

"B. Noelani Iokepa-Guerrero"  
<bjiokepa@hawaii.edu>  
12/01/2019 06:25 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

- Name with position/title and organization: [Dr. B. Noelani Iokepa-Guerrero](#)
- Meeting (Student Achievement, Finance and Infrastructure, Human Resources, Audit, or General Business Meeting (full Board)): [Special Meeting, Nov 5, 2019, 9:30am](#)
- Agenda item: [Board action on extra compensation for Hawaiian Immersion teachers](#)
- Position (support, oppose, or comment): [Support](#)

I strongly support the extra compensation for Hawaiian Immersion teachers. It is a high need area of extreme high specialization. Hawaiian Medium-Immersion teachers do at least twice as much as a regular teacher in an English speaking classroom - on curriculum development alone. They align to cultural and linguistic standards additional to regular educational standards they are accountable for. Please support these extra-hardworking and committed teachers. Mahalo!

Dr. B. Noelani Iokepa-Guerrero, Ed.D  
Associate Professor  
Ka Haka 'Ula o Ke'elikōlani  
University of Hawai'i Hilo

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Qurratulayn Joy <qurratulaynjoy@gmail.com>

12/02/2019 10:05 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Dec 5th Special Meeting Article IV

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Aloha,

I would like to express my appreciation for the consideration of compensation for Special Education teachers as well as Kula Kaiapuni teachers. As a teacher I understand that we are struggling to find the qualified staff to properly educate our students with special needs and in the Hawaiian Language Immersion Program.

As a kaiapuni parent, I remember my children having long term substitutes for sometimes half the year.

It was difficult keeping them in the program knowing that they were falling behind, which they did to some extent, academically and behaviorally. Four of my children have graduated from the kaiapuni program. I have one left in 10th grade. As a Hawaiian language speaker, I realize that there are not many options for kaiapuni education and we welcome some of the sacrifices that go along with that. This compensation, I hope, will help remove some of the barriers to the quality education our kaiapuni students require.

The small school that I am at currently (3rd year), has had one special education teacher position open every year since I've been here. We are losing an exceptional special education teacher this year after she completes this semester, she is not returning for the second semester. We may very well have a long term sub to take her place next semester. Her departure is very much related to the lack of support and compensation that her station requires. Part of this is due to the lack of support staff (Educational Assistants in particular) that have us all running around, struggling to provide the best education our kids with special needs deserve. I am thankful that special education teachers will be also compensated. When we lose good teachers, everyone is effected, whole schools can feel this loss as we watch our students struggle. I myself have been so very tempted to leave teaching to go into a less stressful line of work with more pay. -but like many, I love what I do. I love families and their children. I love to see growth and joy in my students. I love to see students and teachers embracing our diversities. I can also afford to be a teacher at this time, which is not always true for some of my colleagues.

Unfortunately, I have already been hearing about the divide that is being created by these compensations, as teachers state wide struggle to survive here in Hawai'i, no matter their position. There is a definite impression that this compensation is about value and not I have no suggestions on this matter other than overall teacher pay increase or increased benefits (as in less out of pocket costs for medical/retirement), but I hope that this can also be addressed, and quickly, so that all teachers can feel that they are appreciated and supported by the people that represent us in the state, demonstrating that they truly understand our challenges.

Many Thanks,

Q. Joy

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Adam Po'olua <akamu@kamakau.com>

12/02/2019 03:26 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject TESTIMONY

Aloha,

My name is Adam Kaipō Po'olua, "Kumu 'Akamu" and i am a Hawaiian Immersion Kumu (teacher) at Ke Kula Kaiapuni 'o Samuel M. Kamakau and I am in Support of Pay Differential for Hawaiian language Immersion Teachers. Being a Hawaiian Immersion teacher is more than a vocation for us teachers, but rather a passion for the language and its crucial implications that nurture Hawai'i's youth. Please consider these words as you enter into your hearing(s) about said topic.

Me ke Aloha Pau'ole,  
Kumu 'Akamu

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Bradley Rogers <liko1969@gmail.com>

12/02/2019 07:42 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

Aloha,

My name is Liko Rogers and I am a DOE Hawaiian Immersion teacher in a hard to fill geographical location and am currently teaching two grade levels because of the difficulty in finding teachers.

I am submitting testimony for the board of education special meeting, scheduled Thursday December 5th at 9:30 a.m. on action item number IV

A. [Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs](#)

I am in support of extra compensation for these types of teachers as a way to assist in filling these hard to fill positions.

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Angela Bascas <blessedmommi76@gmail.com>

12/02/2019 09:01 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject

I have 4 students that are in the SPED program. I see the work that has to put into working with my children and others. Teachers in general should be paid well. They are tired and over worked with over filled classrooms. But those who are specialized in certain areas are in high demand. There should be a incentive to help teachers do there jobs well.

The Hawaiian language is important to the Hawaiian people and there is a need for them to keep there language alive. If we love Hawaii we must love the language and culture as well. My children are not in the Hawaiian language program but I support those who are. It is just as much there right to learn the language as it is mine not to. I love Pu'ohala Elementary school. It is a mix of both and I feel like they are family.

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Noelani Kauahikaua <cchow78@hotmail.com>  
12/03/2019 12:19 AM

To "Testimony\_BOE@notes.k12.hi.us"  
<Testimony\_BOE@notes.k12.hi.us>  
cc  
Subject In support of Board Action on Extra  
Compensation for Hawaiian Language  
Immersion Programs

Aloha mai kākou,

**I SUPPORT Board Action on Extra Compensation For Classroom Teachers in Special Education, Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs.**

I am a makua of 3 students in the Kaiapuni program on O'ahu at Ke Kula Kaiapuni o Pū'ōhala & Ke Kula Kaiapuni o Waimānalo. I have been a parent at Pū'ōhala for over 7 years and helped to start the new immersion program at Blanche Pope elementary in Waimānalo which started just this Fall. If it wasn't for a kumu transferring from Ānuenue School, we may not have had a kumu at our new school! I have stepped into roles as PPT and PTT and now substitute teacher & on the Kaiapuni parent board for 5 years in order to support our Kaiapuni program, hard working kumu, our students and our greatly lacking programs. All the way down to Hawaiian-speaking substitute teachers. Every year we struggle to find support staff and classroom teachers. This extra compensation will help people choose Kaiapuni teacher as a career and also help to compensate our kumu. Our Kaiapuni kumu are required to have additional education in 'ōlelo Hawai'i (Hawaiian language) & 'ike Hawai'i (Hawaiian culture) in order to teach in Kaiapuni. They also have to establish much of their own curriculum and work with less resources. They often have less staffing support as compared to their English teacher counterparts who are already lacking! They often are leaned upon to help teach and lead the school when it comes to matters of Hawaiian culture & language. It is also already mandated in BOE policy through the Papahana Kaiapuni. Aside from all of this 'ōlelo Hawai'i is the language of this land and we must respect that it is by helping it to flourish. We mahalo you for considering this request at this time for it is much needed. We have seen our Kaiapuni programs grow in numbers in the schools that my keiki attend and it is booming everywhere. 'Ōlelo Hawai'i, our kumu Kaiapuni & our students deserve this support!!

Mahalo,  
Christine Kauahikaua  
PO Box 50  
Waimānalo, HI 96795  
#808-398-4863

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david.miyashiro@hawaiikidscan.org  
hawaiikidscan.org

David Miyashiro  
Executive Director

December 5, 2019

Hawaii Board of Education  
Special Meeting  
Catherine Payne, Chair  
Brian De Lima, Vice Chair

Aloha Chair Payne, Vice Chair De Lima, and Members,

We would like to testify in support of Action Item IV, the plan to increase shortage differentials to qualified and licensed teachers to fill vacancies in the areas of Special Education (SPED), Hard-to-Staff Geographical locations, and for Hawaiian Language Immersion Programs. We applaud the Hawaii Department of Education (DOE) for taking action on this critical issue.

As a local nonprofit education advocacy organization focused on equitable and excellent learning experiences for Hawaii's students, HawaiiKidsCAN strongly believes that this approach to teacher compensation will positively impact our students, serving as a more strategic and targeted strategy to tackle our persistent teacher shortage. According to the National Council on Teacher Quality, among all 50 states and the District of Columbia, 35 have some policy regarding differential pay.

While not a silver bullet for immediately solving our teacher shortage, the focus on SPED is especially promising. Whereas 92% of all teacher positions were filled by qualified teachers in 2018-2019, only 84% of SPED teacher positions were filled. Dual certified SPED teachers have also reported leaving their SPED positions to move to general education when a position becomes available at their school. This is troubling, especially given our stubborn achievement gap and the fact that students with disabilities only graduate from high school at a 65% rate versus 85% for students without disabilities, according to 2017 data from the DOE's Dynamic Strategic plan.

Because of the importance of this issue, HawaiiKidsCAN commissioned research through Solutions Pacific in 2019 that included examining attitudes related to SPED teachers. In a statewide poll of more than 400 likely voters conducted via telephone, 81% of respondents felt public schools should be able to pay some teachers more than others if they work with students with special needs or learning disabilities. Support was especially strong (88% agreed) amongst the sample of voters in the 18-44 age range. As follow up to the survey, Solutions Pacific also conducted a professional focus group session for former SPED teachers. Participants noted the immense challenge of teaching SPED, including the expertise needed around a wide range of disabilities, knowledge of legal procedures and a fear of personal litigation, and a general lack of support from administrators, especially when administrators have not previously taught SPED. Given this frustration, there was a sense that the status quo for SPED teachers is not sustainable, with participants sharing that an increased pay differential of \$3,000, \$15,000, or double that of general education teachers would have kept them teaching SPED.



HawaiiKidsCAN also believes the pay differentials proposed for Hard-to-Staff Geographical locations and for Hawaiian Language Immersion Programs are also important and impactful. Geographically remote schools generally report lower teacher retention, which in turn helps to drive weaker academic outcomes for students. Working in such a remote environment also requires adaptability for professionals moving into these communities, including increased moving costs and limited housing supply. Similarly, given the unique challenges of recruiting qualified and licensed Hawaiian language immersion teachers, and the academic importance of multilingualism, a significant differential for teachers in this area should have the effect of incentivizing individuals fluent in ‘Ōlelo Hawai‘i to consider teaching as a career.

Again, we applaud the DOE for taking this strategic approach to addressing the needs of our school system. Without new sources of significant revenue, we need to be extremely thoughtful about how to maximize the funds at our disposal, from teacher compensation to programmatic decisions at the school level.

Mahalo for your consideration,

David Miyashiro  
Founding Executive Director  
HawaiiKidsCAN



Jojo Far <walkdabeach@gmail.com>

12/03/2019 08:00 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Increase pay for teachers

Aloha,

I am a parent of 3 elementary school children. I support increase pay for our teachers. I see first hand the money and time the teachers and their families contribute to the children and school. Please help them. They deserve it.

Thank you,

JoAnn Logan

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Randy Gonce <rgonce@my.hpu.edu>

12/03/2019 08:54 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject SUPPORT for BOE teacher salary proposal

Aloha,

I am writing to you in strong support of Hawai'i Department of Education's proposal to the BOE to provide an annual shortage differential \$8,000 per each qualified and licensed Hawaiian language classroom teacher.

Long Overdue!

Mahalo nui!

--

Administrative Assistant on Homelessness - Hawai'i State Executive Branch  
Executive Committee Member - Young Progressives Demanding Action - Hawai'i Chapter  
Board of Director - Drug Policy Forum of Hawai'i  
Board of Director - Hakipu'u Academy  
Board of Director - Ka 'Ulu Lā'au - Specializing in Native Hawaiian Plants and Lei  
Board of Director - Communications Chair - Partners in Care (Hawaii's Homelessness Continuum of Care)  
State Central Committee Representative - Veterans Caucus of Democratic Party  
"Love and compassion are necessities, not luxuries. Without them humanity cannot survive."  
- Tenzin Gyatso, the 14th Dalai Lama

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mnuuhiwa <mnuuhiwa@yahoo.com>

12/03/2019 09:02 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject

Aloha!

I am a parent of a Kaiapuni keiki who enjoys his Kumu! Kumu Keoni works extremely hard & instills Aloha in our keiki. We are in deep support for this motion to ensure our Kumu get what they truly deserve. All the knowledge & hard work to ensure our keiki are educated not only with culture & language, but with the values needed to survive today's society.

Please support our Kumu where its needed.

He Aloha no,

Maile

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Dawn Marquez <lovely2dawn@gmail.com>

12/03/2019 09:18 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Aloha

Aloha:

I am writing in support of Na Kumu & Kaiapuni, because I truly believe they are under compensated. My son is in Kaiapuni & has one Full-Time Kumu & an Alaka'i or teacher assistant sometimes, with 24 students. We need more teachers in the Kaiapuni classrooms, to help our Keiki become educated in the language & culture of our ANCESTORS. It is important for our keiki to know where they came from & to experience as much they can about their past, so that they have a sense of belonging & place in this ever changing world. Our Kumu in particular is taking on a very challenging role at our Kula, he takes on a class of mostly all english speaking students. The kids love him for his style of teaching, which includes lots of song, games & riddles, along side regular math, science & history. Often times he has to make up his own assignments, because sometimes there is a lack of resources. I just truly believe that he is the job of 3 teachers & that is they was better pay more teachers would want to be of these amazing program. Kaiapuni teachers are required to have a teaching degree, as well Hawaiian Language & culture degrees too, that's more than a regular teacher; time, energy & resources. Therefore, they should be compensated in such way. Kaiapuni teachers are needed now, because there is alot of keiki who want to go to Kaiapuni. Please look at this situation & make this pono!!!

PS: my son loves Kaiapuni way more than is loved regular education, because of his KUMU KEONI.

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Kehaulani74 <kehaulani74@aol.com>

12/03/2019 10:13 AM

To Testimony\_BOE@notes.k12.hi.us  
cc

Subject Testimony\_Proposal to provide funds  
for Hawaiian language classroom  
teachers

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Aloha e ka Papa Ho'ona'au'ao (BOE),

I, Whitney Kēhaulani Wong and my 'ohana are **in support** of the Hawai'i Department of Education's proposal to the BOE to provide an annual shortage differential of \$8,000 per each qualified and licensed Hawaiian language classroom teacher.

I am a former kumu kaiapuni (Hawaiian language immersion teacher) who taught at various charter and DOE Hawaiian immersion schools across the island of O'ahu in the last 10 years. As a former kumu kaiapuni, I experienced first hand the struggles of teaching and learning our native language in our own home, the biggest being that we are outnumbered and indoctrinated in the Western style of teaching & learning. It makes it difficult to be fully immersed in one's mother tongue and learn our culture when we are not 100% supported and accepted.

Some other struggles are;

- there is a limited amount of resources and curriculum for all grades K-12.
- there is limited to no resources for SPED programs and licensed SPED teachers.
- there is limited funding for licensed Hawaiian language teachers.
- there is limited funding to provide space for our Hawaiian language programs and schools. (Most of the time, we are sharing space with a traditional English language DOE school, or struggling to raise our own funds to rent a space for our Charter schools.)

It is already a challenge to be a teacher here in Hawai'i in our English language DOE schools, being a Hawaiian language immersion teacher is even more challenging. But, the passion and love we have to keep our language and culture thriving within our people and our communities is the reason why we deal with these struggles, and little pay school year after school year.

I finally left being in the classroom full-time after 10 years because I am became a new mother and work life as a full-time class room teacher was gaining it's toll on my personal & emotional well being. With the stresses of work, long hours (after hours; prepping, school events, parent workshops & classes, tutoring, etc.) and minimal pay (just enough to pay bills and eat out about once a week), it no longer seemed fair to my family and myself to stay in this profession. So, I found a job teaching Hawaiian language at a night-time community class and looked for employment elsewhere, leaving my school with one less Hawaiian language kumu.

My kāne is a product of the Hawaiian language immersion program and a testament to how great this program can be. He attended Ke Kula Kaiapuni 'o Nānākuli from K-6, then continued to Ke Kula Kaiapuni 'o Ānuenuē, where he graduated and went on to college in California. He graduated with a 4-year degree while on a football scholarship and just recently obtained his Masters degree in Special Education through a 2-year online program from Grand

Canyon University. He now works at Kamehameha Schools as a Hawaiian Resource Coordinator, developing cultural curriculum for middle school & high school students here on the West side of O'ahu.

My two keiki, my kāne and I speak Hawaiian as a first language in our home. Our two keiki both attend Punana Leo preschool in Waianae and will be immersed in Hawaiian language throughout their education journey. They will grow up learning their culture, songs & history through the language that their great grandparents spoke, 'ōlelo Hawai'i. I am hoping that they will have good, qualified Hawaiian language kumu when they are in elementary, middle school & high school just like how their father had when he was growing up. I am hoping that the DOE and BOE will be able to better support all teachers of Hawai'i, but specifically Hawaiian language immersion teachers because of the growing demand of Hawaiian language learners. If our kumu are supported, our keiki will be supported. Teacher success = student success! Lastly, I am hoping that one day I will return to the classroom and not have to worry about "sacrificing" my personal well-being and quality of life due to lack of resources and minimal pay in order to make it here in Hawai'i.

Mahalo for taking your time to read my testimony.

Me ke aloha pumehana,

*Whitney Kēhaulani Wong*

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Lehuanani Lilinoe Coloma  
<lehua24@gmail.com>

12/03/2019 10:44 AM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>  
cc  
Subject Testimony for Agenda item - 12/5/19  
Mtg

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Aloha,

I formally support the Department of Education's proposal to the BOE to provide an annual shortage differential of \$8,000 per each qualified and licensed Hawaiian language classroom teacher and also offer comments.

I am the parent of three boys at Ke Kula Kaiapuni o Pū'ōhala in Kāne'ōhe, a Hawaiian Immersion (kaiapuni) school. My mother has taught in an English elementary school in Waipahu for over 25 years, so I understand the hard work and extra time that all teachers put in. Having not been raised in or experienced a Hawaiian immersion education myself, these last 8 (going on 9) years with my own children being in kaiapuni have been a huge eye opener.

I have volunteered for many years in my children's classrooms as well as other immersion classrooms because the Hawaiian immersion teachers truly NEED the help. I sometimes wondered why the immersion teachers teach kaiapuni because they put in so much of their time (taken from their own families) for the same pay as their English counterparts. (At the same time, I would pray they never leave because all the keiki would truly suffer without them!) With the shortage of teachers overall, having people choose (& continue to choose it every year) to teach Hawaiian immersion is especially difficult. Immersion teachers are required to have additional education in 'ōlelo Hawai'i (Hawaiian language) & 'ike Hawai'i (Hawaiian culture) in order to teach. Why? Hawaiian immersion is not a dual language program but an immersion of the child into Hawaiian culture, history and thinking, as well as language. This means any new curriculum or programs that go to the schools for implementation, has to be reviewed to see if it's something that makes sense in Hawaiian thinking and culture, then has to be adapted and translated - this is not an overnight process, nor even a week or sometimes month process! Their own daily curriculum has to go through a similar process when the Kumu want to implement current events or adjust to their students' needs or wants so the keiki are more engaged. In addition to that, there is no extra compensation for all time they put in at the school and outside of the school because of functions that further connect (pilina) our keiki to the community and with each other, which is part of the foundation of Hawaiian culture that is taught in kaiapuni.

There are so many more examples and reasons that I won't mention this time but keep in mind that our own Ke Kula Kaiapuni o Pū'ōhala has and continues to grow in numbers and it's the same at other kaiapuni. 'Ōlelo Hawai'i, our kumu Kaiapuni & our students deserve this support!

Mahalo,

Lehuanani K Lilinoe Coloma

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Best Built Incorp <bestbuiltinc@gmail.com>

12/03/2019 10:50 AM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>  
cc  
Subject Testimony for Agenda item - 12/5/19  
Mtg

I formally support the Department of Education’s proposal to the BOE to provide an annual shortage differential of \$8,000 per each qualified and licensed Hawaiian language classroom teacher and also offer comments.

I am the father of keiki at Ke Kula Kaiapuni o Pū‘ōhala in Kāne‘ohe, a Hawaiian Immersion school.

Our kula has and continues to grow in numbers and it’s the same at other kaiapuni. With the shortage of teachers overall, having people choose (& continue to choose it every year) to teach Hawaiian immersion is especially difficult. ‘Ōlelo Hawai‘i, our kumu Kaiapuni & our students deserve this support!

Mahalo,  
Abel Coloma

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"Anuheia St. Laurent"  
<anuhea.st.laurent@gmail.com>  
12/03/2019 11:28 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support for differential pay

Aloha,

My name is Anuheia StLaurent and I am in full support of differential pay for Kumu Kaiapuni (Hawaiian Immersion), SPED teachers, and locations hard to staff teachers. My 3 children go to Hawaiian Immersion and I also help substitute there occasionally. My mother is a SPED teacher and has been for over 20 years. My mother-in-law is a retired teacher and principal. I have worked in the public school system as a skills training during grad school for a few years myself. I have witnessed the overwhelming time, effort, and resources these teachers put into their jobs because of lack of support. They are well overworked and much underpaid. Almost every class at Ke Kula Kaiapuni o Pū'ōhala is over the teacher to student ration this year. 1 teacher to 28, 1 to 27, 1 to 29 kids. Yet, on the English side, the ratio is 1 teacher to about every 20 kids. Kumu Kaiapuni have to teach the language, the culture, and create their own curriculum, on top of dealing with behavioral issues and teaching the core subjects. The enrollment of students in Hawaiian immersion schools goes up every single year, especially after recent local movements. Our children and teachers deserve this differential payment and more.

Mahalo,

Anuheia StLaurent  
Means For More, LLC  
PO Box 6631  
Kāne'ōhe, HI 96744  
(808) 554-3378

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Tuesday, December 3, 2019

Aloha e ka Papa Ho'una'auao (BOE),

If you are reading this, Mahalo!

If you are reading this, Mahalo!, because it shows me, that you love what you do.

If you are reading this, Mahalo!, because it shows me, that you care enough for my son, Kahana, to help make a difference in HIS life and in his baby brother, La'imakua's life.

Whether you know it or not, your decisions, your values, and your time, is affecting MY two boys. For 6 hours a day, 5 days a week, 9 months out of the year, Kahana is carefully molded and taught his native tongue and culture from his amazing Kumu. She, along with many other Kaiapuni kumu, devote their time, money, and energy to provide for our keiki.

At times, many times, it is very difficult for each kumu to continue to uphold these standards as they face day to day challenges. I know that each Kaiapuni Kumu does an excellent job with what they do have access to, but the reality of minimal resources in curriculum, supplies, and money for curricula and supplies, takes its toll.

With the WELL DESERVED financial proposal, it will aid in so many ways for each kumu, each keiki, and each classroom.

Am I in support for Kaiapuni, 'Ae!

Am I in support for showing appreciation to those who love and care for my sons, 'Ae!

Am I in support for Differential Pay for Highly Qualified Teachers, 'Ae!

Mahalo me ke aloha,

Juliana Leoiki-Haili  
[leoikihaili@gmail.com](mailto:leoikihaili@gmail.com)  
(808) 230-4982



Kory <koryparina@hotmail.com>

12/03/2019 11:49 AM

To "Testimony\_BOE@notes.k12.hi.us"  
<Testimony\_BOE@notes.k12.hi.us>  
cc  
Subject Testimony in support of additional  
compensation for Immersion Teachers

Aloha mai,

My name is Kory Wilson and I am a 17 year DOE teacher looking for you support of additional compensation for Immersion teachers. Although I teach at an english speaking school, I send my children to Pū'ōhala Elementary school here in Kaneohe where they benefit from being taught in a Hawaiian Language medium setting. I am truly and deeply grateful down to my core to have the opportunity to send my keiki here for I know that I am unable to teach them myself because I am not fluent in 'ōlelo Hawai'i. Without our language, we are nothing and I am willing to offer my keiki to help make sure we as a people and culture will always be here in our native home.

These Kumu who we are blessed with, many of them had to take additional classes to ensure that the caliber of the language and as well as the curriculum and their abilities to teach both were up to par. Once again I am truly grateful and support additional compensation for these kumu. Please support them as well, it is a must!

Sincerely,  
Kory Wilson  
Grade 5 Math Teacher  
He'eia Elementary School

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Leila Fernandez <leilahawaii@hotmail.com>

12/03/2019 01:12 PM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>  
cc  
Subject Kumu pay rate

Aloha,

I believe the teachers of Hawaiian Immersion schools should receive a pay raise. They work so hard teaching the Hawaiian language. A language that is not easily accessible.

All teachers are under paid but the teachers at the immersion schools have to work twice as hard and once the students start 5th grade they add English into the curriculum.

I have two kids at ke Kula 'O Samuel Kamakau and I appreciate the school and the teachers.

We need to raise there pay so that more college student will select Hawaiian education.

We also need to raise there pay because they deserve it. The teachers are bilingual.

Not anyone is able to teach at a Hawaiian immersion school.

I thank you for your time.

Mahalo,

Leila Fernandez  
Concern parent

Sent from my iPhone

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Hō Mai Ka Pono <tom@homaikapono.org>

12/03/2019 01:15 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support for differential pay

Aloha,

Emailing to support differential pay for Hawaiian Immersion, Special Education teachers & those working at hard to staff schools.

The health of our islands depends on our ability to care for our communities. The pay rate for teachers does not match the cost of living. This erodes our communities.

Mahalo,

Tom

--

Tom Penna

Director

Ho Mai Ka Pono

[www.homaikapono.org](http://www.homaikapono.org)

[Instagram @homaikapono](#)

808-392-2509

92-1015 No'ū Street 101

Makakilo, O'ahu 96707

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"jchapman808@yahoo.com"  
<jchapman808@yahoo.com>  
12/03/2019 01:21 PM

To "Testimony\_BOE@notes.k12.hi.us"  
<Testimony\_BOE@notes.k12.hi.us>  
cc  
Subject Pay raise for Kaiapuni Kumu and  
SpEd

Aloha,

My name is Jasmine Chapman. I am writing this email in support of the much needed and long overdue pay raises for teachers in high needs areas. I am not only a parent of a child in a Hawaiian Language Immersion school, but I am also a current student at the University of Hawai'i at Mānoa and aspiring to obtain dual certification in teaching both Hawaiian Language and Special Education. Originally I had only planned to pursue a degree in teaching Special Education. However, I have seen with my own eyes the dire needs of both educational areas and so I have made it my goal to do my part in the continuing and furthering of our keiki's education. Since I work in the D.O.E.'s SpEd department, and have been for over a decade, I understand the constant struggle that exists with the amount of work that needs to be done not only through the school day, but especially during non-work hours. Everyone knows a teacher's job isn't done at the contracted time, which, in many cases, deters people from wanting to become a teacher in the first place. The monthly wages of a teacher, especially in a high needs area, is far from equal to the amount of work required to be an effective teacher. For many of us, living here in our home land of Hawai'i comes at a high cost, a cost that requires many teachers to obtain a second or even third job just to afford to live. Not only that, but the requirements needed to even become a teacher in these high needs area usually requires additional schooling, knowledge, or certifications compared to a general education teacher. This often means more time and money spent on schooling before even being able to start working in the field. Teachers play such a vital role in the lives of our keiki. So many of the issues in today's society can be improved by first improving education and the classroom experience. The expectations of teachers held by administration, parents, the community, and more is tremendous, but the rewards of meeting such expectations and even going beyond is ridiculously low in comparison. I believe that pay raises are just the first step towards showing teachers the appreciation they DESERVE. Thank you for your time.

Me ke aloha,  
Jasmine Chapman

[Sent from Yahoo Mail on Android](#)

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Kaydee Park <m11kapark@gmail.com>

12/03/2019 01:26 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Support

Aloha,

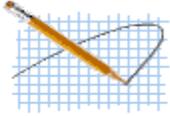
I am emailing in support of differential pay raise for Hawaiian Immersion and SPED teachers. As a kumu myself and a parent of keiki who attend kula kaiapuni Hawai'i I know first-hand the importance of Hawaiian Immersion teachers, especially in the public school system, many of which are underpaid and overworked.

Mahalo,  
Kaydee Kaulana Park

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**Failed Orbit Records**  
<failedorbitrecords@gmail.com>  
12/03/2019 02:00 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Pay differential for Kaiapuni teachers

Aloha,

I support the proposal to increase wages for Kaiapuni positions. I am a HLIP SPED EA at Ke Kula Kaiapuni 'o Pū'ohala in Kāne'ohē, and I see firsthand the struggles facing kumu in the field. Aside from having to make their own worksheets/workbooks, they also are tasked with teaching an entire class in a language that is not entirely familiar to every student. It's a struggle, and they deserve more for the effort they are putting in.

Mahalo,  
Lopaka

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Michelle Chow <hoomana95@gmail.com>

12/03/2019 02:09 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Hawaiian Immersion, Special Education teachers and those who working at hard to staff schools.

Aloha,

I'm a Makua of 3 graduates of Kula Kaiapuni `o Pu`ohala, sister of special education teacher, and have with worked adults with disabilities through the department of health for over 30 years. I have seen the extra time and effort the Kumu put into the education of my children and know they benefitted from that extra effort. These Kumu should be acknowledged with differential pay for that extra effort they put into their job. The same for special education teachers who work day in and day always searching for the best avenues to reach their students. Many positions receive differential pay for hard to fill positions. Now more than ever, these Kumu, special education teachers and those working in hard to staff schools need this. Do the right thing and make this happen.

Michelle Chow  
8087411227  
hoomana95@gmail.com

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"Miki St.Laurent" <[ymikisaint@gmail.com](mailto:ymikisaint@gmail.com)>  
12/03/2019 02:41 PM

To [Testimony\\_BOE@notes.k12.hi.us](mailto:Testimony_BOE@notes.k12.hi.us)  
cc  
Subject In Support of Teacher Raises

As a retired DOE Educator/Principal, it's no secret that teachers (especially those who nurture and inspire kids) have been and are still under paid. While many people, especially our politicians, applaud these teachers' passion and selflessness, the pay raises over the years have never been able to keep up with the cost of living in Hawaii!

For the teachers in Hawaiian Imersion Schools and those in Special Education and specialty programs, the work is even more demanding! They must invest more time into creating special lessons to meet the needs of their kids without compensation for their time nor their expertise in the field. It is no wonder that these teachers can get burned out quickly, some leaving the profession, creating an ever increasing teacher shortage!

Therefore, with our kids' future in mind, I fully support teachers raises , especially for these specific, hard to staff positions.

Sincerely,  
YMSt.Laurent,  
Retired DOE Principal

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Charlene Holani <holanic@hawaii.edu>

12/03/2019 03:08 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support Differential pay for SPED  
AND HAWAIIAN EMERSION  
TEACHERS

I urge you to Please grant SPED and Hawaiian Emersion teachers differential pay! Place your self in their shoes teachers in general do not get paid enough Now imagine having to create curriculum in Hawaiian and The moneys spent for printing because most DOE material is not in Hawaiian so the teachers need to translate type out and print nearly everything. I'VE witness SPED teachers talk about students That are so severe in their disease they are Being spat on or The child Needs baths every time he/she uses The bathroom. So please I urge you to grant These teachers just a little light at The end of The tunnel.

Mahalo and happy Holidays  
Charlene Holani  
Sent from my iPhone

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December 5, 2019

Aloha e ka Papa Ho‘ona‘auao (BOE),

The ‘Aha Kauleo is the statewide council for the Papahana Kaiapuni Hawai‘i which provides proactive leadership, direction, and advocacy for the development and growth of its Hawaiian medium schools. The council advises the State of Hawai‘i Department of Education directly through the Office of Hawaiian Education (OHE).

Our membership includes the 23 Hawaiian language public schools, including 18 Hawaiian language immersion schools under the HDOE and 6 charter schools. In addition, the following community organizations and higher education institutions are represented on this consortium: ‘Aha Pūnana Leo; Brigham Young University, Hawai‘i; Hale Kuamo‘o; Hawai‘i Department of Education; Kamehameha Schools; Office of Hawaiian Affairs; University of Hawai‘i at Hilo; University of Hawai‘i at Mānoa; and University of Hawai‘i Maui College.

We, the ‘Aha Ho‘okō (‘Aha Kauleo Board), are in support of the Hawai‘i Department of Education’s proposal to the BOE to provide an annual shortage differential of \$8,000 per each qualified and licensed Hawaiian language classroom teacher and also offer comments. While we recognize that there are currently eighteen (18) Department operated Hawaiian language immersion programs, we also recognize and advocate for the inclusion of qualifying classroom teachers from the additional six (6) Hawaiian language immersion public charter schools.

Me ka ha‘aha‘a,



Ka‘ano‘i Walk, Pelekikena (President)  
Kamoā‘e Walk, Hope Pelekikena (Vice President)  
Keli‘ikanoe Mahi, Kākau ‘Ōlelo (Secretary)  
Kahele Dukelow, Kākau ‘Ōlelo Kūka‘i Leka (Corresponding Secretary)



Olivia Kimokeo <okimokeo@gmail.com>

12/03/2019 04:14 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Differential pay for Hawaiian immersion kumu

Aloha,

My name is Olivia Taylor, and I am in support of and humbly request consideration for differential pay for Hawaiian language kumu. The growing demands of people wanting to actively learn and engage in our culture requires even more resources, time, and money than already needed in our schools. Without willing, qualified, and well-compensated teachers, Hawaii will not be able to keep up with the growing demands during this exciting and booming cultural renaissance.

Mahalo. Should you need to contact me, I can be reached here or at (808)-738-6362.

Me ke aloha pumehana,  
Olivia Taylor

Sent from my iPhone

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kalaunuola domingo  
 <kalaunuola@kamakau.com>  
 12/03/2019 04:19 PM

To testimony\_boe@notes.k12.hi.us  
 cc  
 Subject testimony

5 Kēkēmapa 2019

EMAIL: [testimony\\_boe@notes.k12.hi.us](mailto:testimony_boe@notes.k12.hi.us) (include "Testimony" in the subject line)

- Name with position/title and organization, if applicable: Claire Ann A. M. Kalaunuola Domingo , kumu at Ke Kula ‘o Samuel M. Kamakau LPCS
- Meeting: General Business Meeting (full Board)): Thursday, December 5, 2019, @ 9:30 a.m.
- Agenda item: IV. Action Items
  - A. Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs
- Position (support, oppose, or comment): Support

Welina mai e nā hoa makamaka e alaka’i nei i kēia wa’a ho’ona’auao,  
 Warmest greetings to our esteemed navigators of this enlightened canoe,

Eia mai mākou, nā lālā o kēia wa’a ‘ōlelo makuahine, ‘o ia ho’i, nā lālā o nā kumu o Ke Kula ‘o Samuel M. Kamakau LPCS. He kula mauili ola Hawai’i, he kula kaia’ōlelo, he kula ho’āmana  
 We are here, the extended crew members of the mother tongue’s canoe, the kumu of Ke Kula ‘o Samuel M. Kamakau Laboratory Public Charter School. A Hawaiian Life Force charter school, a Hawaiian Immersion Language school, and a Hawaiian focused Public Charter School.  
 Ke noi ha’aha’a nei mākou e ka’a pū me nā kumu kaiapuni DOE, i kaulike ka uku o mākou ma ka hālau ho’okahi.

We are humbly requesting to be included with the other DOE Hawaiian Immersion teachers, so that our pay differential is equal with their’s as it is stated in BOE Policy 105-8.

Mahalo a nui no kēia hui ‘ana mai,  
 Na nā kumu ‘o Ke Kula ‘o Samuel Mānaiakalani Kamakau LPCS

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Kimberly Margenau <kanamu05@gmail.com>

12/03/2019 04:40 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject In SUPPORT of differential pay for Hawaiian Immersion teachers, SPED teachers, & teachers working in less desirable school locations!!

Be the change.

Malama pono,  
Kimberly Margenau

Sent from my iPhone

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**Ke Kula 'o Samuel M. Kamakau**  
Laboratory Public Charter School

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46-500 Kūneki St. Kāne'ōhe, Hawai'i 96744 \*Kelepona: 808.235.9175 \*Kelepa'i: 808.235.9173  
E mālama 'ia ana ka mauli ola o kākou mai kēlā hanauna a i kēia hanauna.

TO: The Honorable Catherine Payne

FR: Ke Kula 'o Samuel M. Kamakau, Laboratory Public Charter School

RE: Board Action on Extra Compensation for Classroom Teachers in Special Education, Hard to Staff Geographical Locations, and Hawaiian Language Immersion Programs

**IN FULL SUPPORT**

Aloha e Chair Payne and Members of the Hawai'i Board of Education,

Ke Kula 'o Samuel M. Kamakau **strongly supports** the Department of Education's request to provide extra compensation for classroom teachers in Special Education, Hard to Staff Geographical Locations, and Hawaiian Language Immersion Programs.

Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School is a family-based, Hawaiian language immersion school offering a comprehensive multi-level (preschool through secondary) educational program. We recognize the urgent need for continued teacher recruitment and retention efforts and especially support DOE's proposal to the BOE to provide an annual shortage differential \$8,000 per each qualified and licensed Hawaiian language classroom teacher.

We ask the Board of Education to consider the inclusion of funding to the 6 Hawaiian Language Immersion Charter School programs, which includes Ke Kula o Samuel M. Kamakau, as we face the exact same staffing challenges as the DOE's program sites.

Therefore, we strongly urge the Board of Education to support this measure to address the chronic teacher shortages in the areas of Hawaiian Language Immersion Program, Special Education, and Hard to Staff Geographical locations.

Me ke aloha,

I Kelling Kahu, Director



**Johnalyn - Pua Sablan-Lee**  
<jsablanlee@yahoo.com>

12/03/2019 05:00 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject In Support of differential Pay for  
Hawaiian Emersion & SPED Teachers

---

Aloha Kako - Pua ko'u inoa.

I am writing this letter In support of differential Pay for Hawaiian Emersion kumu and SPED teachers.

Kalunakānāwai keiki kāne attends Kula Kaiapuni Pū'ōhala.

He has been in a Hawaiian emersion program since he was 3 years old.

At first I was hesitant to enroll him as I was not sure if the support would be their to continue his education in Hawaiian Emersion.

He is going on his 3rd Year and I can't imagine him anywhere else. It has been a struggle, But oh how he has grown! My keiki has learned about his culture, his language and his responsibility to continue to 'Ōlelo Hawai'i and malama those around him. His Fast growth has been because of the love and support from his kumu, mākua and other haumana around him.

Our 'Ōhana has grown so much in our 'Ōlelo Hawai'i But mostly in our gratitude for those who do the heavy lifting of educating our keiki.

My nephew/God son Urijah has Dup15q Syndrome, which can vary per case. His specific symptoms consists of slow cognitive and physical growth for his age. He also has seizures that often come and go...

It takes a special person to want to go into a profession to teach keiki with special needs.

We are so grateful for these teachers as it allows my nephew to have some form of normality as he is able to attend School like other keiki.

Please make it possible for more Hawaiian Emersion kumu and SPED teachers to malama our keiki.

Aloha kekai i kekai

Mahalo nui loa,  
Pua

Sent from my iPhone

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suspicious/phish email getting thru. You will not receive a response, but rest  
assured the information received will help to build additional protection.  
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Eva Botelho <evabotelho@live.com>

12/03/2019 05:26 PM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>  
cc  
Subject Please Support Differential Pay

Aloha,

I am emailing to encourage you to vote in support of differential pay for Hawaiian Immersion and SPED teachers. It is no secret that our teachers are overworked and underpaid. Please take care of our teachers and provide them with as much support as necessary. This is just one small step to offer them support to encourage them to continue educating our keiki.

Mahalo for your time,  
Eva Botelho

Sent from my iPhone

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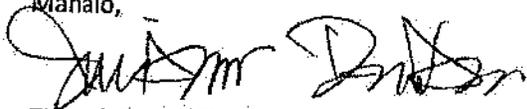
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December 4, 2019

To Whom It May Concern,

We, as proud parents of the Hawaiian Immersion Program at Paia School are in support of a pay raise for the Hawaiian Immersion Kumū. They work so hard to support our keiki and we are so thankful and appreciate all their efforts.

Mahalo,

A handwritten signature in black ink, appearing to read "Tiana & Dana Piilani Arias". The signature is stylized and cursive.

Tiana & Dana Piilani Arias

Mobile #(808) 757-2439



Brandi Cutler <[brandilcutler@gmail.com](mailto:brandilcutler@gmail.com)>

12/03/2019 05:50 PM

To Testimony\_BOE@notes.k12.hi.us  
cc "Junior. Lokeni"  
<[rockyrex06@gmail.com](mailto:rockyrex06@gmail.com)>  
Subject In Support of Differential Pay for High Shortage Areas In Teaching: Kaiapuni

Aloha e ka Papa Ho‘ona‘auao (BOE),

We cannot express enough our support of kaiapuni schools, teachers, and students; and we cannot express enough the importance of the Board of Education supporting the kumi of kaiapuni.

As a non-Hawaiian family, we choose to be a part of kaiapuni, Pū'ōhala Elementary specifically, for two reasons. We know that being multi-lingual is a powerful tool and gift; enabling our children to think and communicate in multiple languages benefits them (and therefore their community). Also, as guests on Hawaiian land, we require our family to be respectful of the place we call home; this requires a deep understanding the history and culture (a true understanding of which can only be earned through an understanding of the language).

Our teachers are already able to do so much with limited resources; we are in awe of their dedication to our children. But we are dismayed by the high student to teacher ratio and the roadblocks our teachers (and therefore our children) face. In order for the kaiapuni to thrive, more resources must be allocated. Being able to teach in a Hawaiian immersion school is a valuable resource, and the pay the kumu receive must reflect that belief.

We look forward to being proud of the BOE for making kaiapuni a priority.

Mahalo,

Brandi Cutler ([brandilcutler@gmail.com](mailto:brandilcutler@gmail.com))

Junior Rex Lokeni ([rockyrex06@gmail.com](mailto:rockyrex06@gmail.com))

45-697 Waiawi St Kāne'ohe HI 96744

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nancy.peterson-holt <nancy@kamakau.com>

12/03/2019 06:00 PM

To testimony\_boe@notes.k12.hi.us

cc

Subject Testimony on Extra Compensation for Classroom Teachers

- Name with position/title and organization, if applicable: , kumu at Ke Kula 'o Samuel M. Kamakau LPCS
- Meeting: General Business Meeting (full Board)): Thursday, December 5, 2019, @ 9:30 a.m.
- Agenda item: IV. Action Items
  - A. Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs
- Position (support, oppose, or comment): Support

Aloha,

I am submitting testimony in support of extra compensation for classroom teachers in special education and Hawaiian language immersion programs. I am a special education teacher at a Hawaiian immersion PK-12 Charter school. I feel special education teachers deserve compensation for the work we do, a job that no one else wants to do. Providing special education services to Hawaiian immersion students makes it even more challenging. Believe me when I say our students deserve access to specially trained teachers who are able to meet their needs. Special education and Hawaiian immersion teachers at ALL public schools should be fairly compensated.

In addition, I would like to submit the following testimony:

Welina mai e nā hoa makamaka e alaka'i nei i kēia wa'a ho'ona'auao,  
Warmest greetings to our esteemed navigators of this enlightened canoe,

Eia mai mākou, nā lālā o kēia wa'a 'ōlelo makuahine, 'o ia ho'i, nā lālā o nā kumu o Ke Kula 'o Samuel M. Kamakau LPCS. He kula maui ola Hawai'i, he kula kaia'ōlelo, he kula ho'āmana  
We are here, the extended crew members of the mother tongue's canoe, the kumu of Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School. A Hawaiian Life Force charter school, a Hawaiian Immersion Language school, and a Hawaiian focused Public Charter School.  
Ke noi ha'aha'a nei mākou e ka'a pū me nā kumu kaiapuni DOE, i kaulike ka uku o mākou ma ka hālau ho'okahi.

We are humbly requesting to be included with the other DOE Hawaiian Immersion teachers, so that our pay differential is equal with their's as it is stated in BOE Policy 105-8.

Mahalo a nui no kēia hui 'ana mai,

Na nā kumu 'o Ke Kula 'o Samuel Mānaiakalani Kamakau LPCS

Nancy Peterson-Holt

--

*Nancy Peterson-Holt*

*Student Services Coordinator/Special Education Teacher*

*Ke Kula 'o Samuel M. Kamakau*

*46-500 Kuneki St.*

*Kāne 'ohe, HI 96744*

*808-235-9175*

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Kiana Atkinson <kiana@paia.k12.hi.us>

12/03/2019 06:16 PM

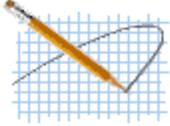
To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>  
cc  
Subject Testimony

Aloha mai kākou,  
E ho‘onui i ka uku kumu kaiapuni.  
Na‘u nō,  
Na Kiana  
Kumu Kaiapuni

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"Chauncey st.laurent"  
<chauncey072@gmail.com>

12/03/2019 06:18 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject I support differential pay for Hawaiian  
Immersion, SPED, and geographically  
challenging campus teachers 100%.

To whom it may concern

The kumu's at my kids school are always buying supplies for there students to support their education. The Kumu's are tasked with developing two different curriculum, one in Hawaiian than one in English. They are also expected to educate our kids in Hawaiian while also being able to maintain the English educational standard. I feel that any teachers who educate our kids in two languages and culture should be paid extra.

Aloha, Chauncey St. Laurent

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Jonah Cazimero <jonahcazimero@gmail.com>

12/03/2019 06:29 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support Kaiapuni

Aloha ,

My name is Jonah Cazimero And I And In support Of the proposed support differential. The money is more than needed by our kaiapuni teachers. They have already earned it. The work loads they carry are hevy but, they manage some how. The Kumu's that my daughter has learned under were all amazing people. They are under appreciated and underpaid. That's is why I am in support.

Jonah Cazimero

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Alihilani Katoa <alihilani.k@gmail.com>

12/03/2019 06:31 PM

To "testimony\_BOE@notes.k12.hi.us" <testimony\_BOE@notes.k12.hi.us>  
cc  
Subject Support Differential pay for SPED AND HAWAIIAN EMERSION TEACHERS

Aloha,

I urge you to Please grant SPED and Hawaiian Emersion teachers differential pay! Place your self in their shoes. Teachers in general do not get paid enough, now imagine having to create curriculum in Hawaiian and The moneys spent for printing because most DOE material is not in Hawaiian so the teachers need to translate type out and print nearly everything. I'VE witness SPED teachers talk about students That are so severe in their disease they are Being spat on or The child Needs baths every time he/she uses The bathroom. So please I urge you to grant These teachers some support.

Warmest aloha and happy Holidays,

Alihilani Katoa

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Kyla Manzano <kyla.m@nawahi.org>

12/03/2019 06:41 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Board action on extra compensation  
for teachers in Hawaiian language  
immersion programs

Aloha pemehana kākou,

‘O wau nō ‘o Kyla Manzano, he kupu wau mai ka ‘āina nani ‘o Wailuku, Maui, a hānau ‘ia a hānai kūpuna ‘ia ma ko‘u wā kamali‘i ma Waimānalo, O‘ahu. He kumu papa mālaa‘o wau ma ke Kula ‘O Nāwahīokalani‘ōpu‘u ma Kea‘au ma ka mokupuni o Hawai‘i.

Kāko‘o wau (I support) i ka pila e hāpai ‘ia nei no ka pi‘i o ka uku o nā kumu kaiapuni. Nui nā hola a me ka mohai ‘ana i ka wā pilikino ma nā ‘ano hana like ‘ole o ke kumu kula kaiapuni/kaia‘ōlelo. ‘A‘ole loa‘a ka papa ha‘awina e kū‘ai ‘ia ai ka puke a ho‘ohana ma ka papa. Ma ka papa mālaa‘o, makemake e piha nā paia i nā mea waiwai a kōkua i nā haumāna. No nā kula Pelekānia, hiki ke kū‘ai ‘ia ma kēlā wahi ho‘okahi kālā ma Target, ma‘alahi no lākou. No ke kumu kaiapuni, ua pono wau e haku piha i nā mea a pau a‘u e ho‘ohana ai ma ka lumi papa, mai nā mea ho‘onaninani, a i ka papa ha‘awina. Nā pepa pahuhopu, nā palapala hālāwai mākua, nā mea a pau, ua ho‘olilo ‘ia ka wā pilikino ma luna o ia mau mea a pau. No laila, mahalo nui ‘ia kēia ‘ano ‘imi ‘ana no ka pi‘i o ka uku.

He ‘ōlelo kūhelu ka ‘ōlelo Hawai‘i, eia na‘e ‘a‘ole ahuwale ke kaulike ma waena o nā ‘ōlelo kūhelu ‘elua o kēia ‘āina. Nui ka nele ma ka ‘ao‘ao Hawai‘i, a inā e kūhelu ana ka ‘ōlelo Hawai‘i, a pono nā kumu e hana nui no ka ho‘ōla ‘ana i ia ‘ōlelo, ma ka li‘ili‘i loa, hiki ke pi‘i ka uku.

Na‘u me ke kāko‘o,  
Kyla Manzano

--

**Kyla Manzano**  
**Ke Kula ‘O Nāwahīokalani‘ōpu‘u**  
**Papa Mālaa‘o**  
[kyla.m@nawahi.org](mailto:kyla.m@nawahi.org)

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Kealohipaa Kauai  
 <kealohipaafarm@gmail.com>  
 12/03/2019 06:47 PM

To testimony\_boe@notes.k12.hi.us  
 cc  
 Subject Testimony For Differential Pay

Aloha my name is Nakai'elua Villatora, I am an alumni & a substitute teacher of Kawaikini NCPCS a Hawaiian Immersion Charter School here on the island of Kaua'i. I am sending in this email to submit my testimony in support of differential pay for Hawaiian Immersion & SPED teachers. I have been positively impacted by all of my kumu over the years and I would not be a determined Wahine Kanaka Maoli without their guidances. These deserving teachers should have a pay increase so that they may continue their dedicated work to educate the next generation of Kanaka Maoli. For the special education teacher I cannot image the amount of patience and love these individuals must have to care and educate our special needs children. I too have a few relatives who is are Autist and I am so very grateful for the teachers that are continuing to care for my family during their developmental academic and social stages. Mahalo nui for reading my testimony I hope that the BOE will highly consider the differential pay for Hawaiian Immersion & SPED teachers to validate the choices of these individuals to become educators. Me ke aloha pau 'ole! Nakai'elua Villatora.

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Ann V <savvimahi@gmail.com>

12/03/2019 06:48 PM

To "testimony\_BOE@notes.k12.hi.us"  
<testimony\_BOE@notes.k12.hi.us>  
cc  
Subject Pay raise

To whom it may concern,

I have two kids, one in special ed and one in Hawaiian immersion. Their teachers have to put in so much extra effort than a typical class in order to meet the unique needs in their classrooms. I'm writing to express my concern about retaining and recruiting qualified teachers for these positions. My kid's teachers have all worked so hard but they do share with me how tired they are at times. I fear they will leave if they aren't compensated for their extra time and expectations they have to meet. I support a pay raise for Hawaii's 'hard to staff' teaching positions.

Mahalo!

Anna Vimahi

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Tony Akioka <kuti808@gmail.com>

12/03/2019 07:04 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support of DOE proposal to BOE for differential for Hawaiian Immersion Teachers

Dear Hawaii Board of Education members,

I support the DOE proposal to provide annual differential \$8,000 per each qualified and licensed Hawaiian Language classroom teacher in all Department operated Hawaiian language immersion schools and Hawaiian language Immersion Public Charter Schools.

Sincerely,

Tony Duke Akioka

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Alexander McNicoll <akdmcnicoll@gmail.com>

12/03/2019 07:18 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support of Extra Compensation for Classroom Teachers

Aloha e ka BOE hanohano,

My name is Alexander McNicoll and I am in STRONG SUPPORT of extra compensation for classroom teachers in special education, hard-to-staff geographical locations and Hawaiian language immersion programs.

It is imperative that action is taken on this issue in order to ensure a quality education for our keiki in all said areas.

Mahalo,

‘Alika McNicoll

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Rachel Tachibana <rachelnmt@gmail.com>

12/03/2019 07:28 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject DIFFERENTIAL PAY FOR HAWAIIAN  
IMMERSION AND SPED TEACHERS

DIFFERENTIAL PAY FOR HAWAIIAN IMMERSION AND SPED TEACHERS

Aloha,

I would like to submit my testimony in SUPPORT for the Differential Pay for Hawaiian Immersion and SPED Teachers. My children has been in the Hawaiian Immersion program for 3 years now. I witnessed all the hard work the teachers do on their own and I also witnessed all the help that they need financially within the classroom. Please help our Hawaiian Immersion and SPED Teachers with this raise because they work so hard and deserve it. We are lucky that we have certified Hawaiian Language speaking teachers and we hope we can get more. Our school is very far away from everyone else's and we are blessed with teachers that drive all the way from Waianae to teach our children.

Sincerely,

Rachel Tachibana

53-118 Kamehameha Highway

Punaluu, HI 96717

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fay falatea <fay.23@hotmail.com>

12/03/2019 07:33 PM

To "testimony\_BOE@notes.k12.hi.us"  
<testimony\_BOE@notes.k12.hi.us>  
cc  
Subject Hawaiian Immersion

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I support pay raise for Hawaiian Immersion!  
Sent from my iPhone

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"Ku'u lei Malohi" <kuuleiawapuhi@gmail.com>

12/03/2019 08:00 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Testimony for 12/5/2019 Special Meeting

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12/3/2019

RE: Board Action on Extra Compensation for Classroom Teachers in Hawaiian Language Immersion Programs

BOE Special Meeting 12/5/2019

POSITION: **Support**

Dear Board of Education Members,

E ola mau ka 'ōlelo Hawai'i. I will have all of my keiki educated in kaiapuni. My oldest two went through ke kula kaiapuni o Pū'ōhala, the next three are still there with the last one to start papa Mala'ao (Kindergarten) next year which means, I've been working as an active Makua in the public Hawaiian immersion system for the last seven years and have several years ahead. To be honest, it has not always been easy for me or my keiki. Socially, it has not been widely popular. The battle to preserve the Hawaiian language is still here, especially when my own mother, an elementary public school teacher, discouraged me from sending my keiki into a kaiapuni. Like so many others, she asked, where will they speak it? Who will they talk to? What learning resources will they have? And she hasn't been all wrong.

Finding age-appropriate books in ‘ōlelo Hawai‘i for my keiki has been extremely difficult because they are not widely available and/or easily accessible. Helping with homework is extra hard because I didn’t know the words for “paragraph” and “multiplication” in Hawaiian. I didn’t learn Hawaiian until I started 7<sup>th</sup> grade at Kamehameha Schools who had coincidentally just started offering Hawaiian language as an elective, but I jumped at the chance and learned as much as I could until I graduated. In planning for college, I seriously considered becoming a Hawaiian language kumu because I love the language and how it grounds me to my Aina, ohana and culture. In the end, I ended up going to BYU in Utah to become an English teacher because of a perceived better economic outcome combined with family and social pressure. To this day, I often reflect on the path not taken.

The most important educational force at kaiapuni are the kumu. The kumu teach despite the lack of resources and make up for it with creativity and dedication. To become a kaiapuni kumu, they have already had to pursue extra courses in ‘ōlelo Hawai‘i and ‘ike Hawai‘i. Continuing in the classroom, the kumu are forced to develop much of their own curriculum and translate to build more resources. They have had less staffing support compared to other classrooms. Currently my son’s kindergarten class has 1 teacher to 28 students. Not only is this one teacher trying to onboard new students into the elementary school system but he’s also trying to teach many of them a brand-new language. All of my keiki’s classroom sizes have grown exponentially this year and yet the extra classroom support is lacking. The English side of Puohala is able to fill positions more easily and readily but the Hawaiian side is in more dire need.

I believe this proposal will help to support kaiapuni kumu already in the schools already doing the extra work and I believe it will help to further legitimize kaiapuni education as a viable career path. Please kako’o.

Mahalo for your attention and consideration of this opinion.

A. Ku‘uleiawapuhi Malohi

[47-287D Hui Iwa St](#)

[Kaneohe, HI 96744](#)

[Ph# \(808\) 391-8173 \(c\)](#)

Email: [kuuleiawapuhi@gmail.com](mailto:kuuleiawapuhi@gmail.com)

‘a’ohe pau ka ‘ike I ka halau ho’okahi

*Not all wisdom is taught in one school.*

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Ku'u lei

c: 391-8173

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Emily Ho <emilyhobyu@gmail.com>

12/03/2019 08:04 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Kumu Kaiapuni

Aloha—

I am the parent of a child in kindergarten at Hau’ula elementary school’s immersion program. My daughter knew a little hawaiian before entering, and she is so eager to learn and pretends to speak all the time, throwing in the words she knows.

As much as I love and support my child and her kumu, I know that it is such a tall order for them to learn without the proper compensation for Kumu’s time and the materials that she creates on her own. She is working two jobs, leaving kindergarten every day to go to her second job, and somewhere in between finds time to create content and lesson plans for her haumana.

Please consider raising the salary for these hardworking teachers. Mahalo for your time and consideration.

Emily Ho

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kilipohe miller <kilipohe@kamakau.com>

12/03/2019 08:09 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

- Name with position/title and organization, if applicable: Kumu Noelle Waiū Kilipohe Kiyono Miller (1st Grade Teacher) at Ke Kula ‘o Samuel M. Kamakau LPCS
- Meeting: General Business Meeting (full Board): Thursday, December 5, 2019, @ 9:30 a.m.
- Agenda item: IV. Action Items
  - A. Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs
- Position (support, oppose, or comment): Support

Welina mai e nā hoa makamaka e alaka‘i nei i kēia wa‘a ho‘ona‘auao,  
Warmest greetings to our esteemed navigators of this enlightened canoe,

Eia mai mākou, nā lālā o kēia wa‘a ‘ōlelo makuahine, ‘o ia ho‘i, nā lālā o nā kumu o Ke Kula ‘o Samuel M. Kamakau LPCS. He kula mauili ola Hawai‘i, he kula kaia‘ōlelo, he kula ho‘āmana  
We are here, the extended crew members of the mother tongue’s canoe, the kumu of Ke Kula ‘o Samuel M. Kamakau Laboratory Public Charter School. A Hawaiian Life Force charter school, a Hawaiian Immersion Language school, and a Hawaiian focused Public Charter School.  
Ke noi ha‘aha‘a nei mākou e ka‘a pū me nā kumu kaiapuni DOE, i kaulike ka uku o mākou ma ka hālau ho‘okahi.

We are humbly requesting to be included with the other DOE Hawaiian Immersion teachers, so that our pay differential is equal with their’s as it is stated in BOE Policy 105-8.

Mahalo a nui no kēia hui ‘ana mai,  
Na nā kumu ‘o Ke Kula ‘o Samuel Mānaiakalani Kamakau LPCS

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Gloria Taitua Wassman <taitua@aol.com>

12/03/2019 08:24 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject In support for Hawaiian Immersion Teachers

Aloha nō,

Teachers have the most important job in the world! They have the opportunity to shape the foundation of our children and help shape the future of our communities locally and globally! In our Hawaiian Immersion schools, they are literally saving a language, a culture, a people! They are saving Hawai`i!

When Russell and I moved here from Tahiti, there wasn't a doubt that our children would attend a Hawaiian Immersion program. It was imperative that they begin their journey with a strong foundation in our cultural Polynesian values.

Fast forward to 5 years later, we have 3 keiki currently enrolled in Hawaiian Immersion programs and 1 more to join them soon. It is not a coincidence that we have been blessed with some of the most amazing kumu. It takes a remarkable kind of person to teach children and someone extraordinary to take on the kūleana to teach through unique circumstances! Not only are they tasked with teaching their students, but they must also teach the `Ohana to ensure that everyone can support the students.

This is an easy proposal to support, and I hope this is just a first step in the right direction. I hope to see more opportunities to help support all teachers! Teachers are the real heroes!

*Mauruuru,*

***Gloria Taitua Wassman***

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Joanna Wright <joannaw@hawaii.edu>

12/03/2019 08:41 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony Regarding DOE Proposal  
for Pay Differential

Dear BOE,

I am writing in support of the proposal by Gov. Ige and the DOE to provide pay differentials to teachers in hard to staff positions. As a Special Education Teacher who struggles to make ends meet as a single mom, I can say that a pay differential would be a huge boost to my morale and could influence my decision on whether to stay in Hawaii. Our precious special education students need and deserve the best and most experienced teachers, but instead they get stuck with long-term subs because few teachers want to go into or stay in SPED. It is important for us SPED teachers to be able to support ourselves on one income so we can come to work with fresh energy every day and creatively figure out how best to serve our keiki. I think this proposal is an excellent idea and would really help.

Mahalo for your consideration,

Joanna Wright  
Special Education Teacher  
Roosevelt High School

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Shane Louro <ohanabullies@gmail.com>

12/03/2019 08:43 PM

To "Testimony\_BOE@notes.k12.hi.us"  
<Testimony\_BOE@notes.k12.hi.us>  
cc  
Subject Differential pay rates

Aloha my name is Shane Louro. I have been blessed by the Kula Kaiaupuni Hawaiian Immersion Program for 10 years now and will be for the next 18 at least since I have a newborn. I'm thrilled that this is being addressed our Kumu work so hard above and beyond normal teachers. The Love and Aloha they give our Keiki well you can't put a price tag on it but they definitely should be compensated for it. My Ohana had moved to Big Island and it also moved my oldest away from the program for the first time. I'll never forget him saying " My whole life my Kumu have been like my Aunties and Uncles. Most of these teachers I have now don't care about us nevermind if we pass or not." And that part that echoes is "I remember you saying I would never have to leave Hawaiian Immersion". We moved back to Maui within a month and he got back into the program with open arms to his same classmates he had from Papa Mala'o. This program builds a community that is an Ohana that is there for eachother long after graduation. Bonds that last a lifetime. And the core of that is the Kumu and their commitment to their haumana that consists of extra hours at home as well preparing for the many performances that they have thru the year. Mahalo for considering this pay differential so our Kumu don't need to look for second jobs in order to survive and thrive in Hawai'i..

Mahalo Shane Louro

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Rosa Gonzalez <empress808@gmail.com>

12/03/2019 08:49 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Kaiapuni teachers

Aloha

I have been a parent of three kaiapuni students for the last 15 years. I am completely in support of our teachers being compensated with raises for there dedicated teachers and support for so many Kaiapuni students. These teachers gave always gone over and beyond any regular teacher. As a parent I am eternally grateful that my children are able to learn, speak, chant, feel what the true essence of living in Hawaii. Please consider passing this bill.

These Kaiapuni teachers are a true treasure to our children's knowledge and so honored and appreciated by everyone Ohana that has the honor to be an Hawaiian immersion student/parent.

Mahalo

Rosa Gonzalez

[Empress808@gmail.com](mailto:empress808@gmail.com)

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Anela E <anelamarie@gmail.com>

12/03/2019 08:51 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Please support salary for Hawaiian Immersion and "hard to staff" schools

Aloha,

I support salary increases for teachers of Hawaiian immersion and schools that are considered "hard to staff." As a former student of Lāna'i High and Elementary School, a Hawaiian Language scholar, and a daughter of an educator who dedicated 36 years to the education of Lāna'i's youth, I believe that the salary increase is imperative to the support of education in our Hawai'i communities. Teacher retention provides established relationships with their students. These relationships with their educators are crucial to the development of our children.

Thank you for your consideration.

Aloha,  
Anela Evans

Sent from my iPhone

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"adrian aiu" <a.drian@email.com>

12/03/2019 08:51 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject pay raises for certified specialty teachers

Aloha DOE,

I support pay raises for teachers at Hawaiian immersion, SPED and hard to staff schools.

Mahalo,  
Adrian Aiu

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Dreana Aiu <sdreana@hotmail.com>

12/03/2019 08:52 PM

To "testimony\_BOE@notes.k12.hi.us" <testimony\_BOE@notes.k12.hi.us>  
cc  
Subject Support Increase pay for Hawaiian Immersion, sped and hard to staff schools

Aloha,

My name is Dreana Aiu and I am a resident and home owner in Kahuku with a child attending the Hauula Hawaiian Immersion program. My daughter is just thriving in the Hawaiian Immersion program. Such a great program and I am learning with my child as well the language and great culture!

I hope that our state leaders will support the staff with increase pay and that the money's that are available will go straight to them and make a great impact in our children's lives so that they may in turn continue to be good citizens and community members. It takes a village to raise a child. The children learn who they are and their life has meaning and purpose!

Mahalo for taking the time to listen!

Aloha,  
Dreana Aiu

Sent via the Samsung Galaxy Note® 3, an AT&T 4G LTE smartphone

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Nadia Fale <nmfale@gmail.com>

12/03/2019 08:56 PM

To "testimony\_BOE@notes.k12.hi.us"  
<testimony\_BOE@notes.k12.hi.us>  
cc  
Subject Differential pay for Hawaiian  
Immersion and SPED teachers

Aloha,

I am writing to voice my support for the proposal to provide Hawaiian Immersion and SPED teachers with differentiated pay. Teachers in these areas work extra hard; often with limited resources. We need to take care of these teachers in order to perpetuate the significant work that they are doing to meet the unique needs of our students. Differential pay for these teachers would be an investment in the future of our community and its culture, something that you cannot put a price tag on.

Mahalo for your time and consideration,

Nadia Fale

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Sierra Dew <sierra@wisdomcircles.org>

12/03/2019 09:21 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Requesting Differential pay increase

Aloha nui,

I am writing you in support of differential pay for Hawaiian Immersion,  
Special Education teachers and those working so hard to staff schools.  
Teachers often pay out of pocket for many things, work long hours etc. and  
those teachers with less resources and support deserve a wage increase.

Thank you,  
Sierra Dew

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Elizabeth Daddario  
<elizabeth.daddario@gmail.com>

12/03/2019 09:23 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Hawaiian Immersion Differential Pay

Hello,

My name is Elizabeth Daddario and I am emailing in support of Hawaiian Immersion Differential Pay. I am forever grateful and thankful for my upbringing in a Hawaiian Immersion school where the Kumu not only instilled in me the Hawaiian language but the spirit and pride that lives on with it. I was taught to love the land I live on and to appreciate the songs and chants I learned. If it was not for these amazing and awesome Kumu I do not know where on this path I would've ended up on. They deserve this increase in pay as they not only teach the students a brand new language but also the culture, dances, songs, and chants. Mahalo nui i na Kumu Kaiapuni mai ke Kula Kaiapuni 'O Waiiau. Ua a'o 'oukou i ia'u na mea he nui e pili ana ko'u iho. E 'ola ana ka 'Olelo Hawai'i me ia'u i ko'u la hope ma keia honua nei.

Best Regards,  
Elizabeth Daddario

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Alea Amituanai <alea.amituanai@icloud.com>

12/03/2019 09:29 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Request BOE Action

Aloha,

My name is Alea Amituanai, I am the parent of students in Kaiapuni o Maui. They attend Pāi'a Elementary School; papa 2 & papa 3. They have greatly benefited by the hard work and dedication of the Kaiapuni Kumu. Each and everyone of the Kumu strive to perpetuate our keiki's education with connection to our Hawaiian culture. The Kumu's passion for educating our keiki should be overly compensated.

They have given us as parents access to them 24/7 through various applications for example class dojo, seasaw etc. Taking time to respond to any message we have for them. They do this all with no complaint.

In today's day an age were English is commonly spoken. Our Kumu perservere to get all keiki to speak and learn in Hawaiian. They have to translate numerous lessons from English to Hawaiian. Some keiki like my own started off only speaking english now can carry a conversation in Hawaiian. They have shown us Hawaiian educational Apps for our children to use.

Please look at the growth of numbers Kaiapuni has. Each classroom is full we will need more Kumu. Let's be proactive instead of reactive to this increasing numbers. Funding needs to be given to our Kaiapuni Kumu. The value of their work is quality and should be compensated that in the same manner.

Me ke aloha ,

Alea Amituanai  
2650 Haupoa place  
Haiku HI 96708

Sent from my iPhone

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Nicole Emmalia Hokoana  
<nhokoana@gmail.com>

12/03/2019 09:31 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support differential pay for Kaiapuni  
teachers

Aloha,

My name is Nicole Hokoana and I strongly support differential pay for Kaiapuni teachers. As a former DOE teacher myself I understand the normal demands of a classroom setting: the numerous children needing differentiated instruction, state assessment requirements, school wide reform initiatives, challenging classroom behavior and more. Yet Kaiapuni is even more challenging. I've been a Kaiapuni parent now for 12 years. I see the reading books with tape covering the English words and Hawaiian words pasted above. Math workbooks, science worksheets and more need translation at each grade level. Teachers need to literally create their own teaching materials. It is overwhelming for many and we lose good teachers who just don't have the extra time and resources to put towards teaching.

Please strongly consider the differential pay for Kaiapuni teachers. There is a dire shortage in this area and differential pay may motivate those interested in the field to enter the program, encourage those who may have left the field to return, and motivate the many committed teachers we have to remain in the program.

Mahalo,  
Nicole

Sent from my iPhone

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Patricia Kanakaole <pkk@hawaii.edu>

12/03/2019 09:32 PM

To testimony\_boe@notes.k12.hi.us

cc

Subject Testimony; Support Regulation #5204,  
item F, number 8: Extra Compensation  
for Personnel Performing Special  
Duties

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Testimony from: P. Kanoe Nacua Kanaka'ole, Community Member  
Meeting: December 5, 2019; Hawai'i State Board of Education; Special Meeting 9:30a  
Agenda Item: Reg. #5204, item F, number 8  
Position: Support

Mai ka lā hiki i Ha'eha'e a i ka lā kau i ka mole 'olu 'o Lehua... Welina me ke aloha iā kākou.  
Aloha e nā lālā hanohano o ka Papa Alaka'i Ho'ona'auao o ka Moku'āina o Hawai'i nei,  
'O Kanoe Nacua Kanaka'ole ko'u inoa, I am a parent of a Hawaiian Medium school graduate  
and grandparent of a Hawaiian Medium student offering my testimony in support for Regulation  
#5204; item F, Extra Compensation for Personnel Performing Special Duties number 8. The  
support of Superintendent Kishimoto, the H.S.T.A. Governor Ige is promising and a positive step  
toward equity in educator compensation here in Hawai'i.

First, allow me to express my belief that all of Hawai'i's Educators do a wonderful job and they  
deserve to be acknowledged and compensated for their outstanding contributions to our keiki  
and communities. However, I intend to use this opportunity to focus on the unique skills of and  
investments made by Hawaiian Medium and Hawaiian Immersion Educators. Known  
respectfully by the title of Kumu, these men and women answer to a high calling meeting all of  
the normal standards of the Hawai'i State Teacher Standards Board while also acquiring a high-  
level of Hawaiian language proficiency across a variety of Hawaiian ontologies and  
epistemologies.

Kumu must develop, test and refine all of their curriculum materials, assessments, and support  
materials simply because of the limited amount of existing, relevant and available materials.  
They have been doing this since the very inception of the Kula Kaiapuni 'Ōlelo Hawai'i in 1987  
and they continue this innovative practice today out of necessity and a strong desire to provide  
their students with equity currently afforded to English Language Pathway students in Hawai'i.  
Kumu are mentors not just their students but also to the families and communities of their  
students. They advocate tirelessly for resources to provide opportunities for their students that  
incorporate the best practices of Culture-Based, Place-Based and Community-Based learning;  
these practices are the cornerstone of their internationally acclaimed pedagogy and praxis.  
Kumu plot, organize and facilitate inclusive activities that reestablish the value of community  
and its responsibility for and to each other.

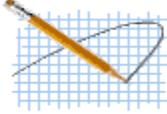
The investment Kumu makes in their own personal professional development and the cultivation of their own Indigenous Hawaiian identity is made whole-heartedly and dedication with limited support and professional development pathways, always thinking of the benefit of their students and their communities. Kumu are some of the most selfless people I have had the privilege to know, therefore, I implore this board to acknowledge the disparity and approve this proposal. Mahalo nui loa.

‘O au iho nō me ka ‘oia‘i‘o,  
Na Kanoe Nacua Kanaka‘ole

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Malia Nickison-Beazley  
<nickison.beazley@yahoo.com>

12/03/2019 09:44 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject DOE Proposal re Differential Pay

---

Dear Sirs/Madams:

My name is Malia Nickison-Beazley and I write this email in support of the DOE proposal to offer differential pay for high shortage areas in teaching, like kaiapuni teachers, SPED teachers, and hard-to-staff geographical areas. Mahalo for the opportunity to submit this testimony.

I have 2 daughters, one who attended private school from kindergarten through her senior year (this year), and my youngest is in Papa 'Ekolu at Ke Kula Kaiapuni 'O Pū'ōhala. While my oldest benefitted and succeeded in her private school education, if I knew then what I know now, I would have chosen an immersion education for my oldest as well.

My daughter has flourished in Kaiapuni, and this is in great part due to the Kumu who not only educate our keiki, but guide and shape their development as positive members of our community. I have seen the hours and money that these teachers have selflessly poured into our children, like so many of our public school teachers. I hope that with the adoption of this DOE proposal it is a signal that we are moving toward a trend of better investing in our teachers and public school system.

I am a licensed attorney in the State of Hawaii and a product of Hawaii's public school system. When I graduated W.S. Richardson School of Law, there was only a handful of us who had graduated from a Hawaii public high school amongst large groups of graduates from Punahou and Iolani. I'm very cognizant of the privileges that I hold that helped me be a part of that minority in law school. I hope that those numbers have changed over the years since my graduation, but in any event believe that to increase opportunities for public school students, whether to go to college or enter the work force, requires an increase in the investment into the public school system.

Adequately compensating teachers based upon (1) the amount of time that they spend teaching, planning, and continuing their own education; and (2) their educational background, license/certification, experience, etc. is logically sound. Lawyers, mechanics, doctors, contractors, etc. are all paid based upon these factors. It is illogical that teachers would not be similarly compensated.

Adequate compensation also reflects the value we place on the education of our children. As mentioned, I am a private school parent (paying off my own student loans), and thus I'm fully aware of what the price tag of education can look like. Investing in our teachers and public school system is an investment in our children's future and the future of our community. These are our future teachers, doctors, lawyers, nurses, contractors, architects, politicians, business owners, farmers, consumers, voters, neighbors, etc. Why would we not want to financially invest in our future?

Public schools are sources of pride and connections for the communities that they reside in. Schools provide our children safety and security in a world that is too often chaotic and unnerving, and it is these deserving kumu that maintain that safe environment for them. I cannot begin to find words adequate enough to express how thankful I am to these kumu who have helped my daughter be confident in who she is, engaged in learning, and aware of how she contributes to her community and how her community cares for her in return. At a bare minimum, I can write this email and implore you to adopt/accept this proposal for differential pay for high shortage areas in teaching, like kaiapuni teachers, SPED teachers, and hard-to-staff geographical areas.

Thank you for your time and attention to this important issue.

Mahalo nui,  
Malia R. Nickison-Beazley

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Rena Pali <rpali@hawaii.edu>  
12/03/2019 09:53 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Re: Testimony for teacher pay raise

Aloha mai,

My name is Rena Pali. I am currently a student at the University of Hawai`i in pursuit of a degree in the areas of Hawaiian Studies and Hawaiian Language in Education. My college endeavors are motivated by the great need for teachers to fill vacancies within our community public schools, especially within the Hawaiian Immersion programs. I encourage the State of Hawai`i to focus on recruiting from within Hawai`i to ensure longevity as teachers from here are most likely to stay here and contribute to their communities rather than leave after only a short time of service. In order to provide the education Hawai`i's youth deserve, we need to fill these vacant positions and to do so a pay raise is needed to keep current teachers, encourage others to pursue a teaching career, and also to promote quality education in Hawai`i. We look to these youngsters as the future leaders of Hawai`i and therefore we need to model as such. What better way to emphasize the importance of education than by giving our teachers a salary they deserve for the hard work they do to nourish the minds of our future leaders? Please accept this email as my personal testimony in support of a pay raise for Hawaiian Immersion, SPED, and Hard To Staff Schools. Thank you for your time and consideration.

Sincerely,  
Rena Pali

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Bruce Torres Fischer <bruce42@hawaii.edu>  
12/03/2019 09:54 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support for Kaiapuni Teacher Pay

To the members of the Board of Education,

My name is Bruce Torres Fischer, a UH Hilo student and I am testifying in support of the BOE plan to increase pay for Kaiapuni Hawai'i teachers. Kaiapuni Hawai'i is by far the most severe shortage area in the State with only 34% of positions filled with qualified licensed teachers.

I urge your support to increase pay for Kaiapuni teachers in parallel to the proposal for "hard-to-staff" vocations. Mahalo for your support for the vitality of the State of Hawai'i's official Hawaiian language.

Mahalo,  
Bruce Torres Fischer

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Nakia Naeole <nakia.naeole@gmail.com>

12/03/2019 09:57 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Kako'o/Support

---

Aloha mai kakou!

To whom it may concern, please let the record state that I support the raises in pay for all Hawaiian Immersion teachers and support staff. Eia nei ko'u leka kakoo no na kumu a me na kumu kakoo, o ka oukou hoonui ana i ka uuku kala!

Mahalo piha,  
Nakia Nae'ole

He makuakane au

Sent from my iPhone

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Herbert Kaniaupio <hkaniaupio@icloud.com>

12/03/2019 10:03 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Please raise our kumu's salary

I hope you will consider this. Our Hawaiian immersion schools have more children than teachers can handle.

I believe this will make it easier for more quality teachers to say yes to a job they want to do but are not able to because of low pay.

Mahalo Nui Loa

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Kainalu Steward <stewardk@hawaii.edu>

12/03/2019 10:08 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject SUPPORT PAY RAISE FOR  
HAWAIIAN IMMERSION KUMU

Aloha to whom this email concerns,

I am emailing regarding in support of pay raise for Hawaiian immersion teachers, as well as SPED & "Hard to staff" schools.

It's sad to think that teachers are many times treated less, when they are the leaders and role models of our keiki and work extremely hard, especially Hawaiian immersion teachers. Recently, my aunty returned home to our community of Lahaina to teach at Ke Kula Kaiapuni 'o Lahaina after graduating with her B.A in Hawaiian Studies and her B.S in Marine Science from UH Hilo in 2015. She returned home, because she felt a sense of kuleana or responsibility to teach 'Ōlelo Hawai'i in our community, because of the shortage of kumu or teachers. Although she is happy to be back home and serving our community, she is limited as a middle school teacher who teaches Hawaiian language and science for 6-8th grade in 'Ōlelo Hawai'i curriculum, thus having to work extra hard to be there for her students. In addition, she is also pursuing her M.A in Hawaiian language and literature online through UH Hilo. This narrative is commonly seen throughout Hawaiian immersion schools across Hawai'i, which is why they deserve a better pay for their passion, sense of kuleana, and extra work that they put forth. Not to mention, Lahaina (and other places in Hawai'i) is a very expensive place for locals to live due to the increase of outsiders and that shouldn't determine the quality of our teachers.

With that said, I myself am currently pursuing a B.A in Hawaiian Studies at UH Hilo and am bound to graduate in spring 2020. I am hoping to continue my education through pursuing a Hawaiian immersion teaching certificate, so that I too can move back home to Lahaina to teach and foster our keiki in the language of this land and to help out my aunty. So please consider raising the pay for Hawaiian immersion kumu.

me ka ha'aha'a,  
Kainalu Steward

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Keala Keo <kealakeo@gmail.com>

12/03/2019 10:12 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Aloha

---

Aloha Hawai'i Board of Education,

My name is Keala and I am a parent of 5 children that attend Hawaiian Language Immersion schools at Hau'ula and Kahuku. I support the Board looking for ways to keep existing certified teachers in Kaiapuni Schools, SPED and hard to staff schools through an increase in pay. I believe the board could go even further and help existing teachers and or those who have previously held kaiapuni or SPED positions to get certified.

One example I would like to share is the best Kaiapuni teacher my younger elementary children ever had was a young, energetic woman who was a Hawaiian Language and a Science major in college. She grew up in Kaiapuni herself and more importantly in the community she was teaching in. She did not have a teaching degree. But she was smart and intuitive and always looked for ways to help her students and herself to make things better. She stayed up late on school nights and weekends creating her own curriculum simply because it did not exist. Her schedule and pace for the class had the entire class reading in Kindergarten and ready for first grade in all subjects and socially. This individual had better classroom management and improvements in each student than any of the "certified" teachers before her. Seeing how well this person really connected and helped the students I believe we must have a program that allows specific individuals to be nominated/acknowledged and offer them with monetary help to get certified. A program that does not require them to go to school while they are working during the school year because they will get burnt out, but pay them to attend classes during the summer to get certified. These are the kind of people who are born to teach and inspire. And yet this individual was not offered a position even though she was desperately needed and requested by the community.

My second example is at the Kaiapuni high school my children attend, they have an amazing teacher who is working with OHE to get certified. This individual is paying thousands of her own money by going to school on top of a demanding Kaiapuni schedule to create her own curriculum each day and do homework to get certified. I believe DOE can and must do better. These individuals who are passing the torch of knowledge to the next generation will be burnt out if they keep up this pace. This is like asking them to have 2 full time jobs except they are getting in debt for one of the jobs. How can these individuals trade time in the classroom as college credit toward getting certified or in place of student teaching? The way things currently are is not the best solution for getting more certified teachers that are quality teachers.

We need to acknowledge that Kaiapuni, SPED and hard to fill positions are giving more of themselves to be there. Recruitment for these positions need to start as close to the specific community as possible for the position wanting to be filled, and definitely not on the mainland. Thank you for looking for

ways to improve our children's experience in the DOE by providing them with teachers who feel supported and heard. I know paying certified Kaiapuni, SPED and hard to fill teachers is a good start. But I know we can do more. And it starts with understanding what the road to being certified in Kaiapuni and SPED actually looks like and understanding the challenges faced by hard to fill positions. These individuals need and deserve increased monetary support because of the extra work, time and effort they put in to be able to do their job.

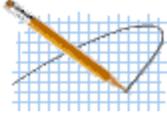
Thank you for your time,  
Ke'ala Keo  
Mom of 5 Kaiapuni children

Sent from my iPhone

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Janet Kim <[janetmc@hawaii.edu](mailto:janetmc@hawaii.edu)>

12/03/2019 10:18 PM

To [testimony\\_boe@notes.k12.hi.us](mailto:testimony_boe@notes.k12.hi.us)

cc

Subject Testimony (compensation)

---

My name is Janet Kim and I am the Special Education Recruitment Specialist at the University of Hawai'i at Mānoa.

- Special Meeting (Thursday, Dec. 5, 2019)
- [Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs](#)
- 100% Support!

My current position as the Special Education Recruitment Specialist at UH Mānoa was created in 2013 in direct response to the longstanding and worsening decline in enrollment across our various special education teacher preparation programs. As a dual certified (elementary and special education) teacher myself, I personally have experienced how a single teacher vacancy impacts not only the students, but the school community as a whole. I remember the day my student, from the year prior, had begun to come into my classroom during recess. He had asked me to continue teaching him math because he wasn't learning anything in his new class. I remember feeling completely disheartened- thinking about how hard we had worked and how many gains he had made - not only in his math skills, but in his overall self-confidence and feeling of self-worth. And it was being completely wasted because he had been placed with an emergency hire teacher who was only there to collect a paycheck. Our most vulnerable students are the ones who depend most on a quality public education. This includes students with and without disabilities, on every island, and in every school.

I have devoted the past 6 years to search for ways to not only increase the number of people entering our teacher preparation programs, but ensuring we find the right people and build in the necessary supports. The HODOE has been funding our post baccalaureate certificate program for almost 20 years and we still have struggled in finding people to commit to this profession. Why? We all know teaching is a noble and rewarding career, but in the end reality trumps ideology, especially in a place where the cost of living is so high. In addition, I have spent a lot of time and energy focused on supporting our neighbor island

schools, as their unique needs and barriers are typically overlooked or forgotten. As special education teachers, we are tasked with meeting the same standards and outcomes of our general education peers, however we have the added responsibility of often differentiating across multiple grade levels, meeting individualized academic and non-academic needs, and maintaining lengthy legal documents and procedures. We have 1,691 amazing and devoted individuals who have committed to this important work. They could have chosen a pathway without all the additional responsibilities and pressures, but they do it because they know what will happen to their students if they don't.

We need to prove that we value our teachers, and I feel this proposal to begin with the hardest-to-fill positions is that very first step we need in revitalizing public education in Hawaii. I wish I could stand before you all today and give this testimony in person, however, ironically I have committed the next few weeks to exclusively studying for my PhD comprehensive exams. Why even mention this? Because my topics of study include: (a) special education teacher recruitment and retention, (b) disproportion in special education among students and the teacher workforce, (c) nontraditional and rural/remote students, and (d) how to apply marketing concepts to recruit more special education teachers.

Learning about this board action proposal to provide better compensation for hard-to-fill positions is exactly in line with what research across the nation has been advocating for. I commend our educational leaders for targeting the three most significant areas of need in our state (special education, Hawaiian immersion, and geographically hard-to-staff areas). All three of these targeted areas are extremely important and prove that our efforts are contextualized to the uniqueness of this amazing place. The day I meet a highly-qualified and committed Hawaiian immersion special education teacher from Kaunakakai, who then teaches in Kaunakakai, will be the day I know my position is no longer needed.

Hawaii has the potential to be a leader across the nation in providing a quality and inclusive public education that serves the needs of the most diverse population in the country. I truly believe this initiative is the catalyst to productive and meaningful change here in Hawaii.

Thank you for taking the time to read this testimony. I look forward to being on the front line to support those who choose to pursue our amazing profession.

Mahalo,

--

**Janet Kim**  
SpEd Recruitment Specialist  
Phone: (808)726-0054  
Inquiries: [bit.ly/spedinfo](http://bit.ly/spedinfo)  
University of Hawai'i at Mānoa  
Department of Special Education

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Aloha e ka Papa Ho'ona'auao (BOE),

My name is Miki'ala Taylor, I am a Prek teacher at Ka 'Umeke Kā'eo Hawaiian Immersion Public Charter School. I am a proud graduate of the Hawaiian Immersion Program that has been committed from Pūnana Leo all the way through High School at Ke Kula Kaiapuni o Kekaulike. I then continued on to pursue my B.A in Hawaiian Studies at UH Hilo and recently graduated from Kahuawaiola Indigenous Teacher education Program becoming a highly qualified licensed Teacher. Throughout my educational journey, becoming a Kumu was not a goal of mine.

I always knew I wanted to have a career that involved 'ōlelo Hawai'i and sharing my love for the culture and mother tongue of Hawai'i, little did I know that my love would lead me to becoming a Kumu. When I began teaching at Ka 'Umeke Kā'eo in 2017, I felt a strong sense of belonging and as each day went by, my cup would get filled more and more. The Kumu that I have been so very blessed with throughout the years are not just 'teachers' of mine, but the reason I am the person I am today. Pilina or relationship is very important in the Hawaiian culture, and I had a special pilina with each and every one of my Kumu because they put so much aloha, time and effort in to their job.

I now have the privilege of becoming a Kumu to the young keiki of this generation and passing on the knowledge that has been given to me. I view it more as a kuleana or responsibility of mine rather than a career. Especially being that there is a high demand for Kumu 'Ōlelo Hawai'i, I felt compelled to become a Kumu. The keiki are the reason that I choose to do what I do. My passion and love for the culture is what keeps me going. I spend a lot of my personal time thinking about my students, planning out lesson plans and curriculum, and always thinking of ways to strengthen and improve my work as a Kumu. Though I struggle at times to stay afloat with paying off school loans, bills, and making sure my family has meals on the table, I continue to stay committed to my responsibilities as a Kumu for the pono of the keiki and the lāhui.

I, Miki'ala Taylor, am in full support of the Hawai'i Department of Education's proposal to the BOE to provide an annual shortage differential \$8,000 per each qualified and licensed Hawaiian language classroom teacher.

Na'u me ka ha'aha'a,

Mikiala Taylor

A handwritten signature in black ink, appearing to read 'Mikiala Taylor', written in a cursive style.



Christine Chew <biyach06@yahoo.com>

12/03/2019 10:30 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject RAISES FOR HAWAIIAN EMERSION

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I totally support raises for all Hawaiian EMERSION teachers.

Sent from my iPad

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'Ilima Hose <kumulima@kawaikini.com>

12/03/2019 10:41 PM

To Testimony\_BOE@notes.k12.hi.us  
cc

Subject Support in increase of annual pay for  
Hawaiian language immersion  
teachers of \$8,000 plus!

---

‘Ano‘ai me ke aloha,

I am writing as a current licensed Hawaiian language immersion teacher who has been teaching in Hawaiian language immersion public and charter schools since 2005.

My name is Michelle ‘Ilima ‘Āpana Hose and I currently teach kindergarten at Kawaikini New Century Public Charter School on Kaua‘i. I was born and raised on the island of Kaua‘i in the beautiful ahupua‘a of Wailua. I spent my life in public schools starting at Kapa‘a Elementary and graduating at Kapa‘a High and Intermediate. I decided to continue my education at the University of Hawai‘i at Hilo, where I found my passion of the Hawaiian language and culture at Ka Haka ‘Ula ‘O Ke‘elikōlani. I earned a B.A. in Hawaiian Studies with an emphasis in Hawaiian language. I later received a teaching certificate through Kahuwaiola’s Indigenous Teacher Education Program. A few years later, while teaching on my island home of Kaua‘i, I achieved an M.A. in Indigenous Culture and Education all through Ka Haka ‘Ula ‘O Ke‘elikōlani. I am very proud and honored to be able to teach the keiki of Kaua‘i what I was not able to learn as a child and to be able to perpetuate what my kūpuna almost lost not so many years ago.

As we all know, teaching is not an easy job in general, but teaching in Hawai‘i where everything is overpriced and teachers are underpaid, has been a true struggle. In my almost 15 years in educating in Hawaiian language immersion schools, I have seen every struggle possible. Like many other teachers, we pay for many things out of our pockets, but beyond that, we dedicate our blood, sweat, and tears to our keiki and kula! We work crazy hours, early mornings to late nights, and even weekends to be sure our classes and ourselves as kumu are ready to teach our keiki daily. We create our own curriculum in Hawaiian language, we do not have the luxury of having our curriculum printed in textbooks we can purchase or download. As curriculum and standards change, we also have to adapt and create new curriculum. We volunteer our time on school boards, after school programs, tutoring, school related events outside of school time, and basically anything and everything our keiki need and our kula need to survive.

Beyond the time and money we spend on our school life, we often don’t make enough to support our home life. As a teacher, I am struggling to provide my own family with the basic need of a home. We have jumped from house to house as we search to rent in the past few years. Rent prices are sky high and homes for sale are way out of reach for teacher salaries. We barely can afford to purchase a home of our own, but we dream that this will be in our near future. Like I

mentioned above, Hawaiian language and culture is my passion, being able to teach the keiki of Hawai'i my passion is a pure blessing. However, because my family struggles financially, I have questioned my career choice many times. My husband and I have discussed this many times, as the cost of living raises, but our pay stays the same. With that said, I find it even more difficult to see myself leaving the future of Hawai'i, our keiki, without the educated teachers they deserve to give them the best education they can get.

This annual increase would help our family tremendously! A raise of \$8,000 or even more would help my family to get closer to making our dreams a reality. I can honestly say that the stress at home would decrease and we can live so much more comfortably. A pay increase of this size would be a true blessing and could not come at a better time for me personally and for so many of my fellow friends and kumu who struggle just as I do. I truly appreciate that you have taken the time to read my testimony in support of increasing Hawaiian language immersion teacher's salary by \$8,000 or so annually. Such an increase would not just benefit me personally, but my colleagues, and most importantly our keiki who will have the opportunity to thrive in an educational environment that perpetuates the native language of our Hawaiian islands.

Na'u nō me ke aloha pumehana a me ka mahalo palena 'ole,  
na Michelle 'Ilima 'Āpana Hose

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Noe Moku <noemoku@gmail.com>

12/03/2019 10:45 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject In support of Differential Pay for  
Kaiapuni Kumu

---

Aloha,

My name is Noelani Moku, and I am a makua of a keiki who attends Ke Kula 'O 'Ehunuikaimalino in Kona, Big Island. I am an active member of our Hui Makua, and also am the Makua Representative for 'Ehunui at the Aha Kauleo Committee Meetings. I am writing this in support of the measure to give Differential Pay to our Kumu.

Our son is currently in the third grade, and has attended 'Ehunui since Papa Mala'ao. During our four years at the kula, I have been blessed to make connections and forge relationships with the faculty of 'Ehunui. The kumu at 'Ehunui are some of the most amazing, passionate, and loving Kumu, I have ever had the pleasure of connecting with. My son is thriving within this environment, and I could not say enough praise for everything that they do for their haumana, 'ohana, and their kula. Immersion school was not available when I was younger, and neither my husband nor I speak 'olelo. Choosing to have my keiki attend a Kaiapuni school has been the single best decision we made regarding my keiki's education. It's not without it's challenges and commitment on our part, but I'm willing to put in the work, because they put in the work too. It is because of our experience, these connections and these kumu that I am compelled to join our Hui Makua, Aha Kauleo and write this testimony of support.

Our Kumu are overworked, under paid, and yet are invaluable members of our community. They shape our future by instilling knowledge, passion, and wonder in our keiki that will soon grow to adults. These adults will become teachers, business owners, lawyers, doctors, or even board members or politicians. Their tireless career choice is rewarded by given a wage that doesn't cover basic living expenses in our State. Their wages only cover their contractual hours, while many kumu are not compensated for the work they put in outside of those hours. Hours that they volunteer to meet the demands of growing class sizes and lack of proper staffing. Isn't giving differential pay a small way to compensate our kumu for their unwavering commitment? I would like to point out that DOE Policy 105-8, Ka Paphana Kaiapuni, approved in May 2015, Number 4 states: That the program's success is largely dependent on the capacity, capabilities and expertise of the program professional staff.....The goal is for program professionals to be qualified in both English and Hawaiian medium instruction and appropriately compensated for these additional qualifications. I would like press upon this Board to work with the DOE & support their policies, so that the DOE can make good on what they set in motion in 2015.

Mahalo you for your time and consideration of my testimony.

Noelani Moku

Makua, Ke Kula 'O 'Ehunuikaimalino

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JJ Wright <wright.jeremy@gmail.com>

12/03/2019 10:50 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support pay raise to immersion

Hawaiian immersion, SPED, and special needs teachers are definitely in demand and deserve added pay on top of their already low salaries. They continue to not only serve our children daily, but add extra to each class whether through extra skills or extra effort on top of the regular curriculum that normal teachers provide. These teachers should be compensated for the skills and abilities provided. Most of these skills were earned at their own expense and time. The fact that they are not compensated for this is ridiculous. Any other job automatically compensates for skill and experience. Teachers seem to only be compensated for years served. This needs to be re-evaluated now not later. Thank you

Sent from my iPad

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Tara Manwarring <taralei.young@hotmail.com>

12/03/2019 10:53 PM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>

cc

Subject Differential pay for Kumu Kaiapuni &  
SPED teachers...

Aloha mai kākou,

I am a parent of a kula kaiapuni student. My keiki attends Ke Kula 'O  
'Ehunuikaimalino in Kona on Hawai'i island.

I support the decision to offer differential pay for Hawaiian Immersion  
teachers, SPED teachers and those teachers who choose to work at  
geographically challenged schools. It certainly takes a very special person to  
choose these types of jobs, therefore, the compensation should reflect their  
willingness.

Mahalo nui loa for your time and consideration.

Sincerely,  
Tara Manwarring

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Holden Takahashi <holdenkt@hawaii.edu>

12/03/2019 11:00 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Testimony in Support of

Aloha to the Board of Education,

My name is Holden Takahashi and I am a Master's Student at the University of Hawai'i at Mānoa in the Hawaiian Studies Department housed within Hawai'i inuiākea School of Hawaiian Knowledge. As a student of previous Hawaiian Immersion teachers and advocate for Hawaiian culture and education, I am well aware of the adversities that Hawaiian Immersion programs, teachers, and students face in this day and age. The general lack of Hawaiian immersion teachers coupled with salaries that cannot sustain themselves and/or their families with Hawai'i's high cost of living are two of the main factors that deter individuals from pursuing such a career path.

I am also the partner of a Hawaiian Immersion teacher that is currently teaching the 6th,7th, and 8th grade by herself as the only teacher that is fluent in Hawaiian in the entire middle school. I often bear witness to the tremendous amount of stress, pressure, and hard work that is required to ensure that the students in these grade levels receive a quality education. This is second only to the immense amount of deeply rooted aloha and dedication to the Hawaiian language and the schools, teachers, and students that keep our culture and history alive. It is for these reasons that we must do all that we can to address the shortage of Hawaiian Immersion educators and properly compensate them so that they can continue to educate our future without having to worry about the stability of their own.

I am sending this testimony via email in support of the Hawai'i Department of Educations proposal to the BOE to provide an annual shortage differential of \$8,000 per each qualified and licensed Hawaiian language classroom teacher and also offer comments. While I recognize that there are currently eighteen(18) Department operated Hawaiian language immersion programs, I also recognize and advocate for the inclusion of qualifying classroom teachers from the additional six(6) Hawaiian immersion public charter schools. Mahalo nui for your time and consideration

ke aloha,

Holden Takahashi

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hooleia kaeo <hooleia@icloud.com>

12/03/2019 11:24 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject TESTIMONY - SUPPORT FOR  
DIFFERENTIAL PAY (KAIAPUNI!)

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Aloha,

My name is Hooleia Kaeo and i strongly support differential pay for kaiapuni teachers as an effort to address kaiapuni and Hawaii's teacher shortage.

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kaliko kaauamo <kalikokaauamo@gmail.com>

12/03/2019 11:25 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

Aloha 'o au 'o Ashley Kaauamo he kumu kaiapuni ma ke kula 'o Pā'ia ma Maui. Pili kēia leka i ka mana'o o ka ho'onui uku no nā kumu kaiapuni. Kāko'o au i kēia 'oiai he kōkua nui kēia e mālama i nā kumu kūpono no ia papahana. 'O kēia ko'u makahiki 9 ma ka DOE, ua hana mua ma ke kula 'o Waihe'e no 7 makahiki. Wahi a ka 'ikepili i heluhelu 'ia ma ka makahiki 7 ha'awipio nā kumu he nui a ha'alele lākou i waho o ka hana a'oa'o ma mula o ka piula, ke kālā li'ili'i, ka hana nui. Ma ko'u makahiki 7 'oia nō ko'u kūlana, ua makemake au e ha'awipio ma muli o ke 'alo'ahia, micromanaging, a me nā kauoha like 'ole ma ke po'okumu mai. 'A'ole hiki ia'u ke ha'awipio ma muli o ke aloha i nā haumāna a no laila ua ne'e au i ka 'ao'ao kaiapuni. Kūpono loa kēia ia'u, ma ko'u wā li'ili'i ma ke 'ano he kumu kaiapuni piha'ū ko'u na'au me ke aloha, me ka ha'aehe. 'O kēia hana, ko'u mea e makemake mua ai ke ho'omaka au i kēia hana kumu i mau makahiki aku nei. Nani loa ke 'ike aku i ka hana nui a nā kumu a pau ko ke kula. Aia nā hanana like 'ole no nā haumāna e la'a me nā hō'ike, papa coding/robotics a me nā papa 'enehana 'ē a'e, papa hula, papa mele, waiwai nō kēia papahana. Na nā kumu ke kumu o ia waiwai. Nā mākou ka hana nui me ka 'unuhi 'ana, me ke a'oa'o ana i ka lawena kūpono, ka mo'omeheu 'oiai'o, a laila ke kuleana o ka hō'ola hou ana o kēia 'ōlelo makuahine i nā hale o nā kānaka like 'ole ko Hawai'i. Pōmaika'i no au i kēia hana akā no na'e pa'akīkī kēia 'oiai mamao loa 'o Pā'ia, ke kula ha'aha'a DOE ho'okahi ma Maui. I ko'u ne'e ana i kēia kula pono au e ki'i i kakalina hou 1 manawa o kēlā me kēia pule. Pipi'i kēia. 'A'ole nui ke kālā no nā lako kula e pono ai e like me nā pelaha a puke li'ili'i a pela wale aku a no laila hana au me ko'u kālā pono'i. I kēia makahiki ua kū'ai au i nā lako like 'ole ma kahi 'o \$1400 a o kēia wale 'o Kēkēmapa. E 'olu'olu e kāko'o iā kākou i kēia hana nui ka hō'ola hou 'ana o ka 'ōlelo kūpono o nēia 'āina. Mahalo nui na'u nō na Ashley Kaauamo

Aloha my name is Ashley Kaauamo and I am a Hawaiian immersion teacher at Pā'ia school on Maui. This letter is regarding my thoughts on differential pay for the teachers of kaiapuni. I support this as it is a huge help to take care of the teachers in this program. This is my 9th year as a DOE elementary school teacher, for 7 years I was at Waihe'e Elementary School, an English speaking school. According to what I've read around the 7th year mark most teachers leave and seek jobs outside of teaching due to burn out, lack of money to support their families, and such big work.

In my 7th year I was ready to quit due to stress, micromanaging, and all types of requirements from the school administration. I couldn't quit though due to my love of my students and so instead, I moved to the Hawaiian Immersion program. This was such a great choice for me and in my short time in this program I've never felt more aloha, and more pride than I do now. It is incredibly beautiful to see how hard the teachers in this program work, often above and beyond the school day. There are so many different activities for the students from theatrical plays, to coding and technological courses, hula, music, etc. This program is so incredibly diverse and rich. The teachers are indeed the reason of this wealth. We are the ones who work so tirelessly to

translate every single item that enters our room, almost nothing exists that is readily available for us to use. It is up to us to teach culturally appropriate behavioral strategies, truthful histories, and we carry a massive burden of reviving the mother tongue of our people in the homes of Hawai‘is families. This we do NOT take lightly. I am so blessed to be a part of this program but since Pā‘ia, the ONLY public Hawaiian immersion school is so far away from me I have to drive very far each day. Since I‘ve moved schools I have to refill my car‘s gas tank weekly, it is expensive. In addition to this we do not have funds like the other schools do. I left a classroom where I received \$700 yearly for supplies and arrived at Hawaiian Immersion school with a \$200 budget to fully furnish an empty classroom. Most of what is made is bought by myself and I know I am not the only kumu doing this, it is simply what we have to do. Just this year I‘ve already spent around \$1400 on furnishing my room, purchasing books, supplies, creating worksheets to enhance my lessons. It is a HUGE undertaking but nonetheless one that is critical to our continued success. Please please support us in this HUGE work work we do to revive the language of this land. It is the right thing to do and hopefully it can support our kumu kaiapuni like myself and attract even more kumu to enhance this program that is lacking teachers. Mahalo nui na‘u nō na Ashley Kaauamo

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Kukuiokalani Keeno  
<kukui\_keeno@icloud.com>

12/03/2019 11:28 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Kāko'o au i ke kulekele BOE 105-8

Welina mai e nā hoa makamaka e alaka'i nei i kēia wa'a ho'ona'auao,  
Warmest greetings to our esteemed navigators of this enlightened canoe,

Eia mai mākou, nā lālā o kēia wa'a 'ōlelo makuahine, 'o ia ho'i, nā lālā o nā kumu o Ke Kula 'o Samuel M. Kamakau LPCS. He kula maui ola Hawai'i, he kula kaia'ōlelo, he kula ho'āmana  
We are here, the extended crew members of the mother tongue's canoe, the kumu of Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School. A Hawaiian Life Force charter school, a Hawaiian Immersion Language school, and a Hawaiian focused Public Charter School.  
Ke noi ha'aha'a nei mākou e ka'a pū me nā kumu kaiapuni DOE, i kaulike ka uku o mākou ma ka hālau ho'okahi.

We are humbly requesting to be included with the other DOE Hawaiian Immersion teachers, so that our pay differential is equal with their's as it is stated in BOE Policy 105-8.

Mahalo a nui no kēia hui 'ana mai,

Kukuiokalani L. Keeno  
Kumu Papa 'Ulu 3-4 Grade  
Ke Kula 'o Samuel Mānaiakalani Kamakau LPCS

Sent from my iPhone

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Samantha Wilms  
 <samantha.wilms@yahoo.com>  
 12/03/2019 11:32 PM

To "testimony\_BOE@notes.k12.hi.us"  
 <testimony\_BOE@notes.k12.hi.us>  
 cc  
 Subject Support Hawaiian Immersion Pay  
 Raise

My name is Samantha Wilms and my daughter is in papa mālaa'o at Hau'ula elementary. She was so nervous going to school on her first day and even more nervous when I told her that her class would be in olelo hawai'i. Her kumu, however, has made it so that she is sad when the weekend comes. Her kumu is one of the most loving, hard working teachers I have ever met and I am forever grateful that my daughter has had the opportunity to be in her class. She is constantly teaching the children through mele and you can tell instantly that she loves the keiki as her own. She works so hard and even though we as the makua try to help bring in snacks for recess and toys for the treasure chest, I know she is still pulling money out of her pocket for our keiki and her skills are very under-compensated. Our kumu graduated from BYUH last year and within the month, Hau'ula reached out to her and asked her to teach. It saddens me that not only is she not on a salary that reflects the skills and talents that she brings to the classroom, she is not even on a basic teacher salary because she is an emergency teacher. I hope that this standard can change because we need more people like our kumu who are valuable assets to their schools and allow students to love going to school.

Mahalo for your time,  
 Samantha

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Sharde Mersberg Freitas  
<skmfreitas@gmail.com>

12/03/2019 11:39 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Kāko'o (support) of differential pay

Aloha e ka Board of Education,

I write this email to express my kāko'o (support) for the proposed differential pay for Hawaiian immersion, SPED, and hard to staff schools. This initiative aligns with your strategic plan in terms of equity. Especially in light of Hawai'i's unique history, specifically the socio-political context where 'ōlelo Hawai'i was once banned and haumāna were punished for speaking 'ōlelo Hawai'i, this initiative is a step in the right direction.

The noted argument against this initiative for Hawaiian immersion teachers speaks to possible inequities with non-classroom or regular education teachers. However, perhaps another point to be considered is that this argument actually raises an issue with regards to equality among Hawaiian immersion classroom teachers, and non-classroom or regular education teachers. This is not about equality. This is about equity.

Lastly, it is imperative to the health of our lāhui that 'ōlelo Hawai'i and a Hawaiian medium education be provided. The recent Hawai'i Supreme Court's decision supports this point where they held that the State of Hawai'i must provide "reasonable access." With this initiative, the State will uphold its kuleana to ensure that Hawaiian immersion kumu are supported to be able to provide our keiki with a Hawaiian immersion education.

E ola ka 'ōlelo Hawai'i!

Mahalo,

Sharde Freitas, Esq., MPH

Mākua kaiapuni

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Daniel James <danieljames.ra@gmail.com>

12/03/2019 11:40 PM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>  
cc  
Subject Pay raise for Hawaiian Immersion

I support pay raises for Hawaiian Immersion teachers, SPED teachers, and teachers at “Hard to staff” schools.

Our children our the future. Our children should be a higher priority. Our public school teachers are underpaid and overworked. They have one of the most important jobs there is. The low salaries of our teachers reveals an embarrassing flaw in our society.

Raise their pay! Let’s put our money where it matters most!

Sincerely,

Daniel James

--

Daniel James, RA

RS 77433

Hawaii Real Estate Ohana, LLC

808-542-2165

[DanielJames.RA@gmail.com](mailto:DanielJames.RA@gmail.com)

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Kaulana Tongamoa <nalesoni@hotmail.com>

12/04/2019 12:01 AM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>  
cc  
Subject Testimony

---

Aloha,

My name is Kaulananāpua Ka'auwai Tongamoa and I am a former Hawaiian Language Immersion Student. I am writing today concurring with the intent for Extra Compensation For Classroom Teachers in Hawaiian Language Programs.

After the overthrow of the Hawaiian government in 1893, Hawaiian Language was banned as the language of instruction in all schools. At one point less than 2% of our indigenous people were fluent in Hawaiian. Native Hawaiians have experienced the devastating effects of removing a language from a people group.

In my generation, we are diving past the 1970's "Hawaiian Renaissance" and living true revitalization as I speak with my children at home. My own child is enrolled in a Hawaiian Charter School and I experience the daily benefits.

Article X, section 4 of the state constitution mandates that Hawai'i must promote the Hawaiian Culture, History and Language. I believe this is true as reviving the language is essential for reviving our culture. How can we revive a culture and a language when our schools can barely retain teachers?

Kumu are required to be fluent in Hawaiian Language and have their teaching license. Hawaiian Immersion DOE and Hawaiian Immersion Charter School Kumu establish instruction in Hawaiian and English and should be fairly compensated for these additional qualifications. Kumu at many times need to translate English curriculum into Hawaiian and assist children in both languages. Please truly consider the Hawaiian Immersion Charter Teachers to be included with the DOE teachers.

Competitive compensation will help address the teacher shortage and encourage other individuals to pursue a career in Hawaiian Language. I support the appropriation of funds to the Hawaiian Language Immersion programs.

Mahalo,  
Kaulananāpua Ka‘auwai Tongamoa

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Isaac Pang <isaac4@hawaii.edu>

12/04/2019 12:41 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject In Support of Kaiapuni Teacher Pay

December 3, 2019 Testimony

To the members of the Board of Education,

My name is Isaac Nāhuewai and I am a teacher and student of the Hawaiian immersion system. I am testifying in support of the BOE plan to increase pay for Kaiapuni Hawai‘i teachers. Kaiapuni Hawai‘i is by far the most severe shortage area in the State with only 34% of positions filled with qualified licensed teachers. I urge your support to increase pay to Kaiapuni teachers in parallel to the proposal for “hard-to-staff” vocations. Mahalo for your support for the vitality of the State of Hawai‘i’s official Hawaiian language.

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Ipolei Lindsey-Asing <ipolei4@hawaii.edu>

12/04/2019 12:44 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support for Kaiapuni Teacher Pay Increase

To the members of the Board of Education,

My name is Ipolei Lindsey-Asing, a full-time student at Ka Haka 'Ula o Ke'elikōlani and most importantly a kula kaiapuni parent and I am testifying in support of the BOE plan to increase pay for Kaiapuni Hawai'i teachers. Kaiapuni Hawai'i is by far the most severe shortage area in the State with only 34% of positions filled with qualified licensed teachers. I urge your support to increase pay to Kaiapuni teachers in parallel to the proposal for "hard-to-staff" vocations. Mahalo for your support for the vitality of the State of Hawai'i's official Hawaiian language.

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Kamakoa <klindseyasing@gmail.com>

12/04/2019 12:48 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Testimony Kaiapuni Pay

December 3, 2019 Testimony

To the members of the Board of Education,

My name is \_\_Kamakoa Lindsey-Asing\_\_\_\_ and I am a \_\_makuakane Kaiapuni\_\_\_\_ and I am testifying in support of the BOE plan to increase pay for Kaiapuni Hawai‘i teachers. Kaiapuni Hawai‘i is by far the most severe shortage area in the State with only 34% of positions filled with qualified licensed teachers. I urge your support to increase pay to Kaiapuni teachers in parallel to the proposal for “hard-to-staff” vocations. Mahalo for your support for the vitality of the State of Hawai‘i's official Hawaiian language.

Mahalo a nui

Kamakoa Lindsey-Asing

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Amber Tai Hook <a.taihook@gmail.com>

12/04/2019 02:57 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support for pay raises

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Aloha nui 'oukou!

My name is Amber Kamailelauli'i Tai Hook and I am writing in support of pay raises for all hard-to-fill positions in Hawai'i.

I am currently an emergency hire as a Papa Māla a'o (kindergarten) teacher at Ke Kula Kaiapuni o Hau'ula. I have a Bachelor's degree in Hawaiian Studies from BYU-Hawaii but am not a certified license teacher yet. I have looked into it since being under contract this year and am working on it. I answered the call one week before school started this school year to help open a second kindergarten class because 33 keiki were enrolled to start school in the Hawaiian language. We currently do not have a Pūnana Leo or Hawaiian language preschool in our community which meant all keiki would be entering with minimal to no exposure to 'olelo Hawai'i at all. I was to help relieve the other kindergarten kumu who would also be an emergency hire having just graduated from college in June also with a Bachelor's in Hawaiian Studies, not licensed as well. We both live in Ko'olaupua and rose to the opportunity because there were no applicants but we can speak Hawaiian. Little did we know the magnitude of what we agreed to.

Other than taking high school and college courses of Hawaiian language, graduating with a minor in Hawaiian language, working for one year at Pūnana Leo, 1/2 year as a long term sub for 1st and 2nd grade in Hawaiian immersion, and teaching Hawaiiana to community and preschool aged children for 13 years, I still don't think I was qualified enough and/or prepared for this huge undertaking.

In a nutshell, this job is the hardest job I have ever done in my life, to say the least. But it did not stop the fact that these families/children needed and wanted to learn and be taught in the language of their ancestors. Why did I take on this huge task? I had to start a classroom from scratch with odd tables and mix match chairs, minimal learning tools, spent my stipend right away, and invested my own money as well to stock the classroom with things I felt were needed to help with their learning...not realizing that this was only the beginning. Creating curriculum was a whole other story. I fell to my knees several times, locked the door crying behind because I doubted my very ability to carry on being a second language builder/teacher FIRST (after breaking down English barriers) THEN a kindergarten student skills developer SECOND, then being a fluent reader and applier of DOE standards to satisfy the demands of the lāhui, the parents, and the school system. It has been overwhelming.

I had to call on my own skills as a teacher in my past to help teach in this present capacity. My experience was all I had but I didn't have experience teaching ALL subjects. I had to learn how to be resilient after constant and daily trial and error. NO ONE or NOTHING can prepare one completely to be a kumu kaiapuni.

Though I hope to be licensed by next year, I am told the things we have to do are not taught in an elementary education program. More compensation would justify the hours I have to be away from my 'ohana to prep for the keiki. I expected to work hours off the clock as all teachers do but translating and creating from limited resources has proven to be even more work than any other job I've ever done. Constant studying, learning, translating, creating sums up my daily tasks. With Hawaiian immersion being at Hauula for 20 years, many have said you would think they would have printed curriculum by now to

pull from. Well, there is none and past teachers are protective of their own-created curriculum and they are not always willing to share. If they do, it is out of context and in a whole unit that they created along the way...why? Because we are constantly creating with little to no guide to follow. And preferences and styles differ from teacher to teacher so this leaves us to the current situation of reinventing the wheel everyday. I'm getting a system down but it took almost 2 quarters of trial and error to get here.

I support pay raises for Hawaiian Immersion kumu because the supply doesn't meet the demand. If Hawaiian is an official language of the State of Hawaii, and we are called to provide access to learn in this language, what are we doing to prepare teachers to meet this demand? Compensating kumu who are willing to do all of the above is the key. Many of us are here just because we speak Hawaiian. The difficult task of creating curriculum with no compensation does not necessarily make me want to return. However, if this is passed, it may actually push me to finish my licensure to be a certified kumu kaiapuni to help the teacher shortage as well as justify the amount of time away from my 'ohana to prep.

Hawaiian language immersion teachers are a hard-to-fill position year after year, and not only at Hau'ula but across the pae 'āina (island wide). Many kumu, or teachers, that we end up hiring stay for only one year under contract or as a sub. When they experience the work load of coming to a classroom with zero curriculum, having to teach students who have little experience or exposure to Hawaiian language outside of the classroom, and having to spend hours creating curriculum and tools for the classroom, and compare it to how much they are getting paid, many leave and never return to teach.

If there is no incentive to do extra work with little to no curriculum, why would anyone choose to teach in Hawaiian immersion? A substantial pay increase would give the future of the program a chance to succeed. This pay increase would also give unlicensed Hawaiian immersion teachers incentive to obtain their teaching license.

Mahalo for your vote to increase hard-to-fill positions in Hawai'i, especially our Hawaiian immersion teachers and special education teachers. Our haumāna deserve qualified teachers who are compensated for all of their hard work and special skills.

Me ke aloha,  
Kamailelauli'i Tai Hook

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sum love <sumlove808@gmail.com>

12/04/2019 03:24 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Pay Raise for Hawaiian Immersion,  
SPED & "Hard to Staff Schools"

Aloha kākou,

Having been born and raised in Hawai`i, currently raising my 3 children here and the oldest 2 being in the public school system since Pre-K and one having been in the Waiiau Hawaiian Immersion school for a short time, and having been a DOE employee, my youngest child's daddy also is a teacher with the DOE, I FULLY support and encourage the pay raises for this population within the Department of Education.

In a perfect world, more of society would realize the value of quality education, public schools were funded to their absolute capacity with transparency from every school, with less of a stronghold and dictatorship of principals and more of a shared collaboration among the communities.

However those measures may be further into the future, what the opportunity is now, to give much needed pay raises to Hawaiian Immersion school teachers, SPED teachers and the schools hard to staff is a NO BRAINER. This needs to be done, our children especially in these communities, need to have priority.

Prioritize those most in need first.

Take care of those who are doing the work.

Provide opportunities for staffing in rural areas, those areas that see high turn over of teachers.

TRAIN local people, give them an avenue to easily become trained teachers in the Hawai`i DOE to keep local people who UNDERSTAND the community, help to fill those GAPS.

I for one would love to be a substitute teacher anywhere on the island, however the process is a little daunting and would add more cost to my education at UH-Manoa.

First provide the proper pay.

Mahalo!

Summer Yadao

808-387-1098

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Nicomas Dollar <twopaddlers68@icloud.com>

12/04/2019 05:34 AM

To Testimony\_BOE@notes.k12.hi.us,  
Nicomas Dollar  
<twopaddlers68@icloud.com>,  
cc

Subject Regarding Teacher raises

Why are raises being considered for only Hawaiian language teachers and SPED teachers?

I'm a science teacher teaching multiple courses (and health and physical education) to both middle school and high school; I teach SPED students in my classroom daily without assistance.

I have to attend all The IEP and 504 meeting held for them. I have to follow the IEP and 504 plans laid out for them during my instruction, which can mean extra work and stress.

I work for a Public Hawaiian Charter school where I'm encouraged to include Hawaiian language in my curriculum even though I do not teach the language.

Because our students are bilingual, many are well below their reading and writing level in English when they get to middle school and I have to accomodate by teaching English language while teaching science. Testing is stressful because they do not have enough vocabulary in either language. Our teachers therefore work extra hard to help improve writing and reading skills.

ALL teachers have to pay for college and testing. ALL teachers in Hawaii have a high cost of living. ALL teachers in the state of Hawaii are underpaid, ALL teachers deserve a raise.

Sincerely, Nicomas Dollar

Sent from my iPhone

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## State of Hawai'i Board of Education Special Meeting

Thursday, December 5, 2019 at 9:30am

Letter of support in regards to agenda item IV. (A) Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs

Aloha nui e ka Papa Ho'ona'auao (BOE),

Eia wau 'o Kanoelani Steward ke kākō'o nei i ke noi a ka DOE i ka Papa Ho'ona'auao ma ka ho'olako 'ana i nā kumu 'ōlelo Hawai'i i laikini 'ia me kahi pu'ukālā he \$8,000. 'O kahi mana'o hou aku, 'o ia ke kākō'o pū 'ana i nā kumu o nā kula 'ōlelo Hawai'i ma waho o ka DOE no ka like o kā lākou hana nui i kēlā lā me kēia lā no ka pono o ka 'ōlelo Hawai'i a me nā keiki.

As a kumu kaiapuni, I am writing this letter of support for the DOE's proposal to provide an annual shortage differential of \$8,000 to qualified and licensed Hawaiian language immersion classroom teachers. I also urge the BOE to support qualified Hawaiian language teachers at public charter schools who also provide students access to Hawaiian language immersion education.

Na'u me ke kākō'o,

na Kanoelani Steward  
Kumu Kaiapuni (Hawaiian Immersion Teacher)  
Ke Kula Kaiapuni 'o Lahaina



Konaneakamahina Awo de la Nux  
<konane.awo@gmail.com>

12/04/2019 06:07 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support pay increase for Kumu  
kaiapuni and other Kumu for hard to  
staff areas

Aloha mai,

All 3 of my keiki are in Kula Kaiapuni o Maui and our family has gained so much from the program. We have been extremely blessed with Kumu who treat our keiki and family like their own. I have seen Kumu spend hours, days, weeks & months developing and translating English curriculum into 'ōlelo Hawai'i. My neighbor happens to be a Kumu kaiapuni and some days and nights I'll watch her keiki for her so she can spend her weekend or nights developing curriculum or rubrics for her haumāna.

I 100% support a pay increase for our Kumu kaiapuni and other Kumu of hard to staff areas. Please keep in mind that many of our Kumu kaiapuni aren't "certified" kaiapuni teachers and they also work just as hard and deserve a pay increase as well.

Na'ū nō

Kōnaneakamahina de la Nux

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Kalei Oliver <kalei.johnson@paia.k12.hi.us>

12/04/2019 06:09 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Testimony for 12/5

Kāko‘o nō kēia no ka uku kumu he \$8k no na kumu Kaiapuni, SPED a kumu ma na wahi pa‘akikī e ‘imi nā kumu he nui. He mea nui kēia e kāko‘o i kō mākou mau kumu ‘oiai he kuleana nui kā lākou. He kōkua kēia a he mea nui e kono aku i nā kumu ‘ē a‘e a komo i kēia mau hana aloha no nā keiki a no ka lāhui Hawai‘i.

Aloha!

I am in support for the differential pay of \$8k for our kumu Kaiapuni, SPED and hard-to-staff geographical area kumu. This is a huge initiative and would help our teachers who have such a big responsibility. This is a big help and will be instrumental in enticing more teachers to dive into these compassionate callings for our children and Hawai‘i.

Teachers in Kaiapuni have so much kuleana and extra work in order to service the many students that file into the program. There has been a huge surge of interest in the programs and teachers are already dealing with huge class number sizes, limited resources, limited professional development opportunities, and more. Kaiapuni kumu have to work harder to translate all of their curriculum daily in order to provide quality Hawaiian language medium education to these children and it can be an arduous task with having to follow and teacher the standards of both DOE and Kaiapuni without any, or limited resources. Our kumu SPED and those in hard-to-staff areas will also benefit from this kōkua. We need to get more kumu into this wonderful profession and show them that we do value them and their hard work. Giving them this differential pay increase will definitely be a step in the right direction so we can also increase recruitment and retention rates of our kumu Hawai‘i.

Na‘u,

Kalei O.

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Trina Ishikawa <trina@ahapunanaleo.org>  
12/04/2019 06:22 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject In support of differential pay to our  
Kaiapuni teachers

I support the proposal to offer differential pay to our Kaiapuni teachers. As Kaiapuni teachers they are constantly challenged with limited resources and many times must use their own time to translate and create curriculum and projects to fit their classroom. The things that our Kaiapuni teachers are doing to teach our keiki are so important. As a parent of children in this Kaiapuni program, I see and understand the importance of the effects that our teachers are making. Our Hawaiian language is a core piece of who we are as Hawaiian people, and living here in Hawai'i, it should be a core piece of everyone who is here. And these teachers are playing a major part in bringing that back to our keiki, our families, and our community. Our keiki, our families, and our community deserve to have our Hawaiian Language and our Kaiapuni teachers deserve this support.

--

mahalo,

**Trina Ishikawa**

parent of Kaiapuni students

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Leiana Manutai  
<leianafonoimoana@hotmail.com>  
12/04/2019 06:32 AM

To "testimony\_BOE@notes.k12.hi.us"  
<testimony\_BOE@notes.k12.hi.us>  
cc  
Subject Support Pay Raises for Hawaiian  
Immersion, SPED and "hard to staff"  
schools HI BOE

Aloha,

I am in support of pay raises for the Hawaiian Immersion, SPED and hard to staff schools. There is a need of qualified teachers in our state for teachers who speak the Hawaiian Language. With the pay increase the teachers would be able to be compensated for the many hours put forth for curriculum creation thus creating a better learning atmosphere for the students of Hawaii.

I also strongly believe that there should be a pay u crease for SPED teachers. As a mother of a child with Down Syndrome I see the lack of qualified help and assistance for her. With the pay increase the teachers will be compensated for their hours in and out of the classroom. Also, this could create opportunities for teachers to pursue this career path.

As a Native Hawaiian, mother of a Special Needs child, and parent of children in the Hawaii Educational system I support the pay increase.

Leiana Manutai

Sent from my iPhone

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Kalele Kekauoha-Schultz  
<kekauoha.schultz@gmail.com>

12/04/2019 06:38 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject support for HLIP teachers

Aloha to the Powers that Be of the BOE,

I support kaiapuni education as a means to heal Hawaiians from generations of cultural trauma and displacement in our our lands. Please approve the \$8,000 pay differential for kaiapuni teachers as they are vital to language revitalization. We are in need of more kumu to fill this need as our kaiapuni schools are growing. The duties that are required to deliver education through the Hawaiian language requires teachers go above and beyond. Resources and materials are created to support learning and are not widely readily available as in English. Our kumu kaiapuni deserve compensation, because, they are the bridges for not only the Hawaiian language but the Hawaiian understanding of the world which we are trying to instill and care for in these rapidly changing times. I've witnessed firsthand the dedication and true labor of love kaiapuni teachers have in order to carry out the hard work with very little support. At least an \$8K differential could show that they are valued members of the educational landscape here in Hawai'i. Honestly, I would support even a greater pay increase; however, please approve at least the above proposal as an incentive to recruit and retain our precious kumu.

Sincerely,

Kaleleonālani Kekauoha-Schultz  
School Counselor, Ke Kula Kaiapuni o Maui ma Pā'ia.

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"Nohea N." <nnamuo@gmail.com>

12/04/2019 06:39 AM

To "testimony\_BOE@notes.k12.hi.us"  
<testimony\_BOE@notes.k12.hi.us>

cc

Subject Supporting differential pay for Kumu  
Kaiapuni, SPED & difficult to staff  
areas

Aloha,

I'm Nohealani Namuo. Proud parent of a kula kaiapuni student. I also worked as a Paraprofessional helping students with special needs, Autism, etc.

I'm in support go giving Kumu Kaiapuni, SPED & those willing to teach in areas difficult to staff, receiving differential pay of \$8,000. It's not an easy job teaching students the regular curriculum as well as an entirely new language, culture, etc. Nor is it easy to work with children with special needs. These kumus deserve the differential pay.

Mahalo

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 www.ahapunana.org

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- Pūnana Leo o Maui
- Pūnana Leo o Moloka'i
- Pūnana Leo o Wai'ānae
- Pūnana Leo o Kona
- Pūnana Leo o Waimea
- Pūnana Leo o Mānoa
- Pūnana Leo o Ko'olau Poko
- Pūnana Leo o Lahaina
- Pūnana Leo o Hāna

**Niuolahiki**  
*Hawaiian Language Online*

December 3, 2019

State of Hawai'i  
 Board of Education  
 P.O. Box 2360  
 Honolulu, HI 96813

Aloha Chairperson Catherine Payne and members of the Board of Education

RE: Board Action on Extra Compensation for Classroom Teachers in Special Education, Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs.

Position: The 'Aha Pūnana Leo wishes to testify in **support** of extra compensation for classroom teachers in Hawaiian language medium/immersion programs.

We want to further clarify that the support is for those teaching in both the **Department schools** and the **charter schools** where Hawaiian is the medium of instruction being provided by those teachers.

The 'Aha Pūnana Leo is the only statewide non-profit Hawaiian language medium education entity that includes among its functions, 12 Hawaiian language medium preschools and two infant & toddler programs. The 'Aha Pūnana Leo vision is "E Ola Ka 'Ōlelo Hawai'i" that our Hawaiian language lives.

Our schools have a priority focus on serving Hawaiian speaking children regardless of ancestry. Graduates from the Pūnana Leo matriculate into standard DOE and charter schools taught through Hawaiian.

We appreciate the opportunity to provide testimony in support of the action.

Mahalo nui,

K. Sean Kekina  
 Luna Ho'okō

Aloha Member of the Board of Education,

My name is Dr. William H. Wilson. I am a faculty member of the state Hawaiian language college Ka Haka 'Ula O Ke'elikōlani, which operates the sole preservice teacher education program anywhere delivered totally through Hawaiian for Kaiapuni Hawai'i. I am also a board member of both the Hawaiian medium charter school Nāwahīokalani'ōpu'u in Kea'au, Hawai'i, and the statewide non-profit 'Aha Pūnana Leo. I just completed my second term on the DOE Multilingual Committee and formerly served on special task forces of the DOE for the BOE policies 105-8 Ka Papahana Kaiapuni and 105-14 Multilingualism for Equitable Education.

I am testifying as an individual to add to the voices in support of the DOE plan to increase pay for Kaiapuni Hawai'i teachers. Kaiapuni Hawai'i is by far the most severe shortage area in the state with only 34% of positions filled with qualified licensed teachers compared to 96% overall for the state.

I urge first that you include Kaiapuni Hawai'i teachers in charter schools in the pay increase parallel to the proposal to for "Hard-To-Staff" locations (Appendix VII) of the Dec. 5, 2019 memo from Superintendent Kishimoto to Chairperson Payne.) I note the following:

1. BOE policy 105-8 (Ka Papahana Kaiapuni) specifically notes application to charter schools of the double certification requirement of Kaiapuni Hawai'i teachers, a requirement that exists for no other group of state school teachers to my knowledge.
2. For Kaiapuni Hawai'i students, charters are carrying a much higher percentage of state enrollments at 35.8% compared to the overall percentage load of charters for the state at 7.09%. The difference is over five times as great.
3. In providing K-12 Kaiapuni Hawai'i education the state has depended on charter schools for delivery where it has not been providing Kaiapuni Hawai'i education.
  - A. On Kaua'i and in North Hawai'i, all Kaiapuni Hawai'i education is solely through charters.
  - B. On Moloka'i all K-6 Kaiapuni Hawai'i education is through charters.
  - C. In East Hawai'i all K-8 Kaiapuni Hawai'i education is through charters and the sole existing DOE program, a 9-12 program, is provided space and other support free through a charter program.

Secondly, I urge that you discuss why Special Education should be increased at a higher level than Kaiapuni Hawai'i. If, at 12% below the state average (i.e. 84%) positions filled with qualified teachers, Special Education is considered severely understaffed, Kaiapuni Hawai'i at 62% below the state average (i.e. 34%), is five times as neglected in terms of qualified teachers as even Special Education. Note the following relevant information.

1. Over the past decade Kaiapuni Hawai'i enrollments have been growing while the overall Hawai'i public school (charter and standard DOE combined) has been decreasing. This past year the overall enrollment decreased - 0.2% while the Kaiapuni enrollment has increased + 9.37%.
2. Teachers from all other areas, including Special Education, can be supplemented with recruits from outside Hawai'i. There is no external source for Kaiapuni Hawai'i teachers. If there is no special support given encouraging young local people to go into Kaiapuni Hawai'i we will always be severely behind.
3. The Clarabal decision requires that even more Kaiapuni Hawai'i sites be opened. If the present level of Kaiapuni Hawai'i growth is not being addressed, the problem will grow as the court decision is cited by the community as it pushes for more sites to meet the growing demand.
4. Kamehameha Kapālama and Punahou indicated at a conference here in Hilo in November that they plan to start Kaiapuni Hawai'i programs in the near future. A pay differential will help retain Kaiapuni Hawai'i teachers in state schools.

Finally, I urge that if Kaiapuni Hawai'i teachers be provided with higher pay, that be contingent on meeting certain standards in their own proficiency in Hawaiian and in student outcomes as well.

- A. Kaiapuni teachers receiving higher pay should be required to regularly take and a high level proficiency examination in Hawaiian within a set period, say every three years or every five years to assure that they are maintaining and improving their proficiency in Hawaiian, with continued pay differentials dependent on a passing score.
- B. Schools where most Kaiapuni teachers receive higher pay should be held accountable to demonstrating high outcomes in one of three areas: i) a set level of proficiency in oral and written Hawaiian among their students; or ii) a set level of proficiency on the state academic proficiency assessment either in the Hawaiian or English assessment; or iii) a set level of high school graduation and college enrollment. (I note that I am also part of a group focused on equity for at-risk students, which regularly calls upon the DOE to focus attention on improved outcomes for them. I see students in Kaiapuni Hawai'i as at-risk students with limited access to both human and material resources considerably below that available to those in mainstream English medium programs.)

I also support the pay differential for the other categories being considered with a similar concern that there be some of outcomes associated with the pay differential.

Sincerely,  
(Signed)  
Dr. William H. Wilson



Paul-david Burns <pdburns@hawaii.edu>

12/03/2019 08:47 PM

To Testimony BOE/HIDOE@HIDOE

cc

Subject Fw: Kaiapuni teacher differential pay testimony

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Aloha to all whom are concerned,

I am writing this testimony as a teacher with 20 years experience of which 18 years were in Hāna Maui. I was trained by the Kahuawaiola teacher training certification program out of UH-Hilo and when I moved to Hāna there was no immersion program. After being in Hāna for many years and seeing how badly the community needed it as many of the kids were so lost in their identity and not motivated. Also the language was dead in Hāna as there were 0 children who spoke and only a handful of adults who learned from college. I was one of the parents who worked very hard to advocate and plan our Hawaiian Immersion Program. I am proud to say that we are in our 4th year since it started and now have over 80 children in Hāna who are fluent in the language and there is a movement including many Hawaiian Language classes being offered through UH-Maui Hāna outreach center as well as classes provided by the Pūnana Leo in Hāna for the parents and other adults. I am in my 3rd year teaching 1st grade in the immersion program and it is amazing. To see these kids have so much confidence and understanding of their culture and be able to thrive in the school system is amazing. It is very different then what I have seen for a long time in the English Medium pathway. I can attest that the work load is much more than the English pathway. I have to translate all curriculum for my students as well as provide communication to families in English and Hawaiian. I volunteer at all of our parent language classes twice per month and all of our parent activities including float building for Aloha week parade, lā 'ohana campovers, Christmas caroling, Ho'olaule'a where we make an imu and feed all the families and more. Because there is very little curriculum available I have to work extra hard to find lessons and usually means translating everything. Because I was on the English medium for so long I have been taking upper level Hawaiian language classes for the past 3 years and am now pursuing my Masters in Indigenous Culture and Language Education through UH-Hilo. I want to be the best teacher I can with the highest level of Hawaiian possible so that our kids are getting rich and correct language exposure. Kaiapuni teachers have a commitment that is much bigger than the job or the hours we are getting paid for. We have a commitment to

save the language from extinction and prepare our students to know who they are and be able to be the most respectful contributors to society that you could ever imagine.

I realize that in this bill it is asking for a raise for hard to fill locations as well as Kaiapuni teachers and Special Ed teachers. I think in my situation I should get the raise for the hard to fill and another one for being a Kaiapuni teacher. I say this because I know that I work much harder than my English counterpart and I know that because I have worked on the English side in the Elementary, Middle School and High School teams in Hāna before I went to becoming an immersion teacher. Also I know that most of them would never donate extra time for parent activities that they are not paid for. As a parent who struggles to survive in Hāna it is sad when I have to take on extra jobs just to make ends meet. I want to be the best teacher so I want that to be my one and only job. If I am struggling financially it takes me away from putting in as many extra hours as I want to. As it is now I spend 6-8 hours in school every Sunday prepping my lessons and homework for the week. I rarely see an English medium school teacher on campus during the weekend but I want to be well prepared and make good use of every minute I have contact with the students. I believe that when teachers are as valued as doctors that our educational system will change dramatically and students will aspire to become a teacher and teachers will be the highest quality teachers that there is. It is an investment well worth it. As there is such a shortage of Immersion teachers this will help to encourage more of our Hawaiian speaking community to take this career choice. Mahalo for considering this bill as it will bring even more pride, energy and confidence to such an important movement in Hawai'i. If any of you ever have any questions feel free to contact me at [pdburns@hawaii.edu](mailto:pdburns@hawaii.edu) or come visit me at Ke Kula Kaiapuni o Hāna in Hāna School.

Aloha nō a Mahalo Nui Loa

Kumu Paulo Burns

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Dina McCallion <dinamccallion@gmail.com>

12/04/2019 07:05 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony - Please submit...

Aloha,

I would like to submit my testimony in **support** of pay raises for Hawaiian Immersion, SPED, & 'hard to staff schools'.

I am certain you have heard testimony that all teachers need & deserve pay raises. However, I am writing to stress that these groups listed above are especially in need and I would like to request that they receive them immediately and first. Both of my children attend Hawaiian immersion schools and one of them has an IEP and receives special education services. They have benefitted greatly from their curriculum and especially from learning the language; as our entire family has. If teachers cannot make a decent living in these areas then no more new teachers will enter the profession. The system is not able to keep up with the demand due to increase in population and needs. Then someone like my son goes without learning a language and more importantly without the very specific and special services he needs and deserves. So then what happens to him?

There are so many reasons to give these teachers pay raises:

- Learning the language of a place or a people connects us to our culture and our place. More is taught and understood and experienced.
- Just as plant and animal species have needed protection from extinction, so do cultures. A culture's language is one of the main ingredients to their identity. Don't let this culture's language go extinct. There are plenty people who desire to learn it but it needs to be made available.
- Special education teachers, as you know, are very specialized in what they know and what they do. We have laws that guarantee services for our kids but how are you able to fulfill that promise if you don't do what it takes to attract the teachers to the profession or to our school districts.
- As you know, our state's main industry is tourism. Imagine if our hotels were filled with employees who actually knew how to speak the language. How would Hawai'i be viewed and valued around the world then?
- Lift teachers up and you lift up our entire community.

Mahalo nui loa,

Dina

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December 5, 2019

TO: The Honorable Catherine Payne

FR: Kanaeokana Kula Hawai'i Network

RE: Board Action on Extra Compensation for Classroom Teachers in Special Education, Hard to Staff Geographical Locations, and Hawaiian Language Immersion Programs

Aloha e Chair Payne and Members of the Hawai'i Board of Education,

Kanaeokana, the Kula Hawai'i Network which includes membership of DOE Hawaiian Language Immersion Program sites, all 17 Hawaiian Focused Charter Schools (HFCS), and over 50 other Hawaiian education organizations, is in full support of the Department of Education's request to provide extra compensation for classroom teachers in Special Education, Hard to Staff Geographical Locations, and Hawaiian Language Immersion Programs.

As a Hawaiian education network, Kanaeokana's mission is to collaboratively develop and strengthen a Native Hawaiian education system—built on a strong 'ōlelo Hawai'i and 'ike Hawai'i foundation—to grow and sustain aloha 'āina leaders. Providing extra compensation for Kaiapuni classroom teachers is a critical first step to recruiting and retaining highly qualified teachers for our K-12 Hawaiian Language Immersion Programs. After many years of discussion, we are hopeful that action will be taken to directly address the staffing needs of HLIP sites.

We ask the Board of Education to consider the inclusion of the Hawaiian Language Immersion programs at six public charter schools as they face the exact same staffing

challenges as the DOE's program sites and currently participate in Department of Education support services provided by the Office of Hawaiian Education.

Therefore, we strongly urge the Board of Education to support this measure to address the chronic teacher shortages in the areas of Hawaiian Language Immersion Program, Special Education, and Hard to Staff Geographical locations.

Me Ka 'Oia'i'o

*Recruitment and Retention of Hawaiian Culture Based Educators Committee*

Kanaeokana Kula Hawai'i Network



Kevin Matsunaga  
<kevin.matsunaga@k12.hi.us>  
12/04/2019 07:19 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject SPED Differential Pay Proposal

Aloha! My name is Kevin Matsunaga and I am a media/yearbook teacher/technology coordinator at Chiefess Kamakaha Middle School on Kaua'i. I am writing to you today to express my support in favor of differential pay for our SPED teachers. They are routinely asked to come in early, stay after the bell, and provide support to our SPED students during non-school hours and this differential pay would do wonders as a show of support for what they do.

In all honesty, I truly believe that ALL teachers deserve \$10,000 or more extra for all of the work we do but this is a start. I hope that you will support this measure at your next meeting.

Mahalo for the work you do to support public education in Hawaii!

Sincerely,  
Kevin Matsunaga

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Reanna Badua <reanna.badua@k12.hi.us>

12/04/2019 07:29 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony SPED Increase

Aloha,

My name is Reanna Badua. This email is in regards to the Board of Education's meeting that will be held on Dec. 5, 2019 with the proposal to increase a Special Educator's pay by \$10,000 in addition to any other incentives.

I adamantly support the proposal that Special Educators should receive a pay increase by \$10,000 as we have more duties and responsibilities than a general educator. I am currently a Special Education teacher at Keaau Middle School in Keaau, Hawaii. It is a Title 1 school. My job duties include all of the job duties of a general educator, along with carrying a caseload of 9 students, writing their IEPs, data collecting for their IEPs and being in constant contact student's team to ensure their IEPs are being met and if not, readjusted. To be paid the same amount as a colleague that does not have the same amount of duties and time spent for the job does not make sense to me.

I hope you take my testimony into consideration.

Best,  
Reanna Badua

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Rachel Soares <kauhane2009@gmail.com>

12/04/2019 07:31 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject I SUPPORT PAY TAISE FOR  
IMMERSION AND SPED TEACHERS

Aloha,

My name is Ka'iooleimanu Soares and I am a graduate and now parent in the Hawaiian Immersion programs. I've seen how hard our Kaiapuni teachers have to work with the little resources they have and I 100% support them getting a pay raise. For without the Kaiapuni program and all of my kumu and their hard work I would not be the person I am today.

Mahalo nui e nā kumu a pau o'u no ko 'oukou hana nui a me aloha nui iā mākou nā haumāna.

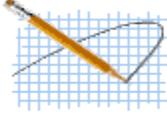
Me ka ha'aha'a,  
Ka'ipo Soares  
c/o 2004 Ke Kula Kaiapuni o Ānuenue

Sent from my iPhone

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Lindsey Robertson  
<lindsey.robertson@k12.hi.us>

12/04/2019 07:37 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

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Lindsey Robertson, Special Education Teacher  
Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section  
Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

I graduated with a Bachelor's of Science in Applied Learning and Development from The University of Texas at Austin in May of 2017. In addition to my Bachelor's degree, I earned the proper credentials needed to teach special education grades K-12 through a 4-year state-approved teacher education program (SATEP). Shortly after graduating, I moved to Hawaii to pursue the start of my teaching career as a special education teacher because I am committed to serving students with disabilities by working tirelessly to uncover the unique gifts and talents each student has to offer. Little did I know, working tirelessly would mean compromising a living wage for my profession in Hawaii.

For the past two and a half years, I have worked in two different types of special education classrooms, serving as a case manager for each student's Individual Educational Plan, and facilitating the services needed to support each student with the greatest resources and opportunities with special needs. Although I love my job as a special education teacher, the reality of continuing to teach as a special educator within the Hawaii Department of Education is both unrealistic and harsh. According to NPR, my current salary is the lowest salary in the country when adjusted for the high costs of living in Hawaii. As a result, I have considered not only leaving the special education profession to pursue another career in Hawaii, but the state altogether, which will only continue to add to the current teacher shortage.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified special education teachers, we are providing students with

disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100. Thank you for this opportunity to testify.

--

**Lindsey Robertson**  
**Special Education Teacher**  
**Roosevelt High School**  
**1120 Nehoa St.**  
**Honolulu, HI 96822**

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*Nā Leo Kāko‘o O Maui, Inc.*

*P.O. Box 1913 • Wailuku, HI 96793*

*The non-profit support group of Kūla Kaiapuni O Maui*

December 4, 2019

Aloha kākou e ka Papa Ho‘ona‘auao (BOE),

Nā Leo Kāko‘o O Maui is a 501(c)(3) support group for the students and families of the Hawaiian Immersion Program at Pā‘ia Elementary School, Kalama Intermediate School, and Kekaulike High School on the island of Maui.

We have seen our Kaiapuni(Hawaiian Immersion) program grow rapidly over the years. Just this year, we had 57 students enter into Papa Mala‘ao (Kindergarten). In 2018 we had 70 students enter. In 2017 we had 60 enter. This year, Kalama Intermediate School had 56 students enter into the 6th grade class. We have a total of 469 students in our 3 Kaiapuni Schools. More and more families on Maui desire to give their keiki the opportunity to get a Hawaiian education that is rooted in the deep history, knowledge and perspectives of place that develops and enriches their identity through the Hawaiian language medium. We see the value that this education brings to our keiki and what it will do to support their future in being active and participating citizens in this society.

The program is growing island wide. The Lāhaina complex will be graduating its first class this year. The Hāna complex is also expanding with opening their 3rd grade class this year as well.

We need kumu! And we need to support our kumu! With the amount of work our kumu put into their practice, they should not be struggling financially to survive in the place that they are perpetuating.

Our kumu are dedicated to this program they commit countless extra hours to translate lessons and create lessons that encompass a Hawaiian perspective that supports and enriches the identity of each student as a keiki of this ‘āina. They bring their own lifelong experiences of being grounded in Hawaiian perspectives to add to their teaching and approach to their students. Our secondary kumu teach as many as 6 different classes as compared to teachers in the English medium program who teach 2 or 3.

All of these kumu lack sufficient amount of resources. They need to research resources or translate provided resources to support their lessons, which can take many extra hours in preparation. To be a kaiapuni kumu takes dedication. **We absolutely support kumu receiving \$8k differential pay.**

And, while financial compensation is absolutely necessary, please do not let it stop there. There should also be more support provided as well, such as more kumu positions to provide more time to develop their curriculum and practice. Resources should not be based on student



*Nā Leo Kāko‘o O Maui, Inc.*

*P.O. Box 1913 • Wailuku, HI 96793*

*The non-profit support group of Kūla Kaiapuni O Maui*

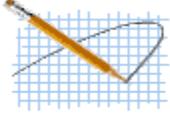
weighted formula. Our kaiapuni students need more equity so that the program can better support the student needs, by providing a sufficient amount of resources.

Mahalo nui for your consideration and efforts to support the success of our keiki’s education.

Me ka ha‘aha‘a,

Sesame Shim

Pelekikena (President)



Lisa Schattenburg-Raymond  
<lschattenburg@icloud.com>

12/04/2019 07:42 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

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Aloha, My name is Lisa Schattenburg-Raymond.

I support extra compensation for teachers for Hawaiian immersions teachers, special Education, and other hard to staff geographical locations

Lisa Schattenburg-Raymond

Sent from my iPad

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Derek Govin <derek.govin@k12.hi.us>

12/04/2019 07:44 AM

To testimony\_boe@notes.k12.hi.us

cc

Subject Testimony -Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs

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Derek Govin, Special Education Teacher  
Roosevelt High School  
Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section  
Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist residents of communities experiencing high teacher turnover to become teachers.

I am a fully self contained special education teacher at Roosevelt High School in Honolulu. I previously taught in Sumner County, TN where I was the fully self contained special education teacher for one year. I have also instructed reading intervention and ELA inclusion for 8th graders for 2 years. I am passionate about connecting functional academics with life skills to empower individuals with special needs to both gain access to the world around them, as well as thrive in the most independent manner. I received my B.S. in Interdisciplinary Studies and M.S. in Special Education from Old Dominion University in Virginia. I am a Hawaii State Teacher Fellow (HSTF), formerly known as Hope Street Group Teacher Fellow. I am more than familiar with the statistics around teacher shortage, with a lens particularly on the revolving door of special education teachers.

I moved to Hawaii in June 2017 to be a Community Based Instruction Special Education Teacher at Roosevelt High School. I have been in the same position for what will make three years upon the finishing of this school year. My life work revolves around educating and serving students with disabilities, and I work tirelessly to advocate and elevate my students to find their talents, develop a sense of inclusion and belonging, and instruct them in a way as to feel empowered in their learning experience. After now living in Hawaii for 2.5 years, I have discovered that with my partner (pharmacist) and my joint income, we still were forced to find a roommate to be able to afford rent. With both of us being professionals in our fields, this is

unacceptable and discouraging as I am the half of the partnership that contributes less to the joint income. It feels harsh and unfair, considering not only the volume of work done, but the value of the work in working with students with special needs who need significant support in self-care and self-regulation for behavior.

To know that according to many sources, my current salary is the lowest salary in the country when adjusted for the high cost of living in Hawaii, is disheartening. I work extended school year, I am a school level mentor, and am a HSTF. All of this work is to not only support teachers and grow as a professional, but to help support myself financially.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified special education teachers, we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the BOE to pass Policy #5100. Thank you for this opportunity to testify.

--

Derek Govin  
Special Education Teacher  
Hawaii Hope State Teacher Fellow

[Twitter](#)

808.307.0500 ext. 0558

[dgovin@roosevelths.k12.hi.us](mailto:dgovin@roosevelths.k12.hi.us)

[Hope Street Group](#) strives to ensure every American has access to economic opportunity

Learn more about our [Hawaii State Teacher Fellows](#)

Find us on [Facebook](#)

Follow us on [Twitter](#)

Check out our blog - [Hawaii Teacher Voice](#)

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Ho'ouka Asquith <hoouka@kawaikini.com>

12/04/2019 07:49 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject

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welina mai me ke aloha o Hoouka kou inoa a kakoo au i ka hoopii ana i ke kala no ke kumu

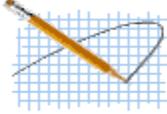
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Uilani Uwekoolani-Aarona  
<uwekoolani@gmail.com>

12/04/2019 07:49 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Pay Raise for Kaiapuni Teachers

Aloha mai kākou,

As a public school teacher, a kumu kaiapuni, a member of HSTA and Bargaining Unit 05, I am in support of Hawaiian Language Immersion Program (HLIP), Kula Kaiapuni, teachers to receive a shortage differential in pay. Many teach multiple lines without being given resources, which means teachers have to create and/or translate their own resources for each subject and grade level taught. If you have any questions, please contact me at this email. Mahalo nui!

--

Me ka ha‘aha‘a,  
U‘ilani Uwekoolani-Aarona

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Ua Gonsalves <ua@kawaikini.com>

12/04/2019 07:49 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject testimony

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Kako'o wau i keia manao no ka ho'onui i na kala no na kumu hawai'i

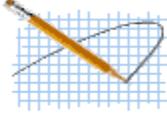
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Ehukai Goias-Medeiros  
<ehukai@kawaikini.com>  
12/04/2019 07:51 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject i support

---

welina ano 'ai me ke aloha kako'o wau i ka pi'i ana i ka uku ana i na kumu 'olelo hawai'i no ka mea ke ho'oa nei lakou e ho'ola ai i kekahi olelo makuahine. makemake wau e mahalo i keia mau kumu no ka mea na lakou ke kumu e puka ana wau a loa'a ka lei o ka lanakila.

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Kekaua Durant <kekaua@kawaikini.com>

12/04/2019 07:51 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Testimony

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Ua kako'o kēia manao.

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Lei'ohu Chun <leiohu@kawaikini.com>

12/04/2019 07:53 AM

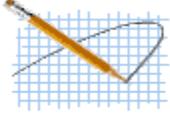
To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Testimony

Aloha 'o wau no 'o Lei'ohu Chun,  
a kako'o wau i keia hana 'oiai he hana ko'iko'i ke a'o ana no ka holomua ana o kou makou lahui  
a me na hanauna hou . He mana ko ka na'auao.

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**Kahiau Hamberg**  
<kahiauhamberg@kawaikini.com>

12/04/2019 07:53 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject ho'opi'i kālā

---

Welina mai, 'o Kahiau kēia a ke leka'uila nei wau iā 'oukou 'oiai  
kāko'o wau i ka pi'i ana ke kālā no na kumu 'ōlelo Hawai'i. mahalo no  
ka heluhelu ana i kēia!

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Curen Ohama <curenmohama@gmail.com>

12/04/2019 07:56 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Better pay

Aloha

I'm writing in testimony to support differential pay for Kaiapuni ,special needs & hard to staff schools.

Let us as a state invest in our community, let us strengthen our bilingual education we have here in our special home. The empowering of our very small group of very loving individuals that choose to take on jobs that many don't want will bring so much positive change to those particular areas. Help them to be there for the children.

I'm a spouse to a women going through her masters of education degree, teacher's certificate, we have a 10yr old & 3yr old. I'm so proud of her.

You all know these teachers don't do it for the money.

So support The Love they have for our people...

& only good things will come of it.

-Curen Ohama

149a Ehilani st.

Pukalani Hi

96768

Sent from my iPhone

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Nai'a Blagg-Noblisse <naia@kawaikini.com>

12/04/2019 07:57 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject ho'opi'i kala no na kumu 'Olelo Hawaii

Welina mai e ke BOE. 'O wau 'o Nai'a Blagg-Noblisse  
aia wau ma ka papa 12 ma Kawaikini. Kako'o wau e na kumu e ho'opi'i i ke kala no lakou. na'u  
no na Naia

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protection.

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James Kim <james.kim@k12.hi.us>

12/04/2019 08:00 AM

To testimony\_boe@notes.k12.hi.us

cc

Subject Proposed \$10,000 SPED Differential

---

To whom it may concern,

I am offering my testimony today in support of the proposed differential pay of \$10,000 because I am a special education teacher that have sacrificed so much to do what I feel is my purpose in life- to educate those whose prospects in "life" may not seem as bright as others who are not disabled. I have been a special education teacher at Roosevelt High School for almost 13 years and in this time I have seen first hand the positive impacts that great teachers make everyday in shaping the character and in turn the lives of the next generation of community members and leaders. I am so thankful to have been a small part of this ongoing effort to teach and perpetuate the local Hawaiian culture of aloha, honesty and responsibility. .

Being a first generation immigrant, I feel that I owe a debt to not only my community, but to the state/country that has welcomed and provided me with the public education that has opened up so many doors of opportunity. Had it not been for the so many teachers that had the patience, understanding and grit to continue teaching, I probably would not have been able to persevere in my pursuit to become an educator. Who knows how many I have inspired to be a better student, person, family/community member? And this is where the importance of this pay differential is- at last there is some acknowledgement of the hard work and grit it takes to do what we do year after year, even though we are getting paid one of the lowest teacher salaries in the nation (once the cost of living is factored in). By approving this measure to pay special education teachers a yearly \$10,000 differential, many more teachers will be able to stay in this noble profession that has a direct positive impact on our communities and our state.

Doing this will allow many more teachers who are from Hawaii to stay in Hawaii. With the ongoing "brain drain" happening in Hawaii we are seeing our best and brightest leaving. Due to this trend we are beginning to see that our local communities are changing and with this change we are beginning to see some of the our local values changing as well. If we wish to continue to be one of the best places in the world to live, where ethnicities of every kind can coexist in harmony, we must begin to invest in those who have a major role in shaping the values and character of the generation. You must approve this measure so that we can stop our best educators from leaving. This is not just a matter of helping educators pay their bills, this is about the fight to keep the fabric of our communities intact and thereby keeping our home feeling and looking like Hawaii.

Thank you for your time and consideration,

James Kim

Special Education Teacher

Roosevelt High School

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Michlynn Kahahane  
<mzmkahahane@icloud.com>  
12/04/2019 08:03 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support of proposal of differentiated  
pay letter

Please join me in support of proposal of differentiated pay for special education teachers and immersion teachers. Investing in teachers, educational programs and communities invests in our keiki and early learners at a crucial time in our economy. The cost benefit for our communities and world as a whole depend on investing in primary and secondary education and resources such as immersion programs and special education teaching services because the later output is an investment in An individuals ability to be a lifelong successful being, employable and a supporting member of their community and society. This begins early in life and mostly within our schools and with our young learners and the teachers that support and cultivate their critical thinking and skills. Please support equity for both our educators and children's lives and success future generations and beyond. Mahalo for your consideration!

Michlynn M. Kahahane

Human services equity and social justice professional  
Parent  
Homeschool teacher  
Part Hawaiian.

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Cecilia Chung <ceciliaucc@gmail.com>

12/04/2019 08:11 AM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>  
cc  
Subject Testimony - Dec 5 Meeting

To Whom It May Concern:

My name is Cecilia Chung and I am a classroom teacher in the Hawaii Department of Education, at Kaimiloa Elementary.

I am writing this testimony in regard and support of the topic below.

Topic: Board Action on Extra Compensation For Classroom Teachers in Special Education, Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Great classroom teachers work hard every day for our students to learn and grow- we do it with heart and many work selflessly in their own free time. Having said that, it is difficult for many teachers to sustain their livelihood as well as that of their families with the current salaries. Our students deserve the best teachers and our teachers, especially those in hard-to-fill areas, deserve to be supported financially.

Thank you for your time and consideration,  
Cecilia

--

Cecilia "CC" Chung  
Educator at Kaimiloa Elementary School  
B.A. University of Southern California  
M.S. Johns Hopkins University  
[twitter.com/mschung808](https://twitter.com/mschung808)  
[www.linkedin.com/in/ceciliaedu](https://www.linkedin.com/in/ceciliaedu)

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Forest Frizzell <forestaf@gmail.com>

12/04/2019 08:17 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Testimony for Thursday, December 5, 2019 Meeting

Aloha Board,

I'm writing in strong support of increasing pay for Kaiapuni teachers. We all know how hard it has been to find kumu & kumu support in our classrooms. This extra compensation will help some choose a career as a Kaiapuni teacher and also help to compensate for our kumu & help them to stay! Our Kaiapuni kumu are required to have additional education in 'ōlelo Hawai'i (Hawaiian language) & 'ike Hawai'i (Hawaiian culture) in order to teach. They also have to establish much of their own curriculum and work with very limited off-the shelf resources. They often have less staffing support as compared to other classrooms! They often are leaned upon to help teach and lead others when it comes to matters of Hawaiian culture & language in the school. It is also already mandated in BOE policy through the Papahana Kaiapuni that are kumu should be given extra compensation. Aside from all of this 'ōlelo Hawai'i is the language of kēia 'āina! We have seen our Kaiapuni grow in numbers at our school and it is booming everywhere. 'Ōlelo Hawai'i, our kumu Kaiapuni & our students deserve this support!!

Mahalo,  
Forest Frizzell

--

Ua Mau ke Ea o ka 'Āina i ka Pono - Kamehameha III (born Kauikeaouli)

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Miriam Keo <miriam.keo@gmail.com>

12/04/2019 08:26 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support for Differential pay for high shortage areas

Aloha,

I would like to just send a quick email in support of differential pay for high shortage areas. This is a no brainer to me.

The ones that would benefit from this highly deserve better pay!

Mahalo,

Miriam Keo

808-298-7961

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Jeri Miyasato <jeri.miyasato@k12.hi.us>

12/04/2019 08:26 AM

To testimony.boe@notes.k12.hi.us  
cc  
Subject Testimony

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Jeri Miyasato, Special Education Educational Assistant  
Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section  
Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

My name is Jeri Miyasato and I am a 1:1 adult instructional support for a fully self-contained special education classroom teacher. I witness this teacher work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as this teacher works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified special education teachers, we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100. Thank you for this opportunity to testify.

Sincerely,  
Jeri Miyasato

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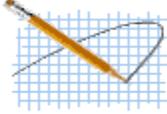
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Catherine Carpenter  
<crcarpenter@kamaile.org>

12/04/2019 08:28 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support Pay Raise

---

Aloha Friends,

It is very important for teachers in all capacities to feel valued and appreciated.

Each time we watch the different Unions support pay raises they all say that they should be able to have one job to support their families. Hotel workers, flight attendants, and bus drivers, however, these positions do not need a college degree nor do they need to be licensed by the state to hold their positions.

Isn't it about time teachers are recognized for the jobs they have to mold and direct, teach and guide, support and discipline the future of our communities, our state, and our country? These positions are critical in forming a successful future and yet we are the lowest-paid professionals around.

I am a single mother of three children and have never gone on federal assistance of any kind. I work two sometimes three jobs to support my children and myself. I have a MAED in educational counseling and currently work at a Hawaiian focused charter school in Wai'anae. Isn't it sad that with 22 years of total teaching classroom experience, I still have to work as hard as I do, and then hear that other unions have so many more benefits and higher starting wages?

It would help so many of us that care about the building of our future one student at a time. Empathy is something I teach every day as the character education counselor at my school. The theme is to walk in somebody else's shoes. Perhaps this might be something that you should consider. We don't drive fancy cars or live in \$750,000 homes, but we have similar needs, to provide and secure our families respectfully, and without worry.

Mahalo for the opportunity to express my concerns and ask for your support.

Catherine Roselani Carpenter

## PBIS Counselor Kamaile Academy Public Charter School

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klm808ventures@gmail.com

12/04/2019 08:33 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject I support the differential pay for  
Hawaiian Immersion SPED teachers

---

Aloha mai,

I am sending my support for the differential pay for Hawaiian Immersion SPED teachers. They have to do twice the job of the average DOE teacher for less the pay. The SPED substitutes that I know personally bring so much compassion, something that is intrinsic in most hawaiians you cannot teach that quality. I am a makua (parent) of Kula Kaiapuni O Maui my keiki and 'ohana have been apart of the program for years we are lifetime supporters of this program, my child will soon graduate this coming year 2020. I am excited and nervous for what lies ahead.

My child will not become a DOE Hawaiian immersion teacher, she said... Mom, "I won't become a teacher because they don't get paid well at all" true story, I don't blame her nor do I fault her, however, it is true most teachers, in general, have another job that is the reality here in Hawaii.

My daughter will become an entrepreneur and teach others to master the Hawaiian language through art form and business structure, something the DOE does not teach to our children. it won't cost her to lose time or cost anything over \$100k as in a traditional college.

I implore you to please give them all the support that they need to help make our Hawaiian Immersion keiki thrive.

Mahalo Nui

*Kai MacDonald*

**Strategy Consultant**

at [Credit Edge Solutions](#)

Cell# (808)-419-8646

Email: [info@creditedgesolutions.com](mailto:info@creditedgesolutions.com)

*It's here in the Edge, we believe that collaboration is the foundation to developing partnerships, which is vital in our local community & significant in small business, working "for yourself but not by yourself". Our team will work with you to target short & long term goals utilizing a cutting-edge credit software system, let us introduce the most advanced financial strategies.*

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"J. Pang" <j.ni.pang@gmail.com>  
12/04/2019 08:33 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Kula Kaiapuni

Aloha,

I would like to share my support for my son's school, Pa'ia Elementary. He is currently participating in the Hawaiian Immersion program, and it could not be a better place for our family.

We are relatively new to the island and we feel fortunate to have the public access available for language and cultural immersion. It is extremely important, and the knowledge my son is receiving is priceless. We are well supported by a school with limited resources, and the kumus are above and beyond with exceeding knowledge.

This program is excellent and anything that could enrich and better support it would be greatly appreciated by the many families that are served.

With Kind Regards,  
Jeannie Pang

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**Jawni Visionaire**  
<jawni\_visionaire@yahoo.com>  
12/04/2019 08:33 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony -Board Action on extra  
compensation for classroom teachers  
in special education, hard-to-staff  
geographical locations, and Hawaiian  
language immersion progr

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Attention:

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section  
Teacher Recruitment/Retention/Employment

Aloha. I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

My name is Jawni Garrison, I am a 1:1 adult instructional support for a fully self-contained special education classroom teacher. I witness this teacher work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as this teacher works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students

need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified special education teachers, we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100. Thank you for this opportunity to testify.

Mahalo,

Jawni Garrison

Paraprofessional

Bayada Behavioral Health

[Sent from Yahoo Mail for iPhone](#)

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jkodama <jkodama@roosevelths.k12.hi.us>

12/04/2019 08:33 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

Julie-Ann Kodama, Special Education educational assistant  
Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

[Wednesday, December 4, 2019](#)

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section  
Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

My name is Julie-Ann Kodama and I am a 1:1 adult instructional support for a fully self-contained special education classroom teacher. I witness this teacher work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as this teacher works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified special education teachers, we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100. Thank you for this opportunity to testify.

Sent from my T-Mobile 4G LTE Device

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Nicole Wood <nicoleye9@hotmail.com>

12/04/2019 08:33 AM

To "testimony\_BOE@notes.k12.hi.us"  
<testimony\_BOE@notes.k12.hi.us>  
cc  
Subject Support Pay Raise - Hawaiian  
Immersion Schools

Aloha,

My son attends Kula Kaiapuni at Princess Nahienaena where they are currently in need of more Hawaiian Immersion teachers. I am in full support of a pay raise for these teachers and the school in order to compensate the current staff and also motivate new teachers to apply.

Mahalo Nui Loa,

Nicole Wood

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Jeri Miyasato <jeri.miyasato@k12.hi.us>

12/04/2019 08:34 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Fwd: Testimony

---

Jeri Miyasato, Special Education Educational Assistant  
Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section  
Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

My name is Jeri Miyasato and I am a 1:1 adult instructional support for a fully self-contained special education classroom teacher. I witness this teacher work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as this teacher works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to

recruit and retain qualified special education teachers, we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100. Thank you for this opportunity to testify.

Sincerely,  
Jeri Miyasato

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Tatiana Chauvet-Martin  
<tchauvetmartin@roosevelths.k12.hi.us>

12/04/2019 08:35 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony - Board Action on extra  
compensation for classroom teachers  
in special education

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Tatiana Chauvet-Martin, World Languages - French Teacher  
Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section  
Teacher Recruitment/Retention/Employment

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My name is Tatiana Chauvet-Martin and I am a teacher at Roosevelt High School. I witness our special education teachers work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as teachers work to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

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Tatiana Chauvet-Martin  
French Teacher  
N102 - (808) 307 0596  
Roosevelt High School

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Nalani Dudoit <mauihulawahine@gmail.com>

12/04/2019 08:39 AM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>  
cc  
Subject Pay raise Hawaii

Aloha mai,

I am Sharise Nalani Dudoit from Lahaina, Maui. I am a certified substitute teacher. I work a lot in the Hawaiian Immersion program in Lahaina. I am working towards my masters in education. I know first hand the problems with shortage of Hawaiian Immersion teachers. My hometown of Lahaina is very attractive to visitors and it is very beautiful which makes it so very expensive to live. We have a problem filling our Hawaiian Immersion teacher spots because it is tough to find a place to live and survive being a teacher on this side of Maui.

A pay increase for the teacher shortage on this side of the island would help dramatically to fill the need here. As a substitute teacher I know first hand how much of our work doesn't end when the work day is done. Teachers especially Hawaiian Immersion teachers are always planning their lessons even at home. They are also in need of making up new lesson plans because the resources are so new.

Please consider giving our teachers a pay raise.

Mahalo Nui,

Nalani Dudoit

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Jacob Eslick <jacob.eslick@gmail.com>

12/04/2019 08:39 AM

To testimony\_boe@notes.k12.hi.us

cc

Subject Testimony -Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs

---

Jacob Eslick, Registered Behavior Technician  
Hawaii Behavioral Health

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy,  
Section Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

My name is Jacob Eslick and I am a 1:1 adult instructional support for a fully self-contained special education classroom teacher. I witness this teacher work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as this teacher works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

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we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100. Thank you for this opportunity to testify.

Signed,  
Jacob Eslick, RBT

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**Mycal Fuiava** <mycalsefo\_05@yahoo.com>

12/04/2019 08:42 AM

Please respond to  
"mycalsefo\_05@yahoo.com"  
<mycalsefo\_05@yahoo.com>

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>  
cc  
Subject Fw: Fwd: Testimony -Board Action on  
extra compensation for c

---

Sent from Yahoo Mail on Android

----- Forwarded Message -----

**From:** "Mycal Fuiava" <mycalsefo\_05@yahoo.com>

**To:** "mycalsefo\_05@yahoo.com" <mycalsefo\_05@yahoo.com>

**Cc:**

**Sent:** Wed, Dec 4, 2019 at 8:36 AM

**Subject:** Re: Fwd: Testimony -Board Action on extra compensation for c

Mycal Sefo, Special Education Skills Trainer/ParaPro  
Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education, Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs  
Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy,  
Section Teacher Recruitment/Retention/Employment

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My name is Mycal Sefo and I am a 1:1 adult instructional support for a fully self-contained special education classroom teacher. I witness this teacher work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as this teacher works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

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--

Derek Govin  
Special Education Teacher  
Hawaii Hope Street Group Member

[Twitter](#)

808.307.0500 ext. 0558

[derek.govin@hsgfellow.org](mailto:derek.govin@hsgfellow.org)

[dgovin@roosevelths.k12.hi.us](mailto:dgovin@roosevelths.k12.hi.us)

*[Hope Street Group](#) strives to ensure every American has access to economic opportunity*

Learn more about our [Hawaii State Teacher Fellows](#)

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Check out our blog - [Hawaii Teacher Voice](#)

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Clayton Nishimoto  
<cnishimoto@roosevelths.k12.hi.us>  
12/04/2019 08:44 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Board Action on Extra Compensation  
For Classroom Teachers in Special  
Education, Hard-To-Staff  
Geographical Locations, and Hawaiian  
Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section  
Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist residents of communities experiencing high teacher turnover to become teachers.

My name is Clayton Nishimoto and I am a teacher at Roosevelt High School. I witness our special education teachers work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as teachers work to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

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Clayton Nishimoto, Special Education Teacher Hawaii Department of Education

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Elaine Guillermo <efguiller@gmail.com>

12/04/2019 08:46 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

Elaine Guillermo, Special Education Educational Assistant  
Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section  
Teacher Recruitment/Retention/Employment

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My name is Elaine Guillermo and I am a 1:1 adult instructional support for a fully self-contained special education classroom teacher. I witness this teacher work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as this teacher works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

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Lily Maluina <maluina78@gmail.com>

12/04/2019 08:50 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject

\*Lily Maluina \*, Special Education \*PPT\*  
Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy,  
Section Teacher Recruitment/Retention/Employment

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My name is Lily Maluina and I am a 1:1 adult instructional support for a fully self-contained special education classroom teacher. I witness this teacher work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as this teacher works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

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Leilei Ishikawa <leilei@ahapunanaleo.org>

12/04/2019 08:50 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

Aloha kākou,

I support the proposal to offer pay raises for our kumu Kaiapuni. My keiki attends Kula Kaiapuni o Nāhi'ena'ena in Lahaina.

Our kumu work so hard! They develop curriculum, Our Kaiapuni kumu are required to have additional education in 'ōlelo Hawai'i (Hawaiian language) & 'ike Hawai'i (Hawaiian culture) in order to teach. They also have to establish much of their own curriculum and work with very limited off-the shelf resources. They often have less staffing support as compared to other classrooms! They often are leaned upon to help teach and lead others when it comes to matters of Hawaiian culture & language in the school.

Our Kumu kaiapuni are the corner stone to our community and our family and are at the forefront of the revitalization of the Hawaiian language and culture and building a strong foundation and identity in our keiki.

me ka mahalo,  
Leilei Ishikawa  
Kumu Alaka'i  
Pūnana Leo o Lahaina

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Luana Moreno <moreno.luanaa@gmail.com>

12/04/2019 08:52 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

Luana Moreno, Special Education Paraprofessional

Board Action on Extra Compensation For Classroom Teachers in Special Education, Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs  
Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

My name is Luana Moreno I am a 1:1 adult instructional support for a fully self-contained special education classroom teacher. I witness this teacher work in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as this teacher works to implement individualized and specialized programs for every student in the classroom. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

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Ileana Haunani Ruelas  
<ileanahaunani@gmail.com>  
12/04/2019 08:53 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support Teacher Pay Differentials

I support the pay differentials outlined in this article - scheduled for your vote tomorrow.  
<https://www.hawaiipublicradio.org/post/governor-doe-seek-pay-increases-keep-teachers-special-ed-hawaiian-language#stream/0>

I come from a longtime Waianae ohana - and formerly worked to support Grow Your Own teacher training, recruitment, and retention strategies at INPEACE.  
malama, Ile

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Elyssa Shimada <elyssa.shimada@gmail.com>

12/04/2019 08:54 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject testimony for differential pay for teachers in high shortage areas

Elyssa Tsolis  
10 Mikiola Street  
Makawao, HI 96768  
(808)276-2796

Written testimony for differential pay for teachers in high shortage areas

Aloha. My name is Elyssa Tsolis and I am writing in support of differential pay for high shortage teaching areas such as Kaiapuni. Our Kumu in Kaiapuni and to those interested in choosing to become a Kaiapuni Kumu deserve to be compensated for all they do.

As an 'ohana we chose to send our keiki to Kaiapuni. Our keiki deserves to learn the language and culture of Hawai'i. It is what's right. We live in Hawai'i, no other place exists like it in the world. It is our kuleana to learn and protect its culture and language.

How do we make sure that happens? By giving our Kumu compensation for their knowledge. Kaiapuni Kumu has to not only be 'traditional american education' educated, they also have to keep to the DOE curriculum in 'olelo Hawai'i.

Please consider compensation for Kaiapuni Kumu and those in the shortage areas of DOE. There is so much more they do for all haumana. In order to perpetuate and protect our Hawaiian culture, we must start with education. Education is not free, our Kumu NEED to be compensated!!

Mahalo for your time.

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aloha <haklvb@gmail.com>

12/04/2019 08:54 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject SUPPORT FOR DIFFERENTIAL PAY FOR HAWAIIAN IMMERSION & SPED

Aloha, & to whom it may regard

My name is Hi'ilei Aiwohi-kolt I am 23 years old and am from Maui. I am emailing you today my testimony in support of the proposal from the DOE to offer differential pay for high shortage areas in teaching like Kaiapuni.

I attended Punanaleo o Maui as well as Hawaiian immersion at Pā'ia school, I later attended Seabury Hall which is where I graduated from in 2014.

Although I did not stay in the Hawaiian immersion program, I can say with confidence that going through the Kaiapuni program is by far the single most important experience I have had thus far in shaping the person that I am today. The teachers and staff do far more than show up to do lessons, but really raise a Hawaiian community, giving back to the identity and culture of our people.

Even as a young girl in grade school I was still able to comprehend that the Hawaiian immersion program was underfunded, causing such an important job as a teacher to be much harder than it needed to be. Besides Kaiapuni Kumu being required to have additional education in Hawaiian language and culture in order to teach, lots of the time they must create their own curriculum from very limited off the shelf resources. Despite the many shortages of resources and funds they already start off on, the increasing number of children and families wanting to be apart of Hawaiian immersion deserve the best quality of educating, both sides, the teachers as well as students deserve much owed compensation for their time and work.

Only good can come from investing in education, and so I ask very humbly as a Hawaiian who benefited from the Kaiapuni program, who without it would have struggled to learn who she was, to please support this proposal for the future generations. This will not only impact the quality of the education they would receive but also help them as people to know their identity and where they come from, giving them a stronger bond to help work towards a Hawai'i we all want to see flourish.

Me ke aloha,  
Hi'ilei

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Sandra McGuinness <sandramau@aol.com>

12/04/2019 08:54 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Pay Differential for Kaiapuni teachers

Aloha,

I am in full support of providing a pay differential to Hawaiian language immersion teachers. These teachers are highly qualified and in addition to receiving prerequisite courses to obtain their teaching credentials and college degrees, they also have to be fluent in the Hawaiian language.

These teachers do not have the benefit of having resources available to them in the Hawaiian language and have to translate and create new materials to use in their classroom settings.

We sometimes don't think about all of the messages that we receive and convey during the day, and they are numerous. The Hawaiian language immersion setting is utilizing the language in all communication and learning experiences possible.

These teachers work really hard. I know because I volunteer in the classroom at Ke Kula Kaiapuni `o Waiiau. Please provide this differential to them.

Mahalo,

Sandra McGuinness  
P. O. Box 608  
Makawao, Maui, HI 96768  
808.264.7895  
sandramau@aol.com

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Lily Maluina <maluina78@gmail.com>

12/04/2019 08:55 AM

To testimony\_boe@notes.k12.hi.us

cc

Subject Testimony -Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion program

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\*Lily Maluina \*, Special Education \*PPT\*

Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education, Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

My name is Lily Maluina and I am a 1:1 adult instructional support for a fully self-contained special education classroom teacher. I witness this teacher work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as this teacher works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified special education teachers, we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100. Thank you for this opportunity to testify.

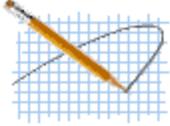
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Season Emmsley  
<seasonemmsley@yahoo.com>  
12/04/2019 08:55 AM

To testimony\_BOE@notes.k12.hi.us  
cc Daniel Baldauf  
<danielbaldauf@yahoo.com>  
Subject Support Pay Increase for Hawaiian  
Language Immersion Teachers

Aloha,

I am writing in support of the pay increase and incentive to recruit and retain teachers in Hawaiian language immersion.

I have three children that attend Ke Kula Kaiapuni o Pū'ōhala. We travel from Kailua to Kaneohe daily for our children to learn exclusively in Hawaiian Language. Over the years I have witnessed that it is extremely hard to find Hawaiian Immersion Teachers and support within my children's classes and school. This extra compensation is well DESERVED! Our Kaiapuni Kumu are required to have additional education in Hawaiian language and Hawaiian culture in order to teach our children. They also spend countless hours

preparing their own curriculum and school work with limited to no resources, all with little to no additional classroom support or aides for assistance. In addition to supporting our current Kaiapuni Teachers this extra support will help college students and others to choose a career as a Kaiapuni teacher and encourage them to stay.

`Ōlelo Hawai'i, our Kumu Kaiapuni, and our children deserve this!

Mahalo,  
Daniel and Season Baldauf  
720 Kanaha St  
Kailua, HI 96734  
Ph (808) 864-0009  
Email: seasonemmsley@yahoo.com

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Mila Boucheva <[mboucheva@kamaile.org](mailto:mboucheva@kamaile.org)>

12/04/2019 08:55 AM

To [testimony\\_BOE@notes.k12.hi.us](mailto:testimony_BOE@notes.k12.hi.us)  
cc  
Subject Testimony

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Aloha,

Thank you so much for taking the time to read and consider my thoughts and ideas. I am writing in order to show support for higher wages for teachers in Hard To Staff areas around the mokus.

I am the ELL Department Coordinator and teacher at Kamaile Academy Public Charter School in Wai'anae. This is my 6th year teaching, and all of my 6 years have been spent here at this school. I chose this school for a reason. Being a Seattle native, I had the choice to go back home after graduating from UH Manoa. However, I felt that after everything I've learned about Hawaii, its history, and its people that it was my duty to stay here and give back to those who need it the most. As I began thinking about which schools to apply to, the ones on the Leeward Coast stood out foremost. I chose Kamaile because it was located across the Wai'anae Boat Harbor as well as a few blocks down from the Wai'anae Shelter. I wanted to be here to serve the students who needed it the most. I knew I would be faced with challenges in the classroom, but that didn't deter me.

Indeed, the challenges I faced were many. I worked with students who have experienced trauma from getting evicted and would share stories of their new life in the Boat Harbor. I worked with students whose families have drowned in the waves of poverty and succumbed to drugs. I have worked with students who have experienced many forms of other trauma that comes from living in a community with these demographics.

What I didn't realize prior to starting my work here, is that many of the challenges I would face would be out of the classroom. In the 6 years I have been here, my school has changed leadership twice and the structure of leadership twice. We have seen numerous vice principals, business managers, teachers and support staff come and go. Those who do not work at a school may not realize how much the success of our schools depends on consistency that we simply do not have. Our teachers leave because the challenges here are too great; traumatized kids, disorganized, always changing leaderships, burdens of demands lie heavy with us. Yet, at the end of the day, instead of reflecting on our instruction, taking time to give back to the community, or simply destressing many have to go home and worry how they are going to put food on the table for their families. I am lucky - I have a husband, and with both of our incomes combined we are able to keep our heads above the water to provide for our three kids. Yet every day I worry, "What if something happens?" I ask myself. What if I didn't have him anymore? How would I still be able to provide for my kids, keep a roof over their head and still do the job I love in the community that I love?

Our kids in Wai'anae need consistent teachers in their lives. Constantly hiring 20 year olds

from the mainland who room together because that's all they can afford is not sustainable. Having more than one entire check go to rent alone is not sustainable. We need more, and this community needs its state leaders to do more. We need teachers, and we need qualified teachers to give back and raise this community up.

Mahalo,  
**Mila Boucheva**  
ELL Department Coordinator  
Kamaile Academy  
87-180 Ala Akau St  
Wai'anae, HI 96792  
808-697-7110 (ext. 302)

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Jonathon Medeiros  
<jonathon.medeiros@k12.hi.us>  
12/04/2019 08:55 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

Jonathon Medeiros, Teacher, Kauai High School

Special Meeting

Agenda Item IV - Extra Compensation

I support this resolution, with comments. My comment is that ALL teacher in HIDOE need their pay increased, significantly and immediately. Focusing on these small populations of teachers is a nice headline but will not dramatically positively impact the lives of most students in Hawaii nor will it address the teacher shortage problem. We ALL need pay increases.

Mahalo for your time.

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Uilani Tevaga <uimama4@gmail.com>

12/04/2019 08:56 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support for Kaiapuni Kumu

Aloha, My name is Janice U'ilani Tevaga, and I am a parent of 4 Kaiapuni Keiki in Lahaina Maui. Our keiki have come through the Punana Leo and now Kaiapuni program and I have seen first hand how hard it is to find kumu, keep kumu and have equitable resources for our keiki .here needs to be more funding so that our parents and children never have to wonder IF they will have a teacher next year.

Mahalo, Janice U'ilani Tevaga

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Myra Jones <myraj1208@gmail.com>

12/04/2019 08:57 AM

To testimony\_boe@notes.k12.hi.us

cc

Subject Testimony -Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs

Myra Jones, Special Education, 89 Day Hire  
Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy,  
Section Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

My name is Myra Jones and I am a 1:1 adult instructional support for a fully self-contained special education classroom teacher. I witness this teacher work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as this teacher works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified special education teachers, we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100. Thank you for this opportunity to testify.

Signed, Myra Jones \*\*\*\*\* \*\*

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Kaori-Lei Hanohano <kaori@hawaii.edu>

12/04/2019 08:57 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Testimony For Compensation for our  
Kumu Kaiapuni

To whom it may concern,

I'm writing in support of extra compensation. This will help individuals who choose a career as a Kaiapuni (Hawaiian Immersion) teacher and also help to compensate for our current kumu (teachers) & help them to continue teaching in the papahana kaiapuni or Immersion program from leaving to private schools or tourist industries. Our kumu deserve the extra pay! Our Kaiapuni kumu are required to have additional education in 'ōlelo Hawai'i (Hawaiian language) & 'ike Hawai'i (Hawaiian culture) in order to teach. They also have to establish much of their own curriculum and work with very limited off-the shelf resources. They often have less staffing support as compared to other classrooms! They often are leaned upon to help teach and lead others when it comes to matters of Hawaiian culture & language in the school. It is also already mandated in BOE policy through the Papahana Kaiapuni that our kumu should be given extra compensation. Aside from all of this 'ōlelo Hawai'i is the language of kēia 'āina! We have seen our Kaiapuni grow in numbers at our school and it is booming everywhere. 'Ōlelo Hawai'i, our kumu Kaiapuni & our students deserve this support!! Mahalo

Na'u no,

Kaori-Lei Ka'imipono Hanohano

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Makala Paakaula <mpaakaula@pueo.k12.hi.us>

12/04/2019 08:58 AM

To testimony\_boe@notes.k12.hi.us

cc

Subject Special Meeting, Dec. 5 (Thursday) @ 9:30

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- Makala Paakaula, Principal of Pū'ōhala School/Ke Kula Kaiapuni 'o Pū'ōhala
- Special Meeting, Dec. 5, 9:30 am
- Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs
- I am in support of this action. As a current Po'okumu (Principal), my kaiapuni kumu (Hawaiian language immersion teachers) work extremely hard. They need to work twice or three times as hard to plan their instruction for a variety of reasons such as a lack of easily accessible and complete curriculum and Hawaiian language reading, video, listening, and computer program types of resources and materials. This means kumu often need to take more time to create these resources. In their planning for instruction, they need to make sure to address both content and language to ensure growth in vocabulary and language skills which include simple and complex grammatical structures and conversational skills. It is already difficult being a teacher, but to then to add to that the lack of available resources and the layer of teaching another language the "burden" for instruction becomes that much heavier. Given this, it is often very difficult to retain kumu at my school and kaiapuni schools across the State from leaving for more lucrative paying jobs at private institutions or switching to an English medium teaching position where the resources are plentiful. On top of that, a SPED kumu in kaiapuni is then burdened with learning IDEA laws, writing IEPs, PWNs, holding multiple meetings throughout the year, and planning for instruction in another language for a variety of grade levels and abilities. As a former kumu kaiapuni, I know exactly how difficult being a kumu kaiapuni is. I believed back then and I still believe now that while it is a work of love, it is hard work, and they work harder than the average teacher and deserve to be compensated. These kumu are also layered with another level of teaching certification

and talent to be able to be fluent speakers of Hawaiian and learners/teachers of Hawaiian culture that most classroom teachers do not have. Again, I am in full support of this differential pay for Hawaiian immersion teachers and SPED teachers (this is another position that is hard to fill and retain whether in English or in Kaiapuni).

--

Makala Pa`akaula, Po`okumu/Principal  
Pū`ōhala Elementary School  
45-233 Kulauli St.

Kāne`ohe, Hawai`i 96744  
(808) 305-5900, Fax (808) 233-5663

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Annie Rabara <olinsmama@gmail.com>

12/04/2019 08:59 AM

To Testimony\_boe@notes.k12.hi.us  
cc  
Subject I Support

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I support immersion & sped teachers in differential pay

Annie RABARA  
Kona

Sent from my iPhone

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Amber Zuniga <margieamber@gmail.com>

12/04/2019 08:59 AM

To testimony\_boe@notes.k12.hi.us

cc

Subject Testimony -Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs

Marjorie Amber Teocson, Hawaii Behavioral Health Skills Trainer  
Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education, Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

My name is Marjorie Amber Teocson and I am a 1:1 adult instructional support for a fully self-contained special education classroom teacher. I witness this teacher work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as this teacher works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified special education teachers, we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100. Thank you for this opportunity to testify.

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To: Papa Ho'ona'auao (BOE)

From: Pōhai Kūkea Shultz, PhD  
College of Education, UHM  
Kaiapuni Assessment of Educational Outcomes (KĀ'EO)

Re: Board Action Item IV.A. on Extra Compensation For Classroom Teachers in Special Education, Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Aloha mai kākou,

I would like to extend my full support to the proposal to provide shortage differentials to qualified and licensed teachers to fill vacancies in the areas of Special Education, Hard-to-Staff Geographical locations, and for Hawaiian Language Immersion Programs. While there are currently 18 HODOE Hawaiian language immersion programs in the state, I would also like to advocate for the inclusion of qualifying classroom teachers from the additional 6 Hawaiian language immersion public charter schools.

I am a faculty member at the College of Education at the University of Hawai'i at Mānoa. During my 14+ years at the university, I have worked with preservice and inservice Kaiapuni teachers and in my current role, I am the Principal Investigator for the Kaiapuni Assessment of Educational Outcomes (KĀ'EO), the state's assessment for state and federal accountability for the Hawaiian Language Immersion program.

My current work has lead me to work with inservice Hawaiian immersion teachers quite frequently and they are the backbone of this project and an integral part of building and maintaining the assessment. They carry the kuleana of not just educating our children in the Hawaiian language, but also being active participants in the revitalization of our language. Carrying this kuleana while also working in schools that are impacted by the high number of vacancies in our Hawaiian immersion schools across the state is unacceptable. This pay differential is one way for the state to mahalo and retain the hardworking Hawaiian immersion teachers we have and provide incentives for more to join the movement. I can think of a no-more deserving group of teachers to provide this shortage differential to than Kaiapuni teachers.

Mahalo nui!



Amber Tenn <atennk09@gmail.com>

12/04/2019 09:04 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Kaiapuni support

Aloha,

I am totally in support of the request for the differential pay for our Kumu. They do so much with little resources and short staff. I believe this will be incentive to keep our awesome Kumu and hopefully bring in more Kumu to support our classrooms for our keiki!!

Mahalo,  
Amber Tenn

Sent from my iPhone

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"mrdelacruzrhs@yahoo.com"  
<mrdelacruzrhs@yahoo.com>  
12/04/2019 09:05 AM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>  
cc  
Subject Testimony

---

Aloha,

My name is Reginald Dela Cruz and I am a Special Education teacher for Roosevelt High School. I am in full support of the pay increase proposal for the special education teachers of Hawaii.

I am a husband, father of two respectful boys, a home owner, and a coach for the a couple community youth basketball teams. I come from very humble beginnings, and I am proud to say I am the first of my entire family to have graduated from college. Hawaii is my home, and I would do all that I can to continue to live here in paradise. As you know the cost of living is skyrocketing, and to make ends meet I needed to pick up two graveyard shifts at one of the Outrigger properties as a bellmen. Although I love my co-workers there and value the opportunity, I would much rather stay at home with my family to spend quality time with them. Right now with the two shifts at the hotel, I am scrambling to find pockets of time to put my head on a pillow to get some rest. I have been doing this for 4 or 5 months now, and it has taken its toll on my mood, health, and ability to be a present father to my sons on the weekends, and a productive husband for my wife.

I entered the field of teaching 22 years ago, fully aware that I would not become a millionaire, but to need to obtain a second job to support my family was not in the plans. My wife, who has her career, is a huge contributor to the household income. Even with our two incomes combined, I needed to get a second job to survive. This picture doesn't seem right.

Our passion as teachers will forever be for our students, and for decades upon decades this passion was used against us with sayings like, "do it for the kids," or "where are your priorities?" Today we have the chance to finally make things a bit more fair. Our years and years of passion for teaching can finally be rewarded with better compensation. To be honest, I don't even think a \$10,000 bump is enough, but it is a step in the right direction and I do commend Cory Rosenlee and his team, along with Governor Ige and his team as well. Please continue the efforts to make Hawaii's education top priority- Let's really "DO IT FO DA KIDS!"

Mahalo Nui Loa,  
Reginald Dela Cruz  
Roosevelt High School

Special Education Teacher  
(808) 381-7601

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Allan Lau <allan.lau@k12.hi.us>

12/04/2019 09:06 AM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>  
cc  
Subject Testimony - December 5th Meeting

Aloha! My name is Allan Lau. I am currently an arts resource teacher at Ka'imiloa Elementary School. I have held positions there as a general education teacher and as a curriculum coach, but was initially hired by Principal Hatada as an emergency hire for a special education position via the ARLISE program. I have a M.Ed. In Elementary Education from Chaminade University and am dual-licensed in general and special education.

I support the proposed measure to increase the compensation for hard-to-staff teaching positions within the Hawaii Department of Education. I firmly believe in the power of our educators to shape our keiki through both public and private institutions and hope that this measure will attract the quantities needed, but more importantly, the quality of teachers that our children need and deserve. Our educators are tasked with teaching both the academic and non-academic life skills that our students need to be effective 21st century citizens.

As a special education teacher, that task is magnified by the individual needs of my identified students. In our inclusion classroom setting, I was able to see that need extend to all our students. While this measure is a tremendous step in compensating hard-to-staff positions I hope that this will also continue the discussion for compensating all teachers for the amazingly rewarding yet extremely difficult tasks that we face daily.

Mahalo for your time and consideration!

Sincerely,

Allan J.N. Lau

Resource Teacher, Ka'imiloa Elementary School

--

Allan Lau

Ka'imiloa Elementary School

Resource Teacher - Arts

"Laughter is timeless, imagination has no age, and dreams are forever." - Walt Disney

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Daniel McLaughlin  
<dmclaughlin@roosevelths.k12.hi.us>  
12/04/2019 09:08 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject BOE testimony

Daniel McLaughlin Special Education Teacher  
Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section  
Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

My name is Daniel McLaughlin and I am a teacher at Roosevelt High School. I witness our special education teachers work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as teachers works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified special education teachers, we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100. Thank you for this opportunity to testify.

--Daniel McLaughlin

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Nikki Kepoo <nkepoo@hawaiiirg.com>

12/04/2019 09:10 AM

To "testimony\_boe@notes.k12.hi.us" <testimony\_boe@notes.k12.hi.us>  
cc  
Subject Support BOE Special Meeting Agenda "Action Item"

Aloha,

This email is to respond to the “Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian Language immersion programs”.

I am a mother of 2 that represent 2 of those areas. My daughter, 10, attends Kamakau Charter. My son, 7, attends the Hawaii School for the Deaf and Blind. I have ALWAYS viewed are educators and any support staff that are in the realm of education as my children’s key provider. They are a version of a “doctor” in my opinion. They ensure the proper building of my child’s mind which is part of their overall health.

Medical professions are Education professions are some of the most critical part of our community and therefore DESERVE appropriate compensation for the LONG hours, tiresome duties, and sometime unrewarding experiences. This action should be an easy response to this Board. I believe you all understand the importance of this and how passionate we all are to see this through.

Please see the need to provide continued and immediate additional compensation for these professionals who go over and beyond for my babies.. and everyone elses.

Mahalo,

*Nikki Kepo`o*

Cell: 808-392-4792 | Email: [nkepoo@hawaiiirg.com](mailto:nkepoo@hawaiiirg.com)

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Yangchen Dema <sacredtara@gmail.com>

12/04/2019 09:12 AM

To testimony\_boe@notes.k12.hi.us

cc

Subject Testimony -Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs

---

Yangchen Dema, Registered Behavior Technician  
Hawaii Behavioral Health

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy,  
Section Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

My name is Yangchen Dema and I am a 1:1 adult instructional support for a fully self-contained special education classroom teacher. I witness this teacher work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as this teacher works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified special education teachers,

we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100. Thank you for this opportunity to testify.

Signed,  
Yangchen Dema

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Aloha Kakou,

My name is Janessa Keahi, and I am a makua (parent) of Punana Leo o Maui. I am writing on behalf of Kaiapuni.

I encourage the BOE/DOE to offer differential pay for Kaiapuni Kumu. We are already in a shortage of Kumu for Hawaiian schools, we cannot afford to lose Kumu. Through the schools, we were able to regain our language and regain our identity. Knowledge of place and the history of this place is the backbone of the knowledge that should be taught to our children through Hawaiian practices.

Across the islands, many Native Hawaiians have embraced the challenge to keep the culture alive. We have enrolled our children in schools where Hawaiian is the primary spoken language. We have signed up for classes so we can learn, too, and speak with our children. And we are bringing it back to the home.

One of the most significant and unique aspects that strengthened connections between those involved in the program was that they share a common purpose of building the Kaiapuni program and fighting to revitalize the Hawaiian language and culture. Families pulled together to face the challenge of ensuring the survival of the program, the Hawaiian language, and the cultural practices. These families stood by the program and supported it regardless of criticisms & shortage of pay/staff. The commitment that these families made to perpetuate the language and the culture via the Kaiapuni program bound us together under a common goal!

I hereby stand by Kaiapuni program & staff and encourage the pay differential for our Kumu who strive to keep Hawaiian language alive!

Mahalo Nui Loa,

Janessa Keahi



Kula Ho'ona'auao  
1776 University Avenue - Everly Hall 221 - Honolulu, Hawai'i 96822

*We envision an educational system in Lāhui Hawai'i based on the tenets of aloha 'āina, mālama, 'ike Hawai'i, and pono that liberates and empowers Native Hawaiians to execute our genealogical kuleana to 'āina, lāhui, and keiki.*

4 Kekemapa 2019

To: Papa Ho'ona'auao

From: 'Āinahou, Native Hawaiian Faculty Council

Re: Board Action Item on Extra Compensation For Classroom Teachers in Special Education, Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

'Auhea 'oukou e nā hoa kāko'o i ka ho'ona'auao Hawai'i,

While I testify formally on behalf of 'Āinahou, the Native Hawaiian Faculty Council at the College of Education at the University of Hawai'i at Mānoa which is a collective of five different departments in the COE (Curriculum Studies, Educational Foundations, Educational Administration, Institute for Teacher Education, Center on Disability Studies.) I also hold the kuleana of being a current teacher educator for Hawaiian Immersion, a parent, and former teacher in kula kaiapuni. An important part of our kuleana at UHM is to increase opportunities that strengthen, sustain and support Native Hawaiian education (language, history, and culture) I see this action of pay increase for Hawaiian Immersion, Special Education, and Hard-To-Staff Locations, as critical in supporting this goal.

As you know, teacher shortage has been an ongoing problem in Hawai'i (and across the nation). "When salaries are adjusted for the cost of living, Hawai'i has the lowest-paid teachers in the nation." Challenging working conditions, low teacher salary compensation, increasing accountability measures, little support and respect, and leaving Hawai'i altogether, have negatively impacted the state's capacity to retain qualified teachers. Hawaiian language immersion schools (Kula Kaiapuni, KK), have all of the aforementioned challenges but also the intersectionality of preparing and retaining qualified teachers that can engage "common-core" learning through the medium of Hawaiian language, in addition to these schools needing more Special Education teachers and being located in hard-to-staff locations.

Last year, I studied the retention of Hawaiian Immersion teachers within the HIDOEE, looking specifically at teachers that have been working in Kaiapuni for longer than 5 years. Of the eight

teachers, all of them cited kuleana as their primary reason for continuing to teach in immersion, all of them cited teacher pay as a major concern during their tenure, often seeking additional employment to supplement their income. It is important to note that only one of these teachers was able to purchase a home, (working three jobs with no dependents). The others live in multigenerational households to be able to afford to keep being a teacher. “He ‘oihana hou ka‘u, hana au ma nā wā ho‘omaha, noho me nā kanaka he nui ma ka hale i hiki ke ka‘analike i ka ho‘olimalima ‘ana i ka hale. (*“I have another job, I work every intercession, and I live with many people in my home that can split the cost of rent”*).

So in addition to my strong support of the \$8000 in additional compensation, I would also like to strongly support argument 4 outlined in Dr. Kishimoto’s letter in support of the recommendation which explores housing to retain teachers in teaching, either through increased access to teacher housing sites and/or housing stipends commensurate to the cost of living in Hawai‘i.

In closing, I am very supportive of increased teacher pay for Hawaiian Immersion, Special Education, and Hard-To-Staff Locations, and ask that this pay include teacher at all public education sites including charter schools. No ka lāhui.

Ke aloha nō,



Dr. Eōmailani Kukahiko  
On behalf of Nā Hoa ‘Āinahou



"Perry.fishing808@yahoo.com"  
<Perry.fishing808@yahoo.com>

12/04/2019 09:13 AM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>  
cc  
Subject Support pay rate for Hawaiian  
immersion kumu's.

To whom may concern,

We support the Hawaiian immersion school, my kids have learn so much! The kumus are always helping kids achieve their potential. My kids are happy and looking forward for the next school day, yes..we are involved in our kids activities in school and at home. Yes we support our Kumus pay raise for all the time and hard work they provide to our kids. Yes their pay rate should be raise.

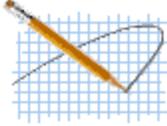
Sincerely,

Teora.

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Noelani Okawara <noelani.okawara@k12.hi.us>

12/04/2019 09:15 AM

To testimony\_boe@notes.k12.hi.us

cc

Subject Testimony -Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs

---

Noelani Okawara, Counselor  
Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section  
Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

My name is Noelani Okawara and I am a counselor at Roosevelt High School. I witness our special education teachers work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as teachers work to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified special education teachers, we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100. Thank you for this opportunity to testify.

--

Noelani Okawara, MSCP

12th Grade Counselor  
Roosevelt High School  
[noelani.okawara@k12.hi.us](mailto:noelani.okawara@k12.hi.us)  
808-307-0481

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*New Century Public Charter School*

December 5, 2019

Board of Education, Special Meeting  
Thursday, December 5, 2019  
9:30am

Aloha mai e Board of Education members,

We are submitting testimony **in support** of Action Item A: Board action on extra compensation for teachers in special education and Hawaiian language immersion programs.

Kawaikini New Century Public Charter school currently provides Hawaiian culture, language and educational opportunities for 167 students, Kindergarten through 12th grade. Our mission is: Grounded in hawaiian language, Kawaikini will create a production community of bi-lingual and bi-literate citizens in a supportive K-12 learning environment where indigenous cultural knowledge is valued, applied and perpetuated.

Our staff currently consists of one full time special education teacher, and 9 Hawaiian immersion teachers. Recruitment and retention of teachers each year is an ongoing challenge and is vital towards accomplishing our mission.

We, Kawaikini NCPCS, support the proposal to the BOE to provide annual shortage differential of \$8,000 per each qualified and licensed Hawaiian language classroom teachers. We request that teachers from our Hawaiian language immersion public charters school be included, and that funds be allocated from non-per pupil funds.

Mahalo for your consideration,

Jessell Tanaka  
Po'o Kula, Executive Director  
Kawaikini NCPCS

Welina me ke aloha e nā lālā hanohano o ka Papa Ho'ona'auao:

Ke kāko'o piha nei mākou, ka 'ohana Iwane, he 'ohana kaiapuni, i ko 'oukou ho'onui 'ana i ka uku no nā kumu kaiapuni, nā kumu kīnānā, a me nā kumu e hana ana ma nā wahi i helu 'ia ma ka papa inoa kālana ma ka pāku'ina VII o ka memo a ka Luna Ho'ona'auao Hawai'i, e la'a 'o Hāna, Kea'au, Lāna'i, Moloka'i, Ka'ū, Nānākuli, Pāhoa, a me Wai'anae. Ko'iko'i loa ka 'oihana kumu, eia na'e 'a'ole i 'ike 'ia ke kāko'o no ia 'oihana e ke Aupuni a hiki i kēia hana nui a maika'i. Mahalo ko 'oukou ho'oholo 'ana no ka pono o nā keiki, nā kumu, a me ko kākou kaiāulu.

na mākou me ka 'oia'io,  
na Marcus, 'Ānela, Nāpe'ahi, a me Kaulukoa Iwane  
Honouliuli, 'Ewa, O'ahu



Danielle Dixon <danielle.dixon@k12.hi.us>

12/04/2019 09:17 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Submission of Public Testimony:  
Special Education Teachers

Aloha,

I have been a special education teacher for 15 years - 5 in the state of Hawaii and this year I have the privilege to mentor new special education teachers through the new pilot program. From my position as a mentor it is even clearer that nobody in the DOE works harder than special education teachers. With one teacher - not even halfway through the year - we have worked over 2,000 minutes together. Those minutes are spent doing all the things new teachers do - lesson planning, preparing for EES, establishing routines and procedures. However the bulk of my time - three times longer than on any other activity is spend on IEP document support. We spend time after school until 5pm. We spent Thanksgiving weekend preparing for IEP's. We emailed on Black Friday about establishing behavior plans. The work or special education teachers is endless - and the stakes so high that the work is often thankless. I have seen the stress of the job eat away at teachers - two have visited the emergency room for stress related illnesses. I encounter tearful teachers exasperated because they are spread so thin. The toll this job takes on all SPED teachers - particularly new ones is unacceptable. The responsibilities are monumental. Thankfully the impact of exceptional special education teachers can transform the trajectory of young lives. If we aren't able to compensate SPED teachers and find measures to reduce their workload we will never provide the best services our neurodiverse learners.

Mahalo for your consideration,  
Danielle Dixon

--

Danielle Dixon  
Full Release Special Education Mentor  
[danielle.dixon@k12.hi.us](mailto:danielle.dixon@k12.hi.us)  
Cell/Text: 510.407.7236 Office: 808.982.4252  
East Hawai'i Complex  
16-588 Kea'au-Pahoa Road, Hale F  
Kea'au, HI 96749

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Kilinoe Kimura <kilinoe00@gmail.com>

12/04/2019 09:18 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Testimony in Support Hawaiian  
Immersion & SPED Teachers

Aloha,

Mahalo for taking the time to read this testimony in support of the Hawaiian language and teachers in special education getting a higher pay grade. To be frank, they do the difficult task of teaching Hawai'i's youth. Regardless of the numbers of how many students to each school they fill the roll of being educators for the next generation of citizens who will make up all of our important positions which involve decision making. Thus, those teachers who give their all to give our children are direct beneficiaries of the passing of this bill. Why should we deny Hawai'i's youth of receiving a better education?! Teachers should be earning a pay which supports their curriculum and lesson plans in order to meet all their academic goals for their students. Please put some thought into this and do what is best for our future.

Mahalo,  
Kilinoe K.

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Noel Shaw <noelkshaw@gmail.com>

12/04/2019 09:18 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject SUPPORT differentiated pay for SPED & Hawaiian Immersion Teachers

Aloha,

**Please SUPPORT differentiated pay for SPED & Hawaiian Immersion Teachers!**

Mahalo,

--

*Noel Kaleikalaunuoka'oia'i'o Shaw*

San Diego, CA

619-261-5894

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Celina Lucas-Rojas  
<maugirlstylee@gmail.com>  
12/04/2019 09:18 AM

To "testimony\_BOE@notes.k12.hi.us"  
<testimony\_BOE@notes.k12.hi.us>  
cc  
Subject Give Kumu what they deserve!

Please offer a pay raise to Kaiapuni Kumu. I believe it would be better for everyone. It would encourage and motivate Kumu and inspire more students to become Kumu.

Me Ke Aloha,  
Celina Bailey  
Kaiapuni Parent

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Alana Kaopuiki <akaopuiki@gmail.com>

12/04/2019 09:19 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject "Testimony" for Agenda Item- Board Action on Extra Compensation For Classroom Teachers in Special Education, Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

**Special Meeting - Board of Education  
Agenda Item- Board Action on Extra Compensation For Classroom Teachers in Special Education, Hard-To-Staff Geographical Locations , and Hawaiian Language Immersion Programs**

**In Regards To- Pursuant to the Department of Education 's School Code, Certificated Personnel Policies and Regulations (5000 Series), Regulation #5204 Compensation, Administrative Regulations, Special Compensation Section, item F. Extra Compensation for Personnel Performing Special Duties , number 8.**

Aloha,

My name is Alana Ka'öpūiki-Pellegrino and I am a parent of a child who attends Kula Kaiapuni at Pā'ia Elementary, and I am a non-immersion classroom teacher. I support the DOE's request to provide an annual shortage differential of \$8,000 per each qualified teacher. I have seen firsthand the extra time and work a Hawaiian language immersion classroom teacher must do in comparison to a general English classroom teacher. Part of their added responsibilities is to create and/or translate curriculum and books to use in their classroom due to not having many resources in 'Ōlelo Hawai'i. Due to that work alone, they deserve extra pay for the extra amount of time spent on their work. Not to mention, the impact they are creating for our population of Native Hawaiians and others who are interested in the Hawaiian language by seeing an increase in enrollment each year. The education system that these teachers provide cannot be found anywhere else in the world. This knowledge is unique to Hawai'i and we should encourage these teachers and new interested teachers to continue this important work by providing them with a pay increase.

I also support the special education teacher request as they do many of the things mentioned above.

Mahalo nui loa,  
Alana Ka'öpūiki-Pellegrino  
Parent and Resource Teacher

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protection.

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Kalae Chong <kalae14@aol.com>

12/04/2019 09:19 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject

I support the pay raise for Hawaiian immersion and sped teachers in difficult to staff schools in Hawaii!  
-Kalae Chong

Sent from AOL Mobile Mail

Get the new AOL app: [mail.mobile.aol.com](http://mail.mobile.aol.com)

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Gavin Seumalo <gavinseumalo@gmail.com>

12/04/2019 09:20 AM

To testimony\_boe@notes.k12.hi.us

cc

Subject Testimony -Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs

---

\*Gavin Seumalo, Special Education \*BAYADA PP  
Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy,  
Section Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

My name is Gavin Seumalo and I am a 1:1 adult instructional support for a fully self-contained special education classroom teacher. I witness this teacher work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as this teacher works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified special education teachers, we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100. Thank you for this opportunity to testify.

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Damaris Santos-Palmer  
<damarispalmer@gmail.com>

12/04/2019 09:20 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Hawaiian Immersion

My two daughters are both Kaiapuni haumana in Hau'ula. I am a graduate of an elementary school in Chicago that was a bilingual school and feel it is a privilege to have my children in Kaiapuni. Hawaiian immersion teachers go above and beyond. As PTA president of the Hawaiian Immersion side of Hau'ula I work closely with the kumu. They do everything from developing their own curriculum, to making their own classroom print out. In the 5 years my keiki have been in the program I have seen teachers getting burnt out. A pay increase would help retain teachers in the program.

--

Damaris Santos-Palmer

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## BOE Leka Kako'o

Dear BOE,

My name is Kimo Kahae, i'm in the 11th grade, i'm in the Kula Kaiapuni 'o Lahainaluna. This Hawaiian immersion program is important to me because this is aht our kupuna left behind for us. They want us to pass on and teach the Hawaiian Language to the next generation. This is also important to my 'Ohana because they want to be learning the language just like how i am. It's important to the community because the community supports this immersion program and they also have kids enrolled in the program. The Kula Kaiapuni Kumu should get a pay raise because the Hawaiian immersion program is growing bigger every year so the Kumu need to get more supplies to support the Keiki so they can have the best understanding of what they are learning.



Kiane Kanaha <kkanaha@hawaii.edu>

12/04/2019 09:23 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject TESTIMONY

Aloha e kakou,

Being a special education teacher has been one of my greatest joys! However, not being able to financially live here in Hawaii much longer I will be forced to move elsewhere. Not only financially struggling but in the classroom I too am struggling financially to receive the proper tools and supplies for my students. At one point the teachers would have to give up their chairs to enable all students to have a seat. Up to three students must have to share a single desk. Having this increase would greatly support not only the teachers but the next generation of students.

Thank you for listening.

Kiane Kanaha

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Kalikolehua Goo <kumukaliko@kawaiikini.com>

12/04/2019 09:24 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Testimony to support pay raises for Hawaiian immersion, SPED, and hard to staff schools

Aloha,

I would like to support pay raises for awaiian immersion, SPED, and hard to staff school teachers. I am a daughter of a SPED teacher, who is still working despite the fact that she could retire. As my father passed she pays for a mortgage and all other bills on her own and her salary barely lets her get by. Growing up, my mother often went out of her way visiting families at their home to sign papers or working way into the evening to accommodate working families. Teachers go above and beyond and deserve the proper pay.

Currently I am a 4th grade teacher at a Hawaiian immersion school. I have taught at the same school for 10 years, and prior to that I taught at other Hawaiian focused charter schools. I spend a lot of time outside my normal working hours creating curriculum as there is not much curriculum that exists for students in today’s technologically advancing world. I have spent my own money on resources and professional development to better myself as an educator because our school does not have money to provide these opportunities to us. I am currently seeking my masters degree in education. I had to wait 10 years to do so because I could not afford to pay tuition until now when I was able to move pay classes.

In my opinion we have a teacher shortage because teachers can’t afford to live here on the salary provided. With my current salary I will never be able to afford a home. No one becomes a teacher for the pay. We become teachers because we care about the future and sustainability of Hawai’i. We seek to make the biggest impact possible in the youth of tomorrow by not only providing them instruction, but by making long lasting relationships with them.

Please consider providing pay raises for teachers, especially those who work in Hawaiian immersion, SPED, and hard to staff schools.

Mahalo,

--

Kalikolehua G

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Desihre M <desihre.jm@gmail.com>

12/04/2019 09:26 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject SUPPORT differentiated pay &  
Hawaiian Immersion Teachers

Aloha,

Please SUPPORT differentiated pay & SPED & Hawaiian Immersion Teachers!

Thank you,

Desihre Manuel

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**Macy Mitravich**  
<macy-alexandra.mitravich@k12.hi.us>

12/04/2019 09:27 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony -Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs

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Macy Mitravich, Special Education Behavioral Health Specialist  
Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section  
Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

My name is Macy Mitravich and I am a teacher at Roosevelt High School. I witness our special education teachers work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as teachers works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified special education teachers, we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100. Thank you for this opportunity to testify.

**Macy Mitravich, LSW**

Behavioral Health Specialist  
SBBH Honolulu District  
(808) 307-0463  
[macy-alexandra.mitravich@k12.hi.us](mailto:macy-alexandra.mitravich@k12.hi.us)

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Eri Ane <erilynnane@gmail.com>

12/04/2019 09:28 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject SUPPORT PAY RAISE for HAWAIIAN IMMERSION SPED & "HARD TO STAFF" SCHOOLS

To whom it may concern,

My name is Eri Lynn Piliialoha Masina Ane, mother of twin boys, and in support for our Kumu's and all educators for a pay raise. They are in desperate need of funding and pay. They're the forefront in educating our keiki. Please try to find a way to allocate some funding towards their pay raise and educational, with cultural based curriculums for our keiki.

Mahalo,  
Eri

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Carlos Martinez <3brothers2121@gmail.com>

12/04/2019 09:30 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

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Carlos M Martinez, Special Education  
Paraprofessional  
Hawaii Department of Education

Board Action on Extra Compensation For  
Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and  
Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment,  
Employment, Retention and Termination Policy,  
Section Teacher  
Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

My name is Carlos M Martinez and I am a 1:1 adult instructional support for a fully self-contained special education classroom teacher. I witness this teacher work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as this teacher works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is

an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified special education teachers, we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100. Thank you for this opportunity to testify.

EMAIL: [testimony\\_boe@notes.k12.hi.us](mailto:testimony_boe@notes.k12.hi.us)  
(include "Testimony" in the subject line)

[Show quoted text](#)

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Sarah Milianta-laffin  
<sarah.milianta-laffin@k12.hi.us>  
12/04/2019 09:30 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Support Policy 5100

My name is Sarah Milianta-Laffin and I'm a 7th Grade STEM Lab Teacher at Ilima Intermediate School in Ewa Beach. I fully support paying our SPED teachers more because kids deserve excellent teachers. Please support Policy 5100!

Mahalo,  
Sarah Milianta-Laffin

--

*"We are all connected; to each other, biologically. To the earth, chemically. To the rest of the universe atomically. We are not figuratively, but literally stardust." ~ Neil DeGrasse Tyson*

Follow our STEM Lab adventures on Twitter & Instagram [@STEMwithMili](#) Support our class on [DonorsChoose.org](#)

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Matthew May <mmay@roosevelths.k12.hi.us>

12/04/2019 09:31 AM

To testimony\_boe@notes.k12.hi.us

cc

Subject Testimony -Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs

---

Matthew May, Social Studies Teacher  
Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section  
Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist resident of communities experiencing high teacher turnover to become teachers.

My name is Matthew May and I am a teacher at Roosevelt High School. I witness our special education teachers work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as teachers works to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified special education teachers, we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100.

Supporting the retention of our local teachers, as they are leaders in our community is of great importance, as well as the support to build and retain Hawaiian Language immersion teachers in our state for the preservation of our culture, is of great importance to us as Hawaii.

Thank you for this opportunity to testify.

--

**Matthew May**  
**Social Studies Teacher**  
**Masters of Education in Teaching Candidate**

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'Ilikea Kam <ikam@ehunui.k12.hi.us>  
12/04/2019 09:32 AM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>  
cc  
Subject Differential Immersion teacher pay

Aloha,

My name is 'Ilikea Kam. I am a parent of two children who attend a Hawaiian language Immersion school. I am also a teacher by profession and am currently an administrator at a Hawaiian immersion school.

As an administrator of an immersion program I can testify on how much of a struggle it is to keep a school 100% staffed with fluent Hawaiian language speakers. It is extremely difficult. We have had to "grow our own teachers" by hiring former students and graduates etc. There is also a growing need for teachers since there has been an increased interest in learning the Hawaiian language and culture from the recent mauna movement. I fully support the incentive of additional pay for immersion teachers. Please seriously consider this.

Mahalo for your time,  
'Ilikea Kam

--

**'Ilikea Kam  
Hope Po'okumu (Vice Principal)  
Ke Kula 'o 'Ehunuikaimalino**

"Like" our Facebook page "Ke Kula 'o 'Ehunuikaimalino"  
(<https://www.facebook.com/ehunuikaimalino/>). You can also follow us on Twitter  
(<https://twitter.com/ehunuikaimalino>) and Instagram (<https://www.instagram.com/ehunuikaimalino/>).

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Mark Heu <mheu@roosevelths.k12.hi.us>

12/04/2019 09:32 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony -Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs

Mark Heu, Special Education \*Department Chair and Transition Coordinator, Hawaii Department of Education  
Board Action on Extra Compensation For Classroom Teachers in Special Education, Hard-To-Staff Geographic  
Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section Teacher Recruit  
I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers whi  
retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas  
areas, and (4) establishes a continuing community outreach program to encourage and assist resident of comm  
turnover to become teachers.

My name is Mark Heu and I am a teacher at Roosevelt High School. I tirelessly in maintaining a positive work en  
students. Having 2 jobs has really burdened my professional and personal life. I constantly work pass 3:00 pm t  
prepared for the next day. This does not include countless hours on the weekends too. I also feel our "experienc  
our new job is to help the "new" teacher learn what we do as Special Education Teachers. If we help a "Substitu  
caseload and next year they are gone.

I love our students, but find it very difficult to provide them with a positive learning environment, while taking car  
Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qu  
who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who de  
are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified sp  
providing students with disabilities the services they need to lead successful lives and be contributing members  
to pass Policy #5100. Thank you for this opportunity to testify.

Yours truly,  
Mark A. Heu

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Kukini Suwa <lolopie1@yahoo.com>

12/04/2019 09:33 AM

To "Testimony\_BOE@notes.k12.hi.us"  
<Testimony\_BOE@notes.k12.hi.us>  
cc  
Subject Testimony

Ke aloha e ka BOE, Greetings Board of Education,

My name is Kukini Suwa and I'm writing this testimony with hope to encourage you to support the pay raises for our DOE educators, especially those who are currently in "hard to fill" positions. This includes, the Hawaiian Immersion Teachers. Hawaiian Immersion teachers spend countless hours preparing for class, just like other DOE educators. However, Hawaiian Immersion educators are constantly creating new curriculum for the always changing types of assessments. For a Hawaiian Immersion educator, this means constantly translating new curriculum. I cannot begin to explain the amount of time, energy and resources that it takes to create and translate new curriculum. These educators are not only implementing lesson plans, but also developing and translating these new lesson plans and curriculum. Please support these educators who are constantly working to create a better Hawai'i, and constantly creating engaging, inspiring curriculum in Olelo Hawaii for our youth. They deserve no less.

O ke aloha no,  
Kukini Suwa

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Brandy-Alia Serikaku <b.alia@me.com>

12/04/2019 09:39 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Support Pay Raise of Immersion and  
SPED Kumu

Aloha kakahiaka,

I am in full support of the pay raise for Hawaiian immersion and SPED kumu, teachers! As a parent of three in Hawaiian immersion, the impact each kumu has had on our lives has been immeasurable as a Hawaiian.

Mahalo for your consideration.

Me ke aloha,  
Brandy-Alia Serikaku

Sent from my iPhone

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Kaimana Brummel  
<kaimana.brummel@gmail.com>

12/04/2019 09:45 AM

To testimony.boe@notes.k12.hi.us  
cc  
Subject Support pay differential for Hawaiiian  
immersion teachers

---

Aloha kākou e ka Papa Ho'ona'auao (BOE),

I am a former student of Kula Kaiapuni o Maui, one of the first 20 Hawaiian immersion students to attend Pā'ia Elementary in the late 1980s. My father led lobbying efforts at the State Legislature to fund our bus program when the DOE refused to provide safe and equitable transportation for Hawaiian immersion students. My mom, a non-Hawaiian from California, spend many weekends cutting and pasting Hawaiian translations on to English language books for my classroom. My teachers were the pioneers of Hawaiian language education who had the courage, creativity, and patience to grow Hawaiian in the DOE--an educational system originally founded to educate children in the Hawaiian language.

I am now a parent of two students at Kula Kaiapuni o Maui a Pā'ia and a board member of Nā Leo Kāko'o O Maui, a 501(c)(3) support group for the students and families of the Hawaiian Immersion Program at Pā'ia Elementary School, Kalama Intermediate School, and Kekaulike High School on the island of Maui. It is amazing to see how far we've come in 30 years, but the truth is there is still a lot of work to be done.

We have seen our Kaiapuni program grow rapidly over the years. Just this year, we had 57 students enter into Papa Mala'ao (Kindergarten) including my daughter. In 2018 we had 70 students enter. In 2017 we had 60 enter. This year, Kalama Intermediate School had 56 students enter into the 6th grade class. We have a total of 469 students in our 3 Kaiapuni Schools. More and more families on Maui desire to give their keiki the opportunity to get a Hawaiian education that is rooted in the deep history, knowledge, and perspectives of place that develops and enriches their identity through the Hawaiian language medium. We see the value that this education brings to our keiki and what it will do to support their future in being active and participating citizens in this society.

The program is growing island wide. The Lāhaina complex will be graduating its first class this year. The Hāna complex is also expanding with opening their 3rd grade class this year as well.

The demand from families and students who want Hawaiian immersion education is growing and will continue to grow. However, we need kumu! And we need to support our kumu! With the amount of work our kumu put into their practice, they should not be struggling financially to survive in the place that they are perpetuating.

Our kumu are dedicated to this program they commit countless extra hours to translate lessons and create lessons that encompass a Hawaiian perspective that supports and enriches the identity of each student as a keiki of this 'āina. They bring their own lifelong experiences of being grounded in Hawaiian perspectives to add to their teaching and approach to their

students. Our secondary kumu teach as many as 6 different classes as compared to teachers in the English medium program who teach 2 or 3.

All of our kumu lack a sufficient amount of resources. They need to research resources or translate provided resources to support their lessons, which can take many extra hours in preparation. To be a kaiapuni kumu takes dedication. I absolutely support kumu receiving \$8k differential pay.

And, while financial compensation is absolutely necessary, please do not let it stop there. There should also be more support provided as well, such as more kumu positions to provide more time to develop their curriculum and practice. Resources should not be based on the student weighted formula. Our kaiapuni students need more equity so that the program can better support the student needs, by providing a sufficient amount of resources.

Mahalo nui for your consideration and efforts to support the success of our keiki's education.

Me ka ha'aha'a,

Kaimana Brummel

Pu'ukū Hope, Nā Leo Kāko'o o Maui

Māmā to Lehuamakanoē, papa malaa'o (kindergarten) and Ka'iwi hokua, papa 3 (3rd grade)

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# Ke Kula 'o Samuel M. Kamakau

## Laboratory Public Charter School

46-500 Kūneki St. Kāne'ōhe, Hawai'i 96744 \*Kelepona: 808.235.9175 \*Kelepa'i: 808.235.9173  
E mālama 'ia ana ka mauhi ola o kākou mai kēlā hanauna a i kēia hanauna.

4 Kēkēmapa 2019

**P. Kameha'ililani Waiau**, Hope Kahu/Principal at Ke Kula 'o Samuel M Kamakau, LPCS

Meeting: General Business Meeting (full Board): Thursday, December 5, 2019, @ 9:30 a.m.

Agenda item: IV. Action Items

- A. [Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs](#)

### KĀKO'O PIHA/FULL SUPPORT

Welina mai e nā hoa e ho'okele ana i ka papahana ho'ona'auao, aloha kākou.

Eia mai au 'o P. Kameha'ililani Waiau he hoa na'auao, he koa 'ōlelo Hawai'i a he kākō'o piha i ia mea o ke a'o me ke aloha. Ke kūkala aku nei au i ko'u KAKO'O PIHA o kēia mana'o i mua o 'oukou, e 'uku keu nō ho'i i nā kumu e 'auamo ana i nā kuleana keu hou aku 'o ka hana pū me nā keiki kīnānā, ke koho e hana a e a'o ma nā kaiaulu mamao a kua'āina loan o ho'i, a me nā hoa kumu o ka papahana ho'ola 'ōlelo 'ōiwi o ka 'āina nei, nā kumu kula kaiapuni nō ho'i.

Eia hou, he paipai kēia e ho'ōia a e ho'omana'o e helu 'ia nā kumu o nā kula ho'āmana kekahi 'oiai hiki nō ke helu 'ia kēlā mau mea 'ekolu (kīnānā, honua kula kua'āina, a me kaiapuni) ma kā mākou mau kula kekahi.

'Ike nō au, inā kākō'o 'ia nā kumu a me nā limahana me kēia 'ano kālā hou aku, he mea kēlā e hō'ike aku ai kākou i ko kākakou mahalo palena 'ole i kā lākou hana nui palena 'ole no ke aloha o ke a'o i nā keiki o Hawai'i. E mahalo aku kākou a e 'alu like kākou e kū a 'umia ka hanu e ho'ākea i ka umauma, e hanu lipo me ka po'e kumu ma o ke kākō'o aku i kēia noi.

*Salutations and warm aloha to each of you dear members of the BOE.*

*My name is P. Kameha'ililani Waiau, I am a Native Hawaiian educator, a language warrior, and an advocate for education with aloha! I am sharing testimony today to **show my FULL SUPPORT of this request to approve differential pay for our teachers.** The three categories of teachers listed in this request all work hard and work smart to be present, mindful, impactful, and innovative with their teachings for the benefit and growth of their students, their schools and our communities at large. Being a teacher in these designated categories; Special Ed, Rural Communities, and Hawaiian Language Immersion, takes a special type of personality, gumption, and "can do" attitude. I am in full support of helping to soften the hard reality of teacher shortage, difficult working conditions, and general "putting our money where our mouth is." **Let's seek ways to recruit, retain, refresh, and re-energize these kumu for they are the wisdom keepers of aloha and knowledge. This pay differential is a great first step towards sharing our gratitude and support of these educators across our state.***

*I encourage this board to all ensure and advocate for the same access and rights to a well deserved teacher pay differential **be afforded to teachers at our Hawai'i State Public Charter Schools as well.** Our charters also have teachers who are in those three categories listed above. Your decision in favor of supporting our teachers is welcomed and greatly overdue. Please vote yes for teacher differentials. ALL teachers who serve, lead, and nurture our SpEd, Rural (hard to staff), & Kaiapuni communities (both in the DOE and our Charters) are deserving of this kōkua and recognition.*

*Na 'u me ke kākō'o piha, mau a mau!*

*Na P. Kameha'ililani Waiau  
Hope Kahu, Principal  
Ke Kula 'o Samuel M Kamakau, LPCS*



Kahele Asing <Kahele\_Asing@anuenue.org>

12/04/2019 09:50 AM

To testimony\_BOE@notes.k12.hi.us

cc

Subject Ho'onui kālā no mākou kumu kaiapuni  
(Kinānā no ho'i kekahi)

Aloha mai kākou,

This letter is in support of Differential Pay for Hawaiian Immersion and Special Education teachers. My name is Warner Kahele Asing and I am a certified Hawaiian Language speaking Special education teacher at Kula Kaiapuni 'o Anuenue. I am going on my 18th year at this school 17 of which was in the special education department as a teacher. I was certified and got my teaching license in 2005 and have only taught at this school for my entire career.

Teachers at this school have multiple added kuleana or responsibilities on top of the responsibilities of English speaking schools. Because there isn't a set curriculum in Hawaiian afforded to us, teachers often need to create their own curriculum and translate things into the Hawaiian language. That takes a skill that not anyone can do except for those who are proficient enough in the Hawaiian language. Along with that, teachers also need to connect this curriculum to the Common Core standards.

In the special education field I can count on 2 hands how many certified special education teachers there are in the DOE that are also Hawaiian Language proficient. So our position is probably the hardest to fill Statewide.

Special education in Hawaiian immersion is a whole different ball game. Some assessments are not fit for our students such as GRADE or the former SDRT reading assessments needed to write a PLEP in the IEP and to create goals and objectives for the student in reading. What our school has recently done, is created a standardized Hawaiian Reading assessment that we give to all students in grades K-12. This assessment assess Word accuracy, Reading comprehension, reading fluency and reading rate. Whereas in the past we had to create English goals and objectives for Hawaiian immersion students (Obviously tests results didnt align with their curriculum) now we have valid assessment results we can use to more effectively address students needs in reading as opposed to creating reading goals and objectives in a language they don't use until 5th grade.

These tough and daunting tasks we face as a teaching community here at Kula Kaiapuni 'o Anuenue is one of the major reasons for my support of this pay differential.

I mahalo you for taking the time to read this and I also Mahalo those who actually are starting to take time to look at the uniqueness of our precious Hawaiian Immersion program statewide. The program continues to get bigger and bigger every year. Graduates from our schools are starting to make a huge difference in the Hawaiian community as well as other communities.

OLA KA 'ŌLELO HAWAI'I!

Mahalo nui,  
Warner Kahele Asing  
Kumu Kīnānā Papa M - 3  
Kula Kaiapuni ‘o Ānuehue

This e-mail is being sent by a student or employee of Kula Kaiapuni ‘O  
Ānuehue.\*\*\*\*\*  
\*\*\*\*\*

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Eva Thiim <ethiim36@yahoo.com>

12/04/2019 09:50 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support

I want to express my 100% support on this bill to get hire pay for the SPED teachers, Immersion teachers and teachers in difficult schools/areas.

My son is Autistic and the SPED teachers have to be really special individuals who love what they do because let me tell you it is no easy task and requires a great deal of patience and education to support the education of this special children.

I hope you vote in favor of this bill because honestly \$8000 more is not nearly as much as they deserve it's the very least we can do.

Eva Thiim  
808-218-3742  
Ethiim36@yahoo.com

Sent from my iPhone

\*\*\*\*\*  
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**Bethany Mariconda**  
<bmariconda@roosevelths.k12.hi.us>

12/04/2019 09:52 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony -Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs

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Hawaii Department of Education

Board Action on Extra Compensation For Classroom Teachers in Special Education,  
Hard-To-Staff Geographical Locations, and Hawaiian Language Immersion Programs

Wednesday, December 4, 2019

Support for Policy #5100 Recruitment, Employment, Retention and Termination Policy, Section  
Teacher Recruitment/Retention/Employment

I strongly support Policy #5100, which would support a strategic plan to recruit and retain qualified teachers which (1) identifies recruitment and retention goals; (2) implements strategies to achieve these goals, (3) identifies specific teaching shortage areas and geographically hard to fill areas, and (4) establishes a continuing community outreach program to encourage and assist residents of communities experiencing high teacher turnover to become teachers.

My name is Bethany Mariconda and I am a teacher at Roosevelt High School. I witness our special education teachers work tirelessly in maintaining a safe environment when students have difficulty in regulating emotions and display inappropriate behaviors. I watch as teachers work to implement individualized and specialized programs for every student in the classroom. This job is not easy. Teachers work to lay the intellectual, emotional, physical, and social foundations for students with disabilities. This is an important job and is vital to creating lifelong learners who are creative, risk-takers, and problem solvers. I witness the teacher's distress in attempting to prioritize student engagement and the paperwork required for special education teachers.

Ultimately, students with disabilities, regardless of the extent of their disability, deserve to be taught by highly-qualified special education teachers who are paid a fair, living wage. Students need to be taught by teachers who are paid a living wage and who desire to stay, not by new hires who are constantly leaving through a revolving door. In expanding the strategic plan to recruit and retain qualified special education teachers, we are providing students with disabilities the services they need to lead successful lives and be contributing members to the community. I urge the board to pass Policy #5100. Thank you for this opportunity to testify.

Thank you for your time,

Bethany Mariconda

English 9, 9H

Roosevelt High School  
(808) 307-0514

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**Jenna Horner**  
<jenna.horner@nerdpower.energy>  
12/04/2019 09:59 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject SUPPORT Differentiated Pay for  
SPED & Hawaiian Immersion  
Teachers!

Aloha,  
Please SUPPORT Differentiated Pay for SPED & Hawaiian Immersion Teachers!  
Mahalo,  
--

**Jenna Horner**  
Marketing NERD

\*\*\*\*\*  
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Skye F <the\_grrr\_girl@yahoo.com>

12/04/2019 10:03 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject SUPPORT differentiated pay for SPED  
and Hawaiian Emersion Teachers

---

Aloha,

Please support differentiated pay for SPED and Hawaiian Emersion Teachers.

Mahalo,  
- Skye Wong  
Honolulu, HI

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Lexi Chang <kupalekanaka@gmail.com>

12/04/2019 10:05 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Agree

---

I agree with adding the pay differential. As a parent I've noticed such a lack of support to our children's teachers. Lack of finance. Lack of funds for staffing teachers. Lack of resources for our next generation. This would be such a blessing to Kaiapuni o Puohala.

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Vaokakala Fale <vaokakaraaa@gmail.com>

12/04/2019 10:12 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject SUPPORT differentiated pay for SPED & Hawaiian

Aloha,  
Please SUPPORT differentiated pay for SPED and Hawaiian Immersion Teachers!

Mahalo  
Vaokakala Fale  
Kahuku, Hawaii

\*\*\*\*\*  
\*\*

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Paahana Kincaid  
<paahana.kincaid@kupuhawaii.org>  
12/04/2019 10:18 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Supporting pay increase for Immersion  
& Sped teachers

Aloha!

I support Aloha Aina and Environmental Education and encourage you to support a pay increase for Immersion and Sped teachers.

Mahalo!

Paahana Kincaid

*Paahana Kincaid | Program Manager*  
677 Ala Moana Blvd, Suite 1200  
Honolulu, HI 96813  
808.735.1221 x1008 | 808.356.3265 |  
[paahana.kincaid@kupuhawaii.org](mailto:paahana.kincaid@kupuhawaii.org)  
[www.kupuhawaii.org](http://www.kupuhawaii.org)

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Leigh Barbieto <leigh.barbieto@k12.hi.us>

12/04/2019 10:19 AM

To testimony\_BOE@notes.k12.hi.us

cc

Subject I am very thankful for this opportunity to support for a pay increase to our Hawaiian Immersion Teachers, Special Education Teachers, as well as our hard to staff teacher positions. Department of Education Teachers work over and beyond for our students and families. Mahalo. Leigh Māhealani Barbieto.

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HAWAI'I MA HILO

Ka Haka 'Ula O Ke'elikōlani  
College of Hawaiian Language

<http://www.olelo.hawaii.edu/khuok/>

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Undergraduate Programs

Mulipuka  
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Kula Maui Ola  
Laboratory Schools

Kahuawaiola  
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MOKUNA  
HALE KUAMO'O  
Hawaiian Language Center

Ho'oiikaika Kumu  
Hawaiian Medium Teacher Development

Ho'omohala Ha'awina  
Lawelawe Pāpaho & Keleka'a'ike  
Curriculum Development,  
Media and Telecommunication Services

KE'ENA HO'okele KOLEKE  
Administrative Office

200 W. KĀWILI STREET  
HILO, HAWAI'I 96720-4091  
KELEPONA (Phone): (808) 932-7360  
KELEPA'I (Fax): (808) 932-7651

KE KULA 'O  
NĀWAHIŌKALANI'ŌPU'U  
Hawaiian Medium Laboratory School

16-120 'ŌPŪKAHA'IA ST, SUITE 1  
KEA'AU, HAWAI'I 96749  
KELEPONA (Phone): (808) 982-4260  
KELEPA'I (Fax): (808) 966-7821

He Mea Hai Ma Ka Papaha  
Kaulike Me Ke Pai Laemāuna

An Equal Opportunity/  
Affirmative Action Institution

Name with position/title and organization: Kahuawaiola Indigenous Teacher Education Program, Makalapua Alencastre, Keiki Kawai'ae'a, Noelani Iokepa-Guerrero and Kananinohea Māka'imoku

Meeting: Special Meeting (full Board))

Agenda item: Action Item – Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs

Position: **SUPPORT**

December 4, 2019

Aloha e ke Po'o Catherine Payne a me na lālā o ka Papa Ho'ona'auao (Chair Payne and Board of Education members)

Re: Support for extra compensation for Hawaiian language medium-immersion teachers

The Kahuawaiola Indigenous Teacher Education Program (Kahuawaiola) was established in 1997 in response to a state law creating Ka Haka 'Ula o Ke'elikōlani Hawaiian Language College at the University of Hawai'i at Hilo including a Hawaiian medium teacher preparation program. As an educator preparation unit internationally accredited by the World Indigenous Higher Education Consortium, Kahuawaiola's graduate certificate program offers three SATEP approved programs:

- 1) Kaia'ōlelo-Kaiapuni Hawai'i (Hawaiian Medium-Immersion): PK-3, K-6, 6-12, PK-12
- 2) Hawaiian Knowledge: PK-3, K-6, p-12
- 3) Elementary Education

Please note that Kahuawaiola provides all preparation (coursework and practicum experiences) through the medium of the Hawaiian language which makes the program unique from all other educator preparation units in Hawai'i. Additionally, we offer workshops, courses, and advanced degrees in Hawaiian language and pedagogy as professional development oppportunities. Since 1998, Kahuawaiola has prepared over 120 qualified, licensed teachers; they make up the bulk of the current PK-12 Hawaiian language medium-immersion workforce.

The need for kumu kaiapuni (Hawaiian language medium-immersion teachers) who are highly fluent in the Hawaiian language and culture and skilled in Hawaiian culture-based pedagogy continues to grow yearly as the DOE Papahana Kaiapuni, the Hawaiian medium public charter schools, and Pūnana Leo preschools expand their programs. As you are aware, kumu kaiapuni have been included on the critical shortage list for many years with recent reports of over 40% of kumu kaiapuni as non-licensed teachers - a



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Ho'oiikaika Kumu  
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KE KULA 'O  
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KEA'AU, HAWAI'I 96749  
KELEPONA (Phone): (808) 982-4260  
KELEPA'I (Fax): (808) 966-7821

He Mea Hai Ma Ka Papaha  
Kaulike Me Ke Pai Laemāuna

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situation of dire concern. Support for extra compensation may also improve the recruitment of new teachers to enter the education field to further address the critical shortage.

As such, additional compensation is appropriate and long overdue in recognition of the distinct expertise and added workload required of each of them. Kumu Kaiapuni have the kuleana to develop and deliver high quality instruction for their grade levels and content areas through the medium of Hawaiian language. Kumu kaiapuni compensation should be commensurate to their expertise in acknowledgement of additional workload in developing curriculum and teaching multiple content areas through the Hawaiian language.

As Kahuawaiola faculty, we are in strong support of the proposal to provide additional annual compensation for each qualified and licensed Hawaiian language medium-immersion teacher. This support is in line with further implementing Policy 105-8/2105:(6c) related to appropriate teacher compensation. In addition to the teachers in the DOE Papahana Kaiapuni, please also include the kumu kaiapuni who are employed in our six Hawaiian language medium-immersion public charter schools. The inclusion of kumu kaiapuni charter teachers requires additional funds to be allocated as current per pupil funding would not be sufficient to cover this expense. We consider this support to be a critical step forward in ongoing recruitment and retention efforts for teachers in Hawai'i's 24 Hawaiian language medium-immersion schools. To ensure parity with compensation being considered for SPED teachers, please reconsider the compensation amounts to be similar for kumu kaiapuni.

Me ka 'oia'i'o,

Dr. Makalapua Alencastre, Coordinator, Hawaiian Educational Programs  
Dr. Keiki Kawai'ae'a, College Director  
Dr. Noelani Iokepa-Guerrero  
Kananinohea Māka'imoku



Kulamanu Kawai'aea <kulaburd@gmail.com>

12/04/2019 10:39 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Special Meeting Testimony in Support  
of Differential Pay for Immersion  
Teachers

Aloha,

My name is Kulamanu Kawai'ae'a and I am a graduate of the 2204 class of Ke Kula o Nāwahīokalani'ōpu'u, a Hawaiian Immersion school in Puna, Hawai'i. At that time the program was growing in exponential numbers and there were not enough immersion teachers to fill the increasing needs of students wanting to be educated in Hawaiian. Here we are in 2019 and there is still a critical shortage of immersion teachers to meet the continuing growing needs of immersion students wishing to be educated through Hawaiian.

I support the differential pay for immersion teachers as this will send a message that the Department of Education and all of Hawaii values having properly prepared and licensed teachers in immersion and paying them an equitable salary to address the huge numbers of hours and workload these teachers carry is the pono thing to do.

Mahalo for your time,  
Kulamanu Kawai'ae'a

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Jessamy Hornor <jessamyhornor@gmail.com>

12/04/2019 10:40 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Supporting differential pay

---

I am writing to support *differential pay* (i.e. pay increase) for Hawaiian Immersion, Special Education teachers & those working at hard to staff schools.

My daughter received extra support at her public school last year and it helped turn her life around, she is now thriving in school. All of our children deserve this support when needed.

Mahalo,  
Jessamy Town Hornor  
Honolulu, Hawaii

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Jennifer Dazo <jndazo@yahoo.com>

12/04/2019 11:26 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Kaiapuni Testimony

Dear BOE,

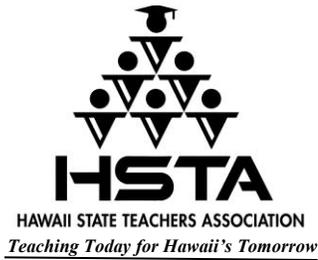
Please hear this testimony as my Ohana supports the proposal for differential pay for qualified and licensed Kaiapuni Teachers! Our teachers (including SPED and hard to staff areas) go above and beyond to support our keiki in school. Always arriving before scheduled work time to prepare, and always leaving after scheduled work time to grade, support, consult, and again prep for the next days, weeks, and months of school ahead. I also need to mention that even though they are faced with large class sizes they continue to manage each student with excellence, love, and care. Most often, many of our teachers are also working part-time jobs in addition to the day teaching job. Their dedication treats our keiki like their very own ohana and it must be recognized and supported! With more recognition and financial support, we can only expect continued and improved results with our Teachers and KEIKI. Please provide differential pay that is long overdue.

Respectfully,  
Jennifer Bishop and Ohana

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1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819  
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Corey Rosenlee  
President  
Osa Tui Jr.  
Vice President  
Logan Okita  
Secretary-Treasurer  
Wilbert Holck  
Executive Director

TESTIMONY BEFORE THE BOARD OF EDUCATION  
SPECIAL MEETING

RE: AGENDA ITEM IV. A. Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs

THURSDAY, DECEMBER 5, 2019

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Payne, and Members of the Board:

The Hawaii State Teachers Association **supports** Agenda Item IV, A, relating to extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs.

In Hawai'i, teacher turnover is high, and it continues to rise. Chronic teacher turnover, in turn, forces the department of education to rely on emergency hires and long-term substitute teachers, who are not certified teachers, to fill vacancies especially in our special education classrooms with our most vulnerable students. In the Nanakuli-Waianae Complex Area, for example, an astounding 18 out of 19 SPED teachers hired for the 2017-2018 school year did not have a special education license. This school year there are nearly 500 positions that are not filled with a licensed special education teacher, showing that this unfortunate trend has continued.

The Department of Education's ability to recruit and retain certified teachers in our Hawaiian Immersion Schools has also suffered, where this year out of 161 total positions, 107 (66%) are filled; however only 54 of the 161 (34%) are filled with qualified and licensed Hawaiian language immersion teachers.

Other hard-to-staff positions are in certain geographical areas where the teacher churn is incredibly high. Not only is it difficult for these schools to even get applicants, but they are also where most non-certified teachers are hired, leading to an inequity of certified teachers in areas with high concentrations of Native Hawaiian students, compounded by the fact that most of these areas are also low-income areas, it is not acceptable.



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Wilbert Holck  
Executive Director

Hawai'i continues to suffer from a shortage of certified teachers. According to the Department of Education's 2018 Data Book, the state saw 1,011 SATEP vacancies, up from 920 SATEP vacancies in 2016-2017, including a slight increase in SPED SATEP vacancies, from 290 in 2016-2017 to 311 in 2017-2018. As we have noted before, SPED teacher attrition has led to a situation in which one out of every six SPED teachers have not completed a state approved teacher education program (SATEP) and are either filled with emergency hires, substitutes, or worse, left vacant. Our teacher shortage problem is further clarified in the DOE's 2017-18 Employment Report, which shows that teacher voluntary resignations increased from 850 to 1,111 with only about 30% being due to retirement. Teacher attrition is worse in high-poverty areas, especially in special education, Hawaiian Immersion, and certain hard-to-staff geographical areas.

We appreciate Superintendent Christina Kishimoto's request, with the Governor's support, asking the BOE for the specific policy changes outlined in their proposal to the Board of Education to address our teacher shortage crisis by implementing shortage differentials for certified teachers in special education, Hawaiian Language Immersion programs, and hard-to-staff geographic locations.

We also support the superintendent commitment to addressing "equity and compression in teacher salaries via a forthcoming pilot project," stating that this "additional action is necessary to retain licensed, tenured teachers who are essential to closing the student achievement gap." HSTA agrees.

These are issues that HSTA has been advocating for years to change and we know this first step of creating hard-to-staff differentials in more areas, special education, Hawaiian Immersion, and more hard-to-staff geographical areas, will help with the overall plan of recruiting and retaining certified teachers, and we look forward to doing more to alleviate compression issues in teacher salary schedules as this is a deep concern and a priority for our teachers that absolutely needs to be remedied.

This will be a great first step for the thousands of public school teachers, who have spoken up, and asked for your help to end our teacher shortage crisis.

To take care of the needs of our hardworking public school teachers, and to provide our keiki with the quality education they deserve, the Hawaii State Teachers Association asks the Board of Education to support this action agenda item as a first step to help recruit and retain our teachers with the understanding that more will need to be done in the near future.



Jean Bezilla <jbezilla@hawaii.edu>

12/04/2019 11:44 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject SUPPORT differentiated pay for SPED  
& Hawaiian Immersion Teachers

I am from Hilo. I am a registered voter. I am not a teacher. I am not a parent. I have 9 nieces and nephews. I am a PhD student at UH Hilo, a full-time employee and a fortunate product of the Kula Kaiapuni system in Hilo (Keaukaha, now called Ka ‘Umeke Kā‘eo). I have friends who have suffered from the lack of SPED teachers (both English and in Immersion Schooling). I write this letter in **SUPPORT of differentiated pay for SPED & Hawaiian Immersion Teachers.**

Two of my siblings are Hawaiian Immersion Teachers. Two of my friends have taught SPED in Immersion Schools. I’ve seen them meet the standard criteria for all teachers in Hawai‘i AND struggle to ensure that their lessons, rubrics and exams are translated into Hawaiian to be able to teach in Hawaiian. They do double to work of English speaking teachers and have been doing it for over 5 years each. Two of these people had to stop teaching because they needed a second job, or higher paying job to keep up with cost of living.

Teaching is indeed a job of love, selflessness and compassion. I’m grateful to my immersion teachers (who paved the way for Hawaiian immersion nowadays - and are still working to better our Hawaiian language education) for the extra hours that they put in to ensure that I could grow up with a good quality education and through my Hawaiian language. Teachers should get paid for their skillset and service. I support differentiated pay because I believe that teaching positions, qualifications and expectations should be met with a fair pay. I believe that these teachers are with investing in. I believe that this support is long overdue. I urge every voting member to vote yes to the proposed differentiated pay for SPED and Hawaiian Immersion Teachers.

Mahalo,  
Ku‘ulei

-----  
Jean Eleanor Ku‘ulei Bezilla  
PhD Candidate  
Hawaiian & Indigenous Language and Culture Revitalization  
Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language, UH Hilo  
(c) 808-756-5930

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Nikki Carbonell <ncarb14@gmail.com>

12/04/2019 11:48 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject SUPPORT differentiated pay for SPED & Hawaiian Immersion Kumu

Aloha kakahiaka!

I am emailing in support of differentiated pay for both SPED AND Hawaiian Immersion Kumu. They are so vital for our keiki. As a mother of both SPED and Kanaka Maoli keiki, I am 100% in support of these Kumu and their needs. Let's give them acceptable compensation and provide enough income for them to survive and care for their own 'Ohana as much as they care for their haumana.

Mahalo piha,  
Nicole Carbonell  
Maui, Hawai'i

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"Wai'ala Ahn" <waiala.ahn@gmail.com>

12/04/2019 12:01 PM

To "testimony\_BOE@notes.k12.hi.us" <testimony\_BOE@notes.k12.hi.us>  
cc  
Subject SUPPORT differentiated pay for SPED & Hawaiian Immersion Teachers

Aloha,

Please SUPPORT differentiated pay for SPED & Hawaiian Immersion Teachers. These are people that shape the mind and lives of our keiki. They deserve all the assistance available to them.

Mahalo,

Wai'ala Ahn

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Shenell Caldeira <shenellie808@gmail.com>

12/04/2019 12:04 PM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>

cc

Subject Pay raise for Hawaiian Immersion

Aloha!

I'm not sure if my testimony is too late but I would like to submit my vote for Hawaiian immersion teachers to receive a pay raise. The Hawaiian language is becoming more common for a lot of families. My daughter is 8 years old and started at Ke Kula 'o 'Ehunuikaimalino this Fall. She attended a private Christian school prior to this, though it was a great school it was lacking any type of Hawaiian culture or history.

My husband and I being of Hawaiian descent felt this to be important. My daughters Kumu this year was new and transferred from Punanā Leo Hilo. The school was ecstatic to have a Kumu this year for Papa 'Elua, but what people don't realize is that the number of Hawaiian immersion Kumu's are too few to accommodate the amount of Keiki that want to attend Hawaiian immersion schools. My daughters Kumu travels from Hilo to teach at in Kealakekua! I can only hope that she is getting paid enough to not only specialize in the 'Ōlelo Hawai'i but to make that drive to and from home, that's a lot of commitment and I commend her for doing this for the Keiki. But their sacrifice shouldn't go unnoticed.

It's been told that there is a shortage of Hawaiian immersion Kumu's and we are starting to see how important these particular roles are as Hawai'i is starting to see the language and culture come back.

We are grateful to not only Hawaiian immersion teachers but all teachers and they all deserve raises!!!

Mahalo nui!

Shenell and Jimi Caldeira

--

Shenell Caldeira, RS-78197

eXp Realty, Inc.

Ph. (808) 640-5207

Email: [Shenell.caldeira@exprealty.com](mailto:Shenell.caldeira@exprealty.com)

[www.shenellcaldeira.exprealty.com](http://www.shenellcaldeira.exprealty.com)

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**MOKU O MANOKALANIPO**  
THE KAUA'I COUNCIL OF THE ASSOCIATION OF HAWAIIAN CIVIC CLUBS

Date: December 4, 2019

To: The Honorable Catherine Payne

From: Moku o Manokalanipō, The Kaua'i Council of the Association of Hawaiian Civic Clubs  
Malia Nobrega-Olivera, President  
malianob@gmail.com

Re: Board Action on Extra Compensation for Classroom Teachers in Special Education, Hard to Staff Geographical Locations, and Hawaiian Language Immersion Programs

Aloha e Chair Payne and Members of the Hawai'i Board of Education

I'm writing on behalf of Moku o Manokalanipō, The Kaua'i Council of the Association of Hawaiian Civic Clubs which represents the four (4) Hawaiian Civic Clubs based on the island of Kaua'i. Two of the objectives of our organization include the following- A) To take an active interest in the civic, economic, social, health and spiritual well-being of the respective communities and issues, particularly with reference to the people of Hawaiian ancestry, to support programs of benefit to them and the community at large; and B) To insure the preservation and perpetuation of the Hawaiian culture to include, but not limited to, the ancient historical data and genealogy, traditions of values, oli nā mele, hula, learning and use of the 'ōlelo makuahine.

We **STRONGLY SUPPORT** the Department of Education's request to provide extra compensation for classroom teachers in Special Education, Hard to Staff Geographical Locations, and Hawaiian Language Immersion Programs.

Providing extra compensation for Hawaiian Language classroom teachers is a critical first step to recruiting and retaining highly qualified teachers for our K-12 Hawaiian Language Immersion Programs.

We ask the Board of Education to also consider the inclusion of the Hawaiian Language Immersion programs that are also public charter schools as they face the exact same staffing challenges as the DOE's program sites and currently participate in Department of Education support services provided by the Office of Hawaiian Education.

Therefore, we strongly urge the Board of Education to support this measure to address the chronic teacher shortages in the areas of Hawaiian Language Immersion Program, Special Education, and Hard to Staff Geographical locations.



"Kau'i Kaina" <kau.kaina@gmail.com>

12/04/2019 12:25 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support of Differential Pay for  
Hawaiian Immersion

Aloha mai kāua,

My name is Puakahiki Kau'i Kaina, and I am a intermediate and high school teacher at Ke Kula Kaiapuni o Kahuku. I am a product of the Hawaiian Immersion School system and I am in support of a pay increase for all Kaiapuni (Hawaiian Immersion) Teachers. My mother, April Alohalani Housman was one of the very first kaiapuni teachers in the state of Hawai'i. She opened up the very first kaiapuni school on the island of O'ahu at Ke Kula Kaiapuni o Waiiau with the help of No'eau Warner. I remember all too well all of the amount of work and hours that my mother and family members put in to create lessons, translate books, and provide academia for myself and many other Hawaiian Immersion students. There were many nights that we stayed in her classroom until midnight, simply so that she could prepare her lessons for her students. And since there were no Hawaiian language resources and textbook at the time, she translated many of them and created new material for us. Growing up I realized that I DID NOT want to become a teacher, because I saw first hand the amount of work, hours, and dedication it took to make it happen.

Now that I have my own children, I have come to realize that there is still a shortage of teachers in the kaiapuni schools. I decided to become a teacher because I am invested in the education of my own children and my future posterity. But it is now over 30 years since the establishment of the first Hawaiian Immersion Schools and we (the Hawaiian Immersion teachers) are STILL doing the same thing teachers (like my mother) and families were doing long ago for lack of resources for our Hawaiian language haumāna.

I am in support of increasing the pay and having a differential pay for Kaiapuni teachers, because, we do at least twice the amount of work that regular teachers do. Not only do we need to be proficient in the content area, but we must also be proficient in translating, and created lesson plans and gathering resources for our students so that they may continue learning curriculum in their own native tongue. Hopefully one day, there will be established an organization that will be able to create textbooks for each subject area so that our kumu will be able to continue focusing on bettering their lessons for students, while also being able to take care of their own families outside of the classroom.

Mahalo nui loa!

‘o wau iho nō,

Kumu Kau'i Kaina

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"K. N. Kane" <knalanicane@gmail.com>

12/04/2019 12:26 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject

I support *differential pay* (i.e. pay increase) for Hawaiian Immersion, Special Education teachers & those working at hard to staff schools.

--

Mahalo,

Kristen Nalani Kāne (Mailheau)

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Misty Mysty <missodom@gmail.com>

12/04/2019 12:54 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject

To whom it may concern,

I am a supporting member of Hawaii's educational system and I implore and urge you to support *differential pay* (i.e. pay increase) for Hawaiian Immersion, Special Education teachers & those working hard to staff schools.

Thank you,  
Misty Odom

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harmony raye <harmonyraye13@gmail.com>

12/04/2019 01:07 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject support differential pay

Hi there- i am emailing to ask that you support *differential pay* (i.e. pay increase) for Hawaiian Immersion, Special Education teachers & those working hard to staff schools.

thank you

~harmony raye

--

'both light and shadow are the dance of Love'

~rumi

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Grace Bezilla <absolutelyneeded@gmail.com>

12/04/2019 01:09 PM

To "testimony\_BOE@notes.k12.hi.us"  
<testimony\_BOE@notes.k12.hi.us>

cc

Subject SUPPORT differentiated pay for SPED  
& Hawaiian Immersion Teachers!

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Aloha-

Please SUPPORT differentiated pay for SPED & Hawaiian Immersion Teachers!

Mahalo,

-Grace Bezilla

Hilo, Hawaii

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5 Kēkēmapa 2019

EMAIL: [testimony\\_boe@notes.k12.hi.us](mailto:testimony_boe@notes.k12.hi.us) (include "Testimony" in the subject line)

- Name with position/title and organization, if applicable: Kumu Kaipoi Kelling (5 th Grade Teacher) at Ke Kula ‘o Samuel M. Kamakau LPCS
- Meeting: General Business Meeting (full Board): Thursday, December 5, 2019, @ 9:30 a.m.
- Agenda item: **IV. Action Items**
  - A. [Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs](#)
- Position (support, oppose, or comment): **Support**

Welina mai e nā hoa makamaka e alaka’i nei i kēia wa’a ho’ona’auao,  
Warmest greetings to our esteemed navigators of this enlightened canoe,

Eia mai mākou, nā lālā o kēia wa’a ‘ōlelo makuahine, ‘o ia ho’i, nā lālā o nā kumu o Ke Kula ‘o Samuel M. Kamakau LPCS. He kula maui ola Hawai’i, he kula kaia’ōlelo, he kula ho’āmana  
We are here, the extended crew members of the mother tongue’s canoe, the kumu of Ke Kula ‘o Samuel M. Kamakau Laboratory Public Charter School. A Hawaiian Life Force charter school, a Hawaiian Immersion Language school, and a Hawaiian focused Public Charter School.

Ke noi ha’aha’a nei mākou e ka’a pū me nā kumu kaiapuni DOE, i kaulike ka uku o mākou ma ka hālau ho’okahi.

We are humbly requesting to be included with the other DOE Hawaiian Immersion teachers, so that our pay differential is equal with their’s as it is stated in BOE Policy 105-8.

Mahalo a nui no kēia hui ‘ana mai,  
Na nā kumu ‘o Ke Kula ‘o Samuel Mānaiakalani Kamakau LPCS

Kumu Kaipoi Kelling  
Papa 5-6



Kaleimomi Dolera <kaleimomi@kaumeke.net>

12/04/2019 02:17 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject TESTIMONY

SPECIAL MEETING  
Thursday, December 5, 2019

A. Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs

Aloha e ka Papa Ho‘ona‘auao (BOE),  
‘O Kaleimomi Dolera ko‘u inoa, he kumu kula kamali‘i kaiapuni au ma Ka ‘Umeke Kā‘eo, Kai Koholā. I am in support of the Hawai‘i Department of Education’s proposal to the BOE to provide an annual shortage differential \$8,000 per each qualified and licensed Hawaiian language classroom teacher and also offer comments.

Mahalo.

--

**na Kaleimomi Dolera**

Kumu Kula Kamali‘i ma Kai Koholā  
Ka ‘Umeke Kā‘eo Hawaiian Immersion Public Charter School  
Moho Laeo‘o Ho‘ona‘auao ‘Ōlelo a Mo‘omeheu ‘Ōiwi  
Ka Haka ‘Ula o Ke‘elikōlani

***"I ike ʻia nō ke kanaka no kekahi lāhui ma kāna ʻōlelo" (Ka Puuhonua o Na Hawaii, 1917)***

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Keala <djkeala@yahoo.com>  
12/04/2019 02:21 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject 12/05/19 Special BOE meeting item  
IV-a

Aloha,

Please except this email as my testimony in SUPPORT of agenda item IV-A: BOARD ACTION ON EXTRA COMPENSATION FOR CLASSROOM TEACHERS IN SPECIAL EDUCATION, HARD-TO-STAFF GEOGRAPHICAL LOCATIONS, AND HAWAIIAN LANGUAGE IMMERSION PROGRAMS.

These schools have a history of staff shortages and extra compensation will allow these schools to address this long standing issue. Please also ensure that our charter schools are specifically included in this measure as there are several HLIP and hard-to-staff locations within the charter school network.

Mahalo for the opportunity to submit testimony.

Na'u,  
Ke'ala Nichols

Ho'ouna 'ia ma ka'u iPona, e kala mai i nā kiko hewa

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215 Punahale St.  
Hilo, HI 96720

4 December 2019

The Honorable Catherine Payne, Chairperson  
Hawai'i State Board of Education  
P.O. Box 2360  
Honolulu, HI 96804

Re: Board Action on Extra Compensation for Classroom Teachers in Special Education, Hard-to-Staff Geographical Locations, and Hawaiian-Language Immersion Programs

Dear Ms. Catherine Payne:

I am a student at Ka Haka 'Ula O Ke'elikōlani at the University of Hawai'i at Hilo. I support differential pay, i.e., pay increases, for Hawaiian Immersion teachers, Special Education teachers, and for those working at hard-to-staff geographical school locations.

Thank you.

Sincerely,

Mary Mele Miller

December 4, 2019

State of Hawaii  
Board of Education  
P.O. Box 2360  
Honolulu, HI 96804

Rebecca Kapolei Kiili  
24 Kamila Street  
Kula, HI 96790

Aloha mai e Board of Education Members,

My name is Rebecca Kapolei Kiili. Please accept this testimony in support of the pay differential for Hawaiian Language Immersion Program (HLIP) teachers. I have been a Kumu Kaiapuni on the island of Maui for 16 years. Although, I initially did not seek out this educational space as an undergraduate college student at UH Hilo, it has become the educational space of my entire public school teaching career. I am also proud to be a product of public schools in Hawaii for all of my educational accomplishments from grade K through my graduate studies. I believe in the merit and promise of public education and am loyal to public schools.

I am also loyal to Ka Papahana Kaiapuni and have experienced the joys and challenges of teaching in this space. For Kumu Kaiapuni, teaching in this program is more than just a paycheck. We share the burdens of educating our students, their families and our larger community much like mainstream public educators. But, for many of us, Ka Papahana Kaiapuni is about ensuring the relevancy of our indigenous language, culture, values, and traditions in the ever changing global world. We are a small program within the larger context of the public school system doing great work and making sacrifices that others may not understand. We deserve to be compensated for all the extra time, energy, and effort we commit to strengthening and improving our teaching practices.

I am appreciative of the leadership of the BOE, the HiDOE, our state leaders and the various stakeholder groups who have worked tirelessly on having our voices be heard. I am in full support of this initiative and looking forward to hearing more about the phases to come with addressing teacher shortage on a larger scale.

Thank you for your bold leadership and for helping all of Hawaii's keiki access quality public education.

Me ke aloha,

*Rebecca Kapolei Kiili*  
Rebecca Kapolei Kiili



Kali Carvalho <kali.carvalho@k12.hi.us>

12/04/2019 02:48 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Hawaiian Immersion Pay Raise  
Support

---

PLEASE consider a pay raise for Hawaiian Immersion teachers. I have been a special educator for 20 years in the DOE. I currently work for the district as a special ed resource teacher. I am working in some Hawaiian immersion classrooms this year and am blown away at the level of preparation required by these dedicated teachers. They have to be masters of language and curriculum. They have to translate before they teach. They are teaching more than the curriculum by embedding Hawaiian values and culture into all that they do. Hawaiian immersion teachers go above and beyond regular teacher duties and I personally know the amount of time it requires to be a highly effective teacher. PLEASE SUPPORT A PAY RAISE FOR HAWAIIAN IMMERSION TEACHERS! I hope it will attract more qualified teachers to the profession and in turn inspire more students to immerse themselves in the Hawaiian culture and bring back the language that was once lost.

Mahalo Nui,

Kali Carvalho M.Ed., BCBA LBA

Autism Consulting Teacher

55-109 Kulanui St.

Laie, HI 96762

(808) 542-1051

[kali.carvalho@k12.hi.us](mailto:kali.carvalho@k12.hi.us)

**Communication \* Positivity \* Developer \* Empathy \* Consistency**

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Monica Tagalan  
<mommymonz0811@gmail.com>

12/04/2019 02:50 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject In favor of higher pay for Hawaiian  
Immersion kumu

Aloha,

I am writing to show my kāko'o for our Hawaiian Immersion teachers. They work really hard to help the keiki day in and day out with providing reading materials that need to be translated into hawaiian. They give up whatever free time they may have to be on call to the parents who may have questions that only hawaiian immersion teachers would know the answer to. We need to show more support for them and show thanks for all that they do.

Mahalo for your time,

Monica K Tagalan

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"Hiapo K. Perreira" <hiapokei@hawaii.edu>

12/04/2019 03:20 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject SUPPORT Extra Compensation

E ko ka Papa Ho'okele o ka 'Oihana Ho'ona'auao o Hawai'i nei,  
aloha 'oukou:

My name is Dr. Hiapo K. Perreira of Ka Haka 'Ula O Ke'elikōlani (UH-Hilo), writing in FULL SUPPORT of the extra compensation for classroom teachers in special education, hard-to-staff geographical locations, most of all HAWAIIAN LANGUAGE IMMERSION PROGRAMS. I am concerned, however, that Hawaiian Language Immersion teachers are being considered for a lesser amount of extra compensation, taking into account percentage of shortage of overall program. I am also very concerned that Hawaiian immersion charter school teachers are not included in this initiative at all. Hawaiian immersion charter schools carry a lot of the weight in educating our children, and should be equally compensated.

I strongly urge your consideration,

Dr. Hiapo K. Perreira, Academic Division Chair  
Ka Haka 'Ula O Ke'elikōlani (College of Hawaiian Language)  
University of Hawai'i at Hilo

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**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](mailto:spin@doh.hawaii.gov)

December 5, 2019

**Special Education  
Advisory Council**

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

Ms. Andrea Alexander  
Ms. Brendelyn Ancheta  
Ms. Virginia Beringer  
Ms. Mary Brogan  
Ms. Deborah Cheeseman  
Ms. Annette Cooper  
Mr. Mark Disher  
Dr. Kurt Humphrey  
Ms. Cathy Kahoochanohano  
Ms. Tina King  
Ms. Bernadette Lane  
Ms. Kaili Murbach  
Ms. Stacey Oshio  
Ms. Carrie Pisciotto  
Ms. Kau'i Rezentos  
Ms. Rosie Rowe  
Dr. David Royer  
Mr. James Street  
Mr. Francis Taelle  
Mr. Steven Vannatta  
Ms. Jasmine Williams  
Ms. Susan Wood

Ms. Cara Tanimura, *liaison  
to the Superintendent*  
Dr. Bob Campbell, *liaison to  
the military community*

Amanda Kaahanui, Staff  
Susan Rocco, Staff

Catherine Payne, Chairperson  
Hawaii State Board of Education  
P. O. Box 2360  
Honolulu, HI 96804

RE: VI. A. Board Action on extra compensation for classroom teachers  
in special education, hard-to-staff geographical locations, and  
Hawaiian language immersion programs

Dear Chair Payne and Members of the Committee,

The Special Education Advisory Council (SEAC) is in strong support of the Department's request for approval from the Board to provide a \$10,000 pay differential to qualified and licensed special education teachers working directly with students in the classroom. Hawaii's decades-long shortage of these critical personnel have negatively impacted the academic performance of special education students--the lowest-performing high needs subgroup--and hampered their ability to receive the least restrictive educational placement with individualized supports.

The chronic shortage of qualified teachers for our most vulnerable students has also led to additional hardships for those teachers still in the field who must double up their IEP coordination and paperwork to fill in the gap. A pay differential will compensate in part these teachers' long hours and extra responsibilities, and hopefully ensure an adequate number of qualified and licensed personnel.

Some of the SATEP teachers of special education students may have come from a general education background without foundational training in special education. SEAC supports additional legislative funding for professional development to build the skills needed to individualize education for each student with an IEP.

Thank you for this opportunity to provide testimony on such a critically important issue.

Respectfully,

Martha Guinan  
SEAC Chair

Ivalee Sinclair  
Legislative Committee Chair



Briann Starkey  
<briann\_starkey@kualapuu.k12.hi.us>  
12/04/2019 03:41 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject testimony

- Name with position/title and organization: **Briann P. Starkey, Teacher at Kualapuu Public Conversion Charter School, Moloka'i**
- Meeting (Student Achievement, Finance and Infrastructure, Human Resources, Audit, or General Business Meeting (full Board)): **Special Meeting, Dec 5, 2019, 9:30am**
- Agenda item: **Board action on extra compensation for Hawaiian Immersion teachers**
- Position (support, oppose, or comment): **Support**

I strongly support the differential pay in proposal for Hawaiian Immersion teachers certified and on their way to achieving certification in the State of Hawaii to ALL DOE, CONVERSION CHARTER SCHOOLS, AND CHARTER SCHOOLS!

It is a high need area of extreme high specialization. Hawaiian Medium-Immersion teachers do at least twice as much as a regular teacher in an English speaking classroom - on curriculum development alone. They align to cultural and linguistic standards additional to regular educational standards they are accountable for. The translations and preparation to ensure students success are at an all time high. These Hawaiian Immersion Classroom teachers licensed and not, are giving up their own time with their families before, after and on the weekends. Please support these extra-hardworking and committed teachers. Mahalo nui loa for you time.

Kumu Piliana, Briann Starkey

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Robert Irwin <rirwin@hawaii.edu>

12/04/2019 03:47 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony | Immersion Teacher Pay  
Differential | Strongly Support

---

Aloha e nā Lālā Hanohano o ka Papa Ho'ona'auao,

My name is Robert Irwin. I am currently a curriculum development specialist at the Hale Kuamo'o Hawaiian Language Center at UH Hilo. Previously, I worked for more than 10 years as a Hawaiian immersion elementary teacher at Pā'ia, Pū'ōhala and Kamakau immersion schools.

At your upcoming General Business Meeting, you will be considering among other things the Superintendent's recommendation to provide differential pay to attract and retain the highly qualified and highly skilled teachers in order to maintain and expand a robust kaiapuni (Hawaiian immersion) program within the DOE. As Dr. Kishimoto pointed out in her memo on this subject, this is in line with a recent Hawai'i Supreme Court decision that found that the HIDOE must make "reasonable efforts" to provide students in Hawai'i access to Hawaiian language immersion education.

I strongly support Dr. Kishimoto's recommendation to the Board. In my view, incentives to attract and retain highly qualified kumu kaiapuni (immersion teachers) represent one important strategy to achieve the ends that the Department seeks.

Interest in Hawaiian immersion education continues to grow as evidenced by the relatively recent opening of schools in Hāna and Waimānalo, and by multiple schools that have several sections of each grade level. The lack of an adequate number of qualified teachers to meet these program growth needs has now become a limiting factor to the growth of our language revitalization movement.

As a former immersion classroom teacher at 3 schools on two islands, and as one who is dedicating my career to supporting these schools and the students and families they serve, I have a first-hand understanding of how difficult is the job of a kaiapuni teacher. In addition to the normal duties of a classroom teacher, kaiapuni teachers must often develop curriculum, create translations, and come up with other vital resources in order to meet the educational needs of their students. I know how overwhelming and exhausting this work can be. And I personally know many kumu who do this work extremely effectively each day without recognition from the Department for their extra work and sacrifice. They do this because they love 'ōlelo Hawai'i and all it represents. They do so to foster the ongoing rebirth of Hawai'i's endangered precious indigenous language, a unique treasure of mankind. I also know of many others, myself included, who have left the classroom in part because of the difficult nature of the job. I urge you

to please support the recommendation to provide a pay differential for Hawaiian immersion teachers to better attract and retain these pillars of our communities.

Me ka 'oia'i'o,  
Robert Irwin, M.Ed.

--  
Robert Kai Irwin - **Kekaianiani**  
**Laekahi Ho'omohala Ha'awina** - Hawaiian Language Curriculum Specialist  
**Hale Kuamo'o** Hawaiian Language Center  
**Ka Haka 'Ula o Ke'elikōlani** College of Hawaiian Language  
University of Hawai'i at Hilo  
  
(808) 932-7785 - **ke'ena** (office)

**"Mai poina. Na 'oukou e hāpai i ka 'ōlelo Hawai'i i mua."**

(Remember. You folks have to take the Hawaiian language forward).

– na Kupuna Elizabeth Kauahipaula

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## Testimony

BOE Special Meeting (12/05/2019)

RE: Action Item A. Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs

Position: Support

December 3, 2019

Aloha nui to you all, members of the Hawai'i Board of Education,

My name is Isaac LK Ahuna. I am a curriculum developer at Hale Kuamo'o – the division of research and development of Ka Haka 'Ula o Ke'elikōlani, the College of Hawaiian Language at the University of Hawai'i at Hilo. To my knowledge, Hale Kuamo'o is the sole developer and producer of Hawaiian-language curriculum for the benefit of kaiapuni schools and teachers across the state. With that said, we at Hale Kuamo'o know and are aware of the countless hours put in by kaiapuni teachers outside of their normal work day towards developing their own curriculum for the benefit of the keiki that they teach each and every day. I am writing to each of you on the Board of Education to express my complete support for the DOE's plan to increase the pay for those teachers who have taken on the monumental task of educating the keiki and families who have chosen to be educated through the medium of Hawaiian Language.

The challenges that these kumu face each and every day are, in some ways the same challenges faced by any other teacher of the state DOE system; however, there is a mountain of challenges that these particular sets of kumu face that no teacher of an English speaking, standard DOE school will ever have to come to terms with. One of the most challenging facets being the lack of developed curriculum for teachers to follow and utilize in their classrooms each and every day, which brings me back to my point of the countless hours outside of the class put in to literally creating these materials and creating the course, while most teachers in the regular DOE system has a plethora of curriculum to choose from to develop their courses. We at Hale Kuamo'o do our best to help supplement what we can, but due to our own financial limitations, we are not able to provide all that we would like to to these heros of our Hawaiian Language speaking communities.

I urge you all to please approve this measure to increase the pay of Kaiapuni teachers, for they very much so deserve it.

Na'u nō (Sincerely),

(Signed)

Isaac LK Ahuna



Administrative Testimony  
Testimony of Sylvia Hussey, Ed.D.  
Ka Pouhana, Chief Executive Officer

State of Hawai'i Board of Education  
SPECIAL MEETING, AGENDA ITEM IV.A: BOARD ACTION ON EXTRA  
COMPENSATION FOR CLASSROOM TEACHERS IN SPECIAL EDUCATION, HARD-TO-  
STAFF GEOGRAPHICAL LOCATIONS, AND HAWAIIAN LANGUAGE IMMERSION  
PROGRAMS

December 5, 2019

9:30 a.m.

Queen Lili'uokalani Building

The Administration of the Office of Hawaiian Affairs (OHA) appreciates the opportunity to submit testimony in **SUPPORT** of this Board Action, which addresses the chronic staffing shortage in special education, hard-to-staff geographical locations, and the Hawaiian Language Immersion Program (HLIP), by allowing the Department of Education (Department) to offer shortage differential pay to attract teachers to schools and programs that disproportionately serve Native Hawaiian students.

This Board Action will help the Department fulfill its mission to provide accessible, high-quality education for all of its students, by addressing the unmet needs of schools and programs historically disadvantaged by a lack of sufficient staff; notably, these same schools and programs are of particular importance to the Native Hawaiian community. Special education classrooms, schools in hard-to-staff geographical locations, and HLIP classrooms and schools have all been chronically and historically understaffed, and all of them disproportionately serve Native Hawaiian students. Allowing the Department to offer extra compensation for teachers in these aforementioned schools and programs will help attract much-needed teachers to address their longstanding and often overlooked needs. Moreover, this higher salary could help create better paying job opportunities for some HLIP and Hawaiian Focused Charter School graduates, while allowing and inspiring them to reinvest their own education into other children in their communities.

**OHA urges the Board to explicitly include in its action the teacher positions in the HLIP programs at six public charter schools.** These HLIP programs face the same staffing challenges as every other HLIP program and school, and OHA respectfully submits that they should be granted the same consideration and benefit of the policy being considered by the Board.

OHA supports the Department's use of the broadest range of human, material, and cultural resources that can contribute to strengthening our public education system, in which the vast majority of Hawaiian students are enrolled. This Board Action will take an important and necessary step toward fulfilling the Board's mission of providing

appropriate, high-quality education to all public school students no matter who they are, where they live, or how they learn.

Accordingly, the OHA Administration **SUPPORTS** the Board Action.

Mahalo nui for the opportunity to provide this testimony.

*‘A‘ohe lua e like ai me ka ho‘ona‘auao ‘ana o ke kamali‘i. Nothing can compare in worth to the education of our children.*



Melissa Rizzolo <melrizzolo@gmail.com>

12/04/2019 04:08 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Testimony in support of Differential pay

To whom it may concern,

I am in support of the differential pay for Hawaiian Immersion, Special Education Teachers and all teachers employed at difficult to staff schools

Mahalo nui

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Meredith Buck <meredithbuck@gmail.com>

12/04/2019 04:08 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject In support of Differential Pay

Aloha,

I hope it's not too late but I am writing to express my strong support for differential pay for Hawaii's SPED teachers, Hawaiian Immersion teachers, and those willing to teach in areas difficult to staff.

I currently work as a support staff in a Hawaiian Immersion program at Konawaena Middle School. We are relatively well resourced and staffed, but if we had less support I know it would be extremely challenging to do what we do. Teachers should never have to spend their paychecks on basic supplies for their lessons, especially those leading difficult programs or areas. I would love to see a pay raise for my peers and colleagues across the state who work twice as hard for less pay.

Thank you very much for considering my opinion!

-Meredith Buck  
Kailua Kona, HI

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December 5, 2019

Hawai'i Board of Education  
Catherine Payne, Chair  
Brian De Lima, Vice Chair

Aloha Chair Payne, Vice Chair De Lima, and Members,

We would like to comment on item IV A. Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs.

We are a group of community leaders and advocates who are concerned about students who have historically struggled in our public education system. We strongly believe in the importance of clear public outcomes for our school system, as well as a transparent strategy to reach these goals.

As equity advocates, we support extra compensation for classroom teachers in the areas of greatest need, which include special education, hard to staff geographical locations or areas of poverty, Hawaiian language immersion programs, *and* English learners.

However, we believe that there are also additional factors to consider to improve teacher shortage and retention. For example, according to a Learning Policy Institute report by Desiree Carver-Thomas and Linda Darling-Hammond entitled *Teacher Turnover: Why It Matters and What We Can Do About It*, other factors that influence teachers leaving their job included dissatisfaction with testing and accountability pressures, lack of administrative support, lack of opportunities for advancement, and dissatisfaction with working conditions.<sup>1</sup> Is the Department looking at how the system is addressing these other factors as well?

In addition, we would like to know the Department's design on how these salary increases will impact the system overall. Will there be a way of tracking the performance of these teachers receiving the higher pay, or a way to see what the impact is on high-needs student outcomes? And, are there benchmarks in place to ensure that the extra compensation will actually improve retention rates in the desired areas?

Thank you for the opportunity to testify.

Mahalo,

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<sup>1</sup> [https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher\\_Turnover\\_BRIEF.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Turnover_BRIEF.pdf)

Paula Adams (Hawai'i Afterschool Alliance)  
Gavin Thornton (Hawai'i Appleseed)  
Deborah Zysman (Hawai'i Children's Action Network)  
David Miyashiro (Hawai'iKidsCAN)  
Martha Guinan (Special Education Advisory Council)  
Stephen Terstegge (Education Institute of Hawai'i)  
Cheri Nakamura  
Patricia Halagao  
William "Pila" Wilson

December 5, 2019

Hawai'i Board of Education  
Catherine Payne, Chair  
Brian De Lima, Vice Chair

Aloha Chair Payne, Vice Chair De Lima, and Members,

We would like to comment on items III A. Update on Superintendent's evaluation for the 2019-2020 School Year: mid-year review of professional standards and Superintendent Priorities.

We are a group of community leaders and advocates who are concerned about students who have historically struggled in our public education system. We strongly believe in the importance of clear public outcomes for our school system, as well as a transparent strategy to reach these goals.

The Superintendent's mid-year review of professional standards and priorities do not seem to be connected to student success indicators of our system. We would like to ask for clearer articulation between the priorities and how they connect to system outcomes.

For example, regarding Superintendent Priority 1.1 on the new teacher leadership structure, what system outcomes are being targeted and how is the new structure connected? For Superintendent Priority 1.2 regarding the implementation plans for the Hawai'i Comprehensive State Literacy Development grant, is the end goal to improve 3rd grade literacy of the system to a certain percent? For Superintendent Priority 2.4 regarding School Design profiles, the indicator is for 75% of the schools to complete their school designs, but are the school designs tied to system or student outcomes?

Along with more clarity with understanding the Superintendent's indicators and overall system indicators, we still have not heard answers to the following questions regarding system-wide performance.

1. How does the Department plan to address the 2017-2020 Strategic Plan goals that have not been reached, including chronic absenteeism, the achievement gap, and foundational academic proficiency?
2. What is being done to ensure that the most high-need students, such as those who are receiving Special Education services, are English Learners, are enrolled in Kaiapuni schools, or are living in poverty, are being addressed?
3. We support full transparency around subgroup data for all performance measures. Please explain why subgroup performance is not improving, and what specific efforts are being done to address this lack of progress.

4. How are the high impact strategies of school design, teacher collaboration and student voice making a difference on student data outcomes.

Again, we respectfully ask the Board and Department to help us get answers to our questions.

Mahalo,

Paula Adams (Hawai'i Afterschool Alliance)  
Gavin Thornton (Hawai'i Appleseed)  
Deborah Zysman (Hawai'i Children's Action Network)  
David Miyashiro (Hawai'iKidsCAN)  
Martha Guinan (Special Education Advisory Council)  
Stephen Terstegge (Education Insititue of Hawai'i)  
Cheri Nakamura  
Patricia Halagao  
William "Pila" Wilson

Aloha Board of Education, I am submitting testimony to oppose shortage differentials. This is an inequitable way to address the teacher shortage crisis in Hawaii. I have been an educator in a public high school in Hawaii for over ten years, and I feel devalued by this proposal. I support my special education and Hawaiian immersion colleagues and mean no disrespect to them. I too assist special education and Hawaiian immersion students and question the inequity of only some teachers receiving additional compensation. Both special education and Hawaiian immersion students are in regular ed classrooms. These students are not served by one teacher. The first step in addressing the teaching shortage should not be limited to certain teaching lines. This proposal feels unfair and discriminatory. It also feels rushed without the proper input of all those who will be impacted. I received an email on Tuesday (12/3), night about this proposal and the Board of Education 'special meeting' on whether to approve this proposal is Thursday (12/5), morning. There was little to no time to even send testimony. Many teachers I talked with today were completely unaware about this proposal. None of them felt it was fair.

I have worked through furloughs and step salary freezes. I have watched teachers get hired years after me and make the same pay. And now teachers with possibly less credentials and/or years of service may be getting paid more if they are in a certain teaching line. This is wrong on so many levels. I implore you to slow down and talk with all the stakeholders involved. Ask all teachers how they feel about a select few of their colleagues getting a substantial pay increase. This is not a decision that should be rushed. This proposal is not equitable. It is not aligned with the Nā Hopena A'o framework.



Kinohi Neves <kinohi7@hawaii.edu>  
12/04/2019 05:29 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject

December 3, 2019 Testimony

To the members of the Board of Education,

My name is Kinohi Neves and I am currently an undergraduate at the University of Hawaii at Hilo. I am testifying in support of the BOE plan to increase pay for Kaiapuni Hawai'i teachers. Kaiapuni Hawai'i is by far the most severe shortage area in the State with only 34% of positions filled with qualified licensed teachers. I urge your support to increase pay to Kaiapuni teachers in parallel to the proposal for "hard-to-staff" vocations. Mahalo for your support for the vitality of the State of Hawai'i's official Hawaiian language.

Sincerely,

Kinohi Neves

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KJ <kj3490@gmail.com>  
12/04/2019 05:39 PM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>  
cc  
Subject Bonus incentives for Teachers

To whom it may concern,

I am an elementary school teacher at a public school in Honolulu. I am a general education teacher, and I have to say that providing bonuses for only special education, Hawaiian immersion, and rural school teachers is not fair. As we all know, public school teachers work well beyond their contractual workdays, yet only some teachers will benefit from this new incentive bonus concept.

I think is unfair for special education teachers to receive a \$10,000 a year bonus incentive award because I believe they are getting paid an unnecessary bonus incentive for a job they willingly signed up for and went to college for. Why are they receiving extra compensation for something they went to undergraduate school or even graduate school for? During their college schooling, they were well informed of the expectations that come during a SPED teacher's regular workday. Had I known that special education teachers would receive such large bonuses post grad, perhaps I would have signed up for special education during my undergraduate or graduate years myself. Yet I never did sign up for special education, and now I am left with the short end of the stick.

The only scenario I believe the incentives to be appropriate is for Hawaiian immersion school teachers, because there are no teacher preparation classes at universities for Hawaiian immersion teaching. There is no teacher training program targeted for these fields. They have to use life skills learned along the way to fit into the lens of a traditional school setting, meaning they have to use their knowledge of a second language and culture to incorporate it into a traditional school structure with no aligned curriculum to help them. Essentially, they have two jobs, both creating and writing curriculum and being the classroom teacher.

Please consider a widely based bonus incentive for all teachers.

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\_ \_ \_ -KJ Sent from my iPhone

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05.Kēkēmapa.2019

Aloha e ka Papa Ho'ona'auao (BOE),

My name is Uluhani Waialeale and I am currently a Hawaiian Language Immersion Teacher at Kualapu'u Public Conversion Charter School on Moloka'i. I am a graduate of the Kahuawaiola Indigenous Teacher Education Program and since 2004 I have been a licensed Hawaiian Language Immersion Teacher (K-12) in the State of Hawai'i.

I fully support the Hawai'i Department of Education's proposal to the BOE to provide an annual shortage differential \$8,000 per each qualified and licensed Hawaiian language classroom teacher. I would also like to advocate for the inclusion of qualifying classroom teachers from the additional six (6) Hawaiian Language Immersion Public Charter Schools.

Na'u iho me ka ha'aha'a,

Uluhani Waialeale,

Hawaiian Language Immersion Program Teacher  
Kualapu'u Public Conversion Charter School

Hawaiian Language Lecturer  
University of Hawai'i Maui College - Molokai Campus



"N. Makanani Lopes"  
<makananilopes@gmail.com>  
12/04/2019 07:44 PM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Testimony in support of pay differential

Aloha, I write in support of differential pay for for Kaiapuni teachers, SPED teachers, and Hard-to-Staff geographical areas. I have a child who attends Kula Kaiapuni o Pu'ohala and I also have nephews who attend Aikahi Elementary. As a parent, I am shocked at the extreme disparities that our public school children are subjected to through lack of resources and under paid teachers. Our children deserve to have teachers who feel supported and respected for their hard work with our children. The pay differential would be a monumental step forward in supporting Hawaiian language education and teachers, SPED teachers, and Hard-to-Staff geographical areas.

Sincerely,  
Natasha Lopes

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Paoa McElroy <paoa@kamakau.com>  
12/04/2019 08:11 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

5 Kēkēmapa 2019

- Name with position/title and organization, if applicable: Jaymilee K. McElroy, kumu kōkua at Ke Kula ‘o Samuel M. Kamakau LPCS
- Meeting: General Business Meeting (full Board)): Thursday, December 5, 2019, @ 9:30 a.m.
- Agenda item: IV. Action Items
  - A. Board Action on extra compensation for classroom teachers in special education, hard-to-staff geographical locations, and Hawaiian language immersion programs
- Position (support, oppose, or comment): Support

Welina mai e nā hoa makamaka e alaka’i nei i kēia wa’a ho’ona’auao,  
Warmest greetings to our esteemed navigators of this enlightened canoe,

Eia mai mākou, nā lālā o kēia wa’a ‘ōlelo makuahine, ‘o ia ho’i, nā lālā o nā kumu o Ke Kula ‘o Samuel M. Kamakau LPCS. He kula maui ola Hawai’i, he kula kaia’ōlelo, he kula ho’āmana  
We are here, the extended crew members of the mother tongue’s canoe, the kumu of Ke Kula ‘o Samuel M. Kamakau Laboratory Public Charter School. A Hawaiian Life Force charter school, a Hawaiian Immersion Language school, and a Hawaiian focused Public Charter School.  
Ke noi ha’aha’a nei mākou e ka’a pū me nā kumu kaiapuni DOE, i kaulike ka uku o mākou ma ka hālau ho’okahi.

We are humbly requesting to be included with the other DOE Hawaiian Immersion teachers, so that our pay differential is equal with their’s as it is stated in BOE Policy 105-8.

Mahalo a nui no kēia hui ‘ana mai,  
Na nā kumu ‘o Ke Kula ‘o Samuel Mānaiakalani Kamakau LPCS

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Kirah Orian <makeachange767@gmail.com>

12/04/2019 08:48 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Support of Pay Increase

Aloha,

My name is Kirah Orian. I am an educator. **I am writing to inform you that I support differential pay (i.e. pay increase) for Hawaiian Immersion, Special Education teachers, and those working at hard to staff schools.**

Teachers are very hard workers who must balance the needs of a diverse group of learners. Often, we work "overtime" to strengthen our lesson plans, collect accurate data, and meet with our co-workers to discuss "next-step strategies" that will enhance our students' learning experience.

It is very challenging living in Hawai'i. Many teachers choose this profession for the love of our youth. However, too many teachers feel "forced" to change professions in order to support their families needs. An increase in pay would reduce our stress, keep us happy, and benefit our young learners who ARE OUR FUTURE.

Mahalo,

Kirah

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Kahealani Naeole <kaheanaeole@gmail.com>

12/04/2019 11:26 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

Aloha kākou e ka Papa Ho‘ona‘auao (BOE),

I support kumu kaiapuni receiving \$8k differential pay. We all know how hard it is to find kumu and kumu support for our kaiapuni classrooms. This extra compensation will demonstrate to our kumu that they are valued not just by their students and kaiapuni 'ohana but by their employer as well. In addition, I believe this move will help to encourage more future teachers to consider pursuing a career as a Kaiapuni teacher. More importantly, I hope that this will strengthen teachers' desire to stay in the field of teaching.

The skills that kumu kaiapuni possess demand fair and just compensation, thus the State is moving in the right direction. More importantly though, - our teachers deserve this!

Mahalo for your time,  
Kahealani Nae'ole

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Vanessa Ott <msvott@gmail.com>  
12/04/2019 11:55 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony re: BOE Special Meeting  
12/5/19 IV. Action Item A

Aloha Board of Education Members,

Please consider my following testimony regarding BOE Special Meeting 12/5/19 Agenda Item IV. Action Item A. Board Action on extra compensation for classroom teachers in special education...programs

4.A.1. SHORTAGE AREAS: Special Education

I strongly support the philosophy and intent of Principal Kishimoto's request, "*The Department is seeking approval from the BOE to provide an annual shortage differential of \$10,000 per each qualified and licensed special education classroom teacher* ," except this arrangement does not incentivize retention as much as it does recruitment. I request that the Board consider modifying the agreement to incentivize retention and reward experience. I support a graduated SpEd annual bonus for qualified licensed classroom SpEd teachers of:

- \$4,000 per year for two full calendar years after achieving a qualified license in Special Education and working as a full-time special education teacher.
- \$7,00 per year for the next three calendar years working as a full-time special education teacher .
- \$10,00 per year after 5 calendar years of service in a Hawaii public school as a SpEd classroom teacher.

Also, it is extremely crucial that "qualified and licensed special education classroom teacher" become a classification with a much higher expectation of professionalism than currently exists in Hawaii. Did you know that as far as the Hawaii Teachers Standards Board is concerned, someone can be a "qualified and licensed special education classroom teacher" without having any formal education or experience in Special Education? All they have to do is have a teacher's license and pass the SpEd Praxis test and voila! They're a "qualified and licensed special education classroom teacher." I strongly support rewarding good SpEd teachers who get the education they need to do the job well, stick with it year after year, and gain the experience needed to teach these special children.

Please structure the SpEd teacher financial incentives to reflect these values.

Mahalo,

Vanessa Ott

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E nā lālā o ka Papa Ho‘ona‘auao, ‘o ke aloha nui iā kākou,

My name is Kalamakū Freitas. I am a middle school teacher at Ke Kula Kaiapuni ‘o Kalama where I teach Hawaiian language arts to nearly 120 students. I have a BA in Hawaiian Studies through UH Hilo, have received my certification and license through Kahuawaiola, and am currently seeking my MA in Indigenous Language and Culture Education, also through UH Hilo.

I am writing this letter in support of pay differential/compensation for licensed Hawaiian immersion program teachers. As a graduate of Hawaiian medium education, I have experienced being in a program that was struggling to find and retain teachers. There have been times where we were taught by teachers through the medium of English, because the school was in desperate need to fill the positions. Now, as an educator myself, I am feeling the heavy load that immersion teachers must take on to provide a quality, purposeful and appropriate education for students seeking to establish a strong cultural foundation and identity.

Immersion educators do not have the luxury of ordering textbooks that have already been translated into the Hawaiian language and perspective. We must either 1) choose an already published textbook and translate it ourselves, or 2) create our own textbook/curriculum from scratch. This goes for all subject areas including general education and elective areas. It takes a lot of time and energy to translate literature—especially because it must be translated into the Hawaiian language as well as the Hawaiian perspective. On top of this, we are also following inclusion models put in place by the school.

I am urging you to support the pay differential request as it is a crucial move to recruit and retain much needed teachers in our Hawaiian immersion programs throughout Hawai‘i.

Na‘u nō me ka ha‘aha‘a,  
na Kalamakūno‘eau Freitas



Peter Celebre <peter.celebre@k12.hi.us>  
12/04/2019 02:51 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Testimony

Aloha Members of the Board,

My name is Pete Celebre and I am an AVID elective teacher for Ilima Intermediate School in Ewa Beach. I have been teaching for 15 years, teaching in Hawaii for all 15 of my years. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of wage suppression that affects our profession currently.

There was a 9 year span that myself as well as my wife who is also a teacher in the DOE did not receive any pay raises. This has greatly affected my family. I currently work two jobs and my wife works three jobs to support our family of four. I am dedicated to teaching in Hawaii and have been committed to teaching the youth of Hawaii even in lue of my inadequate pay. However, it is challenging to make ends meet and I feel we deserve better. I do not want to be another teacher that leaves a job I love because I am unable to provide for my family. I have seen countless teachers leave this profession because of this funding issue and it saddens me greatly. We deserve better, and so do our students.

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure the wage suppression issue - every teacher earns a comparable wage to our mainland counterparts that don't face the economic factors here in Hawaii.

. Thank you,  
Pete Celebre

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Kathleen McDonough  
<kathleen.mcdonough@k12.hi.us>

12/04/2019 02:59 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Testimony

Aloha Members of the Board,  
My name is Kathleen McDonough and I am a Special Education Teacher for Ilima Intermediate School in Ewa Beach. I have been teaching for 4 years there and teaching in Hawaii for 11 years total. I have also lived in Hawaii for over 30 years, including raising a family here and having solid roots here. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis in the area of housing costs. By working together we can address this and other issues that affect our profession currently. Currently I am considering leaving Hawaii because I can't afford to secure affordable housing.

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence. I ask that the Board support funding to insure there is help with the cost of living so I can remain in Hawaii teaching in the school that I currently teach, with students I enjoy, and in a state I love.

Thank you,  
Kathleen McDonough

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Caitlin Mazzeo <caitlin.mazzeo@k12.hi.us>

12/04/2019 03:02 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: Testimony: Housing Crisis

Aloha Members of the Board,

My name is Caitlin Mazzeo and I am a 7th/8th grade ELA and social studies teacher for Ilima Intermediate School in Ewa Beach. I have been teaching for 2 years, and have taught almost 300 students. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of the cost of living to stay teaching that affects our profession currently.

This issue greatly affects my students because with the cost of living in Hawaii rising annually, my student's teachers are moving after much shorter amounts of time. My students deserve to have teachers that are can be in their positions for a longer amount of time allowing them to have the stability that many do not have at home.

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure Housing issues - we are able to retain qualified teachers to support student learning.

Thank you,  
Caitlin Mazzeo

--

Caitlin Mazzeo  
7-2 ELA/SS  
Ilima intermediate

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Jennifer Orta <jennifer.orta@k12.hi.us>

12/04/2019 03:04 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: Testimony

Aloha Members of the Board,

My name is Jennifer Orta. I am a teacher for Ilima Intermediate School in Ewa Beach. I have been teaching for 13 years, and teaching in Hawaii for 2 years. I have impacted over 2000 students. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of Housing Cost and Cost of Living to stay teaching in Hawaii that affects our profession currently. Almost my entire paycheck goes to daycare and the rest towards groceries. I have gone into credit card debt way and above what I have ever owed in the 2 years that I have lived here.

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure we are able to retain qualified teachers to support student learning.

Thank you,  
Jennifer Orta  
Social Studies Teacher  
Ilima Intermediate

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Aloha Members of the Board,

My name is Kellie-Ann Morikawa and I am an English Language Arts teacher for Ilima Intermediate School in Ewa Beach. I am in my first year of teaching in Hawaii. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of the cost of living to stay teaching in Hawaii as this affects our profession currently. Being a teacher, I find myself working far beyond the actual school day and it is really hard to take on another job just to make ends meet. Hawaii is one of the states that has the highest cost of living and living on a teacher's salary is rough.

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure that we are able to retain qualified teachers to support student learning.

Thank you,

Kellie-Ann Morikawa



Tori Kawasaki <tori.kawasaki@k12.hi.us>  
12/04/2019 03:13 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: Testimony

Aloha Members of the Board,

My name is Tori Kawasaki and I am a Band Director for Ilima Intermediate School in Ewa Beach. This is my third year teaching. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of wage suppression that affects our profession currently. Band directors are not only music teachers. We have to manage a parent organization (music boosters), over 300 students during our concerts, and large budgets. Our budget and student enrollment for the music department is the largest in our school. This is the case for most schools with healthy music programs. My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure wage suppression (every teacher earns a comparable wage to our mainland counterparts that don't face the economic factors here in Hawaii) is not an issue.

Thank you,  
Kawasaki, Tori

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Aloha Members of the Board,

My name is Jan Dumaran and I am teacher at Ilima Intermediate School in Ewa Beach. I have been teaching in Hawaii for 17 years, 5 of those early years at Kawanakoa Middle School. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of wage suppression that affects our profession currently. Teachers who have been impacted by wage suppression are going to leave our profession because they are not being justly compensated for all of the years they've put forth for our students. These teachers need to be compensated now; this injustice been going on for too long. Please do whatever it takes to right this injustice.

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure just compensation towards ending the wage suppression issue, so that every teacher earns a comparable wage to our mainland counterparts who don't face the economic factors here in Hawaii.

Mahalo for your time and understanding.

Sincerely,

Jan Dumaran



Koryne Acob <koryne.acob@k12.hi.us>

12/04/2019 03:22 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: Testimony

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Aloha Members of the Board,

My name is Koryne Acob and I am an English Language Arts and Social Studies Teacher for Ilima Intermediate School in Ewa Beach. I teach both subjects in a school year. I have been teaching in Hawaii for 3 total years and currently in my 4th year. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of ***Cost of Living to Stay in Teaching*** that affects our profession currently.

This issue affects me because my salary gives me just enough to live and sustain my family's basic needs here in Hawaii. I recently started a family and it has been a struggle since adding my baby son to my health plan. In addition, our monthly apartment rent is \$1,500 plus utilities and other needs. As much as this rate is so high, I insist on living in this place because it is a safer environment for my family, especially for my 10-month old baby. This is the cheapest we can afford, because all other places that are cheaper are in neighborhoods that have homelessness and is crime-ridden. It has been a struggle to balance my passion for teaching and the safety and comfort of my family.

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure we are able to retain qualified teachers to support student learning.

Thank you,  
Koryne Acob

--

Koryne G. Acob  
Team 8-2 English and Social Studies

Ilima Intermediate School

"If you were born with the weakness to fall, you were born with the strength to rise." --Rupi Kaur

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Abigail Rose <abigail.rose@k12.hi.us>  
12/04/2019 03:22 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: Testimony

My name is Abigail Rose and I am a special education teacher and sp.ed.department chair for Ilima Intermediate School in Ewa Beach. I have been teaching for 30years, teaching in Hawaii for 11 years. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the shortage of qualified special education teachers that affects our profession currently.

As a department head I am often asked to pick up the additional work (IEP's and questions about service) which are a result of the shortage and the use of long-term subs. My colleagues and I have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve.

I ask that the Board support funding to insure that special education positions are filled by qualified candidates, so that every student in Hawaii has a qualified teacher to meet their needs and insure that they make progress.

. Thank you,

Abigail Rose  
"Ilima Intermediate School  
Sp.Ed. Department Chair

--

Abigail Rose  
Special Education Teacher/Department Head  
'Ilima Intermediate School  
808-687-9395  
E Malama ke kahi i ke kahi

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Jiao Chen <jiao.chen@k12.hi.us>

12/04/2019 03:25 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: Testimony

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Aloha Members of the Board,

My name is Jiao Chen and I am a math teacher for Ilima Intermediate School in Ewa Beach. I have been teaching for two and a half years as a certified teacher plus one year as an emergency hire, teaching in Hawaii the whole time. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of Housing Cost and Cost of Living to stay teaching that affects our profession currently.

I am currently working at three jobs. Monday to Friday I am a teacher and after school I am a tutor. On the weekend, I am a sales associate. I was working at a restaurant on Friday, Saturday and Sunday and it made more money than being a teacher. Be honest, I wanted to quit teaching and find a job that pays me enough to live in Hawaii but I want to be a teacher and it has been my dream job since I was a little kid. The cost of living to live here is the biggest struggle to keep me wanting to continue teaching.

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure we are able to retain qualified teachers to support student learning.

Thank you,  
Jiao Chen  
Math Teacher  
Ilima Intermediate School

***"Coming together is a beginning; keeping together is progress; working together is success."***

***-Henry Ford***

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Michelle Ige <michelle.ige@k12.hi.us>

12/04/2019 03:25 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: Testimony

Aloha Members of the Board,

My name is Michelle Ige and I am an English teacher at Ilima Intermediate School in Ewa Beach. I have been teaching in Hawaii for 4 years. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together, we can address the issue of SPED Teacher Shortage that currently affects our profession. My students deserve the best educational supports, and by not having access to the help they need, they are at a disadvantage. As a teacher who works in the inclusion setting (with students in Special Education), this issue is important to me because I understand how it directly impacts my students, my grade-level team, and my school. My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure every student in Hawaii has a qualified teacher to meet their needs.

Thank you,  
Michelle Ige

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Mary Ann Doles <maryanndoles@gmail.com>  
12/04/2019 03:29 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
bcc  
Subject Fw: Testimony

Aloha Members of the Board,

My name is Mary Ann Doles and I am a math and science teacher for Ilima Intermediate School in Ewa Beach. I have been teaching for six years at two different schools to at least 960 students. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together, we can address the issue of cost of living to stay in teaching that affects our profession currently.

My current salary being single isn't enough to pay for my monthly bills. With the help of my sister, I am able to afford paying for my mortgage. Sometimes, I would use my pocket money to buy supplies that I need in my classroom. In order to support one, I have to sacrifice the other. I want to be able to take care of myself and still provide a quality learning for my students. In addition, I have worked with former teachers who are highly qualified in teaching and make such great impact on their students but they have to leave the island because they can't afford to live here. They told me how they had to scramble to find roommates so they could divide the high rents. This is an issue that we really need to address.

My colleagues and I have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure we are able to retain qualified teachers to support student learning.

Thank you,  
Mary Ann Doles

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Amelia Keefe <amelia.keefe@k12.hi.us>  
12/04/2019 03:37 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: Testimony

Housing Cost/Cost of Living to stay teaching

Aloha Members of the Board,

My name is Amelia Keefe and I am an English teacher in the Inclusion classroom for Ilima Intermediate School in Ewa Beach. I have been teaching for two and a half years, teaching in Hawai'i that whole time. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of Housing Cost/ Cost of Living that affects our profession currently. The cost of living has a detrimental effect on myself and my colleagues. The places that I am able to afford has an effect on my health and happiness because the area that I can afford can be dangerous. I think about having a family someday but that does not seem feasible in the small apartments that my boyfriend and I can afford. My colleagues and I work diligently to support our students in Hawai'i's public schools. If we work together to balance the interests of all the stakeholder groups and reflect on how we will use the money received to best meet the needs of our students, our schools, and our communities. I am confident we will allow for a greater number of students to achieve excellence if we the cost of houseng. I ask that the Board support funding to insure that we are able to retain qualified teachers to support student learning.

Thank you,  
Amelia Keefe

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Amelia Keefe <amelia.keefe@k12.hi.us>

12/04/2019 03:38 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: Testimony

## SPED Teacher Shortage

Aloha Members of the Board,

My name is Amelia Keefe and I am an English teacher in the Inclusion classroom for Ilima Intermediate School in Ewa Beach. Inclusion is a teaching model where a General Education teacher and a Special Education teacher work collaboratively to support all students. I have been teaching for two and a half years, teaching in Hawai'i that whole time. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of SPED Teacher Shortage that affects our profession currently.

Working in the Inclusion classroom has given me insight to how important it is for the students to have qualified teachers. My co-teacher and I work together to support our special education students and I am lucky that she is an excellent Special Education teacher. I see the positive effect that having a qualified special education teacher has had on students, the students have a higher chance of success. My colleagues and I have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities. Having the availability of qualified Special Education teachers is one of the most important things that will help support student learning. I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to ensure every student has a qualified teacher to meet their needs.

Thank you,  
Amelia Keefe

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Submit here: [boe\\_hawaii@notes.k12.hi.us](mailto:boe_hawaii@notes.k12.hi.us) (include "**Testimony**" in the subject line)

Aloha Members of the Board,

My name is Jannalyn Igarashi and I am Health Teacher for Ilima Intermediate School in Ewa Beach. I have been teaching for 5 years, teaching in Hawaii for all 5 years. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of Housing Cost/Cost of Living that affects our profession currently. I am a newlywed.

My new husband and I currently live with my parents in Kapolei. After such a huge and amazing milestone in my life, it hurts me to know that we cannot start our life on our own because we cannot afford our own place. My husband and I have worked hard to graduate through college and earn our positions in a job that we are both passionate about.

My husband and I were both born and raised in the state of Hawaii and we love every inch of it. We don't want to leave the state of Hawaii, where our love and life has begun. The support of our families and the future family we plan to have are here in Hawaii. Teachers in my financial position need this funding to stay in Hawaii and continue to support their families and our youth.

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure the Housing cost/Cost of Living to stay teaching.

Thank you,

Jannalyn Igarashi

Hello Members of the Board of Education,

12/04/2019

My name is Ferdenan Damo and I am a Social Studies teacher for Ilima Intermediate School in Ewa Beach. I have been teaching in Hawaii for 18 years. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the wage suppression/wage compression issue that affects our profession.

Hawaii's atrocious high cost of living make it hard for local families to make ends meet. My wife and I are public school teachers, have children, a mortgage and the perennial bills. It is a struggle to meet our basic needs. We have worked in the DOE for over 40+ years combined and have post-baccalaureate degrees. Yet our salaries as veteran teachers almost mirror those of new teachers. We struggle; we deserve a better living wage that allow veteran teachers to live comfortably and thrive in Hawaii!

I ask that the Board support funding to address and solve the wage suppression issue! Every teacher earns a comparable wage to our mainland counterparts!

Thank you,

Ferdenan Damo  
Teacher, Ilima Intermediate School



Gayle Lee <ktmommy@gmail.com>  
12/04/2019 04:05 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: Testimony for Salary Compression

Aloha Members of the Board,

My name is Gayle Lee and I am a Student Services Coordinator at Ilima Intermediate School in Ewa Beach. I have been teaching for 24 years in Hawaii. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of wage compression that affects our profession currently. I am one of those teachers who got “stuck”. I am on Step 13 and I know that there are some teachers who have been teaching for a shorter period of time that have surpassed me in steps. It is a struggle to know this and not feel valued for the years of solid service that I have put into this profession.

My colleagues and I have worked diligently to support our students in Hawaii’s public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure that every teacher earns a comparable wage to our mainland counterparts that don’t face the economic factors here in Hawaii.

Thank you,  
Gayle Lee

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Michelle Ige <michelle.ige@k12.hi.us>  
12/04/2019 04:09 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: Testimony

Aloha Members of the Board,

My name is Michelle Ige and I am an English teacher at Ilima Intermediate School in Ewa Beach. I have been teaching for 4 years in Hawai'i. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the wage suppression issue that affects our profession currently. This issue affects me and my family because I am currently living at home with my parents to save money and would like to eventually start a family of my own. I want to be able to support my future children and my aging parents so that they can live in the best possible conditions.

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure every teacher earns a comparable wage to our mainland counterparts that don't face the economic factors here in Hawaii.

Thank you,  
Michelle Ige

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Cathlene Andersen-momoa  
<cathlene.andersen-momoa@k12.hi.us>  
12/04/2019 04:35 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: Testimony

SPED Teacher Shortage

Aloha Members of the Board,

My name is Cathlene Andersen-Momoa and I am a Special Education Teacher for Ilima Intermediate School in Ewa Beach. I have been teaching in Hawaii for seven years and have been with the Department of Education for 27 years. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of SPED Teacher Shortage that affects our profession currently.

I have lived on the Leeward Coast all my life and have had to work more than one job just to live payday to payday. This practice has been draining on my husband and me, leaving less time with our children. Working one employment would greatly relieve stress from my work day and would allow me to have more time to assist my SPED student(s).

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together, balancing the interests of all the stakeholder groups and reflecting on how we will use the money received, we will best meet the needs of our students, our schools, and our communities. I am confident we will allow for a greater number of students to achieve excellence if we support our special education teachers.

I ask that the Board to support funding to insure that every student in Hawaii has a qualified teacher to meet their needs.

Mahalo,  
Cathlene Andersen-Momoa

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Cathlene Andersen-momoa  
<cathlene.andersen-momoa@k12.hi.us>

12/04/2019 04:36 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: Testimony

## Wage suppression

Aloha Members of the Board,

My name is Cathlene Andersen-Momoa and I am a Special Education Teacher at Ilima Intermediate School in Ewa Beach. I have been teaching in Hawaii for seven years. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of wage suppression that affects our profession currently.

Being a teacher in the State of Hawaii has been really depressing for me in regards to money, as I am unable to purchase home or relocate to another state. All of my family is here and that makes it challenging to leave to another state where we would have struggled less for money. I have lived in Nanakuli my entire life and have seen many struggles within my family due to my deceased husband and I working more than one job to stay slightly above the poverty line in Hawaii.

My colleagues have worked diligently to support our students in Hawaii's public schools. Working together, balancing the interests of all the stakeholder groups and reflecting on how we will use the money received, we can best meet the needs of our students, our schools and our communities. If all teachers earned a fair wage, I am confident we will have a greater number of students achieving excellence because more teachers would stay in the profession.

I ask that the Board support funding to insure that every teacher earns a comparable wage to our mainland counterparts that don't face the economic factors here in Hawaii.

Thank you,

Cathlene Andersen-Momoa

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Cathlene Andersen-momoa  
<cathlene.andersen-momoa@k12.hi.us>  
12/04/2019 04:36 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: Testimony

Housing Cost/Cost of Living to stay teaching

Aloha Members of the Board,

My name is Cathlene Andersen-Momoa and I am a Special Education at Ilima Intermediate School in Ewa Beach. I have been teaching in Hawaii for seven years and with the Department of Education for 27 years. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of Housing Cost and Cost of Living in Hawaii that affects our profession currently.

Living payday to payday has proven that life in Hawaii will always be a struggle for Hawaiians. I have worked with the State of Hawaii since 1989. My husband and I were able to provide for our three children but never owned a home of our own. While we were able to provide for our children, there were no trips to Disneyland and till this moment, I have never been to Disneyland. Despite the fact that my children have moved out of the home, I am still unable to purchase a home of my own.

My colleagues have worked diligently to support our students in Hawaii's public schools. If we work together to balance the interests of all the stakeholder groups and to reflect on how we will use the money received, we will best meet the needs of our students, our schools and our communities. If more teachers were able to afford housing and the overall cost of living in Hawaii, I am confident we will produce a greater number of students who will achieve academic excellence and create strong contributing community members.

I ask that the Board support funding to insure we are able to retain qualified teachers to support student learning.

Thank you,  
Cathlene Andersen-Momoa

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Jenny Poepoe <jenny.poepoe@k12.hi.us>  
12/04/2019 04:55 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: Testimony

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## Hawaiian Immersion

Aloha Members of the Board,

My name is Jenny K. Poepoe and I am a Special Education Teacher at 'Ilima Intermediate School in 'Ewa Beach, Hawai'i. I have been teaching for 5 years. Before receiving my teaching license, I was a substitute teacher for 14 years. I am writing to ask the BOE to partner-up with the DOE and teachers to work towards increasing funding to address and support Hawaiian Immersion. By working together we can address the issue of implementing Hawaiian Immersion in all of our school system which affects our profession currently.

My colleagues and I have worked diligently to support our students in Hawai'i public schools. Although there is an expectation that knowledge about Hawaiian history and culture be addressed in school there needs to be additional steps taken to implement Hawaiian Immersion in all schools. By working together, balancing the interests of all the stakeholder groups and reflecting on how we will use the money received, we will be able to best meet the needs of our students, our teachers, our schools, and our communities. I am confident we will allow for a greater number of students to achieve excellence in Hawaiian Immersion in all of Hawai'i school systems. I ask that the Board of Education support funding to insure the importance of establishing Hawaiian Immersion for the sake of all Native and non-Native Hawaiians. Every student in Hawai'i should have a qualified teacher to meet their needs, but we still need to meet their needs in learning the official state language and that is Ōlelo Hawai'i. This can only be done through implementing Hawaiian Immersion in all school systems within the State of Hawai'i. Mahalo nui for your time in hearing me!

Respectfully submitted,  
Jenny K. Poepoe

Jenny Poepoe  
'Ilima Intermediate School  
SPED Resource/Inclusion Teacher  
Grade 8  
(808) 687-9326

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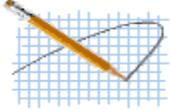
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\*\* 28750789.jpg



Jenny Poepoe <jenny.poepoe@k12.hi.us>

12/04/2019 04:57 PM

To Testimony BOE/HIDOE@HIDOE

cc

Subject Fw: Testimony

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Wage suppression

Aloha Members of the Board,

My name is Jenny K. Poepoe and I am a Special Education teacher at 'Ilima Intermediate School in 'Ewa Beach, Hawai'i. I have been teaching for 5 years in the State of Hawai'i. Before receiving my teaching credentials, I was a substitute teacher for 14 years. I am writing to ask the BOE to partner up with the DOE and teachers to work towards increasing funding to address the teacher wage suppression crisis. By working together on this we can address the issue of Wage suppression that affects our profession currently.

My colleagues and I have worked diligently to support our students in Hawai'i's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence when my colleagues and I don't have to worry about living from paycheck-to-paycheck, finding another job on the side to make end-meets, and/or move out-of-state.

I humbly ask that the Board of Education supports funding to insure that the issue of Wage Suppression is resolved. Please make sure that every teacher earns a comparable wage to our mainland counterparts, that don't face the economic hardships that are factors here in the State of Hawai'i. Mahalo nui loa for your time in hearing me!

Respectfully submitted,

Jenny K. Poepoe

Jenny Poepoe

'Ilima Intermediate School

SPED Resource/Inclusion Teacher

Grade 8

(808) 687-9326

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\*\* 28750789.jpg



Jenny Poepoe <jenny.poepoe@k12.hi.us>

12/04/2019 04:58 PM

To boe\_hawaii@notes.k12.hi.us  
cc  
Subject Testimony

2 attachments



28750789.jpg



28750789.jpg

### SPED Teacher Shortage

Aloha Members of the Board,

My name is Jenny K. Poepoe. I am a Special Education Teacher at 'Ilima Intermediate School in 'Ewa Beach, Hawai'i. I have been teaching for 5 years in Hawai'i. Before receiving my teaching credentials, I was a substitute teacher for 14 years. I am writing to ask the BOE to partner up with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis for Special Education Teachers. By working together we can address the issue of SPED Teacher Shortage that affects our profession currently.

My colleagues have worked diligently to support all of our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools, our SPED teachers, and our communities, I am confident we will allow for a greater number of students to achieve excellence in all of their endeavors.

I humbly ask that the Board of Education supports funding to ensure that the Special Education Teacher Shortage is addressed because every student in Hawai'i deserves to have a qualified teacher to meet their needs. Mahalo nui loa for your time in hearing me!

Respectfully submitted,

Jenny K. Poepoe

Jenny Poepoe

'Ilima Intermediate School

SPED Resource/Inclusion Teacher

Grade 8

(808) 687-9326

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Jenny Poepoe <jenny.poepoe@k12.hi.us>

12/04/2019 04:58 PM

To boe\_hawaii@notes.k12.hi.us  
cc  
Subject Testimony

2 attachments



28750789.jpg



28750789.jpg

Housing Cost/Cost of Living to stay teaching

Aloha Members of the Board,

My name is Jenny K. Poepoe. I am a Special Education Teacher at 'Ilima Intermediate School in 'Ewa Beach, Hawai'i. I have been teaching for 5 years. Before receiving my teaching credentials, I was a substitute teacher for 14 years. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of Housing Cost/Cost of Living to stay in the State of Hawai'i that affects our profession currently.

My colleagues and I have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools, and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure Housing Cost/Cost of Living for teachers to stay teaching. This is important so that we are able to retain qualified teachers to support student learning. Mahalo nui loa for hearing me!

Respectfully submitted,

Jenny K . Poepoe

Jenny Poepoe

'Ilima Intermediate School

SPED Resource/Inclusion Teacher

Grade 8

(808) 687-9326

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Erik Tanaka <erik.tanaka@k12.hi.us>

12/04/2019 05:01 PM

To boe\_hawaii@notes.k12.hi.us  
cc  
Subject Testimony

Aloha Members of the Board,  
 My name is Erik Tanaka and I am a SPED teacher for Ilima Intermediate School in Ewa Beach. I have been teaching for 26.5 years, teaching in Hawaii for 26.5 years. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of SPED teacher shortage that affects our profession currently. I am concerned for our students as there continues to be a high turnover rate and constant need for substitutes teachers. My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence. I ask that the Board support funding to insure SPED teacher shortage - every student in Hawaii has a qualified teacher to meet their needs. Thank you, Erik Tanaka Ilima Intermediate School

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Aloha Members of the Board,

My name is Christina Miya and I am a regular education ELA teacher for Ilima Intermediate School in Ewa Beach. I have been teaching for 8 years, impacting approximately 1200 students' lives. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together, we can address the issue of housing and cost of living that affects our profession currently.

My husband and I are both teachers and struggle every month to make ends meet. With four children and a mortgage that takes approximately 40% of our pay, we wonder how long we can endure staying in this profession.. We both worry about our retirement or whether we'll be able to retire when scheduled. My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure we are able to retain qualified teachers to support student learning.

Thank you,

Christina Miya



Michael Press <press.michaeld@gmail.com>

12/04/2019 06:17 PM

To boe\_hawaii@notes.k12.hi.us  
cc  
Subject Testimony

Aloha Members of the Board,

My name is Michael Press and I am a Social Studies Teacher and Department Head for Ilima Intermediate School in Ewa Beach. I have been teaching for 8 years total, teaching in Hawaii for 2 years. Currently, I teach 150 students with class sizes in the 30's. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address one of the most pressing issues that affects our profession currently. I am talking about the cost of living and housing costs.

My wife and I moved to Hawaii after I got hired at Ilima Intermediate. She is currently a masters student at UH. I went to one of the top education universities in the United States, Michigan State University. I have taught abroad as well on the mainland and I have received a rating of "distinguished" on all but my first evaluations in Hawaii or anywhere I have taught. I moved here because I believe in what my principal and school are doing in education. However the cost of living is just too high. I was greatly disappointed when the housing voucher was killed last year because I am one unexpected bill away from missing my rent payment. I have already had to choose between my electric bill and groceries several times. I do not spend outside of my means and still have trouble making ends meet. I do not know what I will do when, next year, my student loan deferment is up. This is a sad state for a profession that is said to be valued in our society.

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure we are able to retain qualified teachers to support student learning. I love my career as a teacher. Please help me and all the other teachers out there.

Thank you,  
Michael Press

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Aloha Members of the Board,

My name is Russell Miya and I am a Science teacher for Waipahu Intermediate School. I have been teaching for 26 years, impacting approximately 5000 students, most of which are now taxpayers. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of wage suppression that affects our profession currently.

I have stayed stagnant in the same step for many years because I am unwilling to pay for professional development in order to get a raise. I think it unfair that teachers that have been working for fewer years than I are making more money than me. I continue to struggle every month, as I age in this profession with no fair compensation for the qualities that I bring that impact the lives of students and their future here in Hawaii. There is no way to get a raise unless it is paid for by me, or the HSTA fights for me. That makes no sense.

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure every teacher earns a comparable wage to our mainland counterparts that don't face the economic factors here in Hawaii.

Thank you,

Russell Miya



Erin Kato <ekato48@gmail.com>

12/04/2019 09:41 PM

To boe\_hawaii@notes.k12.hi.us  
cc  
Subject TESTIMONY

December 4, 2019

Aloha Members of the Board,

My name is Erin Kato and I am currently a Technology and Testing Coordinator for Ilima Intermediate School in Ewa Beach. I have been teaching for 20.5 years, and have been teaching in Hawaii for the same amount of time. Fifteen and a half years I have spent it in the classroom reaching nearly 7,500 students in my classroom teaching career. It's an honor and a privilege to see my former students in the community whether it being them working at a restaurant, a store, doctors office, with me at Ilima or even coming full circle and having a job with my Husband then you really know they turned out all right. Although I am not directly teaching students with my current position (over the past 5 years), I am still involved with the entire population at my school as I test students in some way shape or form.

I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of Wage Suppression. The 20 day teacher strike in 2001 really affected me (being only two years into my profession) as it caused me anxiety not knowing if I made the right choice in becoming a teacher when this all took place. Not only did my pay set me back in my living conditions, I was not ready to have such a rocky future doing the profession I loved where I got to spend it with children. I doubted myself and wondered if taking a drastic pay cut (at the time was worth it). Another blow came when we had Furlough Fridays in 2009. Again my pay was cut and once again I questioned my choice in becoming a teacher. I loss money, I was moved backwards on the pay scale, and we were never compensated or had I ever recovered from that. So now, there are colleagues who have been teaching 6-10 years less than me, but with a reclassification, they could be right there with me at the same class level and same step pay as me even IF I have had more years dedicated to the State of Hawaii.

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence. I ask that the Board support funding to insure Wage Suppression where every teacher earns a comparable wage to our mainland counterparts that don't face the economic factors here in Hawaii.

Thank you,  
Erin Kato

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Amanda Jungblut-piho  
<peaceandlove842@yahoo.com>

12/04/2019 09:50 PM

To "boe\_hawaii@notes.k12.hi.us"  
<boe\_hawaii@notes.k12.hi.us>  
cc  
Subject Testimony - Housing/Cost of Living &  
Wage Suppression Issues

Aloha Members of the Board,

My name is Amanda Jungblut-Piho and I am a 7th grade Special Education Math Teacher for Ilima Intermediate School in Ewa Beach. I have been teaching almost 6 years now, 5 years at Kaimiloa Elementary and now I'm on my 6th year at Ilima Intermediate. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of housing cost and cost of living to continue to teach in Hawaii that affects our profession currently.

My husband and I both have bachelor degrees and I have a masters, most would think that we would be able to afford living in Hawaii, but unfortunately that is not the case. We have 3 kids and we both need to work 2 jobs in order to provide for our family's needs. Last year, I worked before and after school and would work sometimes up to 17 hours extra each week to make sure I have enough money to pay my bills and student loans. On top of this, I coach club soccer, not because I want to, but because I can't afford to pay for my children to play competitively. In order to be a teacher in Hawaii, I found that I'm sacrificing my family life and personal well being to continue to teach in Hawaii. The reality is I can't afford to live here on my salary anymore, so I'm currently applying to join the air national guard and pursue a new profession.

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure every teacher earns a comparable wage to our mainland counterparts that don't face the economic factors here in Hawaii and we're able to retain qualified teachers to support student learning.

Thank you,  
Amanda Jungblut

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Zasha Smith <zashamaui@gmail.com>

12/05/2019 06:30 AM

To testimony\_BOE@notes.k12.hi.us  
cc boe@notes.k12.hi.us  
Subject Support Pay Raise for Hawaiian  
Immersion/SPED/Hard to staff schools

Aloha,

My name is Zasha Smith and I support pay raises for Hawaiian Immersion, SPED, and hard to staff schools. They are an integral part in influencing the minds of these growing children and educating them helps guide them through the way the world works. The children are our future and by taking care of our teachers, we ultimately create a better chance for society.

Mahalo,  
Zasha Smith  
PO Box 880620  
Pukalani, HI 96788

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Taylor Phelps <taylor.phelps@k12.hi.us>

12/05/2019 07:41 AM

To boe\_hawaii@notes.k12.hi.us  
cc  
Subject BOE Testimony 12/5/19

Aloha Members of the board,

My name is Taylor Alexander Phelps and I am a science teacher for Ilima Intermediate School in Ewa Beach. I have been teaching for 2 years, teaching in Hawaii for 2 years. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together we can address the issue of the cost of housing that affects our profession currently. The cost of housing makes it difficult for a teacher like myself, who is passionate about teaching, but is living paycheck to paycheck to make ends meet.

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to insure we are able to retain qualified teachers to support student learning.

. Thank you,  
Taylor Alexander Phelps

- 
- Taylor Phelps
- Ilima Intermediate School
- Interdisciplinary Science Teacher

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The Revitalization and Preservation of Indigenous Inclusion and Immersion in Hawaii

Emily R. Pepitone

Teach-Now Graduate School of Education

## Abstract

This action research project (ARP) investigates indigenous education immersion programs based in Hawaii. The purpose of the ARP is to bring attention to the history and revitalization of the Hawaiian language, growing immersion schools, lack of funding for education in the state of Hawaii, the teaching crisis that is affecting Hawaiian immersion schools, and the interconnectedness of each aspect. This ARP explores previous research from a conglomerate of sources that traverse the Hawaiian Immersion Education climate, and compiles data from Strive HI, Hawaii's Department of Education's school accountability and performance system that tracks student achievement, growth, reduction in the achievement gap between high-need students and their peers, chronic absenteeism and graduation rates (Hawaii DOE).

Following the collection of data, the ARP analyzes trends within the data and suggests next steps for Hawaiian Immersion Education. These next steps, determined based on findings within the data and from Hawaii State Teachers Association (HSTA), were developed to help provide policy makers and immersion education advocates and activists with a current understanding and a direction for the future.

*Keywords:* Hawaiian Immersion Education, Indigenous Education, Teacher Shortage Crisis

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## Introduction and Statement of Problem

### Background

In the state of Hawaii, a movement is underway that dates back to 1987. Hawaiian immersion schools are rooting themselves into communities across the islands. The program, called Kaiapuni, was developed to revive and preserve the Hawaiian language, which was banned in 1896 (Omaye, 2019). Since it began, twenty three public schools, including six charter schools, have established Hawaiian Immersion programs (Omaye, 2019). Immersion programs should be highly valued and notable for developing multiculturalism ideals in future generations and actively challenging the conventional understanding of globalized mindsets. Studies have been conducted that suggested the program increased students' sense of cultural pride and responsibility, strengthened social connections within the program and in the larger community (Luning, 2007).

The mission and vision statements provided by these Hawaiian Immersion Schools are drawn from The Kumu Honua Mauli OI, A Native Hawaiian Educational Philosophy Statement. "At the core of the philosophy's foundation lies the maui Hawai'i, the unique life force which is cultivated by, emanates from, and distinguishes a person who self-identifies as a Hawaiian. If tended properly, this maui, like a well tended fire, can burn brightly. If not, like a neglected fire, it can die out."

## Statement of Problem

While the Hawaiian Immersion programs are a wonderful opportunity for students to explore, revive, and preserve their ‘Ao‘ao Pili ‘Uhane: spiritual element, Ka ‘Ao‘ao ‘Ōlelo: language element, Ka ‘Ao‘ao Lawena: physical behavior element, and Ka ‘Ao‘ao ‘Ike Ku‘una: traditional knowledge element of Hawaiian culture, the state is desperately lacking funding for Hawaiian Immersion teachers and curriculum (‘Aha Pūnana Leo) (Kerr, 2019). Teachers are unable to afford the cost of living. Schools are poorly funded, resulting in teachers paying out of pocket for supplies, with minimal salaries and the pressing need for further education and professional development. The teaching crisis is profoundly affecting Hawaiian Immersion programs throughout the state.

## Literature Review

### History of Hawaiian Education

Prior to the arrival of Europeans in 1778 on the islands of Hawaii, the Hawaiian language was entirely oral and had no written form (Nakata, 2017). Yet, the language was rich and diverse with terminology that depicted physical and spiritual forces, which foreigners had no words for. The language developed a long tradition of oral literature, including chants, prayers, histories, myths, and traditional sayings (Hinton, Hale, 2001). Traditional Hawaiian education took place in the home, and then took the form of apprenticeships with elders. Apprentices were taught to observe, listen, and imitate (Nakata, 2017). The American missionaries introduced Western-style formal schooling in 1824, but with Hawaiian as the initial medium of instruction. The missionaries found it simpler to learn Hawaiian themselves and then to teach

the natives in their own language. It was the missionaries who created an alphabet for the language, based on English (Nakata, 2017).

Despite the growing rates of Hawaiian literacy in the 1850's, increasing numbers of educators were advocating for an English-mainly policy by the mid century (Nakata, 2017). English-mainly advocates were in support of the immersion due to the increasing influence of Westerners influence, increasing number of English speakers in business and economics, and dwindling Native Hawaiian population due to disease (Nakata, 2017). These schools, which began operating in 1854, came to be better funded than the Hawaiian-medium schools and had more resources overall in terms of literature and teacher training (Nakata, 2017). By 1888, only 15.7 students were enrolled in Hawaiian medium schools.

The illegal overthrow of the Hawaiian kingdom in 1893 paralyzed the community and the preservation of the Hawaiian language. In 1896, the Republic of Hawaii implemented an English-only policy by enacting a law establishing English as the exclusive medium of instruction in both public and private schools (Nakata, 2017). This law banned the use of Hawaiian language in education. In 1880, there were as many as 150 Hawaiian medium schools still in operation. Prior to the 1896 law, there were seventy-seven; after 1896, only one of these schools remained. By 1902, it was gone (Nakata, 2017). The very act of speaking Hawaiian was forbidden and severely punished in schools; teachers even paid home visits to reprimand parents for speaking Hawaiian to their children in their own homes (Nakata, 2017). For much of the 20th century, Hawaiian language was an underground practice; mostly continued through churches. There were some attempts to reintroduce Hawaiian Language in education, but the

attempts were inadequate; not practice as a medium but rather a course that lasted about ten minutes every day (Nakata, 2017).

#### Hawaiian Immersion Schools

Beginning in the 1970's, there was a major renaissance of Hawaiian culture and language. This renaissance was a culmination of exploration and revival in various aspects of Native Hawaiian heritage: traditional chants (oli), music, and dance (hula kahiko); the cultivation of traditional crops such as taro (kalo) and the practice of aquaculture through the use of fishponds (loko i'a) (Nakata, 2017). The renaissance encouraged Hawaiian Native activists to pursue a change in legislation that would recognize the value and importance of preserving what was left of Hawaiian culture and language. In 1978, three major amendments were made to the Hawaii State Constitution.

1. Article XV, Section 4 recognizes Hawaiian as an official language of the state: "English and Hawaiian shall be the official languages of Hawai'i, except that Hawaiian shall be required for public acts and transactions only as provided by law (Nakata, 2017).
2. Second, Article X, Section 4 affirms the state's commitment to promoting Native Hawaiian culture through educational programming in the public schools: The State shall promote the study of Hawaiian culture, history and language. The State shall provide for a Hawaiian education program consisting of language, culture and history in the public schools. The use of community expertise shall be encouraged as a suitable and essential means in furtherance of the Hawaiian education program (Nakata, 2017).
3. Third, Article XII, Section 7 asserts the state's commitment to protecting various Native Hawaiian rights: "The State reaffirms and shall protect all rights, customarily and

traditionally exercised for subsistence, cultural, and religious purposes and possessed by ahupua‘a tenants who are descendants of native Hawaiians who inhabited the Hawaiian islands prior to 1778, subject to the right of the State to regulate such rights.” (Nakata, 2017).

These three laws paved the way for Hawaiian Immersion schools across the state. The first Pūnana Leo immersion preschool was introduced in 1984. In 1987, the state Board of Education approved a pilot program for Hawaiian Immersion. In 2011, reports indicated that Hawaiian immersion students were maintaining a 100% graduation rate from high school, with over 80% going on to higher education (Nakata, 2017).

Since the beginning of Hawaiian Immersion programs, 24 schools have emerged as Hawaiian-only speaking education facilities (Omaye, 2019). There are 18 Hawaiian immersion public schools and 6 Hawaiian immersion charter schools in the state of Hawaii, currently (Iwane, 2019). While these programs may appear to be unconventional to the westernized eye, they are growing in traction and receiving national attention. Over the past few years, the DOE, in partnership with UH and other stakeholders, developed Hawaiian standardized tests for third- and fourth-grade language arts, math and science that were aligned with standards for immersion schools, a pivotal move led by the DOE’s Office of Hawaiian Education (Omaye, 2019).

#### The Kumu Honua Mauli Ola

The Kumu Honua Mauli Ola Philosophy Statement was prepared in 1998 by a group of Hawaiian-speaking educators to document and clarify the basis of schooling through Hawaiian. To ensure a wide representation of perspectives, the group was comprised of three generations

of native and second language speakers of Hawaiian. These individuals came from all levels of teaching from preschool through university ('Aha Punana Leo).

At the core of the philosophy's foundation lies the maui Hawai'i, the unique life force which is cultivated by, emanates from, and distinguishes a person who self-identifies as a Hawaiian. If tended properly, this maui, like a well tended fire, can burn brightly. If not, like a neglected fire, it can die out ('Aha Punana Leo).

Hawaiian Immersion schools are all based off of mission and vision statements founded from the thoughts and cultural traditions of The Kumu Honua Maui Ola. The Kumu Honua Maui Ola is a guideline for the emergence, revitalization, and preservation of Hawaiian Immersion schools.

The Kumu Honua Maui Ola states the following:

At the core of the philosophy's foundation lies the maui Hawaii, the unique life force which is cultivated by, emanates from, and distinguishes a person who self-identifies as a Hawaiian. If tended properly, this maui, like a well-tended fire, can burn brightly. If not, like a neglected fire, it can die out. Four major elements of an individual's life-giving maui are identified in relationship to the parts of the body where they are tended:

THE PARTS OF THE HUMAN BODY AND THE MAULI OF A PERSON

1. 'Ao'ao Pili 'Uhane – the spiritual element, that is, the spirit with which we are all born and which is seated in the head, the most sacred part of the body, that recognizes right from wrong, good from bad, and that creates a relationship with everything in the universe, both seen and unseen.
2. Ka 'Ao'ao 'Ōlelo – the language element found in the ears, the mouth, and the tongue. Language can be used in many different ways and may be soft, rough, gentle, harsh, forthright, or secretive, but perhaps its greatest strength lies in its ability to transmit maui to future generations.
3. Ka 'Ao'ao Lawena– the physical behavior element found in the limbs of the body, in gestures, in the way one stands, in the way one moves the feet when walking, in a facial expression, in a smile. This element of one's maui is usually learned through unconscious imitation at a young age, and thus, is easily recognized and appreciated by those who share the same maui.
4. Ka 'Ao'ao 'Ike Ku'una – the traditional knowledge element seated in the intestines, where knowledge and emotions lie, and that is expressed in traditional values and practices like the hula, poetry, and prayer. Such practices have creative aspects and, like language, can reflect misrepresentations. Thus, the true power in traditional knowledge lies in authentic practices carried out by mature people who recognize their cultural responsibility to others who share their maui.

Mauli cannot survive if there are not also honua - places where we freely express our maui. The Kumu Honua Maui Ola Philosophy Statement guides ‘Aha Pūnana Leo to continually establish honua where Maui Ola Hawai‘i can burn brightly.

These four major elements are noted to be the basis of the vision and mission statements of nearly all Hawaiian Immersion Schools. ‘Alo Kēhau o ka ‘Āina Mauna, a Hawaiian Immersion School located at Kamuela, HI, states explicitly in their mission statement “Our mission is to support and perpetuate the growth of kaia‘ōlelo Hawai‘i Hawaiian Language Medium Education in North Hawai‘i through a curriculum founded on the Kumu Honua Maui Ola.” The guide continues on to state the following.

#### A NOTE TO READERS IN OTHER LANGUAGES

The Kumu Honua Maui Ola is presently used to conduct educational programs, to prepare new teachers, to develop cultural curricula, and as a framework for institutional operations and family life. It further serves educational professionals in a publication entitled Nā Honua Maui Ola – Hawai‘i Guidelines for Culturally Healthy and Responsive Learning Environments, available through the Native Hawaiian Education Council and Ka Haka ʻŪla O Keʻelikōlani College of Hawaiian Language. Both documents have been inspired by the work of various organizations and individuals involved in indigenous education in Hawai‘i, in the United States, and internationally. The decision to publish the Kumu Honua Maui Ola in Hawaiian with a summary explanation in other

languages was made with the hope that the publication will serve as a source of strength elsewhere seeking to rebuild upon ancestral foundations of great beauty and worth. Long ignored, these foundations are a major source of life for the people of our lands.

#### Hawaii's Teacher Shortage/Crisis & The Impacts on Hawaiian Immersion Schools

Hawaii's public education spending is the lowest in the nation. In 2018, WalletHub ranked Hawaii as the worst state for teachers based on salaries (adjusted for cost of living), turnover, pupil-to-teacher ratio, public school spending and other factors. According to Pacific Business News:

- The personal-finance website ranked the state second to last with a score of 39.19 out of a possible 100 points. Only Arizona is a worse place for teachers, based on the report.
- In the two main categories, Hawaii ranked 51st in opportunity and competition and 39th in academic and work environment.
- WalletHub compared the 50 U.S. states and the District of Columbia based on 21 key indicators of teacher-friendliness. The data set ranges from teachers' income growth potential to pupil-teacher ratio to teacher safety.
- Hawaii ranked dead last in average starting salary for teachers and average annual salary for teachers, both figures are adjusted for cost of living. It also ranked 39th for the quality of its school system and 35th in pupil-teacher ratio.

The teacher shortage crisis in Hawaii has increased class sizes and, in turn, placed a third of students in classrooms taught by long-term substitutes or emergency hires. Educators are teaching with outdated textbooks, insufficient supplies, and dealing with hefty shipping costs they often have to front themselves (Clafas, 2019). The number of teachers leaving Hawaii has gone up 71% in 5 years (Kerr, 2018).

This shortage has resulted in a baffling scenario: Hawaiian Immersion schools are currently hiring non-Hawaiian speakers. About 100 of the 175 Hawaiian language immersion teaching positions are held by educators licensed to teach in Hawaii who speak Hawaiian, which means that only about 43 percent of those classrooms are taught by teachers who are not fully qualified (Kerr, 2019). In addition to the struggles that educators are already facing in their occupation, Hawaiian immersion teachers are also expected to develop their own curriculum that combines state standards and Hawaiian culture. There are very few curricula, assessment, planning, and classroom materials that are rooted in Hawaiian immersion, which makes it exceptionally difficult for teachers to achieve standards, dedicate necessary time to student development and growth, and create a healthy and productive classroom climate. There is a lack of ready-made material available, so in consequence, these teachers are being asked to spend hours after school and on weekends to develop the curriculum (Kerr, 2019).

Hawaiian Immersion Growth from 2017-2019

Since Shari Nakata's study, *LANGUAGE SUPPRESSION, REVITALIZATION, AND NATIVE HAWAIIAN IDENTITY*, in 2017, there have been massive strides in the Hawaiian Language Immersion programs that have led to the growth in support and hope for the revitalization and

preservation of Hawaiian Language. On November 21st, 2019, the State of Hawaii's Department of Education created a new incentive for teachers to begin integrating Hawaiian language in education. The DOE will provide free introductory Hawaiian language courses through a partnership between its Office of Hawaiian Education and the University of Hawai'i Community College (HIDOE, 2019). This program is unlike any that the state has seen before. There have been minor strides towards bettering the teaching environment for new educators, but the significance of offering free Hawaiian Language courses for teachers is unprecedented. In July 2019, Governor David Ige signed House Bill 1070 into law. Act 116 will provide \$600,000 in both fiscal years 2019-20 and 2020-21 for teacher stipends for the "Grow Our Own Teachers" initiative. The funds cover annual licensing fees for new and untenured teachers to help reduce their costs while working towards becoming fully-licensed teachers. While this was another success for Hawaii teachers, in terms of revitalizing and preserving the Hawaiian language and Hawaiian language immersion programs, the most recent development in Hawaiian education is extraordinary.

## Methodology

### Introduction

This section of *The Revitalization and Preservation of Indigenous Inclusion and Immersion in Hawaii* focuses on the methods used to collect, interpret, and summarize the data available that reflects noteworthy findings. The section will describe the design of the research, the context with regard to the schools the data was collected from, and methods for analyzing the data.

## Research Design

The research was collected over the course of the 2018-2019 school year by Strive HI. Using the annual snapshot provided on the Hawaii Department of Education website, this data collection focused on student performance in ELA, Math, and Science in Hawaiian Immersion high schools, middle schools, and elementary schools, in comparison with state student performance averages, and the % of students that are eligible for free or reduced lunch in the Hawaiian Immersion Schools.

### *Strive HI*

The Strive HI School Performance Report is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' progress on the Department and Board of Education's Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders (Hawaii DOE). According to the Hawaii Department of Education website, Strive HI is the primary system used to compare and contrast student growth since 2017.

### **Hawai'i's School Accountability and Improvement System**

How do you measure how well a school is doing? In our estimation, it's about more than scores on high-stakes tests. Schools should demonstrate that they're supporting all children along the educational pipeline toward college, career and community readiness. Are they attending school? Are they graduating? Are they

going to college? Students should be able to demonstrate proficiency, but are they also [showing growth](#)? And how successfully are schools reducing the achievement gap between high-needs and non-high-needs students?

The Strive HI Performance System was designed to account for all these factors in student success. To implement it, the state took advantage of the U.S. Department of Education's (USDOE) opportunity to apply for a waiver from certain requirements of the federal No Child Left Behind Act (NCLB). Hawaii's waiver was [approved in May 2013](#) after more than a year of collaboration with Hawai'i educators, parents, community groups and higher education stakeholders. Approval was extended in 2014, and was rated the highest level of "meets expectations" across all measurements of the [USDOE monitoring report](#), one of the few states to achieve the distinction. It was updated in 2017 to align with the state's Strategic Plan and reauthorization of federal education law under ESSA.

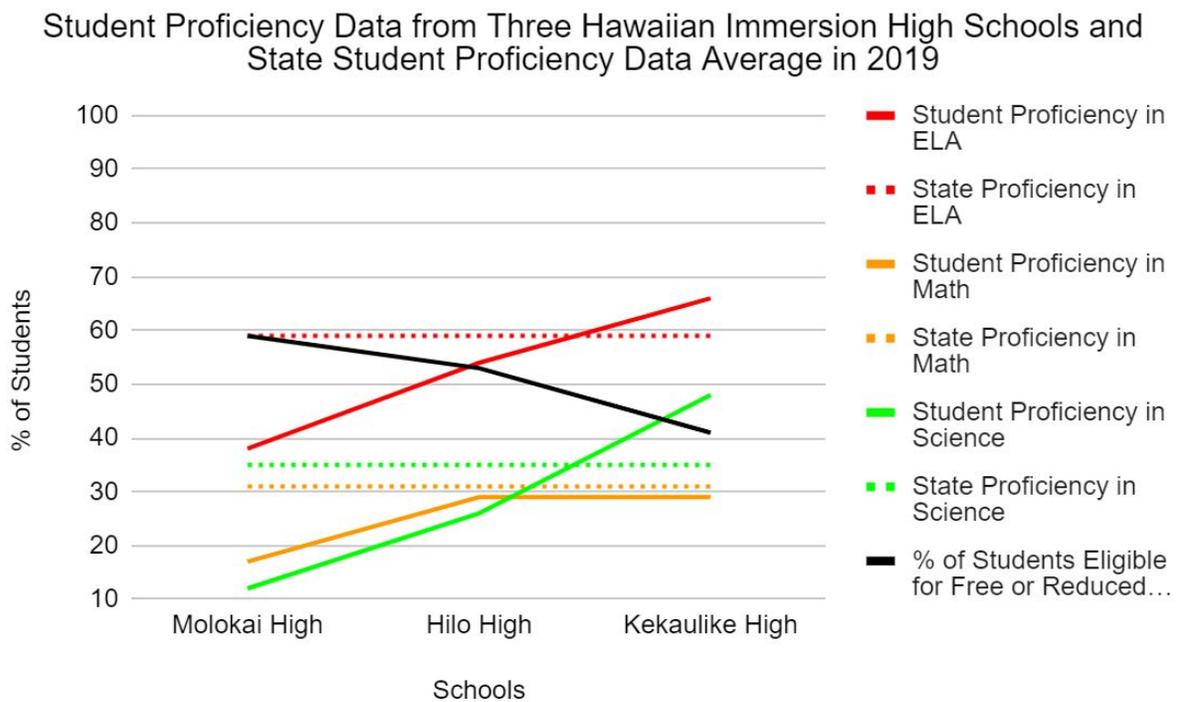
#### Data Collection- Smarter Balance

The Smarter Balanced Assessment (SBA) given in the spring for students grades 3-8 and 11 determines the English Language Arts/Literacy and Mathematics measures — the standard of achievement is reaching a 3 or 4 on the assessment. The Hawaii State Assessment (HSA) in science is administered to students in grades 4 and 8. The high school level HSA in science is the End-of-Course Biology 1 exam, administered during the final three weeks of the course. Students rated proficient on these exams are counted

towards a school's science proficiency rating. In addition, an alternative assessment for a small portion of students with disabilities, and a Hawaiian language assessment for 3rd and 4th grade students in our Kaiapuni (immersion) programs, are counted towards achievement in ELA, math and science.

Data Graphs

*Hawaiian Immersion High School Data Graph*



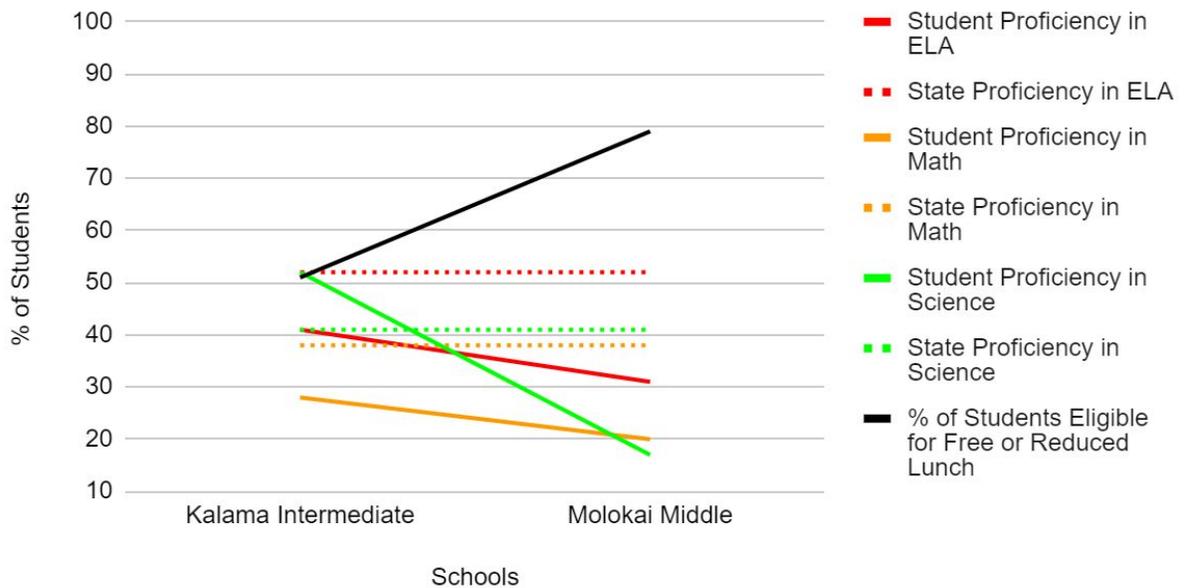
This chart is a representation of the available student proficiency data from three Hawaiian Immersion high schools, compared to state high school student proficiency in 2019. All data collected was through Strive HI. There is also an indicator of the % of students eligible for free or reduced lunch.

*High School Data Analysis*

The chart reflects what most would already assume; schools that have a higher population of students who are eligible for free and reduced lunch (the state’s most reliable indicator of low socio-economic status), are closely correlated with failing to meet the state proficiency average. While the % of students eligible for free or reduced lunch declines, the students proficiency average rises and, in most circumstances, surpasses state proficiency standards.

*Hawaiian Immersion Middle School Data Graph*

**Student Proficiency Data from Two Hawaiian Immersion Middle Schools and State Student Proficiency Data Average in 2019**



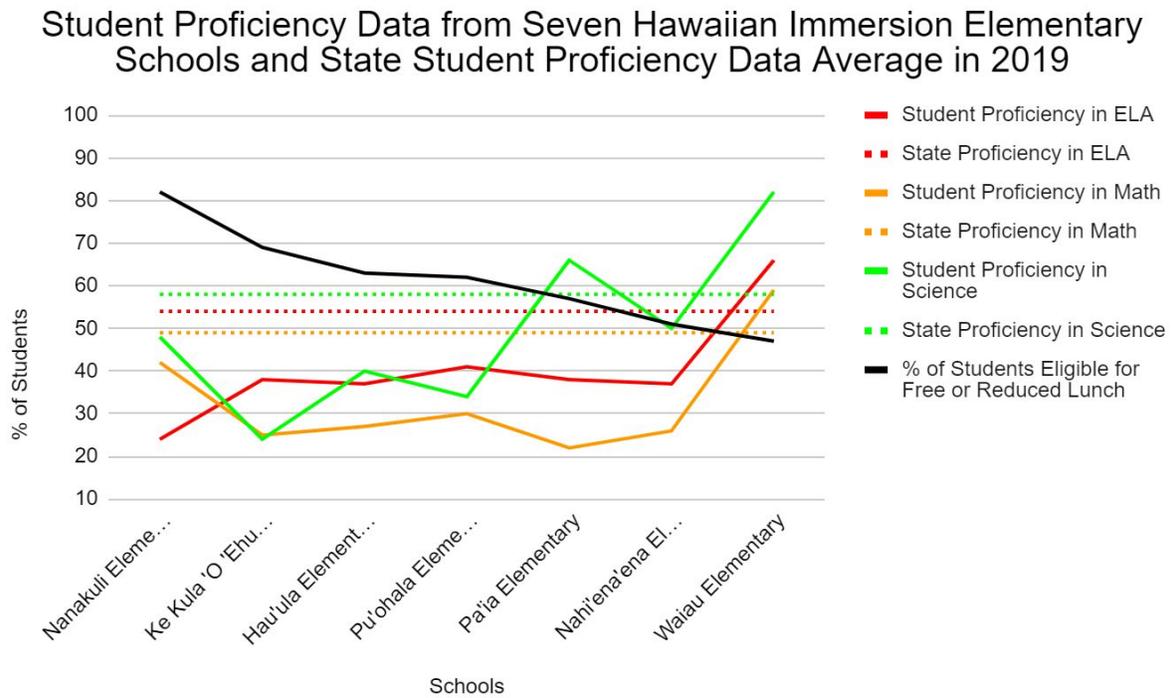
This chart is a representation of the available student proficiency data from two Hawaiian Immersion middle schools, compared to state middle school student proficiency in

2019. All data collected was through Strive HI. There is also an indicator of the % of students eligible for free or reduced lunch.

*Middle School Data Analysis*

The chart reflects what most would already assume; schools that have a higher population of students who are eligible for free and reduced lunch (the state’s most reliable indicator of low socio-economic status), are closely correlated with failing to meet the state proficiency average. While the % of students eligible for free or reduced lunch declines, the students proficiency average rises and, in most circumstances, surpasses state proficiency standards.

*Hawaiian Immersion Elementary School Data Graph*



This chart is a representation of the available student proficiency data from seven Hawaiian Immersion elementary schools, compared to state elementary school student proficiency in 2019. All data collected was through Strive HI. There is also an indicator of the % of students eligible for free or reduced lunch.

### *Elementary School Data Analysis*

The chart reflects what most would already assume; schools that have a higher population of students who are eligible for free and reduced lunch (the state's most reliable indicator of low socio-economic status), are closely correlated with failing to meet the state proficiency average. While the % of students eligible for free or reduced lunch declines, the students proficiency average rises and, in most circumstances, surpasses state proficiency standards.

### *Analysis of Results*

The analysis of results indicates that there was a strong correlation, with few outliers, that showed a students ability to successfully meet state proficiency in science, math, and ELA, and a schools enrollment for Free and Reduced Lunch Program population. Despite its limitations, the free/reduced price lunch data are frequently used by education researchers as a proxy for school poverty since this count is generally available at the school level, while the poverty rate is typically not available. Because the free/reduced price lunch eligibility is derived from the federal poverty level, and therefore highly related to it, the free/reduced price lunch percentage is useful to researchers from an analytic perspective (Synder & Musu-Gillette, 2015). According to the data, the more students that are enrolled for Free and Reduced Lunch,

the lower the student performance scores per school. This, of course, could be contributed to a multitude of factors; but the analysis leads to a widespread, common, universal truth: Schools that lack resources and funding struggle more with academics than schools that are provided with resources and funding.

## Summary and Consideration of Next Steps

### A Call to Action

Hawaii's residents, students, teachers, and parents have been advocating for an educational revolution in the state. Creating incentives would help make those Hawaiian immersion teaching lines more attractive, say those devoted to the field (Kerr, 2019). Currently, HSTA (Hawaii's State Teacher Association) is advocating for higher salaries and compensation for furthering education. The cost of living versus a teacher pay scale, combined with the out-of-pocket expenses that teachers face daily is a major contributor to the devastating teacher retention rates on the islands.

Hawaiian Immersion teachers are required to hold two degrees; one in the subject area they are teaching, and one in Hawaiian language. Consequently, they are required to further their education in comparison to the non-Hawaiian immersion teachers. Yet, no additional compensation exists. The Los Angeles Unified school district, which is ramping up dual-language English-Spanish instruction, offers an annual stipend of up to \$5,406 to teachers with bilingual certification (Kerr, 2019). Corey Rosenlee, president of the 13,700-member Hawaii State Teachers Association, said, "Under the state constitution, Hawaiian is one of our two official languages, and as a recent Supreme Court decision pointed out, our children must have access

to learn in one of those two languages, and right now in light of that Supreme Court ruling, we're not providing that." The HSTA has also advocated for the creation of a bachelor of education in Hawaiian immersion degree and the University of Hawaii at Manoa plans to begin offering that major in the fall of 2021 to help increase the pool of qualified immersion teachers (Kerr, 2019).

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Aloha Members of the Board,

My name is Cherise Akimoto and I am the curriculum coordinator for Ilima Intermediate School in Ewa Beach. I have been teaching for 13 years, teaching in Hawaii for 13 years. I am writing to ask the BOE to partner with the DOE and teachers to work towards increasing funding to address the teacher shortage crisis. By working together, we can address the issue of wage suppression that affects our profession currently. With the addition of a baby to our family this past year, my husband and I have been feeling the effects of Hawaii's high cost of living immensely. In a couple of years, he will be attending pre-school, which will mean we will be stretching our dollar even more.

My colleagues have worked diligently to support our students in Hawaii's public schools. By working together to balance the interests of all the stakeholder groups and reflecting on how we will use the money received to best meet the needs of our students, our schools and our communities, I am confident we will allow for a greater number of students to achieve excellence.

I ask that the Board support funding to ensure every teacher earns a comparable wage to our mainland counterparts that don't face the economic factors here in Hawaii.

Thank you,

Cherise Akimoto