

Bill Arakaki/KAUAIDO/HIDOE

10/04/2015 03:59 PM

To boe_hawaii@notes.k12.hi.us
cc coxj024 <coxj024@hawaii.rr.com>
Subject Testimony for Kauai Complex Area
and High Schools to the Student
Achievement Committee - Tuesday,
October 6, 2015

8 attachments



KCA SRO Support Ltr.pdf SRO Letter KPHS.pdf Kauai HS SRO Support Ltr.pdf SRO WHS Support Ltr.pdf



SRO & DOE Letter of Agreement 2001.pdf SRO History 2001.pdf SRO KPD SOP 2001.pdf SRO Overview 2001.pdf

Aloha Members of the State of Hawaii Board of Education, Student Achievement Committee,

On behalf of the Kauai Complex Area and three High Schools (Kapaa High, Kauai High and Waimea High), I am submitting testimony in support of Board Policy 305.3, Safe Schools including consideration of issues regarding school resource officers. We are in support on our SRO Program in partnership with the Kauai Police Department and Department of Education, Kauai Complex Area. I am attaching the following documents in support of this effort:

Letters of Support from the Kauai Complex Area Superintendent, Principals from Kapaa High School, Kauai High School and Waimea High School:

Other supporting documents attached to this email:

State of Hawaii Department of Education Letter of Agreement

Kauai County Police Department School Resource Officer Program

Kauai Police Department Uniformed Services Bureau Standard Operating Procedures - Chapter 103 Operations

School Resource Officers - Overview, Role of SROs, Program Strategies, Program Evaluation

Mahalo for your time and consideration of our unified testimony in support of SRO programs.

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STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF THE COMPLEX AREA SUPERINTENDENT
KAUAI SCHOOLS
3060 EIWA STREET, ROOM 305
LIHUE, HAWAII 96766

September 7, 2015

State of Hawaii, Board of Education
P.O. Box 2360
Honolulu, Hawaii 96812

To Board Chair Lance A. Mizumoto,

The School Resource Officer Program is operating very well with much success at the three high schools on Kauai. Since its inception in May of 2001, students, teachers, support staff, parents and school administrators have appreciated and benefited from the positive effects and working relations that continues to grow with the SRO Officers and Kauai Police Department.

I would like to take this opportunity to acknowledge Officer Mark Tadao Ozaki, Officer Andrew Muraoka, Officer John Mullineaux and Officer Morris Unutoa for their very good work. These gentlemen have played major roles in making such that positive impact within our school communities.

It should be noted that the officers have been participating in various ongoing professional development activities such as: Safety and Security workshops, Chapter 19, and other individual school-level professional development activities addressing school-wide goals. They also continue to be involved as part of the school's staff in other ongoing improvement activities working with students, parents and community related to safety plans and positive behaviors in school and life experiences.

The Department of Education, Kauai Complex Area is certainly pleased and proud to be a partner with the Kauai Police Department in this endeavor. I thank you for your vision, continued support in helping develop polices for the SRO Program. The strength and continued success is clearly based in our ability to work together for that common purpose for to insure the health and safety of our students, staff and families of Kauai in our schools.

Mahalo,

A handwritten signature in black ink, appearing to read "William N. Arakaki".

William N. Arakaki
Kauai Complex Area Superintendent

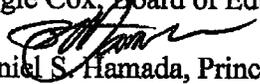
Cc: Margaret Cox, Kauai Appointee to the Board of Education



Kapaa High School
4695 Mailihuna Road
Kapaa, Hawaii 96746

September 7, 2015

To: Maggie Cox, Board of Education

From:  Daniel S. Hamada, Principal

Subject: SRO Program

Purpose of this communication is to share Kapa'a High School's strong support for the School Resource Officer and SRO Program on Kauai.

For over ten years, Kauai's high schools have been fortunate to have an SRO based on the high school campuses at Kapaa, Kauai, and Waimea High Schools. Having a police officer stationed at a secondary school provides tremendous proactive support addressing education, safety and security for students and staff.

Here at Kapa'a High School, our SRO works closely with faculty and students in dealing with education and Chapter 19 concerns. While our school's administration is always that first line of responders, our SRO officers have continued to be instrumental in doing class presentations, campus security support, and building overall relationships with students, parents and community. SRO officers are very visible on campus before, during and after school as well as participating in the many school/community meetings. Our SRO Officer works with our feeder schools and does educational programs so when students move on to high school, students have that foundation addressing expectations. Our SRO acts as a school resource for us at with the county, state, and federal governments as he has personal contacts at each level.

There is no doubt that having an officer on campus is beneficial for schools. It's a great educational opportunity for students to learn more about our police department, to make better choices, students not to be afraid of the police and they are there to help. It is also a fact that when the public knows there's an SRO officer on campus, this helps to deter negative, outside influences from coming onto the school campus and creating negative experiences for students and staff.

Thank you very much for your support and consideration of our Kauai SRO program.



STATE OF HAWAII
DEPARTMENT OF EDUCATION
KAUAI HIGH SCHOOL
3577 LALA ROAD
LIHUE, HAWAII 96766-9520

September 7, 2015

To Whom it may concern,

This letter is intended to describe the usefulness of a School Resource Officer (SRO) on a High School campus. At Kauai High School there is a long history of the joint efforts to maintain a safe and secure environment for all students between administration, the teachers, the school security guards and a trained SRO.

Kauai High School (KHS) strives to provide both positive reinforcement of good behaviors as well as consequences for inappropriate behaviors. The SRO assists with the positive reinforcement efforts as a primary goal; building those relationships with students in a preventative manner is integral to the success of the SRO program on the Island of Kauai. The SRO also provides those preventative warnings that counseling of "what the law" says. When administration is handling student discipline issues in a progressive manner adding additional immediate, school embedded counseling is impactful and effective. For example after a warning about harassment from a VP and a call home, having the SRO explain in a counseling/ proactive manner about what the "law" considers harassment has impact on student actions and attitudes. Administration hesitates to bother the local sub-station to have a patrol car come to campus for "harassment" warnings and counseling. Yet it is this immediate impact of the counseling that counts to prevent future student inappropriate actions. . In addition, students leaving campus without permission is a safety concern on any High School campus; having the SRO on campus to enforce the detainment consequences upon the students return makes an impact on the students. It is that proactive presence that we administrators at the school level value in the partnership between highly trained SRO's and school Administration in the maintenance of a safe and secure environment.

The value of an SRO goes beyond words and statistics. I have worked at two high schools with SRO's on campus. An SRO's presence, the SRO's reaching out to students with extensive discipline histories and the SRO's follow through actions were very effective in every school at which I have worked. SRO's are also proactive regarding rumors we hear; Administration would not call the substation to have a patrol car come address a "rumor"; but with the SRO on campus we can prevent that fight before it happens via Administration counseling followed by SRO discussion of the legal implications. All of the above provides the student with information to make positive choices. In addition an SRO is on the scene immediately when a student becomes disorderly on campus; calling dispatch can take time because the substation has many many community responsibilities. An SRO is a community support when he can quickly enforce student parking violations involving

neighborhood home/business property issues. The SRO is a partner in keeping both KHS and the neighborhood a safe and secure campus.

On behalf of Administration, Teachers and Staff at KHS we humbly request that the Board of Education recognize that SRO's complete significant amounts training in order to qualify to work in a school atmosphere. Because of their training, an SRO's actions take a different approach than a police car on patrol. The SRO is trained to handle teenagers, to support students in, making good choices. Patrol officers are trained to handle violations of the law. Most of the SRO's live in the community in which they work, the SRO's can build upon those relationships and that is what we all want positive, proactive actions to prevent student discipline activities.

Sincerely,



Anne Kane
Principal

✓cc:

William Arakaki, CAS



STATE OF HAWAII
DEPARTMENT OF EDUCATION
WAIMEA HIGH SCHOOL
9707 TSUCHIYA ROAD
P.O. BOX 339
WAIMEA, HAWAII 96796
PHONE: (808) 338-6800 FAX: (808) 338-6807

September 7, 2015

Aloha Mrs. Cox,

I write this letter in support of the School Resource Officer, or SRO, program on Kauai.

I have been fortunate to work at two schools on Kauai that have an SRO based on campus -- Kauai High and Waimea High. Having an officer stationed at the school helps greatly with safety and security for all. At the beginning of every school year, our SRO works with Vice Principal Marilyn Asahi to go over Chapter 19 with each student at each grade level. He builds relationships with students when he's walking campus before school, during recesses, and after school. Our current SRO, Andrew Muraoka, is an assistant coach with our Air Riflery team; his expertise has helped our boy shooters improve greatly this year. Our SRO sits on our Safety Committee and helps us to revise our school emergency plan annually. He works with our feeder schools and does the DARE curriculum; when students get up to the high school, they already know a significant adult on campus. Our SRO acts as a school resource for us at with the county, state, and federal governments as he has personal contacts at each level.

Having an SRO readily available has been one of the best things about moving home to Kauai. On Oahu I worked in the Farrington Complex --Farrington HS, Dole MS, Puuhale Elementary. We often waited quite a while for HPD to respond to our calls for assistance.

I think just having an officer on campus would be helpful for any school. It teaches students not to be afraid of the police; it teaches students that police are there to help. Most importantly, the public knows there's an officer on campus and that deters negative, outside influences from coming to school and making trouble with students and staff. To me, that peace of mind is priceless.

Thank you very much for your support in helping us keep our Kauai SRO program.

Mahina Anguay

Mahina Anguay
Principal, Waimea High School

STATE OF HAWAII
DEPARTMENT OF EDUCATION
SCHOOL RESOURCE OFFICERS PROGRAM

LETTER OF AGREEMENT

1. **PURPOSE.** This agreement for the School Resource Officer Program is entered into by the State Department of Education and the Kauai Police Department, for the County of Kauai. The position places law enforcement officers in the schools for the purpose of formulating a partnership between the school, police, students and community.
2. **SCOPE.** The School Resource Officer Program is an interagency effort that places law enforcement officers in designated schools within the County of Kauai. The Police Officers are trained to perform three roles in the schools they are assigned; law enforcement law-related counseling and law-related educational presentations.
3. **POLICIES.**
 - a. The Department of Education shall furnish the officers at the designated schools with the following; private office space, desk, chair, telephone, typewriter and/or computer, file drawer cabinet with lock, bulletin board and a designated parking stall.
 - b. The Department of Education shall furnish the Chief of Police of the Kauai Police Department the following articles; Campus lay-outs, Evacuation Plan Procedures for Crisis Plan, School Rules and Policies, Department of Education Chapter 19, School Year Calendar, Faculty Listings and a Department of Education Administration Directory for all designated schools participating in the School Resource Officer Program.
 - c. The Department of Education shall provide each officer assigned to the School Resource Officer (SRO) Program, their department's Substitute Teacher's training.
 - d. The SRO shall:
 1. Provide instruction to students and school officials in various activities in accordance with the anti-crime, anti-drug and anti-violence programs;
 2. Develop and maintain effective communication and working relationships between law enforcement, students, school officials and the community;
 3. Provide law-related counseling;
 4. Addresses the problems that arise among the student population in the assigned school;
 5. Develop effective and efficient law-related school assignments and coverage plans;
 6. Creates and maintains successful working relationships with different agencies associated with the education and counseling of juveniles;

7. Make educational presentations to various school groups and organizations on behalf of the department and its anti-crime, anti-drug and anti-violence programs;
 8. Work with a liaison from the Department of Education in the development of course content and programs on various subjects in the Criminal Justice Field, to be directed to the level of student comprehension.
- e. The SRO shall investigate criminal activity occurring in their school while in session, to include:
1. Department of Education "Chapter 19" offenses mandatory reporting by the Department of Education officials, but not limited to "Chapter 19" Class A and B offenses;
 2. Bomb Threats; be informed of the Department of Education's evacuation plan policies and the Police Department's procedures and policies of such investigations;
 3. Juvenile arrest procedures and policies;
 4. Search and seizure procedures and policies of both the Kauai Police Department and the Department of Education;
 5. Interviews and interrogations of students and school personnel, in accordance with the procedures and policies of both the Kauai Police Department and Department of Education.
 6. Knowledge of the Kauai Police Department's child sexual assault protocol;
 7. Knowledge of the mandatory reporting involving Child Abuse/Neglect and properly investigate these incidents in accordance with the Kauai Police Department's procedures and policies.
4. **LIABILITY.** Kauai County shall defend, indemnify and hold harmless and State of Hawaii, their officers, employees and agents from and against all liability, loss, damage, cost and expense, including all attorney fees, and all claims, suits and demands therefore, arising out of or resulting from the negligent acts or omissions of any officers, employees or agents of the State of Hawaii, the State of Hawaii shall be responsible for such negligent acts or omissions to the extent authorized by Chapter 661 and 662, Hawaii Revised Statutes and other applicable State law.
5. **EXECUTION.** This agreement is effective upon date of final signature, will be reviewed annually by designees of respective signatories, and shall remain in effect until rescinded or superseded. Modification may be made to the Agreement, consistent with policies and procedures with the written concurrence of all signatory agencies.

COUNTY OF KAUAI

DEPARTMENT OF EDUCATION

By: Maryanne Kusaka 5/9/01
MARYANNE KUSAKA Date
Its Mayor

By: Daniel Hamada 5-8-01
DANIEL HAMADA Date:
Kauai District Superintendent

APPROVAL RECOMMENDED:

George Freitas 5-8-'01
GEORGE FREITAS Date:
Chief of Police

KAUAI COUNTY POLICE DEPARTMENT SCHOOL RESOURCE OFFICER PROGRAM

HISTORY:

In 1999, the Kauai Police Department began to research the effectiveness of a School Resource Officer Program, with the possibility of implementing such a program within the County of Kauai.

In January of 2000, Lt. Alvin Seto of the Investigative Services Bureau contacted the High Schools within the County of Kauai, with suggestions of implementing a School Resource Officer Program in the three secondary level high schools on the Island. Kauai, Waimea and Kapaa High Schools were selected for the Department's introduction of the School Resource Officer Program.

In March of 2000, Officer Dan Miyamoto, began inquiries within the Department of Education relative to support of such a program.

In April of 2000, Inspector Paul Hurley began looking into possible assignment of a Department's School Resource Officer Program, which would model existing School Relations Officer programs within the state of Hawaii.

The new SRO Program will become a section of the Uniform Services Bureau with a Supervisor and three SROs. The duties and responsibilities of the SRO Program Supervisor are to coordinate and implement a program to fit the needs of the department and the selected district school community. The overview of the SRO Program is to take a "triad" approach, such as:

Law Enforcement – primary responsibility

Law related counseling service. Mediate conflict resolutions.

Law Presentation – provide presentations within the school community regarding Law Enforcement as a Career, Laws concerning juveniles and other related Law enforcement issues.

Some of the Goals and Objectives of the School Resource Officer Program are:

Bridge the gap between Law enforcement and young people and increase positive attitudes toward law enforcement;

Teach the value of our legal system;

Promote respect for people and property;

Take a personal interest in students and their activities;

Assist in making school a safe place and to promote awareness in the areas of "Anti-crime", "Anti-drug" and "Anti-violence."

PERSONNEL:

Upon grant partnership approval, three police officers will be selected to the School Resource Officer Program and assigned to the designated High Schools within Kauai's three districts:

Officer	Kauai High School Est. Pop. 1170
Officer	Waimea High School Est. Pop. 844
Officer	Kapaa High School Est. Pop. 1120

Note: School Population may fluctuate during the school year. Population estimates are from ninth through twelfth grades.

Based on approval and funding of the program through a partnership with the Department of Justice, the Department's School Resource Officer Program will officially be introduced into the three designated schools. The selected SROs will be present on each school campus in full police uniform. The District Officer of the Department of Education through the principal of each school, will provide the SRO with an office, desk, chair, typewriter and/or computer, bulletin board, telephone, and school radio communication.

The SRO salaries will be covered by Federal funds under the "COP's Grant'."

The grant is for 3 years.

The SRO will report to assigned Kauai Police Department District Stations and will be supervised by a School Relations Supervisor/Sergeant whose primary reporting station is the Lihue District (Central).

The Commander overseeing the School Resource Officer Program is the Administrative Lieutenant of the Patrol Services Bureau, Lt. Gordon Isoda.

The SROs assigned in Lihue, Hanalei and Waimea Districts will report to their respective station:

Lihue station

Hanalei station

Waimea station

STATISTICAL DATA/GRAPHS:

Offense	1998-99	1999-2000
Air Gun Violation		
Assault		
Behavioral Injuries to a Minor		
Burglary		
Carrying a Concealed Weapon		
Child Abuse & Neglect		
Civil Matter		
Commercial Promotion Marijuana		
Compulsory School Attendance		
CPD		
Criminal Tampering		
Criminal Trespass		
Custodial Interference		
Disorderly Conduct		
DUI		
Educational Neglect		
Extortion		
Fireworks		
Gambling		
Harassment		
Juvenile Runaway		
Kidnapping		
Misc. Accident		
Obstruct Government Operations		
Open Container		

Offense	1998-99	1999-2000
Open Lewdness		
Personal Assistance		
Possession of Drug Paraphernalia		
Prohibited Liquor Consumption		
Prohibition Involving Minor		
Promoting a Controlled Substance		
Promoting Detrimental Drugs		
Promoting Harmful Drugs		
Reckless Endangering		
Resisting Arrest		
Sex Assault		
Simple Trespass		
Suicide (attempted)		
Suspicious Item		
Terroristic Threatening		
Theft		
CPV		
UEMV		
Violation Protective Order		
Weapons Violation		

KAUAI POLICE DEPARTMENT

UNIFORMED SERVICES BUREAU
STANDARD OPERATING PROCEDURES
CHAPTER 103
OPERATIONS

Effective date: 0/00/00

Revision date: 05/05/01

Rescinds:

Accreditation Standards:

SCHOOL RESOURCE OFFICER PROGRAM
S.O.P. 103.3

I. PURPOSE

To establish guidelines and procedures for the implementation of the School Resource Officer Program.

II. POLICY

The Kauai County Police Department has always recognized the importance of an action-oriented community and that decision-making processes within a modern-era police department must be made with maximum community input.

The focus of the School Resource Officer (SRO) Program is to address community concerns, school concerns, enhance problem solving and foster a situation where the school employees, students, parents and the community have greater input in the direction that they want to take.

III. PHILOSOPHY

A. The Department recognizes that the success of a School Resource Officer Program begins with the concept of allowing the police officer assigned to a specific high school, full administrative and supervisory support and allow the officer the autonomy to make decisions and create direction to the assigned school. The Police Officer must be allowed to be a decision maker within the assigned school and must understand that there is a certain "decentralization" in the ability to be that decision maker for the school he/she serves.

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SCHOOL RESOURCE OFFICER PROGRAM

- B. The role of the District Commander, District Supervisor and the School Resource Officer Supervisor shall be one of encouragement and input with a minimal supervision; however, matters of a serious nature or that demand supervisory decision making shall be addressed by the District Supervisor or District Commander.

IV. PROGRAM OVERVIEW

- A. The School Resource Officer shall provide services that are of non-criminal in nature occurring within their school while in sessions, such as;
1. Provide instruction to students and school officials in various activities in accordance with the anti-crime, anti-drug, and anti-violence programs;
 2. Develop and maintain effective communication and working relationships between law enforcement, students, school officials, parents and the community;
 3. Provide law-related counseling;
 4. Address the problems that arise among the student population in the assigned school.
 5. Develop effective and efficient law-related school assignments and coverage plans;
 6. Create and maintain successful working relationships with different agencies associated with the education and counseling of juveniles;
 7. Make educational presentations to various community-groups and schools on behalf of the department and its anti-crime, and anti-drug and anti-violence programs;
 8. Work with a liaison from the Department of Education in development of course content and programs on various subjects in the Criminal Justice Field, to be directed to the level of student comprehension.

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SCHOOL RESOURCE OFFICER PROGRAM

- B. The School Resource Officer shall investigate criminal activity occurring in their school while in session. To include;
1. Department of Education, "Chapter 19" offenses mandatory reporting by Department of Education Officials, but not limited to Chapter 19 Class A and B offenses;
 2. Bomb Threats, be informed of the Department of Education Evacuation Plan Policies as well as the police department's procedures and policies of such investigations.
 3. Juvenile Arrest Procedures and Policies, to include fingerprinting and photographing of juveniles arrested, authorization of release, booking and disposition;
 4. Search and seizure procedures and policies of both the Kauai Police Department and the Department of Education.
 5. Interview and Interrogate students and school personnel, in accordance with the procedures and policies of both the Department of Education and the Kauai Police Department.
 6. Knowledge of Kauai Police Department's Child Sexual Assault Protocol regarding those types of investigations;
 7. Knowledge of Mandatory Reporting involving Child Abuse/Neglect and to properly investigate these types of incidents in accordance with the police department's procedures and policies.
 8. Student Crime Stoppers Program.

V. DUTIES AND RESPONSIBILITIES

- A. Administrative Lieutenant
1. Shall establish liaison with the State Department of Education and other community organizations impacting the educational environment.
 2. Inform personnel under his command that they are responsible for achieving the District's School Resource Officer (SRO) objectives.

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SCHOOL RESOURCE OFFICER PROGRAM

3. Shall coordinate the assignments of police personnel to the designated schools and educational organizations.
4. Actively participate with his personnel in the programs.
5. Maintain and review a reporting system in which all personnel will document the progress of their efforts regarding their School Resource Officer Program responsibilities on a monthly basis. This report shall include concerns, remedies, and satisfaction levels of those involved.
6. Shall incorporate a SRO overview and solicit an oral report from the SRO Program Supervisor during the Quarterly Staff meetings.
7. Shall call to order a bi-annual meeting with all of the involved community groups, Department of Education, School organizations and Police personnel to discuss concerns, projects or any redirection needed with the School Resource Officer (SRO) plan.
8. Publicize the District's objectives, problems, and successes.
9. Convey information received from the community groups, Department of Education, and School organizations to the Chief of Police.
10. Identify training needs through interviews with citizens and school representatives, consultations with those involved in internal investigations, and conference with the SRO Supervisor.
11. SRO Supervisor shall be responsible for the day-to-day operations of the School Resource Officers assigned to their respective districts.

B. School Resource Police Supervisor

1. Shall be a designated Police Sergeant assigned to Patrol Division at the Lihue station.
2. Shall be the centralized point for School Resource Officers in all districts.

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SCHOOL RESOURCE OFFICER PROGRAM

3. Shall assist the Administrative Lieutenant in developing and coordinating personnel assignments to the School Resource Officer Program.
4. Assist the Administrative Lieutenant in identifying; developing and maintaining a list of various SRO based organizations in each area of assignment.
5. Shall ensure that all SRO personnel assigned to the School Resource Officer (SRO) Program submit monthly reports on a timely basis.
6. Guide and instruct subordinates in the area of flexibility, demeanor and communication techniques when dealing with public and school concerns.
7. Shall ensure that all SRO personnel assigned to School Resource Officer (SRO) related duties submit monthly reports on a timely basis.
8. Shall monitor the progress of the School Resource Officer plan and initiate adjustments and changes as deemed necessary.
9. Guide and instruct the personnel in the area of flexibility, demeanor and communication techniques when dealing with school concerns.
10. Shall ensure that the School Resource Officer fulfills the requirements of the position.

C. Police Officer

1. Shall be responsible to develop and coordinate communications, solicit concerns, solve problems and implement creative answers within his assigned school organization.
2. Shall regularly attend meetings, functions and events with his assigned school and community organizations.
3. Shall be a creative force and utilize available resources to help increase police community involvement within his assigned school organization.

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4. Shall guide and seek resolutions for the school and citizens, especially when dealing with issues that are non-criminal in nature.
5. Shall turn in a weekly progress report to the School Resource Officer (SRO) Supervisor detailing concerns, activities, solutions addressing concerns, upcoming activities, creative suggestions or any other written communication deemed necessary regarding his school. This report shall be due every Friday that school is in session.
6. School Resource Officers are encouraged to interact with various other organizations which is not in their specific assignment and are encouraged in helping their fellow officers SRO assignments.
7. School Resource Officers, once assigned shall remain with the school for a minimum of three years unless they are promoted, terminated, resignation from employment, unsatisfactory performance, or are no longer capable of performing the functions of the position.
8. School Resource Officers, normal hours of operation shall be Monday – Fridays from 0630 – 1515 hours (2nd Watch), when school is in session. School Resource Officers will report to their respective districts in full uniform at the start of duty for 2nd Watch and participate in roll call training, inspection, and receive other related assignments. Should a School Resource Officer (SRO) be unable to report for duty (illness, emergency leave, etc.), the officer shall call the SRO supervisor no later than 0630 hours.
9. School Resource Officers shall be present at their designated school on all days that school is in session and report no later than 0745 hours.
10. School Resource Officers may take their annual vacation during the school's Spring Break, Summer Break and when their assigned school is not in session.
11. School Resource Officers, required to appear in Court shall advise his Supervisor immediately of the date and time of his court appearance.

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SCHOOL RESOURCE OFFICER PROGRAM

12. School Resource Officers will attend the Department's Annual Recall Training and Firearms Qualifications, during the school's Spring Break or Summer Break, as scheduled by the Plans & Training Coordinator.
13. School Resource Officers shall perform other related duties and assignments, when the assignments at his school is not needed or when school is not in session.
14. Emergency calls shall take precedence over school organization meetings. Police Officers are expected to maintain communications with central dispatch and monitor their portable radios whenever they are attending their respective SRO assignments. Also, supervisors shall be cognizant of individual officers SRO efforts and incorporate these factors into their evaluations. Traditional statistical performance gauges should be flexible taking into account creative efforts by the SRO involved officers.

GEORGE FREITAS
Chief of Police

SCHOOL RESOURCE OFFICERS

OVERVIEW

Nationwide, the growing number and severity of violent incidents perpetrated by and against our youth is alarming. We as a society have allowed violence to invade our schools and become a part of what our students learn.

Much of the societal problems involving adult violence stem from behaviors learned at the intermediate and high school level. Sexual harassment, stalking, passive aggression and intimidation are common on middle and high school campuses but often overlooked as forms of violence. We need to look at recent media headlines to recognize how incidents such as these mentioned command major attention in our courts and in the media today.

"Violence in the Workplace" have become buzzwords nationwide. For our youth, the schools must be considered their workplace. We all share a vision in which our young people are given the opportunity to learn in an environment that is safe and free of fear from harm or intimidation. This environment must allow faculty and staff to also function without the fear, distraction and expenditure of valuable resources caused by campus violence.

To this end, it is the intention of the Kauai Police Department, with the support of the County of Kauai and the State of Hawaii Department of Education, to establish a program for high schools which employs School Resource Officers (SRO). The primary goal of the SRO is to create and maintain a safe educational environment.

This program, which fully employs and integrates the philosophy of Community Policing, assigns one SRO to one specific school. The chosen school and its contingent of students, faculty, staff and parents work with the School Resource Officer and become an integral part of this "Community".

In the same manner that Community Police Officers must establish and maintain positive, open relationships with their community, the SRO must do likewise in order to effectively accomplish program goals and objectives.

ROLE OF THE SROS

School Resource Officers fulfill three primary roles:

LAW ENFORCEMENT OFFICER – SROs act as law enforcement officers. Their primary purpose is to maintain order, but in their capacity as officers, they will also be conducting investigations, implementing crime prevention programs and performing other duties typical of a "beat cop" except that their "beat" is on campus.

LAW RELATED COUNSELOR – SROs act as law related counselors. They are active listeners to staff as well as students. As a counselor, the SRO is able to answer questions or provide information regarding the criminal justice system and serve as a link to support services both inside and outside the school environment.

LAW RELATED EDUCATORS – SROs act as law related educators, whose purpose is to instruct students to be successful law abiding citizens. SROs encourage students to be participatory citizens fully realizing the value of laws and the democratic process. Specifically addressing the issue of violence, the SROs teach the fundamentals of effective communication, conflict management and the art of compromise.

Based on similar School Resource Officer programs, it is anticipated that in fulfilling these three roles, 50% of the SROs time will be spent in law enforcement activities, 33% in counseling activities and 17% in instructional activities.

Notwithstanding the three primary roles as described above, one cannot overlook the additional role the School Resource Officers perform as positive role models for the young adults with whom they will be in contact on a daily basis.

PROGRAM STRATEGIES

The School Resource Officer program provides an opportunity for the school and community to address school violence and other campus issues with both prevention and intervention techniques. The SRO on campus daily allows for monitoring of existing conditions and problems as well as planning and implementing prevention programs. If a problem does arise, the SRO is in an ideal position to intervene quickly and quell a situation or concern before it becomes a major problem.

PROGRAM EVALUATION

The program can be evaluated through analysis in four primary areas:

EVALUATION – Evaluation refers to conducting baseline measures on incidents of school violence, before program implementation and then collecting and tracking data throughout the implementation process. From the data collected, several analyses can be conducted.

ENVIRONMENT – This analysis involves determining, possibly through the use of surveys, what impact the SRO program has had on the school learning environment. Special attention is to be paid to feelings of safety, attitudes, and the behaviors of students, teachers and staff.

EFFICIENCY – This analysis focuses on the efficient and prioritized but limited, law enforcement resources, efficient planning, implementation and control over available resources are essential to maximize resource use.

EFFECTIVENESS – This analysis refers to both how well SROs have fulfilled their roles as law enforcement officers, as basic law enforcement counselors and law enforcement educators. An analysis on the impact the SRO has on incidents of violence in the school and in the adjacent communities must be gathered and evaluated.

SCHOOL RESOURCE OFFICERS

OVERVIEW

Nationwide, the growing number and severity of violent incidents perpetrated by and against our youth is alarming. We as a society have allowed violence to invade our schools and become a part of what our students learn.

Much of the societal problems involving adult violence stem from behaviors learned at the intermediate and high school level. Sexual harassment, stalking, passive aggression and intimidation are common on middle and high school campuses but often overlooked as forms of violence. We need to look at recent media headlines to recognize how incidents such as these mentioned command major attention in our courts and in the media today.

“Violence in the Workplace” have become buzzwords nationwide. For our youth, the schools must be considered their workplace. We all share a vision in which our young people are given the opportunity to learn in an environment that is safe and free of fear from harm or intimidation. This environment must allow faculty and staff to also function without the fear, distraction and expenditure of valuable resources caused by campus violence.

To this end, it is the intention of the Kauai Police Department, with the support of the County of Kauai and the State of Hawaii Department of Education, to establish a program for high schools which employs School Resource Officers (SRO). The primary goal of the SRO is to create and maintain a safe educational environment.

This program, which fully employs and integrates the philosophy of Community Policing, assigns one SRO to one specific school. The chosen school and its contingent of students, faculty, staff and parents work with the School Resource Officer and become an integral part of this “Community”.

In the same manner that Community Police Officers must establish and maintain positive, open relationships with their community, the SRO must do likewise in order to effectively accomplish program goals and objectives.

ROLE OF THE SROS

School Resource Officers fulfill three primary roles:

LAW ENFORCEMENT OFFICER – SROs act as law enforcement officers. Their primary purpose is to maintain order, but in their capacity as officers, they will also be conducting investigations, implementing crime prevention programs and performing other duties typical of a “beat cop” except that their “beat” is on campus.

LAW RELATED COUNSELOR – SROs act as law related counselors. They are active listeners to staff as well as students. As a counselor, the SRO is able to answer questions or provide information regarding the criminal justice system and serve as a link to support services both inside and outside the school environment.

LAW RELATED EDUCATORS – SROs act as law related educators, whose purpose is to instruct students to be successful law abiding citizens. SROs encourage students to be participatory citizens fully realizing the value of laws and the democratic process. Specifically addressing the issue of violence, the SROs teach the fundamentals of effective communication, conflict management and the art of compromise.

Based on similar School Resource Officer programs, it is anticipated that in fulfilling these three roles, 50% of the SROs time will be spent in law enforcement activities, 33% in counseling activities and 17% in instructional activities.

Notwithstanding the three primary roles as described above, one cannot overlook the additional role the School Resource Officers perform as positive role models for the young adults with whom they will be in contact on a daily basis.

PROGRAM STRATEGIES

The School Resource Officer program provides an opportunity for the school and community to address school violence and other campus issues with both prevention and intervention techniques. The SRO on campus daily allows for monitoring of existing conditions and problems as well as planning and implementing prevention programs. If a problem does arise, the SRO is in an ideal position to intervene quickly and quell a situation or concern before it becomes a major problem.

PROGRAM EVALUATION

The program can be evaluated through analysis in four primary areas:

EVALUATION – Evaluation refers to conducting baseline measures on incidents of school violence, before program implementation and then collecting and tracking data throughout the implementation process. From the data collected, several analyses can be conducted.

ENVIRONMENT – This analysis involves determining, possibly through the use of surveys, what impact the SRO program has had on the school learning environment. Special attention is to be paid to feelings of safety, attitudes, and the behaviors of students, teachers and staff.

EFFICIENCY – This analysis focuses on the efficient and prioritized but limited, law enforcement resources, efficient planning, implementation and control over available resources are essential to maximize resource use.

EFFECTIVENESS – This analysis refers to both how well SROs have fulfilled their roles as law enforcement officers, as basic law enforcement counselors and law enforcement educators. An analysis on the impact the SRO has on incidents of violence in the school and in the adjacent communities must be gathered and evaluated.



HAWAI'I EDUCATIONAL POLICY CENTER

Testimony on Policy 500.19 SCHOOL COMMUNITY COUNCILS

Testimony by Dr. Jim Shon to
The State Board of Education's Student Achievement Committee
October 6, 2015, 9:30 AM
RE: AGENDA ITEM V. A. ACTION ON THE FOLLOWING BOARD POLICIES (500.19)
SCHOOL COMMUNITY COUNCILS

HEPC DOES NOT HAVE A FIRM POSITION ON THE DEGREE TO WHICH GREATER SCHOOL AUTONOMY, POWER AND DECISION MAKING WILL IMPROVE STUDENT LEARNING. HOWEVER, THE CURRENT INTEREST IN SCHOOL IMPOWERMENT INVITES ALL STAKEHOLDERS TO CONSIDER SPECIFIC STRATEGIES THAT MIGHT MOVE THE SYSTEM TOWARDS THIS GOAL.

HEPC is providing an analysis of this proposed policy *through the lens of school empowerment*. If the Governor, the Board, the Department and the many stakeholders seek greater ownership or power of decision making at the school level, the following comments and suggestions may be of interest.

General Comments on 500.19

If the intent is to clarify a purely advisory role for the SCCs, the proposed language is an excellent articulation of a collaborative model. The SCCs are expected to be involved in discussions on many important aspects of school governance, and are granted the "power" to offer recommendations in certain circumstances.

If, alternatively, the intent is to delegate more authority to stakeholders at the school level, HEPC suggests that an examination of the actual action verbs used in the policy, which are clarified by further interpretations on the HIDOE web page, will lead one to conclude that SCCs have very little actual power to make decisions on their own. HEPC is focusing on the SCC because it is the only collective group at the school level representing potential shared decision making.

For example, the SCC is to "review the academic and financial plans..."; "provide opportunities for input..."; "request waivers...", etc. Most of the "power language" is reserved for procedures to be developed by the department to essentially define and constrain autonomy at a school level. The schools vision, mission, and procedures are to be decided or approved at higher levels.

The Department's web page makes this explicit. The Council

- Is *not* a governing board;
- Does not hire and fire the principal;
- Does not control school finances;
- Does not evaluate teachers or other staff;
- Is not a forum for promoting personal agendas; and
- Is not a body whose members "represent" constituencies.

In December 2014 HEPC completed an initial analysis of the then existing policies with school empowerment in mind. This report can be found at: <http://manoa.hawaii.edu/hepc/wp-content/uploads/HEPC-Analyzing-BOE-Policies-RE-School-Empowerment.pdf>

In April 2015 HEPC also did a summary of *Project Ke Au Hou*, a detailed proposal made for school level empowerment in the 1990s. A major architect of this initiative was Superintendent Charles Toguchi. This report can be found at: <http://manoa.hawaii.edu/hepc/wp-content/uploads/APRIL-The-Project-Ke-Au-Hou-Reform-Model.pdf>

DETAILED COMMENTS ON 500.19 HEPC suggests language that might delegate decision making power to the schools. HEPC notes that public charter schools already enjoy much greater autonomy by law.

POLICY 500.19 SCHOOLCOMMUNITYCOUNCILS

Implementation of a school community council requires the collaborative involvement of the stakeholders of the school: principal, teachers, non-certified staff, parents, students, and other community members. The functions of the school community council are to: review the academic and financial plan and ~~either recommend make revisions of the plans to the principal, or recommend the plans for approval by the complex area superintendent;~~ ensure that the school's Academic and Financial Plan is aligned with the educational accountability system; participate in the selection and evaluation of the principal; provide opportunities for input and collaboration, recommend to the principal the school's repair and maintenance needs; recommend, develop, amend, ~~or and approve~~ school-level policies and rules, request waivers from state agency policies, rules, procedures, and exceptions to collective bargaining agreements, ~~if such exceptions or waivers will improve student achievement.~~

The Department, through the Board and the Superintendent, shall establish a school community council system for Hawaii's ~~public~~ Department of Education schools.

The Department shall establish school community councils in all Department public schools as

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specified by state law and shall establish procedures to support implementation of school community councils.

[COMMENT: Although cross references in other policies may make it clear that this policy applies ONLY to HIDOE managed schools and not public charter schools, any citizen could be misled to believe it does apply, as it says, to ALL public schools. HEPC suggests that where misunderstandings may occur, the policy use language such as “all HIDOE public schools.”]

The ~~procedures~~ SCC’s shall have the power to: **[COMMENT: Clearly, the Board’s proposed language in the following list is not one that empowers the school community to make decisions, but rather requires the HIDOE to review and impose various important aspects of SCC and school level operations. HEPC respectfully suggests alternative language.]**

1. Encourage and facilitate increased participation and input by parents, students, community members, and the school staff in the affairs of their schools;
2. Provide clear and concrete delineation of powers and responsibilities among the school community council, principal, and complex area superintendent, ~~and Board~~;
3. ~~Provide an outline of~~ Adopt decision making processes ~~that may be used by the school community council; provided that each school community council decision making process that~~ include a fallback procedure whereby the final recommendations of the school community council are made by majority vote, ~~by the principal~~, or by some other method that is agreed upon by the school community council;
4. ~~Require~~ Adopt a well-articulated vision, mission, school improvement process, Academic and Financial Plan, School Community Council By-laws, a commitment to collaboration, and procedures for the recommendation of the Academic and Financial Plan to the complex area superintendent for approval as delineated in Chapter 302A – 1124 of Hawaii Revised Statutes;
5. ~~Specify~~ Ensure that decisions regarding the Academic and Financial Plan shall be guided by the legal responsibilities of the Department in the areas of federal and state laws, safety and health, fiscal responsibility, civil rights, and collective bargaining;
6. Incorporate Board and Superintendent requirements that define the authority and responsibility of the school principal to facilitate the school community council process, handle the day-to-day operations of the school, implement the policies of the Board, and provide technical assistance in sharing collective bargaining agreements, federal and state laws, policies, and guidelines in the decision making process;
7. ~~Require~~ Maintain a focus on student achievement and provision for objective periodic assessment of the school community council process at the school; and

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8. **Require** Ensure conformance with all state laws, rules, and Board policies.

Upon request, schools shall provide the results of their objective periodic assessment of the school community council process and other information to the Department and/or Board.

HIDOE CLARIFICATIONS OF THE MEANING OF 500.19.

SCC functions and Links from the HIDOE Web Page:

<http://www.hawaiipublicschools.org/ConnectWithUs/GetInvolved/SCCs/Pages/Functions.aspx>

SCC functions

Board of Education Policy 2411 describes the major functions of the School Community Councils:

- Review the school Academic Plan and Financial Plan and either recommend revisions of the plans to the principal, or recommend the plans for approval by the complex areas superintendent. [Learn more.](#)
- Review evidence of school progress on the implementation of the Academic Plan.
- Participate in the principal selection and evaluation process. [Learn more.](#)
- Submit requests for waivers to policies, rules, procedures and exceptions to collective bargaining agreements to improve student achievement. [Learn more.](#)
- Provide recommendations for revising or creating new school level policies and procedures;
- Review principal's determination of school's repair and maintenance needs; and
- Provide opportunities for community input and collaboration.

The role of the SCCs is to focus their responsibilities on the goals of the school, and, in an advisory capacity, provide direction, coordination, and communication to improve teaching and learning that results in greater student achievement.

The School Community Council:

Is not a governing board;

Does not hire and fire the principal;

Does not control school finances;

Does not evaluate teachers or other staff;

Is not a forum for promoting personal agendas; and

Is not a body whose members "represent" constituencies.

The [SCC Activities Checklist and Timeline](#) provides a calendar of activities and key due dates for the above functions and responsibilities.

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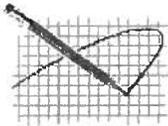
Approval and Appeal Process

There is a clear and concrete delineation of powers and responsibilities among the school community council, principal, complex area superintendent, superintendent and Board of Education. The [Matrix of Act 51/221 Requirements](#) summarizes the responsibilities of each role group as described in the state statute.

The SCC will be involved in making decisions regarding school improvement with a focus on increasing student achievement. Decision making will include approving or not approving issues brought before the SCC. It is important for the council to understand the approval process and the authority within the DOE, BOE, and respective Unions who are authorized to provide the final approval for such decisions. Learn more about the [Approval Process](#).

An appeal process provides steps and timelines for SCCs to appeal decisions made by the principal, complex area superintendent, or superintendent.

Thank you for the opportunity to submit this written testimony.



Cheri Nakamura
<cheri.nakamura@gmail.com>
10/05/2015 02:13 PM

To boe_hawaii@notes.k12.hi.us
cc
Subject HE'E Testimony in support for DOE's
Multi-Year School Calendar

1 attachment



2015 10 06 HEE BOE School Calendar.pdf

Aloha,

This is Cheri Nakamura, Director of HE'E Coalition.

This testimony for the Student Achievement Committee Meeting on October 6, 2015 at 9:30am. It is in reference to Item C, on DOE's Multi-Year School Calendar.

Please find attached HE'E Coalition testimony in support for DOE's Multi-Year School Calendar.

Please confirm receipt of our testimony. We also plan to give oral testimony at the meeting.

Mahalo,
Cheri Nakamura
HE'E Coalition
808-375-5066

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Contact@HEECoalition.org

Hawaii Board of Education
Student Achievement Committee
Patricia Halagao, Chair
Jim Williams, Vice Chair

October 6, 2015

Dear Chair Halagao, Vice Chair Williams and Members:

This testimony is submitted in support for the DOE's recommendation on the DOE's Multi-Year School Calendar.

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.

The Coalition was invited to participate in the DOE survey on the School Calendar in April 2015 and has had discussions on this issue at our meetings. Members have expressed concerns about hot classrooms and the impact on transitioning students from the mainland with an early school start. Parents and families have also expressed having a school calendar that minimizes adjustments to their work schedules.

We have reviewed the DOE's recommendation on the school calendar and are supportive of the recommendation. Some of our members were hoping to see a later start date than the beginning of August. However, we understand the desire to end the semester by Winter Break, which means allowing enough instructional days to accomplish this. The biggest positive for families in this recommendation is the effort to maximize the five-day week for students and maintain standard one week and two week breaks for Fall and Spring, and Winter Breaks, respectively. Parents and families, especially working families, do a lot to adjust their work schedules to get their children to school. Therefore, having five-day weeks for students, which aligns with standard work schedules, is helpful and is better for attendance. Additionally, one week Fall and Spring Breaks and a two-week Winter Break also makes it easier for families to accommodate as opposed to longer breaks. We have heard that on Winter Breaks longer than two weeks, families sometimes scramble to make sure their children have the appropriate supervision and care at home.

Thank you for the opportunity to testify. Our support of this policy represents a 75% consensus or more of our voting membership.

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
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
*Hawai'i Afterschool Alliance
*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
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 July 2015.*

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Hawaii Board of Education
Student Achievement Committee
Patricia Halagao, Chair
Jim Williams, Vice Chair

October 6, 2015

Dear Chair Halagao, Vice Chair Williams and Members:

This testimony is submitted in regards to the revision of BOE Policy 2203 (proposed Policy 101.6) on the Comprehensive Student Support System. A workgroup in which HE'E participated convened in 2013 and 2014 for House Concurrent Resolution 57 (HCR57) on Family-School Partnerships. The workgroup recommended revisions to this policy and submitted these revisions to the Board of Education at that time and again earlier this year. A copy of this revised policy is attached. This revision recognizes the six critical elements that are part of the Department's Continuum of Proactive Student Supports and includes an array of services. We believe that attached policy more current and relevant than the Board's current revision, and should be considered.

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

Sincerely,

Cheri Nakamura
HE'E Coalition Director

DRAFT
COMPREHENSIVE STUDENT SUPPORT SYSTEM POLICY

The Board of Education (BOE) recognizes the importance of providing effective instruction in a caring and supportive learning environment. A comprehensive student support system provides proactive, positive, customized and timely interventions, services, programs and/or supports in compassionate ways so students will be college and career ready to succeed to their greatest potential.

Therefore, the Department shall provide a comprehensive student support continuum including the following critical elements:

- 1) Personalizing Classroom Climate & Instruction to Enable & Re-engage Students—A positive, nurturing and caring climate with customized classroom practices enables all children to progress and learn.
- 2) Prevention and Early Intervention—A continuum of proactive student services provides a full array of services to address the basic strengths and needs of all students. By providing students with early interventions within the classroom and through school programs, the need for higher-level services is decreased.
- 3) Family-School Partnerships – Families are team members and partners in the educational process for their children. Families participate as planners, contributors, leaders, teachers, learners and colleagues.
- 4) Support for Transitions—Transition supports minimize interruptions in student learning. Effective transitions are anticipated, coordinated, clearly written and implemented with school team members, family members, community partners and the student as appropriate.
- 5) Community Outreach and Support—The school actively communicates with community agencies and support groups to establish and sustain partnerships that enhance school-community connections.
- 6) Crisis Prevention & Assistance—Services and procedures necessary for crisis and emergency situations are established and practiced to provide specialized assistance programs for student with intensive special needs.

The continuum of proactive student supports includes an array of services that are flexibly selected through shared planning and decision making by the family and the school community. Service selection is based on the strengths and needs of the student, the family and their community.

The array of services includes, but is not limited to: universal screening, differentiated instruction, multisensory instruction, universal design for learning,

Response to Intervention, formative assessments, student accommodations and modifications, progress monitoring school wide positive behavioral supports, school-based behavioral health services, social skills instruction and training, student intensive learning and behavior programs, intensive in-home training, recreation and after-school activities, suicide prevention programs, vocational and employment skills training, character education, homebound and hospital instruction, peer programs, drop-out prevention and retrieval programs, social work services, counseling, and school health services.



S E A C
Special Education Advisory Council

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Honolulu, HI 96814

Phone: 586-8126 Fax: 586-8129

email: spin@doh.hawaii.gov

October 6, 2015

**Special Education
Advisory Council**

Ms. Martha Guinan, *Chair*

Ms. Brendelyn Ancheta
Dr. Tammy Bopp
Dr. Robert Campbell, *liaison
to the military*

Ms. Deborah Cheeseman
Ms. Annette Cooper
Ms. Shari Dela Cuadra-Larsen,
liaison to the Superintendent

Ms. Gabriele Finn
Mr. Sage Goto
Ms. Natalie Haggerty
Ms. Valerie Johnson
Ms. Deborah Kobayakawa
Ms. Bernadette Lane
Ms. Dale Matsuura
Ms. Stacey Oshio
Ms. Zaidarene Place
Ms. Barbara Pretty
Ms. Kau'i Rezentes
Ms. Rosie Rowe
Dr. Patricia Sheehey
Ms. Ivalee Sinclair
Mr. Tom Smith
Ms. Lani Solomon
Dr. Todd Takahashi
Dr. Daniel Ulrich
Dr. Amy Wiech
Ms. Jasmine Williams
Ms. Susan Wood

Amanda Kaahanui, Staff
Susan Rocco, Staff

Ms. Patricia Halagao, Chair
Student Achievement Committee
Hawaii State Board of Education
P. O. Box 2360
Honolulu, HI 96804

RE: Agenda Item V. A. Committee Action on the following BOE policies: 101.6 - Comprehensive Student Support System

Dear Chair Halagao and Members of the Committee,

The Special Education Advisory Council (SEAC) is recommending changes to the draft policy on the Comprehensive Student Support System (CSSS) in keeping with the collaborative efforts of the HCR 57 Workgroup and its draft CSSS policy submission to the Board in 2014 (see attached).

HCR 57 was the third consecutive resolution by the Hawaii State Legislature requesting the Board and the Department to collaborate with family and community organizations to establish, implement and monitor statewide policies for family school partnerships in Hawaii's public schools. A major directive of the resolution was to update and align the CSSS policy to reflect advancements in research and practice in regard to student support and family engagement.

The HCR 57 Workgroup was convened by the Department in 2013 and included representatives from SEAC, the Community Children's Council Office, the Executive Office of Early Learning, the Hui for Excellence in Education (HE'E), Parents for Public Schools (PPS) and the Special Parent Information Network. The Workgroup's draft CSSS policy revisions recognize the six critical elements that are part of the Department's Continuum of Proactive Student supports and include a non-exhaustive array of comprehensive services.

We hope your committee will consider including these elements and service array. If you have any questions, please feel free to contact me.

Sincerely,

Martha Guinan/sr

Martha Guinan, Chair

DRAFT
COMPREHENSIVE STUDENT SUPPORT SYSTEM POLICY

The Board of Education (BOE) recognizes the importance of providing effective instruction in a caring and supportive learning environment. A comprehensive student support system provides proactive, positive, customized and timely interventions, services, programs and/or supports in compassionate ways so students will be college and career ready to succeed to their greatest potential.

Therefore, the Department shall provide a comprehensive student support continuum including the following critical elements:

- 1) **Personalizing Classroom Climate & Instruction to Enable & Re-engage Students**—A positive, nurturing and caring climate with customized classroom practices enables all children to progress and learn.
- 2) **Prevention and Early Intervention**—A continuum of proactive student services provides a full array of services to address the basic strengths and needs of all students. By providing students with early interventions within the classroom and through school programs, the need for higher-level services is decreased.
- 3) **Family-School Partnerships** – Families are team members and partners in the educational process for their children. Families participate as planners, contributors, leaders, teachers, learners and colleagues.
- 4) **Support for Transitions**—Transition supports minimize interruptions in student learning. Effective transitions are anticipated, coordinated, clearly written and implemented with school team members, family members, community partners and the student as appropriate.
- 5) **Community Outreach and Support**—The school actively communicates with community agencies and support groups to establish and sustain partnerships that enhance school-community connections.
- 6) **Crisis Prevention & Assistance**—Services and procedures necessary for crisis and emergency situations are established and practiced to provide specialized assistance programs for student with intensive special needs.

The continuum of proactive student supports includes an array of services that are flexibly selected through shared planning and decision making by the family and the school community. Service selection is based on the strengths and needs of the student, the family and their community.

The array of services includes, but is not limited to: universal screening, differentiated instruction, multi-sensory instruction, universal design for learning, Response to Intervention, formative assessments, student accommodations and modifications, progress monitoring school wide positive behavioral supports, school-based behavioral health services, social skills instruction and training, student intensive learning and behavior programs, intensive in-home training, recreation and after-school activities, suicide prevention programs, vocational and employment skills training, character education, homebound and hospital instruction, peer programs, drop-out prevention and retrieval programs, social work services, counseling, and school health services.



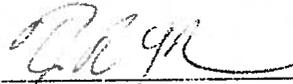
UNIVERSITY
of HAWAI'I
MĀNOA

Colleges of Arts & Sciences
College of Languages, Linguistics & Literature
Office of the Dean

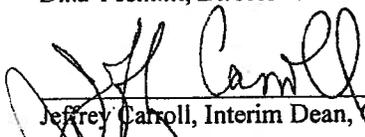
College of LLL Statement in Support of the BOE's Seal of Biliteracy

The College of Languages, Linguistics & Literature at the University of Hawai'i at Mānoa offers programs in the most commonly taught languages as well as many of Hawaii's heritage languages. Therefore, we applaud the State's recognition of the value and importance of second language skills for Hawaii's students. The College recognizes that the attainment of the Seal of Biliteracy demonstrates a student's knowledge and academic achievements in at least two languages (as specified by BOE policy); and, in line with the College's mission, we fully support this initiative. Further, the College will work toward developing mechanisms through which Seal of Biliteracy recipients may be granted college credit for their achievements. Options under consideration include the granting of credits and/or placement into non-introductory level courses. As a final note, the College can be considered as a resource partner for the creation of the necessary procedures and assessments for languages that are less commonly taught in the state's public schools.

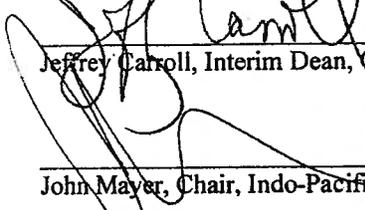
Reviewed and Approved for Support:



Dina Yoshimi, Director of Hawai'i Language Roadmap Initiative Date: 9/29/15



Jeffrey Carroll, Interim Dean, College of Languages, Linguistics & Literature Date: 9/29/15



John Mayer, Chair, Indo-Pacific Languages and Literatures Date: 9/29/15



Paul Chandler, Chair, Languages and Literatures of Europe and the Americas Date: 9/29/15



October 5, 2015

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

re: **SAC 9/6/15 Agenda Item V.A.** - *Committee Action on Board of Education policy 500.19: School Community Councils*

Aloha Board of Education Members,

I respectfully request that the Board of Education consider the following approach to modifying BOE Policies regarding School Community Councils.

Get SCC Feedback from the Field

Before replacing BOE Policy 2411 with 500.19, I request that the Board of Education with the Department of Education model community engagement by encouraging SCCs across the state to provide their feedback as well as stakeholders who've been involved with SCCs. Charging ahead with changes to community council policy without first making a reasonable effort to get feedback from SCCs and stakeholders across the state is contrary to the concept of a community forum.

No doubt one could say that the BOE Policy change regarding SCCs has been pending for almost a year. In that time, how much outreach has the BOE done to solicit input from SCCs on policy changes? I'd be willing to wager that most SCCs are completely unaware that the BOE is revising SCC policies.

Act 51 (The Reinventing Education Act of 2004), mandated that every DOE school have an SCC (School Community Council). The expectation was that the Board of Education and Department of Education would implement policies and procedures to make SCCs functional community forums and a means for local education stakeholders to have a voice. A decade later the dream of what SCCs would provide has not been realized in far too many schools.

In 2008, the DOE produced a Handbook for SCCs. It hasn't been revised since and version 1 has some serious problems with it. Jill Zodrow was the DOE's SCC specialist for many years. I wrote many pages of pleas over the years to Ms. Zodrow imploring her improve the SCC guidelines (and always with reasonable suggestions for improvement) some of which I shared with Superintendent Matayoshi, yet Ms. Zodrow did very little to improve the system past that one, kind of pathetic user manual from 2008. In fact, I'm not sure what Ms. Zodrow did except retire about a year ago.

It's ironic that in the past decade the DOE hasn't figured out how to engage community councils to get useful feedback about how well community councils are developing true community engagement. It's a convoluted catch-22 that has resulted in complete abandonment of the concept of community forums and collaboration with all stakeholders.

When I look at SCC documents online I see that many schools don't even post minutes. Some schools meet twice, maybe four times a year. Many minutes do not show any evidence of community engagement, or a

community forum. Too many read like rubber-stamping sessions of school announcements or Ac/Fin plans rather than substantive discussions about real issues and concerns from all stakeholders.

We Need BOE Policies to Address Long Standing SCC Problems

I have written to the BOE for years about SCC systemic problems (See links to prior Testimony and Correspondence below). However, I see no attempt to correct these problems with proposed policy 500.19. In fact, some of the proposed revisions have the potential to make many of the SCC problems I've described for years to the BOE even worse!

I have asked the BOE to take oversight of SCCs seriously. I see no movement in that direction. The issue is relegated to the Student Achievement Committee when the Infrastructure Committee should have weigh in on the DOE infrastructure of SCC oversight, and the Audit Committee should weigh in on how schools will be held accountable for having open community forums for all stakeholders.

I strongly urge the Board to be more serious about improving SCC policy. The first step would be to send proposed policy 500.19 to all SCCs and seriously solicit their feedback. If the BOE doesn't model community engagement when creating policies about the one and only mechanism local schools have for community engagement, we are lost at the starting gate.

If the BOE is going to charge ahead and revise the policy today anyway, then please at least consider the proposed insertions I have suggested on the next page of this letter (p. 3).

The rationale for suggesting these changes is included in all the documentation I've sent to the BOE in the past two years.

Mahalo,



Vanessa Ott

IMPROVEMENTS TO BOE POLICY 500.19

PLEASE FIX THESE PROBLEMS:

**2411
POLICY 500.19
SCHOOL COMMUNITY COUNCILS**

Implementation of a school community council requires the collaborative involvement of the stakeholders of the school: principal, teachers, non-certificated staff, parents, students, and other community members. The functions of the school community council are to: review the academic and financial plan and either recommend revisions of the plans to the principal, or recommend the plans for approval by the complex area superintendent; ensure that the school's Academic and Financial Plan is aligned with the educational accountability system; participate in the selection and evaluation of the principal; provide opportunities for input and collaboration; recommend to the principal the school's repair and maintenance needs; recommend, develop, amend, or approve school-level policies and rules; request waivers from state agency policies, rules, procedures, and exceptions to collective bargaining agreements, if such exceptions or waivers will improve student achievement.

The Department of Education (Department), through the Board and the Superintendent, shall establish a school community council system for Hawaii's public schools.

The Department shall establish school community councils in all public schools as specified by state law and shall establish procedures to support implementation of school community councils. The procedures shall:

1. Encourage and facilitate increased participation and input by parents, students, community members, and the school staff in the affairs of their schools;
2. Provide clear and concrete delineation of powers and responsibilities among the school community council, principal, complex area superintendent, and Board;
3. Provide an outline of decision making processes that may be used by the school community council; provided that each school community council decision making process includes a fallback procedure whereby the final recommendations of the school community council are made by majority vote, by the principal, or by some other method that is agreed upon by the school community council;
4. Require a well-articulated vision, mission, school improvement process, Academic and Financial Plan, School Community Council By-laws, a commitment to collaboration, and procedures for the recommendation of the Academic and Financial Plan to the complex area superintendent for approval as delineated in Act 51, Session Laws of Hawaii 2004;
5. Specify that decisions regarding the Academic and Financial Plan shall be guided by the legal responsibilities of the Department in the areas of federal and state laws, safety and health, fiscal responsibility, civil rights, and collective bargaining;
6. Define the authority and responsibility of the school principal to facilitate the school community council process, handle the day-to-day operations of the school, implement the policies of the Board, and provide technical assistance in sharing collective bargaining agreements, federal and state laws, policies, and guidelines in the decision making process;
7. Require a focus on student achievement and provision for objective periodic assessment of the school community council process at the school; and
8. Require conformance with all state laws, rules, and Board policies. Upon request, schools shall provide the results of their objective periodic assessment of the school community council process and other information to the Department and/or Board.

Rationale: The Board of Education (Board) supports a school improvement process that involves collaboration by the stakeholders of each school community. A school community council, or SCC, provides a means whereby parents, students, and community members have an increased voice in the affairs of the school. A school community council focuses on the goals of the school, and provides direction, coordination, and communication to improve teaching and learning, resulting in greater student achievement.

How about some policy that required DOE oversight of SCCs to be sure they are functioning well? How about some policies for accountability for local school administrations for building successful (i.e., effective) community forums?

Insert: Provide ample opportunities for input from all stakeholders at monthly SCC meetings; ensure meetings operate as community forums that give a voice to all stakeholders' concerns;

Insert: Publicize monthly SCC meetings in school newsletters, on the school web site, and in cooperative local newspapers;

Insert: Conduct elections for SCC voting members and alternates according to DOE SCC election guidelines;

DOE SCC Election Guidelines should lay out the foundation for how to conduct ethical elections that follow the principals of Free and Fair Elections in a Democracy. SCCs should be exemplary models of democratic civic engagement.

**Ott's Prior Testimony to the BOE regarding SCCs
when the opportunity appeared on an agenda:**

SAC 10/1/13 – Ott_Testimony_30Sep2013.pdf

re: SCCs should be models of democracy and civic responsibility

Click on the link to read the testimony:

[https://lilinode.k12.hi.us/STATE/BOE/Minutes.nsf/7d59b00aff8d3cf50a2565cb00663e82/1f889a8fd1621b320a257c120077aad3/\\$FILE/Ott_Testimony_30Sep2013.pdf](https://lilinode.k12.hi.us/STATE/BOE/Minutes.nsf/7d59b00aff8d3cf50a2565cb00663e82/1f889a8fd1621b320a257c120077aad3/$FILE/Ott_Testimony_30Sep2013.pdf)

HR 12/2/13 – Ott Testimony submitted to BOE, but not included in the minutes.

re: Performance Evaluations for Principals should include metrics for determining SCC success.

[Click here](#) for written testimony.

SAC 9/2/14 – Attachment B

re: SCC Accountability -- Suggested metrics to measure success of SCC functionality to improve functionality.

Click on the link to read the testimony:

[https://lilinode.k12.hi.us/STATE/BOE/Minutes.nsf/7d59b00aff8d3cf50a2565cb00663e82/c112c1b3d1095f8f0a257d88007a308b/\\$FILE/Attachment%20B%20-%20SAC%20090214_090214_Ott_Testimony.pdf](https://lilinode.k12.hi.us/STATE/BOE/Minutes.nsf/7d59b00aff8d3cf50a2565cb00663e82/c112c1b3d1095f8f0a257d88007a308b/$FILE/Attachment%20B%20-%20SAC%20090214_090214_Ott_Testimony.pdf)

GBM 3/17/15 – Ott Testimony submitted to BOE, but not included in the minutes.

re: BOE Policies regarding Community Engagement and SCCs do not deal with some serious problems in some DOE SCCs.

[Click here](#) for written testimony.

Correspondence to the BOE Related to SCCs

10/10/13 – Ott requesting accountability for well performing SCCs

From: **Vanessa Ott** <mstvott@gmail.com>

Date: Thu, Oct 10, 2013 at 8:26 AM

Subject: Improving school performance requires performance expectations for community involvement.

To: boe_hawaii@notes.k12.hi.us

Please distribute this correspondence to all BOE members.

Aloha Board of Education Members,

When considering salary adjustments and evaluations for Superintendents, Department Heads, Principals, and other positions of management within the Department of Education please take into consideration job performance regarding leadership in fostering community involvement and responsiveness to community concerns.

Over the years, the only department that has consistently answered my queries in a timely manner with complete information that either resolves a concern or answers a question has been the Office of Information Technology Services. The DOE IT Department employees are to be commended, and if any performance raises are to be distributed, they deserve them.

With regard to other contacts, none rate higher than a "C" (average), and some I'd rate at "F-" (complete failure) because their professional performance with regard to answering questions, providing information, and responding to concerns has been remarkably negligent.

School Community Councils are mandated by law (HRS §302A-1124), but if administrators do not support them or allow them to function as intended, there can be no substantive community involvement. Timely responses to sincere inquiries are not only a sign of professionalism and quality performance, they are expected per HAR §8-5-8. However, in these areas of performance, DOE officials are sadly lacking.

I will send public testimony for next week's meetings about this topic, but I thought the Board Members should have an opportunity to examine some of my evidence so they may begin to understand the breadth of this problem. I know that many others have had similar experiences, but I doubt very few have the tenacity to compile the evidence and the fortitude to share it with you.

Attached are two files. Both are compilations of correspondence that began in May 2013 on issues that are *still* unresolved five months later. One attachment includes correspondence about our School Community Council which currently does not exist per the negligence of the Principal and the CAS. One is about a Fraud & Ethics Hotline Report I submitted that should have been relatively easy to resolve. I have hundreds, no doubt thousands, of pages of correspondence beginning in 2008 that illustrate that the lack of professionalism by DOE official in addressing public and employee concerns. Ignoring requests for information and shirking accountability for carrying out policy and law is not isolated to the two issues portrayed in the attachments.

I know you do not have time to read the 90+ pages of attached documentation, so I have included a table of contents at the beginning of each file that is an easy-to-scan summary of dated content.

Research has shown that community involvement is key to academic success for schools. I believe that Hawaii's schools are low performing compared to the rest of the United States because community involvement and responsiveness to community concerns are practically non-existent. I ask that you include measures in DOE job evaluations that measure the DOE officials' performance with regard public access to information, responsiveness to valid concerns from the community and employees, and the efficacy of School Community Councils. In essence, I request that you establish policies that hold DOE officials accountable for following existing policies, laws, administrative rules, and procedures established to ensure that public education involves the public.

Mahalo,

Vanessa Ott

email: msvott@gmail.com

facebook ID: Miz Ott

phone: [808 - 854 -1018](tel:808-854-1018)

In an honorable democracy, communication is judged by its content, not the social status of the messenger. – Anonymous

attachments: [Hotline_Incident_Report_DETAILS_update_20131009.docx](#)
[Correspondence_re_dysfunctional_SCC.docx](#)

10/14/13 – Ott requesting GBM to Include Accountability for Fostering SCC and Community Engagement in Superintendent and Principal Evaluations

From: Vanessa Ott <msvott@gmail.com>
Date: Mon, Oct 14, 2013 at 8:15 AM
Subject: Public Testimony re: 10/15/13 HR and GBM meetings
To: boe_hawaii@notes.k12.hi.us

Public Testimony re:

BOE HR Committee 10/15/13 meeting Agenda Items:

IV.(A.) Discussion/Committee action on the objectives for next cycle of Superintendent's evaluation.

VI. Discussion/Committee action on Board Policy 2055 related to Teacher and Principal Performance Evaluations

BOE GBM 10/15/13 meeting Agenda Item:

VI. a. Human Resource Committee Report on the following: (1) objectives for the next Superintendent evaluation; (4) Board Policy 2055 related to Teacher and Principal Performance Evaluations

Aloha Board of Education,

I ask that you establish performance outcome indicators for the Superintendent, DOE Department Directors, Complex Area Superintendents, and Principals that measure community involvement and responsiveness to parent, teacher, staff student, and community concerns.

The Board is aware of the research that shows that community and parent involvement is key to student success. It is not surprising that Hawaii's schools are struggling because I have found our public education system to be like a brick wall that is hardly conducive to a collaborative community. It is not uncommon for people to bring issues of concern or problems to DOE leaders, from Principals all the way up to the State Superintendent, only to be ignored. Often problems take months to address if they are addressed at all. It's usually the same reasons -- "we're working on it," "we are very busy," someone else is responsible, etc. or silence (no response).

Under separate cover I sent to the Board two examples of this pervasive problem. I personally have many more, and have witnessed the same many times. One example I sent to the Board last week was the history of a Fraud & Ethics Hotline incident I report I submitted over five months ago that is still unresolved. Another example was a recent history of our School Community Council, which has been disbanded due to incompetence. No matter what I do, nor who I contact, our dysfunctional SCC does not get fixed and no one is held accountable for blatantly ignoring the law mandating SCCs at each school. I know of a teacher who has been waiting since July for the DOE Civil Rights Compliance Office to grant a simple disability accommodation that costs nothing; they're "working on it." I know of a parent who's child was being bullied, and the Principal put off meeting with the parent for weeks during which time the parent kept her frightened child at home. 

There are some individuals in the DOE who are responsive and professional. In general the technology team within the DOE Office of Information Services has an excellent track record of addressing concerns I have brought to their attention. However, they are the exception. There are far too many employees whose performance is substandard by any professional measure, sometimes to the point of negligent -- as if ignoring a problem will make it go away.

It is time to set formal expectations for DOE Service Level Agreements with those outside the DOE and Operational Level Agreements with those inside the DOE. A well-written computer program could easily track "trouble-tickets" (contacts to an agency or department about a problem), their resolution (satisfactory or unsatisfactory ratings from "customers"), and timeliness of responses. Also, greater oversight in SCC performance, and measurements regarding community involvement in the SCC, are needed. If the Board and the Department do not place a value on these performance indicators, the sad state we're in will not improve.

All problem-solving throughout the Department is dependent on its problem-solving ability. As it stands now, there seem to be no expectations of job performance with regard to this basic function. I ask that the Board no longer neglect to include evaluation of our DOE leaders' performance with regard to responsiveness to all stakeholders.

Thank you for your consideration,

Vanessa Ott

12/2/13 – Missing Testimony: Requesting future Agenda Items to Address SCC and Community Engagement Problems

Note: This public testimony was never included in the official minutes.

From: Vanessa Ott <msvott@gmail.com>
Date: Mon, Dec 2, 2013 at 8:31 AM
Subject: Testimony for HR 12/3/13 meeting.
To: boe_hawaii@notes.k12.hi.us

Attached is my testimony for the HR 12/3/13 meeting.

Thank you,

Vanessa Ott
808-854-1018

attachment: Ott_Testimony_BOE_HR_20131202.pdf (copied below)

 **Vanessa Ott**

msvott@gmail.com

P.O. Box 825, Na'alehu, HI 96772

December 2, 2013

re: HR Committee 12/3/13 Meeting Agenda Item VII – Future Agenda Items

To: boe_hawaii@notes.k12.hi.us

Aloha Board of Education Human Resources Committee Members,

I am submitting testimony for Agenda Item VII (Discussion on future agenda items for the Human Resource Committee in 2014) of the 12/3/13 HR Committee meeting.

I ask that the HR Committee address the following issues in 2014:

- 1) Revisit the issue of gathering data to understand why good teachers get fed up with the DOE and leave. The data presented at the 4/2/13 HR meeting was woefully superficial and as such is not useful for understanding the problem or making improvements.
 - a. As was noted at the April meeting, but not recorded in the minutes, the exit form does not provide for full understanding of the many reasons why teachers leave. Exiting teachers must select one and only one reason on the form, but as we know, there are usually many contributing factors, and the DOE data is insufficient for understanding the full complexity of truth.

- b. I'd like to see the DOE work with the HSTA to develop an exit form that will provide useful, valid information to drive future decision making.
- 2) Performance evaluation data for Principals and Complex area administrators that includes metrics for teacher retention. It is important to understand why some schools and complex areas that have very high teacher turnover year after year and we need to hold supervisors responsible for supporting and encouraging teachers, and help those who drive away talent do a better job at creating environments where teachers want to stay.
- 3) Performance evaluation data for DOE administrators that includes metrics for responsiveness and open communication with the public.
 - a. Hawai'i Administrative Rules §8-5-8 states, "(a) Requests for information or submit suggestions, concerns or complaints relating to local or district level matters, and requiring coordination with other schools or public libraries, districts, or agencies, shall be addressed within three working days. (b) Requests for general information shall be answered within the same working day whenever possible. (c) If more time is required to adequately respond to the request or the concern, the requestor shall be so notified and a mutually reasonable time shall be determined for reply.
 - b. My personal experiential data, some of which I have shared with Board of Education members in the past year, indicates there are some individuals in high level positions who deal with problems by ignoring them. This needs to change.
- 4) Performance evaluation data for Principals that includes metrics for success (or failure) to engage the community through effective School Community Councils. 
- 5) A serious, well-designed study conducted by the DOE in collaboration with the HSTA, to fully understand teacher workload with the goal of improving quality of life. System inefficiencies, duplication of effort, poor problem resolution, and unreasonable expectations could be identified and corrected if the DOE and HSTA would work together in gathering data about teacher workload. The HSTA and some local teacher groups have attempted to study this issue in the past and gather reliable data, but such efforts need to involve the DOE and BOE if they are to be successful. This issue affects teacher retention and teacher health. While the mantra of education may be that it's all about the students, the head of the education body, the heart has to be able to be healthy enough to make the head work. Routinely overworked teachers, the heart of education, makes for an unhealthy situation for everyone, especially for students second only to the affect this has on teachers. I hypothesize that a study of teacher workload would reveal many ways to streamline procedures, allow teachers to focus on teaching, create healthy working environments for teachers, and enable the system to be more effective with less effort.

Thank you for your consideration,



Vanessa Ott



Vanessa Ott

2825 S. King St., #2901, Honolulu, HI 96826

msvott@gmail.com

(808) 854-1018

March 17, 2015

3/17/15 - Missing Testimony: Requesting future Agenda Items to Address SCC and Community Engagement Problems

Note: This public testimony was never included in the official minutes.

From: Vanessa Ott <msvott@gmail.com>
Date: Tue, Mar 17, 2015 at 7:26 AM
Subject: Re: Testimony re: 3/17/15 Agenda Item: BOE Policy 304.2 - Family and Community Engagement
To: Amy Asselbaye <Amy_Asselbaye/BOE/HIDOE@notes.k12.hi.us>, Brian De Lima <Brian_De_Lima/BOE/HIDOE@notes.k12.hi.us>, Cheryl Ka'uhane Lupenui <Cheryl_Kauhane_Lupenui/BOE/HIDOE@notes.k12.hi.us>, Danson Honda <Danson_Honda/BOE/HIDOE@notes.k12.hi.us>, Donald Horner <Donald_Horner/BOE/HIDOE@notes.k12.hi.us>, Grant Chun <Grant_Chun/BOE/HIDOE@notes.k12.hi.us>, James Williams <James_Williams/BOE/HIDOE@notes.k12.hi.us>, Keith Amemiya <Keith_Amemiya/BOE/HIDOE@notes.k12.hi.us>, Nancy Budd <Nancy_Budd/BOE/HIDOE@notes.k12.hi.us>, Patricia Halagao <Patricia_Halagao/BOE/HIDOE@notes.k12.hi.us>
Cc: boe_hawaii@notes.k12.hi.us

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 BOE Members,

You are schedule to take action today on BOE Policy 304.2.

I am disappointed that proposed BOE Policy 304.2, nor any other newly proposed BOE policy, addresses Hawai'i Statute 302A-1124 regarding School Community Councils. Please see the attached testimony urging the BOE correct this problem by adding language to proposed Policy 304.2 that will set expectations for well-functioning SCCs at all Hawaii public schools.

Mahalo,

Vanessa Ott
808-854-1018

attachment: 2015_0317_FIC_GBM_Ott_Testimony_SCCPolicy.pdf (copied below)

2015_0317_FIC_GBM_Ott_Testimony_SCCPolicy.pdf

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.

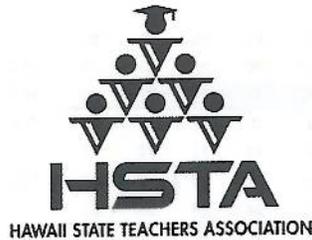
To this end, the Board of Education supports the Department in the development, implementation, and regular evaluation of parent involvement programs in each school. The implementation will involve parents at all grade levels in a variety of roles, including input in decision-making processes and practices. 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



Hawaii State Teachers Association
Testimony Regarding School Calendars
State of Hawaii Board of Education, Student Achievement Committee
October 6, 2015

The Hawaii State Teachers Association (HSTA) appreciates the opportunity to provide testimony regarding the Department of Education's (DOE) proposed calendars for 2016-17, 2017-18, and 2018-19 school years. The HSTA has provided a variety of feedback to the department regarding the design of possible calendars. Unfortunately, we were unable to come to agreement on specific calendar designs. Thus, we are before you today to explain the attached HSTA proposed calendars. We believe these calendars meet the DOE final calendar design principles, address additional concerns brought up by DOE employees and create calendars that are easy for the public, students, parents and DOE employees to understand and implement.

The HSTA would like to emphasize our support of the DOE's position that the school calendar should not be used as a heat abatement strategy. The HSTA will continue to push for the cooling of all classrooms to make learning and working conditions safe for both students and employees.

Attached are copies of the proposed calendars from HSTA. These calendars were developed with feedback provided by the DOE and our members. Also attached is a copy of the HSTA internal survey conducted among our members.

The memo posted on the BOE website last week and the PowerPoint uploaded last night indicated that the DOE was recommending adoption of school calendars based on a number of different design principles. We believe the HSTA proposals meet those principles.

One other consideration that the HSTA would like to present as necessary to effective design is a balanced semester duration. The HSTA proposal balances the semester days as follows: (by year) 91/91, 91/91, and 90/92. The DOE proposal (posted last week) balances the semester days as follows: 93/89, 89/93, and 87/95. It is concerning that the 2018-19 difference is 8 days, this imbalance is a problem for secondary schools.

The HSTA Proposals provides the following:

- *Students ALWAYS start on August 1 and ALWAYS end on May 30.*
 - This makes it easy for the public to digest and understand
 - The school year would never end in June.
 - With the start and end dates pinned to August 1 and May 30, it allows for some flexibility of breaks within the school year.
- *Teachers ALWAYS end on May 31. This allows teachers and other DOE 10 month employees who wish to retire on June 1 to do so free and clear.*
- *Students will always have the entirety of June and July off for the summer.*
 - This allows for proper planning and implementation of summer activities such as sports and camps that supplement students' learning.
 - This allows for a full two months to be available to plan and implement summer school
- *Addresses concerns about ending too close to Christmas holiday and impact to schools.*
- *Addresses the desire of many employees to have a longer winter break*

			2016-17								
Week	Student Days	Teacher Days	Su	M	T	W	Th	F	Sa		
	0	0	July 2016							Jul 26: Teachers' First Day	
1	0	4	17	18	19	20	21	22	23	Jul 26 - Jul 29: Teachers' Work Days (no students)	
2	5	9	24	25	26	27	28	29	30	Aug 1: Student's First Day	
3	10	14	31	1	2	3	4	5	6		
4	14	18	August							Aug 19: Statehood Day	
5	19	23	7	8	9	10	11	12	13		
6	24	28	14	15	16	17	18	19	20		
7	28	32	21	22	23	24	25	26	27		
8	33	37	28	29	30	31	1	2	3		
9	38	42	September							Sep 5: Labor Day	
10	43	47	4	5	6	7	8	9	10		
11	48	52	11	12	13	14	15	16	17		
12	48	52	18	19	20	21	22	23	24		
13	53	57	25	26	27	28	29	30	1		Q1 48 Days
14	58	62	October							End Oct 7	
15	63	67	2	3	4	5	6	7	8		
16	66	70	9	10	11	12	13	14	15	Oct 10 - 14: Fall Break	
17	71	75	16	17	18	19	20	21	22		
18	74	78	23	24	25	26	27	28	29		
19	79	83	30	31	1	2	3	4	5		
20	84	88	November							Nov 8: Election Day	
21	89	93	6	7	8	9	10	11	12	Nov 11: Veterans' Day	
22	91	95	13	14	15	16	17	18	19	Nov 24 - 25: Thanksgiving Day and School Holiday	
23	91	95	20	21	22	23	24	25	26		
24	91	96	27	28	29	30	1	2	3		
25	96	101	December							Q2 43 Days	
26	100	105	4	5	6	7	8	9	10	Dec 21 - Jan 5: Winter Break	S1 91 Days
27	105	110	11	12	13	14	15	16	17	Dec 26: Christmas (observed)	End Dec 20
28	110	115	18	19	20	21	22	23	24		
29	115	120	25	26	27	28	29	30	31	Jan 2: New Year's Day (observed)	
30	119	125	January 2017							Jan 6: Teachers' Workday (no students)	
31	123	129	1	2	3	4	5	6	7	Jan 16: Dr. Martin Luther King, Jr. Day	
32	128	134	8	9	10	11	12	13	14		
33	133	139	15	16	17	18	19	20	21		
34	138	144	22	23	24	25	26	27	28		
35	138	144	29	30	31	1	2	3	4		
36	142	148	February							Q3 47 Days	
37	147	153	5	6	7	8	9	10	11	Feb 20: Presidents' Day	End Mar 17
38	151	157	12	13	14	15	16	17	18		
39	156	162	19	20	21	22	23	24	25		
40	161	167	26	27	28	1	2	3	4	Mar 20 - 24: Spring Break	
41	166	172	5	6	7	8	9	10	11	Mar 27: Prince Kuhio Day	
42	171	177	12	13	14	15	16	17	18		
43	176	182	19	20	21	22	23	24	25		
44	181	187	26	27	28	29	30	31	1		
45	182	189	April							Apr 14: Good Friday	
	-2	+1	2	3	4	5	6	7	8		
	180	190	9	10	11	12	13	14	15		
			16	17	18	19	20	21	22		
			23	24	25	26	27	28	29		
			30	1	2	3	4	5	6		
			May							Q4 44 Days	
			7	8	9	10	11	12	13	May 29: Memorial Day	S2 91 Days
			14	15	16	17	18	19	20	May 30: Students' Last Day	End May 30
			21	22	23	24	25	26	27		
			28	29	30	31	1	2	3	May 31: Teachers' Last Day	
			June								
			4	5	6	7	8	9	10		

2017-18

Week	Student Days	Teacher Days
	0	0
1	0	3
2	4	8
3	9	13
4	13	17
5	18	22
6	23	27
7	27	31
8	32	26
9	37	41
10	42	46
11	47	51
12	47	51
13	52	56
14	57	61
15	62	66
16	66	70
17	71	75
18	74	78
19	79	83
20	84	88
21	89	93
22	91	95
23	91	95
24	91	95
25	95	100
26	99	104
27	104	109
28	109	114
29	114	119
30	118	124
31	122	128
32	127	133
33	132	138
34	137	143
35	137	143
36	140	146
37	145	151
38	150	156
39	155	161
40	160	166
41	165	171
42	170	176
43	175	181
44	180	186
45	182	189
	-2	+1
	180	190

	Su	M	T	W	Th	F	Sa
July 2017	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31	1	2	3	4	5
August	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31	1	2
September	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
October	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31	1	2	3	4
November	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	1	2
December	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	1	2	3	4	5	6
January 2018	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
February	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	1	2	3
March	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
April	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	1	2	3	4	5
May	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31	1	2
June	3	4	5	6	7	8	9

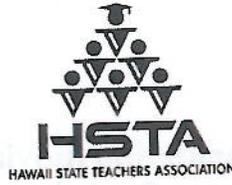
Jul 26: Teachers' First Day
 Jul 26 - Jul 31: Teachers' Work Days (no students)
 Aug 1: Student's First Day
 Aug 18: Statehood Day
 Sep 4: Labor Day
 Oct 9 - 13: Fall Break
 Nov 10: Veterans' Day
 Nov 23 - 24: Thanksgiving Day and School Holiday
 Dec 20 - Jan 5: Winter Break
 Dec 25: Christmas
 Jan 1: New Year's Day
 Jan 8: Teachers' Workday (no students)
 Jan 15: Dr. Martin Luther King, Jr. Day
 Institute Day (one day with no students)
 Feb 19: Presidents' Day
 Mar 19 - 23: Spring Break
 Mar 26: Prince Kuhio Day
 Mar 30: Good Friday
 May 28: Memorial Day
 May 30: Students' Last Day
 May 31: Teachers' Last Day

Q1 47 Days
 End Oct 6
 Q2 44 Days
 S1 91 Days
 End Dec 15

Q3 46 Days
 End Mar 16

Q4 45 Days
 S2 91 Days
 End May 30

			2018-19														
Week	Student Days	Teacher Days	Su	M	T	W	Th	F	Sa								
	0	0	July 2018							15	16	17	18	19	20	21	Jul 26: Teachers' First Day
1	0	2	22	23	24	25	26	27	28	Jul 26 - Jul 31: Teachers' Work Days (no students)							
2	3	7	29	30	31	1	2	3	4	Aug 1: Student's First Day							
3	8	12	August							5	6	7	8	9	10	11	
4	12	16	12	13	14	15	16	17	18	Aug 17: Statehood Day							
5	17	21	19	20	21	22	23	24	25								
6	22	26	26	27	28	29	30	31	1								
7	26	30	September							2	3	4	5	6	7	8	Sep 3: Labor Day
8	31	35	9	10	11	12	13	14	15								
9	36	40	16	17	18	19	20	21	22								
10	41	45	23	24	25	26	27	28	29								
11	46	50	30	1	2	3	4	5	6	Q1 46 Days End Oct 5							
12	46	50	October							7	8	9	10	11	12	13	Oct 8 - 12: Fall Break
13	51	55	14	15	16	17	18	19	20								
14	56	60	21	22	23	24	25	26	27								
15	61	65	28	29	30	31	1	2	3								
16	65	69	November							4	5	6	7	8	9	10	Nov 6: Election Day
17	69	73	11	12	13	14	15	16	17	Nov 12: Veterans' Day							
18	72	76	18	19	20	21	22	23	24	Nov 22 - 23: Thanksgiving Day and School Holiday							
19	77	81	25	26	27	28	29	30	1								
20	82	86	December							2	3	4	5	6	7	8	Q2 44 Days SI 90 Days
21	87	91	9	10	11	12	13	14	15								
22	90	94	16	17	18	19	20	21	22	Dec 20 - Jan 3: Winter Break End Dec 19							
23	90	94	23	24	25	26	27	28	29	Dec 25: Christmas							
24	90	95	30	31	1	2	3	4	5	Jan 1: New Year's Day							
25	95	100	January 2019							6	7	8	9	10	11	12	Jan 4: Teachers' Workday (no students)
26	100	105	13	14	15	16	17	18	19								
27	104	109	20	21	22	23	24	25	26	Jan 21: Dr. Martin Luther King, Jr. Day							
28	109	114	27	28	29	30	31	1	2								
29	114	119	February							3	4	5	6	7	8	9	
30	118	124	10	11	12	13	14	15	16	Institute Day (one day with no students)							
31	122	128	17	18	19	20	21	22	23	Feb 18: Presidents' Day							
32	127	133	24	25	26	27	28	1	2								
33	132	138	March							3	4	5	6	7	8	9	
34	137	143	10	11	12	13	14	15	16								
35	137	143	17	18	19	20	21	22	23	Mar 18 - 25: Spring Break End Mar 15							
36	140	146	24	25	26	27	28	29	30	Mar 26: Prince Kuhio Day							
37	145	151	31	1	2	3	4	5	6								
38	150	156	April							7	8	9	10	11	12	13	
39	154	160	14	15	16	17	18	19	20	Apr 19: Good Friday							
40	159	165	21	22	23	24	25	26	27								
41	164	170	28	29	30	1	2	3	4								
42	169	175	May							5	6	7	8	9	10	11	
43	174	180	12	13	14	15	16	17	18	Q4 45 Days							
44	179	185	19	20	21	22	23	24	25	May 27: Memorial Day S2 92 Days							
45	182	189	26	27	28	29	30	31	1	May 30: Students' Last Day End May 30							
	-2	+1	June							2	3	4	5	6	7	8	May 31: Teachers' Last Day
180	190																HSTA Draft 2018-19 (1-2.4-1.2)

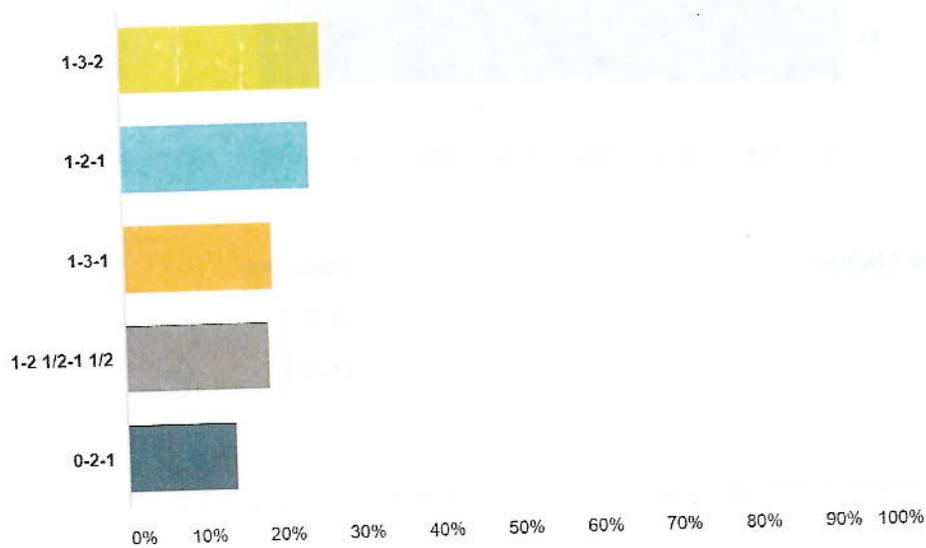


HSTA School Calendar Survey 3056 Total Responses – September 24 – October 2, 2015

Question #1

Below, is a list of different types of school calendars with numbers representing the Fall, Winter, and Spring breaks by duration along with some additional information.
Which school calendar do you prefer?

Answered: 2,957 Skipped: 99

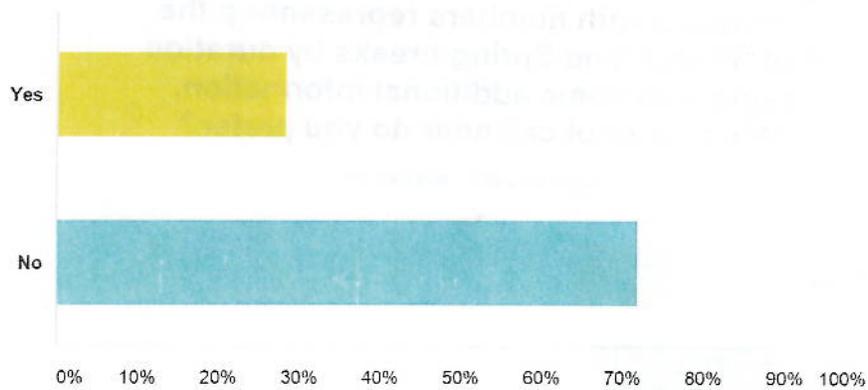


Answer Choices	Responses	Count
1-3-2	25.57%	756
1-2-1	23.74%	702
1-3-1	18.80%	556
1-2 1/2-1 1/2	18.13%	536
0-2-1	13.76%	407
Total		2,957

Question #2

The DOE is considering moving the calendar to start in September, and possibly eliminating fall intercession break and keeping winter break to only two weeks. Do you support ending the practice of having a one week fall intercession break?

Answered: 3,021 Skipped: 35

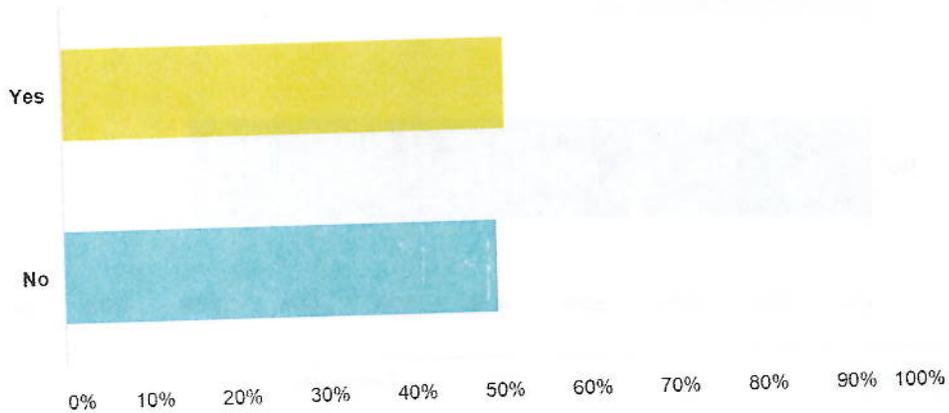


Answer Choices	Responses	
Yes	28.17%	851
No	71.83%	2,170
Total		3,021

Question #3

In order to move the calendar to start in September, the DOE would keep the winter break to only two weeks. Do you support having a three week winter break, inclusive of two weeks paid break and one week of intercession?

Answered: 2,915 Skipped: 141

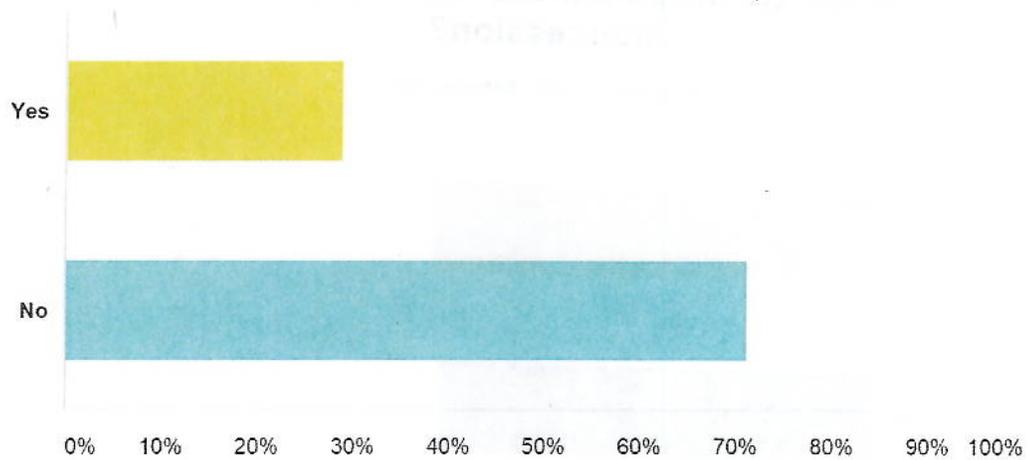


Answer Choices	Responses	
Yes	50.57%	1,474
No	49.43%	1,441
Total		2,915

Question #4

Do you support starting the school year in September if it means ending the school year in late June?

Answered: 3,010 Skipped: 46

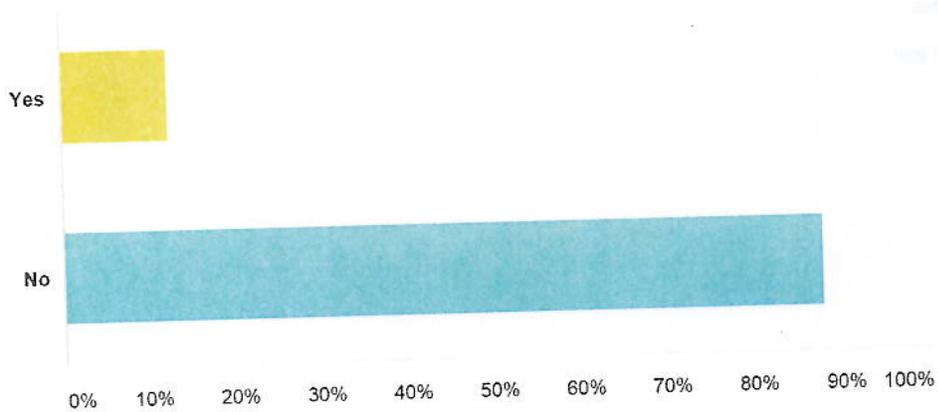


Answer Choices	Responses	
Yes	28.90%	870
No	71.10%	2,140
Total		3,010

Question #5

Do you support starting the school year in September if it means affecting the pay period cycles* for teachers?* Currently 10-month teachers are paid over 24 pay periods with August 20th being the first pay date of the year and August 5th of the following year being the last pay date of the year. If the school calendar were to start in September it will result in the last pay date for the previous year being on August 5th and the first pay date of the new year being September 20th or October 5th (depending on the start date in September). Thus the pay periods from one school year to the next will be non-contiguous. Teachers would still have to cover their medical premiums out of pocket.

Answered: 3,000 Skipped: 56

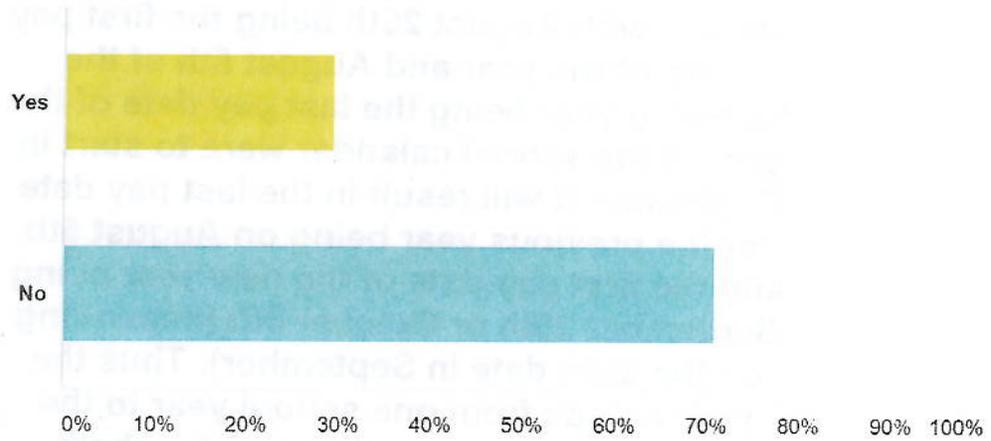


Answer Choices	Responses	
Yes	12.27%	368
No	87.73%	2,632
Total		3,000

Question #6

Do you feel the calendar should be used as a heat abatement strategy?

Answered: 2,977 Skipped: 79



Answer Choices	Responses	
Yes	29.19%	869
No	70.81%	2,108
Total		2,977