

**HR-49**

Submitted on: 3/9/2021 4:51:59 PM

Testimony for EDN on 3/11/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Malia Marquez	Individual	Support	No

Comments:

Aloha, my name is Malia Marquez. I strongly support HR 49. Our kids deserve quality education. Mahalo for your time.

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Submitted on: 3/9/2021 5:03:20 PM

Testimony for EDN on 3/11/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Heather N Moselle	Individual	Support	No

Comments:

I testify in support of HR49; HCR60 and Representative Perruso's advocacy in this piece of legislation to keep Hawai'i tax dollars in Hawai'i (rather than outsourcing curriculum/funding) and to ensure students have access to culturally-informed curricula, worthy of them. When we petitioned for the removal of Acellus from Hawai'i public education there were over 2,600 signatures calling for the program to be removed from Hawai'i public schools and our BOE was responsive, voting unanimously to phase out the program.

Rep. Perruso is obviously taking steps to ensure students are not, again, harmed by an outsourced, unvetted and outdated curriculum which was found to violate students' protected class rights. Thank you for considering my testimony, and thank you to Rep. Perruso for your continued advocacy for Hawai'i students to have access to quality, homegrown curricula in public education and your cultural responsiveness at the policy level.

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Submitted on: 3/9/2021 5:49:32 PM

Testimony for EDN on 3/11/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
sarah shewmaker	Individual	Support	No

Comments:

We have a unique culture of students in Hawai'i, and our schools and their priorities should honor and reflect this culture.

**HR-49**

Submitted on: 3/10/2021 12:39:57 PM

Testimony for EDN on 3/11/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Susan Pcola_Davis	Individual	Support	No

Comments:

I strongly support this bill with some comments to the historical nature of how Acellus Learning Accelerator became the online distanced platform used during this school year due to COVID and the Department of Education’s inability to provide an on-line curriculum for those who chose Distance Learning for their children.

Historically, Acellus was used for Senior to make up credits to graduate. It was never intended to be used as a replacement curriculum for distance learning.

Since Acellus was already being used by the DOE, purchasing additional licensing was the “quickest, easiest and cost-effective” route to provide distance learning. Once schools were closed in March 2020, the Department of Education had not done any contingency planning “in case” schools weren’t going to be open in the Fall. We had Acellus as a backup. Not until the Fall, did some families have to start using Acellus for their child’s curriculum. Mind you, not ALL schools chose this path.

A resolution from the Board of Education to the Department of Education, defined “distance learning” as education provided by a “live” teacher through the use of technology. Acellus was already being identified as a “problem” by parents whose children were forced to use it for instruction. No teacher or class contact, purely monitored by parents.

As stated in this bill and in testimonies from parents at the Board of Education meetings, students were exposed to content that was biased against racial, sexual, and gender minorities, and reflected an inaccurate, incomplete, or prejudicial view of historical events.

The Board of Education unanimously voted to phase out the Acellus Learning Accelerator and its virtual learning program by the end of the 2020-2021 school year, although some schools continue “to force” the use of Acellus on their students until the end of the school year. A subsequent report by the Department of Education reinforced the concerns being raised for months.

There are so many flaws in how this came about, mostly it has to do with the lack of contingency plans and the lack of “hearing” what was being said by parents. Pages and

pages of written testimony submitted to the Board of Education were required before any action was taken.

A distanced learning platform has yet to be provided for Distance Learners. Currently our teachers are bending over backwards to provide education through technology by Google Meets and Google Classroom. Some teachers are providing both Distance Learning and in-person learning simultaneously.

It is through this pandemic that teachers have put their lives aside for our children. Innovation, teamwork, and dedication will enable our children to succeed. Teachers should be commended for what they have accomplished through these trying times. With all the mixed communication, direction, “pivoting”, demands, they are the TRUE AMBASSADORS for our children.

It will take time and collaboration to develop our “home grown” curricula, instruction and testing for public schools. This is a task that cannot be rushed. Ensuring the curriculum is culturally sensitive and account for different learning style will take the commitment of educators to develop something that is worth the time.

Understanding that curriculum, instruction and testing are not static is important. It is not a one time and we are finished. It will take continuous effort to update information as it becomes available. This is not an easy task.

It probably is long overdue. It is an offspring of the forced usage of Acellus.

Do I think this would have been a problem if Acellus wasn't part of the picture? No. The additional expense of purchasing additional licenses was not a well thought our decision. Yes, again, it was quick, easy and cost-effective. Unfortunately, those weren't the qualities that this decision should have been based on.