



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

**LEGISLATIVE REPORT**

**SUBJECT:** Requesting the Board of Education (the "Board") provide the Governor, Legislature and the public an annual report on the State's public charter schools, drawing from the annual reports submitted by every authorizer as well as any additional relevant data compiled by the Board, for the school year ending in 2017. The annual report shall include:

- (1) The Board's assessment of the successes, challenges, and areas for improvement in meeting the purposes of Hawaii Revised Statutes ("HRS") Chapter 302D, including the Board's assessment of the sufficiency of funding for public charter schools, and any suggested changes in state law or policy necessary to strengthen the State's public charter schools;
- (2) A line-item breakdown of all federal funds received by the Department of Education (the "Department") and distributed to authorizers;
- (3) Any concerns regarding equity and recommendations to improve access to and distribution of federal funds to public charter schools;
- (4) A summary of the criteria used by the charter school facilities funding working group, established pursuant to HRS §302D-29.5, in allocating facilities funding;
- (5) A detailed breakdown of the allocation of funding through general funds and bond funds;
- (6) A detailed list of the projects funded by general funds and bond funds;
- (7) The status of funding for projects previously awarded; and
- (8) A discussion of all Board policies adopted in the previous year, including a detailed explanation as to whether each policy is or is not applicable to charter schools.

**REFERENCE:** HRS §302D-21

**ACTION REQUESTED:** Report to the 2018 Legislature.

**DOE REPORT:** This is the sixth annual report provided by the Board pursuant to Act 130, Session Laws of Hawaii ("SLH") 2012, codified as HRS Chapter 302D and subsequently amended. The goal of Act 130, SLH 2012, is to strengthen the Hawaii charter school governance structure by establishing clear lines of authority that ensures accountability of the charter school system. A key aspect of HRS Chapter 302D is increased oversight and accountability of charter schools. Measures related to

academic performance, financial performance and sustainability, and operational viability are a focus of the law.

The annual report required by HRS §302D-21 is designed to meaningfully assess and support the provisions of the law. Since the first report in 2012, each subsequent report has built upon previous years' reports. These annual reports have provided information on the status of the charter schools, the implementation of accountability measures needed to fulfill the purposes of the law, and the status of charter school facilities funding and the implementation of Act 234, SLH 2015.<sup>1</sup> Last year's report included more information on the Board's efforts to implement charter school law and improve the charter school system. This year's report builds on last year's report.

## **FINDINGS**

(1) The Board's assessment of the successes, challenges, and areas for improvement in meeting the purposes of this chapter, including the Board's assessment of the sufficiency of funding for public charter schools, and any suggested changes in state law or policy necessary to strengthen the State's public charter schools.

As explained in last year's report, the Board authorized a special review of the State Public Charter School Commission (the "Commission") due to a pattern of well-founded complaints from those in the charter school community. The Board designated a committee to conduct the special review and assess the Commission's performance in executing its statutory duties. On February 21, 2017, the Board approved the committee-recommended special review report, which rated the Commission as "partially meets" the standard of review.<sup>2</sup> The report found five key areas of deficiency from which most of the Commission's other weaknesses derive: lack of a strategic vision or organizational goals, lack of a system for regular self-evaluation, poor communication, unclear standards and conditions for charter contract renewal, and not protecting school autonomy. However, the report also highlights that the Commission has some well-developed processes and a qualified personnel who should be able to find solutions to address many of the identified weaknesses.

In accordance with the Board's special review process and based on the Commission's final rating, the Board required the Commission to: 1) provide corrective action plans to address deficiencies relating to strategic

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<sup>1</sup> Act 234, SLH 2015, section 1 states that the purpose of the Act is "to provide: (1) A framework for providing facilities funding and support for public charter school facilities with adequate prioritization, oversight, and accountability; and (2) Public charter schools and early learning programs that are affiliated with a public charter school with the opportunity to secure the use of additional state facilities deemed vacant and appropriate for use."

<sup>2</sup> The special review report is attached as Exhibit B to Investigative Committee Chairperson Brian De Lima's memorandum dated February 7, 2017, available here: [http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_20170221\\_Board%20Action%20on%20Special%20Review%20recommendations.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20170221_Board%20Action%20on%20Special%20Review%20recommendations.pdf).

vision and organizational goals, operational conflicts of interest, and self-evaluation of capacity, infrastructure, and practices; and 2) report to the Board quarterly on, as well as include in the Commission's annual report to the Board, the corrective actions taken to address the deficiencies found in the special review report until the Board determines sufficient progress. The Board is working with the Commission on a regular reporting schedule, and the Commission included in its report this year the required corrective action plans and descriptions of the corrective actions taken to date.<sup>3</sup> However, the Board is concerned with the Commission's lack of specificity in addressing areas of deficiency identified by the Board's special review. For example, while the corrective action plans appear to indicate that the Commission is planning to receive a recommended strategic plan in February 2018, it is not clear what years the strategic plan will cover. The Board will continue to monitor the Commission's progress in addressing the identified areas.

In addition to the required outcomes of the special review, the Board requested that the Commission: 1) work with the charter school community to develop a purpose of charter schools and propose a Board policy codifying the purpose; 2) provide a plan to the Board for improving communication and relationships with the charter schools; and 3) provide a plan to the Board for reducing the time and resources spent by charter schools in selecting and developing acceptable school-specific measures.

While the Commission is going through the strategic planning process, it is not clear from its report whether part of that planning includes working with charter school stakeholders to determine a purpose and mutual understanding of why charter schools exist. The Board found it essential to identify charter schools' place in the greater public education system and requested assistance from the Commission in developing a purpose policy. The Board hopes to receive a recommendation from the Commission in the future.

In regards to improving communication and relationships, although the Commission did not include a plan specifically to improve communication and relationships with the charter schools in its report, the Commission is clearly making communication a priority. The Commission's priorities for the 2017-2018 school year include increasing direct communication with governing boards and participating in governing board meetings. The Board looks forward to reviewing how these efforts improve working relationships and charter school performance next year.

Regarding school-specific measures—optional measures that schools develop and propose and that the Commission reviews and uses to evaluate schools according to their individual mission and unique circumstances—the Commission previously reported that one of its priorities was to examine the school-specific measures review process

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<sup>3</sup> The Commission's 2016-2017 annual report is available on its website here: <http://www.chartercommission.hawaii.gov/reports>. See pages 64–75 for corrective action plans and actions.

and explore ways to assist schools in developing high-quality measures. However, the Commission reported this year that it discontinued school-specific measures as of June 30, 2016 in favor of value-added measures, which are mission-aligned measures co-created by charter schools and Commission staff, effective beginning in school year 2017-2018.<sup>4</sup> The Board looks forward to reviewing the impact of these measures.

As noted in previous years' reports, the Commission's report contains information on the cumulative and individual academic, organizational, and financial performance of all charter schools, including a comparison of the performance of charter school students with all public school students.<sup>5</sup>

As noted in last year's report, during the 2015-2016 school year, the Commission developed the process, application, criteria, and guidance for the renewal of charter school performance contracts ("charter contracts"). The Commission successfully implemented its first charter contract renewal process in the 2016-2017 school year and renewed all charter schools up for renewal (33 out of 34).<sup>6</sup> It is important to note, however, that the Board's special review report found that the Commission's charter contract renewal criteria allows a charter contract to be renewed even if the charter school scores in the lowest academic performance bracket and does not meet expectations in both organizational and financial performance. The Board will monitor how the Commission addresses this in future charter contract renewal processes.

With regard to the sufficiency of funding, the Commission's assessment of the financial performance of charter schools based on the 2016-2017 results on its financial performance framework indicates that the financial status of charter schools, as a group, remains relatively stable, suggesting sound stewardship of public funds. While there are a few schools that continue to struggle to meet the Commission's financial performance standards, the majority of charter schools are fiscally sound. However, the Commission reported that the charter schools might not remain on firm financial footing for the long term if the State does not maintain the current levels of funding in coming years.<sup>7</sup>

As reported last year, a major and ongoing challenge is the lack of funding for charter school facilities. Act 234, SLH 2015, took a step toward addressing this perennial problem. This report addresses the reporting requirements of Act 234, but the Legislature has not appropriated general funds or authorized bonds for charter school facilities to date. The Board recommends that the Legislature provide some form of facilities funding to charter schools to address this unmet need.

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<sup>4</sup> Commission 2016-2017 annual report, page 38.

<sup>5</sup> [Commission 2016-2017](#) annual report, pages 15–50 and appendices A–D.

<sup>6</sup> Commission 2016-2017 annual report, page 12.

<sup>7</sup> Commission 2016-2017 annual report, pages 44–45.

Another major challenge is the lack of a system of support for charter schools. Unlike Department schools, charter schools do not have a centralized department or agency that allows them to take advantage of economies of scale and maximize their financial resources. The Commission attempts to fill this void by providing some limited supports, but its statutory role as an authorizer conflicts with the role of a true support organization. Statute acknowledges this and restricts the level and type of support the Commission can provide. While the Board does not have a specific recommendation, it urges the Legislature to consider changing statute to include some kind of centralized support for charter schools.

As noted in last year's report, the Board had been promulgating two new administrative rules chapters: Chapter 8-515, Hawaii Administrative Rules ("HAR"), entitled "Establishment and Oversight of Charter School Authorizers," and Chapter 8-517, HAR, entitled "Charter Contract Transfers." In 2017, the Governor enacted these rules, effective as of February 18, 2017. The Board still has several tasks to complete to implement the rules, including developing an application and process for eligible entities to apply to become authorizers and an authorizer performance evaluation system. The Board looks forward to reporting its progress on implementing the system for multiple authorizers in next year's report.

(2) A line-item breakdown of all federal funds received by the Department and distributed to authorizers.

Please see attached, Exhibit A.

(3) Any concerns regarding equity and recommendations to improve access to and distribution of federal funds to public charter schools.

Previous reports from the Commission noted a perceived lack of transparency regarding the availability of certain federal funds. A Department-Commission-charter school working group was in place for the past three years to update informational guidance and resources on special education in charter schools. The Commission reported that it anticipates the guidelines for the delivery of special education to be in place no later than the start of the 2018-2019 school year.<sup>8</sup> The Board looks forward to an update on the guidelines next year.

In its 2016 and 2017 reports, the Board recommended that the Commission work with charter schools and the Department to identify other federal program areas where schools perceive a lack of transparency and require clarification. During those years, the Commission chose to strategically focus its efforts surrounding equity and access on legislation, which unfortunately failed to pass. The Commission has decided to change its strategy for the 2017-2018 school year and will instead "develop communication and information strategies in

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<sup>8</sup> Commission 2016-2017 annual report, page 13.

collaboration with charter schools, the [Department], and other stakeholders to answer and/or clarify issues surrounding resource allocation, support systems, and programs.”<sup>9</sup> The Board is encouraged by this change in approach. The Board will review the details of the Commission’s efforts and results next year and again requests that the Commission provide recommendations to improve access and distribution of federal funds to charter schools.

(4) A summary of the criteria used by the charter school facilities funding working group, established pursuant to HRS §302D-29.5, in allocating facilities funding.

The Commission convened the Charter School Facilities Funding Working Group and met from February 2017 through the end of the school year.<sup>10</sup> The Charter School Facilities Funding Working Group has not yet developed criteria to allocate facilities funding.

(5) A detailed breakdown of the allocation of funding through general funds and bond funds.

The Legislature has not yet appropriated general funds or issued bond authorization to charter schools for facilities.

(6) A detailed list of the projects funded by general funds and bond funds.

There are currently no charter school facilities projects being funded by general funds or bond funds.

(7) The status of funding for projects previously awarded.

No charter school facilities projects have been awarded general funds or bond funds.

(8) A discussion of all board policies adopted in the previous year, including a detailed explanation as to whether each policy is or is not applicable to charter schools.

Last year, the Board reported that it completed its work on transitioning all of its policies to a new policy numbering system and provided a list of all of the Board’s policies. The Board is again providing a full list of all current policies, attached as Exhibit B, indicating whether each policy is applicable to charter schools.

The only policy changes that occurred since the Board’s last report were amendments to Board Policy 900-1, Department of Education Applicant and Employee Non-Discrimination, and Board Policy 500-5, Evaluation of the Superintendent of Education and the State Librarian. Both policies do not apply to charter schools.

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<sup>9</sup> Commission 2016-2017 annual report, page 62.

<sup>10</sup> Commission 2016-2017 annual report, pages 13–14.

**FUTURE ACTIONS** The Board's special review of the Commission found that the Commission has room for improvement, and the Board will continue to monitor the Commission's corrective actions. However, the Board believes that the Commission continues to make overall progress toward developing and implementing a strong accountability system. The Board looks forward to the next year and the outcomes of the Commission's strategic planning, but strongly urges the Commission to make headway with improving communication and relationships with the charter schools and identifying federal program areas in need of clarification. Further, now with the administrative rules allowing for additional authorizers in place, the Board will develop the other pieces of the multiple authorizer system. Finally, yet importantly, the Board encourages the Legislature to provide facilities funding to address the issue of long-term financial stability, which has been a clear issue in all of these reports, and to consider other supports for charter schools, especially some kind of centralized support system or structure.

## Exhibit A – Summary of FY2016-17 Federal Fund Allocations to Charter Schools

Federal Program	Grant Purpose and Basis for Allocation	All Funds distributed to the Charter Schools via the Commission in Fiscal Year 2016-17
U.S. DOE Impact Aid	Grant provided financial assistance to local education agencies affected by Federal presence. Distribution based on proportion of total public school enrollment.	2,277,575
ESSA Title I LEA Grant-Schools	Grant provided to help disadvantaged students in school with the highest concentrations of poverty meet the same high standards expected of all students. Distribution made to only schools with 47.2% or more students receiving free or reduced-price meals. Distribution to these schools based on Title I formula using number of free or reduced-price eligible students multiplied by the per pupil amount for the school's county.	2,195,337
DOD Supplement to Impact Aid funds for Compact Impact funds	To provide charter schools with a pro-rata share based on enrollment of the federal Compact Impact funds received from the U.S. Department of the Interior. In lieu of directly allocating Compact Impact funds that carry with them spending restrictions and reporting requirements, this allocation was made using Department of Defense (DoD) Supplement to Impact Aid funds that only requires the funds be expended pursuant to State law.	76,560
ESSA Assessment	Grant supports the development, administration, and maintenance of the Department of Education's statewide summative assessments in the areas of English Language Arts, Mathematics, and Science: the Smarter Balanced Assessments, the Hawaii State Assessments in Science, the Biology 1 End-of-Course Exam, the Hawaii State Alternate Assessments, the Kaiapuni Assessment of Educational Outcomes (KA'EO) developed in the Hawaiian Language, and the WIDA ACCESS for ELLs 2.0 assessments.	157
Title VIB PVT SCH Participation Project	Grant provided funds to meet the Individuals with Disabilities Education Improvement Act (IDEA) requirement for the Hawaii Department of Education to spend a proportionate amount of IDEA funds on students identified with a disability, who are voluntarily placed by their parents in a private school.	7,374



## Exhibit A – Summary of FY2016-17 Federal Fund Allocations to Charter Schools

Federal Program	Grant Purpose and Basis for Allocation	All Funds distributed to the Charter Schools via the Commission in Fiscal Year 2016-17
Title VIB Special Education Project I (IDEA)	Grant provided special education and related services to eligible students in accordance with federal regulations. Distribution based on award for 100% input into the SPED information system and funds for program costs. NOTE: IDEA funds are primarily allocated to Complex Areas to assist in supporting special education related services for all public school students, including charter school students.	348,048
DoD Supplement to Impact Aid	Grant provided financial assistance to local education agencies affected by military presence. Distribution based on proportion of total public school enrollment.	149,897
Native Hawaiian Pihana Hou-UH FY15	Grant to improve educational outcomes in reading for Native Hawaiian students in pre-kindergarten through grade three. Distribution to eleven elementary schools that serve high percentages of students of Hawaiian ancestry that have also submitted a proposed budget and signed an agreement to implement project activities.	60,000
ESSA Title I LEA Grant-Resource Teachers	Grant is to provide technical support to Title I schools. Distribution for a Title I Linker to provide technical support to Title I charter schools.	154,451
ESSA Title I LEA – Homeless Children	Grant provides funds for educationally related support services to homeless children who do not attend Title I schools, including providing services to children at the shelters and other locations where children may live.	4,810
ESSA Title III Language Instruction	Grant provides funds to supplement efforts to improve the education of limited English proficient children. Distribution based on the number of ELL students enrolled in schools after submission and approval of written plans.	21,187
ESSA Title I LEA-Trans & Supplemental Services	Grant to support school improvement/turnaround at the complex and school level with supplemental education supports and services for Priority, Focus, and low performing schools.	2,122,447

## Exhibit A – Summary of FY2016-17 Federal Fund Allocations to Charter Schools

Federal Program	Grant Purpose and Basis for Allocation	All Funds distributed to the Charter Schools via the Commission in Fiscal Year 2016-17
Special ED Pre-School Grant	Grant provides funds to meet the Individuals with Disabilities Education Improvement Act (IDEA) requirement for the Hawaii Department of Education to spend a proportionate amount of IDEA funds on students identified with a disability, who are voluntarily placed by their parents in a private school.	370
ESSA Title I LEA Grant-School Improvement	Grant provides supplemental services and supports to Priority, Focus, and low performing schools.	246,613
Driver and Traffic Safety Education	Grant provide support to develop skills, knowledge and attitudes necessary for the effective and safe operation of an automobile through classroom instruction, behind-the-wheel driving experiences, and youth advocacy development by providing traffic safety education training, campaigns and activities support.	18,000
ESSA Title I LEA Grant-Parent Involvement	Grant to provide support for parent involvement activities, including but not limited to family literacy training, training to enhance parenting skills, etc. Distribution based on Title I formula.	30,102
Education for Homeless Children & Youth	Grant provided to support all homeless children to have equal access to free and appropriate public education. Funds support staffing for personnel that provide technical assistance to various groups. Distribution is based on the cost of a homeless liaison position and related expenses.	18,875
ESSA Migrant Education	Grant provided to support education programs that address the needs of migratory children. Distribution made based on a percentage formula incorporating at-risk factors and the number of migrant students at each school.	18,796
Vocational Education – Program Improvement FY16	Grant to provide resource and services to identified project schools that are developing and implementing improved and expanded CTE programs during the school year. Distribution of funds based on SY15-16 CTE one-year plans that have been submitted and approved.	918

## Exhibit A – Summary of FY2016-17 Federal Fund Allocations to Charter Schools

Federal Program	Grant Purpose and Basis for Allocation	All Funds distributed to the Charter Schools via the Commission in Fiscal Year 2016-17
Vocational Education – Program Improvement FY17	Grant to provide resource and services to identified project schools that are developing and implementing improved and expanded CTE programs during the school year. Distribution of funds based on SY16-17 CTE one-year plans that have been submitted and approved.	3,741
ESSA Math & Science Partnership FY17	Grant to provide stipends to teachers at identified schools that participated in training sessions during SY16-17.	697
NCLB Math & Science Partnership FY16	Grant to provide stipends to teachers at identified schools that participated in training sessions during SY15-16.	338
DHHS-Project HI Aware	Project HI AWARE works both within the HIDOE and with community partners to build cross-system capacity for comprehensive approaches to school based behavioral health. Through inter-agency collaboration and commitment, grant funding will support coordination and integration of mental health interventions across service systems (education, mental health, juvenile justice and law enforcement) both at the state level and within three identified complex areas: Kau-Keaaupahoa, Leilehua-Mililani-Waialua, and Nanakuli-Waianae.	175
Total		7,756,468

## Exhibit B – Board of Education Policies and Applicability to Charter Schools

As of 10/17/2017

Policy #	Policy	Applicable to Charter Schools?
E-1	Philosophy of Education in Hawaii's Public Schools	No
E-2	Mission, Vision, Values, and Beliefs	No
E-3	Nā Hopena A'o (HĀ)	No
E-100	Student Success	No
E-101	Whole Student Development	No
101-1	Student Code of Conduct	No
101-2	Character Education	No
101-3	Student Activities	No
101-4	Community Sponsored Activities	No
101-5	Guidance, Counseling and Related Services	No
101-6	Comprehensive Student Support System	No
101-7	School Climate and Discipline	No
101-8	Extended Learning Opportunities	No
101-9	School-Sponsored Student Publications	No
101-10	School Service	No
101-11	Surfing	No
101-12	Academic Requirements for Participation in Co-Curricular Activities	No
101-13	Controversial Issues	No
101-14	Family and Community Engagement/Partnership	No
101-15	Focus on Students	No
101-16	High School Athletics	No
E-102	Academic Mastery and Assessment	No
102-1	Effective Schools Reporting	No
102-2	K-12 Literacy	No
102-3	Statewide Content and Performance Standards	Yes
102-4	Diverse Stakeholder Inclusion in the Development of Content and Performance Standards	No
102-5	Comprehensive Assessment and Accountability System	No
102-6	Statewide Assessment Program	Yes
102-7	Recruitment and Testing of Students by Private Schools and Other Agencies	No
102-8	Student Promotion	No
102-9	Middle Level Education Promotion	No
102-10	Educational Research and Evaluation	No
102-11	Pilot and Innovative Projects	No
102-12	Reporting Student Progress and Achievement	No
102-13	Credits	No
102-14	Homework	No
102-15	High School Graduation Requirements and Commencement	Yes

<b>Policy #</b>	<b>Policy</b>	<b>Applicable to Charter Schools?</b>
E-103	Health and Wellness	No
103-1	Health and Wellness	No
103-3	Emergency Care for Sick or Injured Students	No
103-4	School Health Services	No
103-5	Sexual Health Education	No
103-6	School Food Services	No
103-7	Food Sales	No
103-8	Prophylactics in the Public Schools	No
E-105	Well Rounded Academic Program	No
105-1	Academic Program	No
105-2	Responsibility for Curriculum Development and Implementation	No
105-3	Curriculum	No
105-4	Instructional Materials	No
105-5	Gifted and Talented	No
105-6	Career and Technical Education	No
105-7	Hawaiian Education Programs	Yes
105-8	Ka Papahana Kaiapuni	Yes
105-9	Fine Arts Program	No
105-10	Alternative Programs and Services for Secondary Students	No
105-11	Pregnant/Parenting Students	No
105-12	Special Education and Related Services	Yes
105-13	Inclusion	No
105-14	Multilingualism for Equitable Education	No
105-15	Seal of Biliteracy	No
105-18	Field Trips and Student Travel	No
E-106	Supports for Effective Learning	No
106-1	School Calendar	No
106-2	Class Size	No
106-3	Admission and Attendance	No
106-4	Dress Code and School Uniforms	No
106-5	Student Instructional Hours and School Year Requirements and Waiver Process	No
E-200	Staff Success	No
E-201	High Performing Employees	No
201-1	Ethics and Code of Conduct	Yes
201-2	Accountability of Employees	No
201-3	Collective Bargaining	Yes
201-4	Leaves of Absence	No
E-202	Highly Effective School Administration (Strong, Visible School Leadership)	No
202-1	School Leadership	No
202-2	School Year for Principals	No

<b>Policy #</b>	<b>Policy</b>	<b>Applicable to Charter Schools?</b>
202-3	School Year for Vice Principals	No
202-4	Principal Performance Evaluation	No
E-203	Highly Effective Teaching	No
203-1	Duties and Responsibilities of Teachers	No
203-2	Developmentally-Appropriate Teaching Strategies	No
203-3	Guidance Regarding Student Rights and Disciplinary Practices	No
203-4	Teacher Performance Evaluation	No
203-5	Substitute Teachers	No
E-204	Hiring, Training and Retention of Employees	No
204-1	Teacher Recruitment, Retention, and Employment	No
204-2	Educational Officer Appointment and Probation	No
204-3	Personnel Development	No
204-4	Employee Certification	No
204-5	Compensation and Classification	No
204-6	Department of Education Housing	No
204-7	Department of Education New Employee Orientation Program	No
204-8	Department of Education Employee Dress Code	No
204-9	Strike Situation	No
204-10	Personnel Relations	No
204-11	Student Teachers from Out-of-State Universities	No
E-300	Effective Systems of Support	No
E-301	Facilities and Technology	No
301-1	Facilities Standards	No
301-2	Creating Communities of Learners	No
301-3	Use of School Buildings, Facilities and Grounds	No
301-4	School Lavatories	No
301-5	Use of School Equipment	No
301-6	Internet Use	No
301-7	Employee Electronic Communication and Technology Use and Access	No
301-8	Naming of Schools and School Facilities	No
301-9	Sustainability	No
E-302	Transportation	No
302-1	Student Transportation	No
E-303	Financial Systems, Business Processes and Organizational Resources	No
303-1	Department of Education Budgets	No
303-2	Department of Education's Budget Public Input Required	No
303-3	Department of Education Program Evaluations	No
303-4	Federal Funds	No
303-5	Capital Improvement Program	No
303-6	Carryover Funds	No
303-7	Personal Services Contracts	No

<b>Policy #</b>	<b>Policy</b>	<b>Applicable to Charter Schools?</b>
303-8	Real Estate Transaction	No
303-9	Collecting Third-Party Dues and Assessments	No
303-10	Fee for Service	No
303-11	After School Plus (A+) Fees	No
303-12	Commercialism	No
303-13	Sale of Merchandise	No
303-14	Inventory	No
303-15	Disposals/Transfers	No
E-304	Communications (Family and Community Engagement)	No
304-1	E Komo Mai	No
304-3	Open Communication	No
304-4	Department of Education Data information Availability and Access	No
304-5	Public Complaints	No
E-305	Safe Schools, Safe Students	No
305-1	Student Safety and Welfare	No
305-2	Safe workplace	No
305-3	Safe Schools	No
305-4	Use of Force	No
305-5	Cooperation with Law Enforcement Agencies	No
305-6	Closing Schools in the Event of Disaster and/or other Emergencies	No
305-7	Alcohol and Illicit Drug Use	No
305-8	Youth Gangs	No
305-9	Practice of Hazing Students	No
305-10	Anti-Harassment, Anti-Bullying, and Anti-Discrimination Against Student(s) by Employees	No
305-11	Classroom and Laboratory Safety	No
E-400	Board of Education Governance	No
400-1	Board of Education Roles and Responsibilities	No
400-2	Policies and Policy-Setting	Yes
400-3	Implementation of Board of Education Policy	No
400-4	Budget Restrictions and Reductions	No
400-5	Public Board of Education	No
400-6	Involvement of School Advisory Councils, Library Advisory Commission and Hawaii State Student Council	No
400-8	Board of Education Student Member Selection	No
E-500	Department of Education	No
500-1	Organization of the Department	No
500-2	Plan of Organization	No
500-3	Employment of the Superintendent of Education	No
500-4	Duties and Responsibilities of Superintendent	No
500-5	Evaluation of the Superintendent of Education and the State Librarian	No
500-6	Salaries of Subordinate Superintendents	No

<b>Policy #</b>	<b>Policy</b>	<b>Applicable to Charter Schools?</b>
500-7	Temporary Assumptions of the Superintendent's Office Due to Absence or Illness	No
500-8	Accreditation of Schools	No
500-9	Establishment of Complex Areas	No
500-11	School Attendance Areas	No
500-12	Geographic Exceptions to the Mandatory School Attendance Law	No
500-14	Pre-Kindergarten and Kindergarten	No
500-16	Middle Level Education	No
500-17	High School Education	No
500-18	Summer School Programs	No
500-19	School Community Councils	No
500-20	School Community Council Waivers and School Community Council Exceptions	No
500-21	Student Information and Confidential Records	No
500-22	School Visitations by Non-School Personnel	No
500-23	Solicitations by Department Personnel and Students	No
500-24	Opening and Closing Hours of School	No
500-25	Establishment of Articulated School Complexes	No
500-26	New Student Orientation	No
500-27	Multi-Track Year-Round Education	No
E-600	Libraries	No
600-1	Hawaii State Public Library System Collection Development	No
600-2	Hawaii State Public Library System Budgets	No
600-3	Hawaii State Public Library System Safe Workplace	No
600-4	Naming of Hawaii State Public Library Facilities	No
600-5	Hawaii State Public Library System Internet Acceptable Use	No
600-6	Access to Hawaii State Public Library System Facilities	No
600-7	Hawaii State Public Library System Wireless Security Disclaimer and Use	No
E-800	Adult Education	No
800-1	Content Standards for Adult Community Schools	No
E-900	Legal Requirements, Implementation and Limitations	Yes
900-1	Department of Education Applicant and Employee Non-Discrimination	No
900-2	Copyright	No
900-3	Religion and Public Schools	No
900-4	Gender Equity in Education	No
900-5	Rights of Students Who Are Deaf, Hard of Hearing, or Deaf-Blind	No
900-6	Student Rights and Due Process	No
8300	Board Appointment of Charter School Review Panel Members*	Yes*

\*Board Policy 8300 is a carryover policy from the old numbering system. The Board has not yet revised this policy to reflect current law (as the Charter School Review Panel was repealed in 2012).