



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

OFFICE OF THE SUPERINTENDENT

October 3, 2017

TO: The Honorable Margaret Cox
Chairperson, Student Achievement Committee

FROM: Dr. Christina M. Kishimoto
Superintendent 

SUBJECT: **Presentation on Special Education Terminology, Overview, and Process**

1. DESCRIPTION

The Hawaii State Department of Education (Department) provides special education and related services to eligible students. Students with disabilities are entitled to a Free Appropriate Public Education, as described in Chapter 60, Hawaii Administrative Rules to implement the Individuals with Disabilities Education Act (20 U.S. Code §1400) and federal laws and regulations relating to the provision of a free and appropriate public education to a student with a disability.

2. PRESENTATION

The Office of Curriculum, Instruction and Student Support will provide a presentation on special education terminology, overview and process. During school year 2017-18, the Department will conduct a program review of the Department's Special Education program that will culminate in a report with specific recommendations to improve program performance and service delivery.

CMK:itk
Attachment

c: Board of Education Members
Office of Curriculum, Instruction and Student Support

Presentation on Special Education Terminology, Overview, and Process

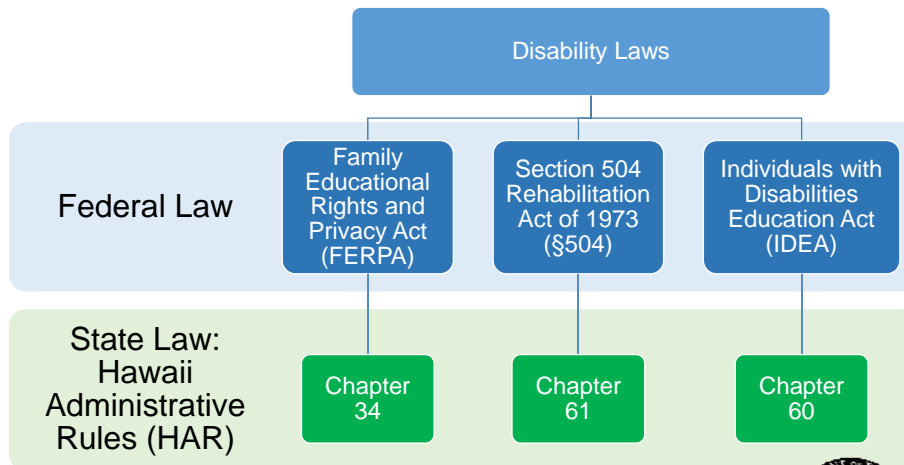
BOE Student Achievement Committee
Tuesday, October 3, 2017

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Special Education: Applicable Laws

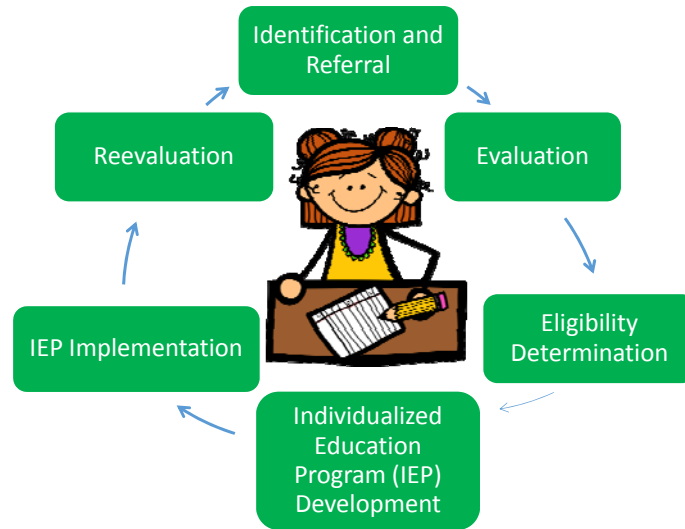


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Special Education Process: Six Steps

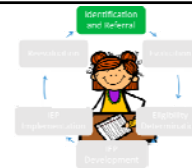


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Special Education Process: Identification and Referral



If a student is experiencing learning difficulties in school and is suspected of having a disability:

- Request for an evaluation
 - Written or verbally

The school will then:

- Contact parent to review information about the student
- With parent, determine whether an evaluation will be done

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Special Education Process: Evaluation

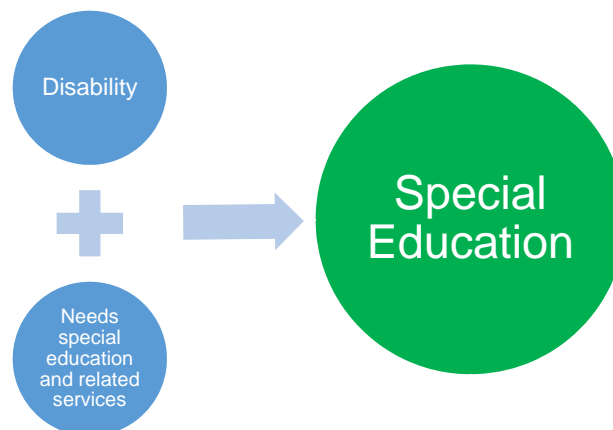


Comprehensively understanding a student's need requires the school team to:

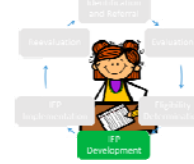
- Evaluate suspected areas of concern
- Conduct a variety of assessments.



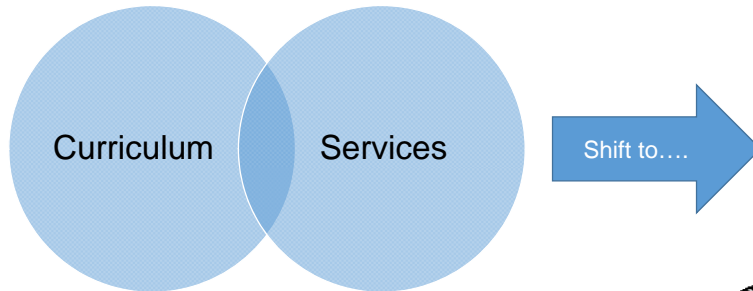
Special Education Process: Eligibility Determination



Special Education Process: Individualized Education Programs (IEP) Development



- Previous practice - Services separate from curriculum with some overlap

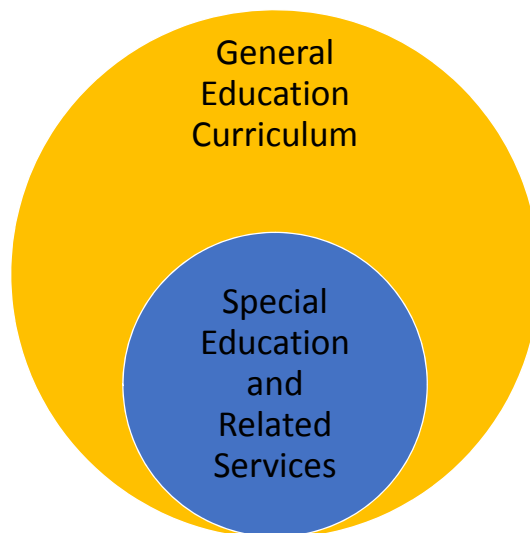
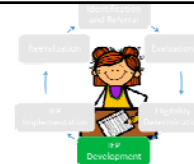


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Special Education Process: IEP Development



Special Education Process: IEP Development

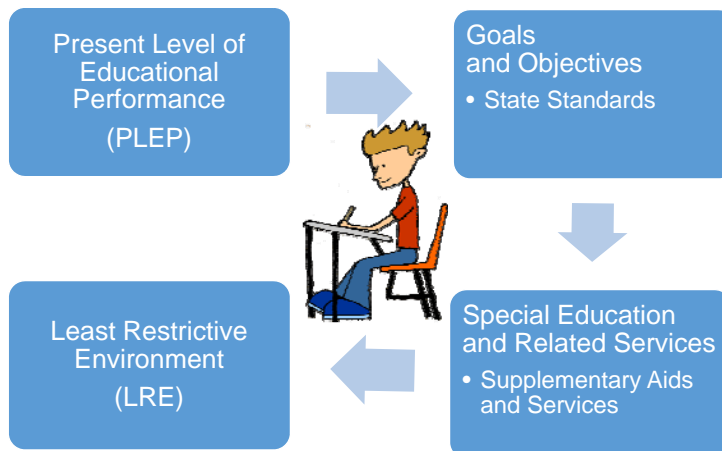


IEP Team includes:

- Parent
- A school administrator or designee
- A child's general education teacher
- A special education teacher
- Other qualified professionals, as appropriate



Overview: Standards-based IEP



Overview: Standards-based IEP Special Education

Specially designed instruction means adapting, as appropriate to the needs of an eligible child...the content, methodology, and/or delivery of instruction:

- to address the unique needs of the child that result from the child's disability; and
- to ensure access of the child to the general curriculum...

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Overview: Standards-based IEP Related Services

Support Services may be required to assist a student with a disability to benefit from his/her educational program

Examples:

- Speech-language pathology and audiology services
- Physical and/or occupational therapy
- Orientation and mobility services

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Overview: Standards-based IEP Supplementary Aids and Services

Supplementary Aids and Services are school-related supports provided in:

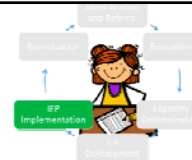
- Education-related settings
 - Books in Braille
- Extracurricular settings
 - Educational Interpreter
- Non-academic settings
 - Close adult supervision

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Special Education Process: IEP Implementation



Evidenced-based practices or strategies are used based on an individual student's needs and the student's specially designed instruction in order to make progress in the general education setting.

- Examples of Evidenced-based Practices and Peer Review include:



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Special Education Process: Reevaluation



A reevaluation is conducted every three (3) years to determine eligibility. The team may decide one of the following:

- Additional information is needed to determine continued eligibility or to clarify the student's educational needs and what types of assessments will provide this information.
- A review of existing current information is sufficient to determine continued eligibility and an appropriate educational program.
- A reevaluation is not necessary. (Parent and school must agree or a reevaluation shall be conducted.)

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