



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-101, Whole Student Development**

1. RECOMMENDATION

The Department of Education (Department) recommends new language for Policy E-101 to replace the language proposed by the Permitted Interaction Group (PIG).

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 are intended 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 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 proposal from the PIG would create a new ends policy on whole student development that serves to provide organizational guidance to the following means policies: Student Code of Conduct; Character Education; Community Sponsored Activities; Guidance Counseling and Related Services; Comprehensive Student Support System; School Climate and Discipline; Extended Learning Opportunities; School Sponsored Student Publications; School Service; Approved HS Sports; Surfing; Academic Requirements for Participation in Co-Curricular Activities; Controversial Issues; and Family and Community Engagement/Partnership. The proposed policy would require the Department to provide students with supports to develop their social, emotional, creative, and physical skills and talents. In addition, the proposed policy incorporates language that is found in policy 101.6 on Comprehensive Student Support. (Exhibit B)

The Department proposes replacing the PIG language with a more succinct policy that incorporates portions of the PIG language and new language that is better aligned to the Strategic Plan. The new proposed language also better reflects the concepts found in the relevant means policies. (Exhibit A)

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 Department proposed language would align policy to the Strategic Plan, which guides the work of the Department. This prevents potential confusion between the Strategic Plan goals and Board policy.

In addition, the Department proposed language maintains the intent of the PIG language while replacing redundancies to the means policies with language that more succinctly represents the conceptual overlap between the means policies and the Strategic Plan objectives.

e. Arguments against the recommendation:

Those opposing the proposed recommendation may favor the PIG proposed language that places a heavy emphasis on the existing comprehensive

system of student support and additional requirements for comprehensive systems of support. Maintaining the original language on comprehensive student supports presents a challenge because it is redundant to means policy 101.6 and adds additional value statements and requirements, which could create confusion and multiple similar goals and requirements.

- 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.

- i. Facilities implications:

There are no facilities impacts at this time.

- j. Financial implications:

There are no financial impacts at this time.

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

None

KSM:TOC:SS:kp

Attachments: Exhibit A: Policy E-101 - Department Proposed Policy  
Exhibit B: Policy E-101 - PIG Proposed Policy

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

## **Exhibit A: Policy E-101 - Department Proposed Policy**

### **POLICY E-101**

#### **WHOLE STUDENT DEVELOPMENT**

Effective instruction, in caring and supportive learning environments, ensures that all students develop the skills to become creative, capable, compassionate, and responsible members of society.

The Department shall provide an educational experience that develops students' social, emotional, intellectual, creative, and physical skills and talents. The Department shall support schools in ensuring that students are connected to their school and community to develop a love of learning and contribute to a vibrant civic life.

## **Exhibit B: Policy E-101 - PIG Proposed Policy**

### **Policy E-101 Whole Student Development**

**Policy:** The Department shall provide an educational that develops students' social, emotional, creative and physical skills and talents.

The Department will have in place a comprehensive system of support to promote students' development of the following attributes:

#### Student Attributes:

- Respect for self and others
- Compassion
- Honesty and integrity
- Courage
- Self-confidence
- Self-discipline
- Perseverance

#### Student Outcomes:

- Value diversity
- Engage in ethical decision-making
- Resolve conflicts peacefully
- Persevere in accomplishing goals
- Work cooperatively with others
- Solve problems creatively and effectively
- Communicate effectively
- Accept consequences of their actions
- Contribute to their community and the larger society

The comprehensive system of support shall include:

- (1) Effective standards-based instruction for all students;
- (2) Appropriate student support through an array of services;
- (3) Involvement of families and community stakeholders as partners in the education process;
- (4) Management of decision-making driven by ongoing assessment of student progress; and
- (5) An effective single all-student database.

**Rationale:** The Board of Education (BOE) recognizes the importance of providing effective instruction in a caring and supportive learning environment. A comprehensive student support system will ensure that all students develop the skills to become creative, capable, compassionate and responsible members of society.