

STEP	TIMELINE	ACTION
Stakeholder Feedback (continued)	Late November	5. <i>The Board Office collects, collates, summarizes, and analyzes the anonymous responses from the stakeholder survey. The Board Office provides the investigative committee with the data summary and analysis.</i>
	Early February	6. <i>To better understand schools’ priorities, the investigative committee receives a summative report from the Superintendent on school academic and financial plans for the upcoming school year. The investigative committee can opt to have the Superintendent present the report to the full Board instead.</i>
Step 4 Input from Legislators (example) ²	Early December	7. <i>The investigative committee develops and approves a list of questions for the survey to all legislators for the policymaker input component. The questions should seek input that will inform the Board of the Legislature’s perceptions as to successes and challenges of Hawaii’s public education system and build an understanding of the education policy priorities of legislators.</i>
	December	8. <i>The Board Office sends the investigative committee-approved survey questions to all state legislators.</i>
	January	9. <i>The Board Office collects, collates, summarizes, and analyzes the anonymous responses from the legislator survey. The Board Office provides the investigative committee with the data summary and analysis.</i>

² The timeline for obtaining input from legislators is an example of the steps the investigative committee could take if it determined that a survey of all legislators and meetings with key legislators are the means it wants to use. Once formed, the investigative committee will determine the steps it will take to perform the tasks assigned by the Board.

STEP	TIMELINE	ACTION
Input from Legislators (continued)	February	<p>10. <i>The investigative committee identifies key legislators who are instrumental to policymaking and resource allocation affecting public education.</i></p> <p>11. <i>Investigative committee members meet with the identified key legislators to share the legislator survey data and findings and obtain additional input on their priorities related to public education. If the investigative committee members are unable to meet with any key legislators, the investigative committee will endeavor to consider those legislators’ past known positions on public education matters in place of specified input.</i></p>
Step 5 Input from Governor	Early/Mid-March	<p>12. The Board meets with the Governor. The investigative committee shares with the Governor the public education priorities from stakeholders and legislators. The Board and investigative committee obtain input from the Governor on his or her priorities related to public education and get strategic guidance as to the role public education plays in the Governor’s vision for the State. If the Board and investigative committee are unable to meet with the Governor, the Board and investigative committee will endeavor to consider the Governor’s past known positions on public education matters in place of specified input and guidance.</p>
Step 6 Board and Standing Committee Self-Evaluations	First and Second April Board Meetings	<p>13. Each standing committee self-evaluates how well it achieved its respective Committee Strategic Priorities for the current year using the associated indicators. Based on the self-evaluation, standing committees reflect on challenges, opportunities, and next steps related to their respective Committee Strategic Priorities and report their findings and self-evaluation results to the Board.</p> <p>14. The Board considers the standing committees’ findings and results, self-evaluates its progress on achieving the Board Strategic Priorities for the current year, and reflects on challenges, opportunities, and next steps related to the Board Strategic Priorities.</p>

STEP	TIMELINE	ACTION
<p>Step 7 Adoption of Strategic Priorities for Next Year</p>	<p>Late April through Mid-May</p>	<p>15. The investigative committee considers the data, information, and input it collected in Step 2 through Step 5, the standing committee and Board self-evaluation findings and results, related Board discussions, and any other relevant information.</p> <p>16. The investigative committee develops a report on all the information and data considered and proposed Board Strategic Priorities and Committee Strategic Priorities for next school year.</p> <p>17. The investigative committee publishes its report with the publishing of the agenda for the Board’s second May general business meeting.</p>
	<p>Second May Board Meeting</p>	<p>18. The investigative committee reports its findings and recommended Board Strategic Priorities and Committee Strategic Priorities for next school year to the Board. In accordance with law, the Board cannot deliberate or take action on the investigative committee’s findings and recommendations at this meeting.</p>
	<p>First June Board Meeting</p>	<p>19. The Board considers the investigative committee’s findings and recommendations and adopts Board Strategic Priorities and Committee Strategic Priorities for the next school year. While not part of or required by this process, the Board may consider the adoption of Superintendent Priorities at the same meeting to help ensure alignment.</p>
<p>Go back to Step 1 and repeat the process</p>		

Exhibit B

2019-2020 Committee Strategic Priorities

2019-2020 COMMITTEE STRATEGIC PRIORITIES

Student Achievement Committee (“SAC”) Strategic Priorities and High-Interest Topics

SAC Strategic Priority 1: Ensure Board policies under SAC’s jurisdiction support the recommendations provided in the Special Education Task Force’s 2018 summative report¹ and the English Learners Task Force’s 2018 summative report.²

Related Board Strategic Priority: Equity and Access

Indicators:

- By March 5, 2020, SAC will thoroughly review Board Policies 105-12, 105-13, 105-14, 900-5, and any other relevant Board policies and generate a comprehensive report that adequately describes any policy changes necessary to support the taskforce recommendations.
- By May 7, 2020, all (100%) taskforce members, who represent key stakeholders for their respective areas, will agree that the recommendations in SAC’s report support the taskforce recommendations.
- By May 7, 2020, the Board will adopt all (100%) policy changes recommended by SAC.

SAC Strategic Priority 2: Ensure Board policies under SAC’s jurisdiction support student mental and emotional wellbeing, particularly to prevent youth suicide as Act ___ (SB383) intends and recent data from the Youth Risk Behavior Survey illustrates as an issue.

Related Board Strategic Priorities: Equity and Access; Safe Learning Environments that Support Students’ Wellbeing; Student-centered School Design

Indicators:

- By August 1, 2019, SAC will sufficiently identify and select individuals from the Board, Department, Department of Health, and any other relevant stakeholders to a working group tasked with 1) thoroughly reviewing Board Policies E-103 and 103-1 through 103-8 and 2) generating a comprehensive report that adequately describes any policy changes necessary to support student mental and emotional wellbeing, particularly to prevent youth suicide.
- By November 7, 2019, SAC will approve all (100%) draft policy changes from the working group’s comprehensive report for public comment.
- By December 5, 2019, SAC will recommend effective policy changes that sufficiently considered public comments for Board approval.

SAC High-Interest Topics: Adult education, alternative learning centers, early learning, innovative assessments pilot, special education, English learners, Stetson

¹ Available at:

http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_05172018_Presentation%20on%20Findings%20of%20Superintendent%27s%20Sped%20Task%20Force%20and%20Recommendations.pdf

² Available at:

http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_Agenda%20V_05172018_Presentation%20on%20findings%20of%20Superintendent's%20English%20learner%20task%20force.pdf

Human Resources Committee (“HR”) Strategic Priorities and High-Interest Topics

HR Strategic Priority 1: Ensure Board policies under HR’s jurisdiction support the recommendations provided in the Special Education Task Force’s 2018 summative report and the English Learners Task Force’s 2018 summative report.

Related Board Strategic Priorities: Equity and Access; Staff Professional Development, Recruitment, and Retention

Indicators:

- By February 20, 2020, HR will thoroughly review Board Policies 204-1, 204-3, and any other relevant Board policies and generate a comprehensive report that adequately describes any policy changes necessary to support the taskforce recommendations.
- By May 7, 2020, all (100%) taskforce members, who represent key stakeholders for their respective areas, will agree that the recommendations in HR’s report support the taskforce recommendations.
- By May 7, 2020, the Board will adopt all (100%) policy changes recommended by HR.

HR Strategic Priority 2: Ensure policies and structures are in place to enable the Board and Department to a) collect and analyze robust data necessary to identify, prioritize, and address significant issues related to teacher retention and b) implement bold teacher recruitment and retention strategies to address teacher salary and certification issues.

Related Board Strategic Priority: Staff Professional Development, Recruitment, and Retention

Indicators:

- By August 15, 2019, HR will sufficiently identify and select individuals from the Board, Department, HSTA, and any other relevant stakeholders to a working group tasked with:
 1. Thoroughly reviewing Board Policies E-204, 204-1, 204-4, 204-5, any other relevant Board policies, the Department’s teacher salary study, and any existing structures related to the collection and analysis of teacher retention data, teacher salaries, and teacher certification; and
 2. Generating a comprehensive report that adequately describes any policy and structural changes necessary to enable the Board and Department to a) collect and analyze robust data necessary to effectively identify, prioritize, and address significant issues related to teacher retention and b) implement bold teacher recruitment and retention strategies to address teacher salary and certification issues.
- By April 16, 2020, HR will approve all (100%) draft changes from the working group’s comprehensive report for public comment.
- By May 21, 2020, HR will recommend effective changes that sufficiently considered public comments for Board approval.

HR High-Interest Topics: Examination of teacher salary schedules

Finance and Infrastructure Committee (“FIC”) Strategic Priorities and High-Interest Topics

FIC Strategic Priority 1: Ensure policies and structures establish a budgeting and financial reporting process that results in a transparent, accessible, and credible Department budget and financial reporting that the public can easily consume and is useful for policymakers.

Related Board Strategic Priority: Communication and Engagement

Indicators:

- By August 15, 2019, FIC will sufficiently identify and select individuals from the Board, Department, Legislature, and any other relevant stakeholders to a working group tasked with 1) thoroughly reviewing Board Policies 303-1, 303-2, 303-3, any other relevant Board policies, and any existing structures related to the budgeting and financial reporting process and 2) generating a comprehensive report that adequately describes any policy and structural changes necessary to establish an effective budgeting and financial reporting process that results in transparent, accessible, and credible Department budgets and financial reports.
- By April 16, 2020, FIC will approve all (100%) draft changes from the working group’s comprehensive report for public comment.
- By May 21, 2020, FIC will recommend effective changes that sufficiently considered public comments for Board approval.

FIC Strategic Priority 2: Establish the policies and structures necessary to direct and enable the Department to complete all facilities projects at its schools with the greatest socioeconomic and academic needs as determined by a priority order intended to advance equity.

Related Board Strategic Priorities: Equity and Access; Safe Learning Environments that Support Students’ Wellbeing

Indicators:

- By September 19, 2019, FIC will recommend for Board approval a policy related to equitable school facilities that would, at a minimum, sufficiently direct the Department to complete repair and maintenance (“R&M”) and capital improvement program (“CIP”) projects at its schools by order of greatest socioeconomic and academic needs.
- By November 21, 2019, FIC will consider, and recommend for Board approval, a comprehensive, cohesive, and effective R&M priority list that is sufficiently based on equity.
- By November 21, 2019, FIC will consider, and recommend for Board approval, effective criteria sufficiently based on equity for the Department to use to appropriately determine the priority order in which it executes CIP projects.
- By February 20, 2020, FIC will consider, and recommend for Board approval, a comprehensive and cohesive plan with specified outcomes and milestones for effectively reducing the R&M backlog.

FIC High-Interest Topics: Act 155, facilities master plan guide, Weighted Student Formula