

Feketi Huahulu
1326 Ke'eaumoku St., #106
Honolulu, HI 96814
Wednesday, June 10, 2020

In the Matter of TEVITA AHOMANA, by and
through his Mother, FEKETI HUAHULU,

Petitioners,

vs.

DEPARTMENT OF EDUCATION, STATE OF
HAWAI'I, and CHRISTINA KISHIMOTO,
Superintendent of the Hawai'i Public Schools,

Respondents.

DOE-SY1920-043

PETITIONERS' EVIDENCE & WITNESS LIST

Witnesses

(1) Vanessa Ott Witness has an intimate knowledge of all incidents and facts concerning this case.

Evidence

SUMMARY

Pages 1-3 of this document contain a short summary and annotated Table of Contents with clickable page numbers linked to sections containing full documentation located on pages 4-18.

Link to Section in this Document	Summary of Detailed Evidence in Section
<u>School-Wide Assessment Reports</u>	Describes school-wide diagnostic assessments used by Robert Louis Stevenson Middle School in SY 2019-2020. Diagnostic reports are computer tabulated and available as soon as student completes an assessment using computer software.
<u>Q1 Requests for Diagnostic Results & Growth Reports</u>	Several requests for diagnostic reports were made. Ms. Huahulu and Ms. Ott received Diagnostic Results reports, but never received the Diagnostic Growth reports from Quarter 1.
<u>Q2 Requests for Diagnostic Results & Growth Reports</u>	Ms. Ott requested the Diagnostic Reports for Quarter 2 on 12/8, 12/10, and 12/12. On 12/12/19, Principal Balatico sent an 850+ word email to Ms. Huahulu in English(!) purposely excluding Ms. Ott. Principal complained that Ms. Ott sends too many emails, so staff is instructed to ignore any emails from Ms. Ott going forward. All emails must go to Principal. Ms. Huahulu requested the diagnostic reports on 12/13/19. 1/13/20 Ms. Ott requests records again citing legal statutes requiring their delivery. After no response, Ms. Ott complained to Complex Area Superintendent on 1/22/20. Within about a week, the reports were <i>finally</i> delivered.

Link to Section in this Document	Summary of Detailed Evidence in Section
<u>Q3 Requests for Diagnostic Results & Growth Reports</u>	Ms. Huahulu files request for due process hearing on 3/24/20 in which requested resolution (V.) stated, <i>"Ms. Ott and I will receive via email full diagnostic reports of assessments within 2 working days of assessment completion. In the past it has difficult and time-consuming to acquire Tevita's full diagnostic reports. Implementing this regular procedure and documenting it in Tevita's IEP will eliminate the need for repeated requests in the future."</i> Hearing request is amended in May to address only this issue.. Resolution session is scheduled for 4/8/20. Ms. Huahulu requests March diagnostic reports on 4/6/20. Reports are delivered on 4/7/20.
<u>UNIQUE NEEDS (§300.1)</u>	One of Tevita's unique needs is that because his mother does not speak English very well, her formal education in Tonga ceased when she was 16 years old, and she does not have much experience with online communication techniques such as email forwarding, Tevita needs for the DOE to include Vanessa Ott in all communications with his mother. Regarding the issue of delivering one of the most important IEP Team documents (a student's periodic detailed diagnostic reports) to the entire team: the owner of the document should email the results to <i>all</i> IEP members in a timely manner. The DOE is the owner of the document. Relying on Ms. Huahulu to be capable of distributing the document to other IEP Team members is an expectation that exceeds her capabilities, and should not be her responsibility. Denying distribution of diagnostic reports to <i>all</i> IEP members does not help Tevita overcome this unique need he has, and is counterproductive to ensuring he has a fair opportunity for a FAPE.
<u>FEDERAL CODE OF REGULATIONS</u>	Applicable statutes from the Federal Code of Regulations.
<u>Hawai'i Administrative Rules</u>	Although HAR §8-5-8 specifically does not apply to requests for education records, it is included here to show expectations for professional response times for routine inquiries: • <u>1 day response</u>: General questions. • <u>3 day response maximum</u>: Requests for information requiring coordination with other schools or public libraries, districts, or agencies. Therefore, a standing request for complete, computer-generated diagnostic reports delivered to all IEP Team members with 2 working days of assessment completion is reasonable.

Table of Contents

SUMMARY	1
Table of Contents	2
School-Wide Assessment Reports: Description	4
CORRESPONDENCE: Requests for Reports	4
Q1 Requests for Diagnostic Results & Growth Reports	4
8/17/19 – Ott: Request Q1 Diagnostic Reports	4
8/26/19 – Ott: Request Q1 Diagnostic Reports	5

8/26/19 – Matsushige: Delivers Diagnostic Results, but not Growth Reports	5
8/28/19: School agrees to retest student in quiet environment.....	5
9/5/19 – Ott: Please send new Diagnostic Reports	6
9/6/19 – Matsushige: Delivers Diagnostic Results, but not Growth Reports	6
Q2 Requests for Diagnostic Results & Growth Reports.....	6
12/8/19 – Ott: Request Q2 Diagnostic Reports	6
12/10/19 – Ott: Request Q2 Diagnostic Reports	7
12/12/19 – Ott: Request Q2 Diagnostic Reports	8
12/12/19 – Balatico to Huahulu (in English; excluding Ms. Ott): Too many emails from Ms. Ott. Send all your communication to me, Ms. Huahulu.	8
12/13/19 – Huahulu: Request Q2 Diagnostic Reports	10
1/13/20 – Ott: Clarifying educational records Ms. Huahulu requested on 12/13.....	10
1/22/20 – Ott: Asks Complex Area Superintendent to intervene.....	11
1/28/20 – Approx. date Q2 Reports rec'd.....	12
Q3 Requests for Diagnostic Results & Growth Reports.....	12
3/24/20 – Huahulu Files Due Process Hearing Request	12
4/6/20 – Huahulu: Please send complete Diagnostic Reports. Hearing Resolution Session in 2 Days.	12
4/7/20 – Yasuda: Attached are the iReady scores from March 2020	12
UNIQUE NEEDS (§300.1)	13
English-Challenged Parent and SpEd Student Benefit from IEP Team Member, Vanessa Ott, Involvement	13
5/6/19 – IEP Meeting Roster: Ms. Huahulu and Ms. Ott meet Stevenson School personnel.	13
8/9/19 – Huahulu (Ahomana): Signed letter hand-delivered to school authorizing Vanessa Ott's involvement in all matters concerning her son.....	14
12/10/19 – Parent Authorizes Vanessa Ott as her Interpreter and Advocate.....	15
12/12/19 – Form HAR 34 Authorizes Vanessa Ott to Have Access to All of Tevita Ahomana's Educational Records.....	16
FEDERAL CODE OF REGULATIONS.....	17
§300.1 Purposes.....	17
§300.321 IEP Team.....	17
§300.322 Parent participation.....	17
§300.501 Opportunity to examine records; parent participation in meetings.	17
§300.613 Access rights.....	17
Hawai'i Administrative Rules.....	18
§8-5-8 Time limits.	18

School-Wide Assessment Reports: Description

School-wide assessments are done via computer programs. Reports are computer-generated and available immediately upon student completing assessment. The i-Ready assessment software used at student's current school generates these reports.

- **Diagnostic Results** Gives teachers insight into the instructional strengths, areas of need, and annual growth expectations for every student in their class, with clear next steps for instruction in each domain.
- **Diagnostic Growth** Gives a clear view of progress toward proficiency and annual growth expectations for each student.
- **For Families** Not used for diagnostic purposes. Not useful for IEP Team. Not requested by parent.

CORRESPONDENCE: Requests for Reports

Q1 Requests for Diagnostic Results & Growth Reports

8/7/19: Student takes Math assessment.

8/9/19: Student takes Reading assessment.

8/17/19 – Ott: Request Q1 Diagnostic Reports

From: Vanessa Ott <msvott@gmail.com>

Date: Sat, Aug 17, 2019 at 4:31 PM

Subject: Questions concerning T. Ahomana's education

To: Malcolm Yasuda <Malcolm_Yasuda/STVSON/HIDOE@notes.k12.hi.us>

Cc: Toakase Ahomana <FeketiAhomana@gmail.com>, Katherine Balatico <Katherine_Balatico@notes.k12.hi.us>

Aloha Mr. Yasuda,

I am writing on behalf of Feketi Ahomana concerning Tevita Ahomana's education. (Student Number 11281600637)
A signed letter confirming this arrangement has been delivered to the school, and a copy is attached.

We have some questions.

1) What are the names of the Math and Language Arts curricula Tevita's Math, Language Arts and ELL teachers will be using this year?

2) Tevita has always struggled to answer the question, "What did you learn in school today?" He says he writes this down in notebooks in each class, but he's not allowed to bring the notebooks home. We would like for him to bring his notes home for study and review. How should we proceed in establishing a process for home-to-school communication? Should we contact each teacher individually?

3) May we please have electronic copies of Tevita's recent i-Ready Math and Reading results? I've attached samples from last year of different types of reports. We are looking for data on current levels of performance in the Math and Reading domains, and a growth report to see how much he improved (or not) over the summer.

Mahalo,

Vanessa Ott

808 - 854 -1018

attachments: *Ahomana-Letter-re-Ott-signed.pdf*

iReady-diagnostic-growth-math-ahomana-tevita-2019-06-03.pdf

diagnostic-results_math_ahomana_tevita_1281600637_05312019.pdf

iReady-Math-2019-0304-YTD.pdf

8/26/19 – Ott: Request Q1 Diagnostic Reports

From: Vanessa Ott <msvott@gmail.com>
Date: Mon, Aug 26, 2019 at 7:13 AM
Subject: T. Ahomana's i-Ready reports
To: Ron Matsushige <Ronald.Matsushige@k12.hi.us>

Aloha Mr. Matsushige,

Per the email I sent to Mr. Yasuda on 8/17 (copied below), we will contact Tevita's teachers directly to get the answers to items #1 and #2.

So, at this juncture, please address item #3 as soon as possible. We would like comprehensive data from Tevita's recent i-Ready assessments. Knowing what his current performance capabilities are is a high priority for me and his private tutor at this time so we can move forward.

Mahalo,
Vanessa Ott
808 - 854 -1018

8/26/19 – Matsushige: Delivers Diagnostic Results, but not Growth Reports

From: Ronald Matsushige <ronald.matsushige@k12.hi.us>
Date: Mon, Aug 26, 2019 at 2:55 PM
Subject: Re: T. Ahomana's i-Ready reports
To: Vanessa Ott <msvott@gmail.com>

Good afternoon!

Here are Tevita's results for the iReady Math and Reading Diagnostic tests he completed recently. I hope this helps you when you tutor him!
Thank you so much for your hard work!

Ronald Matsushige
Special Education Teacher
R.L. Stevenson Middle School

attachments: *TA Math Diagnostic 1.pdf*
TA Reading Diagnostic 1.pdf

8/28/19: School agrees to retest student in quiet environment.

9/3/19: Student retakes Reading assessment.

9/6/19: Student retakes Math assessment.

Note: Parent not informed of retest dates.

9/5/19 – Ott: Please send new Diagnostic Reports

From: Vanessa Ott <msvott@gmail.com>
Date: Thu, Sep 5, 2019 at 6:38 AM
Subject: Please send Tevita's i-Ready results
To: Ron Matsushige <Ronald.Matsushige@k12.hi.us>
Cc: Katherine Balatico <Katherine_Balatico@notes.k12.hi.us>, Toa Ahomana <toahuahulu@gmail.com>

Mr. Matsushige,

Please send Tevita's new i-Ready Math and Reading results as soon as possible.

Mahalo,
Vanessa Ott
808 - 854 -1018

9/6/19 – Matsushige: Delivers Diagnostic Results, but not Growth Reports

From: **Ronald Matsushige** <ronald.matsushige@k12.hi.us>
Date: Fri, Sep 6, 2019 at 3:41 PM
Subject: Re: Please send Tevita's i-Ready results
To: Vanessa Ott <msvott@gmail.com>
Cc: Katherine Balatico <Katherine_Balatico@notes.k12.hi.us>, Toa Ahomana <toahuahulu@gmail.com>

Here's his math and reading test results.

Thank you!

Ronald Matsushige

attachments: *diagnostic-results_math_ahomana_tevita_1281600637_09062019.pdf*
diagnostic-results_reading_ahomana_tevita_1281600637_09062019.pdf

Q2 Requests for Diagnostic Results & Growth Reports

12/04/19: Student takes Math assessment.
12/13/19: Student takes Reading assessment.

12/8/19 – Ott: Request Q2 Diagnostic Reports

From: **Vanessa Ott** <msvott@gmail.com>
Date: Sun, Dec 8, 2019 at 6:17 AM
Subject: Please Email Tevita's LA and Math Diagnostics & schedule IEP meeting(s) before the end of the semester.
To: Ron Matsushige <Ronald.Matsushige@k12.hi.us>
Cc: Feketi (Toakase) Huahulu <huahulufeketi@gmail.com>, Katherine Balatico <katherine.balatico@k12.hi.us>

Aloha Mr. Matsushige,

Please email Tevita's latest diagnostic reports for LA and Math as soon as possible.

Please arrange another IEP meeting (or 2 if necessary) to discuss

- results of the diagnostic tests,
- Family Engagement,
- Lack of High Expectations and Rigor in Curriculum,

- ensuring Tevita has access to a computer to take notes in all classes and teachers encourage its use; and
- problems we've encounter with home-to-school connections.

Please allow enough time to sufficiently discuss these concerns. Our two previous 1-hour meetings both ended with issues being unaddressed. For example, Mr. Kaz didn't even come to the November IEP meeting. In September, the meeting ended before we could discuss the lack of rigor in the Tevita's lessons.

Also, since the descriptions of what Family Engagement is, as understood by Education professionals in the year 2019, and the ideals set forth in BOE Policy 101-14 differ so much from *our* experience we would like to know what the Family Engagement plan for the school looks like. All we found is the following entry in the 2017-2020 Academic Plan:

- Desired Outcome: Increase school climate to 84% as evidenced by the Strive HI report.
- Enabling Activity: Collaborate with community partners on family engagement activities to strengthen family connectedness and also the connection to school and the community.
- Interim Measures of Progress: 2017-2020 Increase in the number of families that participate in each family engagement activity as evidenced by artifacts such as but not limited to sign-in sheets, meeting notes/minutes, etc.. 100% of the feedback from families will reflect positive responses when asked about the value of the activities that are provided to families as evidenced by surveys and/or evaluations.

However, the Strive HI report does not provide any school climate measures to assess parent perspectives. I think the phrase "family involvement" is more accurate than "family engagement" given my research. And, we do not recall being given a survey to evaluate the meetings we've had.

Please send us the school's family engagement plan, or at least whatever research you are using on the subject to derive your definitions of family engagement so we can all use the same definitions and models in our discussion.

Mahalo,
Vanessa Ott
808 - 854 -1018

12/10/19 – Ott: Request Q2 Diagnostic Reports

From: **Vanessa Ott** <msvott@gmail.com>
Date: Tue, Dec 10, 2019 at 7:00 AM
Subject: Re: Please Email Tevita's LA and Math Diagnostics & schedule IEP meeting(s) before the end of the semester.
To: Ron Matsushige <Ronald.Matsushige@k12.hi.us>
Cc: Feketi (Toakase) Huahulu <huahulufeketi@gmail.com>, Katherine Balatico <katherine.balatico@k12.hi.us>

Aloha Mr. Matsushige,

I thought i-Ready testing concluded last week. Why did Tevita miss Science class yesterday to do more i-Ready testing? Isn't there another time he can do this, like before or after school so that he doesn't miss is classes? Are other students pulled out of class for testing? When will he be finished testing?

Please clarify.

Mahalo,
Vanessa Ott
808 - 854 -1018

12/12/19 – Ott: Request Q2 Diagnostic Reports

From: **Vanessa Ott** <msvott@gmail.com>

Date: Thu, Dec 12, 2019 at 6:18 AM

Subject: When are we going to receive recent diagnostic data and have a meeting to discuss?

To: Ron Matsushige <Ronald.Matsushige@k12.hi.us>

Cc: Feketi (Toakase) Huahulu <huahulufeketi@gmail.com>, Katherine Balatico <katherine.balatico@k12.hi.us>, Stuart Kim <Stuart.kim@k12.hi.us>, Wade Okuma Wade.Okuma@k12.hi.us

Aloha Mr. Matsushige,

When are we going to receive a copy of Tevita's recent i-Ready Math and Language Arts diagnostics.

When are we going to have meetings with the Math and Language Arts teachers to discuss the data?

Mahalo,

Vanessa Ott & Feketi Huahulu

12/12/19 – Balatico to Huahulu (in English; excluding Ms. Ott): Too many emails from Ms. Ott. Send all your communication to me, Ms. Huahulu.

From: **Katherine Balatico** <katherine.balatico@k12.hi.us>

Date: Thu, Dec 12, 2019 at 10:09 PM

Subject: Fwd: Follow up re: 11/22 meeting - ReadyMath differentiation

To: Feketi (Toakase) Huahulu <huahulufeketi@gmail.com>

**Ms. Ott excluded
from recipient list.**

Aloha Mrs. Ahomana,

I hope you're having a good week. I wanted to touch bases with you about our communications with your son's private tutor, Vanessa. You are welcome to share this information with anyone you wish. However, the Department of Education is prohibited from releasing any educational records about your son to anyone without written consent. We will be happy to release specified information to a third party as soon as we receive a "Consent to Release Information" form signed by you.

The tutor you hired seems to be the family's voice in bringing up issues about Tevita's education. We understand that the tutor is not a licensed attorney, nor is she a trained advocate in a public agency. We would like to confirm that you share these issues as well by sharing the information with you. In addition, we would like to share a little about Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and our responsibility to provide Tevita with a Free Appropriate Public Education (FAPE) through the delivery of the Individualized Education Program (IEP) in the Least Restrictive Environment (LRE).

As you may know, the school is solely responsible to provide FAPE to Tevita. While you are a vital member of the IEP team, the IEP team does not deliver the services to Tevita. The delivery of FAPE is the responsibility of the school. You are welcome to provide input on the delivery of FAPE, and after careful consideration, the school has the ultimate responsibility and must make decisions on the implementation of the IEP. That means that the school cannot hold the parents responsible to teach their children while at school. I am confident that the staff at Stevenson Middle are trained to deliver FAPE to Tevita through the delivery of the IEP in the LRE. I hope you will continue to be an active participant through the IEP process.

Since the start of the 2019-2020 school year, your private tutor, Vanessa has shown a strong interest in Tevita's education at Stevenson. While we welcome any concerns you may have about the delivery of FAPE to Tevita, we have explained to your tutor that the delivery of the IEP is the sole responsibility of the Department of Education. The choosing of a curriculum or methodology is the responsibility of the school and not the IEP team. The school has about 1800 minutes per week to provide direct instruction to Tevita. The tutor has contacted the school on average 7 times per week for a total of 63 contacts for nine weeks of school (111 contacts since the start of the school year). While we encourage all parents to bring any moral support to the IEP meetings or to help them navigate the educational system, we must draw the line when the communications may impede the school's ability to deliver direct instruction to your son.

Each response removed Tevita's teachers from preparation and instruction. Teachers spent at least 111 hours to read, research, and draft a response. This is over 6,660 minutes, which equates to 148 periods that the teachers could use to plan for instruction. The staff at the school are overwhelmed with the numerous amounts of duplicative communications and the amount of time it takes to respond to these communications.

I would like to prevent any confusion in our communication. In order to streamline and get a response to you faster, please make all your concerns known to me alone. If you send any contact (email, phone call, text) to anyone other than me, my teachers and counselors will be instructed to ignore the contact and focus on their classrooms and student supports. Please instruct anyone acting on your behalf to do the same. We are focused on Tevita's education and feel impeded by the numerous repetitive communications sent to multiple recipients requiring multiple responses.

In regards to Ms. Ott's December 3, 2019 email about Tevita's ReadyMath instruction, I want to reassure you that his teacher is working with him on grade 6 math standards and will continue to do so with grade 6 ReadyMath, scaffolding, and with supplemental learning resources.

We feel our communication is not efficient and am asking for the services of the Mediation Center of the Pacific. They will be contacting you within the next week to discuss a time and place to meet to discuss the communications we received. They are not employees of the Department of Education, and they will be impartial. The service is free to the schools and to you. Please be open and candid with the Mediation Center of the Pacific so we can meet and resolve these issues as soon as possible.

The work Ms. Ott does with Tevita is invaluable. The family's participation in Tevita's education remain vital in his success, so we do not want to miss any of your communication or provide different answers for the same issues. Please inform anyone speaking on your behalf who is not a licensed attorney, to include you in the email or have you present when meeting with me. Please support the school by not communicating with anyone but me.

Thank you for your kokua,
Katherine Balatico
Principal
R.L. Stevenson Middle School
Office (808) 587-4520
Fax (808) 587-4523

12/13/19 – Huahulu: Request Q2 Diagnostic Reports

From: **Feketi - Toakase Huahulu** <huahulufeketi@gmail.com>
Date: Fri, Dec 13, 2019 at 10:30 AM
Subject: Re: Follow up re: 11/22 meeting - ReadyMath differentiation
To: Katherine Balatico <katherine.balatico@k12.hi.us>
Cc: Vanessa Ott <mrvott@gmail.com>

Please email me Tevita's i-Ready Math and Language Arts scores.

Thank you,
Toakase Huahulu

1/13/20 – Ott: Clarifying educational records Ms. Huahulu requested on 12/13.

From: **Vanessa Ott** <mrvott@gmail.com>
Date: Mon, Jan 13, 2020 at 9:36 AM
Subject: Requesting Tevita's recent i-Ready Diagnostic reports
To: Katherine Balatico <katherine.balatico@k12.hi.us>
Cc: Feketi (Toakase) Huahulu <huahulufeketi@gmail.com>, Ron Matsushige <Ronald.Matsushige@k12.hi.us>, Stuart Kim <Stuart.kim@k12.hi.us>, Wade Okuma Wade.Okuma@k12.hi.us

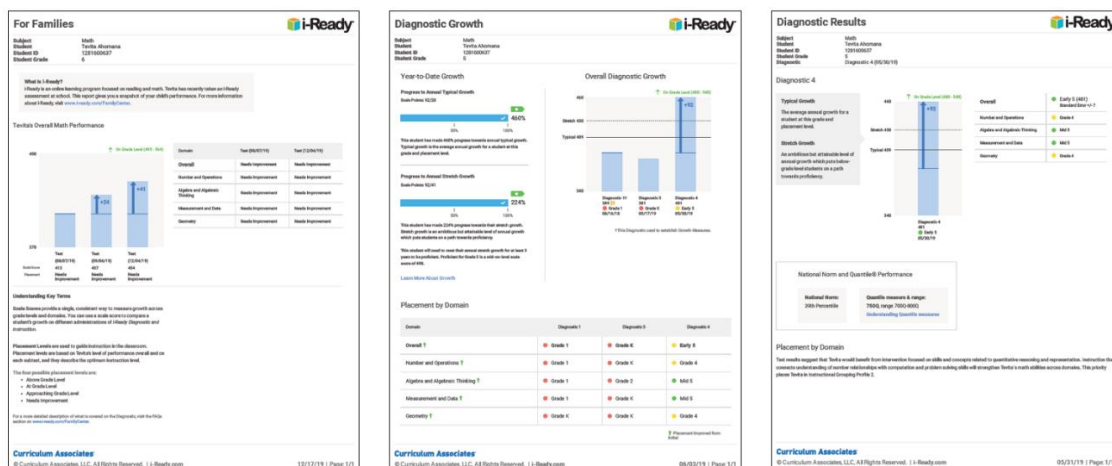
Aloha Principal Balatico,

I'm sorry if Ms. Huahulu's 12/13 correspondence was not clear.

Toakase wants Tevita's most recent i-Ready **Diagnostic Growth** and **Diagnostic Results** reports for Math and Language Arts. In total that is four reports (PDF files):

- Math Diagnostic Growth
- Math Diagnostic Results
- Language Arts Diagnostic Growth
- Language Arts Diagnostic Results

She only received a 1-page "For Families" report that does not provide detailed data. She would like the 4 diagnostic reports with details. Here's a picture of the type of reports delivered and requested. Note that the Diagnostic Results report is actually multi-page document (15+ pages).



34 CFR §300.613

ACCESS RIGHTS

The participating agency must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by the Department under Part B of IDEA. The participating agency must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request unless otherwise specified in the Hawaii Administrative Rules (HAR) pertaining to the Protection of Educational Rights and Privacy of Students and Parents.

Your right to inspect and review education records includes:

1. Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
2. Your right to request that the participating agency provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
3. Your right to have your representative inspect and review the records.

The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

HAR §8-34-9 Procedure for granting access.

- (a) When an eligible student or parent requests access to the student's education records, they shall be made available within a reasonable period of time but in no event more than thirty days after the request.
- (b) The department shall comply with parent requests under section 8-36-73).
- (c) The department shall notify the eligible student or parent in writing of the time, date, and place for the review of the records. [Eff. AUG 23, 1984] (Auth: HRS §302A-1112) (Imp: HRS §§302A-1101, 302A-1112; 20 U.S.C. 1232g, 34 C.F.R. 99.11)

1/22/20 – Ott: Asks Complex Area Superintendent to intervene.

From: **Vanessa Ott** <msvott@gmail.com>

Date: Wed, Jan 22, 2020 at 6:06 AM

Subject: Violation of 34 CFR §300.613 and HAR §8-34-9

To: Linell Dilwith <linell.dilwith@k12.hi.us>

Cc: Feketi (Toakase) Huahulu <huahulufeketi@gmail.com>, Stuart Kim <Stuart.kim@k12.hi.us>, Wade Okuma <Wade.Okuma@k12.hi.us>, Katherine Balatico katherine.balatico@k12.hi.us

Aloha Superintendent Dilwith,

It has been 45 days since Feketi Huahulu and I began requesting the most recent diagnostic results for her son from i-Ready tests taken in December. In violation of 34 CFR §300.613 and HAR §8-34-9, Principal Balatico has refused to provide this education record. Copies of our requests, applicable statutes, and administrative rules are copied below.

What are you going to do about this?

Mahalo,

Vanessa Ott

808 - 854 -1018

1/28/20 – Approx. date Q2 Reports rec'd.

Ms. Huahulu's emails prior to April 4 were accidentally deleted, but Ms. Ott had copies of reports, but was not included on the email sending the reports. January 28, 2020 is the save-date on the documents Ms. Ott has.

Q3 Requests for Diagnostic Results & Growth Reports

03/04/20: Student takes Math assessment.

03/10/20: Student retakes Math assessment.

03/03/20: Student takes Reading assessment.

03/12/20: Student retakes Reading assessment.

03/13/20: Last Day of School before COVID-19 Emergency School Closures.

3/24/20 – Huahulu Files Due Process Hearing Request

4/6/20 – Huahulu: Please send complete Diagnostic Reports. Hearing Resolution Session in 2 Days.

From: **Feketi - Toakase Huahulu** <huahulufeketi@gmail.com>

Date: Mon, Apr 6, 2020 at 1:13 PM

Subject: Please send i-Ready scores and list of meeting attendees

To: Malcolm Yasuda <malcolm.yasuda@k12.hi.us>

Cc: Katherine Balatico <katherine.balatico@k12.hi.us>, Vanessa Ott <msvott@gmail.com>, Taren Taguchi <taren.taguchi@k12.hi.us>

In preparation for Wednesday's 8:30am due process resolution meeting, please send the two items I previously requested:

- list of meeting attendees
- Tevita's most current Math and Language Arts:
 - i-Ready Diagnostic Growth reports
 - i-Ready Diagnostic Results reports

Thank you,
Feketi Huahulu

4/7/20 – Yasuda: Attached are the iReady scores from March 2020

From: **Malcolm Yasuda** <malcolm.yasuda@k12.hi.us>

Date: Tue, Apr 7, 2020 at 9:35 AM

Subject: per email 4.6.2020

To: Feketi (Toakase) Huahulu <huahulufeketi@gmail.com>

Cc: Katherine Balatico <Katherine.Balatico@k12.hi.us>

Ms. Ott excluded
from recipient list.

Attached are the iReady scores from March 2020 for Tevita.

The participants for April 8, 2020 resolution session.

Katherine Balatico - Principal

Malcolm Yasuda - Student Services Coordinator

Marie Inouye - Resource Teacher

Stephanie Kozuma - Resource Teacher

Stuart Kim - District Educational Specialist

Stephen Warner - District Educational Specialist

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Malcolm Yasuda

Student Services Coordinator (SSC)

Stevenson Middle School

Ph: (808) 587-4520 Fax: (808) 587-4523

attachments: *TA rdg growth ytd3.2020.pdf*
TA math growth ytd 3.2020.pdf
TA iready rdg march 2020.pdf
TA iready math march 2020.pdf

UNIQUE NEEDS (\$300.1)

English-Challenged Parent and SpEd Student Benefit from IEP Team Member, Vanessa Ott, Involvement

Since 2017, Vanessa Ott has been a part of Tevita Ahomana's IEP Team, and an invaluable assistant to his mother, Feketi Huahulu. The first time Ms. Ott and Ms. Huahulu met the Principal of Robert Louis Stevenson Middle School was on May 6, 2019 at an IEP Team Meeting. The DOE should be aware that Ms. Huahulu has given Ms. Ott access to all her son's education records and that she wants Ms. Ott's assistance with communication by now, yet the DOE continues to require new forms be signed every year.

5/6/19 – IEP Meeting Roster: Ms. Huahulu and Ms. Ott meet Stevenson School personnel.

	STATE OF HAWAII DEPARTMENT OF EDUCATION	INDIVIDUALIZED EDUCATION PROGRAM
IEP Meeting Date(s): 05/06/2019		
1. Student's Name: Ahomana, Tevita		
2. Date of Birth: 06/23/2007	3. ID#: 1281600637	4. Grade: 05
5. Current School: Kaahumanu Elem		
6. IEP Annual Review Date: 05/06/2020	7. Reevaluation Date: 12/06/2021	8. Care Coordinator: Mary Bonnetty

Student's Name: Ahomana, Tevita
IEP MEETING INFORMATION
24. Date: 05/06/2019
25. MEETING PARTICIPANTS: Abigail Palmer - - Stevenson Middle School SPED Department Head Blaine Awana - - Stevenson Middle School Vice-Principal Carolyn Nakamura - - ELL Teacher Cindy Yun-Kim - - Principal Feketi Ahomana - - Mother Katherine Balatico - - Stevenson Middle School Principal Lauren Fuchigami - - General Education Teacher Malcolm Yasuda - - Stevenson Middle School SSC Mary Bonnetty - - Special Education Teacher Tara Tanaka - - Student Services Coordinator (SSC) Vanessa Ott - - Tutor Wade Okuma - - Resource Teacher Ronald Matsushige - - Special Education Teacher T. Mura - - Stevenson VP Tevita Ahomana - - Student

8/9/19 – Huahulu (Ahomana): Signed letter hand-delivered to school authorizing Vanessa Ott's involvement in all matters concerning her son.

Feketi (Toakase) Ahomana
1326 Keeaumoku St., #106
Honolulu, HI 96814
August 9, 2019

re: Tevita Ahomana (grade 6 student)

Robert Louis Stevenson Middle School
1202 Prospect St.
Honolulu, Hawaii 96822

Note: Tevita Ahomana's mother started the school year with her married name, but later returned to her maiden name, Huahulu. See 12/10/19 for the same letter signed with Ms. Huahulu's maiden name.

To Whom It May Concern,

The letter serves as written notice that in all matters concerning my son, Tevita Ahomana, I authorize the school to communicate with Vanessa Ott as freely as they do with me.

Vanessa Ott shall serve as my interpreter and assistant at IEP meetings. She will communicate with teachers, and other staff as needed, and keep me informed of any communications she has with school employees concerning my son.

When communicating with me via email, or scheduling meetings, please make sure that Vanessa is cc:'ed on these announcements and kept in the communication loop.

Thank you,



Feketi Ahomana

Feketi (Toakase) Huahulu
1326 Keeaumoku St., #106
Honolulu, HI 96814
December 10, 2019

re: Tevita Ahomana (student ID: 1281600637)

Robert Louis Stevenson Middle School
1202 Prospect St.
Honolulu, Hawaii 96822

To Whom It May Concern,

The letter serves as written notice that in all matters concerning my son, Tevita Ahomana, I authorize all State of Hawaii Department of Education employees to communicate with Vanessa Ott as freely as they do with me, the parent.

Vanessa Ott shall serve as my interpreter and assistant at IEP meetings. She will communicate with teachers, and other staff as needed, and keep me informed of any communications she has with school employees concerning my son.

When communicating with me via email, or scheduling meetings, please make sure that Vanessa is cc:'ed on these announcements and kept in the communication loop.

Thank you,



Feketi Huahulu

 STATE OF HAWAII DEPARTMENT OF EDUCATION	CONSENT FOR RELEASE OF INFORMATION
Student's Name: <u>Ahomana</u> <u>Tevita</u> <u>O.</u> Date of Birth: <u>6/23/2007</u> Last Name First Name Middle Initial	
Grant permission to the Hawaii Department of Education, <u>Office of the Deputy Superintendent</u> Name of DOE School or Office	
<u>P. O. Box 2360</u> <u>Honolulu</u> <u>HI</u> <u>96804</u> Address City State Zip Code	
<u>Taren Taguchi</u> <u>808-586-5374</u> <u>None</u> Department of Education Contact Phone Number Fax Number	
To: ☒ RELEASE ☒ RECEIVE (Check one)	
the following document(s)/information, on the above named student, except that which is legally not subject to disclosure by law, and is covered under the Hawaii Revised Statutes, §325-101 Infections and Communicable Diseases (HIV Infection, ARC, and AIDS); §329-68 Uniform Controlled Substances Act (Protection of records; divulging confidential information prohibited) and §329-B6 Substance Abuse Testing (Test Results) to or from the agency or person listed below:	
<u>Vanessa Ott</u> <u>808-854-1018</u> Name of Agency or Person Phone Number	
<u>2825 S. King St., #2901</u> <u>Honolulu</u> <u>HI</u> <u>96826</u> Address City State Zip Code	
Specify document(s)/information authorized for release or receipt: All documents and information.	
For the purpose of: Assisting with student's education and assisting parent with all DOE interactions.	
This personal document(s)/information will be transmitted to the agency or person named above only on the condition that it not be shared with another agency or other person(s) without the written consent of the parent(s), or legal guardian(s), or eligible student (an "eligible student" means a student who has reached 18 years of age or is attending a postsecondary institution at any age).	
 Digitally signed by Feketi Huahulu Date: 2019.12.11 15:25:05 -1000 Parent/Legal Guardian or Eligible Student Signature <u>Feketi Huahulu</u> PRINTED Name of Parent/Legal Guardian or Eligible Student <u>1326 Keeaumoku St., #106</u> <u>Honolulu</u> Address City <u>12/12/2019</u> Date <u>808-308-8977</u> Phone Number <u>HI</u> <u>96814</u> State Zip Code	

DISTRIBUTION: School Parent Agency

eCSSS, OITS-IAS
Form HAR 34
Rev. 11/11, RS 12-0504

FEDERAL CODE OF REGULATIONS
PART 300—ASSISTANCE TO STATES FOR THE EDUCATION OF CHILDREN WITH DISABILITIES

§300.1 Purposes.

The purposes of this part are—

- (a) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- (b) To ensure that the rights of children with disabilities and their parents are protected

§300.321 IEP Team.

(a) General.

The public agency must ensure that the IEP Team for each child with a disability includes:

- (1) The parents of the child;
- (6) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- (c) Determination of knowledge and special expertise.

The determination of the knowledge or special expertise of any individual described in paragraph (a)(6) of this section must be made by the party (parents or public agency) who invited the individual to be a member of the IEP Team.

§300.322 Parent participation.

(a) Public agency responsibility—general.

Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate.

(e) Use of interpreters or other action, as appropriate.

The public agency must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

§300.501 Opportunity to examine records; parent participation in meetings.

(a) Opportunity to examine records.

The parents of a child with a disability must be afforded, in accordance with the procedures of §§300.613 through 300.621, an opportunity to inspect and review all education records with respect to:

(2) The provision of FAPE to the child.

(b) Parent participation in meetings.

(1) The parents of a child with a disability must be afforded an opportunity to participate in meetings with respect to:

(ii) The provision of FAPE to the child.

§300.613 Access rights.

(a) Each public agency must permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the agency under this part. The agency must comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to §300.507 or §§300.530 through 300.532, or resolution session pursuant to §300.510, and in no case more than 45 days after the request has been made.

(b) The right to inspect and review education records under this section includes:

(3) The right to have a representative of the parent inspect and review the records.

Hawai'i Administrative Rules

TITLE 8 DEPARTMENT OF EDUCATION

SUBTITLE 1 RULES OF PRACTICE AND PROCEDURE

CHAPTER 5

PUBLIC ACCESS TO INFORMATION

§8-5-8 Time limits.

(a) Requests for information or submit suggestions, concerns or complaints relating to local or district level matters, and requiring coordination with other schools or public libraries, districts, or agencies, shall be addressed within three working days.

(b) Requests for general information shall be answered within the same working day whenever possible.

(c) If more time is required to adequately respond to the request or the concern, the requestor shall be so notified and a mutually reasonable time shall be determined for reply.