

TO: The Honorable Sylvia Luke, Chair
House Committee on Finance

FROM: William Haft

DATE: Tuesday, April 2, 2013

RE: TESTIMONY IN SUPPORT OF SENATE BILL 244, SD2, HD1

Chair Luke and Members of the Committee:

I am the Vice-President of Authorizer Development for the National Association of Charter School Authorizers (NACSA) and Director of NACSA's Transition Coordinator work on behalf of the State Public Charter School Commission (Commission). I am pleased to submit this testimony in strong support of Senate Bill 244, Senate Draft 2, House Draft 1.

NACSA is devoted to improving public education by strengthening the policies and practices of the organizations responsible for authorizing charter schools. Quality authorizing leads to quality charter schools, and NACSA works to create expectations, relationships, practices, policy, and resources for authorizers to excel. NACSA works with local experts to create the conditions needed for quality charter schools to thrive. We push for high standards for authorizers and help to define successful authorizer practices through our *Principles & Standards for Quality Charter School Authorizing*. NACSA believes that genuine reform through charter schools occurs when authorizers adhere to three principles: maintaining high standards for schools, upholding school autonomy, and protecting student and public interests.

NACSA has been contracted by the Board of Education (BOE) pursuant to Act 131, SLH 2012, which authorized the BOE to contract for a transition coordinator to assist with the implementation of Act 130, SLH 2012.

To implement Act 130 and transition to the new charter school system, the following have been accomplished since July 2012:

- BOE appointed the Commission's inaugural members;
- BOE contracted with a transition coordinator (NACSA);
- NACSA conducted a review of functions and developed a draft Commission staffing plan and proposed a Commission operating budget for FB 2013-2015;



- NACSA drafted administrative rules which are now being reviewed;
- NACSA assisted the Commission in implementing a rigorous process to evaluate new charter school applications;
- Commission hired its first Executive Director; and
- Commission just approved new performance-based charter contracts including performance frameworks to be executed with charter schools for the upcoming fiscal year.

With the adoption of Act 130, SLH 2012, the Hawaii charter school law has already moved from 35th in the nation to 14th based on the National Alliance for Public Charters Schools' ranking, but we believe that Senate Bill 244 includes important improvements that will further strengthen Hawaii's charter sector, including the following:

- Adds annual audit requirement: Audits are a standard assessment of financial operations for any organization and a standard requirement of charter schools across the nation. Audits are used to ensure accountability for public funds as well as to measure a school's financial viability.
- Adds criminal history checks: This amendment will provide charter schools with the same access to criminal background data that other public schools have in order to protect the health and safety of students and staff.
- Adds enrollment language: The proposed language mirrors the model charter law advocated by the National Alliance of Public Charter Schools. This enrollment language aims to ensure charter schools truly operate as public schools in their admission practices.
- Amends contract renewal process: This proposed language will allow for a renewal process that aligns with best practices.
- Makes housekeeping changes: There is much clean-up language that ensures both clarity and enforceability, including provisions that clarify conflict of interest provisions, pre-opening requirements for newly-approved charter schools, and requirements for conversion charter school applicants.

This version also includes language regarding facilities funding which is an important consideration for equitable funding of charter schools. Similar to district public schools, charter schools must be adequately funded to effectively carry out their school operations and educational program. Unlike district public schools, start-up charter schools in Hawaii must currently cover their facilities costs out of general operating funds. This tends to put them at a disadvantage with respect to the amount of per-pupil funding that is available to meet children's educational needs.

Thank you for the opportunity to testify on this important legislation.





HAWAII TECHNOLOGY ACADEMYSM

Hawaii Public Charter School #551

*94-810 Moloalo Street
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808-676-5444
808-676-5470 (Fax)*

April 2, 2013

Honorable Sylvia Luke, Chair
House Committee on Finance

Re: **SB 244 SD2 HD1, Relating to Education – Support**
Finance Agenda #1 – Conference Room 308, 2 p.m.

Aloha Chair Luke and Members of the Committee:

On behalf of the Hawaii Technology Academy (HTA), a public charter school serving students on Oahu, Kauai, Hawaii Island, and Maui, we appreciate the opportunity to testify in support of this bill.

HTA strongly supports the changes proposed in Section 15 of this bill that clarifies that students enrolled at charter schools whose curriculum incorporates virtual education have the same opportunity to participate in athletics as is provided to students at other public schools. There are innumerable examples of how participation in extra curricular activities benefits students in the classroom. HTA is committed to fostering the development of students both inside and outside of their traditional learning environments.

HTA appreciates all the work that has been put into recasting a strong foundation for Hawaii's public charter schools; however, we continue to have serious concerns regarding the chasm in funding for public charter school students which has declined significantly since Fiscal Year 2007 by 34.5% from \$9,063 to \$5,933 for FY 2013, which is why we also support the changes to establish facilities funding for schools. Studies and audits confirm it costs about the same to provide an online and/or blended learning public school education as it does for a traditional public school education. Online public schools may have less overhead costs than traditional schools but spend significantly more on courses and assessments, learning management systems, technology and instructional materials. Therefore, in order to improve and maintain improvements to student's educational outcomes, adequate funding is needed for all public charter schools.

The changes contained in this bill are steps in the right direction because children attending a public charter school should not be deprived of the same extra-curricular opportunities or funding provided for children attending a traditional public school.

We appreciate the opportunity to provide testimony on this matter.

Sincerely,

Leigh Fitzgerald
Executive Director
Hawaii Technology Academy



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Ka Papa Alaka'i

Kēhaulani 'Aipia-Peters,
Pelekikena

Kēhaulani Shintani,
Hope Pelekikena

Leilani Franco,
Kākau 'Ōlelo

Kaipolani Kim,
Pu'ukū

Pelehonuamea Harman

Kamalei Hayes

Kaleihōkū Kala'i-Aguilar

Kauano Kamanā

Kaiolohia Masaoka

Puamana Paikai

Nāmaka Rawlins

Loke Roseguo

William H. Wilson

Analū Alameida

Ka'iulani Carvalho

No 'Ane'i Ko Kākou Ola!

Testimony in support of SB244
With Two Hawaiian language related amendments

Aloha Rep. Luke and members of the House Finance Committee

My name is Kēhaulani 'Aipia-Peters. I am chair of the governing board of Nāwahīokalani'ōpu'u Iki Public Laboratory Charter School. Our school is the K-8 component of Nāwahīokalani'ōpu'u Laboratory School of the state Hawaiian language college. We were featured on pages 188 and 189 in the DOE's Race To The Top application as an exemplary autonomous school. Since its first high school graduation in 1999, Nāwahīokalani'ōpu'u has had a 100% high school graduation rate and 80% college attendance rate for a population that is over 70% from free and reduced lunch backgrounds and 95% from Native Hawaiian backgrounds and a majority who meet the federal definition of Limited English Proficient. We were also featured in a WEBNAR presentation funded under the federal USDE regarding best practices for teaching through Native American languages

In spite of our academic successes celebrated by the state DOE and federal DOE, we are in second year improvement status and headed for restructuring and possible closure by the state and federal governments. Our difficult situation is due to a lack of attention to the highly distinctive needs of schools taught through Hawaiian in state and federal legislation, and resulting misalignment between educational law and academic performance as well as what I see as basic human rights of teachers, children, and families to be treated fairly by the educational system.

I fully support the efforts of the legislature in SB244 to assure that charter schools protect health, safety and access to quality education.

My testimony will focus on proposing amendments that will ensure those basic rights to our school community at Nāwahīokalani'ōpu'u Iki and similar schools are protected in SB244 to use the Hawaiian language in education using best practices relative to Hawaiian, rather than those that were developed for English. Such distinctive protections for our school are in accordance with several Hawaiian provisions of the state constitution and federal legislation such as the Native American languages act. They are also in accordance with basic state and federal civil rights legislation.

First, distinct provisions for teacher qualifications, standards and assessments in the bill could be protected by a new Hawaiian language education protections section inserted after Section 18, as follows:

SECTION 19

A new section HR 302D-31 is hereby added to the Hawaii Revised Statutes to read as follows:

Notwithstanding any other provisions of 302D, the state board of education and other administrative entities shall not impose any requirement on a start up charter school or a conversion charter school that restricts or hinders the use of the Hawaiian language or judges a school taught through Hawaiian, its teachers, staff, or students, on criteria that were developed without scientific validity relative to their appropriate application to education delivered through Hawaiian.

Second, many start up charter schools taught through Hawaiian like Nāwahīokalani'ōpu'u Iki have a limited pool of individuals fluent in Hawaiian able to serve on a governing board. It would therefore be helpful if the provisions of SB244 under Section 10, 302D-14 (g) relating to Hawaiian immersion be expanded as follows with suggested amendments underlined and in red:

(g) Any public school or schools, programs, or sections of existing public school populations that are part of a separate Hawaiian language immersion program using existing public school facilities or any start up charter school, or portion of a charter school, instructed through the Hawaiian language may submit a letter of intent to an authorizer to form a conversion charter school pursuant to this section including being operated and managed by a non-profit organization.

As currently in SB244, 302D-14 (g) would allow a non-profit organization to operate and manage as a conversion charter school any Hawaiian immersion program, except those that are currently start up charter schools or portions of start up charter schools, thus excluding Nāwahīokalani'ōpu'u Iki from being run by a non-profit.

I purposefully chose the term "instructed through the Hawaiian language" rather than immersion, as some start up charter schools, including ours, have quite a few first language speakers of Hawaiian in them and because of this may be judged as not fitting the standard definition of "immersion". In the past the Hawai'i DOE denied one such charters access to any "immersion" support because of the large number of students who came from Hawaiian speaking homes, and thus fit the definition of Hawaiian language medium school, but not Hawaiian immersion.

Mahalo for the opportunity to testify on SB244.

Testimony Presented Before the House Finance Committee

April 2, 2013

By

Dr. Keiki Kawai'ae'a

Director, Ka Haka 'Ula O Ke'elikōlani College
University of Hawai'i at Hilo

RE: SB 244

Support if amended to address amendments suggested by Nāwahī Iki Charter for Hawaiian

Aloha Representative Luke and members of the House Finance Committee:

I am Dr. Keiki Kawai'ae'a, founder of the Kahuawaiola Indigenous Teacher Education Program at UH-Hilo and Director of Ka Haka 'Ula O Ke'elikōlani College. Through its many programs, outreach efforts and partnerships Ka Haka 'Ula O Ke'elikōlani College focuses on a full P-20 system of education called ho'ona'auao maui ola Hawai'i. I write to strongly urge you to amend SB 244 as per the attached important wording provided by Nāwahī Iki Laboratory Public Charter School.

Those amendments will assure that testing problems and unresolved problems regarding children who enter school dominant in Hawaiian rather than English do not result in negative actions taken against such schools. K-8 Nāwahī Iki is part of the larger P-12 Nāwahīokalani'ōpu'u Laboratory school taught and operated totally through Hawaiian. It has been featured as an outstanding school in the DOE Race To The Top, in international publications, and in a national presentation before the Senate Committee on Indian Affairs focusing on the best practices in Native American language education and culture-based education. Nāwahī has had 100% high school graduation and 80% college attendance since its first graduation in 1999. Yet, it is facing restructuring next year and has also been denied certain funds such as Title III funds because the children are taught through Hawaiian.

The amendments proposed by Nāwahī Iki also allow start up conversions such as Nāwahī Iki to benefit from administration from a non-profit in the same way as standard DOE immersion schools if they so choose.

In 1987, the State Legislature mandated that a Hawaiian language college be established at UH-Hilo. Since then our college has become the most developed P-20 program in an indigenous language in the United States. We provide services to all schools taught through Hawaiian start up charters, conversion charters and standard DOE schools.

The amendments provided by Nāwahī Iki are consistent with existing state and federal legislation that provide for different policies for education through Hawaiian and other Native American languages. They are also consistent with efforts by tribal groups in other states to seek assistance from the faculty of our college in assuring high quality education through Native American languages when the individual states in which they live lack standards, training programs, and assessments designed for their specific languages. The laboratory program of Ke'elikōlani College has assisted schools teaching through the Navajo, Ojibwe and Blackfeet languages among others as well as Hawaiian.

As Hawaiian is an official language of the state of Hawai'i, it is crucial that our state recognize this special need and provide a distinctive pathway to assure quality charter school education through Hawaiian. As an educator, a parent and now a grandparent of Hawaiian speaking children enrolled in Nāwahī, and for the new generations of Hawaiian speaking children, I kindly ask for your support with the amended changes to SB 244.

Mahalo ka ho'olohe 'ana mai.

RESOLUTION FROM THOSE ATTENDING THE HILO FIELD STUDY OF THE INTERNATIONAL CONFERENCE ON LANGUAGE DOCUMENTATION AND CONSERVATION TO:

1. Heads of State and 2. Heads of Education of the countries and subdivisions of the countries of participants, including:

Australia (New South Wales, Northern Territory, Queensland, South Australia, Victoria, Western Australia); Canada (Alberta, British Columbia, New Brunswick, Saskatchewan, The Northwest Territories, Ontario, Quebec); France; Italy; Japan; Spain (Catalunya); Trinidad and Tobago; and The United States of America (Alaska, California, Hawai'i, New York, Oklahoma, Pennsylvania, Minnesota, Wisconsin)

WHEREAS, we value the traditional indigenous and autochthonous languages of our peoples and lands as a priceless resource inextricably tied to our identity as distinct peoples; and

WHEREAS, those traditional indigenous and autochthonous languages are the rightful inheritance of the children of our people for future generations; and

WHEREAS, we have gathered together after visiting preschool through (P-20) education through the medium of Hawaiian to discuss issues and concerns regarding the rights of indigenous peoples to education through indigenous languages; and

WHEREAS, research has shown that barriers to access to linguistically supportive preschool through secondary education through the medium of indigenous and autochthonous language are a well known source of indigenous language extermination within the contemporary world; and

WHEREAS, there are legal and institutional barriers to access to linguistically supportive preschool through university education through our indigenous and autochthonous languages in every one of our countries and subdivision; and

WHEREAS, such legal and institutional barriers exist even in the model P-20 Hawaiian language system that we are visiting including: 1) a requirement that high stakes US and Hawai'i State required testing be through English rather than Hawaiian – the medium of education; 2) US and Hawai'i State refusal of funding to schools because of the use of Hawaiian rather than English as the medium of education; 3) US and Hawai'i State forcing Hawaiian medium education into standards, curricula and teacher training requirements designed specifically for English and which have negative impacts on goals for high level outcomes in education through Hawaiian; 4) a lower level of per capita Hawai'i State funding for Hawaiian language medium education than for English medium education in spite of huge resource deficiencies in Hawaiian medium education; and

WHEREAS, such legal and institutional barriers to linguistically supportive education are so severe in many of the areas and countries in which we live that they completely eliminate the possibility of any education through our indigenous and autochthonous languages much less the high quality indigenous and autochthonous language education that we seek for our children; and

WHEREAS, barriers to linguistically supportive education in, and through, our indigenous and autochthonous languages is contrary to the United Nations Declaration on the Rights of Indigenous Peoples signed by our countries, especially Articles 14 and 15 as well as other

international declarations specific to indigenous languages such as the Universal Declaration of Linguistic Rights; and

WHEREAS, barriers to use of our indigenous and autochthonous languages in linguistically supportive education through our indigenous and autochthonous languages is also contrary to the 1948 Convention on the Prevention and Prevention of Genocide, in particular provision in Article 2 (e) relative to "Forcibly transferring children of the group to another group", which in the context of this resolution means from one linguistic group to another, and also provisions in Article 2 (b) relative to "Causing serious bodily or mental harm to members of the group", with bodily harm something which is widely documented relative to historic indigenous language suppression in education in all of our countries, and mental harm something that is widely found in all of our countries even until the present time; and

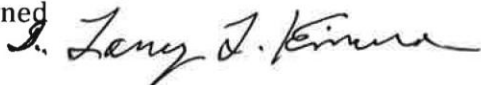
WHEREAS, we are united in our efforts to effect positive change in the world for all peoples, seeing support for linguistically supportive education through indigenous and autochthonous languages an area that where we can make the world a better place;

NOW THEREFORE BE IT RESOLVED THAT, we call upon the heads of government and their educational divisions for the states listed above and their political subdivisions, to:

1. Immediately remove all legal and institutional barriers to full use of indigenous and autochthonous languages to P-20 education;
2. Special "safe harbor" policy support for education in, and through, indigenous and autochthonous languages that provides support in the areas where historic suppression of our languages has resulted in unique needs distinctive from those found in mainstream dominant language medium education;
4. Equal per capita funding for education through indigenous and autochthonous languages;
3. Special funding support for education in, and through, indigenous and autochthonous languages, including support for language documentation, revitalization, and maintenance at the community level, that will allow us to return our languages to former levels of health to serve and strengthen the indigenous and autochthonous peoples of our countries.

Passed this 5th day of March, 2013, in Hilo, Hawai'i, United States of America.

Signed




Dr. Larry L. Kimura,
Convener of the one hundred and eleven participants

Additional Signatures



Simon James Phillips



(Nicholas Evans)

Mr Sullivan

Wt

Min Wing


木下 綾

吉岡 裕美

Karivénhaue

Cankae Kaleimamooohinekapu Galla

Namaka Raulim

Kaiaarua Kamaia

Wai Tapsu

Hiroshi Kuroki






JAMES M. DUGOMAN



Dr. Zilkin H. Zilkin
Kain Kain

Jalali Tray
Jasmin Morley

CA Priestley

Brad Montgomery-Anderson



Susan Paduan

Carol Gonzalez

Eluena Sargent

Keani Kapelieta-Bannister

Pi'ilani Kali

YAHN OLSON

Kamalei Kalehuanehe

Rachael Billera

Kiupua Mae'ole Kiyuna

see Guerrero

Katharine Franco-Falafel

Laura Jansky



REUBEN BROWN



Kevin Batscher

Sammy Alt.
Aodi Omb.
4/10/20
T. Cameron

Josephine S. Dagupan

Krisory Blynn

Alohalani Housman

Akamaftamal Pige

Uite. Pige

~ ~

Kara Ueki

Amanda B Port

~ ~

Kapena G. Pige

COMMITTEE ON FINANCE

Rep. Sylvia Luke, Chair
Rep. Scott Y. Nishimoto, Vice Chair
Rep. Aaron Ling Johanson, Vice Chair

Testimony in Support of SB244 SD2 HD1

April 2, 2013, Room 308 2:00pm
Support

Dear Chair Luke and committee,

Thank you for an opportunity to address such an important issue in the state of Hawaii. Our charter school HAAS (Hawaii Academy of Arts and Sciences) has become very popular as charter schools across the country have with excellent academic achievements. SB244 SD2 HD1, allows our children to have access to a first rate education by beginning to address equitable funding.

CHILDREN DESERVE EQUAL FACILITY FUNDING

Charter school children receive no funding for facilities and thus the change in this bill allows further discrimination against children that are enrolled in a charter school as educational funding for curriculum has to be used to pay for classrooms and utilities. Please restore the language to "Shall" as in the original bill for facilities funding and formula, or at least pass this version with the possibility of making funding equal with future appropriations. Charter schools are under pressure with the current funding to do more with less, lets show our children by example that the legislature is equitable.

As parent of a first grader in charter school HAAS, a county of Hawaii employee, and a voter, I am in support of this attempt to revise Act 130 which repealed all of HRS 302B and replaced it with 302D. Parents are very concerned with the current laws lack of equal access to funding for education for all of our children in Hawaii. All children should receive the same funding. Currently our child does not receive funding for facilities as a traditional DOE child does. Is this legal? Additionally our child receives less funding per student then a DOE student, is this a violation of Equal Protection, or a Civil Rights Violation by creating a "SUBCLASS" of students in the public education arena? More than that, do we teach our children Aloha by not treating all Keiki equally in the state of Hawaii.

HAAS has suffered a decrease in funding of 35% since 2008. We support carryover funds greater than 5% as this would not allow the school to stay afloat with the reduced funding targeted at charter school children.

If the bill wants annual audits, pay for them, please do not take them from educational funding. Please appropriate money for such audits rather than forcing children to pay for them out of their curriculum budget.

Of course we as parents want background checks on staff, educators, and volunteers. Again please fund it and do not steal it from our child's educational budget.

Please return this bill to the appropriate language of "shall" in regards to facility funding.

Concerned Voting Parent

R. Winston Albright, Esq.
200 Kanoelehua Ave.
Hilo, HI 96720

FINTestimony

From: mailinglist@capitol.hawaii.gov
Sent: Monday, April 01, 2013 9:43 AM
To: FINTestimony
Cc: jthom@hawaii.edu
Subject: *Submitted testimony for SB244 on Apr 2, 2013 14:00PM*

SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Jennifer Thomson	Individual	Support	No

Comments:

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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To: FINTestimony
Cc: moniquekomoda@hawaii.edu
Subject: *Submitted testimony for SB244 on Apr 2, 2013 14:00PM*

SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Monique Komoda	Individual	Support	No

Comments:

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Cc: jkkahanu@hawaii.edu
Subject: *Submitted testimony for SB244 on Apr 2, 2013 14:00PM*

SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Jonah Kahanu	Individual	Support	No

Comments:

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SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Melanie Leilā Dudley	Individual	Support	No

Comments:

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From: mailinglist@capitol.hawaii.gov
Sent: Monday, April 01, 2013 10:00 AM
To: FINTestimony
Cc: terry@ahapunanaleo.org
Subject: Submitted testimony for SB244 on Apr 2, 2013 14:00PM

SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Terry Kimokeo	Individual	Support	No

Comments: I support the Nāwahī Iki School suggested amendments to the Charter School Bill SB 244.

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Cc: kaleogirl@msn.com
Subject: Submitted testimony for SB244 on Apr 2, 2013 14:00PM

SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Dana K. Hayashida	Individual	Support	No

Comments: SUPPORT WITH THE NĀWAHI IKI SCHOOL SUGGESTED AMENDMENTS.

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To: FINTestimony
Cc: willcoxbiologists@gmail.com
Subject: Submitted testimony for SB244 on Apr 2, 2013 14:00PM

SB244

Submitted on: 3/31/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Danielle Foster	Individual	Support	No

Comments: I support SB244, and in particular, the section on facilities funding for charter schools. Our charter schools educate our future leaders, business people, and citizens. We should provide them the same opportunity to be housed in suitable classrooms and schools as are afforded to the regular public schools. My sons have personally excelled in a charter school, and when my one son was in the regular public school, he could not even pass HSA. Charter schools are schools under DOE, and should be funded the same - they are all educating our youth. Our youth are our future.

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SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Eva Nani <input type="checkbox"/> oe	Individual	Support	No

Comments: I support the Nawahi Iki School ☐ s suggested amendments to the Charter School Bill SB 244.

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Cc: emoos42@hawaii.edu
Subject: Submitted testimony for SB244 on Apr 2, 2013 14:00PM

SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Evelyn Moos	Individual	Comments Only	No

Comments: I support the Nawahi Iki School suggested amendments to the Charter School Bill SB 244.

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To: FINTestimony
Cc: gloria-sly@cherokee.org
Subject: Submitted testimony for SB244 on Apr 2, 2013 14:00PM

SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Gloria Sly	Individual	Comments Only	No

Comments: I urge that charter schools taught through Hawaiian be protected from discrimination based on their use of Hawaiian and that provisions to allow DOE immersion schools to choose to be administered by a non-profit, also be accorded to start up charter schools taught through Hawaiian. Your work in education through the Hawaiian language is a matter of importance and concern to the broader world. The world crisis on disappearing languages urgently need government assistance for their survival. We need to support the hard work put forth to keep the Hawaiian language alive. Thank you

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Subject: Submitted testimony for SB244 on Apr 2, 2013 14:00PM

SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Isis N. Albright	Individual	Comments Only	No

Comments: As a member of HAAS Community Action Network I am very pleased to see provisions for facilities funding on SB 244. I am pleased to see our representative Faye Hanohano has agreed to this bill, albeit with reservations. HAAS is an excellent school which is being underfunded. Students are turned away in every grade level every year as without funding the school cannot open the doors to more students. This is a catch 22 as funds are only ever allocated based on enrollment. Please approve facilities funding for charter schools, and give all children a fair chance at quality education.

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Cc: kaurose@live.com
Subject: Submitted testimony for SB244 on Apr 2, 2013 14:00PM

SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Joleen Alderdyce	Individual	Support	No

Comments: I support the Nāwahī Iki School suggested ammendments to eh Charter School Bill 244.

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To: FINTestimony
Cc: silvag@hawaii.edu
Subject: Submitted testimony for SB244 on Apr 2, 2013 14:00PM

SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Kalena Silva	Individual	Support	No

Comments: I support the Nāwahī Iki School suggested amendments to the Charter School Bill SB 244.

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To: FINTestimony
Cc: kaleonanik@hotmail.com
Subject: Submitted testimony for SB244 on Apr 2, 2013 14:00PM

SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Kaleonani Kalauoka'ae'a-Kahele	Individual	Support	No

Comments: I support the Nāwahī Iki School suggested amendments to the Charter School Bill SB 244. Mahalo.

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Cc: karaueki@hawaii.edu
Subject: Submitted testimony for SB244 on Apr 2, 2013 14:00PM

SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Kara Ueki	Individual	Support	No

Comments: Kāko o au i ka ōlelo Hawai i!

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Cc: kenrehg@gmail.com
Subject: Submitted testimony for SB244 on Apr 2, 2013 14:00PM

SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Kenneth Rehg	Individual	Support	No

Comments: I urge you to protect the Charter schools using Hawaiian and that provisions to allow the DOE immersion schools to choose to be administered by a non-profit also be accorded to start-up charter schools taught through Hawaiian. You have an obligation to support and protect Hawaiian, one of the state's two official languages.

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SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
L. Ka'iunalu Barret	Individual	Support	No

Comments: Kāko o piha me nā loli!!! I support the Nāwahī iki School suggested amendments to the Charter School Bill SB244. Mahalo

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Cc: rnamaka@gmail.com
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SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Namaka Rawlins	Individual	Support	No

Comments: I support amendments submitted by Nawahiokalaniopuu Iki that ensure basic rights to the Nawahiokalaniopuu Iki school community and similar schools to use Hawaiian language in education best practices over the nearly 20 years since Nawahi was established. Mahalo nui

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SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Pele Kaio	Individual	Support	No

Comments: I support the Nāwahī Iki School suggested amendments to the Charter School Bill SB 244

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Subject: Submitted testimony for SB244 on Apr 2, 2013 14:00PM

SB244

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
William O'Grady	Individual	Comments Only	No

Comments: I urge that Hawaiian-language charter schools be protected from discrimination based on their use of Hawaiian and that provisions to allow DOE immersion schools to choose to be administered by a non-profit organization, be accorded to start-up charter schools taught through Hawaiian. Education through the Hawaiian language is a matter of importance and concern to the broader world. The world crisis on disappearing languages urgently need government assistance for their survival. We need to support the hard work put forth to keep the Hawaiian language alive and make Hawaii a model for the world. Thank you

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