

**Agenda Item VII.B., Board Action on Student Achievement Committee recommendations concerning the following Board of Education (“Board”) policies:**

- 102.1 Effective Schools Reporting**
- 102.2 K-12 Literacy**
- 102.5 Comprehensive Assessment and Accountability System**
- 102.6 Public Access to Assessment Data**
- 103.6 School Food Services**
- 105.1 Academic Program**
- 105.3 Curriculum**
- 500.18 Summer School**
- 500.20 School Community Council Waivers and School Community Council Exceptions**

General Business Meeting  
November 17, 2015

At the Student Achievement Committee’s November 3, 2015 meeting, the Department of Education (“Department”) presented its recommendations regarding the Board policies listed above. The Department recommended that the Board approve the policies in accordance with the memoranda, all of which was dated November 3, 2015, that was submitted to the committee.<sup>1</sup> Some of the changes to language of the policies were recommended by the Board’s Policy Audit Permitted Interaction Group and other changes were recommended by the Department. Changes shown in bold and blue were recommended by the Policy Audit Permitted Interaction Group. Changes marked in italics were recommended by the Department.

The Student Achievement Committee recommended that the Department’s recommendations for all policies be approved as listed below; the actual policies with the changes are attached as exhibits with a redlined version first and a clean copy that follows immediately afterwards. Any further amendments recommended by the Committee are shown in bold and red.

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<sup>1</sup> The memorandum on Board Policies 102.1, Effective Schools Reporting; 102.2, K-12 Literacy; and 105.1, Academic Program is available at: [http://www.hawaiiboe.net/Meetings/Notices/Documents/2015-11-03%20SAC/SAC\\_11032015\\_BP%27s102.1,102.2,105.1.pdf](http://www.hawaiiboe.net/Meetings/Notices/Documents/2015-11-03%20SAC/SAC_11032015_BP%27s102.1,102.2,105.1.pdf). The memorandum on Board Policies 102.5, Comprehensive Assessment and Accountability System and 102.6, Public Access to Assessment Data is available at: [http://www.hawaiiboe.net/Meetings/Notices/Documents/2015-11-03%20SAC/SAC\\_11032015\\_BP%27s102.5,102.6.pdf](http://www.hawaiiboe.net/Meetings/Notices/Documents/2015-11-03%20SAC/SAC_11032015_BP%27s102.5,102.6.pdf). The memorandum on Board Policy 103.6, School Food Services is available at: [http://www.hawaiiboe.net/Meetings/Notices/Documents/2015-11-03%20SAC/SAC-11032015\\_School%20Food%20Svc.pdf](http://www.hawaiiboe.net/Meetings/Notices/Documents/2015-11-03%20SAC/SAC-11032015_School%20Food%20Svc.pdf). The memorandum on Board Policy 105.3, Curriculum is available at: [http://www.hawaiiboe.net/Meetings/Notices/Documents/2015-11-03%20SAC/SAC\\_11032015\\_BP105.3,%20Curriculum.pdf](http://www.hawaiiboe.net/Meetings/Notices/Documents/2015-11-03%20SAC/SAC_11032015_BP105.3,%20Curriculum.pdf). The memorandum on Board Policy 500.18, Summer School is available at: [http://www.hawaiiboe.net/Meetings/Notices/Documents/2015-11-03%20SAC/SAC\\_11032015\\_BP500.18-Summer%20School.pdf](http://www.hawaiiboe.net/Meetings/Notices/Documents/2015-11-03%20SAC/SAC_11032015_BP500.18-Summer%20School.pdf). The memorandum on Board Policy 500.20, School Community Council Waivers and School Community Council Exceptions is available at: [http://www.hawaiiboe.net/Meetings/Notices/Documents/2015-11-03%20SAC/SAC\\_11032015\\_Action%20on%20500.20-SCC.pdf](http://www.hawaiiboe.net/Meetings/Notices/Documents/2015-11-03%20SAC/SAC_11032015_Action%20on%20500.20-SCC.pdf).

<b>Number</b>	<b>Title</b>	<b>Committee Action</b>	<b>Exhibit</b>
102.1	Effective Schools Reporting	Recommend the Board adopt the changes recommended by the Policy Audit Permitted Interaction Group and the Department.	Exhibit A
102.2	K-12 Literacy	Recommend the Board adopt the changes recommended by the Policy Audit Permitted Interaction Group and the Department.	Exhibit B
102.5	Comprehensive Assessment and Accountability System	Recommend the Board adopt the changes recommended by the Policy Audit Permitted Interaction Group and the Department.	Exhibit C
102.6	Public Access to Assessment Data	Recommend the Board adopt the changes recommended by the Policy Audit Permitted Interaction Group and the Department.	Exhibit D
103.6	School Food Services	Recommend the Board adopt the changes recommended by the Policy Audit Permitted Interaction Group and the Department with further amendments.	Exhibit E
105.1	Academic Program	Recommend the Board adopt the changes recommended by the Policy Audit Permitted Interaction Group and the Department.	Exhibit F
105.3	Curriculum	Recommend the Board adopt the changes recommended by the Policy Audit Permitted Interaction Group and the Department with further amendments.	Exhibit G
500.18	Summer School	Recommend the Board adopt the changes recommended by the Policy Audit Permitted Interaction Group and the Department.	Exhibit H
500.20	School Community Council Waivers and School Community Council Exceptions	Recommend the Board adopt the changes recommended by the Policy Audit Permitted Interaction Group and the Department.	Exhibit I

## Exhibit A

### 102.1 Effective Schools Reporting

[2005]

#### POLICY 102.1

#### EFFECTIVE SCHOOLS REPORTING [MONITORING AND ASSESSMENT POLICY]

~~[The Board of Education finds that Hawaii's public schools need to be constantly engaged in assessment and evaluation in order to improve student learning and become effective schools. Monitoring for quality and continuous improvement is key to promoting standards-based education. It requires an ongoing, systematic change process which relies on assessment data about student achievement, curriculum, and instructional practices to make program decisions. The increased authority that has been delegated to schools to make decisions which enhance student learning require greater school accountability for quality outcomes.]~~

~~[A focus on learning is what most clearly distinguishes the mission of the Department of Education from that of other agencies with responsibilities for the development and well-being of children, youth, and their families. This means that effective schools take responsibility for student academic learning and achievement, particularly in the areas of language arts, mathematics, science, social studies, fine arts, health, physical education, world languages, and career and life skills as specified by the Hawaii Content and Performance Standards. Effective schools also demonstrate high levels of acceptable student behavior, including attendance, student satisfaction with the school experience, and parent satisfaction.]~~

The Department ~~[of Education]~~ shall develop and make ~~[annually]~~ available ~~[to the public]~~ school-by-school reports to the public at least annually. ~~[containing indicators and results of effective schools. Each]~~ The reports shall include data in at least the following four (4) ~~[criteria:]~~ areas: ~~[high]~~ levels of student academic achievement; ~~[acceptable]~~ student behavior; student satisfaction with school; and parent satisfaction.

The Board and Department shall acknowledge and recognize effective schools and the Department shall assist schools in need of improvement.

Rationale: Hawaii's public schools need to be constantly engaged in assessment and evaluation in order to improve student learning and become effective schools. Monitoring for quality and continuous improvement is key to promoting standards-based education. It requires an ongoing, systematic change process which relies on assessment data about student achievement, curriculum and instructional practices to make program decisions. The increased authority that has been delegated to schools to make decisions which enhance student learning require greater school accountability for quality outcomes.

**POLICY 102.1**

**EFFECTIVE SCHOOLS REPORTING**

The Department shall develop and make available school-by-school reports to the public at least annually. The reports shall include data in at least the following four (4) areas: levels of student academic achievement; student behavior; student satisfaction with school; and parent satisfaction.

The Board and Department shall acknowledge and recognize effective schools and the Department shall assist schools in need of improvement.

Rationale: Hawaii's public schools need to be constantly engaged in assessment and evaluation in order to improve student learning and become effective schools. Monitoring for quality and continuous improvement is key to promoting standards-based education. It requires an ongoing, systematic change process which relies on assessment data about student achievement, curriculum and instructional practices to make program decisions. The increased authority that has been delegated to schools to make decisions which enhance student learning require greater school accountability for quality outcomes.



**Exhibit B**  
**102.2 K-12 Literacy**

[2010]

POLICY 102.2

**K-12 LITERACY**

[POLICY]

~~[The development of student literacy in all content areas and in all grade levels is an educational and cultural imperative.]~~ Literacy shall be attained through an appropriate framework of curriculum and instruction. Literacy is the ability in any content or context to read, write, and communicate. ~~[Literacy shall include mathematical and scientific literacy.]~~ Other skills that enhance literacy include relating, expressing, speaking, understanding, listening, critical thinking, analyzing, and problem-solving.

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

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

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

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

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

**POLICY 102.2**

**K-12 LITERACY**

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

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

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

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

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

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

## **Exhibit C**

### **102.5 Comprehensive Assessment and Accountability System**

**[2200]**

#### **POLICY 102.5**

#### **COMPREHENSIVE ASSESSMENT AND ACCOUNTABILITY SYSTEM**

##### **[POLICY]**

*~~[The Board of Education believes that for schools to have appropriate data that provides depth of information to make systematic and comprehensive [, rather than fragmented,] improvements, schools need timely access to data related to student achievement and related information on student progress and performance.]~~*

*~~[Therefore,] t~~* The Department of Education shall develop and establish a Comprehensive Assessment and Accountability System that integrates information from statewide student assessment, staff evaluation, school evaluation, and system-level evaluation functions. The development and operation of the Comprehensive Assessment and Accountability System should meet the highest professional standards to the fullest extent possible ~~[endeavor to satisfy, to the fullest extent possible, professional evaluation standards]~~. This system shall fulfill requirements of Section 302A-1004, Hawaii Revised Statutes.

The data generated by the Comprehensive Assessment and Accountability System shall be used to drive decision-making related to curriculum, instruction, assessment, and other aspects of student achievement and school improvement.

*Rationale: The Board of Education believes that for schools to have appropriate data that provides depth of information to make systematic and comprehensive improvements schools need timely access to data related to student achievement and related information on student progress and performance.*

**\*\*clean copy with all changes accepted\*\***

#### **POLICY 102.5**

#### **COMPREHENSIVE ASSESSMENT AND ACCOUNTABILITY SYSTEM**

The Department of Education shall develop and establish a Comprehensive Assessment and Accountability System that integrates information from statewide student assessment, staff evaluation, school evaluation, and system-level evaluation functions. The development and operation of the Comprehensive Assessment and Accountability System should meet the highest professional standards to the fullest extent possible. This system shall fulfill requirements of Section 302A-1004, Hawaii Revised Statutes.

The data generated by the Comprehensive Assessment and Accountability System shall be used to drive decision-making related to curriculum, instruction, assessment, and other aspects

of student achievement and school improvement.

Rationale: The Board of Education believes that for schools to have appropriate data that provides depth of information to make systematic and comprehensive improvements schools need timely access to data related to student achievement and related information on student progress and performance.



## **Exhibit D**

### 102.6 Public Access to Assessment Data

[2520]

#### POLICY 102.6

~~[STATEWIDE ASSESSMENT PROGRAM]~~

~~[PUBLIC ACCESS TO ASSESSMENT DATA]~~

#### STATEWIDE ASSESSMENT PROGRAM

[POLICY]

~~[Systematic school, curricular, and program improvement efforts directed toward student attainment of the applicable statewide performance standards Hawaii Content and Performance Standards (HCPS) requires the collection of relevant and accurate student assessment information.] [Assessment data provides information about student attainment of the HCPS and other outcomes and also serves to document accountability to the public. Statewide assessment data also provides public information about the status of student achievement in Hawaii public schools compared to schools elsewhere. Finally, student assessment data is necessary for well informed decision making.]~~

The Department ~~[of Education]~~ shall establish a statewide assessment program that provides ~~[the public]~~ annual data on student, school, and system performance, *including public charter schools, as well as non-identifiable student performance,* at selected benchmark grade levels, ~~showing [in terms of]~~ student performance, relative to the applicable statewide performance standards [Hawaii Content and Performance Standards] and relative to nationally representative norms, *as applicable. The results of the statewide assessment program shall be reported publicly, at least annually, while maintaining student privacy.*

*Rationale: Systematic school, curricular, and program improvement efforts directed toward student attainment of the applicable statewide content and performance standards requires the collection and communication of relevant and accurate student assessment information.*

**\*\*clean copy with all changes accepted\*\***

#### **POLICY 102.6**

#### **STATEWIDE ASSESSMENT PROGRAM**

The Department shall establish a statewide assessment program that provides annual data on student, school, and system performance, including public charter schools, at selected benchmark grade levels, showing student performance, relative to the applicable statewide performance standards and relative to nationally representative norms, as applicable. The results of the statewide assessment program shall be reported publicly, at least annually, while maintaining student privacy.

Rationale: Systematic school, curricular, and program improvement efforts directed toward student attainment of the applicable statewide content and performance standards requires the collection and communication of relevant and accurate student assessment information.

**Exhibit E**  
103.6 School Food Services

[6800]

**POLICY 103.6**

**SCHOOL FOOD SERVICES**

**POLICY**

Every public school shall provide food services to students, with emphasis upon ~~[nutritious] healthy~~ ~~/locally produced/~~ **locally grown** foods that ~~contribute to~~ meet ~~ing~~ the student's' nutritional needs at a minimum charge. Snacks provided by public schools shall also comply with federal nutritional standards and the ~~[Department's]~~ *Department of Education's* Health and Wellness guidelines.

~~The program shall be administered in accordance with the guidelines set forth in the Standards of Practice of the Office of School Facilities and Support Services.~~

**\*\*clean copy with all changes accepted\*\***

**POLICY 103.6**

**SCHOOL FOOD SERVICES**

Every public school shall provide food services to students, with emphasis upon locally grown foods that meet the students' nutritional needs at a minimum charge. Snacks provided by public schools shall also comply with federal nutritional standards and the Department of Education's Health and Wellness guidelines.

**Exhibit F**  
105.1 Academic Program

[2100]

POLICY 105.1

**ACADEMIC PROGRAM**

The Board [~~of Education~~] recognizes that one of the key components to student achievement and success is a quality, standards-based academic program. Therefore, the Department [~~of Education~~] shall provide an academic program to equip each student with the knowledge, skills, attitudes, and values needed to attain the applicable statewide content and performance standards as adopted by the Board. The Department [~~of Education~~] shall provide standards-based learning experiences to develop and nurture a variety of intelligences.

Effective learning shall be facilitated through the maximum and active participation of each student in the learning process, [~~insuring~~] ensuring that personal meaning is derived from curriculum content, appropriate and relevant teaching and learning strategies, and self-assessment as well as standards-based assessment, grading and reporting procedures. Each school shall offer a comprehensive program of academic education to meet the needs, interests, and abilities of all students [~~The learning experiences shall be included in concepts commonly taught in but not limited to~~], including language arts, mathematics, science, social studies, health, physical education, fine arts, world languages, and career and life skills. [~~or a combination of the above student areas.~~]

**\*\*clean copy with all changes accepted\*\***

**POLICY 105.1**

**ACADEMIC PROGRAM**

The Board recognizes that one of the key components to student achievement and success is a quality, standards-based academic program. Therefore, the Department shall provide an academic program to equip each student with the knowledge, skills, attitudes, and values needed to attain the applicable statewide content and performance standards as adopted by the Board. The Department shall provide standards-based learning experiences to develop and nurture a variety of intelligences.

Effective learning shall be facilitated through the maximum and active participation of each student in the learning process, ensuring that personal meaning is derived from curriculum content, appropriate and relevant teaching and learning strategies, and self-assessment as well as standards-based assessment, grading and reporting procedures. Each school shall offer a comprehensive program of academic education to meet the needs, interests, and abilities of all students, including language arts, mathematics, science, social studies, health, physical education, fine arts, world languages, and career and life skills.

**POLICY 105.3**

**CURRICULUM DELIVERY**

**POLICY**

~~The Board of Education recognizes that a strong, challenging curriculum is key to student success and achievement. Therefore, all~~ All elementary (grades K-5) and secondary schools (middle/intermediate and high) shall ~~offer design~~ a program of studies—or ~~/curriculum/curricula~~—that enables all students to attain, to the highest degree possible, the applicable statewide content and performance standards as adopted by the Board Hawaii Content and Performance Standards (HCPS APS). The ~~/curriculum/~~ curricula shall include:

- Academic courses, subjects, and/or units of study ~~or lessons, delineating content or topics to be taught;~~
- Relevant instructional activities and materials ~~to be used, aligned with the HCPSAPS;~~
- Specific learner outcomes or expectations that result in student attainment of grade level benchmarks or learning outcomes that result in meeting expectations for high school graduation;
- A timeframe in which outcomes are expected to be achieved; ~~and~~
- Formative and summative assessment ~~Assessment~~ tools and methods, including collection and analysis of student work, to measure student growth and attainment of outcomes and benchmarks; ~~and~~
- Planned, systematic co-curricular activities and student academic support services, such as counseling and guidance. and

[.] To the extent reasonably possible, all schools shall offer curricula that [material that] is culturally relevant and reflective of the community that it serves.

~~With continued emphasis on improving student achievement, the Every school shall~~ articulate and coordinate curriculum and curricular services between and among grade levels and subject areas and with other schools within its complex. shall be addressed at every school. Articulation of services

~~between schools within a complex shall also be addressed.~~

~~The curriculum or program of studies shall include academic courses, subjects, and/or units, as well as planned, systematic co-curricular activities and student academic support services, such as assessment, counseling, and guidance to facilitate student attainment of standards.~~

The Department ~~/of Education/~~ and complex areas shall ~~/adopt regulations to/~~ provide guidance to assist schools in the implementation of this policy.

**Rationale: A strong, challenging curriculum is key to student success and achievement.** **Research has shown that when curricula connects to students and their communities, there is increased engagement which leads to school achievement.**

**\*\*clean copy with all changes accepted\*\***

### **Policy 105.3**

## **CURRICULUM**

All elementary (grades K-5) and secondary schools (middle/intermediate and high) shall offer a program of studies—or curricula—that enables all students to attain, to the highest degree possible, the applicable statewide content and performance standards as adopted by the Board. The curricula shall include:

- Academic courses, subjects, and/or units of study;
- Relevant instructional activities and materials;
- Specific learner outcomes or expectations that result in student attainment of grade level benchmarks or learning outcomes that result in meeting expectations for high school graduation;
- A timeframe in which outcomes are expected to be achieved;
- Assessment tools and methods, including collection and analysis of student growth and, attainment of outcomes and benchmarks;
- Planned, systemic co-curricular activities and student academic support services, such as counseling and guidance; and

To the extent reasonably possible, all schools shall offer curricula that is culturally relevant and reflective of the community that it serves.

Every school shall articulate and coordinate curriculum and curricular services between and among grade levels and subject areas and with other schools within its complex.



The Department and complex areas shall provide guidance to assist schools in the implementation of this policy.

Rationale: A strong, challenging curriculum is key to student success and achievement. Research has shown that when curricula connects to students and their communities, there is increased engagement which leads to school achievement.

**Exhibit H**  
500.18 Summer School

[2410]

POLICY 500.18

**SUMMER SCHOOL PROGRAMS**

[POLICY]

[1. Regular Summer School Programs]

Summer school programs ~~[shall be organized and conducted to meet the needs of students when 125 or more students indicate interest in attending summer school. Such programs]~~ may be organized and conducted at the discretion of the ~~[district]~~ superintendent or the superintendent's designee(s). ~~[when less than 125 students indicate interest in attending summer school.]~~ Summer school programs are to be conducted to provide students with academic enrichment, acceleration and/or remediation ~~[remedial and enrichment]~~ experiences, or ~~and~~ for such other purposes, as determined by the Department. ~~[as may be approved in regulations-resolutions adopted by the Board of Education.]~~  
The Department shall establish procedures for summer school.

[2. Special Education Summer School Programs]

Summer school programs shall be organized and conducted to meet the needs of ~~handicapped~~ students with mental or physical challenges when ~~there are a~~ sufficient number of students who indicate interest in attending summer school to organize special education summer classes in that organization of such programs is feasible in ~~accordance with established rules, regulations, and procedures.]~~

Rationale: Summer school provides an extended learning opportunity for students to have additional time and/or differentiated learning opportunities to demonstrate academic proficiency, foster innovation and creativity, and challenge students to achieve beyond the minimum requirements for graduation.

**\*\*clean copy with all changes accepted\*\***  
**POLICY 500.18**

**SUMMER SCHOOL PROGRAMS**

Summer school programs may be organized and conducted at the discretion of the superintendent or the superintendent's designee(s). Summer school programs are to be conducted to provide students with academic enrichment, acceleration and/or remediation experiences, or for such other purposes, as determined by the Department. The Department shall establish procedures for summer school.

Rationale: Summer school provides an extended learning opportunity for students to have additional time and/or differentiated learning opportunities to demonstrate academic proficiency, foster innovation and creativity, and challenge students to achieve beyond the minimum requirements for graduation.

## **Exhibit I**

### 500.20 School Community Council Waivers and School Community Council Exceptions [2412]

#### **POLICY 500.20**

#### **SCHOOL COMMUNITY COUNCIL WAIVERS AND SCHOOL COMMUNITY COUNCIL EXCEPTIONS [POLICY]**

The Board [~~of Education (Board)~~] has established procedures whereby School Community Councils (SCC), upon application to the Board, may be granted waivers from specific Board policies or rules and/or may be granted exceptions to specific provisions of labor agreements to which the Board is a signatory. The Department [~~of Education (Department)~~] shall administer the procedures and make them widely available to the public.

Requests for waivers from rules not under the direct control of the Board shall be forwarded to the appropriate governmental agency by the Department.

Waivers and exceptions are designed to enhance flexibility in order to facilitate school improvement. Schools are encouraged to explore alternate solutions before seeking waivers or exceptions to collective bargaining agreements.

Schools shall ensure that requests for waivers and exceptions align with their respective school's Academic and Financial Plan and demonstrate how the waiver or exception will improve student learning and increase student achievement.

To facilitate its commitment to School Community Councils and to make the process of obtaining waivers less burdensome and less time-consuming, the Board hereby establishes the category, "Generic Waiver and/or Exception" to which the Board may assign any request.

Generic waivers and/or exceptions have been found by the Board to have sufficient merit or be sufficiently routine so as to justify automatic approval\* upon application by a school. The Superintendent shall maintain an up-to-date list of SCC Waivers and SCC Exceptions that have been designated "Generic" by the Board, and shall approve [~~upon receipt,~~] all requests from schools for such waivers or exceptions.\* [~~A list of SCC Waivers and SCC Exceptions, along with the stipulations for automatic approval, that have been designated "Generic" by the Board, is provided in the attachment.~~]

The Board, for reasons it finds appropriate, may remove the "Generic" designation from a waiver or exception at any time without necessarily affecting the status of schools previously granted such waivers or exceptions under this policy.

All requests for waivers or exceptions not designated by the Board to be "Generic" shall require Board approval.

\*In the case of SCC exceptions to the provisions of a labor agreement to which the Board is a

signatory, such approval indicates only Board agreement. The exception also requires union agreement.

Approved: 10/07/04; Amended: 05/05/05; 01/19/06

### **GENERIC WAIVERS/EXCEPTIONS**

#### **~~[1. Creating No More Than Two (2) Staff Development Days by Adjusting the School's Calendar (October 24, 1996)~~**

*The following stipulations shall apply:*

- ~~• The school shall submit a chronology of involvement that documents community support for this initiative;~~
- ~~• An evaluation shall be conducted to include the use of student achievement data and full-day teacher attendance information, and the results shall be available as a public document;~~
- ~~• The complex area superintendent shall review the request to assure that the request is in alignment with the school's Academic and Financial Plan;~~
- ~~• There shall be no additional cost to the Department of Education; and~~
- ~~• There shall be a definite plan/agenda for the time spent on staff development.]~~

~~[Note: Schools shall be allowed to request one (1) additional Waiver Day to the School Year 2005-2006 second semester calendar.~~

~~The following stipulations shall apply:~~

- ~~• Only schools that have already purchased and/or contracted consultant services for all of their four (4) Planning/Collaboration Days and zero (0) to two (2) Waiver Days may request one (1) additional Waiver Day for Spring 2006; and~~
- ~~• This generic waiver/exception shall apply only to School Year 2005-2006.]~~

#### ~~[2]1. Withholding the Posting of Probationary Teacher Positions to Retain Probationary Teachers (October 24, 1996)~~

#### ~~[3]2. Distributing Grade Level Chairpersons' Pay Differentials to Other Faculty Members (November 5, 1998)~~

#### ~~[4]3. Reporting Quarterly Grades for Schools (November 5, 1998)~~

~~The following stipulations shall apply:~~

- ~~• The school shall be flexible to accommodate students who need up to the last day of the quarter to turn in their work; and~~
- ~~• This expectation shall not be punitive on its application to grades.~~



**POLICY 500.20**

**SCHOOL COMMUNITY COUNCIL WAIVERS AND SCHOOL COMMUNITY COUNCIL  
EXCEPTIONS**

The Board has established procedures whereby School Community Councils (SCC), upon application to the Board, may be granted waivers from specific Board policies or rules and/or may be granted exceptions to specific provisions of labor agreements to which the Board is a signatory. The Department shall administer the procedures and make them widely available to the public.

Requests for waivers from rules not under the direct control of the Board shall be forwarded to the appropriate governmental agency by the Department.

Waivers and exceptions are designed to enhance flexibility in order to facilitate school improvement. Schools are encouraged to explore alternate solutions before seeking waivers or exceptions to collective bargaining agreements.

Schools shall ensure that requests for waivers and exceptions align with their respective school's Academic and Financial Plan and demonstrate how the waiver or exception will improve student learning and increase student achievement.

To facilitate its commitment to School Community Councils and to make the process of obtaining waivers less burdensome and less time-consuming, the Board hereby establishes the category, "Generic Waiver and/or Exception" to which the Board may assign any request.

Generic waivers and/or exceptions have been found by the Board to have sufficient merit or be sufficiently routine so as to justify automatic approval\* upon application by a school. The Superintendent shall maintain an up-to-date list of SCC Waivers and SCC Exceptions that have been designated "Generic" by the Board, and shall approve all requests from schools for such waivers or exceptions.\*

The Board, for reasons it finds appropriate, may remove the "Generic" designation from a waiver or exception at any time without necessarily affecting the status of schools previously granted such waivers or exceptions under this policy.

All requests for waivers or exceptions not designated by the Board to be "Generic" shall require Board approval.

\*In the case of SCC exceptions to the provisions of a labor agreement to which the Board is a signatory, such approval indicates only Board agreement. The exception also requires union agreement.