

REMARKS BY BOARD MEMBER BREENE HARIMOTO

BOARD OF EDUCATION

TO THE SENATE COMMITTEE ON EDUCATION

THURSDAY, NOVEMBER 29, 2007

Good afternoon Chairperson Sakamoto, Vice Chairperson Tokuda, and members of the Senate Committee on Education. My name is Breene Harimoto of the Hawaii State Board of Education (Board). On behalf of the Board, thank you for the opportunity to comment on issues related to charter schools.

Act 115, Session Laws of Hawaii 2007 (Act 115), clarified significant issues and improved supports for charter schools. The single most significant change was the shift in the charter school authorizer from the Board to the Charter School Review Panel (Panel). Many people still do not understand that the charter school authorizer does not merely authorize new charter schools. The reality is that this is only one responsibility of the authorizer. The major ongoing responsibility is to hold charter schools accountable by monitoring their performance, ensuring their faithfulness to their approved charters, providing supports to charter schools, and revoking charters when necessary.

Pursuant to its appointing authority as specified under Act 115, the Board has appointed four members to the Panel, as well as appointed new members to newly-created vacant Panel member positions. Since the inception of the Panel, there have been two

resignations and one role change of a Panel member. The Board will be appointing replacements to serve on the Panel on December 6, 2007. The Board moved as quickly as possible to establish a framework in which to appoint Panel members. To fill new positions, the Board solicited applications from the Hawaii Business Roundtable, Hawaii Board of Realtors, Building Industry Association of Hawaii, University of Hawaii (UH), UH-Hilo, and the Hawaii Association of Independent Schools. The Board also issued a press release to the media and placed a notice on the Department of Education website. The Board received 23 applications from interested individuals across the State.

Through experience, Panel members are now beginning to understand some of the issues the Board has had to deal with, some of which were largely out of the Board's control, such as complying with the requirements of the Sunshine Law and legal advice from the Department of the Attorney General. We have observed other issues with the Panel, but we will defer to the Panel's presentation on these matters at this time.

The Board and Department's role as the State Education Agency (SEA) has always been clear to the Board, but this SEA role still needs to be stated explicitly in law to avoid ongoing disagreements with some in the charter school community. It is not disputed that the Board and Department are in fact the SEA. What is disputed is what authority the Board and Department have over charter schools. For example, as the SEA, the Board establishes educational policies that all public schools, including charter schools, must follow, and certain federal requirements of the SEA are clear. This is

clearly understood by other jurisdictions across the country, yet in Hawaii, some charter schools dispute this authority of the Board. Also, as the SEA, the Department requires certain data for federal compliance reporting. Some charter schools do not recognize the Department's authority to mandate timely submittal of required data, and the Department and Board lack legal measures by which to ensure compliance. Failure by the charter schools to submit required federal compliance reports puts the entire state education system at risk.

The Board's role as the appeals body for decisions of the Panel has not yet been tested. With the first set of decisions made by the Panel several weeks ago to grant and deny charter applications, the Board anticipates appeals to be filed shortly. The Board established a policy on June 6, 2007, that outlines the framework of how it will deal with such appeals.

Regarding the Charter Schools Budget, it is now a pass-through for the Board. The Board only accepts the Charter Schools Budget for inclusion in the budget submittal.

The Charter School Funding Formula Workgroup (workgroup) is in the process of developing a charter schools basic funding formula. The workgroup has been meeting during the legislative interim to fulfill the requirements of the budget proviso under Section 193 of Act 213, Session Laws of Hawaii 2007. During these meetings, the workgroup has gathered comments from charter schools. The workgroup is faced with significant challenges.

The Board will propose legislation to further fine-tune the charter school law. The Board has not taken action yet on these proposals, and we do not yet have a complete list of proposed changes. To date, the Board's Committee on Legislation has approved the following proposals:

- Enable the Board to remove any member of the Panel as may be necessary. Under the current law, the Board has the authority to appoint members to the Panel but does not have the authority to remove members from the Panel. As the appointing authority, and as the body the Panel is accountable to, the Board requires the authority to remove Panel members for certain reasons, such as non-performance, malfeasance, and other specified reasons, to ensure that the Panel remains functional.
- Specifies that the definition of "organizational viability" also include a charter school compliance with Board policies. This change will in part address the issue stated earlier regarding some charter schools not recognizing the authority of the SEA. Other areas of the law may also need to be adjusted to be consistent with this proposed change.
- Specifies that the Panel is subject to Chapter 92, Hawaii Revised Statutes. This is a housekeeping measure for consistency.

Other proposed changes to the law will be brought forward shortly.

On behalf of the Board, thank you for allowing me to testify and share the work of the Board. We look forward to working with you and the charter school community during the coming legislative session. We are eager to further clarify the law and enable the Board to more effectively perform its role as the State Education Agency to support all public school students and to be more accountable to the people of the State of Hawaii.

To: The Honorable Norman Sakamoto, Chair
Members of the Senate Committee on Education
From: Lynn Fallin, Executive Director
Ho'okako'o Corporation
Date: November 29, 2007
Subject: Informational Briefing and Update on Charter Schools

Act 2 passed by the 2002 Legislature enables a Hawaii based non profit corporation to partner with an existing public school and become a conversion charter school. The non profit provides an incentive of \$1 to \$4 state dollar match up to \$1500, technical assistance and oversight to improve school communities. In the five years since Act 2 was passed and the Ho'okako'o Corporation was established:

- Twenty DOE schools contacted and provided information about converting to charter status with the Ho'okako'o Corporation
- Three schools in rural high need communities (Waimea Middle School on the Big island in 2003, Kualapu'u School on Molokai in 2004 and Kamaile School on the Leeward Coast of Oahu in August 2007) converted.
- 256 employees
- 1500 students (approximately 23% of the charter school enrollment)
- Two Local Advisory Panels appointed (and a third currently being organized at recently converted Kamaile School)
- Waimea Middle School and Kualapu'u School made AYP
- Kualapu'u decreased special education population
- Waimea and Kualapu'u increased student attendance
- Waimea showed significant increase in family and community awareness and involvement, student attitude and teachers' openness to try new strategies.
- New programs offered

As an education change agent, Ho'okako'o seeks partnerships with public school communities committed to:

- Effective school community leadership
- Capable teachers with high expectations and the skills to work together in focused learning communities
- Curriculum that is aligned, articulated and integrated
- Families and the greater community with a sense of ownership in the school and willingness to be part of the change process
- Personalized schools
- More time on instructional and co-curricular activities
- Supportive and effective policies and regulations

Ho'okako'o services and supports include:

- Organizational change
- Instructional expertise
- Organizational systems and supports
- Policy and Advocacy
- Resources

In the next five years, Ho'okako'o will continue to work with its three partner schools and explore partnerships within the school complexes where it currently has a presence. By

building on the work underway and sharpening its focus, Ho'okako'o hopes that positive impact on student learning will be maximized, continuous and sustained.

Opportunities and Concerns

Impact of Three Government Backed Transitional Homeless Shelters Within the Kamaile School Geographical Catchment Area

In December of 2006, a 300 bed emergency shelter (Pai'olu) opened within Kamaile School's catchment area. By early spring 2008, two additional shelters "Kahikolu "Ohana Hale O Waianae with 72 rental units and 40 dormitory beds and "Seawind Apartments with 50 rental units will also open with the Kamaile School's area and the school anticipates additional students. Under the federal McKinney Homeless Assistance Act, SEA's and LEA's must ensure that barriers to enrollment, attendance and success in public schools are removed. Homeless children require additional resource to ensure that barriers to enrollment, attendance and success in public schools are removed. Homeless children require additional resources to insure continuity of instruction such as transportation, special instructional programs, professional development of teachers and counselors to address the needs of this special population and strong linkages between schools to ensure smooth transitions.

Currently the student count date for all charter schools is on October 15. Although we do not know the exact impact of the transitional homeless shelters, some anticipate growth could be around 100 students after the count date. The fluctuation in student enrollment affects Kamaile's ability to effectively serve the high need students because the school's student count affects the school budget. Kamaile plans to do a quarterly count during the 2007-2008 school year and we plan to report back to the legislature 2008 at the end of the third quarter (early April) regarding the fluctuating enrollment and the impact of the fluctuating enrollment to the school's services to students. Because of the many challenges facing homeless children and their families, it is anticipated that the students and their families will need more student and family support services to maintain continuity of instruction. If the enrollment increases significantly after the October 15 student count date, the school will be unable to maintain or increase educational and support services for the children and their families.

Should the fluctuating enrollment be a significant problem, the legislature should consider adjusting the student count dates and/or additional funding to schools such as Kamaile School being affected by the location of the large concentration of homeless transitional shelters within the school geographical catchment area.

Administrative

We thank the legislature for clarifying and making changes in laws and policies so that if a school makes the choice to become a conversion charter school, the school community is not adversely affected.

With the best interest of the children foremost, we are making every effort to collaborate with the DOE on these matters and we will continue to keep you abreast of emerging concerns that may need policy clarification and change.

Currently, the main administrative areas are:

- 1) Student Per Pupil Allocation based on most current and accurate DOE budget
- 2) Facilities

We are currently working with the DOE on a draft agreement for the use of school facilities. As we work on the agreement, we have emphasized that the conversion charter schools continue to be the feeder public school for the geographical catchment area as they did prior to conversion and the DOE continues to be responsible for all of special education students and therefore the conversion charter school should continue to use state public school facilities, R and M and CIP under the administration of the DOE.

Charter schools were urged to attend the committee meeting on facilities convened to meet the requirements of Act 213 (2007) regarding facilities funding for charters. By request of the Governor's Office and the committee, Ho'okako'o submitted a summary of the concerns from our three partner conversion schools.

3) Personnel Concerns

Teacher tenure, teacher reclassification, principal and vice principal employment, funding of teachers in hard to fill geographical areas continue to be raised at the school level. As the concerns are brought our attention and clarified, we are working with the DOE and unions to resolve the concerns.

Increase in Conversion Schools

In the next five years, Ho'okako'o will continue to work with its three partner schools and explore partnerships within the school complexes where it currently has a presence. By building on the work underway and sharpening its focus, Ho'okako'o hopes that positive impact on student learning will be maximized, continuous and sustained and that more school communities will make the choice to become conversion schools.

State public policy and laws governing the public school system should afford and encourage opportunities for parents and school communities to have choices. Today, Hawaii state law allows a maximum of 25 conversion charter schools. Only five Hawaii public schools have chosen to convert to charter status. We should ask ourselves "WHY?" and "WHAT?" can be done so that more schools choose to become conversion schools. Other national jurisdictions have seen growth in conversion schools and we encourage the legislature to fund a study of other jurisdictions across the nation and based on the findings to consider making amendments to the Hawaii state law in 2009 that would result in more schools in Hawaii deciding to become conversion schools.

The following is an excerpt from a national publication about conversion schools in California where the number of conversion schools has increased significantly.

"Charter Conversions Increasing in California Districts

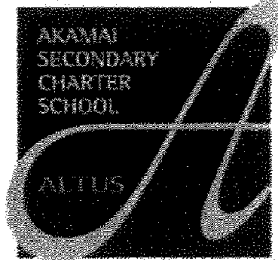
Traditionally, many school districts have viewed charter schools as competition, but in California some districts are moving to convert their own schools to charters. More than one-third of the charter schools in Santa Clara County, including all of the charters in the Cambrian and Campbell Union school districts, are conversions. "Statewide, start-ups still outnumber conversions by three to one," said Caprice Young of the California Charter Schools Association. "But we are seeing more conversions because superintendents are saying, 'Wait, we can do this, too.'" District officials say they are moving to convert more schools to charters so they can attract additional students and take advantage of more flexible state funding. "There's more flexibility in state funding, and fewer rules that bind us," said Campbell Union Superintendent Johanna VanderMolen. "I don't care if it's called a charter or not. What I care about is student achievement."

Source: Mercury News (free registration required), (11/25/2007) "

http://www.mercurynews.com/education/ci_7554258?nclick_check=1

We look forward to the opportunity to work with the legislature on the study and to changes in the state law that result in more school communities making the choice to become conversion schools.

Thank you for the opportunity to submit testimony.



Nurturing
Student Achievement

November 28, 2007

Senator Norman Sakamoto
415 South Beretania Street
Honolulu, HI 96813

RE: WRITTEN TESTIMONIAL FOR THE INFORMATIONAL BRIEFING

Dear Sir:

My name is Lynne Alipio, co-developer, Director for Business, Fiscal Services and Development for Altus Institute. Altus Institute was born from the ideologies shared by The Charter School of San Diego – a 13 years old charter school and Audeo Charter School – a 7 years old charter school. Both educational institutions strive to help students achieve by creating alternative educational options that put students' needs first. Having experienced the successes of these supportive and flexible learning environments, a group of administrators and instructional leaders from these schools discussed the possibility of creating a think tank on educational reform. The Institute would provide teachers and administrators the opportunity to learn about the newest techniques and philosophies that offer students the chance to learn in a way that best suit their needs. It would act as a national resource for innovative methodologies regarding alternative education. It would assist educators in acquiring the skills necessary to become leaders in improving public education.

Altus Institute has formed a Hawaii non-profit corporation (Altus-Akamai, Inc.) specifically for the purpose of supporting and consulting the proposed Akamai Secondary Charter School. In 2006, Akamai received one of the three federal subgrants awarded to qualified applicants for the purposes of planning a Start-Up Charter School. This grant was awarded in accordance with Hawaii charter school law. Akamai's mission is to serve "at risk" students in grades 7-12, initially in the Honolulu District area between Farrington, McKinley and Kaimuki High Schools. Akamai would provide these students with an educational program that combines a traditional site-based school with an independent student program supplemented with on-line courses, seminars, workshops, guest speakers, tutoring and field trips. The School would also base students' courses of study on personalized education plans and workforce development strategies. **This type of innovative educational program does not currently exist in the targeted area for "at risk" students in grades 7-12.** Improvements in academic achievement are greatly needed in this area. Akamai Secondary School will create a fluid relationship between its program and the comprehensive public schools. The institutional design of Akamai will

create a complimentary assessment and instruction centered on assisting students in the completion of their academic objectives. A majority of these students shall be redirected to their resident school or successfully graduated from Akamai. The redirective nature of Akamai would support local public education by reducing their drop out rate, increasing its graduation rate, and recovering ADA lost because of student disengagement.

In January 2007, Akamai submitted an application to become a new charter school. Akamai's application addressed the requirements outlines in the Hawaii Revised Statutes ("HRS") for start-up charter schools and the application provided by the Charter School Administrative Office. Because Akamai had already received one of the federal subgrants awarded to qualified applicants, we reasonably anticipated that **timely action** would be taken on our application. However, **no action was ever taken on the Akamai's January 2007 application.**

On May 14, 2007, the Charter School Review Panel ("Panel") required charter school applicants to submit their Detailed Implementation Plans ("DIPs") by June 1, 2007. Although Akamai already had an application on file, it was instructed to submit a new DIP. Along with this request, the Panel issued a new Scoring Rubric ("Rubric") for the assessments of the DIPs, leaving applicants little more than two weeks to submit their applications. This Rubric differed from the application originally distributed by the Charter School Administration Office. More importantly, **the terms of the NEW Rubric directly conflicted with statutory requirements for operation of a charter school in effect at that time.** For example, the governance provisions of the Rubric state, "Reviewers will look for:.....Description of personnel procedures including recruitment, retention, and termination." This is in direct conflict with HRS 89-10.55, which mandates that employees for the charter schools be assigned to a collective bargaining unit, which, in turn, requires a charter school to abide by the terms of the applicable collective bargaining agreement.

On June 27, 2007, the Panel held an initial meeting. They discussed, and evaluated the applications in executive session. The Panel announced its decision that a denial would be sent to Akamai. However, because these discussions were required to be held in open meetings, those initial decisions were deemed null and void by the Panel.

The Panel met again on July 20, 2007. At this meeting, Panel Member Ardith Renteria, expressed her "**concerns regarding the Panel's lack of procedural consistency**" and indicated that "**for the sake of protection and procedural fairness,**" she wanted the development of operational procedures in accordance with HRS 302-B-3(g). At this meeting, the Panel decided, "all discussions from executive session (on June 27, 2007) are deemed null and void because the decisions on charter school applications were done in executive session. Those discussions and the decisions are now null and void and non-existent." Apparently, the Panel was advised that its review of applications in executive sessions violated HRS Chapter 92. **The minutes from July 20, 2007, meeting have still not been made available to the public.**

The Legislature of the State of Hawaii has repeatedly stated that the purposes for charter schools are to:

- 1) Provide administrators, parents, students, and teachers with expanded alternative public school choices in the types of schools, educational programs, opportunities,

- and settings, **including services for underserved populations**, geographical areas, and communities; and
- 2) Encourage and ,when resources and support are provided, serve as a research venue for the development, use, and dissemination of alternative and innovative approaches to educational governance, financing, administration, curricula, technology, and teaching strategies.

As an applicant, these are the following observations we have made:

- The guidelines and the rubrics disseminated to applicants are inconsistent.
- No other information regarding the process was provided to applicants.
- No training were provided to the Panel on the use of the rubrics
- No evidence of adherence to the rubrics. The actions of the Panel has been blatantly subjective.
- No operational procedures, which define the process for the basis of determining minimal criteria for eligibility, were ever issued.
- Minutes were not consistently keep and disseminated to the public.
- It is evident that there are Panel members that feel charter schools are vehicles reserved only for Hawaiian schools.
- Comments were made publicly by panel members stating that a specific charter applicant is not suited because it is not "Hawaiian enough".

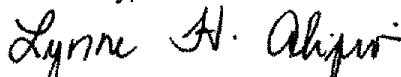
Conclusion:

The review process was subjectively developed and applied with a Panel that lacks training. It is not oriented to the larger view of the educational need for all school-aged children who reside in Hawaii more specifically the ethnically diverse underserved population. The awarding of charter school status should be based on the merits, probable innovation, and contributions a school could make to all communities and not only those oriented to serve native Hawaiian students. This is not to say, that we do not think the charter schools are excellent vehicles for Hawaiian immersion activities. We only request openness to those schools that are not exclusively Hawaiian immersion by design.

The charter school developers for the proposed Akamai Secondary Charter School have a tremendous respect for the community of which they hope to become a part. We strongly support the social and political culture of the native Hawaiian and we would like to work closely with the immersion schools on the island as well as the traditional schools. Akamai had a desire to collaborate with the other charter school and to help form an educational option rich in both academics and culture.

I thank you.

Sincerely,



Lynne H. Alipio
Director of Business, Fiscal Services and Development
Altus Institute – Network of Charter Schools
Audeo Charter School, Mirus Secondary School
The Charter School of San Diego

To: Hawai'i State Senate Committee on Education
For: Hearing of November 29, 2007
Re: "Native Hawaiian-based" Charter Schools
From: Kenneth R. Conklin, Ph.D.; Kane'ohe; Ken_Conklin@yahoo.com
Date: November 26, 2007

Aloha kakou,

I am writing to ask that the committee request a report from the charter schools' executive director regarding the use of the "Native Hawaiian-based Charter Schools" (Ka Lei Na'auao) to indoctrinate children with religious and political views promoting a theology of racial supremacy and a corresponding anti-American racial separatism and ethnic nationalism.

On Thursday July 26, 2007 the PBS-Hawaii TV program "Insights" spent an hour discussing the Native Hawaiian charter schools. Hina Wong, on the staff of the Halau Lokahi school, responding to a viewer question, acknowledged that the religious activities and political views described below are indeed a part of the curriculum, and asserted that they are appropriate in view of a history of Hawaiian oppression and a future of liberation.

I believe that the Legislature would agree with me that religious ceremonies and prayers are not legally allowable as part of the school day in government schools, and that it is bad public policy to use any government school for the purpose of religious and political indoctrination of children.

RELIGIOUS CEREMONY AND PRAYER

To what extent are actual religious ceremonies and prayers being conducted in these tax-supported public schools (not as lessons demonstrating culture but as actual occasions of worship or guidance-seeking)? Is that legally permissible, and is it socially and morally wise? Religious ceremonies and prayers are customary elements of "protocol" in ethnic Hawaiian cultural events; yet such activities in the public schools violate the "establishment of religion" clause of the U.S. Constitution.

Let's recall that only a few years ago a lawsuit supported by ACLU forced McKinley High School to remove the word "God" from a publicly posted student conduct code. It is true that charter schools have great latitude regarding curriculum and methodology; that parents voluntarily choose to send their children there precisely for culture-specific education and are therefore not likely to complain about cultural/religious indoctrination. Nevertheless these are government schools obligated to obey the law regarding separation of church and state. Would the State of Hawaii be comfortable supporting public schools with a blatantly Christian, Jewish, or Muslim curriculum, even if parents requested such schools?

RELIGION AND POLITICS MIXED TOGETHER IN HISTORY/CULTURE CURRICULUM

More troubling than harmless, voluntary prayer is the indoctrination of children to believe in religious doctrines currently being invoked in the political arena to justify assertions that people of a particular racial heritage are entitled to racial supremacy regarding ownership and management of land.

The Kumulipo creation legend is a core element of Hawaiian religion which is being taught as true doctrine. According to this doctrine anyone possessing a drop of Hawaiian native blood is a descendant of the (Hawaiian) gods and a brother to the (Hawaiian) land in a way that nobody lacking that drop of native blood ever can be.

Long story short: Sky father Wakea mated with Earth Mother Papahanaumoku, who then gave birth to the Hawaiian islands as living beings. Later Wakea and Papa mated again, producing daughter goddess Ho'ohokukalani. Wakea later mated with Ho'ohokukalani (a culturally

appropriate incestuous "ni'aup'i'o mating") giving birth to Haloa, the primordial Hawaiian ancestor from whom all persons with a drop of Hawaiian native blood are descended.

Thus there is a family relationship among the gods, the Hawaiian islands, and the ethnic Hawaiian people. Anyone lacking a drop of Hawaiian native blood is forever outside that family, and therefore not entitled to participate fully or equally in decisions about land use policy or who can live upon the land. Needless to say, indoctrinating children to believe this religious doctrine is extraordinarily divisive and corrosive in a multiracial society. It demeans those who lack native blood, and causes those who do have native blood to adopt an attitude of racial supremacy as birthright.

ANALOGY: CREATIONISM VS. EVOLUTION IN THE SCIENCE CURRICULUM

The Hawaii board of education has faced the same dispute as school boards throughout America regarding whether creationism (or "intelligent design") should be included in the science curriculum as an alternative to the generally accepted theory of evolution. Those who oppose including creationism label it religious indoctrination in disguise (and by analogy should also oppose including the Kumulipo creation legend for the same reason). Those who favor including creationism say it's good for children to know there are alternative theories and to become familiar with them (and by analogy should also favor including the Kumulipo legend in the context of teaching children about the diversity of beliefs in Hawaii). However, nobody has claimed that any government school should adopt creationism as the only theory to be taught and that children should be brainwashed to believe it (and by analogy, no government school in Hawaii should adopt the Kumulipo legend as the sole or predominant theory, especially the Kumulipo version as it is being twisted to support a doctrine of racial supremacy).

INDOCTRINATING CHILDREN WITH TWISTED HISTORY FOSTERING ANTI-AMERICAN ATTITUDES

Following are excerpts taken a few years ago from the website statement of purposes of the Kanu O Ka 'Aina public charter school -- statements presumably written by Ku Kahakalau, head of that school and also head of the consortium of Hawaiian-focus charter schools. The website is constantly revised, and the stridency has been toned down; but the concepts can still be found on that website.

The question for the Legislature is: do the people of the State of Hawaii really want to pay tax dollars to indoctrinate children with such anti-American attitudes, even if (especially if!) radical parents enthusiastically support such views?

"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. Additionally, Kanu wants to empower our students to accept this challenge and find solutions to this and the many other dilemma, that face Hawai'i's native people in their homeland today. By actively participating in finding solutions to native problems, it is envisioned that 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."

And so I am asking that Ku Kahakalau and other leadership in the Hawaiian-focus charter schools be called to account regarding whether they endorse or disavow the anti-American concepts in the above paragraph, and whether they have as one of their purposes to indoctrinate the children with those views. And then I call upon our political leadership to decide whether taxpayers should be forced to provide financial support for such "education."

CONCLUSION: THE BIG PICTURE

The "Native Hawaiian-based Charter Schools" are intentionally being used as engines pushing a political agenda described in my book: "Hawaiian Apartheid: Racial Separatism and Ethnic Nationalism in the Aloha State." My book is not available in bookstores; please find it at <http://tinyurl.com/2a9fga>

These tax supported public schools are functioning in the same way as the Islamist madrassas in Saudi Arabia or Iran -- their purpose is to indoctrinate children with concepts of racial entitlement, racial supremacy, and anti-Americanism. This purpose is served by means of religious beliefs being taught as true, corresponding religious ceremonies performed during the school day, and a twisted history curriculum depicting ethnic Hawaiians as oppressed under the authority of a foreign nation (U.S.) illegally occupying their homeland.