

SPECIAL Meeting  
June 2, 2022  
Testimony  
Susan A. Pcola-Davis

**My Credentials:**

- Retired Healthcare and Facilities Maintenance Quality Program Analyst, Green Belt Lean Six Sigma, Facilitator, Root Cause Analyst, Process Improvement Coordinator/Trainer Statistical Process Control (SPC), Healthcare and Facilities Maintenance Quality Data Systems Management (18 years)

III. Reports of Board Committees

A. Finance and Infrastructure Committee Report on:

Refer to FIC Testimony

(1) Committee Action on the use of federal funds in the second round of the Education Stabilization

Fund's Elementary and Secondary School Emergency Relief ("ESSER II") and in the third round of ESSER Funds authorized under the American Rescue Plan Act of 2021 ("ESSER ARP") for Department of Education ("Department") budget shortfalls in accordance with Board ESSER II and ESSER ARP Fund Guidance, Section 3.a, adopted on October 21, 2021;

Refer to FIC Testimony

(2) Presentation on Presentation on how the Department uses Facility Asset Management ("FAM") and the Hawaii Facilities Inspection Tool ("HI-FIT") to implement Board Policy 301-10, Equitable Allocation of Facilities Resources

IV. Action Items

B. Board Action on joint Student Achievement Committee and Finance and Infrastructure Committee recommendations concerning amendment to Department's fiscal plan to use federal funds in the second round of the Educational Stabilization Fund's Elementary and Secondary School Emergency Relief ("ESSER II") and in the third round of ESSER funds authorized under the American Rescue Plan Act of 2021 ("ESSER ARP") approved by the Board on December 16, 2021

Funding for two Strategies:

**Action-Oriented Data Decision-Making: \$5,120,000**

**Responsive Building Capacity: \$ 5,120,000**

These 16 positions include one state office position and 15 complex area positions, one for each complex area.

I propose that the Department is really asking for 16 positions per strategy, or a total of 32 positions.

**BIG QUESTION: WHERE ARE YOU GOING TO FIND THESE PEOPLE?**

**BIG ANSWER: WORD IN THE STREET IS THAT YOU ARE TAKING EXISTING PRINCIPALS AND DIRECTING THEM TO FILL THEM FOR TWO YEARS AT THE EXPENSE OF THEIR OWN SCHOOL.**

**BIGGER QUESTION: WHEN ARE THE STATE AND DISTRICT POSITIONS GOING TO BE TRAINED?**

**BIGGER ANSWER: ALONG THE WAY, DURING SUMMER.**

TIMING OF RECRUITMENT: HOW FAST CAN DOE HIRE ANYBODY LET ALONE THESE POSITIONS?

This plan is onerous and full of potholes. Execution of hiring personnel has a very short fuse.

I have put the two strategies in two separate tables to be able to clearly see what each strategy contains, its' program objectives and the role of the State Education Officer and the District Educational Specialist. You are welcome.

From the minutes of SAC/FIC April 21, 2022

Hayashi replied that the positions would be dedicated to **the four statewide strategy areas** and advertised them internally then externally.

**PRELUDE to a DISASTER:**

**3. UPDATE**

References the number of positions needs to indicate a total of 16 positions. It reads as though there will be 16 positions hired for EACH strategy. Or please explain.

- The Department is requesting to use \$5.12 million in ESSER funds **to establish 16 positions** to support the systemwide strategy of **Action-Oriented Data Decision-Making**.
- The Department is requesting to use \$5.12 million in ESSER funds **to establish 16 positions** to support the systemwide strategy of **Responsive Building Capacity**.
- These 16 positions include one state office position and 15 complex area positions, one for each complex area. The \$5.12 million will be used for salary and fringe benefits for a period of two fiscal years – 2022-2023 and 2023-2024.

<b>Action-Oriented Data Decision Making Strategy</b>		
<b>FOCUS</b>	<b>PROGRAM OBJECTIVES</b>	<b>ORGANIZATION</b>
(1) Establishing and implementing processes for examining data related to the impact that the extended distance learning had on student performance, learning acceleration, and student and staff well-being to make instructional and operational decisions for students and schools.	This systematic approach will provide opportunities for teacher and school leadership teams to examine relevant data to make critical and sometimes difficult decisions for students, staff and school.	Assistant Superintendent of the Office of Strategy, Innovation, and Performance  <b>State Educational Officer</b> will coordinate and oversee the strategy efforts across the state.
(2) These educational officers will coordinate, implement, and oversee the strategy	The data analysis and school improvement process navigates schools towards	<b>District Educational Specialist (DES):</b> Each Complex Area will be allocated a full-time position

<p>efforts across the state, providing technical assistance and guidance to state office, complex area, and school staff in their use and analysis of data for decision-making regarding instructional strategies and needed supports to increase student achievement.</p>	<p>informed decisions in the following areas:  a. The effective use of Hawaii Multi-Tiered System of Support;  b. To select, implement and monitor appropriate professional development;  c. To select, implement and monitor family and community engagement practices;  d. To identify, implement and monitor effective academic practices.</p>	<p>to lead and support schools in the implementation of the Action-Oriented Data Decision-Making strategy.</p>
		<p>(1) Help to ensure that student needs are met.  (2) Responsible for providing technical assistance and guidance to complex area and school staff to implement an established process for examining data to make instructional and operational decisions for students and schools.  (3) Help teachers to learn and utilize data decision-making processes to implement new instructional strategies and plan for needed supports for students.  (5) Supports school improvement efforts by ensuring the implementation of a process for operational decision-making teams at the school leadership level.</p>
<p><u>Experience:</u>  The state office educational officer and the DES should have at least six years of responsible professional work experience in education of which four years shall have been in teaching and two years in curriculum or program planning, as appropriate, and</p> <ul style="list-style-type: none"> <li>➤ Should be well-versed in the foundations of curriculum and instruction; instructional media and computers; foundations of American education; principles of learning and individual differences; tests and measurements; purposes, methods and materials pertinent to one or more subject matters or program areas of data-driven decision-making;</li> </ul>		

- Laws, rules, regulations and administrative procedures pertinent to the areas of data-driven decision-making.

They will be expected

- Provide leadership, planning and coordination in the areas of responsive capacity building;
- Communicate effectively with others both orally and in writing;
- Operate computer and other business machines;
- Use tools, equipment, instruments and devices appropriate to one or more subject matters and/or program areas of data-driven decision-making.

Training and Support:

The leads will be trained to train others and foster a collaborative learning environment in areas including, but not limited to,

1. the use of data,
2. formative and summative assessments,
3. data analysis and visualization,
4. assessment literacy strategies

Building Responsive Capacity Strategy		
FOCUS	PROGRAM OBJECTIVES	ORGANIZATION
<p>(1) Establishing and executing professional development opportunities to help address the array of student needs that have developed over the course of the pandemic and extended distance learning.</p>	<p>Professional development opportunities will be provided to educators to help address the array of student needs that have developed since the pandemic.</p> <p>The Department will implement</p> <p>(1) sustainable, equitable and effective teaching and learning practices based on research and evidence</p> <p>(2) Teachers will be trained not only in the content and instructional practices, but also in differentiated instruction, innovation and engagement, trauma-informed care, and social-emotional learning to ensure all students receive a high-quality education.</p>	<p>Assistant Superintendent of the Office of Talent Management</p> <p><b>State Educational Officer</b> will coordinate and oversee the strategy efforts across the state.</p> <p>Will provide technical assistance and guidance to state office and complex area staff</p> <p>(1) to establish and execute professional development opportunities to help address the array of student needs that have developed over the course of the pandemic and extended distance learning.</p>
<p>(2) These educational officers will provide training, coaching, and support for state office, complex area, and school staff as well as for families on topics and resources that help to identify and address the needs of students and staff.</p>	<p>Statewide professional development will help staff to:</p> <ul style="list-style-type: none"> <li>● Establish foundational beliefs regarding student well-being.</li> <li>● Fortify a culturally responsive positive behavioral support system.</li> <li>● Build a culture of resilience.</li> <li>● Ensure early identification and provision of supports.</li> <li>● Collaborate with students, families and the community.</li> <li>● Promote academic mindsets to meet content standards and the use of response-to-intervention strategies.</li> </ul>	<p><b>District Educational Specialist (DES):</b></p> <p>(1) coordinate, implement, and oversee the strategy efforts within the complex area.</p> <p>(2) As the complex area lead for the Responsive Capacity Building strategy, the DES will</p> <p>(1) Provide training, coaching, and support for school leaders, teachers, and families on topics and resources that help to identify and address the needs of students and staff.</p>

	<ul style="list-style-type: none"> <li>● Build social and emotional skills of students, staff and community.</li> </ul> <p><b><u>Support and Coaching:</u></b> Coaching and mentoring will continue to be provided to leaders and staff at schools, complex areas and state offices. The Department will refine and expand existing structures to provide support for school administrators and teachers as they address new concerns that the pandemic either introduced to their schools or exacerbated. This includes coaches for administrators and mentors for teachers who are new in their roles or struggling as they adjust to changes.</p> <p><b><u>Family and Community Engagement:</u></b> The Department will provide students and families access to various resources and supports to help them cope with the effects of the pandemic. Family engagement will help schools to better identify what supports are needed to facilitate student success.</p>	
<p><b><u>Experience:</u></b> The state office educational officer and the DES should have at least six years of responsible professional work experience in education of which four years shall have been in teaching and two years in curriculum or program planning, as appropriate.</p> <ul style="list-style-type: none"> <li>➤ Should also have professional experience working on collaborative projects within the tri-level system and/or between organizations (e.g., City and County of Honolulu, University of Hawaii, Department of Health, Hawaii Community Foundation);</li> <li>➤ Executing data-driven initiatives that led to strong qualitative and quantitative outcomes;</li> <li>➤ Monitoring or evaluating program components to track program effectiveness;</li> </ul>		

- Coaching adults;
- Collecting, organizing, and using data to achieve results;
- Planning and managing change over multiple years.

The state office educational officer and the DES should be

- Well-versed in the foundations of curriculum and instruction; instructional media and computers; foundations of American education; principles of learning and individual differences; tests and measurements; purposes, methods and materials pertinent to one or more subject matters or program areas of responsive capacity building; and laws, rules, regulations and
- Administrative procedures pertinent to the areas of responsive capacity building.

Additional:

They had a deep understanding of the principles, practices, and techniques in the area

- Project management, administration, or coordination
- Budgeting and evaluation and
- The PreK-12 system in the Hawaii Multi-Tiered System of Support
- Leadership development,
- Social and emotional learning,
- Data systems,
- Formative instruction.

The state office educational officer and the DES will be expected to provide

- Leadership, planning and coordination in the areas of responsive capacity building;
- Communicate effectively with others both orally and in writing;
- Operate computer and other business machines; and
- Use tools, equipment, instruments and devices appropriate to one or more subject matters and/or program areas of responsive building capacity.

They should also be

- Adept in execution and program management skills;
- Recruiting, hiring, supporting, and holding staff accountable for results;
- Dealing effectively with federal, state, county, and department officials to accomplish program goals and objectives;
- Resolving complex problems using creative reasoning and logic to identify causes and resolutions in effective, innovative and timely manner;
- Interpreting and presenting information and ideas clearly and accurately through reports and other materials;
- Be data-literate;
- Focusing on goals and results;
- Motivating, inspiring, and moving others to action to achieve ambitious goals;
- Training, Coaching, and mentoring staff from different cultural backgrounds and skill sets;
- Utilizing desktop publishing applications (e.g., Google Suite, Webex/Zoom)

For your additional information:

Job Opportunities as of May 31, 2022 District/State Educational Officers (external)

Action-Oriented Data Decision Making: 2 Positions

Responsive Capacity Building: 3 Positions

Have the other vacancies for these 2 strategies been filled, internally?

Job Opening Details for Action-Oriented Data Decision-Making Strategy

Knowledge of: Foundations of curriculum and instruction; instructional media and computers; foundations of American education; principles of learning and individual differences; tests and measurements; purposes, methods and materials pertinent to one or more subject matters and/or program areas of assignment; laws, rules, regulations and administrative procedures pertinent to the areas of assignment.

Ability: Provide leadership, planning and coordination in the areas of assignment at the district level; communicate effectively with others both orally and in writing; operate computer and other business machines; use tools, equipment, instruments and devices appropriate to one or more subject matters and/or program areas of assignment.

Duties and Responsibilities: Under the general supervision of the Complex Area Superintendent of the Nanakuli-Waiane Complex Area, the District Educational Specialist II: Serves as a liaison and representative between the state and complex area for the Action-Oriented Data Decision-Making strategy. Attends regular state-led meetings and shares information with the CAS, complex area (CA) team members, and schools. Provides regular communication and feedback to state leads, CA teams and schools, and prepares required reports, if applicable.

Provides leadership, guidance, and technical assistance to schools with school improvement processes through the use of data through professional development sessions, resources, coaching, and other related supports. Assists school personnel with the implementation of a data review process for school improvement through instructional teams and operational teams.

Works collaboratively with the other state and CA strategy leads and the complex area team members to build capacity and effectively implement the four strategies through clear communication and planning.

Utilizes and monitors CA, school, and classroom data to implement the instructional team and operational decision making process. Utilizes, models and provides training and technical assistance on the use of data and the effective use of data management systems for decision making and the sharing of instructional practices.

Shares and tracks data on research-based, evidence-based best practices to assess effectiveness of strategies and school-level implementation.



SALARY RANGE: EOSR-7, \$98,952 to \$140,073. Department of Education certificated employees will be placed on the salary range in accordance with Department regulations. All others will be placed on the first step of \$98,952.

Job Opening Details for Responsive Capacity Building Strategy:

Education: Graduation from an accredited college or university with a bachelor's degree in education with specialization in one or more subject matters appropriate to the areas of assignment.

Equivalencies: Any equivalent combination of education and/or professional work experience which provides the required education, knowledge, skills, and abilities as indicated.

Experience: Six (6) years of responsible professional work experience in education of which four (4) years shall have been in teaching and two (2) years in curriculum or program planning, as appropriate.

Desired Experience: Professional experience working on collaborative projects within the tri-level system and/or between organizations (e.g., City and County of Honolulu, University of Hawaii, Department of Health, Hawaii Community Foundation); executing data-driven initiatives that led to strong qualitative and quantitative outcomes; monitoring or evaluating program components to track program effectiveness; coaching adults; collecting, organizing, and using data to achieve results; and planning and managing change over multiple years.

Combined Education and Experience: An equivalent combination of education and experience may be acceptable, as determined by the Department. Substitutions can be considered for the requirement of experience in an education program, agency, or system.

Knowledge of: Foundations of curriculum and instruction; instructional media and computers; foundations of American education; principles of learning and individual differences; tests and measurements; purposes, methods and materials pertinent to one or more subject matters and/or program areas of assignment; laws, rules, regulations and administrative procedures pertinent to the areas of assignment.

Desired Knowledge: Principles, practices, and techniques in the area of project management, administration, or coordination including budgeting and evaluation; PreK-12 system in Hawaii Multi-Tiered System of Support, leadership development, social and emotional learning, data systems, formative instruction, etc.

Ability: Provide leadership, planning and coordination in the areas of assignment at the district level; communicate effectively with others both orally and in writing; operate computer and other business machines; use tools, equipment, instruments and devices appropriate to one or more subject matters and/or program areas of assignment.

Desired Skills/Abilities: Execution and program management skills; recruiting, hiring, supporting, and holding staff accountable for results; deal effectively with federal, state, county, and department officials to accomplish program goals and objectives; resolve complex problems using creative reasoning and logic to identify causes and resolutions in effective, innovative and timely manner; interpret and present information and ideas clearly and accurately through

reports and other materials; data-literate; strong focus on goals and results; motivates, inspires, and moves other adults to action to achieve ambitious goals; train, coach, mentor staff from different cultural backgrounds and skill sets; proficient in desktop publishing applications (e.g., Google Suite, Webex/Zoom, etc.).

Duties and Responsibilities: Under the general supervision of the Complex Area Superintendent of the Castle-Kahuku Complex Area, District Educational Specialist II: Oversees and manages (plan, develop, and lead) the implementation of the Complex Area (CA) ESSER Strategy 3 (Responsive Capacity Building), which includes developing, executing, and complying with the ESSER Hawaii State Federal Plan and ESSER III Educational Plan and Fiscal Plan Guidelines under the direction of the State leads. Supports schools in their development and roll out of their implementation continuum.

Fulfills all CA ESSER Strategy 3 requirements as identified in the ESSER State Workbook for Responsive Capacity Building. Provides necessary data and documents for completion of the ESSER Strategy #3 State Status report. Assists state leads in completion of all tasks identified in the strategic plan. Collects data, complete and submits all reports to the ESSER Project Manager.

Works collaboratively with fellow CA Strategy Leads. Coordinates strategy initiatives with CA leads with clear direction and deliverables. Plans and facilitates regularly scheduled meetings.

Facilitates clear communication and open dialogue and discussion between and among State ESSER leads, CAS, school administrators, and identified teacher leads to ensure all perspectives are included.

Supports CAS needs in relation to the CA ESSER Strategy 3. Provides coaching and mentoring for school-level responsive capacity-building leads and/or staff.

Supports CA schools with initiatives and activities related to the implementation continuum and provide necessary school-level training, tools, and resources.

SALARY RANGE: EOSR-7, \$98,952 to \$140,073. Department of Education certificated employees will be placed on the salary range in accordance with Department regulations. All others will be placed on the first step of \$98,952.

1. Enter in a keyword found in 'Job Position'
2. Selecting a category of the position
3. Selecting positions by their location

If more than one of the search options are used, all criteria must be met.

View an open position's posting/announcement:

1. Click on the job name in the Job Position list to display details about the selected job posting/announcement in a new window

Apply for a job:

1. From Job Position listing - Select the job you are interested in applying for by clicking on the *Select* option. Then click on *Apply For Job* button.
2. From Job Opening Details window (job posting) - Click on *Apply For Job* button

Keyword  Job Category  + Location Type

Open Position

Apply For Job				
Select	Job Position	Category	Office Location	Closing Date
<input checked="" type="radio"/>	<a href="#">District Educational Specialist II - Action-Oriented Data Decision-Making</a>	Management	Leeward Dist-Administration	06/03/2022
<input type="radio"/>	<a href="#">District Educational Specialist II - Action-Oriented Data Decision-Making</a>	Management	Windward Dist-Administration	06/03/2022
<input type="radio"/>	<a href="#">District Educational Specialist II - Effective Academic Practices</a>	Management	Windward Dist-Administration	06/03/2022
<input type="radio"/>	<a href="#">District Educational Specialist II - Healthy Habits, Healthy Schools</a>	Management	Windward Dist-Administration	06/03/2022
<input type="radio"/>	<a href="#">District Educational Specialist II - Healthy Habits, Healthy Schools</a>	Management	Windward Dist-Administration	06/03/2022
<input type="radio"/>	<a href="#">District Educational Specialist II - Responsive Capacity Building</a>	Management	Hawaii Dist-Administration	06/03/2022
<input type="radio"/>	<a href="#">District Educational Specialist II - Responsive Capacity Building</a>	Management	Windward Dist-Administration	06/03/2022
<input type="radio"/>	<a href="#">District Educational Specialist II - Responsive Capacity Building</a>	Management	Windward Dist-Administration	06/03/2022
<input type="radio"/>	<a href="#">Educational Specialist II - Effective Academic Practices (Extended Learning)</a>	Management	OCID-ELB-Extended Learning Branch	06/03/2022
<input type="radio"/>	<a href="#">Educational Specialist II - Public Prekindergarten Program</a>	Management	Executive Office on Early Learning	06/03/2022

Apply For Job				
Select	Job Position	Category	Office Location	Closing Date
<input checked="" type="radio"/>	<a href="#">Educational Specialist II - School Transformation Branch</a>	Management	OSIP-School Transformation Branch	06/03/2022
<input type="radio"/>	<a href="#">Educational Specialist III - School Transformation Branch</a>	Management	OSIP-School Transformation Branch	06/03/2022
<input type="radio"/>	<a href="#">Information Specialist II - Technology Training Manager</a>	Management	OITS-School Technology Services and Support Branch	06/03/2022
<input type="radio"/>	<a href="#">Institutional Analyst II - Community, Culture, and Education Navigator</a>	Management	OSSS-SSB-Student Support Section	06/03/2022
<input type="radio"/>	<a href="#">School Athletic Director IV/I - Kealahou High School</a>	Management	Kealahou High	06/03/2022

Refer to FIC Testimony

C. Board Action on Finance and Infrastructure Committee recommendation concerning the use of federal funds in the second round of the Education Stabilization Fund's Elementary and Secondary School Emergency Relief ("ESSER II") and in the third round of ESSER Funds authorized under the American Rescue Plan Act of 2021 ("ESSER ARP") for Department of Education ("Department") budget shortfalls in accordance with Board ESSER II and ESSER ARP Fund Guidance, Section 3.a, adopted on October 21, 2021



June 2, 2022  
Special Meeting

Dear Chair Payne and Members of the Board,

We comment on Action Item IV. B.

We support the DOE's first steps to provide a systematic approach to address school improvement. We know that the DOE has already established some pillars of improvement, such as creating the Office of Strategy Innovation and Performance, setting up data teams and professional learning communities (PLCs), and providing statewide professional development for teachers. We would like to know what will be different from, or accretive to, the already established processes.

We offer the following questions regarding Action-Oriented Data Decision-Making:

1. What is the goal of the project?
2. The memo states that the positions for the action-oriented data decision making strategy will "focus on **establishing and implementing processes** for examining data..."

Does this mean the DOE must create processes to understand the impact? Or does it mean that the DOE has already created processes and will implement them?

If it is the former, how will the DOE build the capacity to create these processes?

If it is the latter, can the DOE explain what these processes are? What is the theory of action for these existing processes? Please provide some concrete examples of how this project will operate.

3. How will the BOE know if these positions and the processes established or implemented are helping students and schools? By what indicators will the DOE monitor impact? How will the BOE know if this is effective or successful?
4. We have heard that teachers and administrators have being recruited to the complex. What happens after two years when the ESSER funds run out? Will the people hired at the complex be able to go back to their original positions? What is the value-added of taking the positions from the school and placing them in the complex?

We offer the following questions regarding Responsive Capacity Building:

5. What is the goal of the project? Is it to create the capacity to identify statewide needs where professional development should be targeted? If so, how will the DOE do this? Or is it to oversee the implementation of professional development of already identified statewide needs?

Questions 3 and 4 above also apply to this project as well.

Thank you for this opportunity to testify.

Sincerely,

Cheri Nakamura  
HE'E Coalition Director

HE'E Coalition Members and Participants

Academy 21

Alliance for Place Based Learning

American Civil Liberties Union

Atherton YMCA

Castle Complex Community Council

Castle-Kahuku Principal and CAS

Education Institute of Hawai'i

\*Faith Action for Community Equity

Fresh Leadership LLC

Girl Scouts Hawai'i

Harold K.L. Castle Foundation

\*HawaiiKidsCAN

\*Hawai'i Afterschool Alliance

\*Hawai'i Appleseed Center for Law and  
Economic Justice

\*Hawai'i Association of School Psychologists

Hawai'i Athletic League of Scholars

\*Hawai'i Children's Action Network

Hawai'i Education Association

Hawai'i Nutrition and Physical Activity Coalition

\* Hawai'i State PTSA

Hawai'i State Student Council

Hawai'i State Teachers Association

Hawai'i P-20

Hawai'i 3Rs

Head Start Collaboration Office

It's All About Kids

\*INPEACE

Joint Venture Education Forum

Junior Achievement of Hawaii

Kamehameha Schools

Kanu Hawai'i

Kaua'i Ho'okele Council

Keiki to Career Kaua'i

Kupu A'e

\*Leaders for the Next Generation

Learning First

McREL's Pacific Center for Changing the Odds

Native Hawaiian Education Council

Our Public School

\*Pacific Resources for Education and Learning

\*Parents and Children Together

\*Parents for Public Schools Hawai'i

Special Education Provider Alliance

\*Teach for America

The Learning Coalition

US PACOM

University of Hawai'i College of Education

\* Youth Service Hawai'i

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



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## Testimony regarding Action Item IV.C for June 2, 2022 BOE Meeting: Board Action on Finance and Infrastructure Committee

1 message

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

Wed, Jun 1, 2022 at 10:08 AM

Subject Line: Testimony regarding Action Item IV.C for June 2, 2022 BOE Meeting: Board Action on Finance and Infrastructure Committee recommendation concerning the use of federal funds in the second round of the Education Stabilization Fund's Elementary and Secondary School Emergency Relief ("ESSER II") and in the third round of ESSER Funds authorized under the American Rescue Plan Act of 2021 ("ESSER ARP") for Department of Education ("Department") budget shortfalls in accordance with Board ESSER II and ESSER ARP Fund Guidance, Section 3.a, adopted on October 21, 2021

Dear Hawaii State Board of Education,

My name is Derek Bishop. I am a 32-year special education teacher veteran at Pa'auilo Elementary and Intermediate School on the Big Island. This is my Testimony regarding "Action Item IV.C: Action on Finance and Infrastructure Committee recommendation concerning the use of federal funds in the second round of the Education Stabilization Fund's Elementary and Secondary School Emergency Relief ("ESSER II") and in the third round of ESSER Funds authorized under the American Rescue Plan Act of 2021 ("ESSER ARP")..."

I am against the acceptance and deployment of these ESSER funds if they are tied in any way to mandatory masking or vaccination. All COVID policies in our public schools should be voluntary, with an emphasis on the exercise of personal conscience and personal choice.

One not small issue is that the CDC and DOH recommend mandatory indoor masking when "Community Levels are high." Superintendent Hayashi has declared that indoor masking will be required throughout the state's public schools regardless of community "rate" or "case" level. At the very least, the DOE's policy should be fluid, in recognition that any perceived benefit of masking must be weighed against the harms to education presented by inadequate supply of oxygen, excessive carbon dioxide, and poor facial cues due to nose and mouth being blocked from view.

The current DOH and CDC recommendations undermine individual health. Per links cited below, there are many studies that outline detrimental effects from masking, vaccination, social distancing, and hand sanitizer. Masking causes bacterial loads to increase in individuals, as well as creating unsafe oxygen and carbon dioxide levels that negatively impact respiratory and cognitive functioning. Masking, social distancing, and reliance on virtual platforms for learning and communication negatively impact mental health, as well as social and language development. The VAERS data base, according to MIT, understates vaccine injury and death by 10-100x, due to its difficult and time-consuming interface, as well as active interference by hospital administrators. There is evidence that VAERS adverse events are being scrubbed routinely. Myocarditis is just one of 100s of now much more common ailments due to this mRNA injection rollout. Studies of hand sanitizer have found benzene and other toxic materials not stated on the ingredients list.

Again, I ask that the Hawaii State Board of Education take a stand to promote health freedom and personal responsibility by rejecting any measure or funding that undermines individual health. I ask that you reflect

that humans are creatures made in the image of God, and that our breath and genetic sovereignty are links to our divinity. Please keep this God ordained connection sacrosanct for our keiki.

For more information, please research the following sources:

<https://thehighwire.com>

<http://unmaskourkeiki.org>

<https://childrenshealthdefense.org>

<https://physiciansforinformedconsent.org>

<https://physiciansforinformedconsent.org/wp-content/uploads/2021/08/PIC-COVID-19-Disease-Information-Statement-DIS-August-2021.pdf>

<https://physiciansforinformedconsent.org/COVID-19-Vaccine-Mandates.pdf>

<https://thefinancialguys.com/2021/09/13/face-masks-ineffective-against-covid-virus-studies/>

<https://brownstone.org/articles/more-than-150-comparative-studies-and-articles-on-mask-ineffectiveness-and-harms/>

I think you in advance for your diligent attention to this matter.

Mahalo,

Derek Bishop, Special Education Teacher  
Pa'auilo Elementary and Intermediate School  
Hawai'i Island





## Testimony

1 message

**THOMAS MILCAREK** <seesaints@msn.com>

Wed, Jun 1, 2022 at 1:04 PM

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

Thomas Milcarek Concerned Hawaii Citizen

III.A.

Aloha Hawaii Board of Education

I have a grave concern over the use of ESSER Funding by the BOE. My understanding is these funds come with a condition or conditions in order for the BOE to get them. The condition being the BOE must follow certain protocols to qualify for the funding. More specifically, the protocol of continued required masking of all school children in our schools here in Hawai'i. The only state in the U.S. still doing this to our children. The state with the Least Harm from COVID. Anyone there see the Irony?

As I would hope you would know, though it does not seem you do by your actions, there is NO COMPLETELY SETTLED SCIENCE, either proving the Efficacy or the Harm involved in this mandating of masks for our children. There is science showing the lack of effectiveness and showing the harm they do. What happened to erroring on the side of safety when there are unknowns? Isn't that god science?

All of us, you board members, and us Citizens have a primary concern of the health of all of our school children. That is a given. Somewhere along the way, it is obvious to many of us parents that you the board have lost sight of this goal, in a number of ways. Masking our children is one of those ways you have become lost. It amazes me, a 72-year-old man, that no concern at all is being shown for the harms caused by this masking. You folks, most, if not all, must have some advanced education to be in the position you are in. Yet I see no concern for the lack of science looked at in this situation.

How do you not know, as educated adults, what an Immune System is in our children? How do you not know that the immune system in our children is strengthened by it being challenged by natural things in our world. A virus or bacteria comes into contact with a child, the immune system responds, the pathogen is neutralized and the immune system is stronger because of it. That is how Nature has worked for all the time humans have been on the planet. It has certainly worked, proven very clearly by the number of humans alive on the planet. It works if left to do its job, which it has done for all of human history. Yet now, for some reason, all of you educated people seem to have forgotten this.

This brings us back to the ESSER Funds.

There is a crime in our society called Coercion.

## co·er·cion

[kō'ərZHən, kō'ərSHən]

NOUN

the practice of persuading someone to do something by using force or threats:

"our problem cannot be solved by any form of coercion but only by agreement"

*synonyms:* force · compulsion · constraint · duress · oppression · enforcement · harassment · intimidation · threats · insistence · demand · arm-twisting · pressure · pressurization · influence

**What is a motive for this crime? Money. ESSER Funds.**

Since it is obvious you as board, have NOT looked at all the science of masks, because if you had, the prudent thing would have been to never ever mandate them for any child. You would have been bound by basic duty to error on the side of safety. It is well known also that children have a statistically ZERO chance of dying from COVID. Their immune system, if left alone sees to that. Masks limit, disregulate, and harm the function of that immune system. A free flow of oxygen is essential for it to function properly. Not only do masks limit this free flow of oxygen, they also add a harmful element to the process, CO<sub>2</sub>, which harms immune function. To coin a phrase. "this is not rocket science folks". I ask myself, how is this happening? You are all intelligent educated people. You should well know what I wrote above, yet you have seemingly taken the path of harming our children? Harming them in ways not limited to the immune function. Socially, Psychologically, Emotionally, Developmentally! WHY?

**Coercion? Money?**

And no my educated friends, we have NEVER in our history as a Nation, harmed our children to protect adults. There are other ways to protect the adults, just like we have always done. So do not think about that false argument.

This masking and so many of the other COVID Protocols, just do not make sense! What happened to common sense? Laziness? Lives that are too busy? Too stressful? People lost in Fear? If you are not educated enough to know about the immune system and how it works, how it has worked for eons, I question whether you should be in any position at the BOE. Yes, in the beginning, many were very fearful of COVID. That in my view is also another crime perpetrated on all of us. Being fed constant fear, Fear Porn, on all media, 24/7, for weeks, months, and now into the third year, is akin to yelling fire in a crowded theater. A CRIME. A FELONY. Why have not intelligent people seen this for what it is? Why have you, members of the BOE not seen this for what it is?

**Coercion? Money?**

This is not only harmful for all of our futures, but mostly, you are harming Children, our Keiki, our future. You are letting them down in a BIG way. WHY? Where are the adults? What happened to common sense?

**Coercion? Money?**

**END the masking of our children NOW, even if it means losing ESSER FUNDING. You can get money to help them in a CLEAN way, NOT COERCION. We always have.**

I have signed up to testify live on all three agenda items on this funding. I did this because what I have to say will not fit into your 1-minute time limit to testify. I hope to touch on what are the MANY things you could be doing, but are not, to protect and better the health of our Children.

I hope I can make it in from the North Shore to talk in person at this meeting Thursday. Not easy for a 72-year-old man. If not, please consider what I say here and **END THIS MASKING OF OUR KEIKI NOW!** Do what you are being paid to do, do not take pay, for harming our Keiki.

Respectfully,

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