

Agenda Item V. A.

**Board Action on charter school requests for waivers from Board Policy 102-15,
High School Graduation Requirements and Commencement for the term of each
school's respective charter contract, for:**

**University Laboratory School, a Hawai'i Public Charter School
Hakipu'u Learning Center
Hawaii Technology Academy**

General Business Meeting
April 21, 2022

DAVID Y. IGE
GOVERNOR



JOHN S. S. KIM
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
(‘AHA KULA HO‘ĀMANA)
1164 Bishop Street, Suite 1100, Honolulu, Hawaii 96813
Tel: (808) 586-3775

DATE OF MEETING: April 14, 2022

TO: Catherine Payne, Chairperson
Board of Education

FROM: John Kim, Chairperson
State Public Charter School Commission

AGENDA ITEM: Recommendation to the Board of Education for a Waiver from the High School Graduation Requirements for Hawaii Technology Academy

I. DESCRIPTION

Recommendation to the Board of Education for a waiver from the high school graduation requirements set forth in BOE Policy 102-15, High School Graduation and Commencement.

II. POLICY CONTEXT AND AUTHORITY

Graduation Requirements for High School: Charter Contract 3.0, Section 4.4 requires that schools “comply with the the high school graduation requirements set in BOE Policy 102-15, as may be amended, provided that the School may request a waiver of this policy from the BOE and shall notify the Commission in writing of any approved waivers within 14 business days.” BOE Policy 102-15 is attached as Exhibit 1.

A memo from the Board of Education dated May 13, 2019, *Process for charter schools to request waivers from Board of Education Policy 102-15, entitled “High School Graduation Requirements and Commencement,”* details the waiver request process for charter schools and the waiver application requirements. This memo is attached as Exhibit 2.

III. BACKGROUND

At the June 7, 2016 Board of Education (BOE) general business meeting, the BOE approved the Hawaii Technology Academy waiver request to Board Policy 104.1, Graduation and Related. Board Policy 104.1 was a predecessor policy to the current BOE Policy 102-15, High School Graduation and Commencement. This waiver was effective beginning with the 2016-2017 school year.

At the May 3, 2018 BOE general business meeting, the BOE granted Hawaii Technology Academy an extension to the waiver of Board Policy 102-15, to apply retroactively, for the graduating classes of 2017 through 2022.

At the June 20, 2019 BOE general meeting, the BOE granted a waiver from the graduation requirements in Board Policy 102-15 to Hawaii Technology Academy and University Laboratory School for the graduating classes of 2023, 2024, and 2025, effective for incoming freshmen through the 2021-2022 school year.

IV. INFORMATION FOR CONSIDERATION

Hawaii Technology Academy is requesting to amend and extend its current exemption to Board Policy 102-15. The cover letter regarding the request and requested graduation requirement waiver for exemption to Board Policy 102-15 are attached as **Exhibits 3 and 4**.

Hawaii Technology Academy's current exemption sets higher social studies requirements in Modern Hawaii History and Participation in Democracy than is required by the BOE. In addition to higher social studies requirements in Modern Hawaii History and Participation in Democracy, HTA is additionally requesting to set higher language arts requirements Expository Writing 1. If approved, the graduation requirement waiver would permit the awarding of 1 Carnegie credit each (rather than the typically awarded 0.5 for a single semester) for Modern History of Hawaii, Participation in Democracy, and Expository Writing 1.

Since Hawaii Technology Academy's current charter contract is effective from July 1, 2017 through June 30, 2023, if approved, the exemption would apply to the class of 2026 who will be incoming freshmen during the school year 2022-2023. This request is consistent with Hawaii Technology Academy's educational program as stated in Exhibit A of the charter contract.

At the April 14, 2022 Commission General Business Meeting, the Commission took the following action, **"Motion to recommend the Board of Education approve a waiver from high school graduation requirements for Hawaii Technology Academy."**

Exhibit 1

BOE POLICY 102-15

High School Graduation Requirements and Commencement

Note: This version of Board Policy 102-15, High School Graduation Requirements and Commencement, shall take affect School Year 2011-2012, and shall apply to students beginning with the incoming eighth grade class.

POLICY 102-15

HIGH SCHOOL GRADUATION REQUIREMENTS AND COMMENCEMENT

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

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

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

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

| Course Requirements | Hawaii High School Diploma |
|----------------------------|---|
| English | 4.0 credits including English Language Arts 1 (1 credit), English Language Arts 2 (1 credit), and Expository Writing (0.5 credit) and 1.5 credits of common core aligned language arts electives or proficiency based equivalents |
| Social Studies | 4.0 credits including U.S. History and Government (1 credit), World History and Culture (1 credit), Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit) and 1 credit of standards based social studies elective or proficiency based equivalent |
| Mathematics** | 3.0 credits including Algebra 1 (1 credit), Geometry (1 credit) and 1 credit of common core aligned math elective or proficiency based equivalent |
| Science | 3.0 credits including Biology and 2 credits of standards based science electives or proficiency based equivalents |

| | |
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| World Language | 2.0 credits in one of the specified programs of study or proficiency based equivalents |
| Fine Arts | |
| Career and Technical Education | |
| Physical Education | 1.0 credit or proficiency based equivalent |
| Health | 0.5 credit or proficiency based equivalent |
| Personal/ Transition Plan | 0.5 credit |
| Electives | 6.0 credits |
| Total | 24.0 credits |

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

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

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

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

The graduation requirement for a high school diploma for students with disabilities shall be the same as students without disabilities.

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

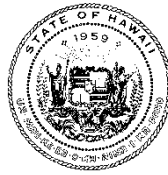
[Approved: 05/19/2015 (as Board Policy 104.1); amended: 06/21/2016 (renumbered as Board Policy 102-15)]

Former policy 4540 history: former code no. 5127; approved: 05/1947; amended: 01/1959, 06/1959, 06/1960, 02/1964, 08/1978, 03/1988, 03/1997, 06/2004, 03/06/2008

Exhibit 2

Board of Education Memorandum regarding the process for charter schools to request waivers from Board of Education Policy 102-15, entitled "High School Graduation Requirements and Commencement"

May 13, 2019



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

May 13, 2019

TO: John S.S. Kim
Chairperson, State Public Charter School Commission

Sione Thompson
Executive Director, State Public Charter School Commission

FROM: Catherine Payne
Chairperson, Board of Education

SUBJECT: Process for charter schools to request waivers from Board of Education Policy 102-15, entitled "High School Graduation Requirements and Commencement"

Charter schools can request, and the Board of Education ("Board") can grant, waivers from the state high school graduation requirements established by Board Policy 102-15. This memorandum outlines the process and provides guidance for requesting waivers.

Waiver Request Process

The process for requesting a waiver is as follows:

1. A charter school interested in applying for a waiver submits an application to the State Public Charter School Commission ("Commission") (see below for guidance on the application).
2. The charter school presents its waiver request at one of the Commission's meetings.
3. The Commission vets the request and votes on whether to recommend that the Board grant the waiver, recommend that the Board deny the waiver request, or decline to make a recommendation to the Board.
4. The Commission provides its recommendation to the Board through a written submittal, which the Board considers at a general business meeting. If the Commission makes a recommendation, its submittal must include a summary of the application for a waiver and the Commission's rationale for its recommendation to grant the waiver or not. If the Commission declines to make a recommendation, its submittal must include a summary of the application for a waiver and the Commission's rationale for declining to make a recommendation.

A representative of the Commission should be present at the Board's general business meeting to answer any questions. A representative of the charter school can also be present if the charter school decides it is necessary.

5. The Board considers the provided information and decides on whether to grant the request for a waiver.

If the Board amends Board Policy 102-15, the Commission should inform all of the charter schools it oversees, as the policy change would affect all public schools, including charter schools. If the changes to the graduation requirements occur during the period for which the Board granted a charter school a waiver from the graduation requirements, the Board will inform the charter school and Commission, and the charter school will need to apply for another waiver.

If a charter school with an active waiver plans to change its graduation requirements, the charter school will need to apply for, and receive, another waiver before implementing its new graduation requirements. If a charter school with an active waiver plans to continue using its graduation requirements beyond the expiration of the waiver, the charter school will need to apply for, and receive, another waiver in the final year of the waiver and before it expires.

To ensure a waiver request is able to come before both the Commission and Board in time for implementation, a charter school should submit a request no later than the April preceding the school year in which the charter school plans for the waiver to take effect. However, it is highly recommended that a charter school seeking a waiver submit a request no later than the October preceding the school year in which it plans for the waiver to take effect in the event the Board denies the waiver request. In such an event, the charter school would still have time to plan for the next school year using the graduation requirements set forth in Board Policy 102-15.

Waiver Application Requirements

The application that a charter school submits to the Commission (see step one in the process outlined above) must contain the following information:

- Name of charter school applying for the waiver, as contained within its current charter contract;
- The proposed Effective School Years that do not exceed length of current charter contract and the associated Applicable Graduating Classes (see the applicability of effective waivers described below);
- A chart, in a similar format to the chart in Board Policy 102-15, outlining the charter school's proposed graduation requirements and a description of the differences between the proposed graduation requirements and the graduation requirements set in Board Policy 102-15; and
- An explanation justifying how the proposed graduation requirements have a degree of rigor that is equal to or greater than the rigor of the graduation requirements set by Board Policy 102-15 for all high school graduates, or if

proposed graduation requirements have a lower degree of rigor, an explanation justifying how the proposed graduation requirements are more beneficial to the charter school's students than the graduation requirements set in Board Policy 102-15.

In the event applications have already been submitted and the aforementioned information was not included, the Commission should follow up with the charter school to obtain the information. In making its recommendation to the Board, the Commission should consider whether the application provides sufficient justification demonstrating that the rigor of the charter school's proposed graduation requirements is equal to or greater than the rigor of the graduation requirements set in Board Policy 102-15. If the Commission finds that the proposed graduation requirements are less rigorous, the Commission should consider whether the application provides sufficient justification demonstrating how, despite the reduced rigor, the proposed graduation requirements are more beneficial to the charter school's students than the graduation requirements set in Board Policy 102-15.

Applicability of Effective Waivers

Because it is unfair to change graduation requirements midway through a student's high school career, waivers from Board Policy 102-15 follow graduating classes from the time students enter the charter school as freshmen until they graduate from the charter school. Therefore, waivers have two effective dates tied to each other: one based on school years ("Effective School Years") and another based on graduating classes ("Applicable Graduating Classes").

The Effective School Years indicates the school years in which the waiver applies to the incoming freshmen class. The Effective School Years can be a range of school years but should never exceed final school year covered under the charter school's current charter contract term.

The Applicable Graduating Classes indicates each of the graduating classes to which the waiver applies based on the Effective School Years. The graduating classes within the Applicable Graduating Classes are calculated by assuming graduation in four years for each of the freshmen classes covered under the Effective School Years. For example, the Applicable Graduating Classes for a waiver with Effective School Years from the 2019-2020 through 2022-2023 school years would be the graduating classes of 2023, 2024, 2025, and 2026. Therefore, even if the charter school's waiver expired after the 2022-2023 school year, it would remain effective for the graduating classes of the next three subsequent school years, but the graduating class of 2027 would need to follow the graduation requirements set by Board Policy 102-15.

The waiver applies to any students who transfer into the charter school after ninth grade in the same way it applies to their other class peers at the charter school. Conversely, any student in a charter school with an active waiver who transfers to a different public school will be subject to the graduation requirements of the school to which he or she transfers. It is the responsibility of any charter school with a waiver from Board Policy

102-15 to ensure its students and parents understand how the school's graduation requirements are unique from other public schools.

If charter schools have any questions regarding the waiver process, application, or applicability, they should contact the Commission. The Commission will work with the Board to address any questions.

Exhibit 3

Hawaii Technology Academy
Cover Letter regarding Request for Exemption to Board Policy 102-15, dated April 5, 2022



Hawaii Technology Academy
94-450 Mokuola St. Suite 200 Waipahu, HI 96797
Phone: 808-676-5444 • Fax: 808-676-5470
myhta.org • info@myhta.org

April 5, 2022

To Whom It May Concern:

Hawaii Technology Academy Public Charter School (HTA) requests a graduation requirement waiver for the required courses **Modern History of Hawaii, Participation in Democracy, and Expository Writing 1**. HTA operates on a block schedule, which means that students are enrolled in only 3 or 4 courses per semester that run for “double” blocks of 75-100 minutes per day for a total of 400 minutes per week. In HTA’s blended learning model, this equates to 225 minutes (three 75 minute class periods) of face-to-face instruction per week, 75 minutes of virtual class time per week and 100 minutes of field studies, internships, community service, or career-based learning per week. The 400 minutes per week for an entire semester meets DOE Regulation 4530.1, which states that:

“one credit is awarded for each course meeting formally for approximately 200 minutes per week, and successfully completed by the student during the period of one year.” This calculates to approximately 120 hours per credit course (or 60 hours per 1/2 credit course).

At HTA, each single semester course is worth 1 Carnegie credit because the total number of instructional minutes per week and the content delivered over the course of the semester is equal to what would traditionally comprise a full-year single credit course. HTA does not offer any courses that run for a single quarter, which would equate, in typical DOE credits to .5 on the block schedule.

HTA built out the curriculum for these three courses to ensure that the content, assignments, assessments, and projects merited a full credit. Working with the common core standards for each course, HTA’s Social Studies and Language Arts faculty (working under the guidance of the Director of Curriculum & Innovative Learning) redesigned the courses to ensure that the scope of the classes extends learning through enhanced content, deep dives, multi-unit performance-based assessments, and experiential learning activities. Both courses have significant project-based learning components, internship opportunities and “real time” redesign elements to ensure that the students are considering current topics in local, national, and global political and social issues.

Students enrolled in Participation in Democracy, Modern History of Hawaii, and Expository Writing 1 are engaging in a full credit’s worth of class time, content, skill building, project-based learning, and performance-based assessments, HTA requests that the

Charter School Commission and Board of Education grant our request for a graduation waiver that permits the awarding of 1 Carnegie credit each (rather than the typically awarded .5 for a single semester) for Modern History of Hawaii, Participation in Democracy, and Expository Writing.

Please do not hesitate to contact me if you have any additional questions. Thank you in advance for your consideration.

Sincerely,

Stacey Bobo

Stacey Bobo
Executive Director
sbobo@myhta.org

Exhibit 4

Hawaii Technology Academy
Requested Graduation Requirement Waiver for Exemption to Board Policy 102-15

Name of Charter School: Hawaii Technology Academy Public Charter School
(Charter Contract valid until 2023)

Effective School Years: 2022-23, 2023-24, 2024-25, 2025-26, 2026-27

Applicable Graduating Classes: 2026-2031

| Course Requirement | Hawaii DOE Requirement | HTA Proposed Request |
|--|------------------------|----------------------|
| Modern Hawaiian History (Social Studies Requirement) | .5 Credit | 1 Credit |
| Participation in Democracy (Social Studies Requirement) | .5 Credit | 1 Credit |
| Expository Writing 1 (Language Arts Requirement) | .5 Credit | 1 Credit |

Rationale:

Hawaii Technology Academy Public Charter School (HTA) requests a graduation requirement waiver for the required courses of Modern History of Hawai'i, Participation in Democracy, and Expository Writing 1. HTA operates on a block schedule that allows students to complete the required number of contact hours but compressed into one semester rather than over the course of an entire school year.

The result of HTA's block schedule is that, each semester, students are enrolled in only 3 or 4 courses that run for "double" blocks of 75-100 minutes per day for a total of 400 minutes per week. In HTA's blended learning model, this schedule equates to 400 minutes per week of instruction: 225 minutes (three 75-minute class periods) of face-to-face instruction per week, 75 minutes of virtual class time per week, and 100 minutes of field studies, internships, community service, or career-based learning per week. This total of 400 minutes per week that HTA students complete in one semester meets DOE Regulation 4530.1, which states that:

"one credit is awarded for each course meeting formally for approximately 200 minutes per week, and successfully completed by the student during the period of one year. This calculates to approximately 120 hours per credit course (or 60 hours per 1/2 credit course)."

At HTA each single semester course is worth 1 Carnegie credit as the total number of instructional minutes per week and the content delivered over the course of the semester equates to what would traditionally comprise a full year single credit course. HTA does not offer any courses that run for a single quarter which would equate, in typical DOE credits to .5 on the block schedule.

HTA built out the curriculum for both courses to ensure that the content, assignments, assessments, and projects were worthy of a full credit. Working with the DOE standards for each

course, HTA's Social Studies and Language Arts faculty (working under the guidance of the Director of Curriculum & Innovative Learning) redesigned the courses to ensure that the scope of the classes extends learning through enhanced content, deep dives, multi-unit performance-based assessments, and experiential learning activities. Both courses have significant project-based learning components, internship opportunities, and "real time" redesign elements to ensure that the students are considering current topics in local, national, and global issues and politics. Examples of the manner in which the courses have been enriched are provided in Exhibit A of this letter.

As students enrolled in Modern History of Hawaii, Participation in Democracy, and Expository Writing 1 are engaging in a full credit's worth of class time, content, skill-building, and performance-based assessments, HTA requests that the Charter School Commission and Board of Education grant our request for a graduation waiver that permits the awarding of 1 Carnegie credit each (rather than the typically awarded 0.5 for a single semester) for Modern History of Hawaii, Participation in Democracy, and Expository Writing 1.

Exhibit A-1: Modern History of Hawaii

The Modern History of Hawai'i course uses a project-based approach to enhance students' use of information technology and their research and writing skills. As students move through the course they participate in place-based field studies, work with experts in Hawaiian History and culture, and dive into inquiry-based learning. Students create projects tied to the different periods within Hawaiian History: Early Hawaiian, Overthrow, Plantation Era, Pearl Harbor, and contemporary issues. Students present these projects to authentic audiences and work with community partners to dive more deeply into the research and analysis of the time periods.

Most high school students enrolled in this class come with no prior knowledge of Hawaiian History, necessitating that a brief introduction of early Hawaiian History be incorporated into the overall timeline of the course. This includes an introduction to early Polynesian Voyaging techniques as it relates to the modern day voyages of the Hokule'a, early Hawaiian social and political structures as it informs the rise and fall of the Hawaiian monarchy, and an exploration of current issues and events that continue to affect Native Hawaiians today.

The overall goal of this course is to awaken students to the dynamic and controversial history of Hawai'i as a means to better understand the ethnic and political tensions that surround them today. By engaging students in critical discourse through on-going virtual conversations and lesson discussion threads, students learn to articulate their personal opinions on such topics as the illegal overthrow of the Hawaiian Monarchy, Executive Order 9066, and Hawaiian sovereignty, and to cite historical evidence from primary documents as a means to legitimize their claims. Students finish this course with a clear understanding of why the issue of Hawaiian Sovereignty continues to be a struggle of Native Hawaiians and why it's so important to learn about where one lives.

How does it go beyond the HCPS III?

- Additional learning activities include Socratic Seminars that dive into the foundational text of the overthrow and debates related to contemporary issues and Hawaiian Sovereignty. The course is built on the foundations of student voice, community partners, and an exploration of Hawaiian History.
- Modern Solutions Project: Students engage in research to describe a major problem in modern Hawai'i and to develop their argument for the best possible solution to help solve that problem. Students work collaboratively to demonstrate their fully developed arguments and research through a creative medium of their choice.
 - Problem based
 - Argument writing
 - Multimedia presentation
 - Research and determining reliability of sources
 - Using evidence
 - Critical thinking and problem solving
 - Small group collaboration

Exhibit A-2: Participation in Democracy

Participation in Democracy at HTA takes a comprehensive look at the historical origins of democratic ideals, the formation and functions of American Democratic government, and the application of the Constitution over the history of the United States. In addition to the traditional Participation in Democracy single semester (.5 credit) curriculum, Through analysis of historical primary sources, current events, and the application of historical research students gain a deeper understanding of the role of democracy. The students will engage daily in experiential learning, hands-on activities within the government system. Field trips and service learning as well that will take part in addition to the regular class time.

How does it go beyond HCPS III?

- Additional content and learning activities include the democratic origins of the country, tracing the history back Ancient Greece not just the Enlightenment.
- Students examine the application of the Constitution through the study of Supreme Court cases, laws, and executive action
- Formative and summative assessments include an emphasis critical thinking and problem solving
- The course includes texts and content that are regularly used for AP classes (example: Mililani, Howard Zinn, etc.)

Exhibit A-3: Expository Writing 1

This course is designed to teach the diverse reading and writing skills that students need for success in the contemporary world. Students will hone their creativity as well as their critical thinking. Students will read different literary genres and will complete two major projects, one that tackles real-world issues and the second that asks students to engage with different conflicts in literature. These projects also connect students closely with our school's Core Values of Collaboration, Communication, Critical Thinking, and Creativity.

How does it go beyond HCPS III?

This course includes two projects that engage with real-world matters and ask students to engage critically and creatively with the content and to apply a diverse set of skills.

Project 1 is to build your own planet. Students look at the different types of conflicts in literature—human versus nature, human versus human, human versus self—and use these to analyze what it takes for a planet to sustain life. During this project, we read a science fiction novel that encompasses themes about what it means to be human and students apply their own experiences to the planet's development.

Project 2 is "Writing in IRL," which focuses on real-world writing related to their post-high school plans, whether they are college or career-bound. Students start with the basics of letter writing and apply those to cover letters. From there, students dig into the development of resumes and how to apply for jobs while in high school. The last step is the personal narrative, which connects to the grad portfolio and the personal statement. We apply storytelling techniques and creative nonfiction elements to develop, write, and revise personal narratives.

DAVID Y. IGE
GOVERNOR



JOHN S. S. KIM
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
('AHA KULA HO'ĀMANA)
1164 Bishop Street, Suite 1100, Honolulu, Hawaii 96813
Tel: (808) 586-3775

DATE: April 14, 2022

TO: Catherine Payne, Chairperson
Board of Education

FROM: John Kim, Chairperson
State Public Charter School Commission

AGENDA ITEM: Recommendation to the Board of Education for a Waiver from the High School Graduation Requirements for University Laboratory School

I. DESCRIPTION

Recommendation to the Board of Education for a waiver from the high school graduation requirements set forth in BOE Policy 102-15, High School Graduation and Commencement.

II. POLICY CONTEXT AND AUTHORITY

Graduation Requirements for High School: Charter Contract 3.0, Section 4.4 requires that schools "comply with the the high school graduation requirements set in Board of Education (BOE) Policy 102-15, as may be amended, provided that the School may request a waiver of this policy from the BOE and shall notify the Commission in writing of any approved waivers within 14 business days." BOE Policy 102-15 is attached as **Exhibit 1**.

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III. BACKGROUND

At the July 16, 2013 Board of Education (BOE) general business meeting, the BOE approved the University Laboratory School waiver request to Board Policy 4540, High School Graduation Requirements and Commencement Policy. Board Policy 4540 was a predecessor policy to the current BOE Policy 102-15, High School Graduation and Commencement. This waiver was effective beginning with the 2013-2014 school year.

At the May 3, 2018 BOE general business meeting, the BOE granted University Laboratory School an extension to the waiver of Board Policy 102-15, to apply retroactively, for the graduating classes of 2014 through 2022.

At the BOE's June 20, 2019 general meeting, the BOE granted a waiver from the graduation requirements in Board Policy 102-15 to University Laboratory School for the graduating classes of 2023, 2024, and 2025, effective for incoming freshmen through school year 2021-2022.

IV. INFORMATION FOR CONSIDERATION

University Laboratory School is requesting to **continue its current exemption** to Board Policy 102-15. The current Graduation Waiver as attached as **Exhibit 3**. The University Laboratory School's current exemption sets higher requirements in core subject areas than is required by the BOE. At the time of their initial request for a waiver to the BOE graduation requirements, the Commission reviewed and recommended to the BOE the approval of their waiver request.

Since the University Laboratory School's current charter contract is effective from July 1, 2017 through June 30, 2023, if approved, the exemption would apply to the class of 2026 who will be incoming freshmen during school year 2022-2023. This request is consistent with the University Laboratory School's educational program as stated in Exhibit A of the charter contract.

At the April 14, 2022 Commission General Business Meeting, the Commission took the following action, **"Motion to recommend the Board of Education approve a waiver from high school graduation requirements for University Laboratory School."**

Exhibit 1

BOE POLICY 102-15

High School Graduation Requirements and Commencement

Note: This version of Board Policy 102-15, High School Graduation Requirements and Commencement, shall take affect School Year 2011-2012, and shall apply to students beginning with the incoming eighth grade class.

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

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

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

| Course Requirements | Hawaii High School Diploma |
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| English | 4.0 credits including English Language Arts 1 (1 credit), English Language Arts 2 (1 credit), and Expository Writing (0.5 credit) and 1.5 credits of common core aligned language arts electives or proficiency based equivalents |
| Social Studies | 4.0 credits including U.S. History and Government (1 credit), World History and Culture (1 credit), Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit) and 1 credit of standards based social studies elective or proficiency based equivalent |
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| | |
|---------------------------------------|--|
| World Language | 2.0 credits in one of the specified programs of study or proficiency based equivalents |
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| Personal/ Transition Plan | 0.5 credit |
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A Hawaii High School Diploma shall be issued to students who meet the course and credit requirements.

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

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

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

The graduation requirement for a high school diploma for students with disabilities shall be the same as students without disabilities.

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

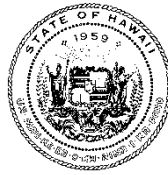
[Approved: 05/19/2015 (as Board Policy 104.1); amended: 06/21/2016 (renumbered as Board Policy 102-15)]

Former policy 4540 history: former code no. 5127; approved: 05/1947; amended: 01/1959, 06/1959, 06/1960, 02/1964, 08/1978, 03/1988, 03/1997, 06/2004, 03/06/2008

Exhibit 2

Board of Education Memorandum regarding the process for charter schools to request waivers from Board of Education Policy 102-15, entitled "High School Graduation Requirements and Commencement"

May 13, 2019



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

May 13, 2019

TO: John S.S. Kim
Chairperson, State Public Charter School Commission

Sione Thompson
Executive Director, State Public Charter School Commission

FROM: Catherine Payne
Chairperson, Board of Education

SUBJECT: Process for charter schools to request waivers from Board of Education Policy 102-15, entitled "High School Graduation Requirements and Commencement"

Charter schools can request, and the Board of Education ("Board") can grant, waivers from the state high school graduation requirements established by Board Policy 102-15. This memorandum outlines the process and provides guidance for requesting waivers.

Waiver Request Process

The process for requesting a waiver is as follows:

1. A charter school interested in applying for a waiver submits an application to the State Public Charter School Commission ("Commission") (see below for guidance on the application).
2. The charter school presents its waiver request at one of the Commission's meetings.
3. The Commission vets the request and votes on whether to recommend that the Board grant the waiver, recommend that the Board deny the waiver request, or decline to make a recommendation to the Board.
4. The Commission provides its recommendation to the Board through a written submittal, which the Board considers at a general business meeting. If the Commission makes a recommendation, its submittal must include a summary of the application for a waiver and the Commission's rationale for its recommendation to grant the waiver or not. If the Commission declines to make a recommendation, its submittal must include a summary of the application for a waiver and the Commission's rationale for declining to make a recommendation.

A representative of the Commission should be present at the Board's general business meeting to answer any questions. A representative of the charter school can also be present if the charter school decides it is necessary.

5. The Board considers the provided information and decides on whether to grant the request for a waiver.

If the Board amends Board Policy 102-15, the Commission should inform all of the charter schools it oversees, as the policy change would affect all public schools, including charter schools. If the changes to the graduation requirements occur during the period for which the Board granted a charter school a waiver from the graduation requirements, the Board will inform the charter school and Commission, and the charter school will need to apply for another waiver.

If a charter school with an active waiver plans to change its graduation requirements, the charter school will need to apply for, and receive, another waiver before implementing its new graduation requirements. If a charter school with an active waiver plans to continue using its graduation requirements beyond the expiration of the waiver, the charter school will need to apply for, and receive, another waiver in the final year of the waiver and before it expires.

To ensure a waiver request is able to come before both the Commission and Board in time for implementation, a charter school should submit a request no later than the April preceding the school year in which the charter school plans for the waiver to take effect. However, it is highly recommended that a charter school seeking a waiver submit a request no later than the October preceding the school year in which it plans for the waiver to take effect in the event the Board denies the waiver request. In such an event, the charter school would still have time to plan for the next school year using the graduation requirements set forth in Board Policy 102-15.

Waiver Application Requirements

The application that a charter school submits to the Commission (see step one in the process outlined above) must contain the following information:

- Name of charter school applying for the waiver, as contained within its current charter contract;
- The proposed Effective School Years that do not exceed length of current charter contract and the associated Applicable Graduating Classes (see the applicability of effective waivers described below);
- A chart, in a similar format to the chart in Board Policy 102-15, outlining the charter school's proposed graduation requirements and a description of the differences between the proposed graduation requirements and the graduation requirements set in Board Policy 102-15; and
- An explanation justifying how the proposed graduation requirements have a degree of rigor that is equal to or greater than the rigor of the graduation requirements set by Board Policy 102-15 for all high school graduates, or if

proposed graduation requirements have a lower degree of rigor, an explanation justifying how the proposed graduation requirements are more beneficial to the charter school's students than the graduation requirements set in Board Policy 102-15.

In the event applications have already been submitted and the aforementioned information was not included, the Commission should follow up with the charter school to obtain the information. In making its recommendation to the Board, the Commission should consider whether the application provides sufficient justification demonstrating that the rigor of the charter school's proposed graduation requirements is equal to or greater than the rigor of the graduation requirements set in Board Policy 102-15. If the Commission finds that the proposed graduation requirements are less rigorous, the Commission should consider whether the application provides sufficient justification demonstrating how, despite the reduced rigor, the proposed graduation requirements are more beneficial to the charter school's students than the graduation requirements set in Board Policy 102-15.

Applicability of Effective Waivers

Because it is unfair to change graduation requirements midway through a student's high school career, waivers from Board Policy 102-15 follow graduating classes from the time students enter the charter school as freshmen until they graduate from the charter school. Therefore, waivers have two effective dates tied to each other: one based on school years ("Effective School Years") and another based on graduating classes ("Applicable Graduating Classes").

The Effective School Years indicates the school years in which the waiver applies to the incoming freshmen class. The Effective School Years can be a range of school years but should never exceed final school year covered under the charter school's current charter contract term.

The Applicable Graduating Classes indicates each of the graduating classes to which the waiver applies based on the Effective School Years. The graduating classes within the Applicable Graduating Classes are calculated by assuming graduation in four years for each of the freshmen classes covered under the Effective School Years. For example, the Applicable Graduating Classes for a waiver with Effective School Years from the 2019-2020 through 2022-2023 school years would be the graduating classes of 2023, 2024, 2025, and 2026. Therefore, even if the charter school's waiver expired after the 2022-2023 school year, it would remain effective for the graduating classes of the next three subsequent school years, but the graduating class of 2027 would need to follow the graduation requirements set by Board Policy 102-15.

The waiver applies to any students who transfer into the charter school after ninth grade in the same way it applies to their other class peers at the charter school. Conversely, any student in a charter school with an active waiver who transfers to a different public school will be subject to the graduation requirements of the school to which he or she transfers. It is the responsibility of any charter school with a waiver from Board Policy

102-15 to ensure its students and parents understand how the school's graduation requirements are unique from other public schools.

If charter schools have any questions regarding the waiver process, application, or applicability, they should contact the Commission. The Commission will work with the Board to address any questions.

Exhibit 3

University Laboratory School
Request for Exemption to Board Policy 102-15



UNIVERSITY LABORATORY SCHOOL

A Hawai'i Public Charter School
1776 University Avenue UHS #3-121, Honolulu, Hawai'i 96822
Telephone (808) 956-7833 Fax Number (808) 956-7260

DATE: April 11, 2019

TO: Hawai'i State Public Charter School Commission

FROM: Denise Yoshimori-Yamamoto, Governing Board Chair
A. Keoni Jeremiah, Principal

SUBJECT: University Laboratory School's Waiver Request from the Board of Education
Policy 102-15 on Graduation Requirements for High School

The University Laboratory School (ULS) is requesting a waiver from the Hawai'i State Board of Education (BOE) Policy 101-15, on graduation requirements for high school. ULS seeks permission to maintain its graduation requirements that differ from Board Policy 102-15 for future graduating classes, beginning with the Class of 2023 until such time Board Policy 102-15 or the ULS graduation requirements change.

This is consistent with the waiver granted by the BOE to ULS in 2013, in which ULS sought and received permission to set academic requirements higher than those of BOE Policy 4540, the predecessor to Board Policy 102-15.

To continue the exemption from graduation requirements, another waiver must be granted from the Board through the State Public Charter School Commission before next school year. We are asking the Commission to consider the University Laboratory School's diploma waiver request and provide a recommendation to grant the diploma waiver to the Board.

Background

The State Charter School Commission (SPCSC or Commission) charter contract contains a provision requiring charter schools to comply with the high school graduation requirements set in [BOE Policy 102-15](#); this provision also states a waiver may be requested from the BOE.

Charter Contract - Section 4.4 Graduation Requirements for High School

The School shall comply with the high school graduation requirements set in BOE Policy 102-15, as may be amended, provided that the School may request a waiver of this policy from the BOE and shall notify the Commission in writing of any approved waivers within 14 business days.

At its July 16, 2013, general business meeting, the Board of Education ("Board") granted a waiver to University Laboratory School from the graduation requirements set forth in Board Policy 4540, High School Graduation Requirements and Commencement Policy, a predecessor to current Board Policy 102-15, High School Graduation Requirements and Commencement.

The graduation requirements set forth in University Laboratory School's plan were (and are) comparable to requirements set forth by the Board's policy. However, University Laboratory School sets higher requirements in core subject areas in lieu of as many elective courses, while the Board's policy required less credits in core subject areas and a higher amount of credits in elective courses. For example, while the BOE requires 2.0 credits in World Language and Fine Arts, ULS

requires 11.0. In contrast, while the BOE requires 6.0 overall electives, ULS requires 3.0. ULS requires more credits for graduation in all core areas except language arts and social studies, in which it requires the same number as BOE Policy 102-15. The details of the comparison are included in the chart below.

Information about the University Laboratory School's Education Program

All students at the University Laboratory School receive a comprehensive academic program by grade-level cohort, enrolling each year in English, social studies, science, mathematics, art, and instrumental or vocal music, plus physical education, health, freshman seminar, and in grades 10–12, a second language, a college & career seminar, and an elective course. Technology is integrated in various courses and grade-levels, and represents a pillar of our effort to prepare students to succeed in the 21st century.

Additional information about the school can be found listed below:

1. University Laboratory School - Grades 9-12 Academic program
2. Diploma waiver request matrix comparison of the high school graduation requirements

University Laboratory School - Grades 9–12 Academic Program

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|---|--|---|---|
| English (4 yrs requirement) | Language, Literature & Writing | Asian, Pacific, & Local Literature & Writing | Literature of the Americas & Writing | British/European Literature & Writing |
| Math (4 yrs requirement) | Integrated Math I | Integrated Math II | Integrated Math III | Integrated Math IV |
| Science (4 yrs requirement) | Marine Science with Lab | Practices in Physics & Technology with Lab | Chemistry with Lab | Biology With Lab |
| Social Studies (4 yrs requirement) | Modern History of Hawai'i | Modern World History & Geography | United States History & Government | Ethics; Civics |
| Second Language (3 yrs requirement) | N/A | Hawaiian I, Japanese I, Spanish I, | Hawaiian II, Japanese II, Spanish II, | Hawaiian III, Japanese III, Spanish III |
| Art (4 yrs requirement) | Students choose from Ceramics, Drawing & Painting, Fiber Arts, or Sculpture | | | |
| Music (4 yrs requirement) | Students participate in Band, Chorus or Orchestra | | | |
| Physical Education (1 semester)/ Health (1 semester) | Phys. Ed.; Health | | | |
| Other (5 semesters req.) | Seminar- Holomua (1 year) | College & Career Seminar (3 semesters) | | |
| Electives (3 years req.) | N/A | Digital Photography; Fitness & Flexibility; Global Issues through Film; Global Leadership; Hula & Chant; Japanese Traditional & Pop Culture; Kimono Culture; Science Research; Select Choir; Speech and Debate; Wearable Art; Weightlifting; Yearbook. | | |

| Course Requirements | Hawaii High School Diploma | University Laboratory School Diploma |
|--|---|--|
| English | 4.0 credits including: English Language Arts 1 (1.0 credit) and English Language Arts 2 (1.0 credit); Expository Writing* (0.5 credit); and Common Core aligned language arts electives or proficiency based equivalents [ELA basic electives (1.5 credits)] | 4.0 credits , including Language, Literature & Writing; Asian, Pacific, & Local Literature & Writing; Literature of the Americas & Writing; British/European Literature & Writing |
| Social Studies | 4.0 credits including: U.S. History and Government (1.0 credit); and World History and Culture (1.0 credit); and Modern History of Hawaii (0.5 credit); and Participation in a Democracy (0.5 credit); and Social Studies basic elective (1.0 credit) | 4.0 credits , including Modern History of Hawai'i; Modern World History & Geography; United States History & Government; Ethics (0.5); Civics(0.5) |
| Mathematics | 3.0 credits including: Algebra 1 (1.0 credit); and Geometry (1.0 credit); and mathematics basic elective (1.0 credit) | 4.0 credits , including Integrated Math I; Integrated Math II; Integrated Math III (Algebra and functions, geometry and trigonometry, statistics and probability, and discrete mathematics); and Integrated Math IV (Preparation for Calculus). |
| Science | 3.0 credits including: Biology 1 (1.0 credit); and science basic electives (2.0 credits) | 4.0 credits , including Marine Science with Lab; Practices in Physics & Technology with Lab; Chemistry with Lab; Biology with Lab |
| World Language, Fine Arts, Career and Technical Education | 2.0 credits in one of the specified programs of study. Note: Two credits in a single World Language. Credits must be taken in sequence with consecutive course numbers in the study of one language. Two credits in a Fine Arts discipline: Visual Arts, Music, Drama or Dance. Credits do not need to be in a single discipline. | 3.0 credits in Second Language, including Hawaiian, Japanese, or Spanish Language I, II, III 4.0 credits in Performing Arts, including Band, Choir, or Orchestra 4.0 credits in Visual Arts, including Ceramics, Drawing & Painting, Fiber Arts, or Sculpture |
| Physical Education | 1.0 credit including Physical Education Lifetime Fitness (0.5 credit); and Physical Education basic elective (0.5 credit) | 0.5 credit |
| Health | 0.5 credit in Health Today and Tomorrow | 0.5 credit |
| Personal/ Transition Plan | 0.5 credit | 2.5 credits including Holomua seminar and College & Career seminar |
| Electives | 6 credits (Any Subject Area) | 3.0 credits |
| TOTAL | 24.0 credits | 33.5 credits |