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To BOE\_HAWAII@notes.k12.hi.us  
cc Keli'ikanoe Mahi  
<kmahi@ehunui.k12.hi.us>,  
Ka'umeala'anui Lind-Strauss  
Subject Kaiapuni comm. meeting

Aloha BOE,

Below is my testimony piece for the November  
20th BOE Community Meeting for Kaiapuni @6pm:

My name is Tiare HewLen. I am a makua of 3 keiki attending Ke Kula 'o 'Ehunuikaimalino with 3 younger keiki at home with the intent to join the Kaiapuni program. My Kane and I have chosen Hawaiian medium for our ohana. My Kane learned his Hawaiian from his grandma and I am 3 years into intentionally studying olelo Hawai'i.

Our perspective on having chosen Hawaiian medium is second class treatment for our keiki education largely to do with negligence from the DOE. Although we understand it is our right to have our keiki be taught in Hawaiian medium.. we have seen little response to voiced concerns from our ohana and fellow makua in our community.

My 3rd child was put on a 20+ waitlist this past enrollment season for Papa Mala'ao/kindergarten. I brought this to Art Souza's attention and after the beginning of 2019-20 school year, mid August, and an intent of litigations for denying our child's right and others in Hawaiian medium. The next day Art gave his approval for a 2nd Papa Mala'ao to be open. Our kula was unprepared and with much advocacy from makua we have still not seen any tangible results in resolving lack of classroom space now and for next year.

1) 'Ehunuikaimalino is a DOE public school. It is NOT charter. We do not have a nonprofit to supplement funds or resources needed for our kula. We are the only kaiapuni servicing all of West Hawai'i (the largest in the state). Papa We have ohana commute from Waimea to kula daily. Yet we are capped in growth due to lack of facilities.

\* we are currently battling bus services/DOE James Kauhi which took 1 of 3 buses away which has half our student body waiting for a bus to return and our haumana are the longest commute because of our huge service area. Now we have 1 bus servicing all haumana living North (Konaweana to Waimea) and 1 servicing Konaweana to Ocean View.

2) We lack facilities to accommodate our current population let alone higher future enrollment. I have emailed the finance and infrastructure committee multiple time in asking for direction or guidance with no response yet.

3). Needed accommodation like air conditioning. Melveen Goya, DOE facility personnel, has not assisted us in getting air condition in our portable classrooms. I personally asked George Lindo, a licensed Electrician, to assess the kula without any monetary compensation. He has drafted a report which states our current infrastructure has ample capability to support a/c but we are waiting response from the DOE on what is next step.

\*shade- our piko is at the center of our campus. It is the only place large enough to fit our entire student body. There is no shade and it sits right on top of sewer holes. You can smell the lua during piko time which happens every day. My son came home with a fever ☐ and was reported all day he was tired. His teacher did not catch he was sick. Yet he spent half the day outside and the last 15 minutes out in the sun during closing piko. His

classroom has one small fan for 21 keiki and a kumu 8 months pregnant.

4) clarity in our DOE system. Is a waitlist possible for a DOE school? We have turned away multiple ohana or have placed them on a waitlist. Is there a comprehensive diagram of our DOE system and how it works? Us makua do not know who we should be talking to for specific concerns or who would be the next guy up the chain to reach out to because we have not heard back on a number of issues.

Our observation and others in our community would agree Kaiapuni is not supported by the DOE if anything it is discouraged. We know this can be changed. And we want to work hand in hand on improving kaiapuni in our community.

Our hui makua is active and eleu. We have been reaching out to our community in drafting our vision for kaiapuni 2040. We have had numerous political representatives and BOE Kaimana Barcarse visit our kula. We have gotten great support by all including our administration and limahana.

We have State Senator Dru Kanuha visiting our kula this Thursday, November 21st at 10:30am.

You are all welcome to come! We are taking ownership of our keiki education. We would like to know we have the DOE support as well moving forward.

Tiare HewLen

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TESTIMONY BEFORE THE BOARD OF EDUCATION  
HONOLULU BOARD COMMUNITY MEETING

WEDNESDAY, NOVEMBER 20, 2019

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Dear Chair Payne and Members of the Committee,

Article XV, section 4 of the Hawaii State Constitution states that both English and Hawaiian are the official languages of Hawaii. This year the Hawaii Supreme Court stated Hawaii's Constitution "imposes on the State a duty to provide for a Hawaiian education program in public schools" and that "providing reasonable access to Hawaiian immersion education is currently essential to reviving the language..." The Supreme Court furthermore states that the DOE must provide "reasonable access" to Hawaiian Immersion programs that include Hawaiian language.

Our public schools struggle to recruit and retain Hawaiian Immersion teachers, this is due to multiple reasons.

- 1) Currently there is no Bachelor of Education program in the UH system for Hawaiian Immersion.
- 2) Hawaiian Immersion teachers not only need to be a licensed teacher, but also be fluent in Hawaiian.
- 3) The job requires not only to teach, but Hawaiian Immersion can't use curriculum or resources that are accessible to other teachers. To use curriculum the teachers have to translate it first, requiring additional work.

University of Hawaii is trying to alleviate the first problem by creating a Hawaiian Immersion program in 2021. But, we need to encourage more of our students,

especially those currently in our Hawaiian Immersion schools to think about teaching as a profession.

Currently there are provisions within BOE policies that the Board should look at. BOE policy 105-8 states, “The goal is for program professionals to be qualified in both English as a medium of instruction and Hawaiian as a medium of instruction and appropriately compensated for these additional qualifications.”

There is the desire to increase Hawaiian Immersion programs in Hawaii. On the Leeward coast where the majority of our students are Native Hawaiian there is no secondary program for Hawaiian Immersion, this requires our Leeward Coast students to either forego learning in Hawaiian or traveling many hours by bus or car.

HSTA fully supports increasing access for all of our keiki to learn in Hawaiian. In order to achieve this goal we must increase the amount of Hawaiian Immersion teachers and schools that provide Hawaiian Immersion.