



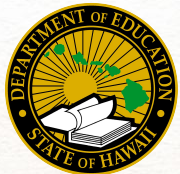
# **Educational Environments**

## ***Least Restrictive Environment (LRE)***

### ***School Ages 5K-21***

# **Parent Involvement**

**December 9, 2022**



Monitoring and Compliance Branch  
Exceptional Support Branch

Special Education Advisory Council





# Agenda

- Short review of the monitoring priorities for:
  - Indicator 5: Educational Environments (School Age)
  - Indicator 8: Parent Involvement
- Data comparison since the establishment of the baseline
- Current strategies for improvement
- Discussion of new ideas and strategies for improvement



## Indicator 5: LRE School Age

### Monitoring Priority

*Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:*

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.



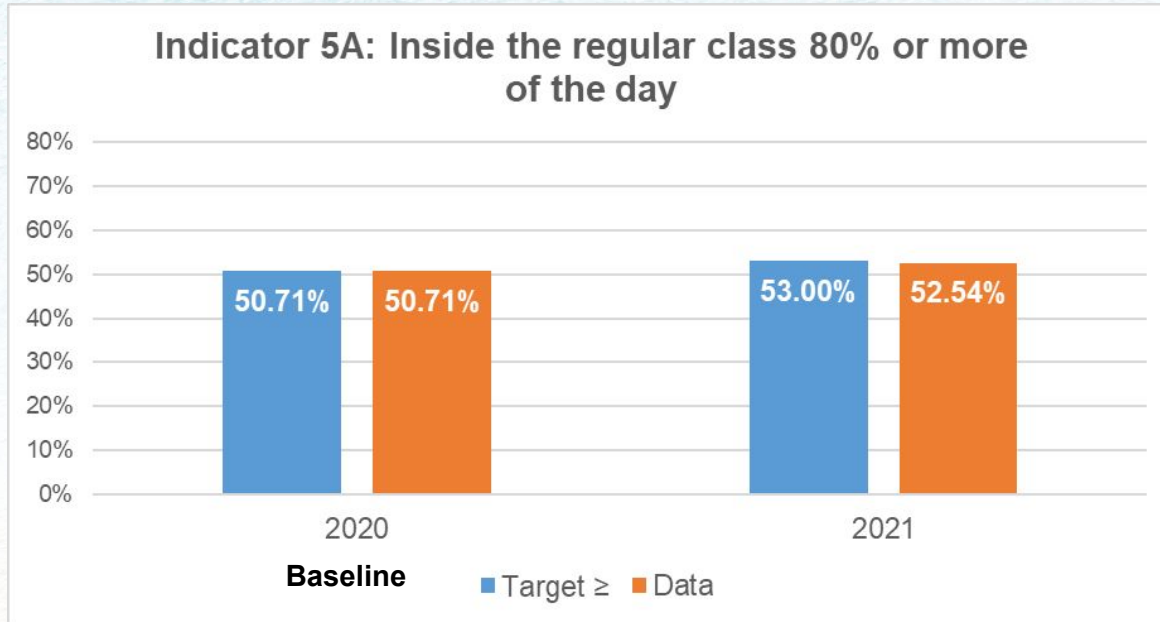
## Indicator 5: Measurement

- A. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.



# Indicator 5A: FFY 2020 - FFY 2021 Data

Percent of children with IEPs aged 5 who are enrolled in Kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.



**New Baseline**

**FFY 2020**  
**50.71%**

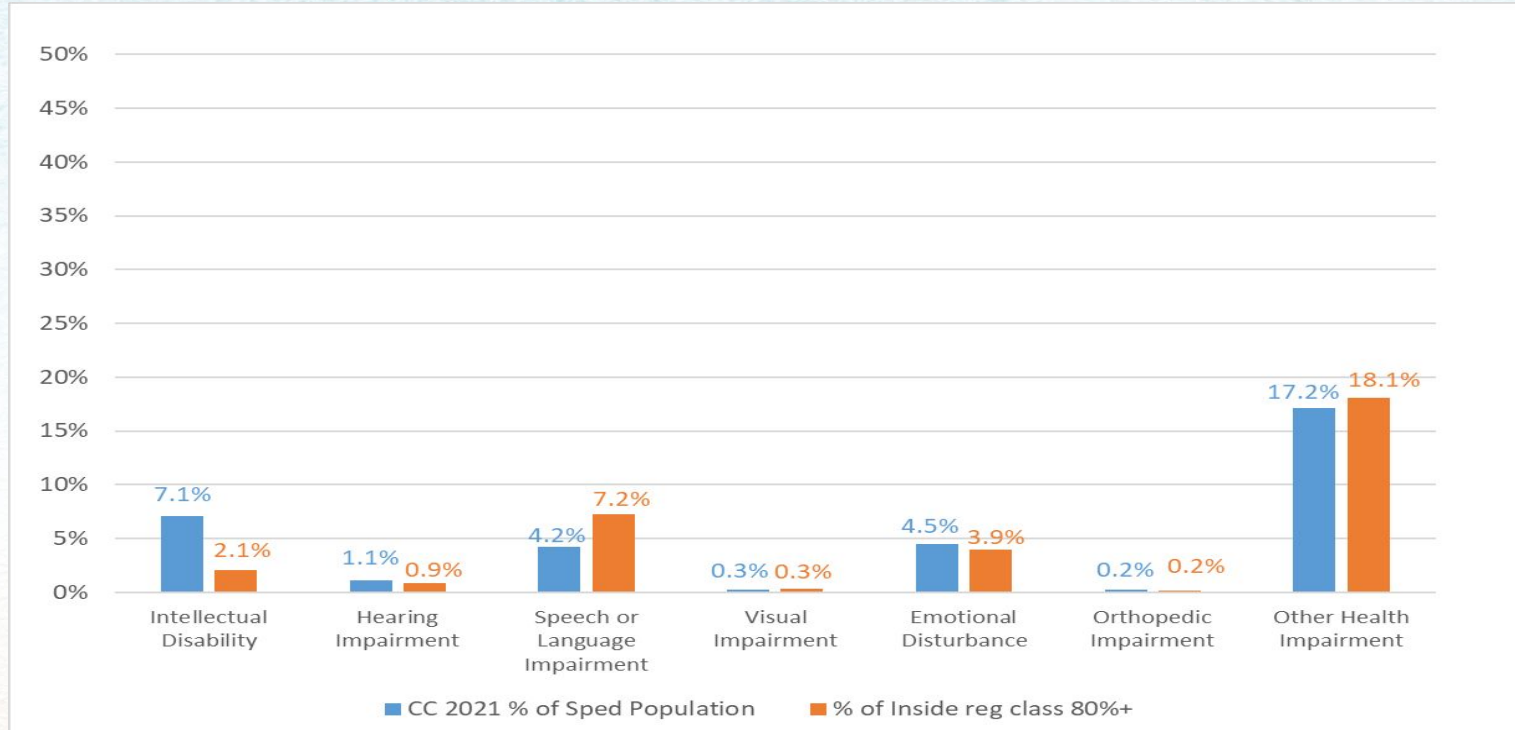
**FFY 2021**  
**53.00%**

**FFY 2022**  
**55.00%**



# Indicator 5A: By Disability Category

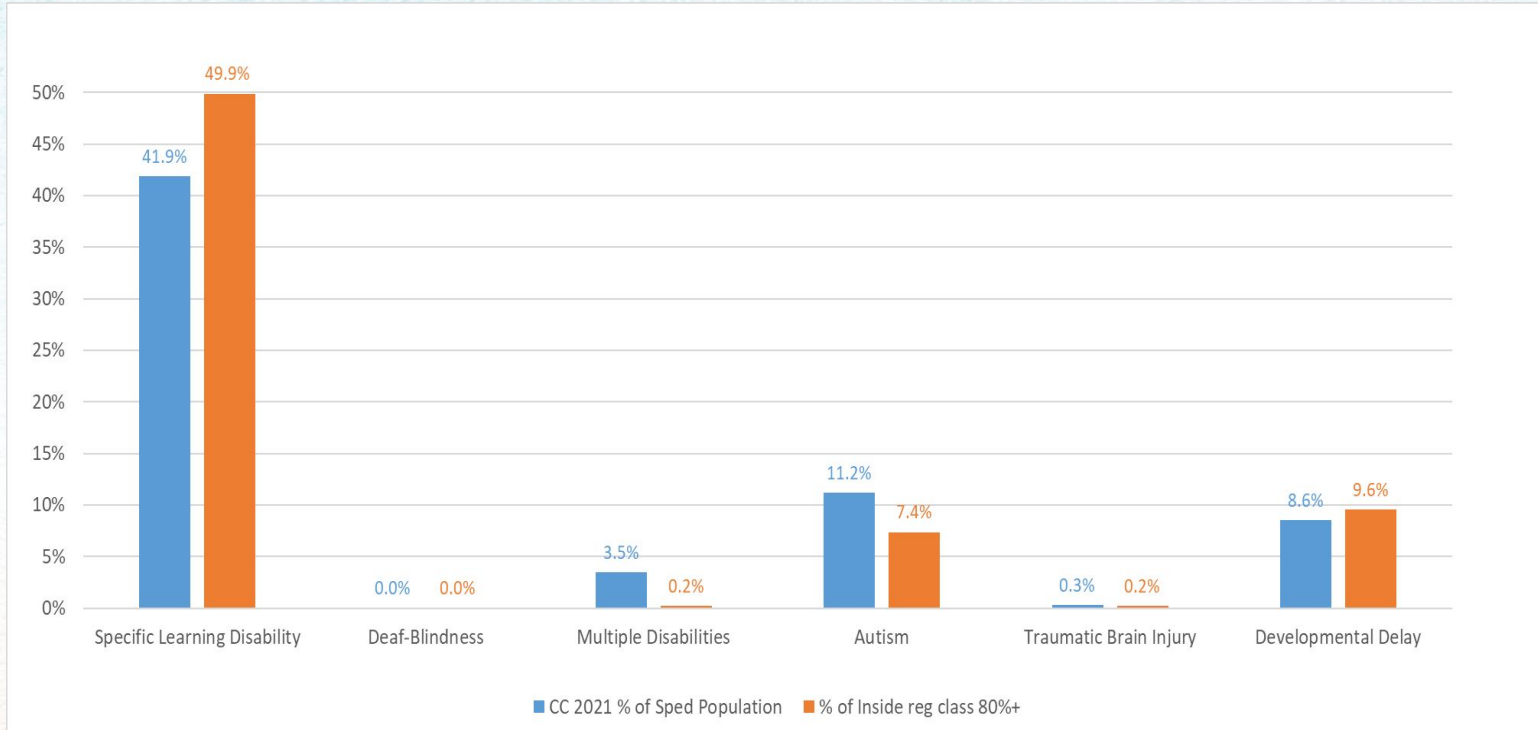
Percent of children with IEPs aged 5 who are enrolled in Kindergarten and aged 6 through 21 served **inside the regular class 80% or more of the day.**





# Indicator 5A: By Disability Category

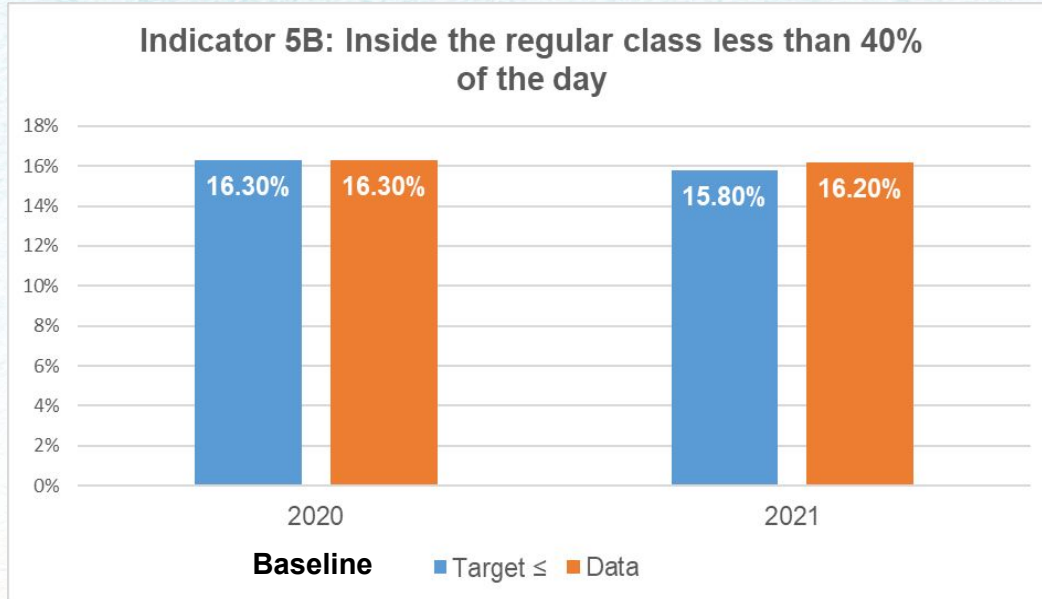
Percent of children with IEPs aged 5 who are enrolled in Kindergarten and aged 6 through 21 served **inside the regular class 80% or more of the day.**





# Indicator 5B: FFY 2020 - FFY 2021 Data

Percent of children with IEPs aged 5 who are enrolled in Kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day.



**New Baseline**  
FFY 2020  
16.30%

FFY 2021  
15.80%

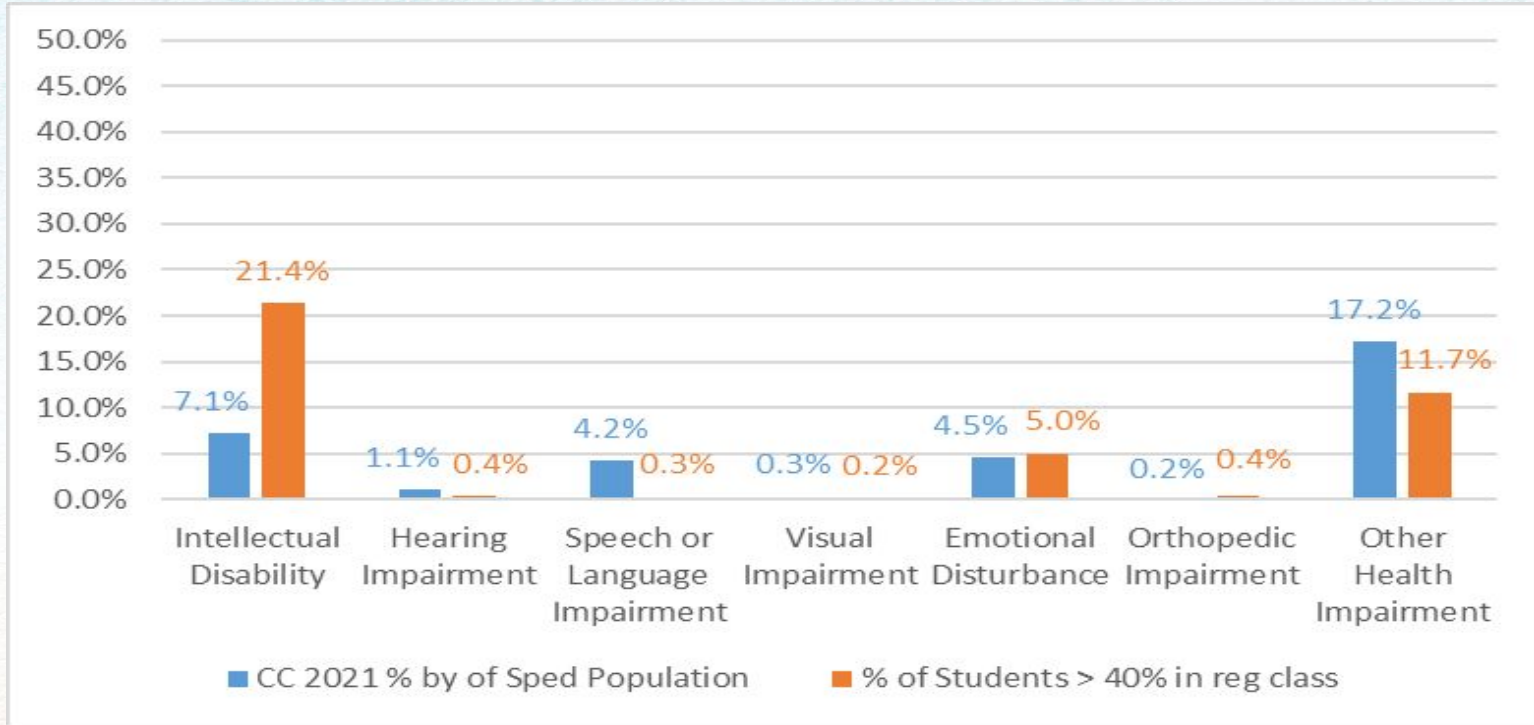
FFY 2022  
15.30%





# Indicator 5B: By Disability Category

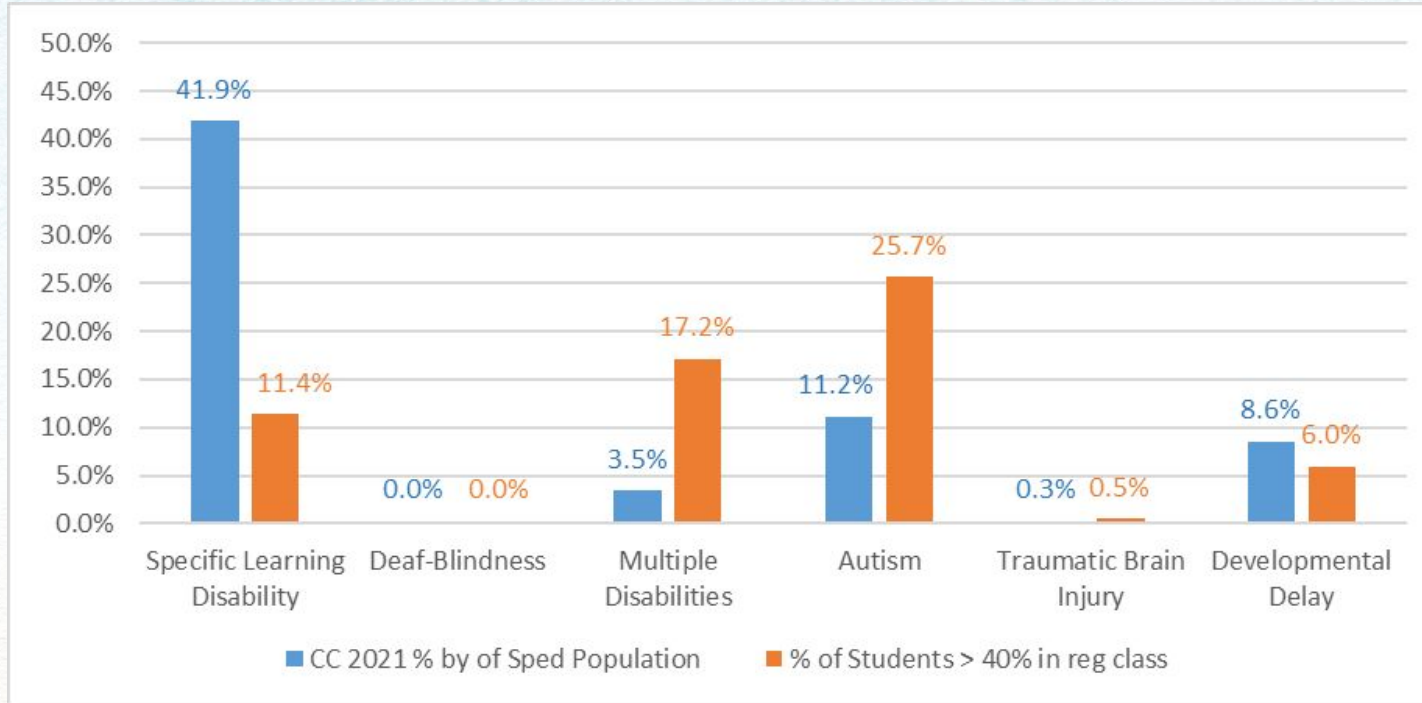
Percent of children with IEPs aged 5 who are enrolled in Kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day.





# Indicator 5B: By Disability Category

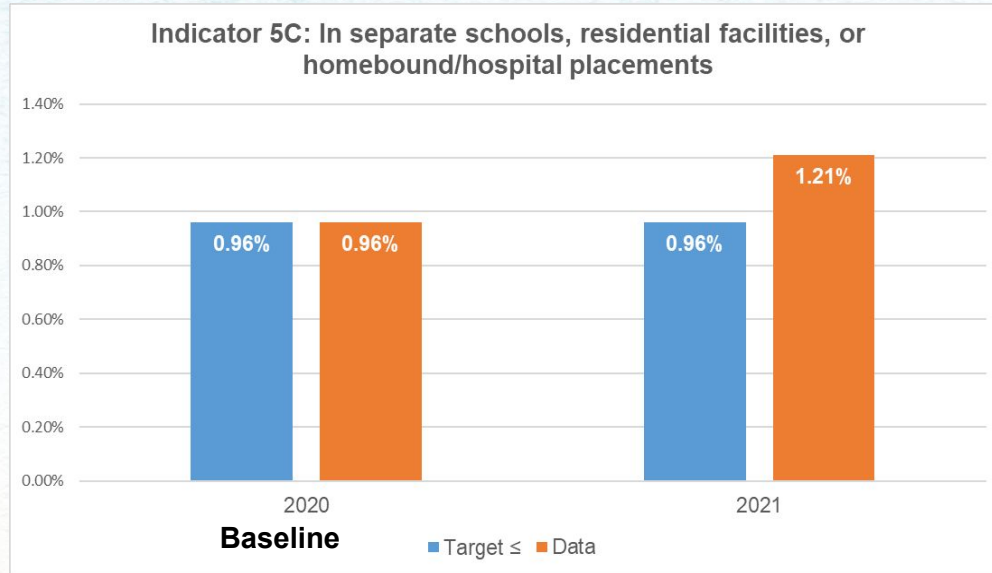
Percent of children with IEPs aged 5 who are enrolled in Kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day.





# Indicator 5C: FFY 2020 - FFY 2021 Data

Percent of children with IEPs aged 5 who are enrolled in Kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.



**New Baseline**  
FFY 2020  
0.960%

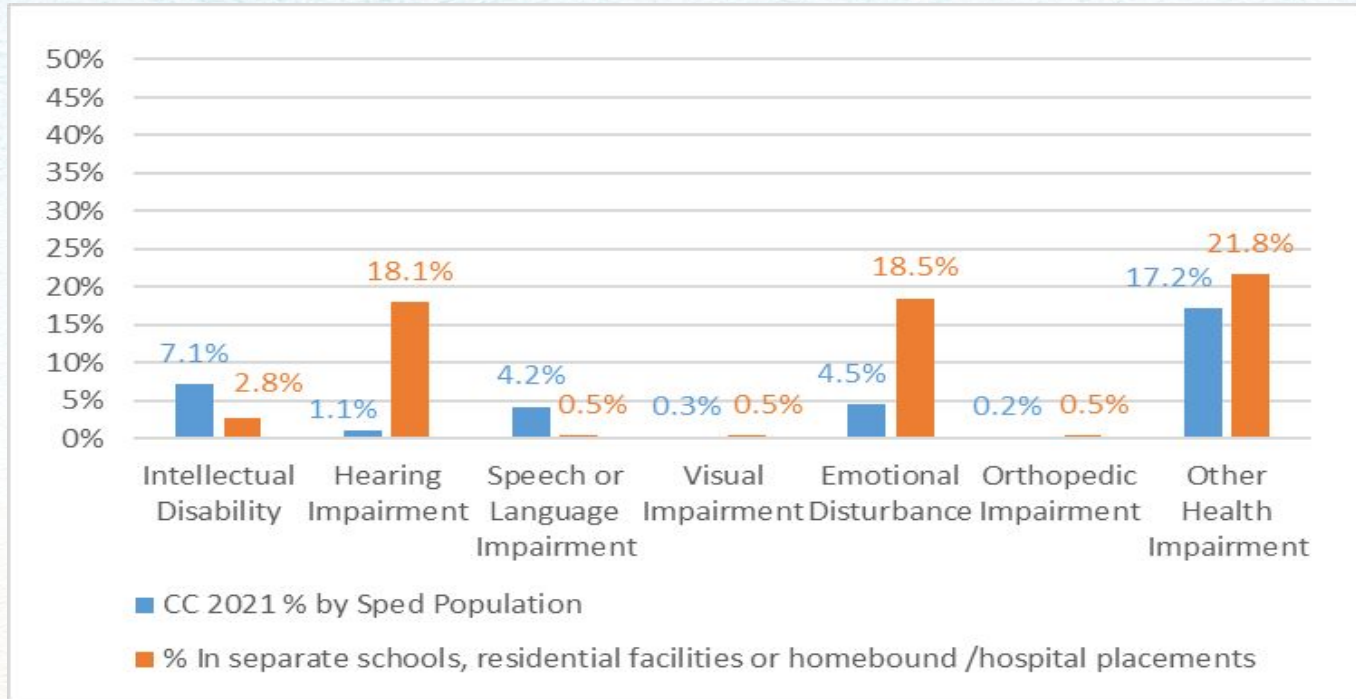
FFY 2021  
0.955%

FFY 2022  
0.950%



# Indicator 5C: By Disability Category

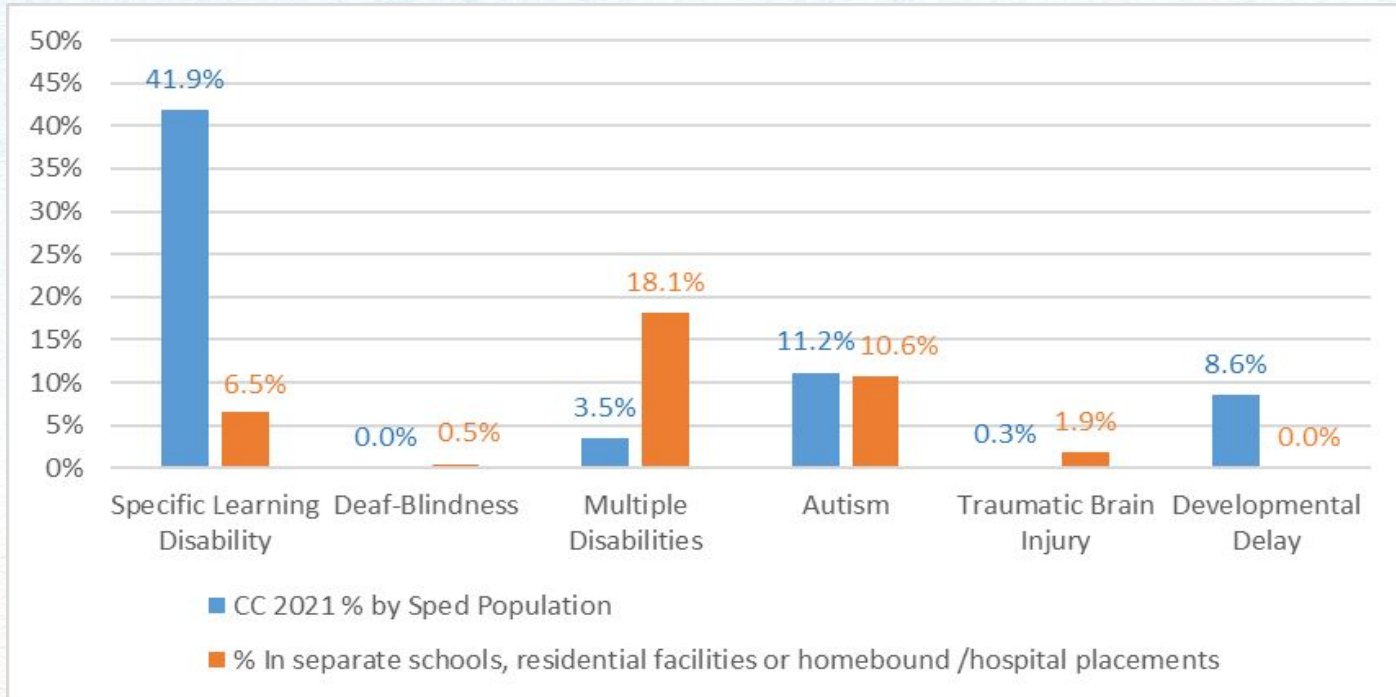
Percent of children with IEPs aged 5 who are enrolled in Kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.





# Indicator 5C: By Disability Category

Percent of children with IEPs aged 5 who are enrolled in Kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.





# Indicator 5: Strategies for Improvement

- Partnership with Stetson & Associates, Inc., has provided inclusive practices implementation training and consultation to schools statewide in the initiative titled *Hui Pu Project*.
- Scaling Up:
  - Complex Area Training & Coaching
  - Inclusive Practices Statewide Conference (December 2021)
  - Five Demonstration Sites
- Sustaining Change:
  - Regularly Scheduled PLN Meetings
  - Complex Area and State Sustaining Change Plans
  - Tiered Support
  - Continued Professional Development/Modeling

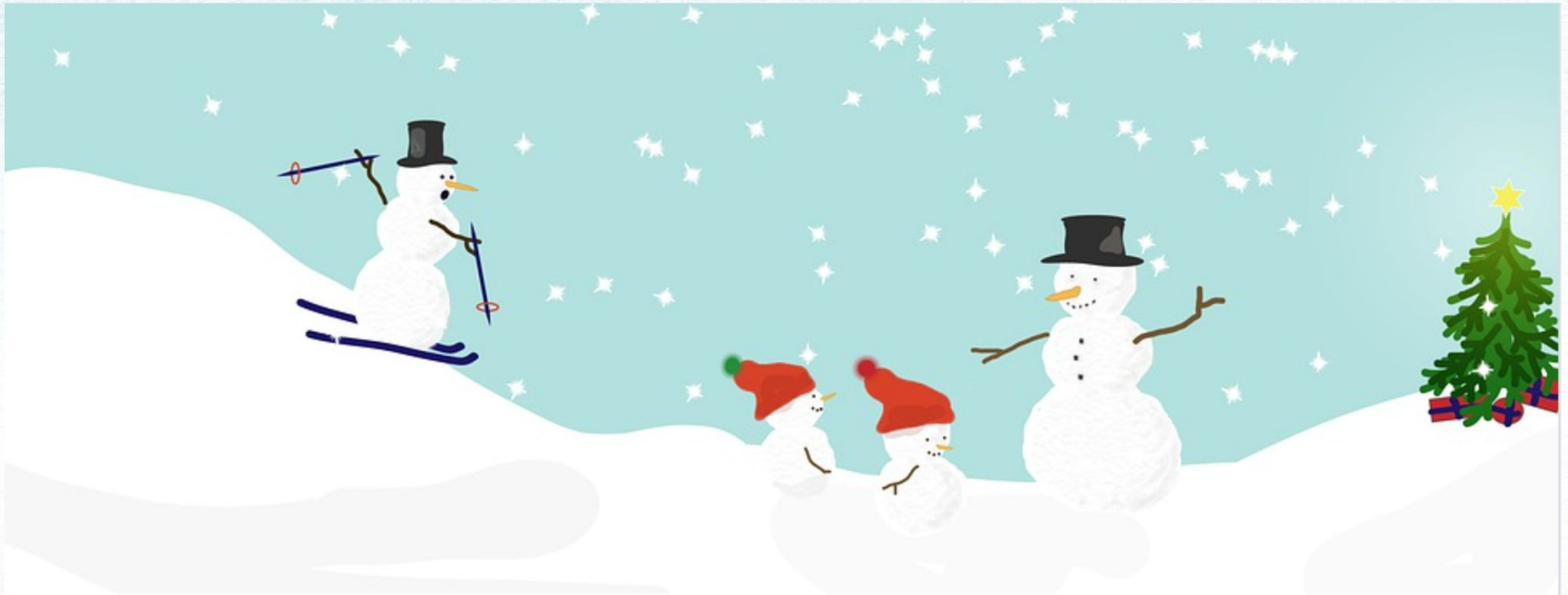


# Indicator 5: Strategies for Improvement

## Resources:

- [PDE3 courses](#)
- [Inclusive Practices Website](#)
- [Inclusive Practices Conference Recordings](#)
- [Parent Resources](#)
- [Demonstration Site Information](#)
- Google Drive with Professional Development presentations and Handouts for our PLNs

# Indicator 5: Ideas for Improvement Strategies for LRE for school age students



[Indicator 5 Jamboard](#)





## Indicator 8: Parent Involvement

### Monitoring Priority

*Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.*

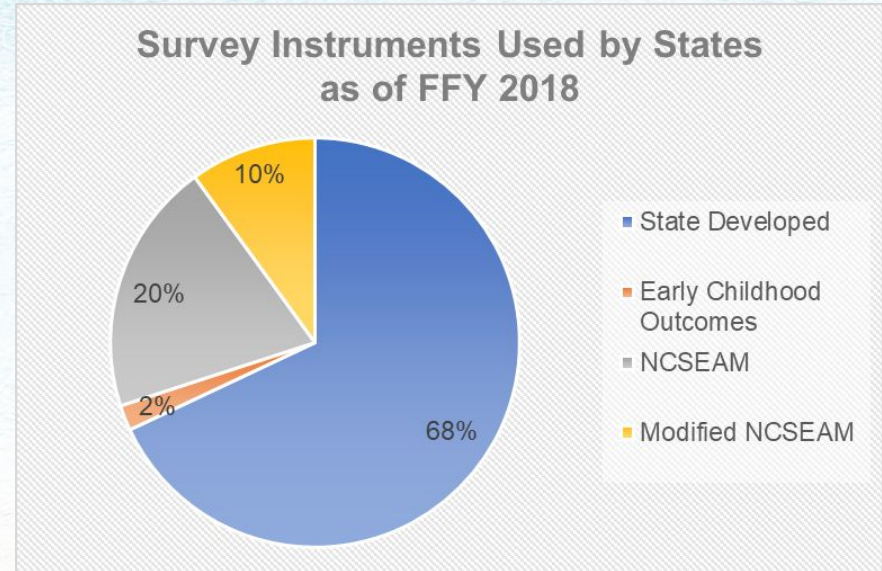
(20 U.S.C. 1416(a)(3)(A))



# Indicator 8: Data Source


To gather Indicator 8 information, Hawaii uses the ***National Center for Special Education Accountability Monitoring (NCSEAM)*** developed the ***Schools' Efforts to Partner with Parents Scale (SEPPS)*** specifically to meet the requirements of Indicator 8. The scale is commonly referred to as the "NCSEAM."

**Source:** 2020 Part B FFY 2018 SPP/APR Indicator Analysis Booklet








# Survey Delivery Method

 **Hawaii Department of Education**  
**Parent Involvement Survey - Special Education**

*This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. In responding to each statement, think about your experience and your child's experience with special education over the past year. You may skip any item that you feel does not apply to you or your child. Your responses are confidential and cannot be linked to your child.*


If you prefer to complete the survey online, please visit [www.hiparentsurvey.com](http://www.hiparentsurvey.com).  
You can also scan the QR code to access the survey using a mobile device.

Use pencil only  Fill in circle completely  

*Very Strongly Disagree*   *Strongly Disagree*   *Disagree*   *Agree*   *Very Strongly Agree*

**Schools' Efforts to Partner with Parents**

1. I am considered an equal partner with teachers and other professionals in planning my child's program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In preparation for my child's transition planning meeting I was given information about options my child will have after high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. At the IEP meeting, we discussed how my child would participate in statewide assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. At the IEP meeting, we discussed accommodations and modifications that my child would need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. All of my concerns and recommendations were documented on the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Written justification was given for the extent that my child would not receive services in the regular classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I was given information about organizations that offer support for parents of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I have been asked for my opinion about how well special education services are meeting my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child's evaluation/report is written in terms I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Written information I receive is written in an understandable way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Teachers are available to speak with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Teachers treat me as a team member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Teachers and administrators</b>					
13. - seek out parent input.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. - show sensitivity to the needs of students with disabilities and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. - encourage me to participate in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. - respect my cultural heritage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. - ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please turn page over 

Based on Version 2.0  
National Center for Special Education  
Accountability Monitoring  
<http://www.ncsecenter.leisde.edu> 34120

Paper Copy

Online version was released SY 2020-21



Indicator 8:  
Parent Involvement Survey - Special Education  
School Year 2021-22

Translations are available in 16 languages including English.

[hiparentsurvey.com](http://hiparentsurvey.com)

**[Click here to access a sample of the HIDEO Parent Survey](#)**



# Distribution of Survey Versions SY 2020-21 & 2021-2022

Distribution of Survey Version in the  
Sample **SY 2020-21**

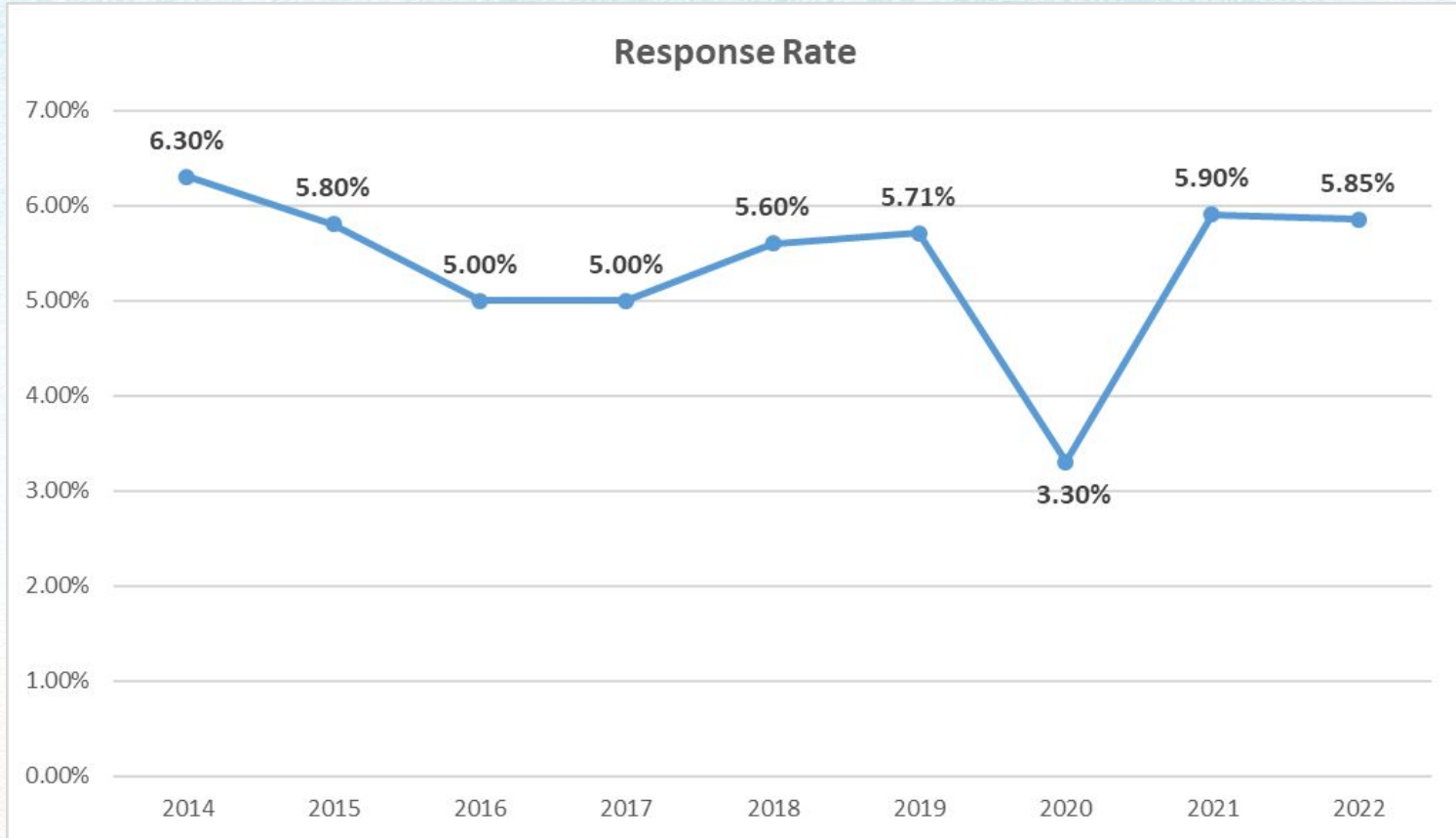
Survey Version	N	Percentage
Paper	604	51%
Web	574	49%

Distribution of Survey Version in the  
Sample **SY 2021-22**

Survey Version	N	Percentage
Paper	536	47%
Web	613	53%



# Longitudinal Survey Response Rate





# Responses Representative of Student Demographic by Grade Level

SY 2020-21

SY 2021-22

Grade Category	% of Respondents	% of Students in Special Education	Grade Category	% of Respondents	% of Students in Special Education
Pre-Kindergarten	18%	10%	Pre-Kindergarten	19%	9%
Kindergarten–Grade 5	46%	38%	Kindergarten–Grade 5	47%	38%
Grades 6-8	17%	22%	Grades 6-8	17%	22%
Grades 9-12+	16%	30%	Grades 9-12+	14%	30%
Missing	3%	NA	Missing	3%	NA



# Responses Representative of Student Demographic by Race/Ethnicity

SY 2020-21 Race/Ethnicity	% of Respondents	% of Students in Special Education
American Indian or Alaskan Native	<1%	0.22%
Asian	21%	17%
Black or African American	1%	2%
Hispanic/Latino	3%	20%
Native Hawaiian or Other Pacific Islander	23%	33%
White	9%	12%
Two or More Races	41%	16%
Missing	2%	NA

SY 2021-22 Race/Ethnicity	% of Respondents	% of Students in Special Education
American Indian or Alaskan Native	<1%	0.20%
Asian	21%	16%
Black or African American	1%	2%
Hispanic/Latino	4%	21%
Native Hawaiian or Other Pacific Islander	23%	32%
White	12%	12%
Two or More Races	37%	16%
Missing	2%	NA



# Responses Representative of Student Demographics Eligibility Category

SY 2020-21

SY 2021-22

Disability Category	Percent of Respondents	% of Students in Special Education
Autism	18%	11%
Hearing Impairment	<1%	1%
Developmental Delay	14%	15%
Deaf-Blindness	0%	.02%
Emotional Disturbance	3%	5%
Intellectual Disability	3%	7%
Multiple Disabilities	11%	3%
Orthopedic Impairment	<1%	.28%
Other Health Impairment	13%	16%
<b>Specific Learning Disability</b>	<b>12%</b>	<b>38%</b>
Speech or Language Impairment	16%	4%
Traumatic Brain Injury	<1%	.29%
Visual Impairment	<1%	.25%
Missing	7%	NA

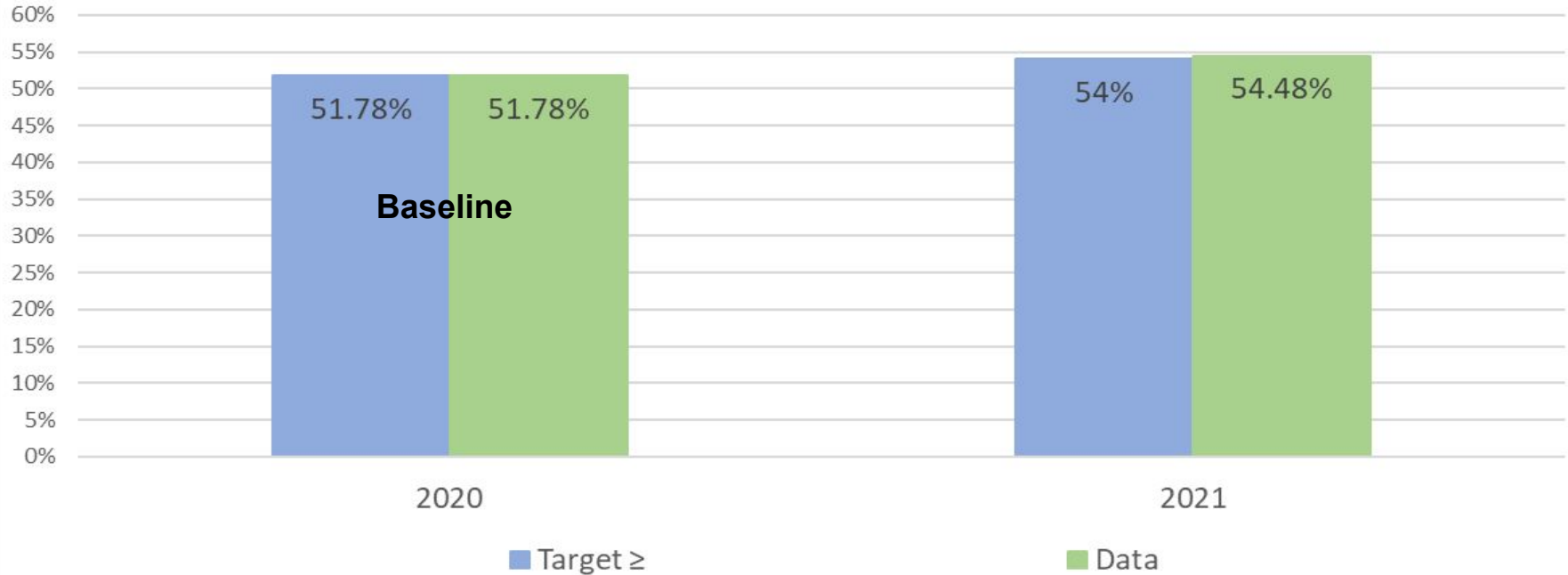
Percent of Respondents	% of Students in Special Education
19%	11%
<1%	1%
14%	14%
<1%	.01%
2%	4%
4%	6%
10%	3%
<1%	.24%
6%	16%
<b>17%</b>	<b>38%</b>
16%	5%
<1%	.28%
<1%	.25%
9%	NA





# Indicator 8: FFY 2020 & FFY 2021 Upward Trend

Indicator 8: Percent of Parents Reporting Satisfaction





# Areas for Improvement Based on Parent Response Ranked by Satisfaction

56%	The school gives parents the help they may need to play an active role in their child's education.
56%	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.
51%	At the IEP meeting, we discussed how my child would participate in statewide assessments.
46%	Written justification was given for the extent that my child would not receive services in the regular classroom.
45%	The school explains what options parents have if they disagree with a decision of the school.
39%	The school provides information on agencies that can assist my child in the transition from school.
37%	I was given information about organizations that offer support for parents of students with disabilities.
36%	The school offers parents training about special education issues.
36%	In preparation for my child's transition planning meeting, I was given information about options my child will have after high school.



# Parent Involvement Survey Handout



## Indicator 8: Parent Involvement Survey Handout - Special Education School Year 2022-23

To access the Parent Involvement Survey Handout in English and other languages, please click on the appropriate language below:

<a href="#">Chinese-Cantonese</a>	<a href="#">Hawaiian</a>	<a href="#">Marshallese</a>	<a href="#">Tagalog</a>
<a href="#">Chinese-Mandarin</a>	<a href="#">Ilocano</a>	<a href="#">Portuguese</a>	<a href="#">Thai</a>
<a href="#">Chuukese</a>	<a href="#">Japanese</a>	<a href="#">Samoan</a>	<a href="#">Tongan</a>
<a href="#">English</a>	<a href="#">Korean</a>	<a href="#">Spanish</a>	<a href="#">Vietnamese</a>

To return to the main login page, please click [here](#).

## Parent Involvement Survey Handout Special Education School Year 2022 - 2023



The Hawaii State Department of Education (Department) values your involvement in the Individualized Education Program (IEP) meetings and other school activities/events relating to your child's education and would like to hear about your experience with your school's efforts to partner with you.

To meet the requirements of the Individuals with Disabilities Education Act of 2004 (IDEA), the Department is required to annually report to the Office of Special Education Programs (OSEP) the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities enrolled in Hawaii public schools in the provision of a free appropriate public education (20 U.S.C. 1416(a)(3)(A)).

Like many other states, the Department collects this data through a large-scale survey. The Department is using the Schools' Efforts to Partner with Parents Scale (SEPPS) that consists of a 25-item rating scale and was developed and validated by the National Center for Special Education and Accountability Monitoring (NCSEAM). The statewide data is reported in the Hawaii's State Performance Plan/Annual Performance Report, Indicator 8.

*Your participation in the Parent Involvement Survey will help the Department to improve parental involvement in the special education process and increase positive outcomes for our students with disabilities and their families.*

### The Parent Involvement Survey:

- Is multiple choice and takes less than ten (10) minutes to complete.
- Collects responses that are reported anonymously and cannot be personally linked to you or your child.
- Is available either online or from your child's public school in a paper copy to be submitted using the provided postage-paid envelope.
- Ensures objectivity by being collated, aggregated, and analyzed independently outside of the Department by the current contractor, *Piedra Data Services LLC*.
- Provides you with the opportunity to complete one (1) survey per child receiving special education and related services.
- Is offered by your child's public school after the initial or annual IEP meeting.
- Is available to be completed from July 1, 2022 - June 30, 2023

### SURVEY INSTRUCTIONS

*If you do not have access to a device, ask your child's school if a device is available for use at the campus.*

On a computer, smart phone, or tablet, open an Internet browser, and go to: <https://www.hiparentsurvey.com/> and complete the survey.

If you have a Quick Response (QR) reader on your device, you can access the survey using the this QR code.

If you would like to complete the survey via a paper copy, please contact your child's school.

This handout can also be found on the Department's website under **Parent Involvement Survey**: <https://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/Family-Involvement.aspx>





# Parent Involvement Survey Infographic

*Created in collaboration with SPIN  
(Special Parent Information Network)*

**Special Education Parent Involvement Survey**

The Hawaii State Department of Education needs your feedback in order to improve our system and create better partnerships with parents. The survey results will help the Department to strengthen:

- ▶ School communication
- ▶ Parent engagement
- ▶ Information sharing
- ▶ Family partnerships

**The Annual Survey is Easy to Do**

- Fast**  
It takes about 10 minutes to complete the survey, which has 25 questions, available in 15 different languages.
- Convenient**  
You can use your cell phone, computer or tablet to complete the survey online, or ask for a paper copy to mail in.
- Confidential**  
Your responses are anonymous and the information you provide can not be traced back to you or your child.

Fill out the survey every year

One survey per IEP student

[www.hiparentsurvey.com](http://www.hiparentsurvey.com)

For more information, see the Parent Involvement Survey Handout: [bit.ly/3m9os3B](https://bit.ly/3m9os3B)

SY 2019-20  
**3.26%**  
Annual surveys returned

Use this QR code to access the survey from your phone.

SCAN ME

In 2019-20, about 20,000 surveys were shared with parents, but only 3.26% of the surveys were returned. Your responses will help to improve special education in Hawaii.

Source: Hawaii DOE, Monitoring and Compliance Branch  
Note: The Parent Involvement Survey is required by IDEA and is recorded as "Indicator 8".  
Read the report here:  
<https://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Special-Education-Performance-Report.aspx>

Created by SPIN  
Special Parent Information Network  
August 2021



# Current Strategies for Improvement

## Implemented

- SY 2020-21: Online version of the survey was released
- SY 2020-21: Parent Involvement Handout for School Staff
- SY 2021-22: Translations of the survey available in 16 languages including English
- SY 2021-22: SEAC & DOE Infographic
- SY 2022-23: Parent Involvement Handout translated in additional languages
- SY 2022-23: Bi-monthly reports of the number of surveys completed by school are provided to each DES
- SY 2022-23: Some schools are providing the parents with the opportunity to take the survey after the meeting using a school's device
- SY 2022-23: Online survey translation can be taken in Hawaiian, Tagalog, Spanish, and Marshallese




# Statewide Stakeholder Workgroup Coming Soon!

Beginning in March 2023, the Monitoring and Compliance Branch will reach out to internal and external stakeholders to create a workgroup to:

- Review the current Parent Survey
- Review surveys from other states
- Provide recommendations to the Department





★ If you have any questions, please contact Brikena White.



**Hawaii Department of Education**  
**Parent Involvement Survey - Special Education**

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. In responding to each statement, think about your experience and your child's experience with special education over the past year. You may skip any item that you feel does not apply to you or your child. Your responses are confidential and cannot be linked to your child.

If you prefer to complete the survey online, please visit [www.hiparentsurvey.com](http://www.hiparentsurvey.com). You can also scan the QR code to access the survey using a mobile device.

Use pencil only  Fill in circle completely.  Incorrect:  


Very Strongly Disagree    Strongly Disagree    Disagree    Agree    Very Strongly Agree

**Schools' Efforts to Partner with Parents**

1. I am considered an equal partner with teachers and other professionals in planning my child's program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In preparation for my child's transition planning meeting I was given information about options my child will have after high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. At the IEP meeting, we discussed how my child would participate in statewide assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. At the IEP meeting, we discussed accommodations and modifications that my child would need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. All of my concerns and recommendations were documented on the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Written justification was given for the extent that my child would not receive services in the regular classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I was given information about organizations that offer support for parents of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I have been asked for my opinion about how well special education services are meeting my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child's evaluation report is written in terms I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Written information I receive is written in an understandable way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Teachers are available to speak with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Teachers treat me as a team member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Teachers and administrators.</b>					
13. - seek out parent input.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. - show sensitivity to the needs of students with disabilities and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. - encourage me to participate in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. - respect my cultural heritage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. - ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please turn page over ⇨

Based on Version 2.0  
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Accountability Monitoring  
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# Indicator 8: Other Strategies to improve parent involvement?





## Reporting Out/Next Steps

Thank you for participating in the Least Restrictive Environment and Parent Involvement Discussion Group!



Please leave this meeting and return to the Main Session.