



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

September 1, 2015

TO: Student Achievement Committee

FROM: Patricia Halagao
Committee Chairperson, Student Achievement Committee

Jim Williams
Committee Vice Chairperson, Student Achievement Committee

AGENDA ITEM: Committee Action on recommendations concerning new Board Policy 101.7, School Climate and Discipline

- I. Procedural History. A new Board of Education ("Board") policy, 101.7, School Climate and Discipline ("Board Policy 101.7") was presented at the May 5, 2015 Student Achievement Committee meeting. The policy was developed by a group of stakeholders and was also reviewed by the relevant offices in the Department of Education ("Department"). At the same meeting, the Student Achievement Committee approved a recommendation that the full Board adopt the policy as shown in **Exhibit A**. Board Policy 101.7 was placed on the Board's May 19, 2017 General Business Meeting agenda. Upon request, action on the policy was deferred. Board Policy 101.7 was then placed on the June 16, 2015 General Business Meeting agenda. Action on the policy was deferred to August 18, 2015 to allow for more time for feedback from principals. Board Policy 101.7 was considered by the Board at its August 18, 2015 General Business Meeting. At this meeting, the Board received feedback the Department had gathered from its principals and the Department's recommendation that the Board refer the policy back to the Student Achievement Committee for a more in-depth briefing on principals' feedback. On August 18, 2015, the Board adopted two motions to postpone action on Board Policy 101.7:
 1. Action on Board Policy 101.7, School Climate and Discipline is postponed until the General Business Meeting on September 1, 2015.
 2. The Board requests that the Student Achievement Committee, at its meeting on September 1, consider feedback compiled by the Department and any revisions proposed by the Department, and make appropriate recommendations to the Board on the same date.

Board Policy 101.7 was placed on the Student Achievement Committee's September 1, 2015 agenda and on the full Board's General Business Meeting agenda for the same day.

- II. Recommendation. The Student Achievement Committee Chairperson, Patricia Halagao, and Vice Chairperson, Jim Williams considered testimony from Board meetings and other feedback submitted to the Board, feedback compiled by the Department, and revisions to Board Policy 101.7 proposed by the Department and now make the recommendation that the Student Achievement Committee approve and recommend to the Board adoption of Board Policy 101.7 with the revisions shown in blackline in the attached **Exhibit B**.

Exhibit A

Original Board Policy 101.7

POLICY 101.7

SCHOOL CLIMATE AND DISCIPLINE

Schools shall identify school climate goals that complement the school's academic goals. School climate goals and action plans developed by each school community will identify practices that serve to create an environment where all members are respected, welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically. A critical component of a strong and positive climate is a school-wide discipline policy that honors the civil rights of our students, sets high expectations for behavior and provides clear, developmentally appropriate, and proportional consequences for misbehavior.

In view of the essential link between instructional time and academic achievement, schools shall strive to keep students in school and engaged in learning to the greatest extent possible. Schools should remove students from the classroom as a disciplinary consequence only as a last resort and only for appropriately serious infractions. Students who are removed from class shall be provided with meaningful academic instruction and behavioral supports. The administrator with discretion and authority to effect an off-campus suspension shall in every case, prior to such suspension and in addition to other factors required to be considered by law, balance the long-term best interests of the student against overall campus safety concerns. Such determination shall be documented in writing.

Should schools opt to use school-based law enforcement officers, schools shall provide clear definitions of the officers' roles and responsibilities on campus and document those expectations in a written agreement designed to avoid inappropriate student referrals to the justice system, violation of civil rights laws, and information exchanges that may violate student privacy rights. The role of the officer shall be primarily focused on safety and reducing inappropriate referrals to law enforcement. Such officers shall not be involved in routine disciplinary matters. The Department shall provide training to such officers necessary and relevant to the SRO's role on campus, including adolescent brain development and school-wide discipline policies.

Exhibit B

Proposed revisions to Board Policy 101.7

SCHOOL CLIMATE AND DISCIPLINE

~~Schools shall identify school climate goals that complement the school's academic goals. School climate goals and action plans developed by each school community will identify practices that serve to create an environment where all members are respected, welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically. A critical component of a strong and positive climate is a school-wide discipline policy that honors the civil rights of our students, sets high expectations for behavior and provides clear, developmentally appropriate, and proportional consequences for misbehavior. When a school's data indicate significant concerns regarding school climate and discipline, the school shall develop school climate goals and take actions to improve school climate.~~

Hawaii Administrative Rules Title 8, Department of Education, Subtitle 2, Education Part 1, Public Schools, Chapter 19 ("Chapter 19") provides the framework for addressing student discipline: student misconduct, discipline, school search and seizures, reporting offenses, policy interviews and arrests, and restitution for vandalism. As stated in Chapter 19, "The purpose of school-administered discipline is to:

- (1) Promote and maintain a safe and secure educational environment;
- (2) Teach and acknowledge proper behavior which is beneficial to the educational process and self-development;
- (3) Deter students from acts which interfere with the purpose of education or which are self-destructive, self-defeating or anti-social; and
- (4) Maintain proper student conduct to ensure that educational activities and responsibilities remain uninterrupted."

~~In view of the essential link between instructional time and academic achievement, schools shall strive to keep students in school, in the classroom, and engaged in learning to the greatest extent possible. Schools should remove students from the classroom as a disciplinary consequence only as a last resort and only for appropriately serious infractions. Students who are removed from class shall be provided with meaningful appropriate academic instruction and behavioral supports. The administrator with discretion and authority to effect an off-campus suspension shall in every case, prior to such suspension and in addition to other factors required to be considered by law, consistent with Chapter 19, balance the long-term best interests of the student against overall campus safety concerns. Such determination shall be documented in writing, consistent with the requirements of Chapter 19.~~

~~Should schools opt to use school-based law enforcement officers, schools shall provide clear definitions of the officers' roles and responsibilities on campus and document those expectations in a written agreement designed to avoid inappropriate student referrals to the justice system, violation of civil rights laws, and information exchanges that may violate student privacy rights. The role of the officer shall be primarily focused on safety and reducing inappropriate student referrals to law enforcement. Such officers shall not be involved in routine disciplinary matters. The Department shall provide~~

~~training to such officers necessary and relevant to the SRO's role on campus, including adolescent brain development and school-wide discipline policies.¹~~

Rationale: A critical component of a strong and positive climate is a schoolwide discipline policy that honors the civil rights of our students, sets high expectations for behavior and provides clear, developmentally appropriate, and proportional consequences for misbehavior.

¹ Recommend moving reference to school-based law enforcement officers and/or School Resource Officers to Board Policy 305.3, Safe Schools.