



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

OFFICE OF THE SUPERINTENDENT

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**

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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

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CSSS

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

ALL students

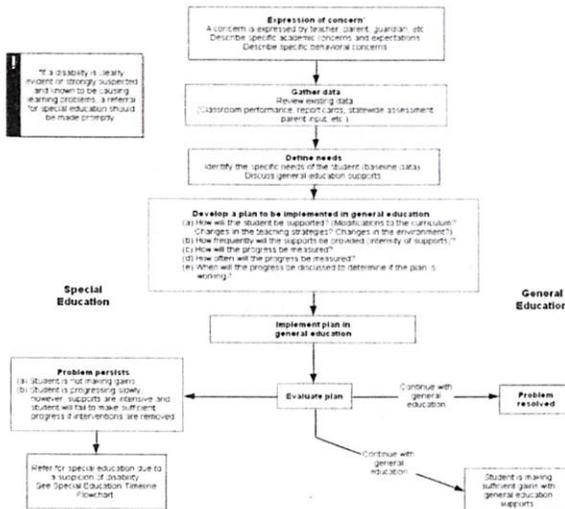
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Student Support Process



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Definition of Inclusive Practices

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

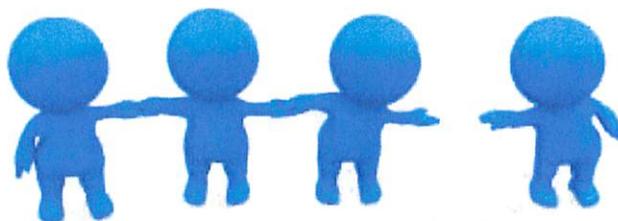


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Alone we can do so little;



together we can do so much.

Helen Keller

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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.

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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).

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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%

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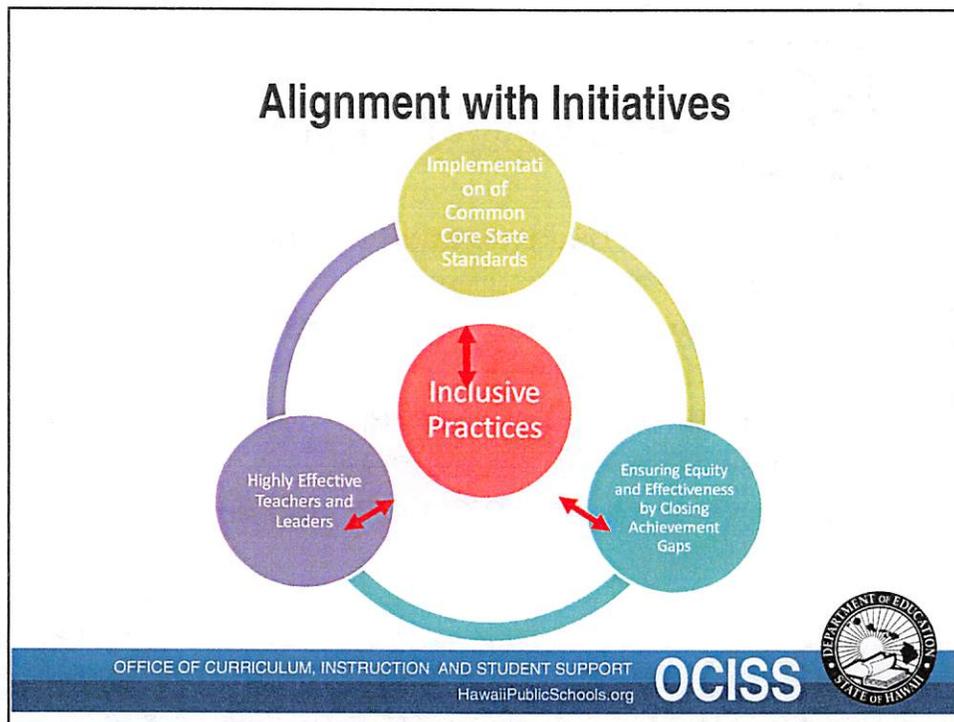
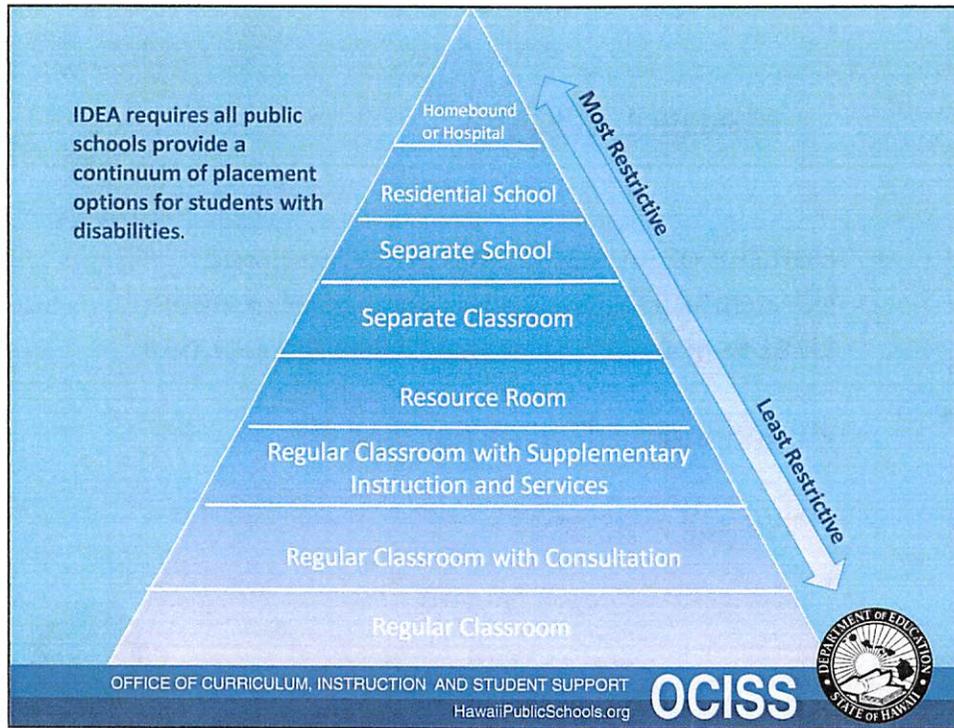
IDEA Supports Inclusion

- 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.

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Reasons for Inclusive Practices...



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Goal of Inclusive Practices

Improve outcomes for students with disabilities through implementation of appropriate academic and behavioral supports.



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Research Shows SWD in the General Education Classroom Have:

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



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What Is Inclusion????

What Inclusion Is...

- A philosophy, a foundation
- A process
- Shared decision team-making

What Inclusion Is Not...

- Sacrificing needs of general education students
- Dumping SWD in general education settings
- Watering down the curriculum

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Service Delivery Model



Co-Teaching

Consultation

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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



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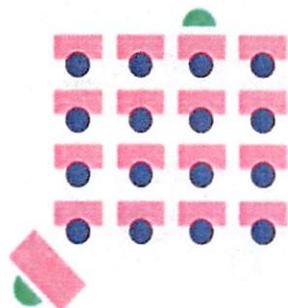


Approaches to Co-teaching

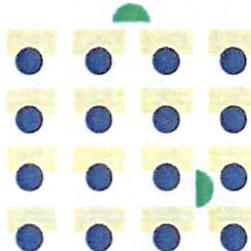
One Teach, One Observe

One Teach, One Assist

One Teach, One Observe



One Teach, One Assist



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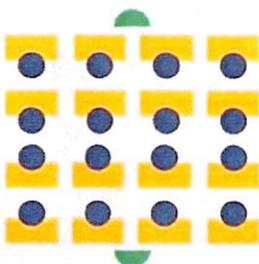


Approaches to Co-teaching

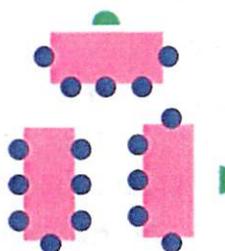
Parallel Teaching

Station Teaching

Parallel Teaching



Station Teaching



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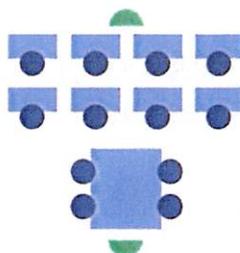


Approaches to Co-Teaching

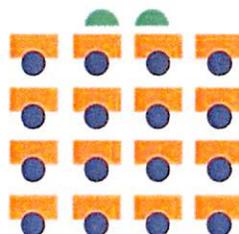
Alternative Teaching

Team Teaching

Alternative Teaching



Team Teaching



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Service Delivery Model

Co-Teaching

✓ Consultation

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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.

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Food for Thought

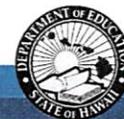
- Research on placement of SWD concludes that instruction, not setting, is the key to achievement of success as measured by student outcomes.
- Rigorous instruction is just as important if not more important than inclusive practices.
- Some SWD may need or want to spend time learning in a quieter place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



http://bsnpta.org/user/Inclusion_Research_Summary.pdf

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"If everyone is moving forward together,
then success takes care of itself."

--Henry Ford



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Special Education Staffing Methodology

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Historical Information Special Education Staffing Methodology

- “Extent of special needs”
- Weighted
- Proportional



Weighted Staffing Methodology

Special Education Staffing Allocation Formula

Where the Student Is (LRE)	Level of Student Support							
	Intermittent Support Wt - 2.0		Targeted Support Wt - 35.0		Sustained Support Wt - 4.0		Intensive Support Wt - 5.0	
	RegEd	SpEd	RegEd	SpEd	RegEd	SpEd	RegEd	SpEd
GenEd Class (general educ class more than 80% of the day) Ages 3-5 (see Attachment B)	1.5	0.5	1.5	1.5	2	2	2	3
GenEd and SpEd Classes (general educ class between 40% and 80% of the school day) Ages 3-5 (see Attachment B)			1	2	1.5	2.5	1.5	3.5
SpEd Classes (general educ classes less than 40% of the school day) Ages 3-5 (see Attachment B)					1	3	1	4
Special Education (School)**							0.5	0.5
Public Alternative Placement							0.5	0.5
Private Alternative Placement							0.5	1
Special Education (provided in the home or in a hospital as required in the IEP)	0.5	1.5*	0.5	2.5*	0.5	3.5*	0.5	4.5*

* If a student is provided staff support in the home or in a hospital, the student is considered to be in a hospital as required in the IEP.



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.**

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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.

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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.

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STAFFING ALLOCATION SY 2009-10 THROUGH SY 2015-16

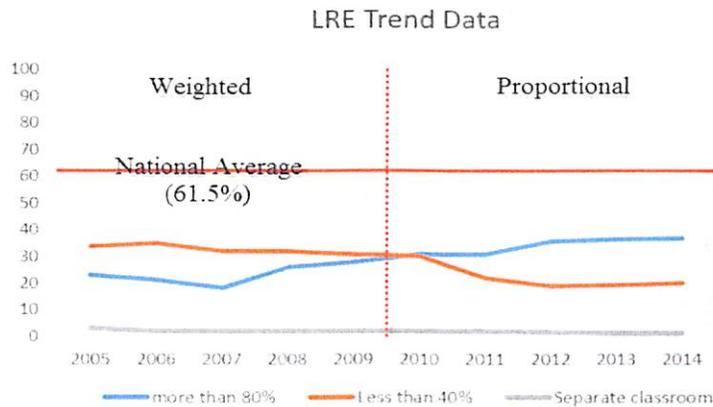
District	SY 09-10				SY 10-11				SY 11-12				SY 12-13				SY 13-14				SY 14-15				
	SPED	GE Art VI	Total Teachers (SPED + GE Art VII)	EA	SPED	GE Art VI	Total Teachers (SPED + GE Art VII)	EA	SPED	GE Art VI	Total Teachers (SPED + GE Art VII)	EA	SPED	GE Art VI	Total Teachers (SPED + GE Art VII)	EA	SPED	GE Art VI	Total Teachers (SPED + GE Art VII)	EA	SPED	GE Art VI	Total Teachers (SPED + GE Art VII)	EA	
HOO	344	125	468.5	340.5	336	125	461.0	314.75	367	91	478.0	325.0	351.0	142	493.0	334	338.50	137.50	476.0	322.00	364.00	148.00	512.0	348.000	
CDO	415	158	572.5	414.5	403	163	566.0	381	107.5	173	580.5	392.500	415.0	166	583.0	392	406.00	163.00	569.0	388.00	400.50	161.50	562.0	380.000	
LDO	532	210	741.5	530.5	504	194	698.0	485.75	495.5	210	705.5	478.500	493.0	200	693.0	462	506.00	205.00	711.0	483.00	494.00	200.00	694.0	471.000	
WDO	252	91	342.5	250.5	223	89	312.0	232	229	97	325.0	220.500	220.5	94	310.5	213	225.00	90.00	315.0	215.00	224.00	91.00	315.0	214.000	
HDO	361	145	505.5	362.5	339	147	486.0	334	344	146	490.0	333.0	355.5	145	500.5	343.88	359.00	147.00	506.0	341.50	354.00	143.00	497.0	337.000	
MDO	260	102	362	255	238	98	336.0	231.88	243	103	346.0	235.375	240.0	97	337.0	228	241.00	98.00	339.0	229.00	242.00	98.00	340.0	231.000	
KOO	98	35	133	96	95	36	131.0	86.25	99	42	141.0	96.0	106.0	43	149.0	101	107.00	43.00	150.0	102.00	104.00	42.00	146.0	99.500	
OCISS	0			2.75			1.0	1.0		3	3.0	4.0	3.0	0	3.0	4	3.00	0.00	3.0	4.38	3.00		3.0	4.000	
Moskva																								7.50	7.500
TOTAL	2291	868	3128.5	2252	2138	853	2991	2065.6	2207	862	3069	2084.875	2164.0	885	3069	2084.7	2185.5	883.5	3069	2092.38	2185.5	883.5	3069	2092.000	
SPED COUNT	19,158				18,662				17,163				19,450				19,195				19,759				
NOTE: Budget cuts reduced the number of positions. First year of proportional.																									
NOTE: CEC for SPED changed to April 30.																									

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Least Restrictive Environment (LRE)



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WestEd

Hawaii Department of Education
Special Education Review

Submitted to the Hawaii Department of Education
by WestEd Center for Prevention and Early Intervention

- 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.

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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 all efforts, including resources, on goals for students



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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.

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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/walk through 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.

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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

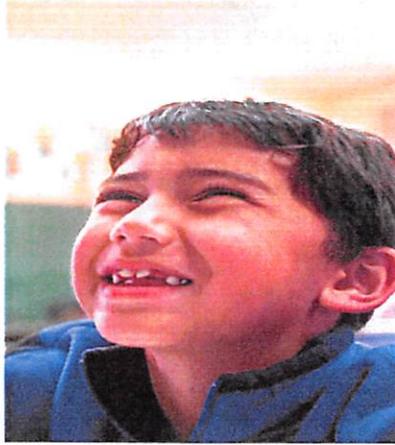
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Thank you!



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ATTACHMENT A

Special Education Staffing Allocation Formula

Where the Student Is (LRE)	Level of Student Support							
	Intermittent Support Wt – 2.0		Targeted Support Wt –35.0		Sustained Support Wt – 4.0		Intensive Support Wt – 5.0	
	RegEd	SpEd	RegEd	SpEd	RegEd	SpEd	RegEd	SpEd
GenEd Class (general educ class more than 80% of the day) Ages 3-5: see Attachment B	1.5	0.5	1.5	1.5	2	2	2	3
GenEd and SpEd Classes (general educ class between 40% and 80% of the school day) Ages 3-5: see Attachment B			1	2	1.5	2.5	1.5	3.5
SpeEd Classes (general educ classes less than 40% of the school day) Ages 3-5: see Attachment B					1	3	1	4
Special Education School**							0.5	0.5
Public Alternative Placement							0.5	0.5
Private Alternative Placement							0.5	1
Special Education provided in the home, or in a hospital as required in the IEP.	0.5	1.5*	0.5	2.5*	0.5	3.5*	0.5	4.5*

*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 SY2015-16

SY 2009-10 THROUGH 2015-16	SY 09-10				SY 10-11				SY 11-12				*SY 12-13				*SY13-14				*SY14-15				*SY15-16			
District	SPED	GE Art VI	Total Teachers (SPED + GE Art VI)	EA	SPED	GE Art VI	Total Teachers (SPED + GE Art VI)	EA	SPED	GE Art VI	Total Teachers (SPED + GE Art VI)	EA	SPED	GE Art VI	Total Teachers (SPED + GE Art VI)	EA	SPED	GE Art VI	Total Teachers (SPED + GE Art VI)	EA	SPED	GE Art VI	Total Teachers (SPED + GE Art VI)	EA	SPED	GE Art VI	Total Teachers (SPED + GE Art VI)	EA
HDO	344	125	468.5	340.5	336	125	461.0	314.75	387	91	478.0	325.0	351.0	142	493.0	334	338.50	137.50	476.0	322.00	364.00	148.00	512.0	348.000	360.00	146.50	506.5	345.00
CDO	415	158	572.5	414.5	403	163	566.0	381	407.5	173	580.5	392.500	415.0	168	583.0	392	406.00	163.00	569.0	388.00	400.50	161.50	562.0	380.000	395.00	157.00	552.0	370.00
LDO	532	210	741.5	530.5	504	194	698.0	485.75	495.5	210	705.5	478.500	493.0	200	693.0	469	506.00	205.00	711.0	483.00	494.00	200.00	694.0	471.000	502.50	204.00	706.5	481.25
WDO	252	91	342.5	250.5	223	89	312.0	232	228	97	325.0	220.500	220.5	90	310.5	213	225.00	90.00	315.0	215.00	224.00	91.00	315.0	214.000	225.50	91.50	317.0	215.50
HIDO	361	145	505.5	362.5	339	147	486.0	334	344	146	490.0	333.0	355.5	145	500.5	343.88	359.00	147.00	506.0	341.50	354.00	143.00	497.0	337.000	356.00	145.00	501.0	341.50
MDO	260	102	362	255	238	98	336.0	231.88	243	103	346.0	235.375	240.0	97	337.0	228	241.00	98.00	339.0	229.00	242.00	98.00	340.0	231.000	236.50	96.00	332.5	225.00
KDO	98	35	133	96	95	36	131.0	86.25	99	42	141.0	96.0	106.0	43	149.0	101	107.00	43.00	150.0	102.00	104.00	42.00	146.0	99.500	107.00	43.50	150.5	102.50
OCISS-SES	0		0	2.75		1.0	1.0		3	0	3.0	4.0	3.0	0	3.0	4	3.00	0.00	3.0	4.38	3.00		3.0	4.000	3.00		3.0	4.00
Molokai																				7.50			7.500					7.50
TOTAL	2260	866	3125.5	2252	2138	853	2991	2065.6	2207	862	3069	2084.875	2184.0	885	3069	2084.9	2185.5	883.5	3069	2092.38	2185.5	883.5	3069	2092.000	2185.5	883.5	3069	2092.25
SPED COUNT	19,158				18,662				17,163				19,450				19,195				19,759				19,935			
					NOTE: Budget cuts reduced the number of positions First year of proportional								NOTE: OEC for SPED changed to April 30															