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## HOUSE RESOLUTION

URGING THE DEPARTMENT OF EDUCATION TO CREATE A SUBSECTION OF  
SOCIAL-EMOTIONAL LEARNING STANDARDS FOR GRADES K-12 UNDER  
ITS CURRENT HEALTH STANDARDS.

1           WHEREAS, social-emotional learning is defined by the  
2 Collaborative for Academic, Social, and Emotional Learning  
3 (CASEL) as "the process through which all young people and  
4 adults acquire and apply the knowledge, skills, and attitudes to  
5 develop healthy identities, manage emotions and achieve personal  
6 and collective goals, feel and show empathy for others,  
7 establish and maintain supportive relationships, and make  
8 responsible and caring decisions"; and  
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10           WHEREAS, the Department of Education has no set social-  
11 emotional learning standards for grades K-12, despite the  
12 Department specifically stating in the Department's School  
13 Social and Emotional Learning Guide that "social and emotional  
14 learning is an integral part of education and human  
15 development"; and  
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17           WHEREAS, the Department of Education and other  
18 organizations already have existing guidelines and suggestions  
19 in place to teach and determine social-emotional learning  
20 competence, which can be used to develop social-emotional  
21 learning standards in the State; and  
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23           WHEREAS, the Ecological Approaches to Social Emotional  
24 Learning Laboratory has organized non-academic skills in the  
25 following six domains: cognitive, emotion, social, values,  
26 perspectives, and identity; and  
27

28           WHEREAS, CASEL has organized non-academic skills into the  
29 following five competencies: self-awareness, self-management,  
30 social awareness, relationship skills, and responsible decision-  
31 making; and  
32



1 WHEREAS, the Department of Education has organized non-  
2 academic skills into the following seven topics: self-  
3 management, social awareness, sense of belonging, growth  
4 mindset, grit, self-efficacy, and emotional regulation, which  
5 are all assessed by the Panorama Student Survey; and  
6

7 WHEREAS, the Panorama Student Survey shows that, in a Fall  
8 2023 survey of 31,280 Hawaii students in grades 3 through 5,  
9 results per skill varied, with the highest being sense of  
10 belonging, where seventy-two percent of students chose a  
11 favorable answer, and the lowest being emotional regulation,  
12 where fifty-one percent of students chose a favorable answer;  
13 and  
14

15 WHEREAS, the Panorama Student Survey shows that in a Fall  
16 2023 survey of 65,146 Hawaii students in grades 6 through 12,  
17 results per skill varied, with the highest being  
18 self-management, where sixty-nine percent of students chose a  
19 favorable answer, and lowest being self-efficacy, where  
20 forty-seven percent of students chose a favorable answer;  
21 compared nationally, the self-efficacy score is near the  
22 twentieth percentile; and  
23

24 WHEREAS, in relation to the Fall 2023 Panorama Student  
25 Survey, it is important to recognize a significant difference  
26 between sense of belonging scores from elementary and secondary  
27 students, where elementary students' scores were higher by 24  
28 percent, which is a common trend for other Panorama Student  
29 Surveys from 2021 to 2023; and  
30

31 WHEREAS, in relation to all available Panorama Student  
32 Survey results, it is important to recognize that scores have  
33 not improved for both elementary and secondary students from  
34 2021 to 2023; and  
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36 WHEREAS, the current Department of Education standards for  
37 health education are similar to the ideas of social-emotional  
38 learning and can be further developed with social-emotional  
39 learning standards; and  
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41 WHEREAS, the creation of social-emotional learning  
42 standards will allow for all grade levels in Hawaii's public



1 schools to have set benchmarks through the Department's health  
2 curriculum to help students develop social-emotional skills; and

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4 WHEREAS, teaching social-emotional skills will allow  
5 students to have important conversations about identity,  
6 microaggressions, different perspectives, and more; and

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8 WHEREAS, teaching social-emotional skills will ultimately  
9 promote positive learning environments for all students; now,  
10 therefore,

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12 BE IT RESOLVED by the House of Representatives of the  
13 Thirty-second Legislature of the State of Hawaii, Regular  
14 Session of 2024, that the Department of Education is urged to  
15 create a subsection of social-emotional learning standards for  
16 grades K-12 under its current health standards to guide  
17 educators in teaching social-emotional skills; and

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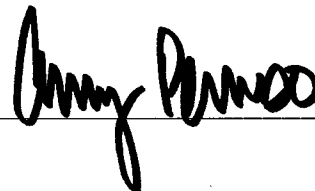
19 BE IT FURTHER RESOLVED that certified copies of this  
20 Resolution be transmitted to the Chairperson of the Board of  
21 Education and Superintendent of Education.

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OFFERED BY:



MAR - 8 2024

