

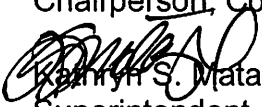


STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

May 3, 2016

TO: The Honorable Patricia Halagao
Chairperson, Committee on Student Achievement

FROM: 
Kathryn S. Matayoshi
Superintendent

SUBJECT: **Committee Action on the following Board of Education (“Board”)
Policy: 105.13, Inclusion**

1. RECOMMENDATION

The Department of Education (Department) is recommending revisions to policy 105.13 (originally policy 2280).

Original Policy Number	New Policy Number	Original Policy Title	Summary of Proposed Revision(s)
2280	105.13	Inclusion	<ul style="list-style-type: none"> The Department proposes one revision for consistency in formatting and no revisions in response to the proposed edits from the Permitted Interaction Group (PIG).

2. RECOMMENDED EFFECTIVE DATE

The Department recommends that the committee approve and adopt the policy as described in section 1.0, with immediate effective and compliance dates.

3. RECOMMENDED COMPLIANCE DATE (if different from the effective date)

See section 2.0.

4. DISCUSSION (if different from the effective date)

a. Conditions leading to the recommendation

The Department used a cross-office strategy to review and, where applicable, provide proposed revisions to the policy listed above. The proposed revisions are intended to provide additional clarity, bring the policies up to date with current implementation status, and/or to incorporate feedback from principals and other stakeholders.

The original policy (policy number 2280) directs the Department to “establish a system of inclusive schools” with the intent that special education students are included in general education classes as much as possible, based on each student’s Individual Education Program (IEP). The policy also outlines five requirements for inclusion.

The Department’s proposed revisions adds a rationale section, for consistency in formatting, which was taken in part from the introductory paragraph which had been removed in the PIG version.

b. Previous action of the Board on the same or similar matter

- November 19, 2014: Administratively referred to the Student Achievement Committee.
- April 7, 2015: Student Achievement Committee voted to defer action for further revision. No testimony and no discussion notes in the meeting minutes.

c. Other policies affected

No other policies are affected by this policy.

d. Arguments in support of the recommendation

The proposed revisions do not make changes to the content of the policy, allowing schools to continue to focus their efforts to support inclusion of special education students in general education classrooms, without having to switch gears unexpectedly.

e. Arguments against the recommendation

Opponents of the proposed revisions may be interested in more explicit implementation requirements around specific programs or packages and accountability measures.

f. Other agencies or departments of the State of Hawaii involved in the action

No other agencies or departments were involved in the action.

g. Possible reaction of the public, professional organizations, unions, DOE staff and/or others to the recommendation

See section 2.e.

h. Educational implications

There are no changes in educational impacts at this time, based on approval of the proposed revisions.

j. Facilities implications

There are no changes in facilities impacts at this time, based on approval of the proposed revisions.

k. Financial implications

There are no changes in financial impacts at this time, based on approval of the proposed revisions.

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

None

TOC:SS:kp

Attachments: Exhibit A: Policy 105.13 – Recommended changes (mark up)
Exhibit B: Policy 105.13 – “Clean” version of recommended changes

c: Office of Strategy, Innovation, and Performance
Office of Curriculum, Instruction, and Student Support

POLICY 105.13
INCLUSION
[POLICY]

~~[The Board of Education believes that all students can and want to learn. Therefore, the Department of Education shall establish a system of inclusive schools. Inclusive schools strive to ensure that all students are educated in general education classrooms to the maximum extent possible. Students of all ability levels learn together in the same classroom with necessary services, having their unique needs met, with teachers receiving appropriate support.]~~

All decisions regarding the appropriate education for students with disabilities shall be based upon their Individual Education Program consistent with applicable federal and state laws. The appropriate inclusion of students with disabilities in regular classroom environments requires:

1. The participation of all members of the child's educational team.
2. Appropriate staffing and adequate planning time.
3. The development and dissemination of teaching techniques and strategies that accommodate individual student's strengths and needs and which promote relevant learning experiences, meaningful relationships and mutual respect.
4. Recognition of the needs of all children in the classroom.
5. Maximum possible cooperation between the home and the school.

Rationale: The Board of Education believes that all students can and want to learn. Inclusion of students with disabilities in regular classroom environments help students of all ability levels learn together in the same classroom.

Approved: 12/95; Amended: 2/16/06

Exhibit A

Key

Bold and Blue: edits made by the permitted interaction group.

Italics and black: edits proposed by the Department.

Underlines: additional proposed text, beyond what was in the original policy.

~~Strikethrough:~~ proposed deletions, limited to the text that is struck-through and bracketed.

Exhibit B

POLICY 105.13

INCLUSION

All decisions regarding the appropriate education for students with disabilities shall be based upon their Individual Education Program consistent with applicable federal and state laws. The appropriate inclusion of students with disabilities in regular classroom environments requires:

1. The participation of all members of the child's educational team.
2. Appropriate staffing and adequate planning time.
3. The development and dissemination of teaching techniques and strategies that accommodate individual student's strengths and needs and which promote relevant learning experiences, meaningful relationships and mutual respect.
4. Recognition of the needs of all children in the classroom.
5. Maximum possible cooperation between the home and the school.

Rationale: The Board of Education believes that all students can and want to learn. Inclusion of students with disabilities in regular classroom environments help students of all ability levels learn together in the same classroom.

Approved: 12/95; Amended: 2/16/06