

COMPREHENSIVE STUDENT SUPPORT SYSTEM

Guide

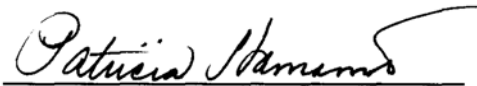


Foreword

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

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Lois Matsuda, Educational Specialist
CSSS Implementation
Student Support Services Branch

Debbie Arakaki, Resource Teacher
CSSS Implementation
Student Support Services Branch

Jean Nakasato, Educational Specialist
Chapter 19, Positive Behavior Support
Student Support Services Branch

Esther Hughes, CSSS Resource Teacher
Honokaa Complex

Darrell Nekoba, School Renewal Specialist
Hilo-Laupahoehoe-Waiakea Complex Area

Jill Ibi, CSSS Resource Teacher
Farrington-Kaiser-Kalani Complex

Amy Ogasawara, Student Services Coordinator
Kaimuki Middle

Jocelyn Ige, School Renewal Specialist
Kahuku Complex

Heidi Rezendes, CSSS Resource Teacher
Kailua Complex

Gregg Iha, CSSS Resource Teacher
Mililani Complex

Cheryl Sato, CSSS Resource Teacher
Radford Complex

Shawne Imada, Resource Teacher
Family Involvement
Student Support Services Branch

Lois Wakida, CSSS Resource Teacher
Kau-Keaau-Pahoa Complex

Esther Kanehailua, Principal
Ha'aheo Elementary

Debra Yamakawa, Student Services Coordinator
Palisades Elementary

Jodi Kenessey, Student Services Coordinator
Campbell High

Jacqueline Yanagi, Resource Teacher
Chapter 19, Positive Behavior Support
Student Support Services Branch

Dale Kenui, Student Services Coordinator
Mililani High

Diane Yoshimura, CSSS Resource Teacher
Campbell Complex

Anne Kokubun, Educational Specialist
IEP Compliance
Special Education Services Branch

Jill Yoshimatsu, District Educational Specialist
Mokihana School-Based Behavioral Health
Project Director, Kauai Complex

Harold Mizuno, CSSS Resource Teacher
Hilo-Laupahoehoe-Waiakea Complex Area

Jill Zodrow, Educational Specialist
School Community Council
School and Community Leadership Branch

Shanna Nakamura, Part-time Teacher
Family Involvement
Student Support Services Branch

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COMPREHENSIVE STUDENT SUPPORT SYSTEM

BOE POLICY 2203

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: 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.

* *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)

*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.

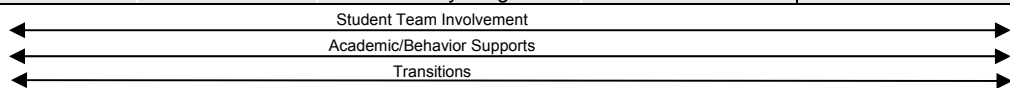
* *Literacy for Learning*, April 2009. <<http://hawaiiidoeliteracy.pbwiki.com>>

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)	<ul style="list-style-type: none"> Classroom interventions Universal/Schoolwide Programs 	<ul style="list-style-type: none"> Consultative Services Intermittent Supports Behavior Support Plan 	<ul style="list-style-type: none"> Early Intervening Services Targeted School Programs ELL* GT**/Honors/Enrichment PSAP*** Programs & Services for Secondary Alienated/At-Risk Students Pregnant/ Parenting Teens Counseling 504 Home-Hospital Instruction Community Programs 	<ul style="list-style-type: none"> Specialized/Community-Based Services ALC**** Early Admit to College Employment Training IDEA***** Related Services 	<ul style="list-style-type: none"> Intensive Programs Multi-Agency/Coordinated Services Community-Based Instruction Residential/Treatment Programs



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

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	<ul style="list-style-type: none"> • Classroom instruction shall be guided by Hawaii Content and Performance Standards. <ul style="list-style-type: none"> – 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. <ul style="list-style-type: none"> – 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.

<p>Prevention and Early Intervention</p>	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> – 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.
<p>Support for Transition</p>	<ul style="list-style-type: none"> • All students who receive services shall have transition plans in place to support effective and smooth transitions between settings. • Planned supports shall provide for: <ul style="list-style-type: none"> – 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).
<p>Specialized Assistance and Crisis and Emergency Support</p>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

OUTCOME INDICATORS FOR GOAL 2:

- 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	<ul style="list-style-type: none"> • The school shall identify the current resources available at the school and community and order them in the five levels of student support. <ul style="list-style-type: none"> – 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)	<ul style="list-style-type: none"> • 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.

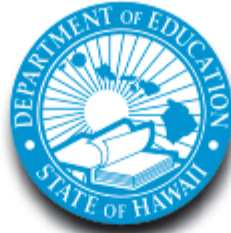
PROVIDE COMPREHENSIVE SUPPORT FOR ALL STUDENTS

- 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.



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.

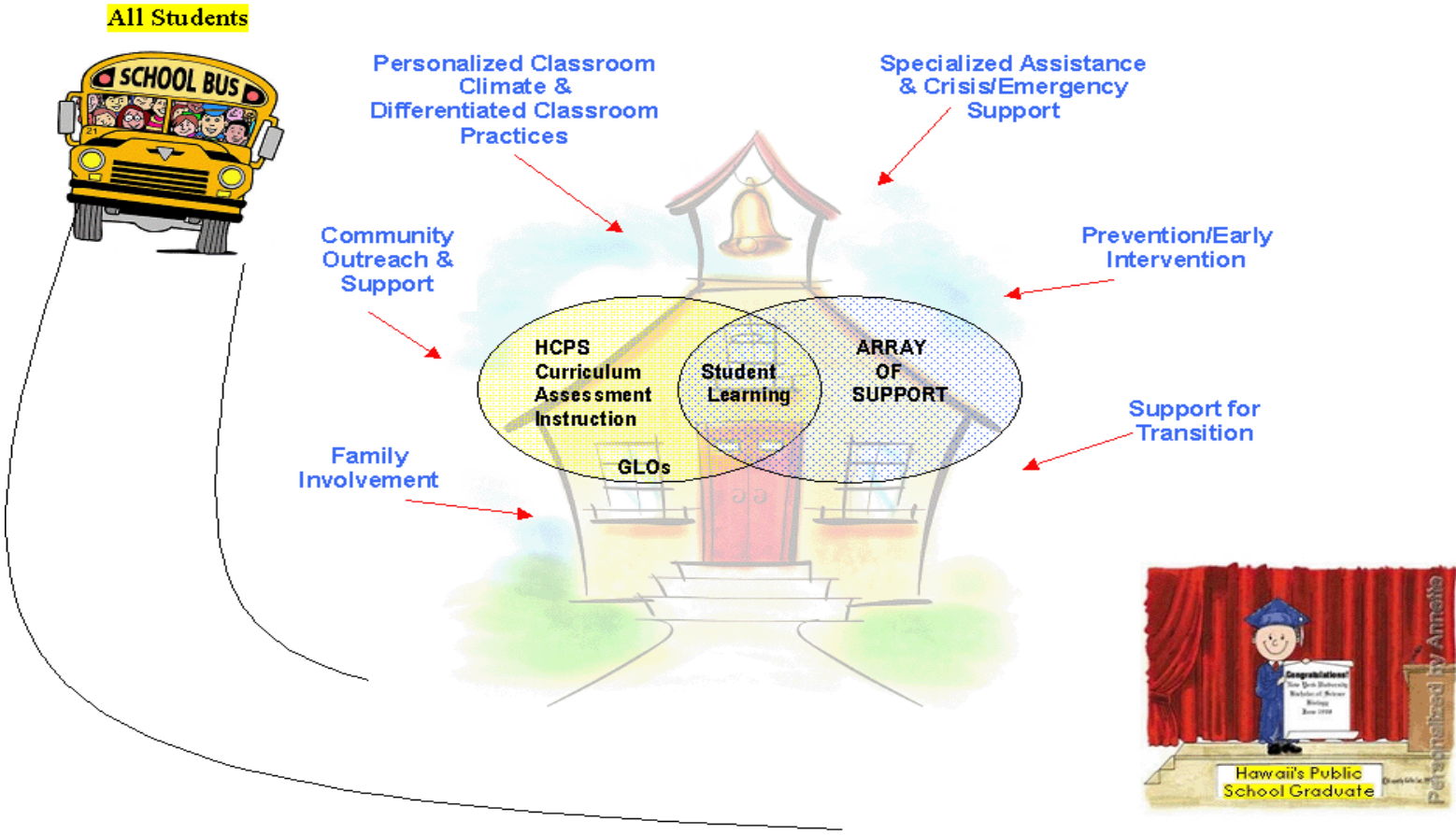
Implement Plan

This stage involves service delivery. When applicable, providers are assigned and log their services. Student progress is reported and monitored periodically.

Evaluate Plan

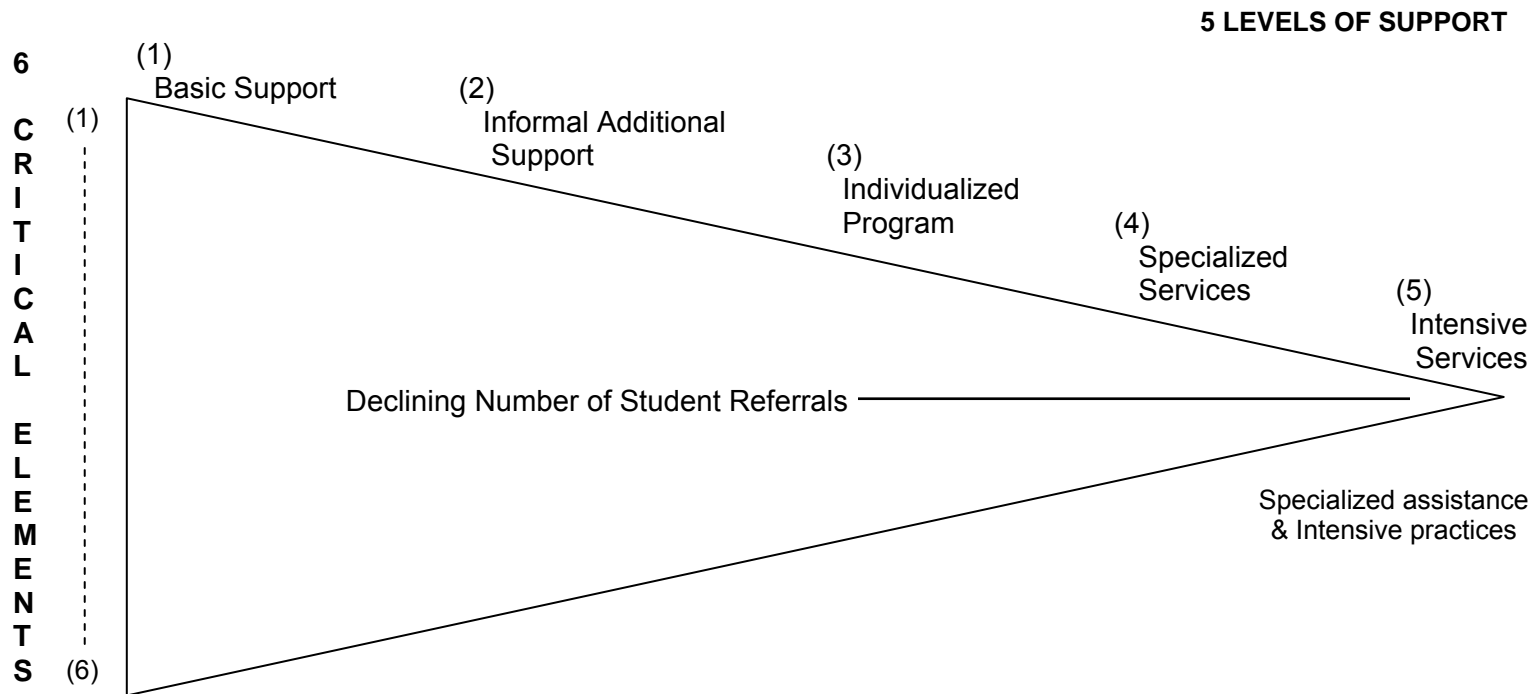
On the plan's end date or sooner, if warranted, the plan's effectiveness is determined using evidence of student progress. The plan is updated as needed and parents are notified.

The School as a Comprehensive Student Support System



A graphic representation

Integrated Frameworks for Addressing Student Learning and Promoting Healthy Development



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