

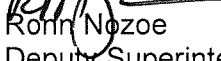


STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

April 11, 2013

TO: Cheryl Ka'uhane Lupenui, Chairperson  
Student Achievement Committee

FROM:   
Ronn Nozoe  
Deputy Superintendent

SUBJECT: **Update on the WestEd Special Education Report**

In September of 2010, WestEd was contracted by the Department of Education (Department) to conduct a review of the special education program and process, which included mental and behavioral health. The results of the review and WestEd's recommendations were presented in a report to the Department in September of 2011. The Department then partnered with WestEd to develop a systemic redesign to address the recommendations. The report submitted by WestEd dated December 27, 2012, entitled "Hawaii Department of Education Redesigned State Systems of Student Support, Year 1 Final Report", provided recommended implementation steps for the following three redesign categories:

1. Organization and Infrastructure;
2. Allocation of Resources and Management and Accountability; and
3. Service Provision and Program and Student Performance Outcomes.

The enclosed powerpoint slides, and handout ("Summary and Status of the Department of Education's Implementation Activities Based on WestEd Report and Recommendations") will be used in the presentation before the Student Achievement Committee. The presentation will provide a brief overview of the recommendations provided in the December 27, 2012 report, and the activities the Department will implement, or the actions that have been implemented to improve or sustain changes made to the organization, allocation of resources, and the provision of services to improve student performance.

The Department will continue its commitment to providing a free appropriate public education for all students with disabilities in Hawaii.

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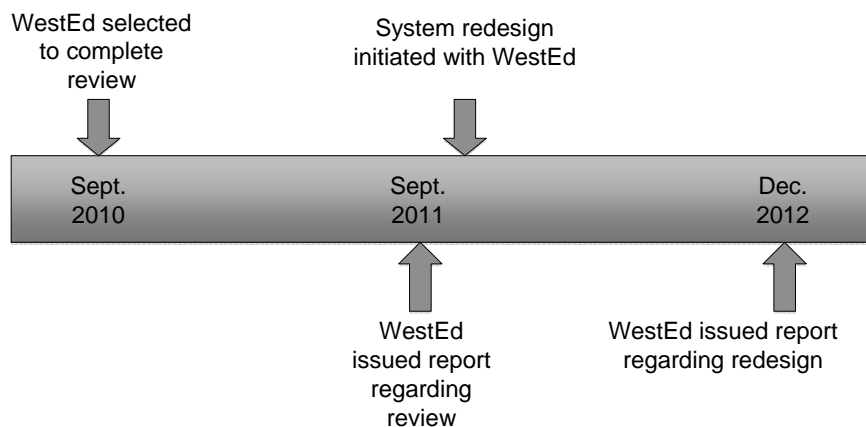
Enclosures

c: Kathryn S. Matayoshi, Superintendent  
Patricia Park, Assistant Superintendent, Office of Curriculum, Instruction and Student Support  
Shari Dela Cuadra-Larsen, Acting Director, Special Projects

# Update on the WestEd Special Education Report Redesigning the Department of Education's System of Support for Students with Disabilities

Hawai'i State Department of Education  
Presentation to the Board of Education  
Student Achievement Committee  
April 16, 2013

## Timeline of WestEd Reports



## **Redesign Categories**

1. Organization and Infrastructure
2. Allocation of Resources and Management and Accountability
3. Service Provision and Program and Student Performance Outcomes

### **1. Organization and Infrastructure**

#### **Implementation Activities to Address Recommendations**

•Move towards “Federal Program Administration” (FPA) and “Federal Program Instructional Implementation” (FPII) Framework.

•Redesigned functions of Special Projects (SP), Office of the Deputy Superintendent, to include implementation of the following program administration functions:

- Due Process;
- General Supervision;
- Communications with USDOE-Office of Special Education Programs

•Redesigning Office of Curriculum, Instruction and Student Support (OCISS) functions to focus on instructional implementation and providing technical assistance to the field.

•SP to conduct data analysis to identify issues under dispute in due process filings.

•SP will continue collaborations among and between OCISS, Community Children’s Council (CCC) and Special Education Advisory Council (SEAC) on the following topics:

- Building partnerships and avenues of effective communication with parents;
- Promoting the use of alternative dispute resolution systems
- Building capacity within the system for improved communication and relationships with families

## **2. Allocation of Resources and Management and Accountability**

### **Implementation Activities to Address Recommendations**

- Products from stakeholder workgroups have been submitted to Leadership for review.
- Ongoing evaluation and consideration of the system of allocation of resources will be addressed in the next phase of the redesign.

## **3. Service Provision and Program and Student Performance Outcomes**

### **Implementation Activities to Address Recommendations**

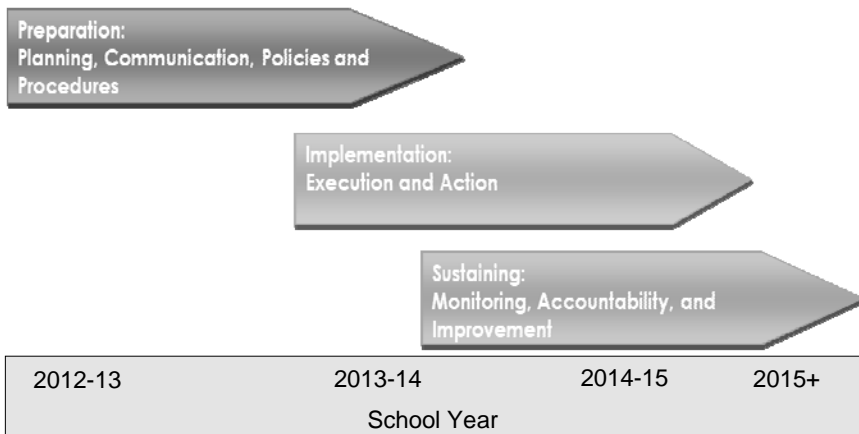
- The focus of the General Supervision process for implementation in SY2013-14 will be on:
  - Targeted data collection for the following:
    - IEPs;
    - Performance on statewide assessments;
    - Graduation rates; and
  - SP will lead collaboration between OCISS and CASs to create an accountability framework based on performance data.
- Implementation of RtI as one of the Superintendent's key strategies will occur with SY2013-14.
- OCISS is developing a parent guide to special education.
- SP will gather from complex areas, best practices already being performed by SSCs to support families needing assistance with the IEP process.
- Build capacity within the system to provide ongoing communication and assistance to families.

**For more information, refer to:**

Summary and Status of the Department of Education's  
Implementation Activities Based on WestEd Report and  
Recommendations

Prepared for Board Education  
Student Achievement Committee  
April 16, 2013

**Implementation Phases**



# Summary and Status of the Department of Education's Implementation Activities Based on WestEd Report and Recommendations

Update on the WestEd Special Education Report  
Board of Education  
Student Achievement Committee  
April 16, 2013

**Summary & Status of the Department of Education's Implementation Activities Based on WestEd Report & Recommendations**

<b>Summary of Redesign Categories and Overarching Recommendations from WestEd</b>
<b>1. Organization and Infrastructure: Improvements to the overall system and structure of the HIDEOE</b>
1.1 Finalize the HIDEOE SEA/LEA structure and assigned functions. (A) Develop and implement a transition plan to carry out the reorganization and assignments under the SEA/LEA. (B) Transition plan should include staff training on revised roles and/or assignments. (C) Develop a plan to institutionalize a continuous improvement cycle under the redesigned SEA/LEA structure.
1.2 Develop an aligned system of services and supports between mental health, education, and behavioral health with a focus on improved services results.
1.3 Redesign the due proces system as an SEA function under the General Supervision requirements of IDEA using key stakeholders as part of the planning. (A) Develop a plan to implement processes and procedures for an effective mediation option under the due process system. (B) Define federal requirements and how SEAC's role of advising and assisting the HIDEOE can be leveraged to: (1) improve the effectiveness of SEAC in meeting IDEA roles and responsibilities, and (2) support improved relationships with families across the state.
<b>2. Allocation of Resources and Management and Accountability: Alignment of resources to ensure system effectiveness and accountability for results</b>
2.1 Develop a plan to phase in a new staffing methodology to include guidance on how complexes and schools assign staff to meet federal and state requirements and priorities focused on accountability for results.
2.2 Establish an annual review of the effectiveness of procedures regarding staffing levels to ensure fiscal transparency and accountability.
2.3 Finalize the process for utilizing contracted personnel, which will include a decision-making process for identifying the need and monitoring the effectiveness of the use of related service personnel.
2.4 Develop clear policy and procedures to evaluate and monitor students for nonpublic school placements.
2.5 Finalize the process and guidance on the consistent use of budget codes, which will be shared with staff and complexes.
<b>3. Service Provision and Program and Student Performance Outcomes: Build capacity to meet legal requirements and move to a focus on instruction and student performance.</b>
3.1 Develop and implement a plan with specific timelines for improving student performance utilizing evidence-based strategies to deliver specialized instructional and behavioral supports for students with disabilities.
3.2 Develop a resource guide and tools for complex and school administrators to support implementation of services based on high expectations for all students. (See also recommendation under 3.3)
3.3 Develop and disseminate guidance and tools to support complex and school capacity to (1) provide professional development for roles and responsibilities of adminstrators, teachers and parents, and (2) implement and train staff and provide ongoing coaching to teachers to improve instructional practices, and (3) to implement district and school partnerships with parents that support the home role in improved student achievement.
3.4 Develop a process to redefine and utilize the position of student services coordinator (SSC) at each school, so that the SSC acts as a family liaison to explain the IEP process and provide resources and assistance in answering questions from the family about the IEP process.

**Summary & Status of the Department of Education's Implementation Activities Based on WestEd Report & Recommendations**

<b>Redesign Categories and Overarching Recommendations from WestEd</b>		
<b>1. Organization and Infrastructure: Improvements to the overall system and structure of the HDOE</b>		
<p>1.1 Finalize the HDOE SEA/LEA structure and assigned functions.</p> <p>(A) Develop and implement a transition plan to carry out the reorganization and assignments under the SEA/LEA.</p> <p>(B) Transition plan should include staff training on revised roles and/or assignments.</p> <p>(C) Develop a plan to institutionalize a continuous improvement cycle under the redesigned SEA/LEA structure.</p>		
<b>Recommendations from 2011 WestEd Report</b>	<b>Activities Completed With WestEd Facilitation (2012 WestEd Report)</b>	<b>HDOE Proposed Next Steps</b>
<ul style="list-style-type: none"> <li>• Develop and implement a transition plan to carry out the reorganization and assignments under the SEA/LEA.</li> <li>• Restructure SEA administration of SPED and SBBH services into separate offices.               <ul style="list-style-type: none"> <li><input type="checkbox"/> FPO                   <ul style="list-style-type: none"> <li>- Federal compliance oversight</li> <li>- Reporting to OSEP</li> </ul> </li> <li><input type="checkbox"/> OCISS                   <ul style="list-style-type: none"> <li>- Program and student instructional and related services supports</li> <li>- Monitoring of performance results</li> </ul> </li> </ul> </li> <li>• Develop and monitor implementation of a statewide system of support promoting high expectations for all students.               <ul style="list-style-type: none"> <li><input type="checkbox"/> OCISS lead in delivering training and technical assistance to support local implementation of program requirements and improvement strategies.</li> <li><input type="checkbox"/> Data collection on program and student performance results aligned to IDEA, ESEA and other related federal and state programs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Functional position statements submitted for review by new AS &amp; Directors of OCISS and FPO/Interim State Director of Special Education</li> <li>• Conducted work sessions on redesignating functions.</li> </ul> <p>(Due to the similarities in Redesign Activities completed to address recommendations under this Redesign Category, the activities listed are consolidated and summarized.)</p>	<ul style="list-style-type: none"> <li>• Move towards "Federal Program Administration" (FPA) and Federal Program Instructional Implementation (FP II) Framework instead of SEA/LEA. (Note: Federal Programs Office (FPO) is now Special Projects (SP).)</li> <li>• SP will be responsible for drafting/proposing FPA &amp; FP II framework               <ul style="list-style-type: none"> <li><input type="checkbox"/> Includes organization information and decision-making forms and processes</li> </ul> </li> <li>• SP will lead on-going discussions regarding the process for FPA &amp; FP II implementation               <ul style="list-style-type: none"> <li><input type="checkbox"/> SP will collaborate with AS &amp; Directors of OCISS, leadership and other offices involved in the administration/implementation of special education programs and services</li> </ul> </li> <li>• Redesignated functions of SP to include implementation of the following program administrative functions:               <ul style="list-style-type: none"> <li><input type="checkbox"/> General Supervision</li> <li><input type="checkbox"/> Due Process (which includes the complaints management process), and</li> <li><input type="checkbox"/> Communications with USDOE-Office of Special Education Programs.</li> </ul> </li> <li>• Redesigning OCISS functions to focus on instructional implementation and providing technical assistance to field.</li> </ul>



**Summary & Status of the Department of Education's Implementation Activities Based on WestEd Report & Recommendations**

<b>Redesign Categories and Overarching Recommendations from WestEd</b>		
<b>1. Organization and Infrastructure: Improvements to the overall system and structure of the HIDOE</b>		
<b>1.2 Develop an aligned system of services and supports between mental health, education and behavioral health with a focus on improved services results.</b>		
<b>Recommendations from 2011 WestEd Report</b>	<b>Activities Completed With WestEd Facilitation (2012 WestEd Report)</b>	<b>HIDOE Proposed Next Steps</b>
<ul style="list-style-type: none"> <li>• Convene an interagency task group co-chaired with Department of Public Health (DPH) to develop recommendations to align services under the two systems: mental health and education behavioral health.                             <ul style="list-style-type: none"> <li>□ Assess where school-based mental health and the behavioral health system of services meet or exceed IDEA and determine which services are appropriate under IDEA and aligned to most effectively achieve results identified as the responsibility of each agency.</li> <li>□ Develop interagency agreements with relevant public health and mental health agencies that delineate roles and responsibilities for a coordinated and collaborative mental health/behavioral health system of services.                                     <ul style="list-style-type: none"> <li>- Agreements should include a plan for transitioning from the current system to any identified revisions of the current system of services.</li> </ul> </li> </ul> </li> </ul>	<p><i>* Note: This item was not included in the current scope of services under this phase of the redesign.</i></p>	<ul style="list-style-type: none"> <li>• The Department will continue to engage in on-going partnerships with the Department of Health (DOH), the Department of Human Services (DHS) and non-profit organizations to address the systemic alignment of services and supports of mental health, education, and behavioral health.</li> </ul>

**Summary & Status of the Department of Education's Implementation Activities Based on WestEd Report & Recommendations**

<b>Redesign Categories and Overarching Recommendations from WestEd</b>		
<b>1. Organization and Infrastructure: Improvements to the overall system and structure of the HIDEO</b>		
<p>1.3 Redesign the due proces system as an SEA function under the General Supervision requirements of IDEA using key stakeholders as part of the planning.</p> <p>(A) Develop a plan to implement processes and procedures for an effective mediation option under the due process system.</p> <p>(B) Define federal requirements and how SEAC's role of advising and assisting the HIDEOE can be leveraged to:</p> <p>(1) improve the effectiveness of SEAC in meeting IDEA roles and responsibilities, and</p> <p>(2) support improved relationships with families across the state.</p>		
<b>Recommendations from 2011 WestEd Report</b>	<b>Activities Completed With WestEd Facilitation (2012 WestEd Report)</b>	<b>HIDEOE Proposed Next Steps</b>
<ul style="list-style-type: none"> <li>• Oversight of the due process system, including management and accountability for service contracts, should be assigned to FPO as a function under the GS requirements of IDEA.</li>   <li>• Convene a state-level task force lead by FPO                             <ul style="list-style-type: none"> <li>□ Co-chaired with OCISS and SEAC.</li> <li>□ Broad stakeholder representation.</li> <li>□ Develop guidelines and implementation strategies for ongoing communication and partnerships with families.</li> </ul> </li>   <li>• ADR evaluation and improvement activities                             <ul style="list-style-type: none"> <li>□ Use representatives from Special Education Advisory Council (SEAC), Community Children's Council (CCC), and other family stakeholder groups as resources to SEA.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Complaints Management moved to SP                             <ul style="list-style-type: none"> <li>□ Oversight of the complaints and due process system</li> <li>□ Management and accountability for services of contracts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SP to monitor issues under dispute in due process filings to identify and address possible systemic issues.</li>   <li>• Mediation is a voluntary alternative dispute resolution process and HIDEOE will continue to provide and participate in mediation upon a parental request.</li>   <li>• SP will continue collaborations among and between OCISS, CCC and SEAC on the following topics:                             <ul style="list-style-type: none"> <li>□ Building partnerships and avenues of effective communication with parents.</li> <li>□ Promoting the use of alternative dispute resolution systems, such as mediation.</li> <li>□ Building capacity within the system for improved communication and relationships with families.</li> </ul> </li>   <li>• For service contracts, the Department continues to use the Service Verification Module (SVM) in the electronic Comprehensive Student Support System (eCSSS) to monitor and validate payments for direct services to students.</li> </ul>

**Summary & Status of the Department of Education's Implementation Activities Based on WestEd Report & Recommendations**

<b>Redesign Categories and Overarching Recommendations from WestEd</b>		
<b>3. Service Provision and Program and Student Performance Outcomes: Build capacity to meet legal requirements and move to a focus on instruction and student performance</b>		
3.1 Develop and implement a plan with specific timelines for improving student performance utilizing evidence-based strategies to deliver specialized instructional and behavioral supports for students with disabilities.		
<b>Recommendations from 2011 WestEd Report</b>	<b>Activities Completed With WestEd Facilitation (2012 WestEd Report)</b>	<b>HIDOE Proposed Next Steps</b>
<ul style="list-style-type: none"> <li>• Develop a framework to act as a resource guide for state and local planning of services and development of tools to communicate high expectations for all students</li> <li>□ Collaborate with CASs and input from parent organizations</li> <li>□ Integrate key components and outcomes of federal and state initiatives</li> <li>□ Make framework available at all levels to:               <ul style="list-style-type: none"> <li>-Inform plans</li> <li>-Resources and data to be collected on results to focus on improving results for students who are not achieving at grade levels</li> </ul> </li> </ul>	<p align="center"><i>* Note: This item was not included in the current scope of services under this phase of the redesign.</i></p>	<ul style="list-style-type: none"> <li>• The focus of the General Supervision process for implementation in SY13-14 will be on:               <ul style="list-style-type: none"> <li>□ Targeted data collection for the following:                   <ul style="list-style-type: none"> <li>- IEPs;</li> <li>- Performance on state-wide assessment(s);</li> <li>- Graduation rates; and</li> </ul> </li> <li>□ SP will lead collaboration between OCISS and CASs to create an accountability framework based on performance data. Focus will be on:                   <ul style="list-style-type: none"> <li>- Student performance and educational outcomes.</li> <li>- The provision of technical assistance to the field to aid in developing and improving student improvement strategies and activities.</li> <li>- Data will be used to inform the complex and school strategic and academic planning process.</li> </ul> </li> </ul> </li> </ul>

**Summary & Status of the Department of Education's Implementation Activities Based on WestEd Report & Recommendations**

<b>Redesign Categories and Overarching Recommendations from WestEd</b>		
<b>3. Service Provision and Program and Student Performance Outcomes: Build capacity to meet legal requirements and move to a focus on instruction and student</b>		
3.2 Develop a resource guide and tools to support state and local implementation of services based on high expectations for all students.		
<b>Recommendations from 2011 WestEd Report</b>	<b>Activities Completed With WestEd Facilitation (2012 WestEd Report)</b>	<b>HIDOE Proposed Next Steps</b>
<ul style="list-style-type: none"> <li>• Develop and disseminate guidance and tools to support local district and school capacity to provide professional development for administrators, teachers and parents and on-going coaching to teachers to improve instructional practices and to implement district and school partnerships with parents that support the home role in improved student achievement.</li> <li>□ Recommended strategies include:               <ul style="list-style-type: none"> <li>- Standards-based IEP goals and outcomes;</li> <li>- Early identification of learning and behavior problems and supports to students not making progress (through a data-based decision making planning process such as RtI);</li> <li>- Inclusive practices (such as co-teaching) to support greater access to general education curriculum and environments; and</li> <li>- Strengthened transition planning process and tools to improve post-secondary options.</li> </ul> </li> </ul>	<p><i>* Note: This item was not included in the current scope of services under this phase of the redesign.</i></p>	<ul style="list-style-type: none"> <li>• Leadership will assess the capacity of the system of services and supports following the implementation of the initial phases of the redesign.</li> <li>• OCISS will continue with the following initiatives:               <ul style="list-style-type: none"> <li>□ Po'okela Project - Centers of Educational Excellence                   <ul style="list-style-type: none"> <li>- Autism</li> <li>- Inclusive practices</li> </ul> </li> <li>□ Model classrooms</li> <li>□ STRIVE HI for All training modules</li> </ul> </li> </ul>

**Summary & Status of the Department of Education's Implementation Activities Based on WestEd Report & Recommendations**

<b>Redesign Categories and Overarching Recommendations from WestEd</b>		
<b>3. Service Provision and Program and Student Performance Outcomes: Build capacity to meet legal requirements and move to a focus on instruction and student performance</b>		
3.3 Develop and disseminate guidance and tools to support complex and school capacity to: <ul style="list-style-type: none"> <li>(1) provide professional development for roles and responsibilities of administrators, teachers and parents, and</li> <li>(2) implement and train staff and provide ongoing coaching to teachers to improve instructional practices, and</li> <li>(3) to implement district and school partnerships with parents that support the home role in improved student achievement.</li> </ul>		
<b>Recommendations from 2011 WestEd Report</b>	<b>Activities Completed With WestEd Facilitation (2012 WestEd Report)</b>	<b>HIDOE Proposed Next Steps</b>
<ul style="list-style-type: none"> <li>• Develop capacity to implement RtI framework in schools                             <ul style="list-style-type: none"> <li>□ Align to HIDOE RtI initiatives</li> <li>□ Use HIDOE processes within eCSSS and LDS</li> <li>□ Provide training, coaching and resources for principals and other administrators</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Developed, disseminated and analyzed a survey distributed to all sites                             <ul style="list-style-type: none"> <li>□ Used to determine which universal screening tools schools were using</li> <li>□ Results demarcated by elementary, middle and high school usage</li> </ul> </li> <li>• Facilitated a stakeholder group to present results of the survey                             <ul style="list-style-type: none"> <li>□ Share national/state perspectives and effective practices related to RtI and universal screening tools</li> <li>□ Develop prioritized recommendations for the use of tools across the state</li> <li>□ Recommendations submitted to OCISS AS for consideration</li> <li>□ See appendices 3a-e</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of RtI as one of the Superintendent's key strategies will occur in the 2013-2014 school year.</li> <li>• Alignment of RtI implementation with other Superintendent's strategies and current OCISS programs is ongoing.</li> <li>• OCISS is developing a parent guide to special education.</li> <li>• OCISS will continue with the following initiatives:                             <ul style="list-style-type: none"> <li>□ Po'okela Project - Centers of Educational Excellence                                     <ul style="list-style-type: none"> <li>- Autism</li> <li>- Inclusive practices</li> </ul> </li> <li>□ Model classrooms</li> <li>□ STRIVE HI for All training modules</li> </ul> </li> </ul>

**Summary & Status of the Department of Education's Implementation Activities Based on WestEd Report & Recommendations**

<b>Redesign Categories and Overarching Recommendations from WestEd</b>		
<b>3. Service Provision and Program and Student Performance Outcomes: Build capacity to meet legal requirements and move to a focus on instruction and student performance</b>		
3.4 Develop a process to redefine and utilize the position of student services coordinator (SSC) at each school to act as a family liaison to explain the IEP process and provide resources and assistance in answering family questions about the process.		
<b>Recommendations from 2011 WestEd Report</b>	<b>Activities Completed With WestEd Facilitation (2012 WestEd Report)</b>	<b>HIDOE Proposed Next Steps</b>
<ul style="list-style-type: none"> <li>• SSC at each school should act as a family liaison                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Single point of entry</li> <li><input type="checkbox"/> Explain the IEP process</li> <li><input type="checkbox"/> Provide resources and assistance in answering family questions about the process</li> </ul> </li> </ul>	<p><i>* Note: This item was not included in the current scope of services under this phase of the redesign.</i></p>	<ul style="list-style-type: none"> <li>• SP will gather from complex areas, best practices already being performed by SSCs to support families needing assistance with the IEP process.</li> <li>• Build capacity within the system to provide ongoing communication and assistance to families.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with CCR, CASs, District Educational Specialists, SEAC, and CCC.</li> </ul> </li> </ul>