



Testimony Nov 17th on Mission and Foundational Statements

1 message

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To: testimony.boe@boe.hawaii.gov

Tue, Nov 15, 2022 at 1:40 PM

To: Hawaii State Board of Education
from: Cynthia Bartlett, Moms For Liberty Honolulu County Chapter Chair

Re: New Mission Statement and Foundational Statements --our BOE is a gateway protecting education for the children of Hawaii -- School Boards across America are being influenced to remake mission statements and frameworks to include ideological keywords of UNESCO and Agenda 2030. This testimony explains why that would harm Hawaii's children.

It lies squarely on the shoulders of our Board Of Education to take a strong look into what is being offered to Hawaii not only as curriculum but also as "programs." New worldviews and ideas are being promoted along with Federal funding and it can be the path of least resistance to accept the funding and simply incorporate new ideas assuming change is forward moving without comprehending the negative impacts on our children.

The BOE is the gateway educational defense of the children of Hawaii. It should ensure that mission statements for the children of Hawaii do not simply follow along with the UNESCO generated Agenda 2030 goals of Whole Child or Whole School, or vague slogan words like Sustainable this and that and worst of all using the word "equity" that would eliminate the merit system and the idea of equality and push students down to the lowest common denominator so that outcomes are equal. (note the Whole School / Whole Community model eliminates School Boards).

Equal outcomes no matter what persons or obstacles stand in the middle. In socialism or communism this has failed every time. Failed students. Failed society itself.

Equity does not make things better or more fair in education. It takes away merit based, it takes away gifted programs, it takes away support for those who want to get ahead because it makes getting ahead a bad thing to want. Equity is making sure all end up with equal outcomes., collective outcomes. It replaces equality.

For example, with equity, all teachers should get the same pay, not different pay, not benefits for senior experienced teachers. If a robotics program is too hard for some students, then it needs to be dumbed down and made "more equitable" to ensure equal outcomes. Perhaps that means adding in narrative story teaching and taking out advanced coding. That is equity in education. China is laughing at us for considering this in our education standards.

Equity removes personal individual responsibility and replaces it with political intersectional collective identities all for the purpose of making outcomes for everyone the same. No one gets ahead of anyone else. It means all become merged into equitable global citizens made of politically "correct" identity groups. The identity of the collective is about skin color and gender in an intersectional hierarchy that are all taught to feel and think in the prescribed politically correct way.

Many sustainability goals on closer look benefit corporations and NGOs that have a business interest in sustainability and this is very true in the Education Tech and survey data mining industry as well.

It is incumbent on the Board to look into the money trail and determine if you are being incentivized to use and purchase something that benefits the business of Ed Tech or assessment data mining industry or if it benefits the academics of the children. The competencies of SEL are not academic; they are soft targets and the first 10 years of data are shocking and shameful.

For example we only have 10 years of data of SEL and the Chicago School District was a robust pilot district that used SEL. It just released its 10 year comps. With a 10 year scan you see beyond covid shut down. The results were dismal pre covid and ended with a 70% drop over 10 years. This is not covid or shut down related. This is what SEL does to academics. See attached diagram of 10 year academic results for Chicago. There is no longer term data than 10 years.

Using the assertion that children need SEL to be "ready to learn" instead of starting with actual learning is like listening to a sales pitch and purchasing a product based on the sales pitch, not the content of the product itself.

How many here on the Board realize the deep sea change that has happened in our Ed Schools? How many of you notice the different ideology of the younger graduates from those Ed Schools? Paulo Freire taught that education must not be neutral, it should be political. This is what we have now in Ed Schools and this is what innocent well meaning teachers are subjected to when they attend these training centers full of critical theory marxist thought. They learn to see the world through a lens of oppression and this is what they pass on to our students.

They all turn out thinking the same way. Wanting to deconstruct western civilization so that some nebulous utopia will appear. To them "queering" education means to end all that was once normal and make new normals. They are not taught any good ideas that are worth saving in history or anything salvageable about the west. These are revolutionary ideas and methods. Nothing less. And critical theory using race and gender and queer is the foundation of education in America today. Teachers who graduated from these Ed Schools make up the hiring pool of teachers in every state now.

Many of the older teachers are unwilling to teach these radical new ideas and are leaving. Others say nothing because they fear losing jobs if they express opposing opinions.

We are losing our greatest diversity, diversity of thought. SEL is critical Paulo Freire education which is a polar opposite to actual critical thinking. A survey was done recently of 7th graders across America and close to 70% said that free speech was hate speech. These students are taught this. They are being taught to think in politically correct pre-determined ways. About politics. About sex. About gender. About what they should and should not protest. They are taught to be activists but only about specific things.

Hawaii sent a contingent to the NEA. Their president opened her keynote praising Angela Davis and saying teachers need to be more like Davis-- a convicted terrorist and an avowed marxist. Why do they want teachers to be radical? Why was there little discussion of academics? Why does SEL contain praxis to have the students make protest signs and become activists? **Parents are watching this and wanting you, the BOE, to target academics and rid the schools of politics.**

This Board is the gateway. Either you succumb to UNESCO and SEL and equity (lowest quality) education or you stand as the protector of the children and purchase academic education. The Federal government is giving hundreds of millions for SEL which is also a hyperdermic needle for CRT, queer theory and gender theory. It is a political ideology which is religious-like in nature. It allows no discussion for opposite points of view and believes itself to hold a moral high ground therefore even debate is ignored.

Parents do not want this in the BOE and DOE foundational statements or a mission statement. You owe nothing to the NEA or the younger radicals in any union or inside schools. Any progressive train has to keep moving always, there are no brakes in revolution, it has to keep moving to end the status quo therefore revolution. . There is no place to stop, it will go on and on making things more "equitable" and less merit based, calling merit unfair or racist. Right now the woke and critical education movement call objective truth "suspect" and want to uphold subjective truth.

Equity in schools means ending anything that does not create an equal outcome. It does not relate to equality. Equity is a socialist concept that the many Teachers Unions are pushing and the School Counselors are pushing.

We look to the Hawaii Board of Education to not fall prey to the current education fad of collectivism, equity and using competencies for learning readiness instead of getting to the academics of learning

How the books can be used for cultural relativism

It is not just the books used, it is how they are used in Paulo Freire education. For example a math lesson about a family driving to an amusement park 50 miles away

may say this in the lesson that they have driven 20 miles and to discuss what is left.. The teacher is expected to add "cultural relativism" into it. The teacher would generate content about oppression and why every family could not go to an amusement park.

When children get this in every class for every year, and they are expected to partake in praxis such as activism -- they have no chance of having an unbiased mind capable of real critical thinking which is what makes a human successful in life, make a human overcome challenges and be able to discern priorities and options and make good decisions.

Like the tale of The Emperor has no clothes, the fad of conflating gender and sex and no longer teaching that biology is real and that doctors "assigned" something at birth -- all this needs to stop. The problem is working adults think LBGTQ is some kind of political united group that must at all times be followed. It is not. The 'T' part of the group is at odds with the LBG and the gays do not want to be aligned with activists who themselves are bullies to real gays and lesbians.

A new bullying inside the schools

The gays and lesbians are speaking out and asking to stop pressuring effeminate boys and tomboy girls into thinking they are other genders and therefore trans. They want the school counselors to stop pressuring and pushing for trans and gender fluid when the child is a perfectly normal gay or lesbian child who is now getting bullied by an activist movement. We are not being tolerant and loving to children if we go back to being homophobic.

A 4,000 percent rise in the declaration of non binary and gender fluid is not organic, it is a social contagion. 80% normalize by age 18 or 20 if not put on drugs. However, if puberty blockers are used, over 90% go on to take cross sex hormones. Federal monies would like schools to become a part of this. Some schools think there should be a gender affirming Planned Parenthood on the school premises. This is the idea behind whole school or whole child where the school takes over more of the health decisions. Parents do not consent to this UNESCO idea. want medical choice and for the schools to know they are not the parents.

Affirming gender immediately is not based on evidence and has become a fad. In the UK and Sweden this has been stopped because they have the data that evidences no change in suicide rates and more risk than reward.

The main gender clinic for minors in the UK is being shut down. The move is back to treating co morbid mental health issues first. Hawaii making an ACT for 14 and up to get treatment without parents knowledge does not mean it is lawful. School policy should not consider hiding any gender pronouns or medical visits from parents. These UNESCO ideas are anti-Hawaii and anti-parent. Parents do not want to relinquish medical decisions to schools and never will.

It is here at the local level that we can stand for what is real and put a stop to magical teaching and ideological almost religions ideas. We do not have to accept SEL federal incentives. We know it does not help academics and we know it does not help emotionally or any other way.

Social Emotional Learning is nothing without the assessment companies' (like Panorama) data. They need the data to create the "evidence" and comparative "evidence" after the fact.

The truth is everything good about Social Emotional Learning was already in place at schools. We already identified and helped children in trauma. SEL in classrooms is group psychology in an uncontrolled setting and the surveys continually ask our children about how they feels and use invasive private questions. That data is attached to the student.

We are entering a bio security world of tech and data tracking. UNESCO and Agenda 2030 uses assessment companies to make a profile on the children with continued data mining.

Parents are not fully informed.

Focusing on equity is a ruse and a move away from taking responsibility for better academics. It will make academics worse. **The best way to create more justice for people is by giving them a good academic education. Teach them how to critically think through a process, to look at both sides of an argument and to value diversity -- of thought -- not just a skin color or gender.**

Many of the students after their critical education simply yell at people and call them names like bigot and racist if they dare to hold a differing opinion. Many professors get fired for trying to teach their students diversity of thought. Now this ideology thinking has entered k-12.

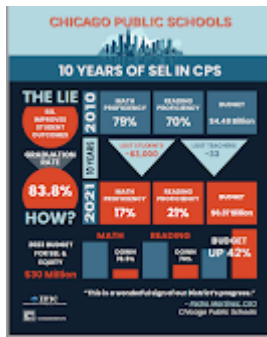
Focusing on SEL with its soft competencies is a ruse and some call it a con game because once you include it in your budget there is no way to slow it down. Data showing any positive results means purchase more; data showing negative results means a need to purchase more. It does not end. The ed tech business is not multi billion and is a huge growth sector with data being a new asset.

For equity all students are pushed lower, the gifted students are no longer rewarded, UNESCO plans to get rid of the merit based system (grades and high quality work) and make all things the same at the end. That means a minority child can get ahead farther than the one who studied and gives their all. It also means a white student who is currently made to feel "less than" and told they are in the oppressor class can suddenly choose to be trans or non binay and move immediately into the oppressed (and cool) category.

Thank you for reading this.

November 14, 2022

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Moms For Liberty



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195K

CHICAGO PUBLIC SCHOOLS



10 YEARS OF SEL IN CPS

THE LIE

SEL
IMPROVES
STUDENT
OUTCOMES

GRADUATION
RATE

83.8%

HOW?

2010

MATH
PROFICIENCY

79%

READING
PROFICIENCY

70%

BUDGET

\$4.48 Billion

10 YEARS

LOST STUDENTS
-63,000

LOST TEACHERS
-33

2021

MATH
PROFICIENCY

17%

READING
PROFICIENCY

21%

BUDGET

\$6.37 Billion

2023 BUDGET
FOR SEL &
EQUITY

\$30 Million

MATH

DOWN
78.5%

READING

DOWN
70%


BUDGET

UP 42%

"This is a wonderful sign of our District's progress."

- Pedro Martinez, CEO
Chicago Public Schools

 **EPIC**
Emhurst Parents for Integrity in Curriculum

 **COURAGE IS A HABIT**
COURAGEISAHABIT.ORG

Speech Language Pathologist Recruitment and Retention (and other matters)

1. **Reclassification:** Most Speech Language Pathologists (SLPs) have been classified at the SR22 level since the 80's (a handful of supervisors are at higher SR levels). We are asking for a reclassification due to two main reasons.
 - a. **Recruitment and retention:** Currently, the entire nation has a severe shortage of speech language pathologists. This shortage is expected to increase in the next ten years as a significant percentage of the school based SLPs retire. The University of Hawai'i graduates a few new SLPs each year but the students are generally from the mainland and do not stay in Hawai'i, so we are left with a handful who apply to the DOE each year. Our state is forced to hire contracted SLPs who work for a year or two and then move on. SLPs from the mainland do call about our vacancies but usually do not apply when told our pay scale and cost of living. It is just too expensive for most SLPs to live in Hawai'i on the current pay scale.
 - b. **Equity:** Within the DOE, the school psychologists and the Board Certified Behavior Analysts (BCBAs) have similar education and job descriptions to SLPs. All of us are required to have a master's degree in our field. Our duties include assessing and servicing students, consulting with school staff, etc.. School psychologists and BCBAs perform these duties when requested and SLPs do so daily. Currently, school psychologists are classified as SR24 and BCBAs are classified as SR26. Speech Language Pathologists are requesting to be reclassified in order to have equitable compensation to others in the DOE with similar pay and responsibilities.
2. **Differential:** Currently, Speech Language Pathologists receive a shortage differential because of our severe shortage of SLPs. This differential varies with service time with the DOE. As our years of service increases, our differential decreases. We have been told that this occurs because we are not allowed to earn more than the "M" step of SR22. This means that when you obtain enough years of service to reach STEP M, you receive very minimal differential pay. When we receive our step movements, we only receive a portion of the increase in pay due to our differential pay decreasing with each step increase. We have inquired about this policy in the past and have been told that the differential is for "recruitment" and not "retention." Due to our severe shortage, it should be apparent that we need to both recruit and retain our workers. Speech Language Pathologists are requesting that the shortage differential not decrease when our years of service increases.

3. Hazard Pay: HGEA is requesting that all of its DOE members receive hazard pay for the time worked during the official COVID19 epidemic (March 2020 to March 2022, as declared by Governor Ige). At the start of the lockdown in March 2020, SLPs were required to work from home servicing and assessing students remotely. In June 2020, we were required to see our most severe students in person. These students were often unable to wear a mask, use proper hygiene, or maintain social distancing. Usually, those students needed to be within a couple of feet or inches of the SLP during service delivery. When school started in August, we serviced preschool students and severe special education students directly and serviced the remaining students virtually. As the school year progressed all of our students gradually returned to the campus and were seen in person. During the first few months of in person services, there was little PPE to provide any protection from the virus. We usually provided our own masks, cleaning supplies, and barriers. Gradually, the DOE did provide PPE supplies as they became available. During that two year span, we were exposed to the virus from our students, fellow teachers, and staff who contracted the virus. Unlike classrooms, we did not have a "bubble" where we only were in contact with limited people. We were required to see students from multiple classrooms. When students in these classrooms contracted COVID19, we often were often not informed and only found out when our students were absent or their class was in quarantine. After the vaccines were available, the state mandated that employees either prove that they were vaccinated or provide proof of a negative Covid test weekly. This shows that they state believed that working during this time was hazardous. Due to our risk of exposure, many of us had to isolate ourselves from our families, especially from our kupuna and those with medical issues because we did not want to expose our loved ones to the virus. Several SLPs did contract COVID19 during this period. Speech language pathologists were front line, essential workers during the epidemic and are asking for hazard pay due to this increased risk of exposure. (We currently continue to work with the same risk of exposure as we continue to service severe special education students who cannot adequately wear masks, use proper hygiene, or maintain social distancing.)
4. Medicaid Billing: In August 2019, all SLPs were directed to become Medicaid providers so that the state could bill Medicaid for our services. Since then the state has received an unknown amount for our services (apparently millions). These funds could be used to offset any increases in SLP pay.