

LATE TESTIMONY

EDN Hearing February 17, 2010, 2:00 PM HCR56 Pilot project online instruction
Testimony by: Linda Elento, Parent of children in public, charter and private schools, and
board member of the Hawaii Down Syndrome Congress

Dear Chair Roy Takumi, Vice Chair Lyla Berg and EDN Committee members:

I ask that you consider these comments to improve the purpose of HCR74:

1. Request a report of how other states allow for part-time status at one or more regular schools, and/or in combination with part-time status at another regular school, charter schools, home schools, and/or private schools, with proposed legislation of how Hawaii may allow for such attendance practices in HRS302A.
2. Request an immediate report of how charter schools are sharing what they are doing differently than regular schools. My son's public charter school Hawaii Technology Academy already combines on-line courses, on-line classrooms, combined with classrooms in a building and field trips. Any middle or high school would be able to model after their program, including the online K12 curriculum. Some regular high schools offer very limited (difficult registration process) online classes through E-school for students attending on campus.

Thank you for the opportunity to present testimony for your consideration in providing for an education for our students in schools, including charter schools.

LATE TESTIMONY

EDN Hearing February 17, 2010, 2:00 PM HCR56 Audit of DOE
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board member of the Hawaii Down Syndrome Congress

Dear Chair Roy Takumi, Vice Chair Lyla Berg and EDN Committee members:

I support HCR56 for an audit of the Hawaii Department of Education and suggest that you also consider the audit to include the Hawaii Board of Education and to focus on how decisions are made.

Specifically critical is a process of identifying individuals and positions who influence the entire Department and Board of interpretation of federal and state laws, such as Individuals with Disabilities Education Improvement Act, Charter School Act, Hawaii Revised Statutes 302A and 302B, current and changing administrative rules, policies and guidelines, and training and dissemination of such information, between the Department of Education and –

Other state agencies, within the Department of Education's state, administrative district (e.g., complex area superintendents vs. district educational specialists) and school offices, Governor's Office, Board of Education, charter schools, Charter School Administrative Office and Charter Schools Review Panel, and last, but not least, parents and students.

The students all belong to one school district. Administrative district offices should not be treating them differently or separately because of their geographical residences, especially for students in need of special education preschool, elementary or high school, including up to or beyond the age of twenty-one years old as the federal special education law allows for our state to spend federal money on. If the education is needed, beneficial and wanted by a student beyond the age of twenty, such as for a student with Down syndrome who is still in the process of critical learning, a continued high school program for students with disabilities should be clearly made known to all parties involved.

Thank you for the opportunity to present testimony for your consideration to educate our students in schools, including charter schools.