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# HOUSE CONCURRENT RESOLUTION

REQUESTING THE DEPARTMENT OF EDUCATION TO REPORT TO THE  
LEGISLATURE ON ITS PROGRESS TOWARD PROVIDING A WELL-ROUNDED  
EDUCATION FOR ALL PUBLIC SCHOOL STUDENTS.

1           WHEREAS, providing a well-rounded education to all public  
2 school students advances the economic and social health of  
3 Hawaii; and  
4

5           WHEREAS, art, music, and Hawaiian cultural curricula  
6 constitute important parts of a well-rounded education that  
7 address the developmental needs of the whole child; and  
8

9           WHEREAS, in 2013, researchers in the Department of  
10 Education Reform at the University of Arkansas found that  
11 instruction in visual arts led to gains in critical-thinking  
12 skills; and  
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14           WHEREAS, according to a 2014 study performed by Lois  
15 Hetland and Ellen Winner of the Harvard Graduate School of  
16 Education, education in music and drama shows a generalizable  
17 causal relationship to increases in verbal achievement and  
18 spatial reasoning; and  
19

20           WHEREAS, a well-rounded education should uplift special-  
21 needs students, who require special-education services and  
22 specially designed instruction; and  
23

24           WHEREAS, the statewide achievement gap between non-high-  
25 needs and high-needs students, which include English-language  
26 learners, economically disadvantaged children, and students  
27 receiving special-education services, stood at 32 percentage  
28 points for language arts and 28 percentage points for math; and



# H.C.R. NO. 61

1           WHEREAS, according to employment data from the Department  
2 of Education, in the Nanakuli-Waianae complex area, 18 of 19  
3 special-education teachers hired for the 2017-2018 school year  
4 and 57 of 63 special-education teachers hired between the 2015-  
5 2016 and 2017-2018 school years had no special-education  
6 teaching license; and

7  
8           WHEREAS, under Hawaii's weighted student formula allocation  
9 system for public school funding, small and remote schools  
10 encounter difficulties in recruiting and retaining crucial  
11 school staff, including librarians, counselors, technology  
12 coordinators, and special-education transition coordinators; and

13  
14           WHEREAS, a well-rounded education requires manageable class  
15 sizes that allow teachers to deliver personalized and  
16 individuated instruction; and

17  
18           WHEREAS, the Institute of Education Sciences, the research  
19 arm of the United States Department of Education, concludes that  
20 class-size reduction is one of only four evidence-based reforms  
21 that have been proven to increase student achievement; now,  
22 therefore,

23  
24           BE IT RESOLVED by the House of Representatives of the  
25 Thirtieth Legislature of the State of Hawaii, Regular Session of  
26 2019, the Senate concurring, that the Department of Education is  
27 requested to submit to the Legislature, no later than 20 days  
28 prior to the convening of the Regular Session of 2020, a report  
29 on its progress toward providing a well-rounded education for  
30 all public school students; and

31  
32           BE IT FURTHER RESOLVED that this report include:

- 33  
34           (1) The average amount of instructional time per year  
35 devoted to visual arts, music, theater, dance,  
36 Hawaiian and Polynesian studies, Hawaiian language,  
37 native Hawaiian culture and customary practices, and  
38 physical education for elementary, middle, and  
39 intermediate schools;  
40  
41           (2) The number of high schools in which courses in visual  
42 arts, music, theater, dance, Hawaiian and Polynesian



# H.C.R. NO. 61

- 1 studies, Hawaiian language, native Hawaiian culture  
2 and customary practices, and physical education are  
3 offered and taught by licensed and certified teachers;  
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- 5 (3) The average number of individualized education  
6 programs for which care coordinators are responsible  
7 at each school, including information on the method by  
8 which the allocation of individualized education  
9 programs is determined;  
10
- 11 (4) The average number of individualized education program  
12 minutes managed by care coordinators at each school,  
13 including information on the method by which the  
14 allocation of individualized education program minutes  
15 is determined;  
16
- 17 (5) The number of special education teachers at each  
18 school who are not licensed to teach special  
19 education, including information on differences in  
20 retention rates for special-education teachers who  
21 have completed a state-approved teacher-education  
22 program and special-education teachers who have not  
23 completed such a program;  
24
- 25 (6) The number of schools that lack a librarian or library  
26 media specialist, technology coordinator, or  
27 counselor;  
28
- 29 (7) The number of secondary schools that lack a special-  
30 education transition coordinator;  
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- 32 (8) The average class size for each school, including the  
33 average size of each inclusion class, fully self-  
34 contained class, and class for students with limited  
35 English-language proficiency;  
36
- 37 (9) The average total student workload for teachers at  
38 each school, including the average workload for  
39 special-education teachers; and  
40
- 41 (10) The number of non-classroom teachers statewide,  
42 including at each school and complex area; and



# H.C.R. NO. 61

1 BE IT FURTHER RESOLVED that certified copies of this  
 2 Concurrent Resolution be transmitted to the Governor, Lieutenant  
 3 Governor, Chairperson of the Board of Education, and  
 4 Superintendent of Education.  
 5  
 6  
 7

OFFERED BY: Amy Peruso  
Tim Wilgus  
and  
all  
Members  
of the  
House  
of  
Representatives  
of the  
State of  
Ohio  
for  
the  
2019  
Legislative  
Session

MAR 07 2019

