



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

December 20, 2022

The Honorable Ronald D. Kouchi, President  
and Members of the Senate  
State Capitol, Room 409  
Honolulu, Hawaii 96813

The Honorable Scott K. Saiki, Speaker  
and Members of the House of  
Representatives  
State Capitol, Room 431  
Honolulu, Hawaii 96813

Dear President Kouchi, Speaker Saiki, and Members of the Legislature:

For your information and consideration, I am transmitting a copy of the annual report on the State's public charter schools as required by Section 302D-21, Hawaii Revised Statutes. In accordance with Section 93-16, Hawaii Revised Statutes, I am also informing you that the report may be viewed electronically at:  
<http://boe.hawaii.gov/policies/Pages/Reports.aspx>.

Sincerely,

A handwritten signature in cursive script that reads "Bruce D. Voss".

Bruce D. Voss  
Chairperson

cc: Legislative Reference Bureau  
Department of Education (via email)  
Office of the Governor (via email)  
Office of the Lieutenant Governor (via email)  
Department of Budget and Finance (via email)  
Office of the Auditor (via email)

Enclosures



STATE OF HAWAII  
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## LEGISLATIVE REPORT

### SUBJECT

Requesting the Board of Education (the "Board") provide the Governor, Legislature and the public an annual report on the State's public charter schools, drawing from the annual reports submitted by every authorizer as well as any additional relevant data compiled by the Board, for the school year ending in 2022. The annual report shall include:

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

### REFERENCE

HRS §302D-21.

### ACTION REQUESTED

Report to the 2023 Legislature.

### REPORT

This is the 11<sup>th</sup> annual report provided by the Board pursuant to Act 130, Session Laws of Hawaii ("SLH") 2012, codified as HRS Chapter 302D and subsequently amended. The goal of Act 130, SLH 2012, was to strengthen the Hawaii charter school governance structure by establishing clear lines of authority, roles, and responsibilities that ensure accountability of the

charter school system. A key aspect of HRS Chapter 302D is increased oversight and accountability of charter schools and the authorizers that oversee them.

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

## **FINDINGS**

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

#### SUCSESSES

First regular performance evaluation of an authorizer. In previous reports, the Board reported that it made significant progress in the implementation of Hawaii Administrative Rules ("HAR") Chapter 8-515, entitled "Establishment and Oversight of Charter School Authorizers." The Board adopted an application for chartering authority, authorizing contract, and authorizer performance evaluation system.<sup>2</sup>

As reported last year, on May 14, 2021, the Board initiated the first regular performance evaluation of the State Public Charter School Commission (the "Commission") in accordance with HAR §8-515-11. The Board successfully completed this performance evaluation when it issued its performance evaluation report of the Commission on January 21, 2022.<sup>3</sup> The Board gave the Commission an overall rating of "Improvements Necessary."

As a result of the rating, the Board has required the Commission to:

1. Develop continuous improvement plans to address every finding of deficiency contained in the report and consider the development of continuous improvement plans to address the other opportunities for improvement described in the report;

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

<sup>2</sup> More information about the background and development of the application for chartering authority, authorizing contract, and authorizer performance evaluation system is contained in Student Achievement Committee Chairperson Margaret Cox's memorandum dated May 2, 2019 here: [http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_20190502\\_Action%20on%20multiple%20charter%20school%20authorizer%20system%20documents.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20190502_Action%20on%20multiple%20charter%20school%20authorizer%20system%20documents.pdf).

<sup>3</sup> The Board's performance evaluation report of the Commission is available here: <https://boe.hawaii.gov/About/Documents/Charter%20Schools/2021%20Commission%20Performance%20Evaluation%20Report.pdf>.

2. Report periodically to an ad hoc committee created by the Board known as the Commission Outcomes Committee on the Commission's development of the continuous improvement plans until the Board determines that the Commission has developed all of the required continuous improvement plans; and
3. Include in its annual reports to the Board and Legislature a summary of any actions that the Commission took during the year to address the findings in this report through implementation of the Commission's continuous improvement plans.

The Board charged the Commission Outcomes Committee with monitoring the progress of the Commission in developing the required continuous improvement plans and making a recommendation to the Board when the Commission completes the development of these plans. The Commission Outcomes Committee is still engaging in this work, and next year's report to the Legislature will include an update on the committee's work.

Applications for chartering authority. On May 16, 2022, the Board released the notice inviting applications for chartering authority for its next application cycle. However, the Board did not receive any intents to apply by the deadline of June 6, 2022. The Board will release its next notice inviting applications in May of 2023 and will continue to report the results of its applications for chartering authority cycles in these annual reports.

Fiscal stability. For the 2021-2022 fiscal year, the Commission, currently the sole charter school authorizer in Hawaii, assessed the financial performance of all charter schools with a financial performance framework that examines the potential risk of fiscal insolvency. Based on the results of this financial performance framework, only three charter schools out of the 37 assessed received risk ratings lower than "acceptable," illustrating that the majority of charter schools remain fiscally sound.<sup>4</sup> The results suggest that the financial status of charter schools, as a group, continues to be relatively stable. Note, however, that fiscal stability is likely more indicative of sound fiscal management by the majority of charter schools rather than the sufficiency of funding for charter schools. As described below, facilities funding continues to be an ongoing challenge.

## CHALLENGES

Facilities funding. As noted in previous reports, a major and ongoing challenge is the lack of funding for charter school facilities. Act 234, SLH 2015, took a step toward addressing this perennial problem. This report addresses the reporting requirements of Act 234, but the Legislature has not appropriated general funds or authorized bonds for charter school facilities to date.

In previous reports, the Board reported that the Commission adopted a charter school facilities funding framework with criteria to determine the distribution of facilities funds, pursuant to HRS §302D-29.5. For many years, the Board has recommended that the Legislature provide some form of facilities funding to charter schools to address this

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<sup>4</sup> The Commission's 2021-2022 annual report is available on its website here: <http://www.chartercommission.hawaii.gov/reports>. See page 41 for a summary of charter schools' overall financial performance.

unmet need, especially with the facilities funding criteria in place. The Board once again urges the Legislature to consider providing facilities funding for charter schools.

Centralized support. As reported for several years, another major challenge is the lack of a system of support for charter schools. Unlike Department schools, charter schools do not have a centralized department or agency that allows them to take advantage of economies of scale and maximize their financial resources. The Commission attempts to fill this void by providing some supports. However, the Commission's statutory role as an authorizer conflicts with the role of a true support organization. Statute acknowledges this and restricts the level and type of support the Commission can provide.<sup>5</sup> In addition, the approval of another authorizer without a non-authorizer centralized support agency would add complexity to the charter school system and expose it to potential conflicts of interests, fairness and equity issues, and unnecessary inefficiencies.<sup>6</sup> The Legislature, Board, and other stakeholders could begin addressing this issue as part of an overall reassessment of the charter school system as discussed below.

## AREAS FOR IMPROVEMENT

Holistic assessment of charter school system. As explained in last year's report, it has been over a decade since the Legislature passed Act 130, SLH 2012, overhauling the charter school system. The charter school system could benefit from another holistic reassessment of governance, authority, and accountability structures, especially in regards to powers, duties, and responsibilities.

One aspect of charter school law that has seen incremental yet consistent changes since 2012 is the expansion of powers and responsibilities of authorizers, particularly the Commission. It is important to analyze the structural implications and practical effects of these policy changes. For example, since the original codification of HRS Chapter 302-D, it seems that an authorizer now has the ability to *de facto* close a school without corresponding relief or due process. It is necessary to examine whether this is the intent of the Legislature and the implications this has on the charter school system.

In addition, structural improvements will be necessary for the Board to successfully implement and oversee a system with multiple charter school authorizers. As noted above and in previous reports, the Board made significant progress in the implementation of HAR Chapter 8-515. Still, the State (the Board, Legislature, and other agencies) has much work to do to create a charter school system that can support more than one authorizer. The issue of centralized support for charter schools noted above directly connects to a comprehensive multiple authorizer system. Further, the Board still has to develop an application form and process for charter transfers to implement HAR Chapter 8-517, entitled "Charter Contract Transfers," but the Board may want to first

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<sup>5</sup> Pursuant to HRS §302D-5(g), the Commission "shall not provide technical support to a prospective charter school applicant, an applicant governing board, or a charter school it authorizes in cases in which the technical support will directly and substantially impact any authorizer decision related to the approval or denial of the charter application or the renewal, revocation, or nonrenewal of the charter contract."

<sup>6</sup> More information about how the centralized support issue relates to a multiple charter school authorizer system is contained in Student Achievement Committee Chairperson Margaret Cox's memorandum dated April 5, 2018 here:

[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/SAC\\_20180405\\_Action%20on%20charter%20school%20support%20structure.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/SAC_20180405_Action%20on%20charter%20school%20support%20structure.pdf).

consider amending its administrative rules or wait for a centralized support system to address some previously raised issues, such as the transfer of funds between authorizers when a charter school transfers. Finally, in its report to the 2020 Legislature (and referenced its subsequent annual reports), the Board explained a fundamental issue regarding funding for authorizers other than the Commission. Specifically, statute does not provide for a stable source of funds from the state budget for any authorizer other than the Commission, which makes it difficult for any other authorizer to exist.<sup>7</sup>

Because the task force the Legislature established in 2011 to address issues on charter school governance, accountability, and authority was successful in recommending comprehensive system changes that led to Act 130, SLH 2012,<sup>8</sup> the Board recommends that the Legislature convene another task force to examine similar opportunities for improvement.

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

Please see attached, Exhibit A.

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

In its report this year, the Commission notes that it continues to “collaborate with the [Department] on disbursement and monitoring of funding provided by the federal government through the American Rescue Plan Elementary and Secondary School Emergency Relief Fund.” The Commission also notes that it engages and collaborates with multiple state agencies, including the Department of Budget and Finance, the Department of Accounting and General Services, and the Department of Education.<sup>9</sup>

Based on the Commission’s report, the Board does not currently have any concerns regarding equity or recommendations to improve access to and distribution of federal funds to public charter schools. However, the Board notes that several charter school leaders have advocated for the removal of the exemption of charter schools and the Commission from HRS §302A-1401, which they argue allows the Commission to withhold more federal funds for the Commission’s own central administration rather than distributing those funds to the charter schools. The Board has not analyzed this issue.

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

As noted above and in previous reports, the Commission adopted a charter school facilities funding framework with criteria to determine the distribution of facilities funds.<sup>10</sup> The Commission’s framework includes a process for soliciting and evaluating

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<sup>7</sup> The Board’s report to the 2020 Legislature on charter schools is available here: [https://boe.hawaii.gov/policies/Documents%20/BOE%20Charter%20School%20Report%20to%202020%20Legislature%20\(transmittal\).pdf](https://boe.hawaii.gov/policies/Documents%20/BOE%20Charter%20School%20Report%20to%202020%20Legislature%20(transmittal).pdf).

<sup>8</sup> The task force’s report to the 2012 Legislature is available here: [https://www.capitol.hawaii.gov/session2011/studies/CSGTF\\_REPORT.pdf](https://www.capitol.hawaii.gov/session2011/studies/CSGTF_REPORT.pdf).

<sup>9</sup> Commission 2021-2022 annual report, page 51.

<sup>10</sup> Commission 2019-2020 annual report is available on its website here: <http://www.chartercommission.hawaii.gov/reports>. See pages 279-292.

applications for facilities funding. Charter schools with virtual education as the primary method of delivering core subject instruction or with school facilities already paid for by the State are ineligible to apply.

The criteria for prioritizing applications for facilities funding include:

- Needs of the charter school, such as the existence of substandard facilities, other equity and adequacy needs, and issues of health, safety, and legal compliance;
- Overall benefit to its surrounding community, such as overcrowding relief for Department schools or providing options for families whose Department school is low performing;
- Amount of risk and availability of recourse to the State;
- Whether the charter school received facilities funding through other state funding;
- School facilities located on State property or under an agreement whereby the State controls the property with at least 20 years remaining; and
- Title I status.

The Charter School Facilities Funding Working Group has not yet used the criteria described above to allocate facilities funding because the Legislature has not yet appropriated general funds or issued bond authorization to charter schools for facilities, pursuant to HRS §302D-29.5.

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

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

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

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

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

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

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

As it has done in past reports, the Board is again providing a full list of all current policies, attached as Exhibit B, indicating whether each policy is applicable to charter schools.

Since its last report, the Board has not adopted new policies or amended existing policies.

## **FUTURE ACTIONS**

In next year's report, the Board will report on the Commission Outcomes Committee's work and the progress the Commission has made in addressing the outcomes of the Board's performance evaluation. As it did last year, Board again recommends that the Legislature establish a task force to reexamine governance, authority, and accountability structures, including the expansion of authorizers' powers and responsibilities, centralized support for charter schools, and a system with multiple charter school authorizers. As it has done nearly every year, the Board again urges the Legislature to provide facilities funding to address the issue of long-term financial stability and equity, which has been a clear issue in each of the Board's 11 annual reports.



## Exhibit A – Summary of Fiscal Year 2021-2022 Federal Fund Allocations to Charter Schools

<b>Federal Program</b>	<b>Grant Purpose and Basis for Allocation</b>	<b>All Funds distributed to the Charter Schools via the Commission in Fiscal Year 2021-2022</b>
ESEA TITLE I-Centralized LEA	The purpose of Title I is to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.	404,132
ESEA TITLE I-LEA Parent Engagement	To provide school and Local Educational Agency (LEA) level parent and family engagement activities and strategies consistent with Title I, Part A of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), Section 1116.	1,250
ESEA TITLE I-Parent Engagement	To provide school and LEA level parent and family engagement activities and strategies consistent with Title I, Part A of the ESEA as amended by ESSA, Section 1116.	33,985
ESEA TITLE I-Schools	The purpose of Title I is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.	2,987,388
ESSA 21ST CCLC	The 21st Century Community Learning Centers program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.	5,297

## Exhibit A – Summary of Fiscal Year 2021-2022 Federal Fund Allocations to Charter Schools

Federal Program	Grant Purpose and Basis for Allocation	All Funds distributed to the Charter Schools via the Commission in Fiscal Year 2021-2022
ESSA Assessment	ESSA Assessment funds support the development, administration, and maintenance of the Department of Education's statewide summative assessments in the areas of English Language Arts, Mathematics, and Science: the Smarter Balanced Assessments, the Hawaii State Assessments in Science, the Biology 1 End-of-Course Exam, the Hawaii State Alternate Assessments, the Kaiapuni Assessment of Educational Outcomes (KA'EO) developed in the Hawaiian Language, and the World-Class Instructional Design and Assessment (WIDA) ACCESS for English Language Learners (ELL)s 2.0 assessments.	1,294
ESSA Migrant Education Program Consortium Incentive Grant	To provide high-quality, and comprehensive educational and support programs for migratory children to help reduce problems associated with frequent moves, cultural and language barriers, and health related problems that inhibit their success in school.	1,800
ESSA Migrant Education	To provide high-quality, and comprehensive educational and support programs for migratory children to help reduce problems associated with frequent moves, cultural and language barriers, and health related problems that inhibit their success in school.	49,771
ESSA TITLE IIA Professional Development	Provide funding to support professional development for teachers of all subjects and grade levels, para-educators, educational specialists, district and state administrators.	191,172
ESSA TITLE III Language Instruction	Title III English Language Acquisition State Formula Grant funds will be used by recipient schools and oversight offices to implement the required and authorized activities.	46,592

## Exhibit A – Summary of Fiscal Year 2021-2022 Federal Fund Allocations to Charter Schools

Federal Program	Grant Purpose and Basis for Allocation	All Funds distributed to the Charter Schools via the Commission in Fiscal Year 2021-2022
ESSA TITLE IV SSAE	The purpose of the Title IV-A Student Support and Academic Enrichment (SSAE) grant is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.	386,000
IMPACT AID-Charter Schools	This Grant provides financial assistance to local education agencies affected by Federal presence. Allocation is based on charter school's proportion of total public school enrollment.	3,264,946
TITLE VIB - SEA Activities	These funds are to be used for statewide administration and general supervision of special education and related services. General supervision activities include monitoring and enforcement, complaint investigation, administering an administrative hearing process, and establishing and implementing a mediation system.	144
TITLE VIB Special Education	To provide special education and related services to eligible students with disabilities, age 3 up to 22, in accordance with the Individuals with Disabilities Education Improvement Act and Hawaii Administrative Rules, Chapter 60	116,186
Education For Homeless Children & Youth	To ensure that homeless children and youth have access to a free appropriate public education. States are called upon to review and revise laws and policies to eliminate barriers to the enrollment, attendance, and success in school of homeless children and youth, and to include homeless students in the mainstream school environment.	18,875

## Exhibit A – Summary of Fiscal Year 2021-2022 Federal Fund Allocations to Charter Schools

<b>Federal Program</b>	<b>Grant Purpose and Basis for Allocation</b>	<b>All Funds distributed to the Charter Schools via the Commission in Fiscal Year 2021-2022</b>
Middle School UPLINK-DHS FY22	To proactively prevent students in grades 6-8 from engaging in risky behaviors through activities offered in the out-of-school hours (before and/or afterschool, weekends, intersessions and summer). Funds allocated to approved middle and intermediate schools.	24,997
ESSER III-PCS	To provide charter schools with an equivalent pro-rata share of the federal American Rescue Plan (ARP) Act, 2021 funding for the Elementary and Secondary School Emergency Relief III (ESSER III) Fund. This program is intended to provide charter schools with funds to address the impact that COVID-19 has had, and continues to have, on their schools.	27,617,888
DOD-Charter Schools 810	To provide charter schools with a proportionate share of Department of Defense (DoD) Supplement to Impact Aid funds received by the Department of Education.	295,370
DOD-PCS COFA	To provide charter schools with a pro-rata share based on enrollment of the federal Compact of Free Association (COFA) Impact funds received from the U.S. Department of the Interior.	147,453
PERKINS-Program Improvement FY22	As described in The Strengthening Career and Technical Education for the 21st Century Act, Title I, Part B, funds are allocated to provide resources and services to identified project schools and complex areas that are developing and implementing improved and expanded Career and Technical Education (CTE) programs. To provide resources and services to support statewide CTE program improvement initiatives.	3,682
<b>Total</b>		<b>\$35,598,222</b>

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

As of 11/17/2022

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

<b>Policy #</b>	<b>Policy</b>	<b>Applicable to Charter Schools?</b>
E-103	Health and Wellness	No
103-1	Health and Wellness	No
103-3	Emergency Care for Sick or Injured Students	No
103-4	School Health Services	No
103-5	Sexual Health Education	No
103-6	School Food Services	No
103-7	Food Sales	No
103-8	Prophylactics in the Public Schools	No
E-105	Well Rounded Academic Program	No
105-1	Academic Program	No
105-2	Responsibility for Curriculum Development and Implementation	No
105-3	Curriculum	No
105-4	Instructional Materials	No
105-5	Gifted and Talented	No
105-6	Career and Technical Education	No
105-7	Hawaiian Education Programs	Yes
105-8	Ka Papahana Kaiapuni	Yes
105-9	Fine Arts Program	No
105-10	Alternative Programs and Services for Secondary Students	No
105-11	Pregnant/Parenting Students	No
105-12	Special Education and Related Services	Yes
105-13	Inclusion	No
105-14	Multilingualism for Equitable Education	No
105-15	Seal of Biliteracy	No
105-16	English Learners (EL)	No
105-18	Field Trips and Student Travel	No
E-106	Supports for Effective Learning	No
106-1	School Calendar	No
106-2	Class Size	No
106-3	Admission and Attendance	No
106-4	Dress Code and School Uniforms	No
106-5	Student Instructional Hours and School Year Requirements and Waiver Process	No
E-200	Staff Success	No
E-201	High Performing Employees	No
201-1	Ethics and Code of Conduct	Yes
201-2	Accountability of Employees	No
201-3	Collective Bargaining	Yes
201-4	Leaves of Absence	No
E-202	Highly Effective School Administration (Strong, Visible School Leadership)	No
202-1	School Leadership	No

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

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



<b>Policy #</b>	<b>Policy</b>	<b>Applicable to Charter Schools?</b>
500-5	Evaluation of the Superintendent of Education and the State Librarian	No
500-6	Salaries of Subordinate Superintendents	No
500-7	Temporary Assumptions of the Superintendent's Office Due to Absence or Illness	No
500-8	Accreditation of Schools	No
500-9	Establishment of Complex Areas	No
500-11	School Attendance Areas	No
500-12	Geographic Exceptions to the Mandatory School Attendance Law	No
500-14	Pre-Kindergarten and Kindergarten	No
500-16	Middle Level Education	No
500-17	High School Education	No
500-18	Summer School Programs	No
500-19	School Community Councils	No
500-20	School Community Council Waivers and School Community Council Exceptions	No
500-21	Student Information and Confidential Records	No
500-22	School Visitations by Non-School Personnel	No
500-23	Solicitations by Department Personnel and Students	No
500-24	Opening and Closing Hours of School	No
500-25	Establishment of Articulated School Complexes	No
500-26	New Student Orientation	No
500-27	Multi-Track Year-Round Education	No
E-600	Libraries	No
600-1	Hawaii State Public Library System Collection Development	No
600-2	Hawaii State Public Library System Budgets	No
600-3	Hawaii State Public Library System Safe Workplace	No
600-4	Naming of Hawaii State Public Library Facilities	No
600-5	Hawaii State Public Library System Internet Acceptable Use	No
600-6	Access to Hawaii State Public Library System Facilities	No
600-7	Hawaii State Public Library System Wireless Security Disclaimer and Use	No
E-700	Public Charter Schools	Yes
E-800	Adult Education	No
800-1	Content Standards for Adult Community Schools	No
E-900	Legal Requirements, Implementation and Limitations	Yes
900-1	Department of Education Applicant and Employee Non-Discrimination	No
900-2	Copyright	No
900-3	Religion and Public Schools	No
900-4	Gender Equity in Education	No
900-5	Rights of Students Who Are Deaf, Hard of Hearing, or Deaf-Blind	No
900-6	Student Rights and Due Process	No
8300	Board Appointment of Charter School Review Panel Members*	Yes*

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