



**S E A C**  
**Special Education Advisory Council**

919 Ala Moana Blvd., Room 101

Honolulu, HI 96814

Phone: 586-8126 Fax: 586-8129

email: [spin@doh.hawaii.gov](mailto:spin@doh.hawaii.gov)

October 6, 2015

**Special Education  
Advisory Council**

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Ms. Patricia Halagao, Chair  
Student Achievement Committee  
Hawaii State Board of Education  
P. O. Box 2360  
Honolulu, HI 96804

RE: Agenda Item V. A. Committee Action on the following BOE policies: 101.6 - Comprehensive Student Support System

Dear Chair Halagao and Members of the Committee,

The Special Education Advisory Council (SEAC) is recommending changes to the draft policy on the Comprehensive Student Support System (CSSS) in keeping with the collaborative efforts of the HCR 57 Workgroup and its draft CSSS policy submission to the Board in 2014 (see attached).

HCR 57 was the third consecutive resolution by the Hawaii State Legislature requesting the Board and the Department to collaborate with family and community organizations to establish, implement and monitor statewide policies for family school partnerships in Hawaii's public schools. A major directive of the resolution was to update and align the CSSS policy to reflect advancements in research and practice in regard to student support and family engagement.

The HCR 57 Workgroup was convened by the Department in 2013 and included representatives from SEAC, the Community Children's Council Office, the Executive Office of Early Learning, the Hui for Excellence in Education (HE'E), Parents for Public Schools (PPS) and the Special Parent Information Network. The Workgroup's draft CSSS policy revisions recognize the six critical elements that are part of the Department's Continuum of Proactive Student supports and include a non-exhaustive array of comprehensive services.

We hope your committee will consider including these elements and service array. If you have any questions, please feel free to contact me.

Sincerely,

*Martha Guinan/sr*

Martha Guinan, Chair

**DRAFT**  
**COMPREHENSIVE STUDENT SUPPORT SYSTEM POLICY**

The Board of Education (BOE) recognizes the importance of providing effective instruction in a caring and supportive learning environment. A comprehensive student support system provides proactive, positive, customized and timely interventions, services, programs and/or supports in compassionate ways so students will be college and career ready to succeed to their greatest potential.

Therefore, the Department shall provide a comprehensive student support continuum including the following critical elements:

- 1) Personalizing Classroom Climate & Instruction to Enable & Re-engage Students—A positive, nurturing and caring climate with customized classroom practices enables all children to progress and learn.
- 2) Prevention and Early Intervention—A continuum of proactive student services provides a full array of services to address the basic strengths and 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-School Partnerships – Families are team members and partners in the educational process for their children. Families participate as planners, contributors, leaders, teachers, learners and colleagues.
- 4) Support for Transitions—Transition supports minimize interruptions in student learning. Effective transitions are anticipated, coordinated, clearly written and implemented with school team members, family members, community partners and the student as appropriate.
- 5) Community Outreach and Support—The school actively communicates with community agencies and support groups to establish and sustain partnerships that enhance school-community connections.
- 6) Crisis Prevention & Assistance—Services and procedures necessary for crisis and emergency situations are established and practiced to provide specialized assistance programs for student with intensive special needs.

The continuum of proactive student supports includes an array of services that are flexibly selected through shared planning and decision making by the family and the school community. Service selection is based on the strengths and needs of the student, the family and their community.

The array of services includes, but is not limited to: universal screening, differentiated instruction, multi-sensory instruction, universal design for learning, Response to Intervention, formative assessments, student accommodations and modifications, progress monitoring school wide positive behavioral supports, school-based behavioral health services, social skills instruction and training, student intensive learning and behavior programs, intensive in-home training, recreation and after-school activities, suicide prevention programs, vocational and employment skills training, character education, homebound and hospital instruction, peer programs, drop-out prevention and retrieval programs, social work services, counseling, and school health services.