



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

OFFICE OF THE SUPERINTENDENT

June 7, 2016

TO: The Honorable Patricia Halagao
Chairperson, Student Achievement Committee

FROM: 
Kathryn S. Matayoshi
Superintendent

SUBJECT: **Committee Action on Board Policy E-2, Mission, Vision, and Values**

1. RECOMMENDATION

The Department of Education (Department) recommends minor revisions to policy E-2 for consistency in formatting across all of the policies and to eliminate redundancies with the relevant means policies.

2. RECOMMENDED EFFECTIVE DATE

The Department recommends that the committee approve and adopt the policy as described in section 1.0, with immediate effective and compliance dates.

3. RECOMMENDED COMPLIANCE DATE (if different from the effective date)

See section 2.0.

4. DISCUSSION (if different from the effective date)

a. Conditions leading to the recommendation:

The Department used a cross-office strategy to review and, where applicable, provide proposed revisions to the policy listed above. The proposed revisions represent attempts to provide additional clarity, bring the policies up to date with current implementation status, and/or to incorporate feedback from principals and other stakeholders.

The final report from the Permitted Interaction Group (PIG) included a new organizational structure for the full portfolio of policies. This new structure defines two types of policies – “ends policies” that “envision the outcomes the

Board is seeking for the educational system” and “means policies” that describe how to achieve or maintain those outcomes.

The proposed language from the PIG would create a new ends policy to serve as an overarching umbrella to 100 series through the 106 series of means policies. The new policy mirrors the mission, vision, values, and beliefs in the Strategic Plan. The language also mirrors the list of General Learner Outcomes (GLOs), found in policy 106.5 on Focus on Students and in the Strategic Plan.

The Department proposed revisions accept the language from the PIG, make changes to title, and delete the reference to the GLOs.

b. Previous action of the Board on the same or similar matter:

- November 19, 2014: Administratively referred to the Student Achievement Committee.

c. Other policies affected:

No other policies are affected by this policy

d. Arguments in support of the recommendation:

The proposed revisions from the Department maintain the integrity and intent of the proposed revisions from the PIG. The Department’s proposed revisions add “and Beliefs” to the title to better reflect the content of the policy. The Department also proposes removing reference to the GLOs, in order to prevent redundancy with policy 106.5 on Focus on Students.

Finally, the Department interprets “citizenship” as an expansive term that speaks to a student’s readiness to contribute positively to society and the community. This interpretation of citizenship encompasses the definition in the Strategic Plan glossary, the C-3 Framework, and is intended to align with the spirit of Hawaii P-20’s definition of community readiness which was developed following the 2012 update of the Strategic Plan. Hawaii P-20 defines community as “the set of interdependent relationships among physical, social and/or cultural groups linked by shared values and responsibility for one another, the natural world, and local and global well-being.” More information on Hawaii P-20’s work is available here: <http://www.p20hawaii.org/programs/college-and-career-readiness/cccr-definition/>.

As the Board and the Department work together to review and extend the Strategic Plan, we will consider ways to explain and define citizenship to incorporate the spirit of Hawaii P-20’s definition of community readiness.

e. Arguments against the recommendation:

Those opposing the proposed recommendation may favor replacing the term “citizenship” with a broader term that speaks to overall community readiness and civic engagement more clearly. See section 4.d for response to this concerns.

f. Other agencies or departments of the State of Hawaii involved in the action:

No other agencies or departments were involved in the development of these proposed revisions.

g. Possible reaction of the public, professional organizations, unions, DOE staff and/or others to the recommendation:

See section 4.e.

h. Educational implications:

There are no educational impacts at this time, based on approval of the Department’s proposed revisions.

i. Facilities implications:

There are no facilities impacts at this time, based on approval of the Department’s proposed revisions.

j. Financial implications:

There are no financial impacts at this time, based on approval of the Department’s proposed revisions.

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

None.

KSM:TOC:SS:kp

Attachments: Exhibit A: Policy E-2 – Recommended changes (mark up)
Exhibit B: Policy E-2 – “Clean” version of recommended changes

c: Office of Strategy, Innovation, and Performance
Office of Curriculum, Instruction, and Student Support

Exhibit A: Policy E-2 – Recommended changes (mark up)

Policy E-2 **MISSION, VISION, VALUES, AND BELIEFS**

Our Mission

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

Our Vision

Hawai`i's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Our Core Values

Hawai`i seeks for its students to meet and exceed world-class academic standards, and do so in a way that reflects our island perspective. Hawai`i's students have strengths and abilities unique to an island home, with a tradition of stewardship, community, and mutual responsibility. We will cultivate, advance, and draw from Hawai`i's rich traditions and Native Hawaiian host culture.

1. COMMITMENT TO EQUITY & EXCELLENCE: We believe every child is unique and deserves an excellent education—one that develops the whole student. Students succeed when their specific needs are met and their innate gifts and abilities are nurtured.

2. MEANINGFUL LEARNING: We learn from many sources and in many ways. Hawai`i provides abundant real-world learning environments relevant for success in a culturally diverse, technologically complex, and interdependent global society.

3. CARING RELATIONSHIPS: Education is a responsibility shared by all and the best results come when we work together with aloha, respect, integrity, and openness.

4. CONNECTION TO COMMUNITY, FAMILY, AND `ĀINA: We see students as part of an extended `ohana, the environment, a larger community and a global society. Hawai`i students value these connections and become stewards to help make our world a better place.

Our Beliefs

Exhibit A: Policy E-2 – Recommended changes (mark up)

- Students do better when they come to school ready to learn, from the first day of kindergarten to the last day of senior year. Parents, caregivers, extended 'ohana, and community can provide crucial support and guidance to help students focus on and enhance their learning.
- All students need depth of knowledge that grows from a solid academic foundation in the core subjects of reading, math, science, and social studies.
- All students need breadth of knowledge and character development — a broad-based curriculum and development of the General Learner Outcomes* (GLOs) that result in joy in learning, respect for others, and lifelong spirit of inquiry.
- All students — from advanced to struggling — need support, resources, and diverse teaching methods in order to reach their fullest academic potential.
- We need to provide our teachers and school leaders with support and information-including professional development, mentorship, learning communities, and helpful real-time data-so they can excel in meeting the new demands of their professions.
- When teachers and school leaders work in teams, with all the resources and tools at their disposal, they are better able to understand and meet the individual learning needs of their students.
- We need to work together throughout the state to provide the resources to build 21st century school facilities with technology and equipment that ensure students are not left behind.

[*General Learner Outcomes (GLOs)

The DOE's student GLOs, which have stood the test of time for nearly two decades, demonstrate caring and ethical behavior and are even more crucial in today's world:

- Self-directed Learner: the ability to be responsible for one's own learning
- Community Contributor: the understanding that it is essential for human beings to work together
- Complex Thinker: the ability to demonstrate critical thinking and problem-solving
- Quality Producer: the ability to recognize and produce quality performance and quality products
- Effective Communicator: the ability to communicate effectively
- Effective User of Technology: the ability to use a variety of technologies effectively]

Exhibit A: Policy E-2 – Recommended changes (mark up)

Key

Bold and Blue: edits made by the permitted interaction group.

Italics and black: edits proposed by the Department.

Underlines: additional proposed text, beyond what was in the original policy.

~~Strikethrough:~~ proposed deletions, limited to the text that is struck-through and bracketed.

Exhibit B: Policy E-2 – “Clean” version of recommended changes

Policy E-2 MISSION, VISION, VALUES, AND BELIEFS

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