

# SCR50-SR24

Measure Title: REQUESTING THE DEPARTMENT OF EDUCATION TO ENSURE THAT SPECIAL EDUCATION TEACHERS HAVE ADEQUATE TIME TO PLAN AND PREPARE INDIVIDUALIZED EDUCATION PROGRAMS FOR THEIR STUDENTS.

Report Title: Department of Education; Special Education; Preparation Time; Individualized Education Programs

Description:

Companion:

Package: None

Current Referral: EDU, WAM

Introducer(s): KIDANI, BAKER, DELA CRUZ, NISHIHARA, Harimoto, K.Kahele, Shimabukuro, Wakai

**Written Only**

DAVID Y. IGE  
GOVERNOR



KATHRYN S. MATAYOSHI  
SUPERINTENDENT

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 050 REQUESTING THE DEPARTMENT OF EDUCATION TO ENSURE THAT SPECIAL EDUCATION TEACHERS HAVE ADEQUATE TIME TO PLAN AND PREPARE INDIVIDUALIZED EDUCATION PROGRAMS FOR THEIR STUDENTS.

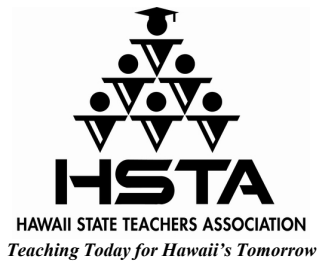
**Purpose of Resolution:**

**Department's Position:**

The Department of Education (Department) appreciates the intent of S.C.R. No. 50 to add additional preparation time without students for special education (SPED) teachers. We appreciate our hard-working SPED teachers.

However, we note that preparation time is subject to collective bargaining. The HSTA contracts have long included provisions regarding prep periods, including the amount of minutes/hours. In addition, there are current provisions in the HSTA contract, as well as Department regulations that address providing SPED teachers with additional non-student time to work on IEPs, and other related SPED duties.

Thank you for this 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 50 /SR 24 – REQUESTING THE DEPARTMENT OF EDUCATION TO ENSURE THAT SPECIAL EDUCATION TEACHERS HAVE ADEQUATE TIME TO PLAN AND PREPARE INDIVIDUALIZED EDUCATION PROGRAMS FOR THEIR STUDENTS.

MONDAY, MARCH 14, 2016

COREY ROSENLEE, PRESIDENT

HAWAII STATE TEACHERS ASSOCIATION

Chair Kidani and Members of the Committee:

The Hawaii State Teachers Association **supports SCR50/SR24**, requesting the Department of Education to ensure that special education teachers have adequate time to plan and prepare individualized education programs for their students.

Both special and regular educational teachers prepare individual educational plans (IEPs) and, therefore, need additional time to do so. The IEP process can include the following:

- Convene and facilitate IEP meetings for initials, annual, revisions and addendum;
- Coordinate with ALL IEP members including related service providers; excusal forms PRIOR to the meeting of members not attending;

- IEP conference announcement sent to parent at least 5 days prior to meeting date;
- Participate in SPED team meetings to facilitate on-going and open communication with all team members regarding potential needs or concerns;
- Ensure that all students under have special education and related services delivered to them as required by the IEP;
- Monitor the plan: ensure program compliance: required timelines are being observed, related services are being delivered;
- Ensure that all related services are documented;
- Ensure that every short term objective is addressed during the course of the quarter, unless it has already been mastered;
- Manage SPED paraprofessionals: express expectations; regular conferences;
- Communicate regularly with admiration; and
- Ensure that each student under your care is progressing and accessing the general education curriculum in the least restrictive environment.

As you can see, the list is long. SPED teachers, especially, should be given additional time in the workday to complete these tasks, to be utilized at their discretion. As of last December, the state had about 100 SPED teacher openings, a number that has been nearly twice as high in recent years. Teachers leave because of the high workload and low pay, as you know, factors that are exacerbated by the federal regulations and increased liability of special education instruction.

We must do more to support our special education teachers and students. Therefore, the Hawaii State Teachers Association asks you **to support** this resolution.



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