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Osa Tui, Jr.
President

Logan Okita
Vice President

Lisa Morrison
Secretary-Treasurer

Ann Mahi
Executive Director

TESTIMONY TO THE BOARD OF EDUCATION GENERAL BUSINESS MEETING

RE: V. B. BOARD ACTION ON MOU - ADDITIONAL PD HOURS FOR SY 2022-2023

THURSDAY, AUGUST 18, 2022

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

Chair Voss and members of the board,

Championed in 2013 by then-BOE Chair Don Horner, the HSTA and BOE agreed to institute job-embedded professional development for the first time ever in the 2013-2017 Hawaii State Teachers Association (HSTA) collective bargaining agreement. The agreement called for the equivalent of three seven-hour working days to be split throughout the year to provide for paid professional development.

Known informally as “21-hours,” this additional job-embedded professional development time has allowed schools to work with their Bargaining Unit 5 employees on state and school-level initiatives which include Western Association of Schools and Colleges (WASC) accreditation and Response to Intervention (RTI) work.

The three professional development credits that annually accompany the 21-hours have been vital for many educators to reclassify themselves on the salary schedule. Continuing the 21-hours has mutual benefit for both the employer, employees, and ultimately, the students when dedicated time can be set aside for professional development.

HSTA is grateful to the board, department, legislators, and Governor Ige for recognizing the need to reinstate the 21-hours after a one-year suspension, due to COVID-19 budgetary impacts, during the 2021-22 school year. With funding approved earlier this year, we urge you to SUPPORT approval of the recently negotiated memorandum of understanding.



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TESTIMONY TO THE BOARD OF EDUCATION GENERAL BUSINESS MEETING

RE: V. D & E. BOARD ACTION ON APPOINTMENT OF ADDITIONAL DEPUTY SUPS

THURSDAY, AUGUST 18, 2022

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

Chair Voss and members of the board,

It was quite the surprise to find out that hiring the new superintendent would come with an additional price tag of \$380,000 (which is in excess of \$579,000 once fringe benefits are factored in) to add two additional deputy superintendents to the bureaucracy. That's more than half a million dollars per year that will be funneled away from our classrooms and our keiki.

This all comes on top of the board approval in June of this year to spend \$5.12 million over the next two years to fund 16 additional bureaucratic positions. It is our understanding that those 16 newly created positions created a domino effect to backfill the critical school-level vacancies left by employees moving into the new positions.

One of the advantages of a statewide school system is supposed to be that it creates efficiencies by requiring less bureaucracy. Spending millions of dollars on additional complex and state-level positions erodes that narrative, further damaging public trust (what little of it that exists) that the Hawaii State Department of Education spends public funds wisely. Legislators have privately expressed their dismay at this turn of events, especially in light of their generosity in the most recent legislative session only to see those monies not making it to the classrooms for which they were intended. How will this affect the department when it goes hat in hand to state lawmakers in upcoming years when this is how monies are being handled?

Part of the generosity by the legislature and the governor was to fix salary compression issues for Bargaining Unit 5 members. However, many of those currently at the top of the salary schedule feel that nothing was done for them to retain our most experienced educators within our ranks. Seeing money spent on more bureaucracy does not make them want to remain much longer. The monies being allocated could easily have gone (and could still go) towards a

retention bonus for more than 500 of our most experienced educators who are affected in this way.

With regards to these newly requested deputy superintendent positions, what would then be the point of having a layer of assistant superintendents? How would being one more layer away from those responsible for the DOE operations and programs be advantageous for communication and clear direction by the state superintendent. More troubling, the request seems to indicate that the deputy superintendents are needed to alleviate the workload on the superintendent and create an even higher ivory tower, further removing him from day-to-day functioning at the ground level.

There also seems to be a putting of the cart before the horse in this instance. Before considering candidates for these positions, the board should discuss at length whether it is even appropriate to create two new deputy superintendent positions in addition to the one already in place. Once the board has that thorough discussion and if there is a determination that additional bureaucracy is needed, then names should be brought forward for consideration.

Too often, this board has been rushed to make decisions and forced to agree to action items presented by the department. Don't let that happen again on this important decision, especially as there is not a pressing need to do this immediately.

At this time, HSTA asks that you DEFER a decision on this matter until thoughtful discussion and debate can be had to determine if additional deputy superintendents are in the best interests of our students, teachers and all others that work at the school level.



To: Hawaii State Board of Education Chairperson Bruce Voss
Members of the State Board of Education

From: Alex Harris, Vice President for Programs and Terry George, President & CEO

Date: August 16, 2022

Re: Board Action Item V.D & E

We hope each of you are healthy and safe as you shoulder your huge responsibilities for the children of Hawaii and for those who teach them. As longtime partners to the Board and Department of Education, the Harold K.L. Castle Foundation has seen state office capacity erode starting with the economic downturn in 2008. To their credit, the Superintendent and Board at the time sought to protect schools and complex areas from difficult cuts in staffing by instead streamlining state office positions. Our state offices, as a result, appear to have less capacity than school districts of comparable size.

You have in front of you today an important consideration to bring on two additional deputy superintendents during a time of extraordinary challenges and opportunities, of which we will mention only three. First, the pandemic has exacerbated the already deeply concerning set of learning gaps chronically faced by tens of thousands of students across the state who are struggling to attain the academic rigor, habits of mind, and skills that they will need to succeed in college and career beyond high school. Second, the Department faces major challenges in modernizing operations and setting strategic direction while also providing schools and complexes the support they need to succeed. And third, the unprecedented inflow of federal dollars provides a huge one-time opportunity to invest in teacher professional development and to provide students more pathways to catch up for lost learning time—an opportunity that we must not squander.

We believe that the carefully chosen candidates for deputy superintendent will give the Department's state office a much better chance of addressing the challenges and maximizing the opportunities noted above. Newly appointed Superintendent Hayashi deserves to put the leadership team in place that he feels will best meet the needs of the public education system. **We fully support this action.**



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

"Testimony"

1 message

Kanoelehua Kamalii-Ligsay <mikamali@ksbe.edu>

Tue, Aug 16, 2022 at 4:02 PM

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

Aloha kāua,

My name is Michelle A. K. Kamali'i- Ligsay, an educator at Kamehameha Schools and grew up in South Maui.

This is testimony for the General Business Meeting on 8/18/22

Item: Board Action on renaming the school currently known as Kihei High School to Kūlanihāko'i High School

I give my Full SUPPORT

Mahalo,

Michelle Kamali'i-Ligsay

This message is the property of Kamehameha Schools and any attachments are confidential to the intended recipient at the e-mail address to which it has been addressed. If you are not the intended recipient, you may not copy, forward, disclose or use any part of this message or its attachments. If you received this transmission in error please notify the sender immediately by e-mail or contact Kamehameha Schools at webmaster@ksbe.edu and then delete this message from your system.



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

Testimony 8-18-22 1:30pm

1 message

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

Wed, Aug 17, 2022 at 8:35 AM

Reply-To: hughey2000@aol.com

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

August 18th, 2022

Aloha Chair Voss and members of the Committee,

**Subject: Superintendent's Report: (1) Opening of the 2022-2023 School Year;
(2) School Supply Subsidy Pilot Program; (3) Job Recruitment; (4) Weekly Department Newsletter**

Positon: Comment

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

Staff Meetings Problem: The new Health and Safety Guidelines for school year 2022-2023 does not have any language written down saying teachers with underline health conditions or teachers who are afraid they will contract covid and bring home to a family member with underline health conditions, will be able to ask their Principal to attend staff meetings virtually.

Last staff meeting I must have seen 3% of teachers wearing masks. We are mandated to attend a staff meeting in the library that I don't believe has proper ventilation or filters to keep everyone safe from contracting covid if one teacher attends that meeting with covid. 50% of people who contract covid are asymptomatic. That means they don't have symptoms. If they don't know they have it they won't be worried about giving it to another teacher.

I asked my new Principal if she could allow concerned teachers to attend staff meetings virtually. You get the same information virtually as you do in person. We have continued some practices that resulted from the pandemic like, virtual sign in, and virtual IEP meetings. My Principal said she couldn't see anything in writing giving her that option. She is new and said she doesn't want to do anything that isn't written down or the complex isn't doing. I respect that. She asked CAS Winkie and told me Winkie said that no one with underline health conditions will be able to attend staff meetings virtually in the Canoe Complex.

My kids contracted covid because my daycare provider told me a parent who was a public school counselor on Maui tested positive for covid but thought it was a false positive because he didn't have any symptoms. 50% of people are asymptomatic, this is why we had a mask mandate. His kids had a temperature and he gave them medicine for that and sent them to daycare then went to work. His kids got everyone at the daycare infected with covid. One was my child and I had another two month old child at home who had been flown to Oahu for RSV and was two months removed from that virus, making me feel like if he would have a good chance of dying if he contracted covid right after.

One teacher just told me she had covid last week and it seems like it is everywhere on campus. The principal said teachers can request Reasonable Accommodations but that process is very long and isn't a logical solution.

Solution: Please amend the Health and Safety Guidelines to allow Principals the right to offer teachers with underline health conditions or with family members with underline health conditions to attend mandatory staff meetings virtually.

Hawaii Board of Education policy, Safe Workplace, 1110-7 "The Department of Education is responsible for providing a safe and harmonious workplace. All employees are responsible for maintaining a safe and harmonious work environment."

I feel this is not an unreasonable request to allow Principals to provide staff meetings virtually to ensure teachers feel safe at work.

Sub Problem: My old Principal Steve Franz always said the Personal office and leadership expects Principals to find subs. This isn't logical. The Superintendent really needs to find a way to attract more people to substitute.

Solution: Subs should be given health benefits and treated with a little more respect. When my wife took the sub course, her class was told not to bother them when they will get paid. If they ask the instructor said she would take their application and put it on a pile she never looks at. My wife has a PHD and was shocked subs are treated this way.

"Hawaii substitutes, who are subject to a background check, do not receive benefits like health insurance and aren't paid extra if they fill in on a prolonged basis, which can extend from several months up to an entire school year. Long-term subs, oftentimes, are responsible for drafting

lesson plans, assigning homework, giving grades, filling out report cards and meeting with parents.”

<https://www.civilbeat.org/2022/01/heres-why-substitute-teachers-are-in-high-demand-but-short-supply-in-hawaii/>

I just received an email from my Vice Principal letting everyone at school know there are three teachers without subs. I would look at the numbers per complex on a weekly basis especially after the KITV story stating that half of all students are expected to contract covid the first two months of the school year. Rough guess only a few teachers are wearing masks so I expect a lot more teachers taking more sick days especially since we used to work sick in the past to save our sick days for maternity leave but are unable to do that in a pandemic.

https://www.kitv.com/news/coronavirus/first-potential-covid-cluster-happens-during-first-week-of-school-at-hickam-elementary/article_862e14aa-1542-11ed-b601-cf733676f774.html?utm_medium=social&utm_source=twitter_KITV4&fbclid=IwAR00pFLi8iBQLolrkqXT1T4EUpsFBbHd6bVqZ9oKDKMNdc1kLJMkL_wQQx4

Stay Safe,

Mr. Hughey

Third Grade Special Education Teacher

King Kamehameha III Elementary

Testimony

Name: we wish to remain anonymous

Meeting: August 18 General Board Meeting

Agenda Item: Action to appoint 2 Deputy Superintendents

Position: Oppose

Comments: It is difficult to support additional high level superintendents when school level personnel struggles due to lack of qualified personnel, additional tasks and responsibilities being moved from state level offices to schools, and the inability to establish needed positions to perform the work on the part of OTM.



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

Testimony: General Business Meeting

1 message

Stephanie Shipton <slshipton@gmail.com>

Tue, Aug 16, 2022 at 3:26 PM

To: testimony.boe@boe.hawaii.gov

Aloha Board Members,

I am writing to provide testimony in support of item V.D. Board action on appointment of deputy superintendent of strategy.

As a single SEA/LEA, the state offices are tasked with an enormous breadth of responsibilities from overseeing driver's education programs to school buses and federal compliance. Adding a Deputy Superintendent of Strategy position will help to elevate strategic planning necessary to move our system forward. The inclusion of OHE in this office will help to elevate the important work of grounding education in culture and place.

This office requires a leader who can manage the details while also standing on the balcony and holding the bigger longer term vision. Someone who understands and values not only data but also community partnership. Someone who can speak policy and hold compassion for practice. Dr. Tammi Oyadomari Chun is that person. This is obvious from her resume. As someone who has worked alongside and for Dr. Chun, I can attest that she holds all of these strengths. During her time as Assistant Superintendent of OSIP, she led work to set a new strategic direction and garner federal approval for our ESSA plan. She can get the job done.

Mahalo,
Stephanie Shipton

TESTIMONY BEFORE THE HAWAII BOARD OF EDUCATION

August 18, 2022

V.E. Board Action on appointment of deputy superintendent of operations

To Chair Voss and Board Members:

The Board of Education needs to ask important clarifying questions before approving the appointment of Dr. Tammi Oyadomari-Chun as Deputy Superintendent of Strategy. Dr. Oyadomari-Chun previously served for two years as the Assistant Superintendent for the Office of Strategy, Innovation and Performance under Superintendent Kathryn Matayoshi.

During that period, there was great concern about the amount of standardized testing that was occurring in our schools. Many students were taking over 10 standardized tests each year and over 100 standardized tests throughout their educational careers. A majority of teachers surveyed in Hawai'i did not find the tests beneficial, nor did they feel that these tests provided timely or actionable feedback. Teachers instead reported that the amount of standardized testing led to a decrease in instructional time devoted to art, music, Hawaiian studies, social studies, and science.

In her previous DOE position, Dr. Oyadomari-Chun was charged with crafting and managing an educational accountability paradigm that relied heavily on test scores. Over 80 percent of the the DOE ESSA Plan's accountability metrics were based on standardized test results, for instance, while "adequate yearly progress," the "achievement gap," and student proficiency in tested subjects were, and remain, core components of the department's STRIVE HI performance system. In practice, this emphasis on test-driven statistics often led to more testing, regardless of whether or not those tests were useful in elevating students' overall learning or academic achievement.

Since 2015, great strides have been made to move away from punitive standardized testing policies, which research and practice have shown are not effective in improving educational outcomes. Some of these changes include:

- not tying standardized testing to teacher evaluations;
- only publicly reporting the lowest 5 percent of underperforming schools;
- increasing supports, rather than consequences, for underperforming schools;
- and
- applying to the U.S. DOE under the Every Student Succeeds Act to participate in an authentic assessment pilot program.

I am concerned that the DOE will negate the progress that Hawai'i has made and return to an ineffective model of "teaching to the test," in which authentic and teacher-created assessments are discarded. The BOE owes it to our keiki and our schools to inquire

about Dr. Oyadomari-Chun's philosophy on testing and instruction. Below are some questions that I suggest asking Dr. Oyadomari-Chun before confirming her appointment.

1. As Deputy Superintendent, will you support and implement the innovative assessment pilot program, which the department has previously committed to applying for?
2. Are you committed to reducing the amount of standardized testing in Hawai'i's schools?
3. Are you committed to reducing the amount of time that Hawai'i students spend on standardized testing?
4. Are you committed to supporting instructional offerings for the whole child—including art, music, Hawaiian Studies, science, and social studies—and not just tested subjects?
5. Do you support the standardization of curriculum in order to improve test scores?
6. Are you committed to replacing standardized testing with project-based learning?

Thank you,
Corey Rosenlee
Campbell High School Teacher

August 16, 2022

Dear Chair Voss and Members of the Board,

As a former school Principal, Complex Area Superintendent, Assistant Superintendent, and Deputy Superintendent of the Hawaii Department of Education, I am pleased to see the Board of Education establishing a leadership structure that can help to increase the transparency, accountability, and efficiency of the Department of Education. The Department of Education is unique in the country in that it is both a State Educational Agency (SEA) and a Local Educational Agency (LEA, or "district"). The DOE serves approximately 180,000 students, has approximately 40,000 employees, and encompasses everything from third grade academic standards to compliance with federal law and bus transportation contracts. A system with this scope of statewide responsibility should be organized such that executive level leadership can be devoted to problem-solve in particular areas of expertise. No Superintendent can do it all, so providing additional support will mean the potential for a well-rounded team that can devote the necessary time and resources to make an impact for students.

Positive change requires committed and skilled leadership, and I believe this change would give Superintendent Hayashi and his team the best chance at success. I know Superintendent Hayashi has a collaborative leadership style, and I know he wants to hire and empower folks who are aligned with his vision, but also who have the content knowledge and expertise that he might not. I commend the Board for considering providing Superintendent Hayashi the infrastructure he needs to build an excellent team and, equally importantly, for setting the Department of Education up for success for years to come.

I also write this testimony in strong professional and personal support of Dr. Tammi Oyadomari-Chun for the position of Deputy Superintendent of Strategy in the Department of Education. Dr. Oyadomari-Chun has a demonstrated track record of success on behalf of Hawaii's students. She helped establish the state's "55 by '25" attainment goal that informed the development of the DOE / BOE Strategic Plan and helped launch the highly successful and nationally-recognized "15 to Finish" campaign at the University of Hawaii. Her facility with data is unmatched, and she truly knows how to use data to help improve outcomes for students. Her work at the University of Hawaii Community Colleges workforce development and aligning K-12 and higher ed will be a useful complement to Superintendent Hayashi's vision.

Dr. Oyadomari-Chun thinks big, but she is always willing to roll up her sleeves to get to work as needed and is as detail-oriented as they come when it matters. She has a track record of commitment to and success on behalf of the children of Hawaii.

She would do exceptional work as Deputy Superintendent of Strategy.

Mahalo,



Stephen Schatz



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

Testimony

1 message

Lauren Lott [REDACTED]

Wed, Aug 17, 2022 at 9:59 AM

To: testimony.boe@boe.hawaii.gov

Lauren Lott
Curriculum Coordinator
The new public high school in Kihei
Kihei Community Member since 2011

August 16, 2022

Members of the Committee,

Please accept my testimony in support of Agenda Item 5c of the General Business Meeting being held on August 18, 2022 to officially name the new high school in Kihei “Kūlanihāko‘i” as recommended by the Hawai‘i Superintendent of Education.

According to board policy: “The name of a school shall be a unique identifier to promote and represent a school’s location or identity,” and Kūlanihāko‘i is certainly unique to the school site and encourages a connection to the history and culture of the area. The name Kūlanihāko‘i provides a positive starting place for us to engage our students and community in building a strong foundation for our school’s unique culture and identity as we next work together to thoughtfully select our school colors, mascot, and logo. Kūlanihāko‘i is a meaningful name that stands out and won’t be easily confused with other Maui island schools. I believe Kūlanihāko‘i is a name that our students, their families, and our community will embrace. It is with great pride that I support Kūlanihāko‘i as the name for our new high school in Kihei.

Mahalo,
Lauren Lott
Contact information withheld

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

Testimony

1 message

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

Wed, Aug 17, 2022 at 11:43 AM

PLEASE CROSS OUT ANY IDENTIFYING INFORMATION FROM THIS EMAIL**IV. Reports of Board Committees, Board Members, and Superintendent****A. Board Member Report on events attended:****A.2. July 29, 2022 Board Community Meeting.****COMMENTS ONLY**

1. A well organized, planned meeting with attendance reasonable for a Friday night. I was disappointed when I heard that the “1 percenters” had “their” own agenda with talking points and members integrated into each group.
2. Masks and vaccinations did come up a lot, even though the directives had been removed except for athletics. At points, it became a forum for defending anti-masks and vaccines.
3. I was also “surprised” by the number of curriculum issues that came up. These were directly related to what is occurring on the mainland. Not so sure this should be addressed.
4. I believe the board did get some suggestions for improving communication, robust, I’m not so sure.

V. Action Items**A. Board Action on Board STRATEGIC PLAN TIMELINE****COMMENTS AND RECOMMENDATIONS**

To ensure robust data analysis and community engagement, the Board should consider revising its timeline to set February 2023 as the target for adopting a new strategic plan.

In order to streamline the work and possibly narrow the timeline, two Investigative Groups could be created and work simultaneously.

Suggestion: Create 2 Investigative committees.

(1) Robust Data Analysis**(2) Community Engagement**

Schools need to align their academic and financial plans to “something.” What would they align with for the 2023-2024 school year?

D. Board Action on appointment of Deputy Superintendent of Strategy.

OPPOSED

I oppose any more bloating of the State Office. Each of the Assistant Superintendents have staffing. Not enough detail to differentiate between hiring a Deputy versus an Assistant.

It is unclear how these new positions fit into the current organizational structure.

- Do the two new positions align under the Superintendent alongside the existing Deputy Superintendent?
- Do these two new positions take the place of the current Deputy?
- Are there going to be three Deputy Superintendents?

1. An additional “Deputy Superintendent” of Operations is unwarranted.

2. Current interim assistant superintendent can be reassigned leaving open the Assistant Superintendent’s position open to fill.”

3. As the superintendent’s memo references “AUTHORITY,” I bring to your attention 26-39 HRS Page 3 of the memo: With a question to you, Superintendent, “Have you already gone to the Governor with this request and received his approval?”

Provides the superintendent the ability to appoint a subordinate: “Except as otherwise provided by this chapter and WITH APPROVAL OF THE GOVERNOR, the head of a department may establish or abolish any subordinate office or position, transfer officers and employees between positions, appoint and remove any subordinate, and change the duties, titles, and compensation of office and positions as id deemed necessary by the head of the department for the efficient functioning of the department, subject to the limitations of available appropriations and of the provisions of chapter 76.”

In addition, it also refers to;

1. Hawaii Statute 302A-1116 HRS allows the Department to create temporary positions as it deemed necessary," provided it doesn't exceed its budget, the term of the position does not exceed one year, and the temporary position created are reported to the State Department of Budget and Finance.
2. 26-38, HRS, states the "the head of the department may assign any function vested in his department to any subordinate officer or employee as he deems desirable."

REFERENCE:

For Example: At the February 7, 2022 Human Resources Committee meeting, the Department presented "Committee Action on recommendation concerning Department of Education's plan of organization, updated as of June 30, 2021." Several pages of spreadsheets identified position titles.

Under the Assistant Superintendent of the Office of Strategy, Innovation and Performance (as of that date) has total of 6 employees (5 EO-7) and (1 SR-20)

Branches and employees

1. Assessment and Accountability Branch
2. Data Governance and Analysis Branch
 - (4) Institutional Analyst II **EO-7** (one new position 8/1/2020)
 - (2) Data Processing Systems Analyst IV, SR-22 (both abolished 7/1/2020)
3. Policy, Innovation, Planning and Evaluation Branch
 - (1) Institutional Analyst II, EO-7, Abolished 7/1/2020
4. Communications Branch
 - (1) DOE Communication Specialist II, **EO-7**, Restored 8/17/2020
 - (1) Processing Systems Analyst IV, SR-22 Abolished 7/1/2020
5. Community Engagement Branch
 - (1) Program Specialist III, SR20, New position 1/11/2021
6. School Transformation Branch

E. Board Action on appointment of Deputy Superintendent of Operations

OPPOSED

I oppose any more bloating of the State Office. Each of the Assistant Superintendents have staffing. Not enough detail to differentiate between hiring a Deputy versus an Assistant.

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- **Do the two new positions align under the Superintendent alongside the existing Deputy Superintendent?**
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In addition, it also refers to;

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2. 26-38, HRS, states the “the head of the department may assign any function vested in his department to any subordinate officer or employee as he deems desirable.”

August 17, 2022

Board of Education
testimony.boe@boe.hawaii.gov

re: **Testimony on Agenda Item IV. (2)**
Exhibit A: Report of July 29, 2022 Board Community Meeting on Communication

Aloha,

It is encouraging to see the BOE *finally* take an interest in improving DOE communications. Finding out what's wrong is the first step in improving Hawai'i's schools. Without listening to those on the front lines of education who can identify the problems, they can never be fixed. Whatever "programs" you pile on top of this weak foundation of poor communication and lack of accountability will be of little use in achieving the ultimate goal: a world-class education system. To do this, the BOE and DOE need to engage and collaborate with all the stakeholders.

In the BOE report of the July 29, 2022 Board Community meeting on communication, many problems that have existed for years finally were published in a BOE report. That's encouraging, but a very long way from effective solutions. I have ruminated on almost all of the issues raised in BOE Exhibit A for well over a decade as the DOE has consistently failed to behave like a professional enterprise, and has completely obliterated any molecule of trust I might have had when I first came to Hawai'i to be a teacher here sixteen years ago.

Rather than dwell on the minutia of all the horrible communications experiences that one, little-ol' me has had with the DOE, I offer some big picture, policy level suggestions for improvement. These are solutions which are grounded in research-based, common-sense business practices, and would address the community's communications concerns at their core – when and if the DOE ever gets around to implementing these types of solutions.

We are fast approaching the second quarter of the 21st century, yet Hawai'i's DOE is in the dark ages when it comes to using technology to communicate with its "customers" and effectively run a business. I know the word "business practices" is anathema to many in the DOE, and quite frankly, that's a big part of the problem. Bad attitude. Unprofessionalism. Inefficient and costly business practices. Feeble customer communication skills. Who the "customers" in Hawai'i's public education system are is clearly outlined in statutes on School Community Councils. The customers are the Students, the Parents, and Community Members. The employees are the Teachers, the Classified support staff, and the Administrators. Far too often, the only voice that's heard is that of Administrators who, in my opinion, are sometimes

not very well educated, out of touch with reality, unsophisticated, and/or downright unresponsive and incompetent. How can the DOE identify and correct the source of common communications problems if it can't pinpoint recurring issues and personnel in need of better training? Here are several suggested solutions.

TECHNOLOGY SOLUTIONS

CRM Software

With an enterprise as large as the DOE, it needs CRM software to manage communications. If you don't know what Customer Relationship Management software is, it's time to learn. Every large corporation in the U.S. uses it to route emails to the appropriate parties, track communications to see if they were answered, poll customers on their satisfaction of responses, track trouble-shooting tickets, and gather data on what problems keep occurring so that measures can be implemented to prevent problems, save money, and improve customer satisfaction. Here are some useful resources:

[Customer relationship management - Wikipedia](https://en.wikipedia.org/wiki/Customer_relationship_management)

en.wikipedia.org/wiki/Customer_relationship_management

[2022's Top 198 CRM Software \(with pricing\) | ITQlick](https://www.itqlick.com/category/crm)

www.itqlick.com/category/crm

Professionally-Designed DOE & School Web Sites

The DOE website is a mess. The data search engine rarely provides useful hits. It's disorganized and difficult to find information. The DOE needs trained and experienced web designers to manage the design, organization, and search engines. I don't mean write the content, I mean technology professionals who can manage, update, and make a really professional, useful web site – one in which someone can locate the information they seek in less than 2 minutes. And, I honestly think there is not enough talent pool in Hawai'i to accomplish this. Fortunately, qualified web design companies work remotely. Sub-contract until there *are* enough qualified professionals in Hawai'i who are trained to handle this.

There are some decent individual school websites, but that's hit or miss – mostly miss. The DOE needs to provide a website template, connected to a DOE database, that makes it easy for each school to provide basic information without having to do anything. I'm talking about the staff and employee rosters automatically filling all the school web pages with staff names, positions, and contact info. Or each school enters their bell schedule into a main database, and it shows up, synchronized to their website Bell Schedule page. A consistent design for all school websites, with capability for customization would improve communication and save money. Why should someone at every school have to do this by hand? That's what computers and databases are for. Automate! Eliminate repetition and reinventing the wheel.

Digital Signing of Parental Forms through Infinite Campus

Instead of sending reams of paper forms home with every student, every year, enable parents to choose to sign and read forms online. A family with 3 or 4 children should not have to sign a paper form for every child, the DOE should not rely on children to return the forms intact, teachers should not have to spend time collecting these papers, and school personnel should not have to enter data (a process prone to error), when parents can and often prefer to enter it themselves. Besides, when the forms need to be updated for whatever reason, such as new field that needs to be entered, the DOE can manage that centrally.

Go Paperless to Save Money (Personnel Time, Paper, Envelopes & Postage)

This principal squandered \$8 of taxpayer money in postage to send a letter to me on 7/29 that she'd already emailed to me. In this day in age, pray tell why the DOE spends money on postage to send nasty letters certified mail when sending an email is sufficient? Stupid and wasteful. If they're going to insult and threaten people, they can do it a lot cheaper via email.



TRANSPARENCY SOLUTIONS

Without transparency there is no trust.

Budget

The public has been asking for the budget to be more transparent since before I arrived in Hawai'i on 2006. Anyone who's worked for the DOE has seen far too much financial waste. The BOE must set a policy that all the expenditure spreadsheets that would enable a reasonably intelligent person to follow the money trails are readily available to the public.

Training Programs for Employees Open to the Public

Put all DOE employee training program in a publicly accessible area of the DOE website. The taxpayers are paying for these training programs aren't they? We should have ready access to see what the DOE is teaching its employees. This information could be very revealing concerning why

Hawai'i public schools are doing poorly. No doubt this saying is in play, "Garbage in; garbage out, but I'd like to see for myself. I don't think there's any valid reason to keep the content of Employee Training programs a secret and out of the public eye unless the DOE is ashamed of the content.

Contracts Open to the Public

Put all BOE and DOE contracts in a publicly accessible area of the DOE website. The union contracts. Software licensing contracts. Program provider contracts. None of this should be secret. All of this should be easy to find for everyone who cares to look.

Clarify In Laymen's Terms what REALLY is Confidential and What is Not

This warning is attached to the bottom of every DOE email and it's **NOT** true:

This is a staff email account managed by Hawaii Department Of Education School District. This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed.

Not every piece of correspondence has confidential information, yet the DOE intimidates teachers, employees, and the public with this false statement. This is consistent with the DOE's practice of incorrectly claiming "FERPA" and "Confidentiality" when they have something to hide. Consider this true HIDOE story: a handicapped teacher asks for a simple accommodation of a key to the parking gate so she can stay on the campus after 4:30pm and work on weekends; the key is necessary because it's too far to walk from the outside of the gate to the campus for someone with a mobility disability. The Principal won't let the teacher have a gate key claiming that would be unfair to all the other teachers. The handicapped teacher asks to address the faculty and explain why she needs this reasonable disability accommodation. The Principal refuses claiming "confidentiality" when in reality it's the teacher's confidential information and she should have the right to share it, if she wants to do so, in order to resolve the problem.

Give the Public & Employees the Right to Record Adult Proceedings

Video and audio recordings have uncovered a lot of governmental corruption and illegal activity. It's time that the BOE set a policy that the public has the right to record any meeting they have, any interaction they have, with all DOE employees as long as they protect the privacy of students. This would really cut down on DOE employee lying, defamation, and he said/she said controversies.

ACCOUNTABILITY SOLUTIONS

Respond to Public Communications in a Timely Manner

Professional business expectations are that an email or a phone call will be responded to in 1-2 business days. Far too many emails to the DOE (and the BOE) go unanswered unless the inquiring party hounds the DOE for an response. None of the BOE policies set a reasonable expectation for professional timeliness in answering correspondence. To fix this, the Board must set specific policy and expectations for this. Not some namby-pamby “respond in a timely manner,” policy, but something that’s measurable and specific, for those DOE employees who don’t have good communications skills (yet), such as this:

The Department shall:

- (1) respond to all communications within 1-2 business days with accurate and complete information.*
- (2) If more time is required, the first response will explain the delay and provide an expected date of delivery.*
- (3) If the communication is better handled by a different department, the first response will provide the name and contact information of the appropriate recipient, which will then follow steps (1) and (2) above.*

POLICY E-304

COMMUNICATIONS (FAMILY AND COMMUNITY ENGAGEMENT)

The Department shall encourage and support the public's participation in educational endeavors in such a manner that contributes to the accomplishment of the strategic plan goals. The Department shall have and enforce procedures that, within the bounds of Department policy, both encourage and manage the presence and involvement of parents, community members and the public in the schools.

POLICY 304-1

E KOMO MAI

Board and Department employees shall endeavor to treat members of the public with respect and in a courteous and responsive manner.

POLICY 304-3

OPEN COMMUNICATION

Excepting certain personnel matters and those collective bargaining matters proscribed by law or union-management agreement, there shall be free and open communication of all programs and information to the public, directly and through the media. Such communication shall also be developed between and among individual schools, complex areas, state offices and all personnel in the Department of Education.

Collect & Review Measurable & Meaningful Response Data

One function of CRM software is to collect data on employee communication response times and “customer” satisfaction. Large enterprise CRM solutions enable the company or agency to identify what kinds of questions are asked frequently, and where there is poor performance in customer satisfaction. If you’ve ever called a company, made a purchase, or sent an email, and been asked to complete a satisfaction survey, you’re acquainted with CRM software.

Measurable data concerning communications satisfaction can lead to greater efficiency. Answers to frequently-asked questions can be made available in the communications interfaces or on web sites. For example, when I first started doing telephone technical support for Wells Fargo Online back in the late '90s, a huge percentage of calls were from users whose password didn't work. Through CRM data analysis, the solution was almost always: TURN OFF CAPS LOCK. This issue was so prevalent with graphic (Web-based) interfaces (GUIs) in all types of businesses that software these days often has a notice to users whose password isn't working to check CAPS LOCK and make sure it's turned off.

Imagine how this translates to the DOE. If people keep asking for the same information, put it on the web and make it easy to find. If one area of the DOE has poor customer satisfaction results, the customer surveys can ferret out the problems, if the survey asks the right questions, issues can be fixed efficiently and effectively.

Attitude Adjustment Solutions

Improve Communication with English-Challenged Parents

The Board needs to pass a policy giving Parents who have challenges with home to school communication the RIGHT to designate a family member or friend as the primary communications contact for home-to-school communications. There is absolutely no good reason for the DOE to continue to forbid this. I have asked the BOE on several occasions to rectify this problem, but have been met with silence on this issue.

Expect Professional Conflict Resolution Skills

All DOE employees should be taught professional conflict resolution techniques. Most DOE employees are absolutely unskilled in this area, and even people in positions of great power behave like the Queen of Hearts. Conflict is usually avoided completely or treated with a heavy, punitive hand that does not serve the students well, but does protect the delicate egos of those who cannot handle challenging ideas from diverse types of people.

So disgusted with how a Principal, and then the CAS, and then the Deputy Superintendent and State Superintendent handled a recent conflict, I submitted the following request to see how DOE employees are taught to resolve conflict, and what expectations the DOE sets for its employees to be respectful, engaging, honest, and accountable.

Hawai'i DOE Management Style



“Off with their heads!”

August 12, 2022 to DOE Deputy Superintendent
Request to Access Government Record

I request copies of any and all publications, training materials, procedures or memos that teach, train, and/or guide DOE supervisors at all levels how to use and apply professional and research-based conflict resolution skills, techniques, and methods. For each record, please specify the archived location of the record within DOE (e.g. URL) and purpose (e.g., used in 1-hour session during two month Principals Academy).

Does the Board have *any* idea how conflicts are handled in the DOE?

Board Policy 304-5 regarding Public Complaints is completely ineffectual. Filing a Fraud & Ethics Complaint is ineffectual. Taking the matter up the chain of command is currently ineffectual (it *was* better when Kathryn Matayoshi was Superintendent). School Community Councils are a sycophantic farce. There is no accountability for the horrid way so many people are treated.

And the Boards less than brilliant idea to give Principal's "local control" has created an army of fascist Principals, unaccountable to anyone for whatever they choose to do is never questioned.

The word, and the concept of fascism come's from the Italian word for "bundle." Fascism does not tolerate diversity. No matter what the DOE and the BOE put on paper, the reality is that conflict is used as an excuse to chop the head off of any dissent or disagreement.

So, until things change significantly, I will continue to maintain that the DOE is a fascist organization.

POLICY 304-5 PUBLIC COMPLAINTS

The Department of Education as well as the Hawaii State Board of Education from time to time receives complaints from members of the public regarding the public education system. The Board of Education believes that a clear process that provides members of the public a means to share their concerns with the Department of Education is important to public confidence.

The Board of Education's primary responsibility is specified by the Hawaii State Constitution to be policy-making. When considering most complaints or concerns, the Board evaluates the extent to which they are addressed by current policy or the extent to which they suggest the need for modified or new policies. When a complaint about school personnel is made to the Board as a whole or to a Board member individually, the Board member shall inform the Superintendent, who shall inform the complainant of the normal channels for reporting complaints about school personnel. The complaint will ordinarily be referred for study and possible solution to the school administrator who directly supervises the staff member involved. The staff member will be advised of the nature of the complaint and be given opportunity to respond to the complaint.

The Board encourages the resolution of public complaints at the level closest to which they occur. As such, when resolving school-level matters, the school principal or designee should be contacted first for further study and solution. If the matter remains unresolved and it appears necessary, the administration, complainant or staff member involved may request a meeting with the school's Complex Area Superintendent for the purpose of fuller study. As the matter is studied, all parties involved may be requested by the CAS to attend meetings for the purposes of presenting facts and evidence, making further explanations, clarifying issues and dispensing with hearsay and rumor. After consulting with the Complex Area Superintendent and receipt of a written decision, or should the matter continue to remain unresolved, the matter may be referred to the office of the Superintendent. At each level of review, the parties shall make reasonable efforts to facilitate communication.



‘AHA KAULEO

STATEWIDE COUNCIL FOR KA PAPAHANA KAIAPUNI

Date: August 17, 2022

To: Board of Education
Chairperson Bruce Voss
Vice Chairperson Kaimana Barcarse & Members

From: Kahele Dukelow, Luna Ho‘omalua (President)
‘Aha Kauleo Statewide Council for Ka Papahana Kaiapuni
Advisory to the Office of Hawaiian Education

RE: Strong Support of Action Items D & E (General Meeting Agenda, August 18, 2022)

Aloha mai e ka Papa Hoonaauao -

The Aha Kauleo (AKL) is a council of parents, teachers and administrators of Kaiapuni or Hawaiian language immersion schools across the state. We advocate for increased and improved support of Kaiapuni schools and work closely with our school communities, the State Department of Education through the Office of Hawaiian Education, the Board of Education and the University of Hawaii through its Hawaiian language, Hawaiian studies and education programs.

AKL appreciates the Board’s tremendous efforts during the search, vetting, and appointment of our new superintendent, Keith Hayashi. We look forward to his continued leadership and vision for the advancement of Hawaiian education and public education as a whole.

AKL is in **strong support** of Action Items D (*Board Action on appointment of deputy superintendent of strategy*) and E (*Board Action on appointment of deputy superintendent of operations*), on the Board of Education’s August 18, 2022, General Meeting Agenda.

AKL finds that Superintendent Hayashi’s need for “action-oriented deputy superintendents who will assist [him] with the immediate work of aligning our systems and processes to mitigate the negative effects of the pandemic on our students, schools, and school communities and the longer-term work of restructuring the Department to ensure the efficient and effective delivery of educational services, student and staff supports, and ancillary services” is a reasonable and justifiable request that provides the necessary support to ensure the efficient operations of our public school system, and its future endeavors.

In closing, the AKL strongly supports the appointments of: Dr. Tammi Oyadomari-Chun as Deputy Superintendent of Strategy at the recommended entry salary, which is comparable to the average salaries of similar leadership positions across the U.S., and the appointment of Mr. Curt Otaguro as Deputy Superintendent of Operations, at the recommended entry salary, which is comparable to the average salaries of similar leadership positions across the U.S.

As a council of parents, teachers and administrators of Kaiapuni or Hawaiian language immersion schools across the state, we find it necessary to lend our support to these recommendations that bring efficiency and support to the administrative ranks of the HDOE. A strong, well supported, and well

informed administration will go far towards our continued pursuit of equity and excellence for Hawaiian medium education.

Me ka oiaio,
Kahele Dukelow
Luna Ho'omalū, 'Aha Kauleo

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



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

Testimony - GBM 8-18-2022

1 message

Brook Conner <nellardo@mac.com>

Wed, Aug 17, 2022 at 12:48 PM

To: testimony.boe@boe.hawaii.gov

Aloha e nā hoa papa,

I am writing to provide written testimony for the August 18th General Business Meeting, with apologies for the late submittal. My name is Brook Conner, and I am a proud parent of a third grader in one of our public schools, and a former member of the Hawaii State Department of Education's leadership team.

I recommend the Board *not* approve either Action Item V.D Board Action on appointment of deputy superintendent of strategy *nor* approve Action Item V.E., Board Action on appointment of deputy superintendent of operations.

I am making this recommendation for exactly the same five reasons for both of these items:

1. The addition of two new deputy superintendents is a de facto re-organization of the Department's structure, without Board oversight or approval of that re-organization, or opportunity for the Board to provide material input. The very brief descriptions of what these roles will work on substantially overlaps with the job descriptions of existing assistant superintendents and the existing deputy superintendent. Anyone reasonably familiar with title structures, seniority, and organizational design would infer that the existing superintendent roles will change substantially very soon - at a minimum, their reporting line will change. While superintendents are not union employees, most of their staff is union, and such a change would normally be discussed with the unions. There is no discussion of any of the implied re-organization here.
2. These new positions do not have job descriptions. What is provided in the Superintendent's memos to the board is a few sentences and a few bullet points. There is nothing on necessary qualifications, goals and objectives, or measures of success. The Board has no way to determine whether the individuals named are indeed appropriate, and no way to provide feedback on the success of those individuals.
3. There is no evidence that any other candidates were considered for these roles. Historically, candidates at this level have been presented first to the Human Resources Committee, then to the Board as whole. Those presentations normally include information about the hiring process, and some evidence that the most qualified candidate was identified. There is no such process here. The lack of evidence of such a normal hiring process opens the possibility that no such process occurred, that this is perhaps a back-room deal of some sort.
4. Well-defined and well-understood leadership roles remain vacant across the Department, filled only on an interim basis, in some cases for a year or more. The existing deputy superintendent is an interim appointment. Five of the seven existing assistant superintendents are also interim appointments. And five of the existing fifteen complex area superintendents, including at least one in each county, are filled with interim appointments as well. Filling leadership roles was an explicit part of the job description for the superintendent, and it is reasonable to infer that the Board meant the existing leadership roles were part of it. It is troubling to consider that the superintendent may possibly intend to simply leave interim appointments in place, cutting the Board off from its role of approving those appointments.
5. Finally, what little there is of job descriptions includes areas of strategic and operational work that were specifically described as part of the superintendent's role. Yet in these memos, the superintendent is effectively asking to hire people at a very senior level to do that work for him. Of course executive leaders delegate, but I think the job description was quite clear - strategic and operational leadership and execution is expected to come from the superintendent. This raises doubts about the superintendent's ability to actually do the job for which he was hired.

In neither case do I wish to comment on the qualifications of the individuals identified by the Superintendent, because I think that is putting the proverbial cart before the proverbial horse. Both appear quite capable on paper, and one of them I have worked with in the past. But answering whether these individuals are right for the roles requires answers to the five issues above.

Mahalo for your time and consideration,

Brook Conner



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

Testimony

1 message

cody nemet <kokoroots@gmail.com>

Wed, Aug 17, 2022 at 11:14 AM

To: testimony.boe@boe.hawaii.gov

Aloha mai kākou, my name is Cody Nemet Tuivaitī and I am testifying on Action Item C, in support of the change from Kihei High School to Kūlanihāko'i.

I grew up my entire life in Kula Kai and currently live on my same street of Welakahao in the ahupua'a of Keokea. I was hānai by the Akina and Kahalekai 'ohana and started off my years in Kihei elementary. I am now the director of Hui o Āinakūko'a, a group tasked with the restoration of our wetlands, shorelines and waterways.

In 2020, I went to Mauna Kea. Many people were bringing water from all throughout Hawai'i as a ho'okupu, or an offering to the Mauna. I was asked by my Mākaukau Ali'i to gather wai from Kūlanihāko'i as not just a representation of Maui, but as a representation of life and abundance. As I gathered the water, I felt extremely proud that these waters came from the Moku that I resided in. It was an extreme honor. When we made our way to Mauna Kea and waited patiently before offering our tribute, we first recited a chant entitled Kūlanihāko'i, a pule ho'ola, a chant known throughout Hawai'i as a symbol of new growth. Before the chant was done, both sides partook in the same chant and we finished the words together. As we presented our offering to the kūpuna on the Mauna, they must have been surprised that we had brought water from Kūlanihāko'i, the mythical river in the sky, but for those of us who live in Kula Kai, it is more than a myth, it is a truth. Kūlanihāko'i is a symbol of growth and abundance. In the chant, it speaks of every step a plant goes thru as it grows from seed to fruit. What an honor it is to have a name that not only represents a sense of place, but a symbol of growth for our generations. Kūlanihāko'i ignites a flame in all of us. In this name we should all be very prideful and most honored.

Mahalo e nui,
Cody Nemet Tuivaitī



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

Testimony in Support Agenda Item V.C, GBM 8/18/2022

1 message

Lisa Morrison <lamorrison17@gmail.com>
To: testimony.BOE@boe.hawaii.gov

Wed, Aug 17, 2022 at 2:11 PM

Please accept this as testimony in support of naming the new South Maui school Kūlanihāko'i High School. I am excited to be the Student Activities Coordinator for this new school and look forward to embracing our name and its significance. In addition, I will say that the point made in the memo about not wanting to confuse the school with Kihei Charter School is appreciated; I spent 3 weeks getting Donors Choose to recognize that we are a separate entity and finally start letting our teachers set up projects for funding. We hope to have our real name immediately so we can let the whole world know who we are!

Mahalo,
Lisa Morrison
Student Activities Coordinator
KHS



HAWAI'I COMMUNITY FOUNDATION

TO: Hawaii State Board of Education
Bruce Voss, Chair
Kaimana Barcarse, Vice Chair

FROM: Micah A. Kāne, Chief Executive Officer & President – Hawai'i Community Foundation

RE: Testimony in Support Appointments of Deputy Superintendent of Strategy and Deputy Superintendent of Operations – Items V.D and V.E

Thursday August 18, 2022, 1:30 p.m.

The Hawai'i Community Foundation (HCF) strongly supports the proposed appointments of a deputy superintendent of strategy and deputy superintendent of operations, and asks that the board approve the proposed actions.

My support for these appointments stems, in part, from my past experience with Superintendent Hayashi, including time I recently spent with him at Attainment Academy in Colorado July 26-28 where he was able to share with me some of his vision for the Department. More relevant to my own background, however, I express my support based on having had the opportunity to lead the Department of Hawaiian Home Lands and now the Hawaii Community Foundation (HCF).

Our work at HCF focuses on system changes for the betterment of our communities and for the advancement of equity throughout our State. I believe the appointment of these two positions is a step in that direction. In our work at HCF, we recognize and work through the reality that change is seldom easy, but that change is necessary for improved outcomes. We cannot simply rely on existing systems and practices to lead our communities forward. Therefore, while I do not profess to have the expertise in the field of education to opine on the specifics of these positions, I strongly support Superintendent Hayashi's efforts to begin the departmental system changes for Hawaii's future.

I recognize that there may always be questions, doubts, or alternatives surrounding proposals like this. Through my various leadership roles, I have faced such situations. As a board member of various organizations, I have analyzed similar proposals from management. You have selected Superintendent Hayashi for a variety of reasons, one of which is his ability to lead the Department. To that end, I believe it is incumbent on the Board and the community to trust in his judgement and provide him with the level of support for shaping his team in a way that will allow him to lead towards the collective vision for our education system.

Again, leaning on my personal experiences, I have always appreciated my board, commission, and at DHHL, Governor questioning my proposals and providing me the guidance and direction for the organization I was a part of at any given time. But I believe the success I was able to be a part of leading in those situations was because in the end, my leader trusted my judgement and ability and provided me with the opportunity to shape my team for success. Similarly here, after an appropriate and necessary discussion, I hope the Board will support these proposed appointments.

Thank you for this opportunity to provide this testimony.

Ritchilda Yasana
Mathematics Teacher
The new public high school in Kihei
Maui Community Member since 1988

August 17, 2022

Members of the Committee,

Please accept my testimony in support of Agenda Item 5c of the General Business Meeting being held on August 18, 2022, to officially name the new high school in Kihei “Kūlanihāko‘i” as recommended by the Hawai‘i Superintendent of Education.

According to board policy: “The name of a school shall be a unique identifier to promote and represent a school’s location or identity,” and I believe that Kūlanihāko‘i is a perfect choice. I have been a resident of Maui for over 30 years, and I am proud to now be a member of the teaching staff at the new high school in Kihei. The name Kūlanihāko‘i is an excellent starting place for us to engage our keiki and community in creating a strong foundation for our school’s unique culture and identity as we work together to thoughtfully select our school colors, mascot, and logo. Kūlanihāko‘i is a unique and purposeful name that stands out and won’t be easily confused with other Maui island schools. Kūlanihāko‘i is a unique identifier that connects students to their location and identity. Our inaugural class needs a place to feel like they belong, starting with a meaningful name.

With great pride, I support Kūlanihāko‘i as the name for our new high school in Kihei.

Salamat,
Ritchilda Yasana
Contact information withheld



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

Testimony - General Business Meeting 8/18/22

1 message

Alana Kaopuiki <akaopuiki@gmail.com>

Thu, Aug 18, 2022 at 12:34 PM

To: Testimony.BOE@boe.hawaii.gov

General Business Meeting 8/18/22

Agenda Item:

- V. C. Board Action on renaming the school currently known as Kihei High School to Kūlanihākoʻi

Aloha Board of Education Members,

I am in support of the inoa (name), Kūlanihākoʻi, for the new high school in the moku of Kula, overlaying the ahupuaʻa of Waiohuli, Kōheo, and Kaʻonoʻulu, and situated between the awāwa of Waipuʻilani and Kūlanihākoʻi.

The significance and symbolism of an inoa can instill a sense of pride and understanding for the haumāna (students) and community it represents. By selecting the inoa, Kūlanihākoʻi, it will spark a curiosity to learn more about the meaning and moʻolelo of this place, strengthening the students' relationship with their home.

Kūlanihākoʻi, meaning "like heaven agitated", describes the water "overflowing from heaven", and sends a clear message. Traditional knowledge matters. Kūlanihākoʻi builds awareness around current events and detrimental issues that the haumāna have seen in their lifetime, such as drought, run off, and flooding. Imagine the change or differences in approach of zoning and developments had we used this name prior.

Kūlanihākoʻi instills students' sense of identity, ownership, appreciation, respect and advocacy for their home. It will help this community thrive.

Mahalo for your consideration,

Alana Kaʻōpūiki-Pellegrino

Member of the New High School Naming Committee

Raised in the ahupuaʻa of Kamaʻole

Attended Kīhei Elementary School and Lokelani Intermediate School

Former teacher at Kīhei Elementary School

Testimony

Name: Dr. RMW, Former Curriculum/Test Coordinator and Present Educator
Lahainaluna High School

Meeting: General Business Meeting (Full Board)

Agenda Item: Board Strategic Plan Timeline and Grass Root Teacher Training/Hawaii
Teacher Cultivation Program

Position: (Comment) Agenda Item-Hawaii Board of Education

Attorney Bruce Voss, Chairman, Hawaii Board of Education, Kaimana Barcarse, Vice Chair and Members of the Board. I am humbly requesting that the curriculum item entitled "Hawaii Teacher Cultivation Program" be added to the agenda under Strategic Plan for the General Discussion Session on August 18, 2022. The HTCP is a viable researched-based data driven grass root teacher development program that will indelibly turn the teacher shortage plight around in the state of Hawaii, as stated in the introductory pages that I emailed to you earlier. I completed the three part curriculum in 2021 and met with the Office of Curriculum and Instructional Design. The office directed me to contact my Complex Area for the approval process.

Subsequently, I made a request to the Canoe Complex for the HTCP to go through HIDEOE's Curriculum Management System via the Curriculum and Instructional Materials Approval Process. I did not receive any response from the Complex Area Superintendent; after a lengthy wait period, the CAS has deemed the HTCP a nonessential program and will not support it. There are two incidents that are troubling to me in the entire matter: 1. In November of 2020, during the drafting stage of my writing, I had a meeting with the Educational Officer for the Canoe Complex; during the meeting, I asked her if she knew about the program or had ever heard about it. She said "NO." I explained the objective of the program and its nationwide successes to her. 2. Later on, in August of 2021, I had a similar meeting with the CAS and asked her the same question- to which she responded "NO," but said that she had heard about it being implemented at the high schools in her district, when she was an elementary school teacher in Georgia.

Now, if the state of Hawaii has a plan to develop accomplished grass root educators, what is the valid educational reason for the Canoe Complex to reject the HTCP? Distinguish Board Members, to seek redress in favor of our students is my reason for asking you to take on this Agenda Item today. At this point, honorable Board Members, I mean no disrespect, but clearly, the EO and CAS are no purveyors of knowledge in curriculum development, research and writing of this type of program. Hence, denying the implementation of the Hawaii Teacher Cultivation Program is tantamount to denying grass root Hawaiian students the right to become accomplished teachers and campus leaders.

Thank you,