



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

OFFICE OF THE SUPERINTENDENT

October 6, 2015

TO: Patricia Halagao  
Chairperson, Board of Education Committee on Student Achievement

FROM:   
Kathryn S. Matayoshi  
Superintendent

SUBJECT: **V. A. Committee Action on the following Board of Education  
("Board") policies:**

1. RECOMMENDATION

The Department of Education (Department) is recommending revisions to a set of student achievement-related policies which were a part of the Board of Education's policy audit process. The list of policies was noticed at the September 1, 2015 Student Achievement Committee. For consistency of language, Department is recommending revisions to the Permitted Interaction Group's proposed revisions.

New Policy Number	Policy Title	Proposed Department Revisions	Exhibit
101.1	Student Code of Conduct	<ul style="list-style-type: none"><li>Remove reference to the student bill of rights.</li><li>Add consistent reference to statewide content and performance standards.</li></ul>	Exhibit A
101.2	Character Education	<ul style="list-style-type: none"><li>No proposed revisions.</li></ul>	Exhibit B
101.5	Guidance, Counseling, and Related Services	<ul style="list-style-type: none"><li>No proposed revisions.</li></ul>	Exhibit D
101.6	Comprehensive Student Support System	<ul style="list-style-type: none"><li>Add consistent reference to statewide content and performance standards.</li></ul>	Exhibit C
101.8	Extended Learning	<ul style="list-style-type: none"><li>No proposed revisions.</li></ul>	Exhibit E

	Opportunities		
101.10	School Services	<ul style="list-style-type: none"> <li>No proposed revisions.</li> </ul>	Exhibit F
102.3	Content and Performance Standards	<ul style="list-style-type: none"> <li>Add consistent reference to statewide content and performance standards.</li> <li>Clarify applicability to all public schools.</li> <li>Clarify Board adoption and Department implementation.</li> <li>Add reference to Hawaii Revised Statutes.</li> </ul>	Exhibit G
102.13	Credits	<ul style="list-style-type: none"> <li>Add consistent reference to the Department.</li> </ul>	Exhibit H
103.7	Competitive Food Sales	<ul style="list-style-type: none"> <li>Remove the word "Competitive" from the policy name.</li> </ul>	Exhibit I
105.18	Field Trips	<ul style="list-style-type: none"> <li>Add clarifying language for unexpected developments (such as cancellations and delays).</li> </ul>	Exhibit J
106.5	Focus on Students	<ul style="list-style-type: none"> <li>Update the listed general learner outcomes to reflect current status.</li> </ul>	Exhibit K
500.19	School Community Councils	<ul style="list-style-type: none"> <li>Add consistent reference to the Department.</li> </ul>	Exhibit L

2. RECOMMENDED EFFECTIVE DATE

The Department recommends that the SAC committee approve and adopt the policies as described in section 1.0, with immediate effective and compliance dates.

3. RECOMMENDED COMPLIANCE DATE (if different from the effective date)

See section 2.0

4. DISCUSSION (if different from the effective date)

a. Conditions leading to the recommendation

The Department used a cross-office strategy to review and, where applicable, provide proposed revisions to the policies listed above. The proposed Department revisions provide additional consistency in language and references to be current and/or to bring the policies up to date with current implementation status.

In addition, the Department solicited feedback from complex area superintendents, principals, and students via the Hawaii State Student Council.

b. Previous action of the Board on the same or similar matter

In 2011, the Board convened a Permitted Interaction Group to review the Board's policies, referred to as "Policy Audit."

On November 19, 2014, all of the policies were administratively referred to the Student Achievement Committee. Policy status, agendas, and minutes are available at: <http://www.hawaiiboe.net/Pages/pa2.aspx>.

c. Other policies affected

None

d. Arguments in support of the recommendation

The Department's recommendations for changes are non-substantive, updating the changes recommended by the Policy Audit group to be current and consistent. The revisions proposed by the Department and the Board's Policy Audit group updates the previous Board policy and establishes more of the Board's policies, post-audit.

e. Arguments against the recommendation

There will be future changes proposed to these policies in response to changes in the circumstances and policy directions (e.g., Policy 500.15 on Field Trips may be affected by the Board and Department's response to student travel concerns raised by the Ethics Commission).

f. Other agencies or departments of the State of Hawaii involved in the action

None

g. Possible reaction of the public, professional organizations, unions, DOE staff and/or others to the recommendation

These policy revisions continue the substance and policy direction of current Board policies while providing clarity, consistency, and updated references.

h. Educational implications

No changes are anticipated since these revisions continue the substance of current policies.

i. Personnel implications

None.

j. Facilities implications

None

k. Financial implications

None

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

None

KSM:SS:KP

Attachments: Exhibits A-K red line version

c: Office of Strategy, Innovation and Performance

## EXHIBIT A

4010

### POLICY 101.1

#### STUDENT CODE OF CONDUCT

~~The Board of Education acknowledges the Student Bill of Rights and Responsibilities.~~ The Board ~~further~~ sets forth the following student code of conduct:

##### **REGULAR ATTENDANCE**

Students are expected to attend school regularly and to attend all classes

##### **PUNCTUALITY**

Students are expected to be on time for school and classes.

##### **WORK HABITS**

Students are expected to be prepared for and to participate in each class to meet *statewide content and* performance standards, to have the necessary class materials, to complete classwork and homework accurately and on time, and to prepare for quizzes, tests and examinations.

##### **RESPECT FOR SELF AND OTHERS**

Students are expected to be honest, behave with dignity and treat others with respect and courtesy. Behavior of the individual should not interfere with the rights of others. This includes the use of appropriate language, actions and attire. Students are expected not to harass others verbally and physically. Students are expected to come to school free from the influence of tobacco products, alcohol or drugs. Students are expected not to use or possess such substances.

##### **RESPECT FOR AUTHORITY**

Students are expected to comply with all school rules and to obey all laws. Students are expected to respond in a respectful manner to all adults while under the jurisdiction of the school and while participating in school-sponsored activities.

##### **RESPECT FOR PROPERTY**

Students are expected to treat all property belonging to the school and to others with care.

##### **FREEDOM FROM FEAR**

Students are expected to contribute to a safe school environment free from fear. Acts of violence, weapons and contraband are never acceptable.

Approved: 2/95

Underscored text represents changes proposed by the Board's Policy Audit Permitted Interaction Group

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POLICY 101.2

**CHARACTER EDUCATION  
POLICY**

The vitality and viability of our democratic way of life are dependent on all students developing into responsible and caring citizens who respect themselves, others, and the world in which they live. Character education is the process through which students are provided opportunities to learn and demonstrate democratic principles and core ethical values such as including civic responsibility, compassion, honesty, integrity, and self-discipline. ~~The Department shall identify a common core of ethical values which will be promoted throughout the public school system and serve as standards for student behavior and character development.~~

Character education must be incorporated into the curriculum at each grade level in the public schools. For character education to flourish, it must be infused into the culture of each classroom as well as the entire school. Students need continuing, real-life opportunities to learn to act morally and ethically. The ultimate objective is the development of students who make virtues integral parts of their personality.

Effective character education requires moral leadership from school administrators, staff and students. Moreover, parents and community members need to be enlisted as full partners in the schools' character-building program to strengthen its effectiveness. Evaluation of character education, based on improvements in student conduct, is essential within each school as well as the entire school system.

Approved: 09/97 (Designated as Board Policy 2101);  
11/03/05 (Redesignated as Board Policy 2109)

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POLICY 101.6

**COMPREHENSIVE STUDENT SUPPORT SYSTEM**

The Board of Education (BOE) recognizes the importance of providing effective instruction in a safe, positive, caring and supportive learning environment. A comprehensive student support system will ensure that all students attain statewide content and performance standards as approved by the BOE and the General Learner Outcomes (GLOs), in order to become public school graduates prepared for civic life and post-secondary education and/or careers.

Therefore, the Department shall provide a comprehensive student support system framework to support the implementation, with fidelity, of:

- (1) Effective standards-based instruction for all students;
- (2) Appropriate student support through an array of services;
- (3) Positive, fair, and consistent discipline policies;
- (4) Involvement of families and community stakeholders as partners in the education process;
- (5) Management of decision-making driven by ongoing assessment of student progress; and
- (6) An effective single all-student database.

Approved: 05/14/09

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EXHIBIT D

2130

POLICY 101.5

**GUIDANCE, COUNSELING AND RELATED SERVICES**

**POLICY**

All Department of Education schools shall provide a program of guidance, counseling, and related services as necessary for the academic, personal, social, and career development of each student. The program shall meet the common needs of all students as well as the unique needs of special populations. It shall be a priority to provide early and meaningful guidance with respect to course selection to high school students, including evaluation of post-secondary educational and career options.

The goals of this program are to help students 1) effectively prepare for post-secondary education and careers; 2) acquire attitudes, skills, and knowledge that contribute to effective learning; 23) develop personal and interpersonal relationship skills to function independently and relate effectively with others; and 34) understand the world of work and its relationship to education and essential life skills.

Approved: 10/70; Amended: 3/88; 11/99

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EXHIBIT E

2255

POLICY 101.8

**EXTENDED LEARNING OPPORTUNITIES  
POLICY**

The Board of Education (Board) recognizes that increased expectations of student achievement must be matched by increased supports, resources, and time engaged in learning. The Board also acknowledges that many students learn at a different pace, respond better under different learning environments and have varying degrees of success from differentiated instruction. To this end, the Board seeks to expand understandings of when and where learning occurs, maximize the use of time and other resources, utilize new and emergent technologies as tools to increase student learning and engagement, and work in partnership with agencies, communities, parents, and businesses to increase the quality and diversity of learning where regular classrooms are not practical or cost effective to benefit all students regardless of their learning abilities.

Extended Learning Opportunities (ELOs) are activities and programs that provide safe and structured learning environments for students beyond the traditional classroom day or school year. Examples of ELOs include before- and after- school programs; weekend, intersession, and summer programs; extended day/year initiatives; online courses/distance learning; independent study, internships, community service, and apprenticeships. While ELOs vary in goals, duration, structure, and content, they typically offer additional time and/or differentiated learning experiences to engage students in academic enrichment, acceleration, and/or remediation, as well as personal, social, and leadership development. ELOs provide students with the extra time and assistance they need to demonstrate proficiency of grade level benchmarks, foster innovation and creativity, and challenge students to achieve beyond the minimum requirements for graduation.

The Department of Education (Department) shall provide strategic leadership and direction for all public schools in implementing extended learning opportunities that address student achievement, increase graduation rates, and prepare students with 21<sup>st</sup> century skills. The Department shall also provide statewide leadership and administrative assistance to schools by continuously developing and identifying ELOs that schools may adopt. The Department shall also leverage federal, state, county, and non-government resources to assist schools in implementing ELOs. The Department shall develop the rules, regulations, and guidelines needed to successfully implement diverse ELO initiatives.

Approved: 11/8/10

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EXHIBIT F

4300

POLICY 101.10

SCHOOL SERVICE

POLICY

The Department of Education shall permit schools to assign students to appropriate school service duties. Such duties shall conform to the Department's administrative regulations. School personnel are expected to consider and utilize fully the learning outcomes which can be incorporated within service-oriented activities.

Approved: 10/70; Reviewed: 3/88

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EXHIBIT G

2015

POLICY 102.3

STATEWIDE CONTENT AND PERFORMANCE STANDARDS

To ensure high academic expectations, challenging curriculum, and appropriate assessment and instruction for all public school students statewide, including public charter schools, in accordance with Chapter 302A-201 of the Hawaii Revised Statutes, the Board of Education shall adopt statewide content and performance standards that specify what students in all public schools, including charter schools, must know and be able to do. ~~The~~ the Department of Education shall implement statewide content and performance ~~Common Core and the Hawaii Content and Performance Standards~~, as approved by the Board of Education standards approved by the Board of Education. that specify what students in all public schools must know and be able to do.

Schools shall articulate and align their curricular, assessment and instructional program—by grade level, subject area, courses, and/or other appropriate units—with the applicable statewide content and performance standards ~~Common Core and Hawaii Content and Performance Standards~~ and evaluate the effectiveness of their efforts to help all students attain the standards. The school's articulated curricular, assessment and instructional program shall be shared with parents and students with the intent of involving parents/guardians as partners in the education of their children.

The Superintendent shall develop and implement a plan to create a standards-based and performance-oriented education system that will ensure that all students attain the standards.

Approved: 10/95

Amended: 11/01; 06/23/05

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EXHIBIT H

4530

POLICY 102.13

CREDITS

~~Credit shall be basically an expression of progress and learning rather than merely time spent. The Department DOE shall determine the appropriate number of credits to be granted for successful completion of an approved course. All approved courses in grades 9-12 shall have credit designations. Credit shall be an expression of progress and learning rather than merely time spent. Credit by Examination may be granted awarded in accordance with the regulations guidelines established by the Department.~~

Approved: 8/78; Reviewed: 3/88

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EXHIBIT I

**6810**

**POLICY 103.7**

**COMPETITIVE FOOD SALES**

The sale of food to students in all elementary and secondary schools shall be limited to the School Breakfast Program, School Lunch Program, approved cafeteria supplementary food items, and food prepared by culinary arts classes as part of their educational program. Schools shall not permit the sale of other foods to students from the beginning of the school day to the end of the school day, except certain beverages through vending machines and all-school events approved by the principal. Beverage selections from school vending machines that are available to students shall contain only healthy beverages as deemed appropriate by the Department of Education. Beverages, other than water, shall not be sold during meal serving periods.

Approved: 04/80; Amended: 08/85; 03/90; 04/04; 06/22/06; 09/07/06; 12/07

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EXHIBIT J

2250

**POLICY 105.185**

**FIELD TRIPS AND STUDENT TRAVEL**

~~The Board of Education recognizes that travel beyond the school campus can enhance learning for students in the public schools of Hawaii. Therefore,~~ 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, ~~recognizing that trips may need to be cancelled, delayed, or otherwise revised.~~ to address unexpected developments, such as cancellations and delays.

Rationale: Educational experiences 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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EXHIBIT K

**4000**

**POLICY 106.5**

**FOCUS ON STUDENTS**

The focus on the educational program for the public schools of Hawaii shall be on the optimum growth and development of each student. The educational environment provided in each school shall be geared toward meeting the general learner outcomes : (1) the ability to be responsible for one's own learning; (2) the understanding that it is essential for human beings to work together; (3) the ability to be *involved-in* ~~demonstrate critical complex~~ thinking and problem solving; (4) the ability to recognize and produce quality performance and quality products; (5) *the ability to communicate effectively; and (6) the ability to use a variety of technologies effectively and ethically.* Schools shall encourage and enable students to achieve high academic and personal goals, make skilled, self-directed, and reasoned judgments, and find personal meaning in each learning situation. As part of this nurturing environment, schools shall systematically recognize the academic achievements of their students.

Approved: 10/70; Amended: 08/86; 01/99; Reviewed: 03/88

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## EXHIBIT L

2411

### POLICY 500.19

#### **SCHOOL COMMUNITY COUNCILS**

The Board of Education (Board) supports a school improvement process that involves collaboration by the stakeholders of each school community. A school community council, or SCC, provides a means whereby parents, students, and community members have an increased voice in the affairs of the school. A school community council focuses on the goals of the school, and provides direction, coordination, and communication to improve teaching and learning, resulting in greater student achievement.

Implementation of a school community council requires the collaborative involvement of the stakeholders of the school: principal, teachers, non-certificated staff, parents, students, and other community members. The functions of the school community council are to: review the academic and financial plan and either recommend revisions of the plans to the principal, or recommend the plans for approval by the complex area superintendent; ensure that the school's Academic and Financial Plan is aligned with the educational accountability system; participate in the selection and evaluation of the principal; provide opportunities for input and collaboration; recommend to the principal the school's repair and maintenance needs; recommend, develop, amend, or approve school-level policies and rules; request waivers from state agency policies, rules, procedures, and exceptions to collective bargaining agreements, if such exceptions or waivers will improve student achievement.

~~The Department of Education (Department),~~ through the Board and the Superintendent, shall establish a school community council system for Hawaii's public schools.

The Department shall establish school community councils in all public schools as specified by state law and shall establish procedures to support implementation of school community councils. The procedures shall:

1. Encourage and facilitate increased participation and input by parents, students, community members, and the school staff in the affairs of their schools;
2. Provide clear and concrete delineation of powers and responsibilities among the school community council, principal, complex area superintendent, and Board;
3. Provide an outline of decision making processes that may be used by the school community council; provided that each school community council decision making

process includes a fallback procedure whereby the final recommendations of the school community council are made by majority vote, by the principal, or by some other method that is agreed upon by the school community council;

4. Require a well-articulated vision, mission, school improvement process, Academic and Financial Plans, School Community Council By-laws, a commitment to collaboration, and procedures for the recommendation of the Academic and Financial Plans to the complex area superintendent for approval as delineated in *Act 51, Session Laws of Hawaii 2004 Chapter 302A-1124 of the Hawaii Revised Statutes*;

5. Specify that decisions regarding the Academic and Financial Plans shall be guided by the legal responsibilities of the Department in the areas of federal and state laws, safety and health, fiscal responsibility, civil rights, and collective bargaining;

6. Define the authority and responsibility of the school principal to facilitate the school community council process, handle the day-to-day operations of the school, implement the policies of the Board, and provide technical assistance in sharing collective bargaining agreements, federal and state laws, policies, and guidelines in the decision making process;

7. Require a focus on student achievement and provision for objective periodic assessment of the school community council process at the school; and

8. Require conformance with all state laws, rules, and Board policies.

Upon request, schools shall provide the results of their objective periodic assessment of the school community council process and other information to the Department and/or Board.

~~Note: For School Year 2004-2005, this policy shall apply to the 22 schools that were selected to participate in the pilot program to implement school community councils and participate in the development of the weighted student formula; provided that this policy may apply to other schools as determined by the Department of Education. Beginning with School Year 2005-2006, this policy shall apply to all public schools as specified by state law.~~

~~The participation of the SCC in the selection and evaluation of the principal will not be part of the pilot program.~~

Rationale: The Board of Education (Board) supports a school improvement process that involves collaboration by the stakeholders of each school community. A school community council, or SCC, provides a means whereby parents, students, and community members have an increased voice in the affairs of the school. A school community council focuses on the goals of the school, and provides direction,

coordination, and communication to improve teaching and learning, resulting in greater student achievement.

Approved: 10/7/04; Amended: 5/5/05

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