



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 02/13/2017
Time: 02:45 PM
Location: 229
Committee: Senate Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 0496 RELATING TO SOCIAL AND EMOTIONAL LEARNING.

Purpose of Bill: Requires the department of education to provide training on social and emotional learning to all youth-serving educators, health care professionals and counselors, and agencies and programs, as well as parents of students enrolled in public schools or public charter schools. Appropriates funds to the department of education to conduct training on social and emotional learning.

Department's Position:

The Department of Education (Department) recognizes the intent of SB 496 and offers comments. This bill requires the Department to provide training on social and emotional learning to all youth-serving educators, health care professionals and counselors, agencies and programs, and parents of students enrolled in Hawaii public schools.

Social and Emotional Training

Training on social and emotional learning is offered by our state office, complex areas and schools for educators and students. Initiatives include but are not limited to:

- Positive behavior support systems
- Character education, including bullying prevention
- Mental health awareness
- Tiered system of support for academic and behavioral needs

School Climate Transformation Grant/Project AWARE Grant

In November 2014, the U.S. Department of Education and U.S. Department of Health and Human Services-Substance Abuse and Mental Health Services Administration (SAMHSA) awarded a total \$12.7 million in federal infrastructure grants to the Department to promote safety and address mental health issues of youth.

Funds will be spent over five years in the Nanakuli-Waianae (NW) and Leilehua-Mililani-Waiialua (LMW) complex areas on Oahu, as well as in the Kau-Keaau-Pahoa (KKP) complex on the Big

Island. All areas are considered high-needs, with NW and KKP serving large populations of native Hawaiians, Pacific islanders and disadvantage students, and LMW enrolling the greatest number of military-dependents in Hawaii.

These grants will help increase awareness of mental health issues, enhance early intervention systems, and connect children and families with services. The grant will reach more than 30,000 public school students.

Further, staff will receive training and assistance in evidence-based mental health interventions, case management, data collection and analysis, anti-bullying initiatives, and strategies to engage families and augment community resources.

The goal is to foster community partnerships and state interagency collaboration as a way to build capacity, integrate and expand improved services statewide across the education, mental health, juvenile justice and law enforcement sectors.

The Department has expanded its efforts beyond NW, LMW, and KKP, to deliver staff and student trainings, and work with community groups to all complex areas.

Project AWARE grants:

<http://www.samhsa.gov/grants/grant-announcements/sm-14-019>

Information about School Climate Transformation grants:

<http://www2.ed.gov/programs/schoolclimatelea/index.html>

Given the state, complex and school initiatives that are currently in place, we respectfully submit that amendments to the Hawaii Revised Statutes are not needed. However, the Department would be most appreciative of additional resources to assist complexes and schools to deliver staff and student training, and expand ongoing efforts to engage families and augment community resources.

Thank you for the opportunity to provide testimony on SB 496.



STATE OF HAWAII
STATE COUNCIL
ON DEVELOPMENTAL DISABILITIES
919 ALA MOANA BOULEVARD, ROOM 113
HONOLULU, HAWAII 96814
TELEPHONE: (808) 586-8100 FAX: (808) 586-7543
February 13, 2017

The Honorable Michelle N. Kidani, Chair
Senate Committee on Education
Twenty-Ninth Legislature
State Capitol
State of Hawaii
Honolulu, Hawaii 96813

Dear Senator Kidani and Members of the Committee,

RE: SB 496 - Relating to Social and Emotional Learning

The State Council on Developmental Disabilities (DD) **supports SB 496**. The purpose of this bill requires the department of education to provide training on social and emotional learning to all youth-serving educators, health care professionals and counselors, and agencies and programs, as well as parents of students enrolled in public schools or public charter schools; and appropriates funds to the department of education to conduct training on social and emotional learning.

People with DD are most vulnerable to be bullied. Bullying has been labeled as the leading cause of high suicide rates among Hawaii's youth. According to the U.S. Centers for Disease Control and Hawaii's Department of Education, Hawaii has the highest rate in the nation of high school students who have made suicide plans.

According to the National School Boards Association, currently, Hawaii does not have state laws covering anti-bullying. However, Hawaii does not provide Training and Preventive Education, which includes a provision for school districts to provide training for all school staff, including, but not limited to, teachers, aides, support staff, and school bus drivers, on preventing, identifying, and responding to bullying. Without such a policy to provide guidelines, institutions and agencies are not able to effectively address the issues of bullying.

The Honorable Michelle N. Kidani
Page 2
February 13, 2017

Social emotional learning is an effective tool to break the cycle of bullying thereby preventing the adverse effects of bullying on school performance and future success.

Thank you for the opportunity to submit testimony **supporting SB 496.**

Sincerely,



Waynette K.Y. Cabral, MSW
Executive Administrator



Josephine C. Woll
Chair



S E A C
Special Education Advisory Council

919 Ala Moana Blvd., Room 101

Honolulu, HI 96814

Phone: 586-8126 Fax: 586-8129

email: spin@doh.hawaii.gov

February 13, 2017

**Special Education
Advisory Council**

Ms. Martha Guinan, *Chair*
Ms. Dale Matsuura, *Vice Chair*
Dr. Patricia Sheehy, *Vice
Chair*
Ms. Ivalee Sinclair, *Vice Chair*

Ms. Brendelyn Ancheta
Dr. Robert Campbell, *liaison
to the military*

Ms. Deborah Cheeseman
Ms. Annette Cooper
Ms. Gabriele Finn
Mr. Sage Goto
Ms. Valerie Johnson
Ms. Bernadette Lane
Ms. Kaili Murbach
Ms. Stacey Oshio
Ms. Kau'i Rezentos
Ms. Charlene Robles
Ms. Rosie Rowe
Mr. James Street
Dr. Todd Takahashi
Dr. Daniel Ulrich
Mr. Steven Vannatta
Mr. Gavin Villar
Dr. Amy Wiech
Ms. Jasmine Williams
Ms. Susan Wood

Amanda Kaahanui, Staff
Susan Rocco, Staff

Senator Michelle N. Kidani, Chair
Committee on Education
Hawaii State Capitol
Honolulu, HI 96813

RE: SB 496 - RELATING TO SOCIAL AND EMOTIONAL
LEARNING

Dear Chair Kidani and Members of the Committee,

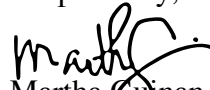
The Special Education Advisory Council (SEAC), Hawaii's State Advisory Panel under the Individuals with Disabilities Education Act (IDEA), **supports the intent** of SB 496 that provides funding to the Department of Education to conduct training on social and emotional learning to school personnel, parents and youth-serving agencies.

The 2015 Hawaii Youth Risk Behavior Survey of high school students revealed that nearly one in five students were bullied on campus within the year and 15% were subjected to cyberbullying. The percentage of students with disabilities that are bullied is typically two to three times that of their nondisabled peers. Research shows that some of these students who experience bullying later bully other students.

Social emotional learning is an effective tool to break the cycle of bullying thereby preventing the adverse effects of bullying on school performance and future success.

Thank you for this opportunity to provide testimony. If you have any questions, please feel free to contact me or Ivalee Sinclair, our Legislative Committee Chair.

Respectfully,


Martha Guinan
SEAC Chair


Ivalee Sinclair
Legislative Committee Chair

HAWAII YOUTH SERVICES NETWORK

677 Ala Moana Boulevard, Suite 904 Honolulu, Hawaii 96813

Phone: (808) 489-9549

Web site: <http://www.hysn.org> E-mail: info@hysn.org

Rick Collins, President

Judith F. Clark, Executive
Director

Bay Clinic

Big Brothers Big Sisters of
Hawaii

Bobby Benson Center

Central Oahu Youth Services
Association

Child and Family Service

Coalition for a Drug Free Hawaii

Domestic Violence Action Center

EPIC, Inc.

Family Programs Hawaii

Family Support Hawaii

Hale Kipa, Inc.

Hale 'Opio Kauai, Inc.

Hawaii Student Television

Ho'ola Na Pua

Hui Malama Learning Center

Kokua Kalihi Valley

Life Foundation

Marimed Foundation

Maui Youth and Family Services

P.A.R.E.N.T.S., Inc.

Parents and Children Together
(PACT)

Planned Parenthood of the
Great Northwest and
Hawaiian Islands

Salvation Army Family
Intervention Services

Sex Abuse Treatment Center

Susannah Wesley Community
Center

The Catalyst Group

Uhane Pohaku Na Moku

O Hawai'i

Waikiki Health

February 10, 2017

Rep. Michelle Kidani, Chair
And members of the Committee on Education

TESTIMONY IN SUPPORT OF SB 496 RELATING TO AFTER-SCHOOL PROGRAMS

Hawaii Youth Services Network (HYSN), a statewide coalition of youth-serving organizations, supports SB 496 Relating to Social and Emotional Learning.

Bullying is the physical, verbal, sexual, or psychological harassment of individuals stemming from a power imbalance. This can occur among youth, between an adult and a youth, between adults, between able-bodied and disabled, at school, in the workplace—bullying is a problem which knows no socioeconomic bounds and does not discriminate among who it affects.

Each year thousands of Hawaii's children and youth experience the humiliation and devastating effects of bullying. Bullying damages the physical, social, and emotional well-being of its victims. It also hurts the children who bully, as well as those who watch it happen. In fact, bullying creates a climate of fear, callousness, and disrespect for everyone involved.

According to the 2015 Youth Risk Behavior Survey, 57% of Honolulu County middle school students felt that bullying and harassment was an issue in their school. A quarter (25.5%) have personally experienced cyberbullying and 9.7% have perpetuated cyberbullying in the past year. In 2013, 43% reported being a victim of bullying on school grounds.

The annual Children and Youth Summit held at the State Capitol provides an opportunity for youth to share their ideas and come to consensus about what is needed to make Hawaii a better place to live and work. Youth have cited bullying as a top priority, critical issue that should be addressed by legislators at every Children and Youth Summit for the past 9 years.

Social and emotional learning teaches children and youth respect for others and positive ways to resolve disputes. When children are free from bullying and harassment, they have higher academic achievement, fewer health complaints, and less anxiety and depression.

Thank you for this opportunity to testify.

Sincerely,

A handwritten signature in black ink that reads "Judith F. Clark". The signature is written in a cursive style with a large initial "J" and a long, sweeping underline.

Judith F. Clark, MPH
Executive Director



COMMUNITY CHILDREN'S COUNCIL OF HAWAII
4680 Kalaniana'ole Highway, TB1A
Honolulu, Hawaii 96821
Work 808-294-0991
Fax 808-377-7733

February 10th, 2017

TO: Committee on Education – Hawaii State Capitol

RE: SB496 - RELATING TO SOCIAL AND EMOTIONAL LEARNING

Dear Chair Kidani, Vice Chair Kahele, and Members of the Committee:

The Community Children's Councils (CCC's) **strongly supports** SB496 relating to 'Social and Emotional Learning'. We want to emphasize the importance of this bill stating that bully prevention training be provided not just to teachers and professionals but also parents. Intervention should be comprehensive and universally applied across the DOE statewide. It is critical that training used be evidence based or evidence informed. We also want to underscore the significance of this for children with special needs who are bullied at a higher rate:

- Although only 10 U.S. studies have been conducted on the connection between bullying and developmental disabilities, all of these studies found that children with disabilities were two to three times more likely to be bullied than their nondisabled peers. (*Disabilities: Insights from Across Fields and Around the World*; Marshall, Kendall, Banks & Gover (Eds.), 2009)
- One study shows that 60 percent of students with disabilities report being bullied regularly compared with 25 percent of all students. (Source: British Journal of Learning Support, 2008)

The 17 CCCs are community-based bodies comprised of parents, professionals in both public and private agencies and other interested persons who are concerned with specialized services provided to Hawaii's students. Membership is diverse, voluntary and advisory in nature. The CCCs are in rural and urban communities organized around the Complexes in the Department of Education.

Thank you for the opportunity to testify. Should you have any questions or need additional information, please contact the Community Children's Council Office (CCCO) at 294-0991.

Thank you for considering our testimony,
Ivalee Sinclair, Co-Chair

Jessica Wong-Sumida, Co-Chair

(Original signatures are on file with the CCCO)



February 10, 2017

To: Senator Michelle Kidani, Chair
Senator Kaiali'i Kahele, Vice Chair
Committee on Education

From: Karen Worthington, Project Coordinator
Early Childhood Action Strategy

Re: SB496– Relating to Social and Emotional Learning
Hawaii State Capitol, Room 229, February 13, 2017, 2:45 PM

Position: Action Strategy supports SB496– Relating to Social and Emotional Learning

Dear Senator Kidani, Senator Kahele, and Committee Members:

Thank you for the opportunity to provide testimony on behalf of Hawaii's Early Childhood Action Strategy, a public-private collaborative that recognizes the strength of communities and works across sectors to increase the number of young children in Hawaii who are born healthy, developing on track, ready for school when they enter kindergarten, and proficient learners by third grade.

Action Strategy supports SB496, which requires the Department of Education to provide training on social and emotional learning to a number of identified people or groups within and/or related to the Department of Education. Increasing adults' awareness of and ability to cultivate children's social and emotional development is important to Action Strategy because improving children's social and emotional development helps increase the number of children with health and development on track, ready for kindergarten, and learning proficiently by third grade. Strategies related to children's social and emotional development are primarily developed and implemented through our Team 3 "On Track Health and Development Team," but are also relevant to most of our focus area Teams.

Since the large majority of children in Hawaii are served by the state Department of Education, that Department is well-suited to promote the social and emotional development of children. The importance of social and emotional development to a child's overall success in life cannot be overstated. The National Scientific Council on the Developing Child said "The foundations of social

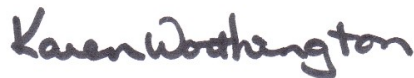
competence that are developed in the first five years are linked to emotional well-being and affect a child's later ability to functionally adapt in school and to form successful relationships throughout life." Children who do not spend their first few years in environments that promote social emotional competence need extra help in developing social emotional skills when they enter pre-kindergarten or kindergarten classrooms. They also need extra help throughout elementary school and beyond.

Social and emotional competence includes the ability of a person to act and respond in different situations with different people; the ability to get along with others, including the ability to follow directions and work cooperatively in a group setting; and the ability to control one's own emotions. As SB496 points out, social and emotional learning helps prevent bullying and promotes a positive school environment for everyone at all ages.

Action Strategy is committed to ensuring Hawaii's young children are healthy, safe and ready to learn and SB496 supports that vision. We ask you to pass this bill.

Please feel free to contact me for additional information. I can be reached at 808-214-9336 or karen@clnhawaii.org.

Sincerely,

A handwritten signature in black ink that reads "Karen Worthington". The signature is written in a cursive, slightly slanted style.

Karen Worthington, JD



February 13, 2017

Senator Michelle N. Kidani, Chair
Committee on Education
Hawaii State Capitol
Hawaii State Capitol Honolulu, HI 96813

RE: SB 496 - RELATING TO SOCIAL AND EMOTIONAL LEARNING

Dear Chair Kidani and Members of the Committee,

The Coalition for Children with Special Needs, **supports the intent** of SB 496 that provides funding to the Department of Education to conduct training on social and emotional learning to school personnel, parents and youth-serving agencies.

People with disabilities are most vulnerable to be bullied. Bullying has been labeled as the leading cause of high suicide rates among our youth. According to the U.S. Centers for Disease Control and the Department of Education, Hawaii has the highest rate in the nation of high school students who have made suicide plans.

Hawaii does not provide Training and Preventive Education, which includes a provision for school districts to provide training for all school staff, including, but not limited to, teachers, aides, support staff, and school bus drivers, on preventing, identifying, and responding to bullying. Social Emotional learning is an effective tool to break the cycle of bullying thereby preventing the adverse effects of bullying on school performance and future success.

Thank you for this opportunity to provide testimony.

2017 Membership List

Ivalee Sinclair, Co-Chairperson	Special Education Advisory Council (SEAC)
Mike Fahey, Co-Chairperson	Hawaii Children's Action Network
Susan Rocco, Notetaker	Special Parent Information Network
Waynette Cabral	State Council on Developmental Disabilities
Martha Guinan	Special Education Advisory Council (SEAC)
Keiko Nitta	Family Health Services Division, DOH
Leolinda Parlin	Hilopa'a Family-to-Family Information Center
Rosie Rowe	Learning Disability Association of Hawaii
Jennifer Schember-Lang	Community member
Steven Vannatta	Community Children's Council
Jessica Wong-Sumida	Autism Society, Community Children's Council, PTA



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Executive Director

**TESTIMONY FOR SENATE BILL 496, RELATING TO SOCIAL AND
EMOTIONAL LEARNING**

**Senate Committee on Education
Hon. Michelle N. Kidani, Chair
Hon. Kaiali'i Kahele, Vice Chair**

**Monday, February 13, 2017, 2:45 PM
State Capitol, Conference Room 229**

Honorable Chair Kidani and committee members:

I am Kris Coffield, representing IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 350 members. On behalf of our members, we offer this testimony in support of, with proposed amendments for Senate Bill 496, relating to social and emotional learning.

Bullying is everyone's business.

According to a 2014 Qmark Research survey conducted on behalf of the Equality Hawai'i Foundation, 57 percent of respondents reported being impacted by bullying, with 37 percent of those polled saying they were personally bullied. To the question of whether or not a parents' child or the child of a friend or family member had been bullied, 44 percent of respondents said yes. Unsurprisingly, 92 percent of respondents said that bullying is an important issue for state officials to address.

Statistics provided by the National Center for Education Statistics show that one out of five students (20.8 percent) report being bullied, while a similar study cited by the National Bullying Prevention Center shows that 64 percent of bullied students do not report bullying when it occurs. Yet, 57 percent of bullying situations stop when a peer intervenes on behalf of a bullied student, per a study from Queen's and York Universities, and school-based bullying prevention programs decrease bullying by up to 25 percent, according to the Congressional Research Service.

In the 21st Century, we have witnessed the rise of cyberbullying, in which bullying takes place online, often through social media. Authorities with the Center

for Disease Control state that 15.5 percent of high school students are cyberbullied, with 24 percent of middle school students being victims of cyberbullying. The percentage of individuals who have experienced cyberbullying at some point in their lifetimes has nearly doubled from 18 percent to 34 percent between 2007-2016, as social media has become a more common part of our and our children's daily lives. Moreover, a 2015 study published in *Perspectives on Psychological Science* found that 90 percent of teens who report being cyberbullied are also bullied offline

Bullying leads to poor school adjustment, sleep difficulties, anxiety, depression, and elevated risk of suicidality. Students who experience bullying are more likely to face academic challenges, drop out of school, or engage in substance abuse or violent behavior. Given the clear and present danger of bullying on school campuses, then, it is imperative that we offer training to educators in social and emotional learning, so that they may incorporate best practices into their classrooms to build safe, supportive, and positive school climates.

That said, we do not believe that the Hawai'i State Department of Education should be compelled to provide training to parents, who are beyond the scope of the department's authority. Accordingly, we urge you to delete language referencing "parents of school age children" and parents of "students enrolled in public schools" from page 3, line 8 and page 3, lines 15-16 of the bill, respectively. We also caution against the DOE adopting a top-down approach to social and emotional learning that involves the imposition of mandated curricula, as social and emotional learning requires schools to adapt their approaches to the unique psychological and socioeconomic qualities of their schools. Teachers must be given professional development in social and emotional learning, after which they, in consultation with school administrators, should be empowered to select programs best suited to their student populations.

Mahalo for the opportunity to testify in support of this bill.

Sincerely,
Kris Coffield
Executive Director
IMUAlliance

Senator Michelle N. Kidani, Chair
Senator Kaiali'i Kahele, Vice Chair

February 13, 2017

TESTIMONY IN SUPPORT OF SB 496 RELATING TO SOCIAL AND EMOTIONAL LEARNING

Dear Senator Michelle N. Kidani, Chair and Senator Kaiali'i Kahele, Vice Chair,

My name is U'ilani Kiaha, and I am writing to express my support for **SB 496**. This bill will provide the need to require the department of education to provide training on social and emotional learning to all youth-serving educators, health care professionals and counselors, and agencies and programs, as well as parents of students enrolled in public schools or public charter schools. Appropriates funds to the department of education to conduct training on social and emotional learning.

There is also a need to provide this service in language and perspective appropriate to the ethnicity and culture of a person. I also believe that since Hawaiian is a State language that not only government related documents should be available in Hawaiian, but services and curriculum should be provided automatically. When thinking of this initiative, please also keep in mind that more and more children and people in Hawai'i are learning Hawaiian and it is becoming their first language and the way in which the comprehend or understand concept, including social and emotional learning.

I believe that all of us have been either have personal experience or know of someone whose child may need social and emotional learning services. Even adults need this service. If keiki in Hawai'i have services that provide this type of learning, we could possibly save money in our future when they are adults. As Sentors, we have elected you to be leaders to the people of Hawaii, and we are asking you, now, to lead on helping us provide the support our families need.

Thank you for considering my testimony.

Sincerely,

D. U'ilani Kiaha

dwallace@hawaii.edu and ukiaha@onipaa.org