

**HB-2685-HD-1**

Submitted on: 2/9/2018 1:50:01 PM

Testimony for OMH on 2/13/2018 10:40:00 AM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Benton Kealii Pang, Ph.D.	Hawaiian Civic Club of Honolulu	Support	No

Comments:

I am in full support of the Office of Hawaiian Education and Hawaiian Studies Program in schools.

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Unity, Equality, Aloha for all



To: HOUSE COMMITTEE ON OCEAN, MARINE RESOURCES, &  
HAWAIIAN AFFAIRS

For hearing Tuesday, February 13, 2018

Re: HB 2685 HD1 RELATING TO HAWAIIAN EDUCATION.  
Appropriates funds for the Office of Hawaiian Education of the  
Department of Education to continue the Hawaiian Studies  
Program in schools as determined by the Office of Hawaiian  
Education. (HB2685 HD1)

TESTIMONY IN OPPOSITION

Two main points.

1. Coverup of unconstitutional racial allocation of resources

This HD1 version of HB2685 is merely a thinly disguised coverup  
of the original concept in HB2685 that would allow the Office of  
Hawaiian Education to allocate resources in an unconstitutional

manner based on the race of the children rather than based on allowable race-neutral criteria.

The original bill made the racial allocation of resources explicitly clear when it said "There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2018-2019 for the continued funding of the Hawaiian studies program at the three elementary schools with the largest population of native Hawaiian students."

The new HD1 version says "There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2018-2019 for the continued funding of the Hawaiian studies program; provided that allocation of funds shall be determined by the office of Hawaiian education of the department of education."

So, instead of flagrantly and blatantly funding the program "at the three elementary schools with the largest population of native Hawaiian students" the new HD1 version will authorize the money to be spent in exactly the same race-based way, but hides that objective by saying that "allocation of funds shall be determined by the office of Hawaiian education." So of course the head of that office would now be able to do exactly what the original bill said, except that she could do it behind closed doors in a manner that nobody outside the Department of Education would be aware of. Indeed, even her only boss, the Superintendent of Schools, might never find out because the Superintendent is too busy with her huge bureaucracy to micromanage such a minor detail in a fiefdom deep inside her empire. Poor Ms. Sang! If only she had worded this bill originally in the way this HD1 version is now worded, it's likely that nobody would have noticed what was her true intention. But now we know. And knowing that, it would be immoral for this legislature to facilitate her and to knowingly become accessories to illegal activity.

2. It is unwise to give autonomy on either budget or curriculum to the "Office of Hawaiian Education" in the Department of Education.

The original bill, and now also the HD1 version, says that "The purpose of this Act is to appropriate funds for the office of Hawaiian education" and "allocation of funds shall be determined by the office of Hawaiian education".

Why? Why should that one sub-department have more autonomy and more power than any other part of the Department of Education, including the fact that the sub-department head is accountable to nobody but the Superintendent, along with its very own budget appropriated directly from the legislature to be spent however the head of this sub-department chooses. Neither school Principals nor area superintendents have administrative nor budget autonomy like this. Neither mathematics, nor science, nor technology, nor the extremely important STEM subjects all together, have this sort of autonomy. The only individual in the entire DOE who has this level of autonomy, other than the Superintendent of Schools, is Dawn Kai'ulani Sang, Director of the Office of Hawaiian Education.

Yes, the history of Hawaii is important for our children to know. Yes, Hawaiian culture and language are things that make Hawaii a special place, so it is right that the Board of Education should make sure there is appropriate curriculum taught to all our children regardless of race, by knowledgeable teachers regardless of race. Our children deserve education that covers all sides of controversial topics, not propaganda that brainwashes kids with a viewpoint that it would be good to divide the lands and people of Hawaii along racial lines, or even to secede from America to make Hawaii once again an independent nation.

But there is a long and disturbing history of some ethnic Hawaiian leaders pushing for racial separatism and using the public schools as vehicles to help with that effort.

When the New Century Charter Schools were first authorized, half of them identified themselves as Hawaiian-focus meaning that their curriculum would have Hawaiian culture at its center, with the usual core subjects like math and science being used only at lower levels of knowledge and primarily in service to "Hawaiian" projects such as measuring and restoring taro patches and heiaus, Hokule'a navigating by the stars, measuring the salinity or pH of a fishpond and graphing it over time, etc. In addition there were Hawaiian language immersion classes in regular schools where the children spent all day every day together, learning all subject matter through Hawaiian language. In both the culture-focus charter schools and the language immersion schools, over 90% of the children were (and still are today) ethnic Hawaiian; children with no Hawaiian blood were reluctantly allowed to attend because federal law will not allow racial segregation; but the "non-Hawaiian" children and their parents were required to be enthusiastic supporters of "Hawaiian values" and a Hawaiian-activist view of Hawaii's history.

Ku Kahakalau, the founder and Principal of Kanu O Ka 'Aina public charter school in Waimea, Hawaii Island, was also head of a consortium of all dozen (at that time) Hawaiian-focus charter schools. A webpage still available captured contents from her webpage in 2002. The following statements are NOT taken out of context -- they typify what Kahakalau was (and still is) advocating: "We believe that Hawaiian knowledge structure differs significantly from the Western system of education. We believe that as an indigenous people, Hawaiians have the right to design and control our own education." and "The long-term goal of Kanu is to create a native designed and controlled system of

Hawaiian education that will empower native communities throughout the archipelago to achieve political, cultural and economic self-determination." and "Kanu wants to empower Hawai'i's native people, who are direct descendents of earthmother Papa and skyfather Wakea, to once again assume our rightful stewardship over our archipelago." and "Kanu wants to actively prepare native students to participate in - and perhaps even lead - Hawai'i's indigenous sovereignty movement." and "Kanu wants to encourage Hawaiian students to become politically conscious, and individually and collectively tackle the problem of Hawaiian oppression by the United States and our subjugation to American law and a Western way of life. In that vein, Kanu has the potential of significantly contributing to the Hawaiian sovereignty effort. Utilizing problem-posing as an instructional technique, Kanu hopes to make our students realize that the occupation of Hawai'i by the United States of America is not fatal and unalterable, but merely limiting - and therefore challenging." and "Kanu students will become an intricate part of the process of native liberation from American domination that nearly caused the demise of our native people and our way of life." For further details see <https://tinyurl.com/rthe2>

In case anyone thinks I'm joking about the effort to develop a racially separate taxpayer-funded school system in Hawaii, following the model of Kahakalau's "Kanu O Ka 'Aina", please read full text and analysis of a bill actually introduced in the legislature in January 2002, and pursued for a couple years afterward, for exactly that purpose. The bill sought to establish an ethnic Hawaiian dominated chartering agency to certify schools and teachers, such that in every school the majority of the student population is native Hawaiian, the majority of the local school board of the school is native Hawaiian; the curriculum is based on culturally-driven approaches to education; Hawaiian charter

schools shall be exempt from the state procurement code; etc.

See

<https://tinyurl.com/yay75b2j>

I am confident that Dawn Kai'ulani Sang, Director of the DOE's uniquely powerful Office of Hawaiian Education, is (ab)using her power to pursue Ku Kahakalau's agenda by working to establish a racial separatist school system inside the Department of Education using taxpayer dollars in combination with administrative and curriculum autonomy. Information is provided below about her Hawaiian Studies program, her background, and her stonewalling regarding a demand for removal of a racially inflammatory falsehood repeated three times on her DOE webpage.

The Hawaiian Studies program has been diverted from its proper mission to help students "develop, maintain, and grow in an understanding and appreciation of Hawaiian culture, language, values, practices, and concepts" in a factual, objective way. The Director of the Hawaiian Studies program is a Hawaiian sovereignty activist from Waimanalo whose father, Tony Sang, was President of the State Council of Hawaiian Homestead Associations, and who also attacked the jurisdiction of the United States as owner of Bellows Air Force Base in Waimanalo on grounds that the overthrow of the Hawaii monarchy was illegal and that ethnic Hawaiians have collective ownership of all the ceded lands. This attitude has infused the Hawaiian Studies curriculum. A few years ago Director Dawn Kau'ilani Sang was elevated to a higher level of authority in the Department of Education than any head of any other area of curriculum, so that her only boss was the Superintendent of Schools (who has now departed from DOE). In 2016 and 2017, and again this year, the Hawaiian Studies division of DOE ("Office of Hawaiian Education") wants to increase its empire within DOE by sequestering for itself an even larger portion of DOE's limited budget at the expense of the core subjects.

In 2011 an in-depth analysis was done of the two textbooks approved by DOE for the History of Modern Hawaii course required for graduation, including the DOE curriculum guide and standards for the course. See

<http://tinyurl.com/4ys86vg>

As a result of the history-twisting and victimhood mentality spawned by this course, thousands of teenagers and young adults now feel rising levels of anti-Americanism and anti-Caucasian racial resentment. The Hawaiian Studies curriculum has been indoctrinating children with such propaganda for a long time, and should have its budget reduced rather than increased.

The Hawaiian Studies division and the DOE refuse to correct historical falsehoods or to be held accountable for teaching them. One small example is their continued propagation of the falsehood that Hawaiian language was made illegal following the overthrow of the monarchy, despite being provided lengthy, detailed proof of falsity.

Dawn Kau'ilani Sang, Director of Hawaiian Studies, is responsible for a two-page webpage entitled "History of Hawaiian Education" which prominently proclaims the lie in three places, and which is cited as authority by news media when they repeat the lie and refuse to correct their publication of it. Thousands of children in the Hawaii Public Schools are undoubtedly being taught this racially inflammatory lie in the Hawaiian Studies curriculum that is compulsory in all grades K-12. A lengthy email was sent to Ms. Sang in mid-February 2016, with cc to her immediate supervisor Superintendent of Schools Kathryn Matayoshi, filled with proof that the statements are false. The email explained the importance of correcting the falsehoods.



But Ms. Sang stonewalled, replying only "The Department appreciates your attention to the information provided on our website. We will review the website and make changes as deemed necessary." Later she never indicated that any progress was being made, despite a request for a progress report that was sent by email to her with cc to Superintendent Matayoshi.

Meanwhile, in mid-March 2016, Director Sang engineered a resolution in the state legislature authorizing an expansion of her growing Hawaiian Studies empire; and the first "whereas" clause was the assertion that Hawaiian language was banned in the schools after the overthrow of the monarchy. Text of the resolution is provided along with testimony in opposition. An email was then sent directly to Superintendent Matayoshi providing all the proof of falsity previously sent to Director Sang.

On April 20, 2016 a letter was received by Ken Conklin through U.S. mail, signed by Superintendent Matayoshi on official letterhead, refusing to correct the falsehoods. The letter gave no indication that any study had been done of the facts; it merely said the webpage will not be corrected because "the information provided on our website is accurate and generally accepted in public policy and scholarship." (In other words, the lie has been repeated so often by so many in the Hawaiian grievance industry that we are going to continue teaching it to the kids and allowing news media to cite our website as authority for it). On April 23, 2016 a Goebbels Award was issued jointly to Director Sang, Superintendent Matayoshi, and the Department of Education; and an email was sent to every member of the Board of Education providing a link to this webpage documenting the proof of falsehood and the steps that have been taken to hold Sang, Matayoshi, and DOE accountable; and asking the Board members to order Sang and Matayoshi to make appropriate corrections to the webpage and to the school curriculum.

For extensive proof that the assertion of a language ban is false, and for documentation of every step in the effort to hold accountable both the Office of Hawaiian Education and the DOE, see webpage "Holding the State of Hawaii Department of Education accountable for propagating the lie that Hawaiian language was banned" at <http://tinyurl.com/z77ogbq>

Please do not reward the arrogance of the Hawaiian Studies "Office of Hawaiian Education", and its refusal to be accountable for propagating harmful falsehoods. Do not appropriate money directly to the Office of Hawaiian Education, do not give that Office autonomy from the DOE regarding budget or curriculum, nor any authority to allocate funds without the Superintendent's approval. Throw this bill into the junkpile.

**HB-2685-HD-1**

Submitted on: 2/12/2018 8:24:43 AM

Testimony for OMH on 2/13/2018 10:40:00 AM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Melodie Aduja	OCC Legislative Priorities	Support	No

Comments:

**HB-2685-HD-1**

Submitted on: 2/11/2018 4:37:39 PM

Testimony for OMH on 2/13/2018 10:40:00 AM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Makanaokeakua Gerona	?aha punana leo	Support	No

Comments:

KÄ• ko'o wau i ka mana'o i hÄ• pai 'ia e HB2685 HD1.

I support bill HB2685 HD1.

**HB-2685-HD-1**

Submitted on: 2/9/2018 8:41:24 PM

Testimony for OMH on 2/13/2018 10:40:00 AM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kaulana Dameg		Support	No

Comments:

**HB-2685-HD-1**

Submitted on: 2/9/2018 2:13:07 PM

Testimony for OMH on 2/13/2018 10:40:00 AM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
cheryl		Support	No

Comments:

I read through the entire language of the bill and no where did I see that this bill limits education about Hawai'i, Hawaiian Culture and traditions to just a certain group of students. In truth, this bill I hope ensures that the funds will be available to all schools for continuation and rejuvenation and understanding of the islands on which these students live. It will benefit ALL students.

When I taught 4th grade here, I often got questioned by new parents and military to the islands about why we were teaching Hawaiian culture and history. I explained to them that there were many reasons including that this is the same thing they would find in any other state or country to which they traveled. Most importantly, it would enrich and extend the experience of their child whether here for a year or a lifetime. The garden that my children created with canoe plants integrated all parts of the curriculum, math, science, language the arts. Even though I am retired, the garden continues and those children always talk about their learning. My last year, we all got to go to visit Hokule'a. Again, this benefitted ALL students. The goals of Na Hopena Ao fit any student at any place.

It is also important for me to note that the I believe that the 'Ohana Values and Na Hopena Ao should be put in place through all schools. These will help All students be a part of this place, Hawai'i. The DOE testimony submittal implies support but I believe the current administration and BOE members and the "system" of the Western colonialism that penetrates through our schools will not be something they will work hard to change. When asked if there is Hawaiian Studies in all schools, one will get a policy answer, not the real answer nor at what level it is presented.

I AM in FULL support of funds for Hawaiian Education and am available to share with any of you the benefits to ALL students that I have seen from my own experience.



**LATE**

## KAMEHAMEHA SCHOOLS®

House Committee on Ocean, Marine Resources, & Hawaiian Affairs

Time: 10:40 a.m.  
Date: February 13, 2018  
Where: Conference Room 312

### TESTIMONY

By Ka'ano'i Walk  
Kamehameha Schools

RE: **HB 2685, HD 1** RELATING TO HAWAIIAN EDUCATION.

E ka Luna Ho'omalua Ing, ka Hope Luna Ho'omalua DeCoite, a me nā Lālā o kēia Kōmike o ka Hale o nā Lunamaka'āinana, aloha! My name is Ka'ano'i Walk and I serve as the Senior Policy Analyst of the Kūamahi Community Education Division of Kamehameha Schools.

HB 2685, HD 1, relating to Hawaiian education, appropriates funds for the Office of Hawaiian Education of the Department of Education to continue the Hawaiian Studies Program in schools as determined by the Office of Hawaiian Education. We are writing in **support** of this measure.

Kamehameha Schools advocates for and supports the achievement of Hawai'i's Native Hawaiian public school students. As such, in 2016, Kamehameha Schools formed a partnership with the Board of Education ("Board") to identify mutual alignment of efforts for Hawai'i's public education system. One such area is the Board's policy on Hawaiian Education (105-7). As set forth in policy, the Office of Hawaiian Education is responsible to ensure that all students in Hawai'i's public schools will graduate with proficiency in and appreciation for the indigenous culture, history and language of Hawai'i. Adequate funding is necessary in order to carry out the expectations set forth in our Board's Hawaiian Education policy.

Founded in 1887, Kamehameha Schools is an organization striving to advance a thriving Lāhui where all Native Hawaiians are successful, grounded in traditional values, and leading in the local and global communities. We believe that community success is individual success, Hawaiian culture-based education leads to academic success and local leadership drives global leadership. **Please advance this measure.**

‘A‘ohe hana nui ke alu ‘ia. No task is too large when we all work together! Mahalo nui.

**LATE**

**HB-2685-HD-1**

Submitted on: 2/12/2018 3:09:45 PM

Testimony for OMH on 2/13/2018 10:40:00 AM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Erin ODonnell	Individual	Support	No

Comments:

I strongly support school programs which teach students the Hawaiian language, culture, value and practices. As a parent of a child in the Hawaiian language medium school 'Alo Kāhau O Ka 'Āina Mauna I have witnessed first hand the value of Hawaiian language, culture and values embedded into the school curriculum and it should be an opportunity offered to all students within Hawai'i's Dept. of Education. Learning the history of the place one resides, for those with and without genealogic ties, is a key piece of a child's education and lays the foundation for them to always recognize where they are and the significance of that place. Hawaiian language, culture and history should not be considered an "add-on" but should be a critical piece of student learning and have more than adequate funding every year.



**LATE**

**HB-2685-HD-1**

Submitted on: 2/12/2018 4:03:45 PM

Testimony for OMH on 2/13/2018 10:40:00 AM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Jeanne Kapela	Individual	Support	No

Comments:

Aloha Chair Ing and members of the committee,

I am a 23-year-old Native Hawaiian woman. I grew up in the Kona community on the Big Island, but my family was not affluent. We had enough to get by, but little more. Looking back on my childhood, I can see that the struggles we faced were not only the result of individual choices, but stemmed from generations of dispossession and cultural trauma faced by the Native Hawaiian people in their homeland.

Ever since the onslaught on annexation in 1898, the Hawaiian people have been marginalized. Hawaiian children comprise the largest demographic in the public school system, yet Hawaiian language and cultural programming is scarce and has been cut back to make room for standardized testing. Hawaiians are also dramatically overrepresented in the state's prison system. People of Native Hawaiian ancestry make up roughly 25 percent of the state's population, but approximately 39 percent of incarcerated detainees, according to a comprehensive study by the Office of Hawaiian Affairs. The situation is even worse for Hawaiian women, who comprise 19.8 percent of the state's female population, but 44 percent of the state's female inmate population. We are routinely denied access to sacred lands and silenced in conversations about how to care for our beloved 'Ä• ina, including atop the summit of Mauna Kea.

We, the people, cannot make informed decisions about how to create a more equitable society for our indigenous community without a better understanding of Hawaiian history and Hawaiian cultural practices. As an emerging young leader, I want to build a future in which myself and my children are filled with aloha and reverence for the manner in which who we were yesterday shapes who we are today and where we will voyage tomorrow. For the sake of future generations of Hawaiians and the preservation of their precious heritage, I humbly ask you to pass this bill.

Mahalo,

Jeanne Kapela

**HB-2685-HD-1**

Submitted on: 2/12/2018 11:14:22 PM

Testimony for OMH on 2/13/2018 10:40:00 AM

**LATE**

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Don Aweau	Individual	Support	No

Comments:



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

**LATE**

**Date:** 02/13/2018

**Time:** 10:40 AM

**Location:** 312

**Committee:** House Ocean, Marine  
Resources, & Hawaiian Affairs

**Department:** Education

**Person Testifying:** Dr. Christina M. Kishimoto, Superintendent of Education

**Title of Bill:** HB 2685, HD1 RELATING TO HAWAIIAN EDUCATION.

**Purpose of Bill:** Appropriates funds for the Office of Hawaiian Education of the Department of Education to continue the Hawaiian Studies Program in schools as determined by the Office of Hawaiian Education. (HB2685 HD1)

**Department's Position:**

The Department of Education (Department) appreciates the considerations being made to strengthen Hawaiian education programming for all of our public education students in HB2685, HD1. The Department is continuing to work with our stakeholders as we plan for scaling the work of the Office of Hawaiian Education. Specifically, we are excited about Nā Hopena A'o pilot work that will help our system work towards a common set of outcomes grounded in Hawai'i, as well as the building of educational and systemic infrastructure to support deep dives into Hawaiian education for Kaiapuni schools. As an extension, we hope that as we build that out, we will also be able to provide the same accessibility to Hawaiian language, culture and history for all staff and students.

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

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at [www.hawaiipublicschools.org](http://www.hawaiipublicschools.org).