

Hawai`i

Unlike other states, Hawai`i's education system and the various health and social service agencies are all organized statewide. This means that the State Department of Education has direct responsibility for all schools. In 1997, the 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 Hawaii Department of Education's umbrella for ensuring 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.

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

- (1) Provide students with comprehensive, coordinated, integrated, and customized supports that are accessible, timely, and strength-based so that they can achieve in school.
- (2) Involve families, fellow students, educators, and community members as integral partners in the provision of a supportive, respectful learning environment.
- (3) Integrate the human and financial resources of appropriate public and private agencies to create caring communities at each of our schools.

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

With respect to the four key problems that must be the focus of new directions thinking, Hawai'i has done the following:

I. Policy

With the legislature's support, the state has adopted the concept of a *Comprehensive Student Support System* (CSSS) as its umbrella for ensuring a continuum of supports to enable all students to learn and attain the specified content and performance standards. In effect, establishment of such a component is the policy for all schools in the state.

II. Intervention Framework

Student support is designed to address barriers that impede student success and eventually are intended to offer a seamless continuum of interventions to all students and families. The critical elements of student support are conceived as six broad arenas of activity:

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

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

Five levels of student support also are conceived. Each level increases in intensity or specialization of intervention. The five levels of student support are:

Level 1: Basic Support for All Students

Level 2: Informal Additional Support through Collaboration

Level 3: Services through School-Level and Community Programs

Level 4: Specialized Services from DOE and/or Other Agencies

Level 5: Intensive and Multiple Agency Services

III. Infrastructure

The state's Department of Education's Division of Learner, Teacher and School Support, Student Support Branch provides leadership and supports capacity building for the Comprehensive Student Support System (CSSS). Each District is asked to clarify who in the District provides leadership, promotes, and is accountable for the development of CSSS. Each school is asked to clarify who will be the administrative lead for the student support component. Each school is expected to have a resource-oriented mechanism (e.g., a Resource Coordinating Team).

IV. Systemic Change

To facilitate the necessary systemic changes, the state created the position of Student Services Coordinator as a pivotal person to help build school capacity for CSSS. The position of a Complex School Renewal Specialist also was created to help coordinate resources among feeder patterns of schools. Finally, the functions of Complex Resource Teachers have been enhanced to connect with the Student Services Coordinator and Complex School Renewal Specialist.

For a more detailed description of Hawai'i's work, click [here](#).

Also see their website at: <http://sssb.k12.hi.us>

For more info, click [here](#) for contact numbers for key administrators