

*Hawaii State
Department of Education*

*School Community
Council
Handbook II*

*Procedures to Implement
School Community Councils*

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Office of Curriculum, Instruction and Student Support
School and Community Leadership Branch
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TABLE OF CONTENTS

Section 1	School Community Council	1
	• Introduction and Background	2
	• Purpose of School Community Councils	3
Section 2	Organizing your Council	5
	• Building a School Community Council	6
	Membership and Elections	6
	Members of the School Community Council	7
	Roles and Responsibilities	9
	Approval Process and Decision Making	10
	School Academic and Financial Plan	
	Assurances and Recommendations for Approval	11
	Appeal Process	13
	• SCC Appeal to the CAS (Form A)	14
	• SCC Appeal to the Superintendent (Form B)	15
	• SCC Appeal to the BOE (Form C)	16
	SCC Elections	17
	SCC Bylaws	22
	• School Community Council Operations	28
	Stages of Team Development	28
	Self Assessment	34
Section 3	Effective SCC and Community Meetings	39
	• Implementation Timeline	40
	SCC Implementation Timeline Checklist	40
	SCC Annual Program and Fiscal Expenditure Plan	43
	SCC Implementation Status Report	44
	• SCC Meetings	45
	Effective Meetings	45
	Planning SCC Meetings	48
	Sample Agenda	53
	Public Notice of Meetings	54
	Writing Minutes	55
	Meeting Review	56
	Observer Checklist	57
	Issues Related to SCC Meetings	58

	• Community Meetings	62
	Guidelines for Community Meeting Facilitators	62
	Sample Agenda	65
	Observer Checklist	66
Section 4	Decision Making	68
	• Decision Making Guidelines	69
	• Strategies for Building Consensus	73
	• Parliamentary Procedure	74
	Ten Steps in a Main Motion	75
	Voting	76
Section 5	Procedures and Forms	78
	• Waivers and Exceptions	79
	• Waiver/Exception Processing Procedure	81
	SCC Waiver/Exception Request Form	82
Section 6	Appendices	87
	• SCC Laws (Act 51/221 Matrix)	88
	• BOE SCC Policy 2411	91
	• BOE SCC Waivers and SCC Exceptions Policy 2412	93
	• DOE Implementation of Act 51	96
	• Appendix I – SCC Website: Listing of SCC Members	100
	• Appendix II – Composition of the Interview Committee for Principal Positions	102
	• Appendix III – SCC Principal Survey for SY2007-2008	104
	• Appendix IV – SCC Self-Assessment Survey On-Line	109
	• Appendix V – School Documents On-Line: SCC Meeting Agendas and Minutes	114
	• Appendix VI – School Documents On-Line: URL Change	116



Introduction & Background

Purpose of School Community Councils

Introduction and Background

In Session Laws of Hawaii (SLH) 2004, the Legislature passed Act 51 as amended by Act 221. This law established School Community Councils (SCC) for Hawaii's schools.

The new law improved 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. The expectations of School Community Councils are increased accountability, school improvement and student achievement. A matrix of Act 51/221 requirements may be found in Section 6.

Revisions to Board of Education (BOE) Policies on SCC and SCC Waivers and Exceptions were approved on May 5, 2005 and include language related to increased accountability for school requests, decision making, and waiver/exception processes. Copies of the BOE policies may be found in the Appendices Section.

Memorandum of Agreements (MOA) regarding SCCs are negotiated with the Hawaii Government Employees Association and the Hawaii State Teachers' Association. Copies of these agreements may be found in the respective union contracts.

The School Community Council Handbook contains the Department of Education procedures for the establishment and implementation of SCCs in all Hawaii DOE public schools. This is in accordance with Act 51/221 and the Board of Education policies.

Purpose of School Community Councils

School Community Councils are forums for exchanging ideas about how to improve student achievement among the school's stakeholders: principals, teachers, school staff, parents, students, and community members.

School Community Councils are a major part of the overall leadership structure at each school. They are a group of people who are elected by their peers to advise the principal on specific 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 specifically addressed in the overall education plan for the school. The Academic and Financial Plan is a document that highlights the goals for the school, the programs, and the available resources to reach these goals.

School Community Councils are forums for open discussion and problem-solving related to student achievement. Recent research suggests that when done well, this process contributes to improved school culture and a strong professional community of educators. In addition, effective decision making supports improved classroom practice and student learning. These results indicate that democratic structures like School Community Councils are integral to school and student success.

The Hawaii State Board of Education and Hawaii State Department of Education recognize these research findings and have developed policies to support School Community Councils 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.

Membership on a School Community Council also benefits the individuals involved. The personal advantages of becoming a School Community Council member 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
- Being informed about what is happening at the school.

Participating on the School Community Council will be a rewarding experience for all those who value the opportunity to make a difference in children's education.

The Hawaii State Department of Education has learned many valuable lessons from its history with School/Community-Based Management (SCBM) Councils and decision-making. Among the key lessons are:

- Principals and Complex Area Superintendents (CAS) must actively support School Community Councils by providing the necessary resources to recruit, elect, educate, run, and renew their Councils.
- School leadership must welcome participation in the process by demonstrating the values and skills that facilitate inclusion of all members.
- School Community Councils must keep their attention on student achievement by focusing their work on the development, support and monitoring of the school's Academic and Financial Plan.

With the federal No Child Left Behind legislation as a focal point, the Hawaii Department of Education is committed to turning these lessons into action and establishing effective School Community Councils.

This Handbook is one step in putting these lessons into practice. It provides School Community Council members with a tool kit for assessing their skills and finding the resources they need to become effective leaders in improving their schools.

An eLearning course has also been created to facilitate the understanding of key concepts and the framework for the implementation of the School Community Council. This self-administered course is designated to increase the awareness and understanding of the SCC process and procedures.

To access the SCC eLearning Tutorial go to:

- <http://165.248.6.166/scc/start.htm>

A SCC website has been developed to provide the following:

- Information about SCCs
 - Purpose
 - Listing of Council Members
- Downloads
 - SCC Handbook II
 - Forms and Templates
 - Training Modules
 - Links to Other Resources
- SCC Self-Assessment Survey On-Line

To access the SCC website go to:

- <http://portal.k12.hi.us/SCC/>



Building a School Community Council

- Membership and Elections
- Members of the School Community Council
- Roles and Responsibilities
- Approval Process and Decision Making
- School Academic and Financial Plan
- Appeal Process
- SCC Elections
- SCC Bylaws

School Community Council Operations

- Stages of SCC Development
- Self Assessment

Building a School Community Council: Membership and Elections

What is the composition of a School Community Council?

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.

50% of the members are from the school staff including the Principal, teachers and non-certificated staff.

50% of the members are parents, students and community members.

Vice-Principals are NOT able to be voting members of the SCC, but may be the designated alternate for the principal if provided for in the bylaws. Though there is no provision in Act 51 for the VP to be a member on the SCC, the VP may be a facilitator and organizer for the SCC meetings.

Principals are not able to 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.

All SCCs should elect new members based on the guidelines in the SCC Bylaws. Special elections can be held if there are vacant positions or if election procedures have been challenged.

Each school is to maintain a SCC member list from year to year on the SCC website. The SCC member list should be updated as membership changes. Instructions for inputting the SCC member list are as follows:

1. Go to the Hawaii DOE Web Application Portal at:
<http://portal.k12.hi.us/AppPortal/>
2. In the left menu, under "Applications," click on School Documents Online (SDO)
Note: You may need to click on the down arrow to locate SDO.
3. Log on with your Principal User ID and Password, click on the "Login" button.
4. Click on the image or "Continue" button.
5. In the left menu, under "School Community Council," click on "SCC Website (Forms/Survey)."
6. In the left menu, under "Maintenance," click on "Council Manager."
7. Input names of SCC members for appropriate school year.

See Appendix I, page 100.

Members of the School Community Council

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 is responsible for ensuring that elections are conducted for:

- Teachers
- Non-certificated Staff
- Parents and Community

The principal ensures that the elections for the teachers, non-certificated staff, parents, and community 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: Students bring a different kind of practical experience to the SCC, since they are direct recipients of school services. They offer a range of opinions often distinct from adult perspectives. The school 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: SCCs also offer parents and communities an opportunity to participate in the school improvement process. 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.
- 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

Roles and Responsibilities

SCCs focus their responsibilities on school improvement and student achievement. From a best practices point of view, councils that focus on *student achievement* are by far more successful. They tend to see themselves as “trustees or facilitators of the school’s vision and mission,” and are very clear about what the school stands for and what it wants for students.

Successful SCCs do not organize to “run the school.” They do not try to replace the principal’s authority in school operations, personnel, curricular and instructional classroom decisions. 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
- Is not a body whose members “represent” constituencies

Successful councils practice good stewardship and act as a whole, taking responsibility for communicating with all role groups and for the benefit of all children rather than as individuals representing a role group and specific agendas. The SCC provides an opportunity for input to the school’s Academic and Financial Plan as well as recommendations for revisions.

Another important SCC responsibility is to determine the degree of community support and/or garner support for major initiatives.

A council that sees its responsibility as a trustee or facilitator of the school’s vision and mission will tend to approach issues from a more united perspective. Council members seeing themselves as primarily representing their role group, may set themselves up for conflict as the focus is then based on what is best for their role group, rather than what is in the best interest of increasing student achievement.

School Community Council members have the responsibility to refer confidential or personnel issues to their school principal. SCC members will review and analyze school data and strategies (curriculum, assessment and instructional) as stated in the Academic and Financial Plan and provide recommendations to the principal.

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). See Appendix II, page 102.

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. See Appendix III, page 104.

Approval Process and Decision Making

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.

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 and Financial Plan	Complex Area Superintendent
Exception Request to Collective Bargaining Agreements	SCC Exception Review Committees (HGEA, HSTA, and BOE)
Waivers to BOE Policy	Board of Education
DOE Operations & Procedures	Superintendent
School Level Policies, Rules, Procedures & Operations	Principal

The principal is designated by state statute to develop the Academic and Financial Plan. The SCC may recommend changes while the principal has the final authority to determine the content of the Academic and Financial Plan. He or she is responsible for providing the SCC rationale for not incorporating into the plan any of the SCC's recommendations.

An Assurances and Recommendation for Approval form has been developed to provide the SCC an opportunity and the means to communicate their assurances and review of the Academic and Financial Plans. Once completed, the Assurances and Recommendation for Approval form is submitted to the Complex Area Superintendent (CAS).

**Hawaii State Department of Education
School Academic and Financial Plan
Assurances and Recommendation for Approval**

The _____ School Community Council (SCC) recommends this school plan 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 of Education policy, Department of Education procedures and state law, including those related to the review of the Academic and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending this plan 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 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 Academic and Financial Plan and found that it is based upon a thorough analysis of student performance data, and uses researched-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 Academic 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
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School Community Council: _____ School

SCC Chairperson: _____ Signature: _____

Date: _____

SCC Recommendations to the Academic and Financial Plan (AFP):

The School Community Council, in review of the Academic and Financial Plan 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 schoolwide training for staff and students. The computer teacher conducts teacher inservice 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 inservice for teachers will be coordinated through OCISS, Advanced Technology Research Branch.

SCC Comments: Statement of Problem or Concerns regarding AFP process

Appeal Process

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.

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 the SCC is still not satisfied, it may appeal to the superintendent within fifteen (15) working days after the decision is rendered by the complex area superintendent and to the Board of Education within ten (10) working days after the decision is rendered by the superintendent.

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. The appeal is sent to the School and Community Leadership Branch for processing.

The superintendent will review the information and decision from the appeal to 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.

**HAWAII STATE DEPARTMENT OF EDUCATION
School and Community Leadership Branch**

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

**HAWAII STATE DEPARTMENT OF EDUCATION
School and Community Leadership Branch**

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	
SCLB Received Appeal (Date)	
SCLB 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

**HAWAII STATE DEPARTMENT OF EDUCATION
School and Community Leadership Branch**

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	
SCLB Received Appeal (Date)	
SCLB 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

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.

SAMPLE

SCC NOMINATIONS

Description of School Community Council

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 Hawaii. 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 Hawaii. 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

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

SCC ELECTION BALLOT

_____ SCC Election
school

Ballot for _____
role group

Term of Office: MONTH _____ 200 ____ through
MONTH _____ 200 ____.

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

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

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.

SCC Bylaws

Bylaws provide the framework from which the Council will operate. Following is a sample of SCC bylaws that your school can use as a guide.

1. Schools will submit their completed bylaws to the Complex Area Superintendent (CAS) for review and approval.
2. Once the bylaws are reviewed, the CAS 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 submit 3 copies to the CAS for approval.
4. The CAS will forward an approved copy of the SCC bylaws to the state SCC office.
5. Schools may use the sample bylaws for discussion in the development or amendment of their SCC bylaws.

SAMPLE

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, be consistent with policies of the Board of Education, and be aligned with the school's mission and vision.

- Section 1. To advise the school regarding the development, implementation, and evaluation of the Academic and Financial Plan.
- Section 2. To ensure the school's academic and financial plan is consistent with the educational accountability system.
- Section 3. To study and review the school's strategic action plan in relation to the educational needs of all students.
- Section 4. To provide collaborative opportunities for input and consultation.
- Section 5. To take other actions as required by the Department of Education.

The principal is responsible for the development of the Academic and Financial Plan and presentation of the plan to the school community and SCC. The SCC recommends revisions to the principal or recommends approval by the Complex Area Superintendent.

The SCC shall have ongoing responsibility to review the implementation of the plan with the principal, assess periodically the effectiveness of the plan and recommend modifications to the plan.

The SCC shall carry out all of the duties and responsibilities assigned to it by the Hawai'i State Department of Education.

ARTICLE III: MEMBERSHIP AND ELECTION

- Section 1. **Membership Representation.** Aloha High School SCC shall be comprised of 12 members. Membership shall include the principal, 3 teachers, 2 non-certificated staff members, and 2 students, 2 parents, and 2 community members.
- Minimum is the principal and 1 member from each role group.*
- 50% from school staff and 50% parents, students and community.*
- Alternates are optional.*
- There shall also be one alternate member from each group (other than the principal).
- 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.** 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. Proviso: This sentence is to be automatically deleted after the first one-year election takes place.
- 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.
- 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. **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 5. **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. **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: COMMITTEES

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

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 VI: 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.

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.

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.

ARTICLE VIII: AMENDMENTS

These bylaws may be amended by the SCC. The proposed amendments must have been presented and discussed at one previous regular meeting for which the necessary notice of meeting and agenda were posted. Passage of amendments to the bylaws requires an affirmative vote of at least 2/3 of the members.

SIGNED BY:

NAME chairperson DATE: _____

NAME principal DATE: _____

Signatures of other SCC members:

NAME _____ *ROLE group* DATE: _____

Complex Area Superintendent _____ print name

These bylaws have been reviewed and are consistent with the requirements of Act 51.

APPROVED _____ DATE _____ SIGNATURE

School Community Council Operations

Stages of 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.

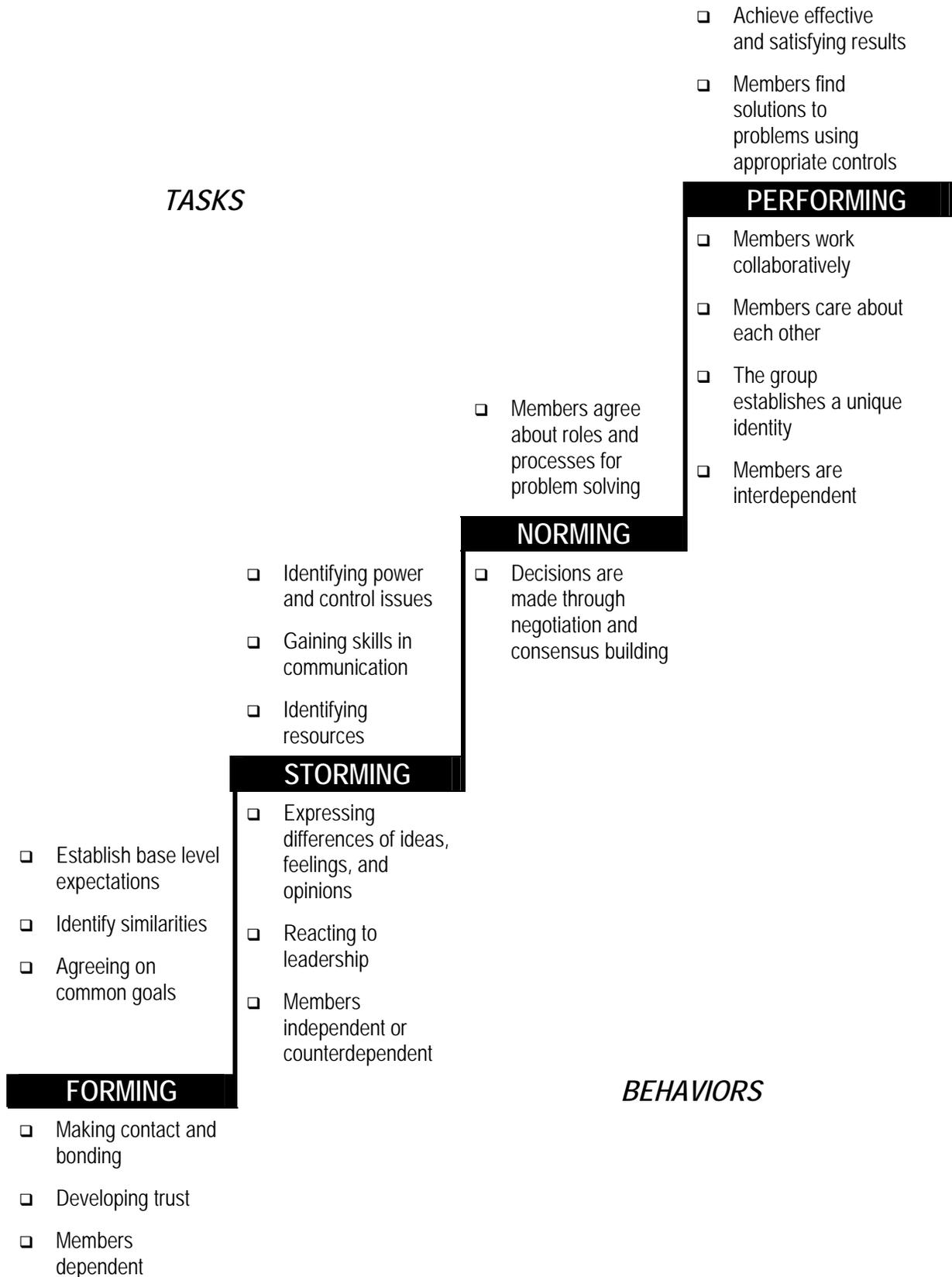
Norming

- 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.

Self Assessment

Once the council members are identified, schools may find it helpful to review the Self-Assessment Survey with the SCC members. Reviewing the Survey with the SCC members early in the year will:

- ◆ Facilitate understanding of their responsibilities
- ◆ Address questions early in the implementation process.

The purpose for doing a SCC Self-Assessment Survey is to obtain data on the quality of the SCC implementation in order to improve the effectiveness of the Council. The Survey should be administered annually at the end of the school year. The Self-Assessment Survey On-Line has been developed for this purpose. See Appendix IV, page 109. The Self-Assessment Survey can be used to:

- ◆ Provide data.
- ◆ Identify major patterns among the data.
- ◆ Reach conclusions on the data.
- ◆ Share and discuss the results for the purpose of Council effectiveness and improvement.

Self-Assessment: Taking Measurements for Success

The School Community Councils are responsible for supporting the development and progress of the Academic and Financial Plan. For an SCC to become an effective team, members must invest the time to clarify the goals and build the process and relationships that will help people work together.

The following Effective SCC Assessment tool sets a clear and consistent standard for the core element of effective SCCs.

Effective SCC Assessment

Directions: Please complete this assessment with part or all of your current School Community Council.

- a. SCC members should complete the assessment individually and bring it to the SCC meeting.
- b. SCC members should read through the practices and circle the numeric rating that they think represents how the SCC operates.
- c. At the beginning of the meeting, take a few minutes for team members to log their ratings for each criterion on posted chart paper.
- d. Take the time to discuss the items where the team members have significantly different ratings.
- e. Build a general agreement among the team about what overall score best reflects the current practice of the SCC for each item and/or category.

Using the following scale, indicate how typical each statement is of your School Community Council:

- NS= Not Sure
- 1 = Never occurs
- 2 = Sometimes occurs
- 3 = Occurs a majority of the time
- 4 = Always occurs on the SCC

1. Recruit and Elect the SCC:

1 = Never 4 = Always

a. The members of our school community are aware of the role of the School Community Council.	NS	1	2	3	4
b. At our school, everyone is encouraged to consider running for a position on the School Community Council.	NS	1	2	3	4
c. The principal ensures that the elections for teachers, non-certificated staff, parents, and community are conducted in accordance with school guidelines and democratic principles	NS	1	2	3	4

d. The principal ensures that there is a clear and fair process for the selection of students to the SCC. NS 1 2 3 4

2. Establish roles and procedures: **1 = Never 4 = Always**

a. When new members are elected to the SCC they participate in an orientation session that includes: a review of bylaws, Academic and Financial Plan, and school-wide student performance data. NS 1 2 3 4

b. The SCC works hard to arrange meetings at a time that allows for maximum participation by all members. NS 1 2 3 4

c. The SCC officers help our SCC follow the guidelines and policies outlined in the bylaws. NS 1 2 3 4

d. Roles and responsibilities for operating our SCC are clearly understood and supported by all members. NS 1 2 3 4

3. Develop team guidelines: **1 = Never 4 = Always**

a. The SCC has a set of guidelines or “ground rules” that clarify how we will work together. NS 1 2 3 4

b. Our guidelines reflect an awareness of, and respect for, the cultural and linguistic diversity of all members. NS 1 2 3 4

c. We are able to raise and discuss the difficult issues that affect our school’s ability to achieve the results for students outlined in the Academic and Financial Plan. NS 1 2 3 4

d. We spend some time at the end of the meeting to share perceptions of how well we worked together to accomplish our goals and we identify a few things we can improve at the next meeting. NS 1 2 3 4

4. Establish decision guidelines: **1 = Never 4 = Always**

a. Our SCC bylaws clearly state how we use consensus or voting as our primary decision-making option. NS 1 2 3 4

b. We use student performance data and educational research to make informed decisions. NS 1 2 3 4

c. We do a good job of making sure that a variety of ideas and issues are considered and addressed before we reach major decisions. NS 1 2 3 4

d. We leave each meeting with a clear understanding of, and commitment to, our key decisions and next steps. NS 1 2 3 4

5. Promote community involvement: **1 = Never 4 = Always**

a. SCC agendas are developed and posted on a school bulletin board and on the school website at least 6 days in advance of each SCC meeting. NS 1 2 3 4

- | | | | | | |
|--|----|---|---|---|---|
| b. Meeting minutes are recorded and distributed to all SCC members and posted in a publicly accessible area in the school's administrative office and on the school website. | NS | 1 | 2 | 3 | 4 |
| c. SCC members gather feedback to ensure that the SCC fairly represents the broader school community views about how to address student needs in the Academic Plan. | NS | 1 | 2 | 3 | 4 |
| d. Our School Community Council conducts at least two school community meetings each year to share information and gather feedback about the Academic and Financial Plan. | NS | 1 | 2 | 3 | 4 |

6. Academic and Financial Plan: **1 = Never** **4 = Always**

- | | | | | | |
|---|----|---|---|---|---|
| a. We understand the State/Complex priorities and are clear about how these guide the planning process. | NS | 1 | 2 | 3 | 4 |
| b. We take the time at our SCC meetings to ensure that everyone understands the language and terms used in the Academic and Financial Plan. | NS | 1 | 2 | 3 | 4 |
| c. We know how to interpret student and school performance data to identify the needs of our students as the basis for planning. | NS | 1 | 2 | 3 | 4 |
| d. We have thoughtful discussions about whether or not different educational programs or strategies will meet the needs of our students. | NS | 1 | 2 | 3 | 4 |

7. Monitor implementation: **1 = Never** **4 = Always**

- | | | | | | |
|--|----|---|---|---|---|
| a. Our SCC agrees on how we will monitor the implementation of the Academic and Financial Plan throughout the year. | NS | 1 | 2 | 3 | 4 |
| b. All SCC members are willing to raise constructive questions or concerns about activities or programs that need additional support to meet student goals. | NS | 1 | 2 | 3 | 4 |
| c. Our SCC looks for ways to support school leaders and staff when improvements are needed to meet the Academic and Financial Plan objectives. | NS | 1 | 2 | 3 | 4 |
| d. The principal reviews any proposed changes or adjustments to the Academic and Financial Plan throughout the year with our SCC and addresses concerns that are raised. | NS | 1 | 2 | 3 | 4 |

Questions:

1. How has your School Community Council helped to increase student achievement?
2. What creative and innovative strategies/accomplishments has helped your School Community Council to be effective/successful?

SCC Self-Assessment Summary

Once you have finished the self-assessment as a council, complete the following worksheet for all seven categories to help determine next steps in building the effectiveness of your School Community Council.

SAMPLE

Category	Score and Comments	Possible Next Steps
Academic and Financial Plan	Our overall score for this category was 2.3. Need to create a better understanding with all of our SCC on the review of school data and linkages to appropriate interventions.	Send 3-4 SCC members to the SCC training. Review key learning at our next SCC meeting.

SCC Self Assessment Summary

Category	Score and Comments	Possible Next Steps
Recruit and elect SCC members		
Establish roles and procedures		
Develop team guidelines		
Establish decision guidelines		
Promote community involvement		
Academic and Financial Plan		
Monitor implementation		

3

Effective SCC and Community Meetings

Implementation Timeline

- SCC Implementation Timeline Checklist
- SCC Annual Program and Fiscal Expenditure Plan
- SCC Implementation Status Report

SCC Meetings

- Effective Meetings
- Planning SCC Meetings
- Sample Agenda
- Public Notice of Meetings
- Writing Minutes
- Meeting Review
- Observer Checklist
- Issues Related to SCC Meetings

Community Meetings

- Guidelines for Community Meeting Facilitators
- Sample Agenda
- Observer Checklist

School Community Council Implementation Timeline Checklist

Guidelines:

School Community Councils (SCC) may use this template to change or add new activities, adjust target dates, move and include the completion dates for accountability purposes.

Target Dates	Timeline of Activities	Completion Dates
July	Create SCC Member Roster: Name, Address, Phone Number and identify the Officers. Send to Complex Area Superintendent (CAS) <ul style="list-style-type: none"> • SCC Orientation Session conducted at the school/complex. • Schedule SCC meetings for the year and dates for the School Community Meetings #1 and #2. 	
	Input SCC member roster on the SCC Website. Go to: http://portal.k12.hi.us/AppPortal	
August	Principal reviews and prepares school data for presentation to school staff.	
	Review Bylaws. If bylaws are amended, send a copy to the CAS for signature and an approved copy to the SCC office.	
	Principal presents school data to school staff and Academic & Financial Plan (AFP) work groups begin analysis of the data.	
	SCC members school orientation session to review the <ul style="list-style-type: none"> • School vision/mission • SCC Bylaws • SCC Self-Assessment • SCC Implementation Timeline Checklist • SCC Survey of the Principal • Academic & Financial Plan • SCC Handbook 	
	Ensure procedures for posting SCC meeting agendas and minutes in the school's administrative office and on the School Documents Online (SDO) website. Go to: http://portal.k12.hi.us/AppPortal Agenda – 6 calendar days prior to SCC meeting Minutes – upon approval by the SCC	
	Determine process for public testimony on SCC agenda items and ensure that this opportunity is part of every SCC meeting agenda.	
	Discuss the SCC Transition Support Allocation for schools. Develop SCC Annual Program and Fiscal Expenditure Plan and submit to CAS. Due August 31 st .	

Target Dates	Timeline of Activities	Completion Dates
	SCC reviews SCC Self Assessment. Identify areas that need improvement and determine strategies to address issues and concerns. Include training needs and contact Complex SCC Trainers.	
September	Conduct SCC meeting to review the school data in preparation for Community Meeting #1. AFP work groups provide data conclusions to the school faculty. Monitor the SCC Budget Expenditure Plan (1 st Quarter).	
October	Conduct School Community Meeting #1 to share school/student performance data and provide an opportunity for collaborative public input to school improvement priorities. Principal shares the results of the Community Meeting with the staff and for the AFP work groups. Conduct SCC meeting to review the results of the Community Meeting and the data conclusions from the AFP work groups. AFP work groups provide the School Leadership Team the recommendations to address the conclusions from the data analysis. The principal and the School Leadership Team work to develop the AFP. Begin work on SCC Waiver/Exception Requests for non-instructional days that impact the school calendar and other requests that require timely attention/follow-up. Due 2 nd Friday in December. Begin discussion to identify four (4) PC and two (2) Waiver Day dates and activities for next school year.	
November	The principal and School Leadership Team continues to work to develop the AFP. Conduct SCC Meeting to share the draft of the AFP. The principal shares the draft of the AFP with the school staff. Finalize SCC Waiver/Exception requests. Due 2 nd Friday in December. Continue discussion to identify four (4) PC and two (2) Waiver Day dates and activities for next school year.	
December	Conduct SCC Meeting to review the draft of the AFP and either provide recommendations for revisions to the principal or recommend submittal to the CAS for approval. Final draft of the AFP completed. Submit SCC Waiver/Exception requests that impact the school calendar and other requests that require timely attention/follow-up for review by the CAS and submittal to the SCC office. Due 2 nd Friday in December.	

Target Dates	Timeline of Activities	Completion Dates
	Finalize four (4) PC and two (2) Waiver Day dates and activities for next school year.	
	Conduct School Community Meeting # 2 to share the AFP.	
	Principal submits the AFP to the CAS on the last day before Winter Recess.	
	Monitor SCC Budget Expenditure Plan (2 nd Quarter).	
January	CAS reviews the plan with a team to ensure the plan is consistent with accountability requirements, state and federal statutes, Board of Education policy, and state mandates/ initiatives.	
	Conduct SCC meeting regarding CAS recommendation for revisions to the AFP.	
	Principal resubmits revised AFP to the CAS for approval.	
	SCC plans for nomination process for SCC Elections.	
February	Schools conducting elections should start communication process with the school community.	
	Continue discussion regarding other SCC Waiver/Exception requests. Due 2 nd Friday in March.	
March	Conduct nominations for SCC vacant positions. Principal to support the Parent/Community nomination process and student selection procedure.	
	Submit other SCC Waiver/Exception requests for review by the CAS and submittal to the SCC office. Due 2 nd Friday in March.	
	Monitor SCC Budget Expenditure Plan (3 rd quarter).	
April	Elections conducted by role groups and results announced.	
May-June	SCC Survey of Principal to be completed collaboratively by all SCC members and submitted to the CAS.	
	SCC to complete the SCC Self Assessment Survey On-Line. Due 1 st Friday in June.	
	SCC Complex Area Conference or Complex Articulation.	
	Complete SCC Implementation Status Report and submit to the CAS. Due 1 st Friday in June.	
	Monitor SCC Budget Expenditure Plan (4 th quarter-Encumber all funds by June 30).	

School Community Council Annual Program and Fiscal Expenditure Plan SY: _____
 Secondary Schools: \$ _____ Elementary Schools: \$ _____

Sample High School Quarterly Expenditure Plan:

Example: September 30th (\$100), December 31st (\$100), March 31st (\$100), June 30th (\$100).

The goal is to use the funds for SCC operational costs throughout the school year to ensure that ALL funds are encumbered by June 30th with a ZERO (0) balance. Funds cannot be used to purchase personal use items such as T-shirts, thank you gifts, door prizes, etc...

Date: ___/___/_____

School: _____ Complex: _____

Principal (Print Name): _____ SCC Chairperson (Print Name): _____

Principal Signature: _____ SCC Chairperson Signature: _____

Program Report : Program ID 47279 Act 51 SCC Transition Due to CAS: August 31st

Please provide significant program details and applicable expenditures. If a column is not applicable, use N/A. The first two lines shaded in gray are filled out for you as a sample.

Date of Activity	Activity	Cost Items	Target Audience/ # of Participants	Expenditure Costs		
				Training	Meetings	Supplies Equipment
<i>mm/dd/yr</i>	<i>Printing agendas, minutes and flyers</i>	<i>Ink cartridge (printer)</i>	<i>Parents, teachers, staff, community</i>	<i>N/A</i>	<i>N/A</i>	<i>100.00</i>
<i>mm/dd/yr</i>	<i>SCC Orientation mtg.</i>	<i>Food/refreshments</i>	<i>30</i>	<i>N/A</i>	<i>60.00</i>	<i>N/A</i>

SCC Meetings

Effective Meetings

Effective meetings are the key to the success of any organization. Possibly the most important factor in considering the effectiveness of the meeting is the **PLANNING**. The SCC chairperson should understand the items on the agenda and know effective meeting procedures. The meeting should be announced in advance, publicized, and advertised. Members should know the time, date, location, and agenda of the meeting. The following steps will assist leaders who are planning a meeting. They are from "Eight Steps to More Effective Meetings," an article in *Leadership* (October 1997, p. 23), a publication of the National Association of Secondary School Principals' Department of Student Activities.

Define the purpose of the meeting. The purpose of a meeting should be clear and acceptable to all participants, and should be to work towards a goal or desired outcomes. If there is no reason for a meeting, then the meeting should be cancelled.

Plan the agenda. Once the desired outcomes or meeting objectives are determined, write an outline of the items to be handled during the meeting in order to meet the desired outcomes, and list them in the order in which they are to be addressed. Determine how much time will be spent on each item, what method will be used for each item (large group discussion, brainstorming, work groups, etc.), and who will be responsible for that portion. The agenda should have been discussed and decided upon by the Chair with input from the SCC members. Future agendas and minutes should be printed right after the meeting and handed out or e-mailed to all the attending members, plus posted on the school's web site and in conspicuous areas. Guest speakers or outside instructors should be informed well in advance with written instructions.

Consider your time limit. Meeting times will vary greatly. Plan your agenda so that everything can be handled within the time allowed.

Plan for the people who will be involved. "Consider who will be present at the meeting. Are they familiar with the business at hand? If not, how can you bring them up to speed? How motivated will they be to participate? Who will be leading the activities? Answering these questions will help determine the activities of the meeting." (*Leadership Magazine*, October 1997, p. 23).

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. Punctuality is the sign of an organized group. The agenda that was prepared before the meeting should be followed. 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. The chairperson should be able to discern the best type of procedure(s) to be used by the group – Interaction Method (Facilitative Leadership), parliamentary procedure (the larger the group, the more parliamentary procedure would need to be used), and/or a combination of both.

The focus of the meeting should be upon real differences, not technicalities; arguments should be avoided if they are only for the sake of arguing. It is the job of the chairperson to draw shy people out and to hear everyone's opinion. Debate should be limited to concise statements and not lengthy orations which have little or nothing to do with the question at hand. 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, because the group as a whole can see farther than one individual. The problem-solving process should be used to its fullest capacity. Brainstorming, work groups, and positive debate all help a group make intelligent decisions. Most of all, meetings should be interesting, exciting, and fun. The average person has an attention span of 23 minutes or less. Keep the meeting moving.

Review decisions made. At the end of the meeting, all the agreements made, such as tasks assigned, chairs appointed, and committees formed, should be verified.

Evaluate the meeting and follow-up. At the end of the meeting, review the desired outcomes and evaluate how successful the meeting was. What went well and what could be improved? When the meeting is over, it does not mean that the job is finished. Clean-up is in order, and it should be extremely efficient. The minutes of the meeting need to be reviewed with the secretary. The minutes and any information which was reported in the meeting must get out to the people who need to be informed as soon as possible. Follow-up on the people who volunteered to do jobs must also be done to ensure that they are getting the job done. Thank yous to speakers and presenters and people who contributed refreshments or the like should also be sent as soon as possible.

RUBRIC GUIDELINES FOR EFFECTIVE MEETINGS

CRITERIA	4 EXCEEDS STANDARDS	3 MEETS STANDARDS	2 PARTIALLY MEETS STANDARDS	1 DOES NOT MEET STANDARDS
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 through on business in a timely fashion.

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

Developed by Hawaii Student Activities Coordinators and the Hawaii Student Activities Program, 2002

Planning SCC Meetings

The Agenda

An agenda is a list or an outline of things to be covered in a meeting. A successful SCC Chairperson always has a prepared agenda.

Who prepares the agenda?

The chairperson is responsible for preparing the agenda. He/she may be assisted by other officers of the SCC. The chairperson should decide on the agenda at least two weeks prior to a regular meeting to decide what items should appear on the agenda. The SCC's bylaws should establish a regular meeting date and require that an agenda be sent to each member of the SCC prior the scheduled meeting.

By law, the SCC meeting agenda must be posted 6 days prior in a publicly accessible area in the school's administrative building and on the school's website. The agenda 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.

Why is an agenda needed?

An agenda serves as a guide for the chairperson and SCC. The chairperson can arrange the meeting to ensure that scheduled items are covered and not over crowded during the meeting. It also gives SCC members a chance to organize their thoughts and plan for discussions.

The chairperson should permit SCC members enough time to express their ideas and opinions before moving on to the next item of business

How is an agenda prepared?

1. Check the minutes of the last meeting. Note any unfinished business.
2. Include committees or members who are to make reports. Make sure the individuals who are responsible for making the reports attend the meeting.
3. The SCC secretary should go over all the correspondence that has been received since the last meeting.
4. Include time for new business from the SCC members for general discussion at the end.

What kinds of training will be available for SCC meetings?

SCCs should be trained annually to provide them with an orientation to the SCC and to the role, responsibilities, and structures of the council.

Training can be provided through annual SCC training or conducted by complex area/school offices.

Information on Effective meetings is provided in “Ready, Set, Meet” developed by the Hawaii Student Activities Coordinator (SAC) and the Hawaii Student Activities Program, 2002. Every DOE public school received the “Ready, Set, Meet” video tape and training manual in 2005.

Conducting Effective Meetings:

There are several strategies to consider in conducting/facilitating SCC meetings:

- Facilitative Leadership
- Interactive Method
- Parliamentary Procedure

Facilitative Leadership and Interactive Method promote group facilitation, dialogue, problem solving and building consensus. Parliamentary Procedure focuses on discussion of an issue and seeks to move towards action on these agenda items. SCCs should be sure to identify the context and desired outcomes for the meeting and select the appropriate strategy to be used.

Parliamentary Procedure

How do you make a motion?

A motion is a recommendation that the group take a specific action.

The following steps should be taken to make a motion:

1. Recognition – receive permission to speak by saying, “Mr./Madam Chair”.
2. Make the motion – “I move that we survey all parents in the school to determine how many think we should have students wear school uniforms.”
3. Second – Another member must agree that the motion is worth discussing by saying, “I second the motion.”
4. State the motion – the Chairperson restates the motion clearly for the whole group.
5. Discussion – the group discusses the motion. The person who made the motion speaks first.
6. Voting – the group votes on the motion by written ballot, show of hands, voice, etc.

What are the guidelines for voting?

1. A quorum, as defined in the bylaws, determines the number of members required to be present for action to be taken.
2. All members including the chair are able to vote.
3. In the case of a tie, the chair will cast a second vote to break the tie.

How do you run and manage effective SCC meetings?

1. Begin and end on time.
2. Use written agendas, with time schedules.
3. Involve all members of the group.

4. Use meetings for making decisions. Committee work should be done at a different time.
5. Delegate detailed work to sub-committees or work sessions scheduled for the committees.
6. Use motions to focus group's attention on important issues.
7. Prioritize business items and limit discussion to important issues.
8. Determine interesting ways to have meetings (utilizing media, dividing into small groups for discussion, record decisions on chart paper for all to see).
9. Restate outcomes of each agenda item in terms of who is expected to complete what task, by what date.
10. Collect feedback about the meeting's effectiveness. Use this information to improve the next meeting.

How does the SCC evaluate its effectiveness?

Conduct an end of the year evaluation using the Effective SCC Assessment. The results of the assessment should be kept on file with the minutes of the meeting. This assessment process should be used as a means to develop an effective team, to determine the strengths and growth areas of the current SCC, and to identify actions, steps, and resources for improvement.

PLANNING A MEETING

The meeting of an organization, committee, or team in a classroom, should have desired outcomes or purpose(s) and a carefully thought-out plan that will enable the group to meet the objectives. When planning a meeting, take the following items into consideration to ensure a productive meeting:

(Adapted from *Ready, Set, Meet!* and “Planning a Meeting Checklist”
Leadership, October 1997, p. 31.)

Before the meeting:

- Know the purpose of your meeting.
- Develop desired outcomes or meeting purposes.
- Secure appropriate facility that will accommodate the needs of the meeting.
- Plan agenda with time estimates.
- Notify members well in advance the time, date, and location of the meeting.
- Post agenda.
- Prepare, post, and make copies of the previous meeting's minutes.
- Distribute the agenda and minutes to the members in advance.
- Send letters of invitation to guest speakers or other non-members who are to attend the meeting. Include directions.
- Contact/remind committee chairs and whoever is responsible for a report on the agenda.
- Reserve all necessary equipment and check that they are working properly.
- Arrange for room set-up to accommodate all participants.
- Request any custodial help, if needed.
- Prepare any visual aids.
- Order refreshments, meals.
- Prepare a meeting evaluation form (optional).

Day of the meeting:

- Be at the meeting site early.
- Bring all of the necessary materials, including extra copies of the agenda and minutes.
- Set up and check equipment.
- Arrange the seating to serve the meeting purpose.
- Set up refreshments.

Beginning of the Meeting:

- Start on time.
- Review the purpose of the meeting.
- Review the agenda.
- Set clear time limits.

During the Meeting:

- Encourage participation by meeting participants.
- Follow decision making process according to the bylaws.
- Take accurate minutes.

End of the Meeting:

- Review decisions that have been made.
- Plan steps that need to be taken before the next meeting. Establish action items: who, what, when.
- Evaluate meeting.
- Set the date, time, place of the next meeting, and develop a preliminary agenda.

After the Meeting:

- Clean facility.
- Return equipment.
- Return room to original set-up.
- Send thank-you notes to everyone who helped.
- Read and analyze meeting evaluation.
- Prepare minutes of meeting, post, and distribute copies to all members in a timely manner.

The "Ready, Set, Meet" video tape and manual have been provided to each school as a training resource.

SAMPLE AGENDA

ALOHA HIGH SCHOOL COMMUNITY COUNCIL MEETING

FEBRUARY 8, 2005

ALOHA HIGH SCHOOL Library Meeting Room

222 Lokahi Avenue

Honolulu, Hawaii 96813

5:30 p.m. – 7:30 p.m.

AGENDA

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 Hawaii Interpreting Services, at 394-7706 at least three business days before the meeting.

Public Notice of Meetings

SCC councils are not subject to strict adherence to Hawaii'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, "the spirit of" means:

Not less than six calendar days prior to the meeting:

- Notices and agendas of meetings are (i) available at a publicly accessible area in the school's administrative office so as to be available for review during regular business hours; and (ii) posted on the school's Internet web site, not less than six 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 (i) the school's administrative office so as to be available for review during regular business hours; and (ii) on the school's Internet web site.
- The School Documents On-line (SDO) Website has been developed to ensure a consistent method for the posting of SCC meeting agendas and minutes. The SDO web portal was activated on January 16, 2007 and provides the school community with a one-stop location for posting and accessing SCC meeting agendas and minutes. The site may be accessed by school personnel at:

<http://portal.k12.hi.us/AppPortal>

Public access to the SDO website is at:

<http://portal.k12.hi.us/SDO>

See Appendix V, page 114 for instructions on uploading and viewing SCC meeting agendas and minutes on the SDO website.

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.

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.

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.

MEETING REVIEW

At the end of every meeting, the group should spend five minutes listing what went well during the meeting. On a separate sheet of chart paper, list what you could improve next time. Be sure to keep the ideas for improvement to help in planning your next meeting.

+ (Good Points)	△ (Delta = Changes Needed; Things to Improve)

SCC Observer Checklist: School Community Council Meeting

School Name _____

Observer Name _____

This form is to be used to provide feedback to the Principal and the SCC on the progress of community involvement, opportunity for input, collaboration and a focus on student achievement.

School Community Council meetings: During this period, School Community Councils should be engaged in reviewing community input and drafting the academic and financial plan for the school year. The meeting should be run by the SCC Chairperson and there should be operating rules (e.g., Bylaws) in place and enforced. There should be ample opportunity for all SCC members to participate.

Observers: Please attend the meeting and then have a conversation with the principal about the issues below.

Please comment on the following:

Representation: Approximately how many SCC members are present? Are the various constituencies in attendance (parents, staff members, students, community members)?

Substance: Is the discussion focused on the academic and financial plan priorities? Is student achievement serving as a primary basis for discussion? Did the meeting produce desirable outcomes (e.g., decisions, clarification of future direction)?

Opportunities for input: Is it clear (from the agenda or other sources) what the purpose of the meeting is? Is an effort made to have everyone's opinions heard and recorded?

Issues Related to SCC Meetings

How could your School Community Council accommodate the schedules of busy parents and teachers?

- Poll people for the best meeting time. Whenever the most people could make it can become the new scheduled time.
- SCC meetings may be most successful at either 6:30pm or 7:00pm, so that working parents have a chance to participate. Also, it is important to make an effort to post the date, time, and place of the meetings in advance of the six day requirement so that people can make arrangements to attend.
- Manage time effectively by posting agendas so people know what to expect. Develop a SCC parent website on the school's website to foster communication about meeting ideas.
- Coordinate meeting times of the PTA/PTSA, SCC and other committees into a potluck dinner on a consistent day, time, and place each month.
- Regular, timely notices sent by email, (regular) mail, and personal contact will help to notify parents about meetings.
- Provide supervised child care and refreshments.
- Schedule group or committee meetings on weekends to get the most involvement.
- Run an efficient meeting that keeps everyone on track so that time is used effectively.

How could your School Community Council reach and involve parents, including underrepresented groups?

- Invite the adult education classes to community meetings, if they are held on campus during the day or evenings.
- Develop a Parent Involvement Program (PIP) that provides incentives for parents to become more involved.
- Hold meetings after student performances or sports events/practices so that when parents come to see students perform, they stay for the meetings.
- Have specific groups of parents meet at different times and send a representative to the larger meeting. This lets their voices be heard without having to accommodate everyone at the same meeting.
- Provide parents and children with incentives for attending meetings (i.e., gift certificates, books, door prizes).

- Have teachers encourage parents to attend SCC meetings. It strengthens the relationships between teachers and parents. It also makes parents feel like someone specific is looking forward to seeing them at meetings.
- Encourage parents to participate in the leadership training sessions and encourage them to recruit new parents to become involved.
- Post notices throughout the school. Make efforts to make the meetings a business and social event.
- Mail notices directly to parents who are members of underrepresented groups.
- Communicate the activities of the SCC (minutes of past meetings and schedule times of future meetings) in a monthly newsletter in two languages.
- Coordinate SCC meeting nights with other meetings that tap into a community interest, such as a speaker from the Fire or Police Department about safety, and the adult education classes.
- Request that the PTA/PTSA help in presenting information about each of the candidates running for the SCC for all interested parties. Try to meet with parents of incoming students new to the school, to encourage them to be involved in next year's SCC.
- Use phone trees to remind families of important upcoming events.
- Have parent facilitators encourage parents in underrepresented groups to become involved in the SCC.
- Share the results of the meetings and planning process to let parents and community know that their voices are being heard and taken seriously. With the knowledge that what parents say has an impact, then parents are more likely to come to meetings.
- Have students make invitations for their parents during school or during the after-school program.
- Avoid using educational jargon in all messages out to parents. Also allow time for meaningful discussions that are easy to understand.

How could your School Community Council hold discussions and make decisions so that everyone feels his/her voice has been heard?

- Put topics for discussion on the agenda for two or more consecutive meetings so that members have time to talk to others before decisions are made.
- Make major decisions with the use of surveys to identify priorities. Make further decisions by plotting the priorities and using a process to apply points according to specific criteria.

- The SCC involves much dialogue and collaboration. In situations where there are large SCCs or during the School Community meetings, break up into smaller groups so “voices are heard” in a less threatening arena. Feedback is then shared with the larger group.
- Survey parents and ask them to share 3 things they like about the school and 3 things they think could use improvement. Go over school-wide survey results to study concerns of all parents and try to incorporate that into our planning process and plans.
- Explain the budget to all staff at faculty meetings to get their input.
- Ask each person on the council to take a minute to comment on the agenda items as they are discussed.
- Have teachers send out personal reminders for meetings.
- Require that all data be presented in a written format and be sure that members are asked for input and questions before issues come to a vote.
- In addition to posting meeting times in advance and sending notices home to parents, present SCC reports at staff/faculty meetings.
- Follow a decision making strategy during meetings and always make sure there is discussion before a vote.
- Poll each SCC member for feedback. When there are contentious issues or disagreements, take the time to make sure each member fully understands all of the issues at hand.

How could your School Community Council get input from and “get the word out” to your larger school community?

- Have SCC members get input from other organizations/committees (PTA, Teacher Committees, and Community) and report back to the organizations/ committees about SCC news, decisions and events.
- Send weekly newsletters to the school community. Have many community meetings and activities as well as surveys for parents and staff.
- Give the students special stickers on the days of special meetings or events.
- Get input by talking with parents and teachers to make sure their concerns are on the SCC meeting agendas.
- Send out agendas in colored paper in advance of the meetings to get the attention of the parents.
- Give a gift, such as a book, bookmarks, school logo item, or student created item to each attendee at meetings.

- Publish all meeting dates in the school calendar for our parents, business partners, and other members of our community.
- Use “room mothers” and other classroom parents to get the word out to other parents and community members.
- Publish meeting dates on the web as well as in weekly bulletins.
- Post meeting notices on the administration building front door.
- Write articles about school activities for submittal to the neighborhood newspaper.
- Teachers keep a log during parent/family/teacher conferences of major school issues that parents bring up during those meetings to bring to the SCC as family input.
- Get email addresses for members of the school community so that email can be used as one of method of communication.
- Combine SCC input activities with Literacy, Curriculum, Science Fair Nights, and manage “SCC centers” through which parents rotate. The SCC center” provides an opportunity for parents to provide input to the SCC.

Community Meetings:

Community meetings provide for public accountability, opportunities for input, collaboration, and communication with members of the School Community. The purpose of these meeting is to encourage the sharing of ideas and providing input to the school on the Academic and Financial Plans. SCCs should hold two community meetings each year, one near the beginning of the development of the Academic and Financial Plan, and one when it is near-final draft form. SCC members and school volunteers can play an important role as meeting facilitators.

The following guidelines provide direction on roles, responsibilities, and strategies.

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

- 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.
- Consider using the "issues bin" process. Hold up the cards/post-its that list issues
- 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.

Community Meeting Agenda (Sample)

Topic	Process	Time	Materials
Welcome Introductions Meeting Outcome & Process	Round the room for introductions. Present and Clarify Validate 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 Describe benefits. Emphasize the intention of addressing improving learning for all students.	10Min	Handout: Overview of Academic and Financial Plan
Discussion Groups	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.

Meeting Objectives

- To understand the State 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 and Financial Plan to address for next year.

Focus Questions

1. What do you think is working at our school to prepare your child in the 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?

SCC Observer Checklist: Community Meeting #1

School Name _____

Observer Name _____

Community meeting #1:

The purpose of this meeting is to gather input from the community regarding priorities for the school's academic plan.

The meeting should take place at a time that is convenient for families. Families should be made to feel welcome and comfortable (e.g., by providing child care, translation, etc.) and there should be ample opportunity for community members to express their opinions.

Observers: Please attend the meeting and then have a conversation with the principal about the issues below.

Please comment on the following:

Representation: Approximately how many members of the community are present? Is it a diverse group, reflecting the population of the school?

Substance: Is the discussion focused on the academic plan priorities? Is student achievement serving as a primary basis for discussion? Did the meeting produce desirable outcomes (e.g., decisions, clarification of future direction)?

Opportunities for input: Is it clear (from the agenda or other sources) what the purpose of the meeting is? Is an effort made to have everyone's opinions heard and recorded? Where applicable, is there translation to ensure that non-English speaking parents are heard?

SCC Observer Checklist: Community Meeting #2

School Name _____

Observer Name _____

Community meeting #2:

The purpose of this meeting is to give the community an opportunity to provide input on the draft academic and financial plan developed by the school.

The meeting should take place at a time that is convenient for families. Families should be made to feel welcome and comfortable (e.g., by providing child care, translation, etc.) and there should be ample opportunity for community members to read a draft plan and give feedback on it.

Observers: Please attend the meeting and then have a conversation with the principal about the issues below.

Please comment on the following:

Representation: Approximately how many members of the community are present? Is it a diverse group, reflecting the population of the school?

Substance: Is the discussion focused on the academic and financial plan? *Is there a draft plan available for review by community members?* Did the meeting produce desirable outcomes (e.g., decisions, clarification of future direction)?

Opportunities for input: Is it clear (from the agenda or other sources) what the purpose of the meeting is? Is an effort made to have everyone's opinions heard and recorded? Where applicable, is there translation to ensure that non-English speaking parents are heard?

4

Decision Making

Decision Making Guidelines

Strategies for Building Consensus

Parliamentary Procedure

Ten Steps in a Main Motion

Voting

Decision Making Guidelines

School Community Councils are required at every school. The Hawaii State Department of Education has expanded the role of the SCC to include oversight of the Academic and Financial Plan, 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 Plan is 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.

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. It is the best known technique for conducting formal business. The most popular form of parliamentary procedure used in the United States is Robert's Rules of Order Newly Revised.

Parliamentary procedure is based on some basic principles.

- 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.

Sometimes, however, parliamentary procedure can become so highly technical and complicated that it obstructs or hinders group discussion and action. People may be intimidated or confused by the rules of order. However, these very rules actually can make meetings easier to conduct and ensure that every person may be heard. Therefore, this section has been specifically designed to help SCC members in understanding and practicing the basic procedure for conducting orderly and democratic meetings.

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 undebatable).
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.

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. The appeal is sent to the School and Community Leadership Branch for processing.

The Board of Education Regular Education 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 ten (10) working days of the board's decision.

5

SCC Procedures and Forms

Waivers and Exceptions

Waiver/Exception Processing Procedure

SCC Waiver/Exception Request Form

Waivers and Exceptions

The Board of Education has established procedures whereby schools, upon application to the Board, may be granted waivers of specific Board of Education policies or rules and/or may be granted exceptions to specific provisions of labor agreements to which the Board is a signatory. The Department of Education is directed to administer such procedures.

Requests for waivers from rules not under the direct control of the Board of Education 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. Requests for waivers and exceptions must reflect a consensus of the school's community. Schools are encouraged to explore alternate solutions before seeking waivers and/or exceptions.

The following is an example of a waiver request to a Board of Education policy:

- BOE POLICY 4501, ASSESSING/GRADING STUDENT PERFORMANCE

The following is an example of an exception request from the collective bargaining contract for teachers:

- Withholding the Posting of Probationary Teachers Positions to Retain Probationary Teachers - related to the AGREEMENT BETWEEN THE HSTA AND THE BOE, Appendix XVI, Retention of Probationary Teacher Program.

To facilitate its commitment to 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.

GENERIC WAIVERS of Board policies or rules and/or GENERIC EXCEPTIONS to specific provisions of labor agreements to which the Board is a signatory have been found by the Board to have sufficient merit or to be sufficiently routine 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.** See pages 93-95 BOE SCC Waivers and SCC Exceptions Policy 2412, and Generic Waivers/Exceptions (Attachment A)

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.

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

** When an SCC is seeking an exception to any collective bargaining agreement

1. Professional Collaboration and Waiver Day dates must be in compliance with Work Year, in the AGREEMENT BETWEEN THE HSTA AND THE BOE and cannot be scheduled on the following days:

- The first two (2) days of the work year for teachers shall be without students and one (1) of these two (2) days shall be for teacher-initiated activities.
- One (1) work day without students shall be scheduled between semesters for grading and other teacher initiated activities.
- One (1) day shall be without students at the end of the school year.

2. Effective July 1, 2007, there will be no requests for Waiver Days due to the negotiated agreement between the Hawaii State Teachers Association (HSTA) and the State of Hawaii Board of Education (BOE) Article XVII – School Planning/Collaboration Days. The HSTA Memorandum of Agreement addresses the following:

- Three (3) planning and collaboration days for individual schools and one (1) day for the Superintendent.
- Added two (2) waiver days for schools with only four (4) planning /collaboration days. Use of these additional waiver days shall be decided by the administration and faculty in the same fashion as the contract exception waiver days.
- The combination of planning/collaboration days and Waiver days shall not exceed six (6) days.
- The HSTA has agreed that no school shall be eligible for additional waiver days through the contractual exception process.

Waiver/Exception Processing Procedure

1. The school submits Waiver/Exception Request forms to the School Community Council office by the designated due dates.
 - a. 2nd Friday in December for these waiver/exception requests:
 - 1) Requests that impact the school calendar
 - 2) Posting of probationary teacher vacant positions
 - b. 2nd Friday in March for these waivers/exception requests:
 - 1) Waivers to the BOE policies and DOE rules
 - 2) Exceptions to collective bargaining agreements that do not impact the school calendar
2. The requests are checked for completeness by the SCC office and returned to the school for revisions or processed for review by the SCC Exception Review Committee, the superintendent or the Board of Education depending on the type of SCC request. The SCC Exception Review Committee consists of two representatives from the union involved and two BOE members.
 - a. All waivers from BOE policy will be forwarded to the BOE Regular Education Committee for review. Upon recommendation by the BOE Regular Education Committee, the requests are forwarded to the BOE for final approval.
 - b. All waivers from DOE procedures, rules or regulations will be forwarded to the Superintendent for review and final approval.
 - c. All waivers addressed to other state agencies will be processed by the School Community Council office and forwarded by the superintendent to the Governor's Office with a copy to the Board of Education.
3. The requests are reviewed by the appropriate parties and decisions are made to approve or deny the request with written and electronic notification to the school within thirty working days.
4. If the request is a generic exception request, approval is given as long as the negotiated requirements are met. These requests will not need full Board of Education approval.
5. If the request is a generic waiver request, approval is given as long as the requirements of the BOE are met. These requests will not need full Board of Education approval.
6. All other non-generic waiver/exception requests are forwarded to the SCC 2+2 Exception Review Committee for review. Upon recommendation by the SCC 2+2 Exception Review Committee, the requests are forwarded to the BOE for final approval.
7. Exception requests are good for 2 years which is the life of the master agreement. (Collective Bargaining Agreement – Contract)
8. Waiver requests are approved the length of time the school determines it is in need of the waiver and it is stated in the request. If changes are made to the BOE policy, the school will need to submit a new waiver request.

_____New Request

_____Renewal

**SCHOOL COMMUNITY COUNCIL
WAIVER/EXCEPTION REQUEST FORM**

(Please use one form for each request)

SCHOOL: _____ DATE: _____

DISTRICT: _____ COMPLEX: _____

Achieved AYP: ___Yes ___No

School Status:

School Proficiency Levels:

Reading Gr _____ % Gr _____ %

Math Gr _____ % Gr _____ %

- _____ In Good Standing, Unconditional
- _____ In Good Standing, Pending
- _____ Needs improvement Yr. 1
- _____ Needs improvement Yr. 2
- _____ Corrective Action
- _____ Planning for Restructuring
- _____ Restructuring

*****Attach Trend Report.**

A. List the specific policy, regulation, rule, procedure or the specific article within the collective bargaining agreement from which the school is seeking relief.

B. Describe 1) the desired change, and 2) what the school hopes to accomplish as it relates to improving student learning and increasing student achievement. Include specific quantitative, qualitative and longitudinal data to support the need for the request.

C. If a renewal, describe and evaluate the outcomes of the requested change. Explain what was achieved and the impact on student learning. (Include specific quantitative and/or qualitative data.)

- D. Please provide additional information **(data and narrative)** for the following type of request applicable:

D1.) Parent-Teacher Conferences:

For a waiver from the DOE Regulation 4510.3 Released Time for Conferences to Report Student Progress, the Superintendent requires that a parent satisfaction survey be conducted and the survey results submitted.

Number of surveys distributed	
Number of surveys returned	
Number of parents in favor	
Number of parents not in favor	
Number of parents undecided	

Summary:

D2.) School Attendance Procedures:

For a waiver from the DOE School Attendance Procedures, Revised August 2001, a comparison of attendance data over a three (3) year period of time is required. Explain the increase or decrease in attendance rates. Provide provisions for allowing students to make-up missed work.

School Year	% of average daily attendance

Rationale:

D3.) Withholding the Posting of Probationary Teacher Positions:

For an exception from the collective bargaining contract for teachers for Withholding the Posting of Probationary Teacher Positions to Retain Probationary Teachers, a rationale stating a compelling or unique reason for the request is required (i.e. time and funds invested in teachers for professional development.)

Number of probationary teachers in your school	
Number of probationary one (1) teachers	
Number of probationary two (2) teachers	
Number of probationary three (3) teachers	
Number of probationary four (4) teachers	

Rationale:

D4.) Reporting of Quarterly Grades:

For an exception from the collective bargaining contract for teachers for Reporting Quarterly Grades for Schools, an explanation of the interventions provided and the impact on student learning is required.

Number of students failing	
Number of students who received tutorial assistance/interventions	
Number of students whose grades improved after receiving tutorial assistance/interventions	

Explanation:

D5.) Modified Assessment Schedule:

For an exception from the collective bargaining contract for teachers for a Modified Assessment Schedule, an explanation of the interventions provided and the impact on student learning is required. Describe tutorial opportunities provided for students during the assessment week.

Number of students failing	
Number of students who received tutorial assistance/interventions	
Number of students whose grades improved after receiving tutorial assistance/interventions	

Explanation:

E. All Other Requests:

Provide information and explanation as indicated in Sections A, B, and C, and other additional information applicable.

F. Provide a chronology and summary of discussions and activities that document an inclusive, collaborative and consensus-building decision-making process.

Date	Type of Meeting	Summary of Outcome

F. SCC Waiver/Exception Signature Page

WAIVER/EXCEPTION SIGNATURE PAGE

The signatures on this page acknowledge that the decision to request the attached waiver/exception was reached through a collaborative process. If this request is an exception to a collective bargaining agreement, the decision by members of the bargaining unit was achieved through consensus. (Because exceptions to collective bargaining agreements involve the rights of other employees, consensus, specifically by affected unit members, is necessary to waive those rights. It is possible for these unit members to agree on a fallback decision-making option provided that the agreement on the fallback option was reached through consensus.)

Administration _____ Date _____

Community Representative(s) _____ Date _____

Parent Representative(s) _____ Date _____

Student Representative(s) _____ Date _____

Noncertificated Staff Representative(s) _____ Date _____

Teacher Representative(s) _____ Date _____

_____ Date _____

Complex Area Superintendent (CAS): _____ (print name)
This waiver/exception request aligns with the goals and objectives of the school's strategic plan/academic and financial plan.

CAS Signature: _____ Date _____

HSTA PROCESS CHECK REQUIREMENT:

To ensure that the process to reach the decision for a contract exception request was followed, (the faculty either reached consensus or failing to reach consensus, the faculty held a secret ballot vote that resulted in active faculty members casting a ballot with 75% or higher affirmative vote), **the Teacher Representative should email the UniServ Director with a cc to Kate MacPherson** (kmacpherson@hsta.org). **Please attach a copy of the email sent to the UniServ Director.**

RETURN FORM TO: School and Community Leadership Branch
475 22nd Avenue, Building 302, Room 109
Honolulu, Hawaii 96816

Or FAX: 735-8379

FAILURE TO SUBMIT A COMPLETE AND TIMELY WAIVER/EXCEPTION REQUEST MAY RESULT IN THE REQUEST NOT BEING PROCESSED.

6

Appendices

SCC Laws (ACT 51/221 Matrix)

BOE SCC Policy 2411

BOE SCC Waivers & SCC Exceptions Policy 2412

DOE Implementation of Act 51

Appendix I

SCC Website: Listing of SCC Members

Appendix II

Composition of the Interview Committee for Principal Positions

Appendix III

SCC Principal Survey For School Year 2007-08

Appendix IV

SCC Self-Assessment Survey On-Line

Appendix V

School Documents On-Line: SCC Meeting Agendas & Minutes

Appendix VI

School Documents On-Line: URL Change

ACT 51/221 Matrix of Requirements

Category	Act 51/221 Requirements
Membership	<ul style="list-style-type: none"> ◆ Principal ◆ At least one member representing each of the following groups: teachers, noncertificated school personnel, parents, community representatives, and students. ◆ The number of school personnel shall be equal to the number of parent, community and student representatives on the SCC.
Term of office	SCC bylaws will determine term of office
Selection of SCC Members	<ul style="list-style-type: none"> ◆ Parents and community representatives are elected by ballots distributed among and collected from parents of school's students. ◆ Teachers are elected by ballots distributed among and collected from teachers of the school. ◆ Noncertificated school personnel are elected by ballots distributed among and collected from noncertificated personnel of the school. ◆ Student representatives are selected by the student council of the school.
Exemptions & Meeting Notices	<ul style="list-style-type: none"> ◆ The SCC shall be exempt from the requirements of Chapters 91 & 92. ◆ 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.
Establishment of SCC Councils	School/Community-based Management Councils shall prepare for the transition to School Community Councils in the 2005-2006 school year. Schools not participating in SCBM system will prepare for the implementation of SCC in the 2005-06 SY.
SCC Responsibilities	<ul style="list-style-type: none"> ◆ Participate in the review of the Academic and Financial Plan and provide recommendations to the principal for revisions or recommend approval by the complex area superintendent. ◆ Ensure that the school's Academic and Financial Plans are aligned with the educational accountability system under section 302A – 1004, HRS. ◆ Participate in principal selection and evaluation of the principal and transmit any such evaluations to the complex area superintendent.

Category	Act 51/221 Requirements
	<ul style="list-style-type: none"> ◆ Provide collaborative opportunities for input and consultation. ◆ Review the principal's determination of the school's repair and maintenance needs.
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	<p>The SCC shall elect officers including:</p> <ul style="list-style-type: none"> ◆ A Chairperson ◆ A Vice Chairperson ◆ A Secretary ◆ Other officers as needed
Waiver of policies, rules, procedures	<p>Any school may initiate a waiver from policies, rules, or procedures, including collective bargaining agreements as provided in section 302A-1126, HRS.</p>
Complex Area Superintendents	<ul style="list-style-type: none"> ◆ The CAS may require a School Community Council to revise the school Academic and Financial Plan if the plan is in violation of law or conflicts with statewide educational policies and standards. ◆ The CAS shall assist the SCCs and principals within their respective complex areas in: <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 and Financial Plan.
Superintendent	<ul style="list-style-type: none"> ◆ The superintendent may recommend to the BOE dissolution of a SCC and may establish an interim SCC if the SCC engages in any act or omission that would constitute gross negligence, willful, and wanton misconduct or intentional misconduct. ◆ The superintendent may recommend to the board the removal of any member of an SCC. ◆ 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. 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.

Category	Act 51/221 Requirements
Principal	<ul style="list-style-type: none"> ◆ 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. ◆ The principal shall <u>not</u> set aside decisions made by the SCC to recommend annual Academic and Financial Plans for approval by the complex area superintendent. ◆ 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.
State Agencies	<p>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.</p>
Board of Education	<ul style="list-style-type: none"> ◆ The board shall adopt procedures to process waivers initiated by an SCC. ◆ 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. ◆ This section shall apply to collective bargaining agreements as provided for in all relevant collective bargaining agreements negotiated pursuant to Chapter 89.
Classroom Cleaning Project	<ul style="list-style-type: none"> ◆ 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. ◆ Schools may use any available resources to achieve the above purposes provided no full-time custodial staff employed at the school shall be displaced.

Board of Education

State of Hawai'i, Department of Education

SCHOOL COMMUNITY COUNCILS

POLICY

2411

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.

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

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

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

1. Encourage and facilitate increased participation and input by parents, students, community members, and the school staff in the affairs of their schools;
2. Provide clear and concrete delineation of powers and responsibilities among the school community council, principal, complex area superintendent, and Board;
3. Provide an outline of decision making processes that may be used by the school community council; provided that each school community council decision making process includes a fallback procedure whereby the final recommendations of the

school community council are made by majority vote, by the principal, or by some other method that is agreed upon by the school community council;

4. Require a well-articulated vision, mission, school improvement process, Academic and Financial Plan, School Community Council Bylaws, a commitment to collaboration, and procedures for the recommendation of the Academic and Financial Plan to the complex area superintendent for approval as delineated in Act 51, Session Laws of Hawaii 2004;

5. Specify that decisions regarding the Academic and Financial Plan shall be guided by the legal responsibilities of the Department in the areas of federal and state laws, safety and health, fiscal responsibility, civil rights, and collective bargaining;

6. Define the authority and responsibility of the school principal to facilitate the school community council process, handle the day-to-day operations of the school, implement the policies of the Board, and provide technical assistance in sharing collective bargaining agreements, federal and state laws, policies, and guidelines in the decision making process;

7. Require a focus on student achievement and provision for objective periodic assessment of the school community council process at the school; and

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

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

Note: For School Year 2004-2005, this policy shall apply to the 22 schools that were selected to participate in the pilot program to implement school community councils and participate in the development of the weighted student formula; provided that this policy may apply to other schools as determined by the Department of Education. Beginning with School Year 2005-2006, this policy shall apply to all public schools as specified by state law.

The participation of the SCC in the selection and evaluation of the principal will not be part of the pilot program.

Approved: 10/7/04

Amended: 5/5/05

Board of Education

State of Hawai'i, Department of Education

SCHOOL COMMUNITY COUNCIL WAIVERS AND SCHOOL COMMUNITY COUNCIL EXCEPTIONS

POLICY

2412

The Board of Education (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 of Education (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 upon receipt, all requests from schools for such waivers or exceptions.* A list of SCC Waivers and SCC Exceptions, along with the stipulations for automatic approval, that have been designated "Generic" by the Board, is provided in the attachment.

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: 10/07/04

Amended: 05/05/05; 01/19/06

See Attachment A, "Generic Waivers/Exceptions," on the following page.

GENERIC WAIVERS/EXCEPTIONS**1. Creating No More Than Two (2) Staff Development Days by Adjusting the School's Calendar** *(October 24, 1996)*

The following stipulations shall apply:

- The school shall submit a chronology of involvement that documents community support for this initiative;
- An evaluation shall be conducted to include the use of student achievement data and full-day teacher attendance information, and the results shall be available as a public document;
- The complex area superintendent shall review the request to assure that the request is in alignment with the school's Academic and Financial Plan;
- There shall be no additional cost to the Department of Education; and
- There shall be a definite plan/agenda for the time spent on staff development.

Note: Schools shall be allowed to request one (1) additional Waiver Day to the School Year 2005-2006 second semester calendar.

The following stipulations shall apply:

- Only schools that have already purchased and/or contracted consultant services for all of their four (4) Planning/Collaboration Days and zero (0) to two (2) Waiver Days may request one (1) additional Waiver Day for Spring 2006; and
- This generic waiver/exception shall apply only to School Year 2005-2006.

2. Withholding the Posting of Probationary Teacher Positions to Retain Probationary Teachers *(October 24, 1996)***3. Distributing Grade Level Chairpersons' Pay Differentials to Other Faculty Members** *(November 5, 1998)***4. Reporting Quarterly Grades for Schools** *(November 5, 1998)*

The following stipulations shall apply:

- The school shall be flexible to accommodate students who need up to the last day of the quarter to turn in their work; and
- This expectation shall not be punitive on its application to grades.

**Hawai'i State Department of Education
Implementation of Act 51
Roles and Responsibilities**

	State/Complex Area	Principal	School Community Council (SCC including Principal)
Academic Plan	<ul style="list-style-type: none"> • Set the statewide goals in the Strategic Plan • Create the template for the Academic and Financial Plan that includes a statewide process for school improvement • Provide guidelines and monitor implementation • Provide training on the development of the Academic Plan • Provide support in the alignment of the Academic Plan to the educational accountability system 	<ul style="list-style-type: none"> • Analyze student and school data and presents the information to the SCC and at the School Community Meetings • Coordinate community collaboration for input and feedback for the Academic Plan • Ensure the Academic Plan is aligned with the educational accountability system • Prepare a draft of the Academic plan and share the plan with the SCC • Implement and monitor the plan 	<ul style="list-style-type: none"> • Review school data to include the previous year's Academic and Financial Plan • Facilitate School Community Meeting #1 to identify priorities for school improvement and submit to the principal as input for the Academic Plan • Communicate and gather support for the plan
Financial Plan	<ul style="list-style-type: none"> • Provide state office services to support school level implementation of the Financial Plan • Provide training on the development of the Financial Plan • Provide schools with budget allocations • Provide technical assistance in budget operation • Provide guidelines, tools and templates 	<ul style="list-style-type: none"> • Prioritize funding to support school programs • Identify priorities for additional funds and priorities for cuts if reductions are necessary • Implement the Academic and Financial plan budget priorities • Complete and submit the financial plan budget 	<ul style="list-style-type: none"> • Review the school's draft Financial Plan for alignment to the Academic Plan • Advocate for the school to the larger community (such as the Legislature and BOE)

Academic and Financial Plan Review	<ul style="list-style-type: none"> • Complex area superintendents review and approves the Academic and Financial Plans and may make necessary recommendations to ensure consistency with state/complex goals, quality of the plan, and relevant compliance issues 	<ul style="list-style-type: none"> • Meet with complex area superintendent to discuss the Academic and Financial plan • Communicate the feedback from the CAS to the SCC • Make any necessary revisions with the SCC and school staff input • Re-submit plan to the complex area superintendent for final approval 	<ul style="list-style-type: none"> • Facilitate the School Community Meeting #2 to share the draft of the Academic and Financial Plan for input • Review the Academic and Financial Plan and recommend any revisions of the plan to the principal, or recommend the plan for approval by the complex area superintendent • Review recommendations from the complex area superintendent • Review evidence of school progress on the implementation of the Academic and Financial Plan on a quarterly basis
Curriculum, Instruction, and Professional Development	<ul style="list-style-type: none"> • Develop standards-based instructional resources, materials and toolkits • Identify standards-based intervention programs • Provide professional development opportunities and technical assistance 	<ul style="list-style-type: none"> • Assess needs based on student achievement data • Determine and coordinate school level professional development based on analysis of needs • Determine supplementary curriculum and instructional materials, in alignment with standards to address program needs • Monitor implementation of standards-based curriculum • Monitor and evaluate quality of instruction. 	<ul style="list-style-type: none"> • Review the Academic and Financial Plan with a focus on the areas of need for students and the alignment of curricular, instructional and professional development support for the teaching staff

Staffing	<ul style="list-style-type: none"> • Ensure that all applicants and employees are qualified for school positions • Provide technical assistance and support in the transfer process for school employees • Negotiate agreements with the collective bargaining representatives 	<ul style="list-style-type: none"> • Identify positions to be funded to support identified needs in the academic plan • Hire school staff in accordance with the Academic and Financial Plan • Adhere to and comply with civil service rules, contractual obligations, and state procedures 	<ul style="list-style-type: none"> • Participate in the principal selection and evaluation process through submission of input to the complex area superintendent
School Operations	<ul style="list-style-type: none"> • Develop policies, administrative rules, and implementation guidelines • Provide technical and legal assistance, training and professional development to support schools in general operations and curricular improvements • Monitor operational implementation and provide feedback/technical assistance to support school improvement 	<ul style="list-style-type: none"> • Responsible for day-to-day school operations, decisions, compliance to federal and state laws, BOE policies, DOE rules and regulations, health and safety guidelines, contractual provisions and other governance parameters inclusive of but not limited to: <ul style="list-style-type: none"> • Personnel management • Assignment of staff duties and responsibilities • Staff evaluations • Fiscal management and budget execution • Student discipline and Chapter 19 Issues • School athletics and co-curricular Activities • Implementation of standards, award of credits and grades • Development of the master schedule 	<ul style="list-style-type: none"> • Submit requests for waivers to policies, rules, procedures and exceptions to collective bargaining agreements for approval • Provide recommendations for the revision or creation of new school level policies and procedures • Consider SCC ad hoc committees to research and gather information to support waiver/exception requests and school improvement initiatives • Provide collaborative opportunities for input from the school community • Communicate school issues to the community • Uphold the confidentiality of information related to school matters

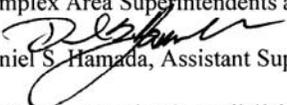
		<ul style="list-style-type: none"> • School facilities and repair • SCC operations: May set aside any decision made by the School Community Council if such action is determined to be in the best interest of the school 	<ul style="list-style-type: none"> • Create partnerships, improve community relationships and resource development to support school operations • Review the principal's determination of the school's repair and maintenance needs and recommend to the principal any changes before the list is sent to the Complex Area Superintendent • Appeal the decision of the principal to set aside a SCC decision to the complex area superintendent, superintendent and Board of Education
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LINDA LINGLE
GOVERNORPATRICIA HAMAMOTO
SUPERINTENDENT

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

OFFICE OF CURRICULUM, INSTRUCTION AND STUDENT SUPPORT

October 28, 2008

TO: Complex Area Superintendents and Principals
 FROM:  Daniel S. Hamada, Assistant Superintendent
 SUBJECT: School Community Council (SCC) Website: Listing of SCC Members

A School Community Council website has been developed to provide information and resources relating to School Community Councils. The SCC website can be accessed at <http://portal.k12.hi.us/SCC/> and provides the following:

- Information about School Community Councils
 - Purpose
 - Listing of Council Members
- Downloads
 - SCC Handbook II
 - Forms and Templates
 - Training Modules
 - Links to other resources
- SCC Self-Assessment Survey On-Line

The SCC website also provides a consistent method for each school to maintain the SCC member list from year to year. The SCC member list should be updated as membership changes. Instructions for inputting the SCC member list are as follows:

1. Go to the Hawaii DOE Web Application Portal at:
<http://portal.k12.hi.us/AppPortal/>
2. In the left menu, under "Applications," click on School Documents Online (SDO)
Note: You may need to click on the down arrow to locate SDO.
3. Log on with your Principal User ID and Password, click on the "Login" button.
4. Click on the image or "Continue" button.
5. In the left menu, under "School Community Council," click on "SCC Website (Forms/Survey)."
6. In the left menu, under "Maintenance," click on "Council Manager."
7. Input names of SCC members for appropriate school year.

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

Complex Area Superintendents and Principals
October 28, 2008
Page 2

If you have any questions, please contact Jill Zodrow, SCC Educational Specialist, School and Community Leadership Branch, via Lotus Notes or at 735-8376. Thank you for your attention to this matter.

DSH:JZ:dt

c: Superintendent
Assistant Superintendents
Superintendent's Office Directors

LINDA LINGLE
GOVERNOR

PATRICIA HAMAMOTO
SUPERINTENDENT



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

OFFICE OF THE SUPERINTENDENT

November 25, 2008

TO: Complex Area Superintendents and Personnel Regional Officers
FROM: Patricia Hamamoto, Superintendent
SUBJECT: Composition of the Interview Committee for Principal Positions

This is to inform you that Section B.3., Composition of the Interview Committee (pages 9 and 10) of the document entitled, School Administrator Recruitment, Selection and Appointment Program (May 1988), has been amended to read as follows:

3. Composition of the Interview Committee

a. Principalship

1. The Interview Committee shall consist of eight (8) members.
2. The Interview Committee shall be composed of the following members:
 - Complex Area Superintendent or designee;
 - two (2) principals appointed by the Complex Area Superintendent; and
 - one (1) parent, one (1) community member, one (1) classified support staff, one (1) teacher, and one (1) School Community Council (SCC) member. The Complex Area Superintendent shall determine who the parent, community member, classified staff and teacher shall be. However, the Complex Area Superintendent is encouraged to seek advice from the out-going principal in determining who these particular members should be. The SCC member is selected by the School Community Council.
3. The Interview Committee shall have ethnic and gender balance to the extent practicable.

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

Complex Area Superintendents and Personnel Regional Officers
November 25, 2008
Page 2

4. The Complex Area Superintendent or a designee shall serve as the chairperson of the committee.

Note: The parent, community member, classified support staff, and SCC member serving on the Interview Committee may not be familiar with and may not be able to assess the professional knowledge base components and the supervision of instruction skills component of the Interview Assessment Form. Therefore, these Interview Committee members should limit their assessment rating to the remaining components.

This memorandum supersedes previous amendments to Section B.3. of the School Administrator Recruitment, Selection and Appointment Program (SARSA) document.

Should you have any questions regarding the above, please seek the assistance of the Office of Human Resources, Classification and Compensation Section, at 586-3243.

PH:TP:sv

c: Board of Education
Assistant Superintendents
OHR
OCISS
HGEA

LINDA LINGLE
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STATE OF HAWAII
DEPARTMENT OF EDUCATION
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HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

March 2, 2008

MEMO TO: School Community Chairperson(s) - School Year 2007-08
 FROM: Patricia Hamamoto, Superintendent
 SUBJECT: **SCHOOL COMMUNITY COUNCIL (SCC) PRINCIPAL SURVEY FOR SCHOOL YEAR 2007-08**

Enclosed for your review and action by the School Community Council (SCC) is a copy of the SCC Principal Survey Form (Attachment A), SCC Survey Recommendations (Attachment B), "Effective SCC Assessment", School Community Council Handbook, page 39 (Attachment C), and a confidential envelope.

The SCC Principal Survey ratings, comments and/or recommendations will transmit to the complex area superintendent (CAS) information regarding the SCC's working relationship with the principal. Copies of the SCC Survey Recommendations and Principal Survey ratings will be forwarded by the complex area superintendent to the Department of Education's Office of Human Resources.

Process/Guidelines

Members of the SCC for school year 2007-08, **excluding the principal**, are encouraged to participate collaboratively in the completion of the SCC Principal Survey at an SCC meeting. The Department of Education considers this entire process, including any materials, rating, questions/responses, comments and discussions, and recommendations made in connection with the SCC Principal Survey, to be confidential, personnel information.

Because of the confidentiality and sensitivity of the SCC Principal Survey process, you have an affirmative responsibility not to discuss or disclose any information relating to the survey to persons or parties who are not authorized to be privy to such information. Your full cooperation in this matter is appreciated.

As the discussion is considered confidential, personnel information, this meeting for this specific discussion should be considered an executive meeting. Based on the confidentiality and sensitivity of this discussion, student member participation will be at the discretion of the SCC.

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

Sections I and II of the survey identify specific indicators that all members of the SCC may reflect upon and determine whether their principal demonstrated the specific expectation in school year 2007-08.

The revised rating scale with the creation of the "NA" (neither agrees nor disagrees) is a result of numerous comments/recommendations. The following revised rating scale is utilized in this Survey Form.

SA	Strongly Agrees
A	Agrees
NA	<i>Neither Agrees nor Disagrees</i>
D	Disagrees
SD	Strongly Disagrees

The SCC should circle the appropriate rating for each indicator. The ratings should reflect the **collective responses of all members of the SCC.**

The CAS will send a letter acknowledging receipt of these documents and may request a meeting with your SCC to discuss the survey. The CAS will provide a copy of the completed survey to your principal. In addition, the CAS is encouraged to meet and discuss the completed survey with your principal.

I appreciate your assistance in this matter and the invaluable information that your SCC is providing to the complex area superintendent and the Department of Education. If you have any questions regarding these documents or want to discuss the SCC Principal Survey process, please call your complex area superintendent.

PH:cai

Attachments

cc: Board of Education
Complex Area Superintendents
Principals
SCC Members
Assistant Superintendents
Human Resource Directors
Directors, SCLB Branch
HGEA
OHR - Personnel Certification & Development

**HAWAII STATE DEPARTMENT OF EDUCATION
SCHOOL COMMUNITY COUNCIL (SCC)
PRINCIPAL SURVEY
SY 2007 - 08**

This School Community Council (SCC) Principal Survey provides the SCC the opportunity to transmit to the Complex Area Superintendent (CAS) information regarding their schools' principal.

Principal _____ School _____

SCC Chairperson _____ School Year _____

Complex Area Superintendent _____ District _____

INSTRUCTIONS:

1. All members of the SCC participate together in the completion of the form. An example of a collaborative process is on page 39 of the SCC Handbook II, Directions for Completion of the Effective SCC Assessment.
2. The SCC submits the completed form to the CAS no later than May 12, 2008.
3. Place the completed form in an envelope, address to your respective CAS, and mark "Confidential" on the envelope.

SCALE:

SA = Strongly Agree
A = Agree
NA = Not Able to Agree/Disagree
D = Disagree
SD = Strongly Disagree

I. LEADERSHIP AND COMMUNICATION

- | | |
|--|--------------|
| A. Principal provided leadership in school and instructional improvement. | SA A NA D SD |
| B. Principal sought input from the members of the SCC to identify School Improvement priorities. | SA A NA D SD |
| C. Principal reviewed the Academic and Financial Plan with the members of the SCC. | SA A NA D SD |

II. CLIMATE

- | | |
|--|--------------|
| A. Principal promoted a positive climate for learning and an atmosphere of caring and respect for all students. | SA A NA D SD |
| B. Principal promoted a positive climate for learning and an atmosphere of caring and respect for all members of the school community. | SA A NA D SD |
| C. Principal promoted collaboration and teamwork among the members of the SCC. | SA A NA D SD |

Please attach additional commendations/recommendations/comments if applicable

SCC COMMENDATIONS:

SCC RECOMMENDATIONS:

This signature indicates all members of the SCC participated together in completing the rating.

Signature of SCC Chairperson _____ Date _____

Distribution: CAS
Principal
OHR - Personnel Certification & Development

**HAWAII STATE DEPARTMENT OF EDUCATION
SCHOOL COMMUNITY COUNCIL (SCC)
SURVEY RECOMMENDATION
SY 2007 - 08**

Recommendations/Comments to Improve the SCC Principal Survey:

*Thank you for your recommendations and comments
Please return by May 12, 2008 to your Complex Area Superintendent*

Self-Assessment: Taking Measurements for Success

The School Community Councils are responsible for supporting the development and progress of the Academic and Financial Plan. For an SCC to become an effective team, members must invest the time to clarify the goals and build the process and relationships that will help people work together.

The following Effective SCC Assessment tool sets a clear and consistent standard for the core element of effective SCCs.

Effective SCC Assessment

Directions: Please complete this assessment with part or all of your current School Community Council.

- a. SCC members should complete the assessment individually and bring it to the SCC meeting.
- b. SCC members should read through the practices and circle the numeric rating that they think represents how the SCC operates.
- c. At the beginning of the meeting, take a few minutes for team members to log their ratings for each criterion on posted chart paper.
- d. Take the time to discuss the items where the team members have significantly different ratings.
- e. Build a general agreement among the team about what overall score best reflects the current practice of the SCC for each item and/or category.

Using the following scale, indicate how typical each statement is of your School Community Council:

- NS= Not Sure
 1 = Never occurs
 2 = Sometimes occurs
 3 = Occurs a majority of the time
 4 = Always occurs on the SCC

1. Recruit and Elect the SCC:	1 = Never	4 = Always			
a. The members of our school community are aware of the role of the School Community Council.	NS	1	2	3	4
b. At our school, everyone is encouraged to consider running for a position on the School Community Council.	NS	1	2	3	4
c. The principal ensures that the elections for teachers, non-certificated staff, parents, and community are conducted in accordance with school guidelines and democratic principles	NS	1	2	3	4

LINDA LINGLE
GOVERNOR

PATRICIA HAMAMOTO
SUPERINTENDENT



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

OFFICE OF THE SUPERINTENDENT

May 9, 2008

TO: Complex Area Superintendents, Principals, and School Community Council Chairpersons

FROM:  Patricia Hamamoto, Superintendent

SUBJECT: School Community Council Self-Assessment Survey On-Line
Due date: Monday, June 30, 2008

Effective Monday, May 12, 2008, the School Community Council (SCC) Self-Assessment Survey will be accessible on-line. The purpose for doing the SCC Self-Assessment Survey is to obtain data on the quality of the SCC implementation in order to improve the effectiveness of the Council.

School Community Councils are responsible for supporting the development and progress of the Academic and Financial Plan (AFP). For an SCC to become an effective team, members must invest time to clarify the goals and build the process and relationships that will help people work together. The SCC Self-Assessment Survey sets a clear and consistent standard for the core elements of an effective SCC.

The SCC Self-Assessment Survey On-Line should be completed annually at the end of the school year with part or all of the current SCC members.

Directions are as follows:

- SCC members should refer to the SCC Handbook II (pages 38-42), complete the assessment individually and bring it to the SCC meeting.
- SCC members should read through the practices and circle the numeric rating that they think represents how the SCC operates.
- At the beginning of the meeting, take a few minutes for team members to log their ratings for each criterion on posted chart paper.

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

Complex Area Superintendents, Principals, and School Community
Council Chairpersons
May 9, 2008
Page 2

- Take the time to discuss the items where the team members have significantly different ratings.
- Build a general agreement among the team about what overall score best reflects the current practice of the SCC for each item and/or category.
- The on-line assessment also includes a narrative section to be completed with comments, next steps, and accomplishments.
- After general agreement is reached and the Council has finished the Self-Assessment Survey, the SCC Chairperson should input the results on-line.

Attached are the following instructions to access, complete, and view the SCC Self-Assessment Survey On-Line:

- Attachment A is for Principals – Instructions to Generate a Control Number.
- Attachment B is for SCC Chairpersons – Instructions to Complete the Survey.
- Attachment C is for Complex Area Superintendents (CAS) and Principals – Instructions to View the Survey Results.

The SCC Self-Assessment Survey On-Line must be completed by Monday, June 30, 2008 in order for the survey to be included in the Complex/Complex Area and statewide compiled results.

Your attention to this matter is greatly appreciated. Thank you for your cooperation.

If you have any questions, please contact Jill Zodrow, SCC Educational Specialist, School and Community Leadership Branch, at 735-8376.

PH:JZ:dt

Attachments

- c: Board of Education
Assistant Superintendents
Superintendent's Office Directors
Office of Curriculum, Instruction and Student Support

**Instructions to Generate a Control Number
School Community Council Self-Assessment Survey On-Line**

**A. Prerequisites for using the School Community Council (SCC) and
School Documents Online (SDO) Websites:**

A Windows or Macintosh computer with one of the following Internet browsers installed:

- Internet Explorer 6.0 or higher (Windows) or;
- Mozilla Firefox 2.0 or higher (Windows / Mac OS X 10.2 or higher)

**B. Principals (only) must generate a survey key Control Number for the SCC
Chairperson to complete the SCC Self-Assessment Survey:**

1. Go to the Hawaii DOE Web Application Portal at:
<http://fms-web2.k12.hi.us/AppPortal/>
2. In the left menu, under “Applications,” click on School Documents Online (SDO)
Note: You may need to click on the down arrow to locate SDO.
3. Log on with your SDO user ID and password, click on the “Login” button.
4. Click on the “Department of Education (DOE)” image or “Continue” button.
5. In the left menu, under “School Community Council,” click on “SCC Website
(Forms/Survey..).”
6. In the left menu, under “SCC Survey,” click on “Self-Assessment.”
7. Select your school year by using the drop down box.
8. Click on “Create new control number” button. You will see a listing of the
School Year and Control Number.
9. Print this page by clicking on the “Print” icon and give it to the SCC Chairperson
to complete the SCC Self-Assessment Survey.

**Instructions to Complete the Survey
School Community Council Self-Assessment Survey On-Line**

A. Prerequisites for using the School Community Council (SCC) and School Documents Online (SDO) Websites:

A Windows or Macintosh computer with one of the following Internet browsers installed:

- Internet Explorer 6.0 or higher (Windows) or;
- Mozilla Firefox 2.0 or higher (Windows / Mac OS X 10.2 or higher)

B. SCC Chairpersons to complete the SCC Self-Assessment Survey On-Line:

1. Obtain the survey key Control Number from the school principal.
2. Go to the public SCC website to complete the survey at:
<http://iportal.k12.hi.us/SCC/>
3. In the left menu, under “SCC Survey,” click on “Self-Assessment.”
****NOTE: There is an optional tutorial available for your use.**
4. Select your school by using the drop down list.
5. Enter the Control Number and click on the “Login” button. You are now on the SCC Self-Assessment Survey screen.
6. For each question, click on the drop down box. Complete all questions.
7. You are now finished with Step 1 of 3. Click on the “Submit and Continue” button.
****IMPORTANT: Once submitted, editing for rating is not possible.**
8. Complete the narrative section by clicking on the corresponding “pencil” icon.
9. After entering each response, click on the “Save” button.
10. You are now finished with Step 2 of 3. Click on the “Continue” button.
11. Begin Step 3 of 3 to review your survey. When finished, click on the “Finalize Survey” button.
****IMPORTANT: Once finalized, editing for narrative is not possible.**

**Instructions to View the Survey Results
School Community Council Self-Assessment Survey On-Line**

A. Prerequisites for using the School Community Council (SCC) and School Documents Online (SDO) Websites:

A Windows or Macintosh computer with one of the following Internet browsers installed:

- Internet Explorer 6.0 or higher (Windows) or;
- Mozilla Firefox 2.0 or higher (Windows / Mac OS X 10.2 or higher)

B. Complex Area Superintendents (CAS) and Principals to view the SCC Self-Assessment Survey Results:

1. Go to the Hawaii DOE Web Application Portal at:
<http://fms-web2.k12.hi.us/AppPortal/>
2. In the left menu, under “Applications,” click on School Documents Online (SDO)
Note: You may need to click on the down arrow to locate SDO.
3. Log on with your SDO user ID and password, click on the “Login” button.
4. Click on the “Department of Education (DOE)” image or “Continue” button.
5. In the left menu, under “School Community Council,” click on “SCC Website (Forms/Survey..).”
6. In the left menu, under “Reports,” click on “Survey Results.”
 - **Principals:** View your own school results.
 - **CAS:** Select the survey information you would like to view and follow the on- screen instructions:
 - ✓ View All Reports
 - ✓ View Results By Topic
 - ✓ View Respondents Who “Did Not Report”

LINDA LINGLE
GOVERNOR



PATRICIA HAMAMOTO
SUPERINTENDENT

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

OFFICE OF THE SUPERINTENDENT

December 20, 2006

TO: Complex Area Superintendents, Principals and School Community
Council Chairpersons

FROM: *Patricia Hamamoto*
Patricia Hamamoto, Superintendent

SUBJECT: School Documents On-Line: School Community Council Meeting
Agendas and Minutes

The Reinventing Education Act of 2004: Act 51 mandates that School Community Councils (SCC) make available the agendas and minutes of public meetings in a publicly accessible area in the school's administrative office and on the school's internet website. Agendas should be posted 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.

In order to adhere to the mandates of Act 51 and to ensure a consistent method for the posting of SCC agendas and minutes, the new School Documents On-Line Website will be utilized.

Effective January 16, 2007, SCC meeting agendas and minutes should be posted on the School Documents On-Line website. Instructions for uploading SCC agendas, uploading SCC minutes, and viewing SCC meeting agendas and minutes is attached.

Thank you for your prompt attention to this matter. If you have any questions, please contact Ann Mahi, Director of the School and Community Leadership Branch, or Jill Zodrow, SCC Educational Specialist, at 586-3124.

PH:JZ:dt

Attachment

c: Board of Education
Assistant Superintendent
Superintendent's Branch Directors
Office of Curriculum, Instruction and Student Support

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Attachment A:

Uploading and Viewing SCC Agendas and Minutes on School Documents On-Line (SDO)

Complete screen shot instructions for uploading and viewing School Community Council (SCC) Agendas and Minutes are available as SCC Supplemental Attachments A (Upload Meeting Agendas, B (Upload Meeting Minutes), and C (View Meeting Documents) on Lotus Notes, DOE Memos and Notes. What follows are simple step-by-step instructions.

Uploading SCC Agendas

1. On the SDO Home Page select the **Upload Meeting Agendas** option under School Community Council on the left side of the page.
2. On the SDO – **School Web Documents Repository Upload** page, select the Meeting Date **Textbox**. Enter the meeting date in mm/dd/yy format.
3. On the SDO – **School Web Documents Repository Upload** page, select the **Submitted By Textbox**. Enter the name of who submitted the document.
4. On the SDO – **School Web Documents Repository Upload** page, select the **Title/Description Textbox**. Enter a Title or Description of the document.
5. On the SDO – **School Web Documents Repository Upload** page, click on the **Browse Button**. The **Choose File** dialog box will appear, navigate to the folder where your **Agenda** document is stored and click on the document then click on the **Open button**.
6. Click on the **Upload button**, a message will indicate a success or unsuccessful **Upload**.

Uploading SCC Minutes

1. On the SDO Home Page select the **Upload Meeting Minutes** option under School Community Council on the left side of the page.
2. On the SDO – **School Web Documents Repository Upload** page, select the Meeting Date **Textbox**. Enter the meeting date in mm/dd/yy format.
3. On the SDO – **School Web Documents Repository Upload** page, select the **Submitted By Textbox**. Enter the name of who submitted the document.
4. On the SDO – **School Web Documents Repository Upload** page, select the **Title/Description Textbox**. Enter a Title or Description of the document.
5. On the SDO – **School Web Documents Repository Upload** page, click on the **Browse Button**. The **Choose File** dialog box will appear, navigate to the folder where your **Minutes** document is stored and click on the document then click on the **Open button**.
6. Click on the **Upload button**, a message will indicate a success or unsuccessful **Upload**.

Viewing/Printing SCC Agendas/Minutes

1. On the SDO Home Page select the **View Meeting Documents** option under School Community Council on the left side of the page.
2. On the SDO – **School Web Documents Repository** page, select the **Select a School Year Dropdown List**. Select the desired School Year.
3. On the SDO – **School Web Documents Repository** page, select the **Select a Document Type Dropdown List**. Select the Document Type to View.
4. On the SDO – **School Web Documents Repository Upload** page, select the **icon under the View column to View a document**.
5. Depending on the "**File Type**", either **Word or the Adobe Reader** will display the selected document. To **Print** the document, select the **Print option** offered within Word or Adobe.

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SUPERINTENDENT

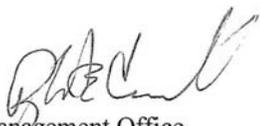


STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

September 8, 2008

TO: Assistant Superintendents
Directors, Office of the Superintendent
Complex Area Superintendents
Principals

FROM: Robert Campbell, Ph.D., Director 
Federal Compliance and Project Management Office

SUBJECT: SCHOOL DOCUMENTS ON LINE: URL CHANGE

The Uniform Resource Locator (URL) address for the School Documents on Line (SDO) site has been changed. The new URL is <http://portal.k12.hi.us/AppPortal>.

If you have bookmarked <http://SDO.K12.HI.US> please make the change by typing in the new URL into the "Address" line on your web browser and updating your "Favorites." Also, please forward this memo to all those individuals on your staff who assist you in posting information on the SDO site (i.e., School Community Council Minutes and Agendas or School Quarterly Progress Reports).

Please contact me via email at Robert_Campbell@notes.k12.hi.us or telephone 586-3447 if you have questions.

RC:id

cc: The Honorable Donna Ikeda, Chairperson, Board of Education

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