HAWAI'I STATE

Department of Education

Hawai`i's General Supervision System

Assuring Compliance and Improving Educational Results & Functional Outcomes for Students with Disabilities

Special Education Advisory Council (SEAC) Meeting
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Today's Objectives

- Quick Review of General Supervision System (GSS)
- Monitoring Beyond the State Performance Plan/Annual Performance Report (SPP/APR) - *Expanded Monitoring*
- Statewide Efforts to Develop and Implement *High Quality Individualized Education Programs (IEPs)*

State Monitoring and Enforcement: General Supervision System - 34 C.F.R . §§ 300.149 & 600

Each state must monitor the implementation of the Individuals with Disabilities Education Act (IDEA) in each school including public charter schools.

Monitoring activities must focus on:

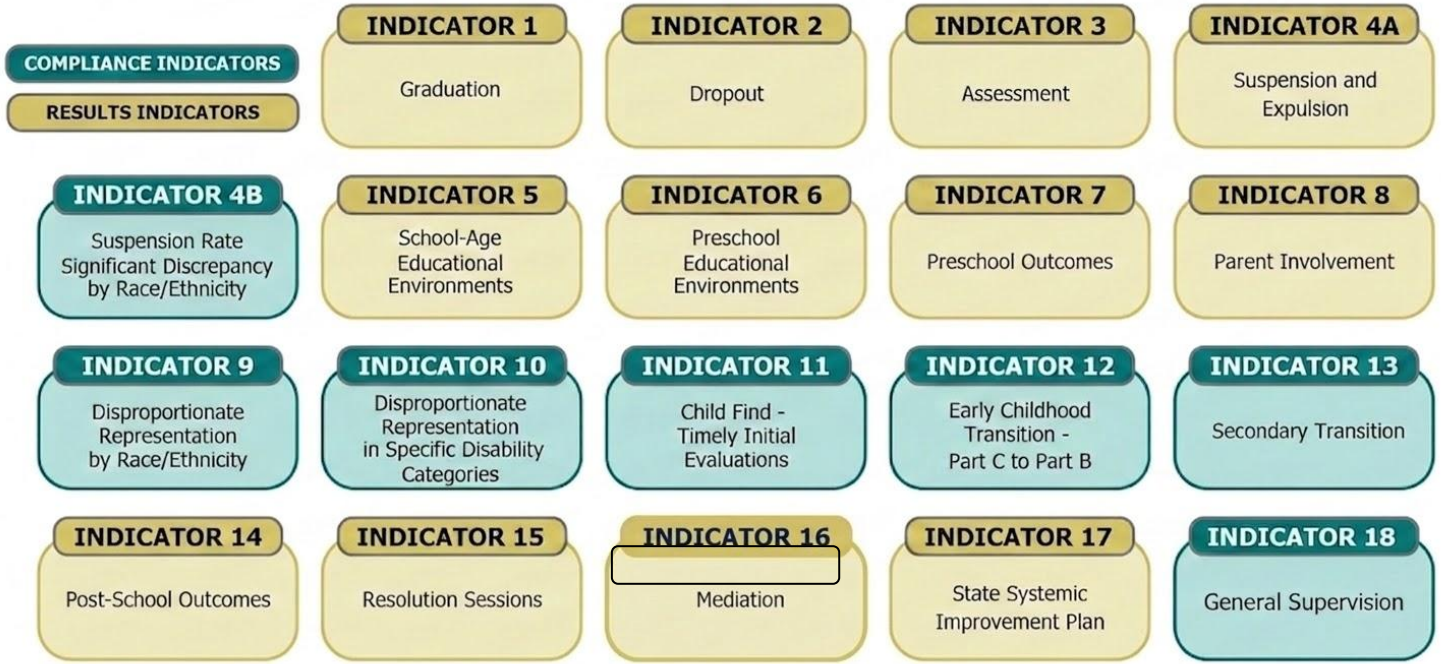
- **Improving educational results and functional outcomes** for all students with disabilities; and
- Ensuring that all schools meet the requirements outlined in the statute with a particular emphasis on those **requirements that are mostly related of improving educational results** for students with disabilities.



Hawaii's GSS Framework



SPP/APR Monitoring and Implementation



SPP/APR FFY 2020-2025 Indicator Card

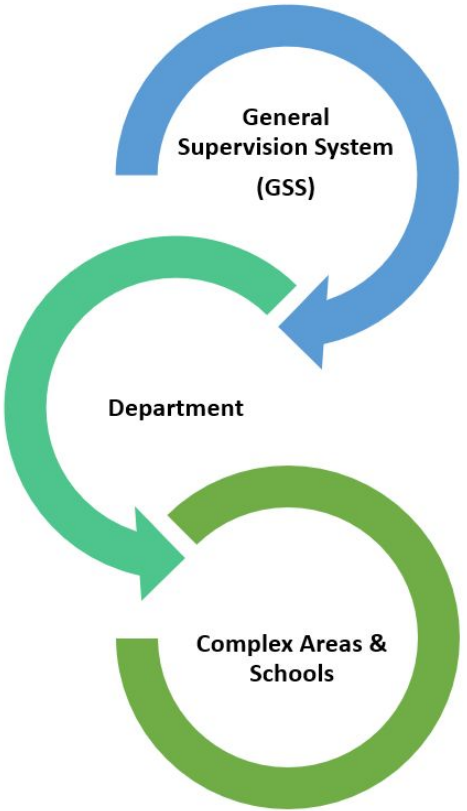
How Do We Meet Our FAPE Requirement?

Procedural	Substantive	Implementation
Did the IEP team adhere to the procedural requirements of IDEA (Rowley, 1982)?	Was the IEP reasonably calculated to enable a student to make progress (Endrew F., 2017)?	Was the IEP implemented as agreed upon? (Instructional services, amount of services and fidelity of services)

FAPE REQUIREMENTS

Expanded Monitoring
Monitoring Beyond the (SPP/APR)

The purpose of the expanded monitoring is to assess Complex Areas and schools within their jurisdiction for compliance with federal and state laws, strengthen oversight, enhance accountability, and refine practices, all with the ultimate goal of improving outcomes for students with disabilities.



Expanded Monitoring - Focus Areas

Programmatic Monitoring	Fiscal Monitoring
Assess the implementation of practices of Complex Areas and schools, including charter schools, within the context of federal and state special education laws in the following areas: 1. Child Find, including Evaluation and Reevaluation 2. Service Delivery 3. Least Restrictive Environment (LRE) 4. Procedural Safeguards	Assess and measure compliance with grant rules and regulations and ensure grant funds are used for authorized purposes in compliance with laws and regulations.

Programmatic Monitoring Activities

A. Student Records Reviews
Prior to the on-site visitations, the Monitoring and Compliance Branch reviews randomly selected active, annual IEPs and Progress Reports across all schools in the Complex Area (CA).

B. On-Site School Visitations (classroom observations and interviews with staff)
Random schools are selected for classroom observations and interviews with staff. The schools are chosen to ensure that an elementary and a secondary school were represented.

C. Interviews with Complex Area District Educational Specialist (DES)/Team
Interviews are conducted with a specific focus on examining the CA's implementation of special education services.

Fiscal Monitoring Activities

- Cost Principles and Expenditures
- Inventory Management
- Fiscal Record Retention
- Written Policies and Procedures
- Time and Effort
- Procurement
- Financial Management System

Noncompliance Findings & Required Resolutions

Individual Corrections

- Immediate correction of identified noncompliance for individual students.

Systemic Corrections - Staff Capacity Building and Required Training by the Exceptional Support Branch

- Mandatory targeted professional development for Complex Area and school level staff based on the noncompliance findings:
  - Conducting comprehensive evaluations and determining eligibility
  - Developing IEPs that meet the **procedural** requirements (contains all of the required information and the how and when of the IEP development is followed) and **substantive** requirements (the what of the IEP is sufficient to enable the student to make progress)
  - Engaging Parents in the IEP process
  - Considering appropriate Least Restrictive Environment (LRE)
  - Developing Prior Written Notices (PWNs) that meet all required content elements
  - Ensuring the instructional services and supports outlined in the IEP are provided as agreed upon in the IEP

Data - to - Action

IDENTIFY

- *Monitoring Findings - What data showed based on SPP/APR, Expanded Monitoring and other IDEA Data*

TARGET SPECIFIC SKILL GAP

- *Capacity Building & Technical Assistance*

ELEVATE

- *High-Quality IEP Writing & Free Appropriate Public Education (FAPE) Compliance*

IMPROVED OUTCOMES

- *Continuous feedback via re-evaluations and subsequent data reviews*

"If we ask the right questions of parents, teachers, those who know your child well..."

01

Comprehensive Evaluation

02

Eligibility Determination

03

High quality Instructional Programming

04

Services & Service Delivery

Matched to student need

05

Least Restrictive Environment

06

Procedural Safeguards & Parent Participation

Statewide Professional Development Infrastructure

- **Tier 1 (Statewide):** Professional development modules for school and Complex Area administrators.
- **Tier 2 (Complex Area Support):** Customized mandatory professional development and technical assistance tailored to specific local monitoring findings.
- **Tier 3 (School-Level Coaching):** Direct, collaborative support in schools to build educator capacity.

Statewide Training on High Quality IEPs

Seven Elements of Effective Professional Development:

Element 1: Focus on Content

Element 2: Active Learning

Element 3: Support for Collaboration

Element 4: Models of Effective Practice

Element 5: Coaching and Expert Support

Element 6: Feedback and Reflection

Element 7: Sustained Duration

(Darling- Hammond, Hyler, & Gardner, 2017)

Statewide Focus

Procedural Integrity: Meeting statutory timelines, required attendee participation, and notice requirements.

Substantive Quality: Crafting ambitious goals based on accurate PLAAFP baselines.

Implementation Fidelity: Delivering services, accommodations, and supplementary aids as written.

QUALITY

PERFORMANCE

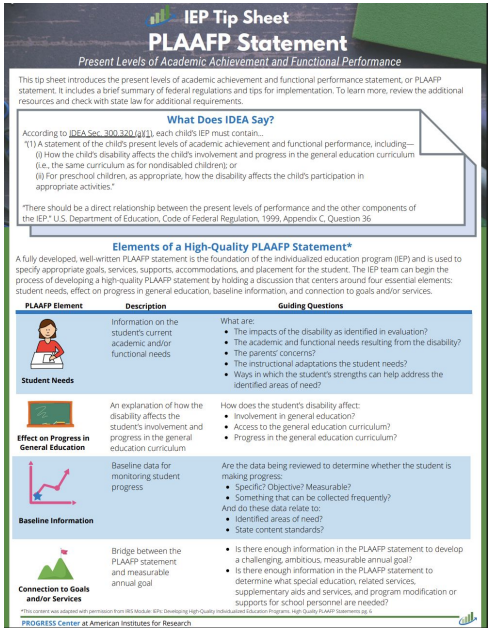
INDICATORS

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

The Objective is to establish a solid foundation for the IEP by clearly connecting student data to their unique needs and parent input.

Key Components:

- *Eligibility Category and Area of Concern*
- *Special Factors Consideration*
- *Background / Health / Developmental Information*
- *Strengths and Needs*
- *Impact of the Disability*
- *Input From Parents, Student and any Service Providers*



IEP Tip Sheet

PLAAFP Statement

Present Levels of Academic Achievement and Functional Performance

This tip sheet introduces the present levels of academic achievement and functional performance statement, or PLAAFP statement. It includes a brief summary of federal regulations and tips for implementation. To learn more, review the additional resources and check with state law for additional requirements.

What Does IDEA Say?

According to IDEA Sec. 300.320 (a)(1), each child's IEP must contain...

"(1) A statement of the child's present levels of academic achievement and functional performance, including—

(i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or

(ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities."

"There should be a direct relationship between the present levels of performance and the other components of the IEP." U.S. Department of Education, Code of Federal Regulation, 1999, Appendix C, Question 36

Elements of a High-Quality PLAAFP Statement*

A fully developed, well-written PLAAFP statement is the foundation of the individualized education program (IEP) and is used to specify appropriate goals, services, supports, accommodations, and placement for the student. The IEP team can begin the process of developing a high-quality PLAAFP statement by holding a discussion that centers around four essential elements: student needs, effect on progress in general education, baseline information, and connection to goals and/or services.

PLAAFP Element	Description	Guiding Questions
Student Needs	Information on the student's current academic and/or functional needs	What are: • The impacts of the disability as identified in evaluation? • The academic and functional needs resulting from the disability? • The parents' concerns? • The instructional adaptations the student needs? • Ways in which the student's strengths can help address the identified areas of need?
Effect on Progress in General Education	An explanation of how the disability affects the student's involvement and progress in the general education curriculum	How does the student's disability affect: • Involvement in general education? • Access to the general education curriculum? • Progress in the general education curriculum?
Baseline Information	Baseline data for monitoring student progress	Are the data being reviewed to determine whether the student is making progress: • Specific? Objective? Measurable? • Something that can be collected frequently? And do these data relate to: • Identified areas of need? • State content standards?
Connection to Goals and/or Services	Bridge between the PLAAFP statement and measurable annual goal	• Is there enough information in the PLAAFP statement to develop a challenging, ambitious, measurable annual goal? • Is there enough information in the PLAAFP statement to determine what special education, related services, supplementary aids and services, and program modification or supports for school personnel are needed?

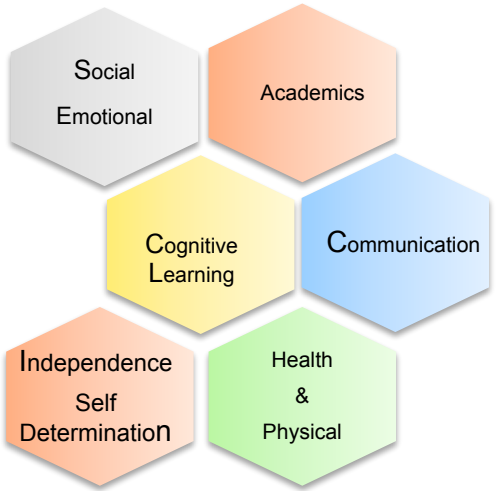
*This content was adapted with permission from IRIS Module: IEPs: Developing High-Quality Individualized Education Programs, High-Quality PLAAFP Statements pg. 6

PROGRESS Center at American Institutes for Research

Key Questions for Designing the PLAAFP Statement

- What do we want for our **student**? *(described in the PLAAFP statement and measurable annual goals)*
- What is the student's **current reality** and unique circumstances? (*described in the PLAAFP statement*)
- What does the student **need** to be successful? (*described in the PLAAFP statement and outlined in IEP aids/services*)
- How can we maximize our resources to support the student? (*described in the placement and implementation of the IEP*)

Essential for knowing the student and to collaboratively develop the PLAAFP statement with the family, student, related service providers, and educators.



Areas that could be impacting learning

- Instruction
- Curriculum
- Environment
- Learner

"Academic achievement" generally refers to a **child's performance in academic areas**. It could vary depending on a child's circumstance or situation; therefore, a definition of academic achievement is not included in the IDEA regulations.









Examples of Functional Skills

We commonly think of these

BUT…

Did you think about these?



Dressing



Eating



Toileting



Mobility



Social Skills



Communication



Executive Function



Behavior

Parent & Family Input: Guiding Questions

01 | Strengths & Areas of Concern

- **Strengths & Needs**

What are your child's strengths and needs?

- **Successes**

What does your child do well?

- **Help & Concerns**

What does your child need help with? What are your biggest areas of concern?

02 | School Support & Services

- **School Role**

How can the school support your child?

- **Successful Strategies**

What services and supports have worked for your child?

- **Potential Supports**

Are there any services and supports you think might help your child?

03 | Additional Insights

Is there anything else you want the school to know to support your child?

Small Group Discussion



Group 1: Helen-What part of the IEP process is hardest for parents to understand?

Group 2: Rosie-What would help parents feel more confident in participating in an IEP meeting?

Group 3: Verna-What barriers prevent parents from participating in an IEP?

Group 4: Brik-What could schools do differently to make parents feel like equal members of the IEP team?

Group 5: Lori-What information do parents need before an IEP meeting to feel prepared?

Parent Training

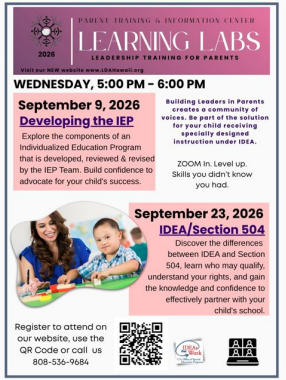




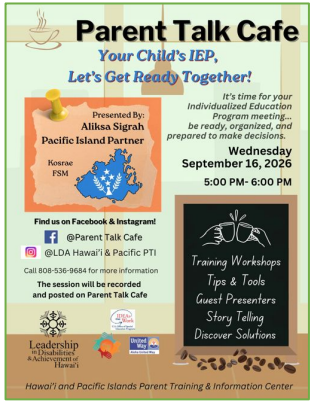
Parent Training & Information

Comprehensive training and resources to help parents navigate special education systems and advocate for their children.









Available on the App Store

GET IT ON Google Play

Leadership in Disabilities & Achievement of Hawai'i