



STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 02/14/2023
Time: 02:15 PM
Location: 309 VIA VIDEOCONFERENCE
Committee: House Education

Department: Education

Person Testifying: Keith T. Hayashi, Superintendent of Education

Title of Bill: HB 0850 RELATING TO EDUCATION.

Purpose of Bill: Appropriates funds for one twelve-month complex area trauma-informed resource teacher permanent position and one district educational specialist II permanent position for the Castle-Kahuku complex area.

Department's Position:

The Hawaii State Department of Education (Department) provides comment on HB 850. The Department supports the intent to enable the Department to convert temporary positions to permanent ones so long as this does not adversely impact existing prioritized biennium requests.

The 2021 Legislature provided funding to the Department that is currently being used to carry out the establishment of a pilot program to develop a trauma-informed education program in the Castle, Kailua, and Kalaheo complex areas based on the Nanakuli Waianae complex area's trauma-informed education program and to build upon the work already done by the Compassionate Koolaupoko Coalition.

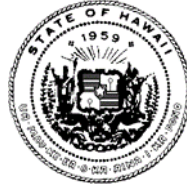
Upon the pilot's termination at the end of the school year 2023-2024, the Department will gain insights into the feasibility of expanding the pilot program to other complex areas. Thus, at the termination of the pilot program, the Department requests consideration for other complex areas to be allowed to receive permanent positions and funding to create similar programs.

Finally, the Department respectfully requests that the specific job duties and responsibilities for positions not be outlined in statute but stated in the position

descriptions created by the Department. This is to ensure the job duties and responsibilities properly align with the level and scope of the specified job classes.

Thank you for the opportunity to submit testimony on this measure.

JOSH GREEN, M.D.
GOVERNOR
KE KIA'ĀINA



CATHY BETTS
DIRECTOR
KA LUNA HO'OKELE

JOSEPH CAMPOS II
DEPUTY DIRECTOR
KA HOPE LUNA HO'OKELE

STATE OF HAWAII
KA MOKU'ĀINA O HAWAI'I
DEPARTMENT OF HUMAN SERVICES
KA 'OIHANA MĀLAMA LAWELAWE KANAKA
Office of the Director
P. O. Box 339
Honolulu, Hawaii 96809-0339

February 13, 2023

TO: The Honorable Representative Justin H. Woodson, Chair
House Committee on Education

FROM: Cathy Betts, Director

SUBJECT: [HB 850](#) – RELATING TO EDUCATION.

Hearing: February 14, 2023, 2:15 p.m.
Conference Room 309 & Via Videoconference, State Capitol

DEPARTMENT'S POSITION: The Department of Human Services (DHS) appreciates the intent of the measure, provides comments, and defers to the Department of Education and the Office of Wellness & Resilience.

PURPOSE: This bill appropriates funds for one twelve-month complex area trauma-informed resource teacher permanent position and one district educational specialist II permanent position for the Castle-Kahuku complex area.

DHS appreciates the Legislature's attention to moving the State government to become trauma-informed, and any resources that assist agencies in becoming trauma-informed organizations are well placed.

DHS initiated the 'Ohana Nui multigenerational approach to delivering human services to link families with the services they need in the most accessible ways. DHS acknowledges that in serving low-income individuals and families, there are likely trauma histories that people may not be comfortable sharing when they seek assistance. By incorporating trauma-informed care

approaches into our work, we aim to avoid re-traumatizing residents so they can begin healing and have more trust in the government in times of need.

DHS is a member of the Trauma-Informed Task Force and supports efforts to align trauma-informed initiatives and practices. Additionally, the Office of Wellness & Resilience is working to coordinate all trauma-informed care reform efforts across state departments and will be implementing the forthcoming Trauma-Informed Task Force framework.

Notably, DHS is leading the Family Resource Center Pilot Program (Act 129, Session Laws of Hawaii (SLH) 2022) and is partnering with the Public Safety Department to set up a Family Resource & Family Visiting Center at the Waiawa Correctional Facility (Act 125, SLH 2022). Family Resource Centers (FRCs) are set up in communities across the State. During the pandemic, the Kailua-Kalaheo Complex set up FRCs to respond to increased calls from families for assistance. FRCs are community hubs that provide families and caregivers with targeted services or referrals for services based on their needs and interests. Families are familiar with their communities and school settings, and FRCs, in communities or schools, play an integral part in family strengthening and support to provide parents with what they need to boost their ability to provide a stable home environment that will support their children's success in school and the families' overall well-being. The primary goal of family resource centers is to assist families with supportive services before problems become crises that require intervention by child or other protective services. In addition, using a trauma-informed care approach across departments and within communities will increase empathy and build family and community resilience.

DHS welcomes opportunities for collaboration and continuation of trauma-informed care approaches to serving children and families.

Thank you for the opportunity to provide comments on this measure.

HB-850

Submitted on: 2/13/2023 1:27:03 PM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Sara Ka'imipono Banks	University of Hawaii at Manoa, College of Education Center on Disability Studies	Support	Written Testimony Only

Comments:

Aloha kakou,

I am the PI/Project Director of the USDOE Native Hawaiian Education grant, Ulu A'e Transitions and as an Educational partner I have collaborated with kumu Bella and Gail Silva for the past academic year 2022 and continuing throughout 2023.

The work these two women have performed under the umbrella organization of Compassionate Ko'olaupoko is staggering. I have participated in numerous teacher trainings focused on restorative indigenous ways of circle time and have personally witnessed the transformative results these trainings.

The āina base-huaka'i (field trips) that this team takes teachers and administrators on explores special historical and sacred sites of the ahupua'a of where each school resides and the community they serve is a mesmerizing journey. The participants who serve Hawaii's students and their ohana experience a journey back in time and a reminder of how to mālama the precious natural resources and the importance of keeping these stories alive by retelling the ancient and historical mo'olelo (stories) of each community.

If HB850 is passed this will enable the work of Compassionate Ko'olaupoko to continue to design and deliver culturally relevant, best practices in trauma-responsive practices expanding their capacity to train more school administrators, teachers, E.A's and Paraprofessional teachers to incorporate restorative circles into their pedagogy and everyday practice. Every school should be trained to incorporate restorative circles in their daily learning environment to ensure lōkahi (harmony) in their classroom.

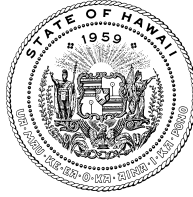
I strongly support the passage of HB 850.

mahalo nui loa,

Sara Ka'imipono Banks
PI & Project Director (808) 479-1431
Grant

USDOE Native Hawaiian Education

Ulu A'e Transitions
University of Hawai'i at Mānoa,
College of Education, Center on Disability Studies Honolulu, Hawai'i 96822



EXECUTIVE CHAMBERS
KE KE'ENA O KE KIA'ĀINA

JOSH GREEN, M.D.
GOVERNOR
KE KIA'ĀINA

House Committees on Education
Tuesday, February 14, 2023
2:15 p.m.
State Capitol, Conference Room 309 & Videoconference
In Support and offering comments on
H.B. No. 850, Relating to Education

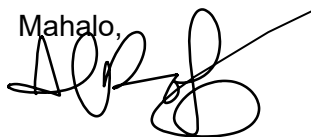
Aloha Chair Woodson, Vice Chair Marten and members of the Committee:

The Office of the Wellness and Resilience (OWR) in the Governor's Office **supports the intent** of H.B. No. 850, Relating to Education and offers the following comments.

Established through Act 291, Session Laws of Hawai'i 2022, OWR will address barriers and build wellness and resilience through trauma-informed, strengths-based strategies and support agencies in their reform efforts to address trauma-informed care and move toward a collaborative, shared purpose of collective system reform.

The Act 209, Session Laws of Hawai'i 2021, Trauma-Informed Care Task Force is currently developing and will adopt a statewide framework to create a trauma-informed state. Additionally, the OWR is working to coordinate all trauma-informed care reform efforts across state departments and will be implementing the Act 209 framework. I respectfully encourage the committee to consider language in this bill for these positions to coordinate efforts with OWR to enhance outcomes across systems.

Thank you for considering these comments and for the opportunity to provide testimony in support of this measure. I am available for any questions.

Mahalo,


Tia L R Hartsock, MSW, MSCJA
Executive Director, Office of Wellness & Resilience
Office of the Governor

HB-850

Submitted on: 2/13/2023 9:53:49 AM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Laura Kahiapo	Growing Pono Schools	Support	Written Testimony Only

Comments:

Having worked with this program, I highly recommend you support this bill. I have witnessed firsthand how the implementation of direct services to classrooms and students and more importantly, the training for teachers, is a huge benefit to the social and emotional well-being of staff and students. This program helps develop relationship building on a deep level rarely seen in classrooms, which is a foundation for the success not only of the classroom, but also for the students as they move forward in life. Many students seem "stuck" in unhealthy cycles and patterns, and this program seems to offer students the freedom they are really looking for, so they may become all they were meant to be.

Mahalo for your consideration.

HB-850

Submitted on: 2/13/2023 3:23:59 AM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Godwin Higa	Trauma Informed Consultant retired Principal a	Support	Written Testimony Only

Comments:

To The Education Committee Chair and members, of HB850.

Testimony by Godwin Higa– native-born – Kaneohe -retired principal of the first Trauma-Informed school in San Diego, CA, currently consulting in Hawaii, worked in the Nanakuli-Waianae area for 4.0 years, and currently working in Kaneohe – Kailua/Kalaheo area, professor at Alliant University San Diego psychology department, Trauma-Informed systems, currently a member of the steering committee of 4CA California Champaign to Counter Adverse Childhood Experiences 7 years, making changes in policies in the state of CA.

We all have experienced some sort of trauma in our lives the death of family members, stories of physical and sexual abuse, etc. I watched my mom being beaten by my dad at the age of 3, I lived in severe poverty but led a somewhat happy life, a single-parent household with 5 other siblings, but experienced toxic stress after the death of my beloved mom at the age of 15 while attending Castle High School in Kaneohe. Those were the darkest years of my life with very little support from my school but only from a loving family who helped me through those dark years.

I was born and raised in Kaneohe and moved to CA. currently, an adjunct professor at Alliant University teaching Trauma Inform classes in psychology and the criminal justice department. I became a principal for 20 years and created the first Trauma-Informed and Restorative Justice school in San Diego, CA. I began consulting in Hawaii with Ann Mahi CAS Area Superintendent of the NanakuliWaianae area for the last 3.5 years. The results of our efforts have proven to be outstanding. Raised graduation rates from approx. 65% - 85%, falling suspension, and referral rates, two schools with no suspensions, and teacher retention are growing up 40%+ from 119 vacancies to 57 vacancies present. Ann Mahi did an excellent job of raising awareness, staff development, and changing the culture of the educational system in Hawaii where school

administration teachers and support staff are all trained on Trauma Informed and Restorative practices to lead with compassion for the sake of our keikis!!!

This Bill HB850 will allow more schools to participate in the most valuable training on Trauma-Informed and Restorative Justice focusing on the ACEs – Adverse Childhood

Experience study developed in San Diego, Kaiser research and development. ACEs addresses the need to identify the number of traumatic experiences a child might have up to 18 years old. Identifying the trauma and receiving resources and help will allow a student and adults to striploin a better life! ACEs will educate the staff on current brain researandn d other vital information that will change the way we teach and treat students. The benefits of this Bill are to put students FIRST!

Impact of HB850 Creating an environment conducive to learning is the key! The student will want to go to school, want to learn, and most important strive in their educational and personal lives leading to college success.

Leading with compassion in all schools and moving away from punitive consequences are the key component of practicing Tthe trauma Informed care. Studying the effects of the brain and the current evidence research is vital to the success of a Trauma School and district.

I am in total support of, this Bill HB850 to continue to support Trauna-Informed practices to start changing the way we work with students, parents, and the communities. A loving and caring school and district to put students first will only allow the student to strive.

After creating a Trauma-Informed School in CA teaching instruction needed to change to more rigorous and high interest in learning.

My school Cherokee Point Elementary school started flourishing with all staff,

parents, and community members coming together attending training on Trauma Informed practices, and changing their lives for the sake of our students.

I wholeheartedly support HB850

Mahalo,

Godwin Higa 4666 Aldine Drive San Diego, CA

619-851-4119



February 11, 2023

BOARD OF DIRECTORS

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House Committee on Education
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Representative Lisa Marten, Vice Chair

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Dear Chair Woodson, Vice Chair Marten, and members of the Committee,

RE: Support of HB 850 Relating to Education

ADMINISTRATION

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Herb Lee Jr.
Chief Financial Officer
Louis F. Perez II
General Counsel
Ethan Cooper

The Pacific American Foundation (PAF) fully supports HB 850 that appropriates funds for one twelve-month complex area trauma informed resource teacher permanent position and one district educational specialist II permanent position for the Castle and Kailua-Kalaheo complex areas in windward O’ahu.

Pacific American Foundation
C/O 111 Hekili Street Suite A
170
Kailua, Hawaii 96734

Phone: (808) 664-3027
www.thepaf.org

PAF has been actively involved in Compassionate Ko’olaupoko since its inception and we are so glad that trauma -informed training and practices began to set a foundation in our school prior to the pandemic. The relationship building alone was critical in this time of crisis and gaps continue to exist within our school communities as we heal ourselves and re-connect to people, places and things that nourish us.

I have worked closely and directly with these two staff positions and their Aloha, mana’o and dedication to providing much needed resources to our students, their families and teachers have been absolutely remarkable and welcome.

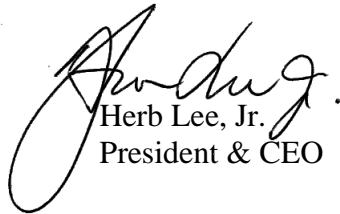
As we learn more about the impact that social emotional learning can have on creating positive and reinforcing conditions for learning for all, we all realize that this training and support is absolutely essential to the education process.

Grounding this trauma-informed practices in the indigenous culture of Hawaii has also been a key component to its success. This sensitivity and commitment to a culturally responsive methodology have produced an even deeper connection that families can relates to and feel comfortable and safe.

The coordination of relationships and resources are needed, now more than ever, to help students recover from the pandemic and accelerate equitable outcomes in health, education and employment.

PAF urges you to support this bill that would allow all of our schools to better implement and organize the resources allocated towards the success of learners, families, and communities.

Sincerely,



Herb Lee, Jr.
President & CEO

HB-850

Submitted on: 2/13/2023 12:03:43 PM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Earl Kim	Le Jardin Academy	Support	Written Testimony Only

Comments:

Aloha kākou,

I am writing in support of HB850. I write having witnessed the work of Compassionate Ko‘olaupoko throughout the year and having been part of a public-private partnership that benefited directly from their design-thinking series. It is the right approach to solving complex system challenges like trauma-informed interventions, and I mahalo the DOE and policymakers for this thoughtful initiative.

As a participant in a year-long series of design-thinking workshops, I have had the privilege of hearing from teams of educators across Ko‘olaupoko as they engaged in a deliberate place-based approach to design support programs for keiki in their locality. As an independent school Head, it was heartening to see the State investing in and empowering those who are closest to the students and families being served by our programs.

The participants in and leadership of Compassionate Ko‘olaupoko are "true believers" whose good work goes beyond any one-size fits all approach that is so typical of many State programs. For one, the design-thinking process places responsibility for the iterative design process squarely in the laps of those most responsible for and responsive to the client, our keiki and their families. Second, for the cost of a single admin, I believe there were at least 10 schools that benefited--marginal cost for a huge benefit across two complex areas. Finally, the beauty of the process is that because the designers of the solutions were empowered to continually improve their designs, the impact of the programs can only improve over time.

I fully support the continued investment in this valuable program.

Mahalo piha,
Earl Kim

Head of School, Le Jardin Academy

HB-850

Submitted on: 2/13/2023 2:00:30 PM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Bella Finau-Faumuina	Individual	Support	In Person

Comments:

Aloha kākou! My name is Bella Finau-Faumuina and I am a resource teacher at the Windward District, in the Department of Education on the island I have spent 16 years serving various schools in a number of capacities and most recently have served as a special education and general education teacher at Kāne‘ohe Elementary School. In my time in the classroom, I became starkly aware of the achievement gap that exists between students who come to school mākaukau (ready) to learn, and those that do not. Although there are many factors that impact young people, one major factor that contributes to their lack of readiness are the ways in which trauma impacts their developing body and brain.

Becoming trauma-informed are the new buzzwords in education and I have received in-school trainings on how to recognize and mitigate the impacts of trauma in my classroom. However, in all of these trainings which come from “experts” from the continental U.S., I believe there is a critical piece missing, which is the crux of true, Hawai‘i-based, trauma-responsive practices. That missing piece is the acknowledgement of the impacts of cultural trauma (historical trauma) on our kanaka ‘ōiwi (native Hawaiians). It ignores the intergenerational trauma that colonization has and continues to cause for many of our students and their families. Coupled with cultural dissonance, which is the lack of Hawaiian culture, history, and language in regular public school classrooms, we are not addressing the roots of the trauma that spills out into classrooms throughout our pae ‘āina (Hawaiian islands).

In my current capacity as a resource teacher in the department, on behalf of our amazing organization called Compassionate Ko‘olaupoko, I help schools, classrooms, and our community understand how to combat cultural trauma at the roots. I was able to do it in my personal classroom, with much success and I hope to be able to continue what we have just started. We ask all who will listen, “What does a trauma-responsive school, classroom, community look like and feel like, in Hawai‘i.”

HB-850

Submitted on: 2/11/2023 4:05:09 PM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Danny Garcia	Hawaii DOE/He'eia Elementary School	Support	Written Testimony Only

Comments:

Aloha,

Dr. Gail Silva and Kumu Bella Finau-Faumuina provide cultural and experiential education for all ages. What they are providing is of the highest urgency when it comes to supporting both schools and communities. Our students, staff and families are under tremendous duress especially coming off of the Covid-19 pandemic. Prior to the pandemic, Native Hawaiian and Pacific Islander students and families were already staring down the barrel of poverty, crime, substance abuse, medical inequity, food insecurity among many other barriers.

Their program, Compassionate Ko'olau, focuses on HEALING...healing people as we heal the land. By providing real project, cultural and 'aina-based education and professional development, we can perhaps decrease or maybe even eliminate the barriers that impede our Native Hawaiian and Pacific Islands students and families. Even the staff in our schools suffer from trauma as we are expected to "close the achievement" gap for this population when the real gap to eliminate is the "cultural dissonance gap".

I hereby submit my testimony to pass HB850 to help me help my students, families and community.

Mahalo,

Danny P. Garcia, Principal - He'eia Elementary School

HB-850

Submitted on: 2/12/2023 8:12:24 PM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Justina Acevedo-Cross	Individual	Support	Written Testimony Only

Comments:

Aloha Representative Justin H. Woodson, Chair, Representative Lisa Marten, Vice Chair, and members of the Committee on Education,

I strongly support House Bill 850 (HB 850). My home is in Kāneʻohe and I am a parent of a child in a Castle-Kahuku Complex elementary School. HB 850 creates two permanent positions in the Department of Education to continue the work of Compassionate Koʻolaupoko. These positions will greatly enhance the schools and communities' ability to practice trauma-informed approaches, especially in education. This is critical on the Windward side of Oʻahu where many children and families live and where schools are a anchor in a community because other types of services are few and far between. Mahalo for allowing me to testify and please consider advancing this bill forward.

HB-850

Submitted on: 2/12/2023 11:02:14 PM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Keri Davis	Individual	Support	Written Testimony Only

Comments:

As teachers, we know that our job entails much more than engaging lesson plans that cover the state standards and having proficient test scores. It also includes building positive relationships with each and every one of our students and providing a safe learning environment, both physically and mentally.

Our training with Compassionate Ko‘olaupoko on Friday, February 10, 2023, deepened my understanding of what it truly meant to build pilina (relationships) and teach the whole child. During our introduction to becoming a trauma-responsive school, I became emotional thinking about the stories of our own students. We have had homeless students, ones that are in foster care, and others that have been pulled out of class to be taken by Child Protective Services. We have had students that have been kicked out of their home by their own family members, are mourning the loss of a parent, or trying to adjust to life after a divorce. We have had students that have been in car accidents or bullied by their peers. Some of their trauma are multi-generational and some that extend beyond home/school. And this is just the tip of the iceberg. With all of the trauma they face, comes a multitude of responses on our campus – disruptive classroom behavior, fights, vaping, anxiety, fear, avoidance, disassociation, and those that look to you for constant reassurance to name a few.

How do we, as teachers, react to these students and these situations? We know that everyone has a story and we need to take the time to listen. By building authentic relationships, we can become a trusted, safe space for them. Just as we differentiate our instruction, it is equally important to be open-minded and differentiate the way we respond. We need to understand their triggers, provide opportunities that utilize their strengths – they have many, and teach skills for them to react in healthy and positive ways. We need to be one of their Benevolent Childhood Experiences (BCE), be that teacher who they know cares about them. When trauma is addressed, students can succeed not only academically, but in all aspects of life.

Listening to Gail Silva’s personal experiences and seeing what Bella Faumuina has done with her students has inspired and motivate me. They don’t just teach about it, they live it. This was one of the most impactful trainings I have attended and I look forward to continuing this partnership, as well as my growth as a teacher. It is my hope that more school will have the same opportunity, which is why I strongly support Bill HB850 and humbly ask that you do too.

HB-850

Submitted on: 2/13/2023 7:44:55 AM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Connie Chong	Individual	Support	Written Testimony Only

Comments:

I support this bill.

HB-850

Submitted on: 2/13/2023 10:14:11 AM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Joseph Wat	Individual	Support	Written Testimony Only

Comments:

I strongly support this bill. Trauma informed SEL is incredibly important for further integration into the HiDOE teaching practices. Experts with teaching experience and counseling experience are required to make this type of information available (and accurate) in a school setting.

I have worked with folks from Compassionate Ko‘olaupoko and they are an incredible resource for the students, teachers, and principals in our area.

Aloha no,

- Joe

HB-850

Submitted on: 2/13/2023 10:27:27 AM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Carrie Kashimoto	Dept. of Education	Support	Written Testimony Only

Comments:

I fully support this bill to create a permanent position for the trauma-informed education/care program in Koolaupoko.

HB-850

Submitted on: 2/13/2023 10:55:27 AM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Nathan French	Individual	Support	Written Testimony Only

Comments:

Compassionate Ko‘olaupoko provides high quality Hawai‘i-Informed, Place-Based, Trauma-Responsive training in our Windward schools and community. Providing training that helps us understand trauma in the context of the Cultural Trauma that continues to impact our community in multiple ways including high rates of learning difficulties, substance abuse, children being placed in foster care, and our school to prison pipeline. Compassionate Ko‘olaupoko is dedicated to disrupting these patterns in collaboration with the Office of Hawaiian Education, DOE leaders in the Windward District, and multiple community partners. The Compassionate Ko‘olaupoko team is leading this initiative through their school training in trauma-responsive and indigenous restorative practices, their speaker series & book studies as well as their family strengthening, Lā ‘Ohana (family) days. Please give careful consideration and continue to support the work of Compassionate Ko‘olaupoko

RE: HB 850 Relating to Education

Testimony in STRONG SUPPORT

Thank you for the opportunity to testify in support of HB 850 which establishes two permanent positions that will provide a culturally-responsive leadership framework for trauma-informed education in the Windward District of the Hawai'i State Department of Education.

Trauma-informed education involves mental health education for students, teachers, staff, parents, and community members; adds a flexible, responsive, and measured strategy for addressing trauma; and is an important component to the Department's multi-tier system of supports. Compassionate Ko'olaupoko was established to grow a culturally-responsive community of support to address these challenging topics.

What we have learned from Compassionate Ko'olaupoko is that it has brought together schools, community groups, businesses, and community members to envision what a trauma-informed community can look like. Over the past year, there have been numerous students, faculty, and community members who have been positively impacted by this trauma-informed education program. Through the trauma-informed education program, educators and other school faculty have received training on trauma awareness and have learned skills to recognize behavior that results from exposure to trauma. Consequently, students and families have been able to engage in culturally informed, place-based restorative practices. HB 850 is vital to carrying forward this important work and these positive outcomes.

As a Windward O'ahu resident, I am interested in government initiatives that increase the health, safety, and education of my community in a culturally-responsive way. I believe the efforts of HB 850 will do just that. Specifically, HB 850 will allow the Department to:

- ✓ Design and deliver high quality professional learning opportunities and technical assistance, including culturally-relevant, best practices in trauma-responsive practices to build capacity and sustainability;
- ✓ Collaborate with district and school-level staff and partnering organizations to access and coordinate appropriate resources; and
- ✓ Assist the district education specialist in hosting advisory council meetings as needed in order to provide culturally attuned, trauma-responsive information that is helpful to the community.

I strongly support HB 850.

Mahalo,
Tammy Tom
386 Ka Awakea Road
Kailua, Hawai'i 96734

HB-850

Submitted on: 2/13/2023 11:29:54 AM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Naomi Nakasoe	Individual	Support	Written Testimony Only

Comments:

To Whom it May Concern:

I had the great opportunity to visit Luluku Farms and meet Kumu Bella Finau, Gail Silva and Uncle Mark. I was born and raised in Kaneohe and am a long time member of this community. I have visited Ho'omaluhia Botanical Gardens many times, but did not know that this hidden gem (Luluku Farms) was right there bordering it.

Being Kanaka, it resonated with me that cultural trauma still exists today. Our families and keiki are suffering because of it and it looks differently in everyone. Giving our keiki a chance to reconnect with the aina, find a purpose and sense of belonging is exactly the type of "out of the box" thinking we need. We have a growing number of students that cannot identify and find purpose within the confines of a traditional classroom. We need to provide for these type of students and expose all our keiki to this type of "outdoor" education. Our ancestors were brilliant and many of the things they accomplished can only be replicated by a few. That is something to be proud of and something that we need to pass on to future generations. Kumu Bella, Gail and Uncle Mark do a wonderful job instilling that.

We really need to make this program permanent and available for all our keiki. We have a population of Pacific Islanders great than 50% that would greatly benefit from this program. Showing our keiki where we came from and what our ancestors accomplished is a bridge to what they can accomplish now and in the future. Kumu Bella, Gail and Uncle Mark do this while also showing keiki that it isn't how much you know but also how much you care that makes a difference. It makes so much sense to use culturally appropriate methods to reach our keiki. I support HB850.

Sincerely,

Naomi Nakasone

HB-850

Submitted on: 2/13/2023 1:24:33 PM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Chanel L Sebala-Bumanglag	Individual	Support	Written Testimony Only

Comments:

Aloha I am in full support of this bill. I have seen so many children struggling from many things but especially now since Covid 19 when the students came back to school. We are finding ourselves having to help our students work through so much fear, anxiety, the loss of sense of self, identity, sense of place, and community. We are really going through a resetting of the minds for students and adults and we need all the wrap around services need for students and family engagement to allow or start the healing process. Please pass this bill.

Aloha Kākou,

I am Gail Silva, a Psychologist, and District Educational Specialist with the Department of Education, currently serving with the Compassionate Ko'olaupoko team.

The Board of Education policy states, "**Hawaii's public education system should embody Hawaiian values, language, culture and history as a foundation to prepare students in grades K-12 for success in college, career and communities, locally and globally.**"

Compassionate Ko'olaupoko (CK) provides Hawai'i-Informed, Place-Based, Trauma-Responsive training in our schools and community. The training helps our DOE school teams understand trauma in the context of the Cultural Trauma that continues to impact our community in multiple ways including higher rates of learning difficulties, substance abuse, children in foster care, and our school to prison pipeline.

CK is dedicated to disrupting these patterns in collaboration with our Office of Hawaiian Education, DOE leaders in the Windward District, and multiple community partners. We ask our school teams: **What does a Trauma-Responsive School look and feel like in Hawai'i?** Trauma-informed training often misses this key question and don't allow the space to talk about the impact of Cultural Trauma or solutions to begin to address it.

Kumu Bella Finau-Faumuina and I are asking school teams to co-create a community involved response. We are leading this initiative through our school trainings in trauma-responsive and indigenous restorative practices, the speaker series & book studies as well as family strengthening, Lā 'Ohana (family) days that are consistently created with community partners. In addition, Kumu Bella provides shoulder to shoulder support in the classroom to teachers in order for them to integrate training info and we both collaboratively consult with teachers and administrators.

*This is a slide deck of the beginnings of our [place based journey](#) in case this might be helpful. This is a [sample of some of our training slides](#) that integrate western concepts of the physiology of individual and developmental trauma as well as information on Cultural Trauma and ways to begin to respond.

If we want to address both the roots and outgrowth/symptoms of trauma, we need time and resources. This relational process takes time. We have had to take the time to build relationships with both school and community leaders to hear what they have to say. Training time has to incorporate time for experiential learning, voice and continued collaboration between school and community.

Our informal data suggests that these trainings have ignited important reflections and discussions with school leaders, teachers, and students.

Please consider allowing CK the time and resources to continue this important work on behalf of our community. We are happy to answer any question.

HB-850

Submitted on: 2/13/2023 2:07:18 PM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Ryan Tong	Individual	Support	Written Testimony Only

Comments:

The work and progress that this program (Compassionate Ko'olaupoko) has made and its positive impact on Education, Social Emotional Learning, Connection, and Healing has been profound. Administrators, Educators, Counselors, and Students can (and have) benefit from these programs that focus on trauma, recovery, expression, and mental health through a place based and cultural relevant approach. I am in support of this bill, and would like to see a program like this receive the necessary funding in order for it to continue to thrive through ALOHA.

HB-850

Submitted on: 2/13/2023 3:36:49 PM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
kara yano	Individual	Support	Written Testimony Only

Comments:

Mahalo for the opportunity to share our mana`o on HB850. Compassionate Ko`olaupoko has been a truly positive change-maker in our windward community. This organization has partnered with families, schools, colleges, and community agencies/providers to elevate the level of understanding, support and services around culturally-mindful trauma-informed care. They utilize creative and effective means to set, design and meet collaborative goals. I have witnessed the power of their teachings and support in the classrooms. I fully support HB 850 with no reservations.

HB-850

Submitted on: 2/13/2023 3:57:10 PM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Kandis Rohner	Individual	Support	Written Testimony Only

Comments:

To Whom It May Concern,

As a Behavioral Health Specialist in the DOE, I have seen the benefits of Compassionate Ko'olaupoko in the school setting. Our students need to be connected to the 'aina and have the kuleana to take care of not only the 'aina but our community. Our keiki have been dealing with trauma, generational trauma, and the after affects of COVID. We are dealing with these concerns on a daily basis and I have seen how these strategies have helped the teachers and keiki. The teachers have felt empowered to use restorative circles to open conversations for students to share what they have been silently dealing with and has allowed connections to be made not only between teacher and student, but between students. The students have been more reflective and open to communicating their concerns and needs. They have developed and practiced their communication and conflict resolution skills in a safe and healthy manner. They have opened opportunities for empathy and allowing students to see a situation from beyond their viewpoint. They are learning how to express and make healthy boundaries in relationships. All these are skills that due to COVID, were not able to develop and practice. We are seeing more and more the after affects and these students need connection to each other, to the 'aina and to their culture.

We need to help our teachers to gain the skills they need in order to helps these keiki with these issues. We need to help teach and model for them how to do 'aina based learning, to do restorative circles, and to use trauma informed and trauma responsive learning so that we can help our staff and keiki heal from their trauma and gain the skills they need to be successful and healthy in their careers and their relationships. Please approve HB850 so we can give the keiki the support that they need and deserve.

With aloha,

Kandis Rohner

HB-850

Submitted on: 2/13/2023 3:57:35 PM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Sheri Dano	Individual	Support	Written Testimony Only

Comments:

Aloha.

I'm a Vice Principal at He'eia Elementary on the Windward side of Oahu and have been in the education field for over 20 years. A lot of my job entails behavioral intervention, discipline, and teacher support. In recent years, we've seen an uptick in undesired behaviors and are learning more about trauma and the effects it has on children, their behaviors, and their education.

As our Principal, Mr. Danny Garcia, and I are working together to bring a better understanding to our teachers and staff about the impact of trauma, we've hit many roadblocks when it comes to caring for our students and meeting their behavioral special needs. Many school community members still believe in "zero tolerance" and are committed to "old school" ways. After digging into recent research, Mr. Garcia and I hope to become a trauma informed school, and encourage an environment of understanding, learning, correction, mediation, and restorative practices.

In planning professional training and support in this area, we've recently invited Dr. Gail Silva and Mrs. Bella Finau-Faumuina, from Compassionate Ko'olaupoko to help us. On Friday they led our teachers and staff in an all day professional development training. It was an AMAZING day of learning, breakthroughs, and understanding! Our teachers were hesitant at first, but as the day went on, became excited about what they were learning and embraced the shared message.

Not only was it an AMAZING day, but I truly believe the learning will carry on! We got back today and everyone was excited and ready to go! Many teachers have asked to meet with Mr. Garcia and I, and we've already met with two grade levels to rethink and reconstruct how we support our highest need students.

Friday's training has truly caused a cognitive shift, increased understanding, and renewed effort. The work of Dr. Gail Silva and Mrs. Bella Finau-Faumuina, from Compassionate Ko'olaupoko, is priceless! Their work will directly positively impact classrooms, improve teaching and understanding, help build relationships, and is already positively impacting individual students. We can't wait to have them back to our school to help us continue on this path of learning and growth! I wholeheartedly support this bill and hope that other school districts will also benefit from similar programs.

Mahalo for your time and consideration,

Sheri Dano

(808)387-1246

HB-850

Submitted on: 2/13/2023 3:58:56 PM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Tessa Palafu	Individual	Support	Written Testimony Only

Comments:

I have had the privilege to work with Compassionate Ko'olaupoko over the past 2 months. The work they have accomplished in that timeframe has been remarkable. Recently, I had the opportunity to hear more about the work they have done over the past few months at one of their community events. It was so touching to see the positive impact they are having. It touched my heart, I know I wish this was a priority when myself and my family were in school. I have no doubt it would have greatly benefitted us. To see that students today now have the opportunity to benefit from their work is amazing! This work is needed!

HB-850

Submitted on: 2/13/2023 4:27:12 PM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Kelsie Okamura	Individual	Support	Written Testimony Only

Comments:

I strongly support the continued funding for Compassionate Ko‘olaupoko.

HB-850

Submitted on: 2/13/2023 7:11:53 PM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Keala McKenzie	Individual	Support	Written Testimony Only

Comments:

To Whom it May Concern,

Re: HB850

I am submitting written testimony **in full support of HB850**. My name is Keala McKenzie, I have been a School Social Worker with the Hawaii Dept. of Education for the past 25 years. During this time I have worked with many students and families who are struggling to overcome the ill effects of the trauma they have experienced, often passed down from one generation to the next. Compassionate Ko'olaupoko, being a Hawai'i informed, trauma-responsive initiative which is school and community-based, has been incredibly impactful for our local families. Having individuals who are familiar with the school setting, who are able to share their knowledge of the importance of addressing trauma in the classroom as well as out in the community, is the best method to truly reach our youth.

Compassionate Ko'olaupoko's reach has been impressive in the short time they have been in existence. They have successfully partnered with other local organizations, focusing on the 'aina and importance of culture. It is my belief that if given the opportunity to continue their mission they will be a bridge for those who struggle with connection and a sense of belonging. Our most vulnerable youth and families.

Mahalo for considering my support of HB850.

Keala McKenzie, Dept. of Education School Social Worker

HB-850

Submitted on: 2/14/2023 8:30:23 AM

Testimony for EDN on 2/14/2023 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Tracie Ann M Tjapkes	Individual	Support	Written Testimony Only

Comments:

This organization and its efforts are needed to build long lasting resilience skills for our keiki and families> Compassionate Ko'olaupoko has beautifully bridged subject matter experts with our school administration and families to make meaningful differences to the lives within our community.

To: Woodson, Justin H. Chair
Marten, Lisa Vice Chair

For: House: HB850

Date Of Hearing: Feb 14, 2023

Position: In Support



Dear Honorable Members of the House Committee,

My name is Tokori Mayberry and I am a student from Connections public charter school. If approved, HB850 will help with trauma-informed education and involve mental health for students, teachers, staff, and parents. This will fund trauma education and will provide educators with training on trauma awareness.

If this bill were to be denied, this would mean that trauma education and training will not be taught and this means that teachers and staff would not notice trauma within the students. This could lead to big issues in the students education and it will be difficult for them to listen and learn from the teachers and staff.

This bill will affect me because before I entered middle school, I had friends who believed they had no one to talk to, and they didn't think they couldn't talk to me either. I was good friends with these people too, and this made me feel like I was not a good friend. I constantly think about it. Having more trained professionals on campus to help my friends and students like them, who struggle with mental health, would help so many students feel more supported and less alone.

I hope you consider approving this bill for better student education and mental health, and better mental health for staff, teachers, and parents.

Mahalo for your time and consideration,

Tokori Mayberry
Seventh Grade student at Connections PCS