April 5, 2016

TO: The Honorable Patricia Halagao
   Chairperson, Student Achievement Committee

FROM: Kathryn S. Matayoshi
       Superintendent

SUBJECT: Presentation on special education inclusion in the Department of Education

1. DESCRIPTION

   The Department's Office of Curriculum, Instruction, and Student Support (OCISS) is responsible for the coordination of the Comprehensive Student Support System (CSSS) in all schools. The CSSS, a holistic system, provides proactive and responsive supports to all students based on their strengths and needs, so every student can succeed. Special education, and the inclusion model, are part of the CSSS array of support.

2. UPDATE

   OCISS will provide an overview of CSSS from a special education perspective.

KSM:KS:ks

Attachments

c: Office of Curriculum, Instruction and Student Support
Board of Education
Student Achievement Committee
April 5, 2016

Presentation on special education inclusion in the Department of Education

Overview

• Comprehensive Student Support System (CSSS)
• Special Education
• What are Inclusive Practices?
• Individuals with Disabilities Education Act (IDEA) and Inclusive Practices
• Research Basis for Inclusive Practices
• How to Implement Inclusive Practices
• Staffing Allocations
CSSS Framework for enhancing adoption & implementation of Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for ALL students

Student Support Process

OFFICE OF CURRICULUM, INSTRUCTION AND STUDENT SUPPORT
HawaiiPublicSchools.org
Definition of Inclusive Practices

• “Inclusive Practices are academic and behavioral supports and strategies provided to students with disabilities in general education settings.”

Alone we can do so little;

together we can do so much.

Helen Keller
Inclusive Practices

In Hawaii, all students have the same expectations for achievement: Common Core State Standards

Inclusive Practices:
- Promotes rigorous instruction;
- Provides varied learning opportunities; and
- Provides opportunities for building peer relationships.

IDEA and Inclusive Practices

§ 300.114 LRE

- Students with Disabilities (SWD) must have Access to the General Education Curriculum;
- To the maximum extent appropriate, be educated with nondisabled peers; and
- This is their Least Restrictive Environment (LRE).
Hawaii LRE Data

- Percent of students with Individualized Education Programs in general education classes for 80% or more of the school day:
  - National LRE average = 61.5%.
  - Hawaii = 36.9%

IDEA Supports Inclusion

- SWD must be involved in and progress in the general curriculum.
- IEP teams must consider general education first.
- General education teachers must be involved in IEP development.
- Provision of supplementary aids and services.
IDEA requires all public schools provide a continuum of placement options for students with disabilities.

Alignment with Initiatives

Implementations of Common Core State Standards

Inclusive Practices

Ensuring Equity and Effectiveness by Closing Achievement Gaps

Highly Effective Teachers and Leaders
Reasons for Inclusive Practices...

- Individualized attention
- Increased self confidence
- Positive attitude
- Better post school outcomes
- Access to grade level curriculum
- High expectations

Goal of Inclusive Practices

Improve outcomes for students with disabilities through implementation of appropriate academic and behavioral supports.
Research Shows SWD in the General Education Classroom Have:

- Better post-secondary outcomes
- Higher scores
- Fewer absences
- Fewer referrals

What Is Inclusion???

<table>
<thead>
<tr>
<th>What Inclusion Is...</th>
<th>What Inclusion Is Not...</th>
</tr>
</thead>
<tbody>
<tr>
<td>A philosophy, a foundation</td>
<td>Sacrificing needs of general education students</td>
</tr>
<tr>
<td>A process</td>
<td>Dumping SWD in general education settings</td>
</tr>
<tr>
<td>Shared decision team-making</td>
<td>Watering down the curriculum</td>
</tr>
</tbody>
</table>
Service Delivery Model

- Co-Teaching
- Consultation

What is Co-teaching?

Two or more people jointly delivering instruction to a diverse group of students
- A partnership
- A shared classroom space
- Shared responsibilities
- Shared students
- Six co-teaching approaches
Approaches to Co-teaching

One Teach, One Observe | One Teach, One Assist

One Teach, One Observe | One Teach, One Assist

Approaches to Co-teaching

Parallel Teaching | Station Teaching

Parallel Teaching | Station Teaching
Approaches to Co-Teaching

<table>
<thead>
<tr>
<th>Alternative Teaching</th>
<th>Team Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Teaching</td>
<td>Team Teaching</td>
</tr>
</tbody>
</table>

Service Delivery Model

Co-Teaching

Consultation
Consultant Support Model

- Special education teacher provides guidance to general education teacher.
- Adapts lessons.
- Identifies accommodations and strategies.
- Provides specially designed instruction.
- Modifies materials.
- Provides alternative assessments.
- Designs behavior management systems.

Food for Thought

- Research on placement of SWD concludes that instruction, not setting, is the key to achievement of success as measured by student outcomes.
- Rigorous instruction is just as important if not more important than inclusive practices.
- Some SWD may need or want to spend time learning in a quieter place with fewer people or with additional help from others.

http://bsnpta.org/user/Inclusion_Research_Summary.pdf
"If everyone is moving forward together, then success takes care of itself."

--Henry Ford

Special Education Staffing Methodology
Historical Information
Special Education Staffing Methodology

- "Extent of special needs"
- Weighted
- Proportional

Weighted Staffing Methodology

Special Education Staffing Allocation Formula

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Level of Support</th>
<th>Support 1:3</th>
<th>Support 2:3</th>
<th>Support 3:3</th>
<th>Support 4:3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages 0-5</td>
<td>Interim</td>
<td>1.5</td>
<td>1.5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Ages 6-17</td>
<td>Target</td>
<td>1.5</td>
<td>1.5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Ages 18+</td>
<td>Support</td>
<td>1.5</td>
<td>1.5</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

*Note: Values are for illustrative purposes only.*
IDEA LRE Requirements

34 CFR §300.114 LRE requirement (a)(2) Each public agency must ensure that—
(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

(b) Additional requirement—State funding mechanism—
(1) General. (i) A State funding mechanism must not result in placements that violate the requirements of paragraph (a) of this section;
(ii) A State must not use a funding mechanism by which the State distributes funds on the basis of the type of setting in which a child is served that will result in the failure to provide a child with a disability FAPE according to the unique needs of the child, as described in the child’s IEP.

Proportional Methodology

Implemented in SY 2010-2011
- Allocations to districts are based on the percentage of special education student enrollment in each district to the state’s total special education student enrollment.

- That means if a district has ten (10) percent of the special education student enrollment, the district would receive ten (10) percent of the total special education teacher, general education Article VI teacher, and educational assistant positions.
Budget Reductions

- Budget cuts by the Legislature impacted SY 2010-11 special education personnel appropriations.
- SPED and General Education Article VI teacher positions were reduced.
- EA positions cut and not equal to the number of sped teachers positions in 2010-2011.
  - Note: The weighted methodology matched the no. of EAs to the no. of sped teachers—a 1:1.
- $1690 funds for each SPED teacher was eliminated.

STAFFING ALLOCATION
SY 2009-10 THROUGH SY 2015-16

<table>
<thead>
<tr>
<th>School</th>
<th>Total Teacher</th>
<th>Total SPED</th>
<th>EA</th>
<th>Total SPED - SE VI</th>
<th>EA</th>
<th>Total SPED - SE VI</th>
<th>EA</th>
<th>Total SPED - SE VI</th>
<th>EA</th>
<th>Total SPED - SE VI</th>
<th>EA</th>
<th>Total SPED - SE VI</th>
<th>EA</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCO</td>
<td>246</td>
<td>324</td>
<td>365</td>
<td>328</td>
<td>387</td>
<td>340</td>
<td>394</td>
<td>324</td>
<td>379</td>
<td>340</td>
<td>386</td>
<td>324</td>
<td>378</td>
</tr>
<tr>
<td>CDO</td>
<td>218</td>
<td>316</td>
<td>373</td>
<td>320</td>
<td>364</td>
<td>331</td>
<td>386</td>
<td>320</td>
<td>361</td>
<td>330</td>
<td>385</td>
<td>320</td>
<td>361</td>
</tr>
<tr>
<td>HDO</td>
<td>229</td>
<td>325</td>
<td>382</td>
<td>325</td>
<td>360</td>
<td>330</td>
<td>367</td>
<td>325</td>
<td>360</td>
<td>330</td>
<td>367</td>
<td>325</td>
<td>360</td>
</tr>
<tr>
<td>MOD</td>
<td>229</td>
<td>325</td>
<td>382</td>
<td>325</td>
<td>360</td>
<td>330</td>
<td>367</td>
<td>325</td>
<td>360</td>
<td>330</td>
<td>367</td>
<td>325</td>
<td>360</td>
</tr>
<tr>
<td>KCA</td>
<td>229</td>
<td>325</td>
<td>382</td>
<td>325</td>
<td>360</td>
<td>330</td>
<td>367</td>
<td>325</td>
<td>360</td>
<td>330</td>
<td>367</td>
<td>325</td>
<td>360</td>
</tr>
<tr>
<td>CIO</td>
<td>229</td>
<td>325</td>
<td>382</td>
<td>325</td>
<td>360</td>
<td>330</td>
<td>367</td>
<td>325</td>
<td>360</td>
<td>330</td>
<td>367</td>
<td>325</td>
<td>360</td>
</tr>
<tr>
<td>OHS</td>
<td>229</td>
<td>325</td>
<td>382</td>
<td>325</td>
<td>360</td>
<td>330</td>
<td>367</td>
<td>325</td>
<td>360</td>
<td>330</td>
<td>367</td>
<td>325</td>
<td>360</td>
</tr>
<tr>
<td>TOTAL</td>
<td>229</td>
<td>325</td>
<td>382</td>
<td>325</td>
<td>360</td>
<td>330</td>
<td>367</td>
<td>325</td>
<td>360</td>
<td>330</td>
<td>367</td>
<td>325</td>
<td>360</td>
</tr>
</tbody>
</table>

NOTE: Budget data reflects the number of positions as of Spring 2010.
Least Restrictive Environment (LRE)

LRE Trend Data

Weighted

Proportional

National Average
(61.5%)


more than 80% Less than 40% Separate classroom

WestEd

- Contracted in Fall 2010.
- Recommendations in the Report based on 2007-08 data.
- Recommended revision to the weighted staffing methodology.
- Conducted stakeholder workgroup (sped teachers, SEAC, HSTA, HGEA, principals, DES, CAS).
- Compared different methodologies.
May 1, 2012 WestEd Presentation to the BOE on the Special Education Proportional Staffing Methodology

- Current proportional methodology has strengths
  - Equitable
  - Placement neutral
  - Understandable
- Supporting policies and procedures support accountability for funding and outcomes
- Focus on efforts, including resources, on goals for students

Appropriation from the Legislature

- SPED Teacher
- General Education Article VI Teacher
- Educational Assistant

NOTE: Districts/complex areas allocate positions to schools to support special education students. Districts may convert SPED teacher positions to general education Article VI teacher positions and vice versa; General Education Article VI teacher positions to SPED teacher positions, based on a careful review of the needs of schools supported by their SPED student population data.
District Allocation to Schools

District and complex areas:
- Review district/complex/school special education enrollment.
- Review previous year’s school position allocations.

Complex areas may:
- Consider special populations/programs (e.g., Hearing Impaired/Deaf, Medically Fragile/Needy, Preschool, Inclusion, Intensive Learning Centers).
- Review trend data (e.g., Preschool growth throughout the year).
- Account for the needs of multi-level or multi-track schools.
- Complete a survey/walkthrough of schools.
- Consider ratio of students to personnel in schools.

Federal IDEA funds may:
- Be used to create additional teacher and EA positions to address the needs of schools.

CONCLUSION

Proportional methodology is:
- Fair
- Objective
- Easily understandable
- Allows for the conversion of General Education Article VI position to SPED positions to address the needs of SPED students
- Promotes inclusion
- Recommended by WestEd
- Compliant with IDEA
Thank you!
**ATTACHMENT A**

**Special Education Staffing Allocation Formula**

<table>
<thead>
<tr>
<th>Where the Student Is (LRE)</th>
<th>Level of Student Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intermittent Support Wt - 2.0</td>
</tr>
<tr>
<td>GenEd Class (general educ class more than 80% of the day)</td>
<td>1.5</td>
</tr>
<tr>
<td>Ages 3-5: see Attachment B</td>
<td></td>
</tr>
<tr>
<td>GenEd and SpEd Classes (general educ class between 40% and 80% of the school day)</td>
<td></td>
</tr>
<tr>
<td>Ages 3-5: see Attachment B</td>
<td></td>
</tr>
<tr>
<td>SpeEd Classes (general educ classes less than 40% of the school day)</td>
<td></td>
</tr>
<tr>
<td>Ages 3-5: see Attachment B</td>
<td></td>
</tr>
<tr>
<td>Special Education School**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Public Alternative Placement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Private Alternative Placement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Special Education provided in the home, or in a hospital as required in the IEP.</td>
<td>0.5</td>
</tr>
</tbody>
</table>

*If direct instruction is provided by a special education teacher.

**Funded through a separate appropriation or another arrangement by the legislature.**

(Jefferson Orthopedic Unit, HI Center for the Deaf & Blind)
## ATTACHMENT B

### STAFFING ALLOCATION

#### SY 2009-10 THROUGH SY 2015-16

<table>
<thead>
<tr>
<th>District</th>
<th>SPED</th>
<th>GE Art VI Total Teachers (SPED + GE Art VI)</th>
<th>EA</th>
<th>SPED</th>
<th>GE Art VI Total Teachers (SPED + GE Art VI)</th>
<th>EA</th>
<th>SPED</th>
<th>GE Art VI Total Teachers (SPED + GE Art VI)</th>
<th>EA</th>
<th>SPED</th>
<th>GE Art VI Total Teachers (SPED + GE Art VI)</th>
<th>EA</th>
<th>SPED</th>
<th>GE Art VI Total Teachers (SPED + GE Art VI)</th>
<th>EA</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIDO</td>
<td>344</td>
<td>125 468.5 342.5 335 125 468.0 314.75</td>
<td>387</td>
<td>91</td>
<td>478.0 325.0 351.0 142 493.5 334 339.50</td>
<td>132.50</td>
<td>476.0 322.00</td>
<td>364.00 148.00 512.0 348.000</td>
<td>360.00 146.50 506.5 345.05</td>
<td>360.00 146.50 506.5 345.05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDO</td>
<td>415</td>
<td>158 570.5 414.5 403 163 506.0 381.75</td>
<td>427</td>
<td>53 173 580.5 395.50</td>
<td>415.00</td>
<td>168 583.0 395.00 406.00 163.00 569.0 389.00</td>
<td>400.00 161.50 562.0 380.000</td>
<td>395.00 157.00 552.0 370.00</td>
<td>395.00 157.00 552.0 370.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LDO</td>
<td>532</td>
<td>210 741.5 535.5 504 194 698.0 485.75</td>
<td>495</td>
<td>5 210 705.5 478.50</td>
<td>492.00</td>
<td>200 693.0 469.00 506.00 205.00 711.0 483.00</td>
<td>494.00 200.00 694.0 471.000</td>
<td>502.00 204.00 706.5 481.25</td>
<td>502.00 204.00 706.5 481.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WDO</td>
<td>252</td>
<td>91 342.5 250.5 233 89 312.0 232</td>
<td>232</td>
<td>289 97 325.0 220.50</td>
<td>220.50</td>
<td>90 310.5 231</td>
<td>225.00 90.00 315.0 215.00</td>
<td>224.00 91.00 315.0 214.000</td>
<td>225.50 91.50 317.0 215.50</td>
<td>225.50 91.50 317.0 215.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIDO</td>
<td>361</td>
<td>145 505.5 362.5 339 147 485.0 334</td>
<td>344</td>
<td>164 490.0 333.0 355.5 145 500.5 343.88</td>
<td>355.00 147.00 506.0 341.50</td>
<td>354.00 143.00 497.0 337.00</td>
<td>356.00 145.00 501.0 341.50</td>
<td>356.00 145.00 501.0 341.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MDO</td>
<td>360</td>
<td>162 362 255 238 96 336.0 231.88</td>
<td>243</td>
<td>103 346.0 235.37</td>
<td>240.00</td>
<td>97 337.0 229</td>
<td>241.00 98.00 339.0 229.00</td>
<td>242.00 98.00 340.0 231.000</td>
<td>236.50 96.00 322.5 225.60</td>
<td>236.50 96.00 322.5 225.60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XDO</td>
<td>88</td>
<td>35 133 96 95 36 131.0 86.25</td>
<td>99</td>
<td>42 141.0 96.00 108.00</td>
<td>43 149.0 101</td>
<td>107.00 43.00 150.0 102.00</td>
<td>104.00 42.00 146.0 99.500</td>
<td>107.00 43.50 150.5 102.50</td>
<td>107.00 43.50 150.5 102.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

|       | 2265 | 866 | 3125.5 | 2295 | 2138 863 | 2591 | 2065.6 | 2207 | 862 | 3069 | 2064.87 | 2184.0 | 695 | 3069 | 2064.87 | 2185.5 | 883.5 | 3069 | 2092.38 | 2185.5 | 883.5 | 3069 | 2092.25 |

**SPED COUNT**


**NOTE:** Budget cuts reduced the number of positions.

**First year of proportional SPED cut**

**NOTE:** OEC for SPED changed to April 30.