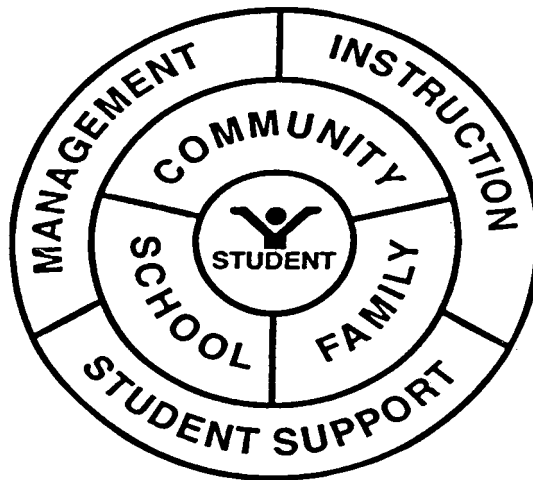# Hawai`i

 In 1997, Hawai`i's State Department of Department decided to move in major new directions related to providing student support. In doing so, they adopted the concept of a *Comprehensive Student Support System* (CSSS). CSSS is the umbrella used to ensure development of a continuum of supports and services that provide the academic, social, emotional and physical environments necessary if all students are to have an equal opportunity to learn and attain the state's Content and Performance Standards. This continuum begins in the classroom, with differentiated classroom practices as the base of support for each student. It extends beyond the classroom to include school and community resources, and programs.

Hawai`i's

Comprehensive Student Support System

(CSSS)

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

I. Goals and the Why? What? And How?

II. Program Frameworks - Content Areas & Levels of Student Support

III. From: Enhancing and Supporting CSSS: Collaboration and Teamwork - a Training Manual

     A. Policy (state, local)

     B. Recommended Leadership and Infrastructure

          >Administrative Lead (state, district, school)

          >Change Agents - Student Services Coordinator, Complex School Resource Specialist, Complex Resource Teacher

IV. Images of Success for Standards-based Education in Hawai'i

     A. Quality Student Support

          >Criteria - Environments that Promote High Expectations for Student Learning and Behavior

          >Array of Student Support Services

          >School-Based Services Review

     B. Rubrics

Appended:
     An article on CSSS published in: Addressing Barriers to Learning (the quarterly newsletter from the Center for Mental Health in Schools at UCLA)

Contact: Estelle Wong or Glenn Tatsuno at the Student Support Services Branch, Hawai'i State Department of Education. Ph. 808/733-4400.

Comprehensive Student Support System
Hawaii Department of Education

...Enables ALL students to achieve the Vision
of a Hawaii Public School Graduate

Personalized Classroom Climate and Differentiated Classroom Practices

A nurturing and caring climate with customized classroom practices enables all children to progress and learn.

- Strategies are designed to teach a diverse population of varying learning styles and needs.
- Curriculum adjustment is based on regular assessment of student needs.
- Meaningful relationships are established among students, staff, and family through programs such as Lion's Quest and Freshman Success Academy.

Prevention and Early Intervention

The CSSS includes a full array of services to address the basic needs of all students. By providing students with preventive services within the classroom and through school programs, the need for higher-level interventions is decreased.

- Each student has a significant adult on campus.
- Accommodations and prevention programs are systematically used as pre-referral interventions.
- Procedures to request student assistance beyond the classroom are mapped out and understood by the entire staff.

Supports for Transition

Transition supports minimize interruptions in student learning and negative student behavior. Effective transitions are smooth and coordinated. The school should have clearly written and fully implemented transition plans.

- Welcome programs and transition supports for new students (i.e. military, immigrant, transferring, re-entry, etc.) ensure a smooth transition into the school.
- Transition procedures are in place to assist students to move within the school, between schools, between programs, and between school and community programs.
- Transition plans are developed for students returning from detention or suspension, or from treatment homes.

Community Outreach and Support

The school actively communicates with community agencies and support groups. In addition, the school engages in partnerships to enhance school-community connections.

- Activities such as orientations, open house, workshops, fairs, performances, adopt-a-school, volunteer, and service-learning programs are evident.
- Partnerships with organizations such as Hawaii Family Literacy Consortium and Volunteers in Service to America (VISTA) "I Can Read" are established.

Family Involvement and Participation

An effective CSSS includes families as full participants in the educational process for their children. Families participate as planners, contributors, leaders, teachers, learners, and colleagues.

- Family literacy programs such as Even Start provide parents with skills to assist their child's learning.
- Family support programs such as Families for R.E.A.L. and Parent Empowerment Initiative (PEI) facilitate parent participation.

Specialized Assistance and Crisis and Emergency Support

A CSSS incorporates services and procedures necessitated by crisis and emergency situations. Specialized assistance programs are available for students with intensive special needs.

- Current school safety plan is available upon request.
- Security and adult supervisors are visible on campus.
- Regular assessment, counseling and behavioral health intervention plans are implemented.

What is CSSS?

Experience tells us there are times when all students -- even the most resilient -- will need help. **CSSS is a school-based delivery of supports and services that ensure student achievement.** The CSSS is a collaborative effort involving the Department of Education, the family, and the community that provides resources and assistance so each child will meet the educational standards for his/her grade-level. Family members and school officials make decisions that are meaningful to a child's welfare. The collaborative decision-making process ensures that student support services match the severity, complexity, and frequency of need, and can be delivered in a timely and efficient manner.

Quality Student Support

CSSS establishes an environment and support services to promote student learning.

A positive learning environment includes high expectations for student learning and behavior, positive learning and working relationships, and a safe and healthy physical learning environment.

Support services are evaluated regularly to assess the impact on classroom instruction and student learning.

Goals of CSSS

1. **To provide** comprehensive and timely supports for students that allow them to achieve in school, to be confident and caring, and to become contributing citizens in their communities.
2. **To involve** families and the community as integral partners in the implementation of the CSSS.
3. **To integrate** human and financial resources of the appropriate public and private agencies to create caring communities at each school.

CSSS Essential Components

Leaving no child behind requires schools to give highest priority to **instruction** and a comprehensive **student support** system. In addition, **management** and governance practices based on systematic and rigorous assessments are profoundly important for accountability and continuous improvement.

For more information,
contact your child's school
or call the CSSS Implementation office
at (808) 735-6222.

The CSSS Implementation office
is located at
641 18th Avenue, Room V201,
Honolulu, Hawaii 96816

From pamphlet RS 05-0342, October 2004
Office of Curriculum, Instruction and Student Support
Department of Education
State of Hawai'i

COMPREHENSIVE STUDENT SUPPORT SYSTEM

OPERATIONS MANUAL

Foreword

The State of Hawaii, Department of Education's Comprehensive Student Support System (CSSS) sets forth to fulfill an educational commitment to every student so that they may achieve the *Vision of the Public School Graduate*:

- Realize their goals and aspirations
- Have attitudes, knowledge and skills to contribute positively to and compete in a global society
- Exercise rights and responsibilities of citizenship
- Pursue higher education or careers without need for remediation

CSSS draws together the resources of the classroom, school, neighborhood, and community to provide the academic, social, emotional, and physical environments that support student learning.

This CSSS manual will guide the schools, as they establish and sustain the CSSS system, ensuring that services are delivered in an appropriate and timely manner.

"Today
they come to us to learn.
Tomorrow
they leave to pursue their destiny.
Between today and tomorrow
is where we must make the difference."

Patricia Hamamoto
Superintendent

Table of Contents

Overview

In 1996, the Hawaii State Department of Education initiated a collaborative and systemic reform known as the Comprehensive Student Support System (CSSS) which is founded on the following beliefs:

- An effective education system is grounded in the core belief that every student will learn and succeed to the best of his or her potential.
- A basic purpose of the professionals in the educational system is to nurture, guide and support students.
- Schools must establish systems that focus on relationships between adults and students as well as an organizational mechanism that links students and their families with a comprehensive array of informal and formal supports.
- An effective school-based service delivery system is comprehensive, coordinated, integrated, and customized, and should focus on developing competent students.

This system is the Department of Education's construct for ensuring a continuum of supports and services that provide the academic, social, emotional, and physical environments to assist students to learn and meet high educational standards. The framework, philosophical outlook, tasks and support resources were based on the research of *Dr. Howard Adelman and Dr. Linda Taylor (1997).

CSSS provides for all students - a standards-based education (Hawaii Content and Performance Standards II), and a comprehensive support system, demonstrating that all children can learn and attain the Vision of a Hawaii Public School Graduate.

A major component of CSSS is to provide all students with a variety of resources and services to improve their learning, within and beyond the classroom instruction. An array of student support services ensures that the supports provided and their delivery, correspond to the severity, complexity, and frequency of each student's need. The array of services is identified through five levels of student support. This support represents a community of caring and supportive relationships among students, teachers, families, and agencies which occur at all levels, ensuring timely and appropriate services for all students.

The measurement that indicates students are meeting the standards and receiving the appropriate supports is evidenced by student achievement in the classroom. Thus, the instructional capacity, as well as, the student supports provided, need to be addressed and in place, in the curriculum, instructional design, student support activities, and the assessment of student learning and progress (Figure 1, revised January 2003).

*Co-directors of the School Mental Health Project, Department of Psychology at the University of California, Los Angeles, California.

Comprehensive Student Support System

Goals

< **Provide** Students with comprehensive, coordinate, integrated, and customized supports that are accessible timely, and strength-based so they can achieve in school, be confident and caring, and become contributing citizens in their communities

< **Involve** families and the community as integral partners in the implementation of the Comprehensive Student Support System (CSSS)

< **Integrate** the human and financial resources of appropriate public and private agencies to create caring communities at each of our schools

> **"CSSS draws together the resources of the classroom, school, neighborhood and community agencies to vide the social, emotional, and physical environments that will make certain no student is left behind."**
>
> *Paul G. LeMahieu, Ph.D*
> *Superintendent of Education*

What should I do...

...ABOUT A CONCERN THAT AFFECTS A CHILD'S LEARNING?
Contact the school and speak to the teacher, counselor, student services coordinator or administrator for assistance. Share your concerns; learn about the school-based supports and strategies that are available in the classroom and school for ALL students. Together, discuss appropriate supports in the school, home, and neighborhood to address and y barriers to learning.

...TO ASSIST THE SCHOOL?
Contact your local schools to learn how you can be a part of CSSS and this caring community as a volunteer, mentor, or a partner in the education of Hawai'i's youth.

Contact

*Any district office:

Honolulu	733-4950	Hawai'i	974-6600
Central	627-7478	Maui	984-8000
Leeward	692-8000	Kauai	274-3503
Windward	233-5700		

*Any public school in Hawai'i

H O W ?   W H A T ?   W H Y ?

ALL students are expected to demonstrate mastery of the
Hawai'i Content and Performance Standards, but not all
student are motivationally ready or able. CSSS is the
structure for a continuum of support, in every school, to
address whatever slows student progress. These programs
and services enhance the school's academic, social,
emotional, and physical environment so that all student
succeed.
CSSS is based on the belief that...

*"(CSSS)... emppowers the
schools, the families, and
the children so that
successes will be theirs..."*
Principal

> **...when school-based supports are provided in a timely and effective manner,
> fewer students will require more complex intense services.**

The Comprehensive Student Support System is an integrated, multifaceted system. It looks at all
resources to ensure that the social, emotional, and physical supports create a positive educational
environment.   The system connects the appropriate resources in a timely manner so that all students
will meet the Hawai'i Content and Performance Standards. No child will be left behind.

The heart of the Comprehensive Student Support System includes:

- Personalized classroom climate with many different instructional
  strategies
- Meaningful family involvement
- Support for transitions
- Prevention and early intervention
- Community outreach, partnerships, and volunteers
- Specialized assistance, crisis and emergency support, and follow
  through

*CSSS has become one of the most
instrumental systems... [for]
collaborative planning to assist each
and every child to learn...
Communication between home and
school has increased, parents feel
herd, respected and informed...*
*Student Services Coordinator -
School Level*

Our schools are committed to providing a
comprehensive array of supports ranging from
classroom modification to intensive individual
programming with a focus on prevention and
early intervention. Students' needs will determine
the appropriate services. With timely, effective
assistance, all students can be successful in
school.

relationships among the school-
community as well as other public and
private agencies. Schools welcome and
invite partnerships with parents, senior
citizens, businesses, and military (both
active and veteran) to become resources
an supports for our students.

*"Like a photographer who considers
light, color, and location focusing to
capture a priceless memor, CSSS
considers all needs of a child to help
him succeed in school."*
Parent

*Kids can walk around trouble if
there is some place to walk to
and someone to walk with...*

The Department of Education is expanding

COMPREHENSIVE STUDENT
SUPPORT SYSTEM (CSSS)

O   Personalized Classroom Climate and Strategies:
- student connectedness
- differentiated and purposeful instruction

O   Support for Transitions

O   Meaningful Family Involvement

O   Community Outreach, Volunteers and Partnerships

O   Prevention and Early Intervention

O   Specialized Assistance, Crisis and Emergency Support
and Follow-through

Figure 1. CSSS – a component to address barriers to learning and enhance healthy development at a school site.

Range of Learners
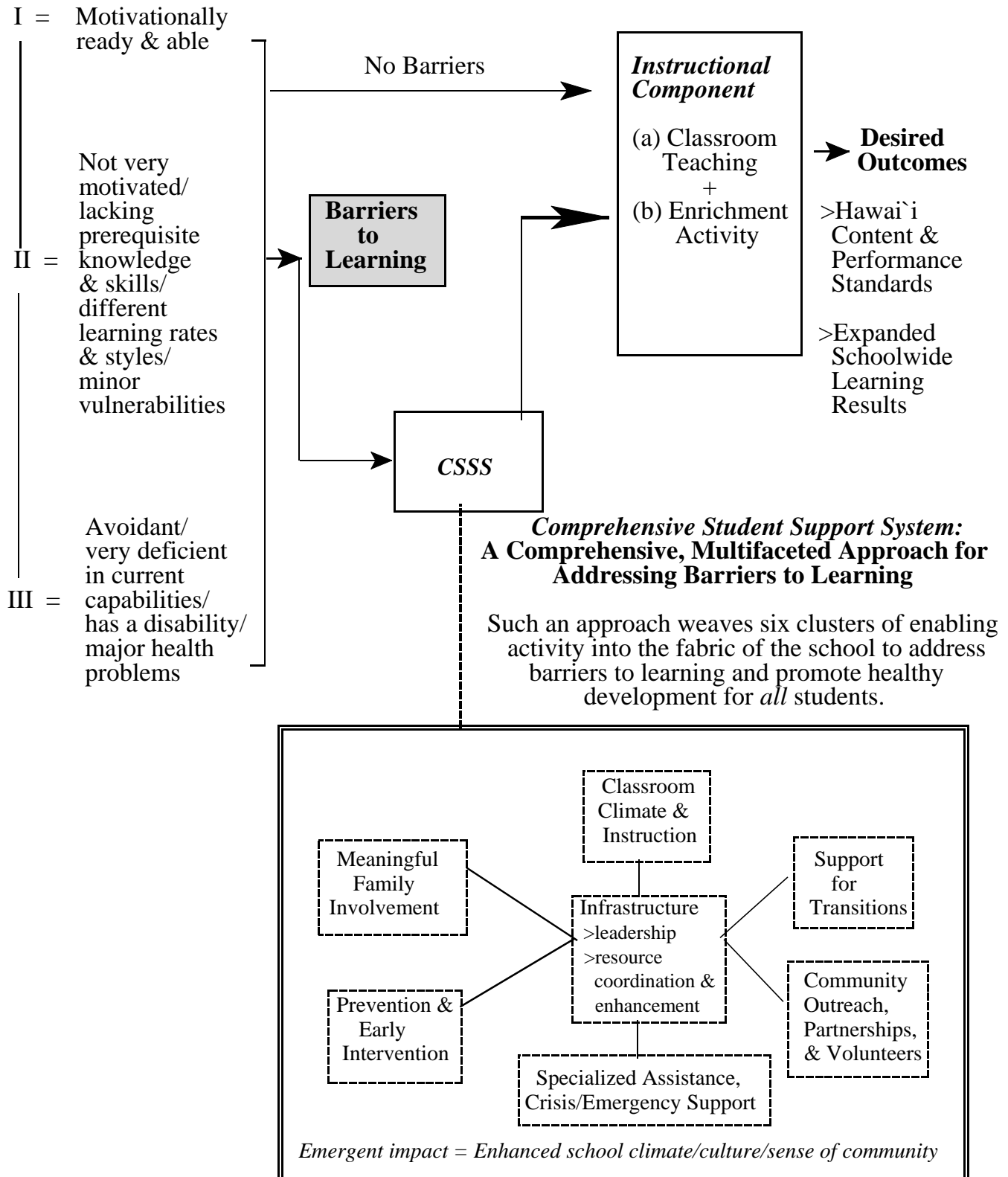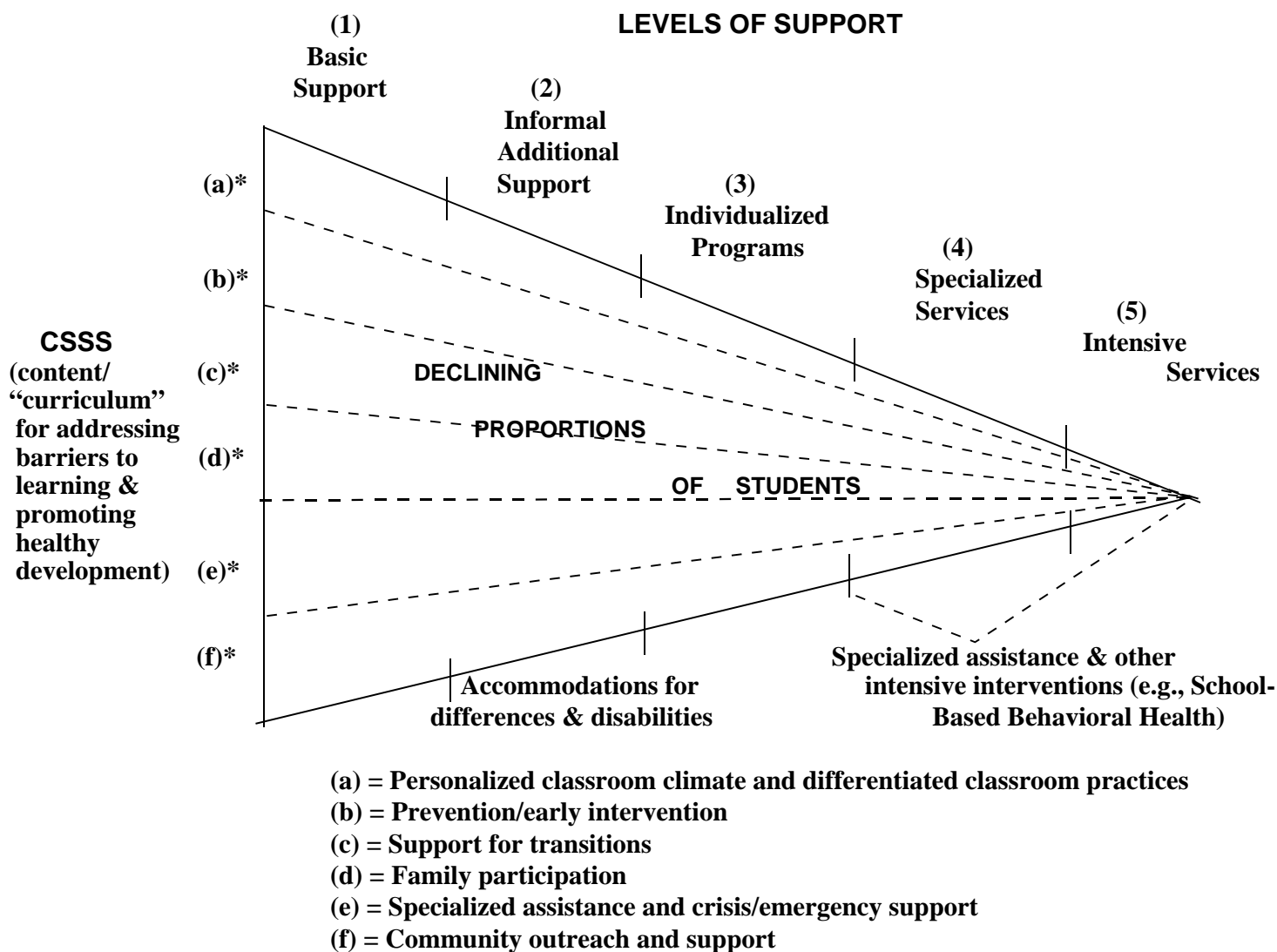(categorized in terms of their response to academic instruction)

I =   Motivationally ready & able

No Barriers

Instructional Component

(a) Classroom Teaching
+
(b) Enrichment Activity

II =   Not very motivated/ lacking prerequisite knowledge & skills/ different learning rates & styles/ minor vulnerabilities

Barriers to Learning

Desired Outcomes

>Hawai`i Content & Performance Standards

>Expanded Schoolwide Learning Results

CSSS

III =   Avoidant/ very deficient in current capabilities/ has a disability/ major health problems

Comprehensive Student Support System:
A Comprehensive, Multifaceted Approach for Addressing Barriers to Learning

Such an approach weaves six clusters of enabling activity into the fabric of the school to address barriers to learning and promote healthy development for *all* students.

Classroom Climate & Instruction

Meaningful Family Involvement

Support for Transitions

Infrastructure
>leadership
>resource coordination & enhancement

Prevention & Early Intervention

Community Outreach, Partnerships, & Volunteers

Specialized Assistance, Crisis/Emergency Support

Emergent impact = Enhanced school climate/culture/sense of community

Figure 2. Matrix for reviewing nature and scope of CSSS implementation.

LEVELS OF SUPPORT

	(1) Basic Support	(2) Informal Additional Support	(3) Individualized Programs	(4) Specialized Services	(5) Intensive Services
Personalized classroom climate and differentiated classroom practices					
Prevention/early intervention					
Support for transitions					
Family/home participation					
Specialized assistance and crisis/emergency support					
Community outreach and support					

CSSS (content/ "curriculum" for addressing barriers to learning & promoting healthy development)

H – 14

Accommodations for differences & disabilities   **Specialized assistance & other intensified interventions** (e.g., Special Education & School-Based Behavioral Health)

*Specific school-wide and classroom-based activities related to positive behavior support, "prereferral" interventions, and the eight components of CDC's Coordinated School Health Program are embedded into the above six CSSS "curriculum" areas.

LEVELS OF SUPPORT

(1) Basic Support

(2) Informal Additional Support

(3) Individualized Programs

(4) Specialized Services

(5) Intensive Services

CSSS (content/ "curriculum" for addressing barriers to learning & promoting healthy development)

(a)*

(b)*

(c)*

(d)*

(e)*

(f)*

DECLINING PROPORTIONS OF STUDENTS

Accommodations for differences & disabilities

Specialized assistance & other intensive interventions (e.g., School-Based Behavioral Health)

(a) = **Personalized classroom climate and differentiated classroom practices**
(b) = **Prevention/early intervention**
(c) = **Support for transitions**
(d) = **Family participation**
(e) = **Specialized assistance and crisis/emergency support**
(f) = **Community outreach and support**

*Specific school-wide and classroom-based activities related to positive behavior support, "prereferral" interventions, and the eight components of CDC's Coordinated School Health Program are embedded into the above six CSSS "curriculum areas.

Figure 3. Integrated framework for addressing barriers to learning and promoting healthy development.

...Over half of all public school students in Hawai'i now bring with them at least one educational disadvantage [disadvantaged economic circumstances, limited English proficiency, and students who need special education services]. The growth in the numbers of disadvantaged students in the state's school population presents a particular challenge to the state's schools in view of the rising expectations that the public has for what schools can achieve and the state's continuing fiscal problems. Disadvantaged students require services that are more costly than the norm, and in many cases these students are "entitled" to the services required to meet their specific needs. With public education competing with many other demands on state funding, it is indeed a challenge to meet the escalating needs of public school students, both advantaged and disadvantaged. Part of that challenge is identifying all children who require services beyond the norm and ensuring that the needed services are provided, a task which the department has undertaken with its statewide Comprehensive Student Support System ...

It is disturbing that students in high schools and multi-grade schools miss, on average, over three weeks (16 days) of school per year .... we need to improve students' attendance substantially ... We have not met the state and national goal of having 90% of students who enter high school graduate. For the class of 2000, nearly 10% had dropped out of school by the beginning of their junior year. The task facing our public schools in Hawai'i is becoming steadily more difficult and more costly. The students in our charge increasingly come to school with some form of disadvantage, whether poverty, lack of English proficiency, or conditions requiring special education services. Moreover, the children with these special needs are unevenly dispersed, and we must bring the instructional and support services they need to them. That is the purpose of the department's system-wide Comprehensive Student Support System. . . ."

Paul LeMahieu, Superintendent of Education
From the *Superintendent's Eleventh Annual Report on School Performance and Improvement in Hawai'i (April, 2001)*

A. Policy

1. State level commitment

CSSS was initiated in Spring, 1997, with a plan put in place for developing the component in schools across the state. Legislative financial support is promoting the work. The effort has taken on urgency because of a court order (i.e., the Felix vs. Cayetano Consent Decree) demanding improved school approaches in meeting mental health and special education needs.

2. Local commitment

To the reader: The following is an action step for you take.

Clarify the written policies your district and schools have in place for CSSS.

If local policy seems unclear, you will need to work with the appropriate level of CSSS leadership to ensure a clear local statement is developed drawing on the state's written documents supporting CSSS.

B. Leadership and Infrastructure

It is clear that building CSSS requires strong leadership and new positions to help steer systemic changes and construct the necessary infrastructure. Establishment and maintenance of CSSS requires continuous, proactive, effective teaming, organization, and accountability.

1. Administrative leadership
    a. State leadership

    The Department of Education's Division of Learner, Teacher and School Support, Student Support Branch provides leadership and is supporting capacity building related to CSSS.

    b. District leadership

    Clarify who in your District provides leadership, promotes, and is accountable for the development of CSSS.

    If no one has yet assumed this role, you will need to work with the State CSSS leadership to ensure appropriate leadership is in place.

    c. School leadership

    It is imperative to establish an administrative school leader for the student support component. Such a role may be created by redefining a percentage (e.g., 50% of a vice-principal's day). Or, in schools that only have one administrator, the principal might delegate some administrative responsibilities to a coordinator (e.g., Title I coordinator or a Center coordinator at schools with a Family or Parent Center). The designated administrative leader must sit on the resource team (discussed in the next module) and represent and advocate team recommendations at administrative and governance body meetings.

    Besides facilitating initial development of a potent component to address barriers to learning, the administrative lead must guide and be accountable for daily implementation, monitoring, and problem solving. Such administrative leadership is vital.

    The material on the following pages outlines the type of functions and job description that have been found useful in clarifying the importance of the site administrative role.

2. **Change Agents** (Organization Facilitators)

Staff at all levels require assistance in establishing and maintaining an appropriate infrastructure for CSSS. Personnel who have been given special training to perform change agent functions are key to facilitating effective systemic change. These *organization facilitators* provide an essential, temporary mechanism for developing leadership and infrastructure.*

For example, at each level, a change agent is needed to facilitate and support

- development of *initial* capacity building (especially leadership training)

- establishment of coordinating and program development mechanisms (e.g., teams)

- implementation of initial tasks (e.g., mapping and analyzing resources).

a. **Student Services Coordinators**

Creation of new roles for staff is basic to implementing a major new approach to student support. In August, 1999, the position of Student Services Coordinator (SSQ was created as a pivotal role in building school capacity for CSSS. This Coordinator plays a key role in developing and facilitating school site mechanisms for constructing the school's student support system. See the job description for the specific functions of the SSC (Appendix B).

ACTIVITY: Analyze which duties and responsibilities fit Level 1.

---

b. **Complex School Renewal Specialists**

The State DOE created the position of a Complex School Renewal Specialist to coordinate resources among families of schools (e.g., feeder patterns) in each district. Staff in this position provide leadership, planning, and coordination of support programs and services within a complex. The role is described as a "resource broker and linker to state office resources" to coordinate professional development, assist with school and complex strategic planning, support new teacher development, facilitate articulation among schools, and assist with CSSS implementation. (See job description in Appendix B)

ACTIVITY: Analyze how SSCs and CSRSs work together;
give two examples.

---

c. **Complex Resource Teachers**

The functions of the CSSS Complex Resource Teachers have been enriched to connect with the two new positions. Resource teachers provide guidance and assistance as schools assess their student support programs and map their school/community resources. (See job description in Appendix B.)

ACTIVITY: *Change agents deed to have mastery over the frameworks for CSSS. To further clarify the frameworks, take some time to review which activities of these three professionals relate to each of the five levels of support and the six arenas of programmatic activity.*

---

*For more on this, see the brief document on Organizational Facilitators developed by the Center for Mental Health in Schools at UCLA - download at http://smhp.psych.ucla.edu The Center also has other resources on systemic change.

Mother to daughter: *Time to get up and go to school.*

Daughter: I *don't want to go. It's too hard and the kids don't like me.*

Mother: *But you have to go -you're the teacher.*

STATE OF HAWAII
DEPARTMENT OF EDUCATION

Student Services Coordinator

I. <u>Introduction</u>

The Student Services Coordinator is a school Resource Teacher position under the general supervision of the School Principal with technical assistance from the District and State Educational Specialists. The Student Services Coordinator performs a variety of tasks and <u>activities</u> to assist the school to implement School-Based Services for all students. Because resources and services within schools vary and the skills and abilities of individuals differ, the specific Toles and functions of the school's Student Services Coordinator can best be defined within the school when related to and integrated with the roles and functions of other existing pupil personnel services staff. While specific duties are expected to vary from school to school, the Student Services Coordinator may perform any of the following:

II. <u>Major Duties and Responsibilities</u>

- Coordinates appropriate educational and related programs and services to all students.   I
- Develops and implements a coordinated student support system within the school with other staff, which contain prevention and intervention strategies and services.
- Convenes and facilitates Student Support Team meetings.
- Provides liaison services for the school to community public and private agencies and services.
- Participates as a member of the Complex Peer Review and Quality Assurance Committee to ensure the delivery of appropriate mental health services.
- Collects, maintains, and reports student information and data.
- Appropriately administers educational assessments and participates as a member of the Student Support Team in decision-making.
- May appropriately serve as the Principal's designee in Student Support Team
- Meetings for children with disabilities.
- May assist the Principal in authorizing and coordinating appropriate related
- services for children with disabilities.
- Obtains and monitors contracted professional services to facilitate the timely delivery of supports and services to students.
- Identifies and maps-out school and community resources serving students and families.

- Participates in professional development activities and helps to disseminate information to staff.
- Assists students and families in accessing necessary services and supports.
- May supervise paraprofessional personnel.
- May provide other related duties and tasks.

III. Controls Over The Position

The position performs work assignments under the general direction of the School Principal.

IV. Qualification Requirements Of The Work

A. Training and Experience:
This position requires a valid Hawaii Teacher's License. Additionally, a minimum of two years of experience in the area of licensing is highly desired.

B. Knowledge Of:
1. The Individual with Disabilities Educational Act and DOE Chapter 36.
2. Section 504 of the Rehabilitation Act of 1973 and DOE Chapter 53.
3. Principles of academic, social, behavioral, and developmental growth of students.
4. Educational programs and student support services.
5. Educational tests and measurement.

C. Ability To:

1. Relate well and collaborate with students and adults.
2. Facilitate meetings effectively.
3. Maintain a high sense of integrity with respect to communication, which is confidential in nature.
4. Use a computer to word process and for data entry.
5. Operate general office machines as a copying machine, typewriter, and computer.

D. Other:

Possess a current and valid license to drive in the State of Hawaii.

Complex CSSS Resource Teacher

Role and Function:

- Coordinates CSSS activities among complex schools in partnership with Student Services Coordinators
- Assist with articulation and transition activities within the K- 12 environment
- Work under the supervision of the School Renewal Specialist (SRS)
- Assist schools in the facilitation and collaboration between DOE and other agencies
- Works with school personnel/cadre to ensure implementation of CSSS

Major Duties and Responsibilities:

- Coordinate the orientation of CSSS in schools
- Provide guidance and assistance as school assess their student support programs/services and in mapping their school/community resources
- Assist with the development and integration of the school's student support system with their School Improvement Plan (SIP)
- Assist schools to ensure implementation of the *Progress Indicators* and Critical Elements of Student Support
- Assist school in strengthening and refining their referral process; defining and identifying a *Single Point of Entry*
- Assist schools in preparation for Service Testing Review (STR) as well as the incorporation of STR recommendations into the SIP
- Assist in the training of data documentation, data gathering, parent surveys for evaluation and the preparation of quarterly and annual CSSS reports
- Provide on-going training and technical assistance to schools by working with the principal and school cadre
- Network with CSSS Resource Teachers and participate in state, district and complex level meetings as appropriate
- Assist other complexes in the implementation of CSSS as appropriate
- Assist in the design and development of tools to be used in CSSS implementation unique to each school in the complex
- Knowledgeable about statewide initiatives and impact on schools
- Communicate/collaborate with school level staff to promote the understanding of school-based services

(CSSS RT2)

Complex School Renewal Specialist 11
Qualifications and Job Description

Minimal Qualification Requirements

Training: Graduation from an accredited college or university with a master's degree in education or a closely related field.

Experience: Six (6) years of responsible work experience in education of which four (4) years shall have been in teaching, and two (2) years in implementing curriculum improvement at the school level.

Current Knowledge of: Foundations of curriculum and instruction; the school renewal process and the process of change; foundations of American education; principles of learning and individual differences; tests and measurements; relevant laws, rules, regulations and administrative procedures.

Ability to: Provide leadership, planning, coordination of effective support services to schools within a complex; communicate effectively with others both orally and in writing; operate computer and other business machines.

Duties and Responsibilities

Under the general supervision of the District Superintendent and working in close collaboration with principals of the schools comprising the Complex, the Complex Resource Renewal Specialists 11:

1. Assists and supports schools within the complex with the implementation of the standards based reform.
2. Serves as a resource broker and linker to state office resources; identifies and coordinates use of resources within and among schools, complexes, district, and state.
3. Plans, coordinates, and conducts staff/professional development, and leadership and human resources development activities
4. Facilitates curriculum development and implementation to schools within the complex.
5. Assists and supports schools within the complex with accreditation, and the school improvement, restructuring, and renewal process.
6. Assists schools within the complex with assessment and evaluation activities; accesses relevant and applicable research information.
7. Facilitates long-term strategic planning for schools within the complex.
8. Assists and supports schools with new teacher development.
9. Coordinates the implementation of complex-wide plans, e.g., technology plan, school-to-work initiative.
10. Serves as ab advisor/consultant, facilitator, mediator, and broker for schools within the complex; facilitates articulation and cooperation.
11. Recognizes and acknowledges successful practices within the complex; searches for, identifies, and shares successful instructional practices.
12. Assists, facilitates, and supports schools within the complex with developing and operationalizing their vision.
13. Assists and supports schools within the complex with the implementation of the comprehensive student support system.
14. Performs other related duties as required, or as assigned by the District Superintendent.

Standards Implementation Design

Images of Success
for Standards-based Education
in Hawai`i

* FOCUSED AND SUSTAINED ACTION (SID)

*Professional Capacity of the System

*Responsiveness of the System

* Standards-based Learning

* Standards-based Education

* Quality Student Support

*Coordinated Team Work

B. Quality Student Support

Criterion B1. Environment that Promotes High Expectations for Student Learning and Behavior	
Criterion B1. Environment that Promotes High Expectations for Student Learning and Behavior **To what extent...** • does the school have a safe, healthy, nurturing environment that reflects the school's purpose? • is the school environment (culture) characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student? *Reflective Questions* • To what extent does the school have a learning environment that is safe, clean, and orderly and where respect and concern for others can be observed in the classroom and other parts of the campus? • What process is in place to gather input from students and parents on school rules, policies, and guidelines as they relate to high expectations for student learning and behavior? • What strategies has the school employed to ensure that the resources such as the facilities, the campus, and the general environment are regularly inspected, maintained, and improved to ensure that it is conducive to student learning? • What criterion-based decision-making and problem-solving models does the school use to balance diversity and equity issues and result in what's best for students, the school, and the community? • What strategies do the school and the professional staff use to promote a culture of caring, trusting, and respectful relationships between and among students, teachers, administration, staff, and all other stakeholders in the classroom and on the campus that supports students' achievement of the HCPS and the schoolwide learner outcomes?	• What formal system is in place to share and build staff expertise and collegiality, encourage innovation and risk-taking, and celebrating success? *Possible Areas to Analyze* (Evidence to determine the extent to which this criterion is met) • School profile data • School and class size data • Adequate and qualified staffing • Surveys: School Quality Survey; surveys of students, parents, teachers, other staff, community • Referrals and disciplinary action data • School and state rules, policies, and codes (e.g., Administrative Rule Chapter 19, BOE Policies) School's discipline plan • School's safety plan • School Self-Inspection Safety Checklist • Attendance policies • Standards-based co-curricular activities Guidance program • Peer mediation/conflict resolution programs • Student profile • Town, parent, student meeting notes • Data on accidents and injuries due to physical environment • Repair and Maintenance (R & M) requests, status • Enrollment in AP, Honors, Gifted/Talented, and remedial classes by ethnicity, or other special population groupings • Extent to which the school's computer lab and library are used and for what purposes

Criterion B2. Array Of Student Support Services

To what extent...

- are students connected to a system of support services, activities, and opportunities at the school and within the community to help them achieve schoolwide learner outcomes through the curricular and co-curricular programs?
- is there a system of support and array of support for students in and outside the school which includes:
  - ! personalized classroom climate and differentiated classroom practices,
  - ! prevention/early intervention,
  - ! family participation,
  - ! support for transition,
  - ! community outreach and support, and
  - ! specialized assistance and crisis/emergency support?

Reflective Questions

- What kinds of evidence are available to support the effectiveness of support services offered to students? What types of extended learning opportunities are in place for all students?
- Can the school and staff identify the array of support services available to students within the school setting?
- How are students made aware of the array of support services available to them?
- What strategies are used to ensure that students feel connected to the school?
- How are co-curricular activities at the school used to support the achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes?
- What is the relationship of the support services and activities to classroom instruction?

- What process/strategies are in place to ensure that students have opportunities to be connected to a mentor or other significant, caring adult?
- How are student support services evaluated to assess their impact on classroom instruction and learning?
- How do students know they are making progress toward the achievement of the schoolwide learner outcomes and the HCPS?
- What support services are made available in the areas of health, career and guidance counseling, personal counseling, and academic assistance?
- What prevention and intervention services, programs, or strategies are offered by the school to establish a proactive approach to support student learning?
- What transition services and practices exist within the school to help students move from level to level, school to school, grade to grade, program to program, etc.?
- How are parents involved in the school to promote children's achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes?
- What processes are currently in place for intervention or referral for students needing additional assistance?
- Is the entire staff aware of these services?
- Is the school coordinating the system of support services for maximum results? Within the school? With outside agencies? With the community and parents? Is the community aware of the request for services and the services available? How are community support services, identified and obtained for students?
- What exists within the school to provide for crises or emergency situations?

Standards Implementation Design

(Evidence to determine the extent to which this criterion is met)
- School profile data
- School and class size data
- Adequate and qualified staffing
- Surveys, e.g., School Quality Survey, surveys of Students, parents, teachers, staff, community, service providers
- Referrals
- School's discipline plan
- School's safety plan
- Advisor/advisee programs
- Student profile
- Level and type of student involvement in school activities
- Array of Services Matrix
- Teacher feedback on student achievement
- Student/teacher conferences
- Guidance program and/or curriculum
- Career pathways
- School Support Group/Team
- Description (written or graphic) of the school's student support system
- Listing of parent involvement and training activities

Criterion B3. School-Based Services Review

To what extent...
- does the school do an annual review of the support services offered to students taking into account:
  - ! adequacy of the services offered,
  - ! number of students identified and serviced and type of service,
  - ! effectiveness of the service, and
  - ! number of students identified and not serviced and why?

Reflective Questions
- Is the protocol, process, or model which is used to identify students who need support

services clear, fair, consistent and comprehensive, timely, and effective in identifying students and their needs? How would this model or process be described?
- How does the school ensure that the assessment and implementation strategies used match the needs of the child? What strategies are in place to conduct ongoing monitoring of student progress so adjustments are made to ensure that services are responsive to the child at any given time?
- Is there a system of support for teachers that will help them identify and provide the array of support for students with special needs? What are some of the structured opportunities that enable teachers to discuss individual students?
- Are all teachers aware of the process used to identify students and the procedures for follow-up?
- What strategies are in place to keep parents informed and actively involved in their child's education?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)
- Complex Service Testing Review results
- School profile data
- CSSS assessment of student support services
- Individuals with Disabilities Act (IDEA) state monitoring reports
- Documents at school showing array of student support services available
- Documents and other evidence that show that teachers are aware of the referral process/procedures (e.g., Faculty handbook, memos, bulletins, etc.)
- Norm- and criterion- referenced test scores, class quizzes, student work
- Surveys, interviews
- Disciplinary and other referrals Student/teacher conferences

Rubric III.B: Quality Student Support

Rubric III.B1. Environment that Promotes High Expectations for Student Learning and Behavior

To what extent...
  • *does the school have a safe, healthy, nurturing environment that reflects the school's purpose (mission)?*
  • *is the school environment (culture) characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?*

Component	4	3	2	1
Physical Environment	The school is a safe, healthy, secure, clean, accessible, well-maintained, functional, and attractive place that reflects the school purpose and contributes to the student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. All state mandates, codes, and regulations are met, as reflected in the school's safety plan.	The school is a safe, healthy, secure, clean, accessible, well-maintained, functional, and attractive place that reflects the school purpose and contributes to the student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. All state mandates, codes, and regulations are met, as reflected in the school's safety plan.	The school is maintained in a safe, healthy, clean, and accessible place that contributes to the achievement of the Hawai'i Content and Performance Standards. Maintenance and safety requirements are met, as reflected on the school inspection report.	The school works at ensuring a safe and accessible place for staff and students. The main goal of maintenance is to pass the safety inspection.
Emotional Environment	The school community has created an inviting, nurturing, trusting, and caring atmosphere reflecting the school purpose. Everyone feels welcomed and has a sense of belonging in a climate that promotes academic, physical, emotional, and social growth. The facilitates student attainment of the Hawai'i Content and Performance Standards and schoolwide learner outcomes and success in the co-curricular programs and activities.	The school staff practices inviting and nurturing strategies to establish a caring atmosphere generally reflecting the school purpose. The staff promotes student growth and well-being, the development of self-esteem through the recognition of academic and personal achievement as reflected by the attainment of the Hawai'i Content and Performance Standards and schoolwide learner outcomes and success in co-curricular programs and activities.	The principal, individual teachers, grade levels, teams, or departments provide an atmosphere that promotes student growth. Student self-esteem is fostered on a limited basis through the recognition of academic success.	The principal is primarily responsible for creating a safe, secure campus which is conducive to the academic growth and physical well-being of students. However, some students feel unsafe at school at times.

Rubric III: Assessing Instructional and Organizational Effectiveness
Rubric IIIB1. Environment that Promotes High Expectations for Student Learning and Behavior

Component	4	3	2	1
Learning Environment	The school community has created a caring, nurturing, safe, well-managed, accessible, functional, attractive, self-monitoring learning environment. Students are interactively involved in challenging, integrated, student-centered learning experiences. Individual differences, special needs, and/or cultural diversity are respected and accommodated.	The school staff has created a caring, nurturing, safe, functional, accessible, and well-managed learning environment. Students are involved in challenging learning experiences. Provisions are made to accommodate individual differences, special needs, and/or cultural diversity.	The principal, individual teachers, and some grade levels, teams, or departments provide a safe, caring, accessible, and well-managed learning environment. Accommodations for students with special needs and/or cultural diversity are provided.	The principal and individual teachers are working on creating a safe, caring, and well-managed learning environment. Accommodations for students with special needs and/or cultural diversity are limited.
Standards of Conduct	The school community, including students, participates actively in development of behavioral standards. A clearly defined, written code of student conduct, including Chapter 19 requirements, is understood by all stakeholders and applied fairly and consistently. Students work toward self-monitoring and self-discipline. ***Systems*** the School leadership team meets at least quarterly, manages implementation of a proactive, preventative systems plan and conducts annual evaluations. ***Practices*** A behavior support system continuum and teaching procedures are in place for all students. ***Data*** Data measuring the effectiveness and efficiency of the behavior support continuum and teaching are utilized regularly for action planning.	The school community members are involved in development of behavioral standards. Students are aware of an abide by a written code of student conduct, including Chapter 19, that is fairly and consistently applied. ***Systems*** The school has a viable leadership team with a systems plan in place (schoolwide, classroom, non-classroom, and individual student systems). Proactive, preventative policies are established. ***Practices*** Procedures for teaching expected behaviors are implemented. ***Data*** A measurement system for tracking, monitoring, and evaluating schoolwide discipline systems is established and implemented.	The school leadership develops the school rules that are reviewed with students. The rules and sanctions are usually applied consistently. Chapter 19 is administered as mandated. ***Systems*** The school has a leadership team which agrees to a proactive, preventative purpose for schoolwide discipline. ***Practices*** Clearly stated rubrics of expected behaviors and rule violations for behavior/conduct are used. ***Data*** Evaluative questions and data measurement for schoolwide discipline are defined.	School rules and sanctions are imposed and often inconsistently applied. Chapter 19 is administered as mandated. ***Systems*** No school leadership team exists to address schoolwide discipline systematically. ***Practices*** Punitive practices to discipline exist. ***Data*** No data measurement system is in place to track and evaluate schoolwide discipline incidents.

Rubric III.B2: Array of Student Support Services

To what extent...

1. *are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program that support the achievement of the standards and the schoolwide learner outcomes?*

2. *is there a system of support and array of support for students in and outside the school which includes.- personalized classroom climate and differentiated classroom practices, prevention/early prevention, family participation, support for transition, community outreach and support and specialized assistance and crisis/emergency support?*

Component	4	3	2	1
Physical and Emotional Safety	Everyone in the school community is responsible for the physical and emotional safety of each other. Caring and support of others is the norm and a comprehensive school safety plan is in place.	The school staff is responsible for the physical and emotional safety of the students. The school has a comprehensive school safety program in place.	The school faculty is responsible for the physical and emotional safety of the students. School rules are enforced. Faculty is involved in developing a school safety program.	The principal is primarily responsible for the physical and emotional safety of students. School rules are in place.
Support System	A comprehensive system of support within the school community is networked with the military and other agencies to service students with identified needs. The system ensures that *all* students are connected to the school in meaningful ways through academic programs, a career and/or counseling programs, and health services programs. • Curriculum and instruction and support services are effectively address and focus on the whole child and the experiences within the home, school and community.	Support services are coordinated within the school community and networks with the military and other agencies to service students with identified needs. Opportunities are available through the academic program, co-curricular activities, counseling, and/or health services for students to feel connected to and supported by the school. • Students can identify a school support group to which they belong (e.g., elementary homeroom team, adviser-advisee, career paths, core team).	Support services are coordinated within the school community. Attempts are made to reach out and support students in a systematic way through counseling and health services. • Students have established meaningful relationships with more than one positive adult role model within the school.	Support services are available at the school. Students and parents are responsible for students' attendance, participation in school-sponsored activities, and accessing support services. • The classroom conveys caring, respect, fairness, and a sense of belonging.
Role of Staff	All school staff are aware and systematically utilize all support services available to students on site and in the community.	Faculty are aware of and utilize support services available to students on site and in the community as needed.	Faculty are aware of and utilize support services available to students on site as needed.	Administrators and counselors are aware of support services available to students within the school.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric IIIB2. Array of Student Support Services

Component	4	3	2	1
Staff Involvement	All school staff routinely initiate formal and informal discussions or procedures aimed at seeking support and solutions for students who need assistance in achieving the HCPS and schoolwide learner outcomes.	Teachers consult with colleagues and administrators and counselors for problem resolution. Teachers have identified students who excel and who have special needs and provide encouragement and support.	Teachers consult with colleagues to resolve problems in the classroom. Teachers have identified students who have special needs and provide support whenever possible.	Teachers resolve problems in the classroom to the best of their ability.
Guidance and Counseling	The approach to guidance and counseling is systematic, schoolwide, and comprehensive and includes the participation of all role groups. The approach focuses on students' personal and academic interests and goals and utilizes all resources available to the school. The guidance and counseling process provides support to students in the following areas: 1. Appropriate communication skills 2. Collaborative skills 3. Valuing of diverse abilities and cultural differences 4. Critical thinking skills 5. Responsibility for their own behavior and caring for others 6. Internal locus of control 7. Self-discipline 8. Goal setting 9. Motivation to achieve	A systematic, comprehensive, schoolwide guidance and counseling program is in place to meet academic and social/emotional needs of students (e.g., scheduling, course selection, providing information on graduation and college entrance requirements). Counselors and teachers provide guidance on a regular basis for students.	The school's focus for guidance and counseling is primarily on academics and/or discipline. Counselors work with teachers to access selected students' needs and provide guidance on a regular basis.	In the absence of a formal system of identification of effective intervention, staff discussions of students at risk occur only on an anecdotal basis. Counselors provide guidance on an as-needed basis, for example, when a crisis occurs.
Resources	Students and their families can easily access appropriate social, psychological, and health services through a school-based coordinated network of school and community organizations. These organizations may be housed on campus and work together to problem-solve and share resources.	The school staff develops collaborative partnerships with community agencies. Services are provided to address preventative and crisis-oriented concerns on a regular basis.	The school staff develops relationships with outside agencies. Services are utilized to address problems.	The school staff is aware of outside agencies. Services are utilized as needed, for example, when a crisis occurs.

Rubric III: Assessing Instructional and Organizational Effectiveness

RubricIIIB2. Array of Student Support Services

Component	4	3	2	1
Academic Expectations	Classes at all levels are characterized by diverse student groups, and all students - whatever their abilities - are continually encouraged to meet the challenges of a thinking, meaning-centered curriculum. Teachers are knowledgeable about their students' needs and personalize approaches to maximize each student's achievement and ability to attain the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	Classes at all levels are characterized by diverse student groups, and most students - whatever their abilities - are encouraged to meet the challenges of a thinking, meaning-centered curriculum. Teachers are knowledgeable about their students' needs and modify approaches to maximize the learning potential of most students to attain the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	Classes tend to be grouped homogeneously. Teachers generally know the levels of their students and provide appropriate work at each level. Course requirements generally vary greatly according to "level" (e.g., college preparatory, general, basic).	The distribution of students in classes does not reflect the diversity of the school. Teachers accept less rigorous work from students who they perceive as being at "lower levels."
Academic Support	• Students who need support or enrichment in achieving can rely on a network of integrated and fully articulated services, such as Chapters 36 and 53, Title I Program, after-school instruction, Gifted/Talented program, military partnerships, tutors and the ESLL program. • Curriculum and instruction strategies accommodate the learning styles and needs of all students. • All stakeholders are committed and demonstrate the principles of equity for all students.	• Students who need support have a variety of options available. These include tutoring, remedial courses, and Chapters 36 and 53 accommodations. • A variety of instructional strategies are used to ensure that all students meet standards. • Trained, caring, and committed staff engage the child in the teaching and learning process.	• Students who need support in meeting curricular requirements are encouraged to get tutoring and make use of available school or community library facilities and services. • The teacher uses a variety of instructional strategies to implement the curriculum. • The school develops clear expectations which are communicated to students and most parents.	• Students who need support in meeting curricular requirements are encouraged to take courses that are less demanding or provided with less challenging work. Tutoring is provided only when students or families pursue it.

Rubric III: Assessing Instructional and Organizational Effectiveness Rubric
III.B: Quality Student Support

Rubric IIIB2. Array of Student Support Services

Component	4	3	2	1
Academic Support *Continued*	• Trained, caring, and committed staff engage the child in the teaching and learning process. ! Clear expectations are shared with all students and parents. ! There is ongoing monitoring with timely feedback. ! Students self-access to monitor with own progress. • Assessment data is used to modify instruction to support student learning.	• Clear expectations are shared with all students and parents. • There is ongoing monitoring with timely feedback. • Students self-access to monitor with own progress. • Assessment data is used to modify instruction to support student learning.	• Teachers provide ongoing feedback at the end of each test and at the end of the quarter.	• The teacher uses the same classroom instructional strategies that appear to have been successful in getting the curriculum across to most students. • Teachers provide feedback to students at the end of each grading period.
Climate for Learning	• The school climate encourages all students to take risks and feel comfortable about seeking support. The school climate plays an important role in providing all students with a foundation from which to achieve the Hawai'i Content and Performance Standards and schoolwide learner outcomes. • Most students and families feel safe and welcomed at the school.	• The school climate encourages students to take risks and feel comfortable about seeking support and has a positive influence on student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. • Most students and families feel safe and welcomed at the school.	• The school climate has positive effects on achievement of the Hawai'i Content and Performance Standards for some students. • Most students and families feel safe and welcomed at the school.	• Some teachers provide students with learning environments that promote achievement in their classrooms. • The classroom teacher establishes class rules and is responsible for maintaining a safe classroom environment. • The principal establishes and administers school rules.

Note: School plans, programs, and rules should address the federal, state, city, and county laws, standards, mandates and codes, BOE/DOE policies, regulations and other program requirements.

Comprehensive Student Support System (CSSS)

How do 'ya know 'ya got one that's working?

(based on a conversation with CSSS RTs in the complexes)(Special thanks to: Tiffany Frias - McKinley Complex, Ellen Iida - Hilo/Laupahoehoelftiakea Complex, Cherylyn Inouye - East Kauai Complex, Joyce Kato - Pearl City Complex, Linda Kushi - Baldwin Complex, Jason Wong - Radford Learning Support Center; Barbara Yamada - Castle Complex, Jill Zodrow - Kalaheo Complex.)

CSSS is based on the following beliefs:
- every child can learn;
- the system supports the development of competent students;
- professionals nurture, guide, and support students;
- a comprehensive array of supports focuses on respect, care, and commitment; and
- families and communities working together with schools impact student learning.

These beliefs lead to a *school* that is focused and organized to provide a system of supports t ensure each student's growth academically, socially, physically, and emotionally - *a comprehensive student support system* that enables every child to achieve the Hawai'i Content and Performance Standards (HCPS II).

The **system** begins at the front door of the office. The office is physically and personally inviting; people are made to feel welcome. New students and families are assisted in registering and in meeting the people who can help them (i.e. counselors, health aide, registrar, etc.). Orientation includes information about special programs offered at the school site (i.e. Parent-Community Networking Center [PCNC], English for Second Language Learners, Title 1, the activities that occur before or after school, any opportunities for parent participation at the school level, etc.) and an invitation to participate. Services are provided day one, based on available information about the child's needs.

The **system** is a **classroom** that is physically and personally inviting, to children and their parents. It is *inclusive* and *structured for appropriate effective behavior support* (through both school-wide discipline and, if needed, individual plans) with *differentiated instruction.* There is *regular communication* between the teacher and families (perhaps via a classroom newsletter as simple as a one-pager) and between the teacher and any support for an individual student (i.e. counselor, special teacher, team, etc.).

The **system** is specific, organized activities to **transition** students:
- into/out of the classroom, special programs, and school,
- from grade to grade, and
- beyond school (i.e. into the next school level, into post-high school activities, etc.)

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The **system** is a conscious, systematic **family involvement**. It begins with sharing news about the classroom and/or the school on a regular basis. But meaningful family involvement must also include opportunities to:
- participate in school activities and events,
- discuss and influence school-wide decisions,
- learning new parenting skills, about child/family development, or literacy activities, and
- actively consult in planning for their own child's educational needs.

Many students will have additional needs sometime throughout their school career. Therefore, the **system** is also structures and/or programs of **prevention and early intervention** which occur in the classroom or in pull-out situations (such as counseling, or Primary School Adjustment Project [PSAP], or Comprehensive School Alienation Program [CSAP]). When a teacher or parent recognizes that an individual child is not progressing as expected, they can file a Request for Assistance (RFA). All requests begin at a single point of entry into the support system. The system must include an array of services that can be accessed in a timely, effective manner.

The **system is community support or connections with outside agencies** to be partners in planning and reviewing and to provide additional needed resources or services. The system is a specialized assistance or emergency support plan to activate when a child/family/school experiences a crisis. A team needs to be in place to step up with help for a child when:
- parents are separating,
- there is a death in the family,
- a child or family member has a serious illness, and/or
- a disaster occurs (including war).

The crisis plan needs to outline the support for the child, the family, and in some cases, the staff as well. The support must be appropriate to the needs of the student and staff. *This focused, organized system does not just happen because of beliefs.* It exists because an administrator and cadre actively collaborate, and review, identify, connect all six elements. They nurture the system, offering the support and/or training in best practices to make it function.

The CSSS School

Personalized Classroom Climate ·Differentiated Classroom Practices ·Prevention ·Early Intervention ·Family Involvement
Supports for Transition · Community Outreach and Support ·Specialized Assistance · Crisis and Emergency Support

Daily Transitions:
Before School, Recess and Lunch, After School

At the end of each school year, all schools are asked to complete a <u>Progress Indicators Checklist for Comprehensive Student Support System (CSSS) Implementation.</u> The results should be included in the Standards Implementation Design (SID) plan and used for school improvement planning. Each indicator can be judged against the criteria identified in the relevant SID rubrics.

Did you know...

every year your school self-evaluates its implementation of CSSS on the following indicators:

 # 1 - School Cadre

 # 2 - Assessment

 # 3 - Assets Mapping

 # 4 - Family Involvement

 # 5 - School Support Group (SSG)

 # 6 - Staff Development

 # 7 - Request for Assistance (RFA)

 # 8 - Core Committee

 # 9 - Student Support Team (SST)

 # 10 - Student Action Plan

 # 11 - Transition Supports

Careful review of these indicators (and their descriptors in the SID rubrics) can help identify areas of strength, concern, and focus for the coming year.

Daily transition times and places provide opportunities for enhancing physical, emotional, and social growth as well as academic learning. Schools that provide a full support system for students do not overlook these opportunities; they consciously build programs to address their students' needs.

School days begin differently for different students. Some arrive very early, some arrive late, some arrive hungry, some arrive having been bullied or harassed. Some come from families with multiple problems; some come from alternative living arrangements. Some arrive on time, having eaten breakfast, with homework finished, and a sense of confidence in themselves, their friends, and the likelihood of positive learning experiences during the day. They are ready for the classroom and the day's instruction.

Schools can develop programs that help more students to be ready for learning. Breakfast programs, semi-structured activities that promote social interaction and a sense of community, opportunities and spaces that allow homework completion or assistance, and enrichment opportunities (library, video, computer, etc.) help students begin the day positively and prepare them for the more formal instruction of the classroom.

Recess and lunch times are essential "breaks" that address nutritional and physical needs. They can also create opportunities for inappropriate behavior. Schools need to look at when, how, and what foods are available. They need to consider activities and supervision. They may need to identify specific social skills to be systematically taught so that students can be increasingly responsible for what happens to them individually and as a group. Schools will need to look beyond the classroom teacher to assist with these activities and with supervision.

"After school" is already well documented as time students can use productively or negatively. While schools have increasingly added to their hours of responsibility by providing all kinds of programs and activities, "after school" is perfect for connecting to community resources. The challenge is to create, in each community, a network of programs that address the needs of students and families that enhance individual strengths. "Participation in after school programs is positively associated with better school attendance, more positive attitude towards school work, higher aspirations for college, finer work habits, better interpersonal skills, reduced drop-out rates, higher quality homework completion, less time spent in unhealthy behaviors, and improved grades *(Clark, 1988; Hamilton & Klein, 1998; Huang, Gribbons, Kim, Lee, & Baker, 2000; McLaughlin, 2000; Posner & Vandell, 1994, 1999; Schinke, 1999; US Dept. of Education, 1998)*."

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The Primary School Adjustment Project (PSAP) provides encouragement and support services to young children with social, emotional, or behavioral difficulties, to help each child function more effectively to learn in the classroom, school, and community. It is a kindergarten through grade 3, school-based prevention and early intervention program (level three in the Array of Services) in every elementary school throughout the state.

Learning and Growing

Janean Fletcher, PSAP Child Aide, Aina Haina Elementary

One of the greatest joys of my work is seeing parents adjust their behavior for the sake of their child. Recently I had the opportunity to witness this change in one of my PSAP parents.

Many of our students come to PSAP for a boost in their self-confidence, which in turn, helps improve their social skills needed for learning and growing. For "Keoni", PSAP is a place that provides relief for his constant anxiety. He began coming to PSAP twice a week and I soon saw the soothing effect the PSAP room had for him. To offer support to his mom, I suggested she bring Keoni to the PSAP room before school. Soon mother and son began coming two mornings each week. During this time, Keoni was allowed to choose a game or activity, and would often teach his mom how to play his favorite games.

One morning, while all three of us were playing a board game, Mom answered a couple of questions for Keoni, thinking that he needed help. Finally, he politely told her he wanted to answer the questions himself.

When the session was over and we dropped Keoni off at class, Mom broke into tears. She realized during the game that her own anxiety about helping her son was contributing to his anxiety. She also saw that by doing things for Keoni, she was preventing him from making his own mistakes. The fear of making mistakes was part of her son's anxiety!

Since our morning sessions, I have witnessed Mom relax a little more and allow Keoni to develop more independently. These changes are evident in her son, as he has become more self-confident and less anxious.

I feel proud of the hard work they have shown, as well as privileged to be a part of their lives and successes.

Differentiating Instruction
Learning Centers

Differentiation is a way of thinking about teaching and learning that seeks to recognize, learn about, and address the learning needs of all students.

When differentiating, teachers use a variety of approaches for curriculum, instruction, and assessment that promote learning opportunities and outcomes across learning environments.

A learning center is a process strategy in differentiation; it can provide opportunities that ***teach, review, reinforce, or extend learning that address student readiness, interests, and learning styles/preferences.*** Learning centers may be used in both elementary and secondary settings.

Learning centers should:
- contribute to acquisition of skills and knowledge;
- link to a significant area of study (It is NOT busy work, NOR additional worksheets to keep students occupied.);
- scaffold student knowledge and understanding, connecting past experience to new experiences; and
- promote student-centered learning.

Quality learning centers:
- focus on specific topics or themes,
- provide a variety of materials,
- are hands-on and activity-oriented,
- are constructed of clear, simple task assignments that are engaging, purposeful, and challenging,
- include practical time limits,
- contain a specific assessment of the learning, and
- require good recordkeeping.

Types of Learning Centers

<u>DIRECT</u> learning centers provide deeper content learning and interdisciplinary learning. An example might be students investigating primary documents on a current issue and proposing solutions or actions to take.

<u>OPEN</u> learning centers provide opportunities for exploration, enrichment or extension, creative discovery of individual interests, and motivation. An example might be students identifying a need and designing/inventing a tool or device to improve daily life activities.

<u>SKILLS</u> learning centers provide for mastery of specific skills or processes, and reinforcement of initial teaching. An example might be students practicing and reinforcing skills in mathematics, writing, spelling, vocabulary, etc.

To effectively manage learning centers:
- take time to introduce the center thoroughly;
- explain all procedures: what to do, when to use the center, and what to do when work in the center is completed;
- set frequent checkpoints to assess progress;
- help students determine an appropriate timeline;
- set clear expectations and outcomes; and
- have all materials available at the center.

In addition to classroom-based learning centers, structured learning experiences occur in numerous sites on and off school campuses, i.e., language labs, libraries, resource rooms. Teacher directions, content-related goals, and hands-on experiences are some of the characteristics of these "centers of learning."

Learning centers can be used to provide additional opportunities to:
- deepen students' learning and understanding of content;
- increase student motivation through exploration, enrichment, and creative discovery of their interests; and
- enhance their mastery of specific skills and processes.

They provide opportunities for independent work, movement in the classroom, variety of instructional activities, etc.

For information regarding differentiating instruction training modules, ask your principal to contact complex personnel.

Resources *(This is only a beginning list.)*

Kellough, R. D., & Kellough, N. G., "Learning Centers," ***Secondary School Teaching: A Guide to Methods and Resources, Planning for Competence,*** Montgomery County Public Schools Accelerated and Enriched Instruction, Merrill, Upper Saddle River, NJ., 2000.

Smith, Jody, "Learning Centers", <http://www.mcps.k12.md.us/departments/eii/gr/powerpoint/learningcenter> (June 5, 2003)

Winebrenner, S., ***Teaching Gifted Kids in the Regular Classroom,*** Free Spirit Publishing Inc., Minneapolis, MN., 1992.

The CSSS School

Personalized Classroom Climate · Differentiated Classroom Practices · Prevention · Early Intervention · Family Involvement
Supports for Transition · Community Outreach and Support · Specialized Assistance · Crisis and Emergency Support

February 2004

Transitions: beyond High School

While college-educated reformers think that college is necessary to get good jobs, and they often urge that all ... should have the chance to become doctors and lawyers, these are not realistic options for all..., and they are not the only good jobs in society....

While educators worry that career-related education shuts off college options, research indicates that many vocational education students get college degrees, and "college and career" programs may prepare students to do even better.
   Rosenbaum, "Beyond Empty Promises: Policies to Improve Transitions into College and Jobs", 2002, *http://www.ed.gov/offices/OVAE/HS/rosenbaum.doc+rosenbaum+beyond+empt/+promis*

What factors help students make the transition from high school to either higher education or employment? Supportive family and friends, making money, satisfying leisure activities, personal achievements, and educational success, according to interviews done by W. Borgen and N. Amundson in a 1995 study. (*Models of Adolescent Transition, http://www.ericfacility.net/ericdigest/ed401502.html*)

While schools and/or teachers may not be able to ensure all of these factors, certainly many of them are areas which can be addressed throughout the K-12 years. Borgen and Amundson identify eight strategies to help students move beyond high school, but most of these are skills which can be developed beginning in kindergarten.

1. ***Developing Multiple Plans.*** Flexibility (when the initial plan of action is not successful) requires a sense of purpose, problem-solving skills, and alternate plans.

2. ***Self-Advocacy and Marketing.*** Beyond school, it is critical that individuals be able to advocate for themselves. They need to develop communication skills, self-confidence, organizational adaptability, and effectiveness in human relations.

3. ***Managing Changing Relationships.*** Over time friendship patterns change and parents need to allow children appropriate "room" to develop their sense of identity. Coping with relationship issues can be facilitated through communication skills, human relationship training, and problem-solving skills,

4. ***Meeting Basic Needs.*** Basic needs include a sense of belonging, meaning in life, physical and emotional security, and basic structures in relationships and living. Children need to establish a sense of purpose. They need to learn to plan meaningful activities, effectively manage their time, and possible ways to make a living as an adult.

5. ***Coping with Stress.*** To cope with stress, students need to develop competencies in organizational adaptability, human relations, problem-solving, and self-confidence.

6. ***Coping with Loss.*** Assisting students to deal with the loss of loved ones through death or divorce helps them develop coping skills that can be recalled and used throughout their life.

7. ***Bridging Programs.*** Work experience (such as school-to-work) and co-op education programs help students acquire some "hands-on" experience to reduce their fears of the unknown. Early entry programs at post-secondary schools "bridge" the move from high school to higher education.

8. **Information and Information Access.** Students not only need current information, they need to assess the relevance of the information. Skills in theoretical and applied knowledge, research, interviewing, and critical analysis all help the individual to make new information personally relevant.

Helping each student achieve the vision of a Hawaii public school graduate is the responsibility of all - not just the high school.

Resource: Drs. Howard Adelman and Linda Taylor, "Transitions: Turning Risks into Opportunities for Student Support" , UCLA Center for Mental Health in Schools. To look at the full document, go to: http://smhp.psych.ucla.edu.

On any given day, some students are not ready to learn for a variety of reasons which do not include a learning disability. "Most learning, behavior, and emotional problems ... are rooted in failure to address external barriers" (Adelman and Taylor, Feb.'02) so the care offered through the school's comprehensive support system makes the difference for many of these students.

Last year a first grade student was referred for behavior problems. Meeting with Mom, we learned that Kimo was waiting at school until 3:00 or 4:00 pm every day by himself. Theoretically, his half-brother was watching him, but that was not the case. He lived an hour-and-a-half from school. His real father was treating Kimo badly and giving mixed messages, but he still had visiting rights. Kimo was a tired, angry boy.

We enrolled him in A+ and allowed him to take time out in class when he felt frustrated. He came to me when he needed to talk to someone, and he started weekly counseling. He really improved, making a 180 degree turn around.

Unfortunately, a few months later his half-sister committed suicide and his house burned down. He regressed, but we kept the services in place and increased his counseling. I talked to Mom a lot and Kimo knew we cared about him. What was amazing was that he actually got even better after the initial shock and sadness wore off. Part of the reason, I think, was that he lived closer to school and could sleep till 6:00 am instead of getting up at 4:30 am. Mom felt supported and was better able to care for her children.

This year he was doing really well, but a few weeks ago, he started acting angry in class. We held another core meeting and Mom signed consent forms to allow the SBBH counselor to see him. Kimo also has a reward system for good behavior. He is doing well again.

Differentiating Instruction
Flexible Grouping

Differentiation is a way of thinking about teaching and learning that seeks to recognize, learn about, and address the learning needs of all students.

When differentiating, teachers use a variety of approaches for curriculum, instruction, and assessment that promote learning opportunities and outcomes across learning environments.

Flexible grouping is varied group configurations (whole group, triads, dyads, individual) based on the task you want students to accomplish, as well as their readiness, interest, and learning styles/preferences.

Flexible grouping:
  - addresses the need for varied learning opportunities,
  - provides variety in learning,
  - promotes collaboration,
  - encourages interdependence,
  - gives students and teacher a voice in the teaching/ learning process,
  - provides students with an opportunity to interact with a variety of peers, and
  - allows for planned movement during the learning process.

Within both teacher directed/direct instruction or student centered instruction/inquiry, there are opportunities to vary groupings from whole group to small groups to triads or dyads. In teacher directed instruction, the initial instruction is probably most efficiently done in whole group, but guided and independent practice provide opportunities for alternate grouping. In student centered instruction, the direct instruction is, again, probably most efficient in whole group, but the initial exploration and expansion of knowledge can be done in varied groupings (probably based on student interest). In both types of instruction, **it is important that students be held individually accountable for their learning.**

To make flexible grouping a successful strategy, time must be spent teaching students how to work together. These "getting acquainted" activities should be:
  - short (10 minutes or less),
  - done at the beginning of new formations and periodically as a check for getting along, and
  - used when a new student joins the class/group.

Research on student learning shows the greatest retention occurs when students have had the opportunity to:
  - work in discussion groups (50%),
  - practice by doing (75%), and
  - teach someone else what they know (90%);
all reasons to develop successful, flexible grouping strategies.

Resources:

Johnson, D. W. and R. T., Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning, Allyn & Bacon, Boston, 1999.

Kagan, S., Cooperative Learning: Resources for Teachers, Kagan Cooperative Learning, California, 1994.

_____, Group Grades Miss the Mark, Educational Leadership, Association of Supervision and Curriculum, 1995.

Marzano, R., Pickering, D., and Pollock, J., Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, Association of Supervision and Curriculum Development, 2001.

Sharan, Y., and S., Expanding Cooperative Learning through Group Investigation, Teachers College Press, New York, 1992.

Tomlinson, C.A. and Kalbfleisch, M.L., Teach Me, Teach My Brain; A Call for Differentiated Classrooms, Educational Leadership, Association of Supervision and Curriculum, 11/1998.

Student Support Services Branch
Estelle Wong, Director (733-4400)

The Student Support Branch provides leadership and support to schools in assuring that a Comprehensive Student Support System (CSSS) is in place at every school. CSSS is a learner needs-driven delivery mode. It assures timely and direct delivery of preventative and developmental services as well as intervention and corrective services to target students and families. This branch is responsible for addressing the primary, secondary, and tertiary needs of all students--building a support network which includes all other appropriate agencies, departments, and service providers. The branch also addresses the Felix Consent Decree.

Student Support Administration Section
Glenn Tatsuno, Administrator (733-4400)

- Provides leadership and support to schools in implementing a comprehensive student support system.
- Assures that students' needs are met in a timely and appropriate manner--whether the students' needs are preventative/developmental, secondary/remedial/early intervention, or tertiary, that is beyond the educational scope and requiring the assistance of other agencies and/or departments.
- Assures and provides schools with direction and technical assistance to further family support and involvement.
- Assures systematic and coordinated student support services to programs serving special target groups of students, such as Section 504, gifted and talented, early education, and those deemed "at-risk.

http://sssb.k12.hi.us/ssbhome.htm

COMPREHENSIVE STUDENT SUPPORT SYSTEM

Contact: Lois Matsuda
Educational Specialist (735-8250)

CSSS is the Department of Education's umbrella or construct for ensuring a continuum of supports and services that provide the social, emotional, and physical environments to help all students learn and meet high educational standards. This continuum begins in the inclusive classroom, with differentiated classroom practices as the base of support for each student. This support extends beyond the classroom to include school and community resources, initiatives, and programs as well as appropriate services procured from private providers.

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

http://sssb.k12.hi.us/programdescriptions/CSSS.htm

Hawai`i's Comprehensive Student Support System
(http://doe.k12.hi.us/programs/csss/)

Updated Material - 2009

- Brochure: Comprehensive Student Support System (CSSS)

- Comprehensive Student Support System Guide

Comprehensive Student Support System (CSSS)

Hawaii Department of Education

Search for:

Google

Search   Go

Comprehensive Student Support System (CSSS)

Experience tells us there are times when all students — even the most resilient— will need help. **CSSS provides for all students — standards-based learning and a comprehensive support system, demonstrating that all children can learn, meet Hawaii Content and Performance Standards and General Learner Outcomes, and attain the Vision of a Hawaii Public School Graduate.** The CSSS is a collaborative effort involving the Department of Education, the family, and the community that provides resources and assistance so each child will meet the educational standards for his/her grade-level. (from CSSS pamphlet)

....Our standards set the course, while students, families, and community fill the sails with expectation as we voyage with the treasure of bright, young minds ready to lead the way to the future.

- Brochure: Comprehensive Student Support System (CSSS) (PDF)
  - Brochure: Comprehensive Student Support System (CSSS) (HTML)

- Comprehensive Student Support System Guide (PDF)
  - Comprehensive Student Support System Guide (HTML)

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COMPREHENSIVE STUDENT SUPPORT SYSTEM (CSSS)

Enables ALL students to achieve the Vision of a Hawaii Public School Graduate.

Personalized Classroom Climate and Differentiated Classroom Practices

A nurturing and caring climate with customized classroom practices enables all children to progress and learn.

- Strategies are designed to teach a diverse population of varying learning styles and needs.
- Curriculum adjustment is based on regular assessment of student needs.
- Meaningful relationships are established among students, staff, and family through programs such as Lion's Quest and Freshman Success Academy.

Prevention and Early Intervention

The Student Support System includes a full array of services to address the basic needs of all students. By providing students with early interventions within the classroom and through school programs, the need for higher-level services is decreased.

- Each student has a significant adult on campus.
- Accommodations and prevention programs are systematically used as early interventions.
- Procedures to request for student assistance beyond the classroom are mapped out and understood by the entire staff.

Support for Transition

Transition supports minimize interruptions in student learning. Effective transitions are smooth and coordinated. The school should have clearly written and fully implemented transition plans.

- Welcome programs and transition supports for new students (i.e. military, immigrant, transferring, re-entry, etc.) ensure a smooth transition into the school.
- Transition procedures are in place to assist students to move within the school, between schools, between programs, and between school and community programs.
- Transition plans are developed for students returning from detention or suspension, or from treatment homes.

Community Outreach and Support

The school actively communicates with community agencies and support groups. In addition, the school engages in partnerships to enhance school-community connections.

- Activities such as orientations, open house, workshops, fairs, performances, adopt-a-school, volunteer, and service-learning programs are evident.
- Partnerships with organizations such as Volunteers in Service to America (VISTA) are established.

Family Involvement and Participation

An effective Student Support System includes families as full participants in the educational process for their children. Families participate as planners, contributors, leaders, teachers, learners, and colleagues.

- Family literacy programs provide parents with skills to assist their child's learning.
- Family support programs such as Families for R.E.A.L. facilitate parent participation.

Specialized Assistance and Crisis and Emergency Support

A Student Support System incorporates services and procedures necessary for crisis and emergency situations. Specialized assistance programs are available for students with intensive special needs.

- Students and staff are knowledgeable about individual crisis and emergency procedures.
- Immediate access to social and mental health services is available in an emergency or crisis.
- School staff are knowledgeable about and able to facilitate short and long term referrals for special services (including 504 accommodations, special education, and other support programs).
- Care coordination or case management services are delivered in a consistent and timely manner.

What is CSSS?

Experience tells us there are times when all students — even the most resilient— will need help. **CSSS provides for all students — standards-based learning and a comprehensive support system, demonstrating that all children can learn, meet Hawaii Content and Performance Standards and General Learner Outcomes, and attain the Vision of a Hawaii Public School Graduate**. The CSSS is a collaborative effort involving the Department of Education, the family, and the community that provides resources and assistance so each child will meet the educational standards for his/her grade-level.

Student Support

CSSS establishes an environment with support services to promote student learning.

A positive learning environment fosters a sense of belonging, enhances the joy of learning, honors diversity and promotes respectful, responsible and caring relationships.

Support services are evaluated regularly to assess the impact on classroom instruction and student learning.

Goals of CSSS

(1) **To provide** comprehensive and timely supports for students that allow them to achieve in school, to be confident and caring, and to become contributing citizens in their communities.

(2) **To involve** families and the community as integral partners in the implementation of the CSSS.

(3) **To integrate** human and financial resources of the appropriate public and private agencies to create caring communities at each school.

CSSS Essential Components

Leaving no child behind requires all public schools to give highest priority to *instruction* and a comprehensive *student support* system. In addition, *management* and governance practices based on systematic and rigorous assessments are profoundly important for accountability and continuous improvement.

BOE POLICY 2203

COMPREHENSIVE STUDENT SUPPORT SYSTEM

The Board of Education (BOE) recognizes the importance of providing effective instruction in a caring and supportive learning environment. A comprehensive student support system will ensure that all students attain the Hawaii Content and Performance Standards (HCPS) and the General Learner Outcomes (GLOs), in order to become Public School Graduates prepared for post secondary education and/or careers.

Therefore, the Department shall provide a comprehensive student support system framework to support the implementation, with fidelity, of:

(1) effective standards-based instruction for all students,

(2) appropriate student support through an array of services,

(3) involvement of families and community stakeholders as partners in the education process,

(4) management of decision-making driven by ongoing assessment of student progress, and

(5) effective single all-student database.

Approved: 5/14/09

For more information,
contact your child's school
or your nearest public school.

Comprehensive Student Support System (CSSS)
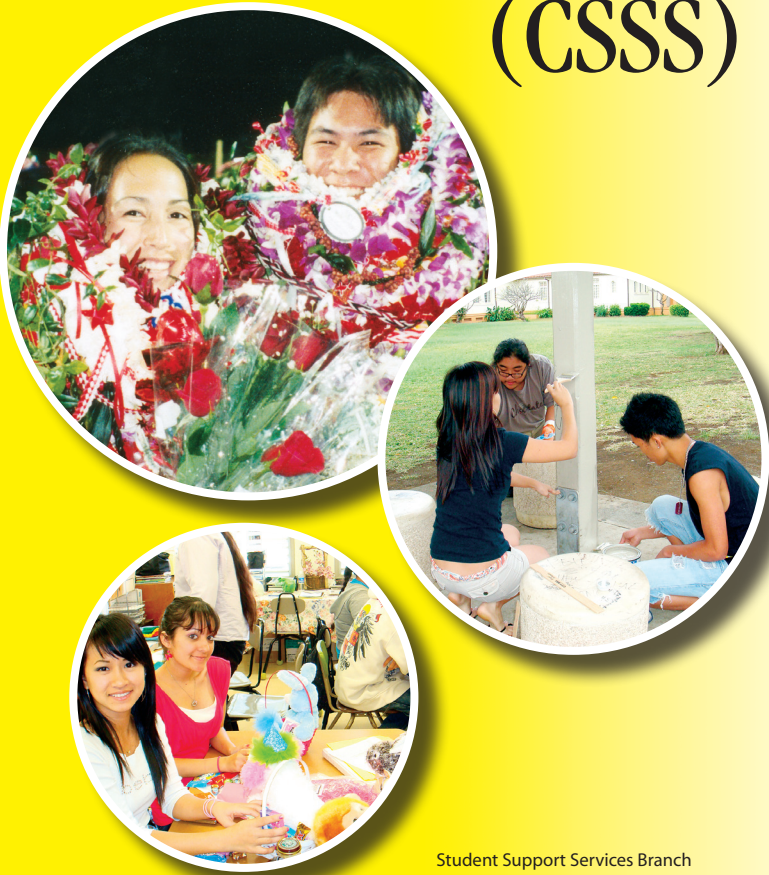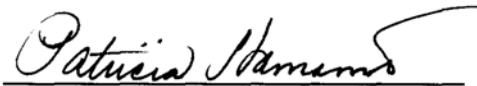
COMPREHENSIVE STUDENT SUPPORT SYSTEM

Guide

Foreword

The Hawaii State Department of Education's Comprehensive Student Support System (CSSS) framework provides a focused and responsive system to nurture a literate student's academic, social, emotional, and physical well-being.

The Vision of the Public School Graduate recognizes the diverse needs of students and the need for multiple learning strategies. Having a strong CSSS at all schools will ensure that appropriate support and interventions are provided to ALL students.

The *Comprehensive Student Support System* Guide shall assist administrators, teachers, and others in the delivery of timely, appropriate programs and services to ALL students. This guide shall also serve as a resource to develop a common understanding among various role groups.

Patricia Hamamoto
Superintendent

Acknowledgements

Table of Contents

COMPREHENSIVE STUDENT SUPPORT SYSTEM

BOE POLICY 2203

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        progress, and
    (5) effective single all-student database.

Approved: 05/14/09

Framework

Overview of CSSS
The School as a Comprehensive Student Support System

Overview of CSSS

In 1996, the Hawaii State Department of Education initiated a collaborative and systemic reform known as the Comprehensive Student Support System (CSSS) to assist students to meet high educational standards. CSSS is founded on the following beliefs:

- An effective education system is grounded in the core belief that every student succeed to the best of his or her potential.
- A basic purpose of the professionals in the educational system is to nurture, guide, and support students.
- Schools must establish a system that focuses on relationships between adults and students as well as an organizational mechanism that links students and their families with a comprehensive array of informal and formal supports.
- An effective school-based service delivery system is comprehensive, coordinated, integrated, and customized, and should focus on developing competent Literate Learners*.

The CSSS model includes the three essential, interrelated components for a comprehensive system in a school — Instruction, Support, and Management. This system is the Department of Education's (DOE) framework for providing an environment that ensures academic, social, emotional, and physical growth through a continuum of supports and services. The framework, philosophical outlook, tasks and support resources were based on the research of Dr. Howard Adelman and Dr. Linda Taylor** (1997).

CSSS provides standards-based learning and a comprehensive support system for all students, demonstrating that every children can learn, meet Hawaii Content and Performance Standards (HCPS) and General Learner Outcomes (GLOs), and attain the Vision of a Public School Graduate.

The CSSS framework allows all students a variety of resources and services to improve their learning within and beyond classroom instruction. The Array of Student Support is identified through five levels. The collection of services ensures that the supports provided and their delivery correspond to the severity, complexity, and frequency of each student's needs. These resources represent a community of caring and supportive relationships among students, teachers, families, and agencies which occur at all levels, ensuring timely and appropriate services for all students.

The measurement that indicates students are meeting standards and receiving appropriate supports is the achievement in the classroom.

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*Literacy for Learning, April 2009. <http://hawaiidoeliteracy.pbwiki.com>
** Co-directors of the School Mental Health Project, Department of Psychology at the University of California, Los Angeles, California.

The School as a Comprehensive Student Support System

All students in the Hawaii public schools are expected to reach the Vision of a Public School Graduate. All schools are expected to create an environment that optimizes standards-based learning with the supports necessary to challenge all students to excel.

To achieve the Vision of a Public School Graduate, students must demonstrate what they know and are able to do as defined in the HCPS. In addition, students must reach the essential goals of standards-based learning in the GLOs.

Schools must implement research and evidence-based curriculum, assessment and instruction, with a focus on literacy, all of which must be carried out with fidelity, and are based on the standards.

> Standards-based curriculum consists of lessons and activities. The curriculum includes resources and strategies that match learning targets and increase student learning.*

> Standards-based assessments and rubrics describe how well students are learning. Assessments give evidence of learning through student work. Rubrics describe the quality of the student work.*

> Standards-based instruction provides many varied opportunities for students to learn and demonstrate learning.*

The learning success for all students refers to not only the students who are motivationally ready and able to profit from high standards demands and expectations, but also to those students who are not benefiting from the regular instruction because of external and/or internal barriers interfering with their development and learning.

The **Comprehensive Student Support System (CSSS)** was created as a framework to help schools meet the challenges of implementing the standards and to ensure that all children can learn.

Essential to a safe and nurturing environment that fosters student achievement are **six critical elements**. The school system must include a personalized classroom climate, early intervention practices, transition support, family and community involvement, and special assistance for crisis situations. A well-designed structure will ensure that all student needs will be addressed as they work towards attaining the Vision of a Public School Graduate.

Having a comprehensive student support system requires the school to devote attention to the instructional practices and organizational conditions required to support achievement.

CSSS facilitates the organization of the components that allows the school to examine **the curriculum, assessments, instruction** and **array of supports to benefit student learning** (See Appendix)

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*Hawaii Content & Performance Standards III Database, *Standards-Based Education: Info for Parents: Standards, Curriculum, Assessment and Instruction are based on Standards.* <http://165.248.30.40/hcpsv3/library.jsp>

Infrastructure

Six Critical Elements
School Leadership Team
Array of Student Support
Support Process

Six Critical Elements

1. **Personalized Classroom Climate and Differentiated Classroom Practices**
   A nurturing and caring climate with customized classroom practices enables all children to progress and learn.

2. **Prevention and Early Intervention**
   The Student Support System includes a full array of services to address the basic needs of all students. By providing students with early interventions within the classroom and through school programs, the need for higher-level services is decreased.

3. **Family Involvement and Participation**
   An effective Student Support System includes families as full participants in the educational process for their children. Families participate as planners, contributors, leaders, teachers, learners, and colleagues.

4. **Support for Transition**
   Transition supports minimize interruptions in student learning. Effective transitions are smooth and coordinated. The school should have clearly written and fully implemented transition plans.

5. **Community Outreach and Support**
   The school actively communicates with community agencies and support groups. In addition, the school engages in partnerships that enhance school-community connections.

6. **Specialized Assistance and Crisis and Emergency Support**
   A Student Support System incorporates services and procedures necessary for crisis and emergency situations. Specialized assistance programs are available for students with intensive special needs.

School Leadership Team

The CSSS infrastructure development begins with a team at the school responsible for providing the leadership and ensuring the implementation of CSSS.

Function:
The function of the School Leadership Team, as it relates to CSSS is to ensure the implementation and sustainability of CSSS. In order to accomplish this important task, the School Leadership Team must build, through a Systems Approach*, the CSSS infrastructure, identify the array of student support, prioritize/address school-wide issues that interfere with student learning, and analyze appropriate data to assist the school in making informed decisions for students.

Members:
The School Leadership Team, which may be an existing team, is comprised of members from the school who can assist with the development of a comprehensive, multifaceted approach to student learning. Team members include:
- Principal
- Counselor
- Student Services Coordinator (SSC)
- School Curriculum Coordinator
- Teacher(s)
- School-Based Behavior Health (SBBH) personnel
- Other personnel unique to the school (i.e. social worker, school health nurse, community representatives etc.)

Responsibilities:
- Meets regularly to guide and monitor the implementation of CSSS as it relates to the HCPS Implementation Process Model.
- Identifies, reviews, and analyzes the effectiveness and adequacy of resources to address the needs of all students.
- Coordinates and updates the working document of the school's Array of Student Support (identify school, complex, and community level resources and services).
- Conveys the vision of CSSS to the school community.
- Ensures that the building/sustaining of the CSSS infrastructure is established and stated in the school's Academic Financial Plan.

*_Literacy for Learning_, April 2009. <http://hawaiidoeliteracy.pbwiki.com>

Array of Student Support

The Array of Student Support provides the framework for the school to structure accessible resources into five levels of increasing intensity or specialization of services needed to appropriately support student learning. This array is reflected in the school's CSSS brochure that is updated annually and distributed to staff, parents and community members to publicize current school, department and community resources and services available to students. The school's current process to access supports for students along with a list of contacts is also detailed.

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 contracted agencies	Level 5: Intensive, and multiple agency services
Definition	Diverse needs of students are addressed in the inclusive classroom.	Additional support beyond what the classroom teacher provides.	Further assistance is designed for specific needs based upon criteria of acceptance into a support program. The process may involve legal requirements.	Higher level assistance that may involve specialized assessment and/or compliance with equity and other legal requirements.	Intensive multi-agency supports are required to meet the needs of the student and family. The plan integrates the resources of the DOE and other agencies. Student placement may be in an off-campus therapeutic and/or educational setting.
Target Population	All students	Students exhibiting at-risk behaviors	Students with mild or situational difficulties	Students with moderate problems	Students with more severe and/or complex problems
Types of Support (Based on available school resources)	• Classroom interventions • Universal/ Schoolwide Programs	• Consultative Services • Intermittent Supports • Behavior Support Plan	• Early Intervening Services • Targeted School Programs • ELL* • GT**/Honors/ Enrichment • PSAP*** • Programs & Services for Seconday Alienated/At-Risk Students • Pregnant/ Parenting Teens • Counseling • 504 • Home-Hospital Instruction • Community Programs	• Specialized/ Community-Based Services • ALC**** • Early Admit to College • Employment Training • IDEA***** • Related Services	• Intensive Programs • Multi-Agency/ Coordinated Services • Community-Based Instruction • Residential/Treatment Programs

⟵ Student Team Involvement ⟶

⟵ Academic/Behavior Supports ⟶

⟵ Transitions ⟶
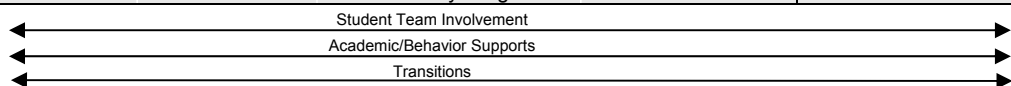
A community of caring and supportive relationships between students, teachers, and families occurs at all levels.

*English for Second Language Learners

**Gifted and Talented

***Primary School Adjustment Project

****Alternate Learning Center

*****Individuals with Disabilities Education Act

(Rev 06.09)

8

Support Process

Purpose
The support process tracks and monitors a student through the system. This process ensures that a student does not "fall through the cracks". Established procedures address family, teacher, or individual concerns about a student. The school develops and agrees upon a process that is understood by the entire staff.

Key Features
This process provides timely and appropriate support and should contain key features to address student needs:

Identify student needs early in the general education classroom.

Use a problem-solving model.

Intervene systematically with research and evidence-based practices.

Monitor the progress of the student through frequent data collection.

Use student data to determine effective instructional strategies.

Design, implement, and monitor intervention plans with a multi-disciplinary team of professionals.

Implement a multi-tier array of support structure to address student needs.

Allow for crisis intervention or early identification of a suspected disability that may require a more immediate, intensive support.

Process

The process begins in the general education classroom utilizing the HCPS Implementation Process Model.
- Identify relevant benchmarks.
- Determine acceptable evidence and criteria.
- Determine learning experiences that will enable students to learn what they need to know and to do.
- Teach and collect evidence of student learning.
- Assess student work to inform instruction and use data to provide feedback.
- Evaluate student work and make judgment on learning results and communicate findings to student and parents.

When the classroom teacher has exhausted all appropriate interventions/strategies and the student is still having difficulty, a referral is submitted by the teacher to the designated single-point-of-entry person at the school who documents, monitors, and tracks the referral.
- Meet with the multi-disciplinary team to discuss what the student data is showing and why there is a lack of progress.
- Decide what other research and evidence-based intervention will be implemented, with interventions lasting approximately six to ten weeks.
- Provide more intensive and targeted interventions, usually in a small group setting.
- Monitor progress more closely, at least bi-weekly, using data to provide feedback.
- Evaluate student work and make judgment on learning results and communicate findings to student team that includes the parents.

For a student who does not adequately respond to the targeted interventions, eligibility for special education under the Individuals with Disabilities Education Act (IDEA 2004) would be considered utilizing the Student Support Process to request for an evaluation.

Implementation

What CSSS Implementation Looks Like

    CSSS Goal 1

    CSSS Goal 2

    CSSS Goal 3

What CSSS Implementation Looks Like

To sustain a robust and comprehensive student support system, a school must formulate a plan to realize each of the three CSSS goals comprised of the Six Critical Elements and an Array of Student Support.   Evidence of a successful support system is based upon positive student outcomes, constructive parent responses, and timely responses to student needs.

The charts on the following pages are designed to assist schools in understanding the relationship of the various components of CSSS. It aligns specific CSSS elements to each goal with detailed actions.

The outcomes measure the progress of the school to provide a focused and responsive system of supports to strengthen the social, emotional, and physical well-being of all students.

CSSS Goal 1

Provide students with comprehensive, coordinated, integrated, and customized supports that are accessible, timely, and strength-based so they can achieve in school, be confident and caring, and become contributing citizens in their communities.

Critical Elements that Address Goal 1

Personalized Classroom Climate and Differentiated Classroom Practices

Prevention and Early Intervention

Support for Transition

Specialized Assistance and Crisis and Emergency Support

Element	Action

Personalized Classroom Climate and Differentiated Classroom Practices	• Classroom instruction shall be guided by Hawaii Content and Performance Standards.
	  – Instruction emphasizes literacy development through hands-on, contextual learning that recognizes diversity in background experiences and needs.
	  – There is a variety of strategies to address the various learning styles of students.
	  – Instruction includes a wide range of new media, such as videos, digital stories, PowerPoint presentations, games and virtual environments, designed to best serve students' educational needs and interests.
	• Student progress shall be frequently assessed by performance.
	  – Teaching/learning strategies are personalized to meet individual student's strengths and needs, to promote success for each student, every time.
	• Students' social, personal, and/or academic growth shall be initially addressed through meaningful classroom relationships and activities.
	• Teachers and other support staff shall provide informal support to students and/or families.
	• Team decisions shall be documented and student progress is regularly monitored and adjusted as necessary using assessment data for all students with a concern.
	• The school shall have a plan in place to ensure that every student is connected to a support group and/or significant adult.

Prevention and Early Intervention	• Teachers shall recognize at-risk students early, before they fall behind, and support these students so they are successful in the general education classroom. • Schools shall put into practice an approach that seeks to prevent academic failure through early intervention that includes frequent progress measurement and research and evidence-based instructional interventions. – Student progress is monitored to determine appropriate instructional strategies. – Frequent assessments identify the student's response to the interventions. – Data is used to compare the efficacy of different forms of instruction, to find more effective strategies for targeted students.
Support for Transition	• All students who receive services shall have transition plans in place to support effective and smooth transitions between settings. • Planned supports shall provide for: – Support for immigrant and military service families through second-language programs, counseling, and linkages with community and military agencies. – Movement between schools and between school and community programs (both private and public); e.g., pre-school to kindergarten, community-based, private agency, etc. – Mass transfers from Elementary to Middle/ Intermediate to High School. – Movements between grade levels. – Movement between plans/programs within the school; e.g., into and/or from special education, 504, special motivation programs, etc. – Procedures for welcoming new students and beginning the new school year. • All students shall have post-graduation plans; e.g., Personal Transition Plans (PTP).
Specialized Assistance and Crisis and Emergency Support	• Resources with expertise in various areas of child development shall be included in providing services that enhance the quality of customized services when needed. • School staff shall be knowledgeable about and able to facilitate referrals for short and long term special services (including 504 accommodations, special education, and other support programs). • Care coordination or case management services shall be delivered in a consistent and timely manner. • Students and staff shall be knowledgeable about individual crisis and emergency procedures. • Immediate access to social and mental health services shall be available in an emergency or crisis.

OUTCOME INDICATORS FOR GOAL 1:

- School's Trend Report results
    - Decrease in students being suspended
    - Decrease in student retention rate
    - Decrease in student drop-out rate
    - Increase in students graduating on-time
    - Increase in student attendance
- School's NCLB Report results
    - Increase in students meeting proficiency in math and reading on the Hawaii State Assessment (HSA)
- Progress Monitoring tool
    - Evidence to track student progress that informs effectiveness of teaching strategies
    - Improvement in student progress on formative assessments that are frequent and timely
    - Data points that inform teachers about the effectiveness of their instruction
- Electronic Comprehensive Student Support System (eCSSS) data
    - Reduction of inappropriate referrals for special education
    - Reduction in the number of students requiring intensive and/or specialized supports
- Senior Exit Plan Survey
    - Increase in the number of students planning careers and/or post-secondary education

CSSS Goal 2

Involve families and the community as integral partners in the implementation of the CSSS.

Critical Elements that address Goal 2

Family Involvement and Participation

Community Outreach and Support

Element	Action
Family Involvement and Participation	• Planned, on-going, two-way communication between the school and family shall occur at all grades. • The school shall respond to parent concerns in a timely manner. • Parents and families, teachers, and other school personnel shall meet to discuss program goals that best fit the individual student's needs. • Children and families shall be informed of their rights and responsibilities under the Individual with Disabilities Education Improvement Act (IDEIA) and Section 504 of the Rehabilitation Act. • Family needs for information shall be met through newsletters, parent-teacher conferences, open house events, workshops, and meetings. • Parent programs shall enhance family support of student learning and performance. • The school shall measure effective family involvement as partners in education. • The school shall involve parents in school planning via School Community Councils.
Community Outreach and Support	• School representatives, community agencies, and groups shall meet or communicate regularly on the assessment, planning, and delivery of support services. • When the needs of the student and family require support from various agencies, services shall be coordinated and integrated in a plan developed by the student team. • Community members shall be involved in the School Community Council.

<u>OUTCOME INDICATORS FOR GOAL 2:</u>
- School Quality Survey results
    - Increase in positive responses on the "Parent Survey" related to:
        - Instruction
        - Assessment
        - Quality Student Support
        - Responsiveness of the System
- School documentation of family and community involvement
    - Increase in parent participation and partnerships

CSSS Goal 3

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

Array of Student Support

Academic and Financial Plan (Ac/Fin)

Element	Action
Array of Student Support	• The school shall identify the current resources available at the school and community and order them in the five levels of student support. – The levels of student support reflect the intensity of support and become more specialized as the student needs increase. – The school shall document resources that are currently available in the school and community with a brief description of each resource. – The school shall communicate to parents and students the Array of Student Support and the process to access services.
Academic and Financial Plan (Ac/Fin)	• The school shall include in the Ac/Fin Plan the programs that are implemented to address the needs of the students. • The school shall review their Ac/Fin Plan goals, objectives and evidence to improve the school's efforts to provide support for all students through their Array of Student Support. • The Ac/Fin information shall be shared with staff and the School Community Council.

OUTCOME INDICATORS FOR GOAL 3:
- School's documentation of their Array of Student Support that is shared with students, teachers, and parents
    - ▫Current listing of supports for varying levels of student needs
    - ▫An identified process of accessing support for students
- School's GAP/60 Day Timeline Report
    - ▫Monthly attainment of 100% benchmark for the delivery of special education services within the 60 day timeline
- School's Quarterly Progress Report
    - ▫Documented evidence of actions taken on issues to support identified student needs

Accountability

Evidence of CSSS Implementation

Evidence of CSSS Implementation

In 2004, the Hawaii Legislature passed Act 51, known as "Reinventing Education Act of 2004". This educational reform provided a road map of changes to ensure the success of Hawaii's public education system. Specifically noted in the Act, "Students are the primary clients served by the public education system and they must be served well by providing them with access to tools they need to succeed, a nurturing environment conducive to learning, and supplementary opportunities for growth that facilitate their development."

Act 51 defined what the State of Hawaii, from the top of the system to the bottom, must do to hold all students and schools accountable by detailing three primary goals: academic achievement, safety and well-being and civic responsibility. These goals directly impacted the Department of Education's Comprehensive Student Support System.

Accountability measures of CSSS Implementation are reflected in the Outcome Indicators of each of the three CSSS Goals.

Data sources of accountability that provide information on the implementation of performance standards and achievement of performance goals are:

- **School Status & Improvement Report (SSIR)** - Report reflects the performance and progress of schools, as required by §302A-1004, Hawaii Revised Statutes.
- **School Quality Survey (SQS)** - Survey results for schools and the State reveal perceptions held by teachers, parents, and students of school quality.
- **Senior Exit Plans Survey (SEPS)** - Survey results for schools, complex areas, and State reveal post-graduation plans of DOE high school seniors.
- **No Child Left Behind (NCLB)** - State and individual school reports include Adequate Yearly Progress (AYP) results, NCLB sanction status, student performance results on statewide assessments, graduation and retention rates, and teacher qualification information.
- **Trend Report: Educational & Fiscal Accountability** - Reports for schools, complexes, and State reveal progress over three years in areas relating to student achievement, safety and well-being, and civic responsibility.
- **Hawaii State School Readiness Assessment (HSSRA)** - The school, complex areas, and State reports provide information on kindergarten children's readiness to succeed in school and on the schools' readiness to support their learning.
- **electronic Comprehensive Student Support System (eCSSS)** – Provides individual student data as well as objective information for evaluating, developing, and improving, not only the system's procedure, but also the process and practices impacting effective instruction and student support.

Appendix

DOE Strategic Plan

Vision of a Public School Graduate

HCPS & GLOs

About the Student Support Process

The School as a Comprehensive Student Support System

Integrated Frameworks for Addressing Student Learning and Promoting Healthy Development

Department of Education Strategic Plan

The 2008-2011 Strategic Plan Has Three Goals:

IMPROVE STUDENT ACHIEVEMENT THROUGH STANDARDS-BASED EDUCATION

1.1   Provide standards-based curriculum, instruction, and assessment in all classrooms that reflect rigor, relevance, and relationships (Three Rs).

1.2   Increase proficiency in reading, mathematics, and science for all students.

1.3   Ensure that all students demonstrate the six General Learner Outcomes.

1.4   Ensure students will be caring, responsible, contributing participants in a democratic society.

PROVIDE COMPREHENSIVE SUPPORT FOR ALL STUDENTS

2.1   Provide a focused and responsive system of supports to strengthen the social, emotional, and physical well-being of all students.

2.2   Provide students with expanded learning opportunities that support standards-based education through partnerships with families and the community.

CONTINUOUSLY IMPROVE PERFORMANCE AND QUALITY

3.1   Continuously improve school quality and performance.

3.2   Continuously improve system quality.

Vision of the Public School Graduate
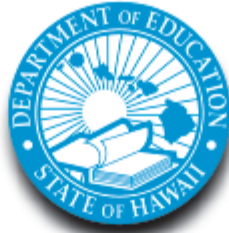
Vision of the Public School Graduate

Our graduates will...

Realize their goals and aspirations

Possess essential attitudes, knowledge, and skills

Contribute positively to and compete in society

Exercise citizenship rights and responsibilities

Master subjects without need for remediation

...further their education and pursue careers around the world.

Hawaii Content and Performance Standards

The Hawaii Content and Performance Standards (HCPS) define the essential content and skills that describe learning expectations for students, what they need to know and be able to do, in core and extended core areas. The nine content areas are:

Language Arts
Math
Science
Social Studies
Career and Technical Education
Fine Arts
Health
Physical Education
World Languages

General Learner Outcomes

The six General Learner Outcomes (GLOs) serve as the essential, overarching goals that promote the development of knowledge, skills and attitudes for all of the content and performance standards that students need in order to lead full and productive lives. These Outcomes are:

• **Self-Directed Learner**: *Ability to be responsible for one's own learning*
• **Community Contributor**: *Ability to work together*
• **Complex Thinker**: *Ability to demonstrate critical thinking and problem-solving strategies*
• **Quality Producer**: *Ability to recognize and produce quality performance and quality products*
• **Effective Communicator**: *Ability to communicate effectively*
• **Effective and Ethical User of Technology**: *Ability to use a variety of technologies effectively and ethically*

About the Student Support Process

The **Student Support Process (SSP)** is a problem-solving process that helps to ensure that all students receive the support they need to succeed. Every eCSSS user will need to understand this process.

This chart and description serve as an introduction to the SSP, providing an overview of its stages. The process can be abbreviated for students with low needs.

Each part of the process is referred to as a **stage**. For example, logging a referral belongs to the **Express Concern** stage.

Student Support Process

Express Concern → Gather Data → Define Needs → Develop Plan → Implement Plan → Evaluate Plan

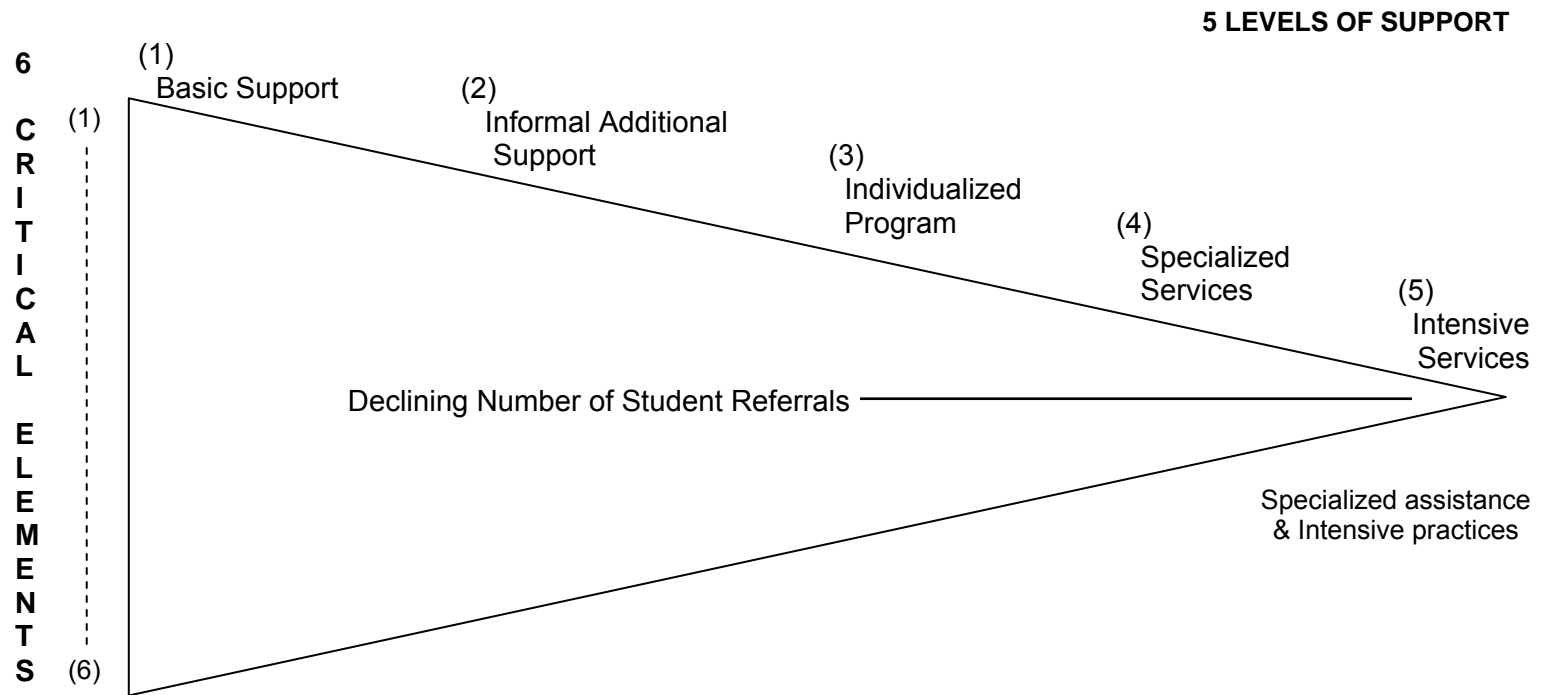|	
Express Concern	The expression of a concern for a student initiates the SSP. Once this concern is expressed, the school logs a referral. The focus of this stage is to accurately log the referral. If a student is suspected of having a disability, the referral must be notated as such.
Gather Data	Once the referral is logged, a team is assembled to begin gathering academic, behavioral and health data. A conference to discuss the student's challenges is scheduled, which may require input from parents.
Define Needs	At the conference, the team defines the student's needs by analyzing performance data. The focus is to determine whether a challenge exists and to develop a definition of that challenge.
	For a student suspected of having a disability, the team may decide to proceed with an evaluation to determine if the student's needs are the result of a disability.
Develop Plan	Based on the student's defined needs, the team develops a plan that consists of measurable goals and appropriate services. For students who require supports or services but are not suspected of having a disability, the plan is the **Action Plan**. For students eligible for IDEA and 504 services, the plan includes the **Individualized Education Program (IEP)** and **Modification Plan (MP)**, respectively.
Implement Plan	This stage involves service delivery. When applicable, providers are assigned and log their services. Student progress is reported and monitored periodically.
Evaluate Plan	On the plan's end date or sooner, if warranted, the plan's effectiveness is determined using evidence of student progress. The plan is updated as needed and parents are notified.

The School as a
Comprehensive Student Support System
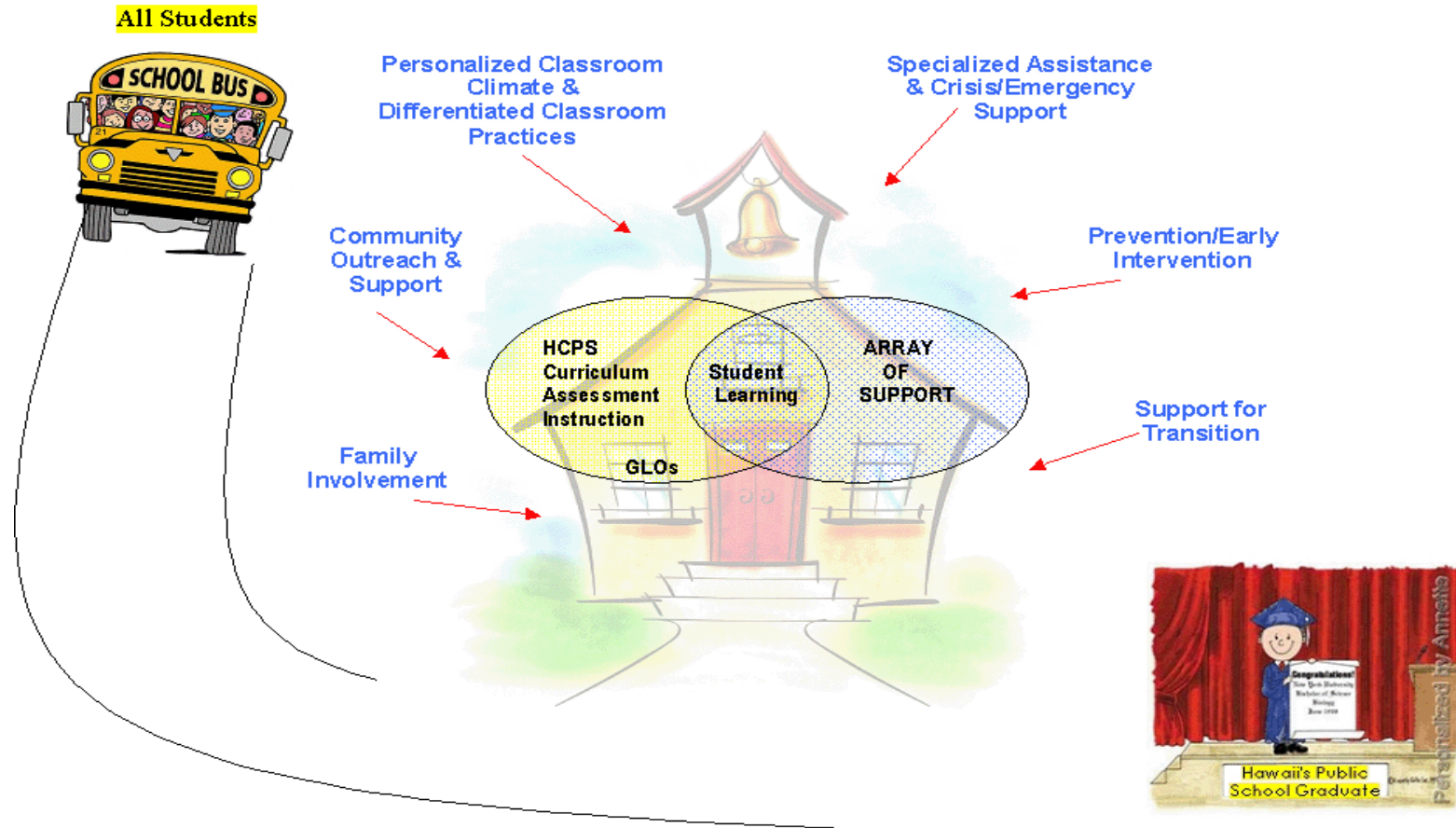
A graphic representation

Integrated Frameworks for Addressing Student Learning and Promoting Healthy Development

5 LEVELS OF SUPPORT

6 CRITICAL ELEMENTS

(1)

(6)

(1)
Basic Support

(2)
Informal Additional Support

(3)
Individualized Program

(4)
Specialized Services

(5)
Intensive Services

Declining Number of Student Referrals

Specialized assistance & Intensive practices

SIX CRITICAL ELEMENTS

1. Personalized Classroom Climate and Differentiated Classroom Practices
2. Prevention and Early Intervention
3. Supports for Transition
4. Family Involvement and Participation
5. Community Outreach and Support
6. Specialized Assistance and Crisis and Emergency Support