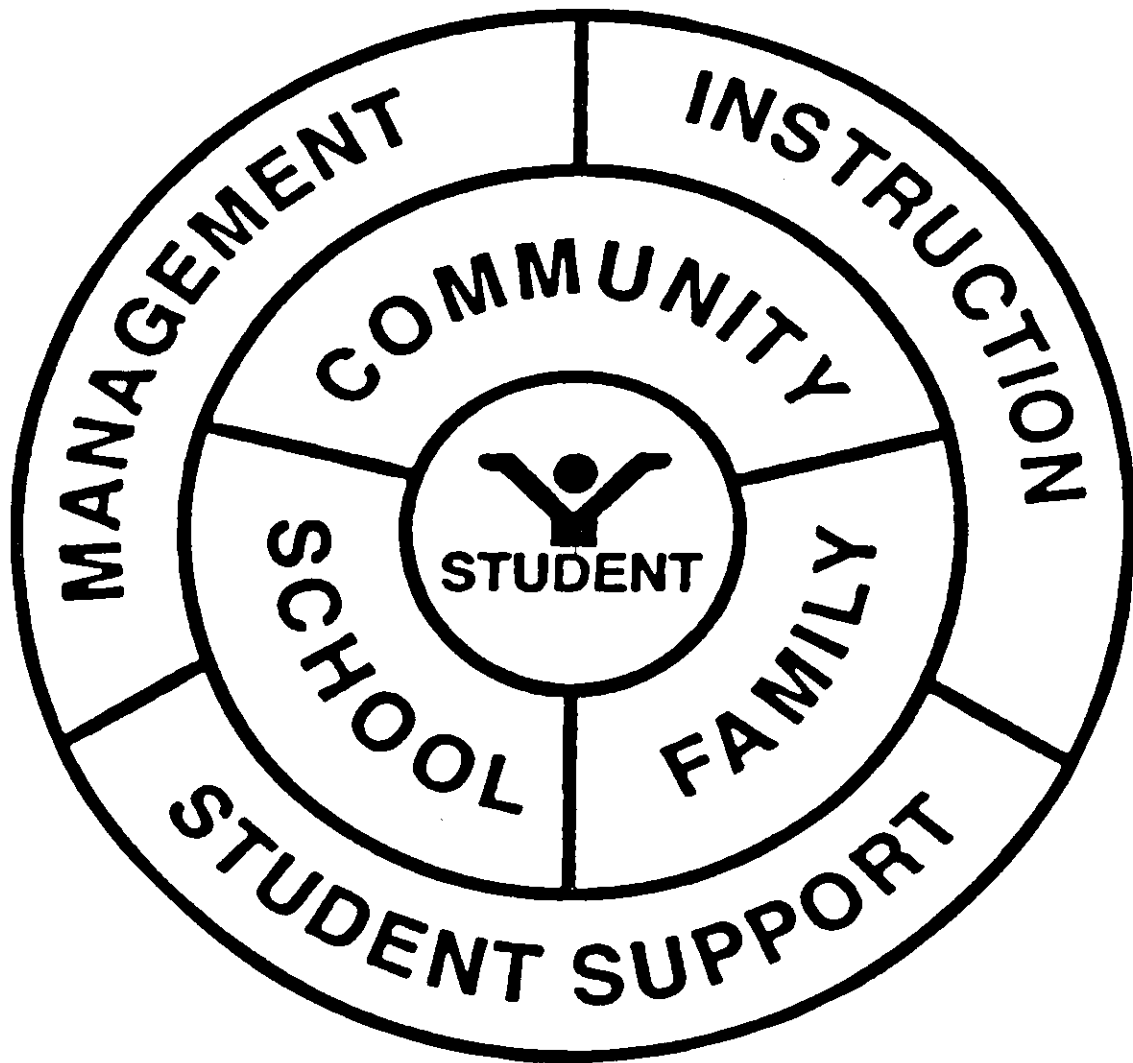# Hawai'i's Comprehensive Student Support System (CSSS)

Hawaii's Comprehensive Student Support System

Overview

The Comprehensive Student Support System (CSSS) is the Hawaii Department of Education's umbrella for ensuring a continuum of supports and services that provide the academic, social, emotional and physical environments so that all students learn and attain the Hawaii Content and Performance Standards. This continuum begins in the classroom, with differentiated classroom practices as the base of support for each student. This extends beyond the classroom to include school and community resources, and programs.

CSSS operates in all school settings, linking students and families to the resources of the Department of Education (DOE), as well as those of their neighborhood, their community, the Department of Health (DOH) and other governmental and private agencies and groups.

CSSS goals are:

Goal One: Provide students with comprehensive, coordinated, integrated, and customized supports that are accessible, timely, and strength-based so that they can achieve in school.

Goal Two: Involve families, fellow students, educators, and community members as integral partners in the provision of a supportive, respectful learning environment.

Goal Three: Integrate the human and financial resources of appropriate public and private agencies to create caring communities at each of our schools.

The focus of CSSS is on prevention and early intervention. CSSS provides students, families, teachers, principals, and staff with the support they need to ensure that students succeed. An effective CSSS responds to the changing needs of students by helping to meet these needs and promote success for every student. An array of student support services ensures that the supports provided and the delivery process correspond to the severity, complexity, and frequency of each student's needs. When school-based supports are provided in a timely and effective manner, fewer students will require more complex or intense services.

The Comprehensive Student Support System (CSSS) encourages "working smarter, as opposed to working harder. It promises to be an efficient way to systematize what is working and to identify and improve what is not working. It is a system that requires teaming, organization, accountability, and a proactive support with high expectations for all students.

The Hawaii Department of Education and the Department of Health collaborate with other student and family-serving agencies and organizations to align services and programs in an individually responsive manner to create a caring community. This caring community minimizes duplication and fragmentation of services, ensures that services are timely and effective, and embraces the principles of the Hawaii Child and Adolescent System Service Program. (attached)

CSSS incorporates the conceptual design developed by Adelman and Taylor (1997) to support the success of every student. Adelman and Taylor's model proposes three necessary interrelated components within the schools-instruction, management, and enabling. The enabling component is viewed by Adelman and Taylor as an array of services that seeks to displace various risk factors to enable or facilitate learning-remove barriers to learning. The Hawaii CSSS model has three components: instruction, management, and student support. CSSS has enhanced the enabling component with the addition of "student support", a set of comprehensive services and programs that promote and facilitate healthy development and positive social growth, in addition to academic achievement. The instructional component underscores literacy advancement through hands-on and contextual learning that acknowledges diversity. The management component includes functions that organize the instructional and student support components. These include planning, budgeting, staffing, directing, coordinating, monitoring, evaluating, and reporting functions.

<u>Student Support</u>

Student support services displace barriers that impede student success and offer a seamless continuum of services to all students and families. The critical elements of student support are:

> Personalized Classroom Climate and Differentiated Classroom Practices
> Prevention/Early Intervention
> Family Participation
> Support for Transition
> Community Outreach and Support
> Specialized Assistance and Crisis/Emergency Support

The extent to which these elements are included in the school's delivery of student support services is assessed on an ongoing basis. These descriptors are used to develop the schools' Standards Implementation Design (SID). Characteristics of the SID include criteria such as standards -based, data-driven results, which are oriented to and focused on learning.

Levels of Student Support Services

The Comprehensive Student Support System provides five levels of student support. Each level increases in intensity or specialization of service. The five levels of student support services are:

> Level 1: Basic Support for All Students
> Level 2: Informal Additional Support through Collaboration
> Level 3: Services through School-Level and Community Programs
> Level 4: Specialized Services from DOE and/or Other Agencies
> Level 5: Intensive and Multiple Agency Services

Anyone may request assistance for the student. Each request is submitted to a core committee. The committee determines whether services should be coordinated by the committee or by a student support team (SST). The decision is based/focused on the student's level of need. If the need is at Level I and/or 2, the core committee is responsible for coordinating services. If the need is at Level 3, 4, or 5, an SST is convened. Participants are knowledgeable about the student, and includes the family.

Implementation

CSSS was initiated in Spring 1997 with a focus on identification, access, and provision of appropriate mental health services to students with special needs. The State Legislature has provided financial support to promote this initiative. A chronology of implementation follows:

1997-98:   CSSS implemented at 38 schools in seven school complexes, including the entire district (island) of Kauai.

1998-99:   CSSS added three more complexes, for a total of 62 schools, creating *10 CSSS Learning Sites,* one complex per district throughout the state of Hawaii.

1999-00:   Per *Hawaii Department of Education's Strategic Plan for Standards-based Reform,* 252 schools and 36 complexes implemented CSSS.

Evaluation:

Evaluation of the Comprehensive Student Support System began in school year 1997-1998 as a multi-year (3 to 5 years) plan, initially covering seven complexes. Evaluation continued in the second year, 1998-1999, with three additional complexes. The number of schools participating in the evaluation has increased with each year of implementation.

The focus of the initial evaluation were examining program implementation and determining what improvements should be made. Development for future accountability requirements was also a component of the evaluation design.

The scope of the evaluation encompasses four settings: The classroom, school, family, and community. The evaluation considers the six critical elements of student support:

> Personalized classroom climate and strategies
> Prevention/early intervention
> Family involvement
> Support for transition
> Community outreach and support
> Specialized assistance and crisis/emergency support.

For school year 1999-2000, the evaluation foci of CSSS were modified with the development and adoption of the *Hawaii Department of Education's Strategic Plan for Standards-based Reform* which calls for full implementation of CSSS by June 2000. The University of Hawaii Affiliated Program has partnered with the Department of Education to conduct the evaluation for 1999-2000 based on the following components:

- Documentation of a single point of entry/utilizing the CSSS Request for Assistance process for individual children with needs
- Progress Indicators to self-assess how each school is progressing in the implementation of student support services
- Sampling technique, using, in part, case studies, as well as satisfaction surveys of high school students and families
- Compliance data of IDEA/504 and Service Testing

Successful program development and implementation should result in:

- Improved prevention and early intervention services
- Coordinated services via cross-discipline, cross-agency teams
- Promotion of pro-social skills
- Increased family involvement in collaborative planning
- Development of the school's capacity to assess and monitor progress through the use of educational indicators
- Successful long-term and short-term program planning integrated with the school's Standards Implementation Design (SID)