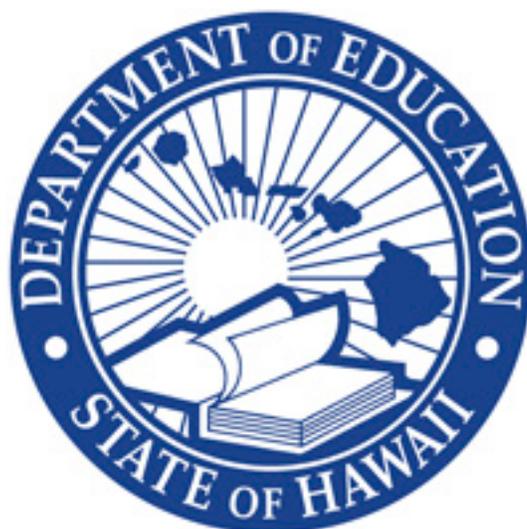


*Hawai`i State
Department of Education*



*School Community Council
Handbook IV*

*Procedures to Implement School
Community Councils*

Use of this document for educational purposes is permissible provided that copies are not distributed or used for profit. Prior permission is required from the Hawai'i State Department of Education for any usage other than educational.

Community Engagement Office
August 2017

Table of Contents

<i>SECTION 1</i>	1
SCHOOL COMMUNITY COUNCIL	1
ABOUT THE COUNCILS	2
PURPOSE	3
ROLES AND FUNCTIONS	4
MATRIX OF ACT 51/ACT 221 REQUIREMENTS	5
SCHOOL COMMUNITY COUNCIL ACTIVITIES CHECKLIST AND TIMELINE	8
<i>SECTION 2</i>	11
ORGANIZING YOUR COUNCIL	11
MEMBERSHIP	12
SCC BYLAWS	13
ELECTION OF SCC MEMBERS	13
MEETINGS	15
<i>SECTION 3</i>	17
SSC PROCEDURES AND FORMS	17
ACADEMIC PLAN AND FINANCIAL PLAN	18
PRINCIPAL SELECTION AND EVALUATION PROCESS	18
SCC SURVEYS	18
APPROVAL AND APPEAL PROCESS	19
WAIVERS AND EXCEPTIONS	20
<i>SECTION 4</i>	22
SAMPLE DOCUMENTS	22
SAMPLE SCC BYLAWS	23
SAMPLE NOMINATIONS INFORMATION HANDOUT	29
SAMPLE NOMINATIONS FORM	30
SAMPLE CANDIDATE FORM	31
SAMPLE ELECTION BALLOT	32
SAMPLE AGENDA	33
COMMUNITY MEETING AGENDA (SAMPLE)	34
<i>SECTION 5</i>	35
REQUIRED FORMS AND MEMOS	35
MEMO ON SCHOOL COMMUNITY COUNCIL ELECTION PROCEDURES	36
3-YEAR SCHOOL ACADEMIC PLAN AND FINANCIAL PLAN ANNUAL ASSURANCES AND RECOMMENDATION FOR APPROVAL	44
SCHOOL COMMUNITY COUNCIL APPEAL PROCESS FORM A	46
SCHOOL COMMUNITY COUNCIL APPEAL PROCESS FORM B	47
SCHOOL COMMUNITY COUNCIL APPEAL PROCESS FORM C	48
MEMO ON SCHOOL COMMUNITY ENGAGEMENT WEBPAGES AT SCHOOLS, END OF SDO WEBSITE	49

SAMPLE COMMUNITY ENGAGEMENT WEBPAGE TEMPLATE	51
MEMO ON END OF SCHOOL DOCUMENTS ONLINE (SDO) WEBSITE, SCHOOL COMMUNITY ENGAGEMENT WEBPAGES AT SCHOOLS	53
<i>SECTION 6</i>.....	54
<u>POLICIES, RESOURCES, AND TOOLS</u>	54
POLICY 500-19 SCHOOL COMMUNITY COUNCILS	55
POLICY 500-20 SCHOOL COMMUNITY COUNCILS WAIVERS AND EXCEPTIONS	57
POLICY 2413 STUDENT INSTRUCTIONAL HOURS AND SCHOOL YEAR REQUIREMENTS POLICY AND WAIVER PROCESS	58
HRS 302A-251 SCHOOL YEAR; STUDENT HOURS	59
HRS 302A-1004 EDUCATIONAL ACCOUNTABILITY SYSTEM; ANNUAL REPORTS	60
STRATEGIC PLAN: STATE, COMPLEX AREA AND SCHOOL-LEVEL IMPLEMENTATION	63
GUIDELINES FOR COMMUNITY MEETING FACILITATORS	64
EFFECTIVE MEETINGS	66
PARLIAMENTARY PROCEDURE	69
DECISION MAKING GUIDELINES	73
STRATEGIES FOR BUILDING CONSENSUS	76

Section 1

SCHOOL COMMUNITY COUNCIL

About the Councils

Benefits

History

Purpose

Roles and Functions

Matrix of Act 51/Act 221 Requirements

School Community Council Activities Checklist and Timeline

About the Councils

School Community Councils (SCCs) play a vital role in Hawai`i's education system. They are part of the leadership structure at each school and enable shared-decision making among principals, teachers, school staff, parents, students and community members to improve student achievement.

School Community Councils are:

- A group of people who are elected by their peers to advise the principal on matters that affect student achievement and school improvement. Their primary role is to participate in the process that ensures that the needs of all students are addressed in the school's Academic Plan.
- Forums for open discussion and problem-solving related to student achievement. Research suggests that the collaborative process contributes to improved school culture, classroom practices and student learning, and the development of a strong professional community of educators.
- A means to involve the community in the discussion of educational issues and help schools identify and respond to the educational needs of the community.

Benefits

Benefits to members of a School Community Council include:

- Learning about educational research and factors that impact student achievement;
- Being an important partner in the education system, whose views are valued;
- Contributing to the shared goal of improving student achievement;
- Having a vehicle through which to express opinions and share ideas; and
- Being informed about what is happening at the school.

History

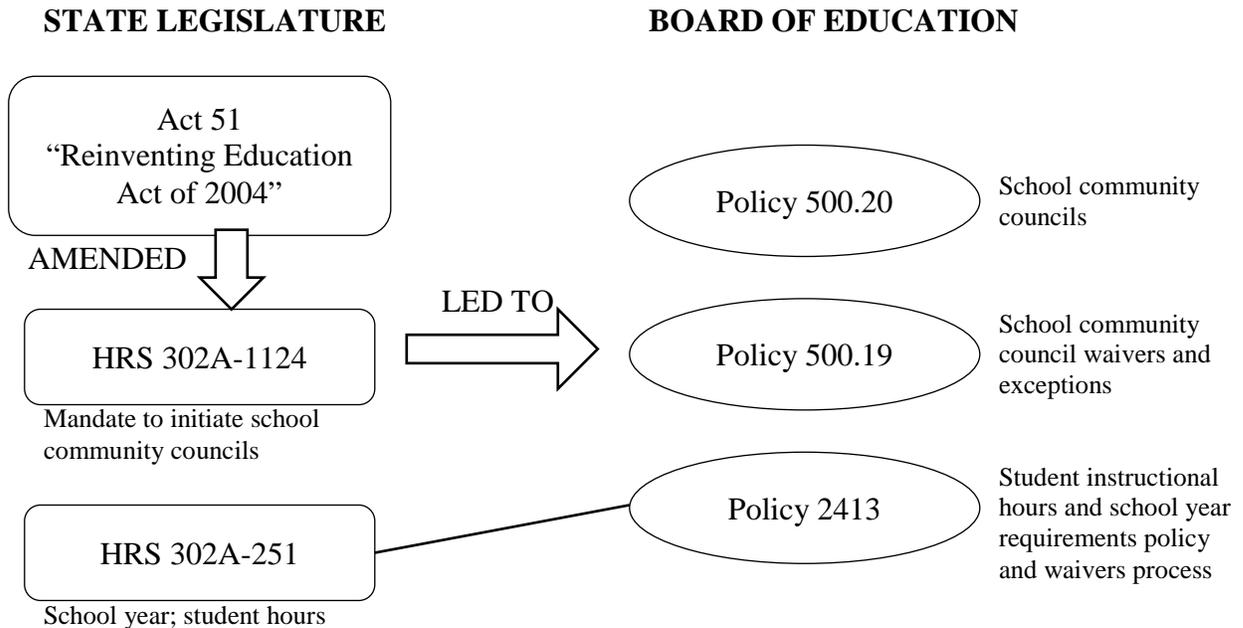
In 2004, the Hawai`i State Legislature took significant steps to ensure that school community members would have greater influence in public education. The ["Reinventing Education Act of 2004"](#) (Act 51 as amended by Act 221, Session Laws of Hawai`i 2004) created Schools Community Councils (SCC) to support school improvement and the academic achievement of students through increased community involvement in the school as outlined in Section 5 of the Act.

Act 51 amended [HRS Section 302A-1124](#) to mandate the Board of Education and Department of Education to establish a school community council system for Hawai`i's schools. The law improves the way the state's single school system is organized, particularly by allowing for more educational decision-making at the school level and thereby increasing the involvement of those directly affected by the decisions. A [Matrix of Act 51/221 Requirements](#) summarizes the requirements specified in the state statute 302A-1124 and is found on page 5.

The Hawai`i State Board of Education adopted the following policies to implement School Community Councils in all Hawai`i public schools (see Section 6 Additional Resources and Tools for these policies and statues):

- [Policy 500.19](#) establishes school community councils in all public schools.

- [Policy 500.20](#) establishes procedures for schools to request waivers from specific Board policies or rules and/or exceptions to specific provisions of labor agreements.
- [Policy 2413, Student Instructional Hours and School Year Requirements Policy and Waiver Process](#) specifies procedures for schools to request waivers from the policy on student instructional hours and school year requirements pursuant to [HRS 302A-251](#).



Purpose

As described in Act 51, School Community Councils were established “to provide a mechanism whereby parents, the community and other key stakeholders can have a substantially increased voice in the affairs of their local schools, with a clear and concrete enunciation of powers and responsibilities, and how these are shared with those of the principal.”

The policies developed by the Hawai`i State Board of Education and Hawai`i State Department of Education to implement School Community Councils are based on three common-sense principles:

- Individuals closest to the students should be more involved in making significant decisions affecting the instructional program of the school.
- A school plan to improve student academic achievement receives more support when people understand and help create that plan.
- When families participate in a variety of ways in their children’s education, including decision-making, their children and the school are more successful.

Roles and Functions

Board of Education Policy 500.19 describes the major functions of 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.
- Review evidence of school progress on the implementation of the Academic Plan and align the plan with the educational accountability system under HRS [302A-1004](#).
- Participate in the principal selection and evaluation process.
- Provide opportunities for community input and collaboration.
- Recommend to the principal the school's repair and maintenance needs.
- Provide recommendations for revising or creating new school level policies and procedures.
- Request waivers to state policies, rules, procedures and exceptions to collective bargaining agreements to improve student achievement.

The responsibilities of the SCC are outlined in Act 51 and the [Matrix of Act 51/Act 221 Requirements](#) on the following page but are outlined here below:

- Make available notices and agendas of public meetings no less than six calendar days prior on the school's Community Engagement webpage and in the school's administrative office for review during regular business hours.
- Make available minutes from public meetings on a timely basis on the school's Community Engagement webpage and in the office.
- Establish policies governing SCC composition, election, staggered terms of office for members, operation, and vacancies; ensure membership includes the principal and at least one parent, teacher, staff, community member, and student and the number of school personnel equals the number of primary stakeholders.
- SCCs shall elect officers (chair, vice-chair, secretary, others as needed).

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.

Matrix of Act 51/Act 221 Requirements

Category	Act 51/221 Requirements
Membership	<p>Principal.</p> <p>At least one member representing each of the following groups: teachers, non-certificated school personnel, parents, community representatives, and students.</p> <p>The number of school personnel shall be equal to the number of parent, community and student representatives on the SCC.</p>
Term of office	<p>SCC bylaws will determine term of office.</p>
Selection of SCC Members	<p>Parents and community representatives are elected by ballots distributed among and collected from parents of school's students.</p> <p>Teachers are elected by ballots distributed among and collected from teachers of the school.</p> <p>Non-certificated school personnel are elected by ballots distributed among and collected from non-certificated personnel of the school.</p> <p>Student representatives are selected by the student council of the school.</p>
Exemptions & Meeting Notices	<p>The SCC shall be exempt from the requirements of Chapters 91 (Administrative Procedures) and 92 (Public Agency Meetings and Records).</p> <p>The SCC shall make available the notices and agenda of public meetings 6 days prior to the meeting. The SCC shall make available the minutes from public meetings on a timely basis.</p>
SCC Responsibilities	<p>Participate in the review of the Academic Plan and provide recommendations to the principal for revisions or recommend approval by the complex area superintendent.</p> <p>Ensure that the school's Academic Plan is aligned with the educational accountability system under HRS 302A-1004.</p> <p>Participate in principal selection and evaluation of the principal and transmit any such evaluations to the complex area superintendent.</p> <p>Provide collaborative opportunities for input and consultation.</p> <p>Review the principal's determination of the school's repair and maintenance needs.</p>
Policies	<p>Each SCC shall establish policies governing the council's composition, election, staggered terms of office for members, operation, and vacancies, provided the number of school personnel in any school community council shall be equal to the number of primary stakeholders on the SCC.</p>

Officers	The SCC shall elect officers including: a Chairperson, a Vice Chairperson, a Secretary, and other officers as needed to perform stated duties in support of the work of the council.
Waiver of policies, rules, procedures	Any school may initiate a waiver from policies, rules, or procedures, including collective bargaining agreements as provided in HRS 302A-1126.
Complex Area Superintendents	<p>The Complex Area Superintendent may require a School Community Council to revise the school Academic Plan if the plan is in violation of law or conflicts with statewide educational policies and standards.</p> <p>The Complex Area Superintendent shall assist the SCCs and principals within their respective complex areas in:</p> <ol style="list-style-type: none"> 1) Obtaining the support and services of the department and, 2) Ensuring the progress and success of the school's Academic Plan.
Superintendent	<p>The Superintendent may recommend to the Board of Education dissolution of a SCC and may establish an interim SCC if the SCC engages in an act or omission that would constitute gross negligence, willful, and wanton misconduct or intentional misconduct.</p> <p>The Superintendent may recommend to the board the removal of any member of an SCC.</p> <p>The Superintendent shall appoint or facilitate the creation of an interim SCC at any school that has not established an SCC or has had its SCC dissolved.</p> <p>In appointing or facilitating the creation of an interim SCC at any school that has had its SCC dissolved, the Superintendent may appoint individuals who were previously members of the SCC.</p>
Principal	<p>The principal shall have the authority to set aside any decision made by the SCC if the principal determines it to be in the best interests of the school, provided that the principal notifies the SCC. If the SCC opposes a decision of the principal, an appeal shall first be brought to the Complex Area Superintendent for resolution and if necessary, to the Superintendent, and finally to the Board of Education.</p> <p>The principal shall <u>not</u> set aside decisions made by the SCC to recommend the Academic Plan for approval by the complex area superintendent.</p> <p>Prior to meeting with the department to advise it of a school's repair and maintenance needs, the school's principal and the business and fiscal officer shall consider recommendations made by the SCC.</p>

State Agencies	Any state agency that may be required to act under state law on a matter affecting an individual school or its school community, shall waive otherwise applicable policies, rules, or procedures when requested to do so by a SCC unless the agency within <u>30</u> days, can justify a denial to appropriate authority.
Board of Education	<p>The board shall adopt procedures to process waivers initiated by an SCC.</p> <p>Any general waiver of policy, rule, or procedures granted by the board to a specific school or schools maybe extended by the board to apply to other schools under comparable circumstances.</p> <p>This section shall apply to collective bargaining agreements as provided for in all relevant collective bargaining agreements negotiated pursuant to Chapter 89.</p>
Classroom Cleaning Project	<p>Each school, through its SCC, may develop mechanisms to provide classroom cleaning including but not limited to having parent, student or other community groups clean the classrooms on a regular continuing basis.</p> <p>Schools may use any available resources to achieve the above purposes provided no full-time custodial staff employed at the school shall be displaced.</p>

School Community Council Activities Checklist and Timeline

Item	Task/Activities	Target/ Due Dates
SCC Member Roster	Create SCC Member Roster (include school name, member name, stakeholder role and email address). Send SCC member roster information to Complex Area Superintendent and email to scc@hawaii DOE.org . Post the SCC Member Roster to Community Engagement Webpage on School website. If the school does not have a website please contact the Communications Office to host the documents on their behalf.	August
SCC Training	Conduct Orientation/Training Session for new SCC members at the school or complex area level. If training is needed for new members please contact scc@hawaii DOE.org for SCC support.	August
SCC Bylaws	Review Bylaws. If bylaws are amended, send a copy to the CAS for signature and an approved copy to the state SCC Office (scc@hawaii DOE.org). The current bylaws should be on file with the school, complex area, and state SCC offices.	August
SCC Meetings	<p>Set up procedures for posting SCC meeting agendas on the School Community Engagement page hosted on the school website.</p> <p style="padding-left: 40px;">Agenda - Must be posted 6 calendar days prior to SCC meeting. Minutes - Posted upon approval by the SCC.</p> <p>Determine process for public testimony on SCC agenda items and ensure that this opportunity is part of every SCC meeting agenda.</p>	August

Item	Task/Activities	Target/ Due Dates
Community Meetings	<p>Convene at least two (2) community meetings to review and discuss the school's Three Year Academic and Financial Plan and provide opportunity for community input.</p> <p>Meeting #1: Revision of the school's Three Year Academic and Financial Plan. Meeting #2: When revision of Three Year Academic Plan is in near-final draft form.</p>	<p>Meeting #1: September/October</p> <p>Meeting #2: February/March</p>
Strive HI Report	<p>Use Strive HI Results/Data in reviewing the school Academic Plan and Financial Plan. Key activities include:</p> <ul style="list-style-type: none"> • Review of Preliminary Strive HI Results. • Appeals Process. • Posting of Final Strive HI Results. 	<ul style="list-style-type: none"> • May-August • August • September
Academic Plan and Financial Plan	<p>Review drafts of the Three Year Academic Plan and Financial Plans and provide recommendations for revisions to the principal or recommend submittal to the CAS for approval. The SCC Assurances and Recommendation for Approval Form must be included in the submittal of the Academic Plan and Comprehensive Financial Plan</p> <p>Key due dates for CAS Approval:</p> <ul style="list-style-type: none"> • Salaried Financial Plan • Comprehensive Financial Plan • Three Year Academic Plan (Annually) <p>Approved Complex Area or Public Charter School Commission office staff will be granted access to upload the approved plans. Please contact Shelley Ferrara, School Transformation Branch Director, for information on uploading the plan.</p>	<ul style="list-style-type: none"> • Dec 29, 2017 • April 16, 2018 • May 2018
	<p>Review progress on the implementation of the school Academic Plan. Evidence of the review process should be duly noted in the SCC meeting minutes.</p>	<p>During School Year</p>

Item	Task/Activities	Target/ Due Dates
<p>SCC Waiver/Exception Requests</p>	<p>Work on requests for waivers from specific Board policies, DOE rules and regulations, and/or exceptions to specific provisions of labor agreements. There are two submission windows. Requests that impact the school schedule (calendar or bell schedule) or need timely action should be submitted by the first submission due date. Submit waiver/exception requests to CAS for review and the state SCC Office (scc@hawaiidoe.org).</p> <p>The waiver/exception requests are for implementation in the following school year.</p> <p>Detailed guidance and forms for all waiver/exception requests can be found on the DOE Intranet at https://intranet.hawaiipublicschools.org/offices/ceo/scc</p>	<p>First Submission: January 26, 2018</p> <p>Second Submission: March 16, 2018</p>
<p>Election of SCC Members</p>	<p>Solicit nominations and conduct elections for vacant SCC positions by role groups and announce results. Principal is responsible for ensuring that elections are conducted fairly for each role group (See SCC Handbook for guidance on election procedures).</p>	<p>April/May</p>
<p>Election of SCC Officers</p>	<p>Elect SCC Officers. Send information to Complex Area Superintendent and email to scc@hawaiidoe.org and post information on the school's Community Engagement webpage.</p>	<p>May</p>
<p>SCC Principal Survey</p>	<p>Complete SCC Principal Survey in collaboration with all SCC members and submit form to CAS and state SCC Office. A memo is sent out annually to remind SCCs to complete the survey.</p>	<p>May</p>
<p>SCC Self-Assessment</p>	<p>Complete SCC Self-Assessment Online Survey in collaboration with all SCC members and develop SCC improvement plan. A memo is sent out annually to remind SCCs to complete the survey.</p>	<p>April/May</p>

Section 2

ORGANIZING YOUR COUNCIL

Membership
SCC Bylaws
Elections of SCC Members
Elections of SCC Officers
Meetings

Membership

An SCC is composed of the principal, teachers, non-certificated staff, students, parents and community members. In all schools (elementary, middle and high), the total number of SCC members may vary, but the law fixes the proportional representation of different stakeholder groups. The number of school personnel on any SCC shall be equal to the number of primary stakeholders on the SCC. In other words, 50% of the members are from the school staff including the Principal, teachers and non-certificated staff and 50% of the members are parents, students and community members.

School Staff Members

Principal: The principal is always a member of the SCC. The principal is accountable for developing and implementing the Academic and Financial Plan in partnership with the school faculty and staff. The principal will seek input from the School Community Council to identify the school improvement priorities and will review the Academic and Financial Plan with a focus on increasing student achievement.

The **principal** ensures that there are elections for the teachers, non-certificated staff, parents, and community and that elections are conducted in accordance with school guidelines and democratic principles. The principal will also ensure that the fairness and integrity of the democratic process is maintained. The principal is responsible for addressing any discrepancies in the election process through follow-up activities when necessary. The principal is also responsible for ensuring that the student representative(s) are selected for the SCC.

Teachers: Teachers bring practical knowledge about curriculum and instructional strategies, as well as knowledge about the school's history and culture. Returning teachers, including school staff members who are not in teaching positions but hold a teaching license and are active bargaining unit 5 members, may run for a seat and participate in electing teachers to the SCC. Probationary teachers, teachers on leave, or teachers with approved transfers to the school may be eligible to run for a seat and participate in the teacher election to the SCC.

Non-certificated Staff: The non-certificated staff elects the non-certificated staff members of the SCC. Non-certificated staff includes classified staff, support services personnel as well as other part-time and contracted employees of the school. These staff members bring the knowledge of school operations and support services.

Students, Parents, and Community

Students: As direct recipients of school services, students bring a different experience to the SCC. They offer a range of opinions often distinct from adult perspectives. The principal is responsible for developing a process where the school's student council selects student(s) to be members of the SCC. If there is no student council, the principal is responsible for developing a selection process for the SCC student member(s).

Parents and Community: The school principal is responsible for designing and conducting an election where parents are able to elect parents and community members to the SCC. School personnel are not able to run or be elected as a parent or community member of the SCC. These employees may be parent or community members of an SCC other than at the

school at which they are employed.

Parent members are identified as individuals whose children currently attend the school or the primary caregiver(s) with whom the child resides (legal, custodial, grandparent, foster parent).

Community members are identified as anyone who has an interest in the school's welfare such as individuals in the school's geographic area; individuals owning, operating or working in a business within the school's community; alumni of the school.

SCC Bylaws

Hawai'i statute and Board policy require that each School Community Council develop Bylaws to guide their operations. Bylaws provide the framework from which the Council operates. The SCC should review the bylaws at the beginning of each school year and update them, if necessary. Bylaws should outline the following items or procedures:

- Nomination, election and duties of SCC Members
- Election, term of office and duties of SCC Officers
- Procedures for committees
- Procedures for conducting meetings, including allowing public input on agenda items

Sample SCC Bylaws are included in Section 4 to guide the development of your bylaws.

Approving Your Bylaws

The following procedure should be followed in submitting the school SCC Bylaws:

1. Schools will submit their completed bylaws to the Complex Area Superintendent (CAS) for review and approval.
2. Once the bylaws are reviewed, the Complex Area Superintendent will return them to the school's SCC with recommendations for improvement, if needed.
3. The SCC should consider the recommendations, make appropriate revisions to the bylaws, and keep the most updated bylaws on file with the school and complex area offices. Also, post the bylaws on the school's Community Engagement Webpage.

Election of SCC Members

All SCCs should elect members based on the guidelines in the SCC Bylaws. All DOE public schools are required to hold SCC elections. The principal is charged with providing leadership and oversight for the election process. Special elections can be held if there are vacant positions or if election procedures have been challenged. See Section 5 Required Forms and Memos for a 2016 Memo on School Community Election Procedures, which includes a report on how election procedures should be included in SCC bylaws and an example of election procedures in a school's SCC bylaws.

For assistance with SCC elections please see sample forms provided in Section 4 Sample Documents section (Sample Nominations Information Handout, Sample Nomination Form, Sample Candidate Form, Sample Election Ballot).

Nominations

The nomination process should include:

1. Announcements to request nominations for the SCC through the Community Engagement Webpage, school newsletters and bulletins, social media outlets, etc. The process should encourage qualified candidates to run. Information should include nomination/election deadlines and submission guidelines.
2. Informational meetings for all interested candidates regarding qualifications, roles and responsibilities of SCC members, and procedures for nominations and elections.
3. Meetings at which candidates are introduced to the school community to provide voters an opportunity to meet the candidates and to provide equal time for candidates to publicize their campaigns. In addition, school newsletters may include information on each candidate.

The nomination committees should consider the following:

- Was there a wide solicitation for nominees?
- Were qualified candidates encouraged to run?
- Does this process promote diversity in representation?

Voting

The voting process should include:

1. Determination of a date for voting and method for counting ballots
2. Publicizing the election
3. Preparation and distribution of the ballots
4. A method of counting ballots to insure fairness and integrity
5. A formal announcement of winners to all candidates

The election committees should consider the following:

- Does the election process give everyone a fair chance at voting?
- Are election rules fair and impartial?
- Who is eligible to vote and how is their eligibility verified?
- Send a notice to the school community if a candidate ran unopposed. The candidate will fill the vacant position for the next term of office provided that the SCC nomination process was followed, and the role group chose not to send out ballots and conduct an election.

Announcement of Elected Members

A public announcement of the election results to the school community should be made. The announcement should be posted on the school's website and Community Engagement Webpage.

Vacancy

Any vacancy on the SCC shall be filled for the remainder of the un-expired term through the appointment of a duly elected alternate. If the composition of the SCC falls below legal requirements and no alternates are available, vacancies for the un-expired term may be filled by a special election or by recommendations from the principal with selection and appointment by the SCC.

Election of SCC Officers

The state statute calls for the election of officers. Each SCC is required to elect officers, including:

- A chairperson;
- A vice-chairperson;
- A secretary; and
- Other officers as needed to perform stated duties in support of the work of the council.

Principals cannot be elected as the chairperson of the SCC due to a conflict of interest in the appeal process and the evaluation of the principal. However, the principal will work collaboratively with the SCC chairperson to provide leadership for the Council.

The current list of SCC Officers should be posted on the school's Community Engagement Webpage and submitted to your Complex Area Superintendent and the state SCC Office.

Meetings

Regular meetings of the School Community Council must be convened to encourage and facilitate increased participation and input by parents, students, community members, and the school staff in the affairs of the schools. Public notice of SCC meetings and the agenda of the meeting must be posted not less than six (6) calendar days prior to the SCC meeting in order to invite and involve the school community. A sample meeting agenda is provided in Section 4 of this handbook.

SCC councils are not subject to strict adherence to Hawai'i's "Sunshine Law," but rather must adopt its "spirit" of openness. This "spirit" means internalizing an "attitude" of inclusion, participation, respecting the rights of others, and honoring diversity of perspectives. As a guide:

- Notices and agendas of meetings are available at a publicly accessible area in the school's administrative office so as to be available for review during regular business hours; and posted on the school's Community Engagement Webpage, **no less than six (6) calendar days prior** to the public meeting, unless a waiver is granted by the superintendent in the case of an emergency.
- Agendas are of sufficient detail to give enough information regarding what will be discussed and/or decided at a meeting.
- SCC subcommittees or issue task force meetings are open and notices given. These committees are not used to circumvent the openness desired by the Board of Education.
- Meetings allow for participation. When and how others participate could be outlined in the council's bylaws or guidelines.
- Minutes of SCC meetings are available on a timely basis in the school's administrative office so as to be available for review during regular business hours and on the school's Community Engagement Webpage.

Community Meetings

Community meetings provide for public accountability, opportunities for input, collaboration, and communication with members of the School Community. The purpose of these meetings is to encourage the sharing of ideas and gathering of input to the school on the Academic and Financial Plans. SCCs should hold two community meetings each year, especially when the 3 Year Academic and Financial Plans are being developed.

SCC members and school volunteers can play an important role as meeting facilitators. See Section 4 for a sample community meeting agenda and Section 6 for facilitating community meetings.

Committee Formation and Meetings

If necessary, an SCC may want to form a committee or committees to carry on work of the SCC outside of normal SCC meetings. The committee(s) shall operate similar to the SCC in regards to appointing a chairperson and members and to meeting quorum. If any committees or standing committees are formed, procedures for these committees should be outlined in the bylaws.

Writing Minutes

The SCC minutes are the official record of all business transacted. The minutes should contain what is done and not what is said. Personal opinions of praise or criticism should not be recorded. The minutes should be read and approved by the SCC at the next regular meeting and posted afterwards on the Community Engagement Webpage.

The minutes should include:

1. The name of the organization, date, place and time of meeting.
2. The names of all in attendance.
3. Whether the minutes of the previous meeting were approved.
4. All main motions or actions, whether adopted or lost should be recorded.
5. The names of the persons making the motions, but not the names of the person who seconded the motion.
6. Summaries of reports given by committees.
7. When a vote is taken, the number of votes on each side.
8. The time of adjournment.

If the minutes are corrected, the correction is made on the right margin of the original minutes and initialed by the secretary and the amendment is also stated in the minutes of the meeting at which the minutes were corrected.

Section 3

SSC PROCEDURES AND FORMS

Academic and Financial Plan
Principal Selection and Evaluation
SCC Surveys
Approval and Appeal Process
Waivers and Exceptions

Academic Plan and Financial Plan

State statute designates the principal as the person responsible to develop the school Academic and Financial Plan. SCC members are tasked with reviewing and analyzing school data and strategies (curriculum, assessment and instructional) as stated in the Academic Plan and providing recommendations to the principal. The principal has the final authority to determine the content of the Academic and Financial Plan. He or she is responsible for providing the rationale for not incorporating any of the SCC's recommendations into the plans.

An [Assurances and Recommendation for Approval Form](#) provides the SCC an opportunity and the means to communicate its assurances and review of the Academic Plan and Financial Plan (See Section 5 Required Forms and Memos section). Once completed, the Assurances and Recommendation for Approval Form is submitted to the Complex Area Superintendent (CAS).

The SCC is also responsible for reviewing progress on the implementation of the school's Three-Year Academic Plan. Evidence of the review process should be duly noted in the SCC meeting minutes.

Principal Selection and Evaluation Process

The School Community Council will participate in the DOE process for the selection of the school principal. One (1) SCC member selected by the School Community Council will participate on the Interview Committee. The School Administrator Recruitment, Selection, and Appointment (SARSA) is the negotiated agreement for the selection of school principals under the purview of the Office of Human Resources (OHR). The memo dated November 25, 2008, Composition of Interview Committee for Principal Positions, is still in effect (see Required Forms and Memos section).

The SCC will also participate in the evaluation of the principal's performance and provide input to the Complex Area Superintendent (CAS) for the final evaluation. The SCC Principal Survey has been developed for this purpose. A memo is sent out annually to remind SCCs to complete the survey.

SCC Surveys

The Community Engagement Office has administered an annual Self-Assessment survey since 2007 to collect data each year on the quality of SCC implementation at each school. Starting in the 2017-18 school year, the survey was revised into two online surveys. Data from these surveys will be used to support SCCs to achieve their purpose. Instructions of how to access the survey will be delivered via communication from the Community Engagement Office.

The first SCC Survey should be completed no later than September 30. This survey will be used to track progress of SCCs at the beginning of each school year and assess training needs. The second survey, the SCC Self-Assessment, should be completed no later than June 30. This survey assesses implementation of SCCs according to Act 51, issues or concerns, and effective strategies.

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.

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

Approval Process

The approval process is conducted at all levels of decision making, by the SCC, principal, complex area superintendents, superintendent and the Board of Education. Each level may approve or not approve an action item or issue, but authority for the final approval of the decision is made by those held directly accountable. The following table designates the final approval responsibility for issues that the SCC may take action upon:

Action item:	Final approval by:
Academic Plan and Financial Plan	Complex Area Superintendent
Exception Request to Collective Bargaining Agreements	SCC Exception Review Committees (HGSA, and BOE)
Waivers to BOE Policy	Board of Education
DOE Operations & Procedures	Superintendent
School Level Policies, Rules, Procedures & Operations	Principal

Appeal Process

SCCs may appeal decisions made by the principal through the following Appeal Process. The appropriate [Appeal Process Forms](#) must be submitted (see Section 5 Required Forms and Memos section for these forms).

Complex Area Superintendent: If a decision made by the SCC is set aside by the principal, the SCC may appeal to the complex area superintendent for resolution within ten (10) working days of receipt by the SCC chairperson of the written notice from the principal. **(Form A)**

The complex area superintendent (CAS) will determine what next steps are necessary, including but not limited to mediation or dispute resolution. The CAS will

respond in writing to the SCC within fifteen (15) working days of receipt of the appeal. If dispute resolution is necessary, the following process may apply:

- The CAS will appoint a dispute resolution team and a team facilitator.
- The team will meet within one week of receipt of the appeal.
- The meeting will be open to all members of the SCC.
- The structure of the meeting will be as follows:
 - Dispute resolution team facilitator presents the issue.
 - Presentations by SCC members.
 - Presentation by the principal.
 - Dispute resolution team asks questions.
 - Dispute resolution team deliberates and decides in executive session (without SCC or principal present).
- Within one week of the meeting, the dispute resolution team will communicate its recommendation in writing to the CAS.
- The CAS will respond in writing to the SCC.

Superintendent: If an appeal made to the complex area superintendent is denied, the SCC may within ten (10) working days of receipt of the written notice from the CAS, submit an appeal to the superintendent. **(Form B)**

The appeal is sent to the state SCC Office for processing. The superintendent will review the information and decision from the CAS and make a determination. A written response will be provided to the SCC within fifteen (15) working days of receipt of the appeal.

Board of Education: If an appeal made to the superintendent is denied, the SCC may, within ten (10) working days of receipt of the written notice from the superintendent, submit an appeal to the Board of Education. **(Form C)**

The appeal is sent to the state SCC Office for processing. The Board of Education Student Achievement Committee will review the information and decisions from the appeals to the complex area superintendent and superintendent and make a recommendation to the full board. A written response will be provided to the SCC within fifteen (15) working days of the board's decision.

Waivers and Exceptions

A major function of the School Community Councils is to submit requests for waivers or exceptions. First, find out what type of waiver or exception is required for each case. Waivers are intended to facilitate student learning and student achievement by enhancing school-level flexibility. All waivers and exception requests must reflect a consensus of the school's community.

Any school requesting a waiver must ensure that the waiver aligns with its Academic and Financial Plan and demonstrate, with specificity:

1. The circumstances unique to the school justifying the waiver;
2. Significant harm to students' learning and students' achievement should the waiver not be granted;

3. The school's plan to exit the waiver and achieve full compliance with the statutory requirements;
4. Whether the Complex Area and Superintendent and the Superintendent concur with the request;
5. Whether other applicable processes noted in the Board Policy 500-20, "School Community Council Waivers and School Community Council Exceptions Policy," were completed; and
6. Alternatives considered or implemented by the school prior to requesting the waiver.

The Board of Education has established procedures and forms to submit SCC Waiver/ Exception Requests that are communicated through a memo each school year. (Detailed guidance about school bell schedules specifically can be found on the [School Schedules site](#).)

Generic Waiver and/or Exception

To facilitate its commitment to the SCC and to make the process of obtaining waivers less burdensome and time-consuming, the Board of Education has established the category, "GENERIC WAIVER and/or EXCEPTION," to which it may assign any request. These generic waiver/exception requests are found by the Board to have sufficient merit or to be sufficiently routine so as to justify automatic approval* upon application by a school. The Superintendent is directed to maintain an up-to-date list of Waivers and Exceptions which have been designated GENERIC by the Board and to approve upon receipt all requests from schools for such waivers and exceptions.

The Board of Education may remove the GENERIC designation from waivers or exceptions. All requests for waivers or exceptions not designated by the Board to be GENERIC require Board approval. ([See Board Policy 500-20](#).)

*In the case of SCC exceptions to the provisions of a labor agreement to which the Board is a signatory, such approval indicates only Board agreement. The exception also requires union agreement.

Waiver/Exception Request Appeal Process

School Community Councils may appeal waiver or exception requests that are disapproved by the principal. An appeal process provides steps and timelines for SCCs to appeal decisions made by the principal, complex area superintendent, or superintendent.

- **Waivers** from specific Board policies, Department of Education procedures, rules or regulations
- **Exceptions** to specific provisions of labor agreements to which the Board is a signatory. Waivers are intended to facilitate student learning and student achievement by enhancing school-level flexibility. All waivers and exception requests must reflect a consensus of the school's community.

Section 4

SAMPLE DOCUMENTS

Sample SCC Bylaws
Sample Nominations Information Handout
Sample Nominations Form
Sample Candidate Form
Sample Election Ballot
Sample Agenda
Sample Community Meeting Agenda

Sample SCC Bylaws

***Note: This sample is intended to serve as a guide for developing your SCC bylaws. Italicized text can be revised to meet the needs of your SCC.

Aloha High School School Community Council BYLAWS

PREAMBLE

Act 51, Session Laws of Hawai`i 2004, known as the “Reinventing Education Act of 2004” in part requires “strengthening community involvement through school community councils.”

In accordance with Act 51, the *Aloha High School* Community Council was created to support school improvement and the academic achievement of students through increased community involvement in the school.

ARTICLE I: NAME OF COUNCIL

The name of this Council is the *Aloha High School* Community Council, hereinafter referred to as the SCC.

ARTICLE II: OBJECTIVES

The objectives of the SCC shall be consistent with State Statute, policies of the Board of Education, and the State Strategic Plan and be aligned with the school's mission and vision. Objectives include:

- 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.
- Review evidence of school progress on the implementation of the Academic Plan and align the plan with the educational accountability system under HRS [302A-1004](#).
- Participate in the principal selection and evaluation process.
- Submit requests for waivers to policies, rules, procedures and exceptions to collective bargaining agreements to improve student achievement.
- 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.

ARTICLE III: MEMBERSHIP AND ELECTION

Section 1.

Membership Representation. *Aloha High School SCC shall be comprised of XX members. Membership shall include the principal, X teachers, X non-certificated staff members, and X students, X parents, and X community members. 50% representation from school staff and 50% representation from the parents, students, and community will be maintained. There shall also be one alternate member from each group.*

Requirements of SCC members include the following:

- All members, with the exception of the principal and the student representative shall be duly elected from their constituent group, or, in the case of community representatives, by the parents.
- Teacher representatives must be members of bargaining unit 5 assigned to *Aloha High School (AHS)*.
- Classified and non-certificated members must be school employees assigned to *Aloha High School*.
- *The student members must be free of outstanding obligations and disciplinary actions against him/her and have a minimum 2.0 GPA at the time of election.*
- The parent representatives must be primary caregiver(s) (legal, custodial, grandparent, foster parent) of *AHS* students for their entire term on the council.
- Community representatives must live and/or work in the *AHS* district or have an interest in the success of the students and school (such as alumni).

Section 2.

Election of Members and Term of Office. The elections will be held no earlier than March 1st and no later than May 31st of each year, with elected members to begin their term of office at the first regular meeting in August. There shall be elections at which the SCC members (*and alternates*) are elected every two years and shall serve for two years until their successors have been elected and qualified, with the exception of the initial year. Initial elections shall include both 1-year and 2-year terms; succeeding elections shall all be for 2-year terms, so that only half of the council will change in any given year.

Section 3.

Alternates. An elected alternate from the same constituent group may be seated in place of an absent SCC member. Any seated alternate shall have voting power for the meeting at which he/she is seated. (Alternates are welcome to attend any SCC meeting. They may participate in discussion, but will only vote when they are an officially seated role representative.)

Section 4.

Nominations. Announcements will be made to request nominations for the SCC through the school's website, school newsletters, community newspapers, bulletins, etc. The process will encourage qualified candidates to run. Nomination information will include:

- Deadlines and the location for submitting nomination forms.
- Identification of contact persons responsible for the nomination process.

- Informational meetings for all interested candidates regarding qualifications, roles and responsibilities of SCC members, and procedures for nominations and elections.
- SCC Candidate information may be posted on the school's website and in school newsletters, etc.
- Provide opportunities for candidates to be introduced to the school community.
- Provide equal time for candidates to publicize their campaigns.

Section 5.

Voting. The voting process will include:

- Determination of a date for voting and method for counting ballots
- Publicizing the election
- Preparation and distribution of the ballots
- A method of counting ballots to insure fairness and integrity
- A formal announcement of winners to all candidates

Section 6.

Announcement of Elected Members. A public announcement of the election results to the school community will be made. The announcement will be posted on the school's website or in a newsletter.

Section 7.

Termination of Membership. The SCC, by affirmative vote of two-thirds of all the members of the SCC, may expel a member who is absent from three consecutive meetings without good cause.

Section 8.

Vacancy. Any vacancy on the SCC shall be filled for the remainder of the un-expired term through the appointment of a duly elected alternate. If the composition of the SCC falls below legal requirements and no alternates are available, vacancies for the un-expired term may be filled by a special election or by recommendations from the principal with selection and appointment by the SCC.

ARTICLE IV: OFFICERS

Section 1.

Officers. The officers of the SCC shall be a Chairperson, Vice Chairperson, Secretary, and such other officers as the SCC may deem necessary. The principal may not be the chairperson.

Section 2.

Election and Term of Office. The officers of the SCC shall be elected every year by majority vote of the SCC members and shall serve for one year or until each successor has been properly elected.

Section 3.

Duties. The duties of the officers shall be:

- **Chairperson**
 1. Preside at all meetings and sign letters, plans, reports, and other communications as directed by the SCC.
 2. Prepare an agenda for each meeting, provide the agenda to the Secretary, and ensure that the agenda is posted 6 days in advance of each SCC meeting.
- **Vice-Chairperson**
 1. Assume the duties of the Chairperson during his/her absence.
 2. Perform such other duties as may be assigned by the Chairperson or by the SCC.
 3. Provide oversight and support to the SCC committees
- **Secretary**
 1. Receive and handle all mail addressed to the SCC.
 2. Keep a current roster of SCC members including contact information.
 3. Keep the minutes of all meetings including attendance and summary reports.
 4. Coordinate the posting of the notices and agendas of public meetings on the school's internet website and in the school's administrative building, as well as the sending to all council members.

ARTICLE V: DUTIES OF MEMBERS

Section 1.

The duties of members shall be to:

1. Attend all council meetings on time or inform the secretary of the expected absences in order that an alternate may be seated.
2. Serve as an officer or committee member when so appointed or elected, unless unable to fulfill the requisite duties and attend all committee meetings. All council members will serve on at least one committee, if committees are created.
3. Actively participate in workshops and training sessions to increase knowledge of the SCC's purpose and functions.
4. Be responsive to school community member on matters for which the SCC has responsibility.
5. Post all SCC information (member roster, agendas, minutes) to the school's Community Engagement Webpage in a timely manner. All meeting agenda and notices must be posted at least 6 days prior to the meeting.

ARTICLE VI: COMMITTEES

Committees shall be created by the SCC as may be required to carry on Council work.

Section 1.

Quorum. The quorum for a committee meeting shall be a majority of its members.

Section 2.

Selection of committee members. The chairperson and members of committees shall be appointed by the SCC Chair subject to the ratification by the Council.

Section 3.

Reporting responsibilities. Committee chairs shall present plans of work to the SCC for approval.

Section 4.

Standing Committees. Standing committees may be created as needed to support the ongoing functioning of the Council. Such committees will be listed in this section of the Bylaws.

ARTICLE VII: MEETINGS

Section 1.

Regular Meetings. Regular meetings of the SCC will be held at least once per month, with the day and time determined by the members of the SCC at its first meeting of the year (It is strongly recommended to hold monthly meetings).

Section 2.

Special Meetings. Special meetings may be called by the Chairperson or by a majority of the SCC members. A meeting notice and agenda must be posted in a public location at the school and on the school website at least 6 days prior to a special meeting.

Section 3.

Order of Meetings. All regular and special meetings of the SCC shall be conducted using parliamentary procedures or an appropriate model of facilitation. The SCC decision-making process shall be conducted with the intention of reaching consensus. In the event the SCC reaches an impasse which prohibits business from being conducted, the SCC will take a vote with a 50% + 1 majority of those present required for the decision to be approved. In the event of a tie vote, the chairperson casts a second vote to break the tie.

Section 4.

Quorum. No business can be acted upon in any meeting without a quorum present. A quorum shall consist of 50% plus one (1) of the membership.

Section 5.

Public Comment. There will be a time on the agenda set aside for public attendees to comment on the agenda.

Sample Nominations Information Handout

SCC NOMINATIONS

As a School Community Council member, you can contribute to the education of students in your school. Education is a partnership involving parents, students, school staff, the Board of Education, business, and the community. Your involvement in the council gives you the opportunity to strengthen that partnership, and to be part of a dedicated team working to ensure a high quality and accountable education system for the children of Hawai'i. Your participation can make a difference!

School Community Council – Making a Difference in Your School

School Community Councils play a vital role in the education system in Hawai'i. They provide a forum through which members of school communities can contribute to improving student achievement and school performance. Their purpose is to advise principals about matters that are intended to improve student achievement and enhance the accountability of the education system to the school community. School Community Councils are able to make recommendations to their principals on academic and financial matters. Principals, in turn, consult with School Community Councils on a variety of issues that affect student learning.

School Community Councils involve the community in the discussion of educational issues and help schools identify and respond to the educational needs of the community.

Benefits to members of a School Community Council include:

- learning about educational research and factors that impact student achievement;
- being an important partner in the education system, whose views are valued;
- contributing to the goal of improving student achievement;
- having a vehicle through which to express opinions; and
- being informed about what is happening at the school.

Participating on your School Community Council will be a rewarding experience and will give you the opportunity to make a difference in public education.

Sample Nominations Form

Participating on the School Community Council will be a rewarding experience for all those who value the opportunity to make a difference in public education. Please nominate candidates for the School Community Council. Self nominations are welcome.

SCC Nomination Form

I nominate _____
Name

for the _____ School Community
Council
School

to represent (Please circle one):

- | | |
|----------|------------------------|
| Teachers | Non-certificated staff |
| Parents | Community at-large |

If this nomination is for the parent representative, please indicate the following:

Child's Name and Grade: _____

I have confirmed that the nominee is willing to run for membership on the School Community Council.

Nominator's name _____

Nominator's signature _____

Please return this form and the signed candidate form to the school office by: _____

Thank you.

Sample Election Ballot

SCC ELECTION BALLOT

SCC Election for _____
school

Ballot for _____
role group

Term of Office: _____ through _____

Please vote for _____ candidate(s) from this role group.
number

Vote by placing an "X" in the column next to your choice.

Name	Vote (mark X)

ONLY INDIVIDUALS FROM THE SAME ROLE GROUP MAY VOTE FOR REPRESENTATIVES FROM SCHOOL STAFF.

ONLY PARENTS MAY VOTE FOR PARENT AND COMMUNITY REPRESENTATIVES.

Note: The candidates receiving the greatest number of votes will be elected to the School Community Council. Those receiving the next greatest number of votes will be elected as alternates.

Sample Agenda

ALOHA HIGH SCHOOL COMMUNITY COUNCIL MEETING
FEBRUARY 8, 2017
ALOHA HIGH SCHOOL Library
Meeting Room 222 Lokahi Avenue
Honolulu, Hawai`i 96813
5:30 p.m. – 7:30 p.m.

1. Call to Order:
2. Approval of the Minutes
3. Committee Reports:
4. Special Committees:
5. Unfinished Business:
6. Agenda calendar items:
7. New Business:
8. Evaluation of Meeting:
 - a. Good points:
 - b. Things to improve:
9. Announcements:
 - a. Next meeting:
 - b. Events:
 - c. Other meetings:
10. Adjournment Time:

Persons requiring special assistance or services, such as a sign language interpreter, should call Hawai`i Interpreting Services, at 394-7706 at least three business days before the meeting.

Community Meeting Agenda (Sample)

Meeting Objectives

- To understand the State and Complex priorities for all schools.
- To understand the process the School Community Council will use to review plan and budget.
- To gather a list of initial issues/solutions you want the Academic Plan and Financial Plan to address for next year.

Topic	Process	Time	Materials
Welcome Introductions Meeting Outcome & Process	Round the room for introductions. Remind people of the importance of community participation Remind people of the vision and values for the school.	10Min	Agendas printed in appropriate languages. Agenda posted clearly in front of the room. Post school vision and values.
Complex and School Priorities	Present priorities, their source, value and specific meaning. Address questions for clarity.	1Min	Handout: Priorities Chart of priorities in front of room.
Process Overview and timeline	Present Academic and Financial Plan review process Emphasize addressing improving learning for all students through the plan.	10Min	Handout: Overview of Academic and Financial Plans
Discussion Groups on issues and solutions	Break into small groups. Introduce facilitator and their role. <ul style="list-style-type: none"> • Allow some time for individual reflection • Share ideas in small groups 	30Min	Chart paper for each group to record questions.
Next Steps	Each group presents a list of their key issues/solutions. Quickly categorize key themes from small groups Check for agreement Review Next steps for Stakeholder Involvement. Ask for feedback on meeting. Thank everyone for participation.	20Min	Quick Meeting Evaluation Cards to distribute and collect at end of meeting. Chart at front of room with next steps with a matching handout for participants to take home after the meeting.

Focus Questions

1. What do you think is working at our school to prepare your child in reading, writing and math?
2. What do you think our school can do to increase parental involvement?
3. Based on your own experiences and your perspective as parents, what suggestions do you have for improving student achievement?
4. (If applicable) What ideas do you have to address the tardy/attendance problem at our school?

Section 5

REQUIRED FORMS AND MEMOS

DOE Memo on School Community Council (SCC) Election
Procedures and Ombudsmen Report
3-Year School Academic and Financial Plan Annual Assurances and
Recommendations for Approval Form
School Community Council Appeal Process Forms A, B, C
DOE Memo on School Community Engagement Webpages at
Schools, end of SDO website

Memo on School Community Council Election Procedures

DAVID Y. IGE
GOVERNOR



KATHRYN S. MATAYOSHI
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

August 4, 2016

Action Requested

TO: Complex Area Superintendents
Principals (All)
School Community Council Chairpersons (All)

FROM: 
Kathryn S. Matayoshi
Superintendent

SUBJECT: **School Community Council (SCC) Election Procedures**

On March 9, 2016, the State of Hawaii Office of the Ombudsman strongly recommended that all SCC bylaws include procedures to guide their annual elections if it does not already include such provisions.

Pursuant to Hawaii Revised Statute § 302A-1124, SCCs are required to establish policies to govern its election of officers. SCCs are encouraged to review and update their bylaws accordingly. Attached is the Office of the Ombudsman summary report, including an example of bylaws that incorporates election procedures and the public announcement of election results.

If you have any questions, please feel free to contact Polly Quigley, Educational Specialist, Office of Community Engagement via Lotus Notes.

Thank you for your attention to this matter.

KSM:PQ
Attachment

c: Deputy Superintendent
Assistant Superintendents
Superintendent's Office Directors
Hawaii Government Employees Association
Hawaii State Teachers Association
Office of Curriculum, Instruction and Student Support
Community Engagement Office

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

(14-01468) Lack of policies governing School Community Council elections. One way for the Ombudsman to evaluate an action by an agency is to determine whether that action is in accordance with existing laws, administrative rules, policies, or procedures. In our investigation of a complaint regarding a School Community Council (SCC) election at a Department of Education (DOE) elementary school, we found that the law and administrative rules did not prescribe a specific process for the elections, and that there were no policies or procedures to guide the election process. However, we did locate guidelines for SCC elections in the DOE's "School Community Council Handbook II" (Handbook).

We conducted research on SCCs and learned that in 2004, the Hawaii Legislature passed Senate Bill No. 3238, which was enacted as Act 51, Session Laws of Hawaii 2004 (Act 51). Act 51, also known as the "Reinventing Education Act of 2004," contained a coordinated package of initiatives to implement comprehensive education reform in Hawaii's public schools. One of these initiatives was the establishment of an SCC for each public school to strengthen the involvement of parents, the community, and other key stakeholders in the affairs of their local schools.

As a result of Act 51, Section 302A-1124, Hawaii Revised Statutes (HRS), titled "Mandate to initiate school community councils," was amended to require each public school, excluding charter schools, to create and maintain an SCC. Paragraph (e) of Section 302A-1124, HRS, stated, in part, that "each school community council shall establish policies governing the council's . . . election."

Although Section 302A-1124, HRS, directed each SCC to establish policies governing the SCC elections, we found that at the time of our investigation, ten years had passed since the passage of Act 51 without such policies being added to this particular SCC's bylaws. Thus, we sought to convince this school's SCC to establish policies governing SCC elections in order to comply with Section 302A-1124, HRS, and to allow us to better evaluate any future complaints we might receive regarding SCC elections at this particular school.

We contacted the school's principal, who by law is a member of the school's SCC, and recommended that the SCC establish policies governing its elections, as mandated by the law. The school's SCC subsequently revised its bylaws and included a section on elections. We reviewed the revised SCC bylaws and found that the policies on SCC elections addressed most, but not all, of the guidelines that were recommended in the Handbook.

The Handbook contained the following provisions regarding the elections process:

SCC Elections

All DOE public schools are required to hold SCC elections.

Nominations

The nomination process should include:

1. Announcements to request nominations for the SCC through school newsletters, community newspapers, bulletins, etc. The process should encourage qualified candidates to run. Information should include deadlines and the location for submitting nomination forms.
2. Identification of contact persons responsible for the nomination process.
3. Informational meetings for all interested candidates regarding qualifications, roles and responsibilities of SCC members, and procedures for nominations and elections. In addition, school newsletters may include information on each candidate.
4. Meetings at which candidates are introduced to the school community to provide voters an opportunity to meet the candidates and to provide equal time for candidates to publicize their campaigns.

The nomination committees should consider the following:

- Was there a wide solicitation for nominees?
- Were qualified candidates encouraged to run?
- Does this process promote diversity in representation?

Voting

The voting process should include:

1. Determination of a date for voting and method for counting ballots
2. Publicizing the election
3. Preparation and distribution of the ballots
4. A method of counting ballots to insure fairness and integrity
5. A formal announcement of winners to all candidates

The election committees should consider the following:

- Does the election process give everyone a fair chance at voting?
- Are election rules fair and impartial?
- Who is eligible to vote and how is their eligibility verified?
- Send a notice to the school community if a candidate ran unopposed. The candidate will fill the vacant position for the next term of office provided that the SCC nomination process was followed, and the role group chose not to send out ballots and conduct an election.

Announcement of Elected Members

A public announcement of the election results to the school community should be made. The announcement could be posted on the school's website or in a newsletter.

Vacancy

Any vacancy on the SCC shall be filled for the remainder of the un-expired term through the appointment of a duly elected alternate. If the composition of the SCC falls below legal requirements and no alternates are available, vacancies for the un-expired term may be filled by a special election or by recommendations from the principal with selection and appointment by the SCC.

Specifically, the revised SCC bylaws lacked policies pertaining to the nomination process and the public announcement of the election results to the school community. Thus, we recommended that the SCC further revise its bylaws to incorporate policies to address these components of the election process.

Subsequently, the school's SCC added a nomination process to its bylaws and a provision for the public announcement of the election results to the school community. We believed that the school's SCC established policies for an elections process that were consistent with the process described in the Handbook. The following provisions appeared in the school's SCC bylaws regarding the elections process:

Election of Members and Term of Office. There shall be elections at which the SCC members and alternates are elected every two years and shall serve for two years until their successors have been elected and qualified. Newly elected members shall assume their office at the regular meeting during the month of August.

Nominations

The Parent Community Network Coordinator (PCNC), or other designee, acts as the lead of the nomination and election process. The request for nominations will be announced in the school newsletter, school web page, community bulletin boards, and community news online forum. The announcement will include which role group is seeking nominations for election, qualifications, deadlines, and options for submitting nominations. Nominations will be routed to the PCNC. Information will be made available regarding qualifications, roles, and responsibilities of SCC members, and Bylaws which outline the nomination and election process.

- a. School level leaders of the teacher role group are responsible for organizing a one week nomination period, one week campaigning period, and a one week voting period.
- b. For the classified role group, the PCNC, or designee, will organize a one week nomination period, one week campaigning period, and a one week voting period.
- c. The student nomination and election processes will be conducted by student council advisors. Students who will be in the 6th grade in the upcoming year are eligible to run. Student elections will follow a one week nomination period, a one week campaigning period, and a one day voting process.
- d. For the parent and community role groups, the nomination window will be 2 weeks immediately before the first Thursday of April. Candidates will then have a 2 week campaigning window which will include the opportunity to address the school community during the first Thursday in April SCC meeting.
- e. Timelines for teachers, classified staff and students will be reported to the PCNC. (Timelines must reflect completion of all processes no later than the second to the last week of school.)

Candidates for the Parent Representative are ineligible if their student is in the last year of the school. (6th grade)

Parents and teachers serve a two year term beginning in odd numbered years. Non-certified personnel and community serve a two year term beginning in even numbered years. Students are elected each year.

All members, with the exception of Principal, have a two term re-election limit.

The elections will be held no earlier than March 1st and no later than May 31st of each year, with elected members to begin their term of office at the first regular meeting in August.

Elections

Election of Parent and Community Members

Election Process:

- a. The election committee shall be comprised of school staff members not serving on the council or running for office, will be established prior to the election period. The election committee will

advertise in the Naalehu School Community during the nomination period.

b. Ballots should be distributed to parents, one per family, in numbered envelopes with instructions to return the marked ballot to the school within specific return deadlines and in the numbered envelope. A master list of corresponding numbers and family units will be kept by a member of the Election Committee.

c. The Election Committee, comprised of school staff members not serving on the council or running for office, should match the ballot with the school's student list, one numbered ballot per family and determine if the ballot is eligible. The ballot shall then be removed from the envelope and stored in a secure place along with the envelope it came in.

d. The Election Committee should count and record the vote. In the event a candidate wants to witness the counting of ballots, he or she is allowed to witness the process of counting but not view the actual vote on the ballots. Only candidates may observe the counting process.

e. All ballots, envelopes and the vote count should be secured and stored for 30 days following the election.

f. In the event an eligible individual has not received a ballot and requests the opportunity to vote, a provisional ballot should be issued, prior to the counting of the ballots.

g. Elected members will be announced within one week of the elections.

Election Policies:

a. Candidates cannot give out campaign material at school or use school resources to campaign.

b. Elections must be conducted by secret ballot.

c. Candidates receiving the greatest number of votes are elected to the SCC. Candidates receiving the next greatest number of votes will be declared the duly elected alternates and shall replace elected members in the event of an unexpired term.

d. In the event of a tie for the community or parent council seat (not alternate) a run off election will occur following standard election procedure. In the event of a tie for the community or parent council

seat as alternate, both candidates may serve as alternates. Alternates must determine rotation of who will fill in for council member when absent.

e. Ballots may be rejected if:

1. They contain votes for more candidates than in the instruction.
2. The ballot cast is dissimilar to those issued by the school.
3. The ballot is ambiguous or unclear as to which candidates they are voting for.
4. Ballots are not received at the school in the numbered envelope.
5. Ballots turned in after the deadline.

School Personnel Elections

The Principal is responsible for ensuring that a fair election has been implemented for school personnel elections. Teachers employed at the school are eligible to vote for teacher SCC representative. Non-certificated personnel employed at the school are eligible to vote for non-certificated personnel SCC Representative.

Student Elections

Students in grade 6, who receive the recommendation of school staff will be eligible to run. Students in Grade 5 and 6 will be eligible to vote for the candidates.

Special Elections

A special election may occur if both member and alternate are no longer able to fulfill their two year term. Normal election practices will be followed during a special election. The elected member will complete the designated term.

Alternates. Any seated alternate shall have voting power for the meeting at which he/she is seated. The elected alternate will be the candidate that receives the second largest number of votes. Alternates are welcome to attend any SCC meeting. They may participate during open forum discussion, but may only vote when seated as an official role representative.

Termination of Membership. The SCC members, by affirmative vote of two-thirds, may terminate a member who is absent for three consecutive meetings.

Vacancy. Any vacancy on the SCC shall be filled for the remainder of the un-expired term through the appointment of a duly elected alternate. If the composition of the SCC falls below legal requirements and no alternates are available, vacancies for the un-expired term may be filled by a special election or by recommendations from the principal with selection and appointment by the SCC.

We believed that the SCC had taken the necessary steps to comply with Section 302A-1124, HRS, and the elections procedures the school would need to follow in the future were made available to the public.

3-Year School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

Hawai'i State Department of Education

3-Year School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The _____ School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board or Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

A School Community Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Meeting: _____

A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

Date of School Community Meeting: _____

Other (list) Examples: School Leadership Team, Curriculum Committee
School Safety Committee, School CSSS Cadre

4. The SCC reviewed the 3-Year Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the 3-Year Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on:
Date:_____.

Attested:

Typed name of school principal

Signature

Date

Typed name of SCC chairperson

Signature

Date

School Community Council:

SCC Chairperson:

Signature: _____ **Date:** _____

SCC Recommendations to the three-year Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
Example: To maintain the full time computer teacher position	Example: The school is moving into electronic portfolios for each student so there is a need for school-wide training for staff and students. The computer teacher conducts teacher in-service on integrating technology into instructional units for all classrooms. The computer teacher also provides direct instruction for students.	Example: Due to the need for a focus on improving Math and Reading skills for all students, the position is being eliminated and funds will be used to contract professional development consultants for Math and Reading based on the student performance data. The electronic portfolio in-service for teachers will be coordinated through OCISS, Advanced Technology Research Branch.

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

School Community Council Appeal Process Form A

HAWAII STATE DEPARTMENT OF EDUCATION
 School Community Council Office

School Community Council (SCC) Appeal Process Form (A)
--

To be submitted to CAS for resolution within ten (10) working days of receipt of written notice from principal.

SCC Council	
SCC Council Chair's Signature	
Name	
Phone	
Email	
Date Submitted to CAS	
Appeal Received by CAS (Date)	

SCC Appeal:
 (Attach SCC Minutes reflecting decision-making and approval)

Reason for Non-Approval by Principal:

Response by CAS:
 (Within 15 working days of receipt of appeal)

Signature Date

School Community Council Appeal Process Form B

HAWAII STATE DEPARTMENT OF EDUCATION
 School Community Council Office

School Community Council (SCC) Appeal Process Form (B)
--

To be submitted to Superintendent for resolution within ten (10) working days of receipt of written notice from Complex Area Superintendent.

SCC Council	
SCC Council Chair's Signature	
Name	
Phone	
Email	
CAS Response Received (Date)	
Date Submitted	
SCC Office Received Appeal (Date)	
SCC Office Submitted Appeal to Superintendent (Date)	
Superintendent Received Appeal (Date)	

SCC Appeal:
 (Attach SCC Minutes and SCC Appeal Process Form A reflecting decision-making and approval)

Response by Superintendent:
 (Within 15 working days of receipt of appeal)

Signature Date

School Community Council Appeal Process Form C

HAWAII STATE DEPARTMENT OF EDUCATION
 School Community Council Office

School Community Council (SCC) Appeal Process Form (C)
--

To be submitted to the Board of Education (BOE) for resolution within ten (10) working days of receipt of written notice from Superintendent of Education.

SCC Council	
SCC Council Chair's Signature	
Name	
Phone	
Email	
Superintendent Response Received (Date)	
Date Submitted	
SCC Office Received Appeal (Date)	
SCC Office Submitted Appeal to BOE (Date)	
BOE Received Appeal (Date)	

SCC Appeal:
 (Attach SCC Minutes and SCC Appeal Process Form A and B reflecting decision-making and approval)

Response by Board of Education:
 (Within 15 working days of receipt of appeal)

Chair's Signature	Date

Memo on School Community Engagement Webpages at Schools, End of SDO Website

DAVID Y. IGE
GOVERNOR



KATHRYN S. MATAYOSHI
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

March 24, 2017

TO: Complex Area Superintendents
Principals (All)
Hawaii State Public Charter School Commission
Hawaii State Public Charter School Directors

FROM: Keith T. Hayashi 
Interim Deputy Superintendent

SUBJECT: **School Community Engagement Webpages at Schools, End of School Documents Online (SDO) Website**

The [School Documents Online site](#) was created in order to have a platform for all schools to comply with the public posting of key documents—Academic Plan, Financial Plan, and School Community Council agendas and minutes, etc.

However, most schools have websites where this kind of transparent communication and engagement with school communities is a more natural home, and which should also include documents including the schools' calendars and bell schedules.

We will be dropping the SDO site in School Year 2017-18.

This memo will provide a process by which schools can create a Community Engagement Page to comply with state and federal law (*Act 51, Act 167/21, Title I*), as well as be consistent in communicating with their stakeholders. A [template](#) is attached to this memo. If schools don't have a website or staff support to manage this process, support options are outlined below.

WHAT TO POST

With each school year, schools will post to their websites on a Community Engagement Page (see attached Template at end of document). Please note asterisked items require Complex Area approval.

- School Calendar
- School Bell Schedule*
- School SCC roster, agendas and minutes

In addition, the Communications Office will provide a link to your Academic Plan* and corresponding Comprehensive Financial Plan*, which you should also add as a link to your page. (All Ac-Fin plans will be housed in the Report Finder on [HawaiiPublicSchools.org—http://bit.ly/ReportFinder.](http://bit.ly/ReportFinder))

** Please adhere to your Complex Area's procedures for approval.*

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

Schools should each have a permanent page on their website dedicated to this information at the beginning of each school year, and update it as the year goes on with the information listed in the sample template page. (Please reference the [SCC Timeline](#) for detailed information on when schools should be posting and updating the page.)

Schools should link to this page from their home page. Schools are welcome to provide a separate link to the school calendar/bell schedule as those are popular documents, but this page should also have a permanent home on the school's home page. (It can also be linked from your site navigation, labeled *Community Engagement*.)

Schools should host archives of these pages, and link to them from the current school year's page. (See attached template at end of document.) For Title I compliance, all schools should keep five years' worth of Academic Plan and Financial Plan documents. The School Transformation Branch also has these documents archived should you need copies.

KEY POSTING DEADLINES

- Schools should have their Community Engagement page for the following school year up on their website by July 1. By that date, schools will already have approved documents: Academic Plan and Comprehensive Financial Plan; School Calendar and Bell Schedule.
- Schools need to post SCC agendas six calendar days prior to an SCC meeting.
- Schools need to post SCC minutes shortly after the meeting in which they are approved.

NEED ASSISTANCE?

Schools that don't have websites or lack the staff to assist with these routine webpage updates can seek assistance from the following resources in this order:

1. Complex Area IT Manager: Contact your School Technology Coordinator or Technology Contact to consider website hosting options.
2. Communications Office: Contact the Communications Office at 808-586-3232. Your documents will be hosted and links provided.

Regardless of where the documents are hosted, it is still the school's responsibility to communicate to its families and communities the existence of these documents (with links), and the ability to participate in the SCC/Community Meeting process. Schools without websites can do this via newsletters, bulletins, memos, social media, letters home with students, phone calls, etc.

SENDING LINKS

In addition to communicating about these important documents with your school communities, please send links of your compliance documents (including the Title I Addendum and SCC Assurance Form) to the Complex Area Business Manager (CABM) or designee, along with the school's approved Academic Plan and Financial Plan. CABMs will be responsible for sending those links to School Transformation Branch Director Shelley Ferrara.

The Communications Office will post the Academic and Financial Plans to the Report Finder and provide links back to Complex Areas and Charter Schools.

KH:at

Attachment

- c: Superintendent
Assistant Superintendents
Complex Area Business Managers
School Administrative Services Assistants

Sample Community Engagement Webpage Template

Sample Community Engagement Webpage Template for Aloha School's Website

Overview

Aloha! This page provides information to stakeholders about our school's finances and operations for School Year 2017-18 via our Academic Plan and Comprehensive Financial Plan. Our School Community Council (SCC), made up of principals, teachers, staff, students, parents, and volunteer community members, helps to craft and approve these plans for the following school year. An election is held annually to set membership on the SCC. If you're interested in joining our SCC, please contact the principal. Learn more about [School Community Councils](#) on the Hawaii DOE website:

- History & Purpose [\[VIEW\]](#)
- Membership & Operations [\[VIEW\]](#)
- Functions [\[VIEW\]](#)

Aloha School's 2017-18 School Community Council:

- Roster of members
- Next meeting: *[insert date]* *[insert agenda]* — if date not set, post “*next SCC meeting to be scheduled soon*”
- Previous meeting: *[insert date]* *[insert minutes]*

Community Meetings

At least twice per year, we will convene meetings for the broader community to provide input on our Academic Plan and Financial Plan.

- Next meeting *[insert date, location]* — if date not set, post “*Community meeting to be scheduled soon*”

SY 2017-18 Documents

2017-2020 Academic Plan: [\[LINK\]](#)

2017-2020 Comprehensive Financial Plan: [\[LINK\]](#)

Schools publish an Academic Plan and Comprehensive Financial Plan each year to set the goals and priorities for student learning, programs and initiatives, aligned to statements of funding.

- Our plan was approved by our School Community Council on *[insert date]*, and by the *[insert name of Complex Area]* on *[insert date]*

School Calendar: [LINK]

Bell Schedule: [LINK]

Hawaii's public schools are required by law to implement bell schedules that categorize learning and non-learning minutes of the school day (Act 167/Act 21), meeting a minimum of 1,080 student hours each year.

Prior Year Documents

[provide links to prior years' pages]

- SY 2016-17
- SY 2015-16
- SY 2014-15

Memo on End of School Documents Online (SDO) Website, School Community Engagement Webpages at Schools

DAVID Y. IGE
GOVERNOR



KEITH T. HAYASHI
INTERIM SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

July 31, 2017

TO: Complex Area Superintendents
Principals (All)
State Public Charter School Commission
State Public Charter School Directors

FROM: Amy S. Kuntz
Interim Deputy Superintendent

A handwritten signature in blue ink, appearing to read "Amy S. Kuntz", with the initials "PDR" written below it.

SUBJECT: **End of School Documents Online (SDO) Website, School Community Engagement Webpages at Schools**

The School Documents Online site has been dropped effective School Year 2017-18. Three-Year Academic Plans, Financial Plans, School Community Council Assurances Form and Title I Addenda can be found under the Office of the Deputy Superintendent, School Transformation Branch, on the intranet at <https://intranet.hawaiipublicschools.org/offices/deputysuperintendent/stb/academicplan/Pages/default.aspx>.

As a reminder, all schools should have their Community Engagement page for School Year 2017-18 on their website effective July 1, 2017. Please refer to the March 24, 2017 memo *School Community Engagement Webpages at Schools, End of School Documents Online (SDO) Website* for the process by which schools can create a Community Engagement Page to comply with state and federal law (*Act 51, Act 167/21, Title I*).

The Communications Office will continue to post the Academic and Financial Plans to the Report Finder and provide links back to Complex Areas and Charter Schools.

In addition, if you need a copy of an archived document, please contact Shelley Ferrara, Director, School Transformation Branch, at (808) 305-9850 or via Lotus Notes for archived Academic Plans or Dr. Polly Quigley, Educational Specialist, Community Engagement Office, at (808) 305-0694 or via Lotus Notes for archived School Community Council documents.

ASK:SF:at

c: Superintendent
Assistant Superintendents
Complex Area Business Managers
School Administrative Services Assistants
Community Engagement Office
School Transformation Branch

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

Section 6

POLICIES, RESOURCES, AND TOOLS

Policy 500.19 School Community Councils
Policy 500.20 School Community Council Waivers and Exceptions
Policy 2413 Student Instructional Hours and School Year
 Requirements Policy and Waiver Process
HRS 302A-251 School Year; Student Hours
HRS 302A-1004 Educational Accountability System; Annual Reports
Strategic Plan: State, Complex Area and School-Level Implementation
Guidelines for Community Meeting Facilitators
Effective Meetings
Parliamentary Procedure
Decision Making Guidelines
Team Development

Policy 500-19 School Community Councils

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, 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 Chapter 302A-1124 of the Hawaii Revised Statutes;
5. Specify that decisions regarding the Academic and Financial Plans 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.

[Approved: 10/06/2015 (as Board Policy 500.19); amended: 06/21/2016 (renumbered as Board Policy 500-19)]

Former policy 2411 history: approved: 10/07/2004; amended: 05/05/2005

Policy 500-20 School Community Councils Waivers and Exceptions

POLICY 500-20

SCHOOL COMMUNITY COUNCIL WAIVERS AND SCHOOL COMMUNITY COUNCIL EXCEPTIONS

The Board has established procedures whereby School Community Councils ("SCC"), upon application to the Board, may be granted waivers from specific Board policies or rules and/or may be granted exceptions to specific provisions of labor agreements to which the Board is a signatory. The Department shall administer the procedures and make them widely available to the public.

Requests for waivers from rules not under the direct control of the Board shall be forwarded to the appropriate governmental agency by the Department.

Waivers and exceptions are designed to enhance flexibility in order to facilitate school improvement. Schools are encouraged to explore alternate solutions before seeking waivers or exceptions to collective bargaining agreements.

Schools shall ensure that requests for waivers and exceptions align with their respective school's Academic and Financial Plan and demonstrate how the waiver or exception will improve student learning and increase student achievement.

To facilitate its commitment to School Community Councils and to make the process of obtaining waivers less burdensome and less time-consuming, the Board hereby establishes the category, "Generic Waiver and/or Exception" to which the Board may assign any request.

Generic waivers and/or exceptions have been found by the Board to have sufficient merit or be sufficiently routine so as to justify automatic approval* upon application by a school. The Superintendent shall maintain an up-to-date list of SCC Waivers and SCC Exceptions that have been designated "Generic" by the Board, and shall approve all requests from schools for such waivers or exceptions.*

The Board, for reasons it finds appropriate, may remove the "Generic" designation from a waiver or exception at any time without necessarily affecting the status of schools previously granted such waivers or exceptions under this policy.

All requests for waivers or exceptions not designated by the Board to be "Generic" shall require Board approval.

*In the case of SCC exceptions to the provisions of a labor agreement to which the Board is a signatory, such approval indicates only Board agreement. The exception also requires union agreement.

[Approved: 11/17/2015 (as Board Policy 500.20); amended: 06/21/2016 (renumbered as Board Policy 500-20)]

Former policy 2412 history: approved: 10/07/2004; amended: 05/05/2005; 01/19/2006

Policy 2413 Student Instructional Hours and School Year Requirements Policy and Waiver Process

Policy 2413

STUDENT INSTRUCTIONAL HOURS AND SCHOOL YEAR REQUIREMENTS POLICY AND WAIVER PROCESS

Upon application to the Board of Education (Board) a school may be granted waivers from student instructional hours and school year requirements pursuant to HRS 302A-251. The Department of Education shall administer such procedures as may be adopted by the board.

Notwithstanding the multi-track public schools exemption from HRS 302A-251 requirements, multi-track public schools shall adhere to no less than 95% of the statutorily required days in a school year pursuant to HRS 302A-251. Multi-track public schools may, however, request a waiver under this policy.

Waivers shall be granted only in extraordinary circumstances. Waivers are intended to facilitate student learning and student achievement by enhancing school-level flexibility. Schools are expected to explore alternate solutions before seeking waivers.

Any school requesting a waiver shall ensure that such waiver aligns with its Academic and Financial Plan and demonstrate, with specificity, (1) the circumstances unique to the school justifying the waiver, (2) significant harm to students' learning and students' achievement should the waiver not be granted, (3) the school's plan to exit the waiver and achieve full compliance with the statutory requirements, (4) whether the complex area superintendent and the superintendent concur with the request, (5) whether other applicable processes noted in the Board Policy entitled "School Community Council Waivers and School Community Council Exceptions Policy" were completed, and (6) alternatives considered or implemented by the school prior to requesting the waiver.

The Board may grant waivers for no longer than one school year.

Due to the scope of the justification for the waiver, the principal of the applicant school shall present the request to the Board.

Approved: 7/16/13

HRS 302A-251 School Year; Student Hours

§302A-251 School year; student hours. (a) Notwithstanding any other law to the contrary, beginning with the 2011-2013 school years, all public schools, excluding charter schools and multi-track public schools, shall implement a school year of one hundred eighty days, excluding professional development days and other non-instructional days negotiated pursuant to chapter 89.

(b) Notwithstanding any other law to the contrary:

(1) For the 2011-2012 school year, fifty per cent of all public elementary schools in the State, excluding charter schools and multi-track public schools, shall implement a school year that includes nine hundred fifteen student hours; and

(2) Beginning with the 2012-2013 school year, all public elementary schools in the State, excluding charter schools and multi-track public schools, shall implement a school year that includes nine hundred fifteen student hours.

(c) Notwithstanding any other law to the contrary, for the 2015-2016 school year, all public secondary schools, excluding charter schools and multi-track public schools, shall implement a school year that includes nine hundred ninety student hours.

(d) Notwithstanding any other law to the contrary, beginning with the 2016-2017 school year, all public schools, excluding charter schools and multi-track public schools, shall implement a school year of one hundred eighty days, excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, that shall include one thousand eighty student hours for both elementary and secondary school grades.

(e) The board, in its discretion, may grant a waiver to any individual school subject to the student hours or one hundred eighty day school year requirements in this section. The board shall adopt policies and procedures to grant a waiver under this subsection.

(f) For purposes of this section, "student hours shall be inclusive of the full school day in alignment with the State's general learner outcomes.

(g) The department of education, with the board of education and office of the governor, and in consultation with representatives of the affected collective bargaining units, shall submit to the legislature, no later than twenty days prior to the convening of the regular sessions of 2013, 2014, 2015, and 2016, a report on its progress and efforts to meet the requirements of subsections (a), (b), (c), and (d). [L 2010, c 167, §3; am L 2011, c 52, §1; am L 2015, c 21, §1]

HRS 302A-1004 Educational Accountability System; Annual Reports

§302A-1004 Educational accountability system; annual reports. (a) The department shall implement a comprehensive system of educational accountability to motivate and support the improved performance of students and the education system. This accountability system shall:

- (1) Include student accountability; school or collective accountability; individual professional accountability for teachers, principals, and other employees; and public accounting to parents, community members, businesses, higher education, media, and political leadership;
- (2) Link authority and resources to responsibility;
- (3) Define clear roles for all parties and lines of responsibility and mutual obligation and develop a collaborative process with stakeholders, including representatives of appropriate bargaining units, parents, administration, and students;
- (4) Assess and track measures of academic achievement, safety and well-being, and civic responsibility of individual students at selected grade levels and report trend data on these measures over time annually;
- (5) Invoke a full and balanced set of appropriate consequences for observed performance, including rewards and recognition for those schools that meet or exceed their goals, assistance to those that fall short, and sanctions for those that, given adequate assistance and ample time, continue to fail to meet goals;
- (6) Involve an annual statewide assessment program that provides a report card containing trend data on school, school complex, and system performance at selected benchmark grade levels with performance indicators in areas relating to student achievement, safety and well-being, and civic responsibility. These performance indicators shall include but not be limited to:
 - (A) Student performance relative to statewide content and performance standards; and
 - (B) School attendance and dropout rates;
- (7) Require that teachers and administrators engage in the continuous professional growth and development that ensure their currency with respect to disciplinary content, leadership skill, knowledge, or pedagogical skill, as appropriate to their position. This requirement may be established by the department in terms of credit hours earned or their equivalent in professional development activity certified by the department as appropriate in focus and rigor;
- (8) Establish an explicit link between professional evaluation results and individual accountability through professional development of the knowledge, skill, and professional behavior necessary to the position, by requiring that results of the professional evaluation be used by the department to prescribe professional development focus and content, as appropriate;
- (9) Include an annual statewide fiscal accountability program, which includes a published report card that contains trend data on school, school complex, and systemwide plans and results, including:
 - (A) Amounts allocated;
 - (B) Amounts expended;
 - (C) Amounts carried over; and

- (D) Any significant changes to the budget, with an explanation for the change;

(10) Include an evaluation of the effectiveness of complex area superintendents and principals in supporting:

- (A) Students' academic achievement, safety and well-being, and civic responsibility; and
- (B) The satisfaction of stakeholders affected by the work of the complex area superintendents and principals, which may be measured by broadbased surveys; and
- (C) Fiscal accountability.

(b) The department shall annually post on the department's website information on the specifics of the implementation of the comprehensive accountability system, as well as the fiscal requirements and legislative actions necessary to maintain and improve the accountability system.

(c) The department shall also annually post on its website information that includes but is not limited to the following:

- (1) Results of school-by-school assessments of educational outcomes;
- (2) Summaries of each school's standards implementation design;
- (3) Summary descriptions of the demographic makeup of the schools, with indications of the range of these conditions among schools within Hawai'i;
- (4) Comparisons of conditions affecting Hawai'i's schools with the conditions of schools in other states;
- (5) Other such assessments as may be deemed appropriate by the board; and
- (6) Any other reports required by this section.

(d) The department shall provide electronic access to computer-based financial management, student information, and other information systems to the legislature and the auditor. The department shall submit to the legislature and to the governor, at least twenty days prior to the convening of each regular session, a school-by-school expenditure report that includes but is not limited to the following:

- (1) The financial analysis of expenditures by the department with respect to the following areas:
 - (A) Instruction, including face-to-face teaching, and classroom materials;
 - (B) Instructional support, including pupil, teacher, and program support;
 - (C) Operations, including non-instructional pupil services, facilities, and business services;

- (D) Other commitments, including contingencies, capital improvement projects, out-of-district obligations, and legal obligations; and
- (E) Leadership, including school management, program and operations management, and district management; and

(2) The measures of accuracy, efficiency, and productivity of the department, districts, and schools in delivering resources to the classroom and the student.

(e) The superintendent of education is responsible for the development and implementation of an educational accountability system. The system shall include consequences and shall be designed through a collaborative process involving stakeholders that shall include parents, community members, the respective exclusive representatives, as well as others deemed appropriate by the superintendent.

For the purposes of this section, negotiations under chapter 89 shall be between the superintendent or the superintendent's designee and the respective exclusive representative, and shall be limited to the impact on personnel arising from the superintendent's decision in implementing the educational accountability system. After the initial agreement is negotiated, provisions on the impact of the accountability on personnel may be reopened only upon mutual agreement of the parties. [L 1996, c 89, pt of §2; am L 1999, c 74, §2 and c 199, §2; am L 2000, c 238, §1; am L 2004, c 51, §56; am L 2014, c 232, §9

Strategic Plan: State, Complex Area and School-Level Implementation



Guidelines for Community Meeting Facilitators

How to increase clarity at information sharing meetings

- Present information in multiple formats to increase retention and to address different communication styles and language diversity.
- Allow time for people to ask questions and/or express ideas in both small and large groups.
- Ask people for written and/or verbal feedback about what was clear about your messages and what questions they have that are still unanswered, or issues/solutions they have that they feel were not recorded.

Break-Out Model

You have an important job as a break-out group facilitator. In your group you will:

- Help the school gather important input from parents and community members
- Help group members feel comfortable sharing their ideas.
- Keep the group focused on the task at hand.
- Ensure that records accurately transcribe people's comments.
- Ensure that recorders accurately transcribe people's comments.
- Here is what you should do when you are in your group:
- Introduce yourself and your recorder. Explain your role in accurately gathering input and making sure everyone has a chance to speak.
- Ask participants to introduce themselves. Go around the group asking each participant to introduce himself and give his children's grade level.
- Pass out handouts. Review the established ground rules quickly
- Consider using the "issues bin" process. Hold up the cards/post-its that list issues identified by parents and other stakeholders. Explain that some people may have issues or concerns that will not be covered in our conversation. Point to the Issues Bin and say that to make sure these issues are addressed, we will add them to the Issues Bin to be dealt with another time. Participants should write their issues, and possibly their name and children's names and their phone number on the card. Explain that because time is short, you might ask a participant to put his comment in the Issues Bin rather than spend too much time on it in the group. Tell participants this will help us stay focused on our task of getting ideas to make our school a better school for our children.
- Discuss each question. To begin, read the question and ask if anyone would like to make a comment. Facilitate the conversation keeping these things in mind.
- Try to keep track of who is NOT talking so you can return to that person and ask if he has something to add.
- When a person makes a comment, try to repeat it for your recorder. Make sure the recorder is keeping up. Ask participants whether what the recorder has written is correct.
- If more than one person makes the same comment, ask the recorder to make note of how many people agree.
- If someone is talking more than others, remind him of the ground rules and your job of making sure everyone has a chance to talk. You might say, "What you are talking about is very important but remember that everyone needs a turn to speak and our time is short. Did the recorder get the main idea of your comment down before we move on to someone else?"

- If there are issues that one or more person keeps bringing up use the Issues Bin cards. Remind participants that these issues will be dealt with but this just isn't the right time or place.
- Try to avoid debates! Some participants might feel they have to defend their positions or ideas. Or, some might just start complaining or telling others their ideas won't work. If this happens, remind participants of the ground rules again. No interrupting or put downs. Also, remind participants that we are only gathering input now and not evaluating them. You might say, "Please remember that we want everyone to feel comfortable sharing ideas. One of our Ground Rules is no put downs. Tonight, every idea is possible. You don't have to defend your ideas. Let's just get as many ideas as we can down on paper. When we write the Action Plan we'll look at these ideas more carefully."
- Select the most notable comments. With about 10 minutes left, ask participants to look at each question and select the comments that your group should share with the larger group.
- Share your groups' comments. Each facilitator in turn will share out the comments that the group decided were most notable. Keep your sharing to about two minutes.
- Thank everyone and clean up. After the principal has made closing remarks, thank the remaining participants in your group for coming and for sharing their ideas. If necessary, remind some participants to add their comments to the Issues Bin. Collect the chart paper, markers, leftover cards, etc. and take them to a central location. Be sure your name and recorder's name are on the chart paper in case there are any questions when the comments are tallied.

Effective Meetings

Planning and running effective meetings are key to the success of any organization. The SCC chairperson should understand the items on the agenda and follow effective meeting procedures. Here are some guidelines for planning and running effective meetings:

Notify in advance. The meeting and agenda should be announced and advertised in advance at least 6 days in advance, but earlier is better. Members should know the time, date, location, and agenda of the meeting.

Plan the agenda. An agenda serves as a guide for the chairperson and SCC and must list all items that the SCC intends to consider at the meeting. The purpose of posting the agenda is to inform the public of the matters the SCC intends to consider so that the school community can decide whether to provide input at the meeting on a specific agenda item. It also gives SCC members a chance to organize their thoughts and plan for discussions. The agenda should be discussed and decided upon by the SCC Chair with input from SCC members about 2 weeks before the meeting so it can be posted at least 6 days before. See Section 4 for a sample agenda. When preparing an agenda, consider:

- Determining meeting outcomes and priorities
- Writing an outline of items to be addressed during the meeting in order to meet the desired outcomes.
- Listing items in the order in which they will be addressed.
- Determining what method will be used for each item (large group discussion, brainstorming, work groups, etc.), and who will be responsible for that portion.
- Informing guest speakers or outside instructors well in advance with written instructions.
- Planning for how much time you will have. Meeting times will vary greatly. Plan your agenda so that everything can be handled within the time allowed.
- Reviewing the minutes of the last meeting. Note any unfinished business.
- Including committees or members who are to make reports. Make sure the individuals who are responsible for making the reports attend the meeting.
- The SCC secretary reviewing all the correspondence that has been received since the last meeting.
- Including time for new business from the SCC members for general discussion at the end.

Plan for the people who will be involved. Consider who will be attending the meeting and what questions or needs for understanding they may have. For example, not all SCC members are familiar with the Academic and Financial Plan. Plan how you will ensure everyone present may have a basic understanding of the items on the agenda. This helps to prepare and motivate all attendees to participate. Knowing your audience will help you to plan activities and discussion strategies to help achieve your desired outcomes.

Schedule the meeting in an appropriate setting. The location of the meeting should be conducive for the purpose of the meeting. There should be an adequate number of chairs, placed correctly according to the size of the group and the function of the meeting. Temperature, lighting, and noise should all be taken into consideration.

Follow your plan. Meetings should start on time and follow the agenda that was prepared before the meeting. The chairperson should work through the agenda, in order, being careful to stick to time limits and avoid getting off track. However, the chairperson should be flexible enough to adjust the plan if necessary.

Chairperson facilitates discussions. The chairperson should promote group facilitation, dialogue, problem solving and building consensus. The chairperson should not dominate the discussions or allow another person in the group to do so. The chairperson should get all the opinions, both pro and con, out into the open and work towards consensus. Parliamentary Procedure, a system of rules used to conduct a fair and efficient meeting, can be used to focus discussion of an issue and move towards action on agenda items. See the additional resources section for an Overview of Parliamentary Procedure.

Delegate detailed work to sub-committees. In order to follow the agenda and not spend too much time on any item, schedule sub-committees or separate work sessions to address something in greater detail.

Review decisions made. Restate outcomes of each agenda item in terms of who is expected to complete what task, by what date. This helps to verify assigned tasks.

Evaluate the meeting. Collect feedback about the meeting's effectiveness by reviewing the desired outcomes and evaluate what was accomplished. Use this information to improve the next meeting.

Follow-up. Review the minutes of the meeting with the secretary and send a copy of the minutes to all SCC members and post them on the Community Engagement Webpage. Follow-up with those with action items to ensure that they are getting the job done. Thank speakers, presenters and people who contributed refreshments.

RUBRIC GUIDELINES FOR EFFECTIVE MEETINGS

CRITERIA	4 EXCEEDS STANDARDS	3 MEETS STANDARDS	2 PARTIALLY MEETS STANDARDS	1 DOES NOT MEET
Planning Preparation (Before meeting)	<ul style="list-style-type: none"> Develops a “do-able”/realistic agenda in a timely manner. Notifies people who will be responsible for different parts of the agenda. Lists desired outcomes, people responsible for different parts of agenda, and writes them on chart paper or printed agenda. Understands the agenda and business to be discussed. Distributes agenda and publicizes meeting in advance. Makes arrangements for facilities and any equipment and supplies in advance. Notifies all participants one week prior to, and reminds them on that day. Reconfirms all arrangements two days prior to meeting. 	<ul style="list-style-type: none"> Develops and publicizes agenda in a timely manner. Lists desired outcomes or purposes of meeting, people responsible for different parts of agenda on printed agenda. Distributes agenda and publicizes meeting in advance. Makes arrangements for facilities and any equipment and supplies. Notifies all participants prior to the meeting. Reconfirms all arrangements prior to meeting. 	<ul style="list-style-type: none"> Has agenda, but doesn't publicize it. Has printed agenda distributed at the meeting. Sets up room in advance, but sometimes inappropriately for the purpose of the meeting. Notifies some participants. Reconfirms all arrangements sometimes. 	<ul style="list-style-type: none"> Has no agenda. Does not arrange for set-up of room nor has any idea of how it should be set up. Gives no notification of meeting. Does not confirm arrangements.
Execution (Conducting Meeting)	<ul style="list-style-type: none"> Posts the agenda and desired outcomes where everyone can see them. Reviews agenda and desired outcomes with everyone at the beginning of the meeting and follows the agenda, including new business items at the appropriate time. Projects confidence and knowledge of the agenda and procedure to be used. Maintains good eye contact and is aware of who wishes to speak, who has spoken often, calling on those who have not spoken yet. Involves all participants who understand their responsibilities. Consistently follows parliamentary procedure and/or the Interaction Method, knowing the appropriate time to use each one. Uses different strategies appropriately during the meeting to meet desired outcomes. Keeps discussion focused on the business at hand. Speaks loudly and clearly. Uses positive and effective verbal and non-verbal communication. Ends on time with desired outcomes being met. Accurately records group memory and/or minutes. 	<ul style="list-style-type: none"> Reviews the agenda and desired outcomes at the beginning of the meeting. Follows the agenda. Maintains good eye contact and is aware of who wishes to speak. Involves most participants who understand their responsibilities. Generally follows parliamentary procedure and/or the Interaction Method. Uses different strategies during the meeting to meet desired outcomes. Keeps discussion flowing. Speaks loudly and clearly. Ends on time with desired outcomes being met. Accurately records group memory and/or minutes. 	<ul style="list-style-type: none"> Follows the agenda. Tries to involve meeting participants. Has some difficulty keeping discussion focused on topic at hand. Speaks adequately most of the time, but voice tends to be “soft.” Ends late with desired outcomes partially being met. Adequately records group memory and/or minutes with assistance. 	<ul style="list-style-type: none"> Follows the agenda most of the time. Maintains some eye contact and is often unaware of who wishes to speak. Calls on same people when others who have not spoken wish to speak. Has difficulty keeping the discussion focused or flowing. Speaks softly and mumbles. Voice does not project. Ends late with many desired outcomes not being met. Records group memory and/or minutes minimally with much assistance.
Follow-through (After meeting)	<ul style="list-style-type: none"> Accurately transcribes group memory and/or minutes in appropriate format within one week and distributes to participants for review. Follows through on all business agreed upon promptly. 	<ul style="list-style-type: none"> Accurately transcribes group memory and/or minutes in appropriate format and distributes to participants for review. Follows through on all business agreed upon before the next meeting. 	<ul style="list-style-type: none"> Transcribes group memory and/or minutes somewhat accurately, and distributes to participants for review. Follows through on some of the business agreed upon. 	<ul style="list-style-type: none"> Partially and/or inaccurately transcribes group memory and/or minutes. Does not follow

Meeting Chair and Recorder are not expected to meet all the rubric statements to achieve “exceeds standards.”

Developed by Hawai`i Student Activities Coordinators and the Hawai`i Student Activities Program, 2002

Parliamentary Procedure

Parliamentary procedure is a method of conducting a meeting in an orderly and fair fashion. The rules protect everyone’s right to be heard and allow decisions to be made without confusion. The most popular form of parliamentary procedure used in the United States is Robert’s Rules of Order. Some principles to remember are:

- All members are equal; there is courtesy and justice for all.
- A quorum must be present for the group to act.
- Only one issue is addressed at a time.
- Discussion is not in order unless there is a pending question (a motion must be made and seconded to open an issue for discussion).
- No person may speak until recognized by the Chair.
- Only one member has the floor (right to speak) at any one time.
- A majority vote decides.
- There is respect for the rights of the minority.
- Members have the right to know at all times what the immediately pending question is, and to have it restated before a vote is taken.
- A two-thirds vote is necessary if a member’s fundamental rights are being reduced or taken away.
- Silence is regarded as consent.

Use this table as a reference to basic parliamentary procedures.

Procedure	What you say	Meaning	Does it need a second	Can it be amended	Is it debatable	What vote is needed to pass
Main Motion	“I move that...”	We should do this.	Yes	Yes	Yes	50% + 1 (majority)
Amendment	“I move to amend the motion by...”	I have an idea to make this motion better.	Yes	Yes	Yes	50% + 1 (majority)
Close Debate	“I move the question...”	I think that we should vote.	Yes	No	No	2/3
Unanimously Close Debate	“I call the question...”	Let’s vote – we’ve all had enough discussion.	No	No	No	100% (consensus)
Correction	“Point of information...”	There’s something we should all know about.	No	No	No	No Vote
Complaint	“I raise a point of personal privilege.”	We need to resolve the following problem.	No	No	No	No Vote
Confusion	“Point of clarification...”	I’m confused...explain this situation more clearly.	No	No	No	No Vote

Procedure	What you say	Meaning	Does it need a second	Can it be amended	Is it debatable	What vote is needed to pass
Rules Suspension	"I move to suspend the rule(s) in order to..."	To make things easier, let's forget about the rules for a moment.	Yes	No	No	2/3
Table	"I move to table this motion until..."	We need more time to think about this.	Yes	No	No	50% + 1 (majority)
Remove from the Table	"I move to take up from the table..."	Let's talk about this again.	Yes	No	No	50% + 1 (majority)
Refer to a Committee	"I move to refer this issue to a committee."	This needs some detailed study outside of this group.	Yes	Yes	Yes	50% + 1 (majority)
Order	"I raise a point of order."	We need to follow process and procedure.	No	No	No	No Vote

Ten Steps in a Main Motion

This is an option for a more formal group meeting

The SCC chairperson should determine when each of the options of conducting a meeting would be most appropriate for the desired outcomes of the meeting.

THE MEMBER

1. Rises (not necessary in a small, less formal meeting) and addresses the chairperson. (he/she must obtain the floor) *"Mr./Madam Chair."*
2. Awaits recognition (he/she must be recognized by the Chair as having exclusive right to be heard). *"The Chair recognizes...."*
3. Makes the motion (and resumes the seat). *"I move that...."*

ANOTHER MEMBER

4. Seconds the motion (Until seconded, the Chair will not state the motion. The person seconding the motion does not need to be recognized by the Chair.) *"I second the motion."*

THE CHAIR

5. States the motion (Until the Chair states the motion/question, the motion is not on the floor). *"It is moved and seconded that (states the motion)"*
6. Asks, "Is there any discussion?" *"Is there any discussion?"*

MEMBERS

7. Members debate the motion (unless not debatable). Order in which people get recognized to speak.
 - a. Member who made the motion.
 - b. Member who has not yet spoken a first time.
 - c. If possible, alternate between those for and against.

THE CHAIR

8. Asks, "Are you ready for the question?" (Debate is over and it's time to vote.) *"Are you ready for the question?"*
9. Puts question to a vote/takes the vote (Voice vote) *"The question is on (states the motion)."
"Those in favor of the motion, say aye."
"Those opposed, say no."*
10. Announces result of vote. *"The ayes have it, and the motion is adopted/carried/passed."
"The noes have it and the motion is lost."*

Voting

Methods of Voting

1. Voice vote: “aye” or “no”

A vote by voice is the regular method of voting on any question that does not require more than a majority vote for its adoption.

2. Show of hands

As an alternative to the voice vote or as a way to verify an inconclusive result, members show their vote by raising their hand. A vote by show of hands should be limited to very small meetings.

3. Roll call

A roll call vote has the effect of placing on record how each member votes. The vice-chairperson conducts the roll call vote.

4. Ballot

Voting by ballot is used when secrecy of the member’s votes is desired. Voting by ballot is sometimes required in certain cases by the bylaws. Any vote relating to charges or proposed charges against a member or an officer should always be by ballot.

6. General consent

General consent used when business is routine. “If there is no objection, the minutes stand approved as read/circulated.”

Kinds of Votes

1. **Majority** – more than half of the votes cast, excluding blanks and abstentions, at a properly called meeting with a quorum.

2. **2/3** – two-thirds of the votes cast, excluding blanks and abstentions, at a properly called meeting with a quorum. Cannot be a voice vote; must be by some visible means. The chair must be able to determine whether or not at least two-thirds actually voted for the motion.

3. **Plurality** – used only in elections if in accordance with the bylaws. One candidate gets more votes than any other, but not a majority of the votes cast.

4. **Tie vote** – equal number in affirmative and negative. In this case, the motion is lost. SCC bylaws may provide that in the event of a tie vote, the chairperson may cast a second vote to break the tie.

Decision Making Guidelines

School Community Councils are required at every school. The Hawai'i State Department of Education has expanded the role of the SCC to include oversight of the Academic and Financial Plans, a recognition that all stakeholders (students, parents, community members, teachers, other staff and principals) must contribute to the success of the school.

School principals are the critical leaders at schools. They are responsible for establishing a vision for improving achievement for **all** students. Principals are ultimately accountable for achieving the goals of the school. Therefore, principals must ensure that the Academic and Financial Plans are focused on meeting the needs of **all** students.

Principals and School Community Council members should consider the following guidelines for decision-making:

- Focus decisions based upon the school's vision especially what is best for ALL students
- Seek involvement by the wider community rather than limiting discussions to the SCC. School Community meetings are designed to involve the larger community in discussing educational priorities.
- Take risks and learn from mistakes. Seek solutions outside what has “traditionally been...”
- Create a critical study process to support decisions with data and research. Become a “learning community.” Network, learn from each other, seek information, allow for reflection, and don't feel decisions must be made to show progress. What is most important is a climate where everyone is allowed to learn.
- Create “issue task forces” to study and/or make recommendations.
- Guard against “group think.” (A human phenomenon whereby members of a group go along with a group decision because of their desire to “please one another” or to be a “team player.” It overrides their ability to choose alternative courses of action.)
- Collective Bargaining Decision Making Issues:
 - Only SCC decisions that impact collective bargaining agreements must follow the approval process identified in the Memorandum of Understanding in the respective union contracts. If the unit membership does not approve the contractual issue, then the SCC is informed by the unit SCC member that the issue has failed to pass and further discussion can take place to resolve the concerns or the issue may be deferred.
 - For all other SCC issues that do not impact collective bargaining agreements, unit membership may decide against the issue, but if the majority of the SCC role group members vote to approve the decision, it passes and is moved forward.

Decision Making Defined

Voting: In “majority rules,” a simple majority of those eligible to vote is needed for making decisions.

Compromise: Compromise decisions can produce a decision that actually does not represent any member’s view. A collection of viewpoints are put together in a manner where most preferences are included in the decision, but where some may have to give up a part of their ideas if someone else will also give up a part of theirs.

Consensus: Consensus decisions are made “**for the good of the whole**” and should be based upon the school’s vision/mission. Aiming for consensus teaches the group to explore and pool the knowledge and experience of all its members. People learn to modify viewpoints based on logic, reasoning, and new information. The group reaches a conclusion which has blended the best ideas into a decision that everyone in the group supports.

Planning for Decision-Making:

In order to ensure that stakeholders understand how they will participate, the SCC chairperson should:

- 1) **Clarify** the issue so that people will know what they are discussing and/or deciding upon.
- 2) **Recommend** a method for making the decision. If the goal is decision by consensus, there should be a “fallback” decision-making option defined by the bylaws. (BOE SCC Policy 2411)
 - Not all decisions are best made by consensus. Consideration must include the level of involvement desired by participants.
 - A disagreement regarding what decision-making option to use should be decided in favor of the option requiring greater involvement.

Consensus Defined: A consensus decision is an agreement that each member can live with and actively support. A group “arrives” at consensus through a series of small agreements. It is reached when each member can honestly say...

- a) “I believe that you understand my point of view and that I understand yours”;
- b) “Whether or not I prefer this decision, I can support it because it was reached fairly and openly and it is probably the best solution for us at this time.”

Options for Moving a Group Toward Consensus:

- Polling, using the “fist of five” technique can be used to get a sense of how far along the group is toward reaching a consensus.
- Consensus can sometimes be reached by asking both sides...“What would it take or what conditions might you add/change to make it okay for us to reach consensus?” or the facilitator could ask the minority, “Do you feel you understand what the majority is saying? (Have the person(s) paraphrase what they think the majority is saying. Ask the majority to validate what was said.) If the minority fully understands the majority point of view, the facilitator should then ask the majority the same question and to paraphrase the minority point of view.

If that is satisfactory, the facilitator then could say to the minority..."It appears that the various points of view are clearly understood by both sides. I know you may not prefer this decision, but could you support the decision because we have all had a fair and open discussion on the issue? Could you say that it is probably the best solution for us at this time?"

If the answer is no...go back to the strategy of asking "Then what would it take...etc." (The majority could also be asked to suggest ways to help the minority "win." They could say..."What if we...could you live with that?") If the two conditions of consensus have been achieved, ask once again if all sides can "live" with a decision. Emphasize that the discussion has been open/honest and clearly, each side understands the others' point of view.

When a decision appears to have at least (80%) support, no one person or a small group of persons should block the decision without coming up with an alternative or pointing the group in another direction. E.g. "We have at least (80%) support for this decision, can those who cannot support this decision suggest other alternatives or at least point the group in another direction?" Once a decision is made, everyone must be committed to its implementation. 100% support is expected. No one undermines or sabotages the decision.

When consensus can't be reached, it may be appropriate for the facilitator to determine which persons are directly involved in the implementation or impacted by the decision. The facilitator might say..."This issue doesn't appear to involve you in its implementation neither does it appear to impact you directly. Do you agree with that?" If the person agrees, then their objection is no longer a roadblock to reaching consensus. The facilitator need only obtain consensus from those impacted.

A key to consensus is to "help the other side win." When consensus appears to have been reached, it is important for the facilitator to declare..."It appears we have reached consensus. For the last time, is there anyone who cannot live with the decision?" (Record the decision in the minutes.

Fallback from Consensus Decision Making: A "fallback" decision-making option can be prearranged if it is felt that the group may not be able to reach consensus. (For educational reform decisions, a vote which garners the support of a large majority, e.g. 80% of participants, may be appropriate.) Once a decision is made, everyone commits to its implementation. 100% support is expected and no one should undermine or sabotage the decision.

- Issue: Presented to the group.
- Agreement: Based in the issue, the situation and the need for "buy-in," the group agrees on how the decision will be made prior to the discussion.
- Discussion: the issue is discussed. The group tries to reach consensus. If consensus cannot be reached, the facilitator may ask if the group ready to consider the fallback. If the group is not ready for the fallback, discussion continues.
- Decision: the group agrees through consensus that it is time to use the fallback.
- Decision: The decision is made using the agreed upon fallback.

Strategies for Building Consensus

SCCs have an added responsibility of garnering the support of the school's community. Ultimately the council may make the final decision, but to truly involve the community, open school community meetings to share information, listen to concerns and to solicit the support of the school's community become an important function of a council.

- ◆ “How” these school community meetings are conducted will determine whether the council gets the participation from its community that is desired. The usual way is to have one person in the front of the room explain the proposal, followed by a question and answer period by the entire group. This method favors only the “brave and verbal.”
- ◆ An effective way to conduct school community meetings is to present the proposal and then break up into small groups with facilitators who are given specific questions to focus the discussion. These groups should be made up of mixed role group members to obtain diversity of perspectives. After about 40 minutes of discussion in small groups, each small group reports to the large group the essence of their conversation. This sharing is an important part of this process because it begins to not only honor diverse opinions, but also may begin to confirm that people have similar concerns. These objectives would not be realized in the traditional handling of a public discussion.
- ◆ Several school community meetings may be needed if the issue is particularly controversial. Keeping a running record of concerns expressed and solutions offered will keep a “Johnny come lately” from rehashing a concern that may have already been resolved.

Team Development

Lessons from the Struggles of Site-Based Management

“Learning to share decision making in a professional community that focuses on student learning is a developmental process, and each stage of the process offers distinct challenges and opportunities. When teachers form teams in their classrooms, the student groups will go through these stages. When superintendents work with principals, or their own staff, the same lessons apply. Just as it is useful to remember that our children will and must go through the terrible twos, it’s comforting to remember that even our adult communities will and must go through stages in their development and will have to work through some fairly predictable problems in order to emerge in a more mature state...Are these stages as clear-cut and neat as we make them sound? Of course not...But these observations represent years of reflection, and we strongly believe that a thorough understanding of such a complex conceptual framework...is an indispensable tool on this journey.”

Annenberg Institute for School Reform
A Summary of Group Development Stages

	CHARACTERISTICS	CHALLENGES
Honeymoon Stage	People are eager to have a voice in site decisions	Clearly define goals, mission, and scope of authority for site groups
Conflict Stage	Differing points of view emerge and lead to conflict and controversy	Use inevitable conflict as a springboard for group learning
Confusion Stage	The role and power of the group leader is questioned and challenged	Demonstrate “authentic” leadership that pushes the group and process forward
Messy Stage	Multiple groups, multiple initiatives, and ambiguity reign	Become comfortable with the messiness, communicate well, and solve problems
Scary Stage	Moving towards professional community, but no improvement in student learning	Develop collective accountability and a systematic approach to improving student learning
Mature-Group Stage	Groups model professional learning community, meetings are learning opportunities	Appreciate the positive habits and norms that have been institutionalized and keep moving ahead

Tuckman's Team Development Model

As the SCC Council begins to work as a team to support school improvement efforts, they may wish to review Tuckman's Team Development Model to gain a clear understanding of the stages of team development and the Action Steps to ensure a successful team.

Bruce Tuckman published his "Forming Storming Norming Performing" model in 1965. The theory remains a good explanation of team development and behavior.

The progression is:

1) forming 2) storming 3) norming 4) performing

Features of each phase:

Forming

- High dependence on leader for guidance and direction
- Little agreement on team aims other than those received from the leader
- Individual roles and responsibilities are unclear
- Leader must be prepared to answer lots of questions about the team's purpose, objectives, and external relationships
- Processes are often ignored. Members test tolerance of system and leader.
- Leader directs.

Storming

- Decisions don't come easily within group
- Team members vie for positions as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members
- Clarity of purpose increases but plenty of uncertainties persist.
- Cliques and factions form and there may be power struggles.
- The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues.
- Compromises may be required to enable progress.
- Leader coaches.

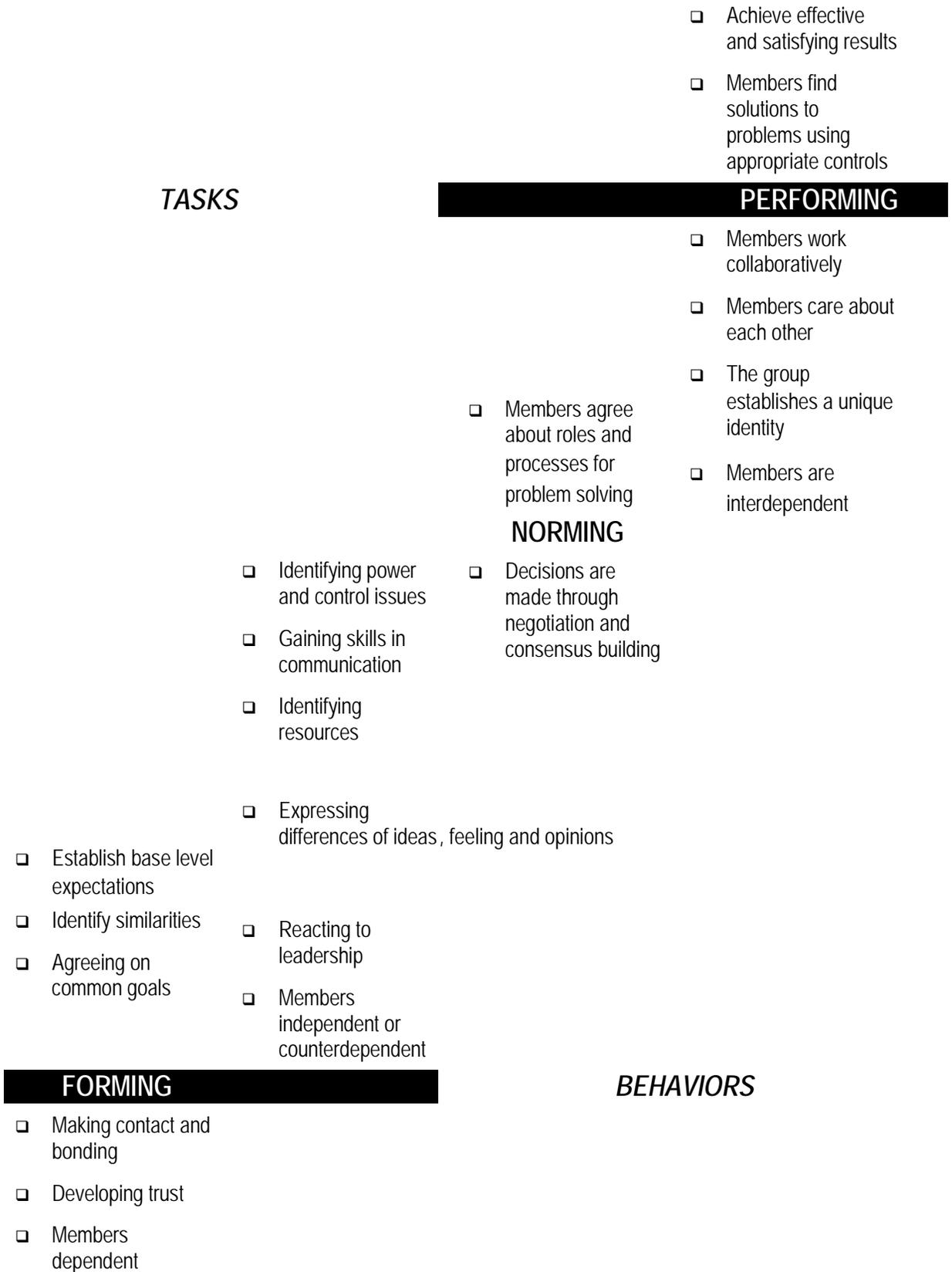
Norming

- Agreement and consensus is largely formed among SCC members, who respond well to facilitation by leader.
- Roles and responsibilities are clear and accepted.
- Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or small teams within group.
- Commitment and unity is strong.
- The team may engage in fun and social activities.
- The team discusses and develops its processes and working style.
- There is general respect for the leader and some of leadership is more shared by the team.
- Leader facilitates and enables.

Performing

- The team is more strategically aware; the team knows clearly why it is doing what it is doing.
- There is a focus on over-achieving goals, and the team makes most of the decisions against criteria agreed with the leader.
- The team has a high degree of autonomy.
- Disagreements occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team.
- The team is able to work towards achieving the goal, and also to attend to relationship, style and process issues along the way.
- Team members look after each other.
- The team requires delegated tasks and projects from the leader.
- The team does not need to be instructed or assisted.
- Team members might ask for assistance from the leader with personal and interpersonal development.
- Leader delegates and oversees.

Tuckman's Team Development Model



Stages of Team Development

- Each step builds on the previous one.
- Each step prepares for the performing stage.
- Skipping any step effect performing negatively.
- With every new challenge the process repeats.

Stage 1: "Forming"	Stage 2: "Storming"	Stage 3: "Norming"	Stage 4: "Performing"
<ul style="list-style-type: none"> • Individuals are not clear on what they're supposed to do. • The mission isn't owned by the group. • Wondering where we're going. • No trust yet. • High learning. • No group history; unfamiliar with group members. • Norms of the team are not established. • People check one another out. • People are not committed to the team. 	<ul style="list-style-type: none"> • Roles and responsibilities are articulated. • Agendas are displayed. • Problem solving doesn't work well. • People want to modify the team's mission. • Trying new ideas. • Splinter groups form. • People set boundaries. • Anxiety abounds. • People push for position and power. • Competition is high. • Cliques drive the team. • Little team spirit. • Lots of personal attacks. • Level of participation by members is at its highest (for some) and its lowest (for some). 	<ul style="list-style-type: none"> • Success occurs. • Team has all the resources for doing the job. • Appreciation and trust build. • Purpose is well defined. • Feedback is high, well-received, and objective. • Team confidence is high. • Leader reinforces team behavior. • Members self-reinforce team norms. • Hidden agendas become open. • Team is creative. • More individual motivation. • Team gains commitment from all members on direction and goals. 	<ul style="list-style-type: none"> • Team members feel very motivated. • Individuals defer to team needs. • No surprises. • Little waste. Very efficient team operations. • Team members have objective outlook. • Individuals take pleasure in the success of the team – big wins. • "We" versus "I" orientation. • High pride in the team. • High openness and support. • High empathy. • High trust in everyone. • Superior team performance. • OK to risk confrontation.

Action Steps for Team Development

Action Steps: "Forming" to "Storming"	Action Steps: "Storming" to "Norming"	Action Steps: "Norming" to "Performing"
<ul style="list-style-type: none"> • Set a mission. • Set goals. • Establish roles. • Recognize need to move out of "forming" stage. • Leader must be directive. • Figure ways to build trust. • Define a reward structure. • Take risks. • Bring group together periodically to work on common tasks. • Assert power. • Decide once and for all to be on the team. 	<ul style="list-style-type: none"> • Team leader should actively support and reinforce team behavior, facilitate the group for wins, create positive environment. • Leader must ask for and expect results. • Recognize, publicize team wins. • Agree on individuals' roles and responsibilities. • Buy into objectives and activities. • Listen to each other. • Set and take team time together. • Everyone works actively to set a supportive environment. • Have the vision: "We can succeed!" • Request and accept feedback. • Build trust by honoring commitments. 	<ul style="list-style-type: none"> • Maintain traditions. • Praise and flatter each other. • Self-evaluate without a fuss. • Share leadership role in team based on who does what the best. • Share rewards and successes. • Communicate all the time. • Share responsibility. • Delegate freely within the team. • Commit time to the team. • Keep raising the bar – new, higher goals. • Be selective of new team members; train to maintain the team spirit.