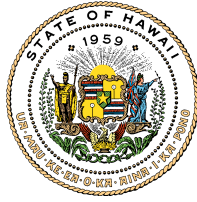


JOSH GREEN, M.D.  
GOVERNOR




KEITH T. HAYASHI  
SUPERINTENDENT

STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
KA 'OIHANA HO'ONA'AUAO  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE DEPUTY SUPERINTENDENT

February 8, 2024

TO: The Honorable William Arakaki  
Chairperson, Student Achievement Committee

FROM: Heidi Armstrong   
Deputy Superintendent

SUBJECT: **Review of Strategic Plan Desired Outcome 1.2.2, "All students demonstrate positive behaviors at school"**

1. EXECUTIVE SUMMARY

- The Hawaii State Department of Education (Department) recognizes positive student behaviors as necessary for a safe, nurturing, and culturally responsive learning environment which in turn contributes to high-quality learning (State of Hawaii Public Education 2023-2029 Strategic Plan, Priority I: High-Quality Learning for All).
- **Student Mental Health and Well-Being.** The well-being of students and adults relies heavily on mental health, encompassing emotional, psychological, and social dimensions. For students, mental health includes reaching important emotional and developmental milestones and learning how to handle stress and challenges at home, in school, and in the community. Mental health is part of behavioral health, which includes the choices or actions that impact overall well-being. The COVID-19 pandemic exacerbated concerns about students' social and emotional well-being. The Youth Risk Behavior Survey (YRBS) is a joint project between the Department, Department of Health (DOH), and the University of Hawaii at Manoa, Curriculum Research and Development Group. The 2021 YRBS results are representative of regular public high school students across the state of Hawaii:

- 22% of high school students purposely hurt themselves without wanting to die in the past 12 months (such as cutting or burning);
  - 34.8% of high school students felt sad or hopeless almost every day for two or more weeks in a row so that they stopped doing some usual activities in the past 12 months; and
  - 55.7% of high school students never or rarely got the kind of help they needed (among students who reported having felt sad, empty, hopeless, angry, or anxious).
- **Investment in Student Mental Health.** Addressing these concerns requires a comprehensive approach involving mental health support, social services, education, and community involvement. Student behavior and social-emotional skills serve as crucial early warning signs that guide a student's path toward college and career readiness, influencing the probability of successful graduation. Recognizing the unique challenges faced by students and working towards building a supportive and inclusive environment will be essential in mitigating the long-term effects of the pandemic on their social and emotional well-being. Two primary initiatives support timely identification and response to student needs.
    - The first initiative, the Hawaii Multi-Tiered System of Support (HMTSS) is a student-centered, data-driven, team-based decision-making framework for achieving positive outcomes for every student through a layered continuum of evidence-based practices. In HMTSS, students are provided universal, targeted, and intensive support for well-being and mental health based on their needs.
    - The second initiative, "Here to Help," delivered through the HMTSS framework, is a multi-year plan to train and coach staff to support student well-being and provide equitable access to mental and physical health for all students in schools statewide. (Implementation Plan Action Item 1.2.2)
  - **Monitoring Student Perceptions.** To monitor and evaluate students' perceptions, the Department administers the following surveys. The annual Panorama Education School Quality Survey indicates the overall perception of students and parents regarding school safety. Students provide data on their perceptions of classroom climate, engagement, rigorous expectations, teacher-student relationships, pedagogical effectiveness, school safety, school belonging, and valuing of school.
    - This data remains relatively unchanged, with a slight increase of approximately 2 percent of elementary students reporting that they perceive their schools are safe.
    - Panorama Education social-emotional learning (SEL) survey which is administered to students twice a year. The seven competency areas

measured (sense of belonging, self-management, social awareness, grit, growth mindset, self-efficacy, and emotion regulation) are related to outcomes of positive behavior.

- To streamline student surveys, the school and classroom perception survey will be merged with the student social and emotional survey next school year.
  - The kindergarten through second-grade results show progress in emotion regulation and social awareness.
  - Elementary students demonstrated higher favorability in the areas of sense of belonging, self-management, and social awareness.
  - Grades six through 12 student survey results indicate there is a need for improvement in all strands.
- **Supporting Student Mental Health and Social-Emotional Competence.** A recent meta-analysis found overwhelming evidence the implementation of schoolwide SEL interventions led to improvements in skills, attitudes, behaviors, school climate and safety, and academic achievement (*Cipriano, et. al., 2023*). Schools in Hawaii are implementing school-wide SEL approaches and practices. A recent survey of 160 schools found that 100 percent of elementary schools have an SEL program or curricula in place for students, while 88 percent of middle schools, and 75 percent of high schools indicated having an SEL program or curricula in place, with a total of 87.5 percent of schools overall. Approximately 65 percent of schools indicated that they integrate SEL into instructional practices and pedagogy, and around 48.7 percent indicated that they use strategies to strengthen adult SEL.
  - The Department's partnership with Panorama Education for implementing HMTSS has provided educators with tools to plan and progress monitor SEL and other academic interventions. Educators have used the Panorama Education Student Success Dashboard to plan and monitor over 3,000 interventions so far this year. The Panorama Playbook, which provides SEL and academic strategies, has been viewed over 42,000 times so far this year.
  - In addition to offering students and staff an innovative way to screen and progress monitor their own mental health and well-being, TrustCircle, will provide schools with a unique way to bolster "Here to Help" priority areas by creating a trusted and secure space for users to:
    - express thoughts, feelings, and emotions on an everyday basis;
    - engage in self-reflection activities to understand emotions, and see trends in well-being;
    - take proactive action; and
    - access community crisis support resources.
  - TrustCircle provides opportunities for administrators and mental health 'stewards' to:
    - perceive problems before they escalate into crises;

- identify high-risk individuals/demographics; and
  - take proactive action to promote health and wellness within their school communities.
- The Elementary and Secondary School Emergency Relief funds provide access to TrustCircle for school year (SY) 2023-2024 and SY 2024-2025. To sustain availability beyond this timeframe, the Department is currently requesting legislative funding.
- Statewide crisis response training on the Suicide Model Risk Protocol was developed to provide clear guidance to schools to promptly identify, assess, intervene, and connect individuals experiencing thoughts of suicide. The Suicide Model Risk Protocol is an important tool in offering schools a structured framework to address suicide-related situations.
- **Family and Community Engagement.** The Education for Homeless Children and Youth (EHCY) continues to build partnerships and contracts with providers in support of full participation and success in school for children in unstable housing. When students are in stable home environments they are less likely to experience mental health challenges. Therefore, the EHCY's YES Project conducts street outreach across the state, reaching students and families in the community to address basic daily living needs through the following initiatives:
  - Care Portal connects local community members to meet student and family needs in real-time that cannot be met with federal program funds. The contribution from Fall 2022 to January 2024 is approximately \$15,000 in value of donated goods/cash/services.
  - Purposity, a crowdsourcing donation platform, was implemented in 2019 to meet student needs. Purposity expanded access to the staff of Lahaina and Kula schools during the 2023-24 holiday season to connect individuals to an easy way to give to Department staff impacted by the Lahaina wildfires. To date, 2,171 needs have been met via Purposity, for students across the state, and students including staff impacted by the Lahaina wildfires.
  - A partnership with the YMCA provides preschool options for young children and their caregivers at the U.S. VETS Shelter in Waianae. Plans to replicate the program on Maui are currently underway.
  - The Department is working with Uber to provide rides to and from school for students (accompanied by an adult caregiver) when lack of transportation is a barrier to attendance and full participation in school, and other Department transportation options don't accommodate the need.
  - Maui will have a dedicated outreach vehicle to visit children and families in shelters, parks, and wherever they are staying or spending time, to bring supplies and services (tutoring, counseling, etc.), and to build relationships with families and service providers in support of student success.

- **Continued Improvement.** State-level areas of focus moving forward include promoting and scaling “Here to Help” supports/resources at all schools statewide, securing a modernized student support data system that includes processes for tracking interventions and student progress, and coordinating support for complex area leads.
- **The State of Hawaii Board of Education (Board) Support.** The Board’s ongoing support is appreciated as the Department continues to advocate for ongoing funding for the following mental health supports for students.
  - A total of 20.00 permanent full-time equivalency Educational Psychologist positions along with funds for intensive mental health support and services. These positions are currently unfunded;
  - Funds for student systems for emotional well-being and student mental health. Federal aid funds are lapsing at the end of the 2023-24 school year; and
  - Funds for trauma-informed/sensitive schools' professional development. Federal aid funds are lapsing at the end of the 2023-24 school year.

These investments will provide critical support to students facing mental health challenges.

## 2. DESCRIPTION

On February 2, 2023, the Board approved its 2023-2029 Strategic Plan. The plan has 27 Desired Outcomes. Subsequently, on May 18, 2023, the Board approved an Implementation Plan for the Strategic Plan which included Action Items and Performance Measures for each of the Desired Outcomes.

During the 2023-2024 SY, the Department will provide an update on progress for each of the desired outcomes to the respective Board committees. Each report will describe the relationship of the desired outcomes to its Board-approved goal and priority, the status of performance measures, the status of Board-approved action items to achieve the desired outcomes, the assessment of progress, and adjustments being made for continuous improvement. Representatives of complex areas, schools, and/or community partners will also share about students’ and schools’ needs and progress related to the desired outcomes.

## 3. PRESENTATION

Fern Yoshida, Administrator for the Student Support Section, will present an update on the Desired Outcome 1.2.2. All students demonstrate positive behaviors at school. The presentation will outline how the eight focus areas of the “Here to Help” initiative help complex areas and schools focus their efforts on key priority areas to promote student mental health and wellbeing. The presentation will

highlight five of the eight areas of “Here to Help,” including Crisis Response, Ongoing Screening and Progress Monitoring, Family and Community Engagement, Social-Emotional Learning for Students and Adults, and Equitable Access to Mental Health Services.

Kaui Tanaka, Principal of Maunawili Elementary, will be sharing how a focus on school culture and SEL instruction led to an overall increase in students’ growth mindset scores through data and recommended interventions available through the Panorama Education platform.

Dr. Kimberly Lessard, School-Based Behavioral Health (SBBH) District Educational Specialist, will be providing updates specific to mental health support and services for the Lahaina school communities. Highlights will include:

- training and/or planning for school counselors and SBBH staff to offer group counseling to address trauma and grief;
- collaborations with the DOH;
- Teen groups for boarding students;
- Screening for student and staff mental health needs;
- Signs of suicide training for students;
- Current and ongoing direct in-person services; and
- Ongoing trauma-informed interventions and SEL on all campuses.

HA:ak  
Attachment

c: Superintendent  
Office of Student Support Services



HAWAII STATE DEPARTMENT OF EDUCATION

# Office of Student Support Services

## Presentation on Board of Education Review of Strategic Plan, Desired Outcome 1.2.2, “All students demonstrate positive behaviors at school”

Presented to the  
Hawaii State Board of Education Student Achievement Committee  
February 8, 2024

**Heidi Armstrong**  
*Deputy Superintendent of Academics*

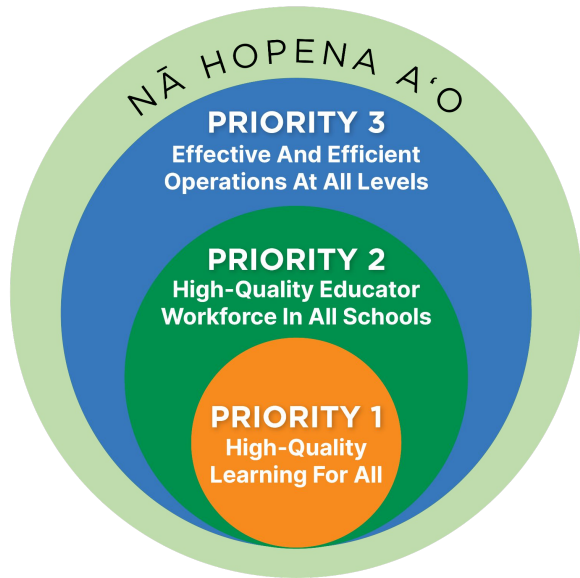
**Fern Yoshida**  
*Administrator, Student Support Section*

**Kaui Tanaka**  
*Principal, Maunawili Elementary*

**Kimberly Lessard**  
*Maui District Educational Specialist, School-Based Behavioral Health*



# Board of Education Strategic Plan



Visit

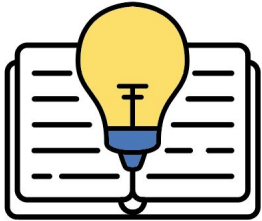
[bit.ly/2023-29implementationplan](https://bit.ly/2023-29implementationplan)

for more details and to read the full Implementation Plan.





# Strategic Plan Implementation Plan



## Priority I: High Quality Learning For All

**Goal 1.2:** All students learn in a safe, nurturing, and culturally responsive environment.

**Desired Outcome 1.2.2.** All students demonstrate positive behaviors at school.



# Investing in Mental Health Supports

## Positive Behaviors in School

Based on 2021 CDC  
Hawai'i YRBS Data

- 22% of high school students purposely hurt themselves without wanting to die in the past 12 months (such as cutting or burning)
- 34.8% of high school students felt sad or hopeless almost every day for two or more weeks in a row so that they stopped doing some usual activities in the past 12 months.
- 55.7% of high school students never or rarely got the kind of help they needed (among students who reported having felt sad, empty, hopeless, angry, or anxious)

*\*data is for public school students*



Hawai'i State Department of Education

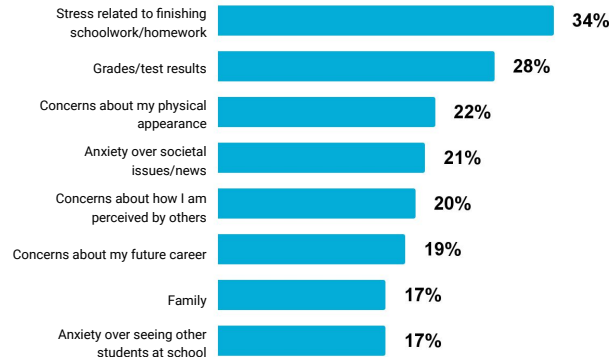
**HERE TO HELP**  
Supporting Student Well-Being and Mental Health

=

Key practices identified as critical to increase access to mental health supports for all students needed to:

- build strong social-emotional competencies in our students; and
- prevention of mental health crisis

### Factors that had a negative impact on teens' mental health



Source:

<https://www.edweek.org/leadership/why-america-has-a-youth-mental-health-crisis-and-how-schools-can-help/2023/10>

“Schools that promote student mental health and well-being can improve classroom behavior, school engagement, and peer relationships.”  
cdc.gov



# Relationship of Desired Outcome and Student Learning

When we...	Then...	So that...
build the capacity of educators to implement layered and integrated supports,	we will identify and rapidly respond to student needs with interventions and supports in all critical domains.	students, parents/guardians and staff will agree that the school encourages positive behaviors.
and equip schools with an array of mental health supports and services,		

via these initiatives	as measured by
<b>Hawai'i Multi-Tiered System of Support (HMTSS)</b>	Performance measure: Percent of students, parents/guardians and staff agreeing that the school encourages positive behaviors.
<b>HERE to HELP</b>	Additional measures: Students suspended from school, students' reports of well-being (Panorama Education survey, Youth Risk Behavior Survey).

# Major Initiatives

## Hawai'i Multi-Tiered System of Support (HMTSS)

Through the Hawai'i Multi-Tiered System of Support (HMTSS), student-centered well-being and mental health practices are prioritized on campuses across the state.



Well-Being & Mental Health Key Priorities Wheel:  
<https://www.hawaiipublicschools.org/ParentsAndStudents/SupportForStudents/StudentWell-being/Pages/default.aspx>

Students			Family
Tier 1 promotion for all	Tier 2 targeted skills building prevention	Tier 3 intensive intervention	Supplemental community based
<p>Mental Health Literacy</p> <p>Social Emotional Lessons</p> <p>Positive Behavior Expectations</p>	<p>In-person Group Counseling (school counselors)</p> <p>Telehealth (through Hazel Health - supporting 651 students across the state as of 01/19/2024)</p>	<p>In-person Individual counseling (through School-Based Behavioral Health)</p> <p>435 direct providers supporting 7,879 students across the state, as of 12/31/2023)</p>	<p>In-Home services (through the Department of Health's Child &amp; Adolescent Mental Health Division)</p> <p>Connection to resources (School Social Workers)</p>



# Progress to Date

## Social-Emotional Learning (SEL) for Students and Adults

Percent of schools that are implementing school-wide SEL approaches and practices:

- SEL Program/Curriculum - 87.5%
- Integrated SEL Instructional Practices - 65%
- Strategies to Strengthen Adult SEL - 48.7%<sup>1</sup>

Partnership with Panorama Education:

- All students are surveyed about their own SEL competencies as well as their perceptions of their classrooms and schools.
- Educators have used the Panorama Education Student Success Dashboard to plan and monitor over 3,000 interventions so far this year.
- Panorama Playbook, which provides SEL and academic strategies, has been viewed over 42,000 times so far this year.<sup>2</sup>



1. Data from the Annual Restraints & Seclusions Survey, n=160 schools who responded  
2. Data from Panorama Education engagement spreadsheet



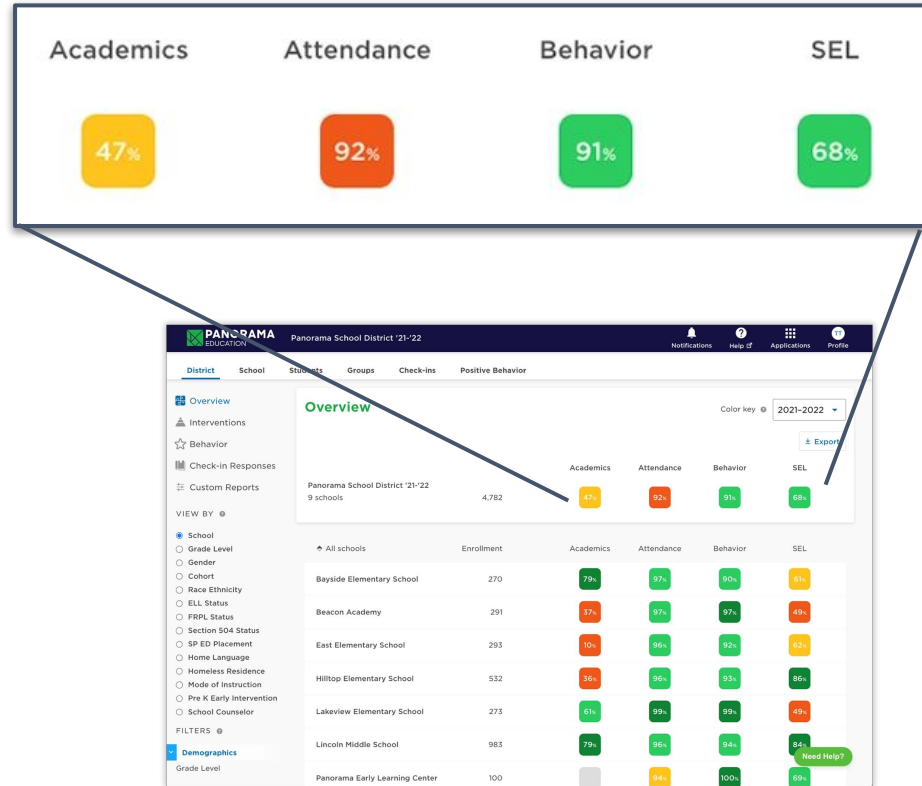
# Whole Child Data

## Student Perception Survey (Climate)

- Classroom Climate
- Classroom Engagement
- Classroom Rigorous Expectations
- Teacher-Student Relationships
- Pedagogical Effectiveness
- School Safety
- School Belonging
- Valuing of School

## Student SEL Survey (Personal skills)

- Sense of Belonging
- Self-Management
- Social Awareness
- Grit
- Growth Mindset
- Self-Efficacy
- Emotion Regulation



Panorama Student Success Dashboard



# Progress to Date

## Ongoing Screening and Progress Monitoring



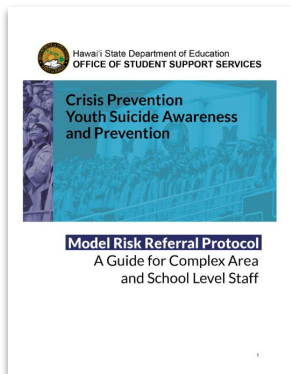
A unique mental health and well-being platform that helps foster emotional resilience, prevention, and early interventions for students and staff at scale.

Trusted by empowering 1,200,000+ individuals, globally



## Crisis Response

**Statewide trainings introduce the Model Risk Referral Protocol** to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. It trains staff to recognize and respond with effective and evidence-based protocol and practices to support students experiencing suicidal ideation and intensive impacts of trauma.



Model Risk Referral Protocol:

[https://drive.google.com/file/d/1W1FjwpGlbBhBfWfmO\\_3vPW-wZ86lo\\_ze/view](https://drive.google.com/file/d/1W1FjwpGlbBhBfWfmO_3vPW-wZ86lo_ze/view)



# Progress to Date

## Family and Community Engagement



Contract as of January 2024 to provide preschool, family engagement and transition to Kindergarten at U.S. VETS Shelter, Waianae

CarePortal



Partnering with community to meet student needs outside of Department's scope. A total of \$15K in value during first year.

# Uber

Provide rides to children (with an accompanying adult) where city bus and school bus are not an option.



Community Outreach  
Identifying and Removing Barriers to full participation and success in school for children & youth in unstable housing



# Principal Tanaka

## Social Emotional Learning for Students and Adults (Panorama Education)



- Building a culture of understanding to make belonging “how we do business.”
- Identifying tools and programs to support students’ growth mindset and sense of belonging.
- Leveraging an Response to Intervention framework to identify and address academic and social-emotional needs.
- Impact on student growth.

# Maui Updates - Dr. Kimberly Lessard

## Equitable Access to Mental Health Services Lāhainā School Community



- Cognitive Behavioral Intervention for Trauma in Schools and BounceBack training for school counselors and School-based behavioral health staff
- Let's Cook Lahaina sessions for staff supported by the state Department of Health (DOH)
- Teen groups for boarding students
- Prepping for screener offered through Panorama Education
- Signs of Suicide (and/or Erika's Lighthouse) training
- On-going student support (in-person on-campus, community in-person)
- Coordinating possible long-term on-campus adult supports with DOH
- School counselors are also working on offering grief groups
- All schools are implementing social-emotional learning
- Schools have offered different types of trauma-informed interventions.
  - For example, Lāhainā Intermediate School partnered with Kaiser to run a Drumming Circle for their students.



# Areas for Focus and Improvement

## State level

- Continue to promote and scale *Here to Help* supports/resources at all schools.
- Secure a modernized student support data system that includes processes for student support to track interventions.
- Coordinate support for complex area leads to advance full implementation of *Here to Help* and HMTSS.
- Administer Panorama Social-Emotional Learning/Student Perception Survey to collect student data on social-emotional competencies and perceptions of their school experience.

## Complex area level

- Assist schools in fully implementing HMTSS.
- Support schools in implementing *Here to Help* priorities.

## School level

- Increase use of support services (e.g., Hazel Health).
- Use SEL strategies to support student well-being.
- Achieve *Here to Help* ambassador school status.



# What support can the Board provide?

## Collaborative Advocacy

- Consider advocating for 20 permanent, full-time educational psychologists and funds for intensive mental health support and services. These positions are currently unfunded.
- Consider advocating for funds for student systems for emotional well-being and student mental health. ESSER funds are lapsing at the end of the 2023-24 school year.
- Consider advocating for funds for professional development in trauma-informed/sensitive schools. ESSER funds are lapsing at the end of the 2023-24 school year.