

SCR42-SR20

Measure Title: ENCOURAGING THE BOARD OF EDUCATION TO INCLUDE WITHIN THE COMMITTEE ON WEIGHTS AT LEAST ONE MEMBER WHO IS A REPRESENTATIVE OF THE SPECIAL EDUCATION COMMUNITY.

Report Title: Board of Education; Committee on Weights; Special Education

Description:

Companion:

Package: None

Current Referral: EDU, WAM

Introducer(s): KIDANI, BAKER, CHUN OAKLAND, ESPERO, GALUTERIA, HARIMOTO, INOUYE, K.KAHELE, NISHIHARA, RUDERMAN, Keith-Agaran, Riviere, Wakai



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 03/14/2016
Time: 01:25 PM
Location: 229
Committee: Senate Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Resolution: SCR 042/SR 020 ENCOURAGING THE BOARD OF EDUCATION TO INCLUDE WITHIN THE COMMITTEE ON WEIGHTS AT LEAST ONE MEMBER WHO IS A REPRESENTATIVE OF THE SPECIAL EDUCATION COMMUNITY.

Purpose of Resolution:

Department's Position:

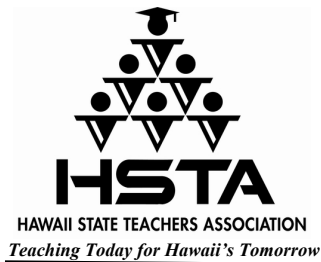
The Department of Education takes **no position on SCR 42/SR 20**, but would respectfully like to provide comments.

Composition of the Committee on Weights (COW) is currently determined by action of the Board of Education (BOE), based on recommendations from the BOE's Finance and Infrastructure Committee (FIC). The FIC recommendation is partially informed by a proposal from the superintendent and dean of the college of education.

Members of the COW in recent years have all been members on school community councils and most of the previous COWs have included a member who was a special education teacher. As such, the inclusion of a special education stakeholder on the COW would be consistent with past practice.

The composition of the COW ideally is representative of the our school community and come from various school sizes, geographic areas, islands, and role groups (including teachers, principals, classified staff, and community members). Participants on the COW are expected to help inform recommendations in the best interest of all schools and students, and are discouraged from limiting their role to one of advocacy for any one segment of the school community or student population.

Thank you for the opportunity to provide comments.



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Corey Rosenlee
President
Justin Hughey
Vice President
Amy Perruso
Secretary-Treasurer
Wilbert Holck
Executive Director

TESTIMONY BEFORE THE SENATE COMMITTEE ON
EDUCATION

RE: SCR 42/SR 20 - ENCOURAGING THE BOARD OF EDUCATION TO INCLUDE WITHIN THE COMMITTEE ON WEIGHTS AT LEAST ONE MEMBER WHO IS A REPRESENTATIVE OF THE SPECIAL EDUCATION COMMUNITY.

MONDAY, MONDAY 14, 2016

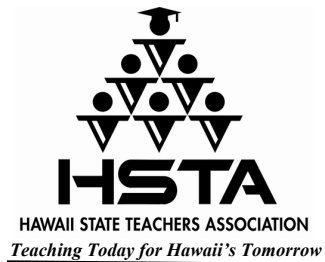
COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Kidani and Members of the Committee:

The Hawaii State Teachers Association **strongly supports SCR 42/SR20**, encouraging the Board of Education to include within the committee on weights at least one member who is a representative of the special education community.

Special education instruction meets the unique needs of students with disabilities, including academic, speech-language, psychological, physical and occupational, and counseling accommodations. Governed by the federal Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and state regulations requiring the Hawai'i State Department of Education to provide a free, appropriate public education (FAPE) to eligible students, special education services are made available to any student aged 3 to 22 who demonstrates a need for specially designed instruction.

Despite reform efforts over the past 15 years (stemming largely from the court mandated Felix Consent Decree), special education in Hawai'i requires additional support. On statewide assessments, most of Hawai'i's special needs students are performing below grade level in reading and mathematics. In the 2013-2014 academic year, only 22 percent were proficient in reading and 15 percent proficient in math. Moreover, between the 2004-2005 and 2013-2014 academic years, the achievement gap between special education students and their general



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education peers increased to 48.2 percent in reading and 48.8 percent in math, an approximate change of 10 percent in reading and 27 percent in math.

To boost performance, we must decrease the workload of special education teachers and provide additional funding for special needs classrooms. This can only be achieved, however, if special needs students are not viewed as homogenous, but instead as existing on a wide spectrum of capabilities and needs. Moreover, in some schools, as many as a third of our students have individual education plans (IEPs). Special education teachers are often overburdened with paperwork, lack adequate time to complete IEP tasks, and have insufficient funds for learning materials and equipment. In a 2015 HSTA survey of special education teachers, more than 70 percent reported that they were not given adequate time to lesson plan or complete IEP reporting during the work day, while 60 percent of SPED teachers said that they did not receive appropriate support from school administrators.

SPED teachers' plight was exacerbated in the 2010-2011 school year, when, due to a loss of federal funding, the DOE discontinued yearly supplemental supply funding of \$1,690 per teacher. As a result, 63 percent of SPED teachers responding to the survey revealed that they had not received any separate SPED allocation from school administrators for supplies or curriculum, and more than 80 percent stated that they had made out-of-pocket purchases to meet specific student needs. Accordingly, we urge you to ensure that special education is given adequate representation on the committee on weights, thereby allowing the staffing and funding problems that have plagued special education to be addressed before our state faces a second Felix-style lawsuit.

Because special needs children deserve every opportunity to succeed, the Hawai'i State Teachers Association asks your committee to **support** this resolution.