



Alex Teece <alex.teece@gmail.com>

05/14/2018 04:00 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Ernie & Roger

Aloha,

Please accept this e-mail as support for the reappointment of Ernest Nishizaki and Roger Takabayashi for the Charter Commission. They have been diligent, prudent, fair representatives for the Commission, and their experience and insight positively impacts chartering in the State of Hawai'i. Make no mistake - they are no rubber stampers. However, if you do your work... if the diligence is there... if the numbers add up, and the team, docs, and support is there to prove it... these Commissioners are fair, transparent members of the Charter Community. They have my full support and vote of confidence.

Mahalo,  
Alex Teece

--

**Alex Teece**  
Founding Executive Director  
DreamHouse 'Ewa Beach  
[www.dreamhouseewabeach.org](http://www.dreamhouseewabeach.org)

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Steve Hirakami/HAASPCS/HIDOE

05/14/2018 10:41 PM

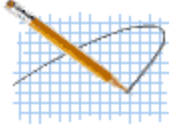
To Testimony BOE/HIDOE@HIDOE,  
Alison  
Kunishige/BOE/HIDOE@HIDOE  
cc Kenyon Tam/BOE/HIDOE@HIDOE,  
Hubert Minn/BOE/HIDOE@HIDOE,  
Lance  
Subject Testimony: Item VII-B, Board Action  
on appointment of three individuals to  
serve as members of the State Public  
Charter School Commission

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Aloha Chair Lance Mizumoto, Vice Chair Brian De Lima and honorable members of the Board of Education,

I am taking the time to submit testimony in the midst of a troubling time for Hawaii Island charters. As you see in the news, we are in ground zero of a major volcanic eruption. The past three days has been filled with loud sonic blasts with lava the size of an apartment sized refrigerator hurtling hundreds of feet into the air. Our children and their families have had to evacuate from their homes, some losing forever what they called home. Many charter staff people have lost their residences and have evacuated to other caring staff houses. HAAS is resuming classes after missing 7 school days. The time has been spent helping each other with food, housing, water, and comfort. **Why am I referencing this in a nomination support letter?** Because the present Commission has not sent one message of support to our schools. However, Sione Thompson and one of his staff, Sheryl Tuberville has been in constant contact with me. I have been receiving calls of love from people I have not been in contact for fifty years. Yet, I have not received even a sticky note from the Commission or any members. On the other hand, if I miss one checklist of FERPA tasks, I am immediately sent a Notice of Concern from the chair and commission. If you review the new proposed strategic plan of the Commission, you will find that they are trying to align themselves with the DOE in promoting the essence of Ha and basing their oversight on aloha. This plan will only work with commissioners who truly understand and live aloha. Some of the newer Commissioners have that aloha as evidenced in recent meetings around the State to take feedback from charter leaders on the plan. I would like to strongly recommend three people to be the new face of the Commission. Harald Barkoff is not new to charters. He has been involved with Puna charter schools, especially Kua o ka La. He has served on the Charter School Review Panel and is a professor at UH Hilo and the Department Chair of Kinesiology. He has the heart to move us to the excellence in education that we all want for our public school children. He and I surf often together and I know he has the guts and the fortitude to face and meet the challenge of being a Commissioner. Shannon Cleary is a former charter school administrator with Hawaii Tech Academy. She was so good at her job that she was recruited and holds the Director of Advancement position at the prestigious Le Jardin school in Kailua. Shannon is the president of the Hawaii Public Charter Schools Network. I am the Vice Chair of Legislative affairs and can attest to her knowledge and experience in furthering the advancement of charter school education in the State. Cathy Ikeda is a professor at UH West Oahu but before that worked for Kamehameha Schools as a literacy coach and teacher. We need her understanding of the Hawaiian education model since we have 17 Hawaiian focused charter schools in the State. I will not lower myself to submit negative testimony about the remaining two candidates, but you can surmise from my testimony that we need progressive, positive change in the make up of the Commission. I hope you will honor my recommendations because I truly know in my heart that these three people, Harald, Shannon, and Cathy will make the Commission function with integrity and aloha. What a great combination.

Submitted with Aloha,  
Steve Hirakami, School Director  
Hawaii Academy of Arts & Science Public Charter School



Indulekha Reeves <galaxseagirl@gmail.com>

05/14/2018 11:25 PM

To testimony\_boe@notes.k12.hi.us

cc

Subject Testimony: Item VII-B, Board Action  
on appointment of three individuals to  
serve as members of the State Public  
Charter School Commission

Aloha,

Please accept my testimony in support of Shannon Cleary as member of the Hawaii State Charter Commission Board of Directors. She is extremely qualified with solid experience in board development, education, and accreditation. It takes a special motivated and dedicated person to start non profit organizations, but her experience with charter schools is what makes her most qualified for the position.

Please vote her on board the Hawai`i State Charter School Commission Board of Directors.

Mahalo,

Elizabeth Reeves

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Kathryn Nelson <kanelson@punahou.edu>

05/15/2018 06:57 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony on behalf of Shannon  
Cleary/SPCSC

Aloha,

For the May 17 general BOE meeting

I believe that Shannon Cleary's breadth of understanding of K-12 education makes her an excellent candidate for a position on the SPCSC.

She is a strong advocate for charter schools within the independent school world. Her years of experience in the K-12 world have given her a thorough understanding of school operations, finance, and ethics.

She is intellectually curious, a life-long learner, a convener and educator. She is an informed contributor and fulfills her commitments.

I hope she will be seriously considered for this important role.

Thanks for your consideration.

--

Kathryn Nelson

Vice President for Advancement

Punahou School

1601 Punahou Street, Honolulu HI 96822

808.944.3578 | [www.punahou.edu](http://www.punahou.edu)

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"John Kim" <jsskim@hawaii.rr.com>

05/15/2018 09:19 AM

To <testimony\_boe@notes.k12.hi.us>  
cc  
Subject Appointment to the Charter School  
Commission

In Support of a nomination for Shannon Cleary:

I enthusiastically recommend the appointment of Shannon Cleary to the State Public Charter School Commission (CSC). I have worked with her while I was a member and chairman of the Governing Board at Hawaii Technology Academy (HTA)—in fact, she was responsible for my being on that board and also for my wife being one of the founders of the Friends of HTA foundation. Shannon has the experience that we need on the CSC. She was a key player in moving HTA out from a management agreement with K-12, in developing the “blended learning” concept used by HTA that has been the model for other charter schools here in Hawaii and across the country. Her recent employment with Le Jordan has given her additional insight into the issues and challenges of a private school here in Hawaii, and her work on the Board of Directors of the Hawaii Charter School Network has given her a state-wide perspective in the issues relating to Hawaii’s charter schools.

We need her experiences and skill set on the CSC. Shannon has what we need—charter school experience in Hawaii innovative thinking in blending different ways to facilitate for students, and working experience with different types of schools in Hawaii. It would be wonderful to work with Shannon again, this time on the CSC where her considerable talents can be used for the benefit of Hawaii’s students, state-wide.

John S.S. Kim  
SPCSC Commissioner  
(808) 780-5901

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Buffy Cushman-Patz <bcp@seeqs.org>

05/15/2018 11:28 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject support for Shannon Cleary for  
SPCSC nomination

Aloha,

I am writing in support of the nomination of Shannon Cleary for a seat on the State Public Charter School Commission.

Shannon has a wide range of experience working in schools of all kinds, including several years working in a Hawaii public charter school. These experiences give her the perspective needed to serve charter schools and the public school system in general, well.

Mahalo,

Buffy Cushman-Patz

School Leader

SEEQS: the School for Examining Essential Questions of Sustainability

[www.seeqs.org](http://www.seeqs.org)

(808) 677-3377

2705 Kaimuki Ave Honolulu, HI 96816

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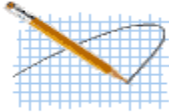
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shannon cleary <[shannonacleary@gmail.com](mailto:shannonacleary@gmail.com)>

05/15/2018 01:59 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony on Item

Dear Lance Mizumoto & Board of Education:

Over the past two decades, my path has taken me from small business owner on Maui to strategic change agent in education in Hawaii. As the Director of Advancement at Le Jardin Academy and previously Hawaii Technology Academy, I have had the distinct pleasure of laying the foundation for a successful advancement department at a 60 year old independent school and for the state's largest charter school. With experience in strategic planning and implementation across the islands, I have found that bridging diverse communities while infusing innovation is paramount to best serving the local, national, and global communities and that my refined skills would be an asset for The Hawaii Charter School Commission.

The vital role of maturing the process for the school governance at HTA was one experience among many that I believe would qualify me for a position on the Charter School Commission. In addition, my strength and experience in policy review and editing, forming of the non-profit support arm for the school, and devising accountability measures would be considered an asset.

My experience with both working at a progressive public charter school, as well as experience in independent schools in Hawaii have offered a wide view and understanding of the educational landscape in Hawaii across six islands. In more recent years, after co-producing a podcast featuring "Most Likely to Succeed" Ted Dintersmith - initiated the Faculty Lounge, a nomadic space when educators from public, private, and public charter schools come to collaborate and innovate. With that, I believe I would be an good candidate for the Charter School Commission. My commitment to education in Hawaii and record of integrity are strong. Thank you for your consideration.

Sincerely,

Shannon A. Cleary

[shannonacleary@gmail.com](mailto:shannonacleary@gmail.com)

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**Hawaii Society for Technology in Education**  
***Office of the 2018 Past President***

May 15, 2018

Dear Board of Education and Commissioners:

I am grateful for the opportunity to share with the committee my perception of Shannon Cleary, who I have grown to know quite well through our shared efforts in promoting public charter, public, and independent school connections.

The Hawai'i Society for Technology in Education is a co-presenter of the annual Schools of the Future Conference (SOTF) that draws nearly 1700 educators to the Hawai'i Convention Center for two days to arguably the largest education conference in the state. As the 2017 President of HSTE and this year's Past President, I have been directly involved in planning the conference. For a number of years, we have sought to increase the low participation of public charter school teachers and administrators. Thanks to the efforts of Shannon Cleary over the last two years to encourage leaders in the charter school arena to engage, the planning team has seen a significant increase in attendance at both the Hawai'i Education Leadership Summit the day before and the SOTF conference itself.

Ms. Cleary and I also collaborated to host a podcast starring Ted Dintersmith and a cohort of education and community leaders who set out to explore possibilities for and celebrate the strengths of schools in Hawai'i. During the conversation, one school leader suggested that teachers just need a place to connect without a strict agenda so that they build relationships and can spark innovative thinking. Ms. Cleary was inspired to act on that idea, and I helped her to launch the first in a series of gatherings we called, "The Faculty Lounge." Later we would learn that new alliances were imagined in that forum.

Ms. Cleary is a catalyst who brings people together and grows changemakers in education. She heralds the highest ethical standards while modeling creative thinking and shared leadership. It is with the greatest confidence in her capabilities and appreciation for her professionalism that I recommend Shannon Cleary for the State Public Charter School Commission.

Yours truly,

A handwritten signature in black ink, appearing to read "Melissa A. Handy", is written over a large, stylized, light-colored graphic that resembles a signature or a large letter "M".

Melissa A. Handy  
2018 Past President  
*Hawai'i Society for Technology in Education*





Lillian Shaw <lilshaw168@gmail.com>

05/15/2018 08:48 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject SPED testimony

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I am a Sped Teacher at Kawananakoa Middle. Since we lost three Sped teachers in the beginning of last semester. I inherited their work load and did 24 IEPs plus Re-evaluate and Eligibility meetings this year, I used up all my personal leaves.

I also spent over \$1400 for school supplies and prices for my students which I could only file \$200 deductions on my tax returns.

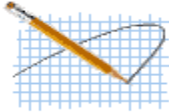
Lillian Shaw

Sent from my iPhone

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Melissa Yoshimoto <melissa1@hawaiiantel.net>

05/15/2018 09:21 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject testimony

Aloha,

I am writing in support of the initiatives outlined in the Special Education Task Force. I was a Special Education Teacher, for 19 years, and left the service of the State in February of this year for many of the same reasons that are highlighted by the recommendations of the Task Force. I want to believe in public education and I want to believe that our leaders have the best interests of our students in mind but more and more I am seeing that students come in last when it comes to decision making. Special Educators face a monumentally difficult task with meeting the needs of their students. Over the years, the climate in the DOE has been less supportive of new teachers, especially Special Education and continue to treat them like second class teachers who do not have the same access to high quality resources, such as mentoring, individualized training, and individualized support. We have sent a message to our students who require specialized instruction that they too are second class and are not deserving of the very best of public instruction, materials, and staff. If we are to change our perception of special education and really begin to close the achievement gap, then we need to look at how far we have fallen and choose to do better, choose to do different, choose to make change when others prefer the status quo. If we want to have a culture of equity, voice, and collaboration, then we need to put our tax money and instructional effort where the rhetoric is.

I am also a parent of three children, two of whom are in the public school system and one who receives Part B, IDEA. I would like to know that as a parent, former teacher, and advocate for individuals with special needs that these students are valued and that the Department recognizes its shortfalls and does not sit on its laurels while the achievement gap increases. The Task Force has identified problems and short/long term solutions. If this were to actually happen, these achievable recommendations, then we would be providing equity and dignity to all.

Mahalo,

Melissa Yoshimoto

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# Kua O Ka Lā

A New Century Public Charter School

May 1, 2018

Aloha Chair Lance Mizumoto, Vice Chair Brian De Lima and honorable members of the Board of Education,

Thank you for allowing us this opportunity to submit testimony for the important nominations for the Charter Commission Board, our Charter authorizer.

I would like to strongly recommend Harald Barkhoff, Professor of Kinesiology at the University of Hawai'i at Hilo. I believe that it is imperative that the Charter Commission has outer Island representation on its board. Harald is a well-respected educator in our community and currently resides in the Puna District. He understands the challenges the outer Island rural and economically challenged schools face as well as the assets that these schools have to offer to our communities. Harald is currently displaced by the lava flow which threatens Kapoho and as such, will be an important voice in addressing health, safety and disaster preparedness issues facing our schools statewide. Harald previously sat on the CSAO Board and understands the complex roles and responsibilities of the authorizer. He will bring a balanced, fair and integral voice to the table and ensure that the new Commission strategic plan is addressed in the decision-making processes.

I would also like to recommend the nomination of Cathy Ikeda, Professor at UH West Oahu who previously worked at Kamehameha Schools as a literacy coach and teacher.

Our third request for nomination is no stranger to Charter Schools as she currently sits on the Charter School Network Board of Directors. Shanon Cleary, who was also previously an administrator with HTA and is now working with Le Jardin School on Oahu.

All three candidates are sound choices to address the Charter School movement at this stage of our evolution. In order to move forward in a positive direction, we need this new representation at the Commission Board level.

With gratitude for your consideration in addressing the needs of Charter Schools statewide through the selection of these three candidates.

Me ka ha`aha`a,

Susie Osborne

Head of School  
Kua O Ka La NCPCS



Robert Hu <hu4242001@yahoo.com>

05/16/2018 05:20 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject special education

To whom it may concern,

I am a K-6 resource teacher in special education and I believe that my job is nearly impossible when it comes to providing specialized services. I have students in every grade level and with 1 Educational Assistant I believe that it just isn't enough. I barely have time to meet the needs of our students and with the general education teachers grumbling about us not helping enough. I also have an administrator saying I should be better prepared when I have 3 IEP meetings in 1 week. It makes me want to quit and walkout. I cannot do this for the sake of my family but it is also making me physically sick with all the added stress. On top of this, our school has an FSC preschool which I know the kids will eventually come up to be my cases and I don't feel that this is appropriate. The way things are going, I should be getting more prepared for lawsuits instead of providing an adequate service. The job is getting more difficult and there's less support from my admin and others. The pay isn't enough and the working conditions make me want to quit.

That's all I have to say.....

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Deborah Anderson  
<deborah.anderson@waiakeai.k12.hi.us>  
05/16/2018 06:18 AM

To testimony\_boe@notes.k12.hi.us  
cc Keoki <kkerr@hsta.org>  
Subject Testimony for 5/17/18 on Agenda item  
V. A.: SpEd Task Force

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For BOE Thursday, May 17 at 5 p.m

**V. Discussion Items**

**A. Presentation on findings of Superintendent's special education task force and Superintendent's recommendations**

Chairperson Lance Mizumoto, Vice Chairperson Brian De Lima, and Members serving on the Board of Education.

We appreciate your attention to this Special Education Task Force, and wish those of us who are neighbor islanders now (Waiakea Inter.) could attend in person. Thank you for giving us the opportunity instead to write our testimony.

As a former SpEd teacher (Castle High) and elected Special Education Department Head (Kailua High), I watch the difficulty of filling positions, turnover of SpEd teachers and try to promote how we can develop our capacity better. Over HALF of beginning SpEd teachers in Hawaii are not highly qualified. To increase retention and reduce turnover, these “newbies” need networking, a system which supports mentors and their mentoring.

We hear too many horror stories from overstretched peers of the IEP workload at understaffed schools. For quality service, we need our experienced SpEd teachers to be teaching, not only writing IEPs. Teachers need to have adequate time for care coordination, whether an additional release period, 8-10 substitute days or recall pay for after-school hours.

Promoting an inclusion “rate” can be very dangerous, particularly if based on faulty data of placement calculation. To meet federal legal standards, each IEP must be determined on that student’s needs for success in their “least restrictive environment” selected from a continuum. This must be student-centered, not system determined.

While in our hearts we want to be “inclusive” educators, in practice teachers need far more training in concepts such as Universal Design for Learning (UDL). It isn’t sufficient to insert words like UDL in a document, we need to access available experts such as in our University system to provide updated training to our current faculties.

Thank you for convening this Task Force, please help us make these changes so desperately needed for us to have more equitable learning for all. We should change the funding allocation away from “counting bodies” to assessing and weighting adequacy to meet needs equitably. To help us improve similar to the famous Finland education system, we believe that we must fund fully our focus on equity.

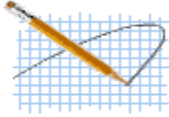
Sincerely,

Deborah V. Anderson, M.Ed., MLIS, NBCT  
Hawaii's 2017-18 NEAF Global Education Fellow

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oceanbreezes77  
<oceanbreezes77@gmail.com>  
05/16/2018 06:37 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject testimony

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Over the past decades, I have witnessed special ed students being placed in ELA resource classes upon their transition to middle school; however, they were and continue to be placed in regular ed inclusion classes for science and social studies which are writing intensive with research and lab reports for science as well as essays for social studies. Before students are placed in social studies and science, please reconsider placement to ELA first so students can develop skills to ensure success in social studies and science.

For the students' sake these considerations will hopefully be seriously given thought prior to making placement decisions as students move from the elementary setting to the middle school setting.

Please don't let test scores sway decision making. We have been told that SPED students aren't put in ELA because of the SBA testing...

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## Native Hawaiian Education Council

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May 14, 2018

Mr. Lance A. Mizumoto, Chair  
Mr. Brian De Lima, Vice Chair  
State of Hawai'i, Board of Education  
1390 Miller Street, Room 309  
Honolulu, Hawai'i 96813

Via: [testimony\\_boe@notes.k12.hi.us](mailto:testimony_boe@notes.k12.hi.us)

Re: **May 17, 2018 General Board Meeting**

VII. Action Items B. Board Action on appointment of three individuals to serve as members of the State Public Charter School Commission

Dear Chair Mizumoto and Vice Chair De Lima,

The Native Hawaiian Education Council (NHEC or the Council) **STRONGLY SUPPORTS** the appointment of Dr. Cathy Ikeda to the State Public Charter School Commission (Commission).

Dr. Ikeda brings the following experiences to bear on the governance and chartering tenants of access, autonomy and accountability<sup>1</sup>:

- 1) Over 23 years of middle and secondary classroom experience in both public and independent schools;
- 2) Associate Professor at the University of Hawai'i – West O'ahu, focusing on teacher education and preparation programs for future middle/secondary teacher candidates; serves on program accreditation visiting teams; and understands action research at the school level; and
- 3) Understands Hawaiian culture based education programming, curriculum, instruction, assessment--a benefit to the Commission with a portfolio of 17 (of 38 authorized) Hawaiian focused charter schools.

In addition to what can be reviewed from her resume/curriculum vitae, Cathy will serve the families and communities of Hawai'i well in strengthening our public education system, including charters from cradle to career. Her resume and the Council's personal knowledge of her leadership and work, to support families and communities, speak to an individual with skills, competencies, experiences

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<sup>1</sup> As phrased by the National Association of Charter School Authorizers (NACSA)





Mr. Lance A. Mizumoto, Chair  
Mr. Brian De Lima, Vice Chair  
May 14, 2018  
Page 2

and leadership at the local, national and international levels and will serve the Commission, charter schools, families and communities well.

The Council **supports** Dr. Ikeda's nomination to the Commission aligned to:

- A. The Native Hawaiian Education Vision, Mission and Goals as detailed in Attachment A;
- B. NHEC's platform and priorities as articulated in Attachment B, particularly our desire to **Intensify Systems Engagement**, actions that intensify systems level action---federal, state, primary, secondary, tertiary, national and international, health, housing—to strengthen families and communities; to engage in early learning planning and implementation work; advancing two pathways of education and culture based education.

The Council is mindful that Hawai'i operates in a unique context of having a single State Educational Agency (SEA) and Local Educational Agency (LEA); two official languages—English and Hawaiian—that are mediums of instruction in the State's public education system; and a public charter school system that is a blend of Hawaiian language immersion and Hawaiian culture based schools and in the midst of implementing the Every Student Succeeds Act (ESSA)—the most pervasive federal policy change since No Child Left Behind in 2001, returning control to State's by Congressional intent; and working to integrate, holistically and systemically, early learning into our public education system.

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.

Please feel free to contact the Council's Executive Director, Dr. Sylvia Hussey, directly via e-mail ([sylvia@nhec.org](mailto:sylvia@nhec.org)) or the office (808.523.6432) telephone with any questions.

Sincerely,



Dr. Lisa M. Watkins-Victorino, Chair

Attachments

cc: NHEC Executive Committee and staff





KEAOMĀLAMALAMA

[www.keaomalalama.org](http://www.keaomalalama.org)

## *Nu'ukia (Vision)*

**'O Hawai'i ke kahua o ka ho'ona'auao.**

*Hawai'i is the foundation of our learning.*

## *Ala Nu'ukia (Mission)*

**I nā makahiki he 10 e hiki mai ana e 'ike 'ia ai nā hanauna i mana i ka 'ōlelo a me ka nohona Hawai'i no ka ho'omau 'ana i ke ola pono o ka mauili Hawai'i.**

*In 10 years, kānaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna and new 'ike to sustain abundant communities.*

## *Pahuhopu (Goals)*

In the next 10 years, our learning systems will . . .

### **Goal #1 — 'Ōlelo Hawai'i:**

- **Advance 'Ōlelo Hawai'i Expectations**  
*Develop and implement a clear set of expectations for 'ōlelo Hawai'i that permeates all levels of education.*
- **Actualize a Hawaiian Speaking Workforce**  
*Increase a prepared 'ōlelo Hawai'i workforce to ensure community and 'ohana access and support.*
- **Amplify Access and Support**  
*Increase 'ōlelo Hawai'i context and programming to support the kaiāulu.*
- **Achieve Normalization**  
*Pursue normalization of 'ōlelo Hawai'i.*

### **Goal #2 — 'Ike Hawai'i:**

- **Actualize 'Ike Hawai'i**  
*Increase use of knowledge from traditional and diverse sources.*
- **Amplify Leo Hawai'i**  
*Increase 'ohana and kaiaulu learning and participation.*
- **Advance Hana Hawai'i**  
*Increase resources to support practice and leadership.*



# Native Hawaiian Education Platform\*

**‘O Hawai‘i ke kahua o ka ho‘ona‘auao.**

*Hawai‘i is the foundation of our learning.*

## Perpetuate ‘Ōlelo Hawai‘i

Actions on advancing ‘Ōlelo Hawai‘i expectations; actualizing a Hawaiian speaking workforce; amplifying access and support; and achieve normalization of ‘Ōlelo Hawai‘i

## Amplify Family and Community Voices

Recognizes parents and families as first educators; Actions that inform, illuminate, elevate and strengthen parent, family and community engagement in education

## Advance Hawaiian Culture Based Education

Actions that promote further understanding, connecting, supporting and advancing ‘ike and ‘Ōlelo Hawai‘i: policy and pathways; teachers, leaders and communities; pedagogy and programs; curriculum, instruction, assessment and research practices; and evaluation and accreditation mechanisms.

## Intensify Systems Engagement

Actions that intensify systems level action---federal, state, primary, secondary, tertiary, national and international, health, housing—to strengthen families and communities.

\* Formal set of principal goals



**Native Hawaiian  
Education Council**  
735 Bishop Street, Suite 224  
Honolulu, Hawaii 96813  
808-523-6432  
[www.nhec.org](http://www.nhec.org)

# 2017-2018 Native Hawaiian Education Priorities

## Native Hawaiian Education Council

### Perpetuate ‘Ōlelo Hawai‘i

- Support the Working Group recommendations re: the Expansion of Hawaiian Language Instruction Throughout the University of Hawai‘i Systems.
- Support continuing work on Hawaiian language standards and assessments.

### Amplify Family and Community Voices

- Advocate for the effective implementation of ESSA for the benefit of families and communities.
- Aggregate field data on family and community voices by island community.

### Advance Hawaiian Culture Based Education

- Illuminate Models and Practices of Innovation.
- Elevate Accreditation Frameworks, Designations and Schools.
  - Create a Native Hawaiian research agenda.
  - Continue Native Hawaiian education meta-evaluation.
- Include CBE in Teacher Education and Preparation Programs and Professional Development

### Intensify Systems Engagement

- Continue national advocacy work re: ESSA implementation and Native Control of Native Education.
- Engage in early learning planning and implementation work.
- Advance the implementation of Board of Education Policy E-3 Na Hopena A‘o.
- Support the continuing 2-Pathways of Education Design and Development



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5/16/18

Aloha Chair Lance Mizumoto, Vice Chair Brian De Lima and honorable members of the Board of Education,

Thank you for allowing us this opportunity to submit testimony for the important nominations for the Charter Commission Board, our Charter authorizer.

I would like to recommend Harald Barkhoff, Cathy Ikeda, and Shanon Cleary for the Commission Board.

I have been a teacher here in Puna for the past 12 years, and have been working at HAAS for the past 7 years. Next year I will be the VP for Kua O Ka La NCPCS. I strongly recommend these candidates, based on their continued commitment to our community and their understanding of the charter school system.

Mahalo,

Denim Cretton  
REAL Class Teacher  
Hawaii Academy of Arts and Science, PCS



Shari Harada <brattatisback@gmail.com>

05/16/2018 09:03 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony for special education

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Aloha,

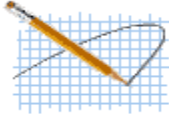
I'm currently wrapping up my 16th year for the department of education. Three of those in regular education and the remainder in special education. I just shared with my spouse who is also a teacher that I gained my special education certification through the RISE program. Looking back I'm so glad I made that move and had that guidance from caring RT's who knew what it takes for special education. I would like to see a similar program so that we can train current regular education teachers who would like to become certified in special education through a program that the department could run. Especially for the high need area such as North Hawaii on the big island I would be glad to head such a pilot program!

Shari Harada  
Kealakehe High School  
313-3700

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Sonia Orlando  
<sorlando@nwcomplex.k12.hi.us>

05/16/2018 09:08 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

---

May 16, 2018

Aloha,

My name is Sonia Orlando and this is my 7th year working for the Hawaii DOE, and my 6th year in Special Education. I began my career on the West side of Oahu working in Waianae schools. Currently, I work for the district office as a Special Ed Resource Teacher for Nanakuli/Waianae complex area.

Let me first start by saying how much I love working in Hawaii and in Nanakuli/Waianae schools. However, it's a miracle that I am successful here. I can share, firsthand, how little time, resources, and support I got as a first year teacher, especially in Special Education.

I moved to Hawaii from New York State in 2011 with my Bachelor's in Elementary Education and my Master's in Special Education. I thought I knew what I was doing. I was wrong.

My first ever eligibility and IEP meeting were coming up, and to say I was nervous was an understatement. I came with nothing more than a blank notebook, not knowing what my role was or the expectation of a Care Coordinator at my school. When I asked for training, I was given second hand "crash course" trainings that left me confused, uncertain, and worried about how I was going to remember everything and comply with the law. I was constantly around acronyms I didn't understand (for example, in Hawaii SLD= Specific Learning Disability, but in New York it meant Speech Language Disorder), colleagues who were too busy to help during the day (since they all had their own classrooms), and leaders who "just expected" me to know.

As soon as I sat down at the meeting table, I was handed, for the first time, a 30 page report from a clinical neuropsychologist and asked to share it with the team. I was asked where my evaluation summary report was (had no clue what that was) and if I had drafted a PWN. What is a PWN? Public Written Note? Private Working Number? I was lost! It took every shred of pride I had not to break down in tears and leave the room. My feelings aside, the mother of this child must have felt disappointed in the school, the system, and myself. Here she is trusting us with her child everyday, trusting that I know what to do, and I had failed her.

The lack of time to familiarize myself with Chapter 60 Hawaii State Law, eCSSS, and IEP writing in Hawaii, was severe enough for me to consider moving back to New York multiple times. I recall calling my mom crying at least once a week, begging her to buy me a ticket back home. She told me, "Sonia, this is your dream. This is what you wanted. You can figure it out. You are strong". And figure it out I did, but is that how it should be? Is that best practice? Is that we want our new teachers to go through? I

certainty don't.

Had it not been for the ohana in Waianae who took me under their wing, made me feel at home and welcomed (calling me their hanai sister), I never would have lasted in the Hawaii DOE, or in Hawaii at all. It is truly remarkable how many colleagues are willing to give up their nights and weekends to sit with new Special Ed teachers and help them navigate IEP's, differentiated instruction, writing PWN's, etc. But how does that impact our students?

It impacts our students because our teachers are tired, working well into the evening and on weekends, wasting their energy and time on trying to figure out systems and nuisances instead of spending that time planning meaningful instruction to meet the needs of all learners. It impacts students because our teachers have to hold down multiple jobs to be able to live in Hawaii, so we can't give 100% of ourselves to our students when we are spread so thin. It impacts our students when they are not receiving bell to bell instruction because we are frantically typing IEP's with every free moment we have because the meeting is coming up and we have no time.

I don't know about you, but I am not willing to risk the education and outcomes of our students with special needs by not compensating Special Educators with the time they need to do their jobs with diligence and accuracy, and the supports they need to remain effective, sane, and motivated.

Respectfully,

Sonia Orlando

NBCT: Exceptional Needs

Special Education District RT

Nanakuli/Waianae Complex Area

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**Howard Hurst**

P.O. Box 1138  
Kalaheo, HI 96741  
(808) 651-5041  
thesandpebbles.com

May 16, 2018

**The Hawaii Board of Education**

P.O. Box 2360  
Honolulu, HI 96813

Re: Testimony\_SpEd conditions & impact on students

Honorable Board Members & Superintendent Kishimoto,

Thank you for the opportunity to share testimony and your efforts to improve special education teaching conditions remediating impact on students with exceptionality.

As a “Felix Consent Decree” recruited SpEd teacher with 22 yrs. teaching experience with the Hawaii Department of Education, words cannot accurately express the incredible struggle it has been to be a special education teacher in the State of Hawaii.

The lack of administrative support and wrap around service systems is atrocious. If you raise concerns, SpEd teachers are then targeted for harassment. This year 2 SpEd teachers quit mid-year due to a palpable lack of support and harassment by administration. This happens annually without accountability and those that remain are forced to take on the IEP’s departing teachers were responsible. Students in the classes of resigning teachers have a rotating cast of “permanent subs” and the ensuing behavioral antecedent resulting from this lack of instruction and continuity reverberates across content classes for those SpEd students that are impacted.

I could write a book of the unbelievable challenges I’ve faced in an effort to do my job, but it will have to wait until I retire. With the 1000’s of SpEd teachers that have left the state since I was hired, I can only hope that this effort is authentic and I get to see positive change come before then.

Altruistically,

Howard Hurst, M.S.Ed  
Waimea Canyon Middle School



Leigh Fitzgerald <lfitzgerald@myhta.org>

05/16/2018 10:07 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Support for SPCSC Nominee Shannon  
Cleary

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To Whom It May Concern:

I am honored to write this letter of support for Hawaii Public Charter School Commission nominee Shannon Cleary. I have had the pleasure of working with Shannon at several schools over the past fourteen years. First, at Maui Preparatory Academy where we both served as founding faculty members and then at Hawaii Technology Academy Public Charter School where Shannon served as Director of Advancement from August 2012-December 2015. With a passion for expanding educational opportunities to all of the children of Hawaii, even when Shannon moved on from HTA to a position at Le Jardin, she remained actively engaged in the Public Charter School Community by serving on the Board of the Hawaii Public Charter School Network, the past two years as President. Shannon can contribute a unique and thoughtful perspective to the Hawaii Public Charter School Commission as she is incredibly aware of the current landscape of public, private and charter schools not only on Oahu but statewide. As HTA is a seven campus public charter school, during her time with HTA, Shannon traveled to the neighbor islands on a weekly basis and became aware of the schools, school leaders and complex area politics of each complex area in the state. Likewise, as the Director of Advancement for Le Jardin, I am aware that she is very active within the HAIS community and works to ensure that she is aware of the private school landscape across the state. While at HTA Shannon assisted with facilities acquisition and build out of three sites; served as the point person in writing the 501(c)3 for HTA's associated non-profit and then sat as the ex-officio on that board; she worked closely with me on school budgeting and finance; she served as our legislative liaison and played a major role in community outreach and the rebranding of the school. As HTA was in turnaround status organizationally, financially and academically during her tenure, Shannon is well aware of the reporting and compliance expectations that guide public charter schools. Joining the Public Charter Commission with this knowledge will enable her to immediately engage with the important work and decision making with which the Commission is charged.

Finally, Shannon Cleary is one of the most ethical, reliable and reasonable individuals with whom I have ever had the pleasure of working. I am certain that her demeanor will immediately endear her to fellow SPCSC board members, the Commission staff and the charter school leaders. She is a dedicated public servant and the Charter Commission would be fortunate to have her sit upon the Board.

Kind Regards,  
Leigh Fitzgerald

Leigh Fitzgerald  
Executive Director  
Hawaii Technology Academy  
Cell: 808.283.6155  
Office: 808.676.5444

[myhta.org](http://myhta.org)

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Bethany Denley <denley.bethany@gmail.com>

05/16/2018 10:23 AM

To testimony\_boe@notes.k12.hi.us

cc

Subject Testimony

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Dear DOE,

I am a general education teacher on Oahu in the Radford district. I am writing in regards to inclusion in the classroom and qualified special education teachers. I received my masters degree in Early Childhood Education for Diverse Learners. I was educated to develop a classroom culture and curriculum that would include all children.

Upon receiving my placement at my school here in Hawaii, I was informed that we were an inclusion school. This made me rejoice in the fact that I could teach in a classroom that reduced the stigma any student felt when they have to be pulled out for special education classes. I looked forward to working with the special education team at my school to create student specific learning plans, arrange schedule changes, plan assessments and have the teachers themselves push into the classroom when it was needed.

Unfortunately, I found that we only had two qualified special education teachers on staff. The other "special education teachers" were just subs who for whatever reason were given the job. When I needed their expertise to help make my inclusion classroom a success, they had nothing to give me. I ended up spending my time teaching them how to make modifications for their problems with students.

Not only were the students not getting the best education they were promised, but I had one less resource to help my students. Whenever a parent finds out that their child's teacher isn't qualified, they are very upset and I don't blame them.

These hires undermine our profession and reaffirm the idea that teaching can be done by anyone and there are no special skills required. Why should we be paid more, when we don't have any special skills?

I was also surprised to learn that there were only two inclusion classrooms at our school; mine and one other teacher who had also recently graduated with her Masters degree. In fact, a majority of the other teachers were upset during a staff meeting because they now had to learn how to do inclusion when they had so much to do already.

These experiences reveal a hard truth about our beloved school system. We talk the talk, but we don't walk the walk. We want to be the best, but we undermine our own efforts by hiring unqualified people. The changes we need won't happen during one PD course. It has to be a district wide value. And maybe it should begin by demonstrating a greater value for the Hawaii Teacher's Code of Ethics. Something that no teacher I have spoken to knows about or refers to when they encounter a problem.

I wish you luck on your discussions and hope that my experiences will be taken into consideration. We love being teachers, but we need to do our job well in order to be effective

and valuable to our community. Otherwise we have no purpose.

Thank you for listening.

Sincerely,

Mrs. Bethany Skvortsov(3rd grade teacher)

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May 16, 2018

Aloha Chair Lance Mizumoto, Vice Chair Brian De Lima and honorable members of the Board of Education,

Thank you for allowing us this opportunity to submit testimony for the important nominations for the Charter Commission Board, our Charter authorizer.

I would like to strongly recommend Harald Barkhoff, Professor of Kinesiology at the University of Hawai'i at Hilo. I believe that it is imperative that the Charter Commission has outer Island representation on its board. Harald is a well-respected educator in our community and currently resides in the Puna District. He understands the challenges the outer Island rural and economically challenged schools face as well as the assets that these schools have to offer to our communities. Harald is currently displaced by the lava flow which threatens Kapoho and as such, will be an important voice in addressing health, safety and disaster preparedness issues facing our schools statewide. Harald previously sat on the CSAO Board and understands the complex roles and responsibilities of the authorizer. He will bring a balanced, fair and integral voice to the table and ensure that the new Commission strategic plan is addressed in the decision-making processes.

Furthermore, I have gotten to know Harold for the past five years as we worked together at Kua o ka La Public charter school as board members of our local school board. I believe he is more than qualified and will help lead the board in the direction that will benefit all charter school students in Hawaii. He is not only a colleague, but a friend and he will help create a better Hawaii for all,

Hau'oli kamana'o,

A handwritten signature in black ink, appearing to read 'Ka'imi Kaupiko', written in a cursive style.

Ka'imi Kaupiko

LSB Member and Social Studies Teacher Hipu'u Online  
Kua O Ka La NCPCS

May 16, 2018

Lance A. Mizumoto, Chairperson  
Brian De Lima Vice Chairperson  
State of Hawai'i, Board of Education  
1390 Miller Street, Room 309  
Honolulu, Hawai'i 96813

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

We are a group of multilingual, English learner (EL), immigrant, language, and education advocates. We would like to support and comment on Agenda Item **V.B Presentation on findings of Superintendent's English learner task force and Superintendent's recommendations.**

We greatly appreciate Superintendent Kishimoto's leadership on EL and multilingual issues. The Taskforce's findings and recommendations are an important step in addressing the achievement and opportunity gap for our EL, multilingual students and families. They are aligned with the Hawai'i BOE policies: [the Seal of Biliteracy](#) (2015, Policy 105.15) and [Multilingualism for Equitable Education](#) (2016, Policy 105.14).

**The recommendations prompt the following questions and comments:**

1. The recommendations state that multilingualism is a cross-cutting theme and a major goal is to pilot bilingual education programs. *How can the DOE merge the Multilingualism Policy strategic plan and the EL Task Force recommendations?*
2. The recommendations include hiring certified TESOL teachers to service EL students. *Given this goal, how can we ensure schools are adequately staffed equitably across the state?* Systems should be put in place to require certification and school accountability for hiring certified personnel.
3. The recommendations encourage partnerships with community-based organizations. *Will there be an EL advisory group of diverse stakeholders, which include local Institutes of Higher Education (IHEs) and ethnic/language family and community organizations (similar to the HIDOE Multilingual Advisory Council)?*
4. The recommendations can be an important step to closing the EL achievement and opportunity gap. *Who in the HIDOE will be tasked to implement them? What is the role of the ELL branch?* We look forward to seeing an implementation strategic plan with measurable goals and timeline.

Thank you for your consideration and the opportunity to testify.

Amy Agbayani, Co-chair Hawai'i Friends of Civil Rights & Chair, Filipina Advocacy Network  
Elisapeta Alaimaleata, Executive Director, Le Fetuao Samoan Language Center  
Brook Chapman De Sousa, Associate Professor, Institute for Teacher Education  
Coalition for Hawaii Educational Equity Group  
Graham Crookes, Chair, Department of Second Language Studies  
Betsy Gilliland, Associate Professor, Second Language Studies  
Patricia Halagao, Professor, Curriculum Studies & Co-Chair, Tinalak Filipino Education Council  
Kenton Harsch, Director, English Language Institute  
Christina Higgins, Professor, Department of Second Language Studies  
Alohilani Okamura, Instructor, Institute for Teacher Education  
Dina Yoshimi, Associate Professor, East Asian Languages and Literatures  
Teaching English as a Second Language (TESOL)

Aloha Honorable Members of the Board of Education,

In order to protect myself, I am forced to keep the statements that attest to the character of Harald Barkhoff vague. However, I want to assure the board that my testimonial is based upon actual experience not hyperbole against the nomination of Harald Barkhoff.

During one of the board meetings, Harald Barkhoff clearly demonstrated an unwillingness to listen to the concerns of those in attendance, even though it was clear his knowledge on the subject was limited, and then exhibited a blatant disrespect for the concerns of those in attendance by addressing them with condescension when an opposing view was voiced.

In this day in age, too many people hold fanatical convictions and perceive discussions as means to cement their current beliefs. While this is commonplace in some fields, I do not believe a leader should be so inequitable. A leader should be able to listen to plight of his or her own constituents without regard for personal predisposition, and make the best decision based on data, not subjectivity. From my experience, Harald Barkhoff does not match these criteria.

Thank you for taking the time to listen to my concerns.

Sincerely,

A very concerned parent of a child in the Hawai'i charter school system





Administrative Testimony  
Testimony of Kamanaʻopono Crabbe, Ph.D.  
Ka Pouhana, Chief Executive Officer

State of Hawaiʻi Board of Education  
AGENDA ITEM VII.B: BOARD ACTION ON APPOINTMENT OF THREE INDIVIDUALS  
TO SERVE AS MEMBERS OF THE HAWAII STATE PUBLIC CHARTER SCHOOL  
COMMISSION

May 17, 2018 5:00 p.m. Queen Liliʻuokalani Building

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The Administration of the Office of Hawaiian Affairs (OHA) appreciates the opportunity to submit testimony in **SUPPORT** of Dr. Cathy Kanoelani Ikeda's appointment to the Hawaiʻi State Public Charter School Commission (Commission). OHA strongly believes that Dr. Ikeda's extensive educational and professional experience will bring valuable and practical perspective to the Commission, as it carries out its important mission to oversee the state's public charter schools.

OHA has been a partner and strong supporter of Hawaiʻi's public charter schools, many of which provide a culturally-grounded education for Native Hawaiian and other children. Notably, 17 of the 38 public charter schools in Hawaiʻi are Hawaiian-focused and Hawaiian language immersion charter schools, in which OHA has invested over \$18.6 million between FY 2005-2006 and FY 2016-2017. On October 19, 2017, the OHA Board of Trustees also approved an additional \$3 million to these charter schools for FY 2017-2018 and FY 2018-2019. OHA has made these investments because research has found that Hawaiian students exposed to culturally-driven educational strategies have a stronger sense of socio-emotional well-being, deeper engagement with their schools, and a stronger commitment to civic activities in their community, factors which are directly tied to greater academic achievement.

Dr. Ikeda's extensive, 23-year background as a middle and secondary school teacher in Hawaiʻi public and private schools, and her current role as a teacher of teachers at the University of Hawaiʻi-West Oʻahu, make her extremely well-suited to serve on the Commission. Significantly, Dr. Ikeda's knowledge of Hawaiian culture-based education programming, curriculum, instruction, and assessment will assist the Commission in understanding and helping to advance the distinct goals, best practices, and needs of the Hawaiian culture-focused and Hawaiian language immersion schools that comprise nearly half of the Commission's charter school portfolio. Moreover, the Board of Education's Strategic Plan 2017-2020 (Plan) includes the objective that "Hawaiʻi public schools will foster innovation and the expansion of existing public school 'Bright Spots,' which includes learning from charter schools that were established as innovation labs" (emphasis added); OHA believes that Dr. Ikeda's research and work in highlighting

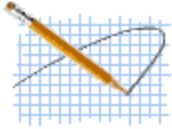
innovation in education will help to further the Plan's objective for charter schools to serve as innovation laboratories. Finally, Dr. Ikeda's long history as a teacher professional development facilitator, and her current service nurturing future middle level and secondary school teacher candidates at the University of Hawai'i-West O'ahu, will contribute to the Commission's understanding of the need for teacher support and retention in the charter school system.

These are just a few highlights of Dr. Ikeda's unique and extensive qualifications and experiences, which will make her an invaluable and highly effective member of the Commission.

Therefore, OHA urges the Board of Education to **SUPPORT** the appointment of Dr. Ikeda to the Hawai'i State Public Charter School Commission.

Mahalo nui for the opportunity to provide this testimony.

*'A'ohe lua e like ai me ka ho'ona'auao 'ana o ke kamali'i. Nothing can compare in worth to the education of our children.*



Jeannine Souki  
<jeannine@hawaiiicharterschools.com>  
05/16/2018 04:34 PM

To testimony\_boe@notes.k12.hi.us  
cc jeannine@hawaiiicharterschools.com  
Subject Testimony - Item VII - B: Board Action  
on appointment of three individuals to  
serve as members of the State Public  
Charter School Commission - Support  
for Nominees Shannon Cleary and  
Harald Barkoff

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May 16, 2018

Lance Mizamoto, Chair

Hawaii Board of Education

Queen Liliuokalani Building

1390 Miller Street, Room 404

Honolulu, Hawaii 96813

Via email: [testimony\\_boe@notes.k12.hi.us](mailto:testimony_boe@notes.k12.hi.us)

**Re: Testimony for BOE General Meeting – May 17, 2018 – 5 pm**

**Item VII – B: Board Action on appointment of three individuals to serve as members of the State Public Charter School Commission – Support for Nominees Shannon Cleary and Harald Barkhoff**

Aloha Chair Mizamoto and Members,

Thank you for the opportunity to testify on behalf of the Hawaii Public Charter Schools Network (HPCSN). HPCSN is a non-profit 501(c)(3) charter support organization that advocates and supports 29 charter schools and two pre-authorized charters in the state of Hawaii.

HPCSN's testimony is respectfully submitted in support for Shannon Cleary and Harald Barkoff, nominees for the State Public Charter School Commission. Both nominees have years of previous charter school experience and would be assets to the Commission with their collective knowledge of operations and governance of leading charter schools in our state.

Shannon Cleary is the Director of Advancement at Le Jardin Academy. She previously served a similar role at the Hawaii Technology Academy, Hawaii's largest charter school serving more than 1,000 students across Oahu, Hawaii Island, Kauai and Maui County. In addition to leading the school's communications and outreach, some of her additional work included:

- WASC accreditation of HTA, which resulted in a 6-year term;
- Oversaw the start of the Friends of HTA's 501(c)(3) and orchestrated its giving calendar;
- Recruited and trained governing board members on Kauai, Maui, Hawaii, and Oahu;
- Experienced in participating with other charter leaders to negotiate a new charter contract
- Procurement and facilities negotiations across the state
- HPCSN board from 2014 to 2018, most recently serving as its president before stepping down earlier this month.

Dr. Harald Barkhoff is a tenured professor at UH Hilo and the Department Chair of Kinesiology

and has more than 10 years of service on behalf of charter schools.

- Served on the Charter School Review Panel from 2008-2010, the predecessor of the SPCSC, and served on its Accountability and Application and Executive Director Search Committees
- Involved in the governance of charter schools, most recently Kua O Ka La, PCS, serving as President of their governing board.
- Lifelong educator

Shannon and Dr. Barkhoff's experience adds desirable perspective to the commission because they bring critical insight having worked through the complexities of successfully operating a charter school in the state and are familiar with their very complex operations.

I would like to share a recent opinion piece, authored by Karega Rausch, Ph.D., interim CEO of the National Association of Charter School Authorizers, in which she points out:

*One critical point that has come into clear focus for the field: Good charter school authorizing goes well beyond following the law; it is about making choices that produce more great charter schools to meet a community's needs. This requires the characteristics unpacked in our recent report, Leadership, Commitment, Judgment: Elements of Successful Charter School Authorizing .*

*These three elements feel so obvious to many working in public education. How could anyone possibly create more good schools without, for example, institutional commitment to the work?*

Sourced on 5/16/18:

<https://www.the74million.org/article/rausch-leadership-commitment-judgment-3-keys-for-all-authorizers-of-public-charters-in-creating-more-great-schools/>

In addition to possessing all the minimum and desirable qualifications in Section 302D-3(d), HRS and Section 302D-3(e), HRS, both these nominees also possess keen leadership, commitment and judgment. Both have deep commitment for helping charter schools become successful. As Dr. Rausch says, these are elements "key for all authorizers." We need people with their experience and commitment to the role to serve on the State's Public Charter School Commission.

Thank you for your consideration of HPCSN's testimony.

Sincerely,

**Jeannine Souki**

Executive Director  
Hawaii Public Charter Schools Network  
808-738-6768  
[jeannine@hawaiiarterschools.com](mailto:jeannine@hawaiiarterschools.com)  
[www.hawaiiarterschools.org](http://www.hawaiiarterschools.org)



smime.p7s

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**S E A C**  
**Special Education Advisory Council**  
1010 Richards Street Honolulu, HI 96813  
Phone: 586-8126 Fax: 586-8129  
email: [spin@doh.hawaii.gov](mailto:spin@doh.hawaii.gov)

May 17, 2018

**Special Education  
Advisory Council**

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

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Ms. Jasmine Williams  
Ms. Susan Wood

Amanda Kaahanui, Staff  
Susan Rocco, Staff

Lance Mizumoto, Chair  
Hawaii State Board of Education  
P. O. Box 2360  
Honolulu, HI 96804

RE: V. A. Presentation on findings of Superintendent's Special  
Education Task Force and Superintendent's recommendations

Dear Chair Mizumoto and Members of the Committee,

The Special Education Advisory Council (SEAC) appreciates this opportunity to offer our strong support for the findings of the Superintendent's Special Education Task Force. Prior to the convening of the Task Force that included four of our current members in its deliberations, SEAC had long championed most, if not all, of the recommended actions for improved outcomes for students with disabilities. In our comments below, we offer additional insights that will strengthen these powerful and timely recommendations.

- 1) **Articulate a shared vision of inclusive education.** SEAC spent several months during SY 16-17 crafting a vision of inclusive education with the support of DOE leadership that fits within the framework of Nā Hopena A'o (see attached). For those staff not familiar with special education, this vision reinforces the universality of the HĀ principles for all students and frames efforts to increase access to the general education classroom in a positive light.

The Task Force Report's identification of essential elements of inclusive education is key to the appropriate implementation of the Strategic Plan's success indicator for Inclusion Rate defined as *the percentage of students receiving special education services who are in general education classes for 80 percent or more of the school day*. Supports for inclusive education go far beyond a seat in the general education classroom. They include supplementary aids and services (ranging from assistive technology and



specialized equipment to adaptive curricula and social interaction support) as well as access to highly qualified, highly effective educators. Classroom organization utilizing Universal Design for Learning is another vital academic support for all students.

- 2) **Assess the governing structure to ensure a cohesive and effective statewide system of support.** Special education is one area where the importance of consistent standards of practice and communication outweighs individual school autonomy. The proposed study for SY 19-20 to identify best practices related to resource allocation will help to set future standards. This study will also highlight the importance of administrative leadership in allocating resources at the school level.
- 3) **Design fundamental professional development.** A shared vision of inclusive education must include the student's and his or her family's perspective and insights in order to be truly meaningful. Professional development efforts will have a greater impact, if they include the student and parent voice, either as co-presenters or receivers of information in inclusive professional development activities. General education teachers must also be included in professional development so that they can have the skills, tools and resources to be confident in their ability to effectively teach students with disabilities in their classrooms.
- 4) **Redesign funding allocation based on student needs.** Returning to individual student needs, as the basis for staffing allocation, is a big improvement over the proportional allocation model in place for the last decade. SEAC has also suggested providing some kind of mechanism within the allocation process to encourage adequate staff for co-teaching in classrooms with natural proportions of students with disabilities.
- 5) **Adopt a replacement tool to improve quality of IEP process.** Finding a new, more effective database to document and guide the IEP process is long overdue. It will offer the opportunity to reduce data collection that is superfluous or unnecessary to satisfy legal mandates and provide effective data for decision-making. SEAC encourages the Department to consider providing limited database access to parents as key members of the IEP team.
- 6) **Financial support for special education reform efforts.** In order to maximize funding for adequate staffing and resources, including technology, SEAC urges the Department to apply for federal and private grants and foundation monies that have been historically overlooked and to partner with other institutions, such as the University of Hawaii and its Center on Disability Studies, in seeking additional funding opportunities and resources.

Finally, while not addressed in the report, SEAC places a high priority on the Department moving forward on offering **authentic (innovative) assessments** to Hawaii's students with disabilities. The majority of these students have performed poorly on the Smarter Balanced Assessment and






other traditional standardized tests for a variety of reasons, including test anxiety and difficulty understanding test content presented at a higher reading level than the student's actual ability. Authentic assessments provide a truer reflection of the student's skill level and understanding and give teachers more guidance on adjusting instruction. Thus these assessments would offer a more accurate indicator of improved academic performance by students with disabilities and reduction of the achievement gap.

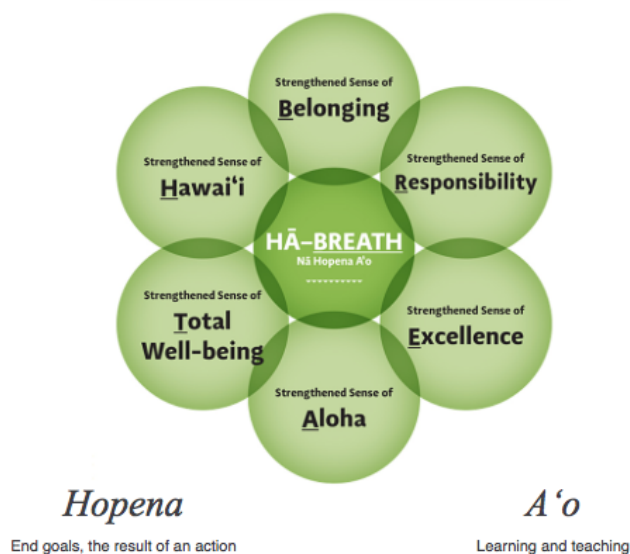
Now that consensus has been reached on the direction for the next two years and beyond, we ask that the Department include SEAC and other key stakeholders in the implementation and evaluation of these short- and long-term goals. Thank you for this opportunity to provide feedback on this very important set of recommendations. Should you have any questions regarding our testimony, please contact me or Ivalee Sinclair.

Respectfully,

  
Martha Guinan  
Chair

  
Ivalee Sinclair  
Legislative Committee Chair

Attachment



## Vision of Inclusive Education

The Special Education Advisory Council's vision of inclusive education for all students including those with disabilities embraces the six components of the Na Hopena A'o incorporated into the Hawai'i Department of Education's Strategic Plan. We have outlined the tenets below:

### Strengthened Sense of Belonging

- Inclusive education embraces and educates ALL students in relevant and meaningful general education classes in their neighborhood schools that strengthen student connection to knowing who they are, where they are from, and what they belong to.
- Every student feels welcome and their unique needs and learning styles are attended to and valued.

### Strengthened Sense of Responsibility:

- All schools effectively facilitate learning for all students.
- Students with disabilities are fully participating members of the school community and have opportunities to identify and use their learning within their school community.
- Providers of teacher education (preservice and inservice) embrace preparation for diverse learners as a core component of their mission.
- Students in the school community embrace their learning to support one another on their learning journeys and to make school a safe and welcoming space for all – education is a kākou thing and belongs to all of us.

### Strengthened Sense of Excellence:

- Teachers value the strengths of their students with disabilities and are prepared to treat all students, including students with disabilities, as capable learners who are entitled to high-quality instruction and access to challenging content that fully prepares them for an active role in community, careers and postsecondary education.
- Students with disabilities are able to define success for themselves and have opportunities to apply their unique gifts and abilities to support their school community and advance their personal goals.

### Strengthened Sense of Aloha:

- All schools are inclusive and as such have a collaborative and respectful school culture where students with disabilities are presumed to be competent, have opportunities to develop positive social relationships with peers, and are fully participating members of the school community.

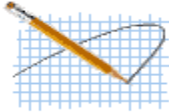
### Strengthened Sense of Total Well-Being:

- Inclusive education creates and sustains an inclusive educational community where each student is empowered to learn, achieve and realize his or her potential. They are encouraged, supported and have the confidence to contribute and participate in their all areas of education; extracurricular activities: sports, school government, clubs, etc.

### Strengthened Sense of Hawaii:

- Students with disabilities have access to content learning experiences that enriches their sense of place and culture. All students have opportunities that enhance their ability to be contributing members of their community, State and Nation.

Adopted February 10, 2017



Jamie Shioji <jshioji@kmrca.k12.hi.us>

05/16/2018 09:28 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

Aloha Board of Education,

My name is Jamie Shioji and I am a Full Release Special Education New Teacher Mentor for the Kaimuki, McKinley, and Roosevelt Complexes in the Honolulu District. I am writing to voice my support for the recommendations that the Special Education Task Force has made. I have been a Special Education Teacher for 11 years where I have held positions in a fully self-contained classrooms, resource and inclusion settings as the Special Education Teacher, District Resource Teacher as an Autism Consultant and now in my current role.

When working with beginner teachers, I have seen a gap in skill set from what they learn in their State Approved Teacher Education Programs and the demands of their students' unique needs on their caseload. By providing high quality resources such as adequate time for care coordination and preparation, mentoring from a certified Special Education Mentor, networking and timely professional development, Special Education Teachers will have the ability to hone their skills and have the much needed support. I feel that by supporting the growth of Special Education Teachers, they will be valued and teacher retention will improve. This retention would then provide Special Education Students with consistency and will improve access to quality education.

I believe that what is outlined by the Task Force is the first step in improving how the Department of Education provides education to Special Education Students.

Mahalo,  
Jamie Shioji

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Administrative Testimony  
Testimony of Kamanaʻopono Crabbe, Ph.D.  
Ka Pouhana, Chief Executive Officer

State of Hawaiʻi Board of Education  
AGENDA ITEM VII.B: BOARD ACTION ON APPOINTMENT OF THREE INDIVIDUALS  
TO SERVE AS MEMBERS OF THE HAWAII STATE PUBLIC CHARTER SCHOOL  
COMMISSION

May 17, 2018 5:00 p.m. Queen Liliʻuokalani Building

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The Administration of the Office of Hawaiian Affairs (OHA) appreciates the opportunity to submit testimony in **SUPPORT** of Dr. Cathy Kanoelani Ikeda's appointment to the Hawaiʻi State Public Charter School Commission (Commission). OHA strongly believes that Dr. Ikeda's extensive educational and professional experience will bring valuable and practical perspective to the Commission, as it carries out its important mission to oversee the state's public charter schools.

OHA has been a partner and strong supporter of Hawaiʻi's public charter schools, many of which provide a culturally-grounded education for Native Hawaiian and other children. Notably, 17 of the 38 public charter schools in Hawaiʻi are Hawaiian-focused and Hawaiian language immersion charter schools, in which OHA has invested over \$18.6 million between FY 2005-2006 and FY 2016-2017. On October 19, 2017, the OHA Board of Trustees also approved an additional \$3 million to these charter schools for FY 2017-2018 and FY 2018-2019. OHA has made these investments because research has found that Hawaiian students exposed to culturally-driven educational strategies have a stronger sense of socio-emotional well-being, deeper engagement with their schools, and a stronger commitment to civic activities in their community, factors which are directly tied to greater academic achievement.

Dr. Ikeda's extensive, 23-year background as a middle and secondary school teacher in Hawaiʻi public and private schools, and her current role as a teacher of teachers at the University of Hawaiʻi-West Oʻahu, make her extremely well-suited to serve on the Commission. Significantly, Dr. Ikeda's knowledge of Hawaiian culture-based education programming, curriculum, instruction, and assessment will assist the Commission in understanding and helping to advance the distinct goals, best practices, and needs of the Hawaiian culture-focused and Hawaiian language immersion schools that comprise nearly half of the Commission's charter school portfolio. Moreover, the Board of Education's Strategic Plan 2017-2020 (Plan) includes the objective that "Hawaiʻi public schools will foster innovation and the expansion of existing public school 'Bright Spots,' which includes learning from charter schools that were established as innovation labs" (emphasis added); OHA believes that Dr. Ikeda's research and work in highlighting

innovation in education will help to further the Plan's objective for charter schools to serve as innovation laboratories. Finally, Dr. Ikeda's long history as a teacher professional development facilitator, and her current service nurturing future middle level and secondary school teacher candidates at the University of Hawai'i-West O'ahu, will contribute to the Commission's understanding of the need for teacher support and retention in the charter school system.

These are just a few highlights of Dr. Ikeda's unique and extensive qualifications and experiences, which will make her an invaluable and highly effective member of the Commission.

Therefore, OHA urges the Board of Education to **SUPPORT** the appointment of Dr. Ikeda to the Hawai'i State Public Charter School Commission.

Mahalo nui for the opportunity to provide this testimony.

*'A'ohe lua e like ai me ka ho'ona'auao 'ana o ke kamali'i. Nothing can compare in worth to the education of our children.*

## Anonymous Testimony

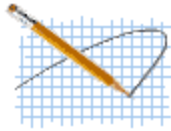
Harald Barkhoff - what can I say about Harald.... having worked in the PCS system for more than a few years now I wish to protect my identity from the backlash. Never before have I met a more arrogant, narrow-minded, chauvinistic human being with less than ZERO concern for the well fair of our keiki. Harald is a self serving egoist who lacks common decency and respect of both culture and community. His disrespect toward women specifically is a monumental back step in society. Any support testimony's specifically for Harald will be submitted by those that believe he will benefit them/ their cause personally due to his connection with their school. Believe me they do NOT support him as he is an atrocity to the position that he holds currently and would drag through the mud any organization he is affiliated with. Check the school that he associates with, they have been in a downward spiral for nearly a decade. His influence has not improved their output nor their standards. Please do not subject the board of education to endure his many and mounting failures.

## Anonymous Testimony

Mahalo for opening for testimony,

When I saw the name Harald Barkoff as a candidate for this position I was as appalled as when I saw Donald Trump as a candidate for president. Seriously, is this a joke? Our president is the laughing stock of politics... don't let Harald be the laughing stock of the board of education. (I pray this is a prank, a scary stressful, distasteful)

self perservingly undisclosed



<rainbowmomhi@gmail.com>

05/17/2018 10:51 AM

To "testimony\_boe@notes.k12.hi.us"

<testimony\_boe@notes.k12.hi.us>

cc

Subject Parent Testimony, 5/17/18

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Aloha Board of Education Members, and Guests.

We would like to submit our testimony regarding the presentation at today's general meeting specific to the special education task force findings.

We are very grateful in reading the report for the time and efforts that went into these recommendations by the Task Force Members. We were happy to see that there was short term recommendations included - however this does not fix the current situation that students such as our 2 children are experiencing who are found eligible for special education services. This is concerning and frustrating as another school year looms in the very distant future and it would seem that our children will look to begin yet another school year with inadequate services and road blocks at every turn in seeking the LRE that is most appropriate for them which is learning alongside their peers in the general education classrooms.

Our home school is located in the Kaiser Complex of Hawaii Kai. One of our children currently has her included for 80%+ with her peers in the general education classroom. She did not have appropriate supports in her current IEP to allow for meaningful progress in that setting and we have worked for 18 months to update her IEP to include the necessary supports and services to allow for her success in the general education classroom. Two weeks ago after all of that hard work, while in attendance at an IEP meeting and in discussions specific to LRE- we were very surprised to hit a Roadblock by the Department IEP team members who thought their recommendations for our daughter were more appropriate than ours- only 1 Department IEP team member has met our daughter and that was on a consultative basis only and was 2 years ago. The special education teacher who has not met our daughter shut down any talk of inclusion and the District Resource Teacher opened a discussion regarding "what's best for" our daughter- we sat and listened with open minds and quickly realized that the LRE had been predetermined. We do not use that language lightly. Without stating the impressions out loud our daughters advocate from HDRC did state them out loud after a lengthy discussion by the Dept team members and that she had never experienced a discussion like this at an IEP meeting.

The special education teacher recommended taking away the current LRE of 80%+ in the general education classroom and placing our daughter in the "resource room" full-time. Excuses were provided such as the classrooms are too small at this school to allow for the 1:1 aid that our child needs.



We asked the principal if he will have any co-taught classrooms for the 2018-2019 school year and he inquired as to which "model" we were asking for- we responded that the only co-taught model we have knowledge of was one general education teacher co-teaching with a special education teacher. He responded that he has chosen for his school for the next school year to have the co-teaching model of "one teach one assist" which meant one teacher and one EA (educational assistant) and that for the new school year he was looking only to include students with IEP's in the general education classrooms for science and social studies. This was very concerning and sounded to us like LRE's had already been pre-determined for students with IEP's. No other choice was given. This information that the principal briefly referred to was never disseminated to parents nor was it explained by the principal- we found it ourselves on the OCISS web-site from 2 years ago.

Our child will not thrive in the LRE that this elementary school has chosen for her. She will have no opportunity for interactions with her typically developing peers as they will be strangers to her at recess, lunch and science and social studies.

The Dept team members pointed out how far behind she is from her typically developing peers in the general education classroom- legally this cannot be the basis for refusing to place a child in the general education classroom- especially since the team did agree to some of our requested supports and services.

We will point out that special education is not a place- it is a service that is provided to the student in the LRE that is most appropriate for the student where they can master their IEP goals and have access to the general education curriculum that is modified to the students level of learning.

We thank the Task Force Members for their diligence in gathering the information that is contained in their presentation and recommendations - but quite frankly it is not new information. It is the same information and concerns that parents have been expressing for years.....and nothing seems to improve or change. It certainly does not seem to be providing any sort of change or improvement for the upcoming school year.

We graciously thank you for allowing us to provide our concerns and testimony regarding this matter.

John and Maureen McComas

Sent from Windows Mail

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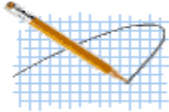
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# Late Testimony



Karen Kramer <krames9@yahoo.com>

05/17/2018 01:28 PM

To testimony\_boe@notes.k12.hi.us

cc

Subject sped teacher testimony

Hi,

My name is Karen Kramer and I have been teaching special education for 13 years in Hawaii. How do my current conditions affect my students?

-I have EAs and PPT as 1:1 on half of my students and they are under trained and under paid. It is difficult to coach EAs who aren't qualified to work with high end students because they often times can't handle or work well with students.

-Our students have ESY (Extended School Year) and it's difficult to find teachers and 1:1 who will work during breaks and the summer. I have worked ESY every single summer and many of the breaks to keep the consistency for my students. This has affected me to be burn out and tired which can affect students.

-Funding. I feel like we never see the special education money that is allocated for special education kid count. Our students need different curriculum, manipulatives, prizes, games, and other items I use with my students. I spend approximately \$1000-\$2000 out of my own pocket for things I need in my classroom.

Other issues

-IEPS typically run 1-2 hours after school. We aren't compensated for this time.

-I write IEPs, progress reports and input data at home because there isn't time during the day or after school due to meetings and planning (burden on paperwork leads to burnout)

Thanks,

Karen Kramer

Special Education Teacher

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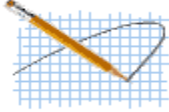
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# Late Testimony



Talia Nagatoshi/HAHAIONE/HIDOE

05/17/2018 02:58 PM

To testimony\_boe@notes.k12.hi.us

cc

Subject SPED testimony

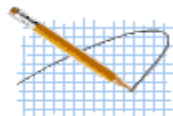
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To whom it may concern,

As a GenED teacher, I strongly believe in inclusion as a way for SPED students to learn from their peers. Inclusion also allows students to learn empathy and tolerance, two things I strongly believe our world needs more of. Current conditions of the SPED department greatly effect all students. The department needs more funding. SPED students thrive and grow through consistent routines. In current conditions, the lack of funding minimize the time and man power available to help maintain consistency. The SPED department needs to be able to attract and retain EA's and SPED teachers. Part-time positions do not attract or retain the type of people that can help and foster our SPED students' growth. One change, be it person, routine, or rules, can drastically set back the growth of a SPED student. Within inclusion classrooms this can also have rippling effects throughout. I strongly support SPED teachers as I work closely with them and push all my students, including my SPED student, towards excellence. Your support of the SPED department supports all teachers and students.

Mahalo,  
Talia Nagatoshi

# Late Testimony



"kristin.lindquist10@yahoo.com"  
<kristin.lindquist10@yahoo.com>

05/17/2018 05:00 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject special education support

Aloha.

I am a special education teacher at Waianae High School. I teach Workplace Readiness to students who are enrolled in community-based instruction programs. I provide work opportunities on my campus, but I would like to expand that to the community. When I taught in California we had a program where students who were 18-21 were not enrolled on high school campuses. There were several reasons for this. They are older than all of the other students and their focus should be on working and young adult activities, rather than extending their high school experience for up to 8 years. I was shocked that this happens in Hawaii. I have made the most of it, but I try to have the students off campus as much as possible. I would like for EAs and skills trainers to be allowed to be job coaches and support students at off campus work experiences without a teacher being there. This was permissible in California and I am sure it is the case in other states. If I have to support older students on a high school campus I want them to be supported in the community. I have off campus job locations, but I am unable to coordinate taking students to work because I have to go along, rather than sending an EA who would get appropriate training.

We are so behind in our best practices in Hawaii and it is cheating our young adults with special needs.. Ideally a transition class would be a place in the community, such as a small office and the DOE pays the rent. In a program such as this, the students go out during the day for paid or unpaid work experience, spend time in a fitness center, take a community college class and learn how to budget, shop, and learn other skills that young adults need to know. Does this exist anywhere in Hawaii? I was teaching in this type of situation 20 years ago in California. Are students all over the state staying in high school from the age of 14 to 22??!! We are doing our young adults a disservice here. Also, it is unwise to have older students on campus with students who are under 18. Lawsuits are waiting to happen.

This is what I would hope for:

If I have to keep young adults on a high school campus, hire job coaches so that the students can work off campus and/or allow EAs or skills trainers to support them after the teacher has trained them.

or

Open class situations in the community for students who are 18-21. Hire job coaches or let adults, other than the teacher support them.

Thank you for taking my thoughts into consideration. I would be happy to speak at length about positive changes that could be made to better serve our older students who have special needs.

Sincerely,

Kristin Lindquist

Special Education Teacher

National Board Certified Teacher

Masters in Education

P.S. I had sharing my credentials, but I hope it validates my thought and concerns.

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