



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

OFFICE OF THE SUPERINTENDENT

December 1, 2015

TO: The Honorable Patricia Halagao
Chairperson, Student Achievement Committee

FROM: 
Kathryn S. Matayoshi
Superintendent

SUBJECT: **Update on Board Policy 101.7, School Climate and Discipline Implementation Plan**

The Hawaii State Board of Education adopted Board Policy 101.7, School Climate and Discipline, at its General Board Meeting held on September 1, 2015.

Developing positive school climates and improving the implementation of school discipline policies and practices are key steps to raising academic achievement and supporting school success.

The Department is poised to translate research into practice by establishing meaningful and relevant guidelines, training, and collaborative partnerships that support a model for whole school improvement and build upon current practice.

The attached presentation provides an update on Board Policy 101.7.

KSM:CSM:itk

Attachment

c: Board of Education Members
Office of Curriculum, Instruction and Student Support

UPDATE: BOARD POLICY 101.7

School Climate and Discipline Implementation Plan

Presentation to the BOE Student Achievement Committee
by C. Suzanne Mulcahy, Assistant Superintendent
December 1, 2015

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School Climate & Discipline Policy: Purpose

- Promoting and maintaining a safe and secure educational environment;
- Teaching and acknowledging proper behavior which is beneficial to the educational process & self-development;
- Deterring students from acts which interfere with the purpose of education or which are self-destructive, self-defeating or anti-social; and
- Maintaining proper student conduct to ensure that educational activities and responsibilities aren't interrupted.

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School Climate & Discipline Policy: CSSS

- Comprehensive Student Support Services
 - Supporting students based on their unique needs
 - Doing whatever it takes to keep students in school, in class, & learning
- Effective implementation of CSSS beginning with Kindergarten
- Strategies, Support, Interventions
- Keeping students in school versus removing students from school

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School Climate & Discipline Policy: Shift in Training

- Training shift supports the effective implementation of the policy
- Implementation aligned with the intention of the policy makers
- Building the capacity of educational officers through sharing of strategies, supports, innovation, and best practices so school leaders have tools to help them guide the shifts necessary in their schools.
- Using data to drive dialogue
 - Referrals Repeat Referrals Positive Behavior Supports
 - Suspensions Disaggregated Data

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School Climate & Discipline Policy: Workgroup

- Three principals
- Two vice principals
- Two complex area superintendents
- Two district/complex area support staff
- One representative from Safety & Security Staff
- Two representatives from OCISS
- Rights & Compliance Office (CRCO)
- One deputy attorney general (DAG)
- One representative from the Judiciary

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What's Next?

Research

- Guidelines
- Training

Stakeholder Feedback

- Complex Area Superintendents, School Administrators
- State Agencies, Legal Community

Data Driven

- SQS Link
- Chapter 19 offenses
- SLDS grant

Support & Training

- PBIS, Chapter 19, SLDS grant
- High/Middle School Principals Forum & Administrators statewide

Evaluation

- Annual Monitoring Report



Timeline

DEC 2015

- Develop DOE School Climate & Discipline Project Management Plan
- Determine meeting schedule including all presentations & feedback loops

JAN 2016

- Develop Training Plan for statewide implementation
- Development of Communication Plan in collaboration with Communications Office



Timeline

FEB-MAR 2016

- Ongoing development of Training Plan
- Presentation to feedback groups (Leadership, Deputy's Principals' Roundtable, Secondary Principals' Forum, Judiciary & HISYNC, & more)
- Development of Monitoring and Reporting Plan
- Identify funding needs to support DOE School Climate and Discipline work group meetings & support statewide training for full implementation

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Timeline

APR-MAY 2016

- Submit Project Management Plan with deliverables for review and approval to Deputy and OCISS AS
- Revise and finalize guidelines based on review and feedback.
- Prepare final copy of implementation guidelines for distribution and dissemination.
- Develop training materials packet, including video training overview.

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Timeline

JUN-DEC 2016

- Conduct presentations for Secondary Principals Forum.
- Conduct information and work sessions for all school administrators statewide.
- Set meeting dates with Complex Area Superintendents for training.

JAN-MAY 2017

- Collect data and generate Year 1 Monitoring Report



School Climate & Discipline: Guidance from USDOE

1. Climate and Prevention
2. Clear, Appropriate, and Consistent Expectations and Consequences
3. Equity and Continuous Improvement

Source: U.S. Department of Education – Three Guiding Principles



School Climate & Discipline: Guidance from USDOE

Guiding Principle 1: Climate and Prevention

Schools that foster positive school climates can help to engage all students in learning by preventing problem behaviors and intervening effectively to support struggling and at-risk students.

- Prioritize the use of evidence-based prevention strategies to promote positive student behavior
 - Universal, Targeted and Intensive supports (Positive Behavioral Intervention and Supports)
 - Job-embedded training and coaching (Professional Learning Opportunities)
 - Collaborate with other agencies (Judiciary, DOH, DHS)

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School Climate & Discipline: Guidance from USDOE

Guiding Principle 2: Clear, Appropriate, and Consistent Expectations and Consequences

Schools that have discipline policies or codes of conduct with clear, appropriate, and consistently applied expectations and consequences will help students improve behavior, increase engagement, and boost achievement.

- Ensure that clear, developmentally appropriate, and proportional consequences apply for misbehavior.
 - Chapter 19 training for administrators

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School Climate & Discipline: Guidance from USDOE

Guiding Principle 3: Equity and Continuous Improvement

Schools that build staff capacity and continuously evaluate the school's discipline policies and practices are more likely to ensure fairness and equity, and promote achievement for all students.

- Use proactive, data-driven, and continuous efforts to prevent, identify, reduce, and eliminate discriminatory discipline & unintended consequences.
 - Strategic Plan Scorecard (% w/o disciplinary incidents, students reporting schools are safe)
 - Trend Report (% of students who are not suspended)
 - Deputy Superintendent: Individual Stocktake SQS and School Discipline data (CAS Accountability); Deputy Academic Leadership Team (December 2015)

