

1 **EDU 2014-01 Urging the Superintendent of the Hawai'i Department of Education and Hawai'i**  
2 **Board of Education to seek a waiver from the U.S. Secretary of Education from Elementary and**  
3 **Secondary Education Act requirements for Hawaiian immersion students, grades 4-6, until**  
4 **Hawaiian language assessment exams are developed or for a period of four years.**

5  
6 Whereas, the Hawaiian language was once a thriving language used by Native Hawaiians and foreigners  
7 alike; and

8  
9 Whereas, by the late twentieth century, the Hawaiian language was pushed to the brink of  
10 extinction due to a number of factors, including an 1896 law that functioned to ban the speaking  
11 of the Hawaiian language in Hawai'i 's schools; and

12  
13 Whereas, the Hawaiian language was saved by several historic initiatives, including the Hawai'i  
14 Department of Education's Hawaiian language immersion program, which was launched in the 1980's;  
15 and

16  
17 Whereas, currently, the Hawaiian language immersion program is offered at twenty-one public schools  
18 and educates more than two thousand students in kindergarten through the twelfth grade; and

19  
20 Whereas, the assessments required under federal law present a challenge for the Hawaiian immersion  
21 program; and

22  
23 Whereas, assessment exams are currently administered in translated form to students in Hawaiian  
24 immersion classrooms; and

25  
26 Whereas, translated exams are replete with technical and grammatical errors and inconsistent  
27 terminology; and

28  
29 Whereas, translated exams fail to consider cultural frames and popular understandings, resulting in  
30 confusion and nonsensical problem statements; and

31  
32 Whereas, the assessment exams currently administered to Hawaiian immersion students do not  
33 accurately reflect their academic acumen or progress; and

34  
35 Whereas, the State legislature and the State Department of Education have committed to development of  
36 assessments originally in the Hawaiian language in SCR 147 (2012) and by committing funds to the  
37 development of the assessments in 2013; and

38  
39 Whereas, the U.S. Secretary of Education may waive requirements from the Elementary and Secondary  
40 Education Act (ESEA) under section 9401 of the act; now, therefore, be it

41  
42 *Resolved*, That the Democratic Party of Hawai'i urges the Superintendent of the Hawai'i Department of  
43 Education and the Hawai'i Board of Education to seek a waiver from the U.S. Secretary of Education  
44 from Elementary and Secondary Education Act requirements for Hawaiian immersion students grades 4-6  
45 until the Hawaiian language assessment exams are developed or for a period of four years; and be it

46  
47 *Ordered*, That copies of this resolution be transmitted to the Governor of Hawai'i, the Hawai'i State  
48 Department of Education, the Hawai'i State Board of Education, the Hawai'i State Superintendent of  
49 Education, all Democratic Party members of the Hawai'i State Legislature, and Hawaii's Congressional  
50 delegation.

1 **EDU 2014-03 Concerning Common Core "Reforms"**

2 Whereas, The Common Core State Standards (CCSS) are a set of academic standards, promoted and  
3 supported by two private membership organizations, the National Governors Association (NGA) and the  
4 Council of Chief State School Officers (CCSSO), who receive millions of dollars from private third parties,  
5 philanthropies, and corporate interests to advocate for and develop the CCSS without a grant of authority  
6 from any state; and

7  
8 Whereas, The CCSS were developed by a committee of 24 individuals, almost all of whom were  
9 associated with educational corporations, with no decision-making authority granted to practicing K-12  
10 teachers, through a process not subject to public scrutiny or Freedom of Information Act laws, and were  
11 adopted by the Legislature without sufficient opportunity for public review or comment; and

12  
13 Whereas, Funding the implementation of the CCSS, its associated reforms, and the assessments  
14 developed by the Smarter Balanced Assessment Consortium (SBAC) is a substantial financial burden on  
15 schools, the state, and taxpayers in a time when Hawai'i is already insufficiently fulfilling its paramount  
16 duty to fully fund K-12 education; and

17  
18 Whereas, The CCSS have never been piloted, tested, or proven in any arena to increase student learning  
19 or prepare students for college or career, and the funds allocated for their implementation and associated  
20 reforms and assessments are made unavailable for purposes that have been proven effective, such as  
21 reducing class sizes and hiring teachers, providing special education services, diversifying course  
22 offerings, etc.; and

23  
24 Whereas, Research has proven that high-stakes, standardized tests of any kind limit the curriculum to  
25 tested subjects and have caused changes to pedagogy in ways that are detrimental to student learning,  
26 and there is no evidence that SBAC developed assessments for the teaching and learning of the CCSS  
27 will depart from this historical norm; and

28  
29 Whereas, Research has continually raised serious and substantive questions about the accuracy and  
30 statistical reliability of using high-stakes, standardized tests to measure learning and evaluate teaching,  
31 and there is no evidence that the SBAC developed assessments for the teaching and learning of the  
32 CCSS are any more accurate and statistically reliable for evaluating teaching and learning; now,  
33 therefore, be it

34  
35 *Resolved*, That we urge the Legislature to reconsider its adoption of the CCSS and direct the Department  
36 Of Education Superintendent to withdraw Hawai'i from the SBAC, allowing school based and state control  
37 of education to return to the state of Hawai'i i; and be it

38  
39 *Ordered*, That copies of this resolution be transmitted to the Governor of Hawai'i, the Hawai'i State  
40 Department of Education, the Hawai'i State Board of Education, the Hawai'i State Superintendent of  
41 Education, all Democratic Party members of the Hawai'i State Legislature, and Hawai'i 's Congressional  
42 delegation.

1 **EDU 2014-04 Requesting The Department Of Education To Utilize Only Validated And Reliable**  
2 **Research and Evaluation Tools When Reviewing Teacher Performance**

3  
4 Whereas, Teachers chose their profession because they care about our community, the education of our  
5 children and want to make a difference; and

6  
7 Whereas, In Hawai'i 's public education system, it is essential that students are provided with the best  
8 learning environments to provide them with all possible opportunities and pathways to success; and

9  
10 Whereas, Resources to support teachers to help students improve their learning and to maximize their  
11 potential should be the priority of the Department of Education; and

12  
13 Whereas, Educators agree that a fair, effective evaluation system can be an important tool in improving  
14 student performance and the practice of teaching; and

15  
16 Whereas, The Department of Education is implementing an Educator Evaluation System with the  
17 objectives of measuring educators' professional practice and providing feedback and support to teachers;  
18 and

19  
20 Whereas, A partnership between the Board of Education, Department of Education and the Hawai'i State  
21 Teachers Association should determine the best evaluation tools available to review teacher  
22 performance; and

23  
24 Whereas, To best improve the practice of teaching and positively affect student learning, any agreed  
25 upon evaluation tools utilized as part of the Educator Evaluation System must be valid and reliable; now,  
26 therefore, be it

27  
28 *Resolved*, That the Democratic Party of Hawai'i urges the Board of Education and the Department of  
29 Education to utilize only objective research and validated evaluation tools that impact the reviewing of  
30 teacher performance; and be it

31  
32 *Ordered*, That copies of this resolution be transmitted to the Governor of Hawai'i , the Democratic  
33 Members of the Hawai'i State Legislature, and to the Chairperson of the Board of Education and  
34 Superintendent of the Department of Education.

1 **EDU 2014-05 High Stake Testing**

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3 Whereas, The overreliance on high-stakes standardized testing in state and federal accountability  
4 systems is undermining educational quality and equity in U.S. public schools by hampering educator's  
5 efforts to focus on the broad range of learning experiences that promote the innovation, creativity,  
6 problem solving, collaboration, communication, critical thinking and deep subject-matter knowledge that  
7 will allow students to thrive in a democracy and an increasingly global economy; and

8  
9 Whereas, It is widely recognized that standardized testing is an inadequate and often unreliable measure  
10 of both student learning and educator effectiveness; and

11  
12 Whereas, The over-emphasis on standardized testing has caused considerable collateral damage in too  
13 many school, including narrowing the curriculum, teaching to the test, reducing love of learning, pushing  
14 students out of school, driving excellent teachers out of the profession, and undermining school climate;  
15 and

16  
17 Whereas, High-stakes standardized testing has negative effects for students from all backgrounds, and  
18 especially for low-income students, English language learners, children of color, and those with  
19 disabilities; and

20  
21 Whereas, The culture and structure of the systems in which students learn must change in order to foster  
22 engaging schools experiences that promote joy in learning, depth of thought and breadth of knowledge  
23 for students; and

24  
25 Whereas, The Elementary Secondary Education Act allows students to opt out of standardized tests, but  
26 many parents are unaware and are not informed of their rights; now, therefore, be it

27  
28 *Resolved*, That the Hawai'i State Democratic Party calls on the Governor, State Legislature and State  
29 Board of Education and administrators to continually re-examine public school accountability systems in  
30 this state, and to develop a system based on multiple forms of assessment, which does not require  
31 extensive standardized testing, more accurately reflects the broad range of student learning, and is used  
32 to support students and improve schools; and be it

33  
34 *Resolved*, That the Democratic Party of Hawai'i shall urge the Department of Education and the Board of  
35 Education to educate parents and students about their right to opt out of high stake assessments; and be  
36 it

37  
38 *Resolved*, That the Hawai'i State Democratic Party calls on the Governor, State Legislature, State  
39 Superintendent, State Board of Education, and the Department of Education to support the rights of  
40 parents/guardians to collaborate with teachers in determining appropriate options for assessment of  
41 student proficiency if opting out of standardized assessments, and advocate for their right to do so without  
42 retaliation; and be it

43  
44 *Resolved*, That the Hawai'i State Democratic Party calls upon our state's congressional delegation to  
45 draft and sponsor legislation to overhaul the Elementary and Secondary Education Act (currently known  
46 as the "No Child Left Behind Act"), to reduce the testing mandates, promote multiple forms of evidence of  
47 student learning and school quality in accountability, and not mandate any fixed role for the use of student  
48 test scores in evaluating educators; and be it

49  
50 *Ordered*, That copies of this resolution be transmitted to the Governor of Hawai'i, the Democratic  
51 Members of the Hawai'i State Legislature, and to the Chairperson of the Board of Education and  
52 Superintendent of the Department of Education.

1 **EDU 2014-07 Special Education Staffing Formula Will Provide Adequate Staffing For Our Public**  
2 **Schools**

3  
4 Whereas, The State had to spend upwards of \$1 billion after a federal judge found that the State was not  
5 providing adequate special education services to one student on Maui; and

6  
7 Whereas, The Felix Consent Decree required a needs-based formula be created; and

8  
9 Whereas, The 2009-2011 HSTA contract defined how special education teaching positions would be  
10 allocated to the schools based on a needs-based student formula; and

11  
12 Whereas, In 2010, the DOE unilaterally changed the special education staffing methodology from  
13 weighted-based on student needs to proportional without regard to student needs. The proportional  
14 methodology allocates positions (SPED teachers, general education Article VI teachers and educational  
15 assistants) to the districts based on the district's SPED student enrollment percentage of the state's total  
16 SPED enrollment; and

17  
18 Whereas, In 2011, upon learning about the major change in staffing allocation methodology, HSTA filed a  
19 class grievance; and

20  
21 Whereas, In 2013, the new teacher contract, the Appendix XVI addressing the weighted formula was  
22 removed; and

23  
24 Whereas, Since 2010-11 the DOE has also significantly reduced funding for Special Education, and  
25 Special Education teachers lost their individual \$1690 annual allowance for curriculum and school  
26 supplies, as well as schools have continuously lost both Special Education teaching positions, Article VI  
27 (general Education) positions, and Educational Assistants (EA) positions; and

28  
29 Whereas, This State can ill afford another billion-dollar lawsuit; now, therefore, be it

30  
31 *Resolved*, That the Democratic Party of Hawai'i strongly urges the Hawai'i State Governor , Hawai'i  
32 State Senate President , and Hawai'i State Speaker of the House to reexamine the special education  
33 staffing formula without regard to student needs, to ensure it is providing adequate staffing to every public  
34 school in Hawai'i ; and be it

35  
36 *Ordered*, Copies of the resolution will be sent to the Governor, all members of the Board of Education,  
37 Department of Education Superintendent and all Democratic Party members of the Hawai'i State  
38 Legislature.

1 EDU 2014-08 **Working Families Education**

2 Whereas, the Democratic Party platform on education recognizes growing inequities between education  
3 “haves and have nots” within the United States, and identifies as a primary source of these inequalities  
4 the disparate funding at every level of education; and  
5

6 Whereas, these inequalities are compounded by the growing influence of the corporate, for-profit sector in  
7 higher education, where downsizing, privatization, neglect of physical plants, erosion in staffing levels and  
8 employment benefits, and an increasing reliance on a temporary and part-time work force have become  
9 the norm, rather than the exception; and  
10

11 Whereas, the corporatization of education erodes the quality of education, limits the ability of the  
12 university community to serve the larger society, and interferes with the scholarly mission of the faculty;  
13 and  
14

15 Whereas, the purpose of higher education is the pursuit of knowledge, the general cultural and spiritual  
16 development of the individual, training for employment, and educating citizens to participate in democratic  
17 governments; and  
18

19 Whereas, the contributions of higher education in science, medicine, technology, the arts, humanities,  
20 and social sciences can play a central role in helping people to understand and solve the many social,  
21 political, and environmental problems facing us; now, therefore, be it  
22

23 *Resolved*, That the Democratic Party of Hawai‘i supports the efforts of those individuals, organizations,  
24 and labor unions in institutions of higher education who are engaged in fighting the imposition of  
25 corporate management practices into education; and be it  
26

27 *Resolved*, That the Democratic Party of Hawai‘i opposes the negative aspects of corporate domination of  
28 the research and teaching agendas in higher education which leads to the downsizing, privatization,  
29 erosion in staffing levels, and substitution of part time for full time employment in the academic  
30 community; and be it  
31

32 *Resolved*, That the Democratic Party of Hawai‘i supports affirmative action and remediation programs in  
33 higher education; and be it  
34

35 *Resolved*, That the Democratic Party of Hawai‘i supports the principle and practice of academic freedom  
36 and tenure in colleges and universities across the country, and be it  
37

38 *Resolved*, That the Democratic Party of Hawai‘i supports free access to higher education for all people to  
39 pursue lifelong learning, and urges those in the higher education community to join the Democratic Party  
40 to build a new political force that will counter the growing corporate power, which is doing great damage  
41 to all sectors of society; and be it  
42

43 *Ordered*, Copies of the resolution will be sent to the Governor, all members of the Board of Education,  
44 Department of Education Superintendent and all Democratic Party members of the Hawai‘i State  
Legislature.

1 **EDU 2014-09 Support for Technical/Vocational Education in Hawai'i 's High Schools & Middle**  
2 **Schools**

3  
4 Whereas, The State of Hawai'i has a responsibility to our youth to create accessibility to education and  
5 vocational resources; and

6  
7 Whereas, We recognize the important role that education plays in the social and economic well being of  
8 Hawaii's communities; and

9  
10 Whereas, The Department of Education is made up of individuals that have roles and responsibilities in  
11 ensuring their citizens have equal access to education and training for their future economic success and  
12 well being of their families; and

13  
14 Whereas, There is little to no exposure to technical or vocational training in Hawaii's middle schools; and

15  
16 Whereas, Many of the incoming students at Honolulu Community College are not ready for college-level  
17 classes and need remedial coursework during their first year of college. According to college placement  
18 test scores in 2002, 53% of students were below the college level in reading skills, 68% were below in  
19 writing skills, and 90% were below in math skills (Honolulu Community College, 2002); and

20  
21 Whereas, It is recognized that reading, writing and math can be taught within the context of technical and  
22 vocational education. The tangible nature of technical and vocational education can provide for a  
23 meaningful entry point for students needing an increased grasp of reading, writing and math; and

24  
25 Whereas, Exposure to technical and vocational careers including careers in Agriculture, Mechanics,  
26 Carpentry, Masonry, Plumbing, etc., early in a student's schooling can help them to plan accordingly with  
27 their teachers, parents and other support, in order to lessen the lag time between school and career as  
28 well as to help them achieve greater success early on; now, therefore, be it

29  
30 *Resolved*, That the Democratic Party of Hawai'i calls upon the Department of Education, the Board of  
31 Education and the State of Hawai'i to work with each community throughout Hawai'i in order to assess  
32 the need for funding to aid schools in the implementation of technical and vocational education for high  
33 school and middle school youth; and be it

34  
35 *Ordered*, That copies of this resolution be transmitted to the Governor of Hawai'i, the Hawai'i State  
36 Department of Education, the Hawai'i State Board of Education, the Hawai'i State Superintendent of  
37 Education, all Democratic Party members of the Hawai'i State Legislature, and Hawaii's congressional  
38 delegation.

1 **EDU 2014-10 Regarding the Status of School Librarians**

2  
3 Whereas, Numerous studies have demonstrated that students from schools with credentialed librarians  
4 outperform students who lack them; and

5  
6 Whereas, Numerous studies have demonstrated that when economic, educational, and other community  
7 variables are taken into account, students from schools with adequate staff support, resource-rich school  
8 libraries and open access outperform students who lack these resources; and

9  
10 Whereas, More free voluntary reading improves comprehension, vocabulary, and the acquisition of  
11 information; and

12  
13 Whereas, A full-time qualified School Librarian makes a critical difference in boosting the reading and  
14 writing scores of the most vulnerable students; and

15  
16 Whereas, Test scores show that the majority of public school students in Hawai'i are reading below  
17 grade level; and

18  
19 Whereas, School Libraries and qualified school librarians in Hawai'i are diminishing at an alarming rate,  
20 and there are now only 172 certified librarians for 255 public school libraries; and

21  
22 Whereas, It has proven difficult to obtain accurate information from the Department of Education  
23 regarding the status of school libraries with certified school librarians so that the situation may be  
24 addressed; now, therefore, be it

25  
26 *Resolved*, That the Democratic Party of Hawai'i urges the Governor to request the Board of Education to  
27 ensure that each school has a school library, and determine staffing levels at each library including the  
28 number of certified Masters of Library Science (MLS) librarians, assigned clerical staff, budgets for library  
29 materials, and official student populations for 2014-15, and that this information be made publicly  
30 available; and be it

31  
32 Resolved, That the Democratic Party of Hawai'i urges the Legislature to set aside adequate funding  
33 outside of the student-weighted formula to ensure that students from every school community have a  
34 fully-equipped library with a full-time credentialed MLS school librarian, and be it

35  
36 *Ordered*, That copies of this resolution be transmitted to all Democratic Party members of the Hawai'i  
37 State Legislature, and to the Chair and all members of the Board of Education, as well as to the Governor  
38 of the State of Hawai'i, and the Lt. Governor of the State of Hawai'i.



1 **EDU 2014-11 Resolution Regarding the Necessity for Communication Between the Public and the**  
2 **Board of Education**

3  
4 Whereas, The education of the children of the State is a major priority and concern of the people of the  
5 State; and

6  
7 Whereas, Since the origin of the Board of Education, a public petition item on the Board Meeting has  
8 been a standard agenda item; and

9  
10 Whereas, The standing public petition item on the Board of Education Meeting agenda has enabled  
11 parents, teachers, students, and the general public to bring matters of concern to the attention of the  
12 Board; and

13  
14 Whereas, The present Board has abolished that item, effectively making it impossible to notify the Board  
15 of problems that concern teachers, students and the general public; and

16  
17 Whereas, The present agenda items listed are unclear and non-specific, making it difficult to ascertain  
18 what testimony the Board will accept; and

19  
20 Whereas, Board meetings are now held at times and locations that make it difficult for parents and  
21 teachers to attend; now, therefore, be it

22  
23 *Resolved*, That the Democratic Party of Hawai'i urges the Governor of the State of Hawai'i to request that  
24 the Board of Education reestablish the public petition item on the Board's Meeting Agenda, so that the  
25 knowledge and interests of the community may be made available to the members of the Board of  
26 Education; and be it

27  
28 *Ordered*, That copies of this resolution be transmitted to each Democrat who is a member of the Hawai'i  
29 State Legislature, the Chair and all members of the Board of Education, as well as to the the Governor of  
30 the State of Hawai'i, and the Lt. Governor of the State of Hawai'i.

1 **EDU 2014-12 Equality Among Indigenous People of the United States of America**

2

3 Whereas, The Democratic Party of Hawai'i supports equality in the State of Hawai'i; and

4

5 Whereas, The Democratic Party of Hawai'i has been at the forefront of equal rights among different  
6 races; and

7

8 Whereas, The Democratic Party of Hawai'i has always advocated for the Native Hawaiian people of the  
9 State of Hawai'i; and

10

11 Whereas, Native Hawaiians continue to seek equality as indigenous people; and

12

13 Whereas, Native Hawaiian people continue this trek toward equality and fairness; now, therefore, be it

14

15 *Resolved*, That the Democratic Party of Hawai'i will support legislation for the equal treatment of all  
16 indigenous people claimed under the jurisdiction of the United States of America; and be it

17

18 *Ordered*, That copies of this resolution will be transmitted to the Governor of Hawai'i, all Democratic Party  
19 members of the Hawai'i State Legislature, Hawai'i 's Congressional Delegation, and the Office of  
20 Hawaiian Affairs.