

**Agenda Item VI.G, Board Action on Student Achievement Committee recommendations  
concerning Board Policy 304.2, Family and Community Engagement  
(formerly Board Policy 2403)  
General Business Meeting  
June 16, 2015**

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 Asselbaye, who could not attend the meeting, also provided comments on Board Policy 304.2. 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 A** 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 also included a new policy number, which would place the policy under Goal 1 (Student Success) under the subheading, "Whole Student Development."

On June 2, 2015, the Student Achievement Committee considered the version of Board Policy 304.2, attached as **Exhibit A**, and took action to recommend that the Board approve this revised version of the policy.

**Exhibit A**

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

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

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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.

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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 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: 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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**Proposal with track changes removed:**

**2403**

## **POLICY 101.14**

### **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 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;

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;

Providing adequate and appropriate time, resources and opportunities to include families in the design, implementation, evaluation and oversight of 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.

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

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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.

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