

Stephen Tschudi <sflaming@hawaii.edu>

04/30/2015 11:26 AM

To boe_hawaii@notes.k12.hi.us

cc

Subject Testimony for 5/5 BOE meeting, Seal of Biliteracy

Hawai'i State Board of Education

Agenda item: State Seal of Biliteracy and Guidelines for Implementation

Esteemed Members of the Board:

I have served as a faculty member at UH Mānoa for over twenty years. As a language teacher and as someone who works to help learners bridge cultural and linguistic gaps and to escape the prison of monolingualism, I strongly encourage you to support the recognition of bilingual competency in our educational system and our economy and polity. I feel the policy and guidelines as placed before you by the relevant Committee are a step in the right direction.

The state of scholarship surrounding bilingualism and biliteracy has advanced considerably over the past half century. It used to be thought that bilingualism was a handicap. Later it was shown that the original research was poorly done and that bilinguals do not suffer cognitive disadvantages. In fact, quite the opposite is true. It is now known that the positive effects of learning more than one language in childhood extend beyond mere knowledge of the languages in question. As Ellen Bialystok has put it, "The knowledge of two languages is greater than the sum of its parts." In certain domains, bilingual children show cognitive advantages that are related to their knowledge of more than one coding system for communication and cognition.

Bilingualism is also good for society. To draw a rough analogy from biology, all things being equal, diverse ecosystems are more resilient than monocultures. A multilingual, multicultural Hawai'i is stronger and better able to meet challenges than an English-only Hawai'i. Recognition of biliteracy will promote good practices in educational and labor settings, including more accurate placement in classes and job descriptions that take account of workers' use on the job of more than one language to serve client populations.

By recognizing and certifying biliteracy, we will support the full use of talents in our society that currently do not receive adequate recognition. Thank you for your support of the Seal of Biliteracy.

Please note that this testimony will be offered in written form only; I am unable to attend the meeting.

Mahalo and aloha,

--

Stephen L Tschudi

Specialist in Technology for Foreign Language Education, UH Manoa

Honolulu

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TESTIMONY IN SUPPORT OF THE SEAL OF BILITERACY

April 30, 2015

The Chair and Members
Board of Education
State of Hawaii

Aloha. My name is Serafin Colmenares Jr., a community member, and I am writing in strong support of the proposed policy on the Seal of Biliteracy.

Hawaii is a multilingual society and adopting the proposed policy will be recognition of diversity and the wealth of talent and resources that the State has. It will encourage students to learn more about their and other cultures, thereby promoting understanding across cultures and peoples. It is also recognition of the individual and what each bilingual individual can contribute for the common good. In the present global community, where national borders are getting blurred as a result of advances in technology, Hawaii will stand to benefit – in a variety of ways – from a multilingual, multicultural workforce that would emerge as a result of this policy.

This proposed policy is forward-looking and will redound to the good of the State. I, therefore, urge you to approve and adopt this policy.

Very truly yours,

A handwritten signature in black ink, appearing to read "S. Colmenares Jr.", with a horizontal line underneath.

Serafin Colmenares Jr., Ph.D.

Satoru Shinagawa
Hawaii Association of Language Teachers, president
Monday, May 4, 2015, 9 a.m.
Student Achievement Committee
New Board Policy, Seal of Biliteracy

The Hawaii Association of Language Teachers is in full support of the implementation of the Seal of Biliteracy program, which provides recognition to high school graduates who attain a functional level of proficiency in at least one foreign language and English. This policy promises to strongly impact the promotion and maintenance of bilingualism and biliteracy by recognizing students for their proficiency in two or more languages. The Association is willing to participate in a task force or committee to help support the success of this program. Educators in this organization represent all World Languages, P-20 and private and public institutions.

The need to develop language competency is most recently reflected in a request signed by Hawaii's Senator Brian Schatz to the American Academy of Arts and Sciences to undertake a study to examine the relationship between language learning and the nation's strength, competitiveness and well-being, which will help States to advance language learning. As the State Seal of Biliteracy is a nation-wide effort, the well-informed guidelines provided by the American Council on the Teaching of Foreign Languages is valuable in guiding Hawaii's implementation.

It is becoming accepted that our students need to be multilingual to be able to compete in this global environment and implementation of this seal will help employers, colleges and universities distinguish applicants that possess valuable language skills. A Seal of Biliteracy will help to strengthen foreign languages in the State of Hawaii and recognize the rich and diverse language assets of our students. We urge the Board to pass this new policy. Thank you for this opportunity to provide this testimony.

TESTIMONY IN STRONG SUPPORT
OF STATE OF HAWAI'I BOARD OF EDUCATION
PROPOSED POLICY 105.14 MULTILINGUALISM FOR EQUITABLE EDUCATION
BOARD OF EDUCATION MEETING

Tuesday, May 5, 2015

9:00 a.m. – 11:00 a.m.

Queen Liliuokalani Building

1390 Miller Street, Honolulu, Hawaii

Madame Chair Lupenui and Board of Education Committee Members, Aloha!

Please accept this written testimony in strong support of the proposed policy 105.14 entitled, *Multilingualism for Equitable Education* which was reviewed by the Student Achievement Committee and incorporated feedback received thus allowing the committee to forward for review and recommendation for action at the June 2, 2015, SAC (Student Achievement Committee) committee meeting and GBM (Governing Board Members).

The adoption of this policy will strengthen Hawai'i educational position with respect to the Hawaiian language and recognize the importance for learners whose primary language is not English, but allowing equitable educational opportunities for all.

I regret I am unable to attend the meeting, but know others in the Waimanalo community and statewide will support this policy adoption.

Respectfully submitted,



Paul P. Richards

41-155 Poliala Street

Waimanalo, Hawaii 96795

Date: April 30, 2015

Board of Education Student Achievement Committee Meeting (May 5, 2015)

Topic: Multilingualism for Equitable Education Policy

Dear Committee Members of the Hawaii State Board of Education,

Hello, we are parents of multilingual children and are writing to express our support for Policy 105.14 Multilingualism for Equitable Education. We believe multilingual education is important because multilingual learners need quality instruction that is culturally responsive to their needs. These students need special attention to both their language development and their ability to adapt to the American public education system. A multilingual approach, that views languages as an asset, is the best approach to support students' English language, and academic development. This approach is supported by research and helps multilingual children develop strong identities to promote their success in our increasingly globalized and diverse world.

Thank you for your time and consideration on this issue.

Sincerely,

Brook Chapman de Sousa

Yongqian An

Kelly C. Hendricks

Melissa

Kerrie Littlejohn

Cheryl G. Seaton

Assaf Azari

Tai-An Miao



UNIVERSITY
of HAWAII®
MĀNOA

April 30, 2015

Student Achievement Committee
State of Hawai'i Board of Education

Dear Committee Members:

I am writing to express my strong support for your adoption of a Seal of Biliteracy for students graduating from high school.

Such a seal will emphasize the value of students' language skills for global citizenship, and valorize their hard work and family encouragement in learning two languages. It will give students an awareness of their special competencies for working between cultures in their future careers. It will give community and employers an assurance of the functional competencies of each awardee.

The seal will also shine a light on the fine achievements of the Department of Education in preparing students in English and Hawaiian, heritage languages, and second and third languages. The Department of Education has the resources, teachers, and assessments to move students toward biliteracy, and the institutional capability to acknowledge the individual students as they graduate.

The seal will help students enter the University of Hawai'i with language skills that can be a foundation for further progress. Seal-holders' intermediate skill levels will likely win them success on placement tests into advanced language courses at UHM, accelerating their time to their degree and helping them achieve higher mastery. Opportunities for scholarships, study abroad, internships, and careers all widen for the students with intermediate and advanced language skills. UHM hosts several US Department of Education Title VI National Resource Centers for less commonly taught languages that award Foreign Language and Area Studies Fellowships to undergraduates and graduate students. As director of one of these, I am very eager to work with you in the K-16 interfaces that support bilingual and biliterate graduates who can serve society's great needs. I hope to see many holders of the 12th grade Seal of Biliteracy among our UHM students and graduates in coming years.

Most sincerely,

Mary McDonald

Mary McDonald, Ph.D.
Director, Center for Japanese Studies
Project Director, Title VI National Resource Center and FLAS, East Asia



Kathryn Davis
<davis.kathrynne@gmail.com>
05/01/2015 11:49 AM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony for Policy 105.14

Kathryn A. Davis, Professor, Department of Second Language Studies, University of Hawai'i at Manoa. Specialization: Language Policy and Planning.

Hawaii State Board of Education Meeting May 5, 9-11 am.

Hawaii State Board of Education Policy 105.14

Multilingualism for Equitable Education

This initiative promises to realize the first efforts in Hawaii's history to provide effective education for speakers of languages other than English through training and hiring highly qualified teachers certified in bilingual/ multilingual education. The policy also suggests the need for recruiting community experts in home languages and cultures to provide crucial culturally relevant content learning across subject areas, including math, history, and language arts. Thus, the Board of Education recognizes the important role of multilingualism in achieving academic success and promoting self-esteem among all Hawai'i public school students.

In sum, this policy has the potential to insure equitable education for children from culturally and linguistically diverse backgrounds through opening the possibilities of providing:

1. Cultural and language education theory and practices promoted by highly recognized multilingual education scholars;
2. Adequate and effective staff and resources;
3. Inclusive family, school and community partnerships that encourage collaboration and communication;
- 4.. Formative assessment that promotes teacher innovation, student learning and community collaboration towards academic success.
5. Locally situated and ongoing collaborative (teacher/student/parent/community) program evaluation and revision of curriculum content and practices

The policy further suggests planning for implementation as soon as possible through drawing on

bilingual/multilingual experts and programs in other states as well as the Hawaiian language revitalization model. While the DOE and COE are ultimately the agents for growing a state wide pre-school-12 multilingual/bilingual program, this policy can provide direction and support.

In sum, this is a long over-due policy that at last promises to meet student needs for state needs for bilingual education and state needs for multilingualism. I'd further like to recognize here Charlene (Charlie) Sato, William Hoshijo, and Amy Agbayani for providing crucial support to the principles underlying this policy over a number of years. I too look forward to having my own hope for and work towards equitable and effective language education for Hawaii's children realized.^[1]

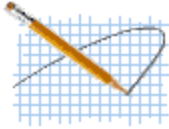
Mahalo

^[1] This testimony draws from the policy document that Profs. Ofelia Garcia and Kathryn Davis drafted.

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Betsy Gilliland <betsygilliland@gmail.com>

05/01/2015 03:16 PM

To boe_hawaii@notes.k12.hi.us
cc
Subject Proposed BOE Multilingualism Policy
(Policy 105.14)

Date: May 1, 2015

To: BOE Student Achievement Committee Meeting (May 5, 2015)

Dear Hawaii State Board of Education Committee Members,

My name is Elizabeth Gilliland and I am an assistant professor in the Department of Second Language Studies at UH Manoa.

I support the proposed policy on Multilingualism for Equitable Education (Policy 105.14) because supporting language and literacy development is an essential starting point for the academic success of immigrant multilingual children and youth. My research has shown how even young people who have lived in the United States for many years still struggle with the language demands of school tasks when they do not receive explicit, situated instruction into how and why language is used for the specific purposes of reading and writing for school. Without this clear instruction, students will fall farther behind in school, losing opportunities to show their knowledge and to contribute to society through work and higher education.

This kind of high quality language-focused education can only be achieved with statewide momentum, including research-based, culturally appropriate curriculum and all teachers having knowledge of how to differentiate instruction to include explicit language teaching for multilingual learners at a variety of language proficiencies. Furthermore, the state needs to create more positions and licensure for teacher specialists in multilingual education, teachers who can support their colleagues in continuing this important work.

Thank you for your time and consideration on this issue.

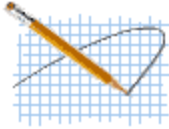
Sincerely,

Elizabeth Gilliland

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chrisbeaule@gmail.com
Sent by: chrisbeaule@gmail.com
04/30/2015 02:42 PM

To boe_hawaii@notes.k12.hi.us
cc
Subject BOE Student Achievement Committee

Meeting May 5 at 9:00 am

Agenda item: New Board Policy, unencumbered, Seal of Biliteracy

Dear members of the committee:

I am writing to express my full and unequivocal support for the New Board Policy for the Seal of Biliteracy. As a Professor in the Spanish division of the Department of Languages and Literatures of Europe and the Americas, as a long-time resident of Ewa Beach, HI and as the mother of two young children who are learning English, Spanish, and Mandarin Chinese in our home, I believe it is crucial for the State of Hawaii to recognize biliteracy in this formalized and well developed way. I strongly urge you to adopt this policy.

Best,

Christine D. Beaulé, Ph.D.

Assistant Professor of Latin American and Iberian Studies

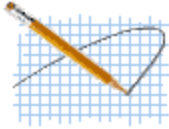
Languages and Literatures of Europe and the Americas (Spanish)

462 Moore Hall, University of Hawaii at Manoa

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Dominic Inocelda
<dinocelda@susannahwesley.org>

04/30/2015 09:34 PM

To "boe_hawaii@notes.k12.hi.us"
<boe_hawaii@notes.k12.hi.us>
cc Ailene Shaw
<ailene.shaw@doh.hawaii.gov>,
"ailene.barranco@doh.hawaii.gov"
Subject Inter-Agency Council for Immigrant and
Refugee Services, Testimony in
Support of Seal of Biliteracy

Chairperson Cheryl Ka'uhane Lupenui and members of the Board of Education Student Achievement Committee,

At the Inter-Agency Council (IAC) meeting on April 22, 2015, the membership approved the writing of testimony in support of the "Seal of Biliteracy". Therefore I am writing this testimony with the membership's support and my full support as president of the Inter-Agency Council.

As the members of the IAC are made up of immigrant service provider agencies and persons interested in services provided to immigrants and limited or non-English speakers we know of the need to increase the number of bilingual workers needed to address the diverse speaking populations in Hawaii. The need for an increased pool of potential persons proficient in English and another language is well understood by persons who work and interact with persons whose primary language is not English. As Hawaii's economy is made up of persons from around the Pacific Basin and other parts of the world the need to increase communication becomes imperative to Hawaii's economic and social development.

Additionally, the valuing of language acquisition and the promotion of language capacities of those who already speak another language would be greatly promoted by the acceptance of this initiative. Learning languages is one key way of seeing the world from various perspectives that can enrich the lives of all people in Hawaii.

Thank you for the opportunity to provide our input and affirmation of the "Seal of Biliteracy". We appreciate the work completed that has brought this policy to the Board of Education's attention and hopefully acceptance by the Board.

Dominic Inocelda
IAC President

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May 1, 2015

TO: Board of Education, State of Hawaii
Student Achievement Committee
Tuesday, May 5, 9-11 a.m.

FROM: Clement Bautista
Director
UHM Office of Multicultural Student Services

RE: TESTIMONY IN SUPPORT OF BOE POLICY 105.14: MULTILINGUALISM
FOR EQUITABLE EDUCATION

I am submitting testimony to strongly support the proposed BOE Policy 105.14. My support for the proposed policy is based on two distinct but complementary reasons:

1. The proposed policy recognizes a reality in our schools, i.e., students with non-English first language competence, and establishes reasonable guidelines for schools to create, modify and/or adjust practices to take advantage of this reality.
2. Training students to be multilingual is not only more effectively done at an early age but also builds a workforce that is more tolerant, intelligent and better able to work in and with a global community.

Regarding reason number 1, the policy puts meat to Federal policy that has been in the books for over fifty years. Why any state or county board of education has not properly addressed Title VI of the Civil Rights Act of 1964 is unconscionable. Generations of students whose first language is not English have been shortchanged in their right to a basic education that would optimally develop and promote their intellectual and practical skills. BOE Policy 105.14 advances six implementation guidelines in which schools can be held accountable for, minimally, just being in compliance with Federal law.

Regarding reason number 2, the policy acknowledges and, if properly followed and implemented, educates students who are more attuned to the global community than their

English-only peers. The educational models used to properly educate students in native languages and/or through multilingual approaches, have always been models of educating in and of the future.

Hawaii should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Thank you for allowing me to testify in support of proposed BOE Policy 105.14.

Lynette Fujimori

American Council on the Teaching of Foreign Languages (ACTFL),
Southwest Conference on Language Teaching (SWCOLT), Board of
Directors

Tuesday, May 5, 2015, 9 a.m.

Student Achievement Committee

New Board Policy, Seal of Biliteracy

Dear Student Achievement Committee,

As a former Japanese language teacher, Hawaii State DOE State World Languages Resource Teacher and Educational Specialist and as a member of the Board of Directors for the American Council on the Teaching of Foreign Languages (ACTFL), Southwest Conference on Language Teaching (SWCOLT) and Hawaii Association of Language Teachers (HALT), I strongly urge you to support the proposed Seal of Biliteracy BOE policy.

Our leaders often refer to Hawaii's potential to be a significant global player. What better place to start walking the talk than in our public schools? To meet the challenges of the age of increasing global interdependence and economic competitiveness, Hawaii's students need to possess the skills to become effective participants in the languages and cultures of the worldwide neighborhood. Hawaii's public schools need to show our students and their parents that we value the knowledge and skill of a second or third language.

The result of this recognition will encourage more participation and efforts in early language pathways, AP courses and exams, IB programs, challenging course work, early college programs and attainment of higher levels of language proficiency. This seal and the recognized assessments can also be helpful in determining end of course, placement and credit exams. The Seal serves to certify attainment of a recognized level of proficiency in another language for students, employers and universities and helps to signal evidence of a student's readiness for career and college.

This program is supported by ACTFL, the national Foreign Language organization, who has collaborated with other national organizations like the National Association of Bilingual Education (NABE), NCSSFL, and TESOL International Association to provide recommendations for the implementation of the Seal of Biliteracy to ensure consistency of this recognition. Guidelines include suggestions to address areas like unique

languages, language proficiency level, equitable access and the award process. As the program is voluntary but serves to provide the opportunities for students to gain recognition in this area, cost to the States have been minimal. Being that it is based on a national model, support and recognition of the program will be more readily available.

Thank you for your attention to this important issue and once again urge you to support the Seal of Biliteracy policy.

Respectfully submitted,
Lynette Fujimori

Kazuyo Kitaguchi
Roosevelt High School: Japanese Teacher
Tuesday, May 5, 2015, 9 a.m.
Student Achievement Committee
New Board Policy, Seal of Biliteracy

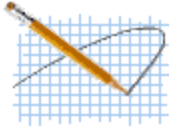
I am writing to express my full support for the **new Board Policy, State Seal of Biliteracy**. As we move into the future, such a distinction will promote the development of literacy in two or more languages and recognize the rich and diverse language assets of Hawai'i's students. It will better position the students and the state for the economic and cross-cultural needs of our globalizing world.

My students always tell me that their language skills and cultural knowledge of Japanese help them communicate with Japanese tourists at the retail stores, restaurants/fast food shops, hotels, etc. Therefore, I created "Beginning Business Japanese for Travel and Tourism 1A/1B" in the year 2010 as an ACCN course to focus on oral conversational skills. As you know, Japanese tourists are a source of income compared to tourists from other parts of the world. Recently, the group Arashi contributed over 20 million dollars to the local economy.

By supporting and encouraging students to take world languages in schools, the economy of Hawaii will benefit and the students will be able to broaden their skills and perspectives as global citizens.

Thank you so much.

Kazuyo Kitaguchi
Japanese Teacher
Roosevelt High School



Caryl Hitchcock <chh@hawaii.edu>

05/02/2015 05:58 PM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony: Proposed BOE
Multilingualism Policy (Policy 105.14)

Date: May 4, 2015

To: BOE Student Achievement Committee Meeting (May 5, 2015)

Agenda Item: Proposed BOE Multilingualism Policy (Policy 105.14)

Dear Hawaii State Board of Education Committee Members,

Hello, my name is Caryl Hitchcock and I am an Assistant Professor at the College of Education, University of Hawaii at Manoa. I teach professional development courses to classroom teachers on strategies to support students who are new language learners.

I support the proposed policy on Multilingualism for Equitable Education (Policy 105.14) because the documentation (Seal of Biliteracy) and recognition of skills in more than one language will help our high school graduates. Evidence of dual language skills can be attractive to future employers and college admissions offices. It will also honor our state's multicultural and multilingual history.

The Seal of Biliteracy is a statement by the school system that mastery of two or more languages is a desirable skill. It encourages students to pursue biliteracy, honors the students' achievements, and provides a positive framework for dual language learners.

Continuing your support for professional development for teachers and services for students within this positive (vs. deficit) framework would better meet the needs of ELL/multilingual learners.

Thank you for your time and consideration on this issue.

Sincerely,

Caryl Hitchcock

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UNIVERSITY
of HAWAII
MĀNOA

May 4, 2015

Student Achievement Committee
Hawai'i State Board of Education

Subject: Multilingualism for Equitable Education Policy

Dear Committee Members,

I am writing in support of the Multilingualism for Equitable Education Policy (105.14). This policy provides guidance for the educational system in Hawai'i, including the College of Education at the University of Hawai'i at Mānoa (COE), to prepare teachers to work with multilingual and multicultural learners at all grade levels. There is clearly a need for systemwide improvements as evidenced by the high rates of multilingual students dropping out of school and the achievement gap between learners labeled "ELL" and their peers. Hawai'i, with its diverse languages and cultures, and rich history of research and program development in the area of multiculturalism and multilingualism, could become a leader for the nation by modeling effective and inclusive language programs such as the ones supported in this policy.

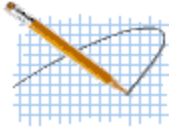
Faculty in the COE are developing systems to insure graduates are ready to fulfill the intent of this policy. For example, our College recently hired faculty in the area of multilingualism. We partner with the Department of Second Language Studies in the College of Language, Linguistics, and Literature (LLL) to infuse concepts related to teaching multilingual students into COE courses. We are developing new courses in support of multilingual education. We have also identified and are developing pathways to licensure for teaching English to speakers of other languages.

Our faculty are also interested in partnering with the Department of Education to develop and evaluate programs for multilingual learners and to provide comprehensive and sustained professional development for teachers. Our collective energy and commitment will promote more equitable and just education for multilingual learners and will ultimately prove beneficial to the community as a whole.

Sincerely,

A handwritten signature in black ink, reading "Donald B. Young".

Donald B. Young, Dean
College of Education
University of Hawai'i at Mānoa



Christina Simmons
<fccsimmons@pacthawaii.org>

05/03/2015 05:49 PM

To ""boe_hawaii@notes.k12.hi.us""
<boe_hawaii@notes.k12.hi.us>
cc
Subject Proposed BOE Multilingualism Policy
(Policy 105.14)

Date: 5-3-15

To: BOE Student Achievement Committee Meeting (May 5, 2015)
Agenda Item: Proposed BOE Multilingualism Policy (Policy 105.14)

Dear Hawaii State Board of Education Committee Members,

Hello, my name is **Eduardo Moreno** and I am a former parent of students in the DOE, immigrant and community member.

I support the proposed policy on Multilingualism for Equitable Education (Policy 105.14) because the use of the family culture and language will really help the ELL students to better engage in the classroom and it also opens up the mindset that immigrant families are a resource to be valued by the schools.

I like this policy because it emphasizes

- The important of families and communities in the acculturation process and language acquisition of each student
- The value that other languages bring to the education process of the student, the classroom and the school

May I make two suggestions?

1. Families with ELL students in the program be a focus of some energy and resources within the DOE. From my own personal experience this really helps students learn and increase positive behaviors in the classroom, ensuring that the teacher, student and parents all are working toward the goal of student success. With immigrants this is particularly important.
2. Do not dummy down the curriculum for your ELL students, but scaffold up the work and really put in the energy and resources to support their success. My demanding teachers who pushed me and supported me during my early years of learning English as an immigrant from Colombia are who helped me enter and graduate from college. Don't feel sorry for us, support us to succeed!

Thank you for your time and consideration on this issue.

Sincerely,

Eduardo Moreno

Send your testimony using *ONE* of these methods:

PAPER: One copy to the Board of Education office at P.O. Box 2360, Honolulu, Hawaii 96813;

FAX: (808) 586-3433
EMAIL: boe_hawaii@notes.k12.hi.us

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Parents And Children Together, 1485 Linapuni Street, Suite 105, Honolulu, HI 96819

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**

Date: May 3, 2015

To: BOE Student Achievement Committee Meeting (May 5, 2015)

Agenda Item: Proposed BOE Multilingualism Policy (Policy 105.14)

Dear Hawaii State Board of Education Committee Members,

Aloha. My name is Kimi Kondo-Brown and I am a professor and administrator in the College of Languages, Linguistics, and Literature at the University of Hawai'i at Mānoa.

I am a professor and administrator in the College of Languages, Linguistics, and Literature at the University of Hawai'i at Mānoa. As a U.S. citizen who immigrated to Hawai'i as well as an educator and scholar in the field of language education, I would like to express my full support for the proposed policy on Multilingualism for Equitable Education (Policy 105.14).

The United States needs bilingual and biliterate citizens who are equipped with expert knowledge about other cultures and societies. These skills are not only necessary for conducting U.S. overseas diplomacy, but also are critical skills in the current global economy. In this era of globalization and increasing interdependence in the international community, the Seal of Biliteracy makes a great deal of sense, especially in states like Hawai'i where one out of four residents speak a language other than English at home. The Seal of Biliteracy will not only capitalize on and validate the rich linguistic and cultural resources that school-age children from multilingual families bring to classrooms, but also motivate students from English-speaking families to pursue an invaluable skill to prepare themselves for their future academic and professional careers.

For the past 20+ years, I have taught and advised hundreds of UHM students who are working towards advancing their bilingual/biliterate skills in order to achieve their goals and dreams in personal, local, and global contexts. These students also perceive the opportunity structures of the society positively, and want to get ahead in the world and become responsible citizens. They value education, communities, and societies that affirm and promote linguistic and cultural diversity.

The impact of this bill on future generations will be enormous.

Thank you for your time and consideration on this issue.

Sincerely,

Kimi Kondo-Brown

Madeline K Spring, Ph.D.

Professor of Chinese, Department of East Asian Languages and Literatures
University of Hawai'i at Manoa

Director, UHM Chinese Language Flagship Program

Monday, May 4, 2015, 9 a.m.

Student Achievement Committee

New Board Policy, Seal of Biliteracy

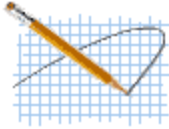
I am here showing my full support for new Board policy, State Seal of Biliteracy. Being a U. S. citizen who is deeply involved in the field of language teaching and learning, I know how important it is for people of all ages to know multiple languages and to understand cultural practices that are different from their own. I have spent most of my life teaching and doing research on Chinese language and literature as well as teaching others about best practices in second language acquisition.

We in Hawaii are very fortunate to live in such an ethnically diverse state. There is tremendous need for biliteracy to be supported and appreciated publically.

Young students need to know that language skills are greatly important for them to be competitive in the 21st century. I firmly believe that the State Seal of Biliteracy is an excellent approach to showing young people that these skills do indeed matter, especially in terms of preparing them for K-12 (and beyond) coursework. These students will be key contributors to Hawaii's economy; having advanced language skills will provide them a huge advantage throughout their personal and professional lives.

The State Seal of Biliteracy helps show the value of understanding diverse cultures through learning and using different languages in academic and professional environments. It will have a significant impact on citizens of all ages in the state of Hawaii and will send a positive message to other states about how much Hawaii values its rich multilingual population.

I greatly appreciate having this chance to testify.



Margarita Cholymay <cholymay@hawaii.edu>

05/03/2015 10:14 PM

To boe_hawaii@notes.k12.hi.us

cc

Subject Testimony on Multilingualism for
Equitable Education

Name: Margarita Cholymay

Advisor to Chuukese Catholic Community, Honolulu

Chuuk Catholic Council Honolulu and Chuukese Catholic Women Hawaii

May 1, 2015

Social and Education Issues

Other issues were shared among leaders in the community one which
was highlighted was Multilingualism for Equitable Education.

Some Comments and Recommendations:

1. "Please pass on to this committee that even though we left home now living in America, as much as we want to learn how to succeed in this society, it does not mean that we want to give up our 'identity'. Our language is our identity. It is why we fully support the importance of advocating for this educational policy on 'multilingualism'. If there is such a policy on multilingualism, we believe that all other languages will be respected and recognized in the school system in Hawaii."
2. "This means more money to be poured into the school system to afford hiring trained teachers who can teach to meet this critical need of including a child's language "
3. "There is a great need of hiring teachers of every language spoken in the schools"
4. "More teacher training to train teachers to meet this great need."
5. "Developing teaching materials, reading materials in all other languages."
6. "Community of knowledgeable elders" in the schools."
7. "Teaching of integration in content areas".
8. "Developing curriculum on multilingualism".

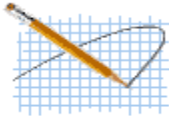
Thank you,

margarita

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**



Jostine faatausala Stanley
<alohaolailo@gmail.com>

05/04/2015 03:08 AM

To boe_hawaii@notes.k12.hi.us
cc
Subject BOE 105.14 testimony

Fa'atausala Stanley
Student at Le Fetuao Samoan Language Center
Honolulu, Hawai'i
Testimony of Multilingualism for Equitable Education
IN SUPPORT OF BOE policy 105.14
May 5, 2015

The things I learned at A'oga Samoa has a whole new meaning to my heritage, my culture, and my community. First of all, A'oga Samoa helps me maintain my identity. As someone who can say they are Japanese, that is all they can say as a person who lives in America. But for me, I can say more than just being Samoan. I actually can speak my language and continue to learn the ways of my culture through the help of A'oga Samoa. Also, living in Hawai'i, over here, it's all about keeping the Hawaiian culture alive because of the heavy influence of the American language and so this should be applied the same to the Samoan language and culture. Being Samoan and growing up in Hawai'i, I don't have that much experience to be as fluent or know my culture as someone living in Samoa does. But A'oga Samoa gives me the opportunity to at least learn about myself and at least make a connection as to the people in Samoa. Going to high school, classes are offered to learn different languages, which is fortunate to those who want to learn because they don't have the resources to do so or it's something new to learn. Though I would love to have it in my high school, Le Fetuao is my resource to do the same. Le Fetuao is also setting myself up for a better future. The ability to learn and speak a language can get yourself around in the community. If there are two people of different languages, you can be the bridge and connect those two because you have the knowledge to do so. In the current art class I am taking at Le Fetuao, I am very fortunate to learn from a teacher who knows and experienced everything first hand. There, I learned a whole new meaning in my language, not just by speaking it but how there are formal ways to addressing someone, and in my cultures art, though it may be viewed as a pretty design, it is to reflect and signify my cultures beauty through nature. This class has also expanded my knowledge because before taking the class, everywhere I go, people would speak English, and even at home, though the Samoan language was being spoken to me, learning the language and taking the time to learn was very minimal. But with the Samoan program, it gave me a new perspective on not just preserving my language within my family but everything along with my culture and my community. If Le Fetuao has done this much for me, imagine if only there were more Samoan programs to unlock so much more for others. I support BOE policy 105.14

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Testifier's name: Prem Phyak

Position: PhD Candidate, Second Language Studies, UH Manoa

Meeting date and time: Monday, May 4 at 9:00 AM

Agenda item: 1 "Multilingualism for Equitable Education"

My name is Prem Phyak, PhD Candidate in Second Language Studies, with a focus on language policy and planning, at the University of Hawaii. I also teach BA Bilingual Education course. Today, I feel very fortunate to testify in support of a multilingual education policy that has always been ignored in the guise of nationalism and standardization.

There are many issues to discuss why and how multilingualism in education is important and I cannot share everything now. But let me begin with how ignoring children's home language practices negatively affects the learning process and identity affirmation of children. My daughter is a third grader in a public school. She could not understand and express her thoughts and ideas to her friends and teachers in first and second grades. Just as a spectator in class, she did not understand what teachers taught. She still keeps asking me: Dad, why are we not allowed to speak Nepali? I can do better in mathematics if I am allowed to use Nepali. My friends always think that I am a 'weak' student because they think that my English is not good". What makes me so sad is that our educational policies and schools firmly reproduce the eighteenth century ideology of monolingualism and are not prepared to address linguistic inequalities. Such monolingual policies not only label multilingual students 'deficient' and 'limited English proficient', but also, ignore rich knowledge, literacy practices and cultural and linguistic resources we have in our own community. We have forgotten the fact that Native Hawaiians, Filipinos, Micronesians, Samoans and all other communities have rich knowledge of mathematics, science, environment, geography etc. that can only be recognized in an equitable multilingual education policy.

Studies from all over the world have shown that multilingualism not only promotes equity and quality in education, but also promotes community and parental engagement in education. Jim Cummins' studies in Canada, Ofelia Garcia's work in New York, Ajit Mohanty's projects in India and Terence McCarty's collaborative efforts with Native Americans community, for example, all show that multilingual education increases student participation in classroom, enhances minority children's educational achievement and promotes linguistic and cultural harmony. We must be clear that cognitive engagement first and foremost requires identity engagement and investment which is possible only through the recognition of student's language practices as a resource in our pedagogies. I would like to share what Nelson Mandela has said "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." Imposing an English-only policy thus is a form of dehumanizing multilingual children and disrespect to our own multilingual reality. It's unfair to have a monolingual policy for children who come from multilingual communities.

But we should be clear that multilingual education is not just about teaching multiple languages, but about making all students' languages and language practices visible in our pedagogical practices, textbooks, and testing. It's about building a strong school-community relationship and re-envisioning education from a multilingual and multicultural perspective. Then a question may emerge: whether multilingual education is possible? Yes, it is. What we need is a strong commitment and an ideological clarity that "monolingual education" is just a myth while multilingual education is a reality.

In support of Board Policy 105.14 (Agenda item IV A)
In support of a Seal of Biliteracy (Agenda item V A)
Board of Education Student Achievement Committee, May 5, 2015, 9:00am

Dear Committee Chair Cheryl Ka'uhane,

Dear Committee Vice Chair Patricia Halagao, and Members of the Achievement Committee,

I am a doctoral student in the Department of Second Language Studies at UH Mānoa and have had the pleasure to participate in various local initiatives for multilingual education, including the BOE stakeholder group for Board policy 105.14.

I testify in favor of both, the proposed **Multilingualism in Education policy (105.14)** as well as the **Seal of Biliteracy**. Although listed as two different agenda items, these policies should be passed together to create an effective and successful pathway for multilingualism in Hawai'i's school system.

The BOE must have a vision of multilingualism for all our students to engage with the linguistic diversity that is home to these Islands and beyond. **Policy 105.14** is a long overdue statement from our education system to show respect for the languages and home cultures of our students. It also recognizes the value of these languages to master academic content as well as English, which has been evidenced by research for decades. If the DOE seeks to confront the drop-out rates and the low 56-percent graduation rateⁱ among so-called English Language Learners, it needs to pass **Policy 105.14**. Most importantly, this policy creates hope for a more inclusive and equitable school environment where diverse students can thrive in diverse ways. For this vision to happen, there must be a system in place that nurtures students' capacity to aspire.

Here is where the **Seal of Biliteracy** comes in. According to the DOE's Office of Curriculum, Instruction & Student Support (OCISS), the top five languages encountered in ELL placement testing are Ilokano, Chuukese, Marshallese, Tagalog, and Spanish.ⁱⁱ Interestingly, all of these languages are consistently in demand on Hawai'i's employment market, but in our education system they are, for the most part, neglected. The Seal can lead to much needed change in this regard, and create an incentive for all students, including our world language learners, to turn their language skills into assets. In California, where the **Seal of Biliteracy** has been in place for three years, over 53,000 students have been awarded with a certificate. Notably, research revealed a preference for bilingual candidates on the employment market, especially when the Seal of Biliteracy was mentioned.ⁱⁱⁱ

This semester, my college students developed a database to monitor job advertisements in Hawai'i that require/prefer knowledge of a language in addition to English. Over a period of two months, they identified over 300 jobs where multilingual skills were mentioned. Our high school graduates could fill many of these positions, but the BOE needs to make the essential link between language skills and the "College and Career Readiness" standard. English alone is no

longer sufficient. Our Islands need children who see the *aloha* in linguistic diversity and who embrace *kuleana* in taking care of our multilingual communities – now and in the future.

The BOE should support the **Seal of Biliteracy** and **Policy 105.14** as a joint pathway for multilingualism in our education system. Now is the time. Please do not miss this opportunity.

Angela Haeusler
PhD Student & Instructor B.A. Program
Department of Second of Second Language Studies
University of Hawai'i at Mānoa
Email: angelahh@hawaii.edu

ⁱ Civil Beat Honolulu (April 29, 2014). Report: Hawaii high school graduation rates among most equitable in US.

ⁱⁱ Office of Curriculum, Instruction & Student Support (January 20, 2015). Hawaii English Language Learner (ELL) Program.

ⁱⁱⁱ Office of Curriculum, Instruction & Student Support (January 20, 2015). Hawaii English Language Learner (ELL) Program.

ⁱⁱⁱ Porras, D.A., Ee, J., & Gàndara, P. (2014). Employer preferences: Do bilingual applicants and employees experience an advantage? In R.M. Callahan & P. Gàndara (Eds.), *The Bilingual*

Advantage: Language, Literacy, and the US Labor Market (pp. 234-259). Bristol, UK: Multilingual Matters.

May 3, 2015

Community Forum on Multilingualism in Education

The family is the most important organization in life. Our language is dear and precious to our heart. Our language makes us happy, comfortable, secure, and safe. It brings us peace, love, and make the world a better place to live. Within our language we will learn to love, to share. Language molds us, and shape us into who we are.

Language is a gift that comes natural to the children. The Lord gave us language to speak, and to communicate. Language is presented in different forms, like beautiful music. When we speak our language it's easy to understand, to remember, and to make connections. Our language brings words of sympathy, humility, and our happiness because it matches the color of our skin, our eyes, our shape and our environment.

Our language is the center of existence, it is strong and powerful, it is here that we receive our greatest and most important training as we live and grow up as Samoans. We were taught to respect, to be obedient in homes and to live by it. It encourages us in our lives to practice good behavior, to be respectful. It helps us in problem solving and making wise decision.

Language helps control the natural learning towards selfishness meaning so children will come together to create an environment surrounding with good spirit in which they will grow to share and love with each other.

Therefore, I believe that the, "Community Forum on Multilingualism in Education", will strengthen the educational foundation of the young and rising generation in Hawaii. I believe it will bring peace, and happiness to the children by experiencing the knowledge and understanding of other languages.

A Testimony By;

Gwen A. Toomalatai

Le Fetuao Samoan Language School Teacher (Level 2)

Date: **May 4, 2015**

To: BOE Student Achievement Committee Meeting (May 5, 2015)
Agenda Item: Proposed BOE Multilingualism Policy (Policy 105.14)

Dear Hawaii State Board of Education Committee Members,

Hello, my name is **Sau Ueligitone** and I teach Samoan Visual & Cultural Arts at the LeFetuao Samoan Language Center (LFSLC).

I am a graduate of California College of Arts and have worked as a professional artist and as an educator. LFSLC is a community based school that offers free language classes, on weekends, to preschool, elementary, high school and parents/adults.

I support the proposed policy on Multilingualism for Equitable Education (Policy 105.14) because I have seen, at first hand, academic improvement when students learn content using both their heritage language and English.

- The Samoan community recognizes the need for a strong cultural identity and the need for academic achievement. It also recognizes the need for fluency in both the home or heritage language and in English for their children to participate in higher education and professional careers.
- A Samoan proverb states: "Without language there is no culture; without culture there is no identity." I believe this concept is integral to development of a Multilingual program in Hawaii's schools.
- Instruction should include the visual and performing arts as effective ways to enhance language learning and overall academic accomplishments.
- Art should be a key component of the program because it supports multiple disciplines: math, science, biology, environment and oceanology. It develops observation skills and teaches critical thinking as students learn to evaluate their own and others art work using basic art principles.
- For example, while teaching traditional art forms, our students learn shapes, division of space, design, use of lines, texture and color. Art exercises on lines included a study of leaf types, edges, venation, etc. Such lessons include reading, speaking, and writing in both Samoan and English.
- Multilingual instruction should be offered at all grades—including the creation of a robust pre-school program. Currently there are no public preschools available to the Samoan community. The cost for a private preschool (\$500-600/month) is prohibitive to Samoan families.
- Parent and community involvement has been a strength in the LFSLC program (the initial years, the school operated entirely by volunteers). The Equitable Education policy has the opportunity to form a strong partnership with the families and community.

Thank you for your time and consideration on this issue.

Sincerely,

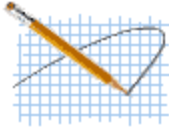
Sau Ueligitone

Send your testimony using *ONE* of these methods:

PAPER: One copy to the Board of Education office at P.O. Box 2360, Honolulu, Hawaii 96813;

FAX: (808) 586-3433

EMAIL: boe_hawaii@notes.k12.hi.us



Samuel Aguirre <saaguir7@hawaii.edu>

05/04/2015 03:08 AM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony: Proposed BOE
Multilingualism Policy (Policy 105.14)

Meeting Date: Tuesday, May 5, 2015

To: BOE Student Achievement Committee Meeting (May 5, 2015)

Agenda Item: Proposed BOE Multilingualism Policy (Policy 105.14)

Dear Hawai'i State Board of Education Committee Members,

My name is Samuel Aguirre and I am an MA Candidate in the department of Second Language Studies at UH-Mānoa. I also hold a teaching license in the State of Hawai'i and have worked as a part-time teacher of English learners (ELs) at a local elementary school. My undergraduate degree is in Bilingual Bicultural Elementary Education.

I fully support the proposed policy on Multilingualism for Equitable Education (Policy 105.14). This policy will provide ELs with the opportunity to develop both academic and language skills at the same time. When ELs arrive in the classroom speaking limited or no English, their focus (and that of their teachers) becomes the acquisition of the language. In the process, students miss the academic material that they should be learning for their grade level. Once ELs have acquired enough English to understand and grasp academic content, they find themselves years behind their monolingual English speakers in math, science, and other subjects. This disadvantage in academic performance leads to troubled futures for ELs.

With the implementation of a Multilingual Policy, ELs will be able to understand and attain academic content while also developing English proficiency. This will greatly increase academic performance among ELs. Furthermore, it will also expose monolingual English speakers to other languages and cultures, which will develop culturally responsive citizens. Not to mention that exposure to multilingual settings allows for all students to interact with several languages, increasing the ability of executive function in the brain (which controls planning, problem solving, and other demanding tasks).

As a recommendation, I hope that the benefits of this policy are considered for children that are monolingual English speakers, ELs, and currently multilingual. Engaging all three communities of parents in conversation about the positive results of a multilingual education is key for the promotion of an equitable education and an education that provides our children with the necessary tools to succeed in this globalized world.

Thank you for your time and consideration on this issue.

Sincerely,

Samuel Aguirre

Second Language Studies, M.A. Candidate

Student-Athlete Academic Services, Graduate Assistant

SLSSA, Co-President

La Raza Unida, Treasurer

University of Hawai'i at Mānoa

2500 Campus Road

Honolulu, HI 96822

saaguir7@hawaii.edu

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**

Cindy Wong
Moanalua High School, Japanese teacher
World Language Learning Center at Moanalua High School, coordinator
Hawaii Association of Language Teachers, secretary
2825 Ala Ilima Street, Honolulu, Hawaii 96818
Contact us: wongsensei.hawaii@gmail.com

5, May, 2015 9:00 a.m.

Student Achievement Committee
New Board Policy, Seal of Biliteracy

I am writing to express my full support for the new Board policy, **Hawai'i State Seal of Biliteracy**. As we move into the future, such a distinction will promote the development of literacy in two or more languages and recognize the rich and diverse language assets of Hawai'i's students. It will better position the students and the state for the economic and cross-cultural needs of our globalizing world.

As a World Language teacher of Japanese for the last 25 years, I have had the pleasure of instructing hundreds of students. Although most of the students just took Japanese to fulfill requirements for graduation or college admission, we strived to provide a path to practical application and fluency in the language. We have evolved from a class-centric model to one of promoting global citizenship. As such, we have an obligation to provide avenues for students to explore beyond their own immediate surrounding and neighborhoods, to understanding the nuances of culture, perspectives and communication as they build connections to all parts of the world.

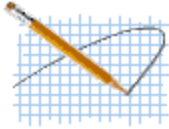
The young people of today will lead lives that are interconnected, intertwined and invested in the understanding of people's beliefs as it affects their practices. Second language acquisition and heritage language literacy is the foundation of understanding the perspectives that fuel our choices and behavior. Through understanding the nuances of communication in other languages as a reflection of perspectives, multi-lingual individuals are better equipped to forge stronger bonds, fostering understanding and creating productive work environments.

The Seal of Biliteracy will recognize students' language achievement and progress towards being global citizens. Aligning with other certificates already

being offered by the Board of Education, the Seal of Biliteracy will recognize their abilities to communicate in languages other than English at a high level.

As such, it is my hope that the Board of Education will acknowledge the high level of language proficiency many students achieve and create the Seal of Biliteracy for all students.

Thank you for the opportunity to testify in support of the Hawaii State Seal of Biliteracy.



David Kupferman <kupferma@hawaii.edu>

05/04/2015 06:38 AM

To boe_hawaii@notes.k12.hi.us

cc

Subject Testimony in support of Multilingualism
for Equitable Education (Policy
105.14)

Date: May 4, 2015

To: BOE Student Achievement Committee Meeting (May 5, 2015)

Agenda Item: Proposed BOE Multilingualism Policy (Policy 105.14)

Dear Hawaii State Board of Education Committee Members,

Hello, my name is David Kupferman and I am a parent of bilingual children and a university professor of education.

I support the proposed policy on Multilingualism for Equitable Education (Policy 105.14) for the following reasons:

- Bilingualism/Multilingualism is not a deficit; rather, it is an asset and should be treated as such by the HDOE;
- Language acquisition and healthy brain development in childhood are facilitated by learning more than just one language;
- The ability to speak more than one language often means that children are facile in more than one cultural context, which brings diversity to school classrooms;
- Since 1975, Hawai'i is the only state in the union that is officially bilingual, and that fact should be reflected in and honored by HDOE policies.

In order to better meet the needs of ELL/Multilingual learners, the HDOE would do well to not pathologize children who speak more than one language (English), and begin from a place that honors multilingualism rather than treats it as a problem.

Thank you for your time and consideration on this issue.

Sincerely,

David Kupferman

David W. Kupferman, Ph.D.

Assistant Professor, Education Division

University of Hawai'i - West O'ahu

91-1001 Farrington Highway, D-231

Kapolei, HI 96707
808-689-2389

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Date: May 4, 2015

To: BOE Student Achievement Committee Meeting (May 5, 2015)
Agenda Item: Proposed BOE Multilingualism Policy (Policy 105.14)

Dear Hawaii State Board of Education Committee Members,

Hello, my name is Katherine Ratliffe and I am an associate professor in the Department of Educational Psychology in the College of Education at the University of Hawaii at Manoa.

I support the proposed policy on Multilingualism for Equitable Education (Policy 105.14) because I believe that children who are learning English are not currently well served by the Hawaii Department of Education. Hawaii has the third largest percentage of English-language learners in our schools of all the U.S. states. Through a shift from a deficit perspective, where we see children as lacking the English language to an asset-based perspective of seeing children as bringing language and cultural resources with them to benefit all students, we can enrich all children and families in our public schools. In addition, research has clearly shown that when children have the opportunity to become literate in their own language either before or while they are learning English, they learn English and academic content better and faster.

This shift will take a comprehensive approach. We need to ensure that all teachers learn strategies to teach multilingual learners, as well as hiring teachers who are certified in multilingual teaching who can support teachers and students. We need to provide choices to families of the kinds of multilingual opportunities that will fit them such as dual language and bilingual opportunities and enriched multilingual classrooms for all children. We need to ensure that assessments, both classroom and standardized, are in languages that children understand as much as possible so that they can learn and demonstrate what they know.

With the emphasis primarily on English language in the schools, we are currently creating a separate group of language learners who do not feel that they have a place in the classroom, and who are hampered in their learning of academic content because of the length of time to learn academic English skills. Children who move to Hawaii from other places, and those who grow up in the islands in households where languages other than English are spoken need to feel that they belong. They need an opportunity to form their identities through their own cultures and languages, as well as a chance to learn the languages and cultures of Hawaii.

This will take redirecting resources, many of which already exist as well as training of educators and working with community agencies- a comprehensive approach. The HDOE will need a vision and a plan, and the Board of Education can provide the guidance with this policy.

Mahalo for your time and consideration on this issue.

Sincerely,

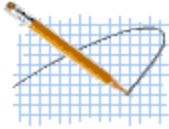
Katherine Ratliffe

Send your testimony using *ONE* of these methods:

PAPER: One copy to the Board of Education office at P.O. Box 2360, Honolulu, Hawaii 96813;

FAX: (808) 586-3433

EMAIL: boe_hawaii@notes.k12.hi.us



"Sylva, Gurtrenda"
<Trenda.Sylva@hawaiianair.com>
05/04/2015 07:25 AM

To "boe_hawaii@notes.k12.hi.us"
<boe_hawaii@notes.k12.hi.us>
cc
Subject Proposed BOE policy on
Multilingualism Testimony

Date: **May 5, 2015**

To: BOE Student Achievement Committee Meeting (May 5, 2015)
Agenda Item: Proposed BOE Multilingualism Policy (Policy 105.14)

Dear Hawaii State Board of Education Committee Members,

Talofa, my name is Gurtrenda Sylva and I am a 2nd generation Samoan to Hawaii. My grandparents sent their children to America for a better life. While of course my parents were fluent in our language and knowledgeable of our culture, my father mistakenly thought it was in his children's best interest to only speak English. There are a lot of us 2nd and 3rd generations Samoans that can now speak English perfectly, but can't speak our own language. And then, of course we're now unable to teach our children our language.

People naturally mesh with those who are most like them, or whom they aspire to be. The challenges of being in a place where English isn't your first language is difficult enough, and the added stigma of being different and lagging behind other children may be a difficult and hard mountain to climb. Providing a place that has other students/ teachers offering the material in their native language would increase engagement and success 300%! Success as measured in their self-esteem, improvement in other subjects, and attitude towards education. It is a win-win situation for all involved.

Thank you for your time and consideration on this issue.

Sincerely,

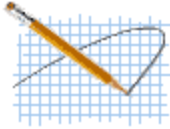
Mrs. Gurtrenda L. Sylva
91-535 Koihala Pl
Ewa Beach, HI 96706
(808) 838-5380

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**



Song Jiang <sjiang@hawaii.edu>

05/04/2015 08:23 AM

To boe_hawaii@notes.k12.hi.us
cc
Subject Support for New Board Policy,
Unnumbered, Seal of Biliteracy

Testifier's name: Song Jiang
Position/title and organization: President, Chinese Language Education
Association in Hawaii (CLEAH)

Monday, May 4, 2015

RE: Support for State Seal of Biliteracy

On behalf of Chinese Language Education Association in Hawaii (CLEAH), I am writing to express our full support of the State Seal of Biliteracy which proposes the establishment of a State Seal of Biliteracy. We believe that awarding the Seal to graduating high school seniors with advanced proficiency in a second language is an important recognition for the unique, rich, and diverse language assets of Hawaii's students. It is an excellent opportunity to promote second language education in K-12 schools in Hawaii and as a result greatly increase economic and cross-cultural communication power of the State.

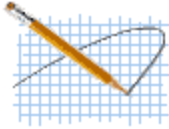
Chinese Language Education Association in Hawaii (CLEAH)
Moore 382, 1890 East West Road,
Honolulu, HI. 96822

Contact: Song Jiang, Email: sjiang@hawaii.edu, Phone: 808-956-2087

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**



E Trani <ereid-trani@hurricanes.k12.hi.us>

05/04/2015 08:36 AM

To boe_hawaii@notes.k12.hi.us, Esther
Reid-trani
<teinetausala69@yahoo.com>

cc

Subject Testimony

Esther Reid-Trani
Samoan Language Teacher
Kapolei High School
May 5th Meeting 9am-11am
BOE 105.14 Multilingualism for Equitable Education

5/4/2015

Aloha BOE!

As a Samoan teacher in the Hawaii School system, I know that there are underserved and misunderstood children, many of them are the Polynesian students I see on campus. As a Samoan teacher, I find myself drawn to these very children because we have a bond. Our bond is our culture. Our bond is our language. Our bond is our way of life. As a teacher I have seen that many of my Polynesian students do not have an identity. They don't know themselves because they do not know about their culture, their people, their customs and practices. As a teacher, I have seen that these poly students need a place, a group to call their own, adults that care and are concerned with them as students and as children with no understanding of their identity.

For the last 10 years, I have been one of 6 adults that volunteer over 500 hours during each school year to help students learn about Polynesia and the Polynesian culture through songs, dances and cultural practices. In those 10 years, we have seen over 1000 some students come through the program and walk away more confident as students, knowledgeable in singing and dancing songs of their culture, understanding their cultural customs and language better than before.

Our program teaches students discipline and to follow the chain of command in our organization. We provide mentoring, opportunities to provide community service,

and job preparation by learning how to work with others and be responsible for self and assignment. As an organization we have mandatory grade checks, and put students on probationary academic review status when grades are below a 2.0 GPA. Many of our students ask for letters of recommendation and for us to be personal references for job interviews. We offer tutoring after school and also provide student intervention when other teachers are unable to help our Polynesian students or when the students are behavioral problems. Lastly, we counsel students on the importance of school and doing their homework and help them identify if they want to pursue college education or workforce and put them in touch with the college/career counselor.

We have been blessed to pilot the Samoan language class and Polynesian Dance classes after school here on campus. There is great interest and students start planning to attend these after school classes from middle school. The high school student may earn credits that are used for graduation requirements. Some of our students have taken Polynesian Dance credits for 4 years in row. So this year, they can earn 2 extra credits after school. Many need it to assure they graduate from high school. That's just awesome! That our after school credit can mean the difference between graduating from high school.

Please help us integrate our program into the school day or compensate our volunteers for the after school program. We are in great jeopardy of losing these volunteers because our program is so extensive and requires a lot of time to adequately prepare. The program just can't continue growing with Zero budget and no time or resources allocated by the school system. Help us continue teaching our students about their Polynesian culture, identity, and language!

Respectfully,

Esther Reid-Trani

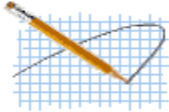
Polynesian Dance/ Samoan Language Teacher

**

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**



Elisapeta Alaimaleata <alaimale@hawaii.edu>

05/04/2015 08:42 AM

To boe_hawaii@notes.k12.hi.us

cc

Subject In Support of BOE Policy 105.14

Testimony of Multilingualism for Equitable Education (unedited)

IN SUPPORT OF BOE policy 105.14

May 5, 2015

Aloha & Talofa lava,

My name is Elisapeta Alaimaleata. I support of BOE policy 105.14. I support the policy because my family is a living example of the success of speaking two languages at home, Samoan and English.

I have 4 children attending the public school system. My husband served in the military for more than 18 years. There were many years of separation due to military obligations. Deployments made it difficult to raise 4 kids as a single parent whenever my husband is away. As an educator I used my native language and Samoan values to teach my children to stay focus, be obedient and be respectful. My Samoan values and teachings helped me cope with stressful times while raising my children. It relays the message of being obedient, respect and coherence to my children. As one the Samoan leaders said to me, "If you have Samoans raised in a Samoan household, you speak Samoan – that's how you get to the hearts and minds of the people." My language carries the essence of power, that power is MANA to the mind, to the heart and it reaches the soul of my children. You build a consistent system of traditions at home, the use of your native language alongside English, you are grounded, you have the foundation to build a strong family system that can withstand any negative distractions.

In 2004 when I registered my children in public school, I was told since I speak Samoan to my kids at home, my kids will be placed in ESL. I had no problem with that since I'm supportive with any education concepts that will help my kids. My twin boys (my first babies) were placed in a class where they were pulled out from time to time, their knowledge was limited because of how the class was taught and structured. They would come home and say, "Mom the class is too easy for me." As an educator, I thought this is America therefore education should be of high standards. I consulted with administrators at the time and we tested my children. The twin exit out from ESL class immediately. Ever since the experience with the twin and ESL, I don't mark or label that I speak another language at home.

I speak Samoan at home to my children. Their ears can process and they can understand well. The opportunity enabled them to switch codes of understanding from English to Samoan or Samoan to English. It's like I'm providing brain exercises to help them think critically. I don't want my kids to be confined and be restricted to learn challenging concepts in public school because he/she speaks another language other than English. Those that are speaking another language other than English should be rewarded for reaching that standard. Our education system should not be a "One Size Fits All" system. To have equal education under the law for everyone, we to be in-compliance, to be transparent by providing services to benefit our children. We talk about these things and we must practice and serve everyone equally. Our language school opens up the doors to Samoans and non-Samoans. We empower and build a healthy learning environment that embraces both English and Samoan language while living in Hawai'i. Hearing and learning Hawaiian language is a big plus too to our kids. Instead of bilingual they're multilingual.

Samoan school brought free Samoan language and culture education learning and resources to more than a 100 families in the State of Hawaii, served more than 380 students from all over the state of Hawai'i. As the only Samoan language center in the whole United States of America, Hawai'i has the second largest Samoan population of more than 38,000 living in the United States (5 years ago data - based on 2010 US Census). California has more than 60,000 Samoans, more than those residing on the island – a projection of immigration increase. I have seen changes in children's attitudes when they first entered A'oga Samoa (Samoan School). Kid's personality changed from being rude to being respectful, bullying to caring, crying to being happy, you name it. Parents learn together with their children. It's a supplementary program to academic, a safety net. Families are not just learning the language but the values of being Samoan; values of respect, obedient and perseverance. They say, "It takes a village to educate a child." That village concept is clearly identified through Le Fetuao SLC's community-based program. We service people from all over the island, those that are 3rd to 4th generation born and raised in Hawai'i and have lost the language but are eager to educate their children about the benefit of such program.

As a parent, I can say the most challenging part of raising 4 children with a military spouse is the after effects of 3 deployments. It was devastating when your spouse returns home and has post-traumatic stress disorder. That attitude can rub on your family. Attending the Samoan language school helped our family stay together, to find that common ground, to communicate to be reminded to be respectful and be a good example to others. Since the start of Samoan school, I thought a lot about my upbringing back in Samoan where we have evening family time, where we sing, we pray and we talk about the days' work. That tradition grounded us and made us who we are today. As a parent I wanted to pass that on to my kids. I realized how hard it is to have a busy life. When we have so much going on in life there's hardly time to communicate with our children. Aoga Samoa made us think about setting a structure in our household. By 7pm every

day we drop everything, come together in the living room to sing together, meditate and pray as a family. Our home tradition was based upon our upbringing when we were raised in Samoa. I learned a lot from those traditions and I want to pass them on to my own children. Our evening time enabled us to bond, to talk about school and helped us to communicate our feelings to our children. I call it our OHANA time. All of the above was possible because I believed how learning the language and culture developed a strong foundation and support system to children's academics.

I support BOE policy 105.14

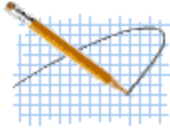
Elisapeta T. Alaimaleata

(parent & community leader living on O'ahu

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Kendi Ho <kendih@hawaii.edu>

05/04/2015 08:46 AM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony for May 5, Seal of Biliteracy
and new Board Policy 105.14

State of Hawaii

Board of Education

Student Achievement Committee Chairperson: Ms. Cheryl Ka'uhane Lupenue

Student Achievement Committee Vice-Chairperson: Ms. Patricia Halagao

Board of Education Members: Mr. Don Horner, Mr. Brian De Lima, Mr. Keith Amemiya, Mr. Grant Chun, Mr. Danson Honda, Ms. Nancy Budd, Mr. Jim Williams, and Ms. Amy Asselbaye

RE: March 5, 2015, 9:00 am Student Achievement Committee Meeting:

- 1) Discussion Items: Update on new Board Policy 105.14
- 2) Recommendation for Action: Seal of Biliteracy

I have recently completed my studies in the Master's program in Second Language Studies at the University of Hawai'i at Mānoa and will begin the Doctoral program in the same department in the Fall. I would like to draw on my current experience as an ESL teacher at McKinley Community School for Adults where many of my students are parents or grandparents of K-12 students. Board Policy 105.14 and the Seal of Biliteracy give greater definition of language support in the Department of Education's Strategic Plan for student, staff, and systems of support success.

Language must be perceived as a valued resource by all stakeholders in the DOE to fulfill our public schools' commitment to success. For example, one evening, one of my students needed help with reading a few emails from her son's public school teacher. In a long email, the teacher had explained that she had been absent for the day, along with several students, and wanted to be sure that all students had finished their online assignment. Unfortunately, the teacher did not know which students were in school, so she sent an email to all the parents asking them to have their child complete the assignment at home. My student was confused and couldn't determine if this was important for her son and what the teacher wanted her to do. My students want to participate fully in their children's education, but need some language accommodation from teachers, such as brevity and level of language use.

The example above shows how the draft policy, “Multilingualism for Equitable Education”, is needed to guide language success for both students and teachers by creating a multilingual and multicultural learning environment where all stakeholders can fully participate. In addition, the seal of Biliteracy further encourages multilingual development to help our students be competitive in a linguistically and culturally diverse global marketplace. I support these two initiatives as steps towards valuing other languages and cultures to help our students achieve their academic, occupational, and community goals.

Thank you for the opportunity to testify in support of the New Board Policy 105.14 and Seal of Biliteracy.

Sincerely,

Kendi Ho

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Date: May 4, 2015

To: BOE Student Achievement Committee Meeting (May 5, 2015)

Agenda Item: Proposed BOE Multilingualism Policy (Policy 105.14)

Dear Hawaii State Board of Education Committee Members,

Hello, my name is Gloria Lani and I am a parent, community member, and I'm with the Marshallese Education Day Committee.

I support the proposed policy on Multilingualism for Equitable Education (Policy 105.14) because I find a child keeping his/her native language very important. It would be very practical for any children to be able to speak and understand both their native language and English language in the future. This is what I strongly would like my child to do, to keep her language and at the same time learn other languages like English so she could be more supportive and beneficial to the community especially where many new comers to the United States, including Marshallese families who are non-English speakers are in need of assistant in interpretations and translations.

The other reason why I believe multilingualism is great for any child's education is so they can keep their cultures, identity and values, language is part of one's culture, without the ability to speak one's own native language, sadly they lose their culture, and so for me, I wouldn't want my children to lose their language or culture.

Thank you for your time and consideration on this issue.

Sincerely,

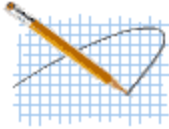
Gloria Lani

Send your testimony using *ONE* of these methods:

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FAX: (808) 586-3433

EMAIL: boe_hawaii@notes.k12.hi.us



"Emily W. Lee" <emilywslee@gmail.com>

05/04/2015 08:57 AM

To boe_hawaii@notes.k12.hi.us

cc

Subject Support of Proposed BOE
Multilingualism Policy (Policy 105.14)

Date: **May 4, 2015**

To: BOE Student Achievement Committee Meeting (May 5, 2015)

Agenda Item: Proposed BOE Multilingualism Policy (Policy 105.14)

Dear Hawaii State Board of Education Committee Members,

Hello, my name is **Emily Lee** and I am a community member and former teacher of multilingual students in the Hawai'i State Department of Education, as well as someone who was placed in a pull-out ESL program as a young immigrant many decades ago (in another state).

I support the proposed policy on Multilingualism for Equitable Education (Policy 105.14),

for the following reasons:

- Given the absence of such a policy currently, and the diversity of cultures and languages of our Hawai'i students' backgrounds, a policy is needed to demonstrate the Department of Education's commitment to supporting and sustaining the richness of this diversity.
- My hope is that, no matter the students' level of language development in English, we as educators will be able to support their content learning and bring all their linguistic assets into the classroom.
- As someone who had to learn English as an additional language in more or less of a sink-or-swim context, I was told to focus only on English. This caused my level of reading and writing in Mandarin Chinese to drop drastically, which I had to recuperate much later, through labored effort, in my adult life as a heritage learner. Had there been just some support at the time I was acquiring English, such as the availability of reading materials in Mandarin, the loss of my home language would not have been so significant, nor the effort to relearn it. In the context of our globalized world, just for the argument of *efficiency*, it seems evident that we need to support and value students' multilingual development.

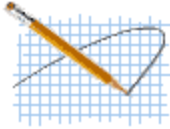
Thank you for your time and consideration on this issue.

Sincerely,
Emily Lee

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**



<samoahi@hawaii.rr.com>

05/04/2015 08:59 AM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony to Student Achievement
Committee Agenda Items Meeting
May 5, 2015 9:00AM

1 attachment



Sitiveni Palautua Price - Public Testimony 5-5-2015 9AM.docx

Sitiveni Palautua Price
General Engineer US Army

Date of Meeting: 5/5/2015
Time of Meeting: 9AM

Agenda Item IV. A. Update on new Board Policy 105.14, Language in Education
(ELL/Bilingual)

After review of the policy proposal, I would like to submit this written testimony to provide firsthand experience to assist in the development of such programs for ELL/Bilingual education.

First of all, I would like to thank our heavenly father for the opportunity to provide mine and my son's experience with Samoan language education. Having been raised in Falelatai, Samoa, I understand the importance to continue to perpetuate the Samoan language to ensure that the fa'asamoa culture continues. As the global community separation shrinks due to computer connectivity, even more the language becomes important to preserve.

Prior to entering the school system in Hawaii, my son spoke and understood the Samoan language in great detail. After he started the school system, he lost the ability to speak the language. Even for myself, as I progressed through the U.S. university system, my strength in being able to speak Samoan has diminished which holds true the saying, "if you don't practice and use it, you will lose it."

The Samoan language is the basis of the Samoan culture and if this is not preserved the culture will fall way to the more dominant spoken languages. Currently, the school systems teach languages based on population (such as English and Spanish) and the most spoken language as the focal point on what to have available to students. In the pacific region, Spanish is not something that is beneficial to our island nations and culture. Children should be given the opportunity to learn in a structured setting, their native language.

That is why I feel programs like Le Fetuao is helping to fill the void of opportunities for students to continue with learning the Samoan language and in turn the fa'asamoa. Le Fetuao has given my son an opportunity to take ownership of his culture and to have pride.

Many families have to work multiple jobs to make a living in Hawaii as the cost of living is high. As a single parent, it is very difficult to include the Samoan language and culture at home when majority of the assignments in school are in English and are not in line with the fa'asamoa. We do incorporate the language and culture with Christian exposure during home

prayer sessions. This is a difficult balance due to time limitations in a day. By having the Le Fetuao Samoan language classes, the learning process falls in line with learning Samoan and the children's normal schooling. Le Fetuao allows my son to learn Samoan in the same manner as he learns other subjects in his school where homework and class assignments are focused in a structured manner.

I would like to thank the State of Hawaii for providing such an opportunity for my son and other Samoan children so that they may continue to perpetuate the fa'asamoa and to continue to have pride in their culture. I would also like to thank Le Fetuao and the administrators for providing such a wonderful experience and opportunity to the children to continue the Samoan culture. This school along with the church community and home focus, continues to bridge the gaps so that the kids can be able to read, write, and speak Samoan and to perpetuate the culture in the fa'asamoa. If the policy is to allow more access to the Samoan language in a structured classroom setting, I as a tax payer and parent am for it. This is definitely a good use of federal and state funds.

Soifua!

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Date: May 4, 2015

To: BOE Student Achievement Committee Meeting (May 5, 2015)

Agenda Item: Proposed BOE Multilingualism Policy (Policy 105.14)

Dear Hawaii State Board of Education Committee Members,

Hello, my name is Merleen William and I am a parent of four children in the DOE.

I support the proposed policy on Multilingualism for Equitable Education (Policy 105.14) because I find that their main struggle is limited Chuukese in reading, writing as well as speaking. Another issue I find that they struggle with is, they are unfamiliar to the culture.

Thank you for your time and consideration on this issue.

Sincerely,

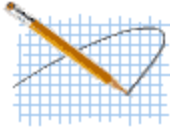
Merleen William

Send your testimony using *ONE* of these methods:

PAPER: One copy to the Board of Education office at P.O. Box 2360, Honolulu, Hawaii 96813;

FAX: (808) 586-3433

EMAIL: boe_hawaii@notes.k12.hi.us



Dina Yoshimi <dinar@hawaii.edu>

05/04/2015 09:07 AM

To boe_hawaii@notes.k12.hi.us
cc
Subject Support for New Board Policy,
Unnumbered, Seal of Biliteracy

Dina R. Yoshimi

Support for New Board Policy, Unnumbered, Seal of Biliteracy

Tuesday, May 5, 2015, 9:00am

Chair Lupenui, Vice Chair Halagao, and Esteemed Committee members,

I am Dina Rudolph Yoshimi, a faculty member of the Department of East Asian Languages and Literatures at the University of Hawai'i-Mānoa (UHM) for the past 23 years, and Director of the Hawai'i Language Roadmap Initiative (housed in the College of Languages, Linguistics and Literature at UHM) since September 2013. Today I am submitting testimony as a private citizen in support of the New Board Policy (Unnumbered) for a Seal of Biliteracy.

There are many reasons to support a bill to establish a Seal of Biliteracy for Hawai'i within the Hawai'i Department of Education. I would like to focus on three: inclusiveness, fairness, and value to the student.

In our State public school system, students are not only afforded an opportunity to complete their basic education, they are also provided with opportunities to realize their fullest potential and learn, explore, and develop skills well beyond "the bare minimum." This is evident in the DOE's broad range of AP and CTE course offerings, elective courses, and after-school enrichment activities. It is also evident in the awarding of graduation honors: For the classes of 2016, 2017, and 2018, students can earn academic honors, CTE honors, and STEM honors by maintaining a 3.0 GPA and taking specific sets of courses in Math, Science, and/or CTE. Conspicuously missing from these honors awards is recognition of high-level achievement in English Language Arts and World Languages, or what is now called "a Seal of Biliteracy".

There is no question of the value of these language skills for college and career readiness. Indeed, with a Seal of Biliteracy, students will already have developed their language skills to a level that can be awarded college credit, and can be listed as a valued skill for the workplace. The fact that students of all backgrounds can earn a Seal of Biliteracy testifies to the intent of this certificate of recognition to respect this facet of student achievement in the most inclusive manner. Among the multiple paths are:

- Students who apply themselves in the world language classroom;
- Students who have spoken a language other than English from birth, and have applied themselves in developing proficiency in speaking, reading, and writing, both in their native language, and in English as an additional language; and
- Students who have grown up with a language other than, or in addition to, English being spoken in their homes, and have applied themselves in developing their spoken language skills for use beyond conversations in the home, and also have developed high-level literacy skills.

These students all are equally deserving of recognition. Indeed, it is the formal recognition that will drive students to excel, and it is the official validation of their efforts that will motivate them to push themselves to this level of excellence, all of them, be they speakers of Pohnpeian or Portuguese, Hawaiian, Ilokano, Mandarin or Spanish. The inclusiveness, and the inherent fairness, that a Seal of Biliteracy represents is consistent with our valuing of all of our students, and, our valuing of the whole student – not just the English-speaking “part” of our bilingual and heritage speakers, not just the accomplishments that can be evaluated by other English speakers.

There are eight other states that are already awarding the Seal of Biliteracy, and an additional eight that are on the verge of establishing one for their respective populations. The State of Hawai‘i can do this. It will be a meaningful investment in the future of our keiki that will reap benefits for them, and for our State’s commitment to fairness and inclusiveness in education, for years to come.

I thank you for your service to the State, and to all the people of Hawai‘i and for the opportunity to provide testimony in support of this new, as yet unnumbered, Board policy.

**

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**

Date: May 4, 2015

To: BOE Student Achievement Committee Meeting (May 5, 2015)

Agenda Item: Proposed BOE Multilingualism Policy (Policy 105.14)

Dear Hawaii State Board of Education Committee Members,

Hello, my name is Roxanne M Goulard, I am a parent of 6 but 4 are still in the HI DOE area, and I'm a Chuukese community member.

I support the proposed policy on Multilingualism for Equitable Education (Policy 105.14) because I believe that it is very for a child to keep his/her native language. I strongly believe that learning other language and our own native language at the same time is very important.

Hearing my children speaking their own native language makes me realize that they have lost their own culture, identity and values as language is part on one's culture. Without the ability to speak one's own native language is very sad to know because it shows that they have lost their culture and I would not be happy with that for my own children to lose their own language and culture. One day we will all be going back to our home island and it would be very sad and hard for them not to be able to communicate with our community.

Thank you for your time and consideration on this issue.

Sincerely,

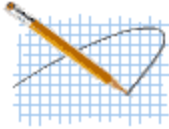
Roxanne M Goulard

Send your testimony using *ONE* of these methods:

PAPER: One copy to the Board of Education office at P.O. Box 2360, Honolulu, Hawaii 96813;

FAX: (808) 586-3433

EMAIL: boe_hawaii@notes.k12.hi.us



Terrina Wong
<terrina@pacificgatewaycenter.org>

05/04/2015 09:56 AM

To boe_hawaii@notes.k12.hi.us
cc
Subject In support of the Seal of Biliteracy and
Multilingualism for Equitable Education

Dear BOE Board of Directors,

Pacific Gateway Center fully supports the proposed BOE policy on multilingualism and the seal of biliteracy.

Pacific Gateway Center is a non-profit which has committed over 40 years to empowering immigrants, refugees, and low income in our state with social programs, economic development programs as well as education and training that help lead them to self-sufficiency.

Inspired by our work with the foreign-born, our organization has the Hawaii Language Bank with a pool of qualified interpreters and translators in 35 languages. We work daily with government entities, the military, the public schools, the health institutions, among many others, who are in need of qualified people who speak another language.

We know first-hand the value of a multilingual community. This not only ensures language access to all members of our community, and, truly the most disenfranchised, but it supports the economic development of our state. Students need to be recognized and valued for the additional skillset of language, and, understanding of a culture from an insider's perspective which language acquisition provides that they bring to our community.

Biliteracy means for our state:

- We are a part of a global world and that we acknowledge students who are competent global citizens by their proficiency in another language and culture and, consequently, their ability to see through the eyes of others;
- We truly mean aloha to our tourists and other international visitors who are critical to our state's economy by welcoming them, servicing them in their language, understanding their culture and behaviors;
- We ensure language access to our community, especially the most disenfranchised, where communication is critical to their transition and adjustment;
- We are a multicultural state -- the most diverse in the nation, and, therefore, need to fully recognize that this means multilingual as well.

We fully support this policy on multilingualism and the seal of biliteracy for our high school graduates.

Dr. Tin Myaing Thein
Executive Director

Terrina Wong
Deputy Director

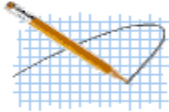
--

Pacific Gateway Center
723-C Umi Street
Honolulu, HI 96819
Direct: (808) 851-7001
Phone to Pacific Gateway Center: (808) 851-7010
Fax: (808) 851-7007

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**



Allison Henward <henward@hawaii.edu>

05/04/2015 10:21 AM

To boe_hawaii@notes.k12.hi.us

cc

Subject testimony

Dear Board of Education Members,

I write this letter in enthusiastic support of the policy (105.14) initiative Multilingualism for Equitable Education in Hawaii public schools. As a teacher educator, educational researcher and former early childhood teacher (Preschool and K-3) I feel this policy is direly needed to support children and the teachers who teach them in Hawaii. Failure to enact I believe deprives children who do not speak English as their primary language and grossly exacerbates the inequity and marginalization of these children.

My own teaching experience, graduate work and site of some research took place in Arizona where multilingualism, policy and equity are often debated topics. As a teacher many of my students' mother tongue was not English and I taught in Structured English Immersion classroom alongside bilingual classrooms. My graduate work included multilingual strategies and theory for working with bilingual and monolingual populations.

Hawaii, as we well know has an extremely ethnolinguistically diverse population. Projections in the United States identify increasing numbers of students who do not speak English as their primary language. Yet in talking to inservice teachers and conducting research in local schools, I have found many teachers feel unprepared to support children who are MLL. To illustrate this point, I offer my own experience as a teacher educator. I encountered a graduate student who was teaching in a primary classroom. His class consisted of children who spoke 11 separate languages. Despite this extremely diverse classroom he yet he had little experience with MLL strategies and theory and therefore his instruction made no accommodations to support his students. Because of examples such as this I believe multilingual strategies and theory for in-service teachers at the state and school level would be of great benefit. Research has found that when we look to students home language as an asset and build upon this in instruction students are more successful and actually learn English more effectively.

The proposed policy as it is designed is comprehensive. Particularly impressive is the emphasis on families within the framework. This policy would I beleive dramatically reconfigure how children who are MLL are talked about and taught in Hawaii schools. I strongly urge this policy to be implemented and am thankful to the efforts for those who contributed.

Sincerely,

Allison Henward, PhD

Assistant Professor of Early childhood education

University of Hawaii at Manoa

Allison Henward, Ph.D
Assistant Professor of Early Childhood
Institute for Teacher Education
Curriculum Studies
University of Hawaii at Manoa
Everly Hall 224A
1776 University Avenue
Honolulu, HI 96822
Office: 808-956-3977
<https://coe.hawaii.edu/directory/?person=henward>

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**

Shawn Ford
Socio-Political Action Chair
Hawai'i TESOL
May 5, 2015, 9:00 am
Agenda item V.A, Committee Action on Committee recommendation concerning the Seal of Biliteracy

Re: Support for the Seal of Biliteracy

Dear Board Of Education Student Achievement Committee,

Hawai'i TESOL is the largest state-wide organization representing teachers of English to speakers of other languages (TESOL) – commonly referred to as “ESL teachers” – most of whom support the English language development of immigrant students in Hawaii's DOE schools.

Hawai'i TESOL is writing the BOE today to express support for the proposed Hawai'i Board of Education policy that will establish the Seal of Biliteracy, which will be affixed to certificates of recognition awarded to graduating students who attain proficiency in English and at least one other language. Such a distinction will promote the development and maintenance of literacy in two or more languages and recognize the rich and diverse language assets of Hawaii's DOE students. It will better position the students and the state for the economic and cross-cultural needs of our globalized world.

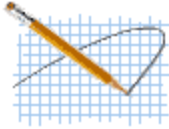
Hawai'i TESOL respectfully requests the Student Achievement Committee to adopt this proposed policy.

As proposed, the Seal of Biliteracy will explicitly recognize the importance of the world language resources that immigrant ELL students bring with them to Hawaii's DOE schools, thereby adding academic legitimacy to their home languages. In addition, the Seal of Biliteracy will recognize and promote the continual development of the first languages of immigrant ELL students as a means of achieving biliteracy, which will in turn strengthen their development of English. Furthermore, the Seal of Biliteracy will provide a pathway for immigrant ELL students to demonstrate their first language proficiency in speaking, listening, reading, and writing, in a language other than English, which will give them access to receiving the Seal of Biliteracy through their home languages, with English as their second language.

Hawaii TESOL believes that the Seal of Biliteracy is an important step in a more positive direction to provide comprehensive linguistic support for our state's immigrant ELL students. It will complement the proposed statewide language policy for the DOE, which will help provide a more equitable education our state's immigrant ELL students and will further promote the rich diversity of our state. Hawai'i TESOL is looking forward to continue working with the BOE and all

other interested stakeholders to support our immigrant ELL students to become productive, successful adults within our multilingual and multicultural community.

Sincerely,
Hawai'i TESOL Board



William Wilson <wilsonwi@hawaii.edu>

05/04/2015 12:19 PM

To boe_hawaii@notes.k12.hi.us, Patricia
Halagao <phalagao@gmail.com>,
Patricia Halagao

cc

Subject testimony on 105.14

Aloha BOE members,

My name is Dr. William H. Wilson. I am the Academic Programs Division Chair for the legislatively established Hawaiian language college at the University of Hawai'i at Hilo. Our college, named Ka Haka 'Ula O Ke'elikōlani, is mandated by law to provide education through the medium of Hawaiian, including a laboratory school program called Nāwahīokalani'ōpu'u (Nāwahī).

Our Hawaiian language medium school Nāwahī includes children who enter school with a language in the home other than Hawaiian. Among such languages have been Ilokano, Spanish, Marquesan, Spanish, and French, as well as Hawai'i Creole English.

We also teach all children a heritage language and heritage writing system from grades 1 to 7 at Nāwahī.

I served as part of the advisory group for 105.14. I am fully in support of the intent and the general tenor of the policy. My main area of interest is to assure that the policy covers both official languages of the state - Hawaiian medium education such as our laboratory school Nāwahī - and English medium education.

At Nāwahī a considerable number of children enter kindergarten speaking Hawaiian, but a considerable number do not. Those who enter not knowing Hawaiian, need support in acquisition of the medium of education.

I know that we are still discussing the policy. In its latest draft, I think that my concern could be handled through an added sentence under the astrix footnote: such as the following.

Because the state has two official languages used in education, the term "English" is to be interpreted to mean "Hawaiian" for Hawaiian language medium schools.

I very proud of our state in its effort through this new policy to support children entering schools speaking a language other than the medium of education. In the 19th century Hawai'i was highly multilingual with most children born here who completed high school fluent in at least two languages and many able to speak more than two.

Again, I support the intent of Policy 105.14 and urge that the footnote be further expanded to clarify that references to "English" in the policy refer to Hawaiian for schools where the official medium of education is Hawaiian. This is parallel to the situation in Puerto Rico where Spanish is the medium of education and ELL refers to S(panish) Language Learner in public Spanish medium schools.

Mahalo.

Dr. William H. Wilson (Pila)

**

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Tuesday May 5, 2015

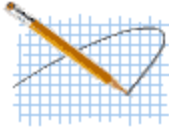
To: Chair Don Horner
Members of the Board of Education
From: Amy Agbayani, Co-Chair
Amy_agbayani@yahoo.com
Subject: Testimony in support of proposed policy 105.14 "Multilingualism for Equitable Education."

I am honored to express strong and positive support for Denise Albano on behalf of the Hawai'i Friends of Civil Rights (HFCR). HFCR seeks to promote the values of Dr. Martin Luther King Jr. for civil rights and social and economic justice. We support diversity and equal access for all, particularly equity in education.

Our multicultural state has a long tradition of multilingualism and it is important to not only recognize this fact but to encourage and support heritage language maintenance and use as well as learning other languages. There are many important studies that document positive educational gains of bilingualism and multilingualism. In addition, our state and our nation needs an educated workforce that will benefit from the appreciation and training in English and other languages. This is very helpful also to the significant number of children and families whose home languages are not used in the schools.

Many thanks for your consideration of issues of equity and school language policy. I respectfully urge you to support this policy.

Board Policy 103.8,
Prophylactics in Public Schools



Kasey Kajiware <krkajiware@gmail.com>

05/01/2015 03:48 PM

To "BOE_Hawaii@notes.k12.hi.us"
<BOE_Hawaii@notes.k12.hi.us>

cc

Subject Please End the Condom Ban in Hawaii
Schools!

Dear Chair Lupenui and Members of the Student Achievement Committee,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

Teens in rural and geographically remote areas are especially harmed by the school condom ban, as they already have severely limited access to condoms simply because of where they live. Confidentiality, cost, transportation, and embarrassment compound this problem.

Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence.

Thank you for considering this important policy change to stop banning condoms in public schools.

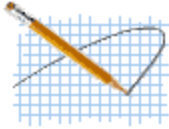
Sincerely,

Kasey Kajiware, MD

Department of obstetrics and gynecology

**

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Bliss Kaneshiro <blissk@hawaii.edu>

05/01/2015 03:46 PM

To: BOE_Hawaii@notes.k12.hi.us
cc
Subject: Please End the Condom Ban in Hawaii Schools!

Dear Chair Lupenui and Members of the Student Achievement Committee,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

Teens in rural and geographically remote areas are especially harmed by the school condom ban, as they already have severely limited access to condoms simply because of where they live. Confidentiality, cost, transportation, and embarrassment compound this problem.

Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence.

Thank you for considering this important policy change to stop banning condoms in public schools.

My views are my own and do not represent the University of Hawaii of which I am a faculty member

Sincerely,

Bliss Kaneshiro MD, MPH

--

Bliss Kaneshiro MD, MPH, FACOG
Associate Professor
Director of the Family Planning Fellowship and Family Planning Division
Department of Obstetrics, Gynecology, and Women's Health
University of Hawaii John A. Burns School of Medicine

Please note my new email: blissk@hawaii.edu

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To: Hawaii State Board of Education Student Achievement Committee
Hearing Date/Time: Tuesday, May 5, 2015, 9:30 a.m.
Place: Queen Liliuokalani Building, Rm. 404
Re: Testimony of Planned Parenthood of the Great Northwest and Hawaii in opposition to Proposed Policy 103.8

Dear Chair Lupenui and Members of the Student Achievement Committee,

Planned Parenthood of the Great Northwest and Hawaii writes in opposition to proposed Policy 103.8 as it will continue to harm the health and safety of our youth by preventing distribution of condoms and other prophylactic devices to students in the classroom, on the school campus or at any school-related activities.

Youth, families, communities and taxpayers, particularly those in rural and geographically remote areas, are paying the price for the condom ban.

The consequences of the condom ban are clear and severe. According to the Youth Risk Behavior Survey, Hawaii's teens rank lowest in the nation for condom use.¹ They rank lowest in the nation for use of any type of birth control to prevent pregnancy during intercourse. Hawaii's teen pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

Teens in rural and geographically remote areas are especially harmed by the condom ban, as they already have severely limited access to condoms simply because of where they live. Confidentiality, cost, transportation, and embarrassment compound this problem. Do we really expect teens in Lanai (or Molokai, or Pahoia, e.g.) to purchase condoms from auntie at the local store?

Hawaii's teen birth rate dramatically illustrates this problem: students from Waianae/Nanakuli and Molokai have the highest teen birth rates in the state, at over twice the national average. In Honokaa, over 1 out of every 2 teen girls of native Hawaiian or Pacific Island descent gives birth. In Laupahoehoe, the number is only slightly lower (just under 1 out of every 2).²

¹ National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention, Division of Adolescent and School Health, HIV, STD and Other Teen Pregnancy Prevention and Hawaii Students (2013), available at http://www.cdc.gov/healthyyouth/yrbs/pdf/hiv/hi_hiv_combo.pdf.

² Hawaii Health Data Warehouse; Hawaii State Department of Health, Office of Health Status Monitoring, *Live Births in Hawaii (Residents Only), for Females Aged 15-19 Years, by School Complex and Mother's Race/Ethnicity, for the Aggregated Years 2008-2012*, (February 17, 2015).

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Kahului Office Center
140 Ho'ohana Street, Suite 303
Kahului, HI 96732
808-871-1176

Condom availability programs are a positive investment in our youth with proven success.

Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's amongst teens. The U.S. Centers for Disease Control and Prevention (CDC) states that "structural-level condom distribution interventions or programs (CD programs) are efficacious in increasing condom use, increasing condom acquisition or condom carrying, promoting delayed sexual initiation or abstinence among youth, and reducing incident STIs."³

A review of multiple studies on the effectiveness of condom availability programs in the U.S. and elsewhere found "significant intervention effects... for the following outcomes: condom use, condom acquisition/condom carrying, delayed sexual initiation among youth, and reduced incident STIs."⁴

A study performed in Holyoke and Springfield, MA found a "47% decrease in the rates of gonorrhea and chlamydia infection combined over three years after the implementation of a condom availability program [in a Holyoke school], whereas similar aged males in a Springfield school [without a condom availability program] had a 23% increase in the rates of gonorrhea and chlamydia infection."⁵

Together with a comprehensive sexual health education program, a condom availability program could go far to reduce the rates of unintended pregnancy and STI's and encourage Hawaii's youth to make healthy, safe and responsible decisions.

Thank you for this opportunity to testify in opposition to proposed Policy 103.8.

Sincerely,
Laurie Temple Field
Director of Public Affairs & Government Relations

³ Atlanta: U.S. Centers for Disease Control and Prevention, *Condom Distribution as a Structural Level Intervention* (October 2010), available at http://www.cdc.gov/hiv/pdf/prevention_programs_condom_distribution.pdf.

⁴ Mahnaz R. Charania et al., *Efficacy of Structural-Level Condom Distribution Interventions: A Meta-Analysis of U.S. and International Studies, 1998-2007*, *AIDS and Behavior* 15.7 (October 2011): 1283-1297, available at <http://link.springer.com/article/10.1007%2Fs10461-010-9812-y>.

⁵ Sharon R. Wretzel, Paul F. Visintainer, and Laura M. Pinkston Koenigs, *Condom Availability Program in an Inner City Public School: Effect on the Rates of Gonorrhea and Chlamydia Infection*, *Journal of Adolescent Health* 49.3 (September 2011): 324-6, available at <http://www.ncbi.nlm.nih.gov/pubmed/21856527>.



To: Hawaii State Board of Education
Hearing Date/Time: Tuesday, May 5, 2015, 1:30 p.m.
Place: Queen Liliuokalani Building, Rm. 404
Re: Testimony of Planned Parenthood of the Great Northwest and Hawaii with comments to the Complex Area Superintendent Report for Nanakuli-Waianae

Dear Chair Horner and Members of the Board of Education,

Planned Parenthood of the Great Northwest and Hawaii writes with comments to the Complex Area Superintendent Report for Nanakuli-Waianae. As noted in the Complex Area Superintendent's report, chronic absenteeism and low-college going rates are problems for the Nanakuli-Waianae Complex Area. Notably absent from the Complex Area Superintendent's report is any mention of the Nanakuli-Waianae teen birth rate, its contribution to chronic student absenteeism and the low college-going rate or strategies to combat it. Developing an effective solution to chronic absenteeism and low college-going rates requires us to prioritize teen pregnancy prevention.

Teen pregnancy is so closely connected to chronic absenteeism, high drop-out rates and low college-going rates that it simply cannot be ignored by educators. Teen pregnancy remains the number one reason for quitting school.¹ Only 1 in 3 teen mothers who have a child before they turn 18 have a high school diploma.² Less than two percent of teen mothers attain a college degree by age 30.³

The Nanakuli-Waianae Complex Area has the highest teen birth rate in the state - more than twice the national average.⁴ This means that 1 in 15 teens in the Nanakuli-Waianae complex area will give birth every year. Amongst Native Hawaiian and Pacific Islander teens, that number rises to 1 in 5.⁵

These staggering statistics clearly demonstrate that teen pregnancy is a huge problem for the Nanakuli-Waianae Complex Area and the surrounding community. It is critical that administrators make the connection between educational attainment and teen pregnancy and collaborate with health professionals, parents, teachers and community leaders to address it.

Sincerely,
Laurie Temple Field
Director of Public Affairs & Government Relations

¹ Unpublished tabulations by The National Campaign to Prevent Teen and Unplanned Pregnancy. Data from the National Educational Longitudinal Study of 2002/2004, The National Center for Education Statistics: Washington, DC. Retrieved July 2010, from <http://nces.ed.gov/edat/>.

² Perper, K., Peterson, K., and Manlove, J., *Diploma Attachment Among Teen Mothers, 2010*. Child Trends, Fact Sheet: Washington, DC.

³ Hoffman, S.D., *By the Numbers: The Public Costs of Adolescent Childbearing*, The National Campaign to Prevent Teen Pregnancy, Washington, DC (2006).

⁴ Hawaii Health Data Warehouse; Hawaii State Department of Health, Office of Health Status Monitoring, *Live Births in Hawaii (Residents Only), for Females Aged 15-19 Years, by School Complex and Mother's Race/Ethnicity, for the Aggregated Years 2008-2012* (February 17, 2015).

⁵ *Id.*

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808-329-8211

MAUI
Kahului Office Center
140 Ho'ohana Street, Suite 303
Kahului, HI 96732
808-871-1176

**Live Births in Hawaii (Residents Only), for Females Aged 15-19 Years,
by School Complex and Mother's Race/Ethnicity, for the Aggregated
Years 2008-2012**

This report displays number of births by selected dimensions and attributes that pertained to residents only. Where a dimension value is unknown for a particular record, that record is not included in the counts for that particular dimension. Population estimates come from the 2010 Census and are assumed to remain stable for the time period examined.

For additional information about this data source, please look here:

<http://www.hhdw.org/cms/index.php?page=vital-statistics>

Suggested Citation:

*Hawaii Health Data Warehouse; Hawaii State Department of Health, Office
of Health Status Monitoring, (report title and years),*

Report Created: 2/17/2015

**For questions about this report, please contact
The Hawaii Health Data Warehouse**

profiles@hhdw.org

(855) 946-5899 x15



**Live Births to Females Aged 15-19 Years, by School Complex,
for the Aggregated Years 2008-2012**

Note: Birth Rate is the number of births to females aged 15-19 years per 1,000 females aged 15-19 years; n/r = Not Reportable, where number of births is between 1 and 5

Mother's School Complex	5-year Popn Est (Female, 15-19 yrs)	Total # of Births	Birth Rate
Aiea	5,180	154	29.7
Baldwin	4,585	177	38.6
Campbell	11,260	372	33.0
Castle	8,490	227	26.7
Farrington	16,710	538	32.2
Hana	3,265	90	27.6
Hilo & Waiakea	8,300	288	34.7
Honokaa	1,095	48	43.8
Kahuku	4,840	93	19.2
Kailua	7,260	189	26.0
Kaimuki	9,120	111	12.2
Kaiser	3,685	22	6.0
Kalaheo	1,905	107	56.2
Kalani	2,300	13	5.7
Kapaa	3,950	128	32.4
Kapolei	7,265	201	27.7
Kau	1,240	54	43.5
Kauai	4,885	214	43.8
Keaau	3,420	116	33.9
Kealakehe	4,260	234	54.9
King Kekaulike	2,705	88	32.5
Kohala	3,600	120	33.3
Konawaena	2,015	117	58.1
Lahainaluna	2,920	121	41.4
Lanai	455	20	44.0
Laupahoehoe	895	46	51.4
Leilehua	7,005	377	53.8
Maui	7,295	280	38.4
McKinley	4,960	104	21.0
Mililani	8,790	177	20.1
Moanalua & Radford	7,205	176	24.4
Molokai	1,140	74	64.9
Pahoa	4,180	194	46.4
Pearl City	4,875	139	28.5
Roosevelt	10,705	126	11.8
Waialua	1,840	57	31.0
Waianae & Nanakuli	10,510	716	68.1
Waimea	820	48	58.5
Waipahu	11,930	421	35.3

Rate is higher than the national average:
29.4 births per 1,000 women aged 15-19 years (2012)

Live Births to Females Aged 15-19 Years, by School Complex and Mother's Race/Ethnicity, for the Aggregated Years 2008-2012

Note: Birth Rate is the number of births to females aged 15-19 years per 1,000 females aged 15-19 years; n/r = Not Reportable, where number of births is between 1 and 5

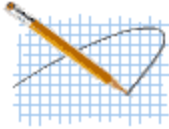
Mother's School Complex	Caucasian			Native Hawaiian and Other Pacific Islander			Asian			Black or African American			Native Alaskan or American Indian			Other		
	5-yr Pop Est (Fem, 15-19)	Total # of Births	Birth Rate	5-yr Pop Est (Fem, 15-19)	Total # of Births	Birth Rate	5-yr Pop Est (Fem, 15-19)	Total # of Births	Birth Rate	5-yr Pop Est (Fem, 15-19)	Total # of Births	Birth Rate	5-yr Pop Est (Fem, 15-19)	Total # of Births	Birth Rate	5-yr Pop Est (Fem, 15-19)	Total # of Births	Birth Rate
Aiea	320	9	28.1	675	104	154.1	2,090	32	15.3	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Baldwin	n/r	n/r	n/r	825	126	152.7	1,345	40	29.7	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Campbell	900	24	26.7	1,225	207	169.0	4,415	123	27.9	275	6	21.8	10	8	800.0	n/r	n/r	n/r
Castle	935	10	10.7	1,100	174	158.2	1,835	40	21.8	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Farrington	410	12	29.3	3,040	342	112.5	8,795	165	18.8	145	10	69.0	n/r	n/r	n/r	4,290	7	1.6
Hana	n/r	n/r	n/r	425	73	171.8	285	11	38.6	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Hilo & Waiakea	1,120	10	8.9	1,395	220	157.7	1,645	47	28.6	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Honokaa	n/r	n/r	n/r	60	33	550.0	270	8	29.6	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Kahuku	n/r	n/r	n/r	1,340	81	60.4	380	8	21.1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Kailua	2,800	80	28.6	575	80	139.1	710	18	25.4	190	6	31.6	n/r	n/r	n/r	n/r	n/r	n/r
Kaimuki	1515	7	4.6	955	77	80.6	3,665	22	6.0	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Kaiser	n/r	n/r	n/r	85	10	117.6	1,250	12	9.6	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Kalaheo	n/r	n/r	n/r	650	94	144.6	195	6	30.8	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Kalani	n/r	n/r	n/r	55	10	181.8	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Kapaa	1075	22	20.5	450	79	175.6	660	20	30.3	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Kapolei	900	18	20.0	925	141	152.4	1,860	32	17.2	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Kau	n/r	n/r	n/r	265	39	147.2	185	7	37.8	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Kauai	590	8	13.6	530	133	250.9	1,505	66	43.9	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Keaau	625	7	11.2	520	87	167.3	705	18	25.5	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Kealakehe	1,105	23	20.8	625	161	257.6	550	36	65.5	n/r	n/r	n/r	n/r	n/r	n/r	1,925	10	5.2
King Kekaulike	675	6	8.9	315	56	177.8	365	17	46.6	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Kohala	800	7	8.8	485	97	200.0	620	11	17.7	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Konawaena	495	14	28.3	395	81	205.1	285	14	49.1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Lahainaluna	780	11	14.1	300	50	166.7	890	40	44.9	n/r	n/r	n/r	n/r	n/r	n/r	935	18	19.3
Lanai	n/r	n/r	n/r	30	6	200.0	255	14	54.9	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Laupahoehoe	n/r	n/r	n/r	65	29	446.2	165	9	54.5	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Leilehua	2,035	144	70.8	635	134	211.0	1,360	45	33.1	505	34	67.3	35	13	371.4	n/r	n/r	n/r
Maui	1340	22	16.4	725	160	220.7	2,815	77	27.4	10	7	700.0	n/r	n/r	n/r	2360	11	4.7

Live Births to Females Aged 15-19 Years, by School Complex and Mother's Race/Ethnicity, for the Aggregated Years 2008-2012

Note: Birth Rate is the number of births to females aged 15-19 years per 1,000 females aged 15-19 years; n/r = Not Reportable, where number of births is between 1 and 5

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McKinley	370	7	18.9	570	67	117.5	2,540	28	11.0	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Mililani	990	18	18.2	545	96	176.1	3,065	53	17.3	210	6	28.6	n/r	n/r	n/r	n/r	n/r	n/r
Moanalua & Radford	1,660	58	34.9	560	53	94.6	2,565	43	16.8	470	18	38.3	n/r	n/r	n/r	n/r	n/r	n/r
Molokai	n/r	n/r	n/r	300	70	233.3	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Pahoa	840	11	13.1	765	139	181.7	300	24	80.0	n/r	n/r	n/r	25	13	520.0	n/r	n/r	n/r
Pearl City	335	15	44.8	465	77	165.6	1,965	41	20.9	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Roosevelt	n/r	n/r	n/r	995	98	98.5	4,210	20	4.8	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Waialua	545	6	11.0	135	30	222.2	365	18	49.3	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Waianae & Nanakuli	545	15	27.5	3,280	586	178.7	850	87	102.4	150	11	73.3	n/r	n/r	n/r	5,680	11	1.9
Waimea	n/r	n/r	n/r	165	33	200.0	165	11	66.7	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Waipahu	425	9	21.2	1,430	217	151.7	7,115	183	25.7	60	8	133.3	n/r	n/r	n/r	n/r	n/r	n/r

Rate is higher than the national average:
29.4 births per 1,000 women aged 15-19 years (2012)



Laura Rice <laura12252@yahoo.com>

04/30/2015 06:54 PM

To "boe_hawaii@notes.k12.hi.us"

<boe_hawaii@notes.k12.hi.us>

cc

Subject support of sex education policy 103.5

Aloha, my name is Laura Williams-May and I live in Hilo .As a former teacher I have seen the many benefits of education over ignorance and especially it is apparent in sex education.

Please improve the health, safety and future of our youth by voting in favor of proposed policy 103.5.

Thank you

Laura williams-May

**

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**

HAWAII YOUTH SERVICES NETWORK

677 Ala Moana Boulevard, Suite 702 Honolulu, Hawaii 96813

Phone: (808) 531-2198 Fax: (808) 534-1199

Web site: <http://www.hysn.org> E-mail: info@hysn.org

Robert Olague, President

Judith F. Clark, Executive Director

Bay Clinic, Inc.

Big Brothers Big Sisters of Honolulu

Blueprint for Change

Catholic Charities Hawaii

Child and Family Service

Coalition for a Drug Free Hawaii

Domestic Violence Action Center

EPIC, Inc.

Family Programs Hawaii

Family Support Hawaii

Hale Kipa, Inc.

Hale 'Opio Kauai, Inc.

Hawaii Behavioral Health

Hawaii Student Television

Hui Malama Learning Center

Kaanalike

Kahi Mohala Behavioral Health

Kokua Kalihi Valley

Life Foundation

Marimed Foundation

Maui Youth and Family Services

Palama Settlement

P.A.R.E.N.T.S., Inc.

Parents and Children Together (PACT)

Planned Parenthood of Hawaii

Salvation Army Family Intervention Svcs.

Sex Abuse Treatment Center

Susannah Wesley Community Center

The Children's Alliance of Hawaii

Waikiki Health

YWCA of Kauai

May 1, 2015

To: State of Hawaii Board of Education

COMMENTS ON THE COMPLEX SUPERINTENDENT REPORT FOR NANAKULI-WAIAANAE

Hawaii Youth Services Network (HYSN), a statewide coalition of youth-serving organizations, appreciates the efforts by the staff of the Nanakuli-Waianae Complex to address the priority issues of chronic absenteeism and college access/career readiness.

The report shows that a quarter of students are chronically absent. High school and college graduation rates are significantly lower than the state average.

Teen pregnancy and parenting is a major reason why youth are chronically absent or fail to graduate from high school. The Nanakuli-Waianae community has the highest teen birth rate in Hawaii at 68.1, twice as high as the statewide rate. The birth rate for Hawaiian and other Pacific Islander adolescents is 178.7 – one out of every five girls will be a parent by age 19.

Nationally, at age 22, only half of teen mothers have graduated from high school compared to 90% of their peers who did not give birth as teens.

The Complex Superintendent's report does not mention teen pregnancy at all.

Evidence shows that medically accurate, age appropriate, culturally relevant pregnancy prevention education is effective in reducing teen pregnancy and birth rates. Youth who complete sexual health education programs are more likely to practice abstinence, delay initiation of sex, have fewer sexual partners, and use protection if they become sexually active.

Hawaii is one of only 10 states that do not require sexual health education in public schools. The proposed changes to Board of Education policy 103.5 address this issue and, if implemented, have the potential to reduce our teen pregnancy and birth rates.

Hawaii residents support pregnancy prevention education in our public schools. Ninety-seven percent (97%) of participants stated that it was important for Hawaii public schools to include sexual health education in their curriculum in a 2012 survey conducted by SMS Research.

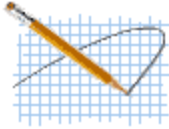
The community supports sexual health education in our public schools, and our youth need and deserve it.

Thank you for this opportunity to testify.

Sincerely,

A handwritten signature in black ink, reading "Judith F. Clark". The signature is written in a cursive style with a large, stylized "J" and "C".

Judith F. Clark, MPH
Executive Director



p tearson <tia.pearson@gmail.com>

05/01/2015 04:55 PM

To "BOE_Hawaii@notes.k12.hi.us"
<BOE_Hawaii@notes.k12.hi.us>

cc

Subject condom ban in schools

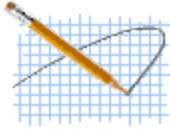
I oppose a ban because of the high percentage of std's & pregnancies in the store.

That makes the tax payer pay a lot for something that could be prevented.

**

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**



Megan Powers <alohapowers@gmail.com>

05/02/2015 12:45 AM

To "BOE_Hawaii@notes.k12.hi.us"
<BOE_Hawaii@notes.k12.hi.us>

cc

Subject Please End the Condom Ban in Hawaii
Schools!

Dear Chair Lupenui and Members of the Student Achievement Committee,

This is really important.

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

Teens in rural and geographically remote areas are especially harmed by the school condom ban, as they already have severely limited access to condoms simply because of where they live. Confidentiality, cost, transportation, and embarrassment compound this problem.

Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence.

Thank you for considering this important policy change to stop banning condoms in public schools.

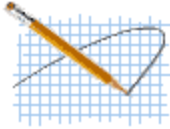
Sincerely,
Megan powers
2441 Lilikoi rd
Haiku, HI 96708

Sent from my iPhone

**

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**



Leigh Anne Leggatt <laleggs2@gmail.com>

05/02/2015 03:03 AM

To "BOE_Hawaii@notes.k12.hi.us"
<BOE_Hawaii@notes.k12.hi.us>

cc

Subject Please end condom bans in Hawaii
schools

Dear Chair Lupenui and Members of the Student Achievement Committee,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

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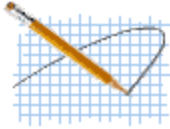
Thank you for considering this important policy change to stop banning condoms in public schools.

Leigh Anne Leggatt
Sent from my iPhone

**

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**



kmluning05@yahoo.com

05/02/2015 01:35 PM

To "BOE_Hawaii@notes.k12.hi.us"
<BOE_Hawaii@notes.k12.hi.us>

cc

Subject: Condoms for teens

Please allow condoms for teens for their health and well being.

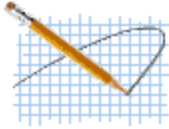
Kristen

Sent from my iPhone

**

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**



Michelle Rocca <michelle.rocca@gmail.com>

05/03/2015 09:35 PM

To "BOE_Hawaii@notes.k12.hi.us"
<BOE_Hawaii@notes.k12.hi.us>

cc

Subject Please end the condom ban in
Hawaii's schools!

Dear Chair Lupenui and Members of the Student Achievement Committee,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

Teens in rural and geographically remote areas are especially harmed by the school condom ban, as they already have severely limited access to condoms simply because of where they live. Confidentiality, cost, transportation, and embarrassment compound this problem.

Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence.

Thank you for considering this important policy change to stop banning condoms in public schools.

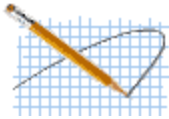
Sincerely,

Michelle Rocca, MS
1115 Hassinger St C3
Honolulu, HI 96822

**

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**



Toni Symons <tsymons@fsswh.org>

05/04/2015 08:28 AM

To BOE_Hawaii@notes.k12.hi.us
cc
Subject Decisionmaking

Subject: Please End the Condom Ban in Hawaii Schools!

Dear Chair Lupenui and Members of the Student Achievement Committee,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

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Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

Toni Ann Symons
Community Development Coordinator
Family Support Hawaii
75-127 Lunapule Rd. Ste 11
Kailua Kona, HI 96740
Ph: (808) 326-7778
FAX: (808)326-4063
Email: tsymons@fsswh.org

Our Mission: *"To Support Families and Communities in Providing Love and Care for Our Children"*

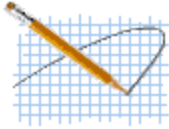
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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 09:31 AM

Please respond to
Steven Slater <ss@vcasa.net>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

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Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

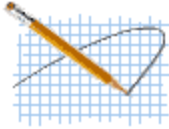
Steven Slater

Haiku, HI

**

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 09:31 AM

Please respond to
Fred Moore <fmoore@hsimechanical.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

Teens in rural and geographically remote areas are especially harmed by the school condom ban, as they already have severely limited access to condoms simply because of where they live. Confidentiality, cost, transportation, and embarrassment compound this problem.

Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence.

Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

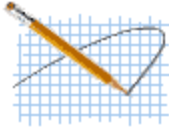
Fred Moore

Honolulu, HI

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 09:31 AM

Please respond to
Carol Tredway <allycat96725@yahoo.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

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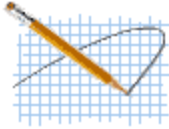
Carol Tredway

Holualoa, HI

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Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

05/04/2015 09:31 AM

Please respond to
Angelina Keighley
<angelina96734@hotmail.com>

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

Teens in rural and geographically remote areas are especially harmed by the school condom ban, as they already have severely limited access to condoms simply because of where they live. Confidentiality, cost, transportation, and embarrassment compound this problem.

As a parent who has counseled teens and helped pregnant teens, it is imperative that condoms are easily available. Abstinence is ideal, but the experts agree that approach often doesn't work. We need to help our kids get an education before becoming parents by providing access to condoms and accurate sex education. I overheard my 18 year old son talking to his friends about treating their girlfriends respectfully and always using condoms. Education works! My son became a father when he was 26, when he was ready to take care of his family.

Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence.

Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

Angelina Keighley

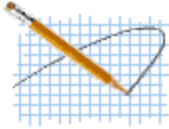
Kailua, HI

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 09:31 AM

Please respond to
Shannon Hines <hinessight@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

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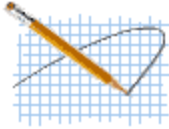
Shannon Hines

Honolulu, HI

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 09:31 AM

Please respond to
Joan Levy <joan@joanlevy.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

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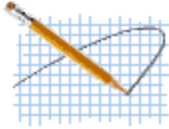
Joan Levy

Kapaa, HI

**

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 09:31 AM

Please respond to
Lee Cone <lgcone@me.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

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Sincerely,

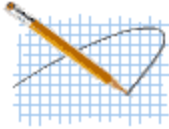
Lee Cone

Kihei, HI

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 09:32 AM

Please respond to
Cathy Paxton-Haines
<cathyphaines@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

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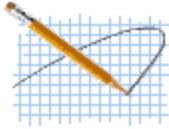
Cathy Paxton-Haines

Pukalani, HI

**

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 09:32 AM

Please respond to
Tom Brand <tbike4@yahoo.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

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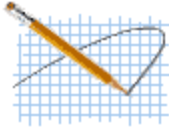
Tom Brand

Honolulu, HI

**

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

05/04/2015 10:01 AM

Please respond to Patricia Brubaker <pyb@hawaii.edu>

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

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Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence.

Let's give our teens some protection!

Thank you for considering this important policy change to stop banning condoms in public schools.

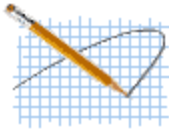
Sincerely,

Patricia Brubaker

honolulu, HI

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Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

05/04/2015 10:01 AM

Please respond to
David Raatz <daveraatz@gmail.com>

May 4, 2015

Hawaii State Board of Education
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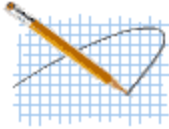
David Raatz

Wailuku, HI

**

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<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

05/04/2015 10:01 AM

Please respond to Anne Lorenzo <trjanne@yahoo.com>

May 4, 2015

Hawaii State Board of Education
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Dear State Board of Education,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

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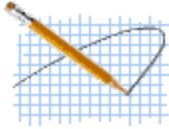
Anne Lorenzo

Ewa Beach, HI

**

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Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 10:01 AM

Please respond to
Michael Lieberman
<mliberman1@hawaiiantel.net>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

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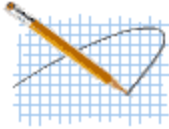
Michael Lieberman

Honolulu, HI

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 10:01 AM

Please respond to
Susan Wurtzburg
<susan.wurtzburg@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

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Lack of availability also harms women students the most, so this is a GENDER disparity issue. Girls end up with unplanned pregnancies, lower education completion, and lower earning prospects than their male peers.

Please please please -- this is a public health issue.

Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

Susan Wurtzburg

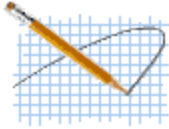
Kailua, HI

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 10:02 AM

Please respond to
Pohakamalamalama Palmer
<watrbaby@watrbaby.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

Teens in rural and geographically remote areas are especially harmed by the school condom ban, as they already have severely limited access to condoms simply because of where they live. Confidentiality, cost, transportation, and embarrassment compound this problem.

Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence.

Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

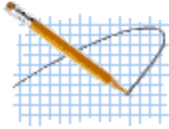
Pohakamalamalama Palmer

Kaunakakai, HI

**

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 10:02 AM

Please respond to
Janice Murray <crewjanicem@aol.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

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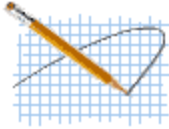
Janice Murray

Waianae, HI

**

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 10:02 AM

Please respond to
Thomas Pinkert <poink9@aol.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

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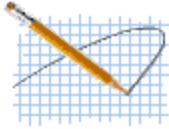
Thomas Pinkert

Waikoloa, HI

**

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 10:02 AM

Please respond to
Janet Mishler <sddlup50@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

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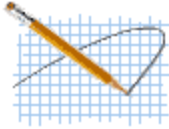
Janet Mishler

Kula, HI

**

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 10:02 AM

Please respond to
Chris Stark <groovemanuever@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

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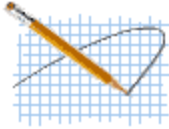
Chris Stark

Hilo, HI

**

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 10:31 AM

Please respond to
Michael Fischer <mikerebelx@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

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You cannot stop teenagers from engaging in sexual intercourse. It does cause unwanted pregnancy and can lead to poverty for a single mother and even abortion. I believe in that choice, but a child can't reasonably make that decision. I support the offering of condoms in schools and the teaching of using a condom during sex.

Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

Michael Fischer

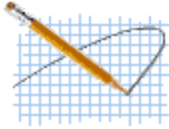
KAPOLEI, HI

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 10:31 AM

Please respond to
jack murphy <jackmurphy.jp@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

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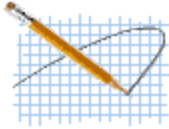
jack murphy

Honolulu, HI

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 10:31 AM

Please respond to
Sheryl Rawson <sherylhilo@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

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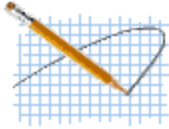
Sheryl Rawson

Hilo, HI

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 10:31 AM

Please respond to
Tom Ranker <tom.ranker@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
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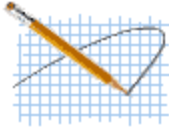
Tom Ranker

Honolulu, HI

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 10:31 AM

Please respond to
S McCoy <sjwyrdd@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
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* I totally agree. Not only condoms but the "female condoms", spermicides, lessons on hygiene and the mythologies of sex and diseases that get perpetuated by ignorance. Teach our children facts about sex and let them make informed choices. ***Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence.
Thank you.

S McCoy

Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

S McCoy

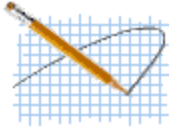
Kealakekua, HI

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Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 11:01 AM

Please respond to
Dougal And Ann Crowe
<adcrowe@hawaiiantel.net>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

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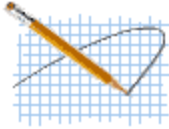
Dougal And Ann Crowe

Kula, HI

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 11:01 AM

Please respond to
Francis Nakamoto <frnhawaii@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
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I was surprised to learn that the Board is taking such a regressive, unrealistic position on condom availability. If sexually active students are willing to request condoms from their school, that shows responsibility and sound thinking on their part. The "adults" in the room should show similar thoughtfulness rather than bury their heads in the sand. I certainly don't hope that this is a reflection of myopic religious influence being injected into making good, health based decisions. That would set the wrong precedent for otherwise constitutional secular education.

Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence.

Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

Francis Nakamoto

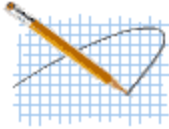
Honolulu, HI

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Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 11:01 AM

Please respond to
Katelyn Stevens <katelynstevens@hotmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
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Dear State Board of Education,

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Teens in rural and geographically remote areas are especially harmed by the school condom ban, as they already have severely limited access to condoms simply because of where they live. Confidentiality, cost, transportation, and embarrassment compound this problem.

Please allow our students to make healthy choices!

Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence.

Thank you for considering this important policy change to stop banning condoms in public schools.

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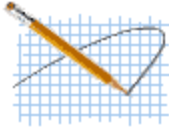
Katelyn Stevens

Kailua, HI

**

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Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 11:02 AM

Please respond to
Gene Parola <genep93@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
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May 4, 2015

Hawaii State Board of Education
HI

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Please carefully consider both the health and expense aspects in this plea.
We are in the second decade of the 21st Century and we have not upgraded our thinking to mid-20th Century levels.
Please think about this from the student's point of view and that of their parents.

Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

Gene Parola

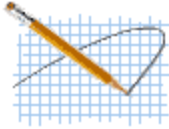
Honolulu, HI

**

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nssb@k12.hi.us. For more info about the filtering service, go to
http://help.k12.hi.us/nssb/internal/spam_pages/index.html

**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 11:02 AM

Please respond to
Christina Gaines
<wingedmenagerie@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

Teens in rural and geographically remote areas are especially harmed by the school condom ban, as they already have severely limited access to condoms simply because of where they live. Confidentiality, cost, transportation, and embarrassment compound this problem.

How can it be that our State has the 'age of consent' at 14but limits the availability of condoms to these same kids?
Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence.
It is time to get real and help our youth make positive progress in life.

Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

Christina Gaines

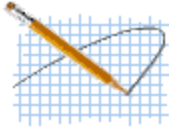
Lihue, HI

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http://help.k12.hi.us/nssb/internal/spam_pages/index.html

**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

05/04/2015 11:02 AM

Please respond to
Paul Smith <shadowwalker1600@yahoo.com>

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

Teens in rural and geographically remote areas are especially harmed by the school condom ban, as they already have severely limited access to condoms simply because of where they live. Confidentiality, cost, transportation, and embarrassment compound this problem.

Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence. Let's change this archaic and proven to not work rule and become progressive to help our young people.

Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

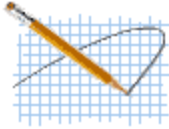
Paul Smith

Honolulu, HI

**

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 11:02 AM

Please respond to
DJ Sakata <honolulubelle@hotmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

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Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

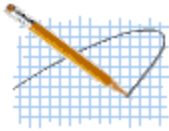
DJ Sakata

Mililani, HI

**

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 11:02 AM

Please respond to
Robert Bacher <bacher.robert@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

Teens in rural and geographically remote areas are especially harmed by the school condom ban, as they already have severely limited access to condoms simply because of where they live. Confidentiality, cost, transportation, and embarrassment compound this problem.

Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence.

Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

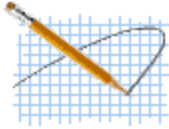
Robert Bacher

Honolulu, HI

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 11:02 AM

Please respond to
Daniel Gardner
<daniel.dano.gardner@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

Teens in rural and geographically remote areas are especially harmed by the school condom ban, as they already have severely limited access to condoms simply because of where they live. Confidentiality, cost, transportation, and embarrassment compound this problem.

Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence. Ignoring this need has a cost for the taxpayers of Hawaii of an estimated \$32 Million. The current position of the State Board of Education bows to the minority opinions which is contrary to common sense!

Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

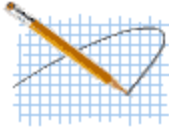
Daniel Gardner

Honolulu, HI

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**



Lisa Kimura <lisak@hmhb-hawaii.org>

05/04/2015 11:05 AM

To BOE_Hawaii@notes.k12.hi.us

cc

Subject Please End the Condom Ban in Hawaii Schools!

Dear Chair Lupenui and Members of the Student Achievement Committee,

I am the executive director of Healthy Mothers Healthy Babies, a maternal and child health organization, as well as the mother of three children of my own.

Every day, our organization sees the negative effects of the Board of Education policy that bans condoms at schools. Hawaii's teens rank last in the nation for condom use and the consequences are significant. Hawaii teens rank 12th in the nation for chlamydia infections, and our pregnancy rate is 9th highest in the country, costing Hawaii taxpayers around \$32 million per year.

I frequently take trips to neighbor islands and provide education to rural and geographically remote areas. Teens in these areas are especially harmed by the school condom ban, as they already have severely limited access to condoms simply because of where they live.

Confidentiality, cost, transportation, and embarrassment compound this problem.

Teens need access to accessibility and information to support good, safe personal choices. Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and sexually transmitted infections among teens by increasing condom use and promoting abstinence.

Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

Lisa Kimura

310 Paoakalani Ave., Suite 202A

Honolulu, HI 96815

--

Lisa Kimura

Executive Director

Healthy Mothers Healthy Babies

Coalition of Hawaii

(808) 737-5805 Phone

(808) 222-0165 Cell

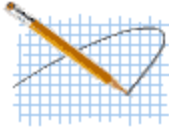
hmhb-hawaii.org

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**



Catherine.A.Betts@hawaii.gov

05/04/2015 11:17 AM

To BOE_Hawaii@notes.k12.hi.us
cc
Subject Please end the condom ban in our
DOE

Dear Chair Lupenui and Members of the Student Achievement Committee,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

Teens in rural and geographically remote areas are especially harmed by the school condom ban, as they already have severely limited access to condoms simply because of where they live. Confidentiality, cost, transportation, and embarrassment compound this problem.

Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence.

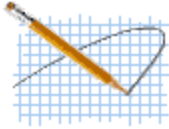
Thank you for considering this important policy change to stop banning condoms in public schools.

Cathy Betts, JD
Executive Director
Hawaii State Commission on the Status of Women
235 South Beretania Street, Room 407
Honolulu, Hawaii 96813
(808) 586-5758

**

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 11:31 AM

Please respond to
Laksmi Abraham <laks@mauiunitedway.org>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

Teens in rural and geographically remote areas are especially harmed by the school condom ban, as they already have severely limited access to condoms simply because of where they live. Confidentiality, cost, transportation, and embarrassment compound this problem.

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Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

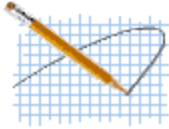
Laksmi Abraham

Wailuku, HI

**

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 11:31 AM

Please respond to
Bo Breda <bobreda@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

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Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence.

Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

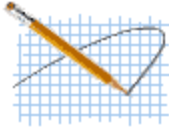
Bo Breda

Pahoa, HI

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

05/04/2015 11:31 AM

Please respond to H G Picher <detntom@gmail.com>

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

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Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

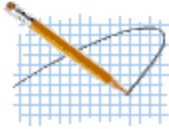
H G Picher

Keaau, HI

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 11:31 AM

Please respond to
Connie Neish <clnblossom@me.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

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Sincerely,

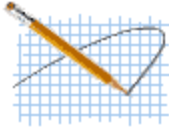
Connie Neish

Captain Cook, HI

**

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 11:32 AM

Please respond to
Javier Mendez <mendezj@hawaii.edu>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

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Sincerely,

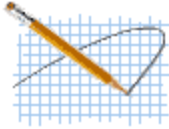
Javier Mendez

Honolulu, HI

**

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 11:32 AM

Please respond to
martha chantiny <chantiny@lava.net>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

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Sincerely,

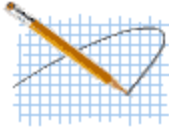
martha chantiny

Kaneohe, HI

**

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Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

05/04/2015 12:01 PM

Please respond to
Karen Pecorelli <kmp711000@hotmail.com>

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

Right now, youth, families, communities and taxpayers are paying the price for a Board of Education policy that bans condoms at schools. Hawaii's teens rank dead last in the nation for condom use and the consequences are devastating. Hawaii teens rank 12th in the nation for chlamydia infections, and their pregnancy rate is 9th highest in the country and costs Hawaii taxpayers around \$32 million per year.

Teens in rural and geographically remote areas are especially harmed by the school condom ban, as they already have severely limited access to condoms simply because of where they live. Confidentiality, cost, transportation, and embarrassment compound this problem.

Condom availability programs are a positive investment in our youth with proven success. Combined with comprehensive sexual health education, condom availability programs have successfully reduced the risk of pregnancy and STI's among teens by increasing condom use and promoting abstinence. If a teen wants to have sex not having condoms won't stop them but having condoms could help keep them safe, healthy and not parents

Thank you for considering this important policy change to stop banning condoms in public schools.

Sincerely,

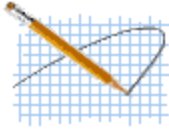
Karen Pecorelli

Kailua, HI

**

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 12:32 PM

Please respond to
Gary Okabayashi <garlen.gary@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

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Sincerely,

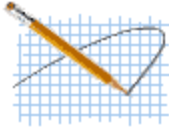
Gary Okabayashi

Honolulu, HI

**

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**



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<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 12:32 PM

Please respond to
Cheryl Reeser <joelypop@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

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Sincerely,

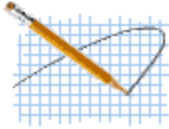
Cheryl Reeser

Makawao, HI

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**



Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 12:32 PM

Please respond to
"W.K. A." <lat22long157@yahoo.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

Hawaii State Board of Education
HI

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Sincerely,

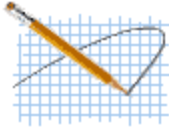
W.K. A.

Waipahu, HI

**

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<stopthecondomban@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

05/04/2015 01:02 PM

Please respond to
Evan Weber <evanlweber@me.com>

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

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Sincerely,

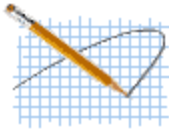
Evan Weber

Kailua, HI

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Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

05/04/2015 01:32 PM

Please respond to Kiana Farm <pinkstuff.kiana@yahoo.com>

May 4, 2015

Hawaii State Board of Education
HI

Dear State Board of Education,

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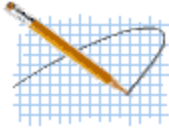
Kiana Farm

Honolulu, HI

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Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>
Sent by: Planned Parenthood of Hawaii
<stopthecondomban@gmail.com>

05/04/2015 01:32 PM

Please respond to
Karen Gold <ksgold10@gmail.com>

To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

May 4, 2015

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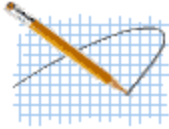
Karen Gold

Kailua Kona, HI

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To boe_hawaii@notes.k12.hi.us
cc
Subject Please End the Condom Ban in Hawaii
Schools!

05/04/2015 01:32 PM

Please respond to Jamie Louis <jlouis@hawaii.edu>
--

May 4, 2015

Hawaii State Board of Education
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Sincerely,

Jamie Louis

Pearl City, HI

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