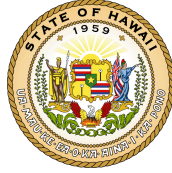


JOSH GREEN, M.D.
GOVERNOR



DEPT. COMM. NO. 118

ROY M. TAKUMI
CHAIRPERSON

**STATE OF HAWAII
BOARD OF EDUCATION
PAPA HO'ONA'AUAO**
P.O. BOX 2360
HONOLULU, HAWAII 96804

December 12, 2025

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

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

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

For your information and consideration, enclosed is 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, the report may also be viewed electronically at <https://boe.hawaii.gov/report/>.

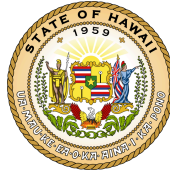
Sincerely,

Roy M. Takumi
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)
Hawaii State Public Library System
University of Hawai'i at Mānoa

Enclosure

JOSH GREEN, M.D.
GOVERNOR



ROY M. TAKUMI
CHAIRPERSON

**STATE OF HAWAII
BOARD OF EDUCATION
PAPA HO'ONA'AUAO**
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LEGISLATIVE REPORT

SUBJECT

Requiring the Board of Education (Board) to issue to the Governor, Legislature, and 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 2025. The annual report shall include:

1. The Board's assessment of the successes, challenges, and areas for improvement in meeting the purposes of chapter 302D, Hawaii Revised Statutes (HRS), 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 (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 section 302D-29.5, HRS, 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

Section 302D-21, HRS.

ACTION REQUESTED

Report to the 2026 Legislature.

REPORT

This is the 14th annual report provided by the Board pursuant to Act 130, Session Laws of Hawaii (SLH) 2012, codified as chapter 302D, HRS, and subsequently amended. The goal of Act 130, SLH 2012, was to strengthen the Hawai'i 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 chapter 302D, HRS, is increased oversight and accountability of charter schools and the authorizers that oversee them.

This year's report builds on past reports. As required by law, this report draws from the annual reports submitted by every authorizer – which currently includes only the State Public Charter School Commission (Commission). The Commission's own annual reports are available on its website here:

<http://www.chartercommission.hawaii.gov/reports>.

FINDINGS

- (1) The Board's assessment of the successes, challenges, and areas for improvement in meeting the purposes of chapter 302D, HRS, 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.**

SUCCESSSES

New school openings and expansion. The Commission's charter school portfolio grew significantly with the opening of Kūlia Academy on O'ahu, Namahana School on Kaua'i, and Parkway on O'ahu, Hawai'i's first prekindergarten-only charter school.

New strategic plan. The Commission adopted a new five-year strategic plan in January 2025, which identifies an inspiring vision, a mission statement that defines its role as an authorizer, and establishes attainable activities to help achieve organizational goals.

Charter contract revisions. The Commission is finalizing an updated contract framework that aims to promote high-quality educational options for students and families, by reflecting the collective input gathered through engagement with diverse stakeholders across the charter school community.

Personnel review process. The Commission is piloting a process that annually reviews the work of individuals and the office to strengthen organizational capacity and ensure that staff contributions directly support the Commission's mission to authorize, assess, and acclaim high-quality charter schools.

Charter school summit. An inaugural charter school summit was held in July 2024, with charter school leaders, governing board members, commissioners and staff, and community partners, to foster meaningful dialogue and relationship-building across schools, strengthening the statewide charter school network.

CHALLENGES AND AREAS FOR IMPROVEMENT

Kamalani Academy non-renewal and closure. In June 2023, Kamalani Academy was approved for a two-year contract under certain conditions. After reviewing the school's performance report in January 2025, Commissioners took action to non-renew the contract. Beginning in February 2025, the Commission worked with Kamalani Academy's governing board and administration to facilitate a process to ensure a smooth transition for students and families and an orderly shutdown of operations in June 2025.

Funding discrepancies. The Commission states that it continues its work with the Hawai'i Department of Education (Department) on equitable federal funding allocations and on clarifying the Department's roles and responsibilities to charter schools in its function as both the state educational agency and local educational agency.

It indicates that ensuring charter schools are included and supported in statewide educational initiatives remains a primary area of focus and concentration for the Commission.

The Commission also notes that the cuts and volatility that have impacted federal educational funding have added uncertainty regarding whether programs that have supported English language learners, special needs students, and financially disadvantaged students will continue to function and serve the needs of students and their families.

Outside of federal funding challenges, the Commission indicates that charter schools continue to face substantial inequality in per-pupil funding compared to Department schools, which inhibits charter schools' abilities to improve academic performance. The funding disparity is further exacerbated by the charter schools' need to secure and pay for their own school buildings, which typically absorbs 15-30 percent of a school's annual budget, diverting funds away from licensed educators and classroom supplies.

Collective bargaining. The Commission continues to request full funding for collectively bargained teacher differentials to assist in the recruitment and retention of teachers for hard-to-staff areas and for Hawaiian immersion programs. It also requests clarification on the funding of collective bargaining increases, so charter schools can become aware of when and why funding is provided as separate appropriations, rather than being included in the per-pupil funding methodology.

Perennial challenges. The Commission notes several systemic challenges that continue to hinder the ability of the charter schools to successfully implement their missions and achieve academic success for their public school students.

- Charter schools are not funded equally with Department schools, creating persistent resource inequities.
- Chapter 302D, HRS, has not been comprehensively revised since 2016 and is not fully aligned with industry best practices as the charter school landscape has matured and evolved in Hawai'i as well as nationally. Some of the revisions needed should address the following:
 - The interpretation that Commission staff are unable to provide support to the schools it authorizes, to assist in the achievement of high-quality outcomes, is atypical among charter school authorizers across the nation; and
 - The statute should be broadened to allow more competition among auditing firms to lower costs for charter schools while also requiring more comprehensive independent audits to help the Commission better understand each school's financial health.
- The structure of Hawai'i's public education system – with the Department serving as both the statewide educational agency (SEA) and local educational agency – creates inequalities for charter schools and their educators:
 - Many professional development opportunities provided by the Department are reserved only for Department employees; and
 - It is unclear whether Department communications are intended for all Hawai'i public schools or Department schools only, resulting in lost opportunities for charter schools to receive the same SEA support as Department schools.

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

Please see the attached Exhibit A.

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

As explained in the challenges portion of this report, the Commission states that it continues its work with the Department on equitable federal funding allocations and on clarifying the Department's roles and responsibilities to charter schools in its function as both the state educational agency and local educational agency.

It indicates that ensuring charter schools are included and supported in statewide educational initiatives remains a primary area of focus and concentration for the Commission.

The Commission also notes that the cuts and volatility that have impacted federal educational funding have added uncertainty regarding whether programs that have supported English language learners, special needs students, and financially disadvantaged students will continue to function and serve the needs of students and their families.

(4) A summary of the criteria used by the charter school facilities funding working group, established pursuant to section 302D-29.5, HRS, 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 – see pages 278-280 of the Commission 2019-2020 annual report at <http://www.chartercommission.hawaii.gov/reports>. The Commission's framework includes a process for soliciting and evaluating 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.

To date, the criteria described above have not been used to allocate facilities funding because the Legislature has not yet appropriated general funds or issued bond authorization to charter schools for facilities, pursuant to section 302D-29.5, HRS.

(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 amended Policy 500-2 (Plan of Organization) and Policy 500-8 (Accreditation of Schools), and adopted Policy 500-28 (Compensation Philosophy for the Superintendent of Education and Subordinate Superintendents) and Policy 600-8 (Compensation Philosophy for the State Librarian).

FUTURE ACTIONS

As it has done in previous years, the Board once again urges the Legislature to provide equitable funding to the charter schools, which the Commission has consistently identified as a critical issue in its annual reports.

In past reports, the Board has also recommended that the Legislature establish a task force and work with relevant stakeholders to reexamine governance, authority, and accountability structures. The Board recognizes the importance of revising statute to update and align chapter 302D, HRS, with current best practice.

Exhibit A – Summary of Fiscal Year 2024-2025 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 2024-2025
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 Grant-School Improvement	Grant provides supplemental services and supports to Priority, Focus, and low performing schools.	\$319,634
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.	\$54,990
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.	\$4,110,484
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.	\$16,143

Exhibit A – Summary of Fiscal Year 2024-2025 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 2024-2025
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.	\$80,000
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.	\$231,395
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.	\$109,000
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.	\$430,228

Exhibit A – Summary of Fiscal Year 2024-2025 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 2024-2025
ESSA TITLE IV SSAE-STRONGER CONNECTIONS	The Bipartisan Safer Communities Act (BSCA Stronger Connections grant program is a special fund to implement comprehensive strategies that meet each student's social, emotional, physical, and mental well-being needs; create positive inclusive, and supportive school environments. Also to create community organizations to create safe, inclusive and supportive learning environments, and design and implement policies that advance equity and are responsive to underserved students, protect student rights and demonstrate respect for student dignity and potential.	\$348,856
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.	\$3,924,636
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.	\$4,500
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	\$342,523

Exhibit A – Summary of Fiscal Year 2024-2025 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 2024-2025
Special Ed Pre-School Grant	Grant provides funds for supplemental services to support the special education of students with disabilities 3 to 5 years of age in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Hawaii Administrative Rules, Chapter 60.	\$5,777
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.	\$30,000
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.	\$63,274
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.	\$310,661
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.	\$248,808

Exhibit A – Summary of Fiscal Year 2024-2025 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 2024-2025
PERKINS-Program Improvement FY25	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.	\$9,353
Total		\$11,044,394

Exhibit B - Board of Education Policies and Applicability to Charter Schools
(as of 12/05/2025)

Policy #	Policy	Applicable to Charter Schools?
E-1	Philosophy of Education in Hawaii's Public Schools	No
E-2	Mission, Vision, and Values	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 Media	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 Policy	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

Policy #	Policy	Applicable to Charter Schools?
102-14	Homework	No
102-15	High School Graduation Requirements and Commencement	Yes
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	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

Policy #	Policy	Applicable to Charter Schools?
201-4	Leaves of Absence	No
E-202	Highly Effective School Administration (Strong, Visible School Leadership)	No
202-1	School Leadership	No
202-2	School Year for Principals	No
202-3	School Year for Vice Principals	No
202-4	Principal Performance Evaluation Policy	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 Policy	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 Programs	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

Policy #	Policy	Applicable to Charter Schools?
E-303	Financial Systems, Business Processes and Organizational Resources	No
303-1	Department of Education Budgets	No
303-2	Department of Education's Budget Public Input Required	No
303-3	Department of Education Program Evaluations	No
303-4	Federal Funds	No
303-5	Capital Improvement Program	No
303-6	Carryover Funds	No
303-7	Personal Services Contracts	No
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

Policy #	Policy	Applicable to Charter Schools?
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 the Superintendent	No
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	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
500-28	Compensation Philosophy for the Superintendent of Education and Subordinate Superintendents	No
E-600	Libraries	No
600-1	Hawaii State Public Library System Collection Development Policy	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

Policy #	Policy	Applicable to Charter Schools?
600-5	Hawaii State Public Library System Internet Acceptable Use Policy	No
600-6	Access to Hawaii State Public Library System Facilities	No
600-7	Hawaii State Public Library System Wireless Security Disclaimer & Use Policy	No
600-8	Compensation Philosophy for the State Librarian	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 Limitation	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).