



**STATE OF HAWAII
BOARD OF EDUCATION**
P.O. BOX 2360
HONOLULU, HAWAII 96804

February 20, 2020

TO: Board of Education

FROM: Catherine Payne
Chairperson, Board of Education

AGENDA ITEM: Board Member Report on events attended: **(1)** February 4, 2020
Board Community Meeting

February 4, 2020 Board Community

The Board held a community meeting on February 4, 2020 with the primary purpose of inviting immersion community members to share concerns and priorities, craft solutions, and help Board Members to understand how the Board can be supportive of the immersion community and what Board Members can learn about immersion education in the public schools.

The community meeting occurred in the County of Maui on February 4, 2020 at the University of Hawai'i Maui College (310 West Ka'ahumanu Avenue, Kahului, Hawaii 96732) in the Science Building 'Ike Le'a from 6:00 p.m. to 7:00 p.m. Board Member Kili Namau'u hosted the meeting with me and Board Member Kaimana Barcarse. There were approximately 100 attendees, which included University of Hawai'i Board of Regents members, Department leadership, Complex Area Superintendents, school principals, teachers, parents and guardians, and other community members. Attendees participated in a small group exercise, which was designed to help organize concerns into major categories (curriculum and standards, professional staff, and leadership) and asked attendees to design the solutions that would best address their concerns. Office of Hawaiian Education staff facilitated the small groups in conjunction with Board Members. I have provided notes from the community meeting, which is attached to this memorandum as **Exhibit A**.

Exhibit A

February 4, 2020 Board Community Meeting Notes

BOE Community Hālāwai
UHMC 2/4/2020

Opening:

- Kili N. introduced key DOE & BOE members
- Kahele D. introduced purpose for the evening
 - ‘Aha Kauleo purpose
 - Instrumental in developing Kaiapuni program
 - For past 8 years, working to advocate for Kaiapuni issues across Hawai‘i & wherever there is work to be done
 - Interested in seeing where we all align to see which points we can advocate for as a collective community
 - Focusing on the 3 articles of Board policy 105-8 - Curriculum, Leadership & Staff

Leadership - how do we make sure that the people who are making decisions for Kaiapuni, know Kaiapuni the best and do so for the pono of our children?

Concerns:

- Professional Development for CAS & Principals
- Leadership providing PD for the Kaiapuni staff that is differentiated so it is Kaiapuni-specific & scaffolded
- Push learning beyond 4 walls
- Not a clear understanding of FAFKE
- Need administration to be supportive and aware & be advocates for the Kaiapuni education
 - Understanding how to rearrange staff and make sure everyone knows what is going on
 - Being able to explain story of kaiapuni just as well as a kaiapuni teacher, student & family
 - Share Kaiapuni mo‘olelo in a way that is
 - Need higher admin rep to understand all the aspects of Kaiapuni
 - Concern - CAS‘ don’t understand how Kaiapuni education works so they criticize things like oli, learning outside, etc
 - Hawaiians are community oriented and we need there to be a common understanding around the epistemology, community & practice
- Unclear on laws concerning Hawai‘i, constitutional mandate, BOE policy
- There are only 2 high needs for Weighted-Student Formula
 - Kaiapuni should be included in that in DOE’s priority of equity & access

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- Pay
- How do we create more transparency with performance reports so all stakeholders can support
- Large Kaiapuni drop off from 5th to 6th (elem to inter); how do we address this
- Where do we change the belief system in the DOE to where we have the foresight to pre-plan as opposed to reactionary
- We are not a priority so we get passed on too often
- Kaiapuni students don't have all of the options as non-Kaiapuni
- Need to support development of Kaiapuni pre-school

Solutions:

- Create a position specifically to support Kaiapuni on higher admin level
- Kaiapuni CAS
- Create category under WSF that takes into account Kaiapuni needs
 - Add a weight for Kaiapuni students because additional resources are necessary
- Leadership PD to truly understand Kaiapuni and how it is different than English medium schools
- We need to know which policies trump the other
 - Understanding the policies and how to navigate them; what is the relationship between papahana Kaiapuni & HSTA?
 - They need to be clear to uphold papahana while still doing best to honor HSTA union policies
- Kaiapuni specific administrators
 - How do we recruit for administrators who may not already be in the DOE but come with aligned philosophy & support
- Designate school within a school
 - Look at specific school conditions present and providing the administrative supports there
- Are we able to separate the English & Kaiapuni teaching lines
 - Create a specific Kaiapuni system
- Develop strong (PRE)K-12 school networks/pipelines in order to continue to mālama the growing number of students
 - This is ideal but for right now we need the administrative support
- Kaiapuni Governance Group

Share Out - Priorities

- Leadership needs to be aware and serve as advocates for Papahana Kaiapuni epistemology & methodology
- Add a WSF for Kaiapuni

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- Ensure we are looking at a K-12 & possibly creating a DOE pre-school so we look at an entire pipeline
- Kaiapuni CAS & admin that are supportive and advocates for Kaiapuni specifically

Staff (Kapolei) - how do we best support the needs of the staff and the resources needed

Concerns:

1. How can we create partnerships with UHMC students currently enrolled in ‘ŌH to work in the DOE through an internship experience?
2. Staff positions hold the same weight with tentureship policies so there is little clarity around whether the HSTA (Union policy) holds more authority than DOE policies that impact the seniority of teachers when using WSF budgeted funds to prepare for teaching lines/master schedules.
3. SPED-Kaipuni specific training
4. Kumu Recruitment Strategies to meet the demand
5. Ensure balance of rigor with ‘ŌH and teaching pedagogy for current teachers in the schools. Some teachers are hired because they can speak Hawaiian, but they may not have enough teaching pedagogy under their belt yet.
6. Substitute Classes for ‘ŌH on Maui that is specific for

Solutions:

1. Offer mentoring experience and incentives for Teacher Mentors. Create allowances for schools to provide internships.
 - a. Allow UH students to earn credits through Community Service.
 - b. Allow Non-Certified Teachers to earn credits through their Teaching towards earning Certification.
2. Language that prioritizes ‘ŌH proficiency for a Kaiapuni classroom teacher position. Revise policy/special designations for Kaiapuni within the HSTA (Union).
3. Offer money to current teachers to earn SPED certification.
 - a. Incentivize SPED credentials with undergraduates. Encourage research that can support the development of a SPED assessment for Kaiapuni.

Share Out - Priorities:

- Specialization
 - Addressing need for specializing Kaiapuni employee role groups
 - Need to ensure that what is happening for kids takes priority over union rules

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- Ex: faced with issue of having English teacher move into a Kaiapuni class because union is only looking at it as an elem position as opposed to a Kaiapuni elem position
- Maui Teacher Cert Program
 - Ensures rigorous kaiapuni based certification
- Provide more DOE allocations to address increase in demand for educating Kaiapuni keiki

Curriculum - how can we ensure that the curriculum for Kaiapuni is well-informed and appropriate

Concerns:

- Research of languages, vocab. (i.e. students learning some obscure words, French, Spanish), built in a systematic way.
 - Basic literature, certain stories, scaffolding of language.
 - Leveled reading
 - Pai appropriate
- Who is developing curriculum? Hand-in-hand with kaiapuni?
- No prep time for teachers, using own time to create curriculum
- No formal training to go with curriculum
- Need specific Hawaiian standards and time to develop that curriculum
 - Need own Hawaiian curriculum
- For elementary science, it only goes up to fourth grade, no standards M-3.
- Easier transition for haumana so they are not one step behind
 - Hawaiian → English, grades 5 and up
- Assessment of curriculum, cultural-based assessment. Cannot measure students learning in kaiapuni education with online test.
 - More PBL
 - Culturally aligned assessments
- Lack ho'ona'auao 'ōiwi
- Keiki can't be in a 4-wall classroom
- Stop letting western system have so much mana over us
- Feeling stuck in a box
 - Kula kaiapuni is still stuck in a western box
 - Avenue for indigenous type of education
 - Hard to teach perspective without providing the relevant learning environment.
- Olelo 'ike Hawai'i, nohona Hawai'i → missing

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- Provide tradition education
- Maka'ala ka ku'ana 'ike → stop western system from boxing us in.
- In Hilo, they update different science, math and social studies words each year.
- OHE working on professional development opportunities.
- Finding ways to get the community and experts to create the actual curriculum
 - Across islands, levels and groups
 - Preparing teams and groups that are going to be drafting curriculum
 - Key element has always been the teachers
 - KS provides excellent PBL curriculum
 - Reassess what we consider as resources, not just textbooks
 - Who can we go to for this information?
- Important to have people who are skilled in level of language to ensure accuracy and age-level appropriateness
- Return to our own teaching w/our community members

Solutions:

- Hire an expert to work in each community, work with kupuna and be able to create materials.
 - Each community has unique needs and resources
- Aina lupalupa (online) level appropriate
 - Culture based knowledge
- Allotting time for M-12 to kukakuka the different expectations
 - Not step on toes and also help prepare better for next grade level, avoid overlapping curriculum and making sure the work is scaffolding
 - Noho pu!
 - More facilitated and collaborative efforts to ensure alignment
- K-12 Hawaiian language immersion campuses

Thoughts:

- Scaffolding
- K-12 campus
- PBL and culturally relevant assessment

Share Out - Priorities

- Currently curriculum is missing 'ike Hawai'i, nohona Hawai'i & 'ōlelo Hawai'i so we want to provide curriculum rooted in these
- No opportunities to collaborate across grade levels
- Develop more K-12 Kaiapuni campuses

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Additional Community Concerns

- Will BOE consider having a Kaiapuni education diploma?
- What do we mean by “program”?
 - This makes it seem like it is just something small in a larger system as opposed to a system within itself
 - Autonomy so Kaiapuni can be equals with English immersion
- Current assessments are not aligned with Kuana‘ike Hawai‘i so how can we address this for DOE as a whole
- Kaiapuni is divided so we need to have a Kaiapuni system that brings us all together
 - Create a specific Kaiapuni campus
- Consider where support staff fall into place and how to support them as well
- Supt Mana‘o
 - Community & Community voice is an extreme priority
 - Promise plan will look into how to increase quality education
 - Reflects values base
 - 1st promise is focused on Hawai‘i
 - How do we balance and navigate through the structure & engagement in DOE so it is grounded to Hawai‘i
 - Haumāna should be at the table informing us on how we can best provide a quality education for them
 - Our young people are holding us accountable so we need to get them involved