



KULANUI O
HAWAII MA HILO

Ka Haka 'Ula O Ke'elikōlani
College of Hawaiian Language

<http://www.olelo.hawaii.edu/khuok/>

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He Mea Hai Ma Ka Papaha
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July 30, 2017

Testimony on Seal of Biliteracy
BOE meeting of August 1, 2017

Aloha e nā lālā o ka Papa Ho'ona'auao,

As Director of Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language at the University of Hawai'i at Hilo, I am pleased to represent our faculty, staff and students in extending our congratulations on the progress made in establishing a Hawaiian language medium pathway for the awarding the seal of biliteracy. Hawai'i is the only state with two official languages with full educational systems for students in either language. Through the seal of biliteracy, our state Department of Education is demonstrating that it is possible for the indigenous languages of the United States to be used as full languages of education in accordance with the provisions of the Native American Languages Act.

Ka Haka 'Ula O Ke'elikōlani is proud to have carried out our state legislated responsibility to work with the DOE to serve students being educated through Hawaiian. Over the past few months we worked with DOE staff in piloting and evaluating English proficiency as the equivalent world language for students educated totally through Hawaiian. Our faculty and staff - especially Dr. William "Pila" Wilson - have been honored to work with the DOE in developing procedures to apply for the seal through Hawaiian, qualify for the seal through Hawaiian, and administer it, as well as translate the needed documents and other materials.

We confirm our commitment to continue to work closely with the DOE to serve students in these Hawaiian language schools. We are also ready to move to the next step for the seal relative to the Hawaiian language - the development of a quality assessment of Hawaiian proficiency for Hawaiian speaking students studying and using Hawaiian in English medium DOE schools and charters.

Working with Sandra Goya and her team has been a very positive experience for us and we are ready to assist the DOE in the larger picture of assuring access to the seal of biliteracy for students speaking a wide variety of languages distinctive of our local public school population.

Ka Haka 'Ula O Ke'elikōlani fully supports the DOE effort to expand the reach of the seal of biliteracy to serve more students and languages.

Me ka 'oia'i'o,

A handwritten signature in black ink, reading "Keiki Kawai'ae'a".

Dr. Keiki Kawai'ae'a
Director

Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language
University of Hawai'i at Hilo

July 31, 2017

Hawai'i Board of Education
Student Achievement Meeting
Maggie Cox, Chair
Patricia Bergin, Vice chair

Dear Chair Cox and Members of the Committee,

We would like to **support and comment on the discussion Item B. Update on 2017 Seal of Biliteracy Awardees.**

We are a group of professors from the University of Hawaii who are advocates for multilingual education and have been involved with the development of the Seal of Biliteracy policy and its implementation in the Hawaii Department of Education.

We would like to commend the HIDOE for their steadfast work on the implementation of the Seal of Biliteracy. While other states have taken years to implement the Seal, the HIDOE hit the ground running after the policy was passed and have already graduated over 35 students within the first year. Under the leadership of Assistant Superintendent Suzanne Mulcahy and Director Sandra Goya, the Seal implementation has been student friendly and responsive. For example, English assessments were sought out from AVANT Assessment for the district needs of our Hawaiian immersion students.

We also would like to highlight the HIDOE efforts to ensure that assessments for highly spoken heritage languages such as Ilokano and Filipino are offered. The HIDOE has been working with the Hawaii Language Roadmap, AVANT Assessment and the undersigned professors of Filipino and Ilokano languages to develop these assessments. It is our hope these assessments will be offered to students for the 2017-2018 school year.

We look forward to partnering with the HIDOE to develop additional assessments for Hawaiian for English medium schools and for other Pacific Islander languages — in particular for Micronesian student languages, which combined make up the second largest home languages in our public school system.

Finally, it is important to continue to engage community to implement and promote the Seal. The success of the Seal relies on its visibility and recognition in our schools and all sectors of our community.

Sincerely,

Amy Agbayani, Emeritus Vice Chancellor for Student Diversity, UHM
Aurelio Agcaoili, Ilokano Languages and Literature Program, UHM
Brook Chapman de Sousa, College of Education, UHM
Pia Arboleda, Filipino Languages and Literature Program, UHM
Patricia Halagao, College of Education, UHM
William "Pila" Wilson, Hawaiian Language College, UH-Hilo

Dina Yoshimi, Director, Hawaii Language Roadmap, College of LLL, UHM



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Hawaiian Language Online

Testimony from the 'Aha Pūnana Leo, Inc.
Agenda Item IV: Regarding Seal of Biliteracy
Board of Education Meeting
August 1, 2017

Aloha members of the Board of Education,

The 'Aha Pūnana Leo, Inc. wishes to extend its heartfelt mahalo to the Board for the creation of the Seal of Biliteracy and special attention in it to the distinctive needs of students attending school through Hawaiian.

When the Seal of Biliteracy was last brought before you, the 'Aha Pūnana Leo made a request for a pilot assessment of English as the additional language for students educated through Hawaiian. Your support of that request, and the rapid implementation of the DOE of that pilot, has established a national model for other programs taught through Native American languages.

We understand that Keith Hayashi took the lead at the administrative level in this issue. The 'Aha Pūnana Leo wants to thank him as well as Sandra Goya and her team who worked with Dr. William Pila Wilson at the Hawaiian language college in Hilo to pilot the testing. We look forward to have AVANT testing of English proficiency available statewide to Hawaiian immersion seniors applying for the seal of biliteracy this coming school year.

The 'Aha Pūnana Leo urges that the DOE continue to groundbreaking work to provide the seal of biliteracy to all qualifying Hawaiian-speaking students, including Hawaiian speaking students in English medium schools. We urge that the DOE continue with the Dr. Wilson and the Hawaiian language college to develop high quality testing of Hawaiian proficiency so that the many students studying Hawaiian in our English-based DOE and charter schools also have a pathway to receive the seal of biliteracy.

On a larger level, we further commend the Board and DOE in their efforts to develop assessment procedures for our many family members and neighbors speaking and studying other languages with a priority on languages of the Philippines and the Pacific Islands commonly spoken in Hawai'i.

Mahalo nui loa iā 'oukou.

'Ekekela Aiona

Luna Ho'okele

'Aha Pūnana Leo



**Testimony to the Board of Education
General Meeting
Tuesday, August 1, 2017; 1:30 p.m.
Queen Liliuokalani Building
1390 Miller Street, Room 404**

**RE: COMMENTS ON STUDENT ACHIEVEMENT COMMITTEE REPORT ON PRESENTATION
ON SCHOOL HEALTH SECTION AND SERVICES PROVIDED BY THE DEPARTMENT OF
EDUCATION**

Chair Mizumoto, Vice Chair De Lima, and Members of the Board of Education:

My name is Robert Hirokawa and I am the Chief Executive Officer of the Hawaii Primary Care Association (HPCA), a 501(c)(3) organization established to advocate for, expand access to, and sustain high quality care through the statewide network of Community Health Centers throughout the State of Hawaii. The HPCA appreciates this opportunity to **COMMENT** on the Student Achievement Committee Report on the presentation on school health section and services provided by the Department of Education. (DOE).

At the outset, the HPCA wishes to thank the DOE for including us in the ongoing discussions to establish school-based health services. Our mission is to promote and improve the quality of primary health care for all of Hawaii's communities. The HPCA is committed to this cause and welcomes all opportunities to partner with stakeholders toward that goal.

Over the past year, the HPCA has reached out to the DOE, the University of Hawaii School of Nursing, and all other stakeholders on school-based health care services. We understand that the logistics and design of such a system will be complex and that to be successful, consensus among all of the stakeholders must be achieved. Only in this way will we ensure that limited resources are not wasted, and that the best quality of care will be provided to our people.

We applaud the efforts by the DOE to improve school-related health services. However, the HPCA is concerned that efforts by the DOE may unintentionally and inadvertently conflict with existing efforts to establish school-based health centers at certain public schools situated near existing Community Health Center facilities. These school-based health centers currently provide a comprehensive array of primary care services to their school's students.

Testimony to the Board of Education

August 1, 2017; 1:30 p.m.

Page 2

Both Koolauloa Health Center and Waianae Coast Comprehensive Health Center have worked with the DOE to establish school-based clinics at public schools situated near their facilities. Other Community Health Centers have examined their models and are currently considering entering into agreements with the DOE to create similar programs at nearby schools.

In your efforts to provide baseline primary health care services to all school-aged youth, we respectfully urge you not to take any steps that may duplicate existing services, diminish the level of services that are currently provided, or preclude the establishment of more intensive and comprehensive services at public schools.

As mentioned earlier, HPCA is merely commenting on this presentation. We are partners with the entire community and want to work with all parties for what is best for our citizens.

In advance, thank you for your consideration of our request.

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECcoalition.org

August 1, 2017

Hawaii Board of Education
Student Achievement Committee
Margaret Cox, Chair
Patricia Bergin, Vice Chair

Aloha Chair Cox, Vice Chair Bergin and Members of the Committee,

We would like to comment on Agenda Item IV A. Presentation on school health section and services provided by the Department of Education.

Hui for Excellence in Education, or "HE'E," promotes a child-centered and strength-based public education system in which families, communities and schools are valued and empowered to help every student succeed. HE'E works to bring diverse stakeholders together to harness collective energy, share resources, and identify opportunities for progressive action in education.

We applaud the DOE's effort to put a focus on health and well-being, with their programs on school based health and partnerships. We participated in the stakeholders discussions on Board Policy 103-4 School Health Services and we also supported the Hawai'i Keiki legislation this past session. We do believe that solutions for health and well-being are in the community and would encourage continued partnerships with community stakeholders to address student health needs. As a community coalition, we would also like to continue to be involved in future discussions on school health services.

Thank you for the opportunity to testify. Our support represents a 75% consensus or more of our voting membership.

Sincerely,

Cheri Nakamura
HE'E Coalition Director

HE'E Member List

Academy 21

After-School All-Stars Hawaii

Alliance for Place Based Learning

*Castle Complex Community Council

*Castle-Kahuku Principal and CAS

Coalition for Children with Special Needs

*Faith Action for Community Equity

Fresh Leadership LLC

Girl Scouts Hawaii

Harold K.L. Castle Foundation

*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 Charter School Network

*Hawai'i Children's Action Network

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

Punahou School PUEO Program

*Teach for America

The Learning Coalition

US PACOM

University of Hawai'i College of Education

YMCA of Honolulu

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



S E A C
Special Education Advisory Council

919 Ala Moana Blvd., Room 101

Honolulu, HI 96814

Phone: 586-8126 Fax: 586-8129

email: spin@doh.hawaii.gov

August 1, 2017

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Ms. Dale Matsuura, *Vice Chair*
Dr. Patricia Sheehey, *Vice
Chair*
Ms. Ivalee Sinclair, *Vice Chair*

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Ms. Deborah Cheeseman
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Ms. Gabriele Finn
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Ms. Stacey Oshio
Ms. Kau'i Rezendes
Ms. Charlene Robles
Ms. Rosie Rowe
Mr. James Street
Dr. Todd Takahashi
Dr. Daniel Ulrich
Mr. Steven Vannatta
Mr. Gavin Villar
Dr. Amy Wiech
Ms. Jasmine Williams
Ms. Susan Wood

Dr. Robert Campbell, *liaison
to the military*
Dr. Christina Tydeman, *liaison
to the Superintendent*

Amanda Kaahanui, Staff
Susan Rocco, Staff

Maggie Cox, Chair
Student Achievement Committee
Hawaii State Board of Education
P. O. Box 2360
Honolulu, HI 96804

RE: IV. A. Presentation on School Health Section and Services
Provided by the Department of Education

Dear Chair Cox and Members of the Committee,

The Special Education Advisory Council (SEAC) is pleased to provide input on the important topic of school-based health services and to extend our welcome to Superintendent Kishimoto. SEAC supports the Department's efforts to improve school health services for all students, including students with disabilities. We wrote supportive testimony last legislative session for funding to expand the **Hawai'i Keiki: Healthy and Ready to Learn** program. We continue to have some concerns regarding this program and would like to pose some questions, along with the following observations, in reference to school health services and chronic absenteeism.

Observations:

- 1) In SY 2015-16, the Strive HI chronic absenteeism rate for all students statewide was 15%. In SY 2016-17, the rate had risen by one-third to 20.05%.
- 2) In SY 2015-16, the overall chronic absenteeism rate for Wai'anae High School and Wai'anae Intermediate was 39.5% and 37.8% respectively. By SY 2016-17, the rate had risen to 46.4% at Wai'anae High and 48.77% at Wai'anae Intermediate.
- 3) In SY 2015-16 the statewide rate of chronic absenteeism for special education students was 24.2%--nearly double the 13.7% rate for non-special education students.
- 4) Chronic absenteeism rates are influenced by acute and chronic health conditions (including mental health, dental health and obesity). They are also correlated to poverty, bullying, family crises, peer issues and a lack of motivation or interest in school.



Observations (cont.):

- 5) A critical strategy for improving the health of children and adolescents and addressing chronic absenteeism is working in partnership with parents and other family members.

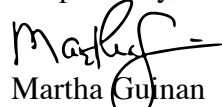
Questions:

- 1) What does the Department postulate as factors contributing to the 33% rise in overall chronic absenteeism from SY 15-16 to SY 16-17?
- 2) What does the Department postulate as factors contributing to the 17% rise in chronic absenteeism at Wai'anāe High and 29% rise at Wai'anāe Intermediate from SY 15-16 to SY 16-17?
- 3) What was the overall chronic absenteeism rate for special education students in SY 16-17?
- 4) Is the Department keeping data on the effectiveness of anti-bullying programs in preventing and/or reducing chronic absenteeism?
- 5) How will family members and the school community be informed of the roles, responsibilities, and relationship between the DOH Public Health Nurses providing oversight to public schools and the **Hawaii Keiki** Advance Practice Registered Nurses?
- 6) How will family members and community partners be included in health education, early intervention and risk reduction?
- 7) How will family members and community partners, including local physicians, be included in the evaluation of school-based health services?

SEAC looks forward to receiving answers to our questions. We are committed to use our expertise and experiences as a broad based constituency group to work in partnership with the Department and the Board to improve the educational and health services of Hawai'i's public school keiki and their families.

Thank you for this opportunity to provide testimony on an important initiative. If you have any questions, please feel free to contact us.

Respectfully,


Martha Guinan
SEAC Chair


Ivalee Sinclair
Legislative Committee Chair

August 1, 2017

Hawai'i Board of Education
Student Achievement Committee
Margaret Cox, Chair
Patricia Bergin, Vice-Chair

Aloha Chair Cox, Vice Chair Bergin and Members of the Committee,

We would like to comment on Item IV B. Update on 2017 Seal of Biliteracy Awardees.

We are a group of advocates from Native Hawaiian, parent, disability, higher education, multilingual, social justice, and education reform communities who have come together to look at opportunities and risks for advancing equity and improving achievement under the Every Student Succeeds Act (ESSA).

We are committed to equity in education through either of the state's official languages, English and Hawaiian. We are concerned for specified groups that need particular attention - students with disabilities, students who do not speak the language of instruction, students with socio-economic challenges, and racial and ethnic groups that have historically not succeeded in our schools relative to others.

We embrace the language and culture of our students in Hawai'i. We congratulate the 2017 Seal of Biliteracy Awardees and commend the Department of Education (DOE)'s swift implementation of the Seal of Biliteracy policy. We are also appreciative of the attention given to students who attend schools where the medium of instruction is Hawaiian; the twelve from the Nāwahīokalani'ōpu'u Hawaiian medium program were awarded the Seal of Biliteracy through the collaboration of the DOE with the community.

We support and encourage the DOE to continue to expand assessments in the multiple languages of Hawai'i for the Seal of Biliteracy. Unlike other states where the main languages spoken by English Learner (EL) students are more common languages such as Spanish, Mandarin, Korean, etc., Hawai'i has a bigger challenge to support our EL students, who tend to speak diverse Austronesian languages such as Chuukese, Filipino, Ilokano, Marshallese, Samoan, Tongan, etc., and our students who attend schools taught through Hawaiian or studying Hawaiian in English medium schools. We would be happy to collaborate with the DOE to work towards helping these students.

Mahalo,

Cheri Nakamura
Sylvia Hussey
Martha Guinan
Patricia Halagao
Brook Chapman DeSousa
Ka'ano'i Walk
Kanakolu Noa
David Miyashiro
William Pila Wilson



Hawaii Chapter

July 31, 2017

AAP - Hawaii Chapter

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www.aap.org

Thank you for this opportunity to submit testimony to the Board of Education.

The Hawaii Chapter of the American Academy of Pediatrics (AAP) is a voluntary organization of over 200 pediatricians in Hawaii. Our mission is to attain optimal physical, mental and social health and well being for infants, children, adolescents and young adults in Hawaii.

We strongly support the need to improve school based health services for children in Hawaii. We, however, have concerns about the expansion of the Hawaii Keiki Program.

The AAP recognizes the important role school nurses play in promoting the optimal biopsychosocial health and well-being of school-aged children in the school setting. As such, AAP has established policies and position-papers about such programming. The AAP emphasizes the importance of the pediatric medical home and the importance of coordination and communication with other community providers.

The AAP, Hawaii Chapter, also recognizes:

- 1) The **complexity of delivery of health services at schools**, especially for at-risk communities in Hawaii: As such, we recognize:
 - a. The importance of planning, coordination, and sustainability.
 - b. Communities are unique across our Islands. As such, the delivery of care for the school complexes may differ across the Islands and that plans should be developed in conjunction with the Department of Health, Public Health Nurses, community pediatric providers and other partners.
- 2) The **importance of a feasible plan to meet objectives**: The HK Program will build and enhance school-based health services including comprehensive screening for physical and behavioral health conditions, provide referrals, prevent and control communicable diseases, provide emergency care for illness and injury, and collaborate with community partners. The HK Program proposes to place one nurse practitioner in each school Complex. Many school complexes in Hawaii have over 10,000 students and span great distances (Ex: Kaneohe to Sunset Beach). The American Academy of Pediatrics recommends that one school nurse per 750 (healthy students) to meet the needs of students. The Program does not address how the health needs of these Complexes will be met. The current plan duplicates many services that are covered and available but leaves many school health services yet unmet.
- 3) The **role of DOH Public Health Nurses (PHN)**: PHNs know their communities very well and build strong, lasting relationships with the families. Schools, and pediatricians, Families continue to trust and rely on Hawaii's PHN for their expertise in coordinating care and optimizing outcomes for children and their families. Hawaii's PHNs have a long history of working in schools. However, with decreased funding over the years, their role has been marginalized.
- 4) The **importance of safety net providers**, especially federally qualified community health centers (CHC), in the delivery of pediatric primary health care and community health, to rural and underserved communities.
- 5) The **need to develop a sustainable school health model**, which may differ by community. The Hawaii Keiki Program has already received over \$2,000,000. Other than the coordination of screening programs such as vision (a benefit already covered by Health Plans), it is unclear how the program has positively impacted student outcomes. This bill does not outline a sustainability plan in coordination with health plans and primary care providers.

- 6) The **need to break down silos and coordinate care**. The HK Program proposes services such as physical examinations and referrals for behavioral health, that are currently delivered by pediatric primary care providers. Rather than duplicating and fragmenting services, school based health services should seek ways to strengthen the pediatric medical home.

Hawaii is behind other states in the delivery of school-based healthcare and the Hawaii AAP supports the development and implementation of a *well-coordinated and sustainable plan* to serve all students in Hawaii's public schools. The HK Program does not create a process for such a plan.

We recommend consideration of the following:

- Understanding the effectiveness of the Hawaii Keiki Pilot Program thus far, from the perspective of all community stakeholders. This should be done prior to more money being appropriated for the program.
- Engaging community partners, including PHN, pediatric providers, the Hawaii Primary Care Association and CHCs across the Islands, in the *development and implementation of a comprehensive plan to implement school based health*.
- Enabling the DOH Public Health Nurses to have a leading role in development, coordination, and implementation of school-based care across the Islands.
- The consideration of other nurse training programs, such as UH Hilo, in the planning and implementation of school based health services.
- Developing models of public-private-community partnerships that maximize community strengths and optimize the outcomes and safety of the children.

Thank you for this opportunity to provide this testimony. Please feel free to contact us if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Mae Kyono".

Mae Kyono, MD

President, American Academy of Pediatrics – Hawaii Chapter