



Testimony BOE <testimony.boe@boe.hawaii.gov>

Discussion Item #2A

1 message

Cheryl B <burgharc@gmail.com>

Sun, Jan 9, 2022 at 2:07 PM

To: Testimony BOE <Testimony.BOE@boe.hawaii.gov>

Succinctly, It is a welcome sight to see Nā Hopena A`o, Hā on the agenda. It is fantastic that the BOE has participated. This is the direction our entire district should be headed.

We'll leave this on a positive.

C. Burghardt

Retired educator

A. *Presentation on Nā Hopono A'o (HĀ) training for the Board of Education: an opportunity to deepen the collective understanding of HĀ and strengthen BREATH (Belonging, Responsibility, Excellence, Aloha, Total well-being, and Hawaii) in the public education system*

Aloha, Chair Payne and members of the Board of Education:

I find it ironic that the Board of Education is receiving training on *HĀ*, which means to breathe, breath, or life; because, right now breathing in the *HĀ* of an infected individual who has COVID can lead to loss of life. In fact, it has led to the loss of 1,105+ lives in our own community here. While our elected officials try to minimize those losses by touting our lower numbers compared to the Continental U.S., every single one of those 1,105+ lives impacted people we know—they were our grandparents, our mom and/or dad, our brothers and sisters, our aunts and uncles, our cousins, our friends, our neighbors. It is not okay to minimize our tremendous loss. It is also not okay to minimize the case counts of infected individuals within the HĪDOE, which the Interim Superintendent does regularly with impunity.

In preparation for today's meeting, you were all given homework. One of the assignments was to watch this video from the HĪDOE's Office of Hawaiian Education: <https://www.youtube.com/watch?v=HkhydyFXaiA>

In the video, it states that the implementation plan for Policy E-3 requires you to lead with “**a community-based process that values collective voice and relationships grounded in trust.**” However, the collective voices of parents begging for more **Distance Learning** options were ignored. The collective voices of parents and social advocates begging for improved **ventilation** in the classrooms and restrooms on deteriorating public school campuses were dismissed. The collective voices begging for more **surveillance testing** in the schools were also only half-heartedly implemented without proper staffing to make it feasible for all campuses. And, our calls right now, based on experts like Dr. Tim Brown, Dr. Lee Altenberg, and Dr. Scott Miscovich, to **postpone in-person learning** for two weeks until this Omicron surge subsides are going completely ignored. Further, the collective voices of principals requesting the authorization to **move to Distance Learning** due to staffing shortages, large populations of students absent from school—entire classrooms shut down to quarantine, etc. are being flatly denied by their Complex Area Superintendents and the Interim Superintendent, Mr. Keith Hayashi.

Your actions (or inactions) speak volumes. You give us two minutes of testimony time—sometimes only one minute. That shows us how little you value our collective voice. So, how can we trust you? How is this relationship grounded in trust?

Your meetings are held virtually, online, for your safety. But, our keiki and our educators are expected to show up in-person during the biggest surge we have ever seen here in our islands. This double standard does not engender trust.

So, as you reflect on how you are planning to incorporate Hawaiian values into the work that you do on behalf of the people in our communities, please look beyond the colorful Powerpoint slides and remember also to incorporate values such as *KULEANA* (responsibility) and *MĀLAMA* (to take care of, to serve, to protect), because you are making decisions that impact ALL of us here in Hawaii—now and for years to come.

Mahalo nui loa,



A concerned parent of public school children



Kamehameha Schools®

Date: January 13, 2022
To: Board of Education, Special Meeting
When: 10:30 a.m.
Testifier: Wai‘ale‘ale Sarsona, EdD
Agenda Item: II. A. Presentation on Nā Hopeno A‘o (HĀ) training for the Board of Education: an opportunity to deepen the collective understanding of HĀ and strengthen BREATH (Belonging, Responsibility, Excellence, Aloha, Total well-being, and Hawai‘i) in the public education system

E ka Luna Ho‘omalua Payne, ka Hope Luna Ho‘omalua Uemura, a me nā Lālā o ka Papa Ho‘ona‘auao, aloha mai! My name is Wai‘ale‘ale Sarsona, the Vice President of Hi‘ialo at Kamehameha Schools.

We **strongly support** agenda item II. A., which offers a training presentation to the Board of Education (BOE) on Nā Hopeno A‘o (HĀ) and is an opportunity for the BOE to deepen the collective understanding of HĀ and strengthen BREATH (Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawai‘i) in the public education system.

We applaud the BOE for making the commitment to use such policy as a foundation for its future strategic plan and Superintendent search.

Kamehameha Schools supports and firmly believes in what HĀ offers to Hawai‘i’s public education system. We share a similar vision for Hawai‘i’s education and understand the importance of systemwide outcomes that are rooted in indigenous wisdom and values for the future of Hawai‘i. With E Ola! as our approach, we expect haumāna (students) to be local and global ‘ōiwi leaders who are culturally engaged and to play significant roles in creating strong ‘ohana and communities throughout Hawai‘i and beyond. We also recognize that these expectations should be reflected in all staff and faculty within the organization. E Ola! is embraced as enterprise-wide expectations for all leaders and staff to advance our mission by practicing E Ola! in all that we do.

Founded in 1887, Kamehameha Schools is an educational organization striving to restore our people through education and advance a thriving Lāhui where all Native Hawaiians are successful, grounded in traditional values, and leading in the local and global communities.

‘A‘ohe ‘ulu e loa‘a i ka pōkole o ka lou. There is no success without preparation. Mahalo nui.



Testimony: BOE Special Meeting Thursday, January 13, 2022 10:30 a.m. agenda item II.A.

1 message

Lynn Otaguro <lmotaguro@yahoo.com>

Tue, Jan 11, 2022 at 11:27 PM

To: "testimony.boe@boe.hawaii.gov" <testimony.boe@boe.hawaii.gov>

January 13, 2022

Board of Education
State of Hawaii

Regarding January 13, 2022 BOE Special Meeting at 10:30 a.m., Item II. A. Presentation on Nā Hopena A‘o (HĀ) training for the Board of Education: an opportunity to deepen the collective understanding of HĀ and strengthen BREATH (Belonging, Responsibility, Excellence, Aloha, Total well-being, and Hawaii) in the public education system

Honorable Chair Payne and members of the Board:

I am a retired teacher, former deputy attorney general, and supporter of our public schools. I am writing to ask this Board to consider embracing the values of HA: BREATH as guiding principles for this Board and for all levels of the DOE.

The ideas and language presented are powerful and provide wonderful aspirations for all our students. However, when applied to this Board and the DOE, they inspire visions of a school system as it could be. “Aloha: Have the heart of a chief” brings to mind a call to be both bold and generous, to act as leaders for the benefit of others, to create a system that serves all of our students, families, and communities.

When many of our schools are in the midst of turmoil and instability as they try to provide safe places to learn, however, it may be most important to look to “Belonging: A relationship that cannot be undone. I am firm in my position/place with moral/goodness in my family, community, the land, and the world.”

Belonging is important at any time. It is what any parent would wish for their child in a classroom and school. At this time, however, it also is what we critically need in our system for our families and the community and staff as well. Each person should be included as a member of the school community and system, and should matter and be treated as such. In a place of belonging, where relationships are deep and significant, people should be able to come together for assistance and support. When a family is worried that their child will get COVID or a teacher is concerned about bringing COVID home to their grandfather, the response should be support and an assurance that our system has taken the care and thought to do all that it could to limit risk and protect its members. If people are to feel that they belong, they must feel that they have been heard and treated as someone important, someone with whom there is a relationship that cannot be undone.

In these difficult times, it is easy to get sidetracked into division or offense when questions are raised. To do better, we must look beyond visceral reactions. A shared mission, purpose, and values can bring people together and can guide discussion and decisions. This is a good place to start. Thank you for your consideration.

Sincerely,
Lynn M. Otaguro
O'ahu, Hawaii



January 13, 2022
Special Meeting

Dear Chair Payne and Members of the Board,

We would like to comment on the agenda item, Presentation on Nā Hopeno A'o (HĀ) training for the Board of Education: an opportunity to deepen the collective understanding of HĀ and strengthen BREATH (Belonging, Responsibility, Excellence, Aloha, Total well-being, and Hawaii) in the public education system.

We like that the BOE is using HĀ as a foundation for the work of creating a strategic plan and searching for a superintendent. We would like to remind the BOE that BOE Policy E-3, Nā Hopeno A'o¹, is a complement to the BOE Policy E-1, Philosophy of Education of Hawai'i Public Schools², and BOE Policy E-2, Mission, Values and Beliefs³, which describe the mission and vision of the school system. We have attached these three BOE Ends Policies in Appendix 1 so that we can see the three policies together. HĀ is only one component of BOE's overarching policies and it should be considered together with E-1 and E-2 when coming up with the strategic plan.

Thank you for this opportunity to testify.

Sincerely,

Cheri Nakamura
HE'E Coalition Director

¹ [https://boe.hawaii.gov/policies/Board%20Policies/Nā%20Hopena%20A'o%20\(HĀ\).pdf](https://boe.hawaii.gov/policies/Board%20Policies/Nā%20Hopena%20A'o%20(HĀ).pdf)

² <https://boe.hawaii.gov/policies/Board%20Policies/Philosophy%20of%20Education%20in%20Hawaii's%20Public%20Schools.pdf>

³ <https://boe.hawaii.gov/policies/Board%20Policies/Mission,%20Vision,%20Values,%20and%20Beliefs.pdf>

POLICY E-1

PHILOSOPHY OF EDUCATION HAWAII'S PUBLIC SCHOOLS

The Premise. The Board believes that a democratic society is dependent upon the free, full growth of individuals who will participate in the creation and development of the institutions in that society. The institution of government in this society is founded on a secular base, which allows and encourages the development of a pluralistic society that contains many cultures within that society.

The Need for Education. Individuals must develop their personal potentials to participate fully in a democratic, multicultural society. Education is the process which allows individuals to become citizens who have positive attitudes toward learning and inquiry, who communicate effectively, who are guided in making choices based on critically determined and commonly shared values, who are successful in the workplace, and who practice civic responsibility. The preservation, promotion, and improvement of a democratic, multicultural society require the formal schooling of its children, youth and adults.

Scope. The State of Hawaii shall provide a public school system with a diverse scope of curricular, instructional and assessment programs from pre-school to high school for children, youth and adults. These programs shall include a variety of traditional and alternative programs that support students' learning needs.

Such programs shall be simultaneously intellectual, aesthetic, and practical, with instructional practices which ensure that learners acquire the knowledge relevant to living in the present as well as the arts and skills required for living in the future. All programs shall derive from a standards-based curriculum and research-based best practices which must include the areas of knowledge of language arts, science, mathematics, social studies, fine arts, health, physical education, world languages, career and life skills, and all other comprehensive support services necessary for implementation.

These programs and services shall enable all public school graduates to realize their goals and aspirations; possess the attitudes, knowledge, and skills to contribute positively to and compete in a global society; exercise their rights and responsibilities of citizenship; and pursue post-secondary education and/or careers without the need for remediation.

Equal Educational Opportunity. Students shall have an equal educational opportunity to enroll in programs regardless of race, color, religion, sex, sexual orientation, disabilities, or national origin.

[Approved: 06/07/2016]

Former policy 2000 history: former code no. 6121; former policy approved: 09/1952; reviewed: 07/1960; amended: 01/1968, 09/1970, 03/1988, 10/1994, 01/1999, 06/23/2005, 01/24/2008

POLICY E-2

MISSION, VISION, VALUES, AND BELIEFS

Our Mission

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

Our Vision

Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Our Core Values

Hawaii seeks for its students to meet and exceed world-class academic standards, and do so in a way that reflects our island perspective. Hawaii's students have strengths and abilities unique to an island home, with a tradition of stewardship, community, and mutual responsibility. We will cultivate, advance, and draw from Hawaii's rich traditions and Native Hawaiian host culture.

1. **COMMITMENT TO EQUITY & EXCELLENCE:** We believe every child is unique and deserves an excellent education—one that develops the whole student. Students succeed when their specific needs are met and their innate gifts and abilities are nurtured.
2. **MEANINGFUL LEARNING:** We learn from many sources and in many ways. Hawaii provides abundant real-world learning environments relevant for success in a culturally diverse, technologically complex, and interdependent global society.
3. **CARING RELATIONSHIPS:** Education is a responsibility shared by all and the best results come when we work together with aloha, respect, integrity, and openness.
4. **CONNECTION TO COMMUNITY, FAMILY, AND 'ĀINA:** We see students as part of an extended 'ohana, the environment, a larger community and a global society. Hawaii students value these connections and become stewards to help make our world a better place.

Our Beliefs

- Students do better when they come to school ready to learn, from the first day of kindergarten to the last day of senior year. Parents, caregivers, extended 'ohana, and community can provide crucial support and guidance to help students focus on and enhance their learning.
- All students need depth of knowledge that grows from a solid academic foundation in the core subjects of reading, math, science, and social studies.
- All students need breadth of knowledge and character development—a broad-based curriculum and development of the General Learner Outcomes ("GLOs") that result in joy in learning, respect for others, and lifelong spirit of inquiry.
- All students—from advanced to struggling—need support, resources, and diverse teaching methods in order to reach their fullest academic potential.

- We need to provide our teachers and school leaders with support and information-including professional development, mentorship, learning communities, and helpful real-time data-so they can excel in meeting the new demands of their professions.
- When teachers and school leaders work in teams, with all the resources and tools at their disposal, they are better able to understand and meet the individual learning needs of their students.
- We need to work together throughout the state to provide the resources to build 21st century school facilities with technology and equipment that ensure students are not left behind.

[Approved: 06/07/2016]

POLICY E-3

NĀ HOPENA A'O (HĀ)

Nā Hopena A'o ("HĀ") is a framework of outcomes that reflects the Department of Education's core values and beliefs in action throughout the public educational system of Hawaii. The Department of Education works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of **belonging, responsibility, excellence, aloha, total-well-being and Hawaii ("BREATH")** in ourselves, students and others.

With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawaii and is meaningful in all places of learning. HĀ supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community.

The following guiding principles should lead all efforts to use HĀ as a comprehensive outcomes framework:

- All six outcomes are interdependent and should not be used separately
- Support systems and appropriate resources should be in place for successful and thoughtful implementation
- Planning and preparation should be inclusive, collective and in a timeframe that is sensitive to the needs of schools and their communities
- Current examples of HĀ in practice can be drawn on as sources for expertise
- All members of the school community share in the leadership of HĀ

Rationale: The purpose of this policy is to provide a comprehensive outcomes framework to be used by those who are developing the academic achievement, character, physical and social-emotional well-being of all our students to the fullest potential.

[Approved: 06/16/2015]

HE'E Coalition Members and Participants

Academy 21
Alliance for Place Based Learning
American Civil Liberties Union
Atherton YMCA
*Castle Complex Community Council
*Castle-Kahuku Principal and CAS
*Education Institute of Hawai'i
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawai'i
Harold K.L. Castle Foundation
*HawaiiKidsCAN
*Hawai'i Afterschool Alliance
*Hawai'i Appleseed Center for Law and Economic Justice
*Hawai'i Association of School Psychologists
Hawai'i Athletic League of Scholars
*Hawai'i Children's Action Network
Hawai'i Education Association
Hawai'i Nutrition and Physical Activity Coalition
* Hawai'i State PTSA
Hawai'i State Student Council
Hawai'i State Teachers Association
Hawai'i P-20
Hawai'i 3Rs
Head Start Collaboration Office
It's All About Kids
*INPEACE
Joint Venture Education Forum
Junior Achievement of Hawaii
Kamehameha Schools
Kanu Hawai'i
*Kaua'i Ho'okele Council
Keiki to Career Kaua'i

Kupu A'e
*Leaders for the Next Generation
Learning First
McREL's Pacific Center for Changing the Odds
Native Hawaiian Education Council
Our Public School
*Pacific Resources for Education and Learning
*Parents and Children Together
*Parents for Public Schools Hawai'i
Special Education Provider Alliance
*Teach for America
The Learning Coalition
US PACOM
University of Hawai'i College of Education
* Youth Service Hawai'i

Voting Members () Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*



S E A C
Special Education Advisory Council
1010 Richards Street Honolulu, HI 96813
Phone: 586-8126 Fax: 586-8129
email: spin@doh.hawaii.gov
January 13, 2022

**Special Education
Advisory Council**

Ms. Martha Guinan, *Chair*
Ms. Susan Wood, *Vice Chair*

Ms. Sara Alimoot
Ms. Virginia Beringer
Ms. Mary Brogan
Ms. Deborah Cheeseman
Ms. Annette Cooper
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Dr. Kurt Humphrey
Ms. Mai Hall
Ms. Melissa Harper Osai
Mr. Kerry Iwashita
Ms. Melissa Johnson
Ms. Tina King
Ms. Jennifer Leoiki-Drino
Ms. Dale Matsuura
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Ms. Carrie Pisciotto
Ms. Kau'i Rezentes
Ms. Rosie Rowe
Ms. Ivallee Sinclair
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Ms. Lisa Vegas
Ms. Paula Whitaker
Ms. Jasmine Williams

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 State Board of Education
P. O. Box 2360
Honolulu, HI 96814

RE: II. A. Presentation on Nā Hopena A'o (HĀ) training for the Board
of Education

Dear Chair Payne and Members of the Board,

The Special Education Advisory Council (SEAC) fully supports the Board's intention to embrace the HĀ framework as a foundation in your efforts to secure a superintendent and develop a new strategic plan.

One of SEAC's efforts to facilitate access to the general education classroom for more students with disabilities has been to raise awareness of the congruity of the building blocks of inclusive education with the tenets of Nā Hopena A'o. During the 2017-18 school year our members developed an infographic of **SEAC's Vision for Inclusion** using the HĀ framework (<https://seac-hawaii.org/wp-content/uploads/2021/04/SEACs-Vision-of-Inclusive-Education.pdf>). A stronger emphasis on HĀ, not only to guide the Board's practice but to encourage full implementation of the framework in every public school, will benefit ALL students, and especially vulnerable students with disabilities.

Mahalo for the opportunity to express our support.

Respectfully,

Martha Guinan
Chair

Ivallee Sinclair
Legislative Committee Chair

Inclusive Education in Hawai`i

B Strengthened Sense of Belonging

- Embraces and educates all students with meaningful supports in their local schools. Student connections are strengthened as they learn and grow together to know who they are, where they are from, and what they belong to.
- Students and families feel welcomed and valued for their unique needs and learning styles.

R Strengthened Sense of Responsibility

- All educators can effectively facilitate learning for all students and support diverse learners as a core component..
- The school community promotes a culture where all students can fully participate while applying their specialized learning styles.
- All schools support one another to make it a safe and welcoming learning journey– as education is a kākou thing and belongs to all of us.

E Strengthened Sense of Excellence

- All teachers value the strengths of their students with disabilities and are prepared to provide high-quality instruction and access to challenging content thus enabling students to become active participants in their schools and community, furthering to post-secondary education and career.

A Strengthened Sense of Aloha

- All schools have a collaborative and respectful school culture which presumes students with disabilities are competent, have opportunities to develop positive social relationships by promoting their participation in the school community.

T Strengthened Sense of Total Well-Being

- All schools empower students to learn and achieve their highest potential. Students are encouraged and supported to participate in all areas of education and extracurricular activities. e.g., sports, school government, clubs, etc.

H Strengthened Sense of Hawai`i

- All Students have access to content learning to enrich their sense of place and culture to be contributing members of their community, State and Nation.

The Special Education Advisory Council’s vision of inclusive education for ALL students embraces the six tenets of the Na Hopena A’o from the Hawai’i Department of Education’s Strategic Plan.



Hopena

End goals, the result of an action

A’o

Learning and teaching

Research has shown a connection between Inclusion, positive behavioral supports and academic achievement.

Rationale: Inclusion is a commitment to success for all students. Research shows that inclusive practices result in better attendance, achievement, referral rates and postsecondary outcomes. Beginning in the 2017-2018 school year, inclusive practices are a statewide strategic initiative.

Inclusion Rate: Percentage of students receiving special education services who are in general education classes for 80 percent or more of the school day.

School Year Rate 2017-18 = 44%
Target Rate SY 2020 = 51%

