



david.miyashiro@hawaiikidscan.org
hawaiikidscan.org

David Miyashiro
Executive Director

February 20, 2020

Hawaii Board of Education
General Business Meeting
Catherine Payne, Chair
Brian De Lima, Vice Chair

Aloha Chair Payne, Vice Chair De Lima, and Members,

HawaiiKidsCAN would like to provide comments on Hawaii State Board of Education (BOE) Action Item L for Board Action on 10-year Hawaii State Department of Education (DOE) Strategic Plan, The Power and Promise of Public Education.

Founded in 2017, HawaiiKidsCAN is a local nonprofit organization committed to ensuring that Hawaii has an excellent and equitable education system that reflects the true voices of our communities and, in turn, has a transformational impact on our children and our state. We strongly believe that all students should have access to excellent educational opportunities, regardless of family income levels and circumstances.

We commend the DOE for soliciting community feedback for the 2030 Promise Plan through multiple phases over the last 8-9 months. HawaiiKidsCAN partnered with other local organizations including Teach For America Hawaii, Elemental Excelerator and Hope Street Group Hawaii to host a series of five community feedback sessions on the draft plan. We've also submitted written comments and testimony to the DOE and BOE throughout the development of the plan.

As we review the final draft, we are encouraged by the ambitious targets set for the 2020-2030 Student Success Indicators. These targets send a clear signal that the DOE and BOE expect all students to graduate from our public schools with the core academic skills needed to thrive in an increasingly complex and challenging world. We also recognize that a number of strategies in the plan are in strong alignment with HawaiiKidsCAN priority initiatives, including: multilingualism, civic engagement, career pathways, diverse school portfolios, computer science, student voice, leadership development, industry partnerships, commercial enterprise, and family and community engagement. We also believe the following strategies in the plan are critical in terms of enabling the DOE to reach its lofty goals for all students: high-quality teachers, inclusion, literacy for learning, secondary instructional design, and quality curriculum.

Before the plan is approved by the BOE, however, we would strongly encourage the DOE to address the following questions directly. While this may require further discussion to be scheduled over additional BOE meetings, we feel this plan is too important to our students and state to leave unaddressed.



1. What is the role and capacity of the Promise Ambassadors referenced in Superintendent Kishimoto's memo to the BOE? How much additional funding is needed to ensure these ambassadors are able to provide robust support to schools?
2. How will the DOE ensure transparency, equity, accountability, and urgency around complex area strategic implementation plans? Will these documents be widely available to parents and the public?
3. What are the DOE's deeper reflections on the 2017-2020 Strategic Plan and why many key targets have not been reached, including chronic absenteeism, the achievement gap, and foundational academic proficiency? This reflection feels highly valuable and informative as we move ahead.
4. What is being done to ensure that the most high-need students, such as those who receive Special Education services, are English Learners, are enrolled in Kaiapuni schools, or are living in poverty, are being addressed?
5. Why does the plan not set explicit goals around subgroup data for all performance measures? For example, it would be informative to set specific goals around disadvantaged student performance on the College Access indicator.
6. How will the DOE highlight and elevate the practices of schools performing at a high level, especially those schools with high numbers of student subgroups that traditionally struggle in our school system?

Mahalo for your consideration,

David Miyashiro
Founding Executive Director
HawaiiKidsCAN

Co-signed:
Martha Guinan, Special Education Advisory Council



Marissa Baptista <washingtonian1@gmail.com>

02/19/2020 12:24 AM

To testimony_boe@notes.k12.hi.us,
doeinfo@k12.hi.us,
boe_hawaii@notes.k12.hi.us

cc

Subject 2030 Promise Plan Testimony

Aloha,

I'm reaching out in response to the publication of the final draft of the 2030 Promise Plan with concern about: (1) the expedited timeline for Hawaii Board of Education (BOE) review and approval and (2) the timing of the publishing with limited time for community feedback over a holiday weekend.

On quick glance of the Promise Plan documentation shared on 2/14/20, the Student Success Indicators are targeting aggressively optimistic percent increases with no data to support the increase. No data trends, noted in the Plan, support/substantiate the improvements in Student Success Indicators. What is the Remediation Plan when the percent goals/targets are not met? Is there the potential for re-baselining the percent targets for the years outlined once more data is gathered?

Also, the topic of School Community Councils (SCCs) recently came up during the January 2020 HI BOE meeting. Following the HI BOE meeting, a diverse group of educators, community members, and parents met to discuss education practices in Hawaii. It was uncovered that a representative sample of schools (indicative of a larger issue) have not adhered to the School Community Council guidance. Outreach from HI DOE to schools for feedback on the Promise Plan would normally be discussed within SCC meetings. In the absence of SCC meetings, a large portion of the community was left out of feedback and input the HI Department of Education reported on each month in the HI BOE meetings.

As an active parent-student advocate in Hawaii, recently appointed President of my children's Parent Teacher Student Association, and working parent of 3 Hawaii public school children, I have grave concerns about the perception that the Hawaii Department of Education is attempting to force through a final draft of a plan that has not been given proper review, analysis and feedback by the community it affects. I ask that you request that Dr. Kishimoto and the Department of Education team identify complex-specific reviews or, at a minimum, two (primary and backup) community day-long sessions to review, provide final feedback, and build community consensus on the Plan for Hawaii BOE adoption during the March BOE meeting (meeting the HI DOE end of Winter target for HI BOE review and approval). Honestly, the HI DOE must make building community consensus with the 2030 Promise Plan a priority over meeting a Winter 2020 deadline.

Mahalo for your time,

Marissa Baptista

--

M(V)B - a bicoastal angeleno extraordinaire - the passage of time lets one see the forest, not just the trees.

**

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to spamreport@notes.k12.hi.us. This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection.

**



To testimony_boe@notes.k12.hi.us
cc
Subject Testimony

- Name: We would like to remain anonymous- our community is too small.
- Meeting: Human Resources, and General Business Meeting
- Agenda item: Complex Area Superintendent Nanakuli-Waianae
- Position: Comment

Dear Chairperson and Members of the Board,

Before you is action regarding the future Complex Area Superintendent of Nanakuli-Waianae. You should conclude it necessary to resume the search for a candidate suitable for this influential position.

An October 2019 news article, "Several schools see proficiency rates in math fall to single digits," shared: *"Just 3% of Waianae High juniors tested proficient in math last school year, from 11% the year before. At Nanakuli High, 6% of juniors were considered proficient in grade level math, according to results from a standardized assessment."*

The next Complex Area Superintendent has these rates to address within the unique characteristics of the Waianae coast, among them 84% economically disadvantaged, and a higher rate of students with special needs. These characteristics are often viewed as immutable. We view them as conditions perpetuated by the state's failure to utilize education as the "Great Equalizer."

Our community prayed for a leader with the required skills and abilities. We question if Mr. Thompson possesses the leadership abilities necessary to make the changes that kids and their families deserve. His resume is impressive, but falls short in meeting the listed requirements. We don't see the required depth of abilities or leadership reflected in his short list of experiences.

We demand better for our kids and the future generations to come. This body may be contemplating looking past the lack of his demonstrated successes in educational leadership and willing to take a chance. Recall the 97% of our Waianae High juniors, and 94% of our Nanakuli High juniors who did not meet the state's standards? They are now limited in their future educational and economic opportunities, which affects our whole community. Our kids deserve to be given that chance to be valued and led by someone who can immediately deliver world-class learning opportunities and transform the current state of education and achievement along the Waianae coast.

Mr. Thompson is accomplished in his own right. Please consider resuming the search for a qualified candidate.

* **

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to spamreport@notes.k12.hi.us.

This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection.

**

Pepeluali 20, 2020

Hawai'i Board of Education
General Business Meeting
Catherine Payne, Chair
Brian De Lima, Vice Chair

Aloha e Honorable Chair Catherine Payne, Honorable Vice Chair Brian De Lima & Venerable Members of the Board,

Na'u nō Phoenix Maimiti Valentine. He Mākaha ku'u 'one hānau. O Ka'ala ku'u mauna. He umikūmāono o'u makahiki. He haumana au. Welina! I'm Phoenix Maimiti Valentine. Mākaha is my birthplace. Mt. Ka'ala is my mountain. I am 16 years old, and a Homeschool student. Greetings!

I'm very pleased to learn of **The Power and Promise of Education**, as set forth by the Hawaii State Board of Education (BOE) Action Item L, for Board Action on 10 year Hawaii State Department of Education (DOE) Strategic Plan. Mahalo your efforts to create a comprehensive learning model of Excellence for public school students that honors Hawai'i. Our island state is unique, and every moku has something special & valuable to educate, empower and help us thrive.

As a student, I am learning about my Hawaiian culture, and the history & importance of my moku. If more students could have opportunities that weave lessons of History with huaka'i (field trips), Science with hands on experience of mālama 'āina, 'ai pono, la'au lapa'au (planting, eating healthy, & natural medicines), Technology as basic knowledge, and Art as a form of cultural & environmental awareness, with opportunities for Internships, college test prep, and Innovation, then **The Power and Promise of Education** would truly be an excellent role model of learning.

Our culture was built on virtues, many of which we need to be reminded of everyday! Being "Pono" is being actively involved with doing what is right, by thinking ahead, not just for today but for the future. Giving students opportunities to grow in these islands based in knowledge of our kūpuna, means our Lāhui would prosper as we do. We are Ambassadors of Aloha and should have a greater understanding of Hawai'i as inhabitants. This understanding will be our compass and guide into our future wherever that will lead. "I ka wa ma mua, ka wa ma hope" (The future is in the past.) By integrating that 'ike with technology, and innovation, the future will bring significant change with positive outcomes from students who are invested in learning with a plan like **The Power and Promise of Education**. Ho'omaika'i (Congratulations)!

Mahalo, Phoenix Maimiti Valentine



'AHA KAULEO

STATEWIDE COUNCIL FOR KA PAPA HANA KAIAPUNI

February 20, 2020

Board of Education, General Business Meeting

IV. B. (2) Update on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs: Extra compensation funding sources;

VI. L. Board Action on 10-year Department of Education Strategic Plan, The Power and Promise of Public Education

Aloha e ka Papa Ho'ona'auao (BOE),

The 'Aha Kauleo, is a council of parents, teachers and administrators of Kaiapuni or Hawaiian language immersion schools across the state. We advocate for increased and improved support of Kaiapuni schools and work closely with our school communities, the State Department of Education through the Office of Hawaiian Education, the Board of Education and the University of Hawai'i through its Hawaiian language and studies programs.

We, the 'Aha Ho'okō ('Aha Kauleo Board), are in support of the Hawai'i Department of Education's and BOE's actions to provide an annual shortage differential of \$8,000 per each qualified and licensed Hawaiian language immersion classroom teacher. While we recognize that there are currently eighteen (18) Department operated Hawaiian language immersion programs, we also recognize and advocate for the inclusion of qualifying classroom teachers from the additional six (6) Hawaiian language immersion public charter schools. We urge the Board of Education to secure funding for the qualifying classroom teachers in the six (6) Hawaiian immersion public charter schools.

We are also concerned that within the final draft of the Hawai'i Department of Education's 10-year Strategic Plan, the Office of Hawaiian Education is not listed within the Office of the Superintendent. According to BOE Policy 105-7, "Hawaiian Education," it states that the Department shall "establish in the office of the Superintendent an Office of Hawaiian Education of which the head shall be part of the Superintendent's leadership team." Therefore, we request that the BOE ensure policy compliance by confirming (1) that the Office of Hawaiian Education is indeed situated within the Office of the Superintendent and (2) that the head of the Office of Hawaiian Education is part of the Superintendent's leadership team.

Me ka 'oia'io,

Kahele Dukelow

'Aha Ho'okō (Executive Board)

'Aha Kauleo



S E A C
Special Education Advisory Council

1010 Richards Street, Room 118

Honolulu, HI 96813

Phone: 586-8126 Fax: 586-8129

email: spin@doh.hawaii.gov

February 20, 2020

**Special Education
Advisory Council**

Ms. Martha Guinan, *Chair*
Ms. Dale Matsuura, *Vice Chair*
Dr. Patricia Sheehy, *Vice
Chair*
Ms. Ivalee Sinclair, *Vice Chair*

Ms. Andrea Alexander
Ms. Brendelyn Ancheta
Ms. Virginia Beringer
Ms. Mary Brogan
Ms. Deborah Cheeseman
Ms. Annette Cooper
Mr. Mark Disher
Dr. Kurt Humphrey
Ms. Cathy Kahoochanohano
Ms. Tina King
Ms. Bernadette Lane
Ms. Kaili Murbach
Ms. Carrie Pisciotto
Ms. Kau'i Rezentos
Ms. Rosie Rowe
Dr. David Royer
Mr. James Street
Mr. Francis Taele
Mr. Steven Vannatta
Ms. Lisa Vegas
Ms. Jasmine Williams
Ms. Susan Wood

Ms. Annie Kalama, *liaison
to the Superintendent*
Dr. Bob Campbell, *liaison to
the military community*

Amanda Kaahanui, Staff
Susan Rocco, Staff

Catherine Payne, Chairperson
Hawaii Board of Education
P. O. Box 2360
Honolulu, HI 96804

RE: VI. L. Board Action on 10-year Department of Education Strategic
Plan, The Power and Promise of Public Education

Dear Chair Payne and Members of the Committee,

The Special Education Advisory Council (SEAC) appreciates this opportunity to voice general support for the **2030 Promise Plan**-- the Department's ten-year strategic plan for achieving greater equity, excellence and innovation to benefit Hawaii's public school students.

We also offer the following recommendations (all of which have been shared in earlier iterations of strategic planning) aimed at ensuring that students with disabilities receive the appropriate opportunities and supports to enable their educational success:

INCLUSION RATE

Recommendation: Further refine the description of the student success indicator for INCLUSION RATE by adding the requirement of supplementary aids and services, as needed by the student.

Rationale: SEAC agrees completely with the Plan's assertion that the Department "must increase access to general education classes for our special education students to ensure that they develop the academic and social skills needed to succeed throughout their educational career and beyond." However, the current description of the inclusion rate indicator --*the percentage of students receiving special education services who are in general education classes for 80% or more of the school day*--fails to hold schools accountable for providing individualized supplementary aids and services as needed by the student (and required by the Individuals with Disabilities Education Act) in the general education environment.

These tools to help students work around their disabilities may include,



INCLUSION RATE (cont.)

but are not limited to, assistive technology, preferential seating, specialized equipment, planning time for collaboration, social interaction support, and staff training. Merely placing a student with disabilities in the general education classroom without the necessary supports may lead to diminished academic and functional achievement.

ACHIEVEMENT GAP

Recommendation: Report the achievement gap by each subgroup within the larger High Needs category rather than as a composite score and set targets for each subgroup.

Rationale: Currently students with disabilities make up about one-fifth of the high-needs students measured in the achievement gap metric. Their lackluster growth in achievement outcomes is easily masked by achievement gains by the other two high-needs student groups--students with an economic disadvantage and English Learners. There is much greater accountability when schools report the sub-group gaps separately; setting targets for improvement will help to focus intervention efforts.

SUBGROUP TARGETS FOR STUDENT SUCCESS INDICATORS

Recommendation: Set individual targets for each equity subgroup for each student success indicator (with the exception of the inclusion rate).

Rationale: While the current Strategic Plan Dynamic Report lists subgroup data for student success indicators, there are no targets set for improvement. Students with disabilities are the lowest performing subgroup in virtually every indicator. Setting discrete targets for improvement will help to focus energy and attention and to commit resources.

TEACHER RETENTION DATA

Recommendation: Add data and targets for special education teacher retention.

Rationale: While the current Staff Success indicator for teacher recruitment includes subgroup data for special education teachers, the teacher retention indicator does not. Historically, special education teacher retention is well below the average for general education teachers. This data is needed to evaluate the success of new teacher pay differentials and incentives in keeping qualified teachers in the classroom, and targets must be set to promote improvement over time.

Thank you for the opportunity to provide testimony on this important and aspirational plan. Should you have any questions, we can be contacted at the above addresses.

Sincerely,

Martha Guinan
Chair

Ivalee Sinclair
Legislative Committee Chair

Late Testimony



L Elento <iliked3@rocketmail.com>

02/20/2020 09:43 AM

Please respond to
"iliked3@rocketmail.com"
<iliked3@rocketmail.com>

To "testimony_boe@notes.k12.hi.us"
<testimony_boe@notes.k12.hi.us>,
"boe_hawaii@notes.k12.hi.us"

cc

"brian_de_lima@notes.k12.hi.us"

Subject HR Agenda item V. C. 02-20-2020

Aloha, Chair Dwight Takeno.

Will you consider the following in your committee's action plan?

1. The Board needs to know if and how the Department is implementing Board policies. I do not believe sending this Draft memo to the original Special Education Task Force will accomplish that and would only cause more delays in implementing policies.

Instead, ask how and when the Department is implementing the task force's recommendations.

2. The last two pages of Exhibit A state under Procedures and Guidelines:

"It is unclear to the HR Committee whether a formal system of clear, written internal operating policies, procedures and guidelines exists to provide implementation direction and guidance to Department employees.

"This is something that the HR Committee recommends the Board investigate more closely next school year."

The Board needs to investigate more closely now, not next school year.

Reference: GBM on 09-19-2017. Taken from Minutes: "Linda Elento, member of the public, detailed her child's personal experience and testified on her concerns regarding schools not implementing and following Board Policies and on her concerns regarding the Department's budget decisions related to SPED services."

3. Include charter schools and Hawaiian Education professionals, students and additional parents in any further discussions or Special Education Task Force.

How can resources and decision-making tools be used to provide access for disabled students (special education or not) who seek a Hawaiian immersion or culture-based school or any charter school?

4. The Board could begin now with identifying additional Board policies related to personnel requirements and identifying Hawaii Revised Statutes and past legislative resolutions to determine Board policies and implementation of procedures and guidelines.

BOE policies relating to personnel requirements and training and special education, disabled students and/or charter schools: 105-7, 105-8; 105-12;

900-5 needs to specify students with speech difficulties and students who hear and need instruction in total communication, see attachment: SCR195 SD1 (2010).

HRS 302D-30: Guidelines. The department shall collaborate with the commission to develop guidelines related to the provision of special education services and resources to each charter school. (The existing DOE 2005 memo is not compliant with Hawaii law and misleads decision-makers.)

Parents have a fundamental right to guide their children's education, including parents of children with disabilities who may or may not be eligible under IDEA special education, and parents who choose not to consent to special education services being provided.

I was not able to attend the committee meeting and appreciate your attention to these matters. I am available to provide further information.

Linda Elento

**

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to spamreport@notes.k12.hi.us. This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection.

**

SENATE CONCURRENT RESOLUTION

URGING THE DEPARTMENT OF EDUCATION TO INCORPORATE SIGN LANGUAGE
AND OTHER COMMUNICATION STRATEGIES DURING INSTRUCTION TO
ENHANCE THE LEARNING OF CHILDREN WITH COGNITIVE AND OTHER
DISABILITIES.

1 WHEREAS, the Department of Education has a departmental
2 duty under section 302A-436, Hawaii Revised Statutes, to provide
3 exceptional children, which includes students with disabilities,
4 residing in the State with instruction, special facilities, and
5 special services for education, therapy, and training to enable
6 them to live normal competitive lives; and

7
8 WHEREAS, the Department of Education has studied and made
9 recommendations in the past on ways to improve the development
10 and learning of children with disabilities; and

11
12 WHEREAS, the Department of Education submitted a report to
13 the Legislature in 2007 entitled "Educational Implications of
14 the Special Needs of Preschool Age Children with Developmental
15 Disabilities: Report to the 24th Legislature, 2007" that
16 provides the following recommendations:

- 17
18 (1) The development of a child's communication skills
19 should be an ongoing process that is incorporated into
20 all activities by professionals and by the child's
21 family during the course of the intervention and
22 during all daily activities;
23
24 (2) A total communication program (sign language, oral
25 communication, and visual cues) should be used to
26 facilitate the development of expressive language;
27
28 (3) When using a total communication approach, it is
29 important that the sign language system be one that
30 can be used simultaneously with spoken English (or
31 other language spoken in the home) and that the child



1 receives speech or language therapy to support and
2 enhance speech production and oral communication;

3
4 (4) It is important for parents and professionals to
5 recognize that the use of sign language should not
6 interfere with oral language development; and

7
8 (5) When sign language is included as a communication
9 strategy, it is important that the families,
10 caregivers, and those working with a child learn the
11 same signs and are encouraged to use the signs and
12 that the signs and oral vocabulary being taught have
13 practical, functional, and cultural value to the
14 family; and

15
16 WHEREAS, numerous research studies indicate that the use of
17 signs with speech (simultaneous communication) facilitates
18 language development in children with Down's Syndrome and other
19 cognitive disabilities, and the recommendations in the
20 Department of Education's 2007 report outlined above also cite
21 the success of using simultaneous communication; and

22
23 WHEREAS, according to the findings and recommendations in
24 the Department's 2007 report, students who are disabled (aside
25 from those who are deaf or hard of hearing) can benefit from
26 learning sign language and having their instruction delivered in
27 sign language or simultaneous communication as part of a total
28 communication program; and

29
30 WHEREAS, allowing qualified educational paraprofessionals
31 in the Department of Education who can communicate in sign
32 language to work with children who are disabled and apply the
33 appropriate communication method with these children provides
34 the children with a greater opportunity for learning and
35 language development; and

36
37 WHEREAS, educational paraprofessionals can receive
38 instruction from institutions such as Kapiolani Community
39 College, which offers courses in American Sign Language and
40 preparation to work in K-12 settings with children who are deaf,
41 hard of hearing, or disabled; now, therefore,

42
43 BE IT RESOLVED by the Senate of the Twenty-fifth
44 Legislature of the State of Hawaii, Regular Session of 2010, the



1 House of Representatives concurring, that the Department of
2 Education is urged to establish an appropriate level of sign
3 language proficiency for individuals in the Department who
4 provide instruction to children with disabilities that will
5 enable those individuals to incorporate sign language and other
6 communication strategies during instruction to enhance their
7 students' learning; and
8

9 BE IT FURTHER RESOLVED that the Department of Education is
10 also urged to facilitate the professional development, training,
11 and preparation of educational personnel, service providers, and
12 other individuals involved with the instruction of children with
13 disabilities, through continuing education or other means, to
14 use the total communication method, simultaneous communication,
15 or sign language during instruction as determined by the child's
16 Individualized Education Plan; and
17

18 BE IT FURTHER RESOLVED that certified copies of this
19 Concurrent Resolution be transmitted to the Chairperson of the
20 Board of Education, the Superintendent of Education, the Special
21 Education Advisory Council, and the Hawaii Speech-Language-
22 Hearing Association.



Late Testimony



L Elento <iliked3@rocketmail.com>

02/20/2020 02:05 PM

Please respond to
"iliked3@rocketmail.com"
<iliked3@rocketmail.com>

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

<testimony_boe@notes.k12.hi.us>

cc "catherine_payne@notes.k12.hi.us"

<catherine_payne@notes.k12.hi.us>,
"brian_de_lima@notes.k12.hi.us"

"brian_de_lima@notes.k12.hi.us"

Subject Agenda IV A 4 GBM 02-20-2020

KEIKI ALSO TOOK THE MESSAGE OF SAFE DRIVING TO KAILUA HIGH



Aloha,

Due to time constraints during public testimony, I was not able to verbalize the following paragraph of my letter to the HR Committee Chair:

"BOE policies relating to personnel requirements and training and special education, disabled students and/or charter schools: 105-7, 105-8; 105-12;

900-5 needs to specify students with speech difficulties and students who hear and need instruction in total communication, see attachment: SCR195 SD1 (2010)."

Below is my letter to the HR Committee Chair, Dwight Takeno, for your review and consideration for today's Agenda Item IV A 4:

Will you consider the following in your committee's action plan?

1. The Board needs to know if and how the Department is implementing Board policies.

I do not believe sending this Draft memo to the original Special Education Task Force will accomplish that and would only cause more delays in implementing policies. Instead, ask how and when the Department is implementing the task force's recommendations.

2. The last two pages of Exhibit A state under Procedures and Guidelines:

"It is unclear to the HR Committee whether a formal system of clear, written internal operating, policies, procedures and guidelines exists to provide implementation direction and guidance to Department employees.

"This is something that the HR Committee recommends the Board investigate more closely next school year."

The Board needs to investigate more closely now, not next school year.

Reference: GBM on 09-19-2017. Taken from Minutes: "Linda Elento, member of the public, detailed her child's personal experience and testified on her concerns regarding schools not implementing and following Board Policies and on her concerns regarding the Department's budget decisions related to SPED services."

3. Include charter schools and Hawaiian Education professionals, students and additional parents in any further discussions or Special Education Task Force.

How can resources and decision-making tools be used to provide access for disabled students (special education or not) who seek a Hawaiian immersion or culture-based school or any charter school?

4. The Board could begin now with identifying additional Board policies related to personnel requirements and identifying Hawaii Revised Statutes and past legislative resolutions to determine Board policies and implementation of procedures and guidelines.

BOE policies relating to personnel requirements and training and special education, disabled students and/or charter schools: 105-7, 105-8; 105-12;

900-5 needs to specify students with speech difficulties and students who hear and need instruction in total communication, see attachment: SCR195 SD1 (2010).

HRS 302D-30: Guidelines. The department shall collaborate with the commission to develop guidelines related to the provision of special education services and resources to each charter school. (The existing DOE 2005 memo is not compliant with Hawaii law and misleads decision-makers.)

Parents have a fundamental right to guide their children's education, including parents of children with disabilities who may or may not be eligible under IDEA special education, and parents who choose not to consent to special education services being provided.

I was not able to attend the committee meeting and appreciate your attention to these matters. I am available to provide further information.

***** End of letter *****

The attached photo was taken during Kailua High School's safe driving campaign led by my student after participating in the Secondary Students Conference at the Capitol last month.

Thank you,
Linda Elento

**

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to spamreport@notes.k12.hi.us. This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection.

**

SENATE CONCURRENT RESOLUTION

URGING THE DEPARTMENT OF EDUCATION TO INCORPORATE SIGN LANGUAGE
AND OTHER COMMUNICATION STRATEGIES DURING INSTRUCTION TO
ENHANCE THE LEARNING OF CHILDREN WITH COGNITIVE AND OTHER
DISABILITIES.

1 WHEREAS, the Department of Education has a departmental
2 duty under section 302A-436, Hawaii Revised Statutes, to provide
3 exceptional children, which includes students with disabilities,
4 residing in the State with instruction, special facilities, and
5 special services for education, therapy, and training to enable
6 them to live normal competitive lives; and

7
8 WHEREAS, the Department of Education has studied and made
9 recommendations in the past on ways to improve the development
10 and learning of children with disabilities; and

11
12 WHEREAS, the Department of Education submitted a report to
13 the Legislature in 2007 entitled "Educational Implications of
14 the Special Needs of Preschool Age Children with Developmental
15 Disabilities: Report to the 24th Legislature, 2007" that
16 provides the following recommendations:

- 17
18 (1) The development of a child's communication skills
19 should be an ongoing process that is incorporated into
20 all activities by professionals and by the child's
21 family during the course of the intervention and
22 during all daily activities;
- 23
24 (2) A total communication program (sign language, oral
25 communication, and visual cues) should be used to
26 facilitate the development of expressive language;
- 27
28 (3) When using a total communication approach, it is
29 important that the sign language system be one that
30 can be used simultaneously with spoken English (or
31 other language spoken in the home) and that the child



1 receives speech or language therapy to support and
2 enhance speech production and oral communication;

3
4 (4) It is important for parents and professionals to
5 recognize that the use of sign language should not
6 interfere with oral language development; and

7
8 (5) When sign language is included as a communication
9 strategy, it is important that the families,
10 caregivers, and those working with a child learn the
11 same signs and are encouraged to use the signs and
12 that the signs and oral vocabulary being taught have
13 practical, functional, and cultural value to the
14 family; and

15
16 WHEREAS, numerous research studies indicate that the use of
17 signs with speech (simultaneous communication) facilitates
18 language development in children with Down's Syndrome and other
19 cognitive disabilities, and the recommendations in the
20 Department of Education's 2007 report outlined above also cite
21 the success of using simultaneous communication; and

22
23 WHEREAS, according to the findings and recommendations in
24 the Department's 2007 report, students who are disabled (aside
25 from those who are deaf or hard of hearing) can benefit from
26 learning sign language and having their instruction delivered in
27 sign language or simultaneous communication as part of a total
28 communication program; and

29
30 WHEREAS, allowing qualified educational paraprofessionals
31 in the Department of Education who can communicate in sign
32 language to work with children who are disabled and apply the
33 appropriate communication method with these children provides
34 the children with a greater opportunity for learning and
35 language development; and

36
37 WHEREAS, educational paraprofessionals can receive
38 instruction from institutions such as Kapiolani Community
39 College, which offers courses in American Sign Language and
40 preparation to work in K-12 settings with children who are deaf,
41 hard of hearing, or disabled; now, therefore,

42
43 BE IT RESOLVED by the Senate of the Twenty-fifth
44 Legislature of the State of Hawaii, Regular Session of 2010, the



1 House of Representatives concurring, that the Department of
2 Education is urged to establish an appropriate level of sign
3 language proficiency for individuals in the Department who
4 provide instruction to children with disabilities that will
5 enable those individuals to incorporate sign language and other
6 communication strategies during instruction to enhance their
7 students' learning; and

8
9 BE IT FURTHER RESOLVED that the Department of Education is
10 also urged to facilitate the professional development, training,
11 and preparation of educational personnel, service providers, and
12 other individuals involved with the instruction of children with
13 disabilities, through continuing education or other means, to
14 use the total communication method, simultaneous communication,
15 or sign language during instruction as determined by the child's
16 Individualized Education Plan; and

17
18 BE IT FURTHER RESOLVED that certified copies of this
19 Concurrent Resolution be transmitted to the Chairperson of the
20 Board of Education, the Superintendent of Education, the Special
21 Education Advisory Council, and the Hawaii Speech-Language-
22 Hearing Association.

