



Testimony BOE <testimony.boe@boe.hawaii.gov>

Testimony - Finance & Acellus

1 message

Zan Timtim <zanzibar722@gmail.com>
To: testimony.BOE@boe.hawaii.gov

Wed, Jan 20, 2021 at 8:17 AM

Aloha!

Testifying on Finance and Infrastructure Committee Meeting Action Item IV A

I am Testifying AGAINST spending stimulus funding on private tutoring. Please fold stimulus funding into retaining teacher positions to avoid mass teacher layoffs. I have family members and friends that are teachers that are fearful of losing their jobs after so many years of service. My son is a teacher in Oregon and was planning on moving back to teach, but is now uncertain of his ability to get a teaching job here. These educators as well as others paint a picture of demoralization among teachers, fear due to the lack of job security and declining mental health. If we want our educators to bring their best selves to the classroom, we must ensure they feel secure in their positions. If we want them to create a local based, distance learning curriculum to help our students effectively learn amid this pandemic, we must support their schools with funding.

I am also, **Testifying for GBM Agenda Item IV B., Acellus Update:**

Dear Board Members and Chairperson(s),

While I am happy to see that the October 2020 letter from the Superintendent was sent to ensure that parents and constituents have access to the information, I am extremely disappointed that the letter has been the extent of the Superintendent's communication with families on the Acellus issue since then. It is also disheartening to know that Acellus is still being used. Here is a quote directly from that letter:

*"Based on its analysis, the review team recommended the program should be discontinued as a primary curriculum resource due to **its inconsistency in quality and rigor**. The HIDOE recognizes the curriculum does contain content that reviewers found acceptable and aligned to standards, and will be working with schools that use Acellus to identify and leverage such content, as appropriate."*

Where in this letter are the rights' violations identified by the DOE reviewers in the full Acellus equity review disclosed to parents? No discussion of what reviewers called "nothing short of alarming" and that they "identified discriminatory content that rises to the level of being severe, pervasive and persistent". Parents and educators deserve to know what this discriminatory content is. It should not be hidden. These are our children and parents have a right to this information!

The DOE leadership should notify parents who's children are using Acellus that their students' rights may have been (or may continue to be) violated. Atleast, summarize the nature of those violations identified in the 140-page review (i.e., on the basis of religion, gender, race and ethnicity.). The letter sent out in no way conveys the severity of the situation. After much pressure from teachers and parents, the review was QUIETLY released on the DOE website in November. Parents were NOT notified of it's release and where to review it. Hewa!

Please understand that this issue will continue to be a problem as long as Acellus is still utilized in our schools. Right now as you are reading this students all across the Hawaiian islands are using this program.

With more than 80% of the DOE's own reviewers saying they would not recommend. This is just unacceptable quality and our keiki deserve much better.

My daughter attends Waipahu Intermediate and I was FORTUNATE to be able to immediately transfer out of the full distance learning option of Acellus at the beginning of the year. It is so sad to know that they are still using the Accellus learning Accelerator. I am extremely disappointed in the administration there that they have chosen to continue its use.

Thank you for considering my testimony. I especially appreciate the other parents and teachers that are testifying and fighting so hard to get this program removed and a much better program instituted for our keiki. Both the students and the teachers deserve so much better.

Mahalo!
Zan Timtim
Mother



Testimony BOE <testimony.boe@boe.hawaii.gov>

**Testimony for Board of Education Finance and Infrastructure Committee Meeting
Thursday, January 21, 2021 at 11:00 a.m. item IV.A; General Business Meeting
Thursday, January 21, 2021 at 1:30 p.m. item V.B.**

1 message

Lynn Otaguro <lmotaguro@yahoo.com>

Tue, Jan 19, 2021 at 4:01 PM

To: "testimony.boe@boe.hawaii.gov" <testimony.boe@boe.hawaii.gov>

January 19, 2021

Board of Education
State of Hawaii

Re January 21, 2021

BOE Finance and Infrastructure Committee Meeting at 11:00 a.m., Item IV.A. Committee Action on Department of Education's plan for use of federal funds in the new COVID-19 relief package and annual federal spending

BOE General Meeting at 1:30 p.m., Item V.B. Board Action on Finance and Infrastructure Committee recommendations concerning Department of Education's plan for use of federal funds in the new COVID-19 relief package and annual federal spending

Honorable Chair Payne and members of the Board:

In determining the DOE budget, effective planning must still consider COVID-19 issues.

Given the likelihood of ongoing concerns, health and safety issues will still haunt our schools.

Some of these issues can be addressed with little or no additional funding.

Masks. One low cost action that can be taken is amending the DOE mask wearing guidelines to be consistent with the Governor's emergency proclamation and the CDC and DOH guidance. In addition, the DOE can work on clear messaging about the importance of wearing masks and consistent enforcement of mask wearing in all of our schools.

Community education and professional development on COVID-19 issues. Community education and professional development on COVID-19 and the importance of following health and safety protocols also would strengthen the COVID-19 response. The delegation of authority on COVID-19 plans to individual schools and complexes without more oversight of health and safety issues has led to uneven application of health and safety protections, depending on different administrators' understanding of the disease and its transmission. Recently, Waialua High School held assemblies in spite of DOE guidelines against large gatherings. Surely, if there were a greater awareness about COVID-19, an administrator would not have pursued such assemblies. In news articles, reference was made to ceiling fans as a mitigating safety measure, when recent research indicates that ceiling fans could be a problem, actually spreading the disease.

If the DOE would like assistance with COVID-19 education for staff and families, there are community groups who are more than willing to donate their time. Other resources, such as a free

John Hopkins course on COVID-19 offered on the Coursera website, are available. These things, that involve little additional financial resources, can be done to improve schools' health and safety response.

In the DOE budget, priority must be given to the staffing necessary for in person instruction.

As this Board has stated previously, in considering questions of funding and budget cuts in education, the core functions of teaching and learning must be protected. This means funding the teachers and staff in our schools. For in person instruction during this time of COVID-19, teachers and staff are critical for implementing health and safety protocols and to ensure lower numbers of students in classes and social distancing.

Core classroom instruction should be protected. In its proposal for the use of federal funding, the DOE asks for approval of \$53 million for private tutoring to address students falling behind during this pandemic. However, it does not make sense to pay for tutoring while cutting monies and personnel dedicated to core classroom instruction. Will it be helpful to have tutoring when the number of students in classrooms are higher and where the resources for classroom instruction are impaired?

Resources kept in the schools are better in the short and long term. In the alternative, if it is determined that tutoring is the preferred route, it should be done through the schools rather than private contractors. Schools already know their students and instructional programs, and can better plan strategies and coordinate services in line with known needs, curriculum, and practices. Much of the effectiveness of programs relies on the relationship between a teacher and student; school staff members already have relationships with their students.

Further, keeping resources in the schools better maintains their effectiveness and viability going forward. If they do the tutoring themselves, schools will have the information on planning and results of the tutoring program, and will be better able to use that information in their other classroom and instructional decisions. In addition, there is a benefit in keeping teachers and staff in place within the school to better retain them for future needs. If tutoring is the preferred path, schools should be funded to do the work, rather than private contractors.

Thank you for your consideration.

Sincerely,
Lynn Otaguro
Oahu, Hawaii



Testimony BOE <testimony.boe@boe.hawaii.gov>

Board meeting 1/21/21 Testimony on iiaa and IV A and B general meeting

1 message

Cheryl B <burgharc@gmail.com>

Tue, Jan 19, 2021 at 4:17 PM

To: Testimony BOE <Testimony.BOE@boe.hawaii.gov>

Testimony for 1/21/21 BOE meeting.

*To question and challenge the status quo, proposals or purpose of plans does not mean one is against them, it means that one is helping and hoping that everyone will dig deep to find the best solutions. They are not always found by looking in a box. Sometimes there is no box and it's important to look for spaces and places with no confinements to what we can achieve. We find them by including even those public school supporters who give us our greatest thought challenges**

9:30 Human Resource committee testimony iii A:

1. BOE strongly considers the paths that put the least amount of impact on the folks who work directly with students. The hierarchy of cuts should start from those farthest away from actually being with students. Are DOE admin./ CAS and those at district offices important, many, yes... but we need all hands on deck in the classrooms. I am sure that many paths have been researched but they appear to be using the same old formulas and methods. There are teachers that need to fill gaps and be in classrooms NOT in coaching or CAS offices right now.

2. BOE strongly considers whether the cuts apply equitably to all geographic areas. While on paper, it may appear to be so, we all know that some schools have an economic base that helps them fill in the gaps in their schools from community support \$\$\$. The squeaky wheel often has greater access to additional paths. It also does not address the transfer and movement of educators from those schools who need solid, strong, consistent people (a recurring problem in the DOE) which will affect students. This brings up the pay differentials. Let's find ways to keep them since we know they are working.

3. Cuts are also not addressing other issues for our keiki. Lack of wifi and resources received, continued exposure to racist, biased resources and health/welfare services.

4. Waiting for the federal government monies has not worked in the past, it most likely won't work this time either. THAT being said, I would ask that the BOE pull back on the use of the CARES monies until a complete review is held, looking at HR 133 and Sec. 317. Please make sure that we have reviewed every possibility.

5. We need to find permanent positive solutions. What happened to an outside committee of community folks to work with the BOE? There are very qualified people willing to help. If the same people are always talking together, then they only bring forth what they already know. Change the lens.

General Meeting IV A *

1. Regarding the Superintendent. When Dr. Kishimoto began, I saw possible strengths in sharing, willingness to learn about Hawai'i and to support the educators. Her experiences, I thought would provide a positive path forward for our schools. Over the past year, though, my confidence in her ability to take our DOE where it needs to be has eroded. During the COVID year, I had hoped to see her use her connections, intelligence and experience to lead us through this challenge. I regret, it seems that we have a leader who has been retaliatory and concerned about the connections to the politics of it all. I understand this is my lens' view but feel it important to share. Since COVID and her horrible handling of the Acellus online curriculum fiasco, many of us have lost confidence that the supt. is able to carry us forward into the DOE Hawai'i place-based, unique piko of learning for which the community aspires. We can not continually depend on solutions from the continent and western thinking on these islands. Though we are in a budget crisis, where is the first place the DOE looks for help? It's not the community here for sure. We have folks who have created and are creating management systems and resources here on these islands. How many are being considered? Did anyone look at what places like Japan in Asia are doing to help with schools and finances? The Ministry of Education is looking at partnerships for keeping people working in schools and business. Lastly, the morale of educators and community is the lowest I have seen in a long time. Firing teachers, then suggesting the use of private tutors, that's the path to the destruction of public school, it is a business model, not a Hawai'i model. Teachers have taken a lot of the blame for a system that is letting them down, not the other way around. Yes, we are in harrowing times but you don't turn on and exclude the folks who are the lifeline to education, the keiki and the community. Leadership means more than just the budget and politics, we need a strong leader right now.

General Meeting IV B.

I have read through and reread the presentation sent by the Supt. to the BOE regarding Acellus.

Direct comments to the report.

#1 Communication was inconsistent to the schools, implementation and procedures following directive from BOE also inconsistent, Supt. communication unapologetic nor helpful. What is this *"the HIDOE will work closely with schools to move forward expeditiously to allow schools and families who want to discontinue using Acellus to transition to another program. The HIDOE is committed to minimizing disruption to students and families to the greatest extent possible."* for example. This appears to give permission to continue Acellus. It has been shared that some schools are receiving grants to do so. THE REASON it is policy to not use is that it is racist, biased materials, this doesn't change with who pays for it. As others have written to you in their testimonies, schools are using it and Acellus appears still on many school websites. We have also not heard about how the "vendors" will be helping to get monies back paid for Acellus. This should be a priority with the DOE and perhaps the Attorney General's office?

#2 While it's great that Acellus has begun to be addressed, what about the other online programs with similar or unacceptable content? This week, I had a parent point out to me inappropriate content from Teen Biz and Achieve 3000. Who is looking at the content on those sites as well as reviewing the other resources currently in use? Who vetted the new K-12 program that we were told is being piloted? We ask and ask but get no responses. Has there been discussion of the use of the 1776 Patriot curriculum? If not, there needs to be. There needs to be a policy decision on it immediately. What has happened to the strongly place-based Nā Hopena A'o and Hā? This is the direction we should be headed for our islands.

#3 Excited to see and learn more about the curriculum management system. How many school educators are actually involved in its inception? It would seem that the more who are working in it now, the less time and \$\$ will be needed for "professional development". Is it being piloted right now and how does it factor in the Hawaiian language use?

Unlike my usual testimony, this got a bit long so here is the summary:

1. Review and come up with a way to keep all educators in jobs with current pay and status. Work with the legislature on finding new and innovative ways to fund our schools. Review the Corona Cares policies and procedures before continuing further. Ensure that all schools are receiving equitable response during these challenging times.
2. Strongly consider whether Dr. Kishimoto's leadership style and direction is in the best interest of our schools and keiki.
3. Reaffirm to the community that Acellus and any other racist, biased, Eugenic-leaning resources will not be allowed in our public school classrooms. This includes the 1776 Commission. Set up policy, procedures and oversight to ensure that this occurs.
4. Remind the DOE administration, BOE and others that these are the Hawai'i Public Schools in the islands of Hawai'i and our focus should always be place-based for our keiki.

Thank you for reading this testimony submission.

C. Burghardt

Retired DOE Educator



Testimony BOE <testimony.boe@boe.hawaii.gov>

Testimony - Liz Ho/United Public Workers - BOE 1/21/21 Meeting

1 message

Kahele Naeole <knaeole@upwhawaii.org>
To: testimony.boe@boe.hawaii.gov

Tue, Jan 19, 2021 at 5:50 PM

Aloha,

I am submitting the testimony below on behalf of United Public Workers Administrator Liz Ho regarding:

State of Hawaii Board of Education
General Business Meeting
Thursday, January 21, 2021

Action Item B: Board Action on Finance and Infrastructure Committee recommendations concerning Department of Education's plan for use of federal funds in the new COVID-19 relief package and annual federal spending bill.

Mahalo for your consideration,

William "Kahele" Naeole, Jr.
Communications OfficerUnited Public Workers, AFSCME, Local 646, AFL-CIO
[1426 N. School St.](#)
[Honolulu, HI 96817](#)
P: (808) 847-2631 Ext. 224
E: knaeole@upwhawaii.org

STATE OF HAWAII BOARD OF EDUCATION
GENERAL BUSINESS MEETING
Thursday, January 21, 2021
1:30pm
Virtual Meeting

Re: Action Item B – Board Action on Finance and Infrastructure Committee recommendations concerning Department of Education's plan for use of federal funds in the new COVID-19 relief package and annual federal spending bill.

Dear Chairperson Payne and Members of the Board of Education:

The United Public Workers Union, AFSCME Local 646, represents approximately two thousand employees who work for the Department of Education and are tasked with keeping our schools clean and maintained and providing adequate health services to students statewide. Our members also include food service workers who feed our students, as well as trade employees such as electricians, plumbers, mechanics and our

lawn mower crews and house parents.

Addressing the health and safety of the community has always been a fundamental role for public employees. It has consistently been a central factor in determining budget and other major decisions. Therefore, the United Public Workers Union, AFSCME Local 646, strongly opposes any budget adjustments that would result in reducing the number of essential employees, especially those employees that have been designated essential for the purposes of dealing with the coronavirus pandemic.

Reductions to funding, which lead to the reduction in essential staff positions, will contribute to staffing shortages and its consequences. This will jeopardize the health and safety not only of the school community, but of the general community as well. This dynamic will result in outbreaks of the virus which will lead to increases in the number of actual cases and greater spread through the community. These consequences were demonstrated earlier with outbreaks at the State's correctional facilities, which involved staffing shortages.

Any funding decisions that decrease the number of critical staff positions moves us in the wrong direction, especially at a time when the number of cases in Hawaii are hitting higher levels. In order to protect the interests of the school and of the general community, we need to ensure that essential positions are maintained, and we need to have funding to provide for adequate protective equipment.

Congress will be deliberating over President Biden's 1.9 trillion dollar funding package, which includes additional financial resources for educational needs. This funding will be necessary to meet budget shortfalls for the Department of Education, as well as to deal with the coronavirus pandemic. The Board of Education and the Department of Education must do whatever it can to further the likelihood that Congress will approve the President's funding package.

Based on the foregoing, the United Public Workers Union, AFSCME Local 646 strongly opposes any recommendation that further reduces funding for essential employees, lessens the number of staff positions for such workers, or fails to provide for the protective equipment they will need.

Thank you for the opportunity to submit this testimony and your consideration.

Sincerely,

Liz Ho
Administrator
United Public Workers / AFSCME Local 646



Testimony BOE <testimony.boe@boe.hawaii.gov>

Testimony

1 message

Alexandra Obra <alexandra.obra@k12.hi.us>
To: Testimony.BOE@boe.hawaii.gov

Wed, Jan 20, 2021 at 7:14 AM

Hi!

I am submitting testimony for Thursday's BOE meeting, 1/21:

Alexandra Obra
Waiāhole Elementary School
Principal

My testimony is for the General Meeting and Finance Committee.

Thank you!

Ms. Obra

--

'Ike aku, 'ike mai, kokua aku kokua mai; pela iho la ka nohana 'oha
"Recognize others, be recognized, help others, be helped, such is a family relationship"
Mary Kawena Pukui

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**BOE Testimony Letter 1-21-21.pdf**
119K



**STATE OF HAWAII
DEPARTMENT OF EDUCATION**

Waiāhole Elementary School
48-215 Waiāhole Valley Road
Kāne'ohe, Hawai'i 96744

January 20, 2021

Dear Hawai'i Board of Education Members,

My name is Alexandra Obra, Principal of Waiāhole Elementary School. I am writing this testimony letter to share my thoughts about the impending budget cuts.

These budget cuts have had a profound impact on my small school. Each year, my goal is to protect and maintain the status quo with all of our school positions (i.e., teachers, office, custodians, educational assistants, cafeteria, and casual hires.) They are not just school positions, they are family. We are a tight-knit 'ohana and community.

Waiāhole barely has the resources that we need to function properly, but we make do with what we have because although we may lack in numbers, we are never at a loss for spirit and pride. I cannot continue to make any additional cuts as they will severely impact student outcomes, and our community does not deserve any additional disappointments.

I cannot let these budget cuts continue in good faith without expressing my disappointment. Our keiki deserve someone to advocate for them, and I will continue to do so. It is well documented and studied that money invested in early education leads to higher graduation rates, and higher graduation rates lead to a reduction in crime. As Members of the Board of Education, you know these statistics. You understand the correlations between crime and education. You know that an investment in our children is literally an investment into our future. It's an investment in our community. For our school, it's an investment into the Native Hawaiian population that has already been marginalized enough.

It's time to reinvest in our schools. Budget cuts for schools is not the answer. The keiki of Waiāhole deserve equitable funding and resources to ensure that they are prepared for their future. Education must be our priority. We need to find ways to preserve and fund what matters the most, our keiki and their futures. I urge you to preserve teaching and non-classroom teaching positions that impact our keiki across the State of Hawai'i.

Sincerely,

Alexandra Obra

Alexandra Obra
Waiāhole Elementary School
Principal



Testimony BOE <testimony.boe@boe.hawaii.gov>

HE'E Testimony for HR Committee, FIC Committee and GBM, January 21, 2021

1 message

Cheri Nakamura <cheri.nakamura@gmail.com>

Wed, Jan 20, 2021 at 8:56 AM

To: Board of Education Testimony <testimony.boe@boe.hawaii.gov>


Aloha,

Please see attached HE'E's testimony for the HR Committee Meeting, FIC Committee Meeting and the GBM, January 21, 2021.

Regards,

Cheri Nakamura

HE'E Coalition

3 attachments **HE'E Testimony HR Meeting 01 21 2021.pdf**
143K **HE'E Testimony FIC Meeting 01 21 2021.pdf**
188K **HE'E Testimony GBM 01 21 2021.pdf**
126K



January 21, 2021
General Business Meeting

Dear Chair Payne and Members of the Board of Education,

IV. A. Update on Superintendent's evaluation for the 2020-2021 School Year: mid-year review of progress on Superintendent's Priorities

We would like to comment on item IV.A.

We appreciate the Superintendent's detailed self-review of her progress toward the Superintendent's Priorities. Particularly for Professional Standards (Component 1), she listed many examples of tasks and activities she has accomplished during the 2020-2021 year. The list of accomplishments is extensive; however, we believe a critical component of her evaluation is seeing improvement in clear, objective, measurable (quantitative) criteria. Superintendent Priorities (Component 2) is a start, as the priorities have clear and measurable goals. We look forward to the end of the year evaluation when the data in the measurable criteria will be available.

Thank you for this opportunity to testify.

Sincerely,

Cheri Nakamura
HE'E Coalition Director

HE'E Coalition Members and Participants

Academy 21
After-School All-Stars Hawai'i
Alliance for Place Based Learning
American Civil Liberties Union
Atherton YMCA
*Castle Complex Community Council
*Castle-Kahuku Principal and CAS
*Education Institute of Hawai'i
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawai'i
Harold K.L. Castle Foundation
*HawaiiKidsCAN
*Hawai'i Afterschool Alliance
*Hawai'i Appleseed Center for Law and Economic Justice
*Hawai'i Association of School Psychologists
Hawai'i Athletic League of Scholars
*Hawai'i Children's Action Network
Hawai'i Education Association
Hawai'i Nutrition and Physical Activity Coalition
* Hawai'i State PTSA
Hawai'i State Student Council
Hawai'i State Teachers Association
Hawai'i P-20
Hawai'i 3Rs
Head Start Collaboration Office
It's All About Kids
*INPEACE
Joint Venture Education Forum
Junior Achievement of Hawaii
Kamehameha Schools
Kanu Hawai'i

*Kaua'i Ho'okele Council
Keiki to Career Kaua'i
Kupu A'e
*Leaders for the Next Generation
Learning First
McREL's Pacific Center for Changing the Odds
Native Hawaiian Education Council
Our Public School
*Pacific Resources for Education and Learning
*Parents and Children Together
*Parents for Public Schools Hawai'i
Punahou School PUEO Program
Special Education Provider Alliance
*Teach for America
The Learning Coalition
US PACOM
University of Hawai'i College of Education
YMCA of Honolulu

Voting Members () Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*



Testimony BOE <testimony.boe@boe.hawaii.gov>

Testimony

1 message

Jennifer Chang <jchang@kalanihs.org>
To: Testimony.BOE@boe.hawaii.gov

Wed, Jan 20, 2021 at 10:28 AM

Name: Jennifer Chang

Position: Health/PE teacher (Kalani High School)

Meeting: General Board Meeting (full board)

Agenda Item(s): 3a & 5b

Dear Chairperson Payne and Board of Education members,

As a PE/Health teacher, I understand that these are challenging times, and, unfortunately, the state is dealing with financial challenges due to the Covid-19 pandemic. I am writing to you concerned about the current budget plan proposal. I believe that a well-rounded education is essential for all students, and in this time of crisis, teachers' jobs should be the last thing eliminated. The proposed budget cuts that include the elimination of physical education positions at the elementary level would be devastating to the health and wellness of our keiki. Elimination of these positions works against the district's vision, which states, "to create students who are educated, healthy, and joyful lifelong learners and who contribute positively to our community and global society."

The Wellness Guidelines implement Board of Education Policy 103-1 and fulfill Public Law 108-265 Section 204 and the Healthy Hunger Free-Kids Act (2010). The Wellness Guidelines state that PE at the elementary level is required 45 minutes per week at the elementary level. Instruction in PE should ensure integrated, cumulative physical education in each grade level. Each child across the district should have an equal opportunity to meet all the content standards in each grade cluster (K-2 and 3-5). The proposed cuts in the budget specifically mention over 27 elementary PE positions that could be eliminated or reduced if this plan is approved. Additionally, two middle schools face specific cuts to physical education and over seven schools that specifically mention cuts to sports and intramural activities.

In the middle of a pandemic that affects people's physical and mental health, this proposed plan sacrifices children's social, emotional, and physical health. Additionally, it goes against that science that has us in our current situation. We know that pre-existing health conditions such as obesity and diabetes put people at higher risk of contracting COVID-19. Movement is good for the body and the brain. Beyond that, though, physical education is designed to provide life skills that encourage students to be active and fit for a lifetime. Healthy students learn better. Research clearly shows the associations between fit and physically active students and higher test scores, better attendance, increased concentration, and increased on-task behavior levels. Healthy children are more than twice as likely to become healthy adults putting youth at lower risk for obesity and chronic disease later in life.

I see my nieces and nephews get genuinely excited to learn about how to stay healthy and it makes my heart melt knowing that the future generations will be better equipped with this knowledge. As educators, our overarching goal is to have a positive impact on the younger generations to ultimately create a better future for all. Today, it may seem like a minor sacrifice to eliminate these PE teacher positions, but mark my words: we will have to deal with the consequences in the future.

When looking at Maslow's Hierarchy of Needs, students must meet basic needs before academic success can occur, including physical, social, and emotional health. Physical education quantity and quality are typically deficient for less affluent students, and often, those are the same students who are in racial and ethnic groups at a higher risk for overweight and obesity. Physical education teachers are critical to ensuring that all students in the district achieve their physical, social, and emotional health, which often correlates to academically successful students. While this is an extremely challenging situation, and there will be changes and losses to meet the budget requirements, I would like to encourage you to look at other solutions rather than eliminating teachers, especially the physical education teachers and programs in our schools. Thank you for your time and consideration.

Jennifer Chang

Health Teacher
Kalani High School
Telephone: (808) 305-0559
[4680 Kalanianaʻole Hwy](#)
[Honolulu, HI 96821](#)



Testimony BOE <testimony.boe@boe.hawaii.gov>

Written Testimony Finance and Infrastructure AND General Business Meeting

1 message

HAHPERD <hahperd808@gmail.com>

Wed, Jan 20, 2021 at 10:49 AM

To: Testimony.BOE@boe.hawaii.gov

Good morning,
Please find attached the written testimony.

HAHPERD (Hawaii Association for Health, Physical Education, Recreation, and Dance)

- Meeting: Finance and Infrastructure AND General Business Meeting (full Board)
- Agenda item: Finance and Infrastructure item 3A and the General Business Meeting item 5B
- Position: Oppose

2 attachments**HAHPERD PE Testimony_Finance and Infrastructure Committee.pdf**

155K

**HAHPERD PE Testimony_General Board Meeting.pdf**

155K



Dear Chairperson Payne and Board of Education members,

As HAHPERD (Hawaii Association for Health, Physical Education, Recreation & Dance), a non-profit professional organization for Health and Physical Educators we would like to provide testimony to oppose cutting teachers and especially physical education teachers and programs. We understand that these are challenging times, and, unfortunately, the state is dealing with unprecedented financial challenges due to the Covid-19 pandemic. Although these challenges face us head on, we are concerned with the current budget plan proposal. HAHPERD believes that a well-rounded education is essential for all students, and in this time of crisis, teachers' jobs should be the last thing eliminated. The proposed budget cuts that include the elimination of physical education positions at the elementary level would be devastating to the health and wellness of our keiki. Elimination of these positions works against the district's vision, which states, "to create students who are educated, healthy, and joyful lifelong learners and who contribute positively to our community and global society."

The Wellness Guidelines implement Board of Education Policy 103-1 and fulfill Public Law 108-265 Section 204 and the Healthy Hunger Free-Kids Act (2010). The Wellness Guidelines state that PE at the elementary level is required 45 minutes per week at the elementary level. Instruction in PE should ensure integrated, cumulative physical education in each grade level. Each child across the district should have an equal opportunity to meet all the content standards in each grade cluster (K-2 and 3-5). The proposed cuts in the budget specifically mention over 27 elementary PE positions that could be eliminated or reduced if this plan is approved. Additionally, two middle schools face specific cuts to physical education and over seven schools that specifically mention cuts to sports and intramural activities.

In the middle of a pandemic that affects people's physical and mental health, this proposed plan sacrifices children's social, emotional, and physical health. Additionally, it goes against that science that has us in our current situation. We know that pre-existing health conditions such as obesity and diabetes put people at higher risk of contracting COVID-19. Movement is good for the body and the brain. Beyond that, though, physical education is designed to provide life skills that encourage students to be active and fit for a lifetime. Healthy students learn better.

Research tells us:

- there are strong associations between fit and physically active students and higher test scores, better attendance, increased concentration, and increased on-task behavior levels,
- healthy children are more than twice as likely to become healthy adults putting youth at lower risk for obesity and chronic disease later in life,
- there is NO evidence that demonstrates a decrease in academic achievement in districts that have mandated *daily* physical education,
- *daily* physical education has shown improved outcomes in academic achievement (in reading and math), decreased behavior referrals, and increased attendance which are **key indicators of success** for our neediest students,
- data shows that 91 percent of parents nationally feeling that there should be more physical education in schools, particularly for addressing obesity,
- and many prominent organizations such as the American Heart Association, SHAPE America, the American Academy of Pediatrics, the U.S. Department of Health and Human Services (HHS), the U.S. Department of Education, the President's Council on Physical Fitness and Sport, and the Centers for Disease Control and Prevention (CDC) ALL support the need for physical activity for youth and for effective physical education in schools.

When looking at Maslow's Hierarchy of Needs, students must meet basic needs before academic success can occur, including physical, social, and emotional health. Physical education quantity and quality are typically deficient for less affluent students, and often, those are the same students who are in racial and ethnic groups at a higher risk for overweight and obesity. Physical education teachers are critical to ensuring that all students in the district achieve their physical, social, and emotional health, which often correlates to academically successful students. While this is an extremely challenging situation, and there will be changes and losses to meet the budget requirements, we would like to encourage you to look at other solutions rather than eliminating teachers, especially the physical education teachers and programs in our schools. Thank you for your time and consideration.

The HAHPERD Board

Hawai'i Association for Health, Physical Education, Recreation, and Dance



Testimony BOE <testimony.boe@boe.hawaii.gov>

Testimony for 1/21 BOE mtg.

1 message

Adrienne Robillard <adrienne.robillard@gmail.com>
To: testimony.boe@boe.hawaii.gov

Wed, Jan 20, 2021 at 11:33 AM

Dear Board Members and Chairperson(s),

I am testifying on two of the action items for this week's meeting.

Testifying on Finance and Infrastructure Committee Meeting Action Item IV A

I am testifying AGAINST spending stimulus funding on private tutoring; please fold stimulus funding into retaining teacher positions to avoid mass teacher layoffs. It is more important than ever that the DOE retains its talented teaching force, supports the morale of our educators, and restores faith in the public's perception of public education here in Hawai'i. We must support our schools with funding for teachers and not resort to spending on private tutoring. There are better ways to allocate these funds while supporting both student and teacher needs.

Testifying for GBM Agenda Item IV B., Acellus Update

By allowing the Acellus software to remain as a distance learning standard in many schools across the state, parents, myself included, feel that we have no alternative to selecting the hybrid model if/when students return to the classroom. At the same time, I am very anxious about my children attending school in person as the Covid numbers rise and the mutant variants increase the rate of contagion. I urge the BOE to use stronger wording, issuing warnings against the use of Acellus, as its lack of rigor is robbing students of a quality education in this trying time. Better yet, remove Acellus completely from use, as it is of negative value and identified alternatives are available. Without clear directive from the DOE, some schools may think it's fine to continue to use Acellus, when in actuality this is a grave disservice to our keiki. Plus, the more students use Acellus, the more 'catching up' will be required in the future.

Thank you for your time and consideration,

Adrienne Robillard

Public School Parent

Educator, Windward Community College



Testimony BOE <testimony.boe@boe.hawaii.gov>

Testimony for January 21, 2021 General Meeting

1 message

Lois Yamauchi <loisyamauchi@gmail.com>

Wed, Jan 20, 2021 at 11:44 AM

To: Testimony.BOE@boe.hawaii.gov

Dear Board of Education Members,

I am submitting the attached two testimonies for agenda items in tomorrow's BOE general meeting.

Thank you,

Lois A. Yamauchi
President
Parents for Public Schools of Hawai'i

2 attachments**Testimony comment on Acellus 01.21.2021.pdf**

189K

**Testimony opposing tutors 2021.pdf**

191K



2850 Kahawai Street
Honolulu, HI 96822

808 988 5505
www.ppsHI.org

Lois Yamauchi
President

Kashmira Reid
Vice President

Erin Yagi
Secretary

Ernestine Enomoto
Treasurer

Deborah Bond-Upson

Kay Fukuda

Clare Hanusz

Mary Weir

Susan Wood

Testimony for General Business Meeting

January 21, 2021

To: Hawai'i Board of Education

From: Lois A. Yamauchi, PhD.
President, Parents for Public Schools

Re: Testimony commenting on alternatives to Acellus and school regaining lost funds

I am submitting this testimony on behalf of Parents for Public Schools of Hawai'i, a non-profit organization of family and community members with children in our public schools. PPS Hawai'i has over 1,200 members across the State. Many of our members were concerned about the inappropriate use of the Acellus online program. We appreciate that the DOE has ended the contract with Acellus, given the many documented problems of bias and low-level engagement. However, many families who chose a fully online education do not have a choice but to continue to use the program for the rest of the school year. We urge the Board of Education to provide an alternate online program for students who are fully-online.

In addition, we recognize that many of the schools that chose to end the program immediately did so at a great cost to their budgets. We urge the Board of Education to support return of that funding to those schools to support their efforts to provide alternate forms of education during the stay-at-home mandates.

Thank you for your time and consideration.

Parents for Public Schools Hawaii (PPSHI) is a not-for-profit 501(c)(3) volunteer organization of parents, community members, and educators working to improve and support public education through family engagement. We are committed to ensuring all children in Hawai'i have access to a quality public education.



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Honolulu, HI 96822

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Mary Weir

Susan Wood

Testimony for General Business Meeting

January 21, 2021

To: Hawai'i Board of Education

From: Lois A. Yamauchi, PhD
President, Parents for Public Schools

Re: Testimony in opposition to spending funds on private tutors at the expense of classroom teachers

Parents for Public Schools of Hawai'i (PPS Hawai'i) is a non-profit organization of family and community members with children in our public schools. Our organization focuses on family engagement and family voice in public education. We have over 1,200 members across the State. When we asked our members what they love most about their public schools, their answer was their teachers. Our members recognize that teachers are the most important asset in education. We agree with research that shows that the most influential school-based factor related to children's learning is the quality of their teachers.

It is with this conviction that PPS Hawai'i urges the Board of Education to prioritize classroom teachers instead of developing a tutoring program. It is clear that many children in our State need more assistance given that their educational experiences were disadvantaged by social distancing mandates. Rather than funding a tutoring program, we believe that the Department of Education should prioritize retaining teachers in their classroom roles and using teachers' skills to support learning. If we do not prioritize classroom teachers as professionals, we risk losing our greatest educational resource.

Thank you for your time and consideration.

Parents for Public Schools Hawaii (PPSHI) is a not-for-profit 501(c)(3) volunteer organization of parents, community members, and educators working to improve and support public education through family engagement. We are committed to ensuring all children in Hawai'i have access to a quality public education.



Testimony BOE <testimony.boe@boe.hawaii.gov>

1/21 GBM Testimony

1 message

HM <hnmoselle@gmail.com>

Wed, Jan 20, 2021 at 12:00 PM

To: testimony BOE <testimony.boe@boe.hawaii.gov>

Testifying for GBM Agenda Item IV B., Acellus Update; Comment

Dear Board Members and Chairperson(s),

While I am happy to see that the October 2020 letter from the Superintendent has been translated into 14 languages to ensure that parents and constituents have access to the information, I am disappointed that the letter has been the extent of the Superintendent's communication with families on the Acellus issue since then. Here is a quote directly from that letter:

"Based on its analysis, the review team recommended the program should be discontinued as a primary curriculum resource due to **its inconsistency in quality and rigor**. The HDOE recognizes the curriculum does contain content that reviewers found acceptable and aligned to standards, and will be working with schools that use Acellus to identify and leverage such content, as appropriate."

Where in this letter are the rights' violations identified by the DOE reviewers in the full Acellus equity review disclosed to parents? No discussion of what reviewers called "nothing short of alarming" and that they "**identified discriminatory content that rises to the level of being severe, pervasive and persistent**". Please translate that into 14 languages, so that parents have equal access to this information. Again I say, these are our children! Parents have a right to this information!

The DOE leadership should release a letter that informs parents their students' rights may have been (or may continue to be) violated while using the Acellus program. And, at the very least, summarize the nature of those violations identified in the 140-page review (i.e., on the basis of religion, gender, race and ethnicity). The tone in this letter and the information it contains in no way matches the severity of the violations of students' rights identified in the full Acellus equity review. The review was quietly released on the DOE website in November, after much pressure from parents and teachers, with no direct communication sent to parents that it was made available to them that I am aware of.

Maybe it wouldn't be worth fighting to have these violations disclosed to parents, if say...Acellus was already removed completely from our students' public education. But this is not the case! Please understand that this issue is ongoing. Right now as you are reading this students all across the Hawaiian islands are using this program. With more than 80% of the DOE's own reviewers saying they would not recommend...with at least 75% of classes having a zero or one score in rigor! Pandemic or no pandemic, this is just unacceptable quality for Hawaii students. Pandemic aside- of course with minimal or non-existent rigor and inconsistent quality students using this program would be facing learning loss.

Just this week I am getting messages from both parents and teachers who say their schools have no intention of transitioning off of the program until next year, despite their best efforts to engage with school leadership. Even got an email stating that Acellus is being used in the classroom setting now, for some schools who have transitioned to full, in-person learning. Many schools seem to have taken the BOE directive as a license, even an endorsement, to continue with the program. These schools are making no effort to shift to a more quality option or teacher-led instruction, and with ZERO communication to parents on what was discovered during this review.

My own kids' school, along with many others, thankfully took parent and teacher concerns seriously, dropping Acellus within days despite lack of support or monies from the DOE. Now, our local Hawaii teachers teach them, using a number of digital tools as a PART of their curriculum like Wonders, iReady, GoMath, etc. No single plug-and-play option outsourced from the mainland will meet Hawaii education standards for our students. This sentiment is echoed in page 2 of the Superintendent's Acellus update, and on that we can agree.

A number of schools, with no additional funding or support, are building their own homegrown, locally-developed distance learning curriculum. I have asked this question for at least 3 months and have not received an answer. **Where is the money the DOE was working with their loss department to recoup from the vendor?** This was reported in the Star

Advertiser on 10/19/20. **All these reviews, and committees, and meetings and we still don't have an answer to that simple question.** Please ask the DOE to answer this question. If a program violates students' rights, would a refund not be warranted? Has any member of the DOE or the individual schools filed a Consumer Complaint with the Missouri Attorney General for student rights' violations, lack of overall quality and rigor? There are 140-pages worth of evidence to substantiate such a complaint, and \$2.8 million dollars to potentially redistribute to local schools if it were recouped.

Some school-specific feedback from anonymous parents and educators:

- Kalama Inter., educator reports Acellus still being used, despite advocacy to have it removed by teachers
- In November, Kea'au El. teachers replaced Acellus with their own homegrown, asynchronous curriculum. Unfortunately, kindergarten students are being placed BACK on Acellus on 1/19/21 for their core classes, according to the school's website.
- Kealakehe Elementary is reportedly continuing to use Acellus, despite advocacy from educators for higher-quality for their students
- Lokelani Intermediate; educator reports they continue to use this program
- Parent report Kalaheo high is still using Acellus
- Mililani Ike El., parent reports continued use of Acellus through third quarter with no other option available
- Mililani HS, parent not provided an alternative to Acellus
- Pololo El, reportedly still using Acellus
- Ma'e Ma'e El, parent reports not being allowed another option
- Maunawili El, parents reports they must go hybrid to opt out (no full-distance option for them)
- Waihe'e School, Acellus reported as the only option

*I do my best to ensure these reports from parents and teachers are up-to-date and accurate. If I have incorrect information, or you would like to add to this list, please inform me at phaseoutfairly@gmail.com

Quote from an educator on Maui who has dealt with numerous parent complaints about Acellus:

"...is only offering Acellus to full distance learners. The students get no supplemental instruction or access to teachers. I have had parents ask about the rigor of Acellus and have directed them to our admin. It's really unfortunate that some of our most disadvantage students are also those that have opted for distance learning because they have medically fragile family members. The parents do not understand that they have a choice to not accept the program. The administration just tells everyone their choice is to work online without any teachers or to send their kids to school. I tried to provide parents with information and send them to our administrators. The parents are not willing to go against the administration for fear of their child having to return to campus. The distance-learning contract states that if a child is not making progress in online program they will be forced to come back to school or drop out and homeschool. I do not believe parents understand their rights and not accepting this program. They are scared to send their kids to school and honestly on our campus they should be."

What is working about distance learning??

"My school is doing a hybrid. Online classes are the same as if it were in person with the exception that they log in virtually.

The school and teachers are remarkably keeping their classes motivational and rigorous with getting academic needs met."

"As a parent, I think Pearl Ridge El teachers have done a commendable job with distance learning"

"I have 2 teachers from one school with vastly different attitudes to the process. One tries to create normalcy by staying positive and innovative in her approach. She has 15 kindergarteners amazingly engaged and ready for anything. The other teacher is constantly reminding the kids about how things "should" be and reminding the kids that what they are doing now is not how it "should" be. Thus I have one child excited and ready to do class and accomplish things and one who feels it is all torture. Attitude matters. Same goes for us as parents, it means that no matter how hard I want to complain about things when my daughter is around I try to encourage her to respect and stay engaged no matter what."

Thank you for considering this testimony. I am deeply grateful to the parents and teacher who contributed their experiences here, as well as the Board and Chair(s) for their attention to this matter. It is evident that earnest attention is paid to testimony, as we hear our sentiments and questions brought up by Board members and Chair(s) who we rely on to hold our leaders accountable and ensure our students get the best education possible.

Respectfully,
Heather Moselle



Testimony BOE <testimony.boe@boe.hawaii.gov>

Re: TESTIMONY - RE: General BOE Meeting, 1/21/21 @ 1:30 pm

1 message

Ku'ulei Serna <kserna@hawaii.edu>
To: testimony.boe@boe.hawaii.gov

Wed, Jan 20, 2021 at 1:01 PM

Dear Board Members:

My name is Dr. Ku'ulei Serna. I am an Associate Professor and the Director of the Institute for Teacher Education, Elementary Education Program at the University of Hawai'i at Mānoa, College of Education.

I am submitting written testimony on Agenda item III-B (1) - Report from the Finance and Infrastructure Committee:

Presentation on impact of 2021-2023 fiscal biennium budget cuts on School and Complex Area levels

Position and comment:

I understand that cuts will be need to made somewhere. However, it is with heartfelt sincerity that I ask Board members to carefully consider the research and impacts of your decisions on children and families that cannot always be measured by the high-stakes tests but by indicators of well-being and quality of life to sustain thriving and diverse communities.

This is why I am in favor of keeping co-curricular positions in the schools, such as PE and the arts.

Today, I am especially speaking in favor to allow PE to continue and opposed to the proposed budget cuts to eliminate PE teacher positions, especially in elementary schools. The data and research prove that healthier children are more educable and educable children are healthier. Academic and health go together like a hand and glove. Also, children who develop and practice healthy behaviors are likely to become healthy adults thus preventing or minimizing risk for the onset of chronic disease. In turn, a societal decrease in adult chronic disease positively impacts limiting costs of the healthcare system in our communities.

I am a health education expert and former DOE state resource teacher who wrote and was awarded the CDC Coordinated School Health Program grant for the Dept. of Education in 2003-2008. This grant supported our work with schools in tandem with the Dept. of Health's Healthy Hawaii Initiative (HHI) whose inception was funded by the Tobacco Settlement. The HHI promoted health and well-being among Hawaii's keiki through prevention

education using K-12 standards-based health and physical education and health promotion activities in DOE schools. The DOE and DOH worked together to create and coordinate systemic change for the promotion of healthy behaviors among school-aged children, their families, schools, and communities. Non-governmental agencies and businesses also partnered with us in an effort to educate and encourage school-aged youth to practice safer and less risky health behaviors thus empowering them to be change agents for health promotion in their own families and communities. Our efforts impacted policy changes, standards-based curriculum, school planning/design, teacher education, and teacher praxis. Our activities were informed by scientific research and data-driven.

You may think, "*That was then and this is now. So what?*"

Well, the research is clearer and much stronger. We still need our Keiki to be as healthy and physically active as ever.

- Young children (PK-8) learn social skills and become aware of their physical abilities through physical activity and play.
- Young children (PK-8) develop healthy behaviors through play/PA that counteracts issues and behaviors leading to childhood obesity.
- Play helps young children (PK-8) reduce their anxiety and stress (<https://www.naeyc.org/our-work/families/10-things-every-parent-play>)
- In order to succeed in the classroom, children need to be physically, emotionally, and academically ready
- Physically fit youth have higher levels of academic achievement
- Central adiposity (or fat) in youth is associated with lower test scores
- Physical activity and physical education have positive relationships with attention, concentration, student on-task-behavior, and attendance but a reverse relationship with discipline referrals and participation in high-risk behaviors
- PE quantity and quality are particularly deficient for less affluent students and those in racial and ethnic groups at high risk for overweight and obesity.

https://www.cdc.gov/healthyschools/health_and_academics/pdf/320889-A_FS_Physical_Activity_behaviors_508tag.pdf

https://www.cdc.gov/healthyschools/physicalactivity/pdf/PE_Data_Brief_CDC_Logo_FINAL_191106.pdf

The COVID pandemic highlighted inequities among the disabled, multi-lingual learner, and children from poor and working-class families in regards to fair access to quality education, resources, and healthcare. As highlighted above, these students need PE and other co-curricular classes such as music and art. They need access to quality learning experiences that facilitate various learning styles and multiple intelligences, which may promote successful student learning in the core curricula areas.

It is imperative that the DOE does not eliminate PE positions in elementary schools. Schools need to provide equitable opportunities for all children to learn and practice healthy behaviors, which have been proven to support increased academic achievement, physical, mental, social, and emotional well-being. I ask the BOE to please have the political will to keep the necessary number of PE teachers/positions in our elementary schools. This will ensure a healthier, more educable, and literate student population.

1/20/2021

Dell Marketing LP Mail - Re: TESTIMONY - RE: General BOE Meeting, 1/21/21 @ 1:30 pm

Sincerely,

Dr. Ku'ulei Serna



Testimony BOE <testimony.boe@boe.hawaii.gov>

SEAC Testimony for the 1.21.21 BOE General Business Meeting

1 message

Rocco, Susan S. <susan.rocco@doh.hawaii.gov>

Wed, Jan 20, 2021 at 1:02 PM

To: "testimony.boe@boe.hawaii.gov" <testimony.boe@boe.hawaii.gov>

Cc: "Heidi.Armstrong@k12.hi.us" <heidi.armstrong@k12.hi.us>, Annie Kalama <annie.kalama@k12.hi.us>, Martha Guinan <mmguinan@gmail.com>, Steven Vannatta <steven.vannatta@k12.hi.us>, Susan Wood <susan@hilopaa.org>, Ivalee Sinclair <sinclairi001@hawaii.rr.com>

Dear Board Staff,

Please see the attached testimony from Special Education Advisory Council (SEAC) Chair Martha Guinan and Legislative Committee Chair Ivalee Sinclair related to Agenda Item V.B. on the General Business Meeting agenda for January 21st.

Mahalo for your assistance.

Susan Rocco
Staff to SEAC
(808) 284-3580

**1.21.21BOEGenBusMtg.pdf**

157K



S E A C
Special Education Advisory Council
1010 Richards Street Honolulu, HI 96813
Phone: 586-8126 Fax: 586-8129
email: spin@doh.hawaii.gov
January 21, 2021

**Special Education
Advisory Council**

Ms. Martha Guinan, *Chair*
Ms. Susan Wood, *Vice Chair*

Ms. Andrea Alexander
Ms. Sara Alimoot
Ms. Brendelyn Ancheta
Ms. Virginia Beringer
Ms. Mary Brogan
Ms. Deborah Cheeseman
Ms. Annette Cooper
Mr. Mark Disher
Dr. Kurt Humphrey
Ms. Tina King
Ms. Bernadette Lane
Ms. Sarah Man
Ms. Dale Matsuura
Ms. Cheryl Matthews
Ms. Kaili Murbach
Ms. Kiele Pennington
Ms. Carrie Pisciotto
Ms. Kau'i Rezendes
Ms. Rosie Rowe
Dr. David Royer
Ms. Ivalee Sinclair
Mr. James Street
Mr. Francis Taele
Mr. Steven Vannatta
Ms. Lisa Vegas
Ms. Paula Whitaker
Ms. Jasmine Williams

Ms. Annie Kalama, *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 96814

RE: V.B. Board Action on Finance and Infrastructure Committee recommendations concerning the Department of Education's plan for use of federal funds in the new COVID-19 Relief Package and Annual Spending Bill

Dear Chair Payne and Members of the Board,

The Special Education Advisory Council (SEAC) appreciates this opportunity to review the Department's plan for using the roughly \$184 million in ESSER II funds recently allocated by Congress. This plan addresses current budget shortfalls and mitigates anticipated cuts to the operating budget for SY 2021-2022. We are in strong support of the following priorities:

- **Pay differentials for special education teachers for SY 20-21.** This program has been highly effective in recruiting and retaining qualified special education teachers after decades of chronic shortages. The budget notes indicate that this is the final year of the pilot program, and SEAC urges the Department to consider extending these pay differentials into the immediate future to maintain an adequate work force for Hawaii's most vulnerable students.
- **Allocating \$29 million to EDN 150 to offset program fund reductions for SY 21-22.** SEAC agrees with the Department that were these reductions imposed, they would not only significantly reduce the capacity of schools to support special education students, but may also result in Hawaii being out of compliance with IDEA's requirement for maintenance of effort. Restoring the 350 special education teacher positions and support staff will hopefully be targeted first, along with School Based Behavioral Support positions providing direct counseling and mental health supports to all students.



- **Restoring Weighted Student Formula funding for SY 21-22.** The current proposal would put back 26% of the funds identified in the Program Review cut, and SEAC supports assigning additional ESSER II funds to restore teaching positions and other needed resources to school campuses. These positions help to maintain an effective student-teacher ratio and are essential for expanding quality inclusive education.
- **Adequate funding to support the health and safety of students and school personnel.** As more and more students return to campus, the timely provision of PPE will ensure that schools can follow important health and safety protocols without having to dip into their school budgets.

SEAC is generally supportive of programs to minimize learning loss exacerbated by the pandemic, including summer programming and tutoring/therapies provided beyond the school day. However, without more information on these ESSER II priority areas, we are unable to comment on their potential impact for students with disabilities. We would also appreciate more information regarding efforts to ensure equity by providing additional access to computers, tablets and connectivity to students over the next school year.

Mahalo for this opportunity to express our views. SEAC stands ready to work collaboratively with the Department and the Board to find creative solutions to the delivery of quality educational services to students with disabilities.

Respectfully,

Martha Guinan
Chair

Ivalee Sinclair
Legislative Committee Chair



Testimony BOE <testimony.boe@boe.hawaii.gov>

Testimony

2 messages

Shelley Fey <sfey@punahou.edu>
To: testimony.boe@boe.hawaii.gov

Wed, Jan 20, 2021 at 11:03 AM

Presentation on impact of 2021-2023 fiscal biennium budget cuts on School and Complex Area levels
Testimony for Item V.B.

Dear Chairperson Payne and Board of Education members,

I am a teacher at Punahou School and a member of HAHPERD (Hawaii Association for Health, Physical Education, Recreation & Dance), a non-profit professional organization for Health and Physical Educators. I understand that these are difficult times, and it is unfortunate that the state is dealing with financial challenges due to the Covid-19. As a member of this professional organization, I work alongside my colleagues in the DOE and across the state in providing professional development opportunities. I am writing to you concerned about the current budget plan proposal. I believe that a well-rounded education is important for all students and in this time of crisis teachers jobs should be the last thing being cut. The proposed budget cuts that include the elimination of physical education positions at the elementary level would be devastating to the health and wellness of our keiki.

Elimination of these positions works against the vision of the district which states, "to create students who are educated, healthy, and joyful lifelong learners and who contribute positively to our community and global society."

The Wellness Guidelines implement Board of Education Policy 103-1 and fulfill Public Law 108-265 Section 204 and the Healthy Hunger Free-Kids Act (2010). The Wellness Guidelines state that PE at the elementary level is required 45 minutes per week at the elementary level. Instruction in PE should ensure integrated, cumulative physical education in each grade level. Each child across the district should have an equal opportunity to meet all the content standards in each grade cluster (K-2 and 3-5). The proposed cuts in the budget specifically mention over 27 elementary PE positions that could be eliminated or reduced if this plan is approved. Additionally, two middle schools face specific cuts to physical education and over seven schools that specifically mention cuts to sports and intramural activities.

In the middle of a pandemic that affects people's physical and mental health, this proposed plan sacrifices children's social, emotional, and physical health. Additionally, it goes against that science that has us in our current situation. We know that pre-existing health conditions

such as obesity and diabetes put people at higher risk of contracting COVID-19. Movement is good for the body and the brain. Beyond that, physical education is designed to provide life skills that encourage students to be active and fit for a lifetime. Healthy students learn better. Research clearly shows the associations between fit and physically active students and higher test scores, better attendance, increased concentration, and increased on-task behavior levels. Healthy children are more than twice as likely to become healthy adults putting youth at lower risk for obesity and chronic disease later in life.

I know this through my own experiences as a mother of two young adults, as the Department Chair overseeing the physical education curriculum within one of the largest Independent schools in our country which emphasizes the importance of developing a well-rounded education and as a leader in my profession.

When looking at Maslow's Hierarchy of Needs, students must meet basic needs before academic success can occur, including physical, social, and emotional health. Physical education quantity and quality are typically deficient for less affluent students, and often, those are the same students who are in racial and ethnic groups at a higher risk for overweight and obesity. Physical education teachers are critical to ensuring that all students in the district achieve their physical, social, and emotional health, which often correlates to academically successful students. While this is an extremely challenging situation, and there will be changes and losses to meet the budget requirements, I would like to encourage you to look at other solutions rather than eliminating teachers, especially the physical education teachers and programs in our schools. Thank you for your time and consideration.

Shelley Kahuanui Fey
HAHPERD Board member
Physical Education Department Chair - Punahou School



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Shelley Fey <sfey@punahou.edu>
To: testimony.boe@boe.hawaii.gov

Wed, Jan 20, 2021 at 1:08 PM

Testimony for 1/21/21 BOE meeting.

- Meeting: Finance and Infrastructure AND General Business Meeting (full Board)
- Agenda item: Finance and Infrastructure item 3A and the General Business Meeting item 5B
- Position: Oppose
- Mahalo!

Comments:

Shelley Kahuanui Fey
HAHPERD Board Member/Past-President
(Hawaii Association for Health, Physical Education, Recreation & Dance)

Dear Chairperson Payne and Board of Education members,

I am a teacher at Punahou School and a member of HAHPERD (Hawaii Association for Health, Physical Education, Recreation & Dance), a non-profit professional organization for Health and Physical Educators. I understand that these are difficult times, and it is unfortunate that the state is dealing with financial challenges due to the Covid-19. As a member of this professional organization, I work alongside my colleagues in the DOE and across the state in providing professional development opportunities for teachers in our state. I am writing to you concerned about the current budget plan proposal. I believe that a well-rounded education is important for all students and in this time of crisis teachers jobs should be the last thing being cut. The proposed budget cuts that include the elimination of physical education positions at the elementary level would be devastating to the health and wellness of our keiki. Elimination of these positions works against the vision of the district which states, "to create students who are educated, healthy, and joyful lifelong learners and who contribute positively to our community and global society."

The Wellness Guidelines implement Board of Education Policy 103-1 and fulfill Public Law 108-265 Section 204 and the Healthy Hunger Free-Kids Act (2010). The Wellness Guidelines state that PE at the elementary level is required 45 minutes per week at the elementary level. Instruction in PE should ensure integrated, cumulative physical education in each grade level. Each child across the district should have an equal opportunity to meet all the content standards in each grade cluster (K-2 and 3-5). The proposed cuts in the budget specifically mention over 27 elementary PE positions that could be eliminated or reduced if this plan is approved. Additionally, two middle schools face specific cuts to physical education and over seven schools that specifically mention cuts to sports and intramural activities.

In the middle of a pandemic that affects people's physical and mental health, this proposed plan sacrifices children's social, emotional, and physical health. Additionally, it goes against that science that has us in our current situation. We know that pre-existing health conditions such as obesity and diabetes put people at higher risk of contracting COVID-19. Movement is good for the body and the brain. Beyond that, physical education is designed to provide life skills that encourage students to be active and fit for a lifetime. Healthy students learn better. Research clearly shows the associations between fit and physically active students and higher test scores, better attendance, increased concentration, and increased on-task behavior levels. Healthy children are more than twice as likely to become healthy adults putting youth at lower risk for obesity and chronic disease later in life.

I know this through my own experiences as a mother of two young adults, as the Department Chair overseeing the physical education curriculum within one of the largest Independent schools in our country which emphasizes the importance of developing a well-rounded education and as a leader in my profession.

When looking at Maslow's Hierarchy of Needs, students must meet basic needs before academic success can occur, including physical, social, and emotional health. Physical education quantity and quality are typically deficient for less affluent students, and often, those are the same students who are in racial and ethnic groups at a higher risk for overweight and obesity. Physical education teachers are critical to ensuring that all students in the district achieve their physical, social, and emotional health, which often correlates to academically successful students. While this is an extremely challenging situation, and there will be changes and losses to meet the budget requirements, I would like to encourage you to look at other solutions rather than eliminating teachers, especially the physical education teachers and programs in our schools. Thank you for your time and consideration.

Shelley Kahuanui Fey
HAHPERD Board member
Physical Education Department Chair - Punahou School

[Quoted text hidden]

GENERAL BUSINESS MEETING

JANUARY 21, 2021

TESTIMONY

DISCUSSION ITEM A: UPDATE ON SUPERINTENDENT'S EVALUATION FOR THE 2020-2021 SCHOOL YEAR: MID-YEAR REVIEW OF PROGRESS ON SUPERINTENDENT PRIORITIES. **STRONGLY OPPOSE**

WOW, 44 PAGES OF GRANDSTANDING. I AM AMAZED OF HOW HIGHLY SHE THINKS OF HERSELF. THAT BEING SAID, ARE THERE ANY WEAKNESSES? I DIDN'T SEE ANY. MUST BE PERFECT.

STANDARD 1: VISIONARY LEADERSHIP AND ORGANIZATIONAL CULTURE

WHAT IS YOUR APPROVAL RATING?

YOUR LEADERSHIP HAS BEEN DISJOINTED TO SAY THE LEAST AND DELEGATED OUT TO DEPUTIES, CAS, AND PRINCIPALS. ARE YOU A TRUE PARTNER WITH THE TRI-LEVEL LEADERS?

1.2 2030 PROMISE PLAN HAS NOT BEEN APPROVED BY THE BOARD OF EDUCATION. YOU SHOULD STOP USING IS AS A REFERENCE.

1.3 TRI-LEVEL LEADERSHIP IS VAGUE. THE NUMBER OF LEADERSHIP MEETINGS MEAN NOTHING UNLESS THEY WERE VALUABLE TO ALL AND HAD SOME SUCCESSFUL OUTCOMES. YOU PROVIDED NO EVIDENCE OF OUTCOMES OF THESE MEETINGS, EXCEPT VAGUELY. WHAT SOLUTIONS DID THESE MEETINGS PROVIDE TO IMPROVE OUR SCHOOL ORGANIZATIONAL PROCESSES AND STUDENT LEARNING? ANY EXAMPLES?

1.4 YOU STRUGGLED CONTINUOUSLY WITH BOARD REQUESTS FOR DATA. MANY TIMES AVOIDING PROVIDING THEIR REQUESTS UNTIL HELD TO A DELIVERY DATE. YOU USE SURVEY DATA TO CONVEY WHAT YOU WANT IT TO CONVEY. YOU LEAVE OUT SURVEY DATA THAT MAY GIVE THE PUBLIC A CLEARER PICTURE OF WHAT IS GOING ON. A SURVEY IS ONLY AS GOOD AS THE DAY SOMEONE SUBMITTED IT. YOU WILL NEVER GET 100% TIMELY INPUT, DUE TO CHANGES OCCURRING DAILY. SO IT IS CALLED A POINT IN TIME. AND NOT MEASURED OVERTIME DOESN'T UPDATE THE INFORMATION. BUT GO AHEAD AND PAT YOURSELF ON THE SHOULDER.

1.5 PROFESSIONAL DEVELOPMENT TRAINING REQUIREMENTS FOR TEACHERS. WHAT A PUNISHMENT FOR THE TEACHERS WHO ONLY RAISED CONCERN THAT THEY NEEDED MORE TRAINING BEFORE SCHOOLS OPENED. I WAS A SUBSTITUTE TEACHER TAKING THE MANDATORY 7 LESSONS, ACCORDING TO YOU WOULD ONLY TAKE ABOUT 7-8 HOURS. WRONG! THE CONTENT WAS GREAT BUT GETTING PAID FOR ONE DAY'S WORK WAS UNFAIR. MANY DAYS WERE SPENT TRYING TO NAVIGATE THROUGH IT AND GET A CERTIFICATE FOR PAY.

AS SHE HAS PRESENTED THERE WERE 15 MODULES FOR TEACHERS TO COMPLETE BY THE FRIDAY OF THE WEEK THIS WAS MANDATED. UNBELIEVABLE.

STANDARD 2: MANAGEMENT OF OPERATIONS

2.1 I HAVE ONE POINT TO MAKE. THE SUPERINTENDENT COULD NOT SURVIVE WITHOUT HER DEPUTIES, PURE AND SIMPLE. THEY MAKE HER LOOK GOOD; SHE TAKES THE CREDIT. HOPEFULLY, SHE THANKS THEM. SO THE FIRST STATEMENT, UNDER HER LEADERSHIP....GONG. THEY ARE DOING THEIR JOBS REGARDLESS OF HER LEADERSHIP.

2.3 UNDER MY DIRECTION.....SO IF THEY DIDN'T HAVE YOUR DIRECTION NOTHING WOULD'VE HAPPENED. THEY SUCCEED IN SPITE OF YOU.

2.4 YOU INITIATED....THEN YOU GO TO TRANSPARENCY REGARDING THE BUDGET. I THINK THAT THE BOE HAS YOUR NUMBER ON TRANSPARENCY VS BLINDSIDING

2.5 SKIP

2.6 DOES NOT BARGAIN IN GOOD FAITH. SHE HAS CREATED AN ADVERSARIAL RELATIONSHIP WITH THE UNIONS. NO MORE TO SAY.

STANDARD 3: BOARD GOVERNANCE AND POLICY

3.1, 3.2, 3.3 AS REVEALED BY MANY INSTANCES OF NOT PROVIDING THE BOARD WITH THEIR REQUESTS, CLAIMING THE NEED FOR CLARIFICATION (IMO AS A STALL TACTIC), RELYING ON FORGETFULNESS, I SEE NOT RESPECT FOR THE BOARD OF EDUCATION AS AN ENTITY AND TO INCLUDE THE MEMBERSHIP. THESE MEMBERS WORK HARD FOR THE SCHOOLS, FOR THE STUDENTS AND FOR THE TEACHERS. YOU ARE BUT ONE COG.

STANDARD 4: COMMUNICATION AND COMMUNITY RELATIONS

ON A SCALE OF 1-10, 1 BEING FAIL AND 10 BEING EXCELLENT. I WOULD RATE YOU A "1."

WE SEE THE METHODS OF COMMUNICATIONS BUT WE HEAR THE MISUNDERSTANDING AND THE MISINTERPRETATION. EVIDENCE THAT THE MESSAGE IS NOT GETTING DELIVERED TO THE AUDIENCE. STOP PRACTICING IN THE MIRROR.

I AM AT THE TIME THAT THIS HAS TO BE SUBMITTED. I BELIEVE I HAVE SAID ENOUGH. I STILL BELIEVE THE STATE OF HAWAII NEEDS TO START A SEARCH TEAM FOR A NEW SUPERINTENDENT WHO UNDERSTANDS HAWAII.

GENERAL BUSINESS MEETING

JANUARY 21, 2021

TESTIMONY

V. B BOARD **ACTION ON ACELLUS-STRONGLY OPPOSE**

UNTIL THERE IS ACTION TAKEN TO OBTAIN A RETURN OF FUNDS OR A PORTION THEREOF, TO THE INDIVIDUALS SCHOOLS, I WILL HAVE TO OPPOSE.

IF THERE HAS BEEN ACTION, PLEASE ELABORATE ON THE ACTION TAKEN AND WHAT THE DOE EXPECTS FROM THAT CONTRACT.

IN A BULLET IN THIS PRESENTATION, THE SUPERINTENDENT REMINDS US THAT THE REVIEW PANEL, AS WELL AS EACH OF THE VENDORS, EMPHASIZED THAT THERE IS NO SELF-PACED PROGRAM THAT CAN BE DELIVERED EFFECTIVELY FOR STUDENT LEARNING WITHOUT THE GUIDANCE OF A TEACHER OR A CARING ADULT IN THE HOME ENVIRONMENT.

I POINT OUT THAT IS IN DIRECT CONTRADICTION OF WHAT THE DOE EXPECTED OF THE ACELLUS PROGRAM. SINCE IT IS SELF-PACED, SHE ADMITS, HERSELF THAT AS SUCH A PROGRAM THE STUDENT LEARNING **CANNOT BE DELIVERED EFFECTIVELY WITHOUT THE GUIDANCE OF A TEACHER OR A CARING ADULT.**

FAMILIES WHO WANT TO DISCONTINUE USE OF ACELLUS ARE STILL BEING DENIED. IF THE SUPERINTENDENT PROPOSES THAT THIS IS INACCURATE, I AM SURE THERE WILL BE TESTIMONIES TO PROVE THIS IS EXISTING CURRENTLY.

THANK YOU FOR THE VIRTUAL TOUR OF THE CURRICULUM MANAGEMENT SYSTEM IN YOUR DOCUMENT. DOES THIS SYSTEM INCLUDE PERSONNEL THAT MANAGE IT? IN WHAT DIVISION OF THE DOE? OH, YEAH, THE OFFICE OF CURRICULUM AND INSTRUCTIONAL DESIGN.

GUESS WHAT, TEACHERS HAVE DONE THIS ON THEIR OWN. THROWN INTO AN IMPOSSIBLE SITUATION, BUT WITH THE LOVE OF OUR CHILDREN, THEY DID IT WITHOUT THE HELP OF THE OCID!!

SO GO AHEAD AND DEVELOP A CURRICULUM INSTRUCTIONAL MATERIALS APPROVAL PROCESS (CIMAP) TO SUPPORT SCHOOLS. HOW MUCH DOES EACH SCHOOL NEED TO BUDGET FOR THIS SERVICE? NOTHING IS FREE.

THIS IS AN EXERCISE IN FUTILITY. TEACHERS CANNOT WAIT. STUDENTS CANNOT WAIT. THEY HAVE TAKEN MATTERS INTO THEIR OWN HANDS WITH THE SUPPORT OF THEIR PRINCIPALS.

OH BY THE WAY, THE CIMAP IS ON TRACK TO BE COMPLETED BY JUNE 2021.

GENERAL BUSINESS MEETING

JANUARY 21, 2021

TESTIMONY

DISCUSSION ITEM B: UPDATE ON SUPERINTENDENT'S EVALUATION FOR THE 2020-2021 SCHOOL YEAR:
MID-YEAR REVIEW OF PROGRESS ON SUPERINTENDENT PRIORITIES.

GENERAL BUSINESS MEETING

JANUARY 21, 2021

TESTIMONY

IV A BOARD **ACTION** ON REORGANIZATION OF OFFICE OF FISCAL SERVICES, ACCOUNTING SERVICES
BRANCH – **STRONGLY OPPOSE**

I AM ABHORRED BY THIS PROPOSAL FOR REORGANIZATION. MOST OFTEN A REORGANIZATION
DECREASES COST, THIS ONE IS ACTUALLY INCREASING COSTS BY \$9,100 FOR THE NEW ACCOUNTING
DIRECTOR POSITION AND \$5,500 FOR THE NEW SECRETARY IV POSITION.

THE ADMINISTRATIVE SIDE OF THE DOE, IS INCREASING COSTS. AS WELL PUT, **ACTUAL INCREASED
COSTS WILL BE DEPENDENT ON THE INDIVIDUALS SELECTED TO FILL THE NEW POSITIONS AND
THEIR PLACEMENT ON THE SALARY SCHEDULE.**

AT STATED, **IN 2019**, THE COUNCIL OF THE GREAT CITY SCHOOLS, CONDUCTED A PEER
REVIEW. AS A RESULT OF THIS, IT WAS SUGGESTED THAT THE DOE ESTABLISH A

CONTROLLER-LEVEL POSITION TO OVERSEE FIDUCIAL RESPONSIBILITIES AND WORK DIRECTLY
WITH THE ASSISTANT SUPERINTENDENT AND CHIEF FINANCIAL OFFICER FOR STRATEGIC
DIRECTION AND GUIDANCE.

MY QUESTION IS WHY DID YOU WAIT UNTIL 2021? THIS SHOULD'VE BEEN DONE IN 2019-2020
NOT DURING A BUDGET CRISIS!!

GENERAL BUSINESS MEETING

JANUARY 21, 2021

TESTIMONY

V. B BOARD **ACTION** ON DEPARTMENT OF EDUCATION'S PLAN FOR USE OF FEDERAL FUNDS IN THE NEW COVID-19 RELIEF PACKAGE AND ANNUAL SPENDING BILL - **STRONGLY OPPOSE**

I'LL MAKE THIS ONE SHORT, HSTA WILL SURELY ADDRESS THIS BETTER THAN I.

IF YOU PUT TUTORING SERVICES \$53M + SUMMER SCHOOL AT \$9.65M = \$62.65M, TO REDUCE LEARNING LOSS DUE TO COVID.

AND WE WILL BE REDUCING OUR COSTS FOR PAYROLL BY CONDUCTING A REDUCTION IN FORCE AND THEN USE FUNDING TO AWARD 5 CONTRACTS FOR TUTORING SERVICES.

IN ADDITION, THE BOARD MUST NOT VOTE IN FAVOR OF THIS ACTION ITEM. THE DOE MUST PROVIDE AN ITEM BY ITEM EXPLANATION ON HOW THE SPENDING WAS DETERMINED.