



Testimony

1 message

Anna Crawford <annab Crawford@hotmail.com>

Sat, Feb 26, 2022 at 2:12 PM

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

To: The Honorable Kili Namau'u, Chairperson, Student Achievement Committee

From: Anna Crawford, French Teacher, King Kekaulike High School

I am writing to address agenda item: Committee Action on World Language Standards for Elementary and Secondary Grade Levels

I am in support of the adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages (HI WRSLL)

I have been teaching French at King Kekaulike High since 2003 and during that time we used the Hawai'i Content and Performance Standards (HCPS) I,II and III. When other departments stopped using HCPS and switched to using the Common Core Standards, World Languages was left with outdated standards. There are no Common Core Standards for World Languages. Hawai'i really needs updated language learning standards that align with national standards. World language education and multilingualism are more important than ever for career readiness, community and/or college.

I was part of the group that worked on putting together the new K-12 Hawai'i World-Readiness Standards for Learning Languages. We worked really hard to examine the national standards and then to use them to create standards that are nationally aligned but also appropriate for Hawai'i. The new standards are important for the following reasons:

- The HI WRSLL are aligned to the national World-Readiness Standards for Learning Languages and the Can-Do Statements. With a focus on proficiency, the standards provide a framework for world languages instruction where communication in the target language is the anchor.
- The HI WRSLL will help guide teachers in providing a proficiency-based world languages education for K-12 students.
- They Identify pathways for students to become multilingual and connected to different cultures in the local and global communities.
- They will help students develop skills in communication, collaboration, and critical thinking, as well as creativity.

Thank you for taking the time to consider the adaptation of the K-12 Hawai'i World-Readiness Standards for Learning Languages (HI WRSLL)

Sincerely,
Anna Crawford

French Teacher, King Kekaulike High
acrawford@kkhs.k12.hi.us

Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

The NCAS were designed to align with Common Core State Standards and parallels the language and framework found in other revised standards such as the New Generation Science Standards (NGSS), College, Career and Civic Life Standards (C3), and the National Health Education Standards: Achieving Excellence (NHES). These revised standards, like the 2014 NCAS, emphasize the importance of students’ thinking and developing 21st century skills over mere acquisition of knowledge. Thus, adopting the NCAS would support this philosophical shift in education.

In comparison to the HCPS III Music Standards, the NCAS Music Standards better help educators identify the skills and understandings they are responsible for developing in well-rounded musicians. Specifically:

- Skills and components within the artistic processes are explicitly defined.
- Clear outcomes for students with varying degrees of experience support differentiation in mixed leveled ensembles.
- Connections between music experiences and knowledge from other subject areas are intertwined to develop a holistic understanding of the arts in our world. The structure of these standards support teachers’ use of culturally relevant literature and materials (including those from Asia and the Pacific Islands), which is particularly important for students with diverse ethnic backgrounds.

In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.

2654 Ipulei Place
Honolulu, HI 96816
February 27, 2022

Chair Kili Namau'u and Members of the Hawai'i State Board of Education,
Student Achievement Committee
1390 Miller St., Room 404
Honolulu, Hawai'i 96813

RE: SUPPORT FOR ADOPTION OF WORLD LANGUAGE STANDARDS

Dear Chair and Members,

I am writing to express my support of the DOE recommendation to adopt the HI World Language Standards for our K-12 students and to ask you to vote in support as well.

- They provide teachers with guidance in providing a proficiency-based world languages education.
- They give schools consistency and clarity across the state.
- These standards would help students develop skills in communication, collaboration, and critical thinking, as well as creativity.
- The HI WRSLL identify pathways for students to become multilingual and connected to their own families as well as different cultures locally and globally.

Adopting these standards will send a strong message about how Hawai'i values and encourages the ability to think, speak, read, and write in other languages. Mahalo for your consideration,

Elizabeth Jiménez Salinas
National Biliteracy Consultant and
Professor at UH Manoa, College of Education

2654 Ipulei Place
Honolulu, HI 96816
February 27, 2022

Chair Payne and Members of the Hawai'i State Board of Education
1390 Miller St., Room 404
Honolulu, Hawai'i 96813

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National Biliteracy Consultant and
Professor at UH Manoa, College of Education



March 3, 2022 Testimony - For SAC Meeting at 9:30 am - "Committee Action on World Language Standards for Elementary and Secondary Grade Levels"

1 message

Neal Takamoto <neal.takamoto@k12.hi.us>
To: Testimony.BOE@boe.hawaii.gov

Sun, Feb 27, 2022 at 11:48 PM

Aloha to the Honorable Kili Namau'u, Chairperson, Student Achievement Committee,

My name is Neal Takamoto and I am a Japanese teacher at Washington Middle School. I am submitting testimony on the agenda item concerning Committee Action on World Language Standards for Elementary and Secondary Grade Levels. My position is that I am in support of the adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages.

The K-12 Hawai'i World-Readiness Standards for Learning Languages:

- are aligned to the national World-Readiness Standards for Learning Languages and the Can-Do Statements. With a focus on proficiency, the standards provide a framework for world languages instruction where communication in the target language is the anchor.
- help guide teachers in providing a proficiency-based world languages education for K-12 students.
- help identify pathways for students to become multilingual and connected to different cultures in the local and global communities.
- help students develop skills in communication, collaboration, and critical thinking, as well as creativity.

I full heartedly endorse these World-Readiness Standards for Learning Languages to help support teachers and students. Thank you for listening.

Neal Takamoto
Washington Middle School - Japanese Teacher

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Jeenna Canché
Spanish Teacher, Maui High School

February 26, 2022

RE: SAC meeting regarding the adoption of the Hawaii World-Readiness Standards for Learning Languages (HI WRSLL)

The Honorable Kili Namau'u, Chairperson, Student Achievement Committee,

I am writing in support of the adoption of the K-12 Hawaii World-Readiness standards for Learning Languages (HI WRSLL). As a teacher of Spanish since 2006 and a provider of World Languages Professional Development for Communicative Language Teaching since 2016, I am highly cognizant of the need for our standards to be closely aligned with contemporary research on second language acquisition and theory.

Far too many language teachers continue implementing outdated methods and approaches that focus heavily on teaching 'about' the language (in English) as opposed to using evidence-based strategies for communication (using the target language as the vehicle for instruction). It is very clear to me that this shift will be challenging for some, but if we truly want our students to acquire language and to be able to use language in real and meaningful ways, then this change is imperative. Once fully implemented, I am completely convinced that the results will be stunning. I say this because I have seen it first hand in my own classroom, and in the classrooms of my colleagues who have also implemented and embraced evidence-based contemporary language teaching practices.

One of the primary goals of Policy 105-14 Multilingualism for Equitable Education (2016) is to "provide effective educators with appropriate knowledge, skills, and instructional materials." Adopting the HI WRSLL is a fundamental step in reaching this goal and doing so will push us toward instructional practices that focus on the ultimate goals of acquisition, fluency, and meaningful communication. Students deserve high quality education provided by teachers using contemporary, evidence-based and effective classroom practices. Let's give the students what they deserve by updating our standards and aligning them with current research on language acquisition!

Mahalo,
Jeenna Canche

Jeenna Canché
Spanish Teacher, Maui High School

February 26, 2022

RE: GBM regarding the adoption of the Hawaii World-Readiness Standards for Learning Languages (HI WRSLL)

The Honorable Catherine Payne, Chairperson, Board of Education,

I am writing in support of the adoption of the K-12 Hawaii World-Readiness standards for Learning Languages (HI WRSLL). As a teacher of Spanish since 2006 and a provider of World Languages Professional Development for Communicative Language Teaching since 2016, I am highly cognizant of the need for our standards to be closely aligned with contemporary research on second language acquisition and theory.

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One of the primary goals of Policy 105-14 Multilingualism for Equitable Education (2016) is to "provide effective educators with appropriate knowledge, skills, and instructional materials." Adopting the HI WRSLL is a fundamental step in reaching this goal and doing so will push us toward instructional practices that focus on the ultimate goals of acquisition, fluency, and meaningful communication. Students deserve high quality education provided by teachers using contemporary, evidence-based and effective classroom practices. Let's give the students what they deserve by updating our standards and aligning them with current research on language acquisition!

Mahalo,
Jeenna Canche



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

I am in support of the adoption of the K-12 National Core Arts Standards

1 message

Bob Douglas <danhieux@yahoo.com>
To: Testimony.BOE@boe.hawaii.gov

Mon, Feb 28, 2022 at 10:25 AM

Aloha,

My name is Bob Douglas. I am a retired computer hardware engineer.

I was extremely fortunate to have been educated in Belgium. Belgium has a very strong arts program that benefitted me throughout my life. The arts gave me a foundation that allowed solving complex design problems and creative solution.

The following is a quote which I support 100%.

The arts provide a massive impact to our children's social emotional learning, it allows the brain to create connections and proper synopsis in order to solidify all the other subjects just as physical activity and proper sleep time does. What the arts impacts profoundly is it stimulates and encourages **empathy** and **critical thinking skills**. Because the Arts has been taken out of the school system in the 1990's and the first to get cut, when we need it the most, I am asking for your kokua to send in your testimony. Everything you love that is architectural was made in collaboration with an artist (fashion, cell phones, furnitures, innovation period).

Holualoa Elementary School is **extremely** lucky to have the Donkey Mill Arts Center, DMAC teachers (real teaching artists) impact our students. Through DMAC, our next generation reflects on a sense of place through our Hawaiian culture, values and self reflection and innovation through **imagination**. A tree doesn't have to be green :) your self portrait can be blue, pink, green... Art empowers their inner sensitivities and emotions to help nativage our complicated world. Art can save a child's spirit and build confidence.

Fortunately our school principal believes in the importance of the arts and is financially supportive with the financial partnership from HES, PTO and DMAC to make this happen for our kids every year, for over 10 years!

With much aloha,

Bob Douglas
danhieux18@icloud.com
[Instagram.com/danhieux](https://www.instagram.com/danhieux)
808 333-0402



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

BOE Yes on NCAS

1 message

Tlaloc Tokuda <tlaloc@hotmai.com>

Mon, Feb 28, 2022 at 2:34 PM

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

Dear BOE ***I am in support in adopting the K-12 National Core Arts Standards!!***

Mahalo,
Tlaloc Tokuda
Kailua Kona HI, 96740



david.miyashiro@hawaiikidscan.org
hawaiikidscan.org

David Miyashiro
Executive Director

March 3, 2022

Hawaii State Board of Education
Student Achievement Committee
Kili Namau'u, Committee Chairperson
Bill Arakaki, Committee Vice Chairperson

Aloha Chair Namau'u, Vice Chair Arakaki, and Members of the Committee,

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.

HawaiiKidsCAN supports the recommended Committee Action on distance and hybrid learning issue to proceed with policy development in accordance with Board Policy 400-2, entitled Policies and Policy-Setting.

We think this is an incredibly important discussion to be having with much potential for our kids and public education system. At the BOE undertakes this process, we humbly offer the following questions for further discussion:

- What lessons can the BOE and DOE learn through analysis of existing schools such as Hawaii Technology Academy and Myron B. Thompson Academy, and programs like E-School?
- What are the implications for staffing and facilities? One benefit of distance learning is the potential access to quality educators from any place at any time. With innovative and flexible staffing, how could statewide master teachers ensure schools address teacher shortages with alternatives to long term substitutes? What are the implications for teachers utilizing existing DOE campuses and state agency offices as complementary options to working from home?
- How can we provide numerous on- and off-ramps for distance learning to present a transformational opportunity to provide flexibility to kids and families? Much

like how mainland districts have been able to continue distance learning instruction during disruptions like snow days, we should leverage distance and hybrid learning to ensure that no student has to miss instruction for an extended period of time due to life or community circumstances.

- What are the implications for weighted student formula for students in hybrid settings? For example, would Roosevelt High School's allocation be diminished if a RHS student were taking 25% of their course load via distance learning from another school or E-School?

Mahalo for your consideration,

David Miyashiro
Founding Executive Director
HawaiiKidsCAN

Hawai'i Arts Alliance



*Affiliated with the
Wolf Trap Institute for
Early Childhood Arts
Integration*

*State Captain –
Americans for the Arts*

*Member of State Arts
Advocacy Network*

TO: Testimony.BOE@boe.hawaii.gov
Student Activity Committee - SAC Chair, The Honorable Kili Namau'u
General Board Meeting - BOE Chair, The Honorable Catherine Payne

RE: Testimony in SUPPORT of NCAS adoption

Name: Dr. Teri Skillman 2/28/22
Position/title: Executive Director
Organization: Hawai'i Arts Alliance
Meeting(s): BOE Student Achievement Committee [SAC] meeting
General Board Meeting
Agenda item: Fine Arts Standards for Elementary and Secondary
Adoption of National Core Arts Standards
Position: **SUPPORT adoption of National Core Arts Standards K – 12**

Aloha Kili Namau'u, Chair, Student Activity Committee and Catherine Payne, **Chairperson, Board of Education,**

As State Captain for Americans for the Arts, the Hawai'i Arts Alliance **SUPPORTS the adoption of the National Core Arts Standards [NCAS] for Hawai'i.** The NCAS are important because grade-by-grade arts standards outline the most important outcomes of arts education, and arts educators as well as their supervisors in designing appropriate arts objectives and measures for the school curriculum. Hawai'i is still functioning on the HCPS III from the 1990s. Nationally, many states are in the second revision of the NCAS.

The ARTS eco-system begins with arts integration in early childhood education and continues through Grade 12 and college. ACT 80/99 named the arts as a core subject but the ARTS are still relegated to a "special" status and do not receive the same funding nor the same contact time that other subjects are allocated. The arts are the first to be cut along with Hawaiian cultural content. Access to the ARTS is a first ammendment right. Every school has a responsibility to ensure that all of its students meet the curriculum requirements including the arts. As a core subject, the Arts help with students with social-emotional learning, problem solving, and collaboration and communication skills which students urgently need now.

We need to **adopt the NCAS statewide for K to Grade 12 for all disciplines of arts education.** Why are the arts standards needed? Arts standards identify what is important for students to know and be able to do in the artistic disciplines of dance, media arts, music, theatre, and visual arts. The Arts standards identify pathways for students to become creative thinkers, creative makers, and creative responders to the world around them.

After the adoption of NCAS, please **guarantee implementation of the NCAS by hiring full time, degree-qualified arts educators** (dance, media arts, music, theatre and visual arts) for EVERY campus. The arts standards are designed to help arts educators provide the high-quality curriculum, instruction, and assessment that students need to succeed in today's schools and tomorrow's careers. The standards can ONLY be implemented by qualified arts educators.

We recognize that reforming the educational system, aligning with the arts standards, and hiring qualified educators takes time and funding but we are asking for a commitment to the process with clearly idenfied benchmarks for success. Hawai'i's keiki deserve a balanced education that the ARTS will ensure (<https://www.amacad.org/publication/case-for-arts-education>).

Mahalo nui for the opportunity to submit testimony in SUPPORT of adopting the National Core Arts Standards,

Mahalo nui,

Teri Skillman
Executive Director

February 28, 2022

To: Testimony.BOE@boe.hawaii.gov
From: Melly Wilson, PhD <mellyewilson@gmail.com>
Subject: Testimony for the March 3, 2022 *Student Achievement Committee* (SAC @ 9:30 AM) in relation to the adoption of the Hawai'i World-Readiness Standards for Learning Languages (HI WRSLL)
Agenda Item: Committee Action on World Language Standards for Elementary and Secondary Grade Levels
Position: Strong Support
Attn: Honorable Kili Namau'u, Chairperson, Student Achievement Committee

Dear Chairperson Namau'u and Members of the Student Achievement Committee,

I write in **strong support** of the adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages. These standards are aligned to the national World-Readiness Standards for Learning Languages and create a useful roadmap for educators to guide learners to develop competence to communicate effectively and interact with cultural competence as they prepare to participate in multilingual communities at home in Hawai'i and around the world.

As you well know, language and communication are at the heart of the human experience. As a parent, I am excited and grateful the Student Achievement Committee is engaging in this conversation, deliberating, and looking to support and grow students who are linguistically and culturally equipped to communicate successfully.

If implemented, these standards have the potential to:

- Enhance teacher practice as they provide a proficiency-based world languages education for K-12 students.
- Strengthen problem-solving and critical thinking: Issues related to the environment, health, and innovation require collaboration across borders; creative solutions are more likely to occur when knowledge and unique perspectives and insights are shared.
- Grow pathways for students to become multilingual and connected to different cultures: This form of global competence – the ability to interact and communicate with people from other cultures – has the potential to open doors to new relationships, knowledge, and experiences.
- Grow diverse and empathetic communities: Opportunities to interact with people who speak other languages and who have different cultural practices, products, and perspectives are increasing in our communities; heritage communities are supported when their languages and cultures are valued rather than eliminated.
- Support students as they develop skills in communication, collaboration, creativity, and critical thinking.
- Build our keiki's ability to interact with awareness, sensitivity, empathy, and knowledge of the perspectives of others.

Thank you for your consideration.

With gratitude,

Melly Wilson

Honolulu, HI



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

Support for K-12 Core Arts Standards

1 message

Cris Lindborg <cris@donkeymillartcenter.org>

Tue, Mar 1, 2022 at 8:58 AM

To: Testimony.BOE@boe.hawaii.gov

Honorable Kili Namau'u, Chairperson, Student Achievement Committee,

I am writing in support of the adoption of the K-12 National Core Arts Standards. Not only would a standard guide teachers in providing unified quality arts education, but it will help students become creative thinkers, makers and responders.

Mahalo for your consideration,

Cris Lindborg
BOD Emeritus Donkey Mill Art Center

Cris Lindborg



78-6670 Mamalahoa Hwy., Holualoa, HI 96725

Phone: 808-322-3362

donkeymillartcenter.org

Like us on [Facebook!](#)

Follow us on [Instagram!](#)

The Donkey Mill Art Center, home of the Holualoa Foundation for Arts and Culture, is a 501(c)3 charitable organization. The Donkey Mill Art Center is a community hub for the exploration of arts and culture to inform, inspire and strengthen individual and collective well-being



HAWAII
STATE FOUNDATION on
CULTURE and the ARTS

No. 1 Capitol District Building
250 South Hotel Street
Second Floor
Honolulu, HI 96813

Governor
David Y. Ige

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Executive Director
Jonathan Johnson

Telephone
808.586.0300

Fax
808.586.0308

Website
www.hawaii.gov/sfca

March 1, 2022

The Honorable Kili Namau'u, Chairperson
Student Achievement Committee
Hawaii State Board of Education
1390 Miller Street
Honolulu, HI 96813

To the Honorable Kili Namau'u,

Testimony regarding the **Student Achievement Committee Meeting** regarding
the agenda item **"Fine Arts Standards for Elementary and Secondary Grade
Levels" Thursday, March 3, 2022.**

The State Foundation on Culture and the Arts is in strong **support** of the
adoption of the K-12 National Core Arts Standards.

The adoption of the National Core Arts Standards will guide teachers throughout
the islands to provide a unified quality arts education for students in grade K-12
and support students development in creative thinking and 21st century skills.

The arts are an essential part of developing communication and collaboration
skills, self-identity and self-expression, and supporting social emotional learning.
The National Core Arts Standards present a clear way to incorporate all of these
aspects into the arts learning classroom.

The State Foundation on Culture and the Arts facilitates the ARTS FIRST Partners
and over the past two years saw the importance of adopting the National Core
Arts Standards. The ARTS FIRST Partners received a \$40,000 grant from Hawaii
Community Foundation to develop onboarding resources for teachers, thus
making the transition to the National Core Arts Standards seamless for the DOE.
Through free Professional Development videos and resource materials, ARTS
FIRST will assist the DOE in ensuring that teachers will have the opportunity to
use the National Core Arts Standards to their fullest potential.

We believe art and cultural engagement are critical to the educational,
economic, and social well-being of individuals, communities, and the State of
Hawaii'i.

Thank you for the opportunity to provide testimony on this matter.

Mahalo,

Jonathan Johnson
Executive Director

State Foundation on Culture and the Arts

March 1, 2022

The Honorable Kili Namau'u
Chairperson
Student Achievement Committee
Hawai'i State Board of Education
P.O. Box 2360
Honolulu, Hawai'i 96804

Agenda Item: Committee Action on World Language Standards for Elementary and Secondary Grade Levels

I am writing in support of the adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages. ACTFL is the national professional organization representing language educators that also manages the National Standards Collaborative Board which oversees the implementation of the national World-Readiness Standards for Learning Languages. ACTFL provided feedback and comments on the draft Hawai'i World-Readiness Standards for Learning Languages and its implementation recommendations. These proposed standards are significantly aligned with the national World-Readiness Standards for Learning Languages and Can-Do Statements. The Hawai'i standards focus on the development of learners' proficiency in languages through specific steps to reach higher levels. The standards are a clear framework organized as five goal areas anchored in *communication* and linked with understanding *cultures*, which is applied in making *connections* and *comparisons* and in using this competence to be part of local and global *communities*.

Adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages will ensure learners have effective programs to develop skills in communication, collaboration, critical thinking, and creativity. These standards will guide teachers to focus on developing proficiency so students in Hawai'i will be learning to use language rather than learning about language. The standards describe outcomes to guide schools to design even more effective programs for learning languages.

Adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages will underscore the importance of world languages education and multilingualism so learners have the college-, career-, and community-readiness necessary in today's interconnected world. These standards will ensure that language programs provide pathways for learners to earn the Hawai'i Seal of Biliteracy, an invaluable credential honoring learners' multilingual proficiency.

Sincerely,



Howie Berman
Executive Director

March 1, 2022

The Honorable Catherine Payne
Chairperson
Hawai'i State Board of Education
P.O. Box 2360
Honolulu, Hawai'i 96804

Agenda Item: Board Action on Student Achievement Committee Recommendation Concerning World Language Standards for Elementary and Secondary Grade Levels

I am writing in support of the adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages. ACTFL is the national professional organization representing language educators that also manages the National Standards Collaborative Board which oversees the implementation of the national World-Readiness Standards for Learning Languages. ACTFL provided feedback and comments on the draft Hawai'i World-Readiness Standards for Learning Languages and its implementation recommendations. These proposed standards are significantly aligned with the national World-Readiness Standards for Learning Languages and Can-Do Statements. The Hawai'i standards focus on the development of learners' proficiency in languages through specific steps to reach higher levels. The standards are a clear framework organized as five goal areas anchored in *communication* and linked with understanding *cultures*, which is applied in making *connections* and *comparisons* and in using this competence to be part of local and global *communities*.

Adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages will ensure learners have effective programs to develop skills in communication, collaboration, critical thinking, and creativity. These standards will guide teachers to focus on developing proficiency so students in Hawai'i will be learning to use language rather than learning about language. The standards describe outcomes to guide schools to design even more effective programs for learning languages.

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Sincerely,



Howie Berman
Executive Director

Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

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In comparison to the HCPS III Music Standards, the NCAS Music Standards better help educators identify the skills and understandings they are responsible for developing in well-rounded musicians. Specifically:

- Skills and components within the artistic processes are explicitly defined.
- Clear outcomes for students with varying degrees of experience support differentiation in mixed leveled ensembles.
- Connections between music experiences and knowledge from other subject areas are intertwined to develop a holistic understanding of the arts in our world. The structure of these standards support teachers’ use of culturally relevant literature and materials (including those from Asia and the Pacific Islands), which is particularly important for students with diverse ethnic backgrounds.

In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.



STATE OF HAWAII
DEPARTMENT OF EDUCATION
KALANI HIGH SCHOOL
4680 KALANIANA'OLE HIGHWAY
HONOLULU, HI 96821-1299

Vision: Character. Compassion. Community.

Mission: We at Kalani High School create opportunities to discover out passions, purpose and personal pursuits.

To: BOE Student Achievement Committee

I fully support the adoption of the National Core Arts Standards (NCAS). These Fine Arts Standards delineates the details of the different subject areas as well as the high quality of rigor students should be working towards.

The NCAS will assist teachers across the state to align their curriculum and provide students with quality education in the arts. These standards are *organized* to help educators develop their courses, that best works for their students. As teachers we want to promote **creative** problem-solving skills to students to help move us forward into the future. One of the most important part of the fine arts, is the creative outlet students need. We need to continue to support their *voice*, teaching collaboration and communication with others.

Thank you for taking the time to read my letter of support to the National Core Arts Standards, it will definitely benefit teachers throughout the State of Hawaii.

Sincerely,

Sherrilea S. Katasako
Department Head Teacher for Visual Arts

Kalani High School
4680 Kalaniana'ole Highway
Honolulu, Hawaii 96821
Phone: (808) 305-0582
Email: skatasako@kalanihs.org

Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

The NCAS were designed to align with Common Core State Standards and parallels the language and framework found in other revised standards such as the New Generation Science Standards (NGSS), College, Career and Civic Life Standards (C3), and the National Health Education Standards: Achieving Excellence (NHES). These revised standards, like the 2014 NCAS, emphasize the importance of students’ thinking and developing 21st century skills over mere acquisition of knowledge. Thus, adopting the NCAS would support this philosophical shift in education.

In comparison to the HCPS III Music Standards, the NCAS Music Standards better help educators identify the skills and understandings they are responsible for developing in well-rounded musicians. Specifically:

- Skills and components within the artistic processes are explicitly defined.
- Clear outcomes for students with varying degrees of experience support differentiation in mixed leveled ensembles.
- Connections between music experiences and knowledge from other subject areas are intertwined to develop a holistic understanding of the arts in our world. The structure of these standards support teachers’ use of culturally relevant literature and materials (including those from Asia and the Pacific Islands), which is particularly important for students with diverse ethnic backgrounds.

In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.



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

Written Testimony for BOE Student Achievement Committee 3/3/22 9:30 am

1 message

William Smith <william.smith@k12.hi.us>

Tue, Mar 1, 2022 at 1:54 PM

To: Testimony.BOE@boe.hawaii.gov

To: The Honorable Kili Namau'u, Chairperson, Student Achievement Committee

I would like to submit written testimony to the Student Achievement Committee for the agenda item "Committee Action on World Language Standards for Elementary and Secondary Grade Levels"

My name is Will Smith, and I am a Japanese Language Teacher at Waipahu High School.

I am in support of the adoption of the K-12 World-Readiness Standards for Learning Languages. I have been teaching Japanese for 17 years, and I feel the new k-12 World-Readiness Standards will help teachers better understand how to help students acquire languages. Specifically, I am in support of the action because:

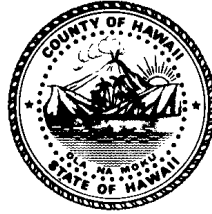
- Adopting these standards will put Hawaii in sync with the National Standards and best practice teaching techniques
- The standards have the flexibility to address differences between the languages (for example alphabetic and non-alphabetic) while also keeping the basics of all languages (Cultures, Comparisons, Community etc) easily understandable and accessible
- The standards focus on making communication the main goal of languages, and will help support teachers and classroom in attaining that goal.
- The new standards will help students be ready for a future where more and more organizations, jobs, and opportunities are looking for people with language skills.

Thank you for reading this testimony.

Mahalo,
Will Smith

This is a staff email account managed by Hawaii Department Of Education School District. This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the sender.

REBECCA VILLEGAS
Council Member
District 7, Central Kona



PHONE: (808) 323-4267
FAX: (808) 323-4786
EMAIL: Rebecca.villegas@hawaiicounty.gov

HAWAI'I COUNTY COUNCIL

West Hawai'i Civic Center, Bldg. A
74-5044 Ane Keohokalole Hwy. Kailua-Kona, Hawai'i 96740

March 1, 2022

TESTIMONY OF REBECCA VILLEGAS
COUNCIL MEMBER, HAWAI'I COUNTY COUNCIL
Agenda Item III. B: COMMITTEE ACTION ON FINE ARTS STANDARDS FOR
ELEMENTARY AND SECONDARY SCHOOLS
Thursday, March 3, 2022 at 9:30am

Aloha Chair Kili Namau'u and Members of the Student Achievement Committee:

Thank you for the opportunity to testify in SUPPORT of the BOE adopting the National Core Arts Standards for grades K-12. My testimony is submitted in my individual capacity as a member of the County Council and Chair of the Hawai'i County Council Climate Resilience and Natural Resource Management Committee.

The arts play an indispensable role in how humans see and interact with others and the world in general. Art is essential for physical, emotional, and mental well-being and helps to shape individual and collective personalities. A lot of complex issues such as race, religion, and politics have been simplified using artworks, including songs, poetry, and drawings. Through the use of music, stories, artifacts, and the creative process itself, art also makes it easier for students in schools to think critically and grasp a wide range of topics that help to shape what they become later in life.

The NCAS helps guide teachers in providing a unified quality arts education for students in grades K-12, it has identified pathways for students to become creative thinkers, creative makers, and creative responders. Another significant benefit of the NCAS is that it develops collaboration and communications skills, a critical component of the 21st Century skills.

For the reasons stated above I urge the Student Achievement Committee to support this measure as well. Should you have any questions, please feel free to contact me at (808) 323-4267.

Mahalo for your consideration.

A handwritten signature in black ink, appearing to read "Rebecca Villegas".

Rebecca Villegas
Council Member, Hawai'i County Council



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

Music Core Standards

1 message

Pox Kawakami <shep33058@gmail.com>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 3:45 PM

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Shepherd Kawakami

Sent from my iPhone

Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

The NCAS were designed to align with Common Core State Standards and parallels the language and framework found in other revised standards such as the New Generation Science Standards (NGSS), College, Career and Civic Life Standards (C3), and the National Health Education Standards: Achieving Excellence (NHES). These revised standards, like the 2014 NCAS, emphasize the importance of students’ thinking and developing 21st century skills over mere acquisition of knowledge. Thus, adopting the NCAS would support this philosophical shift in education.

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In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.

A handwritten signature in black ink that reads "Jennifer Blackwell". The script is fluid and cursive, with the first letter of each word being capitalized and larger than the others.

Jennifer Blackwell
Assistant Professor of Music Education
UH Manoa



Support for National Core Arts Standards

1 message

Wailani Artates <wailani@artistry8.com>

Tue, Mar 1, 2022 at 5:04 PM

To: Testimony.BOE@boe.hawaii.gov

Aloha Board of Education;
The Honorable Kili Namau'u, Chairperson, Student Achievement Committee;
The Honorable Catherine Payne, Chairperson, Board of Education

I am submitting the below testimony in support of "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels" and "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels".

My name is Wailani Artates, owner and creative director of Artistry8, a small design studio on Maui and Native Hawaiian. It is important that I mention this because it is important for the Board of Education to know that I am native to this land, and I am able to live a good life here in the land of my ancestors, raising my family, doing what I love. I am fortunate to create everyday at different capacities, my children are raised in a home that is filled with creativity, music, art, dance, and culture. We provide this for them, but what if we didn't? Where else would they receive this type of learning? It is critical that all keiki of Hawaii are privileged to this education at a young age and at all ages. Creativity is not just an artistic skill, it is a form of communication, it is a form of expression, it raises abstract thought, problem solvers, innovators, and creative thinkers. We need this in the world, we need this in Hawaii.

I am in strong support of the adoption of the K-12 National Core Arts Standards and providing all of the assistance needed to guide teachers in providing a unified quality arts education for students in grades K-12. I appreciate your time and efforts in making the best decisions for our keiki. Mahalo a nui!

Wailani Artates
Owner/Creative Director, Artistry8

Have a beautiful day!

<><><><><><><>

Artistry8 :: All Forms of Design + Creativity

<><><><><><><>

info@artistry8.com
808.573.8830
PO Box 880633, Pukalani, HI 96788

Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

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In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.

TESTIMONY BEFORE BOARD OF EDUCATION'S (BOE) STUDENT ACHIEVEMENT
COMMITTEE (SAC)

March 1, 2022

Diana Cristina Williams
Spanish Teacher
Waipahu High School
diana_cristina.williams@k12.hi.us

AGENDA ITEM: Committee Action on World Language Standards for Elementary and Secondary Grade Levels.

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee,

I write in support of the adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages (HI WRSLL). Having these standards will help guide teachers to provide a proficiency-based world languages education for K-12 students.

The HI WRSLL are aligned to the national World-Readiness Standards for Learning Languages and the Can-Do Statements. The HI WRSLL also provide a framework for world languages instruction designed to develop language proficiency through an extended period of study. The HI WRSLL has communication as the anchor component of instruction. I have been teaching Spanish for the HDOE since 2012. During this time, I have diligently continued my learning, as I want to offer my students the best possible education. My Language teaching approach has definitely shifted from a grammar-based model to a more comprehension-based communicative approach. I can testify that I have observed in students substantial proficiency gains and motivation when guiding my instructions on a proficiency-based approach, emphasizing communication. As a specific example, some students are passing the Seal of Biliteracy after three years of Spanish instruction.

The HI WRSLL also helps students develop skills such as communication, collaboration, creativity, critical thinking, and problem-solving. According to the World-Readiness Standards, students who study a second language and culture are not only college-ready and career-ready but also "world-ready," meaning they have the skills and knowledge to enter post-secondary studies or a career. Today's world needs individuals who are able to communicate and collaborate with people from different communities around the globe. I believe that adopting this new standard would be a step in the right direction. It would make a great impact on many future generations in the State of Hawaii.

Thank you for taking the time to read my support for these great new standards.

Sincerely,
Diana Cristina Williams



For SAC - "Committee Action on World Language Standards for Elementary and Secondary Grade Levels"

1 message

'Alohilani Okamura <kayokamu@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 10:41 PM

Aloha e Honorable Kili Namau'u, Chairperson, Student Achievement Committee, Board of Education,

I am submitting the below testimony in support of the adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages.

Please consider this supportive testimony in the Student Achievement Committee as well as the Full Board Meeting later that same day.

My name is Dr. 'Alohilani Okamura, and I am speaking as an individual in my capacity as a citizen and resident of the island of O'ahu.

My first reason for supporting the HI WRSLL is that it is aligned to the national World-Readiness Standards for Learning Languages and the Can-Do Statements. With a focus on proficiency, the standards provide a framework for world languages instruction where communication in the target language is the anchor.

The HI WRSLL will also help guide teachers in providing a proficiency-based world languages education for K-12 students, identify pathways for students to become multilingual and connect to different cultures in the local and global communities and assist students in developing skills in communication, collaboration, and critical thinking, as well as creativity.

World languages education and multilingualism is vital in developing college, career, and community readiness in our global society.

Ke aloha nō,
Dr. 'Alohilani Okamura
Pauoa, O'ahu

--
K. 'Alohilani Okamura, EdD
(808) 265-4507
Ka Mana o Loko
"The Power is Within"

<https://zoom.us/my/alohilani.zoom>

March 1, 2022

Aloha e Honorable Kili Namau'u, Chairperson, Student Achievement Committee,

Thank you for the opportunity to share my perspective with you. [REDACTED] and I am a Spanish teacher at Waipahu High School. In regard to the Student Achievement Committee agenda item, "Committee Action on World Language Standards for Elementary and Secondary Grade Levels", I submit this testimony in support of the adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages (HI WRSLL). I take this position for the following reasons:

- The HI WRSLL are supported by the research of experts in the field of second language acquisition.
- The HI WRSLL can be applied to the teaching and learning of any language, including signed languages, at any proficiency level.
- The HI WRSLL are aligned to the national World-Readiness Standards for Learning Languages and the Can-Do Statements. With a focus on proficiency, the standards provide a framework for world languages instruction where communication in the target language is the anchor.
- The HI WRSLL:
 - Help guide teachers in providing a proficiency-based world languages education for K-12 students.
 - Identify pathways for students to become multilingual and connected to different cultures in the local and global communities.
 - Help students develop skills in communication, collaboration, and critical thinking, as well as creativity.
- The HI WRSLL promote college, career, and community readiness in students, whether they stay in Hawai'i or move elsewhere.

As a language educator, I envision a society in which students acquire language for the purpose of communication and engagement as global citizens. In order to make this happen, I wholeheartedly believe that adopting the HI WRSLL is the appropriate action for the Hawai'i Board of Education to take.

Thank you again for the opportunity to share my perspective.

Respectfully,

[REDACTED]



Testimony for SAC meeting, in Support of Fine Arts Education

1 message

Taurie Kinoshita <taurie@hawaii.edu>

Wed, Mar 2, 2022 at 12:20 AM

To: Testimony.BOE@boe.hawaii.gov, BOE.Hawaii@boe.hawaii.gov

Aloha to the Honorable Kili Namau'u, Chairperson, Student Achievement Committee,

I am submitting the below testimony in support of the updated Elementary and Secondary Social Studies Standards.

Please consider this supportive testimony in the Student Achievement Committee as well as the Full Board Meeting later that same day.

My name is Taurie Kinoshita, and I am speaking as an individual in my capacity as a citizen and resident of the island of Oahu, and also from experience—I have been a teacher for over a decade.

I strongly support the new standards because I see them as an updated and more engaging way for teachers to teach the importance of creating a strong civil society.

Education in the Fine Arts teachers confidence, the ability to work with others, flexibility, adaptability, creative-problem solving, reading comprehension, vocabulary, history, gives students new perspectives and engenders confidence. The performing arts in particular have a profoundly positive impact on students and student success. The new standards promise to prepare our students better for college and careers of tomorrow.

I strongly implore you to support this initiative.

Thank you for your consideration.

Sincerely,

Taurie Kinoshita

taurie@hawaii.edu

Mahalo, Taurie Kinoshita (*she, her, hers*)

Theatre Lecturer, Windward Community College,
University of Hawaii

Education Director, Hawaii Shakespeare Festival
Play Development Committee, Kumu Kahua Theatre
(808) 779 - 3456

taurie@hawaii.edu

taurie@crueltheater.com

March 2, 2022

The Honorable Kili Namau'u, Chairperson, Student Achievement Committee
Hawaii State Board of Education
1390 Miller Street, Room 404
Honolulu, Hawaii 96813

Dear Chair Namau'u and members of the Student Achievement Committee,

I am Dina Yoshimi, a faculty member in the Department of East Asian Languages & Literatures at UH-Mānoa, and the Director of the Hawai'i Language Roadmap. Today I am submitting testimony as a private citizen regarding the Student Activities Committee agenda item III.C, "Committee Action on World Language Standards for Elementary and Secondary Grade Levels". I thank you for this opportunity to do so.

As a language professional with over 30 years of experience teaching world languages and training World Language teachers, I strongly support the adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages (WRSLL). DOE World Language teachers and their students will greatly benefit from this action. Teachers will benefit from the alignment with a national set of standards that underlies the vast majority of 21st century curricular innovation and classroom research nationwide. These standards also form the basis for national language proficiency assessments such as those administered to earn the Hawai'i State Seal of Biliteracy (Board of Education Policy 105-15, Seal of Biliteracy), making their adoption a boon for students as well. Both students and teachers will appreciate that these standards articulate well with virtually every language instructional program at UH-Mānoa, and at many other campuses in the UH System.

To fully appreciate the value of adopting the WRSLL, I would encourage you to think of proficiency not as a goal, but rather as a pathway to success for the language learner. Instruction that focuses on incremental increases in proficiency in ever broadening contexts of use leads a learner to see measurable progress in their ability to use the language, and drives that learner to look for new contexts in which they can make even greater use of their language. Learning that is grounded in meaningful contexts fosters the growth of social relationships and social networks, both key to a learner's developing sense of themselves as a user of the language.

In short, students learn languages because they want to use them. They want to gain and share knowledge that can only be accessed through their world language. They want to activate their language abilities in helping local communities and connecting to global networks. All of these opportunities abound in our multilingual state and in our global society. By adopting the WRSLL we give teachers and students, respectively, the tools they need to grow and to grow as multilingual graduates who are up to the demands of the ever-growing need for linguistic talent and multilingual awareness in our state.

Respectfully submitted,

Dina R. Yoshimi



Re: Agenda Item, March 2:

1 message

Alex Kauhini <akauhini@aikahies.k12.hi.us>
To: Testimony.BOE@boe.hawaii.gov

Re: Agenda Item, March 2:

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Alex Kauhini

--
Alex Kauhini - Music Teacher
'Aikahi Elementary School
281 Ilihu Street Kailua, Hawai'i 96734
Phone: (808) 305-6700 Fax: (808) 254-7962



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Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

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In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.



Maja (Clark) Grajski, Executive Director
Donkey Mill Art Center
78-6670 Mamalahoa Hwy.
Hōlualoa, HI 96725

March 2, 2022

Via email Testimony.BOE@boe.hawaii.gov
The Honorable Kili Namau‘u, Chairperson, Student Achievement Committee
Hawai‘i State Board of Education

Re: Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels

Dear Chair Namau‘u and Committee members,

I am writing in support of the adoption of Fine Arts Standards for Elementary and Secondary Grade Levels in Hawai‘i’s public schools.

The arts are integral to the well being of communities. The impact of COVID-19 has made this all the more starkly clear. Art is a bridge that connects all ages and abilities, fosters intergenerational connection and opens hearts and minds. Art teaches essential survival skills particularly needed in these changing times, including critical thinking, collaboration, empathy and creative problem solving.

The Donkey Mill Art Center is a rural community arts center located in Hōlualoa on the island of Hawai‘i. Arts education in Hawai‘i’s public schools has long been in triage mode. The Donkey Mill is part of a network of organizations and programs, including Hawai‘i State Foundation on Culture and the Arts’ Artists in the Schools program, area public school administrations, parent-teacher organizations, teachers and concerned ‘ohana bringing arts curriculum and trained teaching artists into our region’s schools. Our efforts to deliver arts programming for the West Hawai‘i community aim to close the gap in the DOE’s capacity to bring the arts into all classrooms.

Arts education is essential to break down socio-economic and cultural barriers. We are committed to establishing West Hawai‘i as a model of a resilient, thriving community where art is considered a necessity, not a luxury.

Arts education provides children with training that fosters a sense of place and culture through the lens of self, family, community and world. Arts curriculum is designed not just to teach particular skills, but to nurture individual creativity, encourage group collaboration, to give participants the chance to explore new and sometimes life-changing experiences in the arts and to become good citizens. National research study findings demonstrate the clear, positive impacts of art education on children’s academic skills, classroom behavior, and English language proficiency for ELL students.

The Donkey Mill Art Center, home of the Holualoa Foundation for Arts and Culture, is a 501(c)3 charitable organization. The Donkey Mill Art Center is a place of convergence for the exploration of arts and culture to inform, inspire and strengthen individual and collective well-being.

78-6670 Mamalahoa Highway, Holualoa, Hawai‘i 96725 • Telephone: (808) 322-3362 • Email: info@donkeymillartcenter.org • Website: www.donkeymillartcenter.org

The Honorable Kili Namau‘u, Chairperson, Student Achievement Committee
State of Hawai‘i Board of Education
March 2, 2022
Page 2

The Hawai‘i Community Foundation’s CHANGE framework recognizes arts and culture as an integral aspect of community wellbeing. Please know that in recognizing the importance of and implementing the Fine Arts Standards for Elementary and Secondary Grade Levels, the DOE will NOT have to do it alone. There is a critical mass forming with partner institutions like ours, SFCA, and Hawai‘i Arts Alliance to name a few at the regional level. Let’s do this together. It is time for the DOE to join our efforts, to step up and meet the systemic challenges that our communities face. The survival of our sense of community, the quality of education for our children, and the exploration and celebration of our diverse cultural identities that make up our population, are all at stake here. Creative expression and cultural identity are, throughout history to present day, subject to attack, commodification and being silenced. Please join us in being a leader in this matter for the sake of our children, and generations to come.

Thank you for your hard work and commitment to represent and serve the people of Hawai‘i; and for your careful consideration of the near and far reaching positive impact on individual and community wellbeing that the arts provide in Hawai‘i.

Sincerely,

A handwritten signature in black ink, reading "Maja Grajski". The signature is fluid and cursive, with the first name "Maja" being more prominent than the last name "Grajski".

Maja Grajski
Executive Director



I am in support of adopting the K-12 National Core Arts Standards

1 message

E Kiyoko Nanni <ekiyoko@gmail.com>
To: testimony.boe@boe.hawaii.gov

Wed, Mar 2, 2022 at 8:19 AM

Updated: March 2, 2022

To: BOE Student Achievement Committee
Fr: Ms. Kiyoko Nanni, Eloy, AZ 85131

Subject: Testimony to Adopt National Core Arts Standards for Hawaii Schools

Aloha Members of the BOE Student Achievement Committee,

My name is E. Kiyoko Nanni and I'm a former resident of Holualoa, Kona Hawaii, in West Hawaii, also born and raised here in Holualoa. I recently moved to the mainland USA, Feb 12, 2022. The below testimony is now strengthened with the infusion of this statement: I am in support of the adoption of the K-12 National Core Arts Standards, and this is my Written Testimony stating this along with what I previously called your attention to in September, 2021.

Mahalo for your attention to this vital matter,
Kiyoko Nanni,
(808) 990-8364

It has come to my attention that in the State of Hawaii's BOE budget, arts and culture programs are the first to be withdrawn or sorely reviewed as of little consequence in the educational curriculum in Hawaii's elementary and secondary schools, and consequently, removed from the budget or the percentage appropriated is greatly reduced.

Every student in Hawaii, in the USA, for that matter, should have basic education in the arts, taught by qualified teachers, designed to provide students with skills and knowledge in the arts in accordance with high local, state and national standards.

At this point, I want to interject an interesting discovery of Hawaii's position with the National Core Arts Standards (NCAS), which since its inception, released in June 2014, twenty seven states and the Department of Defense have adopted revised arts standards in one or more arts disciplines. Many states have acknowledged the emerging art form of media arts by adopting standards for education in the media arts as a part of their revision processes. As for the state of Hawaii, on an interactive map, the information says Hawaii DOE is preparing to request action with the Hawaii BOE of the National Core Arts Standards adoption. With this in mind, I strongly make an appeal to BOE to adopt the NCAS, National Core Arts Standards for the goal of ensuring that qualified art educators will be incorporated into the Hawaii school system as part of the standard educational curriculum, and also part of its (school's) serious, core academic subjects and not be treated merely as an extracurricular activity.

I will give you my reasons for why I feel the above is very core to a child's education, both in elementary and secondary schools:

- Every student in our state of Hawaii should have an education in the arts, no matter the income level in the home. Public schools can provide such an opportunity for every child.
- The art teachers hired to teach the arts must be highly qualified, regular time-on-task disciplines, who will have a fair share of the necessary educational resources and materials at their disposal.
- As such, art instruction, whether of Hawaiian culture, dance, music, drama, visual arts and the general and profound fields of art, should be carried out with the same academic rigor (discipline) as instruction in other core subjects and the hiring of art teachers be considered with this value in mind.
- I strongly propose that education policy makers, i.e, BOE, who make decisions in the field of education, incorporate with a high degree of serious attention, any recent research concerning the value and impact of arts education, where upon, you will find the following, as an example:
 - Arts have a unique capability to communicate the ideas and emotions of the human spirit.
 - The arts build a strong connection to our history, our traditions and our heritage.
 - The arts has shown significant cognitive benefits while reinforcing academic achievements from an early age, while the child is still curious and open to all manners of learning, to which end, we must seek the responsibility to bolster.
 - Support and adhere to the voice of organizations that advocate the value of education in the arts, such as Hawai'i Arts Alliance: www.hawaiiartsalliance.org/ which has been advocating and championing all arts since 2001.
 - Cognitive and critical thinking processes in each child is a tender place for growth and development in each and every individual child. Education in the arts advances their cognitive and critical thinking foundation by opening up their minds to the endless possibilities of expression which are latent within, and greatly enhanced and enriched through art education.

Every child is a gem, a priceless pearl, whose opportunities rest in our hands, and I strongly urge the BOE not to wait to adopt not just one, but all the art disciplines prepared by The National Core Arts Standards (NCAS).

So let Hawaii shore up to be one of the 50 states to adopt all the art disciplines delineated in the National Core Arts Standards.

Mahalo nui loa,
Kiyoko Nanni
(808) 990-8364



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MĀNOA

March 2, 2022

The Honorable Kili Namau'u, Chairperson, Student Achievement Committee,

My name is Dr. Rachel Mamiya Hernandez. I am an Assistant Professor of Spanish and Portuguese at the University of Hawai'i at Mānoa. I am also President of the American Association of Teachers of Spanish and Portuguese (AATSP), one of the largest world language teaching associations in the United States. Additionally, I serve on the Board of Directors of the Southwest Conference on Language Teaching representing the Hawai'i Association of Language Teachers (HALT).

Please consider this testimony in the *Student Achievement Committee (SAC)* for the "Committee Action on World Language Standards for Elementary and Secondary Grade Levels" as well as for the Board Action on Student Achievement Committee Recommendation Concerning World Language Standards for Elementary and Secondary Grade Levels" in the *General Business Meeting*

Your position: I am in support of the adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages. Below are some of the reasons:

- The HI WRSLL are aligned to the national World-Readiness Standards for Learning Languages and the Can-Do Statements. With a focus on proficiency, the standards provide a framework for world languages instruction where communication in the target language is the anchor.
- General support of the HI WRSLL:
 - Help guide teachers in providing a proficiency-based world languages education for K-12 students.
 - Identify pathways for students to become multilingual and connected to different cultures in the local and global communities.
 - Help students develop skills in communication, collaboration, and critical thinking, as well as creativity.
- The importance of world languages education and multilingualism in college, career, and community readiness.
- Other connections as you see them.

Thank you for your time and attention.

Me ka mahalo piha,

Rachel Mamiya Hernandez



I am in support of the adoption of the K-12 National Core Arts Standards!!

1 message

Maki Morinoue <maki@pogg.net>
To: testimony.BOE@boe.hawaii.gov

Wed, Mar 2, 2022 at 8:27 AM

Aloha & Mahalo for this time,

I am testifying in strong support of adopting the National Core Arts Standards by incorporating Dance, Music, Theater and Visual Arts as a vital component in the whole brain development of our next generation that directly impact critical thinking abilities as well as empower one's sense of who they are and who they want to become.

We live in a time of much physiological and social scientific research that has established consistent results around how the brain responds to learning through movement, rhythms, melody and visual arts. We understand that through the arts we can foster the development of fine motor skills, curiosity, nervous system regulation, conscious breathing, positive attitude, support emotional coping, better balance, improved grades, information simulation, both brain hemisphere activation, speech, reading, science and mathematics. On top of which the ability to think outside of the box, develop critical thinking skills with a strategic mindset.

The arts through movement, rhythm, melody, dance, visual arts and theater have significant impact in both children 0-18 and adults to have shown support in, ADD, ADHD, dyslexia, obstacles around speech, wandering eye syndrome as well as MS, parkinson's disease, memory, memory loss, and supporting brain injuries, stroke, and cognitive disorders. I find the scientific consistency in neurological and the physiology of learning should be the basis of making this a standard practice throughout our public schools and cultural practices in the United States of America.

We must adopt the National Core Arts Standards in Hawai'i State. Art unifies us and helps stimulate our brains to develop compassion, empathy and critical thinking skills.

In the 1980's, I was a student who was placed in the Special Education class in Grade 3 here in Hawai'i Island. I was introduced to the Brain Gym Movement, which was taught by Carla Hannaford who holds a PhD in Biology and Neurophysiology. I now hold a certificate in 'The Physiology of Learning' through Dr. Carla Hannaford and understand the scientific impact the arts have as a professional modern dance choreographer and long time advocate for Brain Gym movements.

We also know that if children are not reading by grade 3 the statistics of incarceration are very high. Here in Hawai'i State our juvenile and young adult incarceration rates are so high and what are at times being shipped off island to the Mainland for further imprisonment. Arizona prison has tried to mitigate our Hawai'i state issue by incorporating cultural practices through hula, mele and chanting. Why do our children have to wait for this methodology that has been proven to work?

By activating the whole brain through the arts the brain has the ability to access both hemispheres to assist in unlocking the magic of reading, speaking, learning, remembering and becoming more capable of compassionate and thoughtful views and conversations to further stimulate curiosity.

I am asking the Hawai'i Board of Education to deeply consider the positive, emotional and physiological impact on our educational system. When we celebrate our culture and the Arts as vital avenues that create

fundamental preparedness for all other subjects, we all benefit as a society. The Arts is the gateway for learning.

Mahalo for our time.

Maki Morinoue

96725

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Maki Morinoue

Share your ALOHA

"Aloha Spirit" is the coordination of mind and heart within each person. It brings each person to the self. Each person must think and emote good feelings to others. In the contemplation and presence of the life force, "Aloha,"



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MĀNOA

March 2, 2022

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Me ka mahalo piha,

Rachel Mamiya Hernandez



I am in support of the adoption of the K-12 National Core Arts Standards!!

1 message

Maki Morinoue <maki@pogg.net>

Wed, Mar 2, 2022 at 8:34 AM

To: BOE.Hawaii@boe.hawaii.gov, Testimony.BOE@boe.hawaii.gov

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Mahalo for our time.

Maki Morinoue

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Maki Morinoue

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"Aloha Spirit" is the coordination of mind and heart within each person. It brings each person to the self. Each person must think and emote good feelings to others. In the contemplation and presence of the life force, "Aloha,"



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

Agenda Item, March 2: SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels” GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

1 message

Grayson Mento <gmento@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Wed, Mar 2, 2022 at 9:14 AM

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Grayson Mento



Testimony2022.pdf
262K

Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

The NCAS were designed to align with Common Core State Standards and parallels the language and framework found in other revised standards such as the New Generation Science Standards (NGSS), College, Career and Civic Life Standards (C3), and the National Health Education Standards: Achieving Excellence (NHES). These revised standards, like the 2014 NCAS, emphasize the importance of students’ thinking and developing 21st century skills over mere acquisition of knowledge. Thus, adopting the NCAS would support this philosophical shift in education.

In comparison to the HCPS III Music Standards, the NCAS Music Standards better help educators identify the skills and understandings they are responsible for developing in well-rounded musicians. Specifically:

- Skills and components within the artistic processes are explicitly defined.
- Clear outcomes for students with varying degrees of experience support differentiation in mixed leveled ensembles.
- Connections between music experiences and knowledge from other subject areas are intertwined to develop a holistic understanding of the arts in our world. The structure of these standards support teachers’ use of culturally relevant literature and materials (including those from Asia and the Pacific Islands), which is particularly important for students with diverse ethnic backgrounds.

In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.

March 3, 2022
Student Achievement Committee
Testimony: Susan A. Pcola-Davis

Recommendation for Action

NOTE: Testimony relevant to each agenda item will be taken before the Board considers the item.

A. **Committee Action** on distance and hybrid learning issue to proceed with policy development in accordance with Board Policy 400-2, entitled Policies and Policy-Setting.

STRONGLY SUPPORT

I agree with the idea that a policy would drive the formulation of a plan. I would also think that the plan would include steps.

It is not incumbent on any of the Board members to address the Department's memo from February 17, 2022. As indicated in page 2, paragraph 2.

The definitions should remain the same from the Board resolution of June 18, 2020.

Thank you, Committee Member Kenneth Uemura for recommending that a policy be established prior to considering any action/approval of the Department's Virtual School from the February 17, 2022 presentation.

Focusing on Distance Learning and Hybrid Learning is a good first step.

- (a) the current status of the issue in the State,
- (b) what research says about the issue, and
- (c) what other States are doing or have done regarding the issue."

Board Chair Keli Namasu, thank you for recognizing during the last meeting that a policy was needed.

Once the Committee develops and agrees upon a shared knowledge base, the policy will fall into place.

I recommend that the Committee delegate its authority to Committee Member Catherine Payne, to carry out steps 2-6.

I would like to see an opportunity for another member, if interested, be allowed to assist her. Catherine has the expertise in writing policies, resolutions and memos. It would be beneficial if other members have a chance to learn from her.

B. **Committee Action** on fine arts standards for elementary and secondary grade levels

OPPOSE

What kind of feedback did you receive?

I understand the usefulness of standards.

I also understand that the fine arts education selections are electives. These electives offer students a chance to try something they think they are interested in. For instance, a student may be interested in Art. So they try Art. If they continue to be interested, they take it again. Or the opposite, they try something different. Same analogy with band, they either like it or move on.

The teachers of fine arts provide their expectations as to what will be accomplished during the course. A band teacher knows what he/she needs to get students to accomplish. First is discipline, practice, learn your instrument. How does a band teacher know who needs help? He listens. I will generalize and say those teachers involved in fine arts, know what needs to be accomplished.

A set of standards will drive teachers and students away. Learning is fun. Once it isn't, then no learning takes place.

I chose three random articles that support what I am conveying:

1. "Importance of Middle School Electives" William Jensen - Updated May 10, 2019

Experience: A number of middle school electives provide practical experience that can be useful outside of schools.

Preparation: Electives also help prepare students for high school courses in foreign languages or computing.

Interests: Electives also help students develop and expand their interests.

Choice: Another element of importance regarding middle school electives is the ability of students to choose classes of their own.

2. “Why Electives Matter” By Ernie Rambo — April 13, 2011

Those of us who teach electives tend to have more freedom to plan the time that’s needed for creative projects. The freedom to facilitate student-created plays has turned my classroom into a scene similar to when Judy Garland and Mickey Rooney would “get all the kids together and put on a show!” or when the baseball diamond, void of adult supervision, was where kids learned how to call the plays and how to resolve any disagreements that arose.

Electives teachers might not have the same amount of homework to grade as English teachers; we might not feel pressured to cover the curriculum as a math teacher might feel. But despite the “fun” part of our jobs,

we play an important role in helping our students to learn, to focus, and to achieve. Electives classes reveal the skill sets of some students that might not be obvious in their other classes, helping them see their strengths and affording them opportunities to be of value to their classmates.

Reaching performance goals or learning a new language requires students to be organized, to set goals, and to evaluate if they’re meeting those goals.

The seven-period schedule allows the teachers of core subjects to have a personal preparation period in addition to a grade level or team collaborative period every day.

The seventh period is utilized for explorations classes and is also the time when classes made up of mixed grades can meet.

Our school has been using this schedule for the past seven years, allowing us to follow a model for an effective middle school that also provides high quality professional development for the core teachers. We have made great gains in our student achievement because of the increased collaboration time.

3. The Case for Electives in Schools

“Electives give students avenues for choice and can function as vehicles for core content standards”

By Heather Wolpert-Gawron June 27, 2018

A vibrant elective program in middle and secondary schools

should be considered just as precious as the core classes—after all, electives are the one or two periods a day that students have had a say in selecting.

In a nationwide survey I conducted of sixth through 12th graders (for my most recent book), I asked what engaged them the most as learners.

Across the nation, *student choice* ranked high in results.

And according to education researcher Robert Marzano, choice “has also been linked to increases in student effort, task performance, and subsequent learning.”

Electives, many times, reflect the interests of the teachers that teach them as well as the students that choose them.

This permits a student to automatically have a self-selected connection to the adult in the room.

Elective programs can play a large role in our schools’ goals in preparing our students for college and career.

Being able to select classes reflects the same process that they will see again in college.

The power of engagement, however, is not limited to students alone.

Elective classes can serve a purpose to continue teachers’ engagement as well. Feeling like you’re burning out? Pitch a class that you want to teach, that you’d love to teach.

Teach one that helps fuel your teaching flame. Teachers are helping to create master schedules that reflect a variety of interests—from gardening to digital storytelling.

Create a class that helps lure students to learning in a way that engages you as well.

C. **Committee Action** on world language standards for elementary and secondary grade levels

OPPOSE

A list of benefits for teachers and students reveal that these aren't any different than what is currently being cultured and adding more standards does not necessarily mean a better outcome.

Although, it is portrayed as a plan that will be implemented over a period of time, this is being introduced when the teachers have been stressed to the maximum.

This is **not** a strategy to retain teachers. This is **not** a strategy for our students who have been through two years of turmoil along with teachers and the whole school system.

As stated in the arguments against recommendation, the Committee/Board needs to pay attention to the RESPONSE column. An answer for everything. Do you believe that these responses are accepted?

This isn't being proposed for one grade level or school level, it is from K-12. This will be a tremendous effort.

Same questions I ask every time there is a survey by the DOE.

- How many responses, against, did you receive?
- How many surveys were returned?
- The overall reaction to the adoption of the HI WRSLL is **expected** to be favorable.

Regarding the "Seal of Biliteracy," is there a report that shows who and how many have received this. Is there a place on the DOE website that The Department of Education that shows the criteria that provide for high levels of proficiency for those receiving the Seal.



March 3, 2022
Student Achievement Committee

Dear Chair Namau'u and Members of the Committee,

We would like to comment agenda action items III. A, B, and C:

Action Item III. A. Committee Action on distance and hybrid learning issue to proceed with policy development in accordance with Board Policy 400-2, entitled Policies and Policy-Setting

We support the Committee's recommended action of designating Committee Member Catherine Payne to lead the process of creating an appropriate policy for distance and hybrid-learning. HE'E Coalition, with diverse community partners and expertise in many areas, would be happy to engage in any part of the policy development process.

Action Item III. B. Committee Action on fine arts standards for elementary and secondary grade levels
Action Item III. C. Committee Action on world language standards for elementary and secondary grade levels

The idea of general standards is a step in the right direction for promotion of, and potential requirement of, world language and arts. Standards and can be a guide to teaching and learning.

The usual professional process or development of standards and the curricula that goes with them is to build in multiple feedback loops with practicing teachers for the implied time, effort, and student development level. Frequently initial assumptions about prescriptive details must be evaluated by classroom tests at elementary, middle, and high school contexts - all of which call for substantially different standards approaches. For these two categories, we should recognize that so much of effective teaching and learning will depend less on academic requirements, and more on the professional knowledge and skill of that music teacher, or that Chinese language teacher, or that general elementary third grade teacher to somehow integrate some art, language and culture into their regular teaching.

However, we do not want to burden the system, especially when we are still dealing with the pandemic. We would support the adoption of standards if they were used as a guide to develop Hawaii based curriculum. In this process, we would hope that there would be feedback from teachers from elementary, middle and high schools, to create curriculum that would be appropriate for each grade level.

We would not support a situation where these standards, which are extremely substantial, are adopted and the teachers are expected to create their own curriculum. Teachers have expressed their concern that this would be “another item put on their plate,” at a time when they are near a breaking point.

Thank you for this opportunity to testify.

Sincerely,

Cheri Nakamura
HE'E Coalition Director

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.*

Fwd: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels" & "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

5 messages

Diane Koshi <keokisand@gmail.com>
To: testimony.boe@boe.hawaii.gov

Tue, Mar 1, 2022 at 12:35 PM

Re: Agenda Item, March 2:

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"


Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Diane Koshi

**KEOKI SAND MUSIC CO.**
KEOKISANDMUSIC.COM • (808) 285-2888

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262K

Moana Piena <moana.piena@mles.k12.hi.us>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 1:56 PM

Re: Agenda Item, March 2:

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Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,

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Mahalo,

Moana Piena

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 phishing-report@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.

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Janice Boychuk <yochana04@msn.com>
To: "testimony.BOE@boe.hawaii.gov" <testimony.BOE@boe.hawaii.gov>


Tue, Mar 1, 2022 at 2:58 PM

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Janice Boychuk

 **Testimony2022.pdf**
262K

Lynn Nakamoto <lynn.nakamoto@k12.hi.us>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 3:50 PM

----- Forwarded message -----

From: **Ruth Komatsu** <rukomatsu@gmail.com>

Date: Tue, Mar 1, 2022 at 1:16 PM

Subject: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels" & "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

To: [rukomatsu <rukomatsu@gmail.com>](mailto:rukomatsu@gmail.com)

Hi, Music people!

URGENT: Board of Education meeting is tomorrow, March 2!

To show your support of adopting the Fine Arts Standards, please forward this email to Testimony.BOE@boe.hawaii.gov
Add your name to the line below the Mahalo and delete the line of asterisks and everything above it.

Thanks!

----- Forwarded message -----

To: Ruth Komatsu <rukomatsu@gmail.com>

Cc: Daniel Ho <ho.daniel.cy@gmail.com>, Katie Yee <katiedyee@gmail.com>, Christine Wee <cwee93@gmail.com>

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- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Lynn Nakamoto

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 phishing-report@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.

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Testimony2022.pdf

262K

Chizuko Endo <taikoarts@gmail.com>

To: Testimony.BOE@boe.hawaii.gov

Wed, Mar 2, 2022 at 9:31 AM

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,

Re: Agenda Item, March 2:

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

I am in total support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Chizuko Endo

Artist in the Schools



Testimony2022.pdf

262K

Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

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In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.



support of the adoption of the K-12 National Core Arts Standards

1 message

Setsuko Morinoue <setsuko.morinoue@gmail.com>

Wed, Mar 2, 2022 at 10:12 AM

To: BOE.Hawaii@boe.hawaii.gov, Testimony.BOE@boe.hawaii.gov, Una Chan <una.chan@k12.hi.us>

Strongly SUPPORT of adopting the National Core Arts Standards for all Hawaii's K-12

Dear The Honorable Kili Namau'u, Chairperson, Student Achievement Committee and the committee members, The Honorable Catherine Payne, Chairperson, Board of Education, and BOE members,

My name is Setsuko Morinoue and I am a resident of Holualoa on the Big Island. I was born and raised in Japan.

I became a dedicated art advocate in my adult life. I practice a creative lifestyle as an artist, and the owner of the art gallery in Holualoa as one of the oldest Fine Arts since 1979. I am a co-founder of an art educational center (NPO) in Holualoa established in 1995.

I was introduced to and experienced many different arts from my elementary to high school years in Japan. I believe that in these art classes such as music, drawing, painting, photography, creative writing, poetry, producing some theatrical drama, or dance pieces by collaborating in groups or constructing three dimensional pieces in different materials which helped me become more curious and made me want to learn more.

Through the arts I had a better or easier time in early schooling. I was thinking and processing things visually so it wasn't hard just studying with those black & white textbooks.

I understand that there are many children like myself struggling in school education. If there were no arts or creative classes in our public schools, I know and you know that we will have many troublesome children or possible drop-outs.

I was lucky because we had art classes which balanced my curiosities and thinking skills to keep myself focused in the classroom studies.

I found the magical power of the ARTs which is just a tool to become a happier and a better person. It makes people inspired and innovative with waves of curiosities.

The ARTs reflect and affect students to become self-motivated, grow self-confidence, and learn to be responsible, respectful, thankful, compassionate, sincere individuals.

They will become better community leaders in the future with their positive attitudes, critical thinking skills and know-how in problem solving and capable of working collaboratively.

During my teaching children, I witnessed that the ARTs could heal aching hearts, or make it ease their hardships for children with any difficulties in learning.

ARTs will help our children's hearts and minds.

I strongly support adopting the National Core Arts Standards to Hawaii's public schools K – 12.

It is about time to recognize that the ARTs is as equally important as the rest of the major subjects in all public schools.

It is not agreeable to cut the ARTs from our public schools, it should be prioritized as our most important and true investment for our better future.

Mahalo Nui Loa for your time and consideration.

Setsuko Morinoue
Holualoa, HI 96725



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

Agenda Item, March 2: SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels” GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

1 message

Makana Larger <mlarger@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Wed, Mar 2, 2022 at 10:32 AM

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Makana Larger



Testimony2022.pdf
262K

Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

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Mahalo for your time and support of arts education in our schools.



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

“Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels” & “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

1 message

Richard Akamine <rga7@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Wed, Mar 2, 2022 at 11:03 AM

Agenda Item, March 2:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,


I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Richard Akamine

Richard Akamine
Music Teacher
Band Director
Waiākea High School
[155 W Kawili Street](#)
[Hilo, HI 96720](#)
(808) 974-4888 ext. 284
<https://www.waiakeahigh.k12.hi.us/>



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Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

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Mahalo for your time and support of arts education in our schools.



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

“Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels” & “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

8 messages

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

Tue, Mar 1, 2022 at 8:43 AM

Agenda Item, March 2:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,
I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Chet-Yeng Loong, Ph.D.

University of Hawai‘i



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Michael Han <msh454@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 11:00 AM

Agenda Item, March 2:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,
I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Michael Han

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Ruth Komatsu <rukomatsu@gmail.com>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 11:55 AM

Agenda Item, March 2:

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Ruth Komatsu

Retired music teacher, who had already been working with these standards

 **Testimony2022.pdf**
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Angelika Catiggay <aimcatig@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 4:22 PM

Agenda Item, March 2:

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Angelika Catiggay

University of Hawai'i

Conner Yoshimoto <conneryo@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 5:49 PM

Agenda Item, March 2:

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,
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Mahalo,

Conner Yoshimoto

[Quoted text hidden]

 **Testimony2022.pdf**
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Marielle Yasay <mgyasay@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 10:16 PM

Agenda Item, March 2:

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,
I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Marielle Yasay

[Quoted text hidden]

 **Testimony2022.pdf**
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Olivia Arnold <arnoldo@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Wed, Mar 2, 2022 at 9:14 AM

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,
I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Olivia Arnold



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Sienna Sonoda <siennaks@hawaii.edu>

To: testimony.BOE@boe.hawaii.gov

Wed, Mar 2, 2022 at 1:25 PM

Agenda Item, March 2:

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

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I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Sienna Sonoda

University of Hawai'i



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Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

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

Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels” & “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels

1 message

Mackenzie Kwong <mkwong26@hawaii.edu>

Tue, Mar 1, 2022 at 9:11 PM

To: Testimony.BOE@boe.hawaii.gov

Agenda Item, March 2:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
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Mahalo,

Mackenzie Kwong

University of Hawai‘i



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

Support for National Core Standards in the state of Hawai`i

1 message

Noah Kimura <nkkimura@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 8:38 PM

Agenda Item, March 2:

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

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Mahalo,

Noah Kimura

Student Teacher at Kaimuki High School and Manoa Elementary

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