

Date: 02/11/2016  
Board of Education General Meeting  
Final Version of BOE Policy 105.14  
February 16, 2016

Dear Committee Members of Hawaii's Board of Education,

I am writing to support the adoption of the proposed board Policy 105.14, Multilingualism for Equitable Education, as stated in the memorandum, dated February 16, 2016.

Multilingual student enrollment in Hawai'i increased 92% from school year 2002-2003 to school year 2011-2012 (US Department of Education, 2013). The 24,750 EL students enrolled in 2011-2012 in Hawai'i represented 13.5% of students, and a majority spoke a native language other than English. The top three languages were Ilokano (21%), Chuukese (12%), and Marshallese (10%) (Ruiz Soto, Hooker, & Batalova, 2015).

Teachers face enormous challenges in teaching English, as well as content areas, to new language learners. Students in their classrooms come from many different cultures and speak a variety of languages. Teachers would benefit from professional development programs that provide them with knowledge of evidence-based practices, skills, and instructional materials so that they could be effective educators and maintain high standards for their students.

Providing a range of language programs would encourage students to become multilingual learners and earn the Seal of Biliteracy upon graduation from high school.

Providing outreach to families would support them to become actively involved in their children's education.

I support the policy and goals as stated in Exhibits A and B. Thank you for your time and consideration of this testimony.

Sincerely,

Caryl Hitchcock, Ph.D.  
Associate Professor  
University of Hawaii at Mānoa  
E-Mail: [chh@hawaii.edu](mailto:chh@hawaii.edu)

February 11, 2016

Hawai'i State Board of Education

Subject: Support for Adoption of Next Generation Science Standards

I am writing in support of Board approval for the Next Generation Science Standards (NGSS) to replace Hawai'i Content and Performance Standards III Science.

Much of my career has been in developing inquiry based science programs for K–12 students and providing the associated professional development for their successful use. I am very familiar with the iterations of Hawaii Content and Performance Standards, the National Science Education Standards of 1995 developed by the National Research Council, and the NGSS released in 2013. NGSS is far superior to the science standards they replace.

NGSS are well researched and documented and represent consensus of what K–12 students should know and be able to do. They emphasize the practices of science, engaging students in doing science in community with other students and their teacher. Teaching and learning focus on core content of the science disciplines and cross cutting concepts that reveal deeper meaning of the nature of science. NGSS calls for student engagement in inquiry, problem solving, and application that develop students' critical thinking. NGSS brings new focus to the earth sciences and issues of climate change impacting Hawai'i and the Pacific disproportionately and of which our students are inadequately informed.

The College is primed to support the Department of Education in implementing NGSS. For the past three years the College of Education faculty have emphasized NGSS in our teacher preparation programs. As a result, our elementary and secondary science graduates are already familiar with NGSS and its implications for classrooms and schools. We have developed leadership programs at the master level, such as the STEMS2 (Science, Technology, Engineering, Mathematics, Social Studies and Sustainability) that incorporate NGSS and connect them to Hawai'i. We have other professional development programs serving secondary school science teachers in aquatic and marine science that are aligned with NGSS.

Our faculty are interested in partnering with the Department of Education to develop and evaluate programs that build on these efforts to provide additional opportunities for professional development supporting the intent of NGSS.

I urge the Department to move quickly to full implementation without the confusion of the traditional transition period. Adopting NGSS is the right thing to do. We cannot delay in its implementation. I plan to be present at the meeting of the Student Achievement Committee on February 2 should you have any questions.

Sincerely,

Donald B. Young, Dean

February 11, 2016

Hawai'i State Board of Education

Subject: Support for Board Policy 105.14, Language in Education (ELL/Bilingual)

I am writing in support of Board approval for Board Policy 105.14, Language in Education (ELL/Bilingual). This policy provides guidance for the educational system in Hawai'i, including the College of Education (COE) at the University of Hawai'i at Manoa, to prepare teachers to work with multilingual and multicultural learners at all grade levels. There is clearly a need for system wide improvements as evidenced by the high rates of multilingual students dropping out of school and the achievement gap between learners labeled as language learners 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.

College of Education faculty are developing programs and coursework 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.

I plan to be present at the meeting of the Student Achievement Committee on February 2 should you have any questions.

Sincerely,

Donald B. Young, Dean



"E. Brook Chapman de Sousa"  
<ebsousa@hawaii.edu>

02/11/2016 03:13 PM

To boe\_hawaii@notes.k12.hi.us  
cc  
Subject testimony

Date: February 11, 2016

To: BOE General Board Meeting (February 16, 2016)

**Agenda Item:** VII C. Board Action on Student Achievement Committee recommendations concerning new Board Policy 105.14, Language in Education (ELL/Bilingual) (proposed new name: Multilingualism for Equitable Education)

Dear Committee Members of the Hawai'i State Board of Education,

My name is Dr. Brook Chapman de Sousa and I am an assistant professor in the College of Education at the University of Hawai'i, Mānoa. I am writing as a parent of bilingual children, former Hawai'i DOE classroom teacher, and assistant professor whose work focuses on multilingualism, to express my strong support of Policy 105.14.

As a parent of bilingual children, I support this policy because it is based on a perspective shift that recognizes the value of knowing more than one language and views multilingualism as an asset to be used and cultivated in schools. Currently many children, including my own, get the message that speaking a language other than English is something to be embarrassed about or ignored. Schools can counteract that message by adopting an asset-based approach to working with multilingual learners.

As a teacher and assistant professor, I recognize that Policy 105.14 will bring about systematic improvements statewide to help us do a better job of preparing multilingual learners for college, career and community success. Principally, the goal of insuring that all teachers and support staff working with multilingual learners are qualified and provided with adequate resources is essential to closing the alarming gap in achievement and graduation rates between multilingual and English-only learners in Hawai'i.

The College of Education is currently developing systems to insure graduates are qualified and ready to fulfill the mission of this policy. We are developing coursework and licensure programs to promote teachers' preparedness to work effectively with multilingual learners. The College is

also establishing partnerships with Community Colleges to create expanded pathways for potential teachers from various communities and linguistic backgrounds to join the profession.

I recognize the goals of this policy will be fulfilled through partnerships between teacher preparation programs, the community, the Department of Education and other stakeholders. It will require long-term planning. I personally am committed to supporting the implementation of Policy 105.14 in whatever way possible because it is clearly in the best interest of our multilingual children and the teachers who serve them.

Sincerely,

Dr. E. Brook Chapman de Sousa

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College of Education  
Institute for Teacher Education, Elementary Program  
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Date: February 11, 2016

To: Board of Education- General Business Meeting (February 16, 2016)  
Agenda Item: VII C. Board Action on Student Achievement Committee recommendations concerning new Board Policy 105.14, Language in Education (ELL/Bilingual) (proposed new name: Multilingualism for Equitable Education)

Dear Hawaii State Board of Education 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



Marcela Montalto <morochexx@hotmail.com>

02/12/2016 08:45 AM

To "boe\_hawaii@notes.k12.hi.us"  
<boe\_hawaii@notes.k12.hi.us>  
cc  
Subject Testimony

General Business Meeting

**Agenda item:** VII C. Board

Action on Student Achievement Committee recommendations concerning new Board Policy 105.14, Language in Education (ELL/Bilingual) (proposed new name: Multilingualism for Equitable Education)

Dear Hawaii State Board of Education Committee Members,

My name is Marcela Montalto and I am a parent of a bilingual 6 year old daughter.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because I am from Argentina and my daughter was born here in Hawaii, she is currently bilingual and even though this should be valued in a child's education I have encountered obstacles in trying to continue to educate her bilingually. School and community don't provide any real tools to do this possible and at moments I even felt guilty for trying to pass my native language and culture to Luna when she started to learn to read and write and she was a little delayed in learning.

I wish for my child and all those in the same situation to be able to nurture both languages and cultures with effective and scientific based strategies placed in schools in a daily basis.

I wish for our community to see the enormous value in raising multilingual kids has for the their future and the future of the community they live in.

Children that are raised bilingually should be given the opportunity to keep developing all the languages they speak not only at home but at school. This support from the education system specially needed in a society where kids spent many hours at school while parents work all day and the time left for family to be together is reduced to a couple of hours during the week, not even considering that during those hours parents need to cook, clean, pay bills, give a bath and put their children to sleep and prepare for the next day.

The way the world is chancing pushes us to start moving public education towards the goal of languages being a part of the curriculum from the early age of preschool and be consistent throught all the formal education of a child.

Just like me I know many people in the community that are willing to colaborate in making this dream of public multilingual schools possible.

You can count on me.

Thank you for your time and consideration on this issue.

Sincerely,

**Marcela Montalto**

Pali

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Date: 2/12/2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Donna Grace** and I am the Director of the Elementary Education Program in the UHM College of Education.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because

- Hawaii has one of the largest, and rapidly growing, population of multilingual learners in the nation. We are failing to adequately meet the needs of these students in our schools.
- Research shows us that when students' identities, languages, and cultures are used as resources in their learning, they are better able to learn academic content and the language medium of instruction.

Thank you for your time and consideration on this issue.

Sincerely,

A handwritten signature in cursive script that reads "Donna Grace".

**Dr. Donna Grace**



William Wilson <wilsonwi@hawaii.edu>  
02/12/2016 11:32 AM

To boe\_hawaii@notes.k12.hi.us  
cc  
Subject Testimony on VII C.

Aloha BOE members,

My name is Dr. William H. Wilson. I am chair of the Academic Programs Division of Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language, the state legislature mandated Hawaiian language college located at the University of Hawai'i at Hilo. I was also a member of the advisory group who worked under the direction of Board Member Patricia Halagao in developing draft policy 105.14. The focus of my involvement was to include the perspectives of public P-12 education delivered through the medium of the Hawaiian language.

I strongly support BOE Policy 105.14 in the final form produced by the committee. It's clarification regarding the official medium of education as either English or Hawaiian is something which is especially important for schools such as the one I describe later below. I also strongly support the proposed name change as "Multilingualism for Equitable Education".

Our College has a mandate to serve schools taught through Hawaiian. We are specifically mandated to operate a laboratory school program, provide teacher training, and support schools with curriculum materials. We also provide support English medium public schools through our curriculum materials. Our on-line resources including on-line access to all Hawaiian language dictionaries are used in schools, universities, and offices throughout the state.

Draft BOE Policy 105.14 as proposed before you under the leadership of BOE Member Halagao will strengthen our college's ability to serve students in our state's public schools, not only in developing Hawaiian language skills, but in the larger goal of multilingualism for equitable education. I want to share with you what the policy means for the Hawaiian language medium school with which I am most familiar.

At our K-12 laboratory school site Nāwahīokalani'ōpu'u, all students are taught their course work through the Hawaiian language from kindergarten to grade 12. Their course work includes study of at least one "heritage language" in addition to Hawaiian and English. By graduation, students who have been at Nāwahīokalani'ōpu'u since kindergarten have all completed at least six years of study of Japanese during elementary school. Based on teacher backgrounds and availability, we have added in middle school and high school heritage language courses in Chinese and Latin (focusing on its role in the development of Portuguese, Puerto Rican Spanish, and Spanish derived terms in Filipino languages). The teaching of these heritage languages is to honor immigrant ancestors, who direct ancestors of students and also ancestors of the overall community in which the students live.

Draft BOE Policy 105.14 provides policy support for our heritage language program taught through Hawaiian and our desire to spread it to other schools. BOE Policy 105.14 also provides support for our efforts to strengthen the development of English for students who enter our school as primary Hawaiian speakers and of Hawaiian for students who enter our school as primary English speakers, and support for students in both English and Hawaiian when students enter Nāwahīokalani'ōpu'u speaking neither official language of the state.

Finally in support of the rationale of the draft policy, Nāwahīokalani'ōpu'u's multilingually educated students are graduating from high school at a rate higher than the state and national average. So far the school has had a 100% graduation rate since its first graduating class in

1999. Over 80% of those graduates have gone directly on to college. Approximately 70% of Nāwahīokalani‘ōpu‘u students are eligible for free and reduced lunch, a classification that often predicts lack of equity in education.

I see the educational success of students at Nāwahīokalani‘ōpu‘u as evidence that systematic support of multilingualism does indeed promote equitable educational outcomes. Again, I urge that you pass BOE Policy 105.14 as drafted under the leadership of BOE Member Patricia Halagao.

Mahalo nui loa,

Dr. William H. Wilson

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"Benjamin \"Buddy\" Bess"  
<publisher@besspress.com>  
02/12/2016 03:19 PM

To boe\_hawaii@notes.k12.hi.us  
cc  
Subject Board Policy 105.14 Language in  
Education (ELL/Bilingual)  
"Multilingualism for Equitable  
Education.

Aloha,

I am writing in regards to the new Board Policy 105.14, that is being considered: Language in Education (ELL/Bilingual) "Multilingualism for Equitable Education.

I strongly support this measure and hope the Board sees fit to approve this action.

As a Hawaii based curriculum publisher that are widelyused by all schools in Hawaii I believe this measure merits approval and will help in further achieving important educational goals throughout the state.

Thank you for your consideration.

Sincerely,

Benjamin "Buddy" Bess  
Publisher, The Bess Press  
3565 Harding Ave.  
Honolulu, HI 96816  
Phone: 808-734-7159  
Fax: 808-732-3627  
[www.besspress.com](http://www.besspress.com)

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