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GOVERNOR



DR. CHRISTINA M. KISHIMOTO
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

July 21, 2020

The Honorable Ronald D. Kouchi, President
and Members of the Senate
State Capitol, Room 409
Honolulu, Hawaii 96813

The Honorable Scott K. Saiki, Speaker
and Members of the House of Representatives
State Capitol, Room 431
Honolulu, Hawaii 96813

Dear President Kouchi, Speaker Saiki, and Members of the Legislature:
For your information and consideration, I am transmitting a copy of the Report on Act 271,
pursuant to Act 271 (2019). In accordance with Section 93-16, Hawaii Revised Statutes, I am
also informing you that the report may be viewed electronically at:
[http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/
Pages/Legislative-reports.aspx](http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Legislative-reports.aspx).

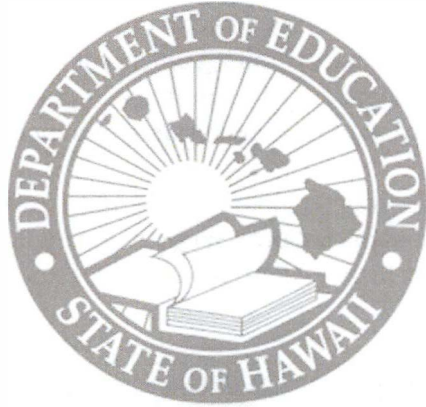
Sincerely,

A handwritten signature in blue ink, appearing to be "CKE", written over a horizontal line.

Dr. Christina M. Kishimoto
Superintendent

CMK:ha
Enclosure

c: Legislative Reference Bureau
Office of Student Support Services



Hawaii State Department of Education

Report on Act 271 (2019)

Report on Establishing a Task Force to create a system for evaluating and assessing all children and those who are exhibiting emergent or persistent behaviors, academic challenges, or chronic absenteeism and are in need of appropriate supports and interventions accessible within the continuum of a multi-tiered system of supports.

July 2020

Pursuant to Act 271 (2019), the Hawaii State Department of Education (Department) shall submit a preliminary report of its findings and recommendations, including any proposed legislation, to the Hawaii State Legislature by July 19, 2020. Act 271 requires the Department to establish a task force to create a system for evaluating and assessing all children and those who are exhibiting emergent or persistent behaviors, academic challenges, or chronic absenteeism and are in need of appropriate supports and interventions accessible within the continuum of a multi-tiered system of supports.

Introduction

In 2019, the Legislature passed comprehensive legislation requiring the Hawaii State Department of Education (Department) to establish a task force to create a system for evaluating and assessing all children and those who are exhibiting emergent or persistent behaviors, academic challenges, or chronic absenteeism and are in need of appropriate supports and interventions accessible within the continuum of a multi-tiered system of supports.

Pursuant to Act 271, the task force was co-chaired by Heidi Armstrong, Assistant Superintendent for the Department's Office of Student Support Services; Stacy Ferreira, Budget Chief, Senate Ways and Means Committee; and Josiah Akau, Kinai 'Eha, Executive Director and included the following identified stakeholders:

Act 271 Task Force Members	
Heidi Armstrong	Assistant Superintendent (Task Force Chairperson) Office of Student Support Services
Stacy Ferreira	Budget Chief (Task Force Chairperson) Senate Ways and Means Committee
Josiah Akau	Executive Director (Task Force Chairperson) Kinai 'Eha
Kimberly Allen	Director, Best Practice Trainer Department of Health
Katherine Korenaga	Community Development and Project Director Department of Human Services
Noel Richardson	Principal Waimanalo Elementary and Intermediate School
Christine Alexander	Principal Waialua High and Intermediate School
Kristy Nishimura	Director, Alternative Learning Programs Branch Office of Student Support Services
Yvonne Humble	Director, Student Services Branch Office of Student Support Services
Jennifer Renfro	Administrator, Student Support Section Office of Student Support Services
Stacie Phillips	Executive Assistant Office of Student Support Services
Gordon Miyamoto	Educational Specialist, Hawaii Multi-tiered System Support Office of Student Support Services
Ayada Bonilla	Educational Specialist, School-Based Behavioral Health Office of Student Support Services
Nathan French	Educational Specialist, School-Based Behavioral Health Windward District
Fern Yoshida	Educational Specialist, Social Emotional Learning/ Response to Intervention Office of Student Support Services
Stephanie Shipton	Director Systems Leadership at Teach For America

Act 271 Task Force Members	
Mandy Fernandes	Policy Director ACLU Hawaii
Cynthia Rice	Educational Specialist, Crisis Prevention Office of Student Support Services
Lauren Nahme	Vice President, Strategy and Transformation Kamehameha Schools
Paul Singer	Head of School Emeritus Assets School
Danny Goya	Program Director Partners in Development Foundation
Merton Chinen	Executive Director Office of Youth Services
Edralyn Caberto	Systems Liaison Queen Liliuokalani Trust
Deborah Spencer-Chun	President and Chief Executive Officer Adult Friends for Youth
Lisa Tamashiro	Director of Operations and Special Programs Adult Friends for Youth
Niniau Simmons	Native American Housing Assistance and Self-Determination Act (NAHASDA) Manager Department of Hawaiian Homelands

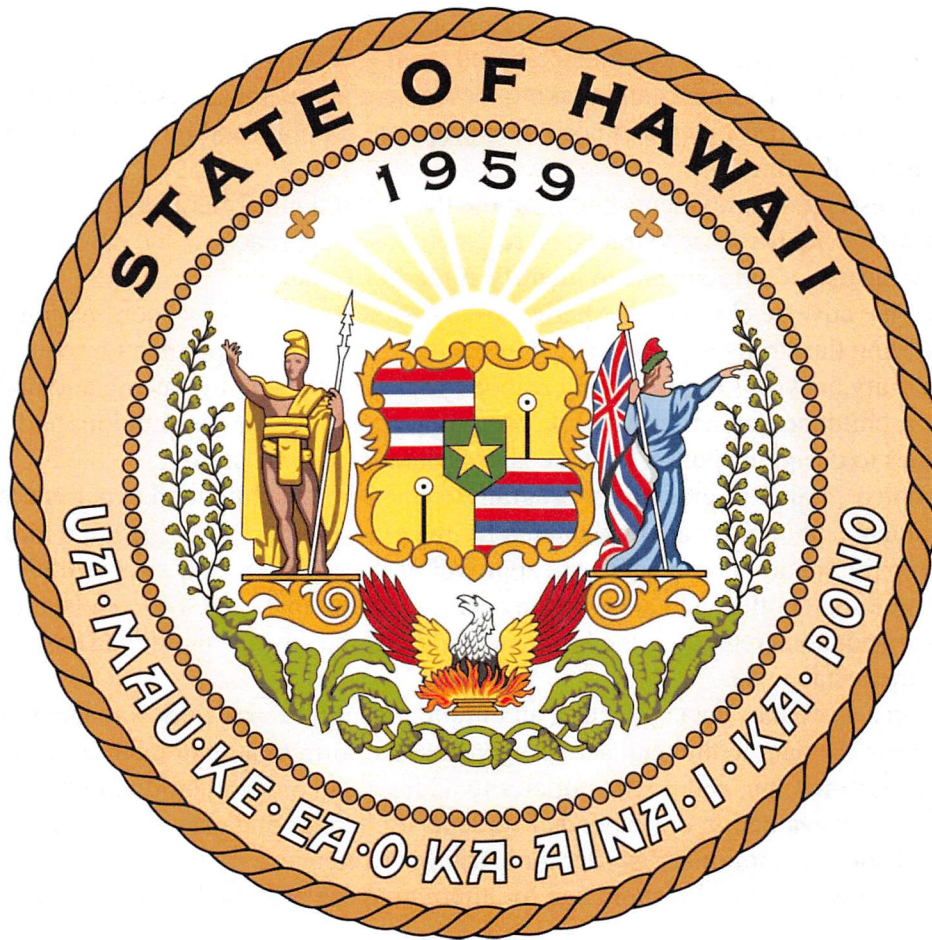
This report to the Legislature and the Hawaii State Board of Education is in accordance with the Act 271 requirement of the Department to establish a task force, to create a system for evaluating and assessing all children and those who are exhibiting emergent or persistent behaviors, academic challenges, or chronic absenteeism, and are in need of appropriate supports and interventions accessible within the continuum of a multi-tiered system of supports. This task force shall:

1. Consider best practices and evidence-based strategies when reviewing current policies, programs and assessments, and making recommendations for the establishment of protocol to identify students in need of appropriate supports and interventions due to the experience of trauma;
2. Identify essential components and promote the use of multi-tiered system of supports innovative evidence-based strategies, research-based approaches, and practices; and review the use of assessments to identify students of trauma;
3. Utilize the adverse childhood experiences assessment protocol by coordinating and assembling the strongest components of resources from the Department and community networks to effectively respond to the challenge of reducing and preventing adverse childhood experiences while providing flexibility for communities and all related agencies to design responses that are appropriate for the children;
4. Establish a seventh and ninth-grade pilot program for the adverse childhood experiences assessment and identify a complex area for the pilot program; provided that middle school participation is subject to the approval of the complex area superintendent. The task force shall collect and analyze the data from participating pilot schools and make recommendations regarding the implementation of the adverse childhood experiences assessment statewide;

5. Develop a system of data collection and implementation framework for statewide use;
6. Aggregate the data within and across agencies to inform treatment interventions, systems responses to trauma, and public policies to address and prevent childhood trauma;
7. Examine the evaluation of suspended students to identify and provide services for any social disorder, emotional disorder, or learning difference; and
8. Examine lowering the threshold age for alternative or vocational schools from 16 to 14.

Here are the [findings and recommendations](#) of the ACT 271 Task Force.

ACT 271
Task Force
Legislative Report
July 2020



The Hawaii State Department of Education

Theory of Action Statement

If we, the Act 271 Task Force, believe that success for all students is their ability to thrive spiritually, socially, emotionally, physically and academically, then **we must ensure**:

- early identification of strengths and areas of growth and meaningful ways to employ and support them;
- a network of multi-generational support;
- appropriate identification and addressing of root causes of trauma in an individual way;
- multi-agency collaboration for an easily accessible system of supports; and
- programming is data-informed.

Act 271 Task Force shall:

- Consider best practices and evidence-based strategies when reviewing current policies, programs, and assessments and making recommendations for the establishment of a protocol to identify students in need of appropriate supports and interventions due to the experience of trauma.
- Identify essential components and promote the use of a multi-tiered system of supports, innovative evidence-based strategies, research-based approaches, and practices; and review the use of assessments to identify students of trauma.
- Utilize the adverse childhood experiences assessment protocol by coordinating and assembling the strongest components of resources from the department of education and community networks to effectively respond to the challenge of reducing and preventing adverse childhood experiences while providing flexibility for communities and all related agencies to design responses that are appropriate for the children.
- Establish a 7th and 9th-grade pilot program for the adverse childhood experiences assessment and identify a complex area for the pilot program; provided that middle school participation is subject to the approval of the complex area's superintendent. The task force shall collect and analyze the data from participating pilot schools and make recommendations regarding the implementation of the adverse childhood experiences assessment statewide.
- Develop a system of data collection and implementation framework for statewide use.
- Aggregate the data within and across agencies to inform treatment interventions, systems responses to trauma, and public policies to address and prevent childhood trauma.
- Examine the evaluation of suspended students to identify and provide services for any social disorder, emotional disorder, or learning difference.
- Examine lowering the threshold age for alternative or vocational schools from 16 to 14.

In 2019, the Hawaii Legislature (HI Legislature) passed comprehensive legislation requiring the Hawaii State Department of Education (Department) to establish a task force to create a system for evaluating and assessing all children and those who are exhibiting emergent or persistent behaviors, academic challenges, or chronic absenteeism and are in need of appropriate supports and interventions accessible within the continuum of a multi-tiered system of supports. (HI Legislature ACT 271 SB388 2019)

Pursuant to ACT 271 (2019), the Task Force was co-chaired by the Department's Office of Student Support Services (OSSS) Assistant Superintendent (AS), Heidi Armstrong; Stacy Ferreira, Budget Chief, Ways and Means Committee; and Josiah Ākau, Kinai 'Eha, Executive Director and consisted of the [following identified stakeholders](#).

The Task Force met four times over a ten (10) month period before the report was due on July 19, 2020. Further, the Task Force was divided into eight (8) subcommittees to address and provide short- and long-term recommendations for the final Task Force meeting on June 3, 2020.

Meeting Dates: Task Force

September 12, 2019, 3:00 p.m. - 4:30 p.m.

November 15, 2019, 12:00 p.m. - 2:00 p.m.

January 29, 2020, 2:30 p.m. - 4:30 p.m.

June 3, 2020, 1:00 p.m. - 3:00 p.m.

Meeting Dates: Task Force Subcommittees

Subcommittee 1 & 3: January 27, February 4, February 6, March 12, and May 5, 2020;

Subcommittee 2: January 16, May 22, 2020; Subcommittee 4: January 17, February 25, April 28, 2020; Subcommittee 5 & 6: January 17, April 6, 2020; Subcommittee 7 & 8:

January 24, April 14, April 17, 2020, scheduled: April 30, 2020.

Subcommittee 1 Members: Stephanie Shipton, Yvonne Humble, CJ Rice, Lauren Nahme, Stacy Ferreira, Adrian Abe, Josiah 'Ākau and Danny Goya.

Subcommittee 2 Members: Debbie Spencer-Chun, Lisa Tamashiro, Nathan French, and Gordon Miyamoto

Subcommittee 3 Members: Stephanie Shipton, Yvonne Humble, CJ Rice, Lauren Nahme, Stacy Ferreira, Adrian Abe, Josiah 'Ākau and Danny Goya.

Subcommittee 4 Members: Stacy Ferreira, Josiah 'Ākau, Noel Richardson, Ayada Bonilla and Jennifer Renfro

Subcommittee 5 & 6 Members: Katherine Korenaga, Lisa Tamashiro, and Fern Yoshida

Subcommittee 7 & 8 Members: Stacy Ferreira, Josiah Ākau, Deborah Chun-Spencer, Paul Singer, Edralyn Caberto, and Kristy Nishimra

Subcommittee 1:

Consider best practices and evidence-based strategies when reviewing current policies, programs, and assessments and making recommendations for the establishment of a protocol to identify students in need of appropriate supports and interventions due to the experience of trauma.

Actions Taken:

On January 27, 2020, Subcommittee 1 met to discuss and provide input to address the background to Act 271 and formed short- and long-term goals and recommendations. Particular consideration was given to helping better understand what/who are the Hawaii youth that require support due to the experience of trauma and what is the root cause as to why so many native Hawaiians drop out of school? Dialogue was shared regarding the prevalence and impact of trauma among children and adolescents, the role of screening and assessment in the identification of trauma, school-based screening considerations, and how to link screening data with potential interventions within schools. (Adverse Childhood Experiences (ACEs) screening tool)

Trauma Informed Talk Story Webinar which was held on Thursday, February 6, 2020, at the Teach For America office and via zoom from 5:00 PM to 7:00 PM. This webinar allowed three complex areas and Teach for America teachers to share with our committee discussions around the above questions to help us to better understand what is already in the field and various successful models.

Best Practices Project HI AWARE webinar is available at: [Trauma Informed Talk Story](#)



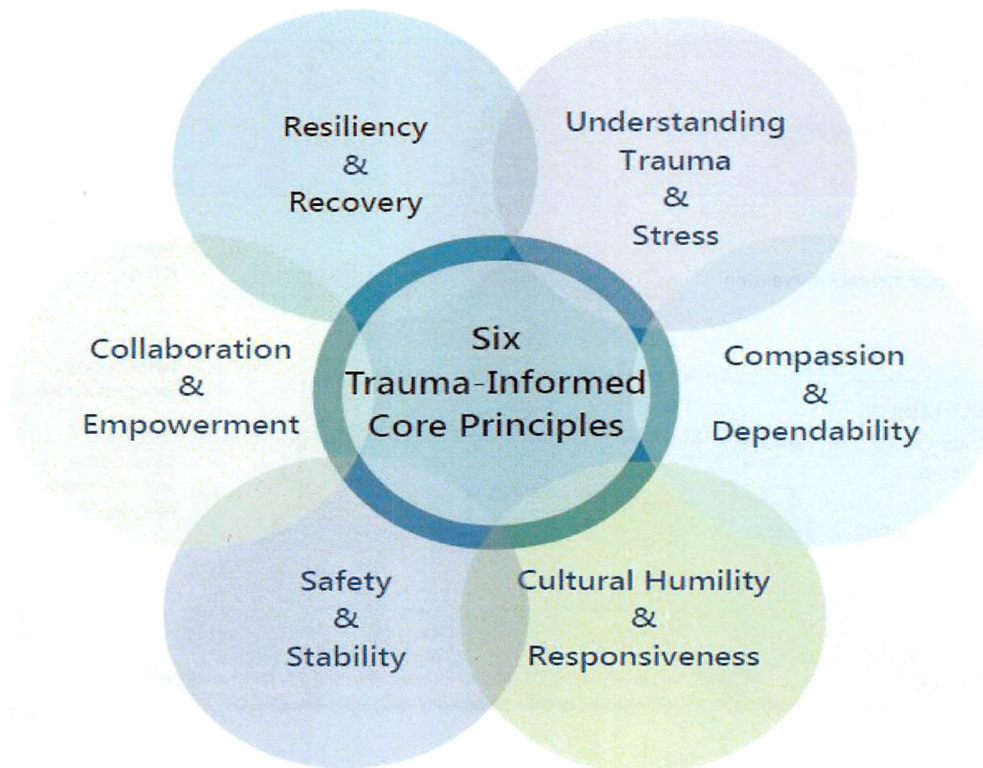
[Video Kinai 'Eha](#)

Running notes to both meetings are available at:

https://docs.google.com/document/d/1Ipmm9nZaKRUoKlcna6_2Egqn1zoQ107jEXIc2Swu-mI/edit?usp=sharing

Subcommittee 1 Recommendations:

- Utilize the Kauai Longitudinal Study on Resilience and Protective Factors, such as MAMA: a Meaningful Adult and a Meaningful Activity in their life ([Kauai Study](#)).
- Utilize the use of other screeners, such as *The Developmental Assets Framework* 40 development assessments, as well as ensure safe protocols are in place when referring to ACEs and Trauma Informed Care.
- Utilize the success that the three complex areas have experienced in Project HI AWARE as a model of best practices (Nanakuli-Waianae, Leilehua-Mililani-Waialua, Kau-Keaau-Pahoa).
- Create a Teacher Hui of implementation and best practices along with PD.
- Include best practices for Hawaii and include our values and support system (Ohana).
 - Consider cultural aspects: i.e. HĀ story-telling/ Lokahi Wheel.
- Identify the leading and lagging indicators.
 - Leading indicators are pre-incident measurements, as opposed to lagging indicators, which are measurements collected after an incident occurs.



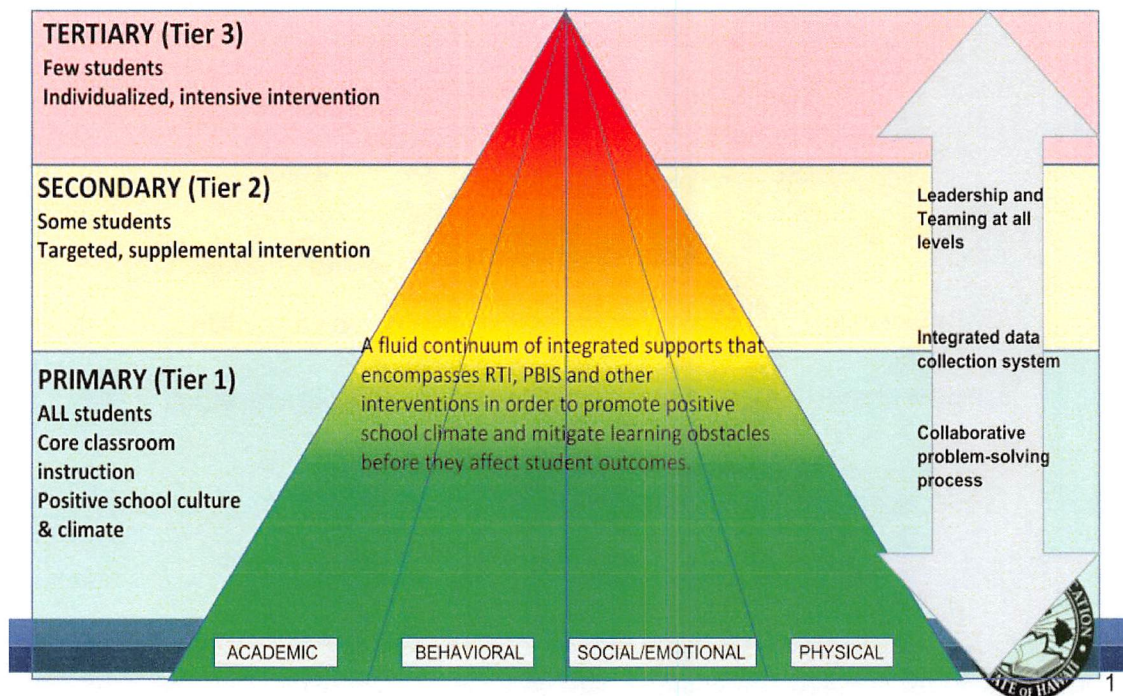
Subcommittee 2:

Identify essential components and promote the use of a multi-tiered system of supports, innovative evidence-based strategies, research-based approaches, and practices; and review the use of assessments to identify students of trauma.

Actions Taken:

Subgroup 2 convened on Friday, January 16, 2020. During that convening, dialogue and discussion occurred around the scope of the subcommittee's work and how it interfaces with current and planned efforts of the Department. A draft was created and shared electronically to ensure all members were afforded the opportunity to provide input and feedback.

A second meeting was held via video conference on Wednesday, April 22, 2020, to finalize a draft for presentation to the Act 271 Task Force on May 13. The final draft was created and shared electronically to ensure all members were afforded the opportunity to provide input and feedback.



Hawaii Multi-Tiered System of Support

Subcommittee 2 Recommendations:

- Provide training to Complex Areas on the four components of the Hawaii Multi-Tiered System of Support (HMTSS):
 1. Foundational Beliefs;
 2. Data-driven, Team-based Decision-Making;
 3. Universal Screening and Progress Monitoring; and
 4. Multi-Tiered System of Evidence-based Practices.
- Provide schools implementing the trauma-sensitive practices (e.g., pilot schools) with the support to embed their efforts within HMTSS.
- Collect data to ensure that all students have access to the recommended trauma-informed practices adopted by the school.
- Implement Trauma Identification Protocol developed by Subgroups 1 and 3 within the three tiers of schools' HMTSS framework.
- Assist schools to select effective evidence-based tiered practices and support implementation through professional development and technical assistance. Practices should include the following:
 - Trauma sensitivity, identification, and diagnosis;
 - Evidence-based approaches to supporting students who have experienced trauma; and
 - Culturally-competent practices for targeted populations.
- Assist schools to identify indicators of progress in implementing HMTSS practices, providing accountability.
- Provide professional development and technical assistance supports for schools participating in the pilot program.
- Identify schools that may be successful in implementing all or part(s) of HMTSS to inform the work of other schools.
- Seek opportunities to gather input from school staff, students, families, and the school community.
 - Provide opportunities for students to provide input into the services they are provided.
 - Provide opportunities for all stakeholders to develop messaging that strengthen protective factors within their communities.
- Engage the community to partner with schools at all three tiers to support trauma-sensitive practices and increase protective factors both in and out of school.
- Resource culturally-competent (ethnicity, place-based, socio-economic, geographic, etc.) practices to serve targeted populations of students.
- Build bridges to resource community partners to provide support to address students who are in need of Tier 3 services.

- Work toward long-term goals:
 - All schools implementing HMTSS
 - All students on-track toward graduation, including those who have experienced trauma.

Subcommittee 3:

Utilize the adverse childhood experiences assessment protocol by coordinating and assembling the strongest components of resources from the department of education and community networks to effectively respond to the challenge of reducing and preventing adverse childhood experiences while providing flexibility for communities and all related agencies to design responses that are appropriate for the children.

Actions Taken:

Subcommittee 3 met three times over the School Year 2019-2020. The committee identified the following as the **BIG picture**: What we need to understand:

- Brain development and effects trauma has on the brain: How do we best support our students?
- How do we understand what the person is going through and how do we scale up but not in the wrong way? Also, we need protectors in place, possible use of other screeners, and create a system.

The committee also identified short- and long-term goals which included the implementation of Trauma Informed Care using the Hawaii Multi-Tiered System of Support (HMTSS) and looking at Trauma knowledge and PD using the HMTSS framework with tiers such as training in:

- **Trauma Informed Multi-Tiered System of Support**
 - **Tier 1: Trauma Informed Care:** General information
 - **Tier 2: Trauma Skilled:** Training in skills that address dealing in trauma directly
 - **Tier 3: Trauma Responsive:** Strategy-based interventions, training addressing student individual need
 - **Statewide Trauma Coordination:** Training on coordination within schools, complex areas and statewide

Discussion focused on utilizing ACEs and other assessments within the HMTSS framework in a safe and appropriate manner. The ACEs research tool rollout would be in tandem with assessments already in place for monitoring:

- **TIER 1 Trauma and Interventions for ALL students:**
 - Identification: ABCs- Attendance, Behavior and Credits (First Warning signs of a child in need).
 - Resiliency Development: Establishing Social Emotional Learning, Positive Behavioral Interventions and Supports (PBIS), and protective factors including Meaningful Adults and Meaningful Activities (MAMA) from the Kauai Longitudinal Study on Resilience for support in place for ALL students.
- **TIER 2 Assessments for Trauma and Interventions for some students:**
 - Identification: BIMAS or a similar behavior assessment ([BIMAS](#))
 - Assessing internal and external factors in young people's lives that help them to "navigate" successfully through childhood and adolescence. ([Example of 40 Developmental Assets Checklist](#) and [Results from the study](#))
- **TIER 3: Assessments for Trauma and Interventions for individual students**
 - Identification: Assessment/Interview from a mental health professional using the ACEs study as a guide and assuring safe messaging and best practices. ([ACEs](#))
 - Resiliency Development: Resilience Questionnaire or similar assessments. ([Resilience](#))

Tiered Assessments PowerPoint is available at [Trauma Informed Assessments](#)

Subcommittee 3 Recommendations:

- Incorporate the appropriate assessments to use to understand our students including being culturally sensitive.
- Establish a detailed framework using HMTSS and Nā Hopena A‘o (HĀ) with a commitment to put in appropriate thresholds and safe practices.
- Start with Complex Area implementation progressing to statewide implementation with the goal of becoming a model in the nation and worldwide.
- Look at changing patterns of behaviors with the systems in place.
- Communicate the implementation plan for a trauma-sensitive school through HMTSS with the employees/family (workforce development youth committee) to inform the state-wide youth groups and organizations.
 - Collaborate with the community to support students and define what “success” in Hawaii means.
 - Bring together community youth organizations as partners.
 - Empower student voice with safe conversations to ensure student needs are being addressed with early interventions and appropriate support.

Subcommittee 4:

Establish a 7th- and 9th-grade pilot program for the adverse childhood experiences assessment and identify a complex area for the pilot program; provided that middle school participation is subject to the approval of the complex area’s superintendent. The task force shall collect and analyze the data from participating in pilot schools and make recommendations regarding the implementation of the adverse childhood experiences assessment statewide.

Actions Taken:

On January 17, 2020, subcommittee 4 discussed implementation goals of a 7th- and 9th-grade pilot program as they pertain to schools, students and communities. Implementation goals include developing a growth mindset approach to becoming a trauma-informed campus, providing trauma-informed instruction and ensuring that services would be wrap-around in nature (e.g. providing students and families the support needed to address trauma-related issues). All implementation goals are oriented toward creating empowered and well-informed communities that will partner with the Department to malama and safeguard our keiki, resulting in a reduction of poverty, homelessness, incarceration, and mental health issues.

During the second meeting on February 25, 2020, essential school-level members were identified for both the MTSS and trauma teams. In order to build capacity at the school level and to empower school personnel to feel equipped to build a trauma-sensitive campus, professional development, system development and data collection support would be provided by complex area trauma teams.

The final subcommittee 4 meeting was held virtually on April 28, 2020 to decide on the recommendations regarding the pilot program.

Subcommittee 4 Recommendations:

Identified Schools: Waimanalo Elementary & Intermediate, Kailua High School

Preference: Kailua Complex (2020 Legislative Bill)

Expanding to K-12 overall goal

- Schools to be selected from the Windward district area would also be considered to participate as pilot schools in the Ho`oikaika Trauma Grant.
 - Select control schools with similar demographics and characteristics to enable evaluation of program effectiveness.
- Pilot design to be developed based on information gathered by Subcommittee 1 (best practices and evidence-based strategies) and Subcommittee 3 (identifying the strongest components of resources from the Department and community networks to effectively respond to the challenge of reducing and preventing adverse childhood experiences).
- Incorporate components of current exemplar trauma-sensitive school-based programs in the state into the pilot design.
- Select pilot schools that have the necessary personnel to effectively implement a data-driven tiered system of support (HMTSS as identified by Subcommittee 2) to meet the needs of all students.
 - Personnel recommended for the HMTSS team: service provider reps, administration (principal or vice principal), counseling staff, School-Based Behavioral Health (SBBH) Staff, teacher role group and complex level support staff.
- Maintain staff that have a strong background in building trauma-sensitive campuses and are capable of providing professional development and/or provide system support.
Proposed staffing for Pilot complex schools if currently not available:
Vice Principal, School Counselor (Trauma-focused), SBBH Personnel, Social Emotional Learning (SEL) Team Lead, Psychologist, Teacher Trainer
Elementary, (SEL, Trauma-Informed Care, and Learning Differences)

- Incorporate system elements to support implementation and effectiveness.
 - Professional development to align with the community and culture.
 - Topic areas to include:
 - vicarious trauma
 - classroom interventions
 - trauma-sensitive training
 - de-escalation
 - restorative practices
 - social-emotional learning
- Include early intervention screening as recommended by the Task Force.
- Build a restorative culture on campus through the Solutions Approach, which is a future-focused, goal-directed approach that highlights the importance of searching for solutions.
- Resource Mapping to identify resource supports for the program in the neighborhood, complex, district, state.
- Identify means and methods to maintain sustainability of pilot programs.
 - Sustainability will require a fluid continuum of support from Kindergarten to the 12th grade following the pilot program implementation.
 - Establish lines of communication between elementary and secondary schools, communities, departments and organizations.
- Establish a complex-level team focused solely on trauma work and building the capacity at the school level to be the initial responders/support network.
 - Provide training and support to the pilot program schools
 - Proposed roles of the complex team are a clinical psychologist, SEL Trainer, Trauma-Informed trainer, Restorative practices trainer, Response to Intervention/MTSS systems trainer, differentiated instruction trainer, Quality Assurance Specialist/Data, and Social Worker. Multiple roles could be served by individual personnel. Cost estimate of the proposed [Complex Trauma Team](#)
 - Extending collaborative efforts with other the Department of Health and other community providers to increase the support and communication would also assist with sustainability efforts.
 - Consider the potential of a Memorandum of Understanding (MOU) with police to schools a heads up regarding trauma calls involving students. This MOU would be similar to an existing MOU that allows for communication between the Department of Education and the Fire Department.
 - Leverage school-level decision-making regarding the implementation of the pilot.
 - Include the identified essential role groups for the Pilot.
 - Identify data points from Waianae Coast Project Aware and replicate those in the pilot.

Subcommittees 5 and 6:

(5) Develop a system of data collection and implementation framework for statewide use.

(6) Aggregate the data within and across agencies to inform treatment interventions, systems responses to trauma, and public policies to address and prevent childhood trauma.

Actions Taken:

On January 17, 2020, the Subcommittee 5 and 6 met to discuss and provide input to address the background of Act 271 and formed short and long term goals and recommendations.

Subcommittee 5 and 6 Meeting Notes for January 17, 2020:

<https://docs.google.com/document/d/1puZmrVHn0GOXFma7mpFcGgKYZPXMOuHP9c1UFUXe-vc/edit?usp=sharing>

A recommendation was made to survey teachers and administrators regarding a system that works best for them. An electronic comprehensive student support system is currently being used by the school-based behavioral health (SBBH) staff for individual student data, intervention planning, and progress monitoring,

The professional development subgroup for the trauma grant is recommending the Department use the Missouri Model for the implementation framework as the base to personalize for Hawaii:

https://dese.mo.gov/sites/default/files/cnsl_Missouri_Model%20school_guidance_doc.pdf

Link to DOE specific trauma-related bills and resolutions:

<https://docs.google.com/document/d/1t57Vk4eaSdWTRfNL1s4n60FfZxsyvYxpeHGJqtA-RcU/edit?usp=sharing>

Hawaii was awarded the Trauma Recovery Demonstration Grant for Ho`oikaika to support the implementation of student trauma identification and support. The Department is also working with trauma experts and implementer partners to develop a Trauma-Sensitive School Handbook and a professional development module for all schools. As part of this effort, the Department is also partnering with the National Council for Behavioral Health to foster a trauma-sensitive organization.

Subcommittee 5 and 6 Meeting Notes for April 6, 2020:

https://docs.google.com/document/d/15xMd7Csvg_l2oMsVwj1DC8gZBuex9ds3PUqtfBbjL6aI/edit?usp=sharing

Subcommittees 5 and 6 Recommendations:

- Utilize Infinite Campus and/or the Longitudinal Data System to screen, identify and progress monitor students that have experienced trauma. Students of trauma will be flagged through the internal systems.
- Ensure a data-driven process is in place (Individual student data, intervention planning, progress monitoring, and electronic comprehensive student support system is currently being used by the School-Based Behavioral Health (SBBH) staff.). Expand data discussions to include the number of students identified as having trauma and the number of students supported by the Department of Health and Department of Human Services may be shared across departments.
- Explore Qualtrics as a resource for data on client satisfaction and program analytics.
- Consider Hawaii P-20's DXP platform to publicly share aggregated data such as the number of identified students by state and complex area and to track college and career progress similar to the data story of English language learners.
- Merge trauma-sensitive school implementation continuum with the Trauma Recovery Grant project that outlines common language, processes, and action planning.
- Consider merging and further defining existing efforts like Act 271, Trauma Recovery Grant, legislative resolutions, and bills.

Next Steps:

- A trauma dashboard will be developed in the Longitudinal Data System so schools may identify, track and provide interventions for students that have experienced trauma.
- P-20's DXP will house an aggregated trauma data story accessible to the public.
- A Hawaii-based trauma-sensitive school implementation continuum will be developed to include system implementation, action planning process and a harvest of professional development resources and opportunities.

Subcommittees 7 and 8:

(7) Examine the evaluation of suspended students to identify and provide services for any social disorder, emotional disorder, or learning difference

(8) Examine lowering the threshold age for alternative or vocational schools from 16 to 14.

Actions Taken:

Draft reports for group 7 and 8 were developed and shared electronically so that all members had an opportunity to review and provide feedback. Following each meeting, revised copies were disseminated to all group members for review and feedback.

Meeting agenda, notes and draft report are available at:

<https://drive.google.com/drive/folders/1K1Db376ThwzapYKX82q0TtIdeSxtMFcl?usp=sharing>



Subcommittees 7 and 8 Recommendations:

- Train school staff to ensure system wide support of HMTSS.
- Support and advocate for counselor's role in schools:
 - Ensure that counselors are empowered (time, resources, workload) to serve as the significant adult on campus for students.
 - Ensure that counselors are empowered to meet the needs of their students. (highest priority).
- Systematize a professional learning community to enable schools to share and learn effective practices to support students who have been given serious disciplinary action.
- The official data from the Department is being requested to enable the committee to analyze and inform any recommendations about the assessed need to lower the threshold age to participate in alternative education or vocational programs at a younger age.
- Explore community-based private non-profit agency partnerships to establish programs to meet the needs of students who are placed on long-term suspension and will be out of school for extended periods.
- To better support these programs, legislation for funding is needed to enable alternative education programs for identified students (i.e. students on long term suspension, students who exit school prior to graduation etc.) to provide opportunities for students to prepare and pass their high school equivalency credential exam, such as the GED or HiSET.

Next Steps:

- The Department to continue with system support of the implementation of HMTSS.
- The Department to develop a plan to support a professional learning community of schools focused on effective practices for students who have been long-term suspended.
- The Department to develop partnerships with private, non-profit agencies to establish programs to meet the needs of students who have been long-term suspended from school.

To honor the collaborative and committed work of the Act 271 Task Force, the [Implementation Matrix](#) and [Timeline](#) were created to provide significant guidance to the identified pilot schools. The Task Force recognizes the priority of involving key stakeholders through the process of implementing a successful trauma informed school and community.

Thank you all for your invaluable contributions and participation in the ACT 271 Task Force. This collaborative effort allowed for innovative ideas, heart-felt opinions, sage advice, and a wealth of valuable research and information. We hope that this report to the Hawaii Legislation synthesizes the recommendations of the Task Force and affirms our belief that with early intervention and appropriate resources/support, every student can be successful.



Symbol of Resilience and Strength