

Agenda Item V.A, Committee Action on recommendations concerning the following policies:

304.2 Family and Community Engagement (formerly Board Policy 2403)

E-3 Nā Hopena A‘o

New Board Policy, unnumbered, Seal of Biliteracy

Student Achievement Committee Meeting

June 2, 2015

Board Policy 304.2, Family and Community Engagement (formerly Board Policy 2403)

At its January 20, 2015 meeting, the Finance and Infrastructure Committee deferred action on Board Policy 304.2, Family and Community Engagement for further discussion and work.

At the February 17, 2015 the Board of Education (“Board”) General Business Meeting, the Finance and Infrastructure Committee Chairperson noted that the policy was still with the committee for further discussion.

On March 17, 2015, the Finance and Infrastructure Committee considered Board Policy 304.2 again. At this meeting testimony on Board Policy 304.2 was submitted from the Special Education Advisory Council (“SEAC”), the Hui for Excellence in Education (“HE‘E”), and Vanessa Ott; Board Member Amy Asselbayer, who could not attend the meeting, also provided comments on Board Policy 304.2, all of which is attached as **Exhibit A**. The Finance and Infrastructure Committee discussed the testimony and comments; whether the policy should be considered in the Student Achievement Committee to connect it to student achievement; and whether the policy should be renumbered to place it within Goal 1 (Student Success) of the joint Department and Board strategic plan. The Committee passed a motion directing “staff to revise the policy in accordance with testimony and comments, which will be referred to [the Student Achievement Committee] for further consideration and renumbering, if necessary[.]”

The document attached as **Exhibit B** shows the revisions suggested by the testimony and comments received at the Finance and Infrastructure Committee’s March 17, 2015 meeting, with three exceptions.

1. **Engagement/Partnership.** Testimony submitted by HE‘E and SEAC requested that the term “partnerships” be used instead of “engagement.” The term “engagement/partnerships” was used in the title and throughout the draft policy as an alternative.
2. **Rationale.** The draft policy submitted by HE‘E appears to move language from the rationale section to the first paragraph. This language has been retained in the policy, but has been kept in the rationale section.
3. **School Community Councils.** Testimony received from Ms. Ott suggested adding “Honoring HRS §302A-1124 by establishing firm guidelines for School Community Council elections and community engagement, and implementing systems of accountability for ensuring proper functioning of local SCCs.” It appears, however, that

this language would be more appropriate to consider when discussing Board Policy 500.19, School Community Councils. This policy was referred to the Student Achievement Committee by the Finance and Infrastructure Committee at its May 19, 2015 meeting and the Student Achievement Committee has noted Ms. Ott's testimony for consideration when the policy comes up for discussion.

Board staff has also included a new policy number, which would place the policy under Goal 1 (Student Success) under the subheading, "Whole Student Development."

Exhibit A

March 17, 2015 Testimony

March 17, 2015

To: State of Hawai'i Board of Education FIC Committee and all other Members

Testimony re: FIC 3/17/14 Agenda Item IV.A. - Committee Action on Committee recommendations concerning the following policies in the Board's proposed 300 policy series: 304.2 Family and Community Engagement; and GBM Agenda Item IV.B.(1)

Aloha Board of Education Members,

I have testified numerous times about an important issue regarding Family & Community Engagement in our public schools: **SCC (School Community Council) policies and procedures**. See my testimony to the Student Achievement Committee on 9/2/14 at:

[https://lilinode.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/c112c1b3d1095f8f0a257d88007a308b/\\$FILE/Attachment%20B%20-%20SAC%20090214_090214_Ott_Testimony.pdf](https://lilinode.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/c112c1b3d1095f8f0a257d88007a308b/$FILE/Attachment%20B%20-%20SAC%20090214_090214_Ott_Testimony.pdf)

I am disappointed that proposed BOE Policy 304.2, nor any other newly proposed BOE policy, addresses Hawai'i Statute 302A-1124:

§302A-1124 Mandate to initiate school community councils. (a) The department, through the board and its superintendent, shall establish a school community council system under which each public school, excluding charter schools, shall...

Read the complete **§302A-1124** SCC mandates and expectations here:

http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0302A/HRS_0302A-1124.htm

SCCs are supposed to provide a community forum for local school stakeholders to collaborate and have a voice in local school decision-making. While some SCCs may fulfill that promise, some do not. Clear SCC policy from the BOE and DOE and oversight is needed, but has not been forthcoming.

For years I have urged the BOE to take action to correct this problem. The DOE is legally obligated to fulfill the intent of Hawai'i Revised Statute §302A-1124. I have seen no evidence that the DOE is fulfilling this legal obligation nor any evidence that the BOE is willing to set policy to ensure this happens. Therefore, I strongly encourage the Board of Education to **honor the intent of HRS §302A-1124** and state a clear commitment **in proposed BOE Policy 304.2** to **hold local schools accountable for instituting highly functioning School Community Councils** and **a DOE infrastructure that provides for accountable of SCC functionality**.

As evidence of BOE negligence in honoring HRS §302A-1124, I submit a quotation from State of Hawai'i Ombudsman Robin Matsunaga on 2/9/15 in reference to a complaint filed November 2013 regarding Na'alehu Elementary School (NES) SCC elections (handled by Office of the Ombudsman Investigator Alfred Itamura):

Mr. Itamura researched the laws, administrative rules, and policies and procedures pertaining to the Department of Education (DOE). Mr. Itamura found that paragraph (e) of the SCC governing statute, Section 302A-1124, Hawaii Revised Statutes (HRS), states, in part, that "each school community council shall establish policies governing the council's . . . election." Mr. Itamura did not find any applicable administrative rules that were adopted to implement this law. Mr. Itamura also reviewed the October 2, 2008 NES SCC bylaws which were current at that time, and found that contrary to what is required under Section 302A-1124, HRS, the NES SCC had not established policies for elections. Mr. Itamura also found that the DOE has provisions for elections in its "School Community Council Handbook II" (Handbook), but they are only guidelines and a school is not required to follow each provision.

School Community Councils should be required to have free and fair democratic elections. At NES they are a sham. Stakeholders should be encouraged to come to SCC meetings and have a voice. At NES they don't even advertise the meetings in the local free paper and those who do attend rarely return because it is a waste of time to sit for two hours with no voice. Stakeholders should have the opportunity to discuss all school concerns. At NES, there's no contact information on the school web site for the SCC chair, and attendees are required to sit silently to one side during the meetings and have the opportunity to speak **only** at the end of a meeting for two minutes. This is a horrible model of civic engagement for our students and our community.

I have asked for years that the DOE and BOE to fix this horrible state of affairs, but my pleas have fallen on deaf ears. Why? I don't know why the Board will not make policy to correct this. So, once again, I continue to urge the BOE to set firm policy and procedures for parent, community, teacher, student, employee, and administration involvement in School Community Councils, and systems of accountability to assure they are functioning properly.

Mahalo,



Vanessa Ott

attachment: *Suggested Improvement to BOE Policy 304.2*

Attachment: Suggested Improvement to Policy 304.2

Green Font: BOE proposed Changes to “Family and Community Engagement” Policy
Purple Font: Ms. Ott proposed Change to “Family and Community Engagement” Policy

Policy 304.2 Proposed to Supplant BOE Policy 2403

POLICY 304.2

FAMILY AND COMMUNITY ENGAGEMENT

The Department shall establish an organizational culture characterized by practices and programs that build and sustain positive and engaged relationships with families and communities by:

Taking a comprehensive and coordinated approach to family school engagement and community partnerships;

Addressing family school engagement in strategic planning processes [**Ensure that in DOE/BOE section family school engagement is addressed; remove this bullet*];

Assigning formal responsibility, accountability and necessary authority for partnership implementation to appropriate staff;

Embracing the diverse cultures, languages, strengths and needs of families and communities;

Providing adequate and appropriate time, resources and opportunities for families and communities to provide meaningful input into all relevant programs and services.

Honoring HRS §302A-1124 by establishing firm guidelines for School Community Council elections and community engagement, and implementing systems of accountability for ensuring proper functioning of local SCCs.

Rationale: The Board of Education (“Board”) recognizes that a child’s growth and educational success are responsibilities and goals shared by the Department of Education (“Department”), communities, schools and families. It follows that achievement of these goals depends on the establishment of a broad array of informed partnerships among stakeholders that address the strengths and needs of all students.

Approved: 05/03/01; Revised: 09/18/03 Deleted:

Deleted: PARENT/FAMILY INVOLVEMENT POLICY

Deleted:

BOE Policy 2403

as of March 16, 2015

PARENT/FAMILY INVOLVEMENT

POLICY

The Board of Education recognizes that a child's education is a responsibility shared by the school and the family during the entire period the child spends in school. To support the goal of the Department of Education (Department) to educate all students effectively, schools and parents must work as knowledgeable partners.

Although parents are diverse in culture, language, and needs, they share the schools' commitment in the educational success of their children. The Department and its schools, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

To this end, the Board of Education supports the Department in the development, implementation, and regular evaluation of parent involvement programs in each school. The implementation will involve parents at all grade levels in a variety of roles, including input in decision-making processes and practices. The parent involvement program will be comprehensive and coordinated in nature. It will include, but not be limited to, the following components of successful parent involvement programs:

- Communication between home and school is regular, two-way, and meaningful.
- Responsible parenting is promoted and supported.
- Parents play an integral role in assisting student learning, including successful achievement of the Hawaii Content and Performance Standards.
- Parents are welcome in the school, and their support and assistance are sought.
- Parents are partners in the decisions that affect children and families.
- Community resources are made available to strengthen school programs, family practices, and student learning.

The Department shall implement administrative guidelines that support professional development opportunities for staff members to enhance understanding of effective parent involvement strategies. The Department recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

Engaging parents is essential to improved student achievement and to realize the *Vision of a Public School Graduate*.

Approved: 05/03/01; Revised: 09/18/03



S E A C
Special Education Advisory Council

919 Ala Moana Blvd., Room 101

Honolulu, HI 96814

Phone: 586-8126 Fax: 586-8129

email: spin@doh.hawaii.gov

March 17, 2015

**Special Education
Advisory Council**

Ms. Ivalee Sinclair, *Chair*
Ms. Martha Guinan, *Vice
Chair*

Ms. Brendelyn Ancheta
Dr. Tammy Bopp
Dr. Robert Campbell
Ms. Deborah Cheeseman
Ms. Annette Cooper
Ms. Shari Dela Cuadra-Larsen,
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Dr. Amy Wiech
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Ms. Jasmine Williams
Ms. Susan Wood

Amanda Kaahanui, Staff
Susan Rocco, Staff

Mr. Brian De Lima, Chair
Finance and Infrastructure Committee
Hawaii State Board of Education
P. O. Box 2360
Honolulu, HI 96804

RE: V. A. Committee Action on Committee recommendations
concerning the following policies in the Board's proposed 300
policy series: 304.2 Family and Community Engagement

Dear Chair De Lima and Members of the Committee,

The Special Education Advisory Council (SEAC), Hawaii's State
Advisory Panel under the Individuals with Disabilities Education Act
(IDEA), appreciates that the Board's current draft of Policy 304.2
includes some of the recommendations presented to the Board by the
SCR 79 Workgroup. The Workgroup was convened by the Department
in 2012 with SEAC and eight other family organizations.

SEAC strongly supports renaming this policy, revising existing
language, and adding a sixth directive to bring this policy in line with
national practices and to improve student outcomes by encouraging
families to be actively partnering with their children's teachers and
administrators.

Specifically, we recommend the following:

- 1) Change the name of the policy from **Family and Community
Engagement to Family-School Partnership**.

Rationale: More than the term "engagement", the concept of
"partnership" recognizes that families, educators, and school
staff share responsibility for student growth and learning. SEAC
believes that community engagement should be the subject of a
new policy, as the activities and relationships between community
organizations and schools do not necessarily mirror those of
families and schools.



- 2) Change the third bullet--“Assigning formal responsibility, accountability and necessary authority for partnership implementation to appropriate staff”--to read “Assigning formal responsibility, accountability and necessary authority for partnership implementation to staff at the State, Complex Area and School level.”

Rationale: There must be designated activities and accountability at all levels of the Department’s administration in order for the desired outcomes to occur.

- 3) Change the fifth bullet--“Providing adequate and appropriate time, resources and opportunities for families and communities to provide meaningful input into all relevant programs and services.”--to read “Providing adequate and appropriate time, resources and opportunities to include families in the design, implementation, evaluation and oversight of all relevant programs and services.”

Rationale: There must be opportunities for families to be included in all phases of service delivery to students to ensure that student and family strengths and needs are reflected in the delivery of appropriate services and supports to students.

- 4) Add a sixth bullet to read as follows:
“Establishing statewide standards, administrative guidelines, associated metrics/indicators, timelines and reporting requirements that support the implementation, monitoring and evaluation of family-school partnerships based upon national evidence-based best practices including, but not limited to:

Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: Communicating effectively—Families and school staff engage in regular two-way, meaningful communication about student learning.

Standard 3: Supporting student success—Families and school staff continuously partner to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

--continued



Standard 6: Partnering with community—Families and school staff partner with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Rationale: Without specific standards for family-school partnerships, there would be great variability between schools and complexes. SEAC believes these standards set a base expectation for ALL schools. They are adapted from the **PTA National Standards for Family-School Partnerships** which shift the focus from what schools should do to involve parents to what parents, schools, and communities can do *together* to support student success. These standards are based on evidence-based practices and have been adopted by numerous states and municipalities. They also offer a no cost Implementation Guide that assists schools in setting goals to accomplish each standard. The Guide can be found online at http://www.pta.org/files/National_Standards_Implementation_Guide_2009.pdf.

These PTA National Standards have also been adapted into **Family Partnership Guidelines for Early Childhood Settings** by the Hawaii Executive Office on Early Learning. They were intentionally aligned with the SCR 79 Workgroup's proposed Family-School Partnership Policy.

Examples of the need for clear standards are reflected in input that SEAC receives on a regular basis. Our March 13th SEAC meeting included testimony from several individuals of how public schools they visited failed to provide a welcoming climate (Standard 1), and how this eroded their trust in the Department. SEAC has attached a document indicating goals under each Family-School Partnership standard with indicators and examples.

SEAC believes the recommendations above are substantive and not mere semantics. We thank you for your consideration of them. Should you have any questions or concerns, please do not hesitate to contact me.

Respectfully,

Ivalee Sinclair, Chair

Standards for Parent/Family Involvement

Goals, Indicators and Examples

(Adapted from **PTA National Standards for Family-School Partnerships Assessment Guide**)

Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Goal 1: Creating a welcoming climate

When families walk into the building, do they feel school is inviting and is a place where they belong?

Indicators: Developing personal relationships, creating a family-friendly atmosphere, providing opportunities for volunteering

Examples:

- Greeting families promptly and warmly in their home language and giving them correct information and/or connections to appropriate faculty
- Posting signs inside the main entrance that welcome families in the main languages of the community
- Establishing a help desk
- Calling or writing to families to solicit their ideas for volunteering and helping to connect them with volunteer opportunities
- Making sure there is visible and accessible parking for families
- Having a comfortable waiting/reception area with seating
- Offering family visitors water, tea or coffee

Goal 2: Building a respectful, inclusive school community

Do the school's policies and programs reflect, respect and value the diversity of the families in the community?

Indicators: Respecting all families, removing economical barriers to participation, ensuring accessible programming

Examples:

- Working with parent groups to ensure that classroom materials reflect the diversity of the neighborhood
- Keeping school events free or low-cost
- Providing transportation, child care and interpreters for school-based events
- Holding family activities at various times and days of the week to respect parent's work schedules

Standard 2: Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning.

Goal 1: Sharing information between school and families

Does the school keep all families informed about important issues and events and make it easy for families to communicate with teachers?

Indicators: Using multiple communication paths, using language that is understandable to families, surveying families to identify issues and concerns, having access to the principal, providing information on current issues, facilitating connections among families

Examples:

- Developing multiple two-way communication tools including personal calls, emails and notes
- Developing a parent survey (translated in multiple languages) and communicated in various ways, including in person, online, in print and by phone
- Having the principal accessible to families for meeting in groups or individually at different times of the day to accommodate parent schedules
- Keeping all school families informed of developing concerns in the school community
- Parent groups and school staff jointly develop programs to help parents connect with each other

Standard 3: Supporting student success—Families and school staff consistently work together to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Goal 1: Sharing information about student progress

Do families know and understand how well their children are succeeding in school and how well the entire school is progressing?

Indicators: ensuring parent-teacher communication about student progress, linking student work to academic standards, using standardized test results to increase achievement, sharing school progress

Examples:

- Having teachers and guidance counselors regularly contact parents with positive news as well as concerns about their children
- Explaining to parents throughout the year what students are learning and what good work looks like under the grade level standards
- Facilitating discussions between parent groups and staff regarding needed academic improvements and strategies to support improvement

Goal 2: Supporting learning by engaging families

Are families active participants in their children's learning at home and at school?

Indicators: Engaging families in classroom learning, developing family ability to strengthen learning at home, promoting after-school learning

Examples:

- Inviting community groups and families to school classes to share information about culture, occupation or history
- Providing workshops to parents on supporting reading or math development
- Giving families information about the importance of after school programs and where they can be found in the community

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Goal 1: Understanding how the school system works

Do parents know how the local school and complex operate and how to raise questions or concerns about school and complex programs, policies and activities? Do they understand their rights and responsibilities under federal and state laws and policies?

Indicators: Understanding how the school and complex operate, understanding rights and responsibilities under federal and state laws, learning about resources, resolving problems and conflicts

Examples:

- Hosting a fall orientation where families can learn about programs for academic and social growth, tour the school and meet the entire staff (interpreters are available)
- Using parent advocates to help families understand their rights and responsibilities
- Having parent groups and the school co-sponsor informational sessions on after-school and summer learning programs
- Offering conflict resolution classes to help parents, students and teachers learn effective ways to resolve conflicts at home or at school

Goal 2: Empowering families to support their own and other children's success in school: Are parents prepared to monitor students' progress and guide them toward their goals through high school graduation, postsecondary education, and a career?

Indicators: Developing families' capacity to be effective advocates, planning for the future, smoothing transitions, engaging in civic advocacy for student achievement

Examples:

- Holding workshops and informational sessions to help parents learn how to ask the right questions about their child's progress in school
- Creating partnerships with colleges and local businesses to expand opportunities for career exploration and preparation
- Reaching out to new students and their families (i.e. by assigning "buddies" and parent mentors)
- Holding orientations to help prepare students for the next grade level or school
- Helping families learn about political issues affecting education

Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Goal 1: Strengthening the family’s voice in shared decision making

Are all families full partners in making decisions that affect their children at school and in the community?

Indicators: Having a voice in all decisions that affect children, addressing equity issues, developing parent leadership

Examples:

- Hosting dialogues with families and staff about issues and policies to gain their ideas and insights
- Addressing barriers to family involvement and student success that are related to diversity in race, income and culture
- Recruiting interested families from all backgrounds and neighborhoods to volunteer, sit on committees and run for office

Goal 2: Building families’ social and political connections

Do families have a strong, broad-based organization that offers regular opportunities to develop relationships and raise concerns with school leaders, public officials, and business and community leaders?

Indicators: Connecting families to local officials, developing an effective parent involvement organization that represents all families

Examples:

- Holding a community resource fair that includes representatives from the public and private sectors to provide information about their programs
- Having parent groups reach out to families who are not involved at the school to identify interests, concerns and priorities
- Offering leadership training for parents interested in leadership roles in the school

Standard 6: Partnering with community—Families and school staff partner with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Goal 1: Connecting the school with community resources

Do parent and school leaders work closely with community organizations, businesses and institutions of higher education to strengthen the school, make resources available to students, school staff and families, and build a family-friendly community?

Indicators: Linking to community resources, organizing support from community partners, turning the school into a hub of community life, partnering with community groups to strengthen families and support school success

Examples:

- Creating a resource map of community resources and posting it on-line
- Reaching out to community organizations and businesses about offering donations and sponsoring scholarship programs
- Opening school facilities such as the library, computer lab and gym for broad community use year-round
- Working with school staff to sponsor student businesses (i.e. graphic design and printing, carpentry and light home repair) to bring student skills to the community

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

Hawaii Board of Education
Student Achievement Committee
Cheryl Lupenui, Chair
Patricia Halagao, Vice Chair

January 20, 2015

Dear Chair Lupenui, Vice Chair Halagao and Members:

The Hui for Excellence in Education (HE'E) is a diverse coalition of over 40 parent and community organizations dedicated to improving student achievement by increasing family and community engagement and partnerships in our schools. Our member list is attached.

This testimony is submitted in regards to the revision of BOE Policy 2403 (proposed Policy 304.2) on Parent/Family Involvement. A workgroup in which HE'E participated convened in 2012 for Senate Concurrent Resolution 79 (SCR 79) on Family Engagement; the group recommended and submitted a revised BOE Policy 2403. A copy of this policy is attached. The Board's current proposed policy contains elements of that draft but omits a crucial step directing the Department to establish statewide standards, including the six standards of Family-School Partnerships developed by the National PTA. In addition, the Board's revised policy is entitled "Family and Community Engagement;" however, HE'E prefers the title that was recommended by the group, "Family-School Partnerships" as the policy focuses on the interaction between family and schools.

Thank you for the opportunity to testify and for your consideration.

Sincerely,

Cheri Nakamura
HE'E Coalition Director

HE'E Member List

Academy 21

After-School All-Stars Hawaii

Alliance for Place Based Learning

*Castle Complex Community Council

*Castle-Kahuku Principal and CAS

Center for Civic Education

Coalition for Children with Special Needs

*Faith Action for Community Equity

Fresh Leadership LLC

Girl Scouts Hawaii

*Good Beginnings Alliance

Harold K.L. Castle Foundation

*Hawaii Appleseed Center for Law and Economic Justice

Hawai'i Athletic League of Scholars

*Hawai'i Charter School Network

*Hawai'i Nutrition and Physical Activity Coalition

*Hawaii State PTSA

Hawai'i State Student Council

Hawai'i State Teachers Association

Hawai'i P-20

Hawai'i 3Rs

Head Start Collaboration Office

It's All About Kids

*INPEACE

Joint Venture Education Forum

Junior Achievement of Hawaii

*Kaho'omiki

Kamehameha Schools

Kanu Hawai'i

*Kaua'i Ho'okele Council

Keiki to Career Kaua'i

Kupu A'e

*Leaders for the Next Generation

Learning First

McREL's Pacific Center for Changing the Odds

Our Public School

*Pacific Resources for Education and Learning

*Parents and Children Together

*Parents for Public Schools Hawai'i

Punahou School PUEO Program

Teach for America

The Learning Coalition

US PACOM

University of Hawai'i College of Education

YMCA of Honolulu

Voting Members () Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition. List as of January 2015*

Revised BOE Policy 2403 Family-School Partnerships Policy

The Board of Education (“Board”) recognizes that a child’s growth and educational success are responsibilities and goals shared by the Department of Education (“Department”), communities, schools and families. It follows that achievement of these goals depends on the establishment of a broad array of informed partnerships among stakeholders that address the strengths and needs of all students.

In setting expectations and creating a climate conducive to effective partnership implementation, the Board acknowledges the importance of administrative leadership at all levels, including its own. Therefore, the Board directs the Department to establish an organizational culture characterized by practices and programs that build and sustain positive and engaged relationships with families by:

- Taking a comprehensive and coordinated approach to family-school partnerships;
- Addressing family-school partnerships in strategic planning processes;
- Assigning formal responsibility, accountability and necessary authority for partnership implementation to staff at the State, Complex Area and School level;
- Embracing the diverse cultures, languages, strengths and needs of all families;
- Providing adequate and appropriate time, resources and opportunities to include families in the design, implementation, evaluation and oversight of all relevant programs and services; and,
- Establishing statewide standards, administrative guidelines, associated metrics/indicators, timelines and reporting requirements that support the implementation, monitoring and evaluation of family-school partnerships based upon national evidence-based best practices including, but not limited to:

Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: Communicating effectively—Families and school staff engage in regular two-way, meaningful communication about student learning.

Standard 3: Supporting student success—Families and school staff continuously partner to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Partnering with community—Families and school staff partner with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

(Drawn from the 2012 PTA National Standards for Family-School Partnerships)

In order to assure congruence with best practices at the state and national level, this policy shall be reviewed and updated no more than five (5) years from the date of its initial passage.

Exhibit B

Revised Policy

2403

POLICY 304.2101.14

FAMILY AND COMMUNITY ENGAGEMENT/PARTNERSHIP

In setting expectations and creating a climate conducive to effective engagement/partnership implementation, the Board acknowledges the importance of administrative leadership at all levels, including its own. Therefore, the Board directs The Department ~~shall to~~ establish an organizational culture characterized by practices and programs that build and sustain positive and engaged relationships with families and communities by:

Building the capacity of staff and families to engage in partnerships

Aligning with school achievement goals and connecting families to the teaching and learning goals for the students

Taking a comprehensive and coordinated approach to family school engagement and community partnerships;

Addressing family school engagement/partnership in strategic planning processes [~~*Ensure that in DOE/BOE section family school engagement is addressed; remove this bullet~~];

Assigning formal responsibility, accountability and necessary authority for engagement/partnership implementation to appropriate staff at the State, Complex Area and School levels;

Embracing the diverse cultures, languages, strengths and needs of all families ~~and communities~~;

Providing adequate and appropriate time, resources and opportunities ~~for to include families~~ in the design, implementation, evaluation and oversight of ~~and communities to provide meaningful input into~~ all relevant programs and services.

Establishing statewide standards, administrative guidelines, associated metrics/indicators, timelines and reporting requirements that support the implementation, monitoring and evaluation of family and community engagement/partnerships based upon national evidence-based best practices including, but not limited to:

Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

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Standard 3: Supporting student success—Families and school staff continuously partner to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Engaging/partnering with community—Families and school staff engage/partner with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Rationale: The Board of Education (“Board”) recognizes that a child’s growth and educational success are responsibilities and goals shared by the Department of Education (“Department”), communities, schools and families. It follows that achievement of these goals depends on the establishment of a broad array of informed partnerships among stakeholders that address the strengths and needs of all students.

Approved: 05/03/01; Revised: 09/18/03

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