

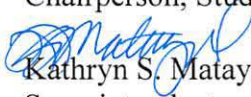


STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

September 1, 2015

TO: The Honorable Patricia Halagao
Chairperson, Student Achievement Committee

FROM: 
Kathryn S. Matayoshi
Superintendent

SUBJECT: **Committee Action on recommendations concerning new Board Policy 101.7,
School Climate and Discipline**

The Department of Education supports the new Board Policy 101.7, Student Climate and Discipline, as proposed in the September 1, 2015 memo from the Student Achievement Committee Chair and Vice Chair's memo to the Student Achievement Committee members.

The proposed policy, as revised, addresses concerns raised by school principals which the Department collected following the June 16, 2015 General Business Meeting.

Feedback from Principals. In order to provide principals and complex area staff with ample opportunities to provide feedback, the Department solicited responses through the Deputy Superintendent's Roundtable of principals, via email, via an online survey, and through in-person meetings. The Department received feedback from over 46 principals and 4 complex area staff (often providing feedback consolidated from multiple principals), in addition to the feedback provided by the principals on the Deputy Superintendent's Roundtable. The Department also shared a draft of the revised policy with a discussion group of principals at the Secondary Principals' Forum.

Discussion. The proposed policy, as revised, is consistent with principals' unanimous affirmation of the importance of a positive school climate in supporting student success. The Office of Curriculum, Instruction and Student Support (OCISS) and schools are promoting positive behavior interventions and supports (PBIS) as part of their Comprehensive Student Supports, a priority strategy of the Department. PBIS promotes positive school climate proactively.

The proposed policy addresses principals' expressed challenge of balancing interests and concerns when addressing serious behavior infractions since they need to consider the offender, offended, and entire school community. Through this proposed policy, the Board Policy incorporates the purpose of Hawaii Administrative Rules Title 8, Department of Education, Subtitle 2, Education Part 1, Public Schools, Chapter 19 ("Chapter 19") which addresses school-administered discipline. Furthermore, the proposed affirms the importance of student learning and campus safety and provides assurance of written documentation in the case of a student's off-campus suspension.

As Leila Hayashida, former Assistant Superintendent for Office of Curriculum, Instruction and Student Support (OCISS), informed the committee previously at the May 5, 2015 Student Achievement Committee meeting, OCISS is conducting training for administrators on Chapter 19. Training sessions are being held in each complex area and conducted in collaboration with the State Department of the Attorney General.

As a Department, we continue to monitor school climate as well as school discipline. On the Strategic Plan Scorecard, we monitor the following indicators at the statewide level.

<i>Indicators</i>	<i>Recent Data (2014)</i>	<i>Source</i>
Percentage without disciplinary incidents	94%	Longitudinal Data System
Students reporting that school is safe	Elementary: 82.3% Middle: 70.7% High: 69.5%	School Quality Survey

These data are also available at the school and complex levels. Annual reports with these data – *School Status and Improvement Reports* and *School Quality Surveys* – are available online: <http://arch.k12.hi.us>.

Additionally, the Department tracks, at statewide and at the school levels, the percent of students who were not suspended. This information is reported annually in the *Trend Report* (accessed via <http://arch.k12.hi.us>):

2011-12:	95.2%
2012-13:	95.6%
2013-14:	96.2%

Taking into account A, B and C offenses, the percentage of students without disciplinary incidents is 91.2 %.

The proposed policy requires that schools with significant concerns regarding school climate and discipline “develop school climate goals and take actions to improve school climate.” This is consistent with current expectations that schools use data, such as the indicators referenced above, and other information, to assess their needs and incorporate strategies for improvement of priority needs in their academic plans. Complex Area Superintendents review, approve, support, and monitor the schools' academic plans.

Position. The Department supports the new Board Policy 101.7, Student Climate and Discipline, as presented in the September 1, 2015 recommendation, to the Student Achievement Committee.