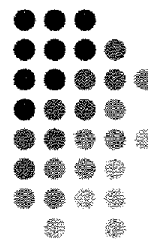


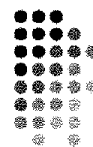
Comprehensive Student Support System



Senate Briefing
December 10, 2007



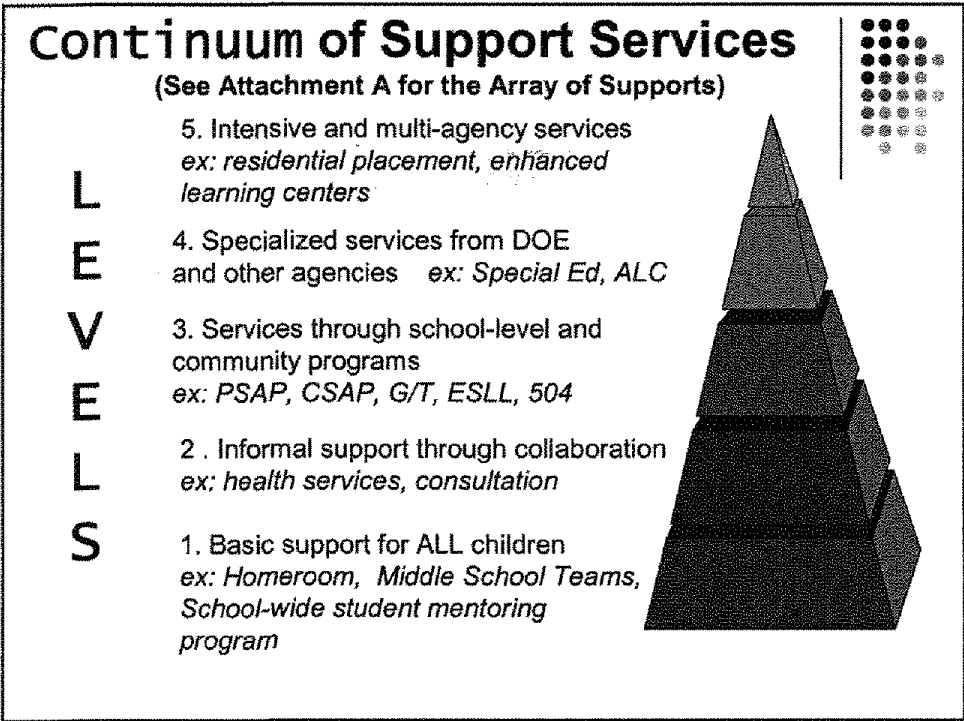
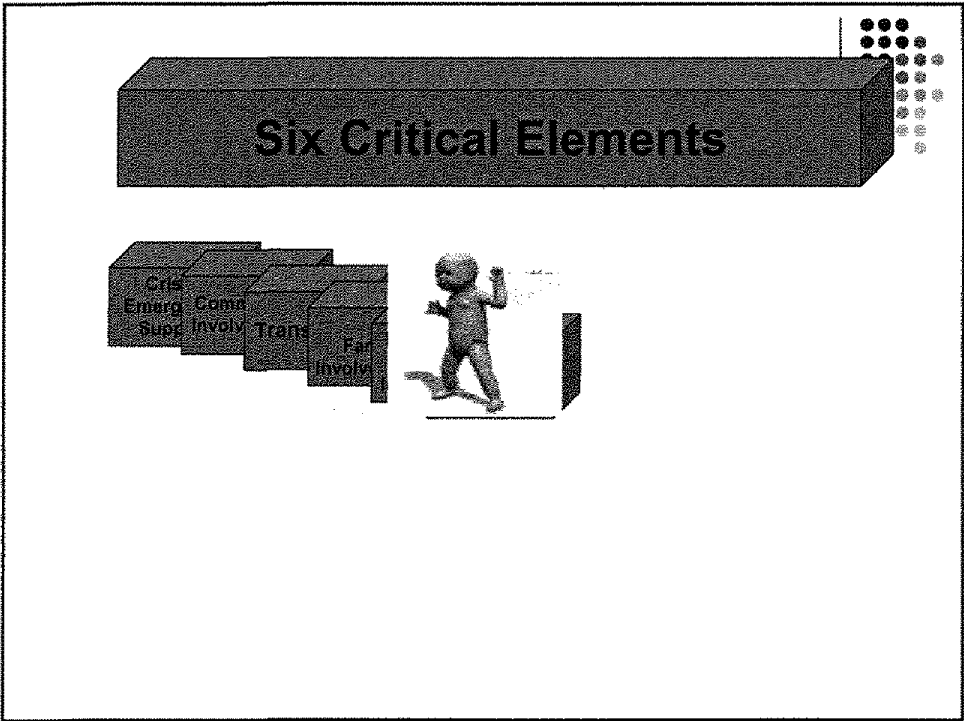
Comprehensive Student Support System



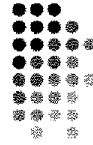
Provides a caring school culture that ensures successful outcomes for students and their families by....

- responding to students as individuals,
- understanding what motivates their behavior,
- designing interventions that truly *leave no children behind.*

Adelman and Taylor, 2001

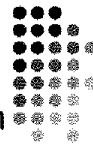


UPDATES ON THE FOLLOWING TOPIC ITEMS RELATED TO CSSS



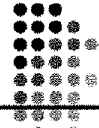
- PROGRESS
- CHALLENGES
- NEEDS

PROGRESS



- electronic Comprehensive Student Support System (eCSSS)
 - Development of an integrated data system to document student needs, support plans and student outcomes
 - CSSS, Special Education, Discipline
 - Provides a single point of data entry for schools
 - Reduces the redundancy of student information
- Array of Supports
 - Extension of related services that were available only to special needs students are now accessible to general education students, including homeless students:
 - Behavior Specialist, Occupational Therapist, Physical Therapist, Speech Language Pathologist, Psychologist, Social Worker
 - Level 3 individual and group support for 4-8 weeks
 - Level 2 consultation and single walk-in support

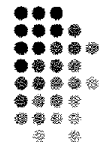
Early Intervening Services August – November 2007 eCSSS Report



Service Provider	Level 2 Informal support through collaboration Consultation	Level 2 Informal support through collaboration Walk-in Counseling	Level 3 Services through school-level and community programs Individual/Group Support
Behavior Specialist	219	378	108
Occupational Therapist	90	N/A	30
Physical Therapist	8	N/A	11
Psychologist	64	72	6
Social Worker	44	9	4
Speech/Language Pathologist	317	N/A	313

PROGRESS

- General Education Student Action Plan
 - Measurable outcomes are aligned to HCPS III Benchmarks



Action Plan Progress Report

Student Name AARNES, ZZ, AIMEE	Student ID 4289601117	Birth Date 07/16/1990	Gender F	Grade 10	School Lahainaluna High (414)
-----------------------------------	--------------------------	--------------------------	-------------	-------------	----------------------------------

Progress Report Date *
08/06/2007

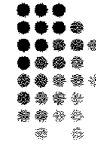
Description of Behavior with Evidence During a 20-minute whole class lesson, student requires at least 10-12 reminders to attend to instruction. Student turns in 1 out of 10 assignments weekly.	Need Statement Student needs to be able to develop self monitoring skills to assist in focusing on instruction and completing assignments.
---	--

Health - SELF: MANAGEMENT: Practice health enhancing behaviors and reduce health risks

Benchmark Compare a variety of personal coping and stress management strategies	Risk Proficient
↑ Comments _____	↑

General Education Student Action Plan

Attachment B – Elementary Student Action Plan Summary



Action Plan Summary

Student Information

Student ID: _____ Date of Birth: 06/19/2000
 Student Name: _____ Grade: 02
 Gender: M School: _____
 Ethnicity: F - Part-Hawaiian District: _____
 ESL: No Lunch Status: Free lunch
 Language Most Often Used by Child: English
 Language Most Often Used at Home: English

H.S.A. Scores:

H.S.A. School Year	H.S.A. Grade	Math Proficiency	Math Scaled Score	Reading Proficiency	Reading Scaled Score

SSIS Information:

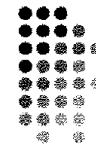
Incident Date	Class Offense	Disciplinary Action	Suspension Days

Action Plan (AP) Referral

Referral Received Date: 08/31/2007 Requester Name: 2nd grade teacher
 Interventions Tried: _____
 Adult assistance: Auditory cues/prompts; Behavior support plan; Communication with parent; Extended time; Oral directions; Repeating directions; Tutorial assistance
 Brief Description of Concern: Academics: Writing
 Behavior: Difficulty doing the work on paper even though he can verbalize correct answers.
 Behavior: Complains of urge to vomit often
 Behavior: Inappropriate comments
 Desired Outcome Relative to Concern: Write grade appropriate sentence structure and grammar with no significant

General Education Student Action Plan

Attachment C – Secondary Student Action Plan Summary



Action Plan Summary

Student Information

Student ID: _____ Date of Birth: 03/15/1992
 Student Name: _____ Grade: 09
 Gender: M School: _____
 Ethnicity: F - Part-Hawaiian District: _____
 ESL: No Lunch Status: Free lunch
 Language Most Often Used by Child: English
 Language Most Often Used at Home: English

H.S.A. Scores:

H.S.A. School Year	H.S.A. Grade	Math Proficiency	Math Scaled Score	Reading Proficiency	Reading Scaled Score
2002	06	Approaches	201	Approaches	220
2004	07	Well Below	138	Approaches	200
2006	07	Well Below	125	Well Below	149

SSIS Information:

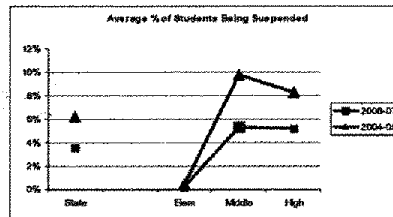
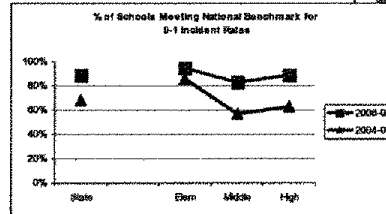
Incident Date	Class Offense	Disciplinary Action	Suspension Days
10/04/2006	D: Tardy	Other	0
04/04/2006	D: Tardy	Other	0
01/09/2006	A: Dangerous Instruments	Suspension	1
08/22/2006	B: Disorderly Conduct	Correction and Warning	0

Action Plan (AP) Referral

Referral Received Date: 09/07/2007 Requester Name: Social Studies Teacher
 Interventions Tried: _____
 Adult assistance: Auditory cues/prompts; Chunking of information; Extended time; Frequent breaks; Frequent checks for understanding; Grade Checks; Minimizing auditory distractions; Minimizing visual distractions; Monitor Attendance Record; Oral directions; Visual cues/prompts

PROGRESS

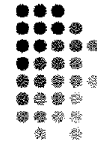
- Positive Behavior Supports (PBS)
 - 90% of schools trained
 - Current efforts sustaining implementation
 - 2007-08 monitoring schools & complexes to determine current implementation status



PROGRESS

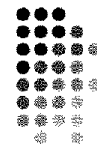
- Programs and Services for Secondary At-Risk Students (formerly Comprehensive School Alienation Program – CSAP)
 - In 2006-2007, 3,791 were serviced as compared to 3,099 in 2005-2006
- Primary School Adjustment Project (PSAP)
 - In 2006-2007, 3,884 students were serviced the PSAP programs in 145 public elementary schools
 - Of these, 3,884 students, 85% made moderate to substantial improvement
- Pregnant/Parenting Teens (PPT)
 - In 2006-2007, there were 686 pregnant and/or parenting students enrolled in high schools
 - The graduation rate for these students in 2006-2007 was 83%

CHALLENGES



- Varying degrees of CSSS implementation occur at the schools
- Documenting practices of student support efforts in eCSSS differ throughout the schools
- Demands of higher level supports limit the use of the Student Services Coordinator (SSC) position for accessing and documenting supports for ALL students
- Variable resources for early intervening supports are provided at schools

NEEDS

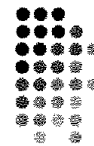


- To document early intervening efforts by the classroom teacher to monitor the progress of the general education student
 - Tools to track and monitor academic and behavior progress of regular education students
 - Funding to develop the documenting feature in eCSSS that includes the effects of instructional strategies upon student progress
 - Funding to train general education teachers on the analysis of the data for targeted student improvements
 - Funding to provide assistance to general education teachers for documenting early intervening efforts in eCSSS

NEEDS



- eCSSS Future Developments
 - Funding to document specific requirements for English Language Learner (ELL) i.e. Language Assessments and ELL student plans
 - Funding to document specific requirements for Gifted and Talented (GT) i.e. Assessments for all GT areas
 - Funding to document specific requirements for School-Based Behavior Health (SBBH)
 - i.e. Functional Behavior Assessment (FBA), Behavior Support Plan (BSP), Initial Line of Inquiry (ILI)

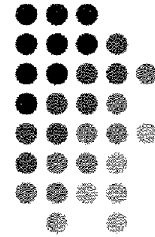


QUESTIONS AND ANSWERS

Comprehensive Student Support System

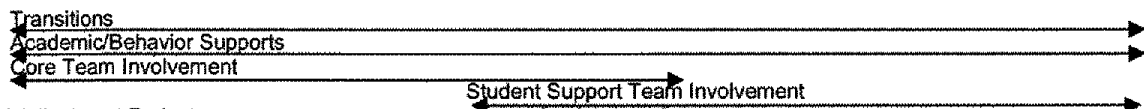


THANK YOU



CSSS Array of Student Support

Levels of Support	Level 1: Basic support for all students	Level 2: Informal additional support through collaboration	Level 3: Individualized school and community sponsored programs	Level 4: Specialized services from DOE and/or agencies	Level 5: Intensive, higher level and multiple agency services
Basic Components	<ul style="list-style-type: none"> Relations between <ul style="list-style-type: none"> ▪ Student and peers ▪ Student and teacher ▪ Teacher and teachers ▪ Teacher and family Classroom supports 	<ul style="list-style-type: none"> • Teachers • School-level support personnel • Students • Families • Agencies 	<ul style="list-style-type: none"> ▪ Programs beyond regular classroom considered at Student Support Team Meetings through Request for Assistance (RFA) process ▪ Request, decisions, plans are documented at Core/SST meetings 	<ul style="list-style-type: none"> ▪ IDEA issues addressed through Request for Evaluation ▪ Programs beyond Level 3 considered at the Student Support Team meetings through the RFA process ▪ Care Coordinator identified ▪ Service Plan is developed 	<ul style="list-style-type: none"> ▪ Coordinated Service Plans ▪ Multi-agency Student Support Teams ▪ Possible off-campus placement
Examples	<ul style="list-style-type: none"> ▪ Advisor-Advisee ▪ Career Pathways ▪ Coordinated School Health ▪ Counseling - Comprehensive school programs - guidance, social skills, character ed ▪ Family Support/Health ▪ Homeroom ▪ Middle-School Team ▪ Occupational Therapy School-wide inservice ▪ Parent Involvers ▪ Parent/Teacher conference ▪ PSAP* Outreach, welcome, transition ▪ Physical Therapy School-wide Inservice ▪ SBBH School-wide inservice ▪ School-wide Title I ▪ Speech/Lang Path School-wide inservice ▪ Traumatic Brain Injury Specialist School-wide inservice 	<ul style="list-style-type: none"> ▪ After School Supplementary Program ▪ Counseling - School Walk-in ▪ Health Aide Services ▪ Occupational Therapy Consult ▪ Peer Mediation ▪ Physical Therapy Consult ▪ SBBH Consult ▪ Service for Homeless ▪ Speech/Lang Path Consult ▪ Study Hall ▪ Traumatic Brain Injury Specialist Consult 	<ul style="list-style-type: none"> ▪ Advanced Placement ▪ Community Sponsored Program ▪ Counseling - Group ▪ Counseling and Guidance - CSAP ▪ Counseling - Individualized ▪ ESLL** ▪ Gifted and Talented ▪ Home-Hospital Instruction ▪ Honors ▪ Medical Specialist ▪ Occupational Therapy Collaboration in School Level Program ▪ Pregnant/Parenting Teens ▪ PSAP* ▪ Public Health Nursing ▪ Physical Therapy Collaboration in School Level Program ▪ SBBH Collaboration in School Level Program ▪ School - Family Assistance ▪ School Attendance Program (SAP) ▪ School Enrichment Program ▪ Section 504 ▪ SMP*** ▪ Specific School Sponsored Program ▪ Speech/Lang Path Collaboration in School Level Program ▪ Supplementary Math ▪ Supplementary Reading ▪ Targeted Title I ▪ Title I - After School for Targeted Student ▪ Traumatic Brain Injury Collaboration in School Level Program 	<ul style="list-style-type: none"> ▪ ALC**** ▪ Child Protective Service ▪ Community Agency - Specialized Service ▪ Counseling - Child and Family Crisis ▪ Early Admit to College ▪ Family Court ▪ IDEA ▪ Parent Education and Training ▪ Related Services ▪ Supplementary Aids and Supports 	<ul style="list-style-type: none"> ▪ Community Based Intensive Program ▪ DOE-Connected Intensive Program ▪ IDEA ▪ Intensive Services coordinated with or within other intensive programs ▪ Parent Education and Training ▪ Related Services ▪ Residential Treatment Programs ▪ Substance Abuse Treatment Program ▪ Supplementary Aids and Supports

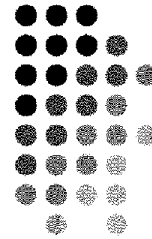


* Primary School Adjustment Project
 ** English for Second Language Learners
 *** Special Motivation Program
 **** Alternative Learning Center

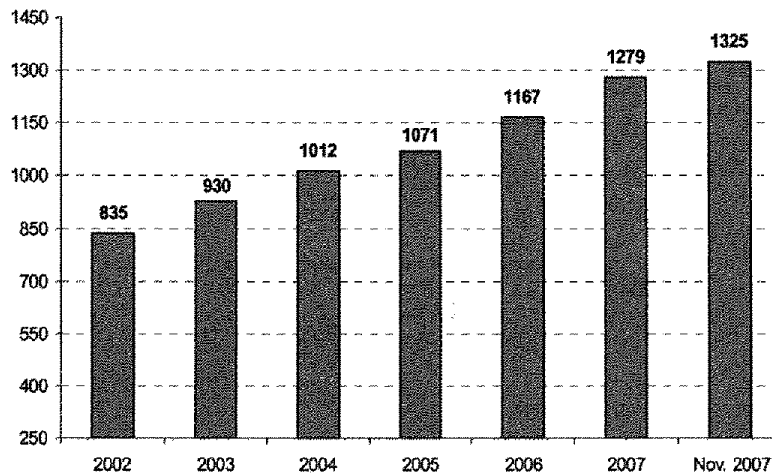
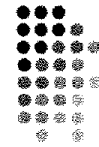
Autism Spectrum Disorders

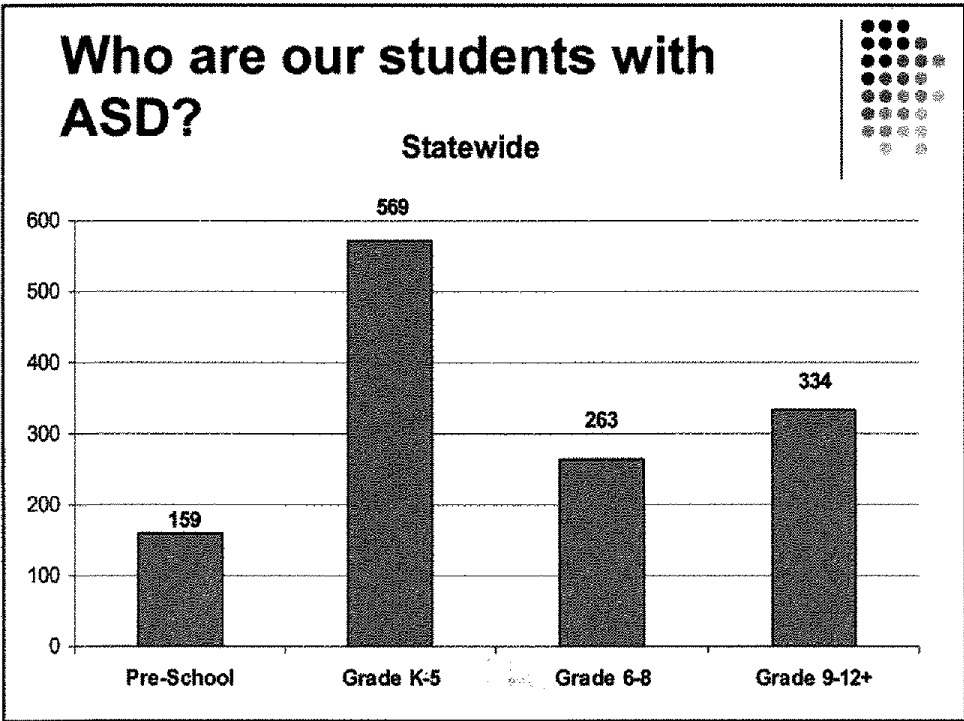
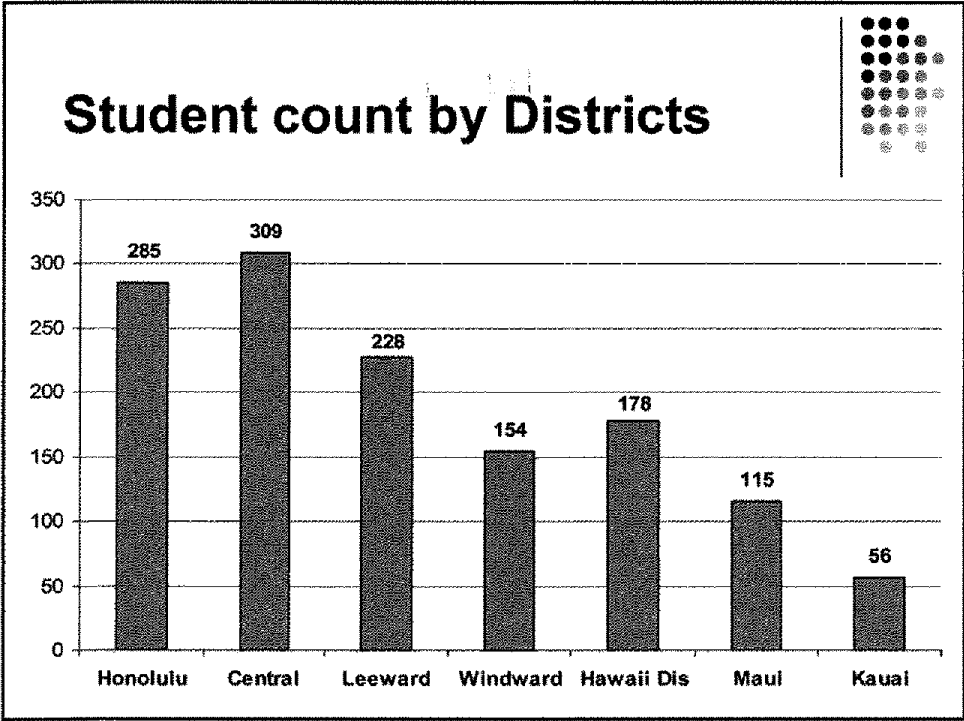


Senate Briefing by the
Department of Education
Special Education Section
December 10, 2007

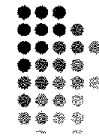


Growth in Number of Students with Autism Spectrum Disorders (ASD) Statewide

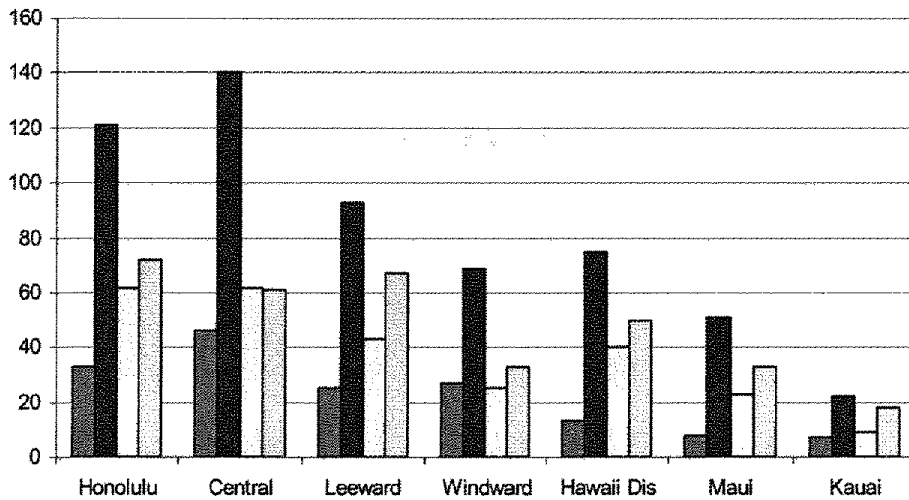




Who are our students with ASD by district?



■ Pre-School ■ Grade K-5 □ Grade 6-8 □ Grade 9-12+



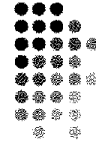
Where are our students?



- Students with ASD are in various settings within the school system.
- #'s on Regular School Campus (95.7%)
 - 166 or 12.5% - General Education classrooms
 - 382 or 28.8% - General Education and Special Education classrooms
 - 721 or 54.4% - Special Education classrooms
- #'s on Off Campus Sites (4.3%)
 - 13 or 1% - Special School (contracted)
 - 39 or 2.9% - Private Schools
 - 4 or .3% - Mainland Placement

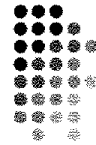
* percents may not add up to 100% due to rounding

What related services do students with ASD receive?



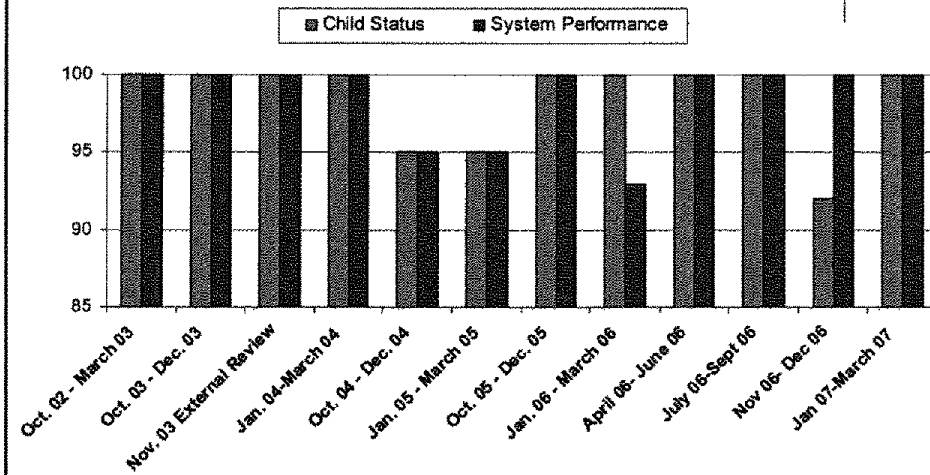
- 858 - Speech Language Therapy
- 365 - Occupational Therapy
- 16 - Physical Therapy
- 328 - Behavioral Health Services/Counseling
- 593 - Transportation

What other services do students with ASD receive?



- Extended School Day/Year
- Students also receive 1:1 adult supports (paraprofessional)
- Families can receive
 - Parent Education/Training
- School team support

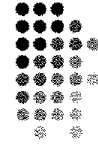
School programs are effective



Update on Autism

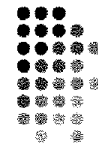
- Progress
- Needs
- Challenges

Autism Progress



- Employee-based services
 - 108 Permanent Full Time Employees
 - Provides for more flexibility and stability in personnel
- Training
 - State plan being developed
 - Examples of Types of training
 - Applied Behavioral Analysis/Discrete Trial Training
 - Picture Communication Systems
 - TEACCH
 - Developmental, Individual, Relationship-Based Model
 - Data collection and analysis
- Needs
 - Funding for tech support and office support (computers/desks/phones)
 - Funding for in-depth training for district level personnel

Autism Progress



- Autism Center update
 - Plan approved by Superintendent
 - Site chosen
 - Funding approval from OSEP
 - OSEP's interest
 - Professional Development component
 - Capacity building at the school level
 - Parent Training
 - Needs for the Center
 - Staffing
 - Had 20 positions, now have only 8 positions
 - Equipment
 - Furniture, computers/printers, classroom materials, office infrastructure, etc.

Challenges for Special Education



- Pay scale of Educational Assistants
 - Many DOE positions unfilled
 - Contracted paraprofessionals make more an hour
 - Difficulty in hiring EA's because of this difference
 - No career ladder for EA's
- Highly Qualified Teachers for Secondary Schools in the core content
 - Universities do not provide a dual certification
- Recruitment/Retention
 - Hard to fill areas
 - Low relocation incentive
- Intensive Mentorship program for teachers
 - Positions

Action Plan Summary

Student Information

Student ID:	Date of Birth:	05/19/2000
Student Name:	Grade:	02
Gender: M	School:	
Ethnicity: F - Part-Hawaiian	District:	
ESLL: No	Lunch Status:	Free lunch
Language Most Often Used by Child: English		
Language Most Often Used at Home: English		

H.S.A. Scores:

H.S.A. School Year	H.S.A. Grade	Math Proficiency	Math Scaled Score	Reading Proficiency	Reading Scaled Score

SSIS Information:

Incident Date	Class Offense	Disciplinary Action	Suspension Days

Action Plan (AP) Referral

Referral Received Date: 08/31/2007 Requester Name: 2nd grade teacher

Interventions Tried:

Adult assistance; Auditory cues/prompts; Behavior support plan; Communication with parent; Extended time; Oral directions; Repeating directions; Tutorial assistance

Brief Description of Concern:

Academics: Writing
 Behavior: Difficulty doing the work on paper even though he can verbalize correct answers.
 Behavior: Complains of urge to vomit often
 Behavior: Inappropriate comments

Desired Outcome Relative to Concern:

Write grade appropriate sentence structure and grammar with no significant errors. Be able to write the same answers he is able to verbalize.

Performance Summary:

Category: Academic: Writing - Challenge
 Difficulty with written assignments

Category: Behavior: Acceptable School Behavior - Challenge
 Immature comments

Current Performance (AP)

CP Date: 09/27/2007

Category: Academic: Writing - Challenge

Describe Behaviorally with Evidence:

Does not focus on his work, makes careless mistakes and does not finish assignments

Need Statement:

He needs to stay focus during writing activities and complete assignments accurately and in a timely manner.

Selected Benchmarks:

Use appropriate social conventions in various large and small group situations; Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: brief narratives with logical sequencing and some detail; simple explanations of an event or circumstance; Edit writing to correct capitalization: proper nouns; words at the beginning of sentences; days of the week; months of the year; Edit writing to correct use of following punctuation: apostrophes in *common contractions, including don't, isn't, and can't*; question marks and exclamation points; Print legibly and space letters, words, and sentences appropriately; Choose and maintain a focus in a single piece of writing

Category: Behavior: Acceptable School Behavior - Challenge

Describe Behaviorally with Evidence:

Makes inappropriate comments

Need Statement:

He needs to express his feelings using the appropriate language for the appropriate setting.

Selected Benchmarks:

Describe appropriate ways to express feelings; Use effective verbal and nonverbal communication; Use effective and appropriate ways to express feelings, wants, and needs; Describe personal stressors and ways to deal with stressful situations

Conferences

Conference Date: 09/27/2007

Actual Conference Participants:

- Reading Teacher
- Counselor
- Mother
- 2nd grade teacher

Scheduled Conference Purpose(s):

Summarize your child's current performance, including strengths and needs.; Determine what additional data, if any, is needed to define the needs of your child.

Actual Conference Purpose(s):

Student Needs; Action Plan (AP)

Conference Date: 08/29/2007

Actual Conference Participants:

- Reading Teacher
- Counselor
- Other
- 2nd Grade Teacher
- Vice Principal

Scheduled Conference Purpose(s):

Summarize your child's current performance, including strengths and needs.; Determine what additional data, if any, is needed to define the needs of your child.; Develop an Action Plan (AP).

Actual Conference Purpose(s):

Student Needs; Action Plan (AP)

Transition Notes

Entry Date: 09/27/2007

Methods that Work:

Appropriate models in small group promoting more acceptable behaviors

Actions:

Continue monthly group sessions

Level 1 & 2 Supports

Support Level: 1
Support Type: Group
Support: Classroom - Guidance Activity
(Start) Date: 08/07/2006
End Date: 08/11/2006
Support Provider:
y/School Counselor

Support Level: 1
Support Type: Group
Support: Classroom - Guidance Activity
(Start) Date: 09/14/2006
End Date: 09/14/2006
Support Provider:
v/School Counselor

Support Level: 1
Support Type: Group
Support: Provider Initiated Activity
(Start) Date: 09/22/2006
End Date: 09/22/2006
Support Provider:
//School Counselor

Support Level: 1
Support Type: Group
Support: Provider Initiated Activity
(Start) Date: 10/16/2006
End Date: 10/16/2006
Support Provider:
//School Counselor

Support Level: 1
Support Type: Group
Support: Provider Initiated Activity
(Start) Date: 11/17/2006
End Date: 11/17/2006
Support Provider:
y/School Counselor

Support Level: 1
Support Type: Group
Support: Provider Initiated Activity
(Start) Date: 12/15/2006
End Date: 12/15/2006
Support Provider:
y/School Counselor

AP Supports

Support Level: 1
Support: Classroom - Regular with modification
Projected Start Date: 08/29/2007
Projected End Date: 06/07/2008
Support Providers:

Support Level: 2
Support: Behavior Support Plan
Projected Start Date: 08/29/2007
Projected End Date: 08/29/2008
Support Providers:

Support Level: 2
Support: Consultative - Counselor
Projected Start Date: 08/29/2007
Projected End Date: 06/07/2008
Support Providers:

Support Level: 2
Support: Health Aide Services
Projected Start Date: 08/29/2007
Projected End Date: 06/05/2008
Support Providers:

Support Level: 2
Support: Study Hall
Projected Start Date: 08/29/2007
Projected End Date: 06/05/2008
Support Providers:

Support Level: 3
Support: Counseling: Group - Counselor
Projected Start Date: 09/20/2007
Projected End Date: 06/05/2008
Support Providers:

Support Level: 3
Support: Counseling: Individual - Counselor
Projected Start Date: 08/30/2007
Projected End Date: 12/20/2007
Support Providers:

Clarification of Services and Supports:

Health Aide Services: If complains of urge to vomit, health aide needs to check his temperature and document.

Study Hall: If assignments can't be completed during school time, student will complete work after school with classroom teacher.

Group Counseling: Banana Splits group once per month

Individual Counseling: 20 minutes per week with school counselor

8/29/07: Team plans to reconvene after one month to discuss new interventions and behavior support plan.

9/27/07: Team had some positive progress with behavior, however new negative behaviors became a problem. Need to continue with the current action plan and mother is submitting a Request for Evaluation for concerns of attention deficit.

AP Progress Reports

Progress Report Date: 09/27/2007

Benchmark: Use appropriate social conventions in various large and small group situations
Rubric: Novice
Comments:

Benchmark: Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: brief narratives with logical sequencing and some detail; simple explanations of an event or circumstance
Rubric: Novice
Comments:

Action Plan Summary

Student Information

Student ID:	Date of Birth: 03/15/1992
Student Name:	Grade: 09
Gender: M	School:
Ethnicity: F - Part-Hawaiian	District:
ESLL: No	Lunch Status: Free lunch
Language Most Often Used by Child: English	
Language Most Often Used at Home: English	

H.S.A. Scores:

H.S.A. School Year	H.S.A. Grade	Math Proficiency	Math Scaled Score	Reading Proficiency	Reading Scaled Score
2002	05	Approaches	201	Approaches	220
2004	07	Well Below	138	Approaches	200
2005	07	Well Below	125	Well Below	148

SSIS Information:

Incident Date	Class Offense	Disciplinary Action	Suspension Days
10/04/2005	D:Tardy	Other	0
04/04/2006	D:Tardy	Other	0
01/09/2006	A: Dangerous Instruments	Suspension	1
09/22/2005	B: Disorderly Conduct	Correction and Warning	0

Action Plan (AP) Referral

Referral Received Date: 09/07/2007 **Requester Name:** Social Studies Teac

Interventions Tried:

Adult assistance; Auditory cues/prompts; Chunking of information; Extended time; Frequent breaks; Frequent checks for understanding; Grade Checks; Minimizing auditory distractions; Minimizing visual distractions; Monitor Attendance Record; Oral directions; Visual cues/prompts

Brief Description of Concern: Failing all classes; attendance problem; withdrawn. Student is a 9-R who w credit recovery.

Desired Outcome Relative to Concern: Credit recovery, tutorial, counseling.

Performance Summary:

Category: Academic: Math - Challenge
Failing grades, repeated course

Category: Academic: Reading - Challenge
Unable to read at grade level

Current Performance (AP)

CP Date: 09/14/2007

Category: Academic: Math - Challenge

Describe Behaviorally with Evidence:

Flunking math class for the 2nd time.

Need Statement:

Needs direct instruction on basic math concepts/skills

Selected Benchmarks:

Apply the order of operations when calculating with rational numbers

Category: Academic: Reading - Challenge

Describe Behaviorally with Evidence:

Flunking all classes due to lacking ability to read materials

Need Statement:

Needs remedial reading to gain skills needed assist with decoding and comprehension

Selected Benchmarks:

Use a variety of strategies to gain information from print and online resources, both primary and secondary, as part of a research plan to support a thesis

Category: Behavior: Attendance - Challenge

Describe Behaviorally with Evidence:

Present 20/32 days

Need Statement:

Needs daily attendance checks with parent monitoring

Selected Benchmarks:

Create and implement a plan for enhancing life-long goals

Conferences

Conference Date: 09/14/2007

Actual Conference Participants:

- Other
 - Counselor
 - Student Services Coordinator (SSC)
 - Vice Principal
 - Social Studies Teacher
 - Language Arts Teacher

Scheduled Conference Purpose(s):

Develop an Action Plan (AP).

Actual Conference Purpose(s):

Action Plan (AP)

Transition Notes

Level 1 & 2 Supports

Support Level: 2
Support Type: Single
Support: Parent Interaction
(Start) Date: 02/22/2006
End Date: 02/22/2006
Support Provider:
School Counselor

Support Level: 2
Support Type: Single
Support: Parent Interaction
(Start) Date: 03/06/2006
End Date: 03/06/2006
Support Provider:
School Counselor

AP Supports

Support Level: 1
Support: Parent/Teacher Conference
Projected Start Date: 09/14/2007
Projected End Date: 09/14/2007
Support Providers:

Support Level: 2
Support: Behavior Support Plan
Projected Start Date: 09/17/2007
Projected End Date: 09/28/2007
Support Providers:

Support Level: 2
Support: Study Hall
Projected Start Date: 09/14/2007
Projected End Date: 12/01/2007
Support Providers:

Clarification of Services and Supports:

Basic math and remedial reading support will be provided during Study Hall

AP Progress Reports

Progress Report Date: 12/06/2007

Benchmark: Apply the order of operations when calculating with rational numbers
Rubric: Proficient
Comments:

Benchmark: Use a variety of strategies to gain information from print and online resources, both primary and secondary, as part of a research plan to support a thesis
Rubric: Proficient
Comments:

Benchmark: Create and implement a plan for enhancing life-long goals
Rubric: Proficient
Comments:

Corrected Copy



**Our Testimonies:
Linking the Legislature with Lives
and Education and Development
of Children with Disabilities**

December 10, 2007

The Honorable Norman Sakamoto
Chair, Senate Education Committee
15th Senatorial District
Hawaii State Capitol, Room 230
415 South Beretania Street
Honolulu, HI 96813

Written Testimony for Informational Briefing, December 10, 2007, 2:00p.m.

Your commitment to act to help remove barriers at the state level is instrumental in our State's ability to educate all children in accordance with federal laws, including the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the Americans with Disabilities Act. All individuals are not being provided equal education, services or activities in the school of choice in public schools, including charter schools and e-schools, private schools, and home schools in the State of Hawaii (see attached Letter to the Editor dated Nov. 14, 2007).

Numerous testimonies and data have been provided to the Board of Education and the Department of Education Superintendent. We also appreciate their commitment to implement federal and state laws addressing the needs and services for children with disabilities.

However, several barriers exist to allow our children with Down syndrome, and other disability-related challenges, to be included in the way they need to be included.

Think of the Platinum Rule (unlike the Golden Rule):

"Do unto others as they would have you do unto them."

Barrier: Poorly-defined responsibility within the Department of Education and other state agencies and departments to implement federal laws protecting children with disabilities, including fair procedural safeguards.

Legislative Action: Review and assign the State Educational Agency's (SEA) responsibility as outlined in IDEA, Section 612 <<NOTE: 20 USC 1412.>> STATE ELIGIBILITY [see attached 21 pages: Selected text from the Individuals with Disabilities Education Improvement Act of 2004 (<http://idea.ed.gov/download/statute.html>)]. 612(a)(11): Review all federally-required reports the DOE has submitted, or will submit, to the United States Department of Education, including State performance plans per IDEA, Section 616. Section 613 continues with responsibilities of the Local Education Agencies (LEA). In Hawaii the DOE is both SEA/LEA.

Barrier: Geographical Exceptions are denied to children who are eligible for special education.

Legislative Action: Spell out that a child eligible for special education may apply for a geographical exception as any other child is afforded per HAR 8-13-7(c) and the related HRS 302A-1143. The complex area superintendent and state special education office deny responsibility for the fairness of this determination.

Barrier: Limited or no interagency agreements for services for school-age children who qualify for DOE special education services. School-age children, including home-schooled students who do not receive any DOE special education services, are turned away for services that are normally provided to adults with similar needs (e.g., Department of Health's Developmental Disabilities Division) or to preschool-aged children who do not qualify for special education (e.g., Department of Human Services' Open Doors preschool tuition subsidy program).

Legislative Action: To specifically authorize the provision of appropriate special educational services and sharing of information in cooperation with other educational institutions and other appropriate agencies, institutions, or departments.

Barrier: Unique Communication Mode (English and American Sign Language) for children without severe hearing impairments, but with speech disabilities, is not accepted.

Legislative Action: Improve eligibility requirements to include children who are not deaf or hard of hearing and define: "Unique Communication Mode" or "Appropriate Language Mode" includes the English and American Sign Language. Require training in Unique Communication Mode: English and American Sign Language, for paraprofessional personnel, general and special education teachers and related service personnel; offer two levels of certification with incentive pay. An American Sign Language interpreter certified for individuals with hearing impairments is not mandatory. The DOE's English Language Learners is an intense program to help a child

Recent Letters to the Editor at the Honolulu Advertiser

DOWN SYNDROME DISCRIMINATION STILL A PART OF DAILY LIFE

The Department of Health's Hawai'i Birth Defects Program last reported that 22 babies were born with Down syndrome in Hawai'i in 2002.

Being a parent of a young child with Down syndrome, I meet other parents who also have a child with Down syndrome and would like to meet more through www.hawaiidownsyndrome.com. Our advocacy strives for children with Down syndrome and their families to be able to be included in regular activities and programs and classes, at any age.

My family faces this issue of discrimination every day.

Our families are rejected from private schools, community programs that meet our children's developmental stages, and regular public classrooms.

Our state's policies and misinterpretation of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the Americans with Disabilities Act (ADA) are major causes of this unwelcome phenomenon.

Yet I applaud the City and County of Honolulu's Parks and Recreation Department, which has extended developmentally appropriate classes with the required assistance for my child through its Therapeutic Recreation Department.

During this holiday season of hope and giving, we ask for the public's ear and help to demystify our children's abilities, strengths and needs.

Linda Elento

Kane'ohe, Member of the Hawai'i Down Syndrome Congress

Printed in The Honolulu Advertiser: Monday, December 3, 2007

DISABILITIES FAMILIES MUST FIGHT STATE TO GET SERVICES

My response to "Legal help out of reach for many in Hawai'i" (Nov. 8) is that writer Jim Dooley failed to mention the dire need for families who need legal assistance to combat the state in order to receive mandated free and appropriate education and services for their children with disabilities.

Attorneys licensed in Hawai'i with special-education knowledge are a handful.

The Hawai'i Administrative Rules and Hawai'i Revised Statutes related to the education of children with disabilities have not been updated to reflect the current needs of Hawai'i's children with disabilities, nor the changes made in the federal Individuals with Disabilities Education Improvement Act almost three years ago.

With all of the federal laws and grant money available, not even the federally mandated parent training information center (www.lidahawaii.org) for parents of children with disabilities is able to provide any type of legal assistance, nor is Hawai'i Disability Rights Center capable of helping most families.

Many families would benefit from your paper's continued interest, research and reporting of this particular legal need of our residents.

Linda Elento

Kane'ohe

Printed in The Honolulu Advertiser: Wednesday, November 14, 2007

Senate Informational Briefing -- December 10, 2007

Written Testimony by Linda Elento, Member of the Hawaii Down Syndrome Congress, (808) 235-7610

Page 4 of 4

develop language. Children who have very limited speech clarity must also have access to developing language in their Unique Communication Mode. Reference: HR231 (passed during the 2006 Session) Requesting the Coordination of Sign Language Instruction -- DOE, DOH and the University of Hawaii.

Barrier: A child with Down syndrome whose expected development (that is typical for a child with Down syndrome) is to have a slower and uneven development rate than a typically-developing child is not placed with typically-developing children who match the developmental stage of that child (see Letter to the Editor dated Dec. 3, 2007).

Legislative Action: Provide flexibility in program eligibility based on an individual's unique disability, not solely based on traditional rules for typically-developing children, in particular for children ages 0-9. Extending the eligibility age for an adult with Down syndrome to receive appropriate educational services, commensurate developmental abilities, until the age of 26 (not 21 as currently provided). Reference: Act 289 (2007) Early Intervention-related: preschool age children who do and do not qualify for special education ; SB1176 Early Intervention-related (Carryover to 2008) and SCR17 Urging the Department of Education to Study the Educational Implications of the Special Needs of Preschool Age Children with Developmental Disabilities.

Barrier: No music therapy (a USDOE-approved, Medicaid-approved service) provided.

Legislative Action: Authorize related services to include music therapy by certified music therapists in the Hawaii Revised Statutes definitions pertaining to Early Intervention/IDEA Part C services and Special Education/IDEA Part B services.

Thank you for this opportunity to submit written testimony.

Sincerely,



Linda Elento
Kaneohe Resident, Parent and Member of the Hawaii Down Syndrome Congress
(808) 235-7610