

Board of Education
State of Hawaii, Department of Education

Parent/Family Involvement Policy #2403

The State of Hawaii Board of Education recognizes that a child's education is a responsibility shared by the school and the family during the entire period the child spends in school. To support the goal for the Department of Education (DOE) to educate all students effectively, schools and parents must work as knowledgeable partners.

Although parents are diverse in culture, language, and needs, they share the schools' commitment in the educational success of their children. The DOE and its schools, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

To this end, the Board of Education supports the DOE in the development, implementation, and regular evaluation of parent involvement programs in each school. The implementation will involve parents at all grade levels in a variety of roles, including input in decision-making processes and practices. The parent involvement program will be comprehensive and coordinated in nature. It will include, but not be limited to, the following components of successful parent involvement programs:

1. Communication between home and school is regular, two-way, and meaningful
2. Responsible parenting is promoted and supported.
3. Parents play an integral role in assisting student learning, including successful achievement of the Hawaii Content and Performance Standards.
4. Parents are welcome in school, and their support and assistance are sought.
5. Parents are partners in the decisions that affect children and the families.
6. Community resources are made available to strengthen school programs, family practices, and student learning.

The DOE shall implement administrative guidelines that support professional development opportunities for staff members to enhance understanding of effective parent involvement strategies. The DOE recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

Engaging parents is essential to improved student achievement and to realize the Vision of a Public School Graduate

Approved: 5/3/01, Revised: 9/18/03

BOE Policy Components of the Hawaii Board of Educations
Parent/Family Involvement Policy:

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| <ol style="list-style-type: none">1. Communicating2. Parenting3. Student Learning | <ol style="list-style-type: none">4. Volunteering5. Shared Decision Making6. Collaborating with the Community |
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POLICY 101-14

FAMILY AND COMMUNITY ENGAGEMENT/PARTNERSHIP

In setting expectations and creating a climate conducive to effective engagement/partnership implementation, the Board acknowledges the importance of administrative leadership at all levels, including its own. Therefore, the Board directs the Department to establish an organizational culture characterized by practices and programs that build and sustain positive and engaged relationships with families and communities by:

Building the capacity of staff and families to engage in partnerships;

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

Taking a comprehensive and coordinated approach to family school engagement and community partnerships;

Addressing family school engagement/partnership in strategic planning processes;

Assigning formal responsibility, accountability and necessary authority for engagement/partnership implementation to appropriate staff at the State, Complex Area and School levels;

Embracing the diverse cultures, languages, strengths and needs of all families;

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

Establishing statewide standards, administrative guidelines, associated metrics/indicators, timelines and reporting requirements that support the implementation, monitoring and evaluation of family and community engagement/partnerships based upon national evidence-based best practices including, but not limited to:

Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

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

Standard 3: Supporting student success—Families and school staff continuously partner to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Engaging/partnering with community—Families and school staff engage/partner with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Rationale: The Board of Education (“Board”) recognizes that a child’s growth and educational success are responsibilities and goals shared by the Department of Education (“Department”), communities, schools and families. It follows that achievement of these goals depends on the establishment of a broad array of informed partnerships among stakeholders that address the strengths and needs of all students.

[Approved: 06/16/2015 (as Board Policy 101.14); amended: 06/21/2016 (renumbered as Board Policy 101-14)]

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