



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

September 5, 2019

TO: Student Achievement Committee

FROM: Margaret Cox  
Chairperson, Student Achievement Committee

AGENDA ITEM: Update on work ensuring Board policies support the recommendations of the Special Education Task Force's 2018 summative report and the English Learners Task Force's 2018 summative report (SAC Strategic Priority 1): List of Board policies for review; timeline for recommendations; and other policies, rules, or guidelines affecting implementation

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**I. EXECUTIVE SUMMARY**

In accordance with the work plan and timeline the Student Achievement Committee ("Committee") adopted at its last meeting, the Department has provided the following information (in a memorandum attached as **Exhibit A**):

- A list of identified Board policies the Department will review;
- A timeline that the Department will follow to make recommendations to the Committee; and
- A list of other policies, rules, regulations, or guidelines that affect or could affect implementation of the taskforce recommendations and whether the Board has jurisdiction over them.

**II. BACKGROUND**

At its July 18, 2019 general business meeting, the Board of Education ("Board") adopted committee strategic priorities for the 2019-2020 school year. Among the adopted priorities, the Student Achievement Committee ("Committee") is to "ensure Board policies under [the Committee's] jurisdiction support the recommendations provided in the Special Education Task Force's 2018 summative report and the English Learners Task Force's 2018 summative report." The following indicators will determine the Committee's success in achieving this priority:

- By March 5, 2020, the Committee will thoroughly review Board Policies 105-12, 105-13, 105-14, 900-5, and any other relevant Board policies and generate a comprehensive report that adequately describes any policy changes necessary to support the taskforce recommendations.
- By May 7, 2020, all (100%) taskforce members, who represent key stakeholders for their respective areas, will agree that the recommendations in the Committee's report support the taskforce recommendations.
- By May 7, 2020, the Board will adopt all (100%) policy changes recommended by the Committee.

The Department of Education ("Department") presented the Special Education Task Force and English Learner Task Force findings and recommendations at the Board's May 17, 2018 general business meeting. The recommendations in the Special Education Task Force's summative report relevant to the Committee's jurisdiction include, but are not limited to:

- Articulating a shared vision of inclusive education;
- Building consistency of the inclusion placement calculation; and
- Improving data collection and monitoring practices.

The recommendations in the English Learners Task Force's summative report<sup>1</sup> relevant to the Committee's jurisdiction include, but are not limited to:

- Developing common understanding among educators of effective implementation for existing English learner services;
- Implementing bilingual programs; and
- Strengthening state, complex area, and school partnerships with community-based organizations to support parents and families.

At its August 1, 2019 Student Achievement Committee ("Committee") meeting, the Committee adopted a work plan and timeline to achieve the aforementioned priority where the Department provides significant supports and Committee directs and reviews this work. Under this work plan, the Committee tasks the Department with reviewing Board policies, determining how existing policies support or do not support the taskforce recommendations, and recommending new or amended policies to better support the taskforce recommendations. The Committee oversees the Department's work and provides direction as necessary. The Committee reviews any recommendations from the Department and determines the proposed policy changes to incorporate into the Committee's report.

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<sup>1</sup> The Special Education Task Force's summative report is attached to Superintendent Christina Kishimoto's memorandum dated May 17, 2018, available here: [http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_Agenda%20V\\_05172018\\_Presentation%20on%20findings%20of%20Superintendent's%20English%20learner%20task%20force.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_Agenda%20V_05172018_Presentation%20on%20findings%20of%20Superintendent's%20English%20learner%20task%20force.pdf)

The Committee also adopted the following timeline at the August 1, 2019 Committee meeting. The row highlighted in yellow describes the tasks are scheduled to be completed today.

Date	Activity
August 1, 2019 Committee Meeting	Committee tasks the Department with: <ul style="list-style-type: none"> <li>• Reviewing all Board policies with special attention to the policies referenced in this memorandum;</li> <li>• Determining and explaining to the Committee how existing policies support or do not support Special Education Task Force and English Learner Task Force recommendations; and</li> <li>• Recommending to the Committee new or amended Board policies to better support the taskforce recommendations.</li> </ul>
August-September, 2019	The Superintendent assigns the appropriate Department personnel, and the Department begins identifying and reviewing all Board policies and any other policies, rules, regulations, or guidelines that affect or could affect implementation of the taskforce recommendations.
September 5, 2019 Committee Meeting	The Department presents a list of identified Board policies it will review and a timeline for making recommendations to the Committee. The Department also presents a list of other policies, rules, regulations, or guidelines that affect or could affect implementation of the taskforce recommendations and whether the Board has jurisdiction over them.
October 3, 2019 Committee Meeting	Possible update or recommendation from the Department, depending on its timeline.
November 7, 2019 Committee Meeting	Possible update or recommendation from the Department, depending on its timeline.
December 5, 2019 Committee Meeting	Possible update or recommendation from the Department, depending on its timeline.
February 6, 2020 Committee Meeting	The Department presents its final recommendations to the Committee for consideration. The Committee decides on the recommendations to include in its report.
March 5, 2020 Committee Meeting	The Committee adopts a report with proposed policy changes to support the taskforce recommendations and provides it to the members of the taskforces for review and comment.
April 2, 2020 Committee Meeting	The Committee considers comments from the taskforce members and, if necessary, revises its report and recommendations.
May 7, 2020 Committee Meeting	The Board considers the Committee's report and acts on its recommendations.

Attached as **Exhibit A** is a memorandum from the Department with the following information:

- A list of identified Board policies the Department will review;
- A timeline that the Department will follow to make recommendations to the Committee; and
- A list of other policies, rules, regulations, or guidelines that affect or could affect implementation of the taskforce recommendations and whether the Board has jurisdiction over them.

**Exhibit A**

August 30, 2019 Memorandum from Assistant Superintendent Heidi Armstrong regarding  
SAC Strategic Priority 1



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

OFFICE OF STUDENT SUPPORT SERVICES

August 30, 2019

TO: The Honorable Margaret Cox  
Chairperson, Student Achievement Committee

FROM: Heidi Armstrong *Heidi Armstrong*  
Assistant Superintendent

SUBJECT: BOE IOU 443: SAC Strategic Priority 1

Thank you for your query of August 1, 2019 requesting that the Hawaii State Department of Education provide information on the following:

**Request:**

1. Reviewing all Board policies, with special attention to Board Policies 105-12, 105-13, 105-14, and 900-5;
2. Determining and explaining to SAC how existing policies support or do not support Special Education Task Force and English Learner Task Force recommendations; and
3. Recommending to SAC new or amended Board policies to better support the taskforce recommendations.
  - A list of identified Board policies it will review;
  - A timeline for making recommendations to SAC based on the general work plan timeline SAC approved at its August 1, 2019 meeting; and
  - A list of other policies, rules, regulations, or guidelines that affect or could affect implementation of the taskforce recommendations and whether the Board has jurisdiction over them.

Attached for your review are the specific Board of Education policies for the Office of Student Support Services' plan.

If you have further questions about Special Education, please contact Debbie Farmer, Director, Exceptional Support Branch, at 305-9806 or via email at [deb.farmer@k12.hi.us](mailto:deb.farmer@k12.hi.us). If you have further questions about EL, please contact Dr. Yvonne Humble, Director, Student Services Branch, at 305-9796 or via email at [yvonne.humble@k12.hi.us](mailto:yvonne.humble@k12.hi.us).

HA:ak  
Attachment

c: BOE Hawaii

**BOE IOU 443: SAC Strategic Priority 1**

**Policy Review and Recommendation Plan**

**Special Education Task Force:**

- A list of identified Board policies to be reviewed:

<b>Existing Policies</b>	<b>Related Special Education Task Force Recommendation</b>
<p><b><u>900-5</u> Rights of Students Who Are Deaf, Hard of Hearing, or Deaf-Blind</b></p>	<p><b>Short-Term Recommendation</b> Design fundamental PD for all stakeholders.</p> <p><b>Long-Term Recommendation</b> Expand partnerships to support licensing and certification for special education teachers.</p> <p>Expand mentoring and networking for special education teacher.</p>
<p><b><u>101-7</u> School Climate and Discipline</b></p>	<p><b>Short-Term Recommendation</b> Articulate a shared vision of inclusive education.</p> <p>Design fundamental PD for all stakeholders.</p> <p><b>Long-Term Recommendation</b> Implement a PD system across state offices, complex areas, and schools.</p>
<p><b><u>101-14</u> Family and Community Engagement/Partnership</b></p>	<p><b>Short-Term Recommendation</b> Articulate a shared vision of inclusive education.</p> <p>Design fundamental PD for all stakeholders.</p> <p><b>Long-Term Recommendation</b> Implement a PD system across state offices, complex areas, and schools.</p>
<p><b><u>105-12</u> Special Education and Related Services</b></p>	<p><b>Short-Term Recommendation</b> Articulate a shared vision of inclusive education.</p> <p>Design fundamental professional development for all stakeholders.</p> <p>Provide adequate time for care coordination and preparation.</p>

	<p>Funding allocation based on student needs.</p> <p>Provide adequate time for care coordination and preparation.</p> <p><b>Long-Term Recommendation</b> Implement a PD system across state offices, complex areas, and schools.</p> <p>Adopt a replacement tool to improve the quality of the Individualized Education Program (IEP) process.</p> <p>Assess the governing structure to ensure a cohesive and effective statewide system of support.</p> <p>Expand partnerships to support licensing and certification for special education teachers.</p> <p>Expand mentoring and networking for special education teachers.</p>
<p><b><u>105-13</u> Inclusion</b></p>	<p><b>Short-Term Recommendation</b> Articulate a shared vision of inclusive education.</p> <p>Design fundamental professional development for all stakeholders.</p> <p><b>Long-Term Recommendation</b> Assess the governing structure to ensure a cohesive and effective statewide system of support.</p> <p>Implement PD system across state offices, complex areas, and schools.</p>

<p><b><u>E-200</u> Staff Success</b></p>	<p><b>Short-Term Recommendation</b> Design fundamental professional development for all stakeholders.</p> <p>Provide adequate time for care coordination and preparation.</p> <p><b>Long-Term Recommendation</b> Assess the governing structure to ensure a cohesive and effective statewide system of support.</p> <p>Implement PD system across state offices, complex areas, and schools. Adopt a replacement tool to improve the quality of the IEP process.</p> <p>Expand partnerships to support licensing and certification for special education teachers.</p> <p>Expand mentoring and networking for special education teachers.</p>
<p><b><u>E-201</u> High Performing Employees</b></p>	<p><b>Short-Term Recommendation</b> Design fundamental PD for all stakeholders.</p> <p><b>Long-Term Recommendation</b> Assess the governing structure to ensure a cohesive and effective statewide system of support.</p> <p>Implement PD system across state offices, complex areas, and schools.</p> <p>Expand partnerships to support licensing and certification for special education teachers.</p> <p>Expand mentoring and networking for special education teachers.</p>
<p><b><u>E-202</u> Highly Effective School Administration (Strong, Visible School Leadership)</b></p>	<p><b>Short-Term Recommendation</b> Design fundamental PD for all stakeholders.</p> <p><b>Long-Term Recommendation</b> Assess the governing structure to ensure a cohesive and effective statewide system of support.</p> <p>Implement PD system across state offices, complex areas, and schools.</p>
<p><b><u>E-203</u> Highly Effective Teaching</b></p>	<p><b>Short-Term Recommendation</b> Design fundamental professional development for all stakeholders.</p> <p><b>Long-Term Recommendation</b></p>

	<p>Assess the governing structure to ensure a cohesive and effective statewide system of support.</p> <p>Implement PD system across state offices, complex areas, and schools.</p> <p>Expand partnerships to support licensing and certification for special education teachers.</p> <p>Expand mentoring and networking for special education teachers.</p>
<p><b>203-2</b> <b>Developmentally-Appropriate Teaching Strategies</b></p>	<p><b>Short-Term Recommendation</b> Articulate a shared vision of inclusive education.</p> <p>Design fundamental PD for all stakeholders.</p> <p><b>Long-Term Recommendation</b> Implement PD system across state offices, complex areas, and schools.</p> <p>Expand partnerships to support licensing and certification for special education teachers.</p> <p>Expand mentoring and networking for special education teachers.</p>
<p><b>204-3 Personnel Development</b></p>	<p><b>Short-Term Recommendation</b> Design fundamental PD for all stakeholders.</p> <p><b>Long-Term Recommendation</b> Implement PD system across state offices, complex areas, and schools.</p> <p>Expand partnerships to support licensing and certification for special education teachers.</p> <p>Expand mentoring and networking for special education teachers.</p>
<p><b>E-304 Communications (Family and Community Engagement)</b></p>	<p><b>Short-Term Recommendation</b> Articulate a shared vision of inclusive education.</p> <p><b>Long-Term Recommendation</b> Assess the governing structure to ensure a cohesive and effective statewide system of support.</p>

- A timeline for making recommendations to the SAC:

October 3, 2019	Special Education Policy Recommendations
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- A list of other policies, rules, regulations, or guidelines that affect or could affect the implementation of the Task Force recommendations and whether the Board has jurisdiction over them:

Federal laws that support the Special Education Task Force recommendations (USDOE Authority)

- [Equal Educational Opportunity Act of 1974](#)
- [No Child Left Behind Act of 2002](#)
- [Every Student Succeeds Act \(ESSA\) of 2015](#)
- [Individuals with Disabilities Education Act \(IDEA\) amended 2004](#)

State laws that support the Special Education Task Force recommendations (State of Hawaii Authority)

- Hawaii Administrative Rules [\(HAR\) Chapter 60](#) Provision of a Free Appropriate Public Education for Student with a Disability
- Hawaii Administrative Rules [\(HAR\) Chapter 19](#) STUDENT MISCONDUCT, DISCIPLINE, SCHOOL SEARCHES AND SEIZURES, REPORTING OFFENSES, POLICE INTERVIEWS AND ARRESTS, AND RESTITUTION FOR VANDALISM

Union Contracts (Governor, Board of Education, Hawaii State Department of Education, Hawaii State Teachers Association and Hawaii Government Employees Association negotiated)

Hawaii State Teachers Association Contract and Supplemental Contract

Hawaii Government Employees Association Contracts:

Unit 3 Contract

Unit 6 Contract

Unit 9 MOA and Tentative Agreement

Unit 13 Contract

**English Learner (EL) Task Force**

- A list of identified Board policies to be reviewed:

Existing Policies	Related EL Task Force Recommendation
<b><a href="#">101-14</a> Family and Community Engagement/ Partnership</b>	<b>Long-Term Recommendation</b> Strengthen state/complex area/school partnerships with community-based organizations to support parent(s)/legal guardian(s) and families.

<p><b><u>105-14</u> Multilingualism for Equitable Education</b></p>	<p><b>Short-Term Recommendation</b>          Develop common understanding by disseminating to educators the Continuum for Language Instruction Educational Program Types document and guidance on effective implementation for existing services.</p> <p><b>Long-Term Recommendation</b>          Support the recruitment of qualified/certified teachers and support staff who also meet the needs of distinct populations within the State (e.g., Ilokano, Marshallese, Chuukese, Tagalog, Spanish, Samoan, etc.).</p> <p>Implement bilingual programs.</p>
<p><b><u>105-15</u> Seal of Biliteracy</b></p>	<p><b>Short-Term Recommendation</b>          Develop common understanding by disseminating to educators the Continuum for Language Instruction Educational Program Types document and guidance on effective implementation for existing services.</p> <p><b>Long-Term Recommendation</b>          Support the recruitment of qualified/certified teachers and support staff who also meet the needs of distinct populations within the State (e.g., Ilokano, Marshallese, Chuukese, Tagalog, Spanish, Samoan, etc.).</p> <p>Implement bilingual programs.</p>
<p><b><u>E-200</u> Staff Success</b></p>	<p><b>Short-Term Recommendation</b>          Examine and build state/complex level capacity and expertise to implement recommendations and deliver different EL approaches.</p> <p>Recruit certified Teaching English to Speakers of Other Languages (TESOL) teachers to service EL.</p> <p>Determine professional development (PD) pathways for pre-service teachers, Hawaii State Department of Education (HIDOE) teachers, and part-time teachers to obtain minimum second language acquisition competencies.</p> <p>Disseminate State EL program requirements including EL Comprehensive Plan and streamline format, content, and processes to increase meaningful planning and impact at school, complex area, and state levels.</p>

	<p><b>Long-Term Recommendation</b>  Support the recruitment of qualified/certified teachers and support staff who also meet the needs of distinct populations within the State (i.e., Ilokano, Marshallese, Chuukese, Tagalog, Spanish, Samoan, etc.)</p> <p>Promote the development of effective teachers and support staff to ensure student success by providing differentiated PD based on needs and experience, aligning PD opportunities with high impact curriculum materials and resources, and assistance (e.g., financial incentives) with pathways to Hawaii Qualified/TESOL certification.</p>
<p><b><u>E-201</u> High Performing Employees</b></p>	<p><b>Short-Term Recommendation</b>  Examine and build state/complex level capacity and expertise to implement recommendations and deliver different EL approaches.</p> <p>Recruit certified TESOL teachers to service EL.  Determine professional development pathways for pre-service teachers, Hawaii teachers, and part-time teachers to obtain minimum second language acquisition competencies.</p> <p>Disseminate State EL program requirements including EL Comprehensive Plan and streamline format, content, and processes to increase meaningful planning and impact at school, complex area, and state levels.</p> <p><b>Long-Term Recommendation</b>  Support the recruitment of qualified/certified teachers and support staff who also meet the needs of distinct populations within the State (i.e., Ilokano, Marshallese, Chuukese, Tagalog, Spanish, Samoan, etc.)</p> <p>Promote the development of effective teachers and support staff to ensure student success by providing differentiated PD based on needs and experience, aligning PD opportunities with high impact curriculum materials and resources, and assistance (e.g., financial incentives) with pathways to Hawaii Qualified/TESOL certification.</p>
<p><b><u>E-202</u> Highly Effective School Administration (Strong, Visible School Leadership)</b></p>	<p><b>Short-Term Recommendation</b>  Examine and build state/complex level capacity and expertise to implement recommendations and deliver different EL approaches.</p> <p>Recruit certified TESOL teachers to service EL.</p>

	<p>Determine PD pathways for pre-service teachers, HIDEOE teachers, and part-time teachers to obtain minimum second language acquisition competencies.</p> <p>Develop common understanding by disseminating to educators the Continuum for Language Instruction Educational Program Types document and guidance on effective implementation for existing services.</p> <p>Disseminate State EL program requirements including EL Comprehensive Plan and streamline format, content, and processes to increase meaningful planning and impact at school, complex area, and state levels.</p> <p><b>Long-Term Recommendation</b>  Improve equitable and adequate funding to promote EL success  Support the recruitment of qualified/certified teachers and support staff that also meet the needs of distinct populations within the State (i.e., Ilokano, Marshallese, Chuukese, Tagalog, Spanish, Samoan, etc.).</p> <p>Promote the development of effective teachers and support staff to ensure student success by providing differentiated PD based on needs and experience, aligning PD opportunities with high impact curriculum materials and resources, and assistance (e.g., financial incentives) with pathways to Hawaii Qualified/TESOL certification.</p>
<p><b>E-203 Highly Effective Teaching</b></p>	<p><b>Short-Term Recommendation</b>  Examine and build state/complex level capacity and expertise to implement recommendations and deliver different EL approaches.</p> <p>Recruit certified TESOL teachers to service EL.</p> <p>Determine professional development pathways for pre-service teachers, HIDEOE teachers, and part-time teachers to obtain minimum second language acquisition competencies.</p> <p>Develop common understanding by disseminating to educators the Continuum for Language Instruction Educational Program Types document and guidance on effective implementation for existing services.</p>

	<p>Disseminate State EL program requirements including EL Comprehensive Plan and streamline format, content, and processes to increase meaningful planning and impact at school, complex area, and state levels.</p> <p><b>Long-Term Recommendation</b>  Support the recruitment of qualified/certified teachers and support staff who also meet the needs of distinct populations within the State (i.e., Ilokano, Marshallese, Chuukese, Tagalog, Spanish, Samoan, etc.).</p> <p>Promote the development of effective teachers and support staff to ensure student success by providing differentiated PD based on needs and experience, aligning PD opportunities with high impact curriculum materials and resources, and assistance (e.g., financial incentives) with pathways to Hawaii Qualified/TESOL certification.</p>
<p><u>203-2</u>  <b>Developmentally-Appropriate Teaching Strategies</b></p>	<p><b>Short-Term Recommendation</b>  Examine and build state/complex level capacity and expertise to implement recommendations and deliver different EL approaches.</p> <p>Determine professional development pathways for pre-service teachers, HIDOE teachers, and part-time teachers to obtain minimum second language acquisition competencies.</p> <p>Develop common understanding by disseminating to educators the Continuum for Language Instruction Educational Program Types document and guidance on effective implementation for existing services.</p> <p>Disseminate State EL program requirements including EL Comprehensive Plan and streamline format, content, and processes to increase meaningful planning and impact at school, complex area, and state levels.</p> <p><b>Long-Term Recommendation</b>  Support the recruitment of qualified/certified teachers and support staff that also meet the needs of distinct populations within the State (i.e., Ilokano, Marshallese, Chuukese, Tagalog, Spanish, Samoan, etc.)  Promote the development of effective teachers and support staff to ensure student success by providing differentiated PD based on needs and experience, aligning PD opportunities with high impact curriculum materials and resources, and assistance (e.g. financial</p>

	incentives) with pathways to Hawaii Qualified/TESOL certification implement bilingual programs.
<b><u>204-3</u> Personnel Development</b>	<p><b>Short-Term Recommendation</b>  Examine and build state/complex level capacity and expertise to implement recommendations and deliver different EL approaches  Recruit certified TESOL teachers to service EL.</p> <p>Determine professional development pathways for pre-service teachers, HIDOE teachers, and part-time teachers to obtain minimum second language acquisition competencies.</p> <p>Disseminate State EL program requirements including EL Comprehensive Plan and streamline format, content, and processes to increase meaningful planning and impact at school, complex area, and state levels.</p> <p><b>Long-Term Recommendation</b>  Support the recruitment of qualified/certified teachers and support staff that also meet the needs of distinct populations within the State (i.e., Ilokano, Marshallese, Chuukese, Tagalog, Spanish, Samoan, etc.).</p> <p>Promote the development of effective teachers and support staff to ensure student success by providing differentiated PD based on needs and experience, aligning PD opportunities with high impact curriculum materials and resources, and assistance (e.g., financial incentives) with pathways to Hawaii Qualified/TESOL certification.</p>
<b><u>303-1</u> Department of Education Budgets</b>	<p><b>Short-Term Recommendation</b>  Disseminate State EL program requirements including EL Comprehensive Plan and streamline format, content, and processes to increase meaningful planning and impact at school, complex area, and state levels.</p> <p><b>Long-Term Recommendation</b>  Improve equitable and adequate funding to promote EL success.</p>
<b><u>E-304</u> Communications (Family and Community Engagement)</b>	<p><b>Long-Term Recommendation</b>  Strengthen state/complex area/school partnerships with community-based organizations to support parents and families.</p>

- A timeline for making recommendations to the SAC:

November 7, 2019	English Learners Policy Recommendations
December 5, 2019	New Policy Recommendations

- A list of other policies, rules, regulations, or guidelines that affect or could affect the implementation of the Task Force recommendations and whether the Board has jurisdiction over them:
  - State guidelines that support the EL Task Force recommendations (Hawaii Board of Education Authority)
    - HIDOE [English Learner \(EL\) Guidance Manual](#) (2019)
  - [Federal laws](#) that support the EL Task Force recommendations (USDOE Authority)
    - [Equal Protection Clause of the 14th Amendment of 1868](#)
    - [Title VI of the Civil Rights Act of 1964](#)
    - [Bilingual Education Act \(BEA\): Title VII of the Elementary and Secondary Education Act of 1968](#)
    - [U.S. Department of Health, Education, and Welfare May 25, 1970 Memorandum](#)
    - [Equal Educational Opportunity Act of 1974](#)
    - [No Child Left Behind Act of 2002](#)
    - [Every Student Succeeds Act \(ESSA\) of 2015](#)
  - State laws that support the EL Task Force recommendations (State of Hawaii Authority)
    - [Hawaii Language Access Law](#) (Codified under Hawaii Revised Statutes 321C)
    - [Act 51: Reinventing Education Act of 2004](#)

## **POLICY 900-5**

### **RIGHTS OF STUDENTS WHO ARE DEAF, HARD-OF-HEARING, OR DEAF-BLIND**

The Board of Education is committed to providing quality educational opportunities for all students with disabilities, including those who are deaf, hard-of-hearing, and deaf-blind. This commitment includes ensuring instructional programming that safeguards the following rights for students who are deaf, hard-of-hearing, and deaf-blind:

1. The right to qualified teachers, interpreters, support services staff, and resource personnel who can communicate effectively with the child using the child's own mode of communication, be it (a) a signed system based on English Code; (b) American Sign Language; (c) an oral system; or (d) a simultaneous communication system as determined with appropriate diagnostic information, consideration of the student's learning style, and collaboration with the student's educational planning team, including parents and guardians;
2. The right to associate with peers, including age, cognitive, and language appropriate peers;
3. The right to exposure to adult role models who are deaf, hard-of-hearing, or deaf-blind;
4. The right to have American Sign Language as one of the academic subjects in their educational curriculum when the child's identified primary language is considered to be American Sign Language;
5. The right to appropriate screening and assessment of hearing and vision capabilities and communication and language needs at the earliest possible age, and to continuing screening services throughout the child's educational experience;
6. The right to early intervention to facilitate the acquisition of a solid language base or bases to be developed at the earliest possible age;
7. The right to their parents' or guardians' full, informed participation in their educational planning;
8. The right to individual consideration for free and appropriate public education across a full spectrum of educational programs;
9. The right to placement that is best suited to the child's individual needs including but not limited to social, emotional, cultural needs, age, hearing loss, visual acuity, academic level, mode of communication, style of learning, and motivational and family support;
10. The right to equal access to all academic programs in their educational settings and supplemented with necessary and appropriate support services; and
11. The right to equal access to all school-supported non-academic extracurricular and athletic programs supplemented with necessary and appropriate support services.

[Approved: 05/19/2015 (as Board Policy 900.5); amended: 06/21/2016 (renumbered as Board Policy 900-5)]

*Former policy 2205 history: 01/22/1998*

## **POLICY 101-7**

### **SCHOOL CLIMATE AND DISCIPLINE**

Schools shall create an environment where all members are respected, welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically. When a school's data indicate significant concerns regarding school climate and discipline, the school shall develop school climate goals and take actions to improve school climate.

Hawaii Administrative Rules Title 8, Department of Education, Subtitle 2, Education Part 1, Public Schools, Chapter 19 ("Chapter 19") provides the framework for addressing student discipline: student misconduct, discipline, school search and seizures, reporting offenses, policy interviews and arrests, and restitution for vandalism. As stated in Chapter 19, "The purpose of school-administered discipline is to:

- (1) Promote and maintain a safe and secure educational environment;
- (2) Teach and acknowledge proper behavior which is beneficial to the educational process and self-development;
- (3) Deter students from acts which interfere with the purpose of education or which are self-destructive, self-defeating or anti-social; and
- (4) Maintain proper student conduct to ensure that educational activities and responsibilities remain uninterrupted."

In view of the essential link between instructional time and academic achievement, schools shall strive to keep students in school, in the classroom, and engaged in learning to the greatest extent possible. Students who are removed from class shall be provided with appropriate academic instruction and behavioral supports. The administrator with discretion and authority to effect an off-campus suspension shall, consistent with Chapter 19, balance the long-term best interests of the student against overall campus safety concerns. Such determination shall be documented in writing, consistent with the requirements of Chapter 19.

**Rationale:** A critical component of a strong and positive climate is a schoolwide discipline policy that honors the civil rights of our students, sets high expectations for behavior and provides clear, developmentally appropriate, and proportional consequences for misbehavior.

[Approved: 09/01/2015 (as Board Policy 101.7); amended: 06/21/2016 (renumbered as Board Policy 101-7)]

## **POLICY 101-14**

### **FAMILY AND COMMUNITY ENGAGEMENT/PARTNERSHIP**

In setting expectations and creating a climate conducive to effective engagement/partnership implementation, the Board acknowledges the importance of administrative leadership at all levels, including its own. Therefore, the Board directs the Department to establish an organizational culture characterized by practices and programs that build and sustain positive and engaged relationships with families and communities by:

**Building the capacity of staff and families to engage in partnerships;**

**Aligning with school achievement goals and connecting families to the teaching and learning goals for the students;**

**Taking a comprehensive and coordinated approach to family school engagement and community partnerships;**

**Addressing family school engagement/partnership in strategic planning processes;**

**Assigning formal responsibility, accountability and necessary authority for engagement/partnership implementation to appropriate staff at the State, Complex Area and School levels;**

**Embracing the diverse cultures, languages, strengths and needs of all families;**

**Providing adequate and appropriate time, resources and opportunities to include families in the design, implementation, evaluation and oversight of all relevant programs and services.**

**Establishing statewide standards, administrative guidelines, associated metrics/indicators, timelines and reporting requirements that support the implementation, monitoring and evaluation of family and community engagement/partnerships based upon national evidence-based best practices including, but not limited to:**

**Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.**

**Standard 2: Communicating effectively—Families and school staff engage in regular two-way, meaningful communication about student learning.**

**Standard 3: Supporting student success—Families and school staff continuously partner to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.**

**Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.**

**Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.**

**Standard 6: Engaging/partnering with community—Families and school staff engage/partner with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.**

**Rationale:** The Board of Education (“Board”) recognizes that a child’s growth and educational success are responsibilities and goals shared by the Department of Education (“Department”), communities, schools and families. It follows that achievement of these goals depends on the establishment of a broad array of informed partnerships among stakeholders that address the strengths and needs of all students.

[Approved: 06/16/2015 (as Board Policy 101.14); amended: 06/21/2016 (renumbered as Board Policy 101-14)]

*Former policy 2403 history: approved: 05/03/2001; revised: 09/18/2003*

## **POLICY 105-12**

### **SPECIAL EDUCATION AND RELATED SERVICES**

The Department shall be responsible for the provision of Free and Appropriate Education for all public school students, including students enrolled in public charter schools.

The Department 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. Provide extended school year services to students whose IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE;
3. Work collaboratively with other state government agencies and private agencies to address the special education and related service needs of eligible students;
4. Provide appropriate instructional resources, planning time, and support staff to meet the individual needs of students;
5. Provide staff development and teacher training. The Department shall also provide technical assistance statewide;
6. Ensure that all schools provide an inclusive and accommodating environment to meet the individual needs of students;
7. Provide programs and services in all schools for students with disabilities to learn alongside their peers without disabilities;
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.

**Rationale:** Students with disabilities are entitled to a Free Appropriate Public Education (FAPE), as described in Chapter 60, Hawaii Administrative Rules to implement the Individuals with Disabilities Education Act (20 U.S. Code §1400) and federal laws and regulations relating to the provision of a free and appropriate public education to a student with a disability.

[Approved: 05/03/2016 (as Board Policy 105.12); amended: 06/21/2016 (renumbered as Board Policy 105-12)]

*Former policy 2160 history: approved: 04/1982; amended: 03/1988, 11/20/2003, 02/16/2006, 11/01/2007, 11/04/2010*

## **POLICY 105-13**

### **INCLUSION**

All decisions regarding the appropriate education for students with disabilities, for students 3 year to 22 years of age, shall be based upon their Individualized 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, adequate planning time, resources, and supports necessary to maintain a student in the least restrictive setting. This includes support and training for special education and general education teachers.
3. The development and dissemination of multiple teaching and learning techniques and strategies that support collaboration and the provision of educational services to accommodate the strengths and needs of students with disabilities and 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.

**Rationale:** The Board of Education believes that all students can and want to learn. Inclusion of students with disabilities in regular classroom environment help students of all ability levels learn together in the same classroom. Inclusion is defined as the provision of education to each student with a disability with support services in the school or classroom they would otherwise attend to the maximum extent appropriate and in the manner which benefits the student with a disability.

[Approved: 05/03/2016 (as Board Policy 105.13); amended: 06/21/2016 (renumbered as Board Policy 105-13)]

*Former policy 2280 history: approved: 12/1995; amended: 02/16/2006*

**POLICY E-200**

**STAFF SUCCESS**

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

[Approved: 01/20/2015]

*Former policy 5005 history: approved: 06/19/2003*

## **POLICY E-201**

### **HIGH PERFORMING EMPLOYEES**

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

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

[Approved: 01/20/2015]

**POLICY E-202**

**HIGHLY EFFECTIVE SCHOOL ADMINISTRATION (STRONG, VISIBLE SCHOOL LEADERSHIP)**

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

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

[Approved: 04/07/2015]

**POLICY E-203**

**HIGHLY EFFECTIVE TEACHING**

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

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

[Approved: 01/20/2015]

## **POLICY 203-2**

### **DEVELOPMENTALLY-APPROPRIATE TEACHING STRATEGIES**

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

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

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

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

[Approved: 04/07/2015 (as Board Policy 203.2); amended: 06/21/2016 (renumbered as Board Policy 203-2)]

*Former policy 2235 history: approved: 01/1999; amended: 01/05/2006*

## **POLICY 204-3**

### **PERSONNEL DEVELOPMENT**

To foster the very best efforts of professionals, the Department shall endeavor to provide opportunities for continuing development to teachers and to potential and incumbent educational officers in an environment of trust and respect for the individual. The Department shall endeavor to conduct and maintain a continuous and comprehensive program of professional development, designed to enhance the competencies and performance of its professional staff toward achieving desired educational outcomes for students.

In its management of personnel, the Department shall be guided by the concept of human dignity and human worth. This means that personnel must be selected through merit, that personnel can be developed to their fullest potential to accomplish the goals and objective of the Department of Education, given the opportunity and appropriate support system.

#### **TEACHER EDUCATION PROGRAM**

The Department, in cooperation with accredited institutions of higher education, may permit pre-service teachers in teacher education programs to teach, participate, and observe in the public schools of Hawaii, upon verification by the institutions of their ability to function effectively in Department classrooms. Such placements should contribute to the best interests of the Department and its students.

#### **PROBATION**

**Initial Probation.** Probation in personnel development is a period to acknowledge the potential for growth.

For the employee on initial probation, it is a period of intense self-examination to sort and refine the assets one brings to the new situation to the best advantage; it is a time to test one's capabilities to achieve results. From this initial assay, the individual derives a profile of strengths and needs on which to develop a program of self-improvement or development, which is a personal investment in one's professional growth.

For the institution, this is a time of close scrutiny of performance and responsible assessment of strengths and needs on which to develop a program of direct and immediate support. It is a time of calculated investment of resources to nurture the development of individuals in the Department's critical work force.

**Probation when Promoted.** In the total scheme of personnel development, individuals in the organization are motivated to higher levels of performance by upward movements within the profession. Such a movement into a new position signals a time of realignment of strengths and needs. This is a period of acknowledging the potential for growth in a position of choice. As such, the individual conducts a self-assessment from a base of past experiences to derive an abbreviated profile of strengths and needs on which to develop a selective program of improvement or development. The institution conducts a concentrated assessment to determine organizational fit, and designs appropriate programs of development to strengthen specific areas of needs. It is a time for the judicious use of resources to bring the individual up to optimal performances to achieve targeted goals.

## CONTINUING EDUCATION PROGRAM

The Department shall establish and maintain a program of continuing education that includes workshops, institutes, courses, and other educational activities in cooperation with educational institutions and professional agencies. The program shall be based on expressed and perceived needs, broad-based participation, self and institutional initiatives, and on progressive development.

## EDUCATIONAL OFFICERS PROFESSIONAL DEVELOPMENT PROGRAMS

The Department shall make available systematic provisions for those employees with leadership and managerial potential to be trained for levels of management in the system. The professional development shall be based on qualifying standards and progressive instruction.

## PROGRAM MANAGEMENT

Consistent administration of Department policies shall be achieved through open and continuous communication and professional development. Decisions will be made at the most appropriate administrative levels. There shall be compliance monitoring by post-audit to assure quality performance and decision-making based on sound management principles.

**Rationale:** Continuing development and its corollary concept of self-assessment identify the exemplary practicing professional.

[Approved: 01/20/2015 (as Board Policy 204.3); amended: 06/21/2016 (renumbered as Board Policy 204-3)]

*Former policy 5600 history: reviewed: 09/01/1970; amended: 10/1974, 06/1986, 12/1995*

## **POLICY E-304**

### **COMMUNICATIONS (FAMILY AND COMMUNITY ENGAGEMENT)**

The Department shall encourage and support the public's participation in educational endeavors in such a manner that contributes to the accomplishment of the strategic plan goals. The Department shall have and enforce procedures that, within the bounds of Department policy, both encourage and manage the presence and involvement of parents, community members and the public in the schools.

**Rationale:** The responsible use of volunteer help as well as effective communication with the public supports program and service delivery and will assist the Department in achieving its Mission. The Board of Education ("Board") recognizes that a child's growth and educational success are responsibilities and goals shared by the Department of Education ("Department"), communities, schools and families. It follows that achievement of these goals depends on the establishment of a broad array of informed partnerships among stakeholders that address the strengths and needs of all students.

[Approved: 02/17/2015]

## **POLICY 101-14**

### **FAMILY AND COMMUNITY ENGAGEMENT/PARTNERSHIP**

In setting expectations and creating a climate conducive to effective engagement/partnership implementation, the Board acknowledges the importance of administrative leadership at all levels, including its own. Therefore, the Board directs the Department to establish an organizational culture characterized by practices and programs that build and sustain positive and engaged relationships with families and communities by:

**Building the capacity of staff and families to engage in partnerships;**

**Aligning with school achievement goals and connecting families to the teaching and learning goals for the students;**

**Taking a comprehensive and coordinated approach to family school engagement and community partnerships;**

**Addressing family school engagement/partnership in strategic planning processes;**

**Assigning formal responsibility, accountability and necessary authority for engagement/partnership implementation to appropriate staff at the State, Complex Area and School levels;**

**Embracing the diverse cultures, languages, strengths and needs of all families;**

**Providing adequate and appropriate time, resources and opportunities to include families in the design, implementation, evaluation and oversight of all relevant programs and services.**

**Establishing statewide standards, administrative guidelines, associated metrics/indicators, timelines and reporting requirements that support the implementation, monitoring and evaluation of family and community engagement/partnerships based upon national evidence-based best practices including, but not limited to:**

**Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.**

**Standard 2: Communicating effectively—Families and school staff engage in regular two-way, meaningful communication about student learning.**

**Standard 3: Supporting student success—Families and school staff continuously partner to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.**

**Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.**

**Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.**

**Standard 6: Engaging/partnering with community—Families and school staff engage/partner with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.**

**Rationale:** The Board of Education (“Board”) recognizes that a child’s growth and educational success are responsibilities and goals shared by the Department of Education (“Department”), communities, schools and families. It follows that achievement of these goals depends on the establishment of a broad array of informed partnerships among stakeholders that address the strengths and needs of all students.

[Approved: 06/16/2015 (as Board Policy 101.14); amended: 06/21/2016 (renumbered as Board Policy 101-14)]

*Former policy 2403 history: approved: 05/03/2001; revised: 09/18/2003*

## **POLICY 105-14**

### **MULTILINGUALISM FOR EQUITABLE EDUCATION**

All cultures and languages are valuable resources to learn and live in Hawai'i and our global community. Multilingualism creates learning environments that draw from the rich linguistic diversity and cultural strengths of Hawai'i's students. The Board of Education recognizes the important role of multilingualism in providing a meaningful and equitable education for student achievement.

The Department shall strive to meet the following goals of this policy:

- provide a range of language program(s) for multilingual students, which include students identified as English Learners ("EL") and students who want to learn an additional language;
- provide effective educators with appropriate knowledge, skills, and instructional materials; and
- provide outreach supports to families to become actively engaged in their children's education.

To promote partnerships that support the implementation of this policy, the Department shall establish a permanent advisory committee made up of diverse stakeholders, including family members, community leaders, multilingual speakers, educational experts, school practitioners and administrators.

The Department shall provide an annual report on the implementation of this policy to the Board.

The Department shall seek the necessary funds to implement this policy, but nothing in this policy shall require the expenditure of funds in excess of what is appropriated to the Department.

The Department shall comply with all state and federal laws related to language in education, but nothing in this policy shall confer any rights or obligations to students, parents, employees or other persons, beyond those provided for by law.

**Rationale:** Research shows when students' identities, histories, cultures, and languages are included in a meaningful and equitable education, they are better able to learn academic content and the official language medium of education, be it English or Hawaiian.

[Approved: 02/16/2016 (as Board Policy 105.14); amended: 06/21/2016 (renumbered as Board Policy 105-14)]

**POLICY 105-15**

**SEAL OF BILITERACY**

The Board of Education hereby establishes a Seal of Biliteracy to be awarded upon graduation to students who demonstrate a high proficiency in either of the State's two official languages and at least one additional language, including American Sign Language; provided that a student who demonstrates a high proficiency in both of the State's two official languages shall be awarded a Seal of Biliteracy.

The purposes of the Seal of Biliteracy are to recognize the importance of: (1) enabling students to be college, career, and community ready in today's global society; (2) establishing an educational culture that recognizes and values the wealth of linguistic and cultural diversity students bring to the classroom; (3) supporting opportunities for study of and increasing proficiency in 'Ōlelo Hawai'i, an official language of the State of Hawaii; and (4) encouraging partnerships with institutions of higher education and community organizations to increase access to language instruction in a variety of languages.

The Department of Education shall implement the Seal of Biliteracy, including development of criteria that provide for high levels of proficiency for those receiving the Seal.

**Rationale:** The Board of Education recognizes that there is personal, cultural, social, academic, and vocational/occupational value in encouraging students to maintain, or develop, proficiency in English and an additional language.

[Approved: 06/16/2015 (as Board Policy 105.15); amended: 06/21/2016 (renumbered as Board Policy 105-15)]

**POLICY E-200**

**STAFF SUCCESS**

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

[Approved: 01/20/2015]

*Former policy 5005 history: approved: 06/19/2003*

**POLICY E-201**

**HIGH PERFORMING EMPLOYEES**

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

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

[Approved: 01/20/2015]

**POLICY E-202**

**HIGHLY EFFECTIVE SCHOOL ADMINISTRATION (STRONG, VISIBLE SCHOOL LEADERSHIP)**

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

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

[Approved: 04/07/2015]

**POLICY E-203**

**HIGHLY EFFECTIVE TEACHING**

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

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

[Approved: 01/20/2015]

## **POLICY 203-2**

### **DEVELOPMENTALLY-APPROPRIATE TEACHING STRATEGIES**

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

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

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

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

[Approved: 04/07/2015 (as Board Policy 203.2); amended: 06/21/2016 (renumbered as Board Policy 203-2)]

*Former policy 2235 history: approved: 01/1999; amended: 01/05/2006*

## **POLICY 204-3**

### **PERSONNEL DEVELOPMENT**

To foster the very best efforts of professionals, the Department shall endeavor to provide opportunities for continuing development to teachers and to potential and incumbent educational officers in an environment of trust and respect for the individual. The Department shall endeavor to conduct and maintain a continuous and comprehensive program of professional development, designed to enhance the competencies and performance of its professional staff toward achieving desired educational outcomes for students.

In its management of personnel, the Department shall be guided by the concept of human dignity and human worth. This means that personnel must be selected through merit, that personnel can be developed to their fullest potential to accomplish the goals and objective of the Department of Education, given the opportunity and appropriate support system.

#### **TEACHER EDUCATION PROGRAM**

The Department, in cooperation with accredited institutions of higher education, may permit pre-service teachers in teacher education programs to teach, participate, and observe in the public schools of Hawaii, upon verification by the institutions of their ability to function effectively in Department classrooms. Such placements should contribute to the best interests of the Department and its students.

#### **PROBATION**

**Initial Probation.** Probation in personnel development is a period to acknowledge the potential for growth.

For the employee on initial probation, it is a period of intense self-examination to sort and refine the assets one brings to the new situation to the best advantage; it is a time to test one's capabilities to achieve results. From this initial assay, the individual derives a profile of strengths and needs on which to develop a program of self-improvement or development, which is a personal investment in one's professional growth.

For the institution, this is a time of close scrutiny of performance and responsible assessment of strengths and needs on which to develop a program of direct and immediate support. It is a time of calculated investment of resources to nurture the development of individuals in the Department's critical work force.

**Probation when Promoted.** In the total scheme of personnel development, individuals in the organization are motivated to higher levels of performance by upward movements within the profession. Such a movement into a new position signals a time of realignment of strengths and needs. This is a period of acknowledging the potential for growth in a position of choice. As such, the individual conducts a self-assessment from a base of past experiences to derive an abbreviated profile of strengths and needs on which to develop a selective program of improvement or development. The institution conducts a concentrated assessment to determine organizational fit, and designs appropriate programs of development to strengthen specific areas of needs. It is a time for the judicious use of resources to bring the individual up to optimal performances to achieve targeted goals.

### **CONTINUING EDUCATION PROGRAM**

The Department shall establish and maintain a program of continuing education that includes workshops, institutes, courses, and other educational activities in cooperation with educational institutions and professional agencies. The program shall be based on expressed and perceived needs, broad-based participation, self and institutional initiatives, and on progressive development.

### **EDUCATIONAL OFFICERS PROFESSIONAL DEVELOPMENT PROGRAMS**

The Department shall make available systematic provisions for those employees with leadership and managerial potential to be trained for levels of management in the system. The professional development shall be based on qualifying standards and progressive instruction.

### **PROGRAM MANAGEMENT**

Consistent administration of Department policies shall be achieved through open and continuous communication and professional development. Decisions will be made at the most appropriate administrative levels. There shall be compliance monitoring by post-audit to assure quality performance and decision-making based on sound management principles.

**Rationale:** Continuing development and its corollary concept of self-assessment identify the exemplary practicing professional.

[Approved: 01/20/2015 (as Board Policy 204.3); amended: 06/21/2016 (renumbered as Board Policy 204-3)]

*Former policy 5600 history: reviewed: 09/01/1970; amended: 10/1974, 06/1986, 12/1995*

## **POLICY 303-1**

### **DEPARTMENT OF EDUCATION BUDGETS**

Any Department proposal to make adjustments in the operating budget and Capital Improvements Program budget shall require prior approval of the Board and shall include, but shall not be limited to, justification on the:

- Detailed description by cost element and the means of financing, of positions, equipment, or other current expenses being requested;
- Fiscal impact of partial or zero funding for the request;
- Impact on student achievement and facility requirements;
- Impact on other state programs and agencies;
- Strategic goals supported;
- Measurable deliverables; and
- Identification of resources currently being used to address the problem or funding shortfall.

Determination of the merits of budget adjustments shall be based on whether the adjustments address Board goals for education, objectives, and standards.

Budget requests for workload increases shall be evaluated on the basis of whether reliable data is provided on student enrollment projections, new schools that will be completed within the fiscal cycle, and legal mandates.

**Rationale:** The establishment of budget priorities is one of the primary ways in which the Board of Education ("Board") articulates its policies to the Department of Education ("Department"). Those priorities are articulated through approval of the biennial and supplemental budgets that specify how, where, and in what amount funds are to be expended.

[Approved: 02/17/2015 (as Board Policy 303.1); amended: 06/21/2016 (renumbered as Board Policy 303-1)]

*Former policy 1200-1.12 history: approved: 03/20/1997; amended: 06/08/2006, 08/02/2007*

## **POLICY E-304**

### **COMMUNICATIONS (FAMILY AND COMMUNITY ENGAGEMENT)**

The Department shall encourage and support the public's participation in educational endeavors in such a manner that contributes to the accomplishment of the strategic plan goals. The Department shall have and enforce procedures that, within the bounds of Department policy, both encourage and manage the presence and involvement of parents, community members and the public in the schools.

**Rationale:** The responsible use of volunteer help as well as effective communication with the public supports program and service delivery and will assist the Department in achieving its Mission. The Board of Education ("Board") recognizes that a child's growth and educational success are responsibilities and goals shared by the Department of Education ("Department"), communities, schools and families. It follows that achievement of these goals depends on the establishment of a broad array of informed partnerships among stakeholders that address the strengths and needs of all students.

[Approved: 02/17/2015]