

**UPDATE ON THE HAWAII STATE DEPARTMENT OF EDUCATION
COMPREHENSIVE STUDENT SUPPORT SYSTEM (CSSS)
November 30, 2005**

Legislative

Reinventing Education Act of 2004 (Act 51, as amended by Act 221, SLH 2004) embraced three student-oriented priorities, of which, the third focuses on student support

- Achievement/literacy - ensure each student reads, writes, speaks, computes, and thinks critically with proficiency as specified in the Hawaii Content and Performance Standards and evaluated in the Hawaii State Assessment.
- Civic responsibility - guide each child's growth as an informed and concerned citizen who practices ethical behavior, seeks to understand and obey laws, and actively contributes to the well being of others, society, and the environment.
- Safety and well being - encompass a three-fold priority: (1) promote a working partnership between school and home to nurture every child's physical, emotional, and social well being, (2) provide a secure, supportive learning environment with adequate facilities, equipment, books, and other learning sources, and (3) emphasize student responsibility for the safety and well being of self and others.

Under Act 51, schools receive funds according to a Weighted Student Formula, which has empowered them with more authority and flexibility related to budgeting and expending funds. The budget process has become more transparent through the development of a school Academic/Financial Plan that takes into account the educational needs of each student. This bold step also holds the schools accountable to ensure the success of every child in reaching the Hawaii Content and Performance Standards, and has caused schools to reflect on the degree of coherency between the written CSSS plan and the CSSS which is being "lived" at the school. As a requirement to the Academic/Financial Plan, schools must provide evidence through data, that CSSS is actually being implemented.

2005 - 2008 DOE Strategic Plan

The plan has three goals, the second of which refers to a comprehensive student support system:

- 1) Improve student achievement through standards-based education
- 2) Provide comprehensive support for all students
- 3) Continuously improve performance and quality

The Office of Curriculum, Instruction and Student Support (OCISS) is developing an integrated plan to improve student achievement through standards-based education and identifying and supporting with personalized assistance less-than-proficient students. The plan will include the participation of the Student Support/Special Education Branch and Instructional Services Branch.

Array of Student Supports

- The CSSS Array of Student Supports continues to grow and expand as services once believed to be appropriate at Level 4 or 5 have extended to include Levels 1, 2 and 3.
- Related services delivered by an occupational therapist, speech/language pathologist, physical therapist, behavioral specialist, social worker, psychologist, and traumatic brain injury specialist provide in-service training at Level 1. They also provide consultative services at Level 2 and short-term sessions at Level 3.
- Schools are realizing the growing need to support students of poverty, students of incarcerated parents, those with transgender issues, those being bullied, and those with tendencies toward suicide, and are addressing them through various programs.
- There are high schools that have developed Freshman Academies addressing the transitional needs of 9th graders to help them succeed in school.
- Positive Behavior Support is currently in every school.
- Beginning SY 2006-2007, all elementary schools, except charter schools, will implement a junior kindergarten program.

Parent/Family Involvement

Family Involvement and Community Outreach and Supports are two of the CSSS Six Critical Elements. Act 51 seeks to improve educational outcomes and public confidence in those outcomes by enhancing community involvement through the establishment of School Community Councils and Parent-Community Networking Centers in every school. Through these mechanisms, schools will be able to create supportive partnerships among the home, school, and community for the purposes of improving student achievement and building a sense of family among all.

The Board of Education passed a Parent/Family Involvement Policy that impacts CSSS in the development, implementation, and regular evaluation of parent involvement in each school. The six components in the policy describe what schools should be addressing in their CSSS Parent/Family Involvement element and add clarity in their analysis of their programs:

- Communicating
- Parenting
- Student Learning
- Volunteering
- School Decision-Making
- Collaborating with the Community

Prevention/Early Intervention

In 2004, Act 219 was signed into law changing the age criteria for kindergarten entry and established junior kindergarten beginning with school year 2006-07. To promote successful learning experiences and for making transitions smoother for children, Hawaii's new kindergarten program will create the infrastructure

that will assist elementary schools to design a learning environment in which schools will be ready for children and children will be ready for school.

Restructuring Response Teams

On November 1, 2005, the Hawaii Department of Education accomplished a major milestone. Twenty-two AYP Restructuring Response Teams, consisting of OCISS, complex area and school personnel, finalized comprehensive assessments of the Planning for Restructuring Schools and New Restructuring Schools that did not make AYP in 2005. The goal of AYP Restructuring Response Teams was to conduct comprehensive analyses of schools to assist them in developing their Academic and Financial Plans for SY 2006-2007 which will serve as the Restructuring Plans for the coming school year.

The process has provided invaluable information on the needs of schools struggling to raise the academic performances of their students. As a result of the comprehensive assessments, schools were required to examine the effectiveness of their support system and the adequacy of their array of services to address the needs of their students. This emphasizes the importance of having a robust CSSS in every school to assist all students in experiencing success with learning.

Community Involvement

Hawaii has a School Readiness Task Force that promotes positive early childhood learning experiences for children. One of its major priorities is the successful transition from home to kindergarten. A Transitions Work Group was formed with partners from the Department of Education Sequenced Transition to Education in the Public Schools (STEPS) Team, the University of Hawaii, the Good Beginnings Alliance, and early childhood leaders including administrators, elementary school teachers, preschool teachers and directors, and representatives of a variety of agencies which support young children and their families. This led to a development of a TOOLKIT - a collection of successful strategies to facilitate the transition from home or preschool to kindergarten that could be used to train teams in each geographic area of the state. The group also developed policy recommendations regarding the transition to kindergarten for the state of Hawaii. Other resource materials and training to assist parents in transitioning their child from home to kindergarten were developed. The CSSS principle of involving community groups as partners in education to enhance learning experiences for children and families is evidenced by the outcomes of the School Readiness Task Force.

Students with Disabilities

The United States Department of Education, Office of Special Education and Rehabilitative Services (OSERS), awarded \$2.25 million to the Special Education Services Branch under the State Improvement Grant II. The three-year grant supports children with disabilities in the areas of:

- meeting high academic standards
- supporting systems that address those needs which impact learning

- promoting family/stakeholder/community involvement, and
- increasing the quantity and quality of teachers and service providers through professional development.

CSSS Database

The CSSS data at the state, school, complex and student level is used to:

- assist in making decisions that impact the effectiveness of support services, and
- contribute to each student's profile to better support the student's school experience to learn and be successful.

The information collected is based upon the CSSS Request for Assistance process that requires the school staff to work collaboratively with parents to decide on how best to provide timely, accessible supports for students based upon the students' needs. The database has gone through numerous revisions and upgrades since its early stages on Lotus Notes in 2000. Today, schools input data that captures the "universe" of support services provided to students that can be used to develop their Academic/Financial plan for system improvements and to design student support plans.

In 2006, the CSSS database and the special education ISPED database will be integrated to truly demonstrate the DOE's understanding and appreciation of establishing a system of support services that span the CSSS levels of support 1-5. This will enable schools to have a more complete picture of their support system from one data source. In addition, schools will be able to track students from their early identification of needs with the interventions that were provided.

Through these efforts, the Hawaii CSSS model from 1999 has grown far beyond its early inception to a point where schools are finally actualizing the purpose of CSSS: to ensure that students are able to succeed and to achieve the Vision of the Public School Graduate.