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STATE OF HAWAII  
**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(‘AHA KULA HO‘ĀMANA)**

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FOR: SB 1348 Relating to Education  
DATE: Tuesday, February 10, 2015  
TIME: 1:15 pm  
COMMITTEE(S): Senate Committee on Education  
Senate Committee on Higher Education and the Arts  
ROOM: Conference Room 224  
FROM: Tom Hutton, Executive Director  
State Public Charter School Commission

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Chairs Kidani and Chair Taniguchi, Vice Chairs Harimoto and Inouye, and members of the Committees:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to submit this testimony with comments on Senate Bill 1348, “Relating to Education,” which would allow the University Laboratory School to conform its student enrollment profile to the standard prescribed by the University of Hawaii College of Education in order to meet the College of Education’s research requirements.

The introduction of this bill stems from the Commission’s review of the admission and enrollment policies and practices of all public charter schools as part of its organizational performance review. Section 302D-34, Hawaii Revised Statutes (“HRS”), prohibits the use of ethnicity, gender, income, and academic achievement, among other bases, to limit admission and enrollment of students to a public charter school. The current admission and enrollment policy and practices of the University Laboratory School conflict with §302D-34, HRS.

The Commission is grateful to Chair Kidani for her introduction of the legislative vehicle that will allow University Laboratory School the opportunity to make its case for a statutory exception to HRS § 302D-34. The Commission has not yet adopted a position on this bill, but it supports efforts to resolve this problem and supports the goal of a diverse student population.

Thank you for the opportunity to provide this testimony.



# UNIVERSITY OF HAWAII SYSTEM

## Legislative Testimony

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Testimony Presented Before the  
Senate Committee on Education  
Senate Committee on Higher Education and the Arts  
Tuesday, February 10, 2015 at 1:15 pm  
by  
Robert Bley-Vroman, Chancellor  
and  
Donald B. Young, Dean, College of Education  
University of Hawai'i at Mānoa

SB 1348 – Relating to Education

Chair Kidani, Vice Chair Harimoto, and members of the Committee on Education;  
Chair Taniguchi, Vice Chair Inouye and members of the Committee on Higher  
Education and the Arts:

My name is Donald Young. I am Dean of the College of Education at the University of Hawai'i at Mānoa. I was formerly Director of the Curriculum Research & Development Group and have worked in and with the University Laboratory School (ULS) since 1970. I thank you for hearing this bill relating to the admissions policy of University Laboratory School.

The College of Education supports SB 1348. Its passage will enable the Charter School Commission to approve the long-standing and highly impactful admissions policy of the University Laboratory School.

### **Background**

As you know, ULS has a long history of affiliation with the College of Education dating back to 1931. For the last 50 years, ULS has served as a research and development site and an incubator of innovations in teaching, learning, and assessment.

At question is the ULS admissions policy that has been carefully crafted and implemented to provide an inclusive student population reflective of Hawai'i's population by gender, family income, ethnicity, and school achievement, including English language learners and special needs students. Such a student population is essential for research and development purposes to better ensure generalizability of the innovations created within ULS to Hawai'i's schools. The policy is one of inclusion, not exclusion.

The policy and procedure dates back to the early 1970s prior to the school becoming a Charter School in 2001. We believe the ULS lottery system is in compliance with State statutes. The language in the current Hawai'i Charter School Law, HRS 302D-34 mirrors the language of the federal statute 42 USC 2000d, which states "No person in the United States shall, on the ground of race, color, or national origin, be excluded from

participation in, be denied the benefits of, or be subjected to discrimination...” The Ninth Circuit Court has upheld a race and ethnic conscious admission policy for the laboratory school run by the University of California Los Angeles for the purpose of conducting educational research—the same situation as ULS with the College of Education. Case law has shown that this policy is not unconstitutional as to the federal law. Since federal law supersedes state law, it is unlikely the Hawai’i statute was intended to be any more restrictive. Nevertheless, questions have been raised about compliance of the ULS selection procedures under the revised charter school law, HRS 302D-34. SB 1348 addresses those concerns.

HRS 302D-34 provides in paragraph four (4) that a start-up charter school may give an enrollment preference to students within a given age group or grade level and may be organized around a special emphasis, theme, or concept. The proposed amendment in SB 1348 clarifies that one of the enrollment preferences is for research and development purposes.

The purposely-diverse ULS student population enables randomized trials of educational innovations that cannot be performed at other sites for many reasons. High impact programs developed at ULS include those in science, mathematics, social studies, English, technology, and others. Examples are attached to my testimony. Products from the research and development conducted at ULS are effective in public schools locally and nationally because the efficacy studies have been conducted with diverse students along the full spectrum of variables known to affect educational outcomes, including gender, family education level, ability, and ethnicity.

### **Impact of Supporting the ULS Admissions Policy**

Innovations developed with ULS have been used throughout the Hawai’i, the nation, and indeed in many foreign countries. By conservative estimate, over 20,000 teachers and more than 7 million students have benefited from the innovations created in the Laboratory School. Current R&D work includes developing high school mathematics courses in collaboration with the Hawai’i Department of Education; the third edition of the *A History of Hawai’i*, a required high school course statewide; inquiry-based curriculum and professional development in marine/aquatic science being used statewide in secondary schools; innovative technology applications that improve instruction and learning. None of these innovative and effective programs could be developed without the student population available at ULS.

### **Impact of Not Supporting the ULS Admissions Policy**

Absent a valid research population at ULS, the school will be unable to fulfill its mission in support of educational research in collaboration with the College of Education. Researchers and developers will not have access to a population of students reflective of the State population with whom to research, develop, disseminate, and support innovations. ULS is the only school in Hawai’i that provides access to an appropriate student population for R&D work in K–12 grades.

We have been transparent in our admissions policy and procedures before and after the granting of the charter in 2001. The policy is widely known and accepted. It is inclusive of diversity. It is defensible on research and legal grounds, is not in violation of federal or State law, and serves a highly valuable public purpose.

For these reasons, I urge you to continue to support ULS in its admissions policy and mission by approving SB 1348.

Thank you for the opportunity to testify on SB 1348.

**University Laboratory School**  
**Curriculum Research & Development Group**

**Noteworthy Achievements and Recognitions**

1. The University Laboratory School in collaboration with the College of Education Curriculum Research & Development Group brings national and international recognition to Hawai‘i through its role as a leader in the field of curriculum research and development.
  - Over seven million students in Hawai‘i, in 42 other states, in foreign countries (e.g., Russia, Slovakia, Australia, New Zealand, Federated States of Micronesia, the Virgin Islands), and several International Schools throughout the world use in CRDG/ULS-developed curricula each year.
  - The CRDG/ULS is the major source of curriculum designs, teaching materials, and teacher professional development keyed to Hawai‘i’s unique culture, history, and physical and human ecology. All these programs have been tested and validated in ULS.
  - CRDG/ULS programs are being widely recognized as effective. CRDG’s philosophy and approach to curriculum development are consistently and increasingly validated in formal studies and through comparison with state, regional, and national standards. Major programs in the sciences, mathematics, and social studies, have earned awards or recognitions from national professional associations, the U.S. Department of Education, or both. Successful programs include:

**Science**

*Foundational Approaches in Science Teaching (FAST) grades 6–9*  
*Developmental Approaches in Science, Health, & Technology (DASH) grades K–6*  
*Hawaii Marine Science Studies (HMSS) grades 9–12*  
*Fluid Earth/Living Ocean grades 9–12*

**Mathematics**

*Algebra I: A Process Approach grades 8–10*  
*Weather and Ratios*  
*Traffic on the Information Superhighway*  
*Explorations in Algebra*  
*Measure Up grades K–6*  
*Reshaping Mathematics for Understanding grades 6–8*  
*The Write Way Journal Prompts for Mathematics grades 4–8*

**Social Studies**

*A History of Hawai‘i grades 9–11*  
*China: Understanding Its Past grades 9–12*  
*The Rise of Modern Japan grades 9–12*  
*Multicultural Studies grades 6–8*

***Hawaiian Studies***

*Ka Wana Series*

*Hapai Na Leo*

*No Na Mamo*

*Island Fire*

*Growing Up Local*

*To Find A Way*

***Language Arts***

*Performance English grades 6–12*

**Programs Currently in Development include**

*Teaching Science as Inquiry: Aquatic grades 9–12*

*High School Biology*

*High School Physics*

*Modeling Our World graded 9–10 (high-school mathematics course in collaboration with HIDOE)*

*The Koreas Since 1945 grades 9–12*

*Use of technology and Google tools in support of teaching and learning*

2. The University Laboratory School itself serves as a model for school design and a real-world example of what can be accomplished in public education.
  - ULS enrolls a cross-section of students who typify the Hawai‘i school system’s population in ethnicity, family status, and school achievement levels. There are currently about 450 students K–12 enrolled in the school.
  - All students receive a comprehensive academic program, enrolling each year in English, social studies, science, mathematics, art, music, physical education, and second languages (in grades 10–12).
  - All students are taught in common classes without segregation or less-demanding courses, on the principle that the best should be available to all.
  - Since 1970 over 2,200 students graduated from ULS. This relatively small test population has enabled the CRDG/ULS to have a major impact on education in Hawai‘i.



**UNIVERSITY LABORATORY SCHOOL**

A Hawai'i Public Charter School

1776 University Avenue UHS #3-121, Honolulu, Hawai'i 96822

Telephone (808) 956-7833 Fax Number (808) 956-7260

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Testimony Presented Before the  
Senate Committees on Education and Higher Education and the Arts  
Tuesday, February 10, 2015  
1:15 p.m.

By  
Keoni Jeremiah  
Principal  
University Laboratory School

SB 1348 RELATING TO EDUCATION

Chairs Kidani and Taniguchi, Vice Chairs Harimoto and Inouye, and members of the Senate Committees on Education and Higher Education and the Arts, I am submitting written testimony on behalf of the University Laboratory School (ULS) regarding Senate Bill 1348. The proposed legislation will allow the ULS to conform its student enrollment profile to the standard prescribed by the University of Hawai'i, College of Education in order to meet the University of Hawai'i, College of Education's research requirements.

The ULS supports the purpose and general intent of SB 1348.

We believe that the proposed legislation will provide clarity and resolve confusion and misunderstandings over the current charter school statutory laws as it pertains to ULS's long-standing admission policy. Our admissions policy and practice is one of inclusion that provides a valid population of students with whom to develop innovations in learning, teaching, and assessment - the results of which are generalizable and identifiable to Hawai'i's unique population in our public schools.

ULS is a unique and special organization. Our charter school serves two interlocking missions: 1) to design and deliver the best possible education to our own students; and 2) to serve the educational research and development community as a seedbed for curriculum research and development. We are the only school in Hawai'i focused in part on supporting educational research and development, and disseminating educational materials and improvement strategies. With our purposive enrollment, heterogeneous classes, emphasis on innovation and research, and provision of ongoing professional development for in-service and pre-service educators, our school serves as an experimental site for teaching, learning, and assessment in grades K-12.

To serve our dual interlocking mission of education research and curriculum development, as well as, providing a comprehensive academic program which provides our students the best opportunities to become critical and engaged thinkers, our school enrolls about 450 students, comprising a cross section of Hawai'i's diverse population, from kindergarten through grade 12. Students are selected by lottery to create a student body evenly distributed by gender that reflects the ethnic distribution of Hawai'i, and includes a broad range of student academic achievement and family socioeconomic levels. Maintaining a

student body that reflects the gender, ethnicity, socioeconomic, and academic achievement of the student population in the State of Hawai‘i is critical to the credibility and viability of the research conducted at ULS and to our ability to fulfill the mission of the school. The ULS’s admission plan provides a framework for a systematic method of student selection.

We operate in close partnership with the Curriculum Research & Development Group (CRDG) in the University of Hawai‘i (UH) College of Education (COE), serving as a laboratory for researching, developing, and evaluating innovative approaches to improving teaching, learning, and assessment. ULS and CRDG conduct systematic research, design, development, publication, teacher training and related services for elementary and secondary schools in Hawai‘i and elsewhere. Over the past 40 years, the ULS-CRDG partnership has produced exemplary programs in science, mathematics, English, Pacific and Asian Studies, marine studies, environmental studies, Hawaiian and Polynesian studies, Japanese language and culture, music, nutrition, art, drama, technology, health and computer education that are used by schools in Hawai‘i, the U.S. and other countries. The ULS provides a quality education program for all students; an optimal setting for organized curriculum research and development; a demonstration site for exemplary working curriculum models; and a site for graduate and undergraduate research and training.

### **Unique Features of ULS**

- Heterogeneous grouping in all classes from across a diverse, purposive lottery of students to represent a demographic cross section of Hawai‘i. We enroll a cross-section of students who reflect the ethnicity, socio-economic status, and school achievement levels of Hawai‘i’s public school system.
- Teaching, learning, and demonstrations of knowledge based on disciplinary practices and habits of mind are the modes of interaction in every class, every day. We create a community of learners that cast all students in the role of authentic practitioners of the disciplines of knowledge. The school’s instructional methods emphasize direct experience, hands-on activity, and higher order intellectual processes; include experimentation and inquiry, simulations, role-playing, and cooperative learning groups; and use constructivist approaches as well as direct instruction where appropriate.
- All students enroll in a common curriculum by grade-level cohort that includes daily instruction in English language and literature, history and social science, natural science, mathematics, visual arts and performing arts. Students are taught in common classes without tracking. All students engage in a challenging comprehensive curriculum that includes English, mathematics, science, social studies, art, music, performing arts, and foreign languages in non-segregated classes and graduate ready for college, work, and responsible citizenship.
- The school’s emphasis on education research and role in the research and development community makes it possible for us to achieve our mission and vision. ULS faculty members and CRDG partners work with and serve as principal investigators on a wide range of research projects with a variety of partners, both short-term and longitudinal.

### **From Laboratory to Charter-Laboratory**

ULS was granted a charter on August 16, 2001. As a charter school, ULS assumed independence from the University of Hawai‘i at Mānoa (UHM), but maintains its connections with the educational research and development community through a partnership with the UHM College of Education’s Curriculum Research & Development Group (CRDG). ULS long served as the real-world laboratory for CRDG research, development, and dissemination efforts; we continue to work in close partnership with our



collaborators at CRDG, as well as engaging in research and professional development with other schools and organizations in Hawai‘i, nationally, and internationally.

While the roots of ULS and CRDG go back more than a hundred years, the research partnership in its current form dates to 1966 when CRDG’s founding director, Arthur R. King, Jr., was given the charge of creating a center for curriculum research and development by College of Education Dean Hubert Everly. This was the beginning of the research partnership that has allowed ULS and CRDG to influence change in curriculum, instruction, assessment, and school systems by creating programs and practices that result in improved student learning.

Some highlights of our more extensive history:

- The school has been associated with the University of Hawai‘i since 1931 and actually has roots back to the formation of a teacher training department at Honolulu High School in 1896.
- Prior to 1931 the school was run by the Territorial Department of Public Instruction. In 1931, the Territorial Legislature transferred the school to the University, where it became part of the newly formed Teachers College (later renamed the College of Education in 1957).
- In 1966, the school was downsized and became part of the Curriculum Research & Development Group in the College of Education, serving as a laboratory for educational research and development.
- In 2001, ULS became a charter school with funding for its operation shifting from the University to the Board of Education and the Department of Education.
- In 2009, employees transitioned from being University employees to ULS public charter school teachers and government employees.
- In and through these transitions from teacher training ground to public charter-laboratory school, the school continues to both serve its students by providing a high quality educational environment and program, and as a laboratory for improving learning, teaching and assessment.

Thank you for the opportunity to testify on this bill and supports its passage.

Personal Testimony Presented Before the  
Senate Committee on Education and Senate Committee on Higher Education and the Arts  
Tuesday, February 10, 2015  
1:15 pm  
by  
Kathleen F. Berg, PhD

SB 1348 Relating to Education

Chair Kidani, Vice Chair Harimoto, and the members of the Committee on Education  
Chair Taniguchi, Vice Chair Inouye, and members of the Committee on Higher Education and the Arts

My name is Kathleen Berg, and I offer my personal testimony in support of SB 1348. I have worked at the University of Hawaii (UH) College of Education since 1973, most of that time with the Curriculum Research & Development Group, working with or in the University Laboratory School (ULS).

I thank you for hearing this bill, SB 1348, relating to the admissions policy of ULS, since its passage should result in the University Laboratory School (ULS) securing approval from the Charter School Commission of its long-used, research-based admissions policy. Without this approval, the capability of the school to meet its dual missions, one of which is to serve the educational research and development community, will be lost.

When the school became a charter school in 2001, its admissions policy—which uses stratified random sampling from the applicant pool to provide an inclusive student population reflective of Hawaii’s population by gender, family income, ethnicity, and school achievement, including English language learning and special needs students—was accepted practice consistent with the purpose for which the school was chartered, a purpose that the school has served for over 50 years. Such a student population is essential for research and development purposes to better ensure generalizability of the innovations created within ULS to Hawaii’s schools and to provide credibility for the curriculum programs and teaching methods, assurance that they could be used effectively in Hawaii’s schools with all of Hawaii’s kids. The admissions policy has always been one of inclusion, not exclusion. And to date no legal challenges have ever been brought regarding the policy or process of selection.

It has only been under the latest version of the state’s charter school law that the policy has come into question. The Charter School Commission, as represented thus far by members of their Performance and Accountability Committee, is apparently unable to approve an exception to the law’s prescribed general lottery as admissions policy, even though the law gives it authority to make exemptions, because of either the very strict stipulations regarding discrimination in the law, or the omission of “research” as one of the possible purposes for an exemption, or both. Although they have expressed sympathy for the school’s situation as well as admiration and appreciation of the unique role the school plays and important service it provides for public education in Hawaii, the law, as interpreted now in a most restrictive sense, apparently does not allow them to approve the ULS admissions policy.

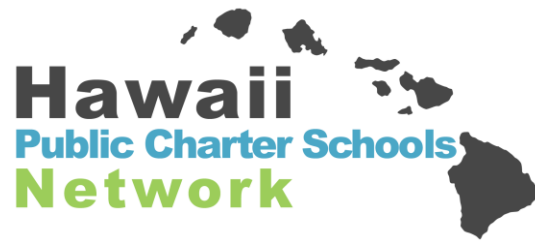
Even though the Ninth Circuit Court has upheld a similar race and ethnic conscious admissions policy for the laboratory school run by the University of California Los Angeles for the purpose of conducting educational research—the same situation as ULS with the UH College of Education—indicating that

this policy is not unconstitutional as to federal law, the revised state charter school law is identified as forbidding it. It is unlikely that the Hawaii law was intended to be more restrictive than federal law, but it is being interpreted thus.

Given that the situation now is that a legal reading currently disallows the school to use its research-based admissions policy, which disallows it to continue to serve the purpose for which it was chartered, the passage of SB 1348 should solve the impasse by making it legal for the ULS to conform its student enrollment profile to the standard prescribed by the UH College of Education to meet the mission of serving educational research and development. The current ULS admissions policy is designed to do just that through a stratified random sampling process, a process that honors the notion of a lottery but also ensures that the ULS student population consists of a wide representation of ethnicities, achievement, and family income levels, allowing the school serve as a sample that is reflective of Hawaii's public school student population in research that is designed to benefit all of Hawaii's children.

I urge you to continue to support ULS in its admissions policy and mission by approving SB 1348.

Thank you for the opportunity to testify.



Hawaii State Senate  
Committee on Education

DATE: Wednesday, February 11, 2014

TIME: 1:15 p.m.

PLACE: Conference Room 229 , Hawaii State Capitol

Chair Kidani, Vice Chair Harimoto and members of the Committee,

Re: SB 1348 RELATING TO EDUCATION

Mahalo for the opportunity to testify in strong support of SB 1348, a bill allows the university laboratory school to conform its student enrollment profile to the standard prescribed by the University of Hawaii college of education in order to meet the University of Hawaii college of education's research requirements.

HPCSN understands the need to protect students and their families from discrimination. University Laboratory School (ULS) is a public charter school that conducts needed research for the betterment of Hawaii's public education system. We support any appropriate bill language to help ULS maintain their enrollment/admission policy while upholding research standards that allow ULS to continue to deliver on their mission.

Hawaii Public Charter Schools Network (HPCSN) represents 30 of 34 public charter schools in Hawaii and is committed to quality education for all public school students through our support of, and work with, charter schools.

Thank you for your attention to and consideration of this very important matter to charter schools. Your support of Hawaii's public students is greatly appreciated.

Mahalo for your consideration.

A handwritten signature in black ink, appearing to read "Lynn Finnegan".

Lynn Finnegan  
Executive Director

Attachment

**From:** [mailinglist@capitol.hawaii.gov](mailto:mailinglist@capitol.hawaii.gov)  
**To:** [EDU Testimony](#)  
**Cc:** [yorkjrd002@mac.com](mailto:yorkjrd002@mac.com)  
**Subject:** Submitted testimony for SB1348 on Feb 10, 2015 13:15PM  
**Date:** Wednesday, February 04, 2015 9:16:38 AM

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**SB1348**

Submitted on: 2/4/2015

Testimony for EDU/HEA on Feb 10, 2015 13:15PM in Conference Room 224

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
SUSAN YORK	Individual	Support	No

Comments: My son graduated from the University Lab School in 1992, and went on to graduate from the US Naval Academy. Each time we attended parent events at USNA, my husband and I were approached by other students, parents, and even faculty telling us what an asset our son was for his ability to explain complex math concepts to his classmates. This skill is a direct result of his Lab School experience in an experimental program that required students to explain their thought process in a collaborative learning environment. I often wonder how many students benefited by this one program! Not just the representative sample in the research project, but all the people with whom these students came in contact. The Lab School relies on the representative sample in order to draw researcher/innovators to Hawaii. Please support the mission of the University Laboratory School!

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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I am submitting testimony in support of SB 1348.

Without this amendment to the Charter School Law, the University Laboratory School will no longer be able to select a student population representative of the State population as it does now and has done for 50 years.

The ULS student population consists of a representative sample by gender, family income, ethnicity, and perceived ability; it includes students from all over Oahu; it includes English language learners and special needs students. These representative students provide an incubator for researching, developing, and then disseminating effective programs and strategies that improve learning for all student. The products from ULS have literally impacted millions of students and thousands of teachers in Hawaii, the U.S. and in other countries. Visitors from Hawaii, other states, and other countries visit the school regularly to learn from the innovations created there.

Without a representative population of students the school can not fulfill its dual mission of providing a high quality education for its students and a research site for creating innovations that work. Without a representative population ULS can no longer serve researchers and developers in improving education in Hawaii and elsewhere.

Sincerely yours,  
Beth Pateman, Associate Dean  
College of Education  
UH Manoa

**From:** [mailinglist@capitol.hawaii.gov](mailto:mailinglist@capitol.hawaii.gov)  
**To:** [EDU Testimony](#)  
**Cc:** [zenigami@hawaii.edu](mailto:zenigami@hawaii.edu)  
**Subject:** \*Submitted testimony for SB1348 on Feb 10, 2015 13:15PM\*  
**Date:** Thursday, February 05, 2015 10:03:52 AM

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**SB1348**

Submitted on: 2/5/2015

Testimony for EDU/HEA on Feb 10, 2015 13:15PM in Conference Room 224

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Fay Zenigami	Individual	Support	No

Comments:

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**SB1348**

Submitted on: 2/5/2015

Testimony for EDU/HEA on Feb 10, 2015 13:15PM in Conference Room 224

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Wade Nishimura	Individual	Support	No

Comments: As a ULS alum and parent, I strongly support the proposed revision to SB1348.

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**Cc:** [kauluwela@gmail.com](mailto:kauluwela@gmail.com)  
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**Date:** Thursday, February 05, 2015 8:49:44 AM

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**SB1348**

Submitted on: 2/5/2015

Testimony for EDU/HEA on Feb 10, 2015 13:15PM in Conference Room 224

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Dayna Kitamura	Individual	Support	No

Comments:

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**Cc:** [christinaetorres@gmail.com](mailto:christinaetorres@gmail.com)  
**Subject:** Submitted testimony for SB1348 on Feb 10, 2015 13:15PM  
**Date:** Friday, February 06, 2015 8:47:59 AM  
**Attachments:** [SB1348\\_Testimony\\_Torres.pdf](#)

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**SB1348**

Submitted on: 2/6/2015

Testimony for EDU/HEA on Feb 10, 2015 13:15PM in Conference Room 224

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Christina Torres	Individual	Support	No

Comments: Text Version of Testimony: To Whom It May Concern: Thank you for taking the time to read this testimony. I am currently in my third year of teaching, and my first year at the University Laboratory School. I teach English, and I really, truly, and completely love my job. That, however, is not what prompted me to submit testimony in strong support of SB1348. I am submitting testimony as a teacher who saw how the charter landscape exploded in California. What I experienced as a teacher there showed me why schools like the University Laboratory School should exist not necessarily because of its "right" to do so, but because it will be beneficial in the long term to the educational landscape of Hawai'i. In Los Angeles, where I am from and taught previously, charter schools are abundant. They are founded with many potential missions— from being social justice oriented to technology-based. They can be run by large organizations and become essentially their own districts. When I spoke with others about education and school choice, one of the many issues the public had with charter schools was that there was often no clear distinction between the goals and focus of the charter school and those of the neighborhood public school. I experienced this myself— while my former school had a uniform policy, there was nothing else radical about how we operated compared to the lower-performing school two blocks away. Our charter status merely granted us more autonomy as teachers since we had our own smaller union. This perception, though, was enough to create a very different culture among the teachers and students. This benefited our school, however, it was easy to see why a parent whose student perhaps did not attend our school would be frustrated. Why focus energy and resources on one school? Why not disperse those resources to all public schools? This is why the University Laboratory School is special: because it is dedicated to research that can provide those innovations for all public schools. I have already seen our work here have positive effects on the state's education overall. Our teachers have helped create and revise texts that enable culturally-relevant learning, such as History of Hawai'i and Growing Up Local. I am using "Performance English: The Gold Triangle" curriculum, which was researched and developed at the school, as a model to create more culturally relevant writing strategies for students through HSTA's Teacher Leadership Initiative. The University Laboratory School also serves in partnership with the Department of Education for research and professional

development. The school is a research and observation site for the Hawai'i DOE's recent Access Learning program. The school was also recently named as an observation site for the upcoming Future Ready Learning project, which will help train teachers, administrators and technology coordinators to integrate technology into their teaching practice. As we develop charter school law in Hawai'i, I think it is essential to ask questions about how a school is run and a school's purpose. I appreciate that we are asking and being asked to consider these factors. What the proposed revision can do is ensure the curriculum we create at University Laboratory School will be successful on a larger scale. If we cannot ensure the population we serve at the school-level mirrors that of the state community we want to serve overall, it hinders our ability to conduct meaningful curriculum research and innovate. While this might provide short-term "equality" to our admissions, it would hurt our ability to help bring actual educational equity to all students in Hawai'i. I understand that can feel strange. Students are humans, not data points. I understand that no amount of quotas or admissions policies would be able to quantify the unique, beautiful stories each of them can bring to our school. Still, if our purpose is to eventually provide innovation and resources for all of Hawai'i's keiki, we must ensure that what we are creating could work with all of our keiki, and not become skewed towards a large particular group that could come from an open lottery. Ensuring a student body that best mirrors our unique, diverse population benefits Hawai'i in the long term. I am a firm believer in the public education system, and that we must work together to make sure that "all ships must rise," as the saying goes. I believe that we should work to ensure that every student could, if they choose, attend a local, neighborhood school free of charge, providing them with opportunities for an amazing education. I also firmly believe that the work University Laboratory School does serves that overall purpose. I believe the work that is and could be done here provides innovation that could have lasting success in Hawai'i—if we take the steps to have meaningful research. Creation is exciting, but to be able to share that creation on a large scale, we want to make sure it is accurate as well. So, I suppose what I'm asking is: can we have the space to create? Would it be possible to still serve as a public, charter school but act as an incubator for innovation and meaningful research? I think it is, and I hope you do as well. With much aloha,  
Christina Torres 7th and 9th Grade English Teacher, University Laboratory School  
christinaetorres@gmail.com

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To Whom It May Concern:

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That, however, is not what prompted me to submit testimony in strong support of SB1348.

I am submitting testimony as a teacher who saw how the charter landscape exploded in California. What I experienced as a teacher there showed me why schools like the University Laboratory School should exist not necessarily because of its “right” to do so, but because it will be beneficial in the long term to the educational landscape of Hawai‘i.

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**This is why the University Laboratory School is special: because it is dedicated to research that can provide those innovations for *all* public schools.**

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I think it is, and I hope you do as well.

With much aloha,



Christina Torres

7th and 9th Grade English Teacher, University Laboratory School

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**SB1348**

Submitted on: 2/5/2015

Testimony for EDU/HEA on Feb 10, 2015 13:15PM in Conference Room 224

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Myrtle Yamada	Individual	Support	No

Comments: I strongly support SB1248 and recommend that it be passed.

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**SB1348**

Submitted on: 2/9/2015

Testimony for EDU/HEA on Feb 10, 2015 13:15PM in Conference Room 224

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
karyn yoshioka	Individual	Support	No

Comments:

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February 6, 2015

Honorable Senator Michelle Kidani and Senator Brian Taniguchi  
Senate Committee on Education  
RE: SB 1348  
Testimony in Support of SB 1348

Honorable Chair Kidani and Chair Taniguchi,

Thank you for allowing me to submit testimony in support of SB 1348. My name is Denise Yoshimori-Yamamoto and I am a Governing Board member and parent of a child at the University Laboratory School.

ULS is a unique and wonderful environment for all of its students. My husband and I feel extremely blessed to have our 6 year old daughter, Alisa, enrolled in the school. In the past year and a half we have seen Alisa blossom and develop into a respectful, intelligent, holistic thinking young girl. She views the world around her with openness and appreciation which we credit to ULS.

The student population creates this real world environment with classmates from a diverse ethnic and socioeconomic backgrounds which I think will prepare her the real life. The unique learning environment of ULS is teaching her traits many other schools do not offer – humility, patience, acceptance and kindness with her fellow peers. ULS is a diamond in the rough that needs to be preserved and supported by the University, the Charter School Commission and the state.

Although ULS is a public charter school it differs from the other charter schools in our state and should be allowed some liberties in pursuit of its academic mission. ULS is a charter LABORATORY school. As a laboratory for the University of Hawaii's College of Education, ULS is the vehicle for hands on research and refinement of new educational initiatives that the entire state has been able to benefit from. With its strategically planned diverse student population, many programs can be refined and perfected to help students from all backgrounds, not just the top or bottom tier populations. ULS also works internationally with other countries and integrates international educational developments into its programs.

If ULS is not recognized for its unique laboratory status and academic mission differing from other charter schools, our educational system will greatly suffer. CoE will not have the required diverse pool of students to teach and test their programs thus resulting in the inability to provide necessary data and results for our educational system to develop. The community in Hawaii would lose a vital option for educating their children in a wonderful environment.

I strongly urge you to support SB1348.



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**SB1348**

Submitted on: 2/9/2015

Testimony for EDU/HEA on Feb 10, 2015 13:15PM in Conference Room 224

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Mislyn Alensonorin	Individual	Support	No

Comments:

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**SB1348**

Submitted on: 2/9/2015

Testimony for EDU/HEA on Feb 10, 2015 13:15PM in Conference Room 224

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Michelle S. Hobus	Individual	Support	No

Comments: As a parent and an attorney, I believe the University Laboratory School's admission policy as prescribed by the University of Hawaii College of Education has served the students of the Laboratory School and the community at large well for many years. The research conducted at the University Laboratory School has allowed new and innovative curriculum to be disseminated not only to schools in the state of Hawaii but to schools nationally and internationally. The University Laboratory School serves as a model for schools across the state and serves a vital role in the health of our educational system. The diverse population of the University Laboratory School is a necessary and key component to the effectiveness of the valuable research being conducted at the school. I strongly support approval and passage of SB1348.

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## **SB 1348**

### **Personal Testimony from Marybeth Baldwin**

I am writing in strong support of SB1348 allowing the University Laboratory School (ULS) to conform its student profile to standards set by the University of Hawai'i's College of Education in order to meet the college's established research requirements. I am in a unique position in that I experienced and benefited from the purposive enrollment as a student at ULS in the 1990s, and now have returned as a classroom teacher and researcher in this distinctive setting.

First, I would like to speak to my experiences as a student at ULS. In most neighborhood schools, students come from relatively similar backgrounds. At ULS, my friends came from all over O'ahu. I lived in Hawaii Kai and had friends who lived in Makaha, Kalihi, and Laie; in public housing, multi-family ohana residences, and million dollar homes; I had close (now life-long) friends whose parents were immigrants and unemployed, hotel workers, pet store owners, lawyers, professors, and refuse workers. I had friends who--now that I am an educator--I realize would have been in special education classes at any other school. I also had friends academic achievements rivaled those at the best private schools Hawai'i offers.

As a student, I realized I was in a special place. I knew that I was being offered an opportunity to experience public education offer me what it was meant to do--educate all students no matter their background in a well-rounded, academic and supportive setting. When I look back on my student experience at ULS, I realize that my interaction with caring teachers, classmates mirroring Hawai'i's unique culture, and an enriching curriculum is what inspired me to pursue a career in education. I wanted my life's work to positively impact students across the state. The best way to do so was to return to ULS as a teacher and researcher where I could work with a representative student body. It is this exact mix of students now attending ULS who represent the full range of students on our island and is the purpose of SB 1348.

Second, I would like to speak to my experiences at ULS as a full-time teacher, UH PhD candidate, and a curriculum developer. I was able to administer a randomized control trial at ULS. This is considered the "gold standard" research and leads to the most reliable results. In addition, because of ULS' purposive enrollment, I was able to conduct my research with a student group that represented the state population, giving immediate credibility to the results. My research results provided evidence that an underappreciated arts program already being implemented in state classrooms clearly has a positive effect on student's vocabulary learning. No other primary or secondary school in the state is able to conduct educational research in the same manner as ULS. If ULS is not allowed to continue its all-inclusive purposive lottery, there will be very little valid educational research conducted statewide in K-12 settings. Who knows what the educational impact of that could be?

After completing my doctorate degree, I continued to do research at ULS. My interest turned to integrating technology in education. Along with a small team, I have worked for over five years on a number of technology projects, including introducing Google Apps for Education to our entire student body and faculty, conducting a pilot study on 1:1 technology and subsequently expanding it, developing a faculty-led professional development series, and now developing technology integration for physical education programs. Of these programs that we developed at ULS, all of them (except for the current physical education project) have been adopted by the Department of Education. I have been able to work with the ACE21 project (run by the College of Education's Curriculum Research and Development Group) to support 8 pilot schools in the Department of Education where 1:1 computing technology is being implemented. We conduct professional development experiences with teachers and bring them to ULS to observe. Because of my team's experience running our technology programs at ULS, we have been able to support the Department of Education with their technology projects and look forward to continuing that with their new commitment to Future Ready Learning.

These technology projects that are now reaching students in under-resourced places such as Pahoia and Nanakuli would not have been possible without the University Laboratory School and its purposive lottery. In fact, when teachers from across the state visit and observe our classes, they immediately recognize that they are seeing students similar to those in their own classes. This gives the teachers a sense that they *can* integrate technology like we do. Eliminating the purposive lottery at ULS would be a huge detriment to education across the state. There would no longer be an incubation lab for innovators to try new ideas and concepts out and it is quite possible that many of the 21st century advances the DOE has made would stall.

I strongly encourage the passing of SB1348 to support the purposive lottery at University Laboratory School and in turn, educational advancements for students in all our DOE schools. Mahalo.

Marybeth Baldwin, PhD  
marybeth\_hamilton@universitylaboratoryschool.org

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**SB1348**

Submitted on: 2/8/2015

Testimony for EDU/HEA on Feb 10, 2015 13:15PM in Conference Room 224

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Lanning Lee	Individual	Support	No

Comments:

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**SB1348**

Submitted on: 2/9/2015

Testimony for EDU/HEA on Feb 10, 2015 13:15PM in Conference Room 224

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Thanh Truc Nguyen	Individual	Support	No

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Testimony Presented Before the  
Senate Committee on Education  
Senate Committee on Higher Education and the Arts  
Tuesday, February 10, 2015 at 1:15 pm

SB 1348 – Relating to Education

Chair Kidani, Vice Chair Harimoto, and members of the Committee on Education;  
Chair Taniguchi, Vice Chair Inouye and members of the Committee on Higher  
Education and the Arts:

My name is David Oride and I am a parent of a sophomore at the University  
Laboratory School (ULS). In addition, I'm also the Chair of the School's  
Governing Board.

I support the intent of SB 1348.

I believe that the proposed legislation will provide clarity and help resolve  
confusion for the Charter School Commission over the current charter school  
statutory law as it pertains to ULS' long-standing admissions policy. ULS'  
admissions policy and practice is one of inclusion that provides a purposely-  
diverse population of students which is reflective of the State's population. This  
sample of students is essential for research and development purposes to  
ensure that the innovations created within ULS will "work" at every other Hawai'i  
school.

Without a purposely-diverse research population, the school would not be unable  
to fulfill its mission in supporting educational research in its collaboration with the  
College of Education. Researchers and developers will not have access to a  
representative pool of students with whom to research, develop, disseminate,  
and support education innovations. To my knowledge, the University Laboratory  
School is the only school in Hawai'i that provides access to a purposely-diverse  
student population for educational research and development work in grades K-  
12.

ULS has played an important role in shaping Hawaii's innovative approaches to  
improving teaching and learning. I hope that you will join me in supporting the  
University Laboratory School by supporting SB 1348.

Thank you for the opportunity to provide testimony on SB 1348.

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**SB1348**

Submitted on: 2/9/2015

Testimony for EDU/HEA on Feb 10, 2015 13:15PM in Conference Room 224

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Dwight Takeno	Individual	Support	No

Comments:

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Written Testimony Addressed to the  
Senate Committees on Education and Higher Education and the Arts  
Tuesday, February 10, 2015  
1:15 p.m.

SB 1348 RELATING TO EDUCATION

I am submitting written testimony in support of SB 1348 as an alumna of the University Laboratory School (ULS) and a parent of a current ULS 11<sup>th</sup> grader.

The proposed legislation will allow the ULS to conform its student enrollment profile to the standard prescribed by the University of Hawai‘i, College of Education in order to meet the University of Hawai‘i, College of Education's research requirements.

I wholeheartedly support the purpose and general intent of SB 1348.

The University Laboratory School is unique in many ways. Its small size creates an intimate educational setting where every student is recognized and feels safe. Art and music are critical components of its curriculum. Diverse subjects such as coding, kimono art, speech and debate are options available to every student. Moreover, the single characteristic that makes ULS unique is its absence of preference. Students are not sorted into sections for the “smart” and the “not so smart” students. There are no advanced placement courses. Everyone is treated equally and taught the same curriculum. That is what makes the University of Hawai‘i, College of Education’s research possible and credible.

The beauty of ULS is its student body – a cross-section of Hawai‘i’s population – and the wonderful curriculum developments that it has produced for almost 50 years. This bill will allow ULS to continue its partnership with the Curriculum Research and Development Group, and ensure that important educational research and breakthroughs continue.

This partnership is important to schools in Hawai‘i, the Mainland and other countries who benefit from the research, design, development, publication, teacher training and related services it provides. The greater good is served by allowing the University Laboratory School to conform its student enrollment profile to the standard prescribed by the University of Hawai‘i, College of Education.

For all of the foregoing reasons, I urge you to pass SB 1348.

Carolyn Ogami