



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

BOE Testimony

1 message

Kyle Shimabukuro <kyle.shimabukuro@k12.hi.us>
To: Testimony.BOE@boe.hawaii.gov

Mon, Dec 13, 2021 at 9:55 AM

Meeting: General Business Meeting, 12/16, 2021

Agenda Item: IV. Action Item B. - Pay rates for part-time temporary employees.

Position: I support increase in pay rate. It is extremely difficult to find people to work as tutors or adult supervisors at the current rates.

Respectfully,
Kyle Shimabukuro
Interim Principal

Mililani Mauka Elementary School
[95-1111 Makaikai Street](#)
[Mililani, HI 96789](#)
Ph: [808-305-1710](#) Fax: 808-626-3360

Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and/or privileged information. Any review, use, disclosure, or distribution by unintended recipients is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

Kyle Shimabukuro
Interim Principal

Mililani Mauka Elementary School
[95-1111 Makaikai Street](#)
[Mililani, HI 96789](#)
Ph: [808-305-1710](#) Fax: 808-626-3360

Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and/or privileged information. Any review, use, disclosure, or distribution by unintended recipients is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

This is a staff email account managed by Hawaii Department Of Education School District. This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the sender.



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

Testimony

1 message

Kyle Shimabukuro <kyle.shimabukuro@k12.hi.us>
To: Testimony.BOE@boe.hawaii.gov

Mon, Dec 13, 2021 at 9:51 AM

Meeting: General Business Meeting, 12/16/2021

Agenda Item: IV. Action Item A - ESSER II and ESSER ARP

Position: Support approval of the plan.

Respectfully,
Kyle Shimabukuro
Interim Principal

Mililani Mauka Elementary School
[95-1111 Makaikai Street](#)
[Mililani, HI 96789](#)
Ph: [808-305-1710](#) Fax: 808-626-3360

Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and/or privileged information. Any review, use, disclosure, or distribution by unintended recipients is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

This is a staff email account managed by Hawaii Department Of Education School District. This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the sender.

SMLO
South Maui Learning Ohana, Inc.
a 501 c3 educational non profit
Fed ID # 99-0341232

STATE OF HAWAII
BOARD OF EDUCATION
GENERAL BUSINESS MEETING

Thursday, December 16, 2021, 1:30 p.m.

Testimony: Regarding agenda item III C

Evaluation team (including a permitted interaction group pursuant to Hawaii Revised Statutes
Section 92-2.5(b)(1)) tasked with conducting the performance evaluation of the State Public Charter
School Commission: report, findings, and recommendations

Aloha Members of the Hawaii State Board of Education,

I read this evaluation and I cannot understand how it seems the smooth running of an office has a higher value than the actual mission of the Commission to not interfere with the operations of a charter school and its governance board.

How is it okay to undermine the law by rewriting it in the contract forced upon Hawaii's Public Charter Schools.

The State Board of Education in their evaluation states that preserving the autonomy of charters and their governing boards is important so I would like to see the BOE emphasize this point to the Commission directly.

How is it okay to take away the Governance Boards authority to direct curriculum particularly in the area of virtual education which the legislature saw the need to specify that it is the kuleana of the Governance Board.

How is okay to not account for \$427,000 in title one funds on a yearly basis. The federal funds specifically target students in lower income communities and explanations on how these withheld funds directly impacted the target group is expected.

How is it okay to threaten to hold back funds if a charter contract is not signed when the contract was not negotiated on a bilateral basis, again specifically mentioned in the law.
Coercion in not a bilateral negotiating tactic.

How is it that the aspects of the evaluation that speak to the parts of the mission that have to do with the direct impact on charter schools and their operations are not given the weight they deserve.

Instead the fact that the Commission board and staff are working smoothly together is considered more important and deserving of greater weight than having a direct positive impact on charter schools.
It is like a great running car going down a highway in the wrong direction.

Authorizing with Aloha.

How does that work when a school had their enrollment cut by more than half because there was a different interpretation of a condition established months ago between the school and the Commission.

A condition that should have never been in place to begin with as it was about the Commission being the governance board for virtual education in charter schools. That is not their role. That was not something that should have ever been in place then or now.

There was no empathy for the charter school's point of view that was obviously serving a very significant need in the community.

There wasn't even any discussion in the public part of the board meeting. The Commission members came out of executive session and voted.

The interim ED had already pointed out her one line testimony of "here it is in the contract" and that was it.

A my way or the highway mentality.

No empathy, no compromise, no listening to a hundred testimonies, just cut those students or pay for them out of your pocket.

The other shoe still needs to drop on that.

That is not authorizing with Aloha.

The Commission is doing a good job in holding charters down. That is not their mission.

They are not supposed to be rewriting the law that was thoughtfully put together by the legislature to achieve results that go beyond the goals of the Commission.

Goals that could serve the greater public education in the State like research and development, serving the needs of the community, local governance, sharing best practices, cultural curriculum, serving the underserved etc all accomplished by an autonomous governance board.

We are not fighting to win here, we are fighting to stop losing ground that we worked hard to attain as charter school founders.

We are fighting to stay alive with no support to be found. No permanent qualified leadership at the Commission.

Has it been two years already.


There are interims all over in education. Job searches take a while. They could have been ongoing all this time.

Where is the concern, where is the outrage.

12,000 plus Hawaii public school students deserve better.

There is more to talk about hopefully we can.

Sincerely,


Gene Zarro
CEO, SMLO



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

Testimony - Request ESSER funds to restore 21 hours

1 message

Shelly Hecker <shellyhecker@waikikischool.org>

Tue, Dec 14, 2021 at 6:33 PM

To: Testimony.BOE@boe.hawaii.gov

Dear Chairwomen Payne and members of the Board of Education,

My name is Shelly Hecker, and I am a Waikiki School teacher. My testimony is for the General Business Meeting discussion item regarding the Department of Education's COVID -19 update for the 2021-2022 school year. I am writing this testimony in support of using ESSER funds in support of restoring teachers' 1.46% funding which was formerly provided through the 21 hours of job-embedded professional development. Please note that I am writing to comment on this item as I cannot oppose or support a discussion item that will not be voted on.

Please know, the loss of this funding provided by the 21 hours of professional development deeply affects teachers. Subsequent to this loss, our economy has experienced a surge in the cost of basic necessities.

In conclusion, I am respectfully requesting the Board to support the use of ESSER funds to restore the much needed funding for the 21 hours of professional development.

Mahalo for your consideration of this request,
Shelly Hecker



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

Testimony on use of ESSER funds to restore 21 hours

1 message

Jeff Lee <jefflee@waikikischool.org>
To: Testimony.BOE@boe.hawaii.gov

Tue, Dec 14, 2021 at 7:00 PM

Dear Chairwomen Payne and members of the Board of Education,

My name is Jeff Lee I am a 4th grade teacher. My testimony is for the General Business Meeting discussion item regarding the Department of Education's COVID -19 update for the 2021-2022 school year. I am writing this testimony in support of using ESSER funds in support of restoring teachers' 1.46% funding which was formally provided through the 21 hours of job-embedded professional development. Please note that I am writing to comment on this item as I cannot oppose or support a discussion item that will not be voted on.

Please know, the loss of this funding provided by the 21 hours of professional development deeply affected teachers. Subsequent to this loss, our economy has experienced a surge in the cost of basic necessities.

In conclusion, I am respectfully requesting the Board to support the use of ESSER funds to restore the much needed funding for the 21 hours of professional development.

Mahalo for your consideration of this request,
Jeff



Testimony on use of ESSER funds to restore 21 hours & provide retention bonus/ HIDOE's COVID-19 update for the 2021–22 school year

1 message

hughey2000@aol.com <hughey2000@aol.com>

Tue, Dec 14, 2021 at 8:31 PM

Reply-To: hughey2000@aol.com

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

Aloha Chair Payne and members of the Committee,

My name is Justin Hughey and I wanted to comment on multiple areas up for discussion. I teach at King Kamehameha III Elementary as a third grade Special Education Teacher.

III. D. I personally feel Keith has failed across the board. Yes it is a very difficult year but why on earth would anyone tell the media for months there is no transmission of covid which is as transmissible as chicken pox, that it hasn't spread at any of our over crowded schools? We now know that is incorrect and probably the reason the private school enrollment has increased. Keith failed sending out a memo on the suspension of the teacher evaluation system for this year because he failed to negotiate with HSTA. This would seem like a simple mistake but Keith has refused to negotiate on almost every front, setting a new precedent. How can the DOE stop negotiating around safe schools during a pandemic? The previous Superintendent failed because she wasn't working well with others and Keith seems like he doesn't even want to try. I spoke with a Principal who met Keith and wasn't impressed. Gave a presentation on how to get kids to college when Principals don't have warm bodies to keep the school open.

I hope the committee realizes this and is serious about finding multiple Superintendent candidate options to choose from in May.

I.V.A It is a shame we are suffering from meager funding for over a century and can't figure out how to spend the ESSER funding. Please reinstate the 21 hours and a teacher retention bonus would help keep the teachers who are talking about retiring right now as well as stipends for teachers who sub for other teachers. At King Kamehameha III Elementary first quarter we had 326 staff absences, 7.2 staff absent a day and we went without 1.5 subs per day. We don't have the warm bodies. Omicron Covid Variant infectious numbers are doubling every two days in South Africa and Europe. It is here and after everyone gets together over the holidays we might be seeing schools close due to lack of staffing. You won't get another chance to use these funds properly. I highly suggest retention bonuses, and stipends for teachers who sub. Currently when a gen ed teacher is out the Principal is forced to ask a non classroom teacher to fill in. They contractually don't have to but it would make things a lot easier if they received a stipend.

I.V.C We need you to take on more of advocate roll with asking for more funding. You could retain and attract more teachers if you address the salary compression, reestablishing annual step increases, and pushed the legislature to create an additional dedicated, sustainable funding source for our public schools. The legislature needs to be put on notice that this falls squarely on them. The State Constitution never established property taxes would fund public education. We are the only district in the country that doesn't fund public education with property taxes and coincidentally have suffered from meager funding, too few teachers and dilapidated buildings for over a century. One elected Representative told me that leadership doesn't care, and they don't know how to make them care. The majority of legislators I have gotten close to over the last decade express the same sentiment.

V.A At King Kamehameha III Elementary first quarter we had 326 staff absences, 7.2 staff absent a day and we went without 1.5 subs per day. Now the Board should be asking what these absences and sub shortages are in every complex area, and individual schools. I know teachers who never considered retiring this early have informed me that it's just too dangerous to work another year. A Principal told me he has asked all areas of the DOE, what is happening to obtain more teachers and subs. His answer is, nothing. He doesn't think the Superintendent and CAS's get it. How can we keep schools open if we keep operating this way. It's not sustainable. High schools that go without multiple subs just put all the classes in the cafe or gymnasium. We can't do that at our Elementary. To understand the future one just has to look at how the new variants hit Europe and Asia. Omicron infectious numbers are doubling every two days. We have overcrowded schools and multigenerational family homes. It is already here, which means it is going to hit us like a tsunami. In order to keep the economy going we need open schools so how can we keep schools open with another wave of covid infections? Especially when we allow teachers and staff to work unvaccinated. I don't feel safe working with teachers who don't believe in science. I applaud LA School District who fired 500 employees who didn't get vaccinated. Each person who gives into disinformation on social media and isn't vaccinated is a threat to my life and my families life. I also feel schools should be forced to have a full time nursing position during a pandemic. I requested one but not a lot of teachers did and it isn't on our financial plan. Every school should be able to test all students for covid. It was a major problem in the beginning of the year and if we learned from history we should make adjustments for the upcoming omicron variant infections. Our system isn't very prepared to adjust mid year.

Stay Safe and Happy Holidays,
Justin Hughey



Testimony on use of ESSER funds to restore 21 hours & provide retention bonus/ HIDOE's COVID-19 update for the 2021–22 school year

1 message

hughey2000@aol.com <hughey2000@aol.com>

Tue, Dec 14, 2021 at 8:31 PM

Reply-To: hughey2000@aol.com

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

Aloha Chair Payne and members of the Committee,

My name is Justin Hughey and I wanted to comment on multiple areas up for discussion. I teach at King Kamehameha III Elementary as a third grade Special Education Teacher.

III. D. I personally feel Keith has failed across the board. Yes it is a very difficult year but why on earth would anyone tell the media for months there is no transmission of covid which is as transmissible as chicken pox, that it hasn't spread at any of our over crowded schools? We now know that is incorrect and probably the reason the private school enrollment has increased. Keith failed sending out a memo on the suspension of the teacher evaluation system for this year because he failed to negotiate with HSTA. This would seem like a simple mistake but Keith has refused to negotiate on almost every front, setting a new precedent. How can the DOE stop negotiating around safe schools during a pandemic? The previous Superintendent failed because she wasn't working well with others and Keith seems like he doesn't even want to try. I spoke with a Principal who met Keith and wasn't impressed. Gave a presentation on how to get kids to college when Principals don't have warm bodies to keep the school open.

I hope the committee realizes this and is serious about finding multiple Superintendent candidate options to choose from in May.

I.V.A It is a shame we are suffering from meager funding for over a century and can't figure out how to spend the ESSER funding. Please reinstate the 21 hours and a teacher retention bonus would help keep the teachers who are talking about retiring right now as well as stipends for teachers who sub for other teachers. At King Kamehameha III Elementary first quarter we had 326 staff absences, 7.2 staff absent a day and we went without 1.5 subs per day. We don't have the warm bodies. Omicron Covid Variant infectious numbers are doubling every two days in South Africa and Europe. It is here and after everyone gets together over the holidays we might be seeing schools close due to lack of staffing. You won't get another chance to use these funds properly. I highly suggest retention bonuses, and stipends for teachers who sub. Currently when a gen ed teacher is out the Principal is forced to ask a non classroom teacher to fill in. They contractually don't have to but it would make things a lot easier if they received a stipend.

I.V.C We need you to take on more of advocate roll with asking for more funding. You could retain and attract more teachers if you address the salary compression, reestablishing annual step increases, and pushed the legislature to create an additional dedicated, sustainable funding source for our public schools. The legislature needs to be put on notice that this falls squarely on them. The State Constitution never established property taxes would fund public education. We are the only district in the country that doesn't fund public education with property taxes and coincidentally have suffered from meager funding, too few teachers and dilapidated buildings for over a century. One elected Representative told me that leadership doesn't care, and they don't know how to make them care. The majority of legislators I have gotten close to over the last decade express the same sentiment.

V.A At King Kamehameha III Elementary first quarter we had 326 staff absences, 7.2 staff absent a day and we went without 1.5 subs per day. Now the Board should be asking what these absences and sub shortages are in every complex area, and individual schools. I know teachers who never considered retiring this early have informed me that it's just too dangerous to work another year. A Principal told me he has asked all areas of the DOE, what is happening to obtain more teachers and subs. His answer is, nothing. He doesn't think the Superintendent and CAS's get it. How can we keep schools open if we keep operating this way. It's not sustainable. High schools that go without multiple subs just put all the classes in the cafe or gymnasium. We can't do that at our Elementary. To understand the future one just has to look at how the new variants hit Europe and Asia. Omicron infectious numbers are doubling every two days. We have overcrowded schools and multigenerational family homes. It is already here, which means it is going to hit us like a tsunami. In order to keep the economy going we need open schools so how can we keep schools open with another wave of covid infections? Especially when we allow teachers and staff to work unvaccinated. I don't feel safe working with teachers who don't believe in science. I applaud LA School District who fired 500 employees who didn't get vaccinated. Each person who gives into disinformation on social media and isn't vaccinated is a threat to my life and my families life. I also feel schools should be forced to have a full time nursing position during a pandemic. I requested one but not a lot of teachers did and it isn't on our financial plan. Every school should be able to test all students for covid. It was a major problem in the beginning of the year and if we learned from history we should make adjustments for the upcoming omicron variant infections. Our system isn't very prepared to adjust mid year.

Stay Safe and Happy Holidays,
Justin Hughey



Testimony for Joint meeting of the Student Achievement and Finance and Infrastructure Committees, Thursday December 16, 2021 at 11:00 a.m., Item III. A. and for the General Business Meeting at 1:30 p.m. Items IV. A. and V. A.

1 message

Lynn Otaguro <lmotaguro@yahoo.com>

Tue, Dec 14, 2021 at 10:48 PM

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

December 16, 2021

Board of Education
State of Hawaii

Regarding December 16, 2021 BOE Joint Student Achievement and Finance and Infrastructure Committees Meeting at 11:00 a.m., Item III. A. and December 16, 2021 BOE General Business Meeting at 1:30 p.m., Items IV. A. and V.A.

Honorable Chair Payne and members of the Board:

Regarding December 16, 2021 BOE Joint Student Achievement and Finance and Infrastructure Committees Meeting at 11:00 a.m., Item III. A. and December 16, 2021 BOE General Business Meeting at 1:30 p.m., Item IV. A.

I am writing to ask that ESSER monies be spent on health and safety measures to address COVID-19 and to support services at the school level.

As noted previously, many of the issues that we are faced with this year and during the pandemic are intertwined with concerns about health and safety and issues highlighted by COVID-19. The need and desire for distance learning is largely driven by concerns about the health and safety and the sufficiency of COVID-19 mitigation measures taken in our schools. Parents have cited COVID-19 concerns in keeping their children home. Students miss school when they are exposed to COVID-19 in and out of class and lack the devices, broadband service, or other resources to make up instruction. Schools struggle to find substitute teachers and staff to supervise students or bus drivers to bring students to campus. Teachers have difficulty teaching when students in their classes are absent because of COVID-19 quarantines or must stay at home while sick because of concerns about COVID-19.

Implementation of health and safety measures affects school operations, teacher and staff work conditions, and the ability of students to attend school and achieve academically. To ensure that students can return to school with the consistency and support needed for them to succeed, ESSER funds should be used to help schools with these health and safety issues.

1) **Follow up and continued work on ventilation.**

A recent DOH cluster report illustrated the need to address school infrastructure and ventilation.

https://health.hawaii.gov/coronavirusdisease2019/files/2021/10/Hawaii_COVID-19_BiWeekly_Cluster_Report_28-October-2021_FINAL.pdf

The DOE has worked on ventilation. However, there needs to be follow-up with schools to ensure that school staff and administration are properly trained in the importance and use of the CO2 monitors, box fans,

and air filters distributed. While there may be memos or training videos, they may not be utilized, and while some schools may be fine, anecdotal accounts indicate that other schools may not be. There was discussion about the DOE's implementation of measures to improve ventilation and some of the limitations in a September 2021 town hall with Assistant Superintendent Tanaka. <https://www.facebook.com/page/102081588249241/search/?q=DOE%20COVID>

In addition, while the measures being taken now can help schools to operate more safely in the short term, long term plans to improve ventilation also are needed to provide the healthy buildings needed to be prepared for future concerns involving disease and to support students' academic success even in healthy times.

2) **Expanding and supporting COVID-19 testing.**

The DOE's report for this Board's general business meeting, GBM_12162021_Presentation on COVID-19 Update.pdf, indicates that 57% of schools are participating in programs to test for COVID. While the DOE has given leave to schools to hire personnel to assist with such testing, there are schools that are not participating in COVID testing programs because they do not have the funds to pay for such help.

In addition, other states are implementing "test to stay" programs, where they contact trace and test exposed students so that they can remain in class and not miss instruction. Such a program also would align with the DOE's focus on attendance and would help our students and teachers.

3) **Monitoring and distributing PPE.**

In the closing minutes of the September 2021 town hall mentioned earlier, Assistant Superintendent Tanaka stated that the DOE had large amounts of high quality masks. Yet, teachers write about providing supplies themselves and running out. Follow up on the supply and provision of masks, and communication with school staff and teachers on how to ask for masks is needed.

The DOE plan appears to propose that the bulk of the ESSER monies be used for "Other Education Stabilization Responses." Having listened to some of the discussion in past Board meetings, I am not unsympathetic to the need for some stability in funding. However, it is troubling in a time where schools do not have sufficient funds to provide for staffing to provide COVID-19 testing or are worrying about maintaining teaching staff to assist students, that such vague allocations, which are not clearly identified with an explicit school benefit, comprise most of the monies to be used.

The ESSER funds would be best used to help schools in fundamental ways to ensure that students can be in school and that teachers have the support to provide sound instruction. This pandemic has hurt our communities and has disrupted the routines of families and schools. There is no easy fix that can be accomplished through special programs, including tutoring. Priority should be given to health and safety, and measures that would support teachers in the classroom. Professional development through the re-institution of the 21 hours would help. Funds to lower class size would allow teachers to better meet students' needs. Additional support through funds for part time teachers (PPTs) or educational assistants (EAs) also could provide support with core instruction.

Regarding December 16, 2021 BOE General Business Meeting at 1:30 p.m., Item V. A.

Please also read the discussion above with regard to this item. Two additional points, however, should be made.

If knowing the percentage of vaccinated salaried staff is important, it may also be helpful to know the vaccination rate of contracted or part time employees, as schools employ many people who are not on salary.

Additionally, in addressing COVID-19 and health and safety issues, it is important that the DOE collaborate and work with the different labor groups, including the HSTA, to address concerns raised about working conditions that affect all members of the school community and impact the ability to retain school staff. Likewise, it would be helpful for the DOE to work with parents who have concerns. It is by listening to and addressing the concerns raised that our school system can improve and thrive.

Thank you for your consideration.

Sincerely,
Lynn Otaguro
Oahu, Hawaii



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

Testimony on use of ESSER funds to restore 21 hours.

1 message

Jordan Stephanos <jordanstephanos@waikikischool.org>
To: Testimony.BOE@boe.hawaii.gov

Wed, Dec 15, 2021 at 8:10 AM

Dear Chairwomen Payne and members of the Board of Education,

My name is Jordan Stephanos and I am a Kindergarten teacher at Waikiki Elementary. My testimony is for the General Business Meeting discussion item regarding the Department of Education's COVID -19 update for the 2021-2022 school year. I am writing this testimony in support of using ESSER funds in support of restoring teachers' 1.46% funding which was formally provided through the 21 hours of job-embedded professional development. Please note that I am writing to comment on this item as I cannot oppose or support a discussion item that will not be voted on.

Please know, the loss of this funding provided by the 21 hours of professional development deeply affected teachers. Subsequent to this loss, our economy has experienced a surge in the cost of basic necessities.

In conclusion, I am respectfully requesting the Board to support the use of ESSER funds to restore the much needed funding for the 21 hours of professional development.

Mahalo for your consideration of this request,

Jordan Stephanos



December 16, 2021
General Business Meeting

Dear Chair Payne and Members of the Board,

We would like to comment on Discussion Item V. A., Presentation on COVID-19 Update for 2021-2022 School Year: Data on Positive Student and Staff Cases, Status of School-Hosted Vaccination Sites, Status of School-Based COVID-19 Testing Sites, Department Employee and Student Vaccination Rates, Status of Department Workforce Shortages.

The DOE has collected and presented a considerable amount of data regarding COVID-19 infections, vaccinations, testing, and staff shortages. After reviewing the data, we understand the following:

1. DOE has a COVID-19 tracking system of all schools
2. Recently, the number of COVID-19 infections have decreased
3. Most of the DOE schools offer vaccinations
4. While COVID-19 testing is free, only about 60% of schools have opted to do testing
5. Vaccination rates among DOE employees is high
6. DOE has not had to act against employees for non-compliance in testing and vaccine requirements
7. The percentage of filled teacher positions appear to be stable amidst the pandemic
8. Vacancy rates of certain positions is high (although the charts are difficult to read)
9. The number of substitutes has declined since 2018-2019
10. Fulfillment rate of substitutes has declined in 2021-2022

Regarding the strategies that the DOE is implementing, we understand the following:

1. DOE revamped teacher recruitment website to be more attractive, hired Aloha Ambassadors to answer questions about teaching in Hawaii, and is doing weekly webinars to inform prospective hires
2. DOE is reaching out to schools to identify vacant positions
3. DOE is embarking on strategies such as hiring events and creating Facebook sites for generating networking capabilities for prospective teachers
4. DOE is implementing a variety of strategies to address the substitute and bus driver shortages

While DOE's presentation contains a lot of information, we are not sure what the DOE's objectives are or how their actions are designed to achieve their objectives, which makes it difficult to make sense of the information presented. Is the goal to mitigate as much as possible the risk for COVID-19 spread? If so, shouldn't we be monitoring whether the DOE's strategies of promoting vaccinations, staying home when

sick, consistent, proper masking and hand hygiene are being followed? DOE's data shows that DOE schools offer vaccinations and that vaccination rates are relatively high, which is good. But testing, which is a key strategy to mitigate spread, while free, is not being done at 40% of our schools. The data indicates this, but there doesn't seem to be a strategy to help schools recruit staff or volunteers so that more schools would opt-in to testing.

The data also shows that there is a substitute and a classified staff shortage. DOE shows that they are executing recruitment strategies for these positions. However, has DOE asked what are the underlying causes for the shortages? Is it that existing and prospective staff do not feel safe? What are some of the working condition concerns? Would temporary supplemental compensation from ESSER III funds help? What are the goals of the strategies currently being implemented?

For future presentations, we would like the DOE to start with explaining the goals and how they will go about achieving these goals, and then provide a comprehensive analysis of the data, how it connects to its strategies, and how progress will be monitored.

Thank you for this opportunity to testify.

Sincerely,

Cheri Nakamura
HE'E Coalition Director

HE'E Coalition Members and Participants

Academy 21
Alliance for Place Based Learning
American Civil Liberties Union
*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
Special Education Provider Alliance
*Teach for America
The Learning Coalition
US PACOM
University of Hawai'i College of Education
*Youth Service Hawai'i

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



1200 Ala Kapuna Street • Honolulu, Hawaii 96819
Tel: (808) 833-2711 • Fax: (808) 839-7106 • Web: www.hsta.org

Osa Tui, Jr.
President

Logan Okita
Vice President

Lisa Morrison
Secretary-Treasurer

Wilbert Holck
Executive Director

TESTIMONY TO THE BOARD OF EDUCATION GENERAL BUSINESS MEETING

**RE: REPORTS ITEM D. SUPERINTENDENT SEARCH and
DISCUSSION ITEM A. COVID-19 UPDATE**

THURSDAY, DECEMBER 16, 2021

OSA TUI, JR., PRESIDENT - HAWAII STATE TEACHERS ASSOCIATION

Chair Payne and members of the board,

REPORTS ITEM D. SUPERINTENDENT SEARCH

“Advisory Group selection process. The Search Committee will select members of the Advisory Group through one of two ways. The primary method for selection is by identifying an organization that reasonably and broadly represents the respective stakeholder group and asking that organization to identify a representative to serve on the Advisory Group.”

The Hawaii State Teachers Association respectfully asks that if it is not the “organization that reasonably and broadly represents” teachers that union representation be explicitly added to the composition list of the Advisory Group. A positive working relationship with the next superintendent and the department’s associated public sector unions is going to be critical for the success of Hawaii’s next Department of Education Superintendent.

DISCUSSION ITEM A. COVID-19 UPDATE

Mahalo for requesting an update on COVID related matters in our schools. Regular updates to the board and the public (or via a dashboard similar to that of the HDOE Case Count web page) helps to improve concerns about transparency and accountability.

The Hawaii State Teachers Association maintains its stance that a negotiated memorandum of understanding would increase transparency and accountability. Not shown in the presentation is the most recent uptick in cases (where December 13, 2021 had the most cases reported since September 28, 2021). It is yet to be seen whether the upcoming holiday season coupled with the arrival of the Omicron variant will result in a surge in cases once more. After the disruptive Delta surge, has the department done enough to prepare for an Omicron/new variant surge?



Testimony - Action Item A

1 message

Logan Okita <lokitahsta@gmail.com>
To: testimony.boe@boe.hawaii.gov

Wed, Dec 15, 2021 at 11:31 AM

ACTION ITEM A. ACTION ON THE DEPARTMENT'S PLANS FOR USE OF ESSER FUNDS

Board Chair Payne and Members of the Board,

As a newly renewed National Board Certified Teacher, I have shown a commitment to professional development and continued reflection and improvement on my practice. The ESSER funds allow an opportunity for the Board of Education and the Hawaii Department of Education to provide professional development and collaboration opportunities for educators to improve and reflect on their practices. These professional development and collaboration opportunities must come with additional time and compensation so that educators do not have additional pressures added to what is already in place and cause further burnout.

In my submission for recertification last year, I explained to the National Board for Professional Teaching Standards how professional development and collaboration provided at my worksite and that I pursued on my own improved my practices and impacted student learning. As with my students, I find that I learn best when I am able to collaborate and reflect with my peers. Additional time for professional development and collaboration provided through ESSER funding would allow educators to reflect and learn as we continue to improve our practices and adjust in order to meet the needs of our diverse learners.

I urge you to require the Hawaii Department of Education to use ESSER funds to allow for negotiations with the Hawaii State Teachers Association to reinstate the 21 hours of professional development that was removed from the current collective bargaining agreement.

Sincerely,
Logan Okita, MEd, NBCT



Hawai'i Public Charter School Network
PO Box 1494
Pahoa, HI 96778

**BOE Testimony
General Meeting
December 16, 2021**

Aloha Chair Payne, Vice-Chair Uemura and Members of the Hawai'i State Board of Education:

We would like to provide testimony relating to Items III(C) and IV(E).

The Board of Directors of the Hawai'i Public Charter School Network congratulate the BOE Evaluation Team and its chairperson, Lynn Fallin, for the illuminating draft report on the performance evaluation of the State Public Charter School Commission. We fully support the findings and recommendations and would like to explore further options for our involvement in the process of improvement outlined. We, too, were astounded by the Commission's failure to meet the conditions for the extended performance evaluation response form deadline. Perhaps the Commission (and/or its PIG) did not comment on the draft evaluation report because they agree with the findings and are willing to make the needed changes to bring them in compliance with §302D-6 (Principles and standards for charter authorizing). If this is not the case, and the members of the Commission's PIG were attempting to stymie the evaluation process, the BOE should consider terminating them for cause as §302D-3 allows.

In addition to failing to respond to the draft, the letter to the Board with the Commission's reasoning seems as though they regard themselves as an enforcement agency. The statement: "In effect, the Commission is required to police liability on behalf of the state." makes it evident that they feel they are an enforcement agency of the State. In addition, the statement: "In part due to the pandemic, the budget of the Commission was frozen, the Commission was instructed by Hawai'i Department of Budget and Finance not to admit new schools due to absence of funding, and a hiring freeze was imposed" seems to indicate that the B&F department can direct a board on its actions? The hiring freeze was uplifted months after and a search for an Executive Director did not take place. Charter applicants have been on an indefinite hold. The letter goes on to say the charters rejected an authorizer overseeing us. Charter Schools under the former statute §302B already had an operational authorizer called the Charter School Review Panel. It also had a central administrative office called the Charter School Administrative Office that gave administrative and technical support to the charters. This deficit in the organization of the Commission and its staff is mentioned in the Evaluation.

We firmly support the development of continuous improvement plans mandated with the adoption of this report. However, we question how the efficacy of these plans will be monitored in light of the statement on page six of the introduction to the draft report, "The Board would in no way be determining the efficacy of the continuous improvement plans or monitoring the effectiveness of the implementation of these plans." We would suggest that the last sentence in the last full paragraph on page six be changed from, "Still, the Commission will need to take continuous improvement planning seriously, as the plans that the Commission develops and how it implements them could affect the results of future performance evaluations or special reviews

To empower, support, and unify charter schools and the charter school system in the State of Hawai'i

by the Board.” Stronger, specific language should be used to instill in the Commission the urgent need for major changes. We suggest, “If the Commission fails to make the development and implementation of the continuous planning a priority, a special review by the board will be initiated in accordance with §302D-11.”

The Summary Analysis in this draft evaluation report identifies school autonomy and accountability as the “two critical pillars of charter schooling.” This report suggests that the Commission address school autonomy and accountability through their “strategic vision and plan and through the charter contract.” Furthermore, the Summary Analysis calls on the Commission to “involve schools in its efforts to revise the strategic plan and define ‘high quality’ and ‘autonomy’.” We also strongly support the report’s call for the Commission to “look closely at how the ‘aloha spirit’ as noted in the revised plan, influences the Commission’s authorizing practices.” The Hawai‘i Public Charter School Network would like to offer our services to support the Commission in this critical part of the process.

With many of our board members being intensely involved with the effort to revise Contract 4.0, we sincerely appreciate the recognition that “the Commission did put forth a great deal of effort to engage with schools for the revision of the charter contract, it fell short of maintaining two-way communication throughout the process, resulting in schools feeling as though their feedback was not taken seriously.” The current version of Contract 4.0 falls very short in recognizing the rights and obligations relating to the autonomy granted by law to our charter schools. We agree that “the charter contract contains some problematic provisions related to the Commission’s intervention process that conflict with NACSA Standards and do not respect school autonomy.” Each new contract created by the Commission infringed more and more on the autonomy of our charter schools. Contract 4.0 is by far the most repressive document schools have been forced to sign.

Our Network hopes that the Commission will accept the recommendation in this report to “embrace an alternative structure for centralized support for charter schools to enable the Commission to focus on authorizing rather than administrative and technical support functions.” This is another area we can be a critical ally to the Commission in supporting our schools. We agree that the Commission’s assertion that they need to function as an “administrative state agency that provides fiscal and other state agency liaison functions to the public charter schools it authorizes” is outside of the realm of the legal responsibilities of the Commission. We agree with the recommendation in this report that the “only administrative fiscal and liaison functions required of the Commission are to act as a point of contact between the department and a public charter school it authorizes.” The recommendation also says, “Other functions the Commission takes on beyond these requirements are by its own hand. The absence of other services and supports for charter schools, such as those the Department provides to its schools, is one of the justifications for the Commission taking on additional functions... However, the more responsibilities the Commission takes on beyond its essential authorizing responsibilities, the fewer resources are available to support the authorizing needs of the Commission’s portfolio due to mission creep.” We strongly agree with the assertion in this report that “a formal structure to provide centralized support to charter schools outside of the Commission” is sorely needed. We would embrace an opportunity to help in bringing this issue to the Legislature and to “help identify any supports that charter schools need that the Commission cannot currently provide by law.”

Finally, we would like to especially thank the Evaluation team for pointing out a critical example of the Commission's lack of recognition of schools' statutorily granted autonomy as it relates to virtual education. The charter school law (§302D-12(f) clearly gives charter schools the "independent authority" to determine virtual education at their schools. On May 13, 2021, the Commission approved another "temporary waiver" to allow charter schools to provide virtual and/or blended programs during the 2021-2022 school year. They had approved a similar "waiver" the previous year during the onset of the global pandemic. The difference for the 2021-2022 school year was requiring the charter schools to comply with the Approved Online Blended Learning Guidelines created by the Commission and its staff. More than 80% of the charter schools in Hawai'i were put into an extremely difficult position. The appearance of "helping" our schools respond to the pandemic is overshadowed by a requirement to adhere to "guidelines" that were impossible for the schools to follow.

The recommendation to require 29 charter schools to apply for a change in their contracts, could have overwhelmed Commission staff and agendas in June and July. All of these charter schools were forced to try to meet "guidelines" that were impossible to follow as they are currently written. The schools' ability to prepare for the uncertain future that COVID-19 forced us to endure was already extremely challenging. These 29 schools had to choose between adequately preparing to meet potential pandemic health and safety issues or attempt to beg for approval of deficient proposals. These charter schools were being forced to comply with the Approved Online Blended Learning Guidelines (created and revised before the pandemic). No proposals could be adequate. Section III(B) required the schools to "Provide the Commission with state assessment results in language arts, math, and science for the last three years, disaggregated by grade level, for your existing school as compared to statewide and complex area data." THERE WAS NO DATA! No data was collected the previous year because all of the public schools in the state were closed. The 2020-2021 state assessment data would be incomplete at best. How could these 29 schools possibly prove that they were "currently at or above the state and/or complex area performance on state assessment results in language arts, math, and science, or other Strive HI measures OR that the school had exceeded their school's current Academic Performance Framework targets" WHEN THERE WAS NO DATA?

When the Commission approved an extension of its temporary authorization for the 2020-2021 school year (on June 25, 2020) ALL charter schools in Hawai'i had the ability to use a model of learning that was restricted by the pandemic rates as delineated by the Hawai'i DOH guidelines. By adding the requirement that charter schools need to apply for a contract amendment and comply with the Approved Online Blended Learning Guidelines, the Commission was making it impossible for most schools to offer anything outside of face-to-face learning. Was this an intended consequence aimed at limiting enrollment in our schools? Or, pursuant to §302D-17(e), is the Commission setting up these charter schools for failure by forcing them to risk being out of compliance with "legal" requirements? The fact that the Commission insisted on using their Approved Online Blended Learning Guidelines is, itself, contrary to the law according to §302D-12(f). Under Section 2.6 of Contract 3.0, the law takes precedence over administrative rules and the terms and conditions of the contract. This provision is maintained in the proposed Contract 4.0. WHY IS IT BEING IGNORED?

It is being ignored even today. Today (December 16, 2021) the Commission discussed/acted on "Reviewing and/or Updating the Hawai'i State Public Charter School Commission Online Virtual and Blended learning Guidelines (revised on November 12, 2020). The presentation begins with, "The Commission is charged with ensuring that all students enrolled in public

To empower, support, and unify charter schools and the charter school system in the State of Hawai'i

charter schools receive instruction from teachers licensed by the Hawai‘i Teacher Standards Board (HTSB) or enrolled in a State Approved Teacher Education Program (SATEP) as required by state law. To that end, public charter schools whose educational program includes the delivery of instruction through a virtual and/or blended learning model are required to employ and assign appropriately licensed teachers to every student enrolled in their school.”

The presentation then outlines the “Requirements for Virtual and/or Blended Programs Authorized by the Commission.”

1. Virtual/blended school/program will be subject to the Commission’s performance framework (academic, financial, and organizational performance frameworks)
2. School’s virtual/blended school/program are required to allow the Commission to review actual costs for virtual and/or blended students.
3. Report and provide evidence of student progress on a quarterly basis.
4. School must develop and provide for review, curriculum tailored to the school’s educational program that at a minimum includes:
 - a. Alignment with school mission and vision, Hawai‘i State Standards (currently the Common Core Standards) or DOE standards;
 - b. Alignment and coherence with your school’s brick and mortar program.
5. Provide a copy of the Hawai‘i State Teachers Association approved teacher evaluation instrument for virtual and/or blended learning program teachers.
6. Schools shall annually provide disaggregated data/information as noted below:
 - a. Academic: To enable the analysis of the school’s virtual and /or blended learning program, the school shall:
 - i. Identify and disaggregate data for all students enrolled as brick and mortar, virtual, or blended.
 - ii. This data shall be disaggregated by the school and be included in the school’s renewal application for Commission consideration.
 - b. Financial: identify and itemize all cost items including but not limited to:
 - i. Specialized training;
 - ii. Dates and supplemental pay for recall days;
 - iii. Cost, including fringe, for each teacher and administrator
 - c. Personnel: Provide a listing of the teacher(s) and administrator(s) employed for the virtual and/or blended learning program as differentiated from those supporting any brick-and-mortar program. The School shall include the following information:
 - i. Teacher certifications, and professional qualifications including any specifically related to teaching in an online format;
 - ii. Administrator certifications or qualifications to evaluate a virtual and/or blended learning teacher;
 - iii. Evidence that teachers employed to teach the blended and/or learning class are evaluated for performance;
 - iv. A student to teacher ratio for every class being taught by each teacher employed for the school; and
 - v. A description and evidence of professional development completed by its virtual and or blended learning teacher(s).

Will the Commission “take seriously” this BOE evaluation? The outcomes of today’s Commission meeting will provide clues to help answer this question. The Hawai‘i Public Charter School Network is committed to the work that will need to be done to move our authorizer into compliance with the law.

Me ka mahalo piha,