

State of Hawaii
Board of Education

Testimony by Komarey Moss, Principal at Red Hill Elementary School
March 3, 2022

Agenda Item IV.B. Board Action on Board Resolution
on Red Hill Water contamination

To Our Honorable Board of Education Members,

I would like to submit testimony to provide some insights on my experience with the nearly 3-month water crisis at Red Hill Elementary school.

This situation started on November 28, 2021, after a four-day weekend from Thanksgiving break. I was alerted by a community member who thought we might be affected by contaminated water. This was later confirmed by the DOE, Office of Facilities and Operations (OFO) that our water, in fact, came from NAVFAC. Soon after, our AMR district personnel as well as CAS Erickson visited and ensured all support would be given. OFO delivered 150- 5 gallon jugs of water procured from Menehune Water along with 3 water cooler dispensing stations and numerous hand pumps which sit on top of the 5-gallon containers. A common document was used to measure, monitor, and track the burn rate of our water supply. We were never without water after they secured our water supply.

Subsequently, the Army delivered bulk water storage in the form of a water buffalo on our campus. They monitored water usage and made sure our bulk water storage was clean and safe to use. The bulk water was tested on a regular basis to monitor the presence of bacteria. This responsibility was later taken over by the Navy.

For the first week of the water crisis, we took on the responsibility of delivering water to all the water points on our campus. We learned quickly that water management was a huge responsibility. Our state military liaison officer, school liaison officers from Army and Navy, state personnel, district personnel as well as our Keiki Health Nurse helped us with water management. This included refilling and transporting 5-gallon jugs of water, monitoring water usage, and replenishing water in all areas equipped with sinks which is equivalent to 40 separate locations on campus. Subsequently, Army and Hawaii Air National Guard took this off our plates and handled it all between December 7, 2021, through February 24, 2022. We are grateful for all the help that has been provided by EVERYONE under these unprecedented circumstances.

When we understood the magnitude of this water crisis and could not accurately predict the end, I received a call on a Sunday afternoon from Interim Superintendent, Keith Hayashi. He took the time out of his weekend to hear about my challenges as a Principal. We spoke for nearly an hour. He provided the reassurance I needed to hear to continue doing my job and doing it with his support. I really appreciated his dedication to us as leaders and trust to make the right decisions for our schools, especially with respect to the safety of our children.

Many criticized our schools for staying open. Our collective belief in dealing with a crisis within a crisis is to provide families with a safe and welcoming place for our students. We had a clean supply of water, free food, and a place to learn. We even provided families and staff members affected by the water crisis, the opportunity to launder clothing while their children were in school. Bags of laundry labeled with their last names and phone numbers were dropped off at the same time as their children for school. Upon picking up their children, laundry was also picked up. As a school in their community, it became very apparent that our role was to stay open, if not for anything else besides that sense of normalcy. Meanwhile, parents could worry about the shift in their home situation and potentially at work. We have seen the impact COVID-19 has had on children with respect to opportunities to socialize and be in the presence of their peers and teachers. It's far more detrimental to keep them home. This has proven to be a very positive stance. Our families are filled with gratitude and really believe we are thinking of everyone in this situation. Stability in the home and school are things that make kids thrive. Even while their homes are temporarily disrupted, we could provide stability by keeping schools open. The only time we closed school was due to lack of electricity during a heavy downpour in December. Otherwise, we have stayed open for our community.

The past 3 months have been an experience of trial and error. Our portable handwashing stations were a welcomed addition to our campus after two full days of using hand sanitizer. These stations have a capacity of 20 gallons. With 5 on campus, they had to be serviced at the end of each business day. A service truck comes by to dispose of the effluent and refills it with supplies and clean water. This was done daily to ensure clean water for our students. Later, we were able to secure a total of 10 units through reimbursable funds, private donors, and the Navy. With 10 units, we only needed them serviced every other day. However, this still posed a burden on my staff. The handwashing stations had to be wheeled out to get serviced, curbside. Often, the company would run late or not at all which forced us to come on the weekend or stay late. And we did so because it meant we would have water for the next school day for our staff and students. These handwashing stations became too much to manage. We switched over to bucket systems which utilized our existing sinks as a drain. This would have not been possible without the help and coordination of our OFO personnel. They designed, built, and tested these systems for each of our schools. Throughout winter

break, facilities installed all the units, thereby replacing the cumbersome handwashing stations on my entire campus. This has been a major burden lifted from the school and has allowed our school operations to be minimally impacted and essentially free of cost to maintain.

Currently, an interagency group consisting of the Hawaii Department of Health (HDOH), the US Navy, the US Army, and the US Environmental Protection Agency (EPA) worked together to coordinate and conduct flushing and test sampling of our water. I'm happy to finally say that Red Hill Elementary is back to using it's water as of February 24, 2022. It was agreed upon to carefully transition back to "normal" with the dialogue and support of Interim Superintendent - Keith Hayashi, Deputy Superintendent - Phyllis Unebasami, Assistant Superintendent - Randall Tanaka, Complex Area Superintendent - John Erickson, Assistant to the Superintendent - Camille Masutomi, Coordinated Support Director - Wanelle Kaneshiro-Erdmann, Director of Communications - Nanea Kalani, and Military Liaison - Cherry Okuhara. Support was given to my school with guidance on how to carefully bring back water usage. Additionally, Assistant Superintendent for the Office of Fiscal Services (OFS), Brain Hallet met with all 7 Principals to discuss our concerns regarding enrollment volatility with respect to the movement of our families. The timing of this meeting was critical as it coincided with submitting our financial plans in preparation for the Teacher Assignment and Transfer Program. Assurances were given, in light of the water crisis to be able to maintain our staff workforce. This was not possible without the help of Principal in Residence - Bruce Naguwa.

Although this has been extremely challenging, the support Red Hill has received has made it easier to get through. During this time, I've been able to lean on my fellow colleagues and brainstorm solutions to problems we've never had to face before. Leadership from Interim Superintendent Keith Hayashi, Complex Area Superintendent John Erickson, and Complex Area Superintendent Sean Tajima as well as Assistant Superintendent Randall Tanaka has provided us the support to get through these circumstances.

Sincerely,

A handwritten signature in black ink, appearing to read 'Komarey Moss', with a stylized, flowing script.

Komarey Moss
Red Hill Elementary
Principal



March 3, 2022 Testimony - General Business Meeting at 1:30 p.m. - “Board Action on Student Achievement Committee Recommendation Concerning World Language Standards for Elementary and Secondary Grade Levels”

1 message

Neal Takamoto <neal.takamoto@k12.hi.us>

Sun, Feb 27, 2022 at 11:54 PM

To: Testimony.BOE@boe.hawaii.gov

Aloha to the Honorable Catherine Payne, Chairperson, Board of Education,

My name is Neal Takamoto and I am a Japanese teacher at Washington Middle School.

I am submitting testimony on the agenda item concerning Committee Action on World Language Standards for Elementary and Secondary Grade Levels.

My position is that I am in support of the adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages.

The K-12 Hawai'i World-Readiness Standards for Learning Languages:

- are aligned to the national World-Readiness Standards for Learning Languages and the Can-Do Statements. With a focus on proficiency, the standards provide a framework for world languages instruction where communication in the target language is the anchor.
- help guide teachers in providing a proficiency-based world languages education for K-12 students.
- help identify pathways for students to become multilingual and connected to different cultures in the local and global communities.
- help students develop skills in communication, collaboration, and critical thinking, as well as creativity.

I full-heartedly endorse these World-Readiness Standards for Learning Languages to help support teachers and students. Thank you for listening.

Neal Takamoto

Washington Middle School - Japanese Teacher

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

Testimony

1 message

Joseph Passantino <joseph.passantino@k12.hi.us>
To: Testimony.BOE@boe.hawaii.gov

Mon, Feb 28, 2022 at 8:49 AM

Joseph Passantino
Principal of Ke'elikolani

I am writing in reference to:

- A.** [Board Action on findings and recommendations of Investigative Committee \(a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5\(b\)\(1\)\) concerning search for a superintendent: superintendent job description](#)

I would like to advocate that our next superintendent be a local person who has worked within our system. As we advocate to buy and stay local I believe this is a strategy that we should employ when looking for a candidate to run our school system. I would also advocate for our next leader to have been a part of the system. I want our leader to have been an educator and administrator in the Department so they know what we deal with on a daily basis and can honestly say they know what we are dealing with.

I appreciate your time and attention and thank you for your service.

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State of Hawaii
Board of Education

Testimony by Water Impacted Principals

March 3, 2022

Agenda Item IV.B. Board Action on Board Resolution
on Red Hill Water contamination

To Our Honorable Board of Education Members,

We would like to collectively submit testimony to provide some insight on our collective experiences with the water crisis we have been working through at our schools.

Since this situation started, we have been working tirelessly to provide stability for our stakeholders, especially our children and their parents. As such, our families and students have expressed appreciation that we are able to keep our schools open to address student needs with not only education but also water and food. This has given families the opportunity to take care of personal business and address their needs with water while their children are at school. Our schools have been providing the normalcy students need to keep them happy and safe.

Faculty and staff members have been very adaptable and flexible during this time; however, they have been tasked with more responsibilities. For example, 5 gallon jugs are being used as hand washing stations in front of each classroom, which teachers have been pumping and custodians are refilling. Custodians are also delivering cases of individually bottled water as well as refilling the 5 gallon jugs of water into each classroom for students to wash hands. Additionally, we've acknowledged that laundry service has been a challenge, so much so that many schools have adjusted their dress code policies. The commute from temporary housing has also caused a challenge. Many schools have extended their breakfast service as well as put a pause on morning tardies.

Families initially expressed concerns about their living conditions at home with not being able to wash hands, wash clothes, take a shower, cook, clean, and take care of basic needs. Many have relocated to hotels or other living quarters and are going back and forth between these relocated areas and their homes. It's not convenient, but they are managing.

Principals impacted by contaminated water were initially meeting with different military points of contact and were getting different responses and resources, at times conflicting as well. As such, our state military liaison officer, school liaison officers, state personnel, district personnel, and water impacted principals have been coordinating weekly meetings to create consistency and address our specific water needs.

The main need for our schools has been bulk water (in the form of 3 or 5 gallon water jugs and/or water buffaloes), which is used for drinking, cleaning, cooking, and hand washing. Securing bulk water was a challenge, but we appreciate the Office of Facilities and Operations (OFO) for initially providing bulk water in the form of 3 or 5 gallon water jugs. Without this, we would not have been able to keep our schools open.

We were initially utilizing portable handwashing stations until they became too cumbersome and time consuming to manage. We switched over to bucket systems, which utilized our existing sinks as a drain. This would have not been possible without the help and coordination of our Department of Education (DOE) facilities personnel. They designed, built, and tested these systems for each of our schools. This has been a major burden lifted from our schools and has allowed our school operations to be minimally impacted.

The Navy is now providing bulk water in the form of water buffaloes, which is maintained and refilled every 48 hours throughout the week and weekends. They have also been providing manpower to help transport water and sanitation supplies to classes, refill water jugs, maintain hand washing stations, and move 5 gallon jugs (for handwashing) from classrooms to outside sinks in the morning and from outside sinks to classrooms in the afternoon. This is greatly appreciated and has been helpful in relieving school staff of these duties. Additionally, they make sure supplies are replenished throughout the day.

Currently, an interagency group consisting of the Hawaii Department of Health (HDOH), the US Navy, the US Army, and the US Environmental Protection Agency (EPA) are working together to coordinate and conduct flushing and test sampling of our water.

Although this experience has been very challenging for us at times, the support we have and continue to receive from state personnel, district personnel, the military, and each other have been instrumental in maintaining stability for our schools and keeping them open. We would especially like to acknowledge Interim Superintendent Keith Hayashi, Complex Area Superintendent John Erickson, and Complex Area Superintendent Sean Tajima for their leadership. They have taken time out of their busy schedules to personally meet with us virtually and in-person to address our needs and concerns. We know that they truly care about us, our students, our families, and our communities and we are very grateful for that.

Sincerely,



Shannon Tamashiro
Principal, Pearl Harbor Elementary



Patrick Wetzel
Principal, Hickam Elementary



Celest Dandurand
Principal, Pearl Harbor Kai Elementary



Komarey Moss
Principal, Red Hill Elementary



Corey Allen
Principal, Nimitz Elementary



Barry Harris
Principal, Mokulele Elementary

Hawai'i Arts Alliance



*Affiliated with the
Wolf Trap Institute for
Early Childhood Arts
Integration*

*State Captain –
Americans for the Arts*

*Member of State Arts
Advocacy Network*

TO: Testimony.BOE@boe.hawaii.gov
Student Activity Committee - SAC Chair, The Honorable Kili Namau'u
General Board Meeting - BOE Chair, The Honorable Catherine Payne

RE: Testimony in SUPPORT of NCAS adoption

Name: Dr. Teri Skillman 2/28/22
Position/title: Executive Director
Organization: Hawai'i Arts Alliance
Meeting(s): BOE Student Achievement Committee [SAC] meeting
General Board Meeting
Agenda item: Fine Arts Standards for Elementary and Secondary
Adoption of National Core Arts Standards
Position: **SUPPORT adoption of National Core Arts Standards K – 12**

Aloha Kili Namau'u, Chair, Student Activity Committee and Catherine Payne, **Chairperson, Board of Education,**

As State Captain for Americans for the Arts, the Hawai'i Arts Alliance **SUPPORTS the adoption of the National Core Arts Standards [NCAS] for Hawai'i.** The NCAS are important because grade-by-grade arts standards outline the most important outcomes of arts education, and arts educators as well as their supervisors in designing appropriate arts objectives and measures for the school curriculum. Hawai'i is still functioning on the HCPS III from the 1990s. Nationally, many states are in the second revision of the NCAS.

The ARTS eco-system begins with arts integration in early childhood education and continues through Grade 12 and college. ACT 80/99 named the arts as a core subject but the ARTS are still relegated to a "special" status and do not receive the same funding nor the same contact time that other subjects are allocated. The arts are the first to be cut along with Hawaiian cultural content. Access to the ARTS is a first ammendment right. Every school has a responsibility to ensure that all of its students meet the curriculum requirements including the arts. As a core subject, the Arts help with students with social-emotional learning, problem solving, and collaboration and communication skills which students urgently need now.

We need to **adopt the NCAS statewide for K to Grade 12 for all disciplines of arts education.** Why are the arts standards needed? Arts standards identify what is important for students to know and be able to do in the artistic disciplines of dance, media arts, music, theatre, and visual arts. The Arts standards identify pathways for students to become creative thinkers, creative makers, and creative responders to the world around them.

After the adoption of NCAS, please **guarantee implementation of the NCAS by hiring full time, degree-qualified arts educators** (dance, media arts, music, theatre and visual arts) for EVERY campus. The arts standards are designed to help arts educators provide the high-quality curriculum, instruction, and assessment that students need to succeed in today's schools and tomorrow's careers. The standards can ONLY be implemented by qualified arts educators.

We recognize that reforming the educational system, aligning with the arts standards, and hiring qualified educators takes time and funding but we are asking for a commitment to the process with clearly idenfied benchmarks for success. Hawai'i's keiki deserve a balanced education that the ARTS will ensure (<https://www.amacad.org/publication/case-for-arts-education>).

Mahalo nui for the opportunity to submit testimony in SUPPORT of adopting the National Core Arts Standards,

Mahalo nui,

Teri Skillman
Executive Director

February 28, 2022

To: Testimony.BOE@boe.hawaii.gov
From: Melly Wilson, PhD <mellyewilson@gmail.com>
Subject: Testimony for the March 3, 2022 *General Business Meeting* (GBM @ 1:30 PM) in relation to the adoption of the Hawai'i World-Readiness Standards for Learning Languages (HI WRSLL)
Agenda Item: Action Item E: Board Action on Student Achievement Committee recommendation concerning world language standards for elementary and secondary grade levels
Position: Strong Support
Attn: Honorable Catherine Payne, Chairperson, Board of Education

Dear Chairperson Payne and Members of Board of Education,

I write in **strong support** of the adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages. These standards are aligned to the national World-Readiness Standards for Learning Languages and create a useful roadmap for educators to guide learners to develop competence to communicate effectively and interact with cultural competence as they prepare to participate in multilingual communities at home in Hawai'i and around the world.

As you well know, language and communication are at the heart of the human experience. As a parent, I am excited and grateful the Board of Education is engaging in this conversation, deliberating, and looking to support and grow students who are linguistically and culturally equipped to communicate successfully.

If implemented, these standards have the potential to:

- Enhance teacher practice as they provide a proficiency-based world languages education for K-12 students.
- Strengthen problem-solving and critical thinking: Issues related to the environment, health, and innovation require collaboration across borders; creative solutions are more likely to occur when knowledge and unique perspectives and insights are shared.
- Grow pathways for students to become multilingual and connected to different cultures: This form of global competence – the ability to interact and communicate with people from other cultures – has the potential to open doors to new relationships, knowledge, and experiences.
- Grow diverse and empathetic communities: Opportunities to interact with people who speak other languages and who have different cultural practices, products, and perspectives are increasing in our communities; heritage communities are supported when their languages and cultures are valued rather than eliminated.
- Support students as they develop skills in communication, collaboration, creativity, and critical thinking.
- Build our keiki's ability to interact with awareness, sensitivity, empathy, and knowledge of the perspectives of others.

Thank you for your consideration.

With gratitude,

Melly Wilson

Honolulu, HI



To: The Honorable Catherine Payne, Chairperson, Hawai'i Board of Education

From: Susan Browne, Maui Field Supervisor, Institute for Teacher Education, University of Hawai'i at Manoa; Commissioner, Hawai'i State Foundation on Culture and the Arts

Addressing General Business meeting , Agenda item "Board Action Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

I am writing in support of the adoption of the K-12 National Core Arts Standards. I have worked with teachers, students, and teacher candidates in the State of Hawaii for 25 years and have witnessed the effects of quality arts education on all of these groups. As the Education Director at Maui Arts & Cultural Center for 18 years, I developed and provided professional development in the arts for teachers and arts programs for students in grades K to 12. I worked closely with the DOE in developing successful courses for teachers and helped start Pomaika'i Elementary School on Maui, a fully arts-integrated school that is thriving.

In my role working with teacher candidates in the College of Education at UH Manoa, I see the impact that rigorous standards has on all subjects that are taught. The Common Core Standards, Next Generation Science Standards, and Hawaii Social Studies Standards have all raised the quality of instruction and student achievement. It is imperative that we continue to raise the standards and expectations in all subjects for our students in Hawai'i, including the arts. Over 30 years of research in how the arts impact learning has provided strong evidence that quality arts education prepares students for the 21st Century by developing skills in collaboration, communication, creativity, critical thinking, and cultural awareness.

Please recommend that the Department of Education adopt the National Core Arts Standards for Grades k-12.

Sincerely,

Susan Browne

Maui Field Supervisor, University of Hawaii at Manoa, College of Education, Statewide Elementary Education Program scbrowne@hawaii.edu, 808-283-9285



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

Supportin K-12 National Core Arts Standards

1 message

Cris Lindborg <cris@donkeymillartcenter.org>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 9:00 AM

Honorable Catherine Payne, Chairperson, Board of Education,

I am writing in support of the adoption of the K-12 National Core Arts Standards. Not only would a standard guide teachers in providing unified quality arts education, but it will help students become creative thinkers, makers and responders.

Mahalo for your consideration,

Cris Lindborg
BOD Emeritus Donkey Mill Art Center

Cris Lindborg



[78-6670 Mamalahoa Hwy., Holualoa, HI 96725](#)

Phone: 808-322-3362

donkeymillartcenter.org

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Follow us on [Instagram!](#)

The Donkey Mill Art Center, home of the Holualoa Foundation for Arts and Culture, is a 501(c)3 charitable organization. The Donkey Mill Art Center is a community hub for the exploration of arts and culture to inform, inspire and strengthen individual and collective well-being

Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

The NCAS were designed to align with Common Core State Standards and parallels the language and framework found in other revised standards such as the New Generation Science Standards (NGSS), College, Career and Civic Life Standards (C3), and the National Health Education Standards: Achieving Excellence (NHES). These revised standards, like the 2014 NCAS, emphasize the importance of students’ thinking and developing 21st century skills over mere acquisition of knowledge. Thus, adopting the NCAS would support this philosophical shift in education.

In comparison to the HCPS III Music Standards, the NCAS Music Standards better help educators identify the skills and understandings they are responsible for developing in well-rounded musicians. Specifically:

- Skills and components within the artistic processes are explicitly defined.
- Clear outcomes for students with varying degrees of experience support differentiation in mixed leveled ensembles.
- Connections between music experiences and knowledge from other subject areas are intertwined to develop a holistic understanding of the arts in our world. The structure of these standards support teachers’ use of culturally relevant literature and materials (including those from Asia and the Pacific Islands), which is particularly important for students with diverse ethnic backgrounds.

In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.

Testimony to Board of Education
March 3, 2022
1:30 PM Virtual Meeting

Good afternoon Board of Education,

As intolerable as the current crisis may be for the students, staff, and families of the impacted schools, Hawai‘i Peace & Justice stresses that the ongoing storage of nearly 200 million gallons of fuel just 100 feet over the EPA Region IX Sole Source Aquifer places an imminent danger to all Department of Education schools throughout the island and archipelago. It is the Board’s kuleana to acknowledge this larger threat to all of Hawai‘i’s children and to urge the U.S. Secretary of Education to intervene. Accordingly, Hawai‘i Peace & Justice respectfully, but strongly, encourages the Board of Education to use this opportunity to take a more robust stance to protect the wellbeing of students and their future.

Should even a small amount of the fuel contained in just one of the Red Hill fuel tanks be released into the environment in and around Kapūkaki, an area also widely known as Red Hill – whether from a leak, human error, natural disaster, the facility’s aging structural integrity, or any combination of these factors – our current man-made disaster will seem minuscule in comparison. Not only would the vast majority of the island’s schools be directly at risk of experiencing the challenges now affecting the schools on the Navy’s water system, but the economic, public health, and overall societal consequences of such a catastrophic event would prevent students from thriving in a future world that we all, as currently situated, sheepishly allow to be peppered by militaristic interests. Un beholden to the wellbeing of all who call O‘ahu home, the military generally and navy specifically, does not care enough about our lives to simply do the right thing and shut down Red Hill on it’s own moral accord. To them, it seems, the children are merely collateral damage to larger war-waging desires in the Pacific, often referred to as so-called mission readiness.

While the military continues to feed us lie after lie after lie, the Hawai‘i State Department of Health has already ordered the facility to be defueled, describing the Red Hill Bulk Fuel Storage Facility as “inherently dangerous,” and as a “ticking time bomb” that continues to threaten the lives and livelihoods of all who call O‘ahu home. The Honolulu Board of Water Supply has likewise called for the immediate defueling of the entire facility and, due to the current emergency, has warned of water conservation mandates that may impact O‘ahu’s economy and way of life for the foreseeable future. Another release of fuel from this inherently dangerous facility may result in additional educational, environmental, socioeconomic, and public health impacts that will likely persist for generations to come.

Considering the above, Hawai‘i Peace & Justice respectfully, but strongly, urges the Board of Education to call for the immediate defueling and permanent decommissioning of the entire Red Hill Bulk Fuel Storage Facility.

Sincerely, Rebekah Garrison, Hawai‘i Peace & Justice

Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

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In comparison to the HCPS III Music Standards, the NCAS Music Standards better help educators identify the skills and understandings they are responsible for developing in well-rounded musicians. Specifically:

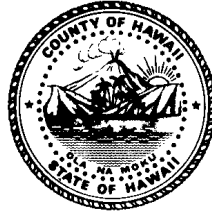
- Skills and components within the artistic processes are explicitly defined.
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In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.

REBECCA VILLEGAS
Council Member
District 7, Central Kona



PHONE: (808) 323-4267
FAX: (808) 323-4786
EMAIL: Rebecca.villegas@hawaiicounty.gov

HAWAI'I COUNTY COUNCIL

West Hawai'i Civic Center, Bldg. A
74-5044 Ane Keohokalole Hwy. Kailua-Kona, Hawai'i 96740

March 1, 2022

TESTIMONY OF REBECCA VILLEGAS COUNCIL MEMBER, HAWAI'I COUNTY COUNCIL

Agenda Item IV. D: BOARD ACTION ON STUDENT ACHIEVEMENT COMMITTEE
RECOMMENDATION CONCERNING FINE ARTS STANDARDS FOR ELEMENTARY
AND SECONDARY GRADE LEVELS

Thursday, March 3, 2022 at 1:30pm

Aloha Chair Catherine Payne and Members of the Board of Education:

Thank you for the opportunity to testify in SUPPORT of the BOE adopting the National Core Arts Standards for grades K-12. My testimony is submitted in my individual capacity as a member of the County Council and Chair of the Hawai'i County Council Climate Resilience and Natural Resource Management Committee.

The arts play an indispensable role in how humans see and interact with others and the world in general. Art is essential for physical, emotional, and mental well-being and helps to shape individual and collective personalities. A lot of complex issues such as race, religion, and politics have been simplified using artworks, including songs, poetry, and drawings. Through the use of music, stories, artifacts, and the creative process itself, art also makes it easier for students in schools to think critically and grasp a wide range of topics that help to shape what they become later in life.

The NCAS helps guide teachers in providing a unified quality arts education for students in grades K-12, it has identified pathways for students to become creative thinkers, creative makers, and creative responders. Another significant benefit of the NCAS is that it develops collaboration and communications skills, a critical component of the 21st Century skills.

For the reasons stated above I urge the Board of Education to support this measure as well. Should you have any questions, please feel free to contact me at (808) 323-4267.

Mahalo for your consideration.

A handwritten signature in black ink, appearing to read "Rebecca Villegas".

Rebecca Villegas
Council Member, Hawai'i County Council

 - Testimony

1 message

Tue, Mar 1, 2022 at 3:55 PM

To: Testimony.BOE@boe.hawaii.gov

Comment - GBM - Item IV.F. [Board Action on findings and recommendations of Investigative Committee \(a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5\(b\)\(1\)\) concerning search for a superintendent: superintendent job description](#)

We advocate that the Position Description explicitly include the requirement for the next Superintendent to have demonstrated leadership in working with necessary populations like Kaiapuni students, special education, and English-language learners. Former BOE Member Brian De Lima was an advocate for special education. Certainly, if he was still a member, the description would explicitly advocate for a Superintendent who has demonstrated depth of knowledge and experience with special education laws and improving educational outcomes. The job description would also explicitly require the Superintendent to have demonstrated leadership in working with the parents of students with disabilities towards the greater goal of individual student and systemic improvement. It is difficult to summarize this ability in a bullet point, however, current board members should evaluate the current manner in which parents of students with disabilities are depicted by current leadership and request for otherwise. For example, during a public hearing for the the Committee on Judiciary and Hawaiian Affairs, held on Thursday, February 24, 2022 (see <https://youtu.be/zyyF97yas4c> , at 58:33) Representative McKelvey began questioning Mr. Hayashi on his stance and support for the bill to make harassment against educators a misdemeanor. When Mr. Hayashi was unable to adequately respond to Representative McKelvey's questions, Mr. Hayashi turned the floor to Russell Suzuki to speak on Mr. Hayashi's behalf. What Mr. Suzuki shared as the justification for the Department's support for the bill was disconcerting. (See <https://youtu.be/zyyF97yas4c> , at 1:01:23) Mr. Suzuki said, in relevant part (***bold and italics below***):

"To answer your question regarding this specific bill, it's not just harassment but it also includes the component of interfering with the schools' operations. What we mean by that is that there's certain parents, adults - and this law is strictly to focusing [sic] on the adults, it has nothing to do with prosecuting students. Um [sic] but when a parent also interferes with the operations of the school, for example, clogging up the voicemails with threatening voice [sic] voicemails, also not accepting legal notices for hearings for example in special education cases um [sic] the department is required to conduct their hearings and meetings in a timely manner or else they violate the IDEA the federal law. Parents such as the ones that we are talking about refuse to accept emails, telephone notification or written notification on purpose in order to force the department to be in default and therefore they can just coerce the department in getting what they [sic] what they [sic] the results of what they want and that is the reason for this bill. It is only for certain amount [sic] of individual parents who use the system to force the department to not be able to comply with federal laws and state laws for timeliness, as well as to clog up the emails, clog up the um [sic] voicemails with threatening email and communications. So, that is the purpose. It's two step - not only do they harass, but they also interfere with the operations of the school. So that is the difference between this legislation and the regular harassment legislation."

Criminalizing parents of students with disabilities, or parents of any students, for the failure of school administration and leadership to build the relationships necessary to work towards student success is a travesty. Getting the green light from top leadership to criminalize parents that administrators subjectively deem as "coercive", "disruptive", or "interfering", allows school leadership to further evade their responsibilities to students and their parents in a compulsory education setting. As advocates of students with disabilities and their parents, we have seen the maintained historical failure of Department leadership to demonstrate care, and improve administrators' understanding and implementation of special education laws. Ensuring that our next Superintendent looks towards improving leadership capacity and their abilities versus implementing carceral solutions against parents and stakeholders is imperative. Putting parents in jail for one year and fining them up to \$2000 is not leadership. The Position Description correctly called out the need for the next Superintendent to have a deep understanding of Hawai'i particularly through the lens of Kaiapuni education. We would urge Board Members to make explicit the need for the next Superintendent to have demonstrated working specifically with Kaiapuni, special education, and English-language learners, and other necessary populations. When choosing the next Superintendent, it is also hoped for that the history of the applicant's carceral beliefs be evaluated and those implementing and supporting carceral solutions be eschewed.



STATE OF HAWAII
DEPARTMENT OF EDUCATION
HICKAM ELEMENTARY SCHOOL
825 MANZELMAN CIRCLE
HONOLULU, HAWAII 96789
www.hickam.k12.hi.us

TO: Testimony.BOE@boe.hawaii.gov
SUBJECT: Testimony on General Board Meeting Item IV. B

Aloha Board of Education Department Members,

I am writing this letter to support the decommissioning of the Red Hill fuel tanks. As the proud Principal of Hickam Elementary, I have witnessed firsthand the water crisis's significant impact on our students, families, faculty, and staff. It is reprehensible to justify keeping fuel in the Red Hill Storage tanks considering the events of the past three months. I have students, parents, and teachers who have reported skin and medical conditions resulting from either drinking or using the water. Despite the measures taken by the Navy to flush the water, it deeply concerns me this could happen again.

I would also like to express my heartfelt appreciation towards Aiea-Moanalua-Radford (AMR) district and state leadership for their response to the Red Hill Water Crisis. On Monday, November 29th, at 6:50 a.m., I received a call from another complex Principal asking if my water smelled like petroleum. After determining how to serve breakfast, I immediately reached out to AMR Complex Area Superintendent (CAS) John Erickson, who heard these same reports and instructed me not to use the water. In addition, CAS Erickson let us know we would be reimbursed for any expenses incurred due to these unforeseen circumstances. Finally, CAS Erickson's affirmation allowed me to purchase bottled water, sanitizer, baby wipes, and handwashing stations until we could determine the extent of this problem. His guidance and assurances gave me the confidence to navigate the school during these arduous times.

After learning the long-lasting impact of the water crisis, state and district leadership worked together to have weekly meetings with the water-affected Principals to improve communication and ensure we were not competing against each other for the same resources. Spearheaded by our state military liaison, Cherry Okahara, we received updates regarding water flushing, volunteer updates, while voicing our concerns at the school level. In addition, CAS Erickson and CAS Tajima have been at every meeting to lend their insight regarding any problems. These meetings have been instrumental in allowing us to receive the same information.



STATE OF HAWAII
DEPARTMENT OF EDUCATION
HICKAM ELEMENTARY SCHOOL
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In addition, Interim Superintendent Keith Hayashi and his dedicated team met with the water-affected Principals to listen to our short-term and long-term concerns, offer support, and provide a venue to discuss the lessons we have learned. His team has been vigilant in attending our weekly water meetings offering any support they could. Additionally, I would like to thank the Professional Development Educational Research Institute (PDERI) for providing new Principals a mentor. Four out of the seven Principals are new to the position, and my mentor Mr. Bruce Naguwa has helped me immensely during my tenure as Principal.

Furthermore, DOE Facilities provided each school with handwashing buckets and pedestal tables and mounts to support the weight of these water buckets. Central District Carpentry Foreman Lionel Villarmia and his crew spent countless hours developing a water bucket system to provide our classrooms and restrooms with sustained running water. In addition, the Office of Facilities and Operations (OFO) provided us with bulk water in the form of five-gallon Aloha water jugs for handwashing, cooking, and cleaning. OFO also offered us handwashing dispensers as well for our cafeteria.

Lastly, I would be remiss if I did not thank my fellow water-affected Principals, faculty and staff, our families, and especially our students for their continued support. Quite simply, the Red Hill Water Crisis has been an enormous strain on everyone. Yet, despite this hardship, we continue to work together to ensure our students continue to learn, in person, at our school, every day. The resilience of our faculty, staff, and our families is what makes Hickam Elementary a special place to be.

Sincerely,

A handwritten signature in blue ink, appearing to read "Patrick Wetzel".

Patrick Wetzel
Hickam Elementary
Principal



Testimony

Laurie Luczak <laurie.luczak@k12.hi.us>
To: testimony.boe@boe.hawaii.gov

Tue, Mar 1, 2022 at 4:47 PM

Laurie Luczak
Principal - R.L. Stevenson Middle School and Hokulani Elementary School.
Meeting: General Business
Agenda Item: Action Item IV, F - Superintendent

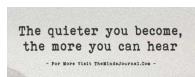
Comment:

Leadership matters. While there is research indicating that the most impactful role on a student's education is a teacher, school-level leadership and HIDOE Leadership matters too. It matters because intentional and strategic decisions need to be made for the sake of ALL students. Forward thinking and planning is also needed. I have the opportunity to work with caring and effective faculty and staff at both schools. They know what their day to day role and responsibilities are. I don't need to micro-manage. However, without a clear message and consistent guidance to our ultimate goal, they are rudderless and start to fret. You may be aware of the reason for my unusual position - straddling two schools. While R.L. Stevenson Middle school had the requisite plans in place, is fully staffed, and is supported by a healthy budget, there was still tension, anxiety, and nervousness because of the abrupt changes in the Principal role. The lack of supportive, encouraging, and accessible Leadership disrupts operations and systems. And when systems, operations are disrupted and ambiguity is pervasive, dissatisfaction rises. And this dissatisfaction impacts our students.

One of my responsibilities as a school-level Principal is to take care of the adults who are taking care of the children. I need to be accessible, welcoming, and effective. Likewise for my boss, the Superintendent, that person must be accessible, welcoming, and effective. The Superintendent needs to have the capacity to galvanize the troops, inspire greatness in all of us, be reflective, effective, and be accessible. Because I was a classroom teacher, what I say as a Principal is more convincing than if I hadn't had classroom experience. I think it is important that the Superintendent have classroom and school level experience. Understanding the context of HIDOE with the challenges and strengths is also a necessary component for the Superintendent. When we speak of cultural complexities we are more than a range of ethnicities. There are students and families from diverse cultural, linguistic, social, economic, and geographic communities. Code switching and smooth boundary crossing are skills that would serve the next Superintendent well in order to build and sustain relationships.

And most of all, we need someone who will serve with integrity, caring for and about all keiki, faculty, staff, Administrators, and other Educational Officers. Being the Superintendent of the Hawaii Department of Education is an honor. I am hoping that the next Superintendent believes that it is an honor and guides the Department in the service of students.

Mahalo,
Laurie Luczak, Principal



Learner -Connectedness - Intellection - Positivity - Achiever - Strategic

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Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

The NCAS were designed to align with Common Core State Standards and parallels the language and framework found in other revised standards such as the New Generation Science Standards (NGSS), College, Career and Civic Life Standards (C3), and the National Health Education Standards: Achieving Excellence (NHES). These revised standards, like the 2014 NCAS, emphasize the importance of students’ thinking and developing 21st century skills over mere acquisition of knowledge. Thus, adopting the NCAS would support this philosophical shift in education.

In comparison to the HCPS III Music Standards, the NCAS Music Standards better help educators identify the skills and understandings they are responsible for developing in well-rounded musicians. Specifically:

- Skills and components within the artistic processes are explicitly defined.
- Clear outcomes for students with varying degrees of experience support differentiation in mixed leveled ensembles.
- Connections between music experiences and knowledge from other subject areas are intertwined to develop a holistic understanding of the arts in our world. The structure of these standards support teachers’ use of culturally relevant literature and materials (including those from Asia and the Pacific Islands), which is particularly important for students with diverse ethnic backgrounds.

In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.

A handwritten signature in black ink that reads "Jennifer Blackwell". The script is fluid and cursive, with the first letter of each word being capitalized and larger than the others.

Jennifer Blackwell
Assistant Professor of Music Education
UH Manoa



Support for National Core Arts Standards

1 message

Wailani Artates <wailani@artistry8.com>

Tue, Mar 1, 2022 at 5:04 PM

To: Testimony.BOE@boe.hawaii.gov

Aloha Board of Education;
The Honorable Kili Namau'u, Chairperson, Student Achievement Committee;
The Honorable Catherine Payne, Chairperson, Board of Education

I am submitting the below testimony in support of "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels" and "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels".

My name is Wailani Artates, owner and creative director of Artistry8, a small design studio on Maui and Native Hawaiian. It is important that I mention this because it is important for the Board of Education to know that I am native to this land, and I am able to live a good life here in the land of my ancestors, raising my family, doing what I love. I am fortunate to create everyday at different capacities, my children are raised in a home that is filled with creativity, music, art, dance, and culture. We provide this for them, but what if we didn't? Where else would they receive this type of learning? It is critical that all keiki of Hawaii are privileged to this education at a young age and at all ages. Creativity is not just an artistic skill, it is a form of communication, it is a form of expression, it raises abstract thought, problem solvers, innovators, and creative thinkers. We need this in the world, we need this in Hawaii.

I am in strong support of the adoption of the K-12 National Core Arts Standards and providing all of the assistance needed to guide teachers in providing a unified quality arts education for students in grades K-12. I appreciate your time and efforts in making the best decisions for our keiki. Mahalo a nui!

Wailani Artates
Owner/Creative Director, Artistry8

Have a beautiful day!

<><><><><><><><>

Artistry8 :: All Forms of Design + Creativity

<><><><><><><><>

info@artistry8.com
808.573.8830
PO Box 880633, Pukalani, HI 96788

Testimony to Board of Education
March 3, 2022
1:30 PM Virtual Meeting

Good afternoon Board of Education,

As intolerable as the current crisis may be for the students, staff, and families of the impacted schools, Hawai'i Peace & Justice stresses that the ongoing storage of nearly 200 million gallons of fuel just 100 feet over the EPA Region IX Sole Source Aquifer places an imminent danger to all Department of Education schools throughout the island and archipelago. It is the Board's kuleana to acknowledge this larger threat to all of Hawai'i's children and to urge the U.S. Secretary of Education to intervene. Accordingly, Hawai'i Peace & Justice respectfully, but strongly, encourages the Board of Education to use this opportunity to take a more robust stance to protect the wellbeing of students and their future.

Should even a small amount of the fuel contained in just one of the Red Hill fuel tanks be released into the environment in and around Kapūkaki, an area also widely known as Red Hill – whether from a leak, human error, natural disaster, the facility's aging structural integrity, or any combination of these factors – our current man-made disaster will seem minuscule in comparison. Not only would the vast majority of the island's schools be directly at risk of experiencing the challenges now affecting the schools on the Navy's water system, but the economic, public health, and overall societal consequences of such a catastrophic event would prevent students from thriving in a future world that we all, as currently situated, sheepishly allow to be peppered by militaristic interests. Un beholden to the wellbeing of all who call O'ahu home, the military generally and navy specifically, does not care enough about our lives to simply do the right thing and shut down Red Hill on it's own moral accord. To them, it seems, the children are merely collateral damage to larger war-waging desires in the Pacific, often referred to as so-called mission readiness.

While the military continues to feed us lie after lie after lie, the Hawai'i State Department of Health has already ordered the facility to be defueled, describing the Red Hill Bulk Fuel Storage Facility as “inherently dangerous,” and as a “ticking time bomb” that continues to threaten the lives and livelihoods of all who call O'ahu home. The Honolulu Board of Water Supply has likewise called for the immediate defueling of the entire facility and, due to the current emergency, has warned of water conservation mandates that may impact O'ahu's economy and way of life for the foreseeable future. Another release of fuel from this inherently dangerous facility may result in additional educational, environmental, socioeconomic, and public health impacts that will likely persist for generations to come.

Considering the above, Hawai'i Peace & Justice respectfully, but strongly, urges the Board of Education to call for the immediate defueling and permanent decommissioning of the entire Red Hill Bulk Fuel Storage Facility.

Sincerely, Rebekah Garrison, Hawai'i Peace & Justice



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Daniel A. Kelin, II
Director of Drama Education

March 1, 2022

The Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels

The Honorable Catherine Payne, Chairperson, Board of Education

Aloha:

I submit the following testimony in sincere and enthusiastic support of the adoption of the K-12 National Core Arts Standards.

My name is Daniel A. Kelin, II. I am the Director of Education with the Honolulu Theatre for Youth, an organization that has had a 60 plus year history of working with and for the Hawaii State Department of Education. As an individual and professional who works with more than 30 public schools each year, providing arts education experience to children of all ages, I support the adoption for the following reasons:

- The National Core Arts Standards offer a deeper dive into the arts, giving students rigorous and engaging ways to build their skills as creative and thoughtful individuals.
- The National Core Arts Standards help guide teachers in providing a unified quality arts education for students in grades K-12.
- The National Core Arts Standards helps develop collaboration and communications skills, critical components of the 21st Century skills.
- Through my work, teachers have often told me how essential the arts are becoming, because many students are becoming more isolated in their learning and the arts offer more opportunities to develop empathy for others, positive working relationships and reestablish a sense of joy with learning.
- The National Core Arts Standards promise to not only better prepare our students for the classroom but more thoroughly prepare them for life.

Thank you for allowing me to express my full-throated support for these new, and more engaging, arts standards for our students.

With sincere thanks,

Daniel A. Kelin, II
Director of Drama Education

Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

The NCAS were designed to align with Common Core State Standards and parallels the language and framework found in other revised standards such as the New Generation Science Standards (NGSS), College, Career and Civic Life Standards (C3), and the National Health Education Standards: Achieving Excellence (NHES). These revised standards, like the 2014 NCAS, emphasize the importance of students’ thinking and developing 21st century skills over mere acquisition of knowledge. Thus, adopting the NCAS would support this philosophical shift in education.

In comparison to the HCPS III Music Standards, the NCAS Music Standards better help educators identify the skills and understandings they are responsible for developing in well-rounded musicians. Specifically:

- Skills and components within the artistic processes are explicitly defined.
- Clear outcomes for students with varying degrees of experience support differentiation in mixed leveled ensembles.
- Connections between music experiences and knowledge from other subject areas are intertwined to develop a holistic understanding of the arts in our world. The structure of these standards support teachers’ use of culturally relevant literature and materials (including those from Asia and the Pacific Islands), which is particularly important for students with diverse ethnic backgrounds.

In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.



SIERRA CLUB OF HAWAI'I

Testimony to
Board of Education

March 3, 2022

1:30 PM

Virtual Meeting

COMMENTS: AGENDA ITEM IV.B

Board Action on Board Resolution on Red Hill Water Contamination

Aloha Chair Payne, Vice Chair Uemura, and members of the Board of Education,

The Sierra Club of Hawai'i offers the following **COMMENTS** regarding agenda item IV.A., and respectfully urges the Board to consider using this opportunity to take a clearer and stronger stand for our students and their future.

In support of our previous testimony urging the inclusion of clauses 1) recognizing that the Red Hill Facility poses an existential threat to the Board's mission, its 2030 Promise Plan, and the future of its students for generations to come and 2) urging the President of the United States and the U.S. Secretary of Education to intervene and assist in the defueling and permanent decommissioning of the Red Hill Facility, the Sierra Club highlights the following:

1. The Navy's own risk assessment, which has not evaluated all risks associated with the facility, suggests that **by the end of the 2030 Promise Plan, additional "chronic" releases of a total of 40,000 gallons of fuel are "expected" from the Red Hill Facility should it remain in operation;**
2. The Navy's own risk assessment also indicates that there is **an over 80% chance of a "sudden" release of up to 30,000 gallons of fuel from the Red Hill Facility within five years, should it remain in operation;** and
3. The Navy's risk assessment does **not** account for potential releases from "external" events like fires, floods, or an **earthquake, such as the one that resulted in 46,000 gallons of fuel being released in 1948, when this 80-year-old facility was relatively new.**

There is no reason for the Red Hill Bulk Fuel Storage Facility to ever be allowed to continue threatening our island's most precious resource. The Sierra Club of Hawai'i accordingly urges the Board to use its unique position and mission to do what it can to protect the foundation of life and the future of our keiki here on O'ahu, before it is too late. Should it be of help, our prior testimony with recommended clauses for inclusion in the instant resolution is attached.

Mahalo nui for your consideration of this testimony.

Sincerely,

A handwritten signature in black ink, appearing to read "Wayne Tanaka". The signature is fluid and cursive, with the first name "Wayne" written in a larger, more prominent script than the last name "Tanaka".

Wayne Tanaka, Director

Sierra Club of Hawai'i



SIERRA CLUB OF HAWAI'I

Testimony to
Board of Education

February 17, 2022

1:30 PM

Virtual Meeting

COMMENTS: AGENDA ITEM IV.A

Board Action on Board Resolution on Red Hill water contamination

Aloha Chair Payne, Vice Chair Uemura, and members of the Board of Education,

The Sierra Club of Hawai'i offers the following **COMMENTS** regarding the agenda item IV.A., and respectfully urges the Board to consider using this opportunity to take a clear and stronger stand for our students and their future.

As unacceptable as the current crisis may be for the students, staff, and families of the currently impacted schools, the Sierra Club emphasizes that the ongoing storage of well over 100 million gallons of fuel 100 feet over the principle drinking water source for O'ahu places an imminent threat to all Department of Education schools throughout the island, with impacts that may be felt potentially throughout all of Hawai'i. While the Sierra Club appreciates the agenda item's proposed deference to agencies with expertise regarding the protection of our water resources, **the Department of Health has already determined that this threat is both real and imminent, finding that:**

"The weight of the evidence establishes that the Red Hill Facility, as currently situated, is a metaphorical ticking timebomb located 100 feet above the most important aquifer on Hawai'i's most populous island. The Red Hill Facility has already damaged human health and the environment and, as currently situated, inevitably threatens to do so into the future. The Navy lacks the ability to control the substantial risks associated with the Red Hill Facility, as currently situated."

Should just a fraction of the fuel contained in just one of the Red Hill fuel tanks be released into the environment and into our EPA Region IX Sole Source Aquifer – whether from an earthquake, human error, loss of structural integrity due to age, or a combination of these or other factors – our current crisis will seem minuscule in comparison. **Not only would the majority of the island's schools be directly at risk of experiencing the challenges now affecting the schools on the Navy's water system, but the economic, public health, and overall societal consequences of such a catastrophic event would foreclose the future**

opportunities and quality of life that our public education system is preparing our students for.

Accordingly, the Sierra Club respectfully but strongly urges the Board of Education to consider, in addition to expressing its support for currently affected schools and communities, taking a stronger stance on behalf of the lives and well-being of students both now and in the future, by calling for the defueling and permanent shutdown of the Red Hill Bulk Fuel Storage Facility before this “ticking time bomb” catastrophically impacts life as we know it on this island. Should the Board be open to taking such a position, the Sierra Club respectfully offers the following WHEREAS and BE IT RESOLVED clauses for your consideration:

Additional WHEREAS clauses:

“WHEREAS, the Hawai‘i State Department of Health has described the Red Hill Bulk Fuel Storage Facility as ‘inherently dangerous,’ and as a ‘ticking time bomb’ that continues to imperil the principle drinking water source for the island of O‘ahu, and has ordered the Facility to be defueled;

WHEREAS, the Honolulu Board of Water Supply has likewise called for the defueling of the Red Hill Bulk Fuel Storage Facility;

WHEREAS, due to the current crisis, the Honolulu Board of Water Supply has warned of water conservation mandates and shutdowns that may impact O‘ahu’s economy and way of life for the foreseeable future;

WHEREAS, another release of fuel from this inherently dangerous facility may result in additional educational, environmental, socioeconomic, and public health impacts that may persist for decades if not generations;

WHEREAS, the Department of Education’s 2030 Promise Plan calls for schools to be grounded in outcomes that strengthen students’ sense of belonging, responsibility, excellence, experience, aloha, total well-being, and Hawai‘i, with a foundation in Native Hawaiian values, language, culture, and history; prepare all students to overcome disempowering differences and thrive academically, socially, and civically; be designed around a community’s ability to contribute to a thriving, sustainable Hawai‘i; prepare students to contribute to equity, excellence, and innovation through input on what, how, and where they learn; and engage students in rigorous, technology-rich, problem-solving learning that enables them to engage community challenges and develop pathways to goals;

WHEREAS, allowing our EPA Region IX Groundwater Aquifer to remain at risk of catastrophic contamination by the inherently dangerous, ‘ticking time bomb’ Red Hill Facility means risking students’ ability to maintain a sense of belonging and total well-being; is inapposite to Native Hawaiian values and reverence for wai as

a source of and foundation for life; and may result in the irreparable destruction of a sacred resource that connects students and the community to our culture and history;

WHEREAS, the contamination of the aquifer and the subsequent increased cost of living, reduction of economic activity, reduction or loss of support for public and social services, and contamination of subsistence resources will have disproportionate impacts on socioeconomically disempowered students, their families, and communities that will drastically exacerbate the inequities they face, limiting or precluding their ability to thrive academically, socially, or civically;

WHEREAS, the contamination of the aquifer in the face of climate change and disruptions of our water cycle will reduce our all of our communities' capacity to contribute to a thriving and sustainable Hawai'i;

WHEREAS, as illustrated by the current crisis, the contamination of the aquifer and the challenges schools subsequently face will limit or foreclose their ability to accommodate students' input on what, how, and where they learn;

WHEREAS, as illustrated by the current crisis, the additional costs to schools of having to address the potential loss of access to water, and the overall loss in government revenues due to the enormous economic impacts of a catastrophic contamination event, will limit or foreclose schools' use of new technology and other resources necessary to foster rigorous and problem-solving learning necessary to address community challenges;

WHEREAS, the Red Hill Facility therefore threatens to completely disrupt if not foreclose the realization of the Department of Education's 2030 Promise Plan;

WHEREAS, the Red Hill Facility threatens to frustrate the overall goal of our public education system to prepare students to participate in and contribute to a thriving and socially enriched society."

Additional BE IT RESOLVED CLAUSES:

"BE IT FURTHER RESOLVED that the Board believes that a facility deemed "inherently dangerous" and a "ticking time bomb" by the state agency with expertise in fuel storage and water contamination should not be allowed to threaten the Department of Education's strategic plan, mission, and the education and future of its students;"

BE IT FURTHER RESOLVED that the Board calls upon the President and Commander in Chief of the United States to direct the expeditious and safe defueling and permanent decommissioning of this World War II-era facility;

BE IT FURTHER RESOLVED that the Board urges the United States Secretary of Education to call for the President's attention to this urgent matter;

BE IT FURTHER RESOLVED that the Board directs the Department of Education to submit a letter to the United States Secretary of Education and President informing them of the Board's position, along with a copy of this resolution."

Mahalo nui for your consideration of this testimony.

Sincerely,

A handwritten signature in black ink, appearing to read "Wayne Tanaka". The signature is fluid and cursive, with the first name "Wayne" written in a larger, more prominent script than the last name "Tanaka".

Wayne Tanaka, Director

Sierra Club of Hawai'i



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

K - 12 National Core Arts Standards

1 message

Joseph Stepec <jstepec@hawaii.edu>
To: testimony.boe@boe.hawaii.gov

Tue, Mar 1, 2022 at 8:40 PM

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Thank you for your kind consideration -

JS

--

Joseph Stepec
UHSO, Director
Associate Professor of Music
The University of Hawai'i at Mānoa

Symphony Program Director
Hawai'i Youth Symphony

Artistic Director
Pacific Music Institute

P: 808-956-2173
E: jstepec@hawaii.edu

"The only truth is music."
- Jack Kerouac

 **Testimony2022.pdf**
262K



Testimony on Board Action Item F. on findings and recommendations of Investigative Committee (a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5(b)(1)) concerning search for a superintendent: superintendent job description

Joe Halfmann <joseph.halfmann@k12.hi.us>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 9:28 PM

My name is Joseph Halfmann, Principal at Pearl City High School.

Thank you for the opportunity to provide testimony to the General Board Meeting on Agenda Item IV. F. regarding the Board Action on findings and recommendations of Investigative Committee (a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5 (b)(1)) concerning search for a superintendent: superintendent job description.

I am writing in opposition to the experience section of the superintendent job description created by the Board's Investigative Committee.

Currently the draft recommended position description includes the following:

Experience. Minimum of five years in progressively increasing leadership roles in public or business administration working with multi-year strategic planning and budgeting. At least five years shall have been in an executive capacity leading a diverse senior team in a large multigeographic organization, and at least three shall have been in an educational environment.

Missing from this experience requirement is *leadership* within the public school setting. "Educational Environment" is too broad and includes many leaders who have no experience within the public school. School leadership experience, preferably as a school principal, will be key for the new superintendent's success in implementing school improvements and policies. A superintendent who understands implementation at the school level can both help translate those realities to policy makers, as well as work better with current school leaders to set expectations and achieve implementation goals. While it is possible for a leader with no school leadership experience to be successful as superintendent, in this pivotal post-COVID era, a leader who understands the school level is essential.

Please consider adding specific experience as a school-level leader as a prerequisite for our new superintendent.

Thank you!

Respectfully,
Joe Halfmann
Principal
Pearl City High School
2100 Hookiekie Street
Pearl City, HI 96782
(808) 307-5500

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March 1, 2022

Members of the Hawaii Board of Education
P.O. Box 2360, Honolulu, HI 96804
Phone: (808) 586-3334
BOE.Hawaii@boe.hawaii.gov

Dear Members of the Hawaii Board of Education,

On Friday, February 25, 2022 in coordination with other concerned parents of students attending Mokapu Elementary School, we started a [petition](#) to end the mandatory outdoor masking of students at the school. As of the writing of this written testimony, 388 people have signed the petition in less than five days.

Last month, my frustration with the continued outdoor masking of our children evolved into calls for community action when I learned that the Hawaii Department of Health's (HIDOH) COVID-19 Guidelines for K-12 stated the following:

"Outdoor settings:

- Students and staff do not need to wear masks in most outdoor settings.
- Students and staff should wear masks in crowded outdoor settings or during activities that involve sustained close contact with other people.
- Schools may elect to require that masks be worn in outdoor settings to simplify procedures for identification of contacts when a person with COVID- 19 infection is identified."

(<https://health.hawaii.gov/coronavirusdisease2019/files/2021/08/COVID-19-Guidance-for-Schools.pdf>)

This excerpt indicates that outdoor masking is a school-level decision ("schools may elect..."). The Hawaii Department of Education (HIDOE) COVID-19 Guidelines markedly constrain the HIDOH Guidelines in this case. The following is an excerpt from the HIDOE COVID-19 Health and Safety Guidance:

"Masks must be worn by everyone — students, staff, visitors and contracted service providers — at a HIDOE school campus or facility when indoors and outdoors."

(<https://www.hawaiipublicschools.org/DOE%20Forms/COVID-19%20Health%20and%20Safety%20Guidance.pdf>)

The HIDOE has inserted itself into a health-related policy that they have no authority to regulate or modify. It's an argument that you, yourselves, have made when asked about relaxing COVID policies, in fact. Mokapu Elementary School (via email) and the Board Of Education (at your last general meeting) both stated that you're "hopeful the HIDOH guidance and expectations for the HIDOE over the next few months continues to provide us the opportunity to 'open' our schools." But the

HIDOH guidelines have, in fact, changed for outdoor masking and the HDOE and schools have not followed suit. The HIDOH has the right to issue COVID-19 health related orders, but school districts do not. If the message is that the schools and the HDOE are waiting for the HIDOH to update its guidance, then why are the kids still masked outdoors if not a school-level decision? As written by the HIDOH, continuing to mask outdoors is up to the schools and that is the only governing document that matters in health-related orders in schools.

On the grounds that individual schools can decide their own outdoor masking policy, we decided to start at the school level. First, I tried to reach out to the principal, Paloma Almaza, for a meeting to discuss the policy. It took nearly a week for anyone to get back with me from the school and when they did, it was a generic email from a vice-principal stating what I quoted above. A number of other concerned parents received the same treatment. Along with those other parents at the school, we decided to elevate the community voice by creating a petition to end the policy. The principal of Mokapu still has not reached out to us for a meeting.

We are trying to make outdoor masking an individual and parental choice for the students at Mokapu instead of a mandated policy by the school. Children, like adults, can go anywhere outside in the State of Hawaii without a mask, except for a public school, preschool, or daycare. Masks have been shown to be more detrimental than protective in children educationally, socially, and emotionally. Furthermore, outdoor transmission of COVID-19 is exceedingly rare with some epidemiologists estimating the rate to be between 0.1 and 1% of all cases. Governor Ige even lifted his outdoor mask mandate in May of 2021. Additionally, the CDC acknowledges that cloth masks provide the least protection against the spread of COVID-19 and that children are, as a population, least likely to get or transmit COVID-19.

It's worth noting that while we, in Hawaii, are raising the issue with mandatory outdoor masking policies in schools, the CDC's new guidance for COVID-19 indoor masking has significantly relaxed and schools all over the country are no longer requiring their students to even wear masks inside. It is my sincere expectation that Governor Ige, HIDOH, and the HDOE end all masking requirements for all residents of Hawaii immediately, as a state with low to medium transmission rates. Hawaii is now the last state in the U.S. without even a plan to end mask mandates.

While policy makers in Hawaii wring their hands about the efficacy of masks (which has been demonstrably proven to be nil), our children are falling further and further behind educationally, socially, and emotionally the rest of our nation. We appeal to your sense of reason and your moral obligation to do what is in the best interest of our children.

Sincerely,

Maureen Lenzi

March 1, 2022

To: Testimony.BOE@boe.hawaii.gov
From: Corrin Barros
Subject: Testimony for the March 3, 2022 General Business Meeting (GBM @ 1:30 PM) in relation to the adoption of the Hawai'i World-Readiness Standards for Learning Languages (HI WRSLL)
Agenda Item: Action Item E: Board Action on Student Achievement Committee recommendation concerning world language standards for elementary and secondary grade levels
Position: Strong Support
Attn: Honorable Catherine Payne, Chairperson, Board of Education

Dear Chairperson Payne and Members of Board of Education,

I am writing to you in strong support of the adoption of the K – 12 Hawai'i World-Readiness Standards for Learning Languages (HI WRSLL). As a community member born and raised in Hawai'i, I am grateful to the Board of Education for considering the adoption of the HI WRSLL and for the work of the Hawai'i Department of Education in preparing for this adoption.

HI WRSLL are aligned to the national World-Readiness Standards for Learning Languages, which have significantly influenced how world language courses are taught, how instructors are prepared, and the development of instructional materials. These standards include Can-Do Statements, tools to guide teachers and students in measuring and reflecting on student progress that are aligned to real life language skills and appropriate to students' ages and proficiency levels.

If adopted, HI WRSLL will help to guide Hawai'i world language teachers in providing proficiency-based world languages instruction for their students. These standards will also help students identify pathways to becoming multilingual, opening worlds of possibilities for them in college and careers. Further, with an emphasis on the 5Cs – Communication, Cultures, Connections, Comparisons, and Communities – these standards have the potential to help students build literacy in multiple languages, understand multiple cultural perspectives, and cultivate the creativity, critical thinking, and empathy needed in our multilingual and multicultural community.

Thank you again for your consideration.

Corrin Barros
Waipahu, Hawai'i



For GBM - "Board Action on Student Achievement Committee Recommendation Concerning World Language Standards for Elementary and Secondary Grade Levels"

1 message

'Alohilani Okamura <kayokamu@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 10:42 PM

Aloha e Honorable Catherine Payne, Chairperson, Board of Education,

I am submitting the below testimony in support of the adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages.

Please consider this supportive testimony in the Student Achievement Committee as well as the Full Board Meeting later that same day.

My name is Dr. 'Alohilani Okamura, and I am speaking as an individual in my capacity as a citizen and resident of the island of O'ahu.

My first reason for supporting the HI WRSLL is that it is aligned to the national World-Readiness Standards for Learning Languages and the Can-Do Statements. With a focus on proficiency, the standards provide a framework for world languages instruction where communication in the target language is the anchor.

The HI WRSLL will also help guide teachers in providing a proficiency-based world languages education for K-12 students, identify pathways for students to become multilingual and connect to different cultures in the local and global communities and assist students in developing skills in communication, collaboration, and critical thinking, as well as creativity.

World languages education and multilingualism is vital in developing college, career, and community readiness in our global society.

Ke aloha nō,
Dr. 'Alohilani Okamura
Pauoa, O'ahu

--
K. 'Alohilani Okamura, EdD
(808) 265-4507
Ka Mana o Loko
"The Power is Within"

<https://zoom.us/my/alohilani.zroom>

March 1, 2022

Aloha e Honorable Catherine Payne, Chairperson, Board of Education,

Thank you for the opportunity to share my perspective with you. My name is [REDACTED] and I am a Spanish teacher at Waipahu High School. In regard to the General Business Meeting agenda item, "Board Action on Student Achievement Committee Recommendation Concerning World Language Standards for Elementary and Secondary Grade Levels", I submit this testimony in support of the adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages (HI WRSLL). I take this position for the following reasons:

- The HI WRSLL are supported by the research of experts in the field of second language acquisition.
- The HI WRSLL can be applied to the teaching and learning of any language, including signed languages, at any proficiency level.
- The HI WRSLL are aligned to the national World-Readiness Standards for Learning Languages and the Can-Do Statements. With a focus on proficiency, the standards provide a framework for world languages instruction where communication in the target language is the anchor.
- The HI WRSLL:
 - Help guide teachers in providing a proficiency-based world languages education for K-12 students.
 - Identify pathways for students to become multilingual and connected to different cultures in the local and global communities.
 - Help students develop skills in communication, collaboration, and critical thinking, as well as creativity.
- The HI WRSLL promote college, career, and community readiness in students, whether they stay in Hawai'i or move elsewhere.

As a language educator, I envision a society in which students acquire language for the purpose of communication and engagement as global citizens. In order to make this happen, I wholeheartedly believe that adopting the HI WRSLL is the appropriate action for the Hawai'i Board of Education to take.

Thank you again for the opportunity to share my perspective.

Respectfully,

[REDACTED]

March 2, 2022

The Honorable Catherine Payne, Chairperson, Hawaii State Board of Education
1390 Miller Street, Room 404
Honolulu, Hawaii 96813

Dear Chair Payne and Members of the Hawai'i State Board of Education,

I am Dina Yoshimi, a faculty member in the Department of East Asian Languages & Literatures at UH-Mānoa, and the Director of the Hawai'i Language Roadmap. Today I am submitting testimony as a private citizen regarding the Student Activities Committee agenda item III.A.3, "Board Action on Student Achievement Committee Recommendation Concerning World Language Standards for Elementary and Secondary Grade Levels". I thank you for this opportunity to do so.

As a language professional with over 30 years of experience teaching world languages and training World Language teachers, I strongly support the adoption of the K-12 Hawai'i World-Readiness Standards for Learning Languages (WRSLL). DOE World Language teachers and their students will greatly benefit from this action. Teachers will benefit from the alignment with a national set of standards that underlies the vast majority of 21st century curricular innovation and classroom research nationwide. These standards also form the basis for national language proficiency assessments such as those administered to earn the Hawai'i State Seal of Biliteracy (Board of Education Policy 105-15, Seal of Biliteracy), making their adoption a boon for students as well. Both students and teachers will appreciate that these standards articulate well with virtually every language instructional program at UH-Mānoa, and at many other campuses in the UH System.

To fully appreciate the value of adopting the WRSLL, I would encourage you to think of proficiency not as a goal, but rather as a pathway to success for the language learner. Instruction that focuses on incremental increases in proficiency in ever broadening contexts of use leads a learner to see measurable progress in their ability to use the language, and drives that learner to look for new contexts in which they can make even greater use of their language. Learning that is grounded in meaningful contexts fosters the growth of social relationships and social networks, both key to a learner's developing sense of themselves as a user of the language.

In short, students learn languages because they want to use them. They want to gain and share knowledge that can only be accessed through their world language. They want to activate their language abilities in helping local communities and connecting to global networks. All of these opportunities abound in our multilingual state and in our global society. By adopting the WRSLL we give teachers and students, respectively, the tools they need to grow and to grow as multilingual graduates who are up to the demands of the ever-growing need for linguistic talent and multilingual awareness in our state.

Respectfully submitted,

Dina R. Yoshimi



Re: Agenda Item, March 2:

1 message

Alex Kauhini <akauhini@aikahies.k12.hi.us>
To: Testimony.BOE@boe.hawaii.gov

Re: Agenda Item, March 2:

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Alex Kauhini

--
Alex Kauhini - Music Teacher
'Aikahi Elementary School
281 Ilihu Street Kailua, Hawai'i 96734
Phone: (808) 305-6700 Fax: (808) 254-7962



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Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

The NCAS were designed to align with Common Core State Standards and parallels the language and framework found in other revised standards such as the New Generation Science Standards (NGSS), College, Career and Civic Life Standards (C3), and the National Health Education Standards: Achieving Excellence (NHES). These revised standards, like the 2014 NCAS, emphasize the importance of students’ thinking and developing 21st century skills over mere acquisition of knowledge. Thus, adopting the NCAS would support this philosophical shift in education.

In comparison to the HCPS III Music Standards, the NCAS Music Standards better help educators identify the skills and understandings they are responsible for developing in well-rounded musicians. Specifically:

- Skills and components within the artistic processes are explicitly defined.
- Clear outcomes for students with varying degrees of experience support differentiation in mixed leveled ensembles.
- Connections between music experiences and knowledge from other subject areas are intertwined to develop a holistic understanding of the arts in our world. The structure of these standards support teachers’ use of culturally relevant literature and materials (including those from Asia and the Pacific Islands), which is particularly important for students with diverse ethnic backgrounds.

In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.



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

ACTION ITEM B. BOARD ACTION ON BOARD RESOLUTION ON RED HILL WATER CONTAMINATION

1 message

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

Wed, Mar 2, 2022 at 6:30 AM

ACTION ITEM B. BOARD ACTION ON BOARD RESOLUTION ON RED HILL WATER CONTAMINATION

Board Chair Payne and Members of the Board,

Thank you for including this item on your agenda and making the resolution stronger. I urge you to adopt the proposed resolution and continue to ask the Hawaii Department of Education (HIDOE) to provide you with updates about the crisis at your monthly meetings until water service has been restored to all of the affected schools. In addition to this proposal and monthly reports, please require HIDOE to test the water on these campuses regularly going forward until they are moved off of the Navy's water system.

I have shared in previous written testimony about the efforts of the faculty, staff, and administration at Nimitz Elementary to provide our students with a sense of normalcy at school when they are living a crisis at home. This month I would like to express additional appreciation for our custodial staff who continue to go above and beyond to ensure that water stations in classrooms are filled so instruction is not interrupted to refill stations and deliver cases of drinking water to classrooms. They are doing this on top of their regular duties and the additional measures that the pandemic have added to their workloads.

Despite all of these bright spots, this is not sustainable for the long term. Thank you for taking a stand to support the affected schools and our community. Please do not let this resolution be your last action on this crisis. Our students and staff members need you to continue to monitor and act so we can have access to safe drinking water at our schools.

Sincerely,
Logan Okita, MEd, NBCT



Maja (Clark) Grajski, Executive Director
Donkey Mill Art Center
78-6670 Mamalahoa Hwy.
Hōlualoa, HI 96725

March 2, 2022

Via email Testimony.BOE@boe.hawaii.gov
The Honorable Catherine Payne, Chairperson, Board of Education
Hawai'i State Board of Education

Re: Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels

Dear Chair Payne and Board members,

I am writing in support of the adoption of Fine Arts Standards for Elementary and Secondary Grade Levels in Hawai'i's public schools.

The arts are integral to the well being of communities. The impact of COVID-19 has made this all the more starkly clear. Art is a bridge that connects all ages and abilities, fosters intergenerational connection and opens hearts and minds. Art teaches essential survival skills particularly needed in these changing times, including critical thinking, collaboration, empathy and creative problem solving.

The Donkey Mill Art Center is a rural community arts center located in Hōlualoa on the island of Hawai'i. Arts education in Hawai'i's public schools has long been in triage mode. The Donkey Mill is part of a network of organizations and programs, including Hawai'i State Foundation on Culture and the Arts' Artists in the Schools program, area public school administrations, parent-teacher organizations, teachers and concerned 'ohana bringing arts curriculum and trained teaching artists into our region's schools. Our efforts to deliver arts programming for the West Hawai'i community aim to close the gap in the DOE's capacity to bring the arts into all classrooms.

Arts education is essential to break down socio-economic and cultural barriers. We are committed to establishing West Hawai'i as a model of a resilient, thriving community where art is considered a necessity, not a luxury.

Arts education provides children with training that fosters a sense of place and culture through the lens of self, family, community and world. Arts curriculum is designed not just to teach particular skills, but to nurture individual creativity, encourage group collaboration, to give participants the chance to explore new and sometimes life-changing experiences in the arts and to become good citizens. National research study findings demonstrate the clear, positive impacts of art education on children's academic skills, classroom behavior, and English language proficiency for ELL students.

The Donkey Mill Art Center, home of the Holualoa Foundation for Arts and Culture, is a 501(c)3 charitable organization. The Donkey Mill Art Center is a place of convergence for the exploration of arts and culture to inform, inspire and strengthen individual and collective well-being.

78-6670 Mamalahoa Highway, Holualoa, Hawai'i 96725 • Telephone: (808) 322-3362 • Email: info@donkeymillartcenter.org • Website: www.donkeymillartcenter.org

The Honorable Catherine Payne, Chairperson, Board of Education
State of Hawai'i Board of Education
March 2, 2022
Page 2

The Hawai'i Community Foundation's CHANGE framework recognizes arts and culture as an integral aspect of community wellbeing. Please know that in recognizing the importance of and implementing the Fine Arts Standards for Elementary and Secondary Grade Levels, the DOE will NOT have to do it alone. There is a critical mass forming with partner institutions like ours, SFCA, and Hawai'i Arts Alliance to name a few at the regional level. Let's do this together. It is time for the DOE to join our efforts, to step up and meet the systemic challenges that our communities face. The survival of our sense of community, the quality of education for our children, and the exploration and celebration of our diverse cultural identities that make up our population, are all at stake here. Creative expression and cultural identity are, throughout history to present day, subject to attack, commodification and being silenced. Please join us in being a leader in this matter for the sake of our children, and generations to come.

Thank you for your hard work and commitment to represent and serve the people of Hawai'i; and for your careful consideration of the near and far reaching positive impact on individual and community wellbeing that the arts provide in Hawai'i.

Sincerely,

A handwritten signature in black ink, appearing to read 'Maja Grajski', with a stylized, cursive script.

Maja Grajski
Executive Director



HAWAII
STATE FOUNDATION on
CULTURE and the ARTS

No. 1 Capitol District Building
250 South Hotel Street
Second Floor
Honolulu, HI 96813

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Executive Director
Jonathan Johnson

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www.hawaii.gov/sfca

March 1, 2022

The Honorable Catherine Payne, Chairperson
Student Achievement Committee
Hawaii State Board of Education
1390 Miller Street
Honolulu, HI 96813

To the Honorable Catherine Payne,

Testimony regarding the **General Business Meeting** regarding the agenda item
“**Fine Arts Standards for Elementary and Secondary Grade Levels**” **Thursday,**
March 3, 2022.

The State Foundation on Culture and the Arts is in strong **support** of the
adoption of the K-12 National Core Arts Standards.

The adoption of the National Core Arts Standards will guide teachers throughout
the islands to provide a unified quality arts education for students in grade K-12
and support students development in creative thinking and 21st century skills.

The arts are an essential part of developing communication and collaboration
skills, self-identity and self-expression, and supporting social emotional learning.
The National Core Arts Standards present a clear way to incorporate all of these
aspects into the arts learning classroom.

The State Foundation on Culture and the Arts facilitates the ARTS FIRST Partners
and over the past two years saw the importance of adopting the National Core
Arts Standards. The ARTS FIRST Partners received a \$40,000 grant from Hawaii
Community Foundation to develop onboarding resources for teachers, thus
making the transition to the National Core Arts Standards seamless for the DOE.
Through free Professional Development videos and resource materials, ARTS
FIRST will assist the DOE in ensuring that teachers will have the opportunity to
use the National Core Arts Standards to their fullest potential.

We believe art and cultural engagement are critical to the educational,
economic, and social well-being of individuals, communities, and the State of
Hawaii'i.

Thank you for the opportunity to provide testimony on this matter.

Mahalo,

Jonathan Johnson
Executive Director

State Foundation on Culture and the Arts



I am in support of the adoption of the K-12 National Core Arts Standards!!

1 message

Maki Morinoue <maki@pogg.net>
To: testimony.BOE@boe.hawaii.gov

Wed, Mar 2, 2022 at 8:27 AM

Aloha & Mahalo for this time,

I am testifying in strong support of adopting the National Core Arts Standards by incorporating Dance, Music, Theater and Visual Arts as a vital component in the whole brain development of our next generation that directly impact critical thinking abilities as well as empower one's sense of who they are and who they want to become.

We live in a time of much physiological and social scientific research that has established consistent results around how the brain responds to learning through movement, rhythms, melody and visual arts. We understand that through the arts we can foster the development of fine motor skills, curiosity, nervous system regulation, conscious breathing, positive attitude, support emotional coping, better balance, improved grades, information simulation, both brain hemisphere activation, speech, reading, science and mathematics. On top of which the ability to think outside of the box, develop critical thinking skills with a strategic mindset.

The arts through movement, rhythm, melody, dance, visual arts and theater have significant impact in both children 0-18 and adults to have shown support in, ADD, ADHD, dyslexia, obstacles around speech, wandering eye syndrome as well as MS, parkinson's disease, memory, memory loss, and supporting brain injuries, stroke, and cognitive disorders. I find the scientific consistency in neurological and the physiology of learning should be the basis of making this a standard practice throughout our public schools and cultural practices in the United States of America.

We must adopt the National Core Arts Standards in Hawai'i State. Art unifies us and helps stimulate our brains to develop compassion, empathy and critical thinking skills.

In the 1980's, I was a student who was placed in the Special Education class in Grade 3 here in Hawai'i Island. I was introduced to the Brain Gym Movement, which was taught by Carla Hannaford who holds a PhD in Biology and Neurophysiology. I now hold a certificate in 'The Physiology of Learning' through Dr. Carla Hannaford and understand the scientific impact the arts have as a professional modern dance choreographer and long time advocate for Brain Gym movements.

We also know that if children are not reading by grade 3 the statistics of incarceration are very high. Here in Hawai'i State our juvenile and young adult incarceration rates are so high and what are at times being shipped off island to the Mainland for further imprisonment. Arizona prison has tried to mitigate our Hawai'i state issue by incorporating cultural practices through hula, mele and chanting. Why do our children have to wait for this methodology that has been proven to work?

By activating the whole brain through the arts the brain has the ability to access both hemispheres to assist in unlocking the magic of reading, speaking, learning, remembering and becoming more capable of compassionate and thoughtful views and conversations to further stimulate curiosity.

I am asking the Hawai'i Board of Education to deeply consider the positive, emotional and physiological impact on our educational system. When we celebrate our culture and the Arts as vital avenues that create

fundamental preparedness for all other subjects, we all benefit as a society. The Arts is the gateway for learning.

Mahalo for our time.

Maki Morinoue

96725

--

Maki Morinoue

Share your ALOHA

"Aloha Spirit" is the coordination of mind and heart within each person. It brings each person to the self. Each person must think and emote good feelings to others. In the contemplation and presence of the life force, "Aloha,"

Aloha Board Chair Payne, Vice-Chair Uemura and members of the Investigative Committee,

We are writing in general support of the position description proposed by the Investigative Committee. We thank the committee for its hard work which has gone into proposing the job description for our next Superintendent.

We wish to comment on the section entitled 'Experience' as we would like to emphasize the importance of field-level experience. We believe this is a measure of administrative effectiveness and is evidence that the prospective superintendent brings a knowledge base adequate to inform their leadership.

Please consider including the following credentials and work related experience in the new State Superintendent's job description.

Related to Credentials/Work Experience, The State Superintendent should:

1. Have graduated from an accredited college or university with a Master's degree in education, school administration, educational administration, business administration, public administration, or related fields.
2. **Have a minimum of 10 years of progressively responsible job-related experience, of which five (5) years shall have been in school administration as a principal or comparable appointment, and five (5) years shall have been in teaching, curriculum, or program planning.**
3. Demonstrate experience in the following: Recruiting, hiring, supporting, and building results-driven accountability among school staff; raising student performance and closing achievement gaps; success in working with and coaching adults; collecting, organizing, and using student, teacher, and organizational data; or any equivalent combination of training and experience.

In our collective time as Complex Area Superintendents, we have come to understand the need for this level of experience from our State Superintendent. We hope that you will consider our request to require school level leadership experience as a criterion in the search for our next Superintendent.

Respectfully,

Hawai'i Department of Education Complex Area Superintendents:

Testimony on Hawai'i Board of Education Meeting March 3, 2022

Agenda Item IV.F: Board Action on findings and recommendations of Investigative Committee (a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5(b)(1)) concerning search for a superintendent: superintendent job description

Linell Dilwith

Linell Dilwith (Mar 1, 2022 13:57 HST)

Linell Dilwith

Complex Area Superintendent

Kaimuki-McKinley-Roosevelt

Robert Davis

Robert Davis (Mar 2, 2022 09:55 PST)

Robert Davis

Complex Area Superintendent

Leilehua-Mililani-Waialua

Keith Hui

Keith Hui (Mar 1, 2022 14:38 HST)

Keith Hui

Complex Area Superintendent

Pearl City-Waipahu

Sean S. Tajima

Sean S. Tajima (Mar 1, 2022 16:24 HST)

Sean Tajima

Complex Area Superintendent

Campbell-Kapolei

Lanette Hibbs

Lanette Hibbs (Mar 1, 2022 14:58 HST)

Lanette Hibbs

Complex Area Superintendent

Kailua-Kalaheo

Jamie Yap

Jamie Yap (Mar 1, 2022 15:32 HST)

Jamie Yap

Interim Complex Area Superintendent

Baldwin-Kekaulike-Maui

Rebecca Winkie

Rebecca Winkie (Mar 1, 2022 13:53 HST)

Rebecca Winke

Complex Area Superintendent

Hana-Lahainaluna-Lanai-Molokai

Paul Zina

Paul Zina (Mar 1, 2022 13:42 HST)

Paul Zina

Complex Area Superintendent

Kapaa-Kauai-Waimea

Rochelle Mahoe

Rochelle Mahoe (Mar 1, 2022 14:05 HST)

Rochelle Mahoe

Complex Area Superintendent

Farrington-Kaiser-Kalani

John Erickson

John Erickson (Mar 1, 2022 14:23 HST)

John Erickson

Complex Area Superintendent

Aiea-Moanalua-Radford

Disa Hauge

Disa Hauge (Mar 1, 2022 14:01 HST)

Disa Hauge

Interim Complex Area Superintendent

Nanakuli-Waianae

Ed Noh

Ed Noh (Mar 1, 2022 14:25 HST)

Ed Noh

Interim Complex Area Superintendent

Castle-Kahuku

Chad Keone Farias

Keone (Mar 1, 2022 14:19 HST)

Chad Keone Farias

Complex Area Superintendent

Kau-Keaau-Pahoa

Esther Kanehailua

Esther Kanehailua (Mar 1, 2022 13:54 HST)

Esther Kanehailua

Complex Area Superintendent

Hilo-Waiakea

Janette Snelling

Janette Snelling (Mar 1, 2022 14:00 HST)

Janette Snelling

Complex Area Superintendent

Honokaa-Kealakehe-Kohala-Konawaena



I am in support of the adoption of the K-12 National Core Arts Standards!!

1 message

Maki Morinoue <maki@pogg.net>

Wed, Mar 2, 2022 at 8:34 AM

To: BOE.Hawaii@boe.hawaii.gov, Testimony.BOE@boe.hawaii.gov

Aloha & Mahalo for this time,

I am testifying in strong support of adopting the National Core Arts Standards by incorporating Dance, Music, Theater and Visual Arts as a vital component in the whole brain development of our next generation that directly impact critical thinking abilities as well as empower one's sense of who they are and who they want to become.

We live in a time of much physiological and social scientific research that has established consistent results around how the brain responds to learning through movement, rhythms, melody and visual arts. We understand that through the arts we can foster the development of fine motor skills, curiosity, nervous system regulation, conscious breathing, positive attitude, support emotional coping, better balance, improved grades, information simulation, both brain hemisphere activation, speech, reading, science and mathematics. On top of which the ability to think outside of the box, develop critical thinking skills with a strategic mindset.

The arts through movement, rhythm, melody, dance, visual arts and theater have significant impact in both children 0-18 and adults to have shown support in, ADD, ADHD, dyslexia, obstacles around speech, wandering eye syndrome as well as MS, parkinson's disease, memory, memory loss, and supporting brain injuries, stroke, and cognitive disorders. I find the scientific consistency in neurological and the physiology of learning should be the basis of making this a standard practice throughout our public schools and cultural practices in the United States of America.

We must adopt the National Core Arts Standards in Hawai'i State. Art unifies us and helps stimulate our brains to develop compassion, empathy and critical thinking skills.

In the 1980's, I was a student who was placed in the Special Education class in Grade 3 here in Hawai'i Island. I was introduced to the Brain Gym Movement, which was taught by Carla Hannaford who holds a PhD in Biology and Neurophysiology. I now hold a certificate in 'The Physiology of Learning' through Dr. Carla Hannaford and understand the scientific impact the arts have as a professional modern dance choreographer and long time advocate for Brain Gym movements.

We also know that if children are not reading by grade 3 the statistics of incarceration are very high. Here in Hawai'i State our juvenile and young adult incarceration rates are so high and what are at times being shipped off island to the Mainland for further imprisonment. Arizona prison has tried to mitigate our Hawai'i state issue by incorporating cultural practices through hula, mele and chanting. Why do our children have to wait for this methodology that has been proven to work?

By activating the whole brain through the arts the brain has the ability to access both hemispheres to assist in unlocking the magic of reading, speaking, learning, remembering and becoming more capable of compassionate and thoughtful views and conversations to further stimulate curiosity.

I am asking the Hawai'i Board of Education to deeply consider the positive, emotional and physiological impact on our educational system. When we celebrate our culture and the Arts as vital avenues that create fundamental preparedness for all other subjects, we all benefit as a society. The Arts is the gateway for learning.

Mahalo for our time.

Maki Morinoue

96725

--

Maki Morinoue

Share your ALOHA

"Aloha Spirit" is the coordination of mind and heart within each person. It brings each person to the self. Each person must think and emote good feelings to others. In the contemplation and presence of the life force, "Aloha,"



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

Agenda Item, March 2: SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels” GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

1 message

Grayson Mento <gmento@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Wed, Mar 2, 2022 at 9:14 AM

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Grayson Mento



Testimony2022.pdf
262K

Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

The NCAS were designed to align with Common Core State Standards and parallels the language and framework found in other revised standards such as the New Generation Science Standards (NGSS), College, Career and Civic Life Standards (C3), and the National Health Education Standards: Achieving Excellence (NHES). These revised standards, like the 2014 NCAS, emphasize the importance of students’ thinking and developing 21st century skills over mere acquisition of knowledge. Thus, adopting the NCAS would support this philosophical shift in education.

In comparison to the HCPS III Music Standards, the NCAS Music Standards better help educators identify the skills and understandings they are responsible for developing in well-rounded musicians. Specifically:

- Skills and components within the artistic processes are explicitly defined.
- Clear outcomes for students with varying degrees of experience support differentiation in mixed leveled ensembles.
- Connections between music experiences and knowledge from other subject areas are intertwined to develop a holistic understanding of the arts in our world. The structure of these standards support teachers’ use of culturally relevant literature and materials (including those from Asia and the Pacific Islands), which is particularly important for students with diverse ethnic backgrounds.

In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.



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

March 3, 2022

**Special Education
Advisory Council**

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

Ms. Sara Alimoot
Ms. Virginia Beringer
Ms. Mary Brogan
Ms. Deborah Cheeseman
Ms. Annette Cooper
Ms. Shana Cruz
Mr. Mark Disher
Dr. Kurt Humphrey
Ms. Mai Hall
Ms. Melissa Harper Osai
Mr. Kerry Iwashita
Ms. Melissa Johnson
Ms. Tina King
Ms. Jennifer Leoiki-Drino
Ms. Dale Matsuura
Ms. Cheryl Matthews
Dr. Paul Meng
Ms. Kiele Pennington
Ms. Carrie Pisciotto
Ms. Kau'i Rezentes
Ms. Rosie Rowe
Ms. Ivalee Sinclair
Mr. Steven Vannatta
Ms. Lisa Vegas
Ms. Paula Whitaker
Ms. Jasmine Williams

Ms. Annie Kalama, *liaison to
the Superintendent*
Dr. Bob Campbell, *liaison to
the military community*

Amanda Kaahanui, Staff
Susan Rocco, Staff

Catherine Payne, Chairperson
Hawaii State Board of Education
P. O. Box 2360
Honolulu, HI 96814

RE: IV. A. Board action on amendment of and addendum to ESEA
Consolidated State Plan

Dear Chair Payne and Members of the Board,

The Special Education Advisory Council (SEAC) would like to express support for approving the Department's proposed amendment of and addendum to the Elementary and Secondary Education Act Consolidated State Plan. Our leadership team met with Glenn Nochi from the Office of Strategy, Innovation and Performance on February 14th to learn more about the proposal and provide feedback. SEAC is cognizant of the need for some short-term flexibility in the way it reports data on growth and proficiency given disruptions to statewide assessments caused by the pandemic.

Our original reservation regarding the proposed addendum was the consideration of replacing or modifying the chronic absenteeism measure with another measure for the current school year only. However, the Department committed to maintaining the chronic absenteeism measure after discussion with members of the Student Achievement Committee.

SEAC is in strong support of the amendment to revise the minimum number of students for which data shall be reported (the n-size) from 20 to 11 in keeping with state statutes enacted in 2020. By declaring 11 as an N-size for accountability on our ESSA State Plan, Hawaii will join 17 other states in having an n-size of 11 students or lower to promote greater accountability for student sub-groups, like students with IEPs, while at the same time protecting student privacy and ensuring statistical reliability (<https://all4ed.org/publication/n-size-in-essa-state-plans/>).

Thank you for the opportunity to offer our support and comments.

Respectfully,

Martha Guinan
Chair



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: II. APPROVAL OF MEETING MINUTES OF FEBRUARY 17, 2022;
IV. B. BOARD RESOLUTION ON RED HILL WATER CONTAMINATION**

THURSDAY, MARCH 3, 2022

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

Chair Payne and members of the board,

The January 20, 2022 BOE General Business Meeting recording reflects in part:

Board member Barcarse: I just want it to be really clear on my question. You said there's contingency plans and whatnot. The question is, "Can the schools be directed to explicitly share with their school communities, at least in a broad sense, the process that they're using to determine when to shift to distance learning and/or to close a site down for any specified reason so that there's that direct communication and those in the school community are not going to worry about the processes in another community?" They know they have that direct commitment from their schools that this is the process that is being had at hand. And I think that's what I'm looking for – a commitment to make sure that that is in place from the school leadership to the school community. Mahalo.

Interim Superintendent Hayashi: Thank you. Yes, I will work together with the CASs and with the school principals to create a document that we can share with their communities and with their respective employees at the schools.

The February 17, 2022 BOE General Business Meeting recording reflects in part:

Board member Voss: ... as Osa mentioned in his testimony, we did discuss at the last board meeting that the department coming up with some specific guidelines and parameters to schools when if, heaven forbid, we have another surge, the types of numbers for which a principals and the complex area superintendents should consider after consultation with the department, they're temporarily transitioning to hybrid or distance learning. So did, now that we're in a little bit of a lull period, thank goodness, did the department have an opportunity to develop that and communicate that to the schools?

Interim superintendent Hayashi: ... we did issue a memorandum to the field on January 26 - Guidance on Addressing the Impact of COVID-19 on Schools ... As I kind of shared at the last meeting, to have a specific number is very difficult because every community is different, every school is different. ... However, the parameters and the criteria that we would consider in having that discussion, that information was transmitted to the schools on January 26th.

The department did issue a memorandum dated January 26, 2022 and is attached.

After hearing for the first time at the February 17, 2022 BOE GBM meeting that such a memorandum existed, HSTA had to inquire about the existence of the memorandum which led to it being shared and published on February 18, 2022.

The highlighted exchange with Board member Barcarse on January 20, 2022 spoke to sharing with school communities and school employees. As of February 17, 2022, there was no sharing of even the memorandum. Now that the memorandum has been released, it's plain to see that no effort at sharing was expected as interim Superintendent Hayashi said would be done. This was the point of HSTA's oral and written testimony on the subject for the February 17, 2022 meeting.

Please ensure that what was promised to the board is actually fulfilled.

Mahalo for the strengthened language in your proposed resolution regarding the Red Hill water contamination. Affected families and school staff and communities deserve all of us to express in unison and solidarity that what has happened is not right, must be rectified, and can never be a threat to our freshwater resources ever again.



**STATE OF HAWAII
DEPARTMENT OF EDUCATION**

P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

January 26, 2022

TO: Complex Area Superintendents
Principals (All)

FROM: Keith T. Hayashi
Interim Superintendent

A handwritten signature in blue ink, appearing to read "Keith T. Hayashi", is written over the printed name and title.

SUBJECT: **Guidance on Addressing the Impact of COVID-19 on Schools**

The Hawaii State Department of Education (Department) understands that schools are being challenged by the constantly changing landscape of the COVID-19 pandemic. As health guidance for schools from the state Department of Health and the Centers for Disease Control and Prevention is updated, Department protocols are also updated. The Department has been steadfast in our decision to maintain in-person learning and our schools and complex areas have done a tremendous job carrying this heavy lift. However, I do know that this has its limits.

Principals and their school teams should carefully consider the following to determine the feasibility of maintaining in-person learning on their campus:

1. **Staffing:** Is there enough staff to safely maintain school operations?
2. **Supervision:** Are there enough adults to supervise students at all times of the day to ensure safety?
3. **Operations:** Is the school fully equipped with the resources (e.g., meal preparation and service) to safely maintain school operations?

The decision to transition a classroom to distance learning lies with the school Principal and the Complex Area Superintendent; and should take place after other options have been explored. Should there be a need to transition the entire campus to distance learning, the Complex Area Superintendent must consult with the Superintendent.

- **Transition to distance learning for one (1) school day:** Principal and Complex Area Superintendent, in consultation with the Superintendent, should discuss and determine that all other options have been exhausted. The Complex Area Superintendent will notify the Superintendent of the decision to transition to distance learning for one day.

- **Transition to distance learning for more than one (1) school day:** Principal, Complex Area Superintendent, and the Superintendent should discuss and determine that all other options have been exhausted. If distance learning continues beyond one school day, notification to school staff, students, families, and service providers, with a planned date for the return to in-person learning, shall be provided for planning purposes. Determining the length of the transition will be based upon such conditions as when quarantine and isolation periods end for impacted staff and anticipated restoration of impacted services.

Principals will implement their contingency plans and ensure resources are provided to students, families, and staff to enable virtual teaching and learning. State offices will stand ready to assist complex areas and schools in such areas as student transportation services, school food services, information technology services, curriculum and instructional design, extracurricular and out-of-school-time programs, and communication.

This guidance is meant to preserve the flexibility of the schools and complex areas to address the impact of the current pandemic within their school and community. Community and school contextual information, such as demographics and specific school and community needs, must be taken into account when making such decisions that will impact the entire school community.

Thank you for your continued leadership and commitment in prioritizing in-person learning while responding to the evolving conditions and challenges presented by the pandemic.

KTH:sk

c: Deputy Superintendent
Assistant Superintendents



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

Fwd: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels” & “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

5 messages

Diane Koshi <keokisand@gmail.com>
To: testimony.boe@boe.hawaii.gov

Tue, Mar 1, 2022 at 12:35 PM

Re: Agenda Item, March 2:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,


I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Diane Koshi



KEOKI SAND MUSIC CO.
KEOKISANDMUSIC.COM • (808) 285-2888

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262K

Moana Piena <moana.piena@mles.k12.hi.us>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 1:56 PM

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Mahalo,

Moana Piena

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Janice Boychuk <yochana04@msn.com>
To: "testimony.BOE@boe.hawaii.gov" <testimony.BOE@boe.hawaii.gov>


Tue, Mar 1, 2022 at 2:58 PM

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Mahalo,

Janice Boychuk

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Lynn Nakamoto <lynn.nakamoto@k12.hi.us>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 3:50 PM

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

From: **Ruth Komatsu** <rukomatsu@gmail.com>

Date: Tue, Mar 1, 2022 at 1:16 PM

Subject: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels" & "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

To: [rukomatsu <rukomatsu@gmail.com>](mailto:rukomatsu@gmail.com)

Hi, Music people!

URGENT: Board of Education meeting is tomorrow, March 2!

To show your support of adopting the Fine Arts Standards, please forward this email to Testimony.BOE@boe.hawaii.gov
Add your name to the line below the Mahalo and delete the line of asterisks and everything above it.

Thanks!

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

To: Ruth Komatsu <rukomatsu@gmail.com>

Cc: Daniel Ho <ho.daniel.cy@gmail.com>, Katie Yee <katiedyee@gmail.com>, Christine Wee <cwee93@gmail.com>

Re: Agenda Item, March 2:

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Mahalo,

Lynn Nakamoto

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[Quoted text hidden]



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Chizuko Endo <taikoarts@gmail.com>

To: Testimony.BOE@boe.hawaii.gov

Wed, Mar 2, 2022 at 9:31 AM

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,

Re: Agenda Item, March 2:

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Mahalo,

Chizuko Endo

Artist in the Schools



Testimony2022.pdf

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

Fwd: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels” & “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

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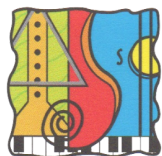
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KEOKISANDMUSIC.COM • (808) 285-2888

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Cc: Daniel Ho <ho.daniel.cy@gmail.com>, Katie Yee <katiedyee@gmail.com>, Christine Wee <cwee93@gmail.com>

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To: Testimony.BOE@boe.hawaii.gov

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Chizuko Endo

Artist in the Schools



Testimony2022.pdf

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Mahalo for your time and support of arts education in our schools.



Testimony Action Item IV.F

1 message

whyde808@yahoo.com <whyde808@yahoo.com>
Reply-To: "whyde808@yahoo.com" <whyde808@yahoo.com>
To: "testimony.boe@boe.hawaii.gov" <testimony.boe@boe.hawaii.gov>

Wed, Mar 2, 2022 at 9:56 AM

Dear Board of Education members:

Mahalo for the opportunity to submit testimony. Comments regarding action item IV.F:

The SAC, through chairwoman Namaau's leadership, is asking the right questions in support of student growth and outcomes is honorable and I thank you for holding the DOE accountable. For far too long, the DOE has spent millions of tax payer dollars with little to no return on investment in student outcomes.

With the search for the new superintendent beginning, I am worried that the current interim superintendent is a shoe-in for the permanent seat because of the usual politics of the State of Hawaii with no regard for priorities and actions thus far. Mr. Hayashi has demonstrated he has no regard for student outcomes, he grants everyone the freedom to make excuses for the aggregate data that students are not learning (even pre-pandemic) and the current system is not working.

The DOE has failed in creating any comprehensive improvement/strategic plan – it is clear the DOE has no strategy except to hold on to the status quo and to re-title Race-to-the-Top initiatives which he criticized years ago as principal, as top-down initiatives.

During Mr. Hayashi's tenure as interim superintendent, the team of people he has surrounded himself with speaks volumes to what he values. He will double down on the status quo of ignoring root issues that require systemic reform and discounting the strength of a focused analysis of data.

His cabinet is filled with non-experts in the field of education. Listening to your BOE meetings have become an embarrassment to the State of Hawaii; Mr. Hayashi and his Assistant Superintendents continue to avoid answering the question being asked and instead, mention buzzwords that aren't explained, merely exhausting the BOE members.

It is unclear if employees in the DOE understand that Mr. Hayashi speaks for the DOE. School and district leaders seem to lack an understanding of the governance structure; they are one system. Complex area superintendents and principals now submit testimony to the BOE and sign up for live testimony. Principals are now pressured to testify in support of Mr. Hayashi. Additionally, in the legislative testimonies you will see Mr. Hayashi speak on behalf of the DOE and in a house hearing this past week, Reid Kuba testified and stated he represents principals. Why would Mr. Hayashi not know what his principals are saying? Mr. Hayashi is dividing his own organization.

Over the last few months, Mr. Hayashi has made clear his priorities are adults, not children, not parents, not community. He has come out strong about legislation to charge parents with a misdemeanor for harassment, while harassment laws are already in place. Instead of properly training school administrators (this is a whole other broken piece of the puzzle in leadership training) on how to be effective when there is opposition. Mr. Hayashi was unable to answer questions about the purpose of the bill and when turned over to Russell Suzuki to respond (former deputy attorney general for education division and first deputy),

Mr. Suzuki stated it was for parents of students with disabilities refusing receipt of emails, calls, hearing notices, etc. Parents have a right to refuse service, this is about leadership training and ineffectiveness of the leaders in the DOE to lead. This is wrong to divide the school community.

The DOE requires system reform and to begin this it takes courage, revisiting the moral imperative of education, and remembering the fiduciary duty of the DOE. Superintendents come and go and each time a new superintendent comes in, initiatives die, new ones come in, and the cyclical nature of attempted improvement begins once again only to stop before experiencing results. Schools and district personnel know that their efforts need not be 100% for this new initiative will soon pass in a couple of years.

Thank you for your efforts in ensuring the DOE is focused on improvement of the total DOE system and focused on 100% literacy rates in reading and math. We have witnessed Mr. Hayashi's motivation and his priorities; it is not directly linked to student outcomes. We have forgotten why the DOE exists.

Mahalo for your time and accountability,
W. Hyde
Grandfather and community member



STATE OF HAWAII
DEPARTMENT OF EDUCATION
HICKAM ELEMENTARY SCHOOL
825 MANZELMAN CIRCLE
HONOLULU, HAWAII 96789
www.hickam.k12.hi.us

TO: Testimony.BOE@boe.hawaii.gov
SUBJECT: Testimony on General Board Meeting Item IV. F.

Aloha Board Members,

Thank you for the opportunity to provide testimony to the General Board Meeting on Agenda Item IV. F. regarding the Board Action on findings and recommendations of Investigative Committee (a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5 (b)(1)) concerning the search for a superintendent: superintendent job description.

My name is Patrick Wetzel, and I am writing in my role as Principal at Hickam Elementary School. I am writing to support the superintendent's job description with comments created by the Board's Investigative Committee. I am also writing to strongly support the selection of Mr. Keith Hayashi as our next superintendent.

The revised job description is more comprehensive than the previous one. The emphasis on culture is on culture. COVID-19 has a profound impact on education, and this job description with the right person to carry it out is what we desperately need. I believe we have the proper selection for Interim Superintendent Keith Hayashi. Four competencies he has displayed throughout his tenure:

- Has a demonstrated ability to make large-scale positive impacts for students and a history of establishing effective processes and organizational systems to achieve desired outcomes.
- Has credibility and builds positive relationships with all stakeholders.
- Demonstrates a commitment to lifelong learning as a reflective and self-aware leader.
- Has a deep understanding of Hawai'i's history, culture, and values, including the key role that Kaiaupuni education plays, and has incorporated this understanding in leadership decisions, actions, and style.

As the Principal at Waipahu High School, he has demonstrated the ability to make large-scale positive impacts for students while developing credibility and positive relationships with stakeholders. His vision of My Choice, My Voice, My Future is the prototype of the state's college and career readiness programs. Many students earned Associate Degrees before they graduated high school. Students who focused on workplace readiness had the option of participating in seven different



STATE OF HAWAII
DEPARTMENT OF EDUCATION
HICKAM ELEMENTARY SCHOOL
825 MANZELMAN CIRCLE
HONOLULU, HAWAII 96789
www.hickam.k12.hi.us

academies leading to a plethora of real-world experiences. In addition, Mr. Hayashi was instrumental in building partnerships with Leeward Community College and countless organizations. As the Interim Superintendent, Mr. Hayashi has laid out his vision for Hawai'i Public Schools. I hope he is allowed to carry out his vision.

Another competency he has demonstrated in his short tenure is to be reflective and self-aware. As a Principal directly affected by the Red Hill Water Crisis, I appreciate his ability to meet with us and listen to our concerns. The school principals voiced their concerns about how a possible dip in enrollment could impact the school budget. Mr. Hayashi provided assurances to let the water-affected schools know they are supported fiscally. In my interactions with him, he wanted to know how to help us and how we could improve systems to prevent this from happening again. I appreciated his honesty and his vulnerability. Not once did he ever come across like he had all the answers. As a Principal, I appreciated his humility.

Lastly, Mr. Hayashi has a deep understanding of Hawai'i, its cultures, and values and has incorporated them into his leadership, actions, and style. Interim Superintendent Hayashi is a public school graduate and has proved he is an outstanding Teacher, Principal, Complex Area Superintendent, and now Interim Superintendent. He fully grasps the Department of Education's tri-level leadership system better than any of his predecessors. Interim Superintendent Hayashi understands what it is like to operate a school during the COVID-19 pandemic, and his leadership is needed moving forward to address the learning loss of our students.

Mr. Hayashi lives Aloha and demonstrates this in his interactions with him. At every Principals' meeting, he takes the time to thank us for our hard work. I believe the right candidate for the Superintendent position has been here all along. Therefore, I ask you to reconsider the nationwide search and promote Mr. Hayashi to the Superintendent position. Thank you for the opportunity to provide testimony on this agenda item.

Sincerely,

A handwritten signature in blue ink that reads "Patrick Wetzel".

Patrick Wetzel
Hickam Elementary
Principal



support of the adoption of the K-12 National Core Arts Standards

1 message

Setsuko Morinoue <setsuko.morinoue@gmail.com>

Wed, Mar 2, 2022 at 10:12 AM

To: BOE.Hawaii@boe.hawaii.gov, Testimony.BOE@boe.hawaii.gov, Una Chan <una.chan@k12.hi.us>

Strongly SUPPORT of adopting the National Core Arts Standards for all Hawaii's K-12

Dear The Honorable Kili Namau'u, Chairperson, Student Achievement Committee and the committee members, The Honorable Catherine Payne, Chairperson, Board of Education, and BOE members,

My name is Setsuko Morinoue and I am a resident of Holualoa on the Big Island. I was born and raised in Japan.

I became a dedicated art advocate in my adult life. I practice a creative lifestyle as an artist, and the owner of the art gallery in Holualoa as one of the oldest Fine Arts since 1979. I am a co-founder of an art educational center (NPO) in Holualoa established in 1995.

I was introduced to and experienced many different arts from my elementary to high school years in Japan. I believe that in these art classes such as music, drawing, painting, photography, creative writing, poetry, producing some theatrical drama, or dance pieces by collaborating in groups or constructing three dimensional pieces in different materials which helped me become more curious and made me want to learn more.

Through the arts I had a better or easier time in early schooling. I was thinking and processing things visually so it wasn't hard just studying with those black & white textbooks.

I understand that there are many children like myself struggling in school education. If there were no arts or creative classes in our public schools, I know and you know that we will have many troublesome children or possible drop-outs.

I was lucky because we had art classes which balanced my curiosities and thinking skills to keep myself focused in the classroom studies.

I found the magical power of the ARTs which is just a tool to become a happier and a better person. It makes people inspired and innovative with waves of curiosities.

The ARTs reflect and affect students to become self-motivated, grow self-confidence, and learn to be responsible, respectful, thankful, compassionate, sincere individuals.

They will become better community leaders in the future with their positive attitudes, critical thinking skills and know-how in problem solving and capable of working collaboratively.

During my teaching children, I witnessed that the ARTs could heal aching hearts, or make it ease their hardships for children with any difficulties in learning.

ARTs will help our children's hearts and minds.

I strongly support adopting the National Core Arts Standards to Hawaii's public schools K – 12.

It is about time to recognize that the ARTs is as equally important as the rest of the major subjects in all public schools.

It is not agreeable to cut the ARTs from our public schools, it should be prioritized as our most important and true investment for our better future.

Mahalo Nui Loa for your time and consideration.

Setsuko Morinoue
Holualoa, HI 96725



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Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

The NCAS were designed to align with Common Core State Standards and parallels the language and framework found in other revised standards such as the New Generation Science Standards (NGSS), College, Career and Civic Life Standards (C3), and the National Health Education Standards: Achieving Excellence (NHES). These revised standards, like the 2014 NCAS, emphasize the importance of students’ thinking and developing 21st century skills over mere acquisition of knowledge. Thus, adopting the NCAS would support this philosophical shift in education.

In comparison to the HCPS III Music Standards, the NCAS Music Standards better help educators identify the skills and understandings they are responsible for developing in well-rounded musicians. Specifically:

- Skills and components within the artistic processes are explicitly defined.
- Clear outcomes for students with varying degrees of experience support differentiation in mixed leveled ensembles.
- Connections between music experiences and knowledge from other subject areas are intertwined to develop a holistic understanding of the arts in our world. The structure of these standards support teachers’ use of culturally relevant literature and materials (including those from Asia and the Pacific Islands), which is particularly important for students with diverse ethnic backgrounds.

In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.



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

Agenda Item, March 2: SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels” GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

1 message

Makana Larger <mlarger@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Wed, Mar 2, 2022 at 10:32 AM

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

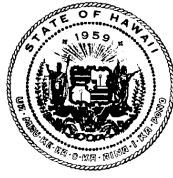
I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Makana Larger



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STATE OF HAWAII
DEPARTMENT OF EDUCATION

March 3, 2022

State of Hawaii Board of Education,

This letter is written in support of Mr. Keith Hayashi, Interim State Superintendent of the Hawaii Department of Education. In the last few months that Mr. Hayashi has served as Interim Superintendent he has demonstrated the knowledge, patience, and professionalism to effectively lead the field in providing the best public education possible for the State of Hawaii.

Performing at the highest levels without the entire support of the current Board of Education, and also inheriting an entire staff from his predecessor without the ability to make his own changes, Interim Superintendent Hayashi has still managed to significantly move the Department during these very difficult times.

It is without hesitation that ALL principals on Hawaii Island support the appointment of Mr. Keith Hayashi as the permanent Superintendent of the Hawaii State Department of Education.

We believe too much time and resources has been wasted on a National Search. We have learned from the previous administration that the success of this department and the children of Hawaii deserves a quality leader that is familiar with the inner workings of our single system department of education. It is obvious to all educational officers on Hawaii Island that Mr. Keith Hayashi has the qualifications and the perfect mindset to effectively represent our voices as the next State Superintendent.

Respectfully,
Hawaii Island Public School Principals.

Hilo/Waiakea Complex Area
Keeau/Kau/Pahoa Complex Area
Honokaa/Kealakehe/Kohala/Konawaena Complex Area

Hilo/Waiakea Complex:

Ms. Kimberly Castillo – Chiefess Kapiolani Elementary
Mr. Dennis O'Brian - De Silva Elementary
Mrs. Jennifer Sueoka – Ha'aheo Elementary
Ms. Jasmine Urasaki – Hilo High
Mrs. Heather Dansdill – Hilo Intermediate
Mr. Bryan Arbles – Hilo Union Elementary
Mr. David Dinkel – Prince Jonah Kuhio Kalaniana'ole Elementary and Intermediate
Mrs. Tiffany Pratt – Kaumana Elementary
Mrs. Erin Williams – Keaukaha Elementary
Mr. Ken Watanabe – Waiakea Elementary
Mr. Kelcy Koga – Waiakea High
Mrs. Lisa Souza – Waiakea Intermediate
Mrs. Kasie Kaleohano – Waiakeawaena Elementary

Keeau/Kau/Pahoa Complex:

Mrs. Sharon Beck – Kau High School/Pahala Elementary
Mrs. Darlene Javar – Naalehu Elementary
Mrs. Stacey Bello – Keaau Elementary
Mr. Dean Cevallos – Keaau High
Mr. Gregg Yonemori – Keaau Middle
Mrs. Wilma Roddy – Mt. View Elementary
Mrs. Kasey Eisenhower – Keonepoko Elementary
Mrs. Michelle Payne-Arakaki – Pahoa Elementary
Mrs. Darlene Bee - Pahoa High and Intermediate

Honokaa/Kealakehe/Kohala/Konawaena Complex:

Mr. Rory Souza – Honokaa Elementary
Mrs. Rachelle Matsumura – Honokaa High and Intermediate
Mrs. Michelle Barber – Paauilo Elementary and Intermediate
Mrs. Tammy Picklesimer – Waimea Elementary
Mr. Glenn Gray – Holualoa Elementary
Mrs. Wendy Daniel – Kealakehe Elementary
Dr. James Denight – Kealakehe High
Mrs. Janice Blaber – Kealakehe Intermediate
Mrs. Kris Kosa-Correa – Waikoloa Elementary and Middle
Ms. Hannah Loyola – Kohala Elementary
Ms. Amy Stafford – Kohala High
Ms. Trisha Sanborn – Kohala Middle
Ms. Noreen Kunitomo – Honaunau Elementary
Ms. Tammy Yoshimura-Furrer – Hookena Elementary
Ms. Kori Takaki – Kahakai Elementary
Ms. Shauna Paakaula – Ke Kula 'O 'Ehunuikaimalino
Ms. Diane Spencer – Konawaena Elementary
Ms. Momi Kaehuaea -Konawaena High
Mr. Teddy Burgess – Konawaena Middle



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

“Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels” & “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

1 message

Richard Akamine <rga7@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Wed, Mar 2, 2022 at 11:03 AM

Agenda Item, March 2:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,


I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Richard Akamine

Richard Akamine
Music Teacher
Band Director
Waiākea High School
[155 W Kawili Street](#)
[Hilo, HI 96720](#)
(808) 974-4888 ext. 284
<https://www.waiakeahigh.k12.hi.us/>



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Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

The NCAS were designed to align with Common Core State Standards and parallels the language and framework found in other revised standards such as the New Generation Science Standards (NGSS), College, Career and Civic Life Standards (C3), and the National Health Education Standards: Achieving Excellence (NHES). These revised standards, like the 2014 NCAS, emphasize the importance of students’ thinking and developing 21st century skills over mere acquisition of knowledge. Thus, adopting the NCAS would support this philosophical shift in education.

In comparison to the HCPS III Music Standards, the NCAS Music Standards better help educators identify the skills and understandings they are responsible for developing in well-rounded musicians. Specifically:

- Skills and components within the artistic processes are explicitly defined.
- Clear outcomes for students with varying degrees of experience support differentiation in mixed leveled ensembles.
- Connections between music experiences and knowledge from other subject areas are intertwined to develop a holistic understanding of the arts in our world. The structure of these standards support teachers’ use of culturally relevant literature and materials (including those from Asia and the Pacific Islands), which is particularly important for students with diverse ethnic backgrounds.

In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.



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

“Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels” & “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

8 messages

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

Tue, Mar 1, 2022 at 8:43 AM

Agenda Item, March 2:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,
I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Chet-Yeng Loong, Ph.D.

University of Hawai‘i



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Michael Han <msh454@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 11:00 AM

Agenda Item, March 2:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,
I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Michael Han

[Quoted text hidden]

 **Testimony2022.pdf**
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Ruth Komatsu <rukomatsu@gmail.com>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 11:55 AM

Agenda Item, March 2:

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Ruth Komatsu

Retired music teacher, who had already been working with these standards

 **Testimony2022.pdf**
262K

Angelika Catiggay <aimcatig@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 4:22 PM

Agenda Item, March 2:

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Angelika Catiggay

University of Hawai'i

Conner Yoshimoto <conneryo@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 5:49 PM

Agenda Item, March 2:

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,
I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Conner Yoshimoto

[Quoted text hidden]

 **Testimony2022.pdf**
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Marielle Yasay <mgyasay@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 10:16 PM

Agenda Item, March 2:

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,
I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Marielle Yasay

[Quoted text hidden]

 **Testimony2022.pdf**
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Olivia Arnold <arnoldo@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Wed, Mar 2, 2022 at 9:14 AM

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,
I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Olivia Arnold



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Testimony2022.pdf

262K

Sienna Sonoda <siennaks@hawaii.edu>

To: testimony.BOE@boe.hawaii.gov

Wed, Mar 2, 2022 at 1:25 PM

Agenda Item, March 2:

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

Dear Honorable Kili Namau'u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Sienna Sonoda

University of Hawai'i



Testimony2022.pdf

262K

Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
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We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.



Manuel Kuloloio Testimony: BOE General Business Meeting, 1330, March 3, 2022; Agenda Item IV. Action Item, B. Red Hill

2 messages

Manuel Kuloloio <manuelkuloloio@gmail.com>
To: BOE <Testimony.BOE@boe.hawaii.gov>
Cc: Manny Kuloloio <manuel.kuloloio@gmail.com>

Wed, Mar 2, 2022 at 1:29 PM

Aloha Board of Education Chairperson Catherine Payne, Vice Chairperson Kenneth Uemura, and Board Members Bill Arakaki, Shanty Asher, Kaimana Barcarse, Lyla Berg, Lynn Fallin, Kili Namau'u, and Bruce Voss:

RE: Agenda Item IV. Action Item, B. Board Action on Board Resolution on Red Hill Water Contamination

E ka !! E ka Ahu! E ka Mahi! E ka Palena! E ka Paia! a me ka Luahine! E o'u pokii mai na kupuna. Ke poe na-na i na-i i ka aina, a i kukulu i ke Aupu-ni o na Kamehameha. Mai ka pa-ana la'au mua ana i ka wai o Keomo a ka hui lokahi ana o na mokupuni i ke Kai o Ku-loloia.

(David Kalakua, Dec. 28, 1872 Campaign Broadside; T.C. Heuck Collection, Hawai'i State Archives)

Following my oral testimony before this Board on January 20, 2022 and on February 17, 2022 to take a stand and make a statement on the egregious contamination of the O'ahu groundwater beneath Kapukaki, or Red Hill, I strongly urge the Hawai'i Board of Education to also transmit your Resolution to Admiral Chris Aquilino at INDOPACOM (via hand delivery by the Military Representative Colonel Angenene Eobertson), to First Lady Dr. Jill Biden, and to US Commander-In-Chief President Joe Biden.

The Sea, Kai, Reefs, Sands, Beach, Shoreline, Paia, Pond, Stream, and Stone House of Kuloloio'a thanks you for your care and malama of our sacred and special places, persons, and resources of O'ahu, Maui, and Hawai'i Nei

Me Ke Aloha Maluhia,
Aloha Ke Akua,

Manuel Wayne Makahiapo DeCosta Kuloloio'a

Sent from my iPhone

Manuel Kuloloio <manuelkuloloio@gmail.com>
To: BOE <Testimony.BOE@boe.hawaii.gov>
Cc: Manny Kuloloio <manuel.kuloloio@gmail.com>

Wed, Mar 2, 2022 at 1:40 PM

Resending, with correction to Colonel Robertson's name. I apologize for my error.

Sent from my iPhone

Begin forwarded message:

From: Manuel Kuloloio <manuelkuloloio@gmail.com>
Date: March 2, 2022 at 1:29:51 PM HST
To: BOE <Testimony.BOE@boe.hawaii.gov>
Cc: Manny Kuloloio <Manuel.kuloloio@gmail.com>
Subject: Manuel Kuloloio Testimony: BOE General Business Meeting, 1330, March 3, 2022; Agenda Item IV. Action Item, B. Red Hill

Aloha Board of Education Chairperson Catherine Payne, Vice Chairperson Kenneth Uemura, and Board Members Bill Arakaki, Shanty Asher, Kaimana Barcarse, Lyla Berg, Lynn Fallin, Kili Namau'u, and Bruce Voss:

RE: Agenda Item IV. Action Item, B. Board Action on Board Resolution on Red Hill Water Contamination

E ka !! E ka Ahu! E ka Mahi! E ka Palena! E ka Paia! a me ka Luahine! E o'u pokii mai na kupuna. Ke poe na-na i na-i i ka aina, a i kukulu i ke Aupu-ni o na Kamehameha. Mai ka pa-ana la'au mua ana i ka wai o Keomo a ka hui lokahi ana o na mokupuni i ke Kai o Ku-loloia.
(David Kalakua, Dec. 28, 1872 Campaign Broadside; T.C. Heuck Collection, Hawai'i State Archives)

Following my oral testimony before this Board on January 20, 2022 and on February 17, 2022 to take a stand and make a statement on the egregious contamination of the O'ahu groundwater beneath Kapukaki, or Red Hill, I strongly urge the Hawai'i Board of Education to also transmit your Resolution to Admiral Chris Aquilino at INDOPACOM (via hand delivery by the Military Representative Colonel Angenene Robertson), to First Lady Dr. Jill Biden, and to US Commander-In-Chief President Joe Biden.

[Quoted text hidden]



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

Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels” & “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels

1 message

Mackenzie Kwong <mkwong26@hawaii.edu>

Tue, Mar 1, 2022 at 9:11 PM

To: Testimony.BOE@boe.hawaii.gov

Agenda Item, March 2:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Mackenzie Kwong

University of Hawai‘i



Virus-free. www.avg.com



Testimony2022.pdf

262K

Wednesday, March 2, 2022 - *Student Achievement Committee (SAC) and General Board Meeting (GB)*

Agenda Item:

- SAC: “Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels”
- GB: “Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels”

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards.

We are signing this joint testimonial to voice our shared vision for the future of music education in Hawai‘i. We fully support the adoption of the 2014 National Core Arts Standards (NCAS). These standards embed key conceptual understandings, skills, and dispositions into the processes of Creating, Performing, and Responding. This new framework allows teachers to develop rigorous, standards-based curricular goals that are appropriate and culturally relevant for a diverse range of students. Currently, more than 40 states in the United States have either outright adopted or adapted the 2014 NCAS.

The NCAS were designed to align with Common Core State Standards and parallels the language and framework found in other revised standards such as the New Generation Science Standards (NGSS), College, Career and Civic Life Standards (C3), and the National Health Education Standards: Achieving Excellence (NHES). These revised standards, like the 2014 NCAS, emphasize the importance of students’ thinking and developing 21st century skills over mere acquisition of knowledge. Thus, adopting the NCAS would support this philosophical shift in education.

In comparison to the HCPS III Music Standards, the NCAS Music Standards better help educators identify the skills and understandings they are responsible for developing in well-rounded musicians. Specifically:

- Skills and components within the artistic processes are explicitly defined.
- Clear outcomes for students with varying degrees of experience support differentiation in mixed leveled ensembles.
- Connections between music experiences and knowledge from other subject areas are intertwined to develop a holistic understanding of the arts in our world. The structure of these standards support teachers’ use of culturally relevant literature and materials (including those from Asia and the Pacific Islands), which is particularly important for students with diverse ethnic backgrounds.

In addition to performing, creating and responding to music will inspire our students to use their creative minds to explore and express themselves through the arts. This is critical in their social and emotional development, especially as we continue through this pandemic.

We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.



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

Support for National Core Standards in the state of Hawai`i

1 message

Noah Kimura <nkkimura@hawaii.edu>
To: Testimony.BOE@boe.hawaii.gov

Tue, Mar 1, 2022 at 8:38 PM

Agenda Item, March 2:

- SAC: "Committee Action on Fine Arts Standards for Elementary and Secondary Grade Levels"
- GB: "Board Action on Fine Arts Standards for Elementary and Secondary Grade Levels"

Dear Honorable Kili Namau‘u, Chairperson, Student Achievement Committee and General Board,

I am in support of the adoption of the K-12 National Core Arts Standards. Please see attached file.

Mahalo,

Noah Kimura

Student Teacher at Kaimuki High School and Manoa Elementary

 **Testimony2022.pdf**
262K

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Agenda Item:

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We believe that adopting the NCAS Music Standards is in the best interests of the music education profession. It is an essential step to providing inclusive, high quality music education for all our students in Hawai'i.

Mahalo for your time and support of arts education in our schools.

General Business

March 3, 2022

Testimony by: Susan A. Pcola-Davis

III. **Reports** of Board of Education (“Board”) Committees, Board Members, and Superintendent

A. Student Achievement Committee Report on:

(1) Committee Action on distance and hybrid learning issue to proceed with policy development in accordance with Board Policy 400-2, entitled Policies and Policy-Setting;

(2) Committee Action on fine arts standards for elementary and secondary grade levels;

(3) Committee Action on world language standards for elementary and secondary grade levels

B. Finance and Infrastructure Committee Report on:

(1) Update on Board Policy 301-10, Equitable Allocation of Facilities Resources: status of resource allocation in accordance with the capital improvement program prioritization criteria

IV. **Action Items**

A. Board Action on amendment of and addendum to Elementary and Secondary Education Act (“ESEA”) consolidated state plan to: revise growth calculation methodology for 2021 growth results, modify COVID-19 data used for identifying and exiting CSI/TSI schools, and revise the minimum number of students for which data will be reported to comply with Hawaii Revised Statutes Section 302A-1004
SUPPORT

B. Board Action on Board Resolution on Red Hill water contamination

The DoD is the Department of Defense: includes all military forces.

Two complexes: Aiea-Moanalua-Radford complex and the Campbell-Kapolei complex were directly affected.

The following schools are supplied water through Navy water system

1. Red Hill Elementary School; Moanalua
2. Nimitz Elementary School; Radford
3. Pearl Harbor Elementary School; Radford
4. Pearl Harbor Kai Elementary School; Radford
5. Iroquois Point Elementary School; Campbell
6. Hickam Elementary School; and Radford
7. Mokulele Elementary School; Radford

How are things going at these schools? Family input

- I have attached cafeteria menus from the schools. Pizza and chicken products prevail.
- This tells us that cafeterias are struggling. Bottled water is not being used to cook in these cafeterias.
- Ensure all schools still have water stations and water being delivered.
- A school to remain anonymous, had the potable water from the Navy tested by "anonymous" and denied it several times. An outside supplier is now bringing in the potable water.
- Nimitz Elementary may need wipes. Resorting to Clorox or Lysol wipes (1 report)
- Pearl Harbor Elementary: The Navy is running the sprinklers into the grounds while the students are on school grounds. That school has not been cleared.
- Iroquois Point lunches are a rotation of pizza and chicken with an occasional fish or tuna sandwich.
- Red Hill principal and staff doing a great job.
- Hickam principal and staff amazing.
- Overall parents say their children are exhausted from the travel to and from school, some may switch to homeschooling, and some already have.
- Parents worried about their children's mental health.

The Board has written a strong resolution and that will show that the Board is paying attention.

The Department of Education has to remain on top of this. Is there a Rapid Response Team assigned from the DOE to ensure that the schools, teachers and students are doing fine.

Do these two complexes report regularly to the Department?

What is still known:

- (1) The water stations are not made for elementary children, the pump is too difficult to press. Teachers do it.
- (2) The water containers to wash hands are not made for this type of ongoing situation. But the teachers do it.
- (3) The schools have identified concerns and have basically come up with better solutions themselves.
- (4) No school on this list waited for anything! These schools are the entities that come up with solutions.
- (5) Understanding that although the families are getting money from their various commands, to live in a hotel and incidentals, they are still suffering and many have gone into debt awaiting reimbursement. Just because they are in a hotel, there rents are still due. **Living in base housing is not FREE. They pay rent to the contractors who run the housing.**

Have you identified reasonable contingencies for this situation?

It's been over two months. The Department reassures the public that they are monitoring the situation. This could extend longer.

- (1) As of late yesterday the Navy is already in violation of the Red Hill Emergency Order reported by the Hawaii Department of Health.
- (2) Understanding that the Red Hill Underground Fuel Storage still holds fuel in the tanks and possibly in the fuel pipeline.
- (3) There is no true timeline.

If there was ever a time for contingency plans, now it the time.

IN SUMMARY: Residents kept on drinking the water for **at least** one day. Based on the time line of events, reports began coming in the week of Thanksgiving, do could be 5+ days depending when they were notified. Everyone **WAS NOT** notified to not drink it, not wash their clothes in it, not wash their dishes in it, don't use it for your pets, don't water your lawns, don't wash your cars. Do you think it is safe to drink JP5 and JP8, jet fuels and P-76 marine diesel?

C. Board Action on declaration of annual reduction in force ("RIF") for classified employees to initiate collectively bargained placement rights for employees displaced due to changes in staffing needs

NO COMMENT

D. Board Action on Student Achievement Committee recommendation concerning fine arts standards for elementary and secondary grade levels (**SEE STUDENT ACHIEVEMENT COMMITTEE TESTIMONY**)

E. Board Action on Student Achievement Committee recommendation concerning world language standards for elementary and secondary grade levels (**SEE STUDENT ACHIEVEMENT COMMITTEE TESTIMONY**)

F. Board Action on findings and recommendations of Investigative Committee (a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5(b)(1)) concerning search for a superintendent: superintendent job description

STRONGLY SUPPORT

I fully support the Job Description as is in Exhibit A. The Search Committee has a big job in front of them. The new superintendent needs to be invested in the job and the primary responsibilities developed by the Advisory Group and other participants.

I cannot accept that we do not have a good candidate pool in Hawaii. I hope the new superintendent has the wherewithal to do the hard work that will be at the front door.

G. Board Action on appointment of Board Waiver Review Representative for purpose of reviewing School Community Council ("SCC") requests for waivers from statute, Board policy, and collective bargaining agreement provisions and to serve on the SCC Exception Review Committee

SUPPORT Lyla Berg

FEBRUARY 2022

Pearl Harbor Elementary School

LUNCH



Pearl Harbor Elementary School
This institution is an Equal Opportunity Provider.



February is American Heart Month. Keep your heart healthy by being active every day. Run, dance, walk the dog, climb stairs or play in the snow if you have it.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

TEACHER INSTITUTE DAY
NO SCHOOL

Deep Dish Pizza
Corn
Apple Crisp
Power Punch

PRESIDENTS' DAY
NO SCHOOL

Tuna Salad Sandwich
Wedge Fries
Baby Carrots
Apple Crisp

Turkey Sausage Pizza
Baked Beans
Craisins
Paradise Juice

Cheese Bites
Marinara Sauce
Edamame
Apple Crisp

Chicken Tenders
Tortilla Chips
Salsa
Corn
Grape Juice

Cheese Bites
Marinara Sauce
Broccoli
Slushie

Chicken Tenders
Tortilla Chips
Salsa
Celery Sticks
Fruit Punch

Hamburger
Tater Tots
Carrots
Craisins

Turkey Sausage Pizza
Broccoli
Baked Beans
Craisins

Country Gravy Pizza
Baby Carrots
Hummus
Edamame
Apple Crisp

Deep Dish Pizza
Edamame
Broccoli
Apple Crisp

Tasty Tenders
Tortilla Chips
Crinkle Carrots
Broccoli
Slushie

Fish Fillet Sandwich
Broccoli
Tater Tots
Apple Crisp

Tasty Tenders
Belgian Waffle
Broccoli
Craisins
Power Punch

Chicken Patty
Fun Potato Shapes
Crinkle Carrots
Whole Grain Roll
Craisins

Country Gravy Pizza
Broccoli
Baked Beans
Apple Crisp

Chicken Patty
Fun Potato Shapes
Baby Carrots
Hummus
Craisins

Hamburger
Tater Tots
Celery
Baby Carrots
Hummus
Apple Crisp



- ★ *Menus subject to change without notice*
- ★ *All menus include ½ pint white or chocolate milk*
- ★ *Menu items may differ due to USDA requirements for PRE-school age children*



JANUARY 2022

Mokulele Elementary School



Monday

**NO
SCHOOL**

3

Tuesday

Breakfast
Froot Loops Kit
Apple Chips

4

Lunch
Turkey Sausage Pizza
Power Punch
Baked Beans & Craisins

Wednesday

Breakfast
Cereal
Craisins
Strawberry Kiwi Juice

5

Lunch
Cheese Pizza
Pog Slushie & Apple Chips

Thursday

Breakfast
Strawberry Bar Kit
Apple Chips

6

Lunch
Chicken Tenders
Tortilla Chips W/ Salsa
Celery Stick & Fruit Punch Juice

Friday

Breakfast
Plain Bagel
Mixed Fruit

7

Lunch
Cheese Pizza
Baby Carrots & Broccoli
Apple Chips

Breakfast
Apple Jacks Kit
Craisins

10

Lunch
Country Gravy Pizza
Baked Broccoli
Baked Beans & Apple Chips

Breakfast
Belgian Waffle
Apple Chips & Diced Pears

11

Lunch
Cheese Bites W/ Marinara Cup
Edamame
Apple Chips

Breakfast
Turkey Sausage Breakfast Pizza
Craisins & Peaches

12

Lunch
Pepperoni Pizza
Baked Carrots & Corn
Craisins

Breakfast
Pop Tart Breakfast Kit
Apple Chips

13

Lunch
Tasty Tenders W/ Tortilla Chips
Baked Carrots & Broccoli
Slushie

Breakfast
Plain Bagel
Apple Chips & Craisins

14

Lunch
Pepperoni Pizza
Celery Sticks
Paradis Punch Juice
Craisins



17

Breakfast
Cereal
Applesauce & Craisins

18

Lunch
Cheese Pizza
Power Punch Juice
Apple Chips

Breakfast
Strawberry Bar Kit
Craisins

19

Lunch
Chicken Tenders
Tortilla Chip W/ Salsa & Baked Corn
Grape Juice

Breakfast
Plain Bagel
Craisins & Diced Pears

20

Lunch
Turkey Sausage Pizza
Baked Broccoli & Baked Beans
Apple Chips

Breakfast
Froot Loops Kit
Apple Chips

21

Lunch
Cheese Pizza
Baked Broccoli & Carrots
Apple Chips

Breakfast
Cereal W/ Soft Baked Bar
Apple Chips and Craisins

24

Lunch
Pepperoni Pizza
Edamame and Baked Corn
Craisins

Breakfast
Pop Tart Breakfast Kit
Apple Chips

25

Lunch
Cheese Bites W/ Marinara Sauce
Baked Broccoli
Slushie

Breakfast
Pizza Bagel
Mixed Fruit

26

Lunch
Tasty Tenders W/ Belgian Waffle
Baked Broccoli
Power Punch Juice
Craisins

Breakfast
Apple Jacks Breakfast Kit
Craisins

27

Lunch
Country Pizza Gravy
Baby Carrots W/ Hummus
Edamame
Apple Chips

**NO
SCHOOL**

28

Breakfast
Strawberry Breakfast Kit
Apple Chips

31

Lunch
Turkey Sausage Pizza
Baked Beans
Power Punch



PAY FOR MEALS ONLINE
MySchoolBucks.com



Breakfast	Regular Student Breakfast: \$1.10	Reduced Student Breakfast: \$0.30	Additional Student Breakfast: \$2.40	Adult Breakfast: \$2.40
Lunch	Regular Student Lunch: \$2.50	Reduced Student Lunch: \$0.40	Additional Student Entrée: \$2.00	Adult Lunch: \$5.50
Menu subject to change	This institution is an equal opportunity		Additional Student Lunch: \$5.50	Additional Milk: \$.90

PEARL HARBOR KAI ELEMENTARY SCHOOL

Breakfast & Lunch Menu for March 2022

<i>MONDAY</i>	<i>TUESDAY</i>	<i>WEDNESDAY</i>	<i>THURSDAY</i>	<i>FRIDAY</i>
	1	2	3	4
	Breakfast Breakfast Kit (Pop Tarts, Graham Crackers, Juice), Apple Chips Lunch Turkey Ham on WW Bun, Smiley Potato, Carrots, Craisin	Breakfast Cereal w/Toast, Craisin, Pineapple Chunks Lunch Turkey Sausage Pizza w/Sauce, Baked Beans, Celery Sticks, Orange Wedges	Breakfast Bagel, Fruit Cocktail, Juice Lunch Breaded Chicken Strips w/Sauce, Tortilla Chips, Salsa, Cucumber, Juice	Breakfast Breakfast Kit (Apple Jacks, Graham Crackers, Juice), Apple Chips Lunch Pizza, Baked Beans, Broccoli, Fruit Slushy
7	8	9	10	11
Breakfast Breakfast Kit (Pop Tart, Graham Cracker, Juice), Apple Chips Lunch Tasty Tenders w/Sauce, Tortilla Chips, WW Roll, Broccoli & Carrots, Fruit Slushy	Breakfast Bagel, Apple, Craisin Lunch Pizza, Broccoli, Baked Beans, Fruit Cocktail	Breakfast Breakfast Pizza, Peaches, Juice Lunch Hot Dog, Tater Tots, Carrots, Orange Wedges	Breakfast Cereal w/Toast, Fruit Cocktail, Apple Chips Lunch Cheese Bites, Marinara Sauce, Edamame, Diced Pears	Breakfast Waffles, Diced Pears, Apple Chips Lunch Pizza, Cucumbers, Hummus, Pineapple Chunks
14	15	16	17	18
21	22	23	24	25
Breakfast Breakfast Kit (Apple Jacks, Graham Crackers, Juice), Craisins Lunch Cheeseburger, Cucumbers & Baby Carrots, Hummus, Tater Tots, Apple Chips	Breakfast Cereal w/Toast, Pineapple Chunks, Craisins Lunch Cheese Bites, Marinara Sauce, Broccoli, Fruit Slushy	Breakfast Breakfast Kit (Pop Tart, Graham Crackers, Juice), Apple Chips Lunch Tasty Tenders w/Sauce, Waffle, Broccoli & Corn, Peaches	Breakfast Pizza Bagel, Peaches, Juice Lunch Pizza, Edamame, Corn, Orange Wedges	KUHIO DAY HOLIDAY
28	29	30	31	
Breakfast Bagels, Fruit Cocktail, Juice Lunch Breaded Chicken Patty, WW Roll, Smiley Potato, Crinkled Carrots, Craisins	Breakfast Breakfast Kit (Pop Tarts, Graham Crackers, Juice), Apple Chips Lunch Pizza, Baked Beans, Broccoli, Fruit Slushy	Breakfast Cheese Bites, Marinara Sauce, Craisins Lunch Breaded Chicken Strips w/Sauce, Tortilla Chips, Salsa, Cucumbers, Juice	Breakfast Cereal w/Toast, Pineapple Chunks, Craisins Lunch Turkey Sausage Pizza, Baked Beans, Celery Sticks, Apple Wedges	

*** * * Menus are subject to change without notice * * ***

*** * * Meals include ½ pint of milk * * ***

****This institution is an equal opportunity provider ****

FEBRUARY 2022

Mokulele Elementary School



BREAKFAST



LUNCH

Monday

Tuesday

Wednesday

Thursday

Friday

Breakfast
Cereal W/ Toast
Pineapple & Craisins

1

Lunch
Chicken Patty Fritter W/ Emoticon Potato
Baked Carrots & Craisins
Applesauce & Roll

Breakfast
Plain Bagel W/ Cream Cheese
Mixed Fruit & Craisins

2

Lunch
Deep Dish Pizza
Edamame
Baked Broccoli & Apple Chips

Breakfast
Cheese Bites W/ Marinara Cup
Craisins

3

Lunch
Tuna Sandwich W/ Potato Wedge Fries
Baby Carrots
Apple Crisp

Breakfast
Froot Loop Kit
Apple Crisp

4

Lunch
Chicken Tender
Tortilla Chips W/ Salsa Cup
Celery Sticks
Pears

NO SCHOOL

7

Breakfast
Belgian Waffle
Apple Crisp & Pears

8

Lunch
Tasty Tenders W/ Tortilla Chips
Baked Broccoli
Pog Slushie

Breakfast
Turkey Breakfast Sausage Pizza
Craisins & Peaches

9

Lunch
Hamburger
Baked Carrots
Tator Tots
Craisins

Breakfast
Plain Bagel W/ Cream Cheese
Apple Crisp & Craisins

10

Lunch
Cheese Bites W/ Marinara Cup
Edamame
Apple Crisp

[Breakfast
Cereal W/ Toast
Craisins & Mixed Fruit

11

Lunch
Deep Dish Pizza
Celery Sticks & Craisins
Paradise Punch Juice

Breakfast
Cereal W/ Toast
Craisins & Apple Sauce

14

Lunch
Chicken Tenders
Tortilla Chips W/ Salsa Cup
Corn
Strawberry Kiwi Juice

Breakfast
Pizza Bagel
Apple Crisp & Pears

15

Lunch
Fish Fillet Sandwich
Baked Broccoli
Tator Tots
Apple Crisp

Breakfast
Strawberry Bar Kit
Craisins

16

Lunch
Turkey Sausage Pizza
Baked Broccoli
Baked Beans
Craisins

Breakfast
Froot Loops Kit
Apple Crisp

17

Lunch
Chicken Patty W/ Gravy
Emoticon Potato
Baby Carrots
Craisins

Breakfast
Plain Bagel W/ Cream Cheese
Craisins & Pears

18

Lunch
Deep Dish Pizza
Corn
Apple Crisps
Power Punch Juice

HAPPY
president's
day

21

Breakfast
Cereal W/ Toast
Apple Crisp & Craisins

22

Lunch
Cheese Bites W/ Marinara Cup
Baked Broccoli
Slushie Berry

Breakfast
Pop Tart Breakfast Kit
Apple Crisp

23

Lunch
Country Gravy Pizza
Baby Carrots & Edamame
Apple Crisp

Breakfast
Pizza Bagel
Apple Crisp & Mixed Fruit

24

Lunch
Tasty Tenders W/ Belgian Waffle
Baked Broccoli
Craisins
Power Punch Juice

Breakfast
Apple Jacks Breakfast Kit
Craisins

25

Lunch
Hamburger
Celery Sticks & Baby Carrots
Hummus Cup
Tator Tots & Apple Crisp

[Breakfast
Cereal W/ Toast
Pineapple & Craisins

28

Lunch
Turkey Sausage Pizza
Baked Beans
Craisins
Power Punch Juice



MY
SCHOOL
BUCKS

PAY FOR MEALS ONLINE
MySchoolBucks.com

Breakfast	Regular Student Breakfast: \$1.10	Reduced Student Breakfast: \$.30	Additional Student Breakfast: \$2.40	Adult Breakfast: \$2.40
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Menu subject to change	This institution is an equal opportunity		Additional Student Lunch: \$5.50	Additional Milk \$.90



March 2022

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	1	2	3	4
All meals include a 1/2 pint milk	Fruit Loops Breakfast Kits Apple Crisps	Bagel w/ cream cheese Mixed Fruits Craisins	Cheese Bites Marinara Cup Craisins	Strawberry Bar Breakfast Kits Apple Crisps
	Tuna Sandwich Tater Tots Baby Carrots Apple Crisps	Chicken tenders Tortilla Chips w/ Salsa Celery Sticks Pears	Turkey Sausage Pizza Baked Beans Fruited Juice Pears	Chicken Patty & Tater tots WG Roll Carrots Craisins, Applesauce
7	8	9	10	11
Pop Tarts Breakfast Kits Apple Crisps	Turkey Sausage Breakfast Pizza Craisins Peaches	Cereal w/ Toast Craisins Mixed Fruits	Bagel w/ Cream Cheese Apple Crisps Craisins	Belgian Waffles Apple Crisps Pears
Deep Dish Pizza Celery Sticks Fruited Juice Craisins	Cheese Bites Marinara Sauce Cup Baked Beans Apple Crisps	Tasty Tenders & Tortilla Chips Carrots Broccoli POG Slushy	Hamburger Carrots Tater Tots Craisins	Country Gravy Pizza Broccoli Baked Beans Apple Crisps
14	15	16	17	18
Spring Break	Spring Break	Spring Break	Spring Break	Spring Break
21	22	23	24	25
Pizza Bagel Apple Crisps Mixed Fruits	Fruited Muffin Pineapple Chunks Craisins	Pop tarts Breakfast kits Peaches	Cinnamon Roll Apple Chips Applesauce	No School
Tasty Tenders & Waffle Broccoli Fruited Juice Craisins	Cheese Bites Marinara Sauce Cups Broccoli Slushy	Deep Dish Pizza Baked Beans Corn Craisins	Hamburger & Tater Tots Celery & Carrots Hummus Apple Crisps	Kuhio Day
28	29	30	31	
Bagel w/ Cream Cheese Mixed Fruits Craisins	Strawberry Bar Breakfast Kits Apple Crisps	Cheese Bites Marinara Cup Craisins	Cereal w/ Toast Pineapple Chunks Craisins	
Chicken Patty Fritter & Roll Tater Tots Carrots Craisins, Applesauce	Deep Dish Pizza Baked Beans Broccoli Apple Crisps	Tuna Sandwich Tater Tots Carrots Apple Crisps	Chicken Tenders Tortilla Chips & Salsa Celery Pears	** Menu subject to change without notice**

"This institution is an equal opportunity provider."

This institution is an equal opportunity provider

Milk is served with all meals. Breakfast is served every school day from 0715-0750 in 1

MONDAY	TUESDAY	WEDNESDAY
	1	2
	Cheese Bites	Breakfast Kit
	Turkey Sausage Breakfast Pizza, Baked Beans, Power Punch Juice, Craisins	Chicken Tenders, Tortilla Chips, Salas, Celery, Pears
7	8	9
NO SCHOOL	Cereal W Toast	Turkey Sausage Breakfast Pizza
	Cheese Bites, Marinara Sauce, Edamame, Apple Crisps	Hamburger, Carrots, Tater Tots, Craisins
14	15	16
Cereal W/ Toast	Pizza Bagel	Breakfast kit
Deep Dish Pizza, Celery Sticks, Paradis Punch Juice, Craisins	Chicken Tenders, Tortilla Chips, Salsa Cup, Corn, Strawberry Kiwi Juice	Turkey Sausage Breakfast Pizza, Broccoli, Baked Beans, Craisin
21	22	23
	Breakfast Kit	Cereal W/Toast
	Cheese Bites, Marinara Sauce, Broccoli, Slushie Concord	Country Gravy Pizza, Baby Carrots, Edamame, Apple Crisps
28		
Breakfast Kit		
Tuna Sandwich, Wedge Fries, Baby Carrots, Apple Crisps,		


February '22

the morning

THURSDAY	FRIDAY
3	4
Cereal W Toast	Plain Bagel
Tuna Sandwich, Wedge Fries, Baby Carrots, Apple Crisps,	Chicken Patty Fritter, Emoticon Potatot Shapes, Carrots, Craisins, Applesauce
10	11
Breakfast Kit	Plain Bagel
Tasty Tenders, Tortilla Chips, Carrots, Broccoli, POG Slushie	Country Gravy Pizza, Broccoli, Baked Beans, Apple Chips
17	18
Plain Bagel	Breakfast kit
Fish Fillet Sanwich, Broccoli, Tater Tots, Apple Crisps	Chicken Patty Fritter, Emoticon Potato Shapes, Carrots, Craisins
24	25
Brekafast Kit	Pizza Bagel
Tasty Tenders, Belgian Waffle, Broccoli, Power Punch Juice, Craisins	Hamburger, Celery Sticks, Baby Carrots, Hummus Cup, Tater Tots, Apple Crisps


This institution is an equal opportunity provider

Milk is served with all meals. Breakfast is served every school day from 0715-0750 in 1

MONDAY	TUESDAY	WEDNESDAY
	1	2
	Breaded Chicken Patty W/ Biscuit, Craisins, Peaches	Cereal W/ Toast, Diced Pears, Fresh Fruit
	Tuna Sandwich w/ Corn chowder, Green Salad, Tomato Wedge, Edamame, POG Slushie	Beef Chili Nachos, Steamed Broccoli, Steamed Corn, Grape Juice
7	8	9
School made Cinnamon Roll, Fruit Punch Juice, Diced Pears,	Portugeses Sausage W/ Biscuit, Fresh Fruit, Pine Chunks	Mini Pancakes, Mixed Fruit, Craisins
Mac & Cheese, Asian Slaw, Baby Carrots, Baked Beans, Fresh Fruit	Pepperoni Pizza, Green Salad, Veggie Sticks, Hummus, Fruit Punch Juice	Sloppy Joe, Wedge Fries, Green Salad, MOG Slushie
		
21	22	23
Fruited Muffin w/ turkey Ham, Grape Juice, Sliced Peaches	Plain Bagel w/ Cream Cheese, Fresh Fruit, Diced Pears	Country Gravy Pizza, Pine Chunks, Craisins
Cheese Bites, Veggie Sticks, Marinara Sauce Cup, Concord Grape Slushie	Spaghetti W/ Meat Sauce, Green Salad, Edamame, Applesauce	Chicken Mozzarella Sandwich, Emoticon Potatoes, Marinara Sauce Cup, Fresh Fruit
28	29	30
Cheese Stuffed Sticks, Fruit Punch Juice, Marinara Sauce	Belgian Waffle, Fresh Fruit, Mixed Fruit	Cereal W/ Toast, Sliced Peaches, Grape Juice
Cheese Pizza, Green Salad, Baby Carrots, Craisin	Fish Sandwich, Wedge Fries, Veggie Sticks, Baked Beans, White Grape Slushy	Creole Mac, Coleslaw, Steamed Corn, Edamame, Fresh Fruit

March '22

the morning

THURSDAY	FRIDAY
3	4
Pizza Bagel, Mixed Fruit, Grape Juice	NO SCHOOL
Cheeseburger, Tater Tots, Coleslaw, Baked Beans, Mixed Fruit	
10	
Cereal w/ Toast, Applesauce, Paradise Punch Juice	11 Breakfast Pizza, Fresh Fruit, Apple Chips
Breaded Chicken Tenders, Rice, Steamed Carrots, Edamame, Apple Chips	Roast Turkey W/ Gravy, Mash Potatoes, Baby Carrots, Diced Pears
	
24	25
Chicken Sausage Patty w/ Biscuit, Mixed Fruit, Fruit Punch	NO SCHOOL
Beef Patty W/ Gravy, Rice, Steamed Carrots, Corn Sliced Peaches	
31	
Portugese Sausage W/ Biscuit, Applesauce, Craisins	
Roast Pork W/ Gravy, Rice, Steamed Broccoli, Carrots, Strawberry Kiiwi Juice	