



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

Testimony

1 message

Mon, Jan 17, 2022 at 1:22 AM

[REDACTED]
To: "testimony.boe@boe.hawaii.gov" <testimony.boe@boe.hawaii.gov>

[REDACTED]
Special education teacher

[REDACTED]
Human resource committee meeting
Discussion item III.A
Support

I fully support these differentials and they have helped me in a positive way. Eliminating some/all of these differentials will make it extremely difficult to continue employment in the DOE as the job is highly demanding and stressful. Reducing pay increases stress and takes away time committed to the students.

Also, in all honesty, the differentials is barley enough. Covid-19 has brought a number of unexpected job requirements and has made the job that much more difficult. The stress put out on us along with the inflation and cost of living increase makes it so that we can barley make ends meet at times.

Teachers should not be "barley" making it in this country. Our priorities are out of whack. Education and health is spoken as an important area for improvement year in and year out but the process for improvement is extremely slow and sometimes back-tracks.

We need compensation for this important and highly demanding job or things may get worse.

Working with/teaching kids is a unique ability, and the failure to acknowledge that is a failure on the state and country. Take care of us so we can take care of the kids. Reduce our stress by properly compensating us so that we can focus on developing the future decision makers.

Mahalo/Vinaka
[REDACTED]

Sent from my iPhone



Testimony

1 message

Mike Landes <jmlandes@gmail.com>
To: testimony.boe@boe.hawaii.gov

Mon, Jan 17, 2022 at 10:04 AM

Aloha Board members,

My name is Mike Landes, and I am a social studies teacher at Lahainaluna High School on Maui, and the HSTA Maui Chapter President. I am submitting testimony regarding two items for your Jan 20 meeting: (1) Human Resources Committee Meeting, Discussion Item III.A, and (2) General Business Meeting, Discussion Item V.B.

Re: Human Resources Committee Meeting, Discussion Item III.A:

As a teacher in a geographically hard-to-staff location, I can personally attest to the effectiveness of the shortage differentials, and the importance of continuing them. After many years of living in the community where we teach, my family had to move to the other side of the island because of the exceedingly high cost of living in West Maui. My wife and I love the schools where we teach, but we had to seriously consider transfers to other schools closer to where we live because of the costs associated with our daily commute to the other side of the island...and then the differentials kicked in and changed everything. We were able to continue to serve the schools, students, families, and community we love. Our colleagues no longer had to debate whether or not to leave West Maui so they could survive economically. Veteran colleagues have chosen to delay retirement and are continuing to use their experience and expertise to help guide their students and our school. And excellent teachers have been incentivized to transfer to Lahaina schools, fulfilling a dire need and helping to support our amazing students. This is just what I see on a personal level as a teacher at a school directly impacted by the shortage differentials, but as HSTA Maui Chapter President I have received countless stories from other teachers across Maui who have been similarly affected, and I have seen the statistics that have been presented to this Board showing the effectiveness of these differentials at helping to reduce the teacher shortage crisis. Please be sure to direct that these differentials continue.

Re: General Business Meeting, Discussion Item V.B:

The start of second semester has been unlike any other, despite the superintendent's posturing that everything is fine. Covid is spreading like never before here in our islands, and statements that our schools are safe places with all necessary protocols firmly in place simply do not meet the eyeball test. Listen to the people who are actually on the front lines in the schools, and you will hear a very different story. My classes have had, on average, a 50% absence rate since we've returned from winter break, with one class consistently having 14 out of 20 students absent due to positive cases and close contacts. My wife's entire class has been forced to quarantine twice in the past two weeks. And the reports I have heard from teachers across Maui are mirror images of my family's experiences. Discussions at individual schools and throughout our complexes focus on how to continue teaching in the face of classroom closures and record absence rates among students, faculty, and staff...but since the employer has refused all of HSTA's attempts to negotiate an MOU for this school year that would allow for changes to our working conditions, we are stuck with trying to teach in unprecedented situations but only through traditional methods. Trying to fit a square peg into a round hole? That's what teachers across Hawai'i have been doing. Please direct the superintendent and DOE to engage in good faith negotiations with the public sector employee unions over needed changes to our working conditions. Please direct them to ensure needed safety protocols and procedures are being followed at every school. And please, do not just trust the word of the leaders who are telling you that things are fine and dandy while everyone who works for them is crying out for help. Listen to the people who are actually at the schools, hold the DOE leadership accountable, and ensure that our students have safe and effective learning conditions.

Mahalo for your consideration,

Mike Landes



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

Testimony

1 message

Tai Baird <bair6939@gmail.com>

Mon, Jan 17, 2022 at 10:55 AM

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

Aloha,

My name is Tai Baird and I am a special education teacher submitting written testimony regarding the teacher shortage and differentials subject matter. I fully support the continuation of funding the special education teacher differential as that is what is continuing to support us to get more teachers in that role. We need to continue to pay them the differentials! It matters as it is what is best for our keiki! Please continue to fund these ! If they are not funded, my fear is our teachers will go back into the general education field and we will once again be left with little to no special education teachers. Please support the differentials! Thank you, Tai Baird

Monday
January 17, 2022

Dear Members of the Hawaii Board of Education,

I will not be commenting on differentials, because that only addresses **some** teachers. I will be commenting on what I consider to be a larger issue, and that is **salary decompression**. **Salary decompression** would help **all** teachers, not just some. Hawaii is an expensive place to live, and we lose teachers who go back to the mainland each and every year. We are having a difficult time retaining teachers. Teachers, myself included, are facing a rising cost of living across the board. We need salary decompression. We need annual step upward mobility. I just got my apartment lease renewal. My association is raising my rent \$300 per month. Teacher healthcare went up this year. Gas is over \$4/gallon. Teachers lost our 21-hours of job embedded professional development and the pay and PD credit which was attached to it. I'm a highly qualified licensed teacher. I do not know if I am going to be able to afford to stay in Hawaii or not. Teacher pay is not keeping up with the cost of living when associations mercilessly raise our rent \$300 per month. Students in Hawaii deserve better than emergency hires, long term substitutes, and non-licensed teachers; and I say that with all due respect to those who fill those positions. We have **got** to keep the teachers we have, and we are **not** going to keep teachers by continuing to feed us excuses. The governor has boasted how well our economy is doing, conveniently after we had already ratified our contract. Enough is enough.

In addition to retaining teachers, since there is already a large enough shortage, we must recruit more. The University of Hawaii releases [data](#) pertaining to how many students graduate every fiscal year, and with which degree/certificate. During the fiscal year of 2018-2019 (before the pandemic), The University of Hawaii - West Oahu has produced 643 graduates. Out of those 643 students, only 30 were in education. That is only 5%, and with only 4 bachelor's degree programs. That same fiscal year, The University of Hawaii at Manoa graduated 4,551 students; 532 of which were with degrees in education. That is only 12%. The student body percentages have remained consistent since before the pandemic. In addition to retaining those who we have, we need to make our profession desirable to new professionals or those who are working who have returned to college to change careers. With these [statistics](#), I have proven to you that our field is clearly **not** desirable to the vast majority of young professionals. How can a baccalaureate university with only 4 bachelor's degree programs only produce 5% of education majors? We **must** do better than that. We **must** make our field more attractive to young professionals. We **will not** attract young professionals to our field by continuing to pay teachers a salary that does not keep up with the cost of living in this state.

Sincerely,
A Hawaii Teacher



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

Testimony regarding Discussion Item III.A for January 20, 2022 BOE Meeting

1 message

Derek Bishop <derekbishop@hushmail.com>
To: "testimony.boe" <testimony.boe@boe.hawaii.gov>

Mon, Jan 17, 2022 at 4:18 PM

Dear Hawaii State Board of Education,

My name is Derek Bishop. I am a 32-year special education teacher veteran at Paauilo Elementary and Intermediate School on the Big Island. This is my testimony regarding discussion item "III.A: Presentation on teacher positions filled; 5-year teacher retention rates; and effectiveness of teacher shortage differentials in the areas of special education, hard-to-staff, and Hawaiian language immersion programs on teacher vacancies and retention."

I relocated to Hawaii from California as the special education and hard-to-staff differentials took effect. These differentials have made all the difference in retaining me in my employment with the State of Hawaii. Even with the differentials, I still took a \$16,000 pay cut to be here. And I don't need to review Hawaii's cost of living, which has only been exacerbated by COVID and the influx of wealthy families to the islands during the pandemic.

It will be very hard to make ends meet without the differentials. I will be more likely to return to California should the State of Hawaii discontinue these incentives to staff critical shortage areas.

Please continue to invest in Hawaii's students and their teachers.

Mahalo,

Derek Bishop



TESTIMONY

1 message

Alakai Fernandez <alakai42@hotmail.com>

Tue, Jan 18, 2022 at 12:18 PM

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

Testimony

Discussion Item III.A

Presentation on teacher positions filled; 5-year teacher retention rates; and effectiveness of teacher shortage differentials in the areas of special education, hard-to-staff, and Hawaiian language immersion programs on teacher vacancies and retention

Drew Fernandez
Special Education Teacher
Hilo High School

Aloha,

My name is Drew Fernandez and I am a Special Education Teacher on the Big Island of Hawaii. I teach History at Hilo High School and I must say that these years of COVID and the different ways for us to teach different styles of learning to our students are challenging. As an educator we know that this is what we signed up for and I always look for every type of improvement with our students whether it is building that relationship or seeing the little growth in the academic part is satisfying and reassuring that you are doing your job as an educator, especially in the Special Education Setting. As we all know Special Education is not the easiest way of teaching, it is definitely a challenge but knowing that the DOE and the BOE see how hard it is and basically giving us the reward in the differential is a huge weight off our shoulders. I definitely know that the differential pay helps me out a lot, knowing that we have to come to school and teach during these trying times and also making sure to be safe and have the money to pay for my bills. The differential helps me with paying student loans, and house bills like mortgage, electric, etc. I know that if that is taken away, I would be struggling and will be needing to find another job to make ends meet. I feel that none of us should be going through that. I am hoping you will still consider keeping the differential for the Special Education Teachers, The Hard to Staff Areas, and the Hawaiian Language Immersion programs. Statistics have shown an improvement in all these areas and having that incentive is what makes us move forward.

Mahalo,
Drew Fernandez
Special Education Teacher
Hilo High School



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

Testimony re: Retention/ HR meeting

1 message

Jenna Tate <20182161@k12.hi.us>

Tue, Jan 18, 2022 at 2:38 PM

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

Jenna Tate EL Coordinator/Distance Learning

Samuel Enoka Kalama Intermediate

Makawao, HI

Agenda Item: Teacher Retention/HR meeting III.A

Aloha,

I am writing regarding the Human Resources meeting discussing retention of HIDEOE teachers.

I am currently in my fifth year of teaching I am feeling burnt out with no end in sight. This is without considering any COVID frustrations. I am burnt out due to the lack of consistency and accountability seen throughout HIDEOE. Teachers are not held accountable for what curriculum they teach, so many standards are left out. Many are also not held to the state standards of professionalism, causing there to be many issues between staff members. Administrations do not follow or enforce basic policies on their campus to keep staff and students safe. Referrals pile up in Infinite Campus, are marked resolved, but the teachers and students don't understand or even know how or what was resolved. The teachers and staff that do show up and put in their all every day and then over extended trying to uphold a structure that is clearly crumbling around us. One example is that at our school, we have multiple people serving in dual roles. One staff member has four roles at our school. I bring this to the attention of the board because there are many teachers at our site, as well as others around the state, that are not held to basic levels of accountability and responsibility that hinders the ability for the schools or system to work.

I am a teacher who has taught science, social studies, and now distance learning and working as a new EL coordinator in middle school, as well as substituting for elementary and high schools. The last five years have had many ups and downs. However, it is clear that this downward slope is getting steeper by the day. I do find myself considering other careers that I would feel more supported and appreciated in. I certainly end up considering careers in a sector that I would have the resources and structure to make worthwhile progress in the areas I'm passionate about. The only appreciation I feel from HIDEOE is the offer of doing someone else's work that they aren't interested in completing.

I end up thinking through these other career options and revel in the idea of not feeling like I'm suffocating from the overwhelming demand of working in public schools. I am envious of people who can go to work each day and feel as though they have the tools and time to complete the tasks asked of them. In fact, I am more envious of those who are not constantly being given impossible situations to navigate because their supervisors (administration) have policies in place that are followed to allow employees to feel competent in what they're doing.

In order to promote teacher retention, I would strongly consider re-evaluating what administrations are following through on at each school. Many quality educators feel shut down by schools and sites that are so dysfunctional they feel unable to make a positive difference. I hope these teachers and staff do not feel as I do, as if all is lost and nothing can be done

to fix what has been broken. If the board is serious about supporting these amazing people, it should be serious about ensuring their representatives via CAS and Head Principal positions are following through more than the minimum of what our current systems require. This may start a path forward allowing more teachers to feel they can continue in HDOE.

Respectfully,

Jenna Tate

Sent from [Mail](#) for Windows

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TESTIMONY to 10:30 a.m. Human Resources Committee Meeting View agenda Discussion Item III.A

1 message

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

Tue, Jan 18, 2022 at 9:12 PM

Reply-To: hughey2000@aol.com

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

Aloha Chair Payne and members of the Board of Education,

My name is Justin Hughey and I teach third grade special education at King Kamehameha III Elementary.

10:30 a.m. Human Resources Committee Meeting

[Discussion Item III.A](#)

Thank you for the differentials! I was looking to move to Washington State because my wife and I could make 77,000 more combined income but the differential was good enough to keep me here. The obvious lesson here is that if you pay competitive salaries, you fill positions. I also am thankful that we haven't had anyone quit mid year since the differentials started. I was hired in December because a Special Education quit and it has always been a real hassle to take on more. I am thankful that hasn't happened in a while.

The Department of Education is doing nothing to address teacher retention that extends outside of the differentials. My Principal informed me that he is being asked to figure out the teacher shortage and sub shortage. That makes zero sense to me. Why are Principals being asked to fill the shortages when they don't have any power to do so? I don't think the DOE understands or is even asking teachers if they plan on retiring due to the poor working conditions during a pandemic.

The Department of Education should be offering Teacher Retention bonuses as an incentive to keep teachers from retiring and fill the teacher shortage.

Fix the compression issue of the teacher salary schedule to stop the mass exodus and give incentive to fill the teacher shortage.

Provide teachers with automatic pay increases for every year served like every other district. It's time for Hawaii to come out of the dark ages and truly address competitive pay with districts that have the same cost of living.

Mahalo,
Mr. Hughey
Third Grade Special Education Teacher
King Kamehameha III Elementary

January 18, 2022

To whom it may concern,

I am a second-year 3rd-grade general education teacher in the Honolulu District on the island of Oahu. I am writing a testimony to the Human Resources Committee Meeting in regards to Discussion Item III.A: Presentation on Teacher Positions Filled; 5-Year Teacher Retention Rates; and Effectiveness of Teacher Shortage Differentials in the Areas of Special Education, Hard-to-Staff, and Hawaiian Language Immersion Programs on Teacher Vacancies and Retention. I am writing this testimony to comment on the discussion item mentioned above.

According to the 2021 State of the U.S. Teacher Survey from the RAND Corporation, a nonprofit research organization, 1 in 4 teachers is considering quitting after the school year. Unfortunately, I am one of the four teachers that are considering quitting after the school year. Teaching is known to be one of the most stressful professions in the United States but with the two-year anniversary of the COVID-19 pandemic approaching us in two months, teaching became more than a stressful profession.

To me, the teaching profession feels like an abusive relationship. This is coming from a person who experienced and suffered from domestic abuse for almost two years.

During the wake of the pandemic, every single person in charge made it sound as though they had our backs. They “appreciated just how hard we worked to keep our students feeling loved, and educated during this pandemic” and how we were “heroes”. Now, around the country, we are dealing with being blamed for teacher shortages, for the so-called “learning loss” in our students, for daring to worry about our and our families health, and being asked to pick up the slack from society’s failure for caring for the welfare of our communities for NO extra pay.

You read that right. NO extra pay.

As a matter of fact, the State of Hawaii amused itself with the idea of cutting 20% of teachers’ salaries, bringing back furlough Fridays, and freezing our salaries because the pandemic “wiped out our budgets within the last couple of years”. This country and the State of Hawaii do not value or care about teachers regardless of who is in charge, Republican or Democrat. My sentiments are further proven by Governor David Ige’s January 18 press conference discussing Hawaii’s American Rescue Plan Act funds. According to the Star-Advertiser’s article, “Gov. David Ige details American Rescue Plan Act (ARPA) fund spending,” the state was able to appropriate \$60 million out of the \$1.6

billion in American Rescue Plan Act funds to the Hawaii Tourism Authority, but for some reason, did not appropriate any of the ARPA funds to Hawaii public schools. The federal ARPA funds combat the public health and economic impact of the COVID-19 pandemic. Putting 20+ students from different households in a classroom with poor ventilation and lack of PPE for students, teachers, and staff is a public health impact of the COVID-19 pandemic. The State of Hawaii places restrictions on the number of people attending large events or adding vaccine mandates for restaurant patrons, but at the same time, the State of Hawaii is okay with putting 20+ students in a classroom and “mixing bubbles” when we are experiencing one of the biggest surges of COVID-19 cases across the nation. Yet, the State of Hawaii blames teachers for not keeping our students safe when in reality we cannot control our students’ activity after they are dismissed from school.

I am grateful that I am working at a supportive school with supportive administrators, colleagues, and a mentor teacher to guide me through the school year, but teachers more than support. Teachers need to be paid the salary and respect they deserve. I know some people that may be reading this testimony are thinking that I should be “thinking of the children”. I do! But unfortunately, data and test scores do not pay the bills. I hope you continue to provide these shortage differentials to Special Education, Hard-to-Staff, and Hawaiian Language Immersion Programs as it helps these teachers stay in their field. However, even though these shortage differentials help keep these teachers afloat while struggling to meet ends meet with Hawaii’s high cost of living, it does not solve the abysmal high teacher attrition rate. For instance, I have a colleague that switched to the Special Education department this school year for that \$10,000 differential, but now is burnt out and made up her mind to leave the profession after working for the DOE for three years because of the school’s failure to support and take off the burden on Special Education teachers like her. If these teachers are worth so much that you are willing to give out differentials to them, then treat them like their worth it.

If you really want to reach the 60% target for teacher retention for Hawaii public schools, then start treating us like professionals. Because in the end, when you exploit someone to a certain point, people start to reconsider their options.

Sincerely,

An abused public school teacher



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

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TESTIMONY TO THE BOARD OF EDUCATION HUMAN RESOURCES COMMITTEE MEETING

**RE: DISCUSSION ITEM III. A. PRESENTATION ON TEACHER POSITIONS FILLED,
5-YEAR TEACHER RETENTION RATES; AND EFFECTIVENESS OF TEACHER SHORTAGE
DIFFERENTIALS IN THE AREAS OF SPECIAL EDUCATION, HARD-TO-STAFF, AND
HAWAIIAN LANGUAGE IMMERSION PROGRAMS ON TEACHER VACANCIES AND
RETENTION**

THURSDAY, JANUARY 20, 2022

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

Committee Chairs Barcarse, Vice Chair Asher, and members of the committee,

Mahalo for your continued support of shortage differentials for special education, hard-to-staff, and Hawaiian language immersion teachers. The evidence is clear that these shortage differentials continue to be an effective strategy at recruiting and retaining teachers into these teaching lines.

We look forward to working with you and the Department to get legislation through during this legislative session to continue these payments and ensure that the number of qualified teachers in these areas does not decrease.

The 5-year teacher retention drop in 2020-2021 may be indicative of the effects of COVID-19 with teachers not wanting to return to teach in Hawaii's public schools after the 2019-2020 school year. We continue to worry that a more difficult 2021-2022 school year for all school staff will result in an even larger drop once the 2021-2022 data becomes available. Coupled with a likely increase in retirements and other separations from the Department, it would go a long way towards retaining educators if the current workforce felt more respected by collaborative actions rather than hollow words of support from Department leadership.



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

Testimony

4 messages

Sheri Preston <sher.preston@k12.hi.us>
To: testimony.boe@boe.hawaii.gov

Tue, Jan 18, 2022 at 9:39 PM

Aloha!

My name is Sheri Preston and I have been a Special Education teacher at Kohala Middle School for the past 8 years. I love teaching in our small rural community but there are drawbacks. In our small community basic necessities cost more. There is a lack of affordable housing here and a very limited inventory. This contributes to the problem of being able to attract teachers and keep the good teachers we already have. The hard-to-staff differential helps to counter some of the expenses of living and working in rural Kohala.

As a Special Education teacher I love working with my students who have a unique set of needs. To do my job well requires more meetings and paperwork to file, more involvement with students and communication with their parents, and more coordination with other teachers and administrators. My job also requires flexibility with subject matter and more legal liability. The Special Education differential helps to support the extra time and work my fellow Special Educators and I put into our profession.

Please help support our teachers in rural Kohala who need the differentials to stay in the profession and educate and serve our kids.

Mahalo for your time,
Sheri Preston
Kohala Middle School

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Testimony BOE <testimony.boe@boe.hawaii.gov>
To: Sheri Preston <sher.preston@k12.hi.us>

Wed, Jan 19, 2022 at 12:58 PM

Thank you for contacting the Board of Education. This email address is specifically designed to receive public testimony for upcoming Board of Education meeting agenda items. Attached please find the links to the most recent agendas for the Board's Meetings scheduled yesterday Thursday, January 20, 2022. Please identify what agenda item your testimony is related to or it will not be included as public testimony.

[January 20, 2022 Special Meeting \(Virtual\) \(hawaii.gov\)](#)

[January 20, 2022 Human Resources Committee \(Virtual\) \(hawaii.gov\)](#)

[January 20, 2022 General Business Meeting \(Virtual\) \(hawaii.gov\)](#)

Mahalo,
Board of Education Staff
[Quoted text hidden]

Sheri Preston <sher.preston@k12.hi.us>
To: Testimony BOE <testimony.boe@boe.hawaii.gov>

Wed, Jan 19, 2022 at 1:05 PM

This testimony is to be included in the Human Resources committee meeting. Mahalo.

[Quoted text hidden]

[Quoted text hidden]

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--
Sheri Preston

Special Education Teacher
Student Services Coordinator
Kohala Middle School
808-313-6826

[Quoted text hidden]

Testimony BOE <testimony.boe@boe.hawaii.gov>
To: Sheri Preston <sheripreston@k12.hi.us>

Wed, Jan 19, 2022 at 1:33 PM

Thank you for your response.

Mahalo,
Board Support Office

[Quoted text hidden]

**Fwd: Wednesday 3:15 issue**

4 messages

Randy Ruis <randy.ruis@k12.hi.us>
To: testimony.boe@boe.hawaii.gov

Wed, Jan 19, 2022 at 5:39 AM

There are NO qualified Administrators at Konawaena High School. We have a probationary VP assigned as TA Principal as a result of the Principal at Ehunuikaimalino Hawaiian Immersion School (embezzlement) being put on DDL (District Directed Leave) AND CAS Janette Snelling assigning our other VP (not probationary) as TA Principal at Ehunuikaimalino. I am retiring in 83 days, but I have filed an OSHA complaint for my family and co-workers who still will have to endure both the Environmental and Administrative toxicity that presently exists at Konawaena High School. After 20 years, I am still at Step 11; I should have been at Step 14+, but I have never been given the pay that I deserve.

----- Forwarded message -----

From: **Randy Ruis** <randy.ruis@k12.hi.us>
Date: Tue, Jan 18, 2022 at 1:12 PM
Subject: Fwd: Wednesday 3:15 issue
To: Keith Hayashi <Keith.Hayashi@k12.hi.us>
Cc: Beth Schimmelfennig <Beth.Schimmelfennig@k12.hi.us>, Janette Snelling <Janette.Snelling@k12.hi.us>

Hello Keith

To begin with: **I have filed a complaint with OSHA.** I developed Epilepsy, and perhaps Lymphoma, from working in this toxic environment (It is difficult to receive medical treatment on the Big Island so I just had an ultrasound of my lymph nodes done recently.)

I was fine for all of the years (16 years) that I worked in the S-building. It was NOT until I moved to this 80-year old asbestos and mold infested building that I began to develop illness like many others. There has been a cluster of cancer in these building: Our last three registrars all have developed cancer, along with support personnel. Former principal Dr. Dumaguin: dead; Former AD Bill Trumbo: dead. Teacher Paul Daugherty has been out with cancer, and in the room directly below Paul's, that belonged to Antoinette Murray for decades, she also also developed cancer.

Students at Konawaena High have also died from cancer. I have lots of family here. My cousin's first cousin, Jotham Moses, recently passed away.

I am attaching photos of the problems: Please note the filthy vents; these are to be found in every classroom. I am providing these photos to OSHA.

ion has been unable to repair our air conditioning. **These servers emit dangerous electromagnetic radiation, and I have repeatedly reported that they are a FIRE HAZARD.**

Momi Kaehuaea claims that she has ordered NEW units. But NO Maximo order has ever been entered, and **DAGS** claims that Momi has not even gotten a quote yet. Administration allowed vines and grass to grow into the units. After years of NO maintenance and, surprise, they are NO longer operational.

Let me remind you that my desk is DIRECTLY in front of these units and that I am constantly exposed to the

electromagnetic radiation produced by these servers.

NEXT: Your CAS Janette Snelling has allowed a PROBATIONARY VICE PRINCIPAL to be TA PRINCIPAL at Konawaena High School, with ZERO supervision.

I was going to work for 2 more years, but instead, I have submitted my retirement papers.

I am suffering from **PTSD** as a result of what CAS Art Souza did to me and my family (see the Honoka'a HRLB decision from 2008).

Art Souza lied about me and was then put in charge of the investigation. **Momi's recent actions caused all of this to come flooding back.**

Momi Kaehuaea is just ANOTHER Kate Tolentino.

After she is done destroying the morale of our Faculty, and perhaps even removed, like the Principal at EhunuiKaimalino,

Momi, like Kate Tolentino, will just be given a cushy job.

I would like to be placed on PAID DDL like so many of your administrators, **this is my sincere wish.**

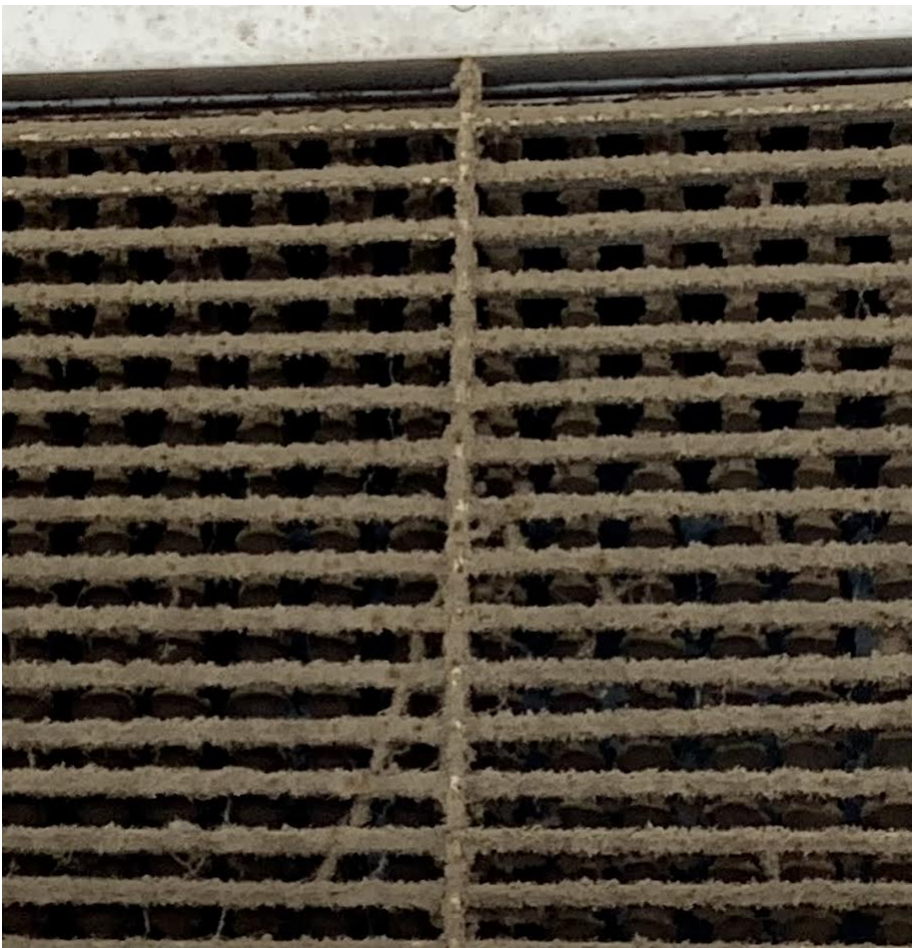
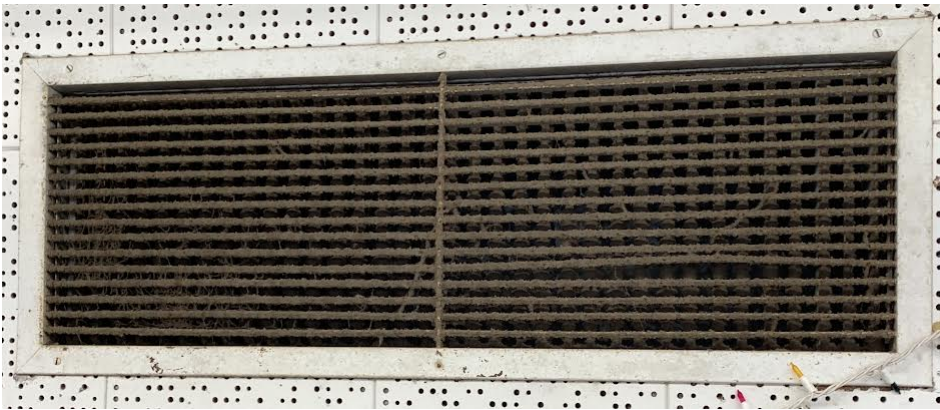
It doesn't matter, I am out of here either way on May 27th.

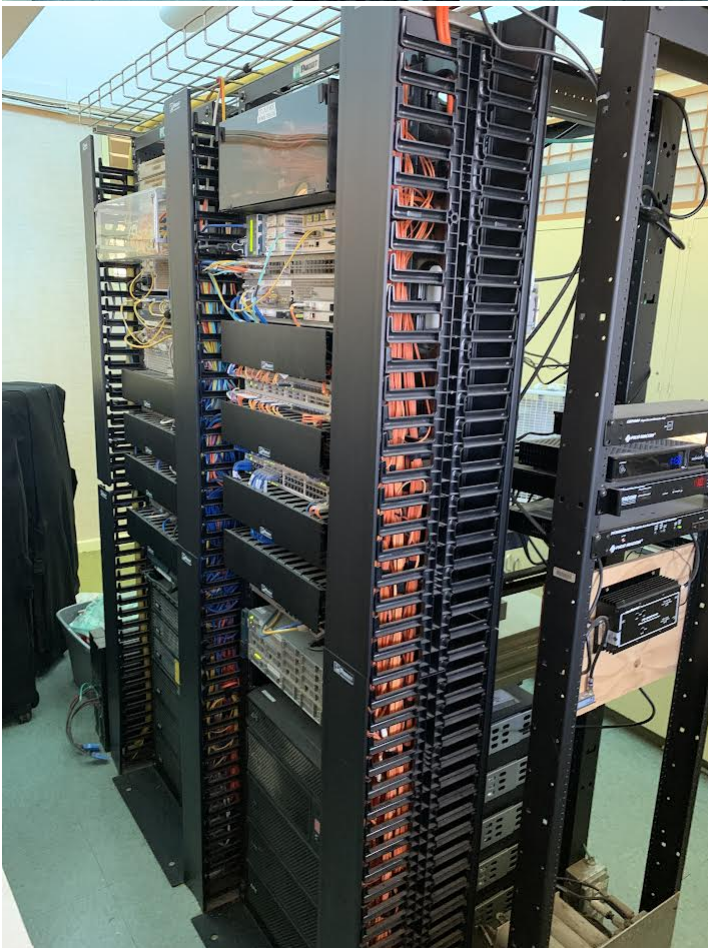
I have been an Emcee at the Konawaena Graduation for many years, including last year.

I refuse to share a stage with Momi Kaehuaea, so Konawaena will need another Emcee.

Also: in the pictures you will see photos of the servers that are located in the Library.









----- Forwarded message -----

From: **Randy Ruis** <randy.ruis@k12.hi.us>
Date: Thu, Jan 13, 2022 at 3:39 AM
Subject: Wednesday 3:15 issue
To: Momi Kaehuaea <Momi.Kaehuaea@k12.hi.us>

I cannot sleep; I am still very upset

Four days a week our Faculty is trapped on campus, unable to exit the Faculty Parking Lot because of the Administration's decision to route all of the Middle School traffic **THROUGH OUR** parking lot. These cars sit there for over ONE HOUR, completely blocking us in. As a result, I can NEVER leave prior to 3:00, although I am regularly on campus **EARLY** for IEPs.

The **ONE** day a week that we can actually **EXIT** the parking lot at 2:30pm is on **WEDNESDAY**. This is yet another example of **TAKING**, with no attempt to give back. At least we were paid for 3:30 days and received PD credit.

To make a 3:00pm doctor appointment, I had to park my car in front of the band room and then, once the bell rings, sprint down to my car. The one time I left 2 minutes early (You were directing traffic) you gave me a hard time.

Your arbitrary decision to shift Prep time to after school is not going over well at all, and it is stirring up discontent among your Faculty.

I will not be there, but on Friday you will have the opportunity to apologize to the Faculty and to perhaps improve your line of communication.

I will acknowledge that no one works harder than you, but burning yourself out working 14 hour days is not going to earn you any respect.

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Testimony BOE <testimony.boe@boe.hawaii.gov>
To: Randy Ruis <randy.ruis@k12.hi.us>

Wed, Jan 19, 2022 at 1:03 PM

Thank you for contacting the Board of Education. This email address is specifically designed to receive public testimony for upcoming Board of Education meeting agenda items. Attached please find the links to the most recent agendas for the Board's Meetings scheduled yesterday Thursday, January 20, 2022. Please identify what agenda item your testimony is related to or it will not be included as public testimony.

[January 20, 2022 Special Meeting \(Virtual\) \(hawaii.gov\)](#)

[January 20, 2022 Human Resources Committee \(Virtual\) \(hawaii.gov\)](#)

[January 20, 2022 General Business Meeting \(Virtual\) \(hawaii.gov\)](#)

Mahalo,
Board of Education Staff
[Quoted text hidden]

Randy Ruis <randy.ruis@k12.hi.us>
To: Testimony BOE <testimony.boe@boe.hawaii.gov>

Wed, Jan 19, 2022 at 1:23 PM

I suppose that my testimony would be appropriate for the Human Resources Committee.
There are NO qualified Administrators at Konawaena High School.

[Quoted text hidden]

[Quoted text hidden]

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[Quoted text hidden]

Testimony BOE <testimony.boe@boe.hawaii.gov>
To: Randy Ruis <randy.ruis@k12.hi.us>

Wed, Jan 19, 2022 at 1:35 PM

Thank you for your response.

Mahalo,
Board Support Office
[Quoted text hidden]



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

Teacher Testimony

3 messages

Teresa Mcaveney <teresa.mcaveney@k12.hi.us>
To: Testimony.BOE@boe.hawaii.gov

Wed, Jan 19, 2022 at 7:42 AM

Ms. Teresa M. McAveney - educator

2029 Nu'uanu Avenue 1103
Honolulu, HI 96817
(808) 349-7505
teresamcaveney@yahoo.com

19th January 2022 **TEACHER TESTIMONY**

Board of Education

State of [Hawai'i](#)
[1390 Miller Street](#)
[Honolulu, HI 96813](#)

Dear Board of Education Members and Governor David Ige,

My name is Teresa McAveney, and I am an unmarried educator who has been a devoted teacher and public servant to the State of Hawai'i since 2004. I am a master teacher, school leader, and have 22 years of total teaching experience. I write to you all to address salary compression for your veteran teachers who have been overly patient waiting for pay that truly reflects their years of service. With Hawai'i experiencing an improved economic outlook, there is NO reason this should not be addressed NOW.

When hired, I committed to a hard-to-fill school on Oahu for seven years of my career. During my first six years of teaching, I received NO increase in pay due to a contract reached during the teacher strike in 2001. Imagine, working for six years, experiencing the already high cost of living increase, watching your bills grow, but not your yearly salary. But, I stuck it out, did the best I could, thinking it WILL get better for the teachers of Hawai'i in the future. I am a born teacher, and my students are worth it.

Then, came 2010 and Governor Lingle's furloughs. Salary-wise, I and thousands of teachers never recovered financially. Those furloughs created a wage disparity for teachers where teachers, hired 7 years after me, are currently making the same salary. It also altered my abilities to gain a higher "HIGH 3" for my state pension for retirement. But, again, I stuck it out. In my mind, I thought it would get better, and Hawai'i teachers will get what they deserve. Give it time. Teachers won't be forgotten in Hawai'i.

Come 2011, Governor Abercrombie announced his 5% pay cut for state workers. Although short-lived, it proved the State of Hawai'i might not have teachers' best interests at heart after all. But again, I refused the temptation to move to the mainland, where teacher salaries are exponentially better and the cost of living is lower. Being a professional with degrees, years of experience, a school leadership role, I DID think my quality of life would allow me to cover my living costs and be able to plan for a comfortable future retirement. I am scared. I am being forced to face the reality that I might not be able to continue my path as a teacher in

Hawai'i. It is becoming impossible to sustain a decent living and quality of life for myself here as an educator.

I have given the State of Hawai'i and its keiki and families all I have to give. I have met every role demanded of teachers - educator, mentor, counselor, nurse, stand-in mom, tutor, volunteer, curriculum builder, software developer, teacher of social-emotional needs, tech support, protector, data collector and analyzer, student cheerleader, communicator, custodian, and the list can go on. Here we are, 2022, two-plus years into COVID. I have never worked so hard, with so few resources and basic safety necessities in place. Add unsafe pandemic teaching to my ongoing list of duties. But, I am proud and happy to do it all. I am a teacher. I just wish it was recognized and rewarded accordingly with salary and benefits that reflect this.

I've been holding on to make my 30 years of service as an educator for the State of Hawai'i. I am broken and facing the unknown; my morale is gone. I am looking at other possible options, including selling my home and moving. State of Hawai'i - wake up. You are about to lose one of your best and brightest educators here. And, I know for a fact, I won't be the only one.

I urge any who are listening, to find a way to address teacher salary compression NOW. And please, think of all teachers, like me, when the legislative session begins, these bills are introduced, and any negotiation talks begin.

Sincerely,

Teresa M. McAveney

--

Teresa McAveney
Na Hoku Sixth Grade English Language Arts
ELA Department Chair

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>
To: teresa.mcaveney@k12.hi.us

Wed, Jan 19, 2022 at 1:04 PM

Thank you for contacting the Board of Education. This email address is specifically designed to receive public testimony for upcoming Board of Education meeting agenda items. Attached please find the links to the most recent agendas for the Board's Meetings scheduled yesterday Thursday, January 20, 2022. Please identify what agenda item your testimony is related to or it will not be included as public testimony.

[January 20, 2022 Special Meeting \(Virtual\) \(hawaii.gov\)](#)

[January 20, 2022 Human Resources Committee \(Virtual\) \(hawaii.gov\)](#)

[January 20, 2022 General Business Meeting \(Virtual\) \(hawaii.gov\)](#)

Mahalo,
Board of Education Staff
[Quoted text hidden]

Teresa McAveney <teresa.mcaveney@k12.hi.us>
To: Testimony BOE <testimony.boe@boe.hawaii.gov>

Wed, Jan 19, 2022 at 2:28 PM

This testimony is for the 1/20 HR committee - Thank you

[January 20, 2022 Human Resources Committee \(Virtual\) \(hawaii.gov\)](#)

[Quoted text hidden]

[Quoted text hidden]

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[Quoted text hidden]



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

111A pay differentials

1 message

Dawn Shirota <dfaith808@yahoo.com>

Sun, Jan 16, 2022 at 10:38 PM

Reply-To: "dfaith808@yahoo.com" <dfaith808@yahoo.com>

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

Aloha Board Members,

My name is Dawn Shirota and I am a Counselor at King Kekaulike High School on the island of Maui. I am not receiving pay differentials but I am in support of continuing to keep the pay differentials for teachers of hard to staff areas, Hawaiian Immersion, and Special Education Teachers. The data presented supports that these differential are making an impact to increasing teacher job positions filled and decreasing vacancies. I have worked in the DOE for over 24 years and believe that our schools are in a crisis. We are losing qualified teachers and students during this pandemic.

Never have I seen such large percentages of staff shortages and large percentages of students non attendance. From my observations in the last week we are having about 25 teachers absent a day and half of the positions are not filled with substitutes

Students have reported to me that they want to change classes because they have day to day substitutes and they are doing nothing with the subs. Other students say they just want to get their GED because they are not learning and not engaged with their classes due to not having what they call "real teachers".

Some General education teachers and their student who a Sped eligible are impacted as IEPs may not be implemented when there is no team teaching support for inclusion. In addition teachers that really could teach another 10 years are retiring early or just leaving and going into other professions because they say the stress of teaching today is not worth the compensation as they are so underpaid.

I believe if nothing is done to increase teacher salaries we will see a mass exodus in June and December of 2022. Please support differentials. MAHALO.

[Sent from Yahoo Mail on Android](#)

January 18, 2022

To whom it may concern,

I am a second-year 3rd-grade general education teacher in the Honolulu District on the island of Oahu. I am writing a testimony to the Human Resources Committee Meeting in regards to Discussion Item III.A: Presentation on Teacher Positions Filled; 5-Year Teacher Retention Rates; and Effectiveness of Teacher Shortage Differentials in the Areas of Special Education, Hard-to-Staff, and Hawaiian Language Immersion Programs on Teacher Vacancies and Retention. I am writing this testimony to comment on the discussion item mentioned above.

According to the 2021 State of the U.S. Teacher Survey from the RAND Corporation, a nonprofit research organization, 1 in 4 teachers is considering quitting after the school year. Unfortunately, I am one of the four teachers that are considering quitting after the school year. Teaching is known to be one of the most stressful professions in the United States but with the two-year anniversary of the COVID-19 pandemic approaching us in two months, teaching became more than a stressful profession.

To me, the teaching profession feels like an abusive relationship. This is coming from a person who experienced and suffered from domestic abuse for almost two years.

During the wake of the pandemic, every single person in charge made it sound as though they had our backs. They “appreciated just how hard we worked to keep our students feeling loved, and educated during this pandemic” and how we were “heroes”. Now, around the country, we are dealing with being blamed for teacher shortages, for the so-called “learning loss” in our students, for daring to worry about our and our families health, and being asked to pick up the slack from society’s failure for caring for the welfare of our communities for NO extra pay.

You read that right. NO extra pay.

As a matter of fact, the State of Hawaii amused itself with the idea of cutting 20% of teachers’ salaries, bringing back furlough Fridays, and freezing our salaries because the pandemic “wiped out our budgets within the last couple of years”. This country and the State of Hawaii do not value or care about teachers regardless of who is in charge, Republican or Democrat. My sentiments are further proven by Governor David Ige’s January 18 press conference discussing Hawaii’s American Rescue Plan Act funds. According to the Star-Advertiser’s article, “Gov. David Ige details American Rescue Plan Act (ARPA) fund spending,” the state was able to appropriate \$60 million out of the \$1.6

billion in American Rescue Plan Act funds to the Hawaii Tourism Authority, but for some reason, did not appropriate any of the ARPA funds to Hawaii public schools. The federal ARPA funds combat the public health and economic impact of the COVID-19 pandemic. Putting 20+ students from different households in a classroom with poor ventilation and lack of PPE for students, teachers, and staff is a public health impact of the COVID-19 pandemic. The State of Hawaii places restrictions on the number of people attending large events or adding vaccine mandates for restaurant patrons, but at the same time, the State of Hawaii is okay with putting 20+ students in a classroom and “mixing bubbles” when we are experiencing one of the biggest surges of COVID-19 cases across the nation. Yet, the State of Hawaii blames teachers for not keeping our students safe when in reality we cannot control our students’ activity after they are dismissed from school.

I am grateful that I am working at a supportive school with supportive administrators, colleagues, and a mentor teacher to guide me through the school year, but teachers more than support. Teachers need to be paid the salary and respect they deserve. I know some people that may be reading this testimony are thinking that I should be “thinking of the children”. I do! But unfortunately, data and test scores do not pay the bills. I hope you continue to provide these shortage differentials to Special Education, Hard-to-Staff, and Hawaiian Language Immersion Programs as it helps these teachers stay in their field. However, even though these shortage differentials help keep these teachers afloat while struggling to meet ends meet with Hawaii’s high cost of living, it does not solve the abysmal high teacher attrition rate. For instance, I have a colleague that switched to the Special Education department this school year for that \$10,000 differential, but now is burnt out and made up her mind to leave the profession after working for the DOE for three years because of the school’s failure to support and take off the burden on Special Education teachers like her. If these teachers are worth so much that you are willing to give out differentials to them, then treat them like their worth it.

If you really want to reach the 60% target for teacher retention for Hawaii public schools, then start treating us like professionals. Because in the end, when you exploit someone to a certain point, people start to reconsider their options.

Sincerely,

An abused public school teacher



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

Testimony item III.A

1 message

Danica Walsh <hokulani19@gmail.com>
To: testimony.boe@boe.hawaii.gov

Sun, Jan 16, 2022 at 3:06 PM

Aloha,

I am a Special Education teacher in the BKM complex on Maui. I have taught Special Education for 8 years in Hawaii. When I started receiving the pay differential it was a huge relief to feel recognized for how hard I work. Currently I am juggling 2 grades, 4 classes and 1 EA. I spend many personal hours doing preparations and writing IEPs on the weekends. I feel if the differential pay were to be taken away, I would have to seriously consider finding another career that will be able to support me. As it stands already, as a single mother with one income, I struggle to afford to live on Maui, which is my home. Please do not take away the differential pay, and please consider finding the money elsewhere.

Danica Walsh
Gr 1-2
Wailuku Elementary School



Testimony

1 message

jamie harden <jmeharden1@gmail.com>
To: testimony.boe@boe.hawaii.gov

Sun, Jan 16, 2022 at 3:25 PM

To Whom It May Concern,

My name is Jamie Harden and I have been teaching Kindergarten for three years in a hard-to-staff school on Molokai and am a recipient of the differential.

I would like to submit my written testimony for the Human Resources meeting.

I accepted my teaching position and moved to Hawaii 4 years ago with my husband and three children, (10 yrs., 12 yrs., and 14 yrs.). We had never been to Hawaii before. My children had never flown on an airplane anywhere. We came from Missouri in the middle of the Mainland to start a new life and make a difference for the people who would soon become our neighbors and friends on Molokai.

After accepting my position, my administrators gave me the names of Realtors on the island to find a home. I was also given general information about the island. But no amount of research, articles, blogs, videos, etc. can prepare you for life on Molokai. The day we landed and arrived at our home, we had no running water due to a pipe that was burst, a stove with only one working burner out of four and no working oven, black mold, rodents, centipedes, spiders, and the property manager was not on island to help us. My first paycheck did not come, due to Human Resource mistakes, and I had to borrow emergency loans from HSTA to just feed my family. My administrators did not care what I was going through, did not ask me how I was doing, check in on me or ask if I needed any help, and only spoke to me/mailed me when I needed to attend a meeting, training or get my data on my students turned in.

My family lived for two weeks with no running water, had to bathe at a local park restroom, and lived in improper living conditions for the first 3 months at the recommendation of my administrators who gave me the realtor's info. We suffered through another 3 months in our next home, which was recommended to us by my VP.

The cost of rent alone took one of my paychecks each month if not some of my second, leaving us with not much left for gas and food, not to mention utilities and other bills. The differential is helpful, but doesn't really add up to much, especially on Molokai. Where gas is consistently \$5.47 or more, and a gallon of milk is \$8.96 or more.

We went through more issues in our first 6 months than you can fathom.

Finally, we found the home we are in now, our third in our first year. Our rent just increased by \$200 going from \$1400 to \$1600 and one of my checks doesn't even come to that much. Our electricity costs \$600 plus a month, and that's more than I make in one month. So there is still our water, phone, internet and food/gas. I am not able to provide for my family. I am not able to afford to pay my bills on my salary even with the differential. I have been teaching for 10 years with a Bachelor's Degree trying to get my Master's, but if something doesn't happen soon, I am not sure we can make it here. And we have no home to go back to. This is our home now.

Hawaii teachers need more money, higher pay, more compensation for the conditions they are teaching and living in. They need more support from their Administration. They need to be better prepared when moving here. Hawaii DOE needs to do better for its educators and they need to do it NOW! The Educators and Keiki deserve it!

Mahalo,
Jamie Harden



Kumu Jamie Harden
B-1 Kindergarten Teacher
(808) 567-6900



Testimony

1 message

sumerlei (null) <sumerlei@aol.com>
To: testimony.BOE@boe.hawaii.gov

Sun, Jan 16, 2022 at 5:02 PM

Human Resources Committee Meeting

Discussion Item III.A

Dear Board,

I am in support of the continuation of teacher shortage differentials in the areas of special education. Although I am a regular education teacher, I work very closely with special education teachers. As a former inclusion teacher, I have seen how hard the special education teacher works up close. Planning for differentiated instruction, collecting or creating resources specific to student needs, data keeping, assessing for quarterly progress reports, assessing for upcoming IEPs, drafting/finalizing IEPs, setting up IEPs, communicating with families, working with EAs and support staff...and teaching!

As a teacher, I understand that we ALL have a lot on our plates, however special education teachers juggle additional plates that regular education teachers don't have to do. I know of many teachers who work late into the evenings - I have received their emails while preparing for bed! I also know of teachers who work over the weekends to catch up on their paperwork and planning/preparation for the week ahead. The expectation of these teachers is far beyond those of regular education teachers. As such, we should pay them for it!

We already know that the teacher shortage is real. It is much more real among the special education teacher population. I know of several teachers who went back into teaching special education as a result of this differential pay. I also know of other teachers who went into further certification with their Master's to be able to teach as special education teachers and take advantage of this boost in pay. I also know that if this differential is removed that many teachers will not continue in their special education positions.

Covid-19 has made teaching ridiculously difficult as a teacher. For many of us, we question how long we will be able to continue working in these conditions. I can tell you that, if you pay teachers for the hard work that they put in, that many more will be likely to stay. Our keiki deserve this, but it is even more essential now than ever.

Again, please fight to keep the teacher shortage differentials for special education teachers.

Summer Holwegner
Regular Education Teacher: RTI Support
King Kaumualii Elementary School, Kauai, HI



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

Testimony

1 message

Brandi Cutler <brandilcutler@gmail.com>
To: testimony.boe@boe.hawaii.gov

Sun, Jan 16, 2022 at 7:02 PM

Brandi Cutler

Parent of students at Ke Kula Kaiapuni O Pū'ōhala

Human Resources

III Discussion, A: Presentation on teacher positions filled; 5-year teacher retention rates; effectiveness of teacher shortage differentials in the areas of special education, hard-to-staff, and Hawaiian language immersion programs on teacher vacancies and retention.

SUPPORT: teacher shortage differentials in the area of Hawaiian language immersion programs

Comment: Teacher shortages are extremely harmful to the growing Hawaiian language program; differentials are necessary to allow the program to thrive.



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

Testimony on Item III A

1 message

Lizzy Laliberty <puchanus@gmail.com>
To: testimony.BOE@boe.hawaii.gov

Sun, Jan 16, 2022 at 8:52 PM

Aloha Boardmembers,

I'd like to express my strong support for the continued funding of differentials for Special Education positions. This is my 16th year as a Sped teacher with the DOE and I will say that the impact of having licensed and qualified sped teachers is tangible. And the benefits aren't limited to their students, they are felt across the department and the school. One reason that all sped teachers benefit is that our caseload burden is lighter when cases can be distributed evenly among all sped teachers. Non-licensed teachers aren't trained to do IEPs and therefore cannot be case managers. A lighter caseload means more time to plan, prepare and assess. Another benefit is more stable staffing at the school and less turnover. We all agree that relationships are a key factor in student success. It's a challenge for long-term subs to build relationships with students if they are here today, gone tomorrow. Continuity and stability are crucial for students to feel safe at school, especially in times such as this. Please consider these reasons when deliberating whether to continue the special education pay differential. The program is working as intended. Thank you for your time.

Sincerely yours,
Liz Laliberte



Testimony

1 message

Michelle Lindsay <mlindsaylewis@gmail.com>

Mon, Jan 17, 2022 at 2:03 PM

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

Michelle Lindsay-Lewis

High school ELA teacher and Department Head at Pahoa High and Intermediate

Discussion item III.A, Human Resources – Differentials and retention

Discussion item V.B. General Business Meeting – Covid safety

Dear Board Members,

Concerning the differentials – Support. I am a 3rd year teacher and would not have been able to stay on the island without the differential pay. The cost of living on the Big Island is already high and is currently rising. If you want teachers to be able to move here and be able to stay here, the differential can make all the difference. I would argue that the differentials need to be updated however with a higher pay for the Puna districts.

Concerning Covid safety – What safety? Where is the safety? We are not testing students so we have no idea how bad the problem really is. Mitigation measures in place at the schools are a joke. Teachers have a federally protected right to a safe work place and the HIDOE is currently not providing that. Surgical masks provided by the HIDOE are paper thin and do not adhere to current CDC recommendations. Students and staff are constantly sick and absent. There are zero subs to cover the classrooms so security guards are having to cover classes. What kind of “education” do you think the kids are getting when ½ their classes are covered by security guards every single day? The response from the HIDOE to Covid and the lack of real Covid mitigation strategies shows that the Board doesn’t care about teacher’s or CHILDREN’S lives and that they are willing to sacrifice us on the altar of Economy and Convenience. This is not sustainable. It is doing active harm to teachers and students. If Covid mitigation strategies are not strengthened significantly in the next few months, this will be my last year in American education. I refuse to sacrifice my health and body to a corrupt, inept system. I refuse to watch students be pawns in a political landscape. I refuse to continue to prop up an educational system that is actively harming CHILDREN and using them in a social experiment to satisfy political aspirations. The HIDOE’s conduct concerning Covid is not only illegal (federally protected right to a safe work place) it is undeniably immoral.

Sincerely,

Michelle Lindsay-Lewis



Human Resources Committee meeting testimony

2 messages

Wendy Nickl <wendyfivc@gmail.com>

Tue, Jan 18, 2022 at 7:29 PM

To: testimony.boe@boe.hawaii.gov

Aloha,

My name is Wendy Nickl, and I have worked as a public school teacher for 34 years in the State of Hawaii.

I am a recipient of the geographic hard-to-staff shortage differential, and having this differential has allowed me to stay in this profession I love.

I am the registrar, curriculum coordinator, and testing coordinator at Kohala Middle School. At my small school, I also serve as the Title 1, AVID, GEAR UP, CFES, and Advisory coordinator, and sit on many school and community committees. We all must wear many hats at our school due to a lack of adequate funding for rural schools. The hard-to-staff differential is an incentive for me to continue to support our students, families and staff instead of retiring. I bring a lot of expertise and experience to our school, and would like to continue in my roles.

I am the main source of income in my family, and the hard-to-staff differential has helped my finances at home, with a retired disabled spouse, a mortgage, and a child attending college.

Please know that the geographic hard-to staff differential makes a tremendous difference in the living conditions for all teachers, whether new, in the middle of our careers, or continuing to contribute to our communities as veteran teachers.

Thank you for reading my testimony.

Wendy Nickl

Kohala Middle School

Proud public school teacher

Kea Arakaki <ilikea.arakaki@gmail.com>

Tue, Jan 18, 2022 at 8:10 PM

Cc: testimony.boe@boe.hawaii.gov

Aloha,

My name is 'Ilikea Arakaki-Tohara, and I work as a public school teacher at Kohala Middle School. This is my second year in the State of Hawaii.

I am a recipient of the geographic hard-to-staff shortage differential, and having this differential has allowed me to stay in this profession I love.

I am a Special Education teacher at Kohala Middle School. At my small school, I also serve as the Grade Level Head for 6th grade and sit on many school and community committees.

We all must wear many hats at our school due to a lack of adequate funding for rural schools. The hard-to-staff differential is an incentive for me to continue to support our students, families and staff instead of retiring. I would like to continue in my roles.

I am a main source of income in my family, and the hard-to-staff differential has helped my finances at home.

Please know that the geographic hard-to staff differential makes a tremendous difference in the living conditions for all teachers, whether new, in the middle of our careers, or continuing to contribute to our communities as veteran teachers.

Thank you for reading my testimony.

'Ilikea Arakaki-Tohara

[Quoted text hidden]

C. 'Ilikea Arakaki-Tohara

Work: 808-889-7119 ext. 3136805



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

Support Teacher Differentials for Jan 20 meeting

1 message

ahuntemer@aol.com <ahuntemer@aol.com>

Tue, Jan 18, 2022 at 10:34 PM

Reply-To: ahuntemer@aol.com

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

Aloha Board Members,

I am a Special Education Teacher and Want to let you know that the differential payments are a factor in keeping this veteran special Education Teacher with a masters degree in the profession.

My only regret is that all classroom teachers do not receive this differential. I believe that having all classroom teachers receive this boost to their salary would lead to increased retention and recruitment of quality educators.

All of our classroom teachers deserve to be recognized and paid for the work they do.

Thank you,

Angela Huntemer MEd

January 20, 2022

To: Board of Education
From: Aha Kauleo Kaiapuni Hawaii

RE: Support for Hawaiian Language Immersion Education

Aloha mai e ka Papa Hoonaauao,

The Aha Kauleo (AKL) is the statewide council for the Papahana Kaiapuni which provides proactive leadership, direction, and advocacy for the development and growth of its Hawaiian medium schools, and advises directly through the Office of Hawaiian Education of the Department of Education. AKL consist of parent and teacher representatives per elementary (K-6) and secondary grades (6-12) and/or from each Hawaiian medium education site, and a principal representative, along with representatives from the University of Hawaii Hilo and Manoa, Brigham Young University-Hawaii, University of Hawaii-Maui College, Aha Punana Leo, Office of Hawaiian Affairs, Kamehameha Schools/Bishop Estate, and the Queen Liliuokalani Children's Center.

Aha Kauleo is writing in support of continuing the differential pay for Hawaiian Language Immersion (HLI) teachers to provide an equitable balance to the high demands of teaching in a HLI setting, as their work is a clear example of the type of educational experiences that directly addresses the intent of Article X, Section 4 of the Hawaii State Constitution.

Aha Kauleo is also writing to the BOE regarding two legislative bills that it is promoting this legislative session in an effort to support the State's obligation to Hawaiian language, history, and culture through public education:

- 1) a legislative teacher pathway bill to address the teacher shortages (recruitment) and retention of HLI teachers, and
- 2) a legislative bill requiring at least one at-large member of the Board of Education with extensive experience in Hawaiian immersion education.

Hawaiian education continues to lack a basic K-12 curriculum that achieves language and cultural competencies while also addressing HODOE educational outcomes. This is understandable due to the systemic policies and norms that have removed Hawaiian language, culture and history for over 100 years.

If Hawaii is truly to achieve equity and excellence in our schools it must begin with the constitutional commitment to Hawaiian language, culture and history, and the full support of our Hawaiian Language Immersion Program as a means to that end. For Hawaii will never respect diversity if it fails to prioritize it's initial commitment to the aboriginal people, language and culture of this land, Hawaii. And, a failure to respect diversity erodes the moral tenets of a democratic society.

CC: Alo Kehau o ka Aina Mauna (Honokaa High, 9-10), Ke Kula o Ehunuikaimalino (K-6), Ke Kula o Ehunuikaimalino (7-12), Ka Umeke Kaao HI PCS (K-6), Ka Umeke Kaao HI PCS (7-12), Ke Kula o Nawahikalaniopuu Iki PCS (K-8), Ke Kula o Nawahikalaniopuu (Hilo High, 9-12), Ke Kula Kaiapuni o Hana (K-5), Ke Kula Kaiapuni o Lahaina (6-8), Ke Kula Kaiapuni o Lahainaluna (9-12), Ke Kula Kaiapuni o Maui ma Kalama (6-8), Ke Kula Kaiapuni o Maui ma Kekaulike (9-12), Ke Kula Kaiapuni o Maui ma Paia (K-5), Ke Kula Kaiapuni o Nahienaena (K-5), Ke Kula Kaiapuni o Lanai (K-1), Kualapuu PCS (K-6), O Hina i ka Malama (Molokai Middle, 7-8), O Hina i ka Malama (Molokai High, 9-12), Ke Kula Kaiapuni o Anuenue (K-6), Ke Kula Kaiapuni Anuenue (7-12), Ke Kula Kaiapuni o Hauula (K-6), Ke Kula Kaiapuni Hawaii o Kahuku Academy (7-12), Ke Kula Kaiapuni o Kailua (9-10), Ke Kula Kaiapuni o Nanakuli (K-6), Ke Kula Kaiapuni o Puohala (K-8), Ke Kula o Samuel M. Kamakau PCS (K-6), Ke Kula o Samuel M. Kamakau (7-12), Ke Kula Kaiapuni o Waiau (K-6), Ke Kula Kaiapuni o Waimanalo ma Blanche Pope (K-2), Kawaikini PCS (K-6), Kawaikini PCS (7-12), Ke Kula Niihau o Kekaha PCS (K-6), Ke Kula Niihau o Kekaha PCS (7-12), UH Hilo-Hale Kuamoo, UH-Hilo-Ka Haka Ula o Keelikolani, UH-Hilo Kahuawaiola, Brigham Young University, Aha Punana Leo, Kamehameha Schools Bishop Estate, UH-Manoa COE, UH-Manoa Kamakakuokalani, & UH-Manoa Kawaihuelani.



Testimony Discussion Item III.A

1 message

Ted Edwards <tede83@gmail.com>

Sun, Jan 16, 2022 at 2:51 PM

To: testimony.boe@boe.hawaii.gov

My name is Ted Edwards, special education teacher and department head at Jarrett Middle School. This testimony is in support of agenda item III.A.

I have been a special educator in the Hawaii DOE for 14 years. I support the continuation of special education shortage differentials as they have had a significant positive impact on sped teacher retention and filling sped vacancies with highly qualified staff.

With the seemingly always "overflowing plate" of special education teacher duties, I have often thought of leaving the position and profession because of feeling burnt out. Put the high cost of living on top of that and I have definitely wondered how to make things work to stay here on the DOE. This differential is keeping me here to provide quality specialized instruction to my students. I will most certainly be looking for other opportunities if the differential were to end.

Thank you,
Ted Edwards