



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

April 7, 2015

TO: BOE Student Achievement Committee

FROM: Cheryl Ka'uhane Lupenui
Chairperson, Student Achievement Committee

SUBJECT: Committee Action on Committee recommendation concerning the following policies in the Board's proposed 100 policy series:

1. Renumber and/or reorganize:
 - 102.7 Recruitment and Testing of Students by Private Schools and Other Agencies
 - 103.8 Prophylactics in the Public Schools
 - 105.7 Hawaiian Education Programs
 - 105.8 Ka Papahana Kaiapuni
2. Minor edits:
 - 101.9 School-Sponsored Student Publications
 - 101.12 Academic Requirements for Participation in Co-Curricular Activities
 - 101.13 Controversial Issues
 - 102.2 K-12 Literacy
 - 102.4 Diverse Stakeholder Inclusion in the Development of Content and Performance Standards
 - 102.10 Educational Research and Evaluation
 - 102.11 Pilot and Innovative Projects
 - 103.3 Emergency Care for Sick or Injured Students
 - 105.2 Responsibility for Curriculum Development and Implementation
 - 105.11 Pregnant and Parenting Students
 - 105.12 Special Education and Related Services
 - 105.13 Inclusion
 - 105.15 Field Trips and Student Travel
 - 106.1 School Calendar
 - 106.4 Dress Code and School Uniforms
3. Substantive edits:
 - 101.4 Community Sponsored Activities
 - 102.14 Homework
 - 103.5 Sexual Health Education

- 104.1 Graduation and Related
 - 105.4 Instructional Materials
 - 106.3 Admission and Attendance
 - 4160 Students' School Day
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Below are my recommendations for committee action on the category A, B, C policies under consideration by the Student Achievement Committee. At this time, these policies are not applicable to charter schools except where noted. The text of the policies covered in this memorandum are attached as **Exhibit A**.

CATEGORY "A" (RENUMBER AND/OR REORGANIZE) POLICY

RECOMMENDATIONS:

- 102.7 Recruitment and Testing of Students by Private Schools and Other Agencies
Pass as is.
- 103.8 Prophylactics in Public Schools
Pass as is.
- 105.7 Hawaiian Education
Delete "Programs" from title to reflect correct heading as approved by BOE on 2/18/2014. Applies to charter schools.
- 105.8 Ka Papahana Kaiapuni
Pass as is. Applies to charter schools.

CATEGORY "B" (MINOR EDITS) POLICY RECOMMENDATIONS:

- 101.9 Student Sponsored Student Publications
Pass as is. Note concept of Student Leadership for future strategic planning.
- 101.12 Academic Requirements for Participation in Co-Curricular Activities
Pass as is.

- 101.13 Controversial Issues
Pass as is

- 102.2 K-12 Literacy
Pass as is.

- 102.4 Diverse Stakeholder Inclusion in the Development of Content and Performance Standards.
Note this policy was missing in SAC listing.
Pass as is.

- 102.10 Educational Research and Evaluation
Pass as is. (Note continuous improvement/learning strategies for future planning)

- 102.11 Pilot and Innovative Projects
Pass as is. (Note continuous improvement/learning strategies for future planning)

- 103.3 Emergency Care for Sick or Injured Students
Pass as is.

- 105.2 Responsibility for Curriculum Development and Implementation
Pass with edits to read “applicable statewide content and performance standards” instead of “Hawaii Content and Performance Standards” for consistency

- 105.11 Pregnant/Parenting Students
Pass as is.

- 105.12 Special Education and Related Services
Pass as is.

- 105.13 Inclusion
Pass as is.

- 105.15 Field Trips and Student Travel
Pass as is.

- 106.1 School Calendar
Pass as is.

- 106.4 Dress Code and School Uniform
Pass as is. Note this was missing from SAC listing.

CATEGORY “C” (SUBSTANTIVE EDITS) POLICY RECOMMENDATIONS:

- 101.4 Community Sponsored Activities
Pass as is.

- 102.14 Homework
Pass with edits to read “content and performance standards”.

- 103.5 Sex Health Education
Pass as is.

- 104.1 Graduation and Related
Pass as is with deletion of outdated versions where possible.

- 105.4 Instructional Materials
Pass as is.

- 106.3 Admissions and Attendance
Pass as is.

- 4160 Student's School Day
Approve deletion of policy.

Exhibit A

Policies

POLICY 102.7

**RECRUITMENT AND TESTING OF STUDENTS
BY PRIVATE SCHOOLS AND OTHER AGENCIES**

Recruitment and testing of public school students during the school day by agents of private schools and other agencies, both public and private, is to be confined to non-school time except (1) where such activities are sponsored by the public school as a part of its guidance and educational placement program or (2) when the principal of the school decides that an interview during the school day is in the best interest of a pupil.

Approved: 8/70

See: Rule 4 - relating to solicitors, vendors, and salesmen in schools

Deleted: .

POLICY

Deleted: .

POLICY 103.8

PROPHYLACTICS IN THE PUBLIC SCHOOLS

Deleted: POLICY¶

The Board of Education is committed to the health education of our students which may include, within its study of human reproduction, a discussion of birth control devices but the distribution of condoms and other prophylactic devices to students shall be prohibited in the classroom, on the school campus or at any school-related activities.

Approved: 11/94

POLICY 105.7**HAWAIIAN EDUCATION PROGRAMS**

Hawaii's public education system should embody Hawaiian values, language, culture and history as a foundation to prepare students in grades K-12 for success in college, career and communities, locally and globally. Hawaiian language, culture, and history should be an integral part of Hawaii's education standards for all students in grades K-12.

The Board of Education recognizes that appropriate support for and implementation of Hawaiian education will positively impact the educational outcomes of all students in preparation for college, career and community success.

Therefore, the Department of Education (Department) shall establish in the office of the Superintendent an Office of Hawaiian Education of which the head shall be part of the Superintendent's leadership team. The Department will allocate resources including personnel and fiscal to create and implement appropriate, curricula, standards, performance assessment tools, professional development, and strategies for community engagement throughout the Department.

The goals of Hawaiian education shall be to:

- Provide guidance in developing, securing, and utilizing materials that support the incorporation of Hawaiian knowledge, practices and perspectives in all content areas.
- Provide educators, staff and administrators with a fundamental knowledge of and appreciation for the indigenous culture, history, places and language of Hawaii.
- Develop and implement an evaluation system that measures student outcomes, teacher effectiveness and administration support of Hawaiian Education. To ensure accountability an annual assessment report to the Board of Education will be required.
- Use community expertise as an essential means in the furtherance of Hawaiian education.
- Ensure that all students in Hawaii's public schools will graduate with proficiency in and appreciations for the indigenous culture, history, and language of Hawaii.

This policy is applicable to charter schools. A charter school may request a waiver of this policy from the Board of Education.

Approved: 4/19/01; Amended: 1/22/09; Amended: 2/18/14

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POLICY

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Deleted: The Board of Education supports the perpetuation of the native Hawaiian culture, history, and language as an integral part of the Hawaii Content and Performance Standards.

The Board recognizes that appropriate support for and coordination of Hawaiian Studies and Language programs will directly impact the education of all students to ensure that Hawaii's indigenous culture, history, and language are preserved for future generations. Therefore, The Department of Education shall establish organizational structures and allocate resources (e.g., personnel, fiscal, etc.) to create and coordinate appropriate curricula, develop performance assessment tools, and advise all divisions of the Department of Education regarding programs related to the study of Hawaiian culture, history, and language.

The goals of Hawaiian Education Programs shall be to:¶
 Perpetuate the knowledge of our *kupuna* (ancestors) as the guiding light that directs the learning and instruction of Hawaiian education¶
 Provide guidance in developing, securing, and utilizing materials that support the incorporation of Hawaiian content and perspectives in all content areas¶
 Empower classroom teachers with a basic knowledge of and appreciation for the indigenous culture, history, and language of Hawaii¶
 Ensure that students in Hawaii's public schools will graduate with a high level of understanding of and appreciation for the indigenous culture, history, and language of Hawaii¶
 Ensure that students have a (... [1])

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Perpetuate the knowledge of our *kupuna* (ancestors) as the guiding light that directs the learning and instruction of Hawaiian education

Provide guidance in developing, securing, and utilizing materials that support the incorporation of Hawaiian content and perspectives in all content areas

Empower classroom teachers with a basic knowledge of and appreciation for the indigenous culture, history, and language of Hawaii

Ensure that students in Hawaii's public schools will graduate with a high level of understanding of and appreciation for the indigenous culture, history, and language of Hawaii

Ensure that students have a strong foundational knowledge of place and appreciate the contributions of all Hawaii's people

Assist Hawaiian Studies Cultural Personnel Resources (CPR), i.e., *kupuna*, *makua*, *kumu*, and others involved in delivering Hawaiian Studies content

Rationale: Appropriate support for and coordination of Hawaiian Studies and Language programs will directly impact the education of all students to ensure that Hawaii's indigenous culture, history, and language are preserved for future generations.

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POLICY 105.8KA PAPAHAHA KAIAPUNI

Deleted: Hawaiian Language Immersion Program Policy

Ka Papahana Kaiapuni (Kaiapuni Educational Program) provides students with Hawaiian bicultural and bilingual education. Additionally, the program contributes to the continuation of our Hawaiian language and culture. The Kaiapuni Educational Program offers students an education in the medium of the Hawaiian Language. The comprehensive program combines the use of Hawaiian teaching methodologies, language, history, culture and values to prepare students for college, career and to be community contributors within a multicultural society. The Department of Education (Department) shall develop the necessary rules, regulations, guidelines and procedures as well as an updated strategic plan for the program. Every student within the State of Hawaii's public school system should have reasonable access to the Kaiapuni Educational Program.

The goals of the Kaiapuni Educational Program shall be:

1. To provide parents and student a Hawaiian bicultural and bilingual education based upon a rigorous Hawaiian content and context curriculum. The Kaiapuni Educational Program is offered to students K-12.
2. The curriculum and standards are to be developed by the Department to prepare students for college, career and contributors to community with the assistance of the appropriate stakeholders including the 'Aha Kauleo, Office of Hawaiian Affairs, University of Hawai'i system of colleges, 'Aha Pūnana Leo, the Charter School Commission and any other stakeholders selected by the Department. The development of the Kaiapuni curriculum, content, instruction and assessment should be informed and researched-based utilizing qualitative and quantitative data.
3. The Department shall establish in the Office of the Superintendent an Office of Hawaiian Education of which the head shall be part of the Superintendent's leadership team which will have oversight of the program's implementation and accountability to ensure effective curricula, performance standards for professional qualifications, organizational structure (e.g. Complex Area, Office), and community engagement. Additionally, this office will provide an annual program performance report to the Board of Education (BOE) and community via the Superintendent.
4. The program's success is largely dependent on the capacity, capability and expertise of the program's professional staff. The Department will establish professional qualifications and develop training programs internally and/or in

cooperation with stakeholder groups/universities. The goal is for program professionals to be qualified in both English as a medium of instruction and Hawaiian as a medium of instruction and appropriately compensated for these additional qualifications.

5. The program's effectiveness requires the development and proper administration of appropriate formative and summative assessment tools. These program evaluation tools should be in alignment with the State's Kaiapuni curriculum and measure student growth and proficiency with the goal to prepare students for success in college, career and community.
6. The delivery of the program to students within the Department may include one of three organizational structures depending on the number of program students: (a) All students are enrolled in the program; principal and teachers are dual qualified. (b) Majority of students are enrolled in the program; principal and teachers are dual qualified; those students not in the program would be taught in English under supervision of the school's principal; and, (c) Students are offered a Kaiapuni Educational Program in an English medium school. Only the teachers teaching the Kaiapuni classes are required to be dual qualified. This policy shall not apply to teachers currently employed by the Department and/or Charter Schools prior to February 18, 2014, and may be waived on an individual basis by the Superintendent of Education as circumstances warrant.
7. Each Kaiapuni School shall comply with all applicable BOE policies, rules and regulations.

This policy is applicable to Kaiapuni charter schools. A charter school may request a waiver of this policy from the BOE.

Approved: 01/19/2006; Amended: 2/18/14

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The Board of Education acknowledges that the Hawaiian Language Immersion Program is an essential component to the revitalization and continuation of the Hawaiian language and culture. By acknowledging the importance of this program and the education of Hawaii's youth through the Hawaiian language, the Department of Education shall develop any necessary rules, regulations, guidelines, or procedures, as well as a strategic plan for implementation of the Hawaiian Language Immersion Program that reflect the program goals below.

The goals of the Hawaiian Language Immersion Program shall be to:

1. Establish and support a community of Hawaiian Language Immersion Programs and Schools to educate Hawaii's youth through the Hawaiian language;
2. Set a challenging curriculum, which follows the Hawaii Content and Performance Standards applicable performing standards as adopted by the Board;
3. Provide staff development and teacher training;
4. Increase and maintain parent participation; and
5. Encourage communication, cooperation, and educational exchange among the Hawaiian community and Hawaiian Language Immersion Programs and Schools to revive and revitalize the Hawaiian language in the state for future generations.

POLICY 101.9

SCHOOL-SPONSORED STUDENT PUBLICATIONS

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Students of the public schools have the right of expression in official, school-sponsored, student publications. The right of expression, however, carries responsibilities. Student publications are considered, in part, a laboratory for learning, as students are still in the process of learning the skills and processes of effective and responsible communication, and are considered to be still in need of guidance and supervision.

Student publications provide students with an opportunity to express ideas and opinions and allow students to provide a service to others by making information more readily available, increasing awareness of timely issues and topics, and enhancing the image of the school and school community. The process of producing these publications also provides students with authentic, real-life opportunities to apply academic learning.

Student publications include, but are not limited to, various media including print media (books, newspapers, yearbooks, magazines, posters, etc.), audio and/or video productions, and publications disseminated through electronic media, and networks or broadcasts. A school-sponsored publication is one that is written and/or produced substantially by students under the auspices of the school, approved by a representative of the school administration, and made generally available throughout the school.

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Student editors and staff of school-sponsored student publications have the authority to determine the content of their publications subject to the limitations of this policy, other Board policies, and state and federal law. The Department shall establish regulations that provide guidelines and other standards for school-sponsored student publications.

Deleted: the Student Bill of Rights and Responsibilities

Approved: 01/99

POLICY 101.12

**ACADEMIC REQUIREMENTS FOR PARTICIPATION
IN CO-CURRICULAR ACTIVITIES**

Students participating in co-curricular activities must have at least an overall 2.0 grade point average (GPA) and be passing in courses required for graduation. "Participating," as used in this policy, does not include participation in rehearsals, practices, or tryouts. Activities which are essential and integral to any particular course are not affected by the policy.

Deleted: POLICY¶

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Deleted: The Board of Education is committed to the promotion of high academic achievement.

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The Department of Education shall establish guidelines to implement this policy.

Approved: 8/85; Amended: 3/88 (renumbered), 8/97

Deleted: The Department shall provide the Board with an annual report on the status of policy implementation.

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POLICY 101.13

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CONTROVERSIAL ISSUES

Student discussion of issues which generate opposing points of view shall be considered a normal part of the learning process in every area of the school program. The depth of the discussion shall be determined by the maturity of the students.

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Teachers shall refer students to resources reflecting multiple and diverse points of view. Discussions, including contributions made by the teacher or resource person, shall be maintained on an objective, factual basis. Stress shall be placed on learning how to make judgments based on facts.

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Former Code No.6126
Former Policy Approved: 1947
Amended: 7/60, 10/70, 3/88 (renumbered)

POLICY 102.2**K-12 LITERACY**

Literacy shall be attained through an appropriate framework of curriculum and instruction. Literacy is the ability in any content or context to read, write, and communicate. Literacy shall include mathematical and scientific literacy. Other skills that enhance literacy include relating, expressing, speaking, understanding, listening, critical thinking, analyzing, and problem-solving.

Deleted:**POLICY**

Deleted: The development of student literacy in all content areas and in all grade levels is an educational and cultural imperative.

The language arts standards contained in the applicable state standards specify what all students should know and be able to do to be literate. To attain this goal, all schools shall provide a balanced and comprehensive reading and writing program that includes the direct teaching of: (1) comprehension of content and language in both oral and written forms; (2) organized and explicit skills instruction, that includes phonemic awareness, phonic analysis, and decoding skills, especially in the early grades; and (3) fluency and vocabulary development that includes an understanding of how words work. The reading and writing program shall also provide: (4) on-going diagnosis and assessment that ensures accountability for results; (5) effective writing practices to be integrated into the reading and writing program; and (6) timely intervention services to assist students who are at risk of failing attainment of literacy.

Deleted: the Hawaii Content and Performance Standards

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An effective early reading and writing program shall be implemented to assure that every child will become a proficient reader and writer, as defined by the Department of Education, by the end of third grade.

In the instructional program for grades 4-12, all content areas shall further support the development of literacy skills such that students can access and communicate subject area content and concepts using a wide variety of print and non-print materials.

Students identified by the Department of Education as not proficient will receive appropriate assistance and support.

Rationale: The development of student literacy in all content areas and in all grade levels is an educational and cultural imperative. [Moved from top of Board Policy 2010]

Approved: 10/94 (Curriculum and Instruction Policy)
Amended: 04/98; 06/02; 10/19/06.

POLICY 102.4

**DIVERSE STAKEHOLDER INCLUSION IN THE DEVELOPMENT OF
CONTENT AND PERFORMANCE STANDARDS.**

The Department of Education (Department) shall ensure a diverse statewide representation of education stakeholders in the review of the State's content and performance standards. These stakeholders shall include but not be limited to the following:

- Parents or guardians, including those whose children have disabilities and/or are second language learners
- Educators, including those who have worked with students with disabilities and/or students who are English language learners;
- Educational community, representatives from various educational institutions and organizations such as institutes of higher education, private schools, and independent entities that serve the educational community;
- Community organizations, representatives from various community groups and organizations such as business partnership organizations, the Parent Teacher Student Association (PTSA), and military partnerships.

The Department shall also ensure that there is a diversity of gender and ethnicity among the various stakeholders. The Department shall keep accurate records to document the inclusion of stakeholders providing input during the development and/or adoption of the content and performance standards.

Approved: 11/16/06

Deleted: STANDARDS

Deleted: ACHIEVEMENT

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Deleted: Hawaii's academic content standards and academic achievement standards apply to all students, including students with disabilities and English language learners. Thus, it is critical to include a broad possible array of stakeholders in the review of these standards during the development process. This will ensure that the needs and abilities of all students in the public school system are taken into account during the development process.

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POLICY 102.10

EDUCATIONAL RESEARCH AND EVALUATION

The Superintendent shall encourage and facilitate the general understanding, acceptance, and implementation of ongoing educational research, development, and program evaluation. Department personnel shall cooperate in these initiatives.

The Superintendent shall approve all educational research and development projects prior to their implementation in the public school system.

Any questionnaire or other device for securing information, opinions, or statistical data from students that originates from outside agencies or Department personnel engaged in specialized research, development, or program evaluation shall not be disseminated or responded to unless written permission is granted to the requestor by the Superintendent, or designee.

Approved: 10/70; Amended: 3/88, 4/02

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Deleted: Educational research, development, and program evaluation are key components of standards-based program improvement and professional development that help ensure student attainment of the Hawaii Content and Performance Standards and the General Learner Outcomes. The Board of Education and the Superintendent shall be committed to research, development and evaluation, in order to ensure program effectiveness and implementation of best practices

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POLICY 102.11

PILOT AND INNOVATIVE PROJECTS

Schools are encouraged to pilot or implement innovative projects relative to new curricula, new instructional or resource materials, new methodology, new instructional arrangements, or new facilities, with the aim of identifying practices which contribute to improved student learning and achievement and/or instruction.

The Board of Education shall maintain the authority to accept, reject, or request alterations in any pilot or innovative project which requires additional funds and to request an evaluation report at any point.

Rationale: The actual trial implementation, or pilot, of programs or other educational innovations is an important component of ongoing educational research and evaluation.

[Moved from top of Board Policy 2510]

Approved: 10/70; Amended: 3/88 (renumbered); 03/99

Deleted: POLICY¶

Deleted: The actual trial implementation, or pilot, of programs or other educational innovations is an important component of ongoing educational research and evaluation.

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POLICY 103.3

EMERGENCY CARE FOR SICK OR INJURED STUDENTS

The school is responsible for providing immediate and temporary care for students who become ill or are injured on school premises. The administering of first aid is the responsibility of the principal or his or her designee(s).

Approved: 8/70

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POLICY¶

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POLICY 105.2**RESPONSIBILITY FOR
CURRICULUM DEVELOPMENT AND IMPLEMENTATION****POLICY**

The Department of Education shall provide guidance to schools in developing and implementing curriculum and instruction for the public school system.

The responsibility for developing curriculum shall be shared by the Superintendent and the schools. The responsibility for developing and delivering the instructional program shall rest primarily with the schools. The Superintendent shall provide the general direction in curriculum and instruction by providing guidance in the use of effective teaching, learning, and assessment strategies appropriate to the applicable statewide content and performance standards~~Hawaii Content and Performance Standards~~.

Former Code No. 6123.2

Former Policy Approved: 07/60

Amended: 10/70, 03/88; 03/99

POLICY 105.11,

PREGNANT/PARENTING STUDENTS

The Department of Education shall encourage and facilitate pregnant and parenting students to graduate from high school and shall offer a variety of programs to meet the diverse needs of these students.

Adopted: 12/91; Amended: 4/02

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POLICY¶

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POLICY 105.12**SPECIAL EDUCATION AND RELATED SERVICES**

The Department of Education shall provide special education and related services to eligible students and be responsible for developing rules, guidelines, and/or procedures to implement the goals set forth below:

1. Provide access to educational opportunities and a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for each eligible student through the development of an Individualized Education Program (IEP), and ensure that all professionals and/or paraprofessionals providing services possess a level of proficiency to meet the unique needs of the student;
2. Work collaboratively with other state government agencies and private agencies to address the special education and related service needs of eligible students;
3. Provide staff development and teacher training. The Department shall also provide technical assistance statewide;
4. Provide services that increase and support positive relationships between the school and parents;
5. Ensure that all schools provide an inclusive and accommodating environment to meet the individual needs of students;
6. Provide programs and services in all schools for students with disabilities to learn and play alongside their peers without disabilities;
7. Develop Centers for Excellence that service students with disabilities alongside their peers without disabilities. Centers for Excellence shall be programs that train teachers and faculty on recognized best practices in scientifically based research on inclusive education.

The Department of Education is encouraged to develop multiple Centers for Excellence serving students statewide provided that the Centers for Excellence are located in schools that have students with and without disabilities; and

8. Ensure that all service(s) determined appropriate by the IEP team and the resources necessary to deliver those services meet the individualized needs of students.

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POLICY¶

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Deleted: The Board of Education recognizes that students with disabilities are entitled to a Free Appropriate Public Education (FAPE). The Board also recognizes that every child benefits from the provisions of an education as defined by federal and state law.

[Rationale: Students with disabilities are entitled to a Free Appropriate Public Education \(FAPE\).](#)

Approved: 04/82; Amended: 03/88; 11/20/03; 02/16/06; 11/01/07; 11/4/10

POLICY 105.13**INCLUSION**

All decisions regarding the appropriate education for students with disabilities shall be based upon their Individual Education Program consistent with applicable federal and state laws. The appropriate inclusion of students with disabilities in regular classroom environments requires:

1. The participation of all members of the child's educational team.
2. Appropriate staffing and adequate planning time.
3. The development and dissemination of teaching techniques and strategies that accommodate individual student's strengths and needs and which promote relevant learning experiences, meaningful relationships and mutual respect.
4. Recognition of the needs of all children in the classroom.
5. Maximum possible cooperation between the home and the school.

Approved: 12/95; Amended: 2/16/06

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POLICY

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Deleted: The Board of Education believes that all students can and want to learn. Therefore, the Department of Education shall establish a system of inclusive schools. Inclusive schools strive to ensure that all students are educated in general education classrooms to the maximum extent possible. Students of all ability levels learn together in the same classroom with necessary services, having their unique needs met, with teachers receiving appropriate support. .

POLICY 105.15

FIELD TRIPS AND STUDENT TRAVEL

Schools are encouraged to promote travel within the State of Hawaii, to the continental United States, and to foreign countries as part of their educational program.

Field trips and travel shall be permitted only when the derived educational benefits are clearly linked to and support ongoing standards-based classroom studies. Schools shall be cognizant of the safety and welfare of all participants on field trips and student travel and shall have contingency plans to address unexpected developments.

Rationale: Travel beyond the school campus can enhance learning for students in the public schools of Hawaii.

Former Code No. 6132

Approved: 09/67; Amended: 10/70; 03/88; 01/99; 01/05/06

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POLICY

Deleted: The Board of Education recognizes that travel beyond the school campus can enhance learning for students in the public schools of Hawaii. Therefore,

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POLICY 106.1

SCHOOL CALENDAR

The school calendar for student attendance shall set the number of days of classroom instruction as required by law. Student attendance shall be limited to those days specified in the school calendar. The school calendar shall be approved by the Board of Education.

Schools shall be dismissed on state holidays established by the Legislature or proclaimed by the Governor. The Superintendent shall have the authority to close schools in the event it is necessary because of a natural disaster or a civil emergency.

Approved: 1/72; Amended: 4/00

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POLICY

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POLICY 106.4

DRESS CODE AND SCHOOL UNIFORMS

Schools that wish to establish dress codes (including the adoption of uniform school attire) may do so provided that:

- 1. Clear evidence is presented that the decision represents the views of a majority of the members of the school community.
- 2. No undue financial burden is placed upon individuals and parents.
- 3. The Constitutional rights of individuals are respected.
- 4. The dress code provides a means whereby parents may request waivers.

Rationale: There is a positive relationship between appearance and the learning environment. Studies have shown that clothing can contribute to distractions or can contribute to improved learning among students.

Approved: 5/96

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Deleted: . . . The Board of Education recognizes that there is a positive relationship between appearance and the learning environment. Studies have shown that clothing can contribute to distractions or can contribute to improved learning among students. . .

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POLICY 101.4

COMMUNITY SPONSORED ACTIVITIES

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POLICY

Schools may participate in ~~community sponsored activities~~ approved by the ~~principal or~~ complex area superintendent.

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Approved: 8/70

See: Rule 8 - relating to community sponsored activities

DE Rev. #16
1/8/73

POLICY 102.14**HOMEWORK****POLICY**

Homework is the time students spend outside the classroom in assigned activities to acquire, practice, reinforce, or apply newly-acquired skills and knowledge, and learn necessary skills of independent study. To derive the greatest benefit from school learning experiences, students must at times finish related study and follow-up work at home.

~~The Board of Education supports and encourages homework that strengthens and reinforces learning. Homework is an integral part of a student's education. Homework reinforces student learning in school, builds responsibility, and develops essential study habits.~~ Homework shall be considered within the framework of the needs of individual students in meeting the Hawaii Content and Performance Standards applicable statewide performance standards. An important aim in the accomplishment of homework shall be students' acceptance of responsibility for independent work outside the formal classroom situation.

Schools have the responsibility to:

- Develop clear policies for assigning and coordinating homework.
- Work collaboratively with their school community in developing clear homework policies.
- Communicate the policies to all teachers, parents, and students.

Homework is a shared responsibility among teachers, students, and parents.

Rationale: When properly utilized, homework strengthens and reinforces student learning in school, builds responsibility, and develops essential study habits.

Approved: 10/70; Amended: 08/86; 03/88 (renumbered); 01/99; 01/19/06

POLICY 103.5

SEXUAL HEALTH EDUCATION

Deleted: ABSTINENCE-BASED

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In order to help students make decisions that promote healthy behaviors, the Department of Education shall provide sexual health education to include age appropriate, medically accurate, health education that: (1) Includes education on abstinence, contraception, and methods of disease prevention to prevent unintended pregnancy and sexually transmitted disease, including human immunodeficiency virus; (2) Helps students develop relationships and communication skills to form healthy relationships that are based on mutual respect and affection and are free from violence, coercion and intimidation; (3) Helps students develop skills in critical thinking, problem solving, decision making and stress management to make healthy decisions about sexuality and relationships; (4) Encourages student to communicate with their parents, guardians and other trusted adults about sexuality; and (5) Informs students of available community resources. Instruction will emphasize that abstinence from sexual intercourse is the surest way to prevent unintended pregnancies, sexually transmitted diseases such as HIV/AIDS, and consequent emotional distress.

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- a. support abstinence from sexual intercourse and provide skill development to continue abstinence;
- b. help youth who have had sexual intercourse to abstain from further sexual intercourse until an appropriate time; and
- c. provide youth with information on and skill development in the use of protective devices and methods for the purpose of preventing sexually transmitted diseases and pregnancy.

A student shall be excused from sexual health instruction only upon the prior written request of the student's parent or legal guardian. A student may not be subject to disciplinary action, academic penalty or other sanction if the student's parent or legal guardian makes such written request.

Approved: 9/95

Note: This version of Board Policy 4540, High School Graduation Requirements and Commencement, shall take effect School Year 2011-2012, and shall apply to students beginning with the incoming eighth grade class.

4540

POLICY 104.1

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HIGH SCHOOL GRADUATION REQUIREMENTS AND COMMENCEMENT

A. Requirements for High School Graduation. The purpose of high school graduation requirements is to establish rigorous standards of learning that will enable all public school students to meet the vision of a Hawaii public school graduate. All Hawaii public school graduates will:

- Realize their individual goals and aspirations;
- Possess the attitudes, knowledge, and skills necessary to contribute positively and compete in a global society;
- Exercise the rights and responsibilities of citizenship; and
- Pursue post-secondary education and/or careers.

Students who demonstrate proficiency in the State Standards and General Learner Outcomes in the required courses or proficiency based equivalents shall receive a Hawaii High School Diploma. Proficiency shall be determined in accordance with established Department of Education procedures.

The minimum course and credit requirements to receive a high school graduation diploma are:

Course Requirements	Hawaii High School Diploma
English	4.0 credits including English Language Arts 1 (1 credit), English Language Arts 2 (1 credit), and Expository Writing (0.5 credit) or *newly-developed CCSS proficiency based equivalents
Social Studies	4.0 credits including Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit) or *newly-developed proficiency based equivalents
Mathematics**	3.0 credits including Algebra 1 (1 credit), Geometry (1 credit) and *newly-developed CCSS proficiency based equivalents

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Science	3.0 credits including Biology and laboratory sciences (2 credits) or *newly-developed proficiency based equivalents
World Language	2.0 credits in one of the specified programs of study or *newly-developed proficiency based equivalents
Fine Arts	
Career and Technical Education	
Physical Education	1.0 credit or *newly-developed proficiency based equivalent
Health	0.5 credit or *newly-developed proficiency based equivalent
Personal/ Transition Plan	0.5 credit
Electives	6.0 credits, may include 1.0 elective credit for Senior Project or *newly-developed proficiency based equivalents
Total	24.0 credits

A Hawaii High School Diploma shall be issued to students who meet the course and credit requirements.

High school diplomas may be granted to 16-year-olds and 17-year-olds who have qualified for graduation through adult schools.

*DOE will establish a process for developing and approving all proficiency-based equivalents similar to the process followed for all other new Authorized Courses and Code Numbers.

** A series of courses that satisfy the minimum learning expectations for all students as delineated in the College and Career Readiness Standards that are encompassed by the Common Core State Standards (CCSS) for Mathematics.

The graduation requirements for students with disabilities shall be determined by the student's Individualized Education Program (IEP).

B. Commencement Exercises. Commencement exercises may be scheduled any time

after the last day of school for seniors. The last day of school for seniors shall be set by the Department of Education. Students shall be permitted to participate in commencement exercises if they: (1) meet the requirements for a diploma or a certificate; (2) have fulfilled their financial obligations; and (3) meet other conditions, established by the Department of Education, which meet the standards of clarity, reasonableness, and justifiability.

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Include current version of 4540

Note: This version of Board Policy 4540, Graduation and Related, shall apply to students graduating in School Years 2005-2006, 2006-2007, 2007-2008, and 2008-2009. See Board Policy 4540, High School Graduation Requirements and Commencement, which shall take effect School Year 2006-2007, and shall apply to students beginning with the incoming ninth grade class.

4540

POLICY 104.1

GRADUATION AND RELATED

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A. Requirements for Graduation. The minimum requirements for graduation from high school, grades 9-12, are:

1. Twenty-two (22) credits of the following courses.

- a. English 4.0 credits
- Social Studies 4.0 credits
- Mathematics 3.0 credits
- Science 3.0 credits
- Physical Education 1.0 credits
- Health 0.5 credits
- Guidance 0.5 credits

b. Elective credits (6)

2. Demonstrated mastery of essential competencies.

a. Competencies are the basic standards of proficiency required of students who have completed course and credit requirements.

b. Mastery shall be determined in accordance with established Department procedures.

B. Commencement Exercises. Commencement exercises may be scheduled any time after the last day of school for seniors. The last day of school for seniors shall be set by the Department. Students shall be permitted to participate in commencement exercises if they (1) meet the requirements for a diploma or a certificate, (2) have fulfilled their

financial obligations, and (3) meet other conditions, established by the Department, which meet the standards of clarity, reasonableness, and justifiability.

Former Code No. 5127

Approved: 5/47; Amended: 1/59, 6/59, 6/60, 9/60, 2/64, 8/78, 3/88, 3/97

Note: This version of Board Policy 4540, High School Graduation Requirements and Commencement, shall take effect School Year 2006-2007, and shall apply to students beginning with the incoming ninth grade class.

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HIGH SCHOOL GRADUATION REQUIREMENTS AND COMMENCEMENT

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A. Requirements for High School Graduation. The purpose of high school graduation requirements is to establish rigorous standards of learning that will enable all public school students to meet the vision of a Hawaii public school graduate. All Hawaii public school graduates will:

- Realize their individual goals and aspirations;
- Possess the attitudes, knowledge, and skills necessary to contribute positively and compete in a global society;
- Exercise the rights and responsibilities of citizenship; and
- Pursue post-secondary education and/or careers without need for remediation.

Students who demonstrate proficiency in the Hawaii Content and Performance Standards and General Learner Outcomes in the required courses shall receive a high school diploma. Students who meet additional requirements established by the Board of Education shall receive a Board of Education Recognition Diploma. Proficiency shall be determined in accordance with established Department of Education procedures.

The minimum course and credit requirements to receive a high school graduation diploma and the minimum course and credit requirements to receive a Board of Education Recognition Diploma are:

Course Requirements	High School Diploma	Board of Education Recognition Diploma
English *	4.0 credits	4.0 credits
Social Studies **	4.0 credits	4.0 credits
Mathematics	3.0 credits	3.0 credits
Science	3.0 credits	3.0 credits
World Language	2.0 credits in one of the specified courses	2.0 credits in one of the specified courses
Fine Arts		
Career and Technical		

Education		
Senior Project	Not required	1.0 credit
Physical Education ***	1.0 credit	1.0 credit
Health	0.5 credit	0.5 credit
Personal/Transition Plan	0.5 credit	0.5 credit
Electives	6.0 credits	6.0 credits
Total	24.0 credits	25.0 credits

* English shall include English Language Arts 1 (1.0 credit) and English Language Arts 2 (1.0 credit).

** Social Studies shall include Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit).

*** Physical Education shall include required Physical Education (0.5 credit) and a required Physical Education elective (0.5 credit).

A Board of Education Recognition Diploma shall be issued to students who meet the course and credit requirements and attain a cumulative grade point average (GPA) of 3.0 or higher.

High school diplomas may be granted to 16-year-olds and 17-year-olds who have qualified for graduation through adult schools.

The graduation requirements for students with disabilities shall be determined by the student's Individualized Education Program (IEP).

B. Commencement Exercises. Commencement exercises may be scheduled any time after the last day of school for seniors. The last day of school for seniors shall be set by the Department of Education. Students shall be permitted to participate in commencement exercises if they: (1) meet the requirements for a diploma or a certificate; (2) have fulfilled their financial obligations; and (3) meet other conditions, established by the Department of Education, which meet the standards of clarity, reasonableness, and justifiability.

Former Code No. 5127

Approved: 5/47; Amended: 1/59, 6/59, 6/60, 9/60, 2/64, 8/78, 3/88, 3/97, 6/04

Note: This version of Board Policy 4540, High School Graduation Requirements and Commencement, shall take effect School Year 2009-2010, and shall apply to students beginning with the incoming ninth grade class.

HIGH SCHOOL GRADUATION REQUIREMENTS AND COMMENCEMENT

A. Requirements for High School Graduation. The purpose of high school graduation requirements is to establish rigorous standards of learning that will enable all public school students to meet the vision of a Hawaii public school graduate. All Hawaii public school graduates will:

- Realize their individual goals and aspirations;
- Possess the attitudes, knowledge, and skills necessary to contribute positively and compete in a global society;
- Exercise the rights and responsibilities of citizenship; and
- Pursue post-secondary education and/or careers without need for remediation.

Students who demonstrate proficiency in the Hawaii Content and Performance Standards and General Learner Outcomes in the required courses shall receive a high school diploma. Students who meet additional requirements established by the Board of Education shall receive a Board of Education Recognition Diploma. Students who meet additional requirements established by the Board of Education and attain a cumulative grade point average (GPA) of 3.0 or higher shall receive a Board of Education Recognition Diploma with Honors. Proficiency shall be determined in accordance with established Department of Education procedures.

The minimum course and credit requirements to receive a high school graduation diploma, the minimum course and credit requirements to receive a Board of Education Recognition Diploma, and the minimum course and credit requirements to receive a Board of Education Recognition Diploma with Honors are:

Course Requirements	High School Diploma	Board of Education Recognition Diploma (Voluntary)	Board of Education Recognition Diploma with Honors (Voluntary)
English	4.0 credits including English Language Arts 1 (1 credit) and ELA 2 (1 credit)	4.0 credits English Language Arts 1 (1 credit), English Language Arts 2 (1 credit), and Expository Writing (0.5 credit) or the equivalent*	4.0 credits English Language Arts 1 (1 credit), English Language Arts 2 (1 credit), and Expository Writing (0.5 credit) or the equivalent*
Social Studies	4.0 credits including Modern	4.0 credits including Modern	4.0 credits including Modern

	History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit)	History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit)	History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit)
Mathematics	3.0 credits	4.0 credits including, as a minimum, Algebra 1, Geometry, and Algebra II or the equivalent	4.0 credits including, as a minimum, Algebra 1, Geometry, and Algebra II or the equivalent
Science	3.0 credits	3.0 credits including 2.0 credits in Biology, Chemistry, and/or Physics	3.0 credits including 2.0 credits in Biology, Chemistry, and/or Physics
World Language	2.0 credits in one of the specified courses	2.0 credits in one of the specified courses	2.0 credits in one of the specified courses
Fine Arts			
Career and Technical Education			
Senior Project	Not required	1.0 credit	1.0 credit
Physical Education	1.0 credit including required Physical Education (0.5 credit) and required Physical Education elective (0.5 credit)	1.0 credit including required Physical Education (0.5 credit) and required Physical Education elective (0.5 credit)	1.0 credit including required Physical Education (0.5 credit) and required Physical Education elective (0.5 credit)
Health	0.5 credit	0.5 credit	0.5 credit
Personal/Transition Plan	0.5 credit	0.5 credit	0.5 credit
Electives	6.0 credits	5.0 credits	5.0 credits
Total	24.0 credits	25.0 credits	25.0 credits
Other		Meet standard on Algebra II End of Course Exam	Meet standard on Algebra II End of Course Exam

*Advanced Placement Language and Composition, Advanced Placement Literature and Composition, and International Baccalaureate Language A1 Higher and Standard Levels can be used to meet the Expository Writing requirement.

A Board of Education Recognition Diploma shall be issued to students who meet the course and credit requirements.

A Board of Education Recognition Diploma with Honors shall be issued to students who meet the course and credit requirements and attain a cumulative grade point average (GPA) of 3.0 or higher.

High school diplomas may be granted to 16-year-olds and 17-year-olds who have qualified for graduation through adult schools.

The graduation requirements for a high school diploma for students with disabilities shall be the same as students without disabilities. The student's Individualized Education Program (IEP) shall determine the services and supports required by students with disabilities to pursue a high school diploma or a certificate of completion.

B. Commencement Exercises. Commencement exercises may be scheduled any time after the last day of school for seniors. The last day of school for seniors shall be set by the Department of Education. Students shall be permitted to participate in commencement exercises if they: (1) meet the requirements for a diploma or a certificate; (2) have fulfilled their financial obligations; and (3) meet other conditions, established by the Department of Education, which meet the standards of clarity, reasonableness, and justifiability.

Former Code No. 5127

Approved: 5/47; Amended: 1/59, 6/59, 6/60, 9/60, 2/64, 8/78, 3/88, 3/97, 6/04, 03/06/08

POLICY 105.4

INSTRUCTIONAL MATERIALS

Instructional materials, such as printed materials, media and electronic resources, which address applicable standards shall be selected for classroom use.

The Department of Education office providing curricular support shall provide a list of recommended instructional materials for select curricular areas. It shall also provide general and content-specific evaluation criteria for schools to use when evaluating instructional materials.

Schools that select instructional materials not on the list of recommended instructional materials shall demonstrate that these materials will better support their students' learning needs. Evidence shall include statewide assessment results and other data documenting student achievement.

Schools shall develop and implement a multi-year instructional materials acquisition/replacement plan that is based on instructional needs. This shall be a key component of a school's academic and financial plan. Schools shall inform parents and make available to their school communities the instructional materials acquisition/replacement plan, and its adequacy in meeting students' needs.

Rationale: Implementation of standards-based education requires instructional materials that are aligned with applicable standards.

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Former Code Nos. 6134 Textbooks and Reference Materials
6134.1 Approval of Reference Materials Offered by Special Interest Groups
Former Policy 6134.1 Approved 01/55; Reviewed 07/60; Revised and included above 4/70

Approved: 10/70; Amended: 03/88; 05/95; 03/97; 09/98; 01/05/06

POLICY 106.3

ADMISSION AND ATTENDANCE
~~**COMPULSORY SCHOOL ATTENDANCE POLICY**~~

The Department of Education shall establish procedures for the admission and attendance of students in the public schools of Hawaii in accordance with laws, rules, policies, and administrative regulations.

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The Department of Education shall make every effort to ensure student school attendance in accordance with the compulsory attendance law. Schools are expected to file non-attendance petitions prior to absences being deemed chronic.

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Accurate attendance records of all enrolled students shall be kept by the school and regularly monitored.

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**STUDENTS' SCHOOL DAY
POLICY**

The students' day shall be based on no less than 30 hours per week. This weekly time shall be distributed over a normal five-day week for the optimal educational advantage of students.

Exceptions to this policy shall be granted with the written consent of the student's parent(s)/guardian and as provided in the regulations.

Approved: 8/76; Reviewed: 3/88