include intensive teacher support in this effort, I fear that we will lose the seasoned teachers needed to get our students to the goals we have set for them. Student growth happens in large part because of effective instruction. If teachers are burnt out -overwhelmed by the numbers, lack of resources both material and non-material and meeting requirements, we will never get the results we are after and that our students are so deserving.

State of Hawaii Board of Education
Tuesday, September 19, 2017
General Business Meeting

Justin Hughey
King Kamehameha III Elementary
Special Education Teacher

Re: STRIVE HI. V, B on the General Business Meeting agenda.

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of Education:

My name is Justin Hughey, a teacher at King Kamehameha III School. I have been a teacher here for 12 years. I used to be in special education myself, as a student with dyslexia. I had to go to private school in order to obtain sufficient special education and wanted to be a special education teacher so I could provide the quality public education I was not provided as a child. When I was hired in 2005, the position had become open because a special education teacher quit due to a lack of support. It has been my experience that the support has gotten much worse since I was hired.

Special Education Staffing Methodology

In 2000 the state had to spend a billion dollars on the Felix Consent Decree because the Department of Education was not providing sufficient special education servicing. In order to ensure sufficient staffing, the Special Education Staffing Methodology was created. The Sped Staffing Allocation Memoranda of Understanding (MOU) went into the teacher's contract, maintaining essential special education servicing that adequately meet the needs of students.

Between 2008-2010 after Neil Abercrombie asked for serious cuts to the DOE due to the recession, the DOE changed the staffing formula without consent and confer with HSTA, and to my knowledge the Board of Education. The staffing formula changed from a weighted formula based on needs to proportional without regards to student needs. The Department of Education has testified that the old formula gave more positions based on pull out services but that could be correctly easily and still have a formula based on the minutes/needs in the IEPs. It could also be edited to give more weight to IEP minutes that are in the general education setting. If you have more students that need the attention of a special education teacher in the general education classroom, with over crowded schools, you need more positions. One year I was assigned two grade levels which is not uncommon. Two grade levels is over 12 rooms. The students required language arts support but both grade levels had language arts at the same time of the day. One can't simply be in 12 or more locations at the same time.

When I found out about the change in 2011, the DOE was not releasing any information. My admin emailed me that he was unaware of any new formula. I then started asking the Maui District office about the new formula, that our school was out of

compliance and was told by the district that I was not allowed to email them. This was very frustrating because I didn't want to be sued.

Upon learning about the major change in staffing methodology, HSTA filed a grievance; finding out that the DOE moved about 280 sped teaching positions from the Sped Staffing formula to the Weighted Student Formula. In March 2013 HSTA came to an agreement on a contract and the Sped Staffing Formula Memorandum of Agreement that was placed in the contract due to the Felix Decree was removed. After it was officially removed the school I teach at lost a Special Education teacher position, Article 6 and educational specialist position. I then informed my District Educational Specialist that the school I teach at is not able to service the minutes of the IEP's due to a lack of staffing. The District Educational Specialist informed me that the problem was with all the pull out services in my IEP's and that I needed to change them. I told her this is illegal to revise IEP's just to make the school compliant, she yelled at me and I end up filing a complaint under the Board of Education Policy 1110-7, Safe workplace and ended up receiving an apology. Most teachers I know are not willing to go this far but I literally couldn't do my job with the staff provided and wasn't willing to be sued over something that was out of my control. I believe most teachers that figure this out just quit.

In 2014 I attempted to alert legislators by passing a resolution at the Democratic Party of Hawaii Convention, EDU 2014-07 Special Education Staffing Formula Will Provide Adequate Staffing For Our Public Schools.

In 2015 HSTA created a special education survey which asked members; Are you confident you can meet the sped minutes required on the service grid for your caseload? 39% stated NO.

In 2016 HSTA submitted a bill to the legislature asking for more funding for Special Education and was told this needs to be addressed in negotiations.

In 2017 The Department of Education refused to negotiate anything on special education.

In 2017 the previous Department of Education leadership's new strategic plan calls for higher amount of special education students to be placed in the general educational classroom without any new supports or positions. This is a major red flag. Hawaii has the lowest national test scores and has the lowest amount of students receiving their special educational services in the general education classroom. The problem isn't due to too much pulled out servicing, it is because we have overcrowded schools, overcrowded classrooms and not enough positions, thanks to the cuts to the staffing formula.

Stetson and Associates

Debbie Farmer recently announced to the Special Education Advisory Council that the superintendent contracted Stetson and Associates to address inclusion. I would like to

know how much money is being spent on Stetson and Associated and can the DOE present to the Board of Education what they plan to do?

Special Education Students

What worries me is that the DOE's strategic goal is more of a compliance goal rather than focusing on how to raise the academic achievement. Just putting more students in the general educational classroom won't produce academic gains, it actually could have the opposite effect. Only focusing on placing special needs students in the classroom without the proper support can be very damaging. If special education students are feeling overwhelmed with the general educational curriculum, they tend to shut down or behavior issues tend to accumulate. If a student is doing work at their instructional level which is different than their peers, they could shut down or it could create negative behavior problems. Just focusing on putting special needs students in the general educational classroom can also interfere with the general educational students academic achievement. Forcing special education students into the general education classroom without proper supports can create major problems. If we truly want to increase academic achievement in the general educational classroom for students with special needs it will take more support for those students than what the proportional methodology is currently allocating!

Personal Requests

First, we need to obtain the data; How much money was being spent on the previous sped weighted formula compared to the proportional, how many highly qualified teachers are currently hired, how many sped teachers don't have a sped degree, how many substitutes are teaching sped, how many emergency hires are teaching sped, how many sped teachers are out of compliance with their excessive variance lists and how many sped teachers have their own classroom?

Second, since the previous Department of Education leadership refused to negotiate anything on special education, we need the Board of Education to support a Special Education Staffing Methodology that will ensure each individual school will have the essential positions to fill the needs of the Individual Educational Programs. The Board should enforce BOE Policy 105.12 Ensure that all schools provide an inclusive and accommodating environment to meet the individual needs of students. I think since this state has suffered a billion dollar lawsuit, it would be wise to negotiate a new Memorandum of Agreement asap. Special education funds go to the district. I think the Board of Education would be wise to look at a methodology that takes all of the special education funding down to the school level, without any district involvement.

Third, since the previous Department of Education leadership refused to negotiate anything on special education, I recommend that the Board of Education enforce Board Policy 105-12 Provide appropriate instructional resources, **planning time**, and support staff to meet the individual needs of students. Additional planning time for special education and general education teachers to plan accordingly during the contractual school day is essential in providing sound inclusion that will result in better academic achievement.

Fourth, I recommend that the Board advocate for Individual Education Program (IEP) Meetings to be done during the contractual school day and/or allow administrators the ability to pay teachers more for work outside the contractual school day. This would significantly help with recruitment and retention of special education teachers.

Finally, unfortunately public education in this state has not been respected. It is not a coincidence that our special education national test scores are the lowest in the country and our overall taxation to our public schools is the lowest in the country. I feel for the DOE because they will never be successful without a legitimate dedicated funding source. Unfortunately, a quality public education is not a right, just a political talking point. This state voted to have the Board of Education appointed by the Governor. The Democratic Party of Hawaii's Platform states under Education, "We believe that the future of our state as well as our country depends upon an educated and knowledgeable citizenry." We need action and we need it now.

Respectfully,
Justin Hughey
HSTA Vice President
3rd Grade Special Education Teacher
King Kamehameha III Elementary

Aloha

When reading the BOE's vision for special education and inclusion I have to ask a lot of questions. My first one is a broad one. What does the BOE recognize as the necessary steps to bring these ideas to our schools as a policy in practice that meets the aspirations written in their vision and manages to fulfill the mandates of federal policy?

What is inclusion? How does the BOE define it as a program we would see working in classrooms? The percentages of students identified with exceptional needs are noted in the strategic plan, but how does one come up with such percentages when the reality of placement for students with exceptional needs is based on their unique needs.? Does placing a higher percentage of students in one classroom so that being educated with general education peers means ratios of 33% special needs students to 77% general education students (or greater) serve as an acceptable compromise when the school wide ratio of special needs students to general education peers is closer to 10% exceptional needs students to 90% general education student? Shouldn't the ratios of special needs students in classrooms be much closer to that ratio?

The percentages in the strategic plan targets seem derived from an arbitrary formula that cannot honestly address the bottom line of the federal law regarding how a team develops the individual educational plans, IEPs, for each and every student with exceptional needs. Can we, as a community of stakeholders in public education address that in greater depth so that we work towards a vision that shares not only the lawful intent of developing IEPs as part of any special education program, but also is a vision that we can reach as realistic goal?

When discussing inclusion does the BOE recognize the continued shortage of professionals in the field of special education? This is a shortage that is nationwide. How can you reconcile your vision with the shortage that exists? What do professors and veteran special education leaders in the HIDOE identify as priority policies to address the shortage of students in higher education wanting to enter the profession? How do you anticipate the proposed cuts to the federal education budget will further exacerbate the shortage of teachers here in Hawaii, as well as funding for programs such as IDEA Part B?

Is it proper, and fair to students, to develop strategic plans that can only be met by watering down the quality of education that exceptional needs children deserve?

I ask these questions because I want to see public education thrive, in Hawaii, for all students. I believe this is your intent also, as members of the Board of Education, as leaders of public education in Hawaii. I think if we take the time to readdress the concept as to what is inclusion, to rethink what is currently stated in the Strategic Plan, using questions such as these, we will be able to make a well intended vision our reality and all of our keiki will be able to thrive in each and every public school in Hawaii.

Mahao.

Stephenie Blakemore, Special Educator,
Kapa`a Elementary School, Kapa`a Kauai



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Executive Director

**TESTIMONY FOR AGENDA ITEM V, B, PRESENTATION ON SCHOOL
PERFORMANCE RESULTS FOR THE 2016-2017 SCHOOL YEAR**

**General Business Meeting
Hon. Lance Mizumoto, Chair
Hon. Brian De Lima, Vice Chair**

**Tuesday, September 19, 2017, 5:00 PM
Mililani Middle School, Cafeteria**

Honorable Chair Mizumoto and committee members:

IMUAlliance offers the following comments on the release of school performance results for the 2016-2017 school year, the first year for which the Department of Education's STRIVE HI 3.0 school accountability model is being (retroactively) applied.

To begin, STRIVE HI 3.0 was unanimously approved by the Board of Education on May 23, 2017, at the end of the 2016-2017 school year. Yet, department officials are, today, counterintuitively releasing STRIVE HI results retroactive to the entire 2016-2017 school year. **When creating their academic and financial plans for the 2016-2017 school year, school communities could not know what the forthcoming school accountability model would entail.** Accordingly, they could not appropriately or collaboratively design strategies to address the indicators on which they would be judged.

Additionally, STRIVE HI 3.0 was advertised to the public as an accountability system without consequences and/or supports, each of which would be determined by the state's ESSA Plan, once adopted. Specifically, DOE administrators herded complex area superintendents and school principals to the May 23rd BOE meeting to herald the virtue of discontinuing the department's punitive ranking and classification of schools based on STRIVE HI performance results. Therefore, **any attempt to classify or categorize schools based on retroactive STRIVE HI 3.0 data—including by labeling schools as in need of comprehensive support and improvement (CSI) or targeted support and improvement (TSI)—utterly contradicts the department's previous and passionately argued reasoning for implementing STRIVE HI 3.0,** succinctly expressed by Ka'u-Kea'au-Pahoa Complex Area Superintendent Chad Keone Farias, who said at the meeting, "Principals overwhelmingly appreciate the removal of the rankings. In a

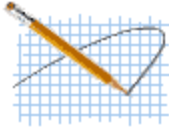
geographically hard-to-staff area, it makes it very difficult, even more difficult, when teachers, educational assistants, faculty are labeled ‘last place’, when they’re working really, really hard.”

Finally, the STRIVE HI results offered today reflect a lingering and misguided commitment to standardized testing as the be-all, end-all of student learning. In Hawai’i, each test costs approximately \$65 per student, according to the department. That amount does not include numerous costs incurred to support testing, however, including time spent on test preparation, screening tests, interim testing, test-driven curricula, classroom materials related to standardized testing, computer equipment and programs and personnel needed to administer standardized tests, consultants contracted to assist with assessment preparation and delivery, and the opportunity cost of educational programs eliminated to increase time for standardized testing, such as the loss of arts, cultural, and vocational learning. During the 2016-2017 school year, many students spent to 7-10 hours or more on the Smarter Balanced Assessment alone and, at some schools, in excess of a month’s worth of instructional time when screening, interim, and other preparatory tests are taken into account. Given that the board has elected to prioritize closure of the special education achievement gap, **we strongly urge you to instruct department leaders to embrace the flexibility afforded by the department’s own initial claim that STRIVE HI 3.0 is untethered to administrative consequences and, in turn, allow principals to refocus academic and financial resources on areas of critical need**, including hiring additional special education teachers, individualized education program coordinators, and support staff; increasing planning, collaboration and preparation time; and providing professional training in developmentally appropriate SPED teaching strategies.

Today’s STRIVE HI data will, almost certainly, confirm what we already know to be true: those schools with the highest rates of poverty and special needs students—which are also the schools with the highest rates of teacher turnover, inexperienced and unqualified educators, and wraparound service shortages—are our state’s so-called “struggling schools.” Rather than shame them with ignominious designations, we should recognize that these schools expose the limits of the department’s school accountability system and reconsider the extent to which STRIVE HI 3.0 guarantees a quality learning experience for all of Hawai’i’s children.

Sincerely,
Kris Coffield
Executive Director
IMUAlliance

Late Testimony



Ryan Mandado
<ryan.mandado@campbell.k12.hi.us>
09/19/2017 11:27 AM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony - School Performance Results

Aloha Board of Education,

My name is Ryan Mandado and I'm the Special Education Department Head at James Campbell High School. For years, our school models a strong co-teaching inclusion model. With recent changes due to shifts in developing academies on campus, many special education teachers do not have just one co-teacher to teach their students. I'm writing to you today to talk about appropriate planning time for inclusion co-teachers. According to policies 105-12 and 105-13, both lay out the importance of appropriate planning time to address student needs in the inclusion setting. How can the Board of Education come up with a system to ensure both general and special education teachers have enough planning time to dive into curriculum and make modifications and/or accommodations. Because Special Education teachers act as classroom teachers and case managers, there is not enough time within our contractual hours to plan effectively to address students' needs.

Another issue is regarding standards-based IEPs for students in the Community-Based Instruction (CBI) classrooms. How do SPED teachers create standards-based goals if their students are not at grade level standards? If we are expected to base goals on their functional levels, there is no place on the IEP document to address both functional and grade level goals.

If you would like to contact me regarding my testimony, please contact me at 808-931-0442 or email me at ryan.mandado@campbell.k12.hi.us.

Mahalo,
Ryan Mandado

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Ryan C. Mandado
Department Head of Special Education
James Campbell High School | Ewa Beach, Hawaii
Teach For America | Hawaii Corps | 2015
808-305-3669

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