

DEPARTMENT OF EDUCATION

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BOARD OF EDUCATION

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The Board of Education (BOE), established under the State Constitution, Article X, section 2, serves as the state educational agency for all public schools, including the State's public charter schools. Under Article X, section 3, and section 302A-1101, HRS, the Board is empowered to formulate statewide educational policy and appoint the Superintendent of Education. The Board appoints the State Librarian pursuant to section 312-2.1, HRS, and the members of the State Public Charter School Commission, pursuant to sections 302A-1101(d) and 302D-3, HRS (see respective descriptions under Public Library System and Attached for Administrative Purposes).

Pursuant to section 302A-121, HRS, the Board consists of nine members who are appointed to three-year terms by the Governor with the advice and consent of the Senate: one member each from the Counties of Hawaii, Maui, and Kauai; three members from the City and County of Honolulu; and three at-large members, one of whom the Governor selects as the Chairperson. Members may not serve more than three consecutive three-year terms, pursuant to section 302A-123(b), HRS.

Pursuant to sections 302A-121(d) and 302A-447(b), HRS, the State Student Council selects a nonvoting public high school student representative to the BOE. Pursuant to sections 302A-121(e) and 302A-1101(c), HRS, the BOE invites the senior military commander in Hawaii to appoint a nonvoting military representative to the Board for a two-year term.

DEPARTMENT OF EDUCATION

The Department of Education (DOE), established under sections 26-12 and 302A-1101, HRS, serves as the central support system responsible for: the overall administration of statewide educational policy, interpretation, and development of standards for compliance with state and federal laws; and coordination and preparation of a systemwide budget for the public schools.

Public School System

The Public School System is responsible for all public schools with educational programs and services through grade 12. It also provides programs for students with disabilities or special needs, limited preschool programs, and community/adult education programs. Other programs administered by the Public School System include the After-School Plus (A+) child care program¹ and summer school programs. It also regulates private trade, vocational, and technical schools but does not regulate or license private K-12 schools. The Public School System includes 256

¹ See section 302A-408, HRS, and sections 8-400-1 et seq., Hawaii Administrative Rules (hereafter "HAR").

regular schools and 36 public charter schools with a total enrollment of more than 180,000 – one of the ten largest school districts in the country.

The statewide Public School System is organized through state-level offices and fifteen Complex Areas. The state-level offices provide the Public School System with administrative, professional, and technical support services, while the Complex Area offices, headed by Complex Area Superintendents, are responsible for administering the public schools within their respective areas and for providing support services to the schools.

Office of the Superintendent

The Superintendent of Education is the chief executive officer of the Public School System, pursuant to section 302A-1111, HRS. The Office of the Superintendent includes the Office of Hawaiian Education, Communications Office, Community Engagement Office, Civil Rights Compliance Office, Monitoring and Compliance Office, Internal Audit Office, and an Administrative Assistant Office.

The Superintendent's leadership team consists of a Deputy Superintendent who manages academic/educational programs and a team of seven state-level Assistant Superintendents who head the Office of School Facilities and Support Services, Office of Curriculum and Instructional Design, Office of Student Support Services, Office of Fiscal Services, Office of Talent Management, Office of Information Technology Services, and Office of Strategy, Innovation, and Performance. In addition, the Superintendent, with the approval of the BOE, appoints 15 Complex Area Superintendents (nine on Oahu, three on Hawaii, two on Maui, and one on Kauai) who oversee and support the schools in their respective areas.

Descriptions of several of the offices under the Superintendent follow:

Office of the Deputy Superintendent

The Deputy Superintendent assists the Superintendent in executing the Superintendent's duties and responsibilities and is delegated authority to act for the Superintendent. The Deputy Superintendent is responsible for leading, directing, and supervising DOE academic/education programs. This position oversees the 15 Complex Areas, School Transformation Branch, and a Coordinated Support Office.

Office of Strategy, Innovation, and Performance

The Office of Strategy, Innovation, and Performance (OSIP) serves as a catalyst for a performance-based culture and organization and is directed by the Assistant Superintendent for Strategy, Innovation, and Performance. The Assistant Superintendent is responsible for project management oversight of strategic initiatives. A key function of OSIP is to facilitate the transformation of DOE to a performance- and outcomes-focused organizational culture.

Office of Curriculum and Instructional Design

The Office of Curriculum and Instructional Design (OCID) is a flexible organization that supports systemwide accountability and provides oversight and technical assistance to schools and Complex Areas on standards-based curriculum and instructional design. OCID has primary responsibility for coordination and implementation of DOE's initiatives to meet the Department's Strategic Plan objectives and requirements of state and federal mandates.

Office of Student Support Services

The Office of Student Support Services (OSSS) provides oversight and assistance to schools and Complex Areas in implementing a comprehensive student support system to strengthen the social, emotional, and physical well-being of all students, their families and communities. OSSS supports schools and Complex Areas through the research and development of procedures, guidelines, and tools to ensure that students with disabilities have access to a free and appropriate public education in the least restrictive environment.

Office of School Facilities and Support Services

The Office of School Facilities and Support Services (OSFSS) exercises technical staff oversight of the operations, construction, and maintenance of facilities, food services, and transportation support for the Public School System. It develops and implements administrative rules, publishes operational guidelines, and provides related in-service training, monitoring, and technical assistance to schools to ensure that the support is being provided in accordance with laws, policies, and accepted principles of management. OSFSS's oversight of support services is exercised in collaboration with the Complex Area Superintendent of the respective school complex.

Office of Fiscal Services

The Office of Fiscal Services (OFS) manages DOE's accounting, budget, and procurement activities and systems to serve the needs of the schools, Complex Areas, and state central office. OFS is responsible for: developing and implementing long- and short-term financial activities; leading DOE's accounting, budgeting, and procurement operations; and providing timely, accurate, and user-friendly information and reports, with guidelines/procedures for completion of documents that are clear and aligned with DOE's goals and objectives.

Office of Talent Management

The Office of Talent Management (OTM) administers a comprehensive personnel program for certificated, classified, and casual employees of the Public School System within the framework of established laws, policies, and accepted principles of personnel management. OTM

develops and implements administrative rules; publishes operational guidelines; and provides centralized employment and personnel administration services to schools and district and state administrative offices to ensure that support is being provided efficiently and effectively. OTM collaborates with state and district administrative offices to provide comprehensive services. OTM provides staff to state and district administrative offices in personnel areas that include but are not limited to recruitment, labor relations and contract administration, employee relations and services, and criminal history records checks.

Within the OTM, the Civil Rights Compliance Branch oversees the Department's compliance with Title IX and other federal and state civil rights laws and policies.

Office of Information Technology Services

The Office of Information Technology Services (OITS) exercises technical oversight of information and telecommunication systems and facilities. It services the Public School System and DOE-wide operations to ensure that information technology and telecommunications support are being provided efficiently, effectively, and in accordance with laws, policies, and accepted principles of management. The scope of OITS's technical oversight includes voice, data, video, information systems infrastructure, and support services for schools, Complex Areas, and state administrative offices. Support services to schools are exercised in collaboration with the Complex Area Superintendent.

Complex Area Offices

Public schools are under the supervision of 15 regional administrative units called Complex Areas, each supervised by a Complex Area Superintendent who reports directly to the Deputy Superintendent. A Complex Area consists of two or more school complexes; each school complex includes a high school and all of the elementary and middle/intermediate schools that feed into it. Complex Area Superintendents serve as direct supervisors for their respective school principals.

The 15 Complex Areas are:

- Kaimuki/McKinley/Roosevelt
- Farrington/Kaiser/Kalani
- Leilehua/Mililani/Waialua
- Aiea/Moanalua/Radford
- Nanakuli/Waianae
- Pearl City/Waipahu
- Campbell/Kapolei
- Castle/Kahuku
- Kailua/Kalaheo
- Hilo/Waiakea
- Kau/Keaau/Pahoa
- Honokaa/Kealakehe/Kohala/Konawaena

- Baldwin/Kekaulike/Maui
- Hana/Lahainaluna/Lanai/Molokai
- Kapaa/Kauai/Waimea

State Public Library System

<https://librarieshawaii.org>

The management of the Public Library System is under the BOE, pursuant to section 312-1, HRS.

State Librarian

The State Librarian is appointed by the BOE, under section 312-2.1, HRS, and is responsible for all public and community/school libraries in the State. The System operates 51 public libraries: 25 on Oahu, 12 on Hawaii, six on Maui, six on Kauai, and one each on Molokai and Lanai.

The System includes the Hawaii State Library; Library for the Blind and Physically Handicapped; Public Libraries Branch; Administrative Services Branch; Human Resources Branch; Electronic Services Support Section; Technical Services Support Section; Library Development Services Section; and Logistical Support Services.

ATTACHED FOR ADMINISTRATIVE PURPOSES

State Public Charter School Commission

The State Public Charter School Commission, established under section 302D-3, HRS, is the statewide charter school authorizer. The Commission's mission is to authorize high-quality public charter schools throughout Hawaii. Among its duties, the Commission monitors the performance and legal compliance of existing charter schools. Unlike DOE schools, which are led by the Superintendent, public charter schools are independently operated state public schools that are governed by an independent governing board and hold a charter contract with the Commission. The Commission consists of nine members who are appointed by the BOE and tasked with authorizing public charter schools that serve the unique and diverse needs of public school students and their communities. The Chair of the Commission is designated by the members for each school year, beginning July 1 or whenever there is a vacancy. In appointing members, the BOE considers the combination of abilities, breadth of experiences, and characteristics of the Commission, including, but not limited to, reflecting the diversity of the student population, geographical representation, and a broad representation of education-related stakeholders.

Educational Officer Classification/Compensation Appeals Board

The Educational Officer Classification/Compensation Appeals Board, established under section 302A-620, HRS, consists of three members: one member is appointed by the BOE, one by the exclusive bargaining unit representing educational officers, and the third by the Governor and serves as the Chairperson. The Board sits as an appellate body on matters of classification/compensation of educational officers. It hears pricing appeals and completes the final adjustment to the classification/compensation plan by the first Wednesday of December of all even-numbered years. Following submission to and approval by the Legislature, the classification/compensation plan is effective as of July 1 of each odd-numbered year.

Hawaii Teacher Standards Board

The Hawaii Teacher Standards Board (HTSB), established under section 302A-801, HRS, consists of seventeen members, including not fewer than six licensed teachers regularly engaged in teaching (one of whom is a charter school teacher), three educational officers, the Chairperson of the BOE or designee, the Superintendent of Education or designee, a representative of independent schools, the Dean of the University of Hawaii College of Education or designee from the member institutions of the Teacher Education Coordinating Committee (TECC), the Chairperson of the Native Hawaiian Education Council or designee, and two members of the public. A non-voting teacher candidate from a Hawaii educator preparation program at a public institution of higher education is appointed on a rotating basis by the Chairperson of the TECC to serve a one-year term. To the extent possible, HTSB membership reflects representation of elementary and secondary school personnel from all islands. Appointed members do not serve more than three consecutive three-year terms. The Chairperson is designated by the members.

HTSB establishes licensing standards for public school teachers, counselors, and librarians, and issues, renews, revokes, and reinstates licenses. It establishes licensing fees to pay for its operational expenses; approves teacher preparation programs; establishes policies and procedures for alternative pathways to teaching; and participates in efforts related to teacher quality, professional development, and promotion of high teacher standards. The HTSB also convenes contested case and disciplinary hearings for potential action on licenses. Under section 302A-702, HRS, HTSB also develops, implements, and administers a National Board Certification support program.

Early Learning Board

The Early Learning Board, established under section 302L-1.6, HRS, consists of the following voting members who are appointed by the Governor with the advice and consent of the Senate: (1) a representative of center-based program providers, or designee; (2) a representative of family child care program providers; (3) a representative of family-child interaction learning program providers; (4) a representative of philanthropic organizations that support early learning, or designee; (5) a representative from a Head Start provider agency; (6) a representative from the Hawaii Early Intervention Coordinating Council; (7) a parent representative; (8) a representative

from the Hawaii chapter of the American Academy of Pediatrics; (9) a representative of home-visiting program providers; (10) a representative of Hawaiian medium early learning providers; and (11) a representative of the Hawaii Council of Mayors, or designee. Members in categories (1) through (11) serve two- or three-year terms. The Superintendent of Education, Director of Human Services, Director of Health, and President of the University of Hawaii serve as ex officio, nonvoting members. The Board invites the Chief Executive Officer of Kamehameha Schools and Executive Director of the Hawaii Association of Independent Schools, or designees, to serve as voting members.

The Board is empowered to formulate statewide policy relating to early learning and is responsible for: directing the Executive Office on Early Learning (EOEL), established under section 302L-1.5, HRS, on how best to meet the developmental and educational needs of children, from prenatal care to entry into kindergarten; providing recommendations to EOEL on improving the quality, availability, and coordination of early learning programs; promoting collaboration across agencies and stakeholders serving young children; and appointing the Director of EOEL and evaluating the Director on an annual basis.

Executive Office on Early Learning

The Executive Office on Early Learning (EOEL), established under section 302L-1.5, HRS, is charged with developing and administering the early learning system that shall ensure a spectrum of high-quality early learning opportunities for children throughout the State, from prenatal care until the time they enter kindergarten, with priority given to underserved or at-risk children, pursuant to section 302L-2, HRS.

The early learning system must be widely accessible and voluntary for both those served and program and service providers. It must be a cohesive, comprehensive, and sustainable system in which: all existing early learning programs and services, whether publicly- or privately-run, which consist of a variety of early learning approaches, service deliveries, and settings are coordinated, improved, and expanded; public and private resources are maximized; and the use of public facilities for either publicly- or privately-run early learning programs is maximized. It must also provide high-quality early learning experiences; offer opportunities for family and community engagement and parent education and support; and be sensitive to family choice and cultural diversity.

As such, EOEL is responsible for, among other things: developing a plan, with goals and objectives, for the early learning system; coordinating, improving, and expanding upon existing early learning programs and services for children from prenatal care until the time they enter kindergarten; establishing policies and procedures to include existing early learning programs and services; establishing additional early learning programs and services, including public and private partnerships, where applicable; establishing policies and procedures governing the inclusion of children with special needs; developing incentives to enhance the quality of programs, services, and educational professionals; coordinating efforts to develop a highly-qualified, stable, and diverse workforce; developing and implementing methods of maximizing the engagement of families, caregivers, and teachers; developing an effective, comprehensive, and integrated system to provide training and technical support for programs and services; developing standards of

accountability to ensure that high-quality early learning experiences are provided by programs and services of the early learning system; collecting, interpreting, and releasing data relating to early learning in the State; recommending the appropriate proportion of state funds that should be distributed to programs and services across the early learning system, to ensure the most effective and efficient allocation of fiscal resources; promoting awareness of early learning opportunities to families and the general public; and consulting with community groups.

The Hawaii Head Start State Collaboration Office also falls under EOEL, pursuant to section 302L-1.5(e), HRS.

The Director of EOEL is appointed and annually evaluated by the Early Learning Board. The Director is responsible for, among other duties: serving as the principal officer in state government responsible for the performance, development, and control of programs, policies, and activities under the jurisdiction of EOEL; administering funds allocated for EOEL and applying for, receiving, and disbursing grants and donations from all sources for early learning programs and services; assessing the policies and practices of other agencies impacting early learning and conducting advocacy efforts for early learning; and advising agencies on new legislation, programs, and policy initiatives relating to early learning.

ADVISORY BODIES

Teacher Education Coordinating Committee

The Teacher Education Coordinating Committee (TECC), established under section 304A-1202, HRS, is an advisory committee composed of the Superintendent of Education and the Dean of the College of Education of the University of Hawaii, who serve in alternate years as Chairperson; a representative from each accredited teacher education unit in Hawaii; a representative from the Hawaii Teacher Standards Board; and others appointed by the Superintendent and Dean, provided that the Dean appoints at least two members from the University who are not within the College of Education. TECC covers matters of common interest to the Department of Education and institutions of higher learning in Hawaii, including the development of strong teacher training programs, and submits to the Legislature an annual report on its activities and may include recommendations for legislative consideration.

Advisory Council for Adult and Community Education

The BOE appoints an Advisory Council for Adult and Community Education composed of 15 or more representatives of industry, labor, civic organizations, and education, pursuant to section 302A-434, HRS. Appointments are for two-year terms with reappointments optional but not to exceed a total of six years on the Council.

Library Advisory Commissions

In each county, pursuant to section 26-12, HRS, the BOE may establish, specify the membership number and quorum requirements for, appoint members to, and disestablish a Library Advisory Commission, which sits in an advisory capacity to the BOE on matters relating to public library services in its respective county.

[Note: Library Advisory Commissions are currently inactive.]

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