

Policy Audit: Human Resource Committee related policies

[Board Of Education > Policy Audit](#)

	Ends Policies	Current Policy #	Proposed Policy #	Means Policies	Monitoring	Policy Audit Permitted Interaction Group (PIG) Recommendations	HR Committee Recommendations
2	Staff Success	5005	E-200				Hold for further committee review (H)
		1110-4		Collective Bargaining		DELETE	Recommend for Board approval (R)
		5500		Personnel Relations and employee Benefits		DELETE	R
?	High Performing Employees		E-201				H
		5511	201.1	Employee Code of Ethics			H
		1200-1.42	201.2	Accountability of Employees			H – to add back in rationale
		1200-1.41	201.3	Employee, Contractor, & Volunteer Ethics and Conflict of Interest			H- review applicability to charter schools
		5400	201.4	Leaves of Absence			R
2B/2C	Highly Effective School Administration (Strong, Visible School Leadership)		E-202				H
		1700-1	202.1	School Leadership			R
		1710-1	202.2	School Year for Principals			R
		1710-2	202.3	School Year for Vice Principals			R
		2055	202.4	Principal Performance Evaluation			H – revise to eliminate reference to pilot program since period is complete
2B	Highly Effective Teaching		E-203				H
		1900-1	203.1	Duties and Responsibilities of Teachers		School code/dept regulations are outdated. Refer to Dept for update	R
		2235	203.2	Developmentally-Appropriate Teaching Strategies			H
		2290	203.3	Classroom Management			H – requires further clarification
		2055	203.4	Teacher Performance Evaluation			H
		1900-10	203.5	Substitute Teachers			R
		1800-1		Duties and Responsibilities of Grade Level and Curriculum Department Chair		DELETE	R

		5101		Hawaiian Language Fluency		DELETE (see policies 2104 and 2105)	R
2A	Hiring, Training and Retention of Employees		E-204				H
		5100	204.1	Teacher Recruitment, Retention, and Employment			R
		(new)	204.2	Educational Officer Appointment and Probation			R
		5600	204.3	Personnel Development			R
		5300	204.4	Employee Certification			H – merge with 204.11
		5200	204.5	Compensation and Classification			R
		6610	204.6	Department of Education Housing			R
		1100-6	204.7	Department of Education New Employee Orientation Program			R
		1100-7	204.8	Department of Education Employee Dress Code			H
		1110-5	204.9	Strike Situation			R
		5512	204.10	Personnel Relations			R
		(new)	204.11	Student Teachers from Out-of-State Universities		This language was a part of policy 5300. The PIG has separated the language to allow consideration of whether it should remain as a separate policy, be deleted, or be incorporated into another policy.	H – merge with 204.4
		6200		Payroll		DELETE	R

Policy E-200

The Department shall establish a high-performing culture where employees have the training, support and professional development needed to contribute effectively to student success.

Policy E-201
High Performing Employees

Policy: The Department shall create a work environment in which employees have the necessary information to do their job, are continually supported in their growth, have a solid linkage between performance and reward and an understanding of their importance in the whole organization. The Department shall engage in professional personnel practices in hiring, appraisal, assessment, development or discipline. The Department's management practices shall provide control and direction to the school system and its employees to follow Board policy, and set procedures which develop a culture of efficient and responsiveness to all families and community members..

Rationale: When employees have the necessary information to do their job, are continually supported in their growth, have a solid linkage between performance and reward and an understanding of their importance in the whole organization, the Department creates an environment that develops high performing employees. The Department shall operate with the highest level of professionalism and accountability.

5511

POLICY 201.1

EMPLOYEE CODE OF ETHICS

Department of Education personnel shall strictly adhere to the Hawaii State Code of Ethics and the Code of Ethics for public employees of the State as prescribed in Chapter 84 of the Hawaii Revised Statutes.

Approved: 9/1/70; Amended: 10/74; 6/86

(Former Policy #5513)

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**PERSONNEL RELATIONS AND
EMPLOYEE BENEFITS**

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POLICY 201.2

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ACCOUNTABILITY OF EMPLOYEES

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POLICY

In furtherance of the requirements of [applicable state law as it relates to education, the Board of Education and Department of Education strategic plan, and other relevant policies, rules, regulations and procedures](#), it is the policy of the Board of Education (Board) that all Department of Education (Department) employees at school, complex area, and state levels comply with and implement Board policies and Department rules, regulations, and procedures. All Department employees will be held accountable for failure to comply with or implement Board policies or Department rules, regulations, or procedures.

Deleted: the Reinventing Education Act of 2004, Act 51, Session Laws of Hawaii 2004

Any employee who is found to have violated this policy or other policies, laws, rules, regulations, procedures, guidelines, or directives may be subject to disciplinary action, up to and including termination of employment from the Department [consistent](#) with applicable Board and Department policies, regulations, rules, collective bargaining agreements, and other civil service laws, rules, and regulations.

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Rationale: The Board believes that this policy will promote compliance with its policies and Department rules, regulations, and procedures, and reinforce accountability within the public school system to support the Board's and Department's goals for student learning.

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Approved: 9/17/09

POLICY 201.3

**EMPLOYEE, CONTRACTOR, AND VOLUNTEER
ETHICS AND CONFLICT OF INTEREST**

All employees, contractors, and volunteers of the public school system, public library system, and Board of Education shall conduct themselves in an ethical manner and comply with federal and state laws, rules, regulations, and departmental policies, procedures, regulations, rules, and guidance to promote public trust and confidence in public education.

In implementing and carrying out this policy, the Department shall establish regulations and/or guidelines and the same shall be clearly conveyed to such employees, contractors, and volunteers. These regulations and/or guidelines on ethics shall comply with and reflect relevant state and federal laws, rules, and regulations, including department, system, and board policies, procedures, guidelines and directives, and standards of conduct and conflict of interest provisions.

Rationale: The Board of Education recognizes that sound, ethical standards of conduct by employees, contractors, and volunteers of the public school system, public library system, and Board of Education must be observed at all times in order to carry out their roles and responsibilities in serving the public.

Approved: 6/4/09; Amended: 10/01/09

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Policy E-202

Highly Effective School Administration (Strong, Visible School Leadership ends policy)

Policy: The Department shall ensure that each school has strong, visible school leadership. School level leadership shall demonstrate the capacity to implement systemic change, including adapting and innovating; modeling optimism and fairness; overseeing school transformation; and promoting student success.

Rationale: The Board of Education (Board) believes that strong school leadership is key to achieving excellence in our education system.

POLICY 202.4

PRINCIPAL PERFORMANCE EVALUATION POLICY

The purpose of this Policy is to provide the directive, means, and flexibility to establish a performance management system that cultivates and supports highly effective educators.

GENERAL

The Department of Education shall establish a common and consistent evaluation system to provide principals with information necessary to continually improve their instructional practice and leadership. Each principal shall receive an annual overall performance rating.

The Department shall develop and maintain a comprehensive and detailed implementation plan for development and implementation of the new evaluation system.

In developing and annually improving the principal evaluation system, the Department shall consult and confer regarding the evaluation design and may negotiate related agreements with the exclusive representative of employees affected by the evaluation systems. In addition, the Department shall involve principals in the development and improvement of the evaluation system.

The evaluation of a principal shall be on the basis of efficiency, ability, contribution to student learning and growth, and such other criteria and processes as the Department shall determine.

The evaluation system must provide timely feedback to identify the needs of principals and guide their professional development. The Department shall include systematic and comprehensive staff development for all participants. The staff development support shall be directed both to participant understanding and utilization of the evaluation system and to providing targeted support to principals who are rated marginal.

The evaluation system shall be subject to due process provisions of the respective collective bargaining agreements, including the grievance procedures and other articles.

The system shall include provisions for annually reviewing the system's effectiveness and making improvements as well as a mechanism by which participants can appeal.

The Department shall develop and implement statewide a comprehensive evaluation and support system for principals that includes ratings of highly effective, effective,

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Deleted: The Board of Education finds that the purpose of K-12 education is to prepare students for success in college, careers, family and community. The most critical factor in a student's success is an effective teacher, and the most critical factor in a school's success is an effective principal. Recruiting, training and retaining outstanding teachers and principals make a considerable difference in long-term outcomes for students. To invest in the effectiveness of our teachers and principals, a system must first be in place to give teachers and principals comprehensive and superior feedback on their performance.¶

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Deleted: In developing the evaluation system, the Department shall utilize a pilot test system for either selected schools or for the statewide system. During the pilot years, the Department shall utilize the information and data that are collected to validate and revise the evaluation system. During the pilot years, the results of the redesigned individual evaluations shall not result in adverse consequences for

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The Department shall develop and implement statewide a comprehensive evaluation and support system that includes ratings of highly effective, effective, marginal, and unsatisfactory. The statewide system shall be implemented beginning with the 2013-2014 school year. Performance levels and associated feedback must be used to inform personnel de ... [1]

marginal, and unsatisfactory. The statewide system shall be implemented beginning with the 2013-2014 school year.

The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:

- Principal Leadership Practice: The measurement of principal leadership practice shall be based upon the updated Profile of an Effective School Leader that is adapted from ISLLC 2008 Education Leadership Policy Standards.
- Principal Performance: The measurement of principal performance will be based on school-wide academic learning and growth as well as at least one additional outcome indicator.

Rationale: The Board of Education finds that the purpose of K-12 education is to prepare students for success in college, careers, family and community. The most critical factor in a student's success is an effective teacher, and the most critical factor in a school's success is an effective principal. Recruiting, training and retaining outstanding teachers and principals make a considerable difference in long-term outcomes for students. To invest in the effectiveness of our teachers and principals, a system must first be in place to give teachers and principals comprehensive and superior feedback on their performance.

Approved: 04/17/12

Policy E-203
Highly Effective Teaching

Policy: The Department shall ensure that students benefit from highly effective teaching by providing the appropriate recruitment, mentoring, training, support and evaluation of its teachers.

Rationale: The Board of Education recognizes that a teacher is the key to student achievement.

POLICY 203.2**DEVELOPMENTALLY-APPROPRIATE TEACHING STRATEGIES**

The Department of Education shall provide all teachers and school administrators with research-based information about how all children develop and learn, including: (1) the interrelatedness and interdependency of children's physical, social, emotional, and cognitive development; (2) a planned approach to the development of knowledge and skills articulated to address, as appropriate, academic performance standards as approved by the Board of Education; (3) recognition that development progresses at varying rates among children within an age group and within individual children; (4) the importance of capitalizing on optimal periods for specific types of development and learning; (5) recognition that children come to understand their world through active physical involvement, social engagement, and culturally-transmitted knowledge; and (6) the importance of play in a child's development.

Teachers shall apply knowledge of the above characteristics of students to ensure that all students will receive developmentally-appropriate instruction to support attainment of state performance standards as approved by the Board of Education.

Teaching and learning activities in all primary grades shall meet each child's developmental readiness within Department of Education approved guidelines. Teachers shall appropriately adapt activities based on student data indicative of readiness that have been obtained through such sources as timely and appropriate assessment, careful observation, interviews of parents, and examination of preschool records, to ensure that all children learn and make adequate progress. Teachers shall make every effort, within available resources, to provide for children who demonstrate special interests and skills or exhibit greater than normal difficulty in learning.

Rationale: The Board of Education recognizes that children enter school diverse in their physical, social, emotional, and cognitive development.

Approved: 01/99

Amended: 01/05/06

POLICY 203.3GUIDANCE REGARDING STUDENT RIGHTS AND DISCIPLINARY PRACTICES

The Department of Education shall provide teachers, on an annual basis, with clear guidance regarding relevant departmental regulations, administrative rules, and state and federal laws affecting student rights and the appropriate use of disciplinary practices in the event that student behavior interferes with learning and/or the safety of others in the classroom.

Rationale: The Board of Education believes that all students have the right to an education in safe and orderly school environments. Within classrooms, order and discipline are essential for optimum instruction and learning.

Approved: 6/98

POLICY 203.4**TEACHER PERFORMANCE EVALUATION POLICY**

The purpose of this Policy is to provide the directive, means, and flexibility to establish a performance management system that cultivates and supports highly effective educators.

GENERAL

The Department of Education shall establish a common and consistent evaluation system to provide teachers with information necessary to continually improve their instructional practice and leadership. Each teacher shall receive an annual overall performance rating.

| The Department shall develop and maintain a comprehensive and detailed implementation plan for development and implementation of the new evaluation system.

In developing and annually improving the evaluation systems, the Department shall consult and confer the evaluation design and may negotiate related agreements with the exclusive representative of employees affected by the evaluation system. In addition, the Department shall involve teachers in the development and improvement of the evaluation system.

The evaluation of a teacher shall be on the basis of efficiency, ability, contribution to student learning and growth, and such other criteria and processes as the Department shall determine.

The evaluation system must provide timely feedback to identify the needs of educators and guide their professional development. The Department shall include systematic and comprehensive staff development for all participants. The staff development support shall be directed both to participant understanding and utilization of the evaluation system and to providing targeted support to teachers who are rated marginal.

The evaluation system shall be subject to due process provisions of the collective bargaining agreement, including the grievance procedures and other articles.

The system shall include provisions for annually reviewing the system's effectiveness and making improvements as well as a mechanism by which participants can appeal.

| The Department shall develop and implement statewide a comprehensive evaluation and support system that includes ratings of highly effective, effective, marginal, and

unsatisfactory. The statewide system shall be implemented beginning with the 2013-2014 school year. Performance levels and associated feedback must be used to inform personnel decisions.

The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:

- **Teacher Practice:** The measurements of teacher practice may include classroom observations, stakeholder surveys, and evidence of reflective practice.
- **Student Learning and Growth:** The measurements of students' academic learning and growth must consist of multiple measures to include statewide assessment and other relevant student learning objectives.

Rationale: The Board of Education finds that the purpose of K-12 education is to prepare students for success in college, careers, family and community. The most critical factor in a student's success is an effective teacher, and the most critical factor in a school's success is an effective principal. Recruiting, training and retaining outstanding teachers and principals make a considerable difference in long-term outcomes for students. To invest in the effectiveness of our teachers and principals, a system must first be in place to give teachers and principals comprehensive and superior feedback on their performance.

Approved: 04/17/12

Policy E-204

Hiring, Training and Retention of Employees

Policy: The Department shall ensure that a dynamic and efficient staff, dedicated to excellence in public education and aligned with Department goals / outcomes, is recruited, managed, developed, and retained within the applicable legal, contractual and financial limits and obligations. The Department shall use a long-range and strategic approach to managing its human resources that are so essential to educational excellence. The Department shall ensure that there are in place effective procedures related to: (1) recruitment, (2) evaluation and accountability, (3) continuing education training, and (4) employee health and wellness.

Rationale: A critical dimension of a quality educational program is the quality, commitment and development of qualified and professional staff in every classification and type of employment.

POLICY 204.4

EMPLOYEE CERTIFICATION

EMPLOYEE CERTIFICATION PROGRAM

The Department of Education shall administer a program for the certification of Department of Education employees in order to support the continued, competent performance and development of its professional employees, and to recognize high levels of competence and performance in its employees.

The Department of Education shall establish a certification program for school administrators and other educational officers who are either included in or excluded from Collective Bargaining Unit 06 based on competencies delineated in the Department of Education's Profile of an Effective School Leader and Profile of an Effective Educational Administrator; Complex-Area, District and State Levels.

EDUCATION PROGRAM APPROVAL

The Department of Education shall establish and maintain a cooperative relationship with training institutions to provide programs to meet the educational and experiential requirements for employee certification. The education programs shall reflect the dynamic and changing needs of the Department of Education,

Reviewed: 09/01/70; 10/74; Amended: 06/86; 12/91; 04/97; 11/01; 6/08

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POLICY 204.8

DEPARTMENT OF EDUCATION EMPLOYEE DRESS CODE

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POLICY¶

It is the policy of the Board of Education that the dress, grooming, and personal hygiene of each employee of the Department of Education be appropriate to the work situation.

The Department of Education shall develop regulations and guidelines to implement this dress code policy.

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Rationale: Appropriate employee attire is important for the following reasons: to present a professional, identifiable appearance for students, parents and community; to promote a positive work environment and to limit distractions; to foster respect and confidence from the public served; to ensure safety while working.

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Approved: 2/17/05

POLICY 204.11

STUDENT TEACHERS FROM OUT-OF-STATE UNIVERSITIES

The placement and supervision in the public schools of student teachers from out-of-state universities shall be conducted through a state-approved teacher education unit that is domiciled in the State of Hawaii or through an out-of-state program coordinator who is based in the State of Hawaii.