



## Testimony May 4, 2023 Special meeting

1 message

Warren Hyde <whyde808@yahoo.com>

Tue, May 2, 2023 at 1:34 PM

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

May 4, 2023 Special Meeting

Agenda Item: Discussion item V.A. Update on Hawaii Public Education 2023-2029 Strategic Plan Phase II, Implementation Plan proposed draft

Position: Oppose

Aloha BOE Chair Voss, Vice Chair Barcarse and members of the Board of Education:

Mahalo for providing the opportunity to testify in disappointment of the latest draft of the strategic plan on behalf of Hawaii's keiki.

I have serious concerns about the DOE's approach to measuring progress and using the data it collects. The DOE's rhetoric in the strategic plan lacks transparency and does not provide clear evidence of how it is measuring the effectiveness of its efforts. Without this information, it is difficult to assess the DOE's progress and hold it accountable for achieving its goals.

Desired Outcome 1.1.1

Action item 1 & 2: the plan fails to address what happened to the K assessment that was adopted in the past and what the DOE learned from it. If the DOE cannot provide a satisfactory answer to these questions, it calls into question the need for another assessment. Action item 3, 4, 5: Schools have been doing these things for the last three decades, and the DOE must explain what is different about their actions, aside from the creation of the EOEL in the recent decade.

Measuring Progress: This is a participation credit – this approach is inadequate.

The plan states that a percentage of students who are not assessed as ready will receive additional personalized support, but the effectiveness of this support is not measured. The DOE's rhetoric alone is not sufficient evidence of progress.

Desired Outcome 1.1.2

Action item 1: researched based? Has the USDE stopped requiring evidenced-based? The DOE has gone backwards having an aligned curriculum at one time.

Action item 2: This was established as a basic expectation a decade ago when universal screeners were mandated for every school.

Action item 3: The science of reading isn't new. Pilot in six complex areas – the DOE can do better than this. What are your findings from a pilot when there is half a century worth of research and experts know what works. The issue is the will of your leaders and teachers to do the work it takes. The DOE needs to explain how knowing the science of reading will translate into effectively teacher children how to read.

Action item 4: What are the student outcomes of the pilot named above?

Action item 5: What is the criteria for Reading Intervention Specialists? This is one of the DOE's deficits is having the expertise in house. Expansion of a lackluster certification only perpetuates the same results, might there be a review of the actual certification? The average students aren't achieving.

Measuring Progress:

Proficiency data is a given, however, the percent of students who receive additional personalized supports is a participation credit – this approach is inadequate. How are you measuring the effectiveness? DOE rhetoric

#### **Desired Outcome 1.1.3**

Action item 1 & 2: Same as 1.1.2

Action item 3, 4, 5: The government has years of research, we know what works. Leadership must have the courage to focus on student outcomes although it may be unpopular because holding staff accountable is uncomfortable. Hawaii needs to pull back on prioritizing friendliness a little and put student outcomes at the forefront.

Measuring Progress: This is a participation credit – this approach is inadequate.

.....receive additional personalized support. How are you measuring the effectiveness? DOE rhetoric.

#### **Desired Outcome 1.1.4**

Action item 1, 2, 3: Increase the expectations and quality of your leadership training.

Action item 4 & 5: Commonly the DOE's solution is to hire more staff. This only creates a larger separation from those doing the work of communicating with parents/community and those that are implementers on the front line.

Action item 7: There are entire complex areas trained in sheltered instruction, what does the data show? The DOE is quick to provide training without follow up or accountability. The DOE is the most well trained organization in the State with no effect on student outcome. Millions of dollars spent on big name speakers.

Measuring Progress:

This is the only desired outcome that focuses on student outcomes.

**Desired Outcome 1.1.5** Explain how complex area superintendents and principals using your school quality survey data?

Measuring Progress: percent of schools measures – this approach is inadequate.

#### **Desired Outcome 1.2.1**

Measuring Progress: Explain how complex area superintendents and principals are using student Panorama data.

#### **Desired Outcome 1.2.2**

Measuring Progress: measuring an agreement that the school encourages something is a participation credit. This approach is inadequate.

#### **Desired Outcome 1.2.3**

Measuring Progress: Number of schools trained in HA is a participation credit, this approach is inadequate. same question as above.

#### **Desired Outcome 1.3.1**

For the last 40 years, this has been a priority with Tech Prep, School-To-Work, etc. initiatives with reenergized names. Having a participation credit is not good enough. Isn't career exploration a basic expectation? Supt. Hayashi is an expert at this, this bar needs to be raised.

#### **Desired Outcome 2.1.1**

Efforts with improving the DOE's relationship and leverage with teacher preparation programs should be a priority. The DOE has yet to be proactive.

#### **Desired Outcome 2.1.2**

Measuring progress: This is a participation credit – this approach is inadequate.

Participation does not equate to effectiveness. Define effective. How much growth are students expected to make every year with each teacher? What is the student outcome?

#### **Desired Outcome 2.2.1**

Measuring progress: This participation credit is sufficient.

Define qualified.

#### **Desired Outcome 2.2.2**

Measuring progress: This is a participation credit – this approach is inadequate. Have the DOE explain how professional development transferred on the job and monitored.

Define effective.

#### **Desired Outcome 2.3.1**

Define qualified.

Measuring progress: The current approach of measuring the percent of schools without a certified principal is inadequate and could be seen as a participation credit. The DOE should focus on more meaningful measures that are aligned with their efforts to redesign recruitment and training programs. These measures should be designed to demonstrate the effectiveness of these programs in improving student outcomes.

The DOE should also clearly define what success looks like for their recruitment and training programs and establish metrics to track progress towards these goals. These metrics should be tied to specific student outcomes, such as improved test scores, graduation rates, or college acceptance rates, to ensure that the programs are achieving their intended results.

#### **Desired Outcome 2.3.2.**

Define effective

Measuring progress: The percent of administrators staying on the job is not aligned to the action items. The percent of administrators staying on the job is not aligned with the action items, and the percent of principals being mentored and coached is not necessarily indicative of effective performance. The DOE's practice of continuously hiring retired administrators to mentor perpetuates low expectations and may hinder the development of new and innovative leadership practices.

#### **Desired Outcome 2.4.1**

Define effective

Measuring progress: This is a participation credit – this approach is inadequate.

Have the DOE explain how a positive response to a survey align to the desired outcome of effectiveness. DOE rhetoric.

Key Performance Indicators (KPI):

#### **Indicators 1-4:**

The DOE's focus on proficiency should be secondary to Growth. The focus on growth should be detailed to each teacher and student, rather than the school as a whole. This would enable teachers and students to see their progress over time and adjust their approach accordingly. The DOE should provide resources and support to enable teachers and students to better understand and utilize Median Growth Percentile (MGP) data, afterall, the DOE has used MGP for over a decade now and they should provide greater clarity and transparency around how it measures growth at the individual student and teacher level. The use of MGP data should be emphasized as a key metric for measuring growth and should be made more accessible to teachers, students, parents. School Principals should be able to explain this.

All of the KPIs should have a measure prior to approval. "Forthcoming" is inadequate.

**Indicators 6-7:**

Indicator 6 & 7 contradict one another and the lack of clarity around how the DOE plans to use certificate of completion data and GED information. It is particularly concerning that the DOE is using a certificate of completion as a measure of success, when the USDE does not recognize it. This raises questions about the validity and reliability of this measure, and how it aligns with national standards and expectations.

Furthermore, the lack of a clear measure for each key performance indicator prior to approval is inadequate. The use of the term "forthcoming" suggests that the DOE has not fully developed its approach to measuring progress, which may make it difficult to track progress over time and hold the DOE accountable for achieving its goals.

**Indicator 8:**

Confirming enrollment differs from actual enrollment. How will the DOE use this data? How will the DOE follow up to get actual enrollment in post secondary?

**Indicator 9:**

All of the KPIs should have a measure prior to approval. "Forthcoming" is inadequate.

The plan's approach to measuring progress, through a participation credit, is inadequate. The plan states that a percentage of students who are not assessed as ready will receive additional personalized support, but the effectiveness of this support is not measured. The DOE's rhetoric alone is not sufficient evidence of progress.

Lastly, the DOE's rhetoric in the strategic plan lacks transparency and does not provide clear evidence of how it is measuring the effectiveness of its efforts. Without this information, it is difficult to assess the DOE's progress and hold it accountable for achieving its goals. The DOE strategic plan and its associated action items fail to address important questions. As such, I urge the BOE to ask the DOE to reconsider its approach and develop a plan that is evidence-based, focused on student outcomes, and transparent. For far too long the DOE has failed our keiki.

Mahalo for your time, attention, and the opportunity to testify.

Sincerely,

W. Hyde



**HAWAI'I LODGING & TOURISM**  
**A S S O C I A T I O N**

Testimony of  
Mufi Hannemann  
President & CEO  
Hawai'i Lodging & Tourism Association

Board of Education  
Special Meeting  
May 3, 2023

Chair Voss and members of the Board, mahalo for the opportunity to submit testimony on behalf of the Hawai'i Lodging & Tourism Association—the state's oldest and largest private sector visitor industry organization.

The Hawai'i Lodging & Tourism Association—nearly 700 members strong, representing more than 50,000 hotel rooms and nearly 40,000 lodging workers—**strongly supports Superintendent Hayashi's proposed implementation plan of the Board of Education's Strategic Plan as it is currently drafted.**

With our unequivocal support for the proposed implementation plan, we would like to draw special attention to the workforce readiness goals with specific focus upon workforce training.

***“Collaborate with colleges and industry partners to support graduates' transition to postsecondary education and training after high school including streamlined admission to University of Hawai'i and attainment of immediate employment after high school including pre-apprenticeship programs with accelerated placement in apprenticeship programs, hiring fairs and workforce training (SY2023-24).”***

Our organization is currently in the midst of ongoing workforce development initiatives that include partnerships with the State Legislature, the State Department of Labor & Industrial Relations, the University of Hawai'i system, the Council for Native Hawaiian Advancement, and the Department of Education. These efforts include job training, certification, shadowing, and paid internships—for which we have already launched a pilot program—for DOE students who are interested in pursuing careers in the tourism industry.

We have the utmost confidence in the Department of Education and Superintendent's leadership as we have a longstanding relationship with them, and our workforce development efforts are just the latest collaboration between our organization and the DOE. Other programs include the Citizen-Scholar program—which has awarded scholarships to an outstanding senior from each DOE high school for the past 19 years—and the Ho'oilina Scholars program which provides full, four-year scholarships to graduating DOE seniors who will matriculate at the TIM School at the University of Hawai'i Shidler College of Business.

In the past two weeks, we have announced our third cohort of Ho‘oilina Scholars and celebrated the impending graduation of the program’s first cohort. All of this has been made possible through the collaboration between our association, Superintendent Hayashi, and the Department of Education. We relish our opportunities to work with the DOE and support their plan to implement the Board’s Strategic Plan.

Mahalo for the opportunity to provide this testimony.



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

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## Testimony from Joy Ring-Gadow, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Joy Ring-Gadow** <notifications@cognitoforms.com>  
Reply-To: joyring64@yahoo.com  
To: Testimony.BOE@boe.hawaii.gov, joyring64@yahoo.com

Tue, May 2, 2023 at 1:46 PM

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Joy Ring-Gadow  
Educational Assistant  
Red Hill Elementary  
[joyring64@yahoo.com](mailto:joyring64@yahoo.com)

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

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## Testimony from Michael Shimada, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Michael Shimada** <notifications@cognitoforms.com>  
Reply-To: 808deal@gmail.com  
To: Testimony.BOE@boe.hawaii.gov, 808deal@gmail.com

Tue, May 2, 2023 at 2:29 PM

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

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If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Michael Shimada  
User Support Tech  
Aikahi  
[808deal@gmail.com](mailto:808deal@gmail.com)

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## Testimony from Erin Kiyuna, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Erin Kiyuna** <notifications@cognitofrms.com>

Tue, May 2, 2023 at 4:18 PM

Reply-To: mollykins905@gmail.com

To: Testimony.BOE@boe.hawaii.gov, mollykins905@gmail.com

Aloha State Board of Education members,

I am a school-based Speech Language Pathologist and am writing in general support of the State Department of Education's strategic plan, given the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1)

Speech Language Pathologists provide federally-mandated services to special education students as well as to Section 504 students in general education. In providing critical services to students with communication needs, we have a direct impact on the wellbeing of our students. Our schools operate because all school-level staff, not just teachers, contribute to the betterment and welfare of our students and school communities.

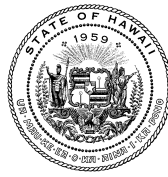
I am newly employed by the DOE. As a recent graduate of a Speech Language Pathology program, I need to complete a Clinical Fellowship for certification. The DOE is one of a few settings available where new graduates are able to receive certification hours, thus many of us seek employment with the DOE upon graduating. After receiving certification, however, many Speech Language Pathologists will choose to move to other settings such as private practice or hospitals, or move to the mainland for higher compensation and better working conditions. Due to the shortage of Speech Language Pathologists employed in each school district, the workload is strenuous with too few professionals to cover the existing caseloads. Competitive compensation and pay equity would help retain the current Speech Language Pathologists employed by the DOE and also attract potential new hires in greater numbers.

If a high-quality workforce is the goal, then competitive compensation and pay equity is a necessity. Compensation for school-level staff must be prioritized now, not in 2024. The DOE works because we do.

Thank you for your time-

Erin Kiyuna  
Speech Language Pathologist  
Honolulu District  
[mollykins905@gmail.com](mailto:mollykins905@gmail.com)

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STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
KA 'OIHANA HO'ONA'AUAO  
HILO-WAIĀKEA COMPLEX  
75 AUPUNI STREET, RM. 203  
HILO, HAWAII 96720

May 1, 2023

Dear Chair Voss and Members of the Board,


We strongly believe that honoring educators' input is essential when adopting an effective state strategic implementation plan. Educators have a wealth of knowledge and experience, and our perspectives are invaluable in shaping the direction of education in our state. We understand the needs of our students and are in a unique position to identify the strategies and performance measures that will work best for our schools and students.

During the month of March 2023, Principals across the state were asked to engage in a common process to share the first draft of the State's Strategic Implementation Plan. We gathered feedback to determine how to best implement the Board-approved goals and measure meaningful progress. We invested in that time knowing that feedback from the entire tri-level system of educators is critical. Collectively, our 13 Hilo-Waiākea schools and Complex Area offices managed to share the new State Strategic Plan and the plan for implementation with over 600 educators.

**The current draft implementation plan represents a culmination of educator voices across the State and we support the Board's approval of the implementation plan.**

The current draft of the State Strategic Implementation Plan includes Action Items that provide our schools opportunities and support to engage with the broader community to attend to the diverse needs of our schools and PreK-12 students. The Action Items also speak directly to our department's data, providing guidance about specific focus areas while allowing each school to demonstrate their commitment in flexible ways that match their students and communities. For example, both Hilo and Waiākea Complexes are providing students with intentional and age-appropriate experiences to explore and engage in careers and in community and civic responsibilities (1.3.1). For some, this includes opportunities to acquire college credits at no cost while in high school, for others it may be work study training, and for those focused on a career in the military, JROTC at Hilo High provides a rigorous program. While one complex is expanding on well-established pathways and partnerships for post-secondary success, the other is responding to the changing landscape of career and civic opportunities by redesigning their structures.

Our schools and complexes continue to evolve and innovate with their existing resources, however to prepare our students for a future that demands a high level of communication, skill, knowledge, problem-solving and decision-making we will need to marshal our resources even further. We look forward to implementing our State Strategic Plan with the Board's support by partnering with us to help ensure the Action Items are realized.

Sincerely,  


Esther Kanehailua (May 1, 2023 16:27 HST)

Esther Kanehailua  
Complex Area Superintendent

Dennis O'Brien

[Dennis O'Brien \(May 2, 2023 08:35 HST\)](#)

Dennis O'Brien, Principal  
EB deSilva Elementary

Jennifer Sueoka

[Jennifer Sueoka \(May 2, 2023 09:06 HST\)](#)

Jennifer Sueoka, Principal  
Ha'aheo Elementary

Jasmine Urasaki

[Jasmine Urasaki \(May 2, 2023 10:07 HST\)](#)

Jasmine Urasaki, Principal  
Hilo High School

Heather Dansdill

[Heather Dansdill \(May 2, 2023 10:20 HST\)](#)

Heather Dansdill, Principal  
Hilo Intermediate

Bryan Arbles

[Bryan Arbles \(May 2, 2023 11:09 HST\)](#)

Bryan Arbles, Principal  
Hilo Union Elementary

David Dinkel

[David Dinkel \(May 2, 2023 11:10 HST\)](#)

David Dinkel, Principal  
Kalaniana'ole Elem & Inter

Kimberly Castillo

[Kimberly Castillo \(May 2, 2023 11:18 HST\)](#)

Kimberly Castillo, Principal  
Chiefess Kapiolani Elementary

Tiffany Pratt

Tiffany Pratt, Principal  
Kaumana Elementary

Vincent Venzon

[Vincent Venzon \(May 2, 2023 11:22 HST\)](#)

Vincent Venzon, TA Principal  
Keaukaha Elementary

Ken K Watanabe

Ken Watanabe, Principal  
Waiakea Elementary

Kelcy Koga

[Kelcy Koga \(May 2, 2023 11:43 HST\)](#)

Kelcy Koga, Principal  
Waiakea High School

Lisa Souza

Lisa Souza, Principal  
Waiakea Intermediate

Suzanne M Ochi

Suzanne Ochi, TA Principal  
Waiakeawaena Elementary

Kasie Kaleohano

[Kasie Kaleohano \(May 2, 2023 14:28 HST\)](#)

Kasie Kaleohano  
District Educational Specialist

Trini Hironaga

[Trini Hironaga \(May 2, 2023 15:37 HST\)](#)

Trini Hironaga  
District Educational Specialist

Robin Valencia

Robin Valencia  
District Educational Specialist

Polly Quigley

[Polly Quigley \(May 2, 2023 15:44 HST\)](#)

Polly Quigley  
District Educational Specialist

Kurt Kawachi

[Kurt Kawachi \(May 2, 2023 18:49 PDT\)](#)

Kurt Kawachi  
District Educational Specialist



TIERNEY BARCARSE (May 2, 2023 15:50 HST)

Tierney Barcarse  
District Educational Specialist



Bert Bibilone (May 2, 2023 18:53 PDT)

Bert Bibilone  
District Educational Specialist



Angie Graham (May 2, 2023 16:02 HST)

Angie Graham  
District Educational Specialist

# HW Letter of Support 5-1-2023

Final Audit Report

2023-05-03

Created:	2023-05-02
By:	Esther Kanehailua (10005288@k12.hi.us)
Status:	Signed
Transaction ID:	CBJCHBCAABAASM1PN0zCUYrAs0CCA1Q-2fY2pT5hFAxE

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-  Document e-signed by Esther Kanehailua (10005288@k12.hi.us)  
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-  Signer 10028032@k12.hi.us entered name at signing as Jennifer Sueoka  
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Esther Kanehailua (10005288@k12.hi.us) added alternate signer 10008871@k12.hi.us. The original signer jasmine.urasaki@k12.hi.us can still sign.

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Document e-signed by Vincent Venzon (vincent.venzon@k12.hi.us)

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Signature Date: 2023-05-03 - 1:43:50 AM GMT - Time Source: server- IP address: 165.248.216.193- Signature captured from device with phone number XXXXXXX8655

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2023-05-03 - 1:43:53 AM GMT

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2023-05-03 - 1:44:45 AM GMT- IP address: 165.248.216.193
















 Document e-signed by Polly Quigley (polly.quigley@k12.hi.us)

Signature Date: 2023-05-03 - 1:44:47 AM GMT - Time Source: server- IP address: 165.248.216.193

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2023-05-03 - 1:44:50 AM GMT



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Signature Date: 2023-05-03 - 1:53:00 AM GMT - Time Source: server- IP address: 98.182.24.202
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-  Document e-signed by Angie Graham (angie.graham@k12.hi.us)  
Signature Date: 2023-05-03 - 2:02:20 AM GMT - Time Source: server- IP address: 72.234.48.3
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2023-05-03 - 2:02:20 AM GMT





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## Testimony from Mary Pescador, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Mary Pescador** <notifications@cognitoforms.com>  
Reply-To: zoe.klowee@gmail.com  
To: Testimony.BOE@boe.hawaii.gov, zoe.klowee@gmail.com

Tue, May 2, 2023 at 4:58 PM

Aloha state Board of Education members,

I'm a school-level Speech Language Pathologist and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Goal 2.2 of the State of Hawai'i Board of Education 2023-2029 Strategic Plan is

"All schools are fully staffed by effective support staff who are committed to providing quality services to support students.

2.2.1. All school support staff positions are filled with qualified hires.

2.2.2. All school support staff are effective or receive the necessary support to become effective."

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists (SLP), School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

SLPs and Communication Aides provide specialized, mandated services to special needs students. During the pandemic/school closure, SLP, OTs, PTs, and EAs were amongst the DOE staff that were deemed essential workers and provided face-to-face, mandated services for our students during the pandemic. We continue to deliver highly specialized services that enable our students to progress in school, despite the difficulties of being in a field that is chronically under-staffed and under-compensated. Our services help our students progress in the area of communication, in order to better access the curriculum, increase their participation in general education, and gain functional living skills.

I have been a SLP in the DOE since 2005 and our district has never been fully staffed with SLPs, resulting in increased workloads, high turnover of SLP staff, and frequent "shuffling" of SLP staff to cover vacancies/shortages. New SLPs are difficult to recruit due to the high cost of living in Hawaii combined with the lack of attractive compensation. Current SLPs are challenging to retain because of the same factors; many SLPs have left the DOE after a short period of time (sometimes only weeks or months) because the stress of the job is simply not worth the relatively low compensation, especially when other states and the private sector provide more appealing options (e.g. \$20-30,000 more in New York and California). Additionally, the shortage of support staff (e.g. nearly 600 openings for EAs) create a demanding workload for the current staff that are in "survival mode" trying to "make it work" with whatever support is available. Staff shortages and high turnover of staff result in lower quality services and support for our neediest students. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

A masters degree, state license, and national certification is required to qualify to be an SLP. There is a nationwide shortage of SLPs and a limited number of speech language pathology graduate programs. Entering a speech language pathology graduate program is highly competitive. In order for the Hawaii DOE to recruit and retain the few SLPs that are available (including the many current SLP who are considering early retirement), attractive and fair compensation is needed. SLPs and other DOE service providers have been asking for pay increases for years and these requests have been ignored.

Competitive compensation and pay equity will help retain Speech Language Pathologists already on the job while making these positions more attractive for potential new hires. If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Mary Pescador  
Speech Language Pathologist  
Kaimiloa Elementary/ Leeward District  
[zoe.klowee@gmail.com](mailto:zoe.klowee@gmail.com)

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

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## Testimony from SherriAnn Wakui, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**SherriAnn Wakui** <notifications@cognitoforms.com>  
Reply-To: stweety68@gmail.com  
To: Testimony.BOE@boe.hawaii.gov, stweety68@gmail.com

Tue, May 2, 2023 at 5:18 PM

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

SherriAnn Wakui  
Educational Assistant  
Mililani Middle school  
[stweety68@gmail.com](mailto:stweety68@gmail.com)

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

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## Testimony from Kimberly Lewis, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Kimberly Lewis** <notifications@cognitoforms.com>  
Reply-To: klewis96819@att.net  
To: Testimony.BOE@boe.hawaii.gov, klewis96819@att.net

Tue, May 2, 2023 at 6:17 PM

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

I work in the capacity as an education assistant 3. We are with the students, hands on, throughout the ENTIRE day. We teach, toilet, care for wheelchair students, help with their personal hygiene and have to help put some students on orthopedic devices!

I'm seven months shy of making my ten year mark as a full time employee (13 years total). Embarrassingly I make a little over poverty level.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Kimberly Lewis  
Education Assistant 3  
Niu Valley Middle School  
[klewis96819@att.net](mailto:klewis96819@att.net)

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## Testimony from Kimberly Monden, BOE 5/4 Special Meeting, Agenda Item IV

1 message

**Kimberly Monden** <notifications@cognitoforms.com>  
Reply-To: kimyokota@yahoo.com  
To: Testimony.BOE@boe.hawaii.gov, kimyokota@yahoo.com

Tue, May 2, 2023 at 6:18 PM

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

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If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

As a DOE Speech and Language Pathologist (SLP) for almost 18 years, I am disappointed in the inequity in pay that has happened consistently throughout my entire career here in the DOE. Teachers have received numerous bonuses and raises throughout this time and rewarded for their hard work and dedication to their students. There have been repricing for other role groups, such as School Psychologists. This is well deserved, however, there are also many other role groups that work together in the DOE to provide for appropriate and direct instruction to make our students successful in the school setting. My job provides mandated, direct speech and language therapy services that are necessary for our special education students to access and progress in their educational curriculum. The DOE cannot retain the experienced, highly-qualified (nationally certified/state license) SLPs they already have. There are many that have left the DOE due to inequities in pay and have taken their qualifications in to other settings.

Without school level professionals such as SLPs, OTs, and PTs, our campuses would not be able to serve students. It was the support staff that supported students face-to-face daily throughout the pandemic and not from behind computer screens in the safety of our homes. We came on campus and prioritized the well-being and education of our students despite the health risks for ourselves and our families. We have yet to receive any compensation for the risks endured during this time.

It is a disappointment and quite honestly very discouraging to have been working in this system for this amount of time with no option for repricing or negotiation of our pay. If anything there should be some equity in pay across the line. There has been none for the 18 years I have been in the system. Enough is enough.

Now is the time to hear us and acknowledge why our work is essential, and make compensation for critical school-level professionals who have a DIRECT impact on students. Now is the time to make this

a priority.

The DOE works because we do.

Mahalo for this opportunity to testify.

Kimberly Monden  
Speech and Language Pathologist  
Department of Education, Central District  
[kimyokota@yahoo.com](mailto:kimyokota@yahoo.com)

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## Testimony from Katherine Kekahuna, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Katherine Kekahuna** <notifications@cognitoforms.com>

Tue, May 2, 2023 at 6:20 PM

Reply-To: k\_\_kekahuna@yahoo.com

To: Testimony.BOE@boe.hawaii.gov, k\_\_kekahuna@yahoo.com

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Katherine Kekahuna

EA111

KingKamehameha 111

[k\\_\\_kekahuna@yahoo.com](mailto:k__kekahuna@yahoo.com)

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

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## Testimony from Roxanne Bal, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Roxanne Bal** <notifications@cognitofrms.com>

Tue, May 2, 2023 at 6:44 PM

Reply-To: balroxannek@gmail.com

To: Testimony.BOE@boe.hawaii.gov, balroxannek@gmail.com

Aloha state Board of Education members,

As Educational Assistants, our job duty is to work side by side with our teachers focusing on the same goal of providing quality education to our students as we prepare them for adulthood. We work longer hours for less pay, and many times our duties go beyond the classroom. Teachers are fairly compensated, but we want you to remember that the quality service provided to our students is not done by them alone. It also comes from the staff who maintain campus facilities, serve hot meals daily in a clean, safe environment, provide administrative support, and from educational assistants who provide academic, physical, emotional, and hygienic support to our students with intellectual and/or physical disabilities.

The DOE works because we do.

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

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If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

Mahalo for this opportunity to testify.

Roxanne Bal  
Educational Assistant  
H.P. Baldwin High School  
[balroxannek@gmail.com](mailto:balroxannek@gmail.com)

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

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## Testimony from Robin Lee, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Robin Lee** <notifications@cognitofrms.com>

Tue, May 2, 2023 at 7:14 PM

Reply-To: rflee808@gmail.com

To: Testimony.BOE@boe.hawaii.gov, rflee808@gmail.com

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

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The DOE works because we do.

Mahalo for this opportunity to testify.

Robin Lee  
Educational Assistant  
Kamiloiki Elementary School  
[rflee808@gmail.com](mailto:rflee808@gmail.com)

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State of Hawaii  
Board of Education

Testimony by  
Waipahu Complex Principals

May 4, 2023

Relating to the Update on the Hawaii Public Education 2023 - 2029 Strategic Plan (Phase II),  
Implementation Plan: proposed draft

The Waipahu Complex Principals would like to collectively share our support for the Department of Education's 2023-2029 Strategic Plan Phase II Implementation Plan draft. We support the plan's new goals and objectives that incorporate Board and statewide strategic targets. We appreciate that the plan also recognizes and encourages the successful efforts currently occurring at our schools, allowing our students to achieve and excel. We wholeheartedly support the proposed plan for the following reasons:

1. The proposed implementation plan aligns to the Board of Education's three priorities (High-Quality Learning For All, High-Quality Educator Workforce In All Schools, Effective And Efficient Operations At All Levels) and the BOE's Strategic Plan's Goals and Desired Outcomes. The implementation plan provides guidance and focuses on continuous improvement, while empowering school communities to pursue innovative initiatives that are unique to our individual schools.
2. The proposed implementation plan supports individual school leaders by maintaining the core mission to provide a well-rounded education for all students, and career, college, and citizenship readiness through the effective use of standards-based instruction while promoting 21st century learning skills.
3. The proposed implementation plan and measures connected to the Action Items, give clear direction for schools on areas of focus, yet allows schools enough autonomy to be creative and innovative on how to implement the plan.
4. The proposed plan sets high academic and behavioral targets/goals for all schools to strive for and supports a "Plan, Do, Check, Act" system where schools continually monitor and adjust plans to meet the needs of all students. The plan also encourages the continual use of data by specifically identifying the measures for each specific Action Items.

Collectively, the Waipahu Complex Principals applaud our Superintendent for leading the way. As the former principal of Waipahu High School, he not only transformed the culture of the school, but an entire community. The relationships he has among all stakeholders will continue to strengthen and transform our department. Superintendent Hayashi's leadership is inspiring. He is relentless in his support of principals and encourages us to continually seek innovative ways to strengthen our school for the benefit and growth of all students. Superintendent

Hayashi is always advocating for student voices to be heard, while challenging and supporting his peers to be bold and innovative instructional leaders. He has a vision for the department that includes committing to collaborate with all stakeholders, discovering new educational opportunities, and prioritizing students' academic, social and emotional development. His understanding and experience as a systems thinker will help the Department of Education move forward as he leads the implementation in the right direction.

We are confident that this plan will allow us to meet and exceed the expectations of our students and individual communities and are in strong support of the implementation plan draft. The Board's approval will validate the work done and acknowledge the hard work ahead. We look forward to continuing to support all students in our schools in Waipahu and across the state.

Thank you for the opportunity to testify.

Respectfully Submitted,

Waipahu Complex Principals

Alika Ahu, Kalei'opu'u Elementary School

Pat Anbe, Waipahu Community School for Adults

Alvan Fukuhara, Waipahu Intermediate School

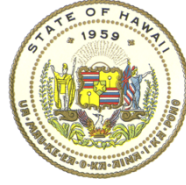
Stacy Kawamura, Honowai Elementary School

Hanh Nguyen, August Ahrens Elementary School

Sheldon Oshio, Waikele Elementary School

Zachary Sheets, Waipahu High School

Aaron Tominaga, Waipahu Elementary School



**STATE OF HAWAII**  
DEPARTMENT OF EDUCATION  
MAUNAWILI ELEMENTARY SCHOOL  
1465 ULUPI'I ST.  
Kailua, HI 96734

May 2, 2023

Dear Chairperson Voss, Vice Chairperson Barcarse, and members of the Board,

I am writing in support on the Agenda Item V. A. Update on Hawaii Public Education 2023-2029 Strategic Plan (Phase II), Implementation Plan: Proposed Draft.

The Department has done a thorough job of soliciting feedback from school leaders as they developed the Implementation Plan. I had an opportunity to collaborate with colleagues in reviewing and offering feedback to the first draft of the plan in March. Additionally, our faculty and staff met during school meeting time to review the draft and offer feedback directly to the Department. The first draft of the plan was clear and allowed all schools the flexibility to apply the strategies based on their unique strengths and needs. Needless to say, I was disappointed that the Board unilaterally rejected the Department's first draft.

After being directed to revise the first draft, the Department provided school leaders ample opportunity to give additional feedback on the Implementation Plan. Superintendent Hayashi met with the Kailua/Kalaheo Complex Area Principals to answer any questions regarding the revision of the Implementation Plan during our April meeting. Additionally, I collaborated with colleagues in our Principal Forum to ask questions and add more feedback. I truly appreciate Superintendent Hayashi and our State Leadership for coordinating these opportunities to ensure school leaders were heard and well informed.

The Implementation Plan addresses the academic, behavioral, and social-emotional needs of all students while addressing systemic and operational needs to support our work force and engage our school community partners and members.

I urge the Board to approve the Department's second draft of the Implementation Plan. The Department has gone through a comprehensive process which has been open and collaborative. It is crucial the Board trust the input provided by school leaders in developing this second draft and approve the plan so that schools have a clear roadmap as we plan for the upcoming school year.

One role of the Board should be to advocate and celebrate the strengths and accomplishments of the Department and recognize the collective work of the State Office, Complex Areas, and schools. As the governing body of our educational policies, it is important for Board members to visit schools and engage with our staff and students. Because you are tasked with such a huge responsibility, it's crucial to see firsthand how a school operates and understand the perspective of the students, teachers, and school leaders. Board members who do visit campuses walk away with a wealth of knowledge that may help to inform their decision making. If you have not been able to visit a campus this semester, I invite you to visit Maunawili to see innovative and engaging teaching and learning experiences in practice.

Sincerely,

Nathan Maeda  
Principal  
Maunawili Elementary School

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER



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

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## Testimony from Irene Yamamoto, BOE 5/4 Special Meeting, Agenda Item IV

1 message

**Irene Yamamoto** <notifications@cognitoforms.com>

Tue, May 2, 2023 at 7:51 PM

Reply-To: ireneyamamoto.0703@gmail.com

To: Testimony.BOE@boe.hawaii.gov, ireneyamamoto.0703@gmail.com

Aloha state Board of Education members,

I am a school-level Speech-Language Pathologist and I am writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Speech-Language Pathologists provide federally mandated direct intervention services to students with disabilities. Over the years, I have seen the severity of the disabilities increase significantly. Our workload challenges have likewise increased significantly.

In all of my 30+ years with the DOE, there has been a chronic shortage of Speech-Language Pathologists. The minimum qualification to be hired is a master's degree, yet our salary does not reflect that. Nor does our pay reflect the requirement mandated by our national association (American Speech-Language-Hearing Association) that we earn continuing education credits (30 contact hours every 3 years). Competitive compensation and pay equity will help to retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Irene Yamamoto

Speech-Language Pathologist

HI

[ireneyamamoto.0703@gmail.com](mailto:ireneyamamoto.0703@gmail.com)

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

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## Testimony from Noah Bolos, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Noah Bolos** <notifications@cognitofrms.com>

Tue, May 2, 2023 at 9:26 PM

Reply-To: Noahkbolos@gmail.com

To: Testimony.BOE@boe.hawaii.gov, Noahkbolos@gmail.com

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Noah Bolos  
Educational Assistant  
Kapolei Elementary School  
[Noahkbolos@gmail.com](mailto:Noahkbolos@gmail.com)

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Date: May 3, 2023

To: Board of Education  
Chairperson Bruce D. Voss

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

RE: Discussion Item: [Update on Hawaii Public Education 2023-2029 Strategic Plan \(Phase II\)](#), Implementation Plan: [proposed draft](#)

The ‘Aha Kauleo (AKL) is a council of parents, teachers and administrators of public 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 Hawai‘i through its Hawaiian language, Hawaiian studies and education programs.

The AKL submits the following suggestions ([in blue](#)) to the proposed draft to ensure appropriate stakeholder participation and transformative action towards the growth and development of Kaiapuni schools.

#### **Desired Outcomes 1.1.1**

1. Implement a new Kindergarten Readiness Assessment, including resources and support to all entering students (School Year (SY) 2023-24; SY2026-27 for Kaiapuni–Hawaiian immersion–students).
  - a. *Work with stakeholders to develop KEA assessment for Kaiapuni-Hawaiian immersion students, including the ‘Aha Kauleo, KĀ‘EO Project Team (University of Hawai‘i of Mānoa), ‘Aha Pūnana Leo, Kaiapuni Teacher Preparation programs (University of Hawai‘i at Hilo and Mānoa).*

#### **Desired Outcomes 1.1.4**

1. Collaborate with community organizations to train HIDOE staff in cultural awareness, competence and humility for diverse communities (SY2023-24).
  - a. *Hawaiian language and history requirements for all teachers.*



**2. Develop a strategic plan for Kaiapuni education (SY2023-24).**

- a. *Develop a strategic plan process that engages Kaiapuni stakeholders including Kaiapuni schools, ‘Aha Kauleo, KĀ ‘EO Project Team (University of Hawai‘i of Mānoa), ‘Aha Pūnana Leo, Kaiapuni Teacher Preparation programs (University of Hawai‘i at Hilo and Mānoa).*
- b. *Analyze appropriate data sources to inform strategic plan development including, Foundational and Administrative Framework for Kaiapuni Education (FAFKE), Kaiapuni Assessment Framework (KAF), KĀ ‘EO Assessment Data, school and community data, and relevant laws and policies.*
- c. *Analyze and develop the organizational structure of the Department of Education, and create and implement a Kaiapuni infrastructure that provides equitable access to growth, resources, funding, expertise and administration. ([BOE Policy 105.8](#), [BOE Policy 105.7](#))*

**Desired Outcome 2.1.1**

**5. Develop or expand programs targeting certain populations of teacher candidates and/or shortage areas:**

- a. *Develop a new registered apprenticeship model for high school graduates to become licensed teachers in collaboration with local partners (SY2024-25).*
- b. *Expand participation of teacher candidates with industry experience in Career and Technical Education pathways (SY2024-25).*
- c. *Expand the “Grow Our Own” program with local partners, targeting educational assistants to become teachers (SY2024-25).*
  - i. *Include substitute teachers and emergency hires as target populations.*
  - ii. *Continue to prioritize the federal teacher shortage areas.*
  - iii. *Target Kaiapuni and Hawaiian permit teacher candidates.*

May 2, 2023

Chair Voss and the Board of Education,

The Hawaii State Workforce Development Council (WDC) supports the Hawaii Public Education 2023-2029 Strategic Plan.

Our primary purpose is to support those with barriers to employment and sectors in need of employees.

The Workforce Development Council is making a deliberate effort to align the needs of businesses and labor using the Hawaii Department of Education's (HIDOE) Career Pathways. We are working with the HIDOE's new Workforce Development Branch and have doing joint projects making learning real for students and prepare them for future jobs. We'd like to expand learning in welding, smart farming, aviation, Commercial Driving License (CDL), IT, health and AI traffic control.

The Sector Strategies & Career Pathways Committee is working the UH's Hawaii Language Roadmap Initiative, UH Community College, Office of Revitalization, Chaminade University and Workforce Development Branch to address the needs of immigrants in schools and the community building a linguistic/ translator career pathway that leads into education to meet the teacher shortage. An interpreter strands will be developed and implemented in the health, criminal justice, agriculture and other academies. We will create a Compact of Free Association (COFA) training video for use by the Department of Labor and Industrial Relations (DLIR)

In partnership with the Employer Engagement Committee businesses and trade unions, HIDOE can expand career exploration into middle schools and eventually into elementary like Waikele Elementary.

Over the past few months, resources were brought in from Korea, Japan, Missouri and Louisiana help students demonstrate their classroom learning.

We support the Hawaii Public Education Plan and will collaborate for student success. The outcomes of the Hawaii Department of Education and the Workforce Development Council are in alignment on getting Hawaii's youth in the workforce.

Respectfully submitted,

Cary Miyashiro, Chair, Sector Strategies & Career Pathways Committee  
Brian Tatsumura, Chair, Employer Engagement Committee  
Hawaii State Workforce Development Council



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

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## Testimony

1 message

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**Glen Miyasato** <glen.miyasato@k12.hi.us>  
To: Testimony.BOE@boe.hawaii.gov

Wed, May 3, 2023 at 6:09 AM

From: Glen Miyasato, Principal. Fern Elementary School

Meeting: Special Meeting of BOE. May 4, 2023

Agenda Item: Update on Hawaii Public Education 2023-2029 Strategic Plan

Position:

I am in support of approving the DOE Implementation Plan proposal for the 2023-2029 Strategic Plan. As a Title 1 school, we are making great gains in student achievement and student wellbeing, but those gains have come with deliberate and thorough action steps that take time for "deep, schoolwide" implementation. We are particularly in need of approval and legislative funding for Desired Outcome 1.1.4 which will greatly benefit EL students who make up nearly half of our student population. Desired Outcome 1.2.1 is also a need for us as we work on many fronts to help our students improve their school attendance. I urge the Board to approve the proposed Implementation Plan. Mahalo for your consideration.

--

Glen Miyasato  
Principal  
Mayor Joseph J. Fern Elementary School  
[1121 Middle Street](#)  
[Honolulu, Hawaii 96819](#)  
(808)305-5400

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## HAWAII CARPENTERS APPRENTICESHIP & TRAINING FUND

The Hawaii Carpenters Apprenticeship & Training Fund (HCATF) supports the Board of Education's (BOE) Strategic Plan. We believe that this plan provides a clear roadmap for improving education outcomes for Hawaii's students and strengthening our state's workforce.

As a workforce partner with the Department of Education (DOE), we are committed to collaborating with the department to achieve the BOE's Desired Outcomes and Strategic Plan Goals. Specifically, we plan to work with the DOE on the following action items:

- 1) **Desired Outcome 1.3.1:** *Expanding career exploration and development, work-based learning (including internships), and attainment of college credits and industry-valued certificates.*

To support this action item, HCATF will provide apprenticeship opportunities and work-based learning experiences for high school students interested in pursuing careers in the construction industry through our Career Connections programs and summer internship. We will also offer college credit applicable towards The University of Hawaii's associate degree, and industry-valued training certificates – including upgrade training - to apprentices who complete our program.

- 2) **Desired Outcome 1.3.3:** *Reviewing high school framework, expanding college and career counseling through the summer, streamlining admission to UH, securing employment for graduating students, developing an online college and career planning platform.*

To support this action item, HCATF will continue to partner with high schools across the state to provide support for the Building and Construction pathways via our Career Connections curriculum. We will also share information online about apprenticeship recruitment, opportunities, and work-based learning experiences in the construction industry. Training Coordinators will provide aspiring apprentices with career advice related to our trades, while a new, Union mentorship program will provide additional support for those already on the apprenticeship track.

We are excited for the opportunity to work with the DOE to achieve the BOE's Strategic Plan Goals for 2023. Mahalo for your commitment to improving education outcomes for Hawaii's students and strengthening our state's workforce.

Sincerely on behalf of HCATF,

A handwritten signature in blue ink that reads "Edmund C. Aczon".

Edmund C. Aczon  
Executive Director

The Hawaii Carpenters Apprenticeship & Training Fund



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

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## Testimony for BOE Special Meeting on May 4, 2023

1 message

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**Della Anderson** <dellaeanderson@yahoo.com>

Wed, May 3, 2023 at 8:10 AM

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

The Hawaii State Board of Education (Board) approved an ambitious six-year Strategic Plan in February 2023. The plan was comprehensive and aspirational yet grounded in developing public education students to be ready to positively impact Hawai'i's future. I stand in support of the Department of Education's (Department) companion Implementation Plan to put the aspirational plan into practice.

The UH Community Colleges play a key role in developing workforce development programs to prepare students to move into living wage jobs in the state. The Department is a critical partner for our work, and we have worked together to develop Early College programs in career and technical areas to support students' career success. This implementation plan sets a direction for the public K-12 education system to lead and progress in our work together.

I am pleased the action items are accompanied by real timelines, a clear rationale and transparent measurements of success. Seeing this cohesion will be important for teachers, principals and complex area leaders to avoid feeling overwhelmed by the task at hand.

I also applaud the Board and Department for listening to your constituents, for being so focused on student achievement and equity, and for working on a set of outcomes that will indicate whether the school system is on track.

As a proud community partner of public schools in Hawai'i, I urge you to approve this Implementation Plan so the Board and Department can jointly move forward together.

Thank you for your consideration.

*Della A. Teraoka*  
Interim Associate Vice President for Academic Affairs  
University of Hawai'i Community Colleges



## Testimony from shauna ainuu, BOE 5/4 Special Meeting, Agenda Item IV

1 message

**shauna ainuu** <notifications@cognitofrms.com>  
Reply-To: mrsainuu@gmail.com  
To: Testimony.BOE@boe.hawaii.gov, mrsainuu@gmail.com

Wed, May 3, 2023 at 8:51 AM

Aloha state Board of Education members,

I'm a school-level Speech-Language Pathologist and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Speech Language Pathologists provide federally-mandated services to special education students as well as to Section 504 students in general education. In addition to the therapy we provide to our special education and 504 caseloads, we observe and screen the general education to assist with identification of students with communication disorders, conduct evaluations to determine eligibility for students, and provide support for both special education and general education teachers through consultation, observations, and professional developments to increase collaboration within our school teams in order to provide the highest quality, evidence based interventions for our students. We, not just teachers, have a direct impact on the well-being of our students. We provide critical services to students with communication needs; we help students learn to advocate for their needs and well-being, help students establish their preferred mode of communication so they can effectively express what their wants/needs, thoughts, opinions, etc., and help students use their communication skills to access their curriculum and learn in the classroom, with the goal of being independent, happy, well adjusted, safe, and successful human beings. We are professionals with knowledge and expertise to address needs in the areas of communication and swallowing; evaluating and providing essential support services for students to access and make progress in their curriculum, including needs in the areas of:

- Speech production (motor planning and execution, articulation, phonological disorders)
- Fluency (stuttering, cluttering)
- Spoken and written language (listening, processing, speaking, reading, writing, pragmatics [i.e. language use and social aspects of communication], phonology, morphology, syntax, semantics, prelinguistic communication [e.g. joint attention, intentionally communicative signaling], paralinguistic communication [e.g. gestures, signs, body language], literacy [i.e. reading, writing, spelling])
- Cognition (attention, memory, problem solving, executive functioning)
- Voice (phonation quality, pitch, loudness, alaryngeal voice)
- Resonance (hypernasality, hyponasality, cul-de-sac resonance, forward focus)
- Feeding and swallowing (oral phase, pharyngeal phase, esophageal phase, atypical eating)
- Auditory habilitation/rehabilitation (speech, language, communication, and listening skills impacted by hearing loss or deafness, auditory processing)

Our roles and responsibilities in the schools extend to:

- Providing Response to Intervention support for all general education students
- Providing therapy for students with the above-mentioned needs
- Evaluating, developing and supporting students who need alternative/augmentation communication devices (AAC)
- Attending student support meetings, Eligibility, and IEP meetings
- Providing comprehensive evaluations for speech/language disorders including hearing screening
- Documenting services (the DOE uses our NPI number to receive reimbursement funds from Medicare).
- Developing Individualized Educational Plans (IEPs)

- Managing cases for Speech or Language Delay (SoLD) eligible students
- Consulting and training staff members

In addition to our roles and responsibilities, school-level related service providers bring in revenue to the DOE. In 2019, the DOE required SLPs and other related service providers to obtain National Provider Identifier (NPI) numbers, which are tied to our social security numbers and licensure. The DOE receives Federal reimbursement from Medicaid for our students who qualify per session and assessment. SLPs and other related service providers received no additional compensation despite the millions of dollars of increased revenue brought in through Medicaid reimbursement from billing under our NPI numbers, and the DOE currently refuses to disclose how the money is spent.

We as SLPs are highly qualified, nationally certified, state licensed, experienced professionals. We provide mandated, direct speech therapy services that are necessary for our special education students to access and progress in their educational curriculum. In order implement the DOE's strategic plan for 2023, it's imperative to address the compensation, pay inequity, lack of opportunity for career advancement, open vacancies, and working conditions for school level professionals in 2023, and not wait until 2024. We continue to request for revisiting pay scale adjustments for school-level employees, and are again requesting for the review and assessment of classification and compensation for school-based staff; especially now since the Board of Education agreed to adjust the pay scale for Complex Area Superintendents after listening to Superintendent Hayashi's proposal stating that his executive level employees need 22%+ salary increases to remain competitive with the mainland. As a SLP who has been with the DOE for nearly 8 years, my current salary is \$62,136, and the highest attainable salary as a DOE speech/language pathologist (SR22 Step M) will be \$81,744. Our executive level administrators are receiving DOUBLE to TRIPLE the compensation as our SLPs. Why are the pay scales being adjusted for administrators, but not the school level professionals who are in-person with our students, day in and day out, rain or shine, global pandemic or not? At this time, we are still waiting for adequate compensation for the risks we endured as we provided in-person therapy during a global pandemic, ensuring our students were cared for and supported during a time of great fear and uncertainty.

I have been with the DOE since 2007, and the DOE has never been able to fill all vacancies for Speech Language Pathologists. The DOE cannot retain the experienced, highly-qualified (nationally certified/state licensed) SLPs they already have, let alone find and hire qualified ones. We have vacant SLP positions in EVERY district on Oahu. We receive a shortage differential which can be changed or taken away at any time, leaving us no sense of security in our paychecks. In addition to the vacant SLP positions in every district on Oahu, the DOE provides no incentive for SLPs to stay with the DOE. In fact, our shortage differential compensation DECREASES the longer we continue to work for the DOE! If our compensation is not increased for the upcoming 2023 school year, we as school-level professionals are essentially taking a significant pay cut due to the continued rise of cost of living, and sky-rocketing inflation. As a speech/language pathologist, I feel a responsibility to advocate for myself and fellow service providers, as our salaries are NOT allowing us to thrive and perform to the best of our abilities, let alone barely meets our basic needs to cover the cost of bare necessities like rent, groceries, hygiene products, and clothing for our families. Competitive compensation and pay equity will help retain Speech-Language Pathologists already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce, you must be willing to compensate competitively and provide pay equity. There's a reason why Hawaii schools suffer from high vacancies. We deserve for our voices and our struggles to be heard and responded to, not overshadowed and ignored while our executive administrators thrive. Prioritize compensation and pay scale adjustments for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo nui loa,

Shauna Ainu'u, MS, CCC-SLP

shauna ainuu  
Speech Pathologist  
Leeward Oahu  
[mrsainuu@gmail.com](mailto:mrsainuu@gmail.com)

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

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## Testimony from Rosa Young, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Rosa Young** <notifications@cognitiforms.com>  
Reply-To: syoung001@hawaii.rr.com  
To: Testimony.BOE@boe.hawaii.gov, syoung001@hawaii.rr.com

Wed, May 3, 2023 at 8:58 AM

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Rosa Young  
Educational Assistant  
Kamiloiki Elementary School  
[syoung001@hawaii.rr.com](mailto:syoung001@hawaii.rr.com)

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## Testimony from Ivy Sylva, BOE 5/4 Special Meeting, Agenda Item IV

1 message

**Ivy Sylva** <notifications@cognitofrms.com>

Wed, May 3, 2023 at 9:39 AM

Reply-To: ivy.sylva@k12.hi.us

To: Testimony.BOE@boe.hawaii.gov, ivy.sylva@k12.hi.us

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

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If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

I am a School Administrative Services Assistant and have been with the DOE for 20 years. I am a wife and mother of a 20-year daughter who is barely getting by on my salary. Being raised to work hard and do what I have to do in order to get things done, this is by the far the most time consuming, stressful and demanding position I have held. I work over 50+ hours a week (including weekends) with no compensation. This position requires you to be available and flexible to help not only the school staff but the public as well. My office staff, thank heavens for them, have been nothing but wonderful and dedicated. They are my rock! Now, I have to stand up for US! We have worked our butts through hurricanes and storms while others (teachers) were at home. We came in during COVID, while others (teachers) were at home. We just want a fair compensation for all the hard work that WE do. Please, please, please consider giving us the pay that we deserve.

The DOE works because we do.

Mahalo for this opportunity to testify.

Ivy Sylva  
School Administrative Services Assistant  
Maui High School  
[ivy.sylva@k12.hi.us](mailto:ivy.sylva@k12.hi.us)

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## Testimony from Claire Fricke, BOE 5/4 Special Meeting, Agenda Item IV

1 message

**Claire Fricke** <notifications@cognitiforms.com>

Wed, May 3, 2023 at 10:20 AM

Reply-To: claireefricke@gmail.com

To: Testimony.BOE@boe.hawaii.gov, claireefricke@gmail.com

Aloha state Board of Education members,

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- Resonance (hypernasality, hyponasality, cul-de-sac resonance, forward focus)
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- Managing cases for Speech or Language Delay (SoLD) eligible students
- Consulting and training staff members

In addition to our roles and responsibilities, school-level related service providers bring in revenue to the DOE. In 2019, the DOE required SLPs and other related service providers to obtain National Provider Identifier (NPI) numbers, which are tied to our social security numbers and licensure. The DOE receives Federal reimbursement from Medicaid for our students who qualify per session and assessment. SLPs and other related service providers received no additional compensation despite the MILLIONS of dollars of increased revenue brought in through Medicaid reimbursement from billing under our NPI numbers, and the DOE currently refuses to disclose how the money is spent.

We as SLPs are highly qualified, nationally certified, state licensed, experienced professionals. We provide mandated, direct speech therapy services that are necessary for our special education students to access and progress in their educational curriculum. In order implement the DOE's strategic plan for 2023, it's imperative to address the compensation, pay inequity, lack of opportunity for career advancement, open vacancies, and working conditions for school level professionals in 2023, and not wait until 2024. We continue to request for revisiting pay scale adjustments for school-level employees, and are again requesting for the review and assessment of classification and compensation for school-based staff; especially now since the Board of Education agreed to adjust the pay scale for Complex Area Superintendents after listening to Superintendent Hayashi's proposal stating that his executive level employees need 22%+ salary increases to remain competitive with the mainland. As a SLP who has been with the DOE for nearly 8 years, my current salary is \$62,136, and the highest attainable salary as a DOE speech/language pathologist (SR22 Step M) will be \$81,744. Our executive level administrators are receiving DOUBLE to TRIPLE the compensation as our SLPs. Why are the pay scales being adjusted for administrators, but not the school level professionals who are in-person with our students, day in and day out, rain or shine, global pandemic or not? At this time, we are still waiting for adequate compensation for the risks we endured as we provided in-person therapy during a global pandemic, ensuring our students were cared for and supported during a time of great fear and uncertainty.

I have been with the DOE since 2015, and the DOE has never been able to fill all vacancies for Speech-Language Pathologists. The DOE cannot retain the experienced, highly-qualified (nationally certified/state licensed) SLPs they already have, let alone find and hire qualified ones. We have vacant SLP positions in EVERY district on Oahu. We receive a shortage differential which can be changed or taken away at any time, leaving us no sense of security in our paychecks. In addition to the vacant SLP positions in every district on Oahu, the DOE provides no incentive for SLPs to stay with the DOE. In fact, our shortage differential compensation DECREASES the longer we continue to work for the DOE! If our compensation is not increased for the upcoming 2023 school year, we as school-level professionals are essentially taking a significant pay cut due to the continued rise of cost of living, and sky-rocketing inflation. As a speech/language pathologist, I feel a responsibility to advocate for myself and fellow service providers, as our salaries are NOT allowing us to thrive and perform to the best of our abilities, let alone barely meets our basic needs to cover the cost of bare necessities like rent, groceries, hygiene products, and clothing for our families. Competitive compensation and pay equity will help retain Speech-Language Pathologists already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce, you must be willing to compensate competitively and provide pay equity. There's a reason why Hawaii schools suffer from high vacancies. We deserve for our voices and our struggles to be heard and responded to, not overshadowed and ignored while our executive administrators thrive. Prioritize compensation and pay scale adjustments for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo nui loa,

Claire Fricke, MS, CCC-SLP

Claire Fricke  
Speech-Language Pathologist  
Honolulu District  
[claireefricke@gmail.com](mailto:claireefricke@gmail.com)

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

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## Testimony from Shainalyn Kaiwi, BOE 5/4 Special Meeting, Agenda Item IV

2 messages

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**Shainalyn Kaiwi** <notifications@cognitoforms.com>

Wed, May 3, 2023 at 10:28 AM

Reply-To: kawai.kaiwi@mauihigh.org

To: Testimony.BOE@boe.hawaii.gov, kawai.kaiwi@mauihigh.org

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Shainalyn Kaiwi  
Office Assistant  
Maui High School  
[kawai.kaiwi@mauihigh.org](mailto:kawai.kaiwi@mauihigh.org)

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**Shainalyn Kaiwi** <notifications@cognitoforms.com>

Wed, May 3, 2023 at 10:40 AM

Reply-To: kawai.kaiwi@mauihigh.org

To: Testimony.BOE@boe.hawaii.gov, kawai.kaiwi@mauihigh.org

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's

strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Office Assistants, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students. Majority of these departments worked during the COVID-19 pandemic while teachers got to work from home.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

[Quoted text hidden]

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## Testimony from Lyndsey Uyeda, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Lyndsey Uyeda** <notifications@cognitofrms.com>

Wed, May 3, 2023 at 10:47 AM

Reply-To: uyeda.lyndsey@gmail.com

To: Testimony.BOE@boe.hawaii.gov, uyeda.lyndsey@gmail.com

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. As a Speech-Language Pathologist (SLP), I work with students who have difficulty communicating with others. It's discouraging to hear that we are not paid adequately for our skills and therefore many opt to go into other settings. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Lyndsey Uyeda  
Speech-Language Pathologist  
Leeward District Annex  
[uyeda.lyndsey@gmail.com](mailto:uyeda.lyndsey@gmail.com)

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## Testimony from Tanya Sasaoka-Tam, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Tanya Sasaoka-Tam** <notifications@cognitoforms.com>  
Reply-To: tanya.sasa@gmail.com  
To: Testimony.BOE@boe.hawaii.gov, tanya.sasa@gmail.com

Wed, May 3, 2023 at 10:58 AM

Aloha state Board of Education members,

I'm a school-level speech-language (SLP) pathologist and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

Each year we have a high turnover of SLPs and we have never been able to fill our vacancies. Year after year we continue to have contracted workers and a shortage of SLPs, which leaves us spread thin within our districts. We are resilient and always help one and other for the sake of our students. Please consider compensating SLPs fairly to fill the much needed positions in our state.

We contribute to the education of our students daily. We help our students communicate by being a part of a team to give them a method to express themselves. We are highly skilled in developing the language and communication of our students and collaborating with other school staff to encourage this communication in the classroom daily. I have worked with hundreds of students. Some of which had no verbal communication when I met them. As a team we worked to develop their skills and students have gone on to speak in sentences and conversations to express themselves. Other students, although not using much verbal communication have learned to use devices or other methods to express their thoughts, wants, and needs.

Communication, language, and speaking are extremely important to academic success. As an SLP I play a vital role in developing those skills for our students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Tanya Sasaoka-Tam  
Speech-Language Pathologist  
Hawaii  
[tanya.sasa@gmail.com](mailto:tanya.sasa@gmail.com)

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## Testimony from Alec Marentic, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Alec Marentic** <notifications@cognitofrms.com>

Wed, May 3, 2023 at 11:02 AM

Reply-To: alec.marentic@gmail.com

To: Testimony.BOE@boe.hawaii.gov, alec.marentic@gmail.com

Aloha state Board of Education members,

I'm a School Psychologist and I reject the implementation date of Action Item 2 of Outcome 2.2.1. School Psychologists, along with other specialized instructional support staff represented by bargaining unit 13 of the HGEA (audiologists, social workers, speech and language pathologists, as a few examples) have been trying to get the Department of Education to the table to negotiate severe salary inequities for years. It is unacceptable that this action item is not scheduled for immediate implementation. The BU13 contract is negotiated with the Department of Health, which means the employer (HIDOE) of the school-based staff in BU13 isn't even at the table when their salaries are determined. The DOE needs to address our pay inequities immediately, not in a few years. Teacher salaries have been addressed this year, and top administrative positions that are less than a year old were addressed this year. The DOE needs to do the same for its bargaining unit 13 staff that they have routinely ignored.

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Alec Marentic

School Psychologist

SBBH

[alec.marentic@gmail.com](mailto:alec.marentic@gmail.com)

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## Testimony from Angela Kaohelauii, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Angela Kaohelauii** <notifications@cognitoforms.com>

Wed, May 3, 2023 at 11:18 AM

Reply-To: angie.kaohelauii@gmail.com

To: Testimony.BOE@boe.hawaii.gov, angie.kaohelauii@gmail.com

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

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If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

When teachers wanted hazard pay they got compression pay. When teachers wanted a pay raise in there new contract, they got it. We were right there doing the job along side them, in some cases worse [situations.it](#) would only be the right thing to do by giving us the same fair wages. We have families to support also. And like teachers no one wants our job because of the low pay for hard work. As EAs we feel invaluable. That's why we can't find substitutes or workers. My job has increased with duties over the past few years, that has "stuck" and become mine. I've gotten no compensation for any of it. It's so depressing! Please be compassionate and fair.

Angela Kaohelauii

Educational assistant

Kauai

[angie.kaohelauii@gmail.com](mailto:angie.kaohelauii@gmail.com)

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**HAWAII GOVERNMENT EMPLOYEES ASSOCIATION**  
AFSCME Local 152, AFL-CIO

**RANDY PERREIRA**, Executive Director • Tel: 808.543.0011 • Fax: 808.528.0922

State of Hawaii  
Board of Education

Testimony by the  
Hawaii Government Employees Association,  
AFSCME Local 152, AFL-CIO

May 4, 2023

Relating to Discussion Item V. Update on Hawaii Public Education 2023-2029  
(Phase II), Implementation Plan, Proposed Draft

We are pleased to see the Department's updated implementation plan which includes significant revisions to the draft the Department first presented to the Board during the April 6, 2023 special meeting. We appreciate the efforts that Superintendent Hayashi and his leadership team made to incorporate the feedback from HGEA on behalf of our nearly 7,200 members employed by the Department.

We thank the Board for their continued support and advocacy of our members who have been involved throughout the strategic planning process. Mahalo for listening to our members who showed up to community meetings, completed feedback surveys, and provided testimony at BOE meetings. A fully-staffed, high-quality educator workforce can be achieved if ALL employees are recognized and properly compensated for the critical roles they play in providing quality services to support students.

Thus, while HGEA supports many of the proposed action items, the proposed start date of some of them raises concerns, especially regarding the "review and assessment of classification and compensation for school-based support staff". We urge the Board to not allow another entire school year to pass before the DOE begins to conduct their classification and compensation review and assessment of school-based support staff positions. This action item is long overdue and vital for the DOE to come up with meaningful and impactful solutions to recruit and retain a fully-staffed, high-quality educator workforce that students deserve.

HGEA remains committed to working with the DOE, the Board and others to address ongoing challenges with recruitment, hiring and retention for the employees we represent in Units 2, 3, 4, 6, 9 and 13.

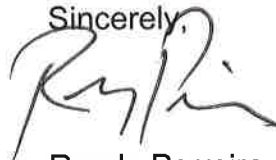
HGEA Testimony

May 4, 2023

Page 2

Thank you for the opportunity to submit our testimony.

Sincerely,

A handwritten signature in black ink, appearing to read 'Randy Perreira', with a stylized flourish at the end.

Randy Perreira  
Executive Director



## Testimony from Douglas Crabbe, BOE 5/4 Special Meeting, Agenda Item IV

1 message

**Douglas Crabbe** <notifications@cognitofirms.com>  
Reply-To: dkcrabbe@gmail.com  
To: Testimony.BOE@boe.hawaii.gov, dkcrabbe@gmail.com

Wed, May 3, 2023 at 12:20 PM

Aloha State Board of Education members,

I am a school-level Speech-Language Pathologist of 20 years and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Speech Language Pathologists provide federally-mandated services to special education students as well as to Section 504 students in general education. In addition to the therapy we provide to our special education and 504 caseloads, we observe and screen the general education to assist with identification of students with communication disorders, conduct evaluations to determine eligibility for students, and provide support for both special education and general education teachers through consultation, observations, and professional development to increase collaboration within our school teams in order to provide the highest quality, evidence-based interventions for our students. We, not just teachers, have a direct impact on the well-being of our students. We provide critical services to students with communication needs; we help students learn to advocate for their needs and well-being, help students establish their preferred mode of communication so they can effectively express their wants/needs, thoughts, opinions, etc., and help students use their communication skills to access their curriculum and

learn in the classroom, with the goal of being independent, happy, well-adjusted, safe, and successful human beings. We are professionals with the knowledge and expertise to address the needs in the areas of speech, language, cognitive-communication, and swallowing skills; evaluating and providing essential support services for students to access and make progress in their curriculum, including needs in the areas of:

- Speech production (motor planning and execution, articulation, phonological disorders)
- Fluency (stuttering, cluttering)
- Spoken and written language (listening, processing, speaking, reading, writing, pragmatics [i.e. language use and social aspects of communication], phonology, morphology, syntax, semantics, prelinguistic communication [e.g. joint attention, intentionally communicative signaling], paralinguistic communication [e.g. gestures, signs, body language], literacy [i.e. reading, writing, spelling])
- Cognition (attention, memory, problem-solving, executive functioning)
- Voice (phonation quality, pitch, loudness, alaryngeal voice)
- Resonance (hypernasality, hyponasality, cul-de-sac resonance, forward focus)
- Feeding and swallowing (oral phase, pharyngeal phase, esophageal phase, atypical eating)
- Auditory habilitation/rehabilitation (speech, language, communication, and listening skills impacted by hearing loss or deafness, auditory processing)

Our roles and responsibilities in the schools extend to:

- Providing Response to Intervention support for all general education students
- Providing therapy for students with the above-mentioned needs
- Evaluating, developing, and supporting students who need alternative/augmentation communication devices (AAC)
- Attending student support meetings, Eligibility, and IEP meetings
- Providing comprehensive evaluations for speech/language disorders including hearing

screening

- Documenting services (the DOE uses our NPI number to receive reimbursement funds from Medicare).
- Developing Individualized Educational Plans (IEPs)
- Managing cases for Speech or Language Delay (SoLD) eligible students
- Consulting and training staff members

In addition to our roles and responsibilities, school-level related service providers bring in revenue to the DOE. In 2019, the DOE required SLPs and other related service providers to obtain National Provider Identifier (NPI) numbers, which are tied to our social security numbers and licensure. The DOE receives Federal reimbursement from Medicaid for our students who qualify per session and assessment. SLPs and other related service providers received no additional compensation despite the millions of dollars of increased revenue brought in through Medicaid reimbursement from billing under our NPI numbers, and the DOE currently refuses to disclose how the money is spent.

We as SLPs are highly qualified, nationally certified, state-licensed, experienced professionals. We provide mandated, direct speech therapy services that are necessary for our special education students to access and progress in their educational curriculum. In order to implement the DOE's strategic plan for 2023, it's imperative to address the compensation, pay inequity, lack of opportunity for career advancement, open vacancies, and working conditions for school-level professionals in 2023, and not wait until 2024. We continue to request for revisiting pay scale adjustments for school-level employees, and are again requesting the review and assessment of classification and compensation for school-based staff; especially now since the Board of Education agreed to adjust the pay scale for Complex Area Superintendents after listening to Superintendent Hayashi's proposal stating that his executive-level employees need 22%+ salary increases to remain competitive with the mainland. Our executive-level administrators are receiving DOUBLE to TRIPLE the compensation as our SLPs. Why are the pay scales being adjusted for administrators, but not the school-level professionals who are in-person with our students, day in and day out, rain or shine, global pandemic or not? At this time, we are still waiting for adequate compensation for the risks we endured as we provided in-person therapy during a global pandemic, ensuring our students were cared for and supported during a time of great fear and uncertainty.

I have been with the DOE since 1998, and the DOE has never been able to fill all vacancies for Speech Language Pathologists. The DOE cannot retain experienced, highly-qualified (nationally certified/state licensed) SLPs they already have let alone find and hire qualified ones. We have vacant SLP positions in EVERY district on O`ahu. We receive a shortage differential which can be changed or taken away at any time, leaving us no sense of security in our paychecks. In addition to the vacant SLP positions in every district on Oahu, the DOE provides no incentive for SLPs to stay with the DOE! In fact, our shortage differential compensation DECREASES the longer we continue to work for the DOE! If our compensation is not increased for the upcoming 2023 school year, we as school-level professionals are essentially taking a significant pay cut due to the continued rise of the cost of living, and sky-rocketing inflation. Shortage of essential school-level staff, lack of added support, increased & demanding work load without fair and equitable compensation (or overtime) for decades equates to low energy, low productivity, and low morale.

A Speech Language Pathologist's position in the DOE requires a Nomadic work life as there is usually only one Speech Staff at any one school site at a time, no speech colleagues to collaborate with or seek added support, no substitute pool to lessen workload if days are missed or if needing coverage to focus efforts on endless diagnostic assessments, therapeutic planning, report writing, development of IEPs, and attendance at multiple mandated meetings.

Mandated services with no cap on number of referrals or number of students on a caseload per related service provider makes for a challenging schedule that is unrealistic when looking at meeting overall service requirements and timelines for multiple schools and multiple caseloads.

In my 20 years in the DOE, I have not seen recruitment or retention incentives for Speech Language Pathologist or any school-level staff at all! I am personally sad and utterly upset at myself for trusting that the executive-level administrators within the DOE would take a realistic look at the Speech Language Pathologist's long list of concerns that have gone unresolved for well over 2 decades...sad

and shameful?! Yet, I (We) still continue to serve our communities and students needs within the DOE regardless what it costs us...lost time, lost resources, lost health.

The result, Speech Language Pathologists are highly trained specialized professionals...struggling to make ends meet in and out of the DOE as our classification and compensation for school-based staff is not commensurate to the cost of living nor "...competitive to our mainland" professionals. Personally, for the last 20 years this situation has forced me to take on additional work in the form of 3 to 4 part-time jobs...I cried for the first time at my DOE office because I felt I was not doing my best as a professional to fully serve our student's needs & as a parent to earn enough to provide the best experiences for my family and I resent encouraging my children "...to move out of Hawai'i and start your life on the mainland so that you don't have to WORK to earn your right to WORK MORE"!

Priced out of Paradise is very real and we can honestly say we (School-Level Staff) are also priced out of the DOE...

Mahalo for this opportunity to testify,

Douglas K. Crabbe M.S. CCC-SLP  
Speech Language Pathologist

Douglas Crabbe  
Speech Language Pathologist  
HI  
[dkcrabbe@gmail.com](mailto:dkcrabbe@gmail.com)

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

## Testimony for May 4 General Business Meeting

1 message

**John Cuban** <john.cuban@k12.hi.us>  
To: Testimony.BOE@boe.hawaii.gov

Wed, May 3, 2023 at 12:53 PM

Mr. John Cuban, Resource Teacher, Mountain View Elementary School  
May 4 General Business Meeting  
Proposed Hawaii DOE Strategic Plan

Our Mountain View Elementary school hale (house) located in 'Ōla'a, Puna area of the Hawai'i island consists of a community of lifelong learners striving for excellence. A central part of being a community of lifelong learners striving for excellence is our daily learning experiences within our school hale. Our mo'olelo and journey of our *hale kula* and how we were able to build our school hale was due to the support of nā hopena a'o and 'āina aloha Hawai'i based educational practices. These resources and support were provided to us by the D.O.E. Hawaii Office of Hawaiian Education.

Through their support, we began with having monthly workshops and semester huaka'i training for teachers and staff in the 'ōlelo, kuana'ike, and hōnua practices. Out of those training, four kūkulu – pillars (departments) of our hale began to be built via our cultural and nā hopena a'o practices. Those pillars included culture-based education in the classroom, cultural base teaching practices, ohana, and community engagement. Through these pillars, our school staff strengthened the original pillars of our hale, continually re-centering our hale as a Hawai'i based system of learning. And now, because of our Hawai'i based system of learning, there has been a greater interest in students wanting to come to school. You see many students at the school with greater pride, responsibility, purpose, and aloha. Not only are the students engaged in their classroom, but we also have students who are active participants in hula, ukulele/music, mele murals, and garden programs.

Therefore, we at Mountain View Elementary do support 1.2.2 and 1.3.1 of the proposed Hawai'i DOE Strategic Plan. We feel it would be very beneficial for all of our schools here in Hawai'i. Mahalo nui for your kind attention.

**Kumu John Cuban**

Mountain View Elementary, Ola'a, Hawai'i  
(808)313-3213

[John.Cuban@k12.hi.us](mailto:John.Cuban@k12.hi.us)

[jcuban@mveshawks.k12.hi.us](mailto:jcuban@mveshawks.k12.hi.us)



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## Testimony from Tricia Kagimoto, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Tricia Kagimoto** <notifications@cognitoforms.com>  
Reply-To: kagibuya@gmail.com  
To: Testimony.BOE@boe.hawaii.gov, kagibuya@gmail.com

Wed, May 3, 2023 at 1:06 PM

Aloha state Board of Education members,

I'm a school-level Occupational Therapist and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because all school level employees work tirelessly to help our keiki. Included in this are not only teachers but other professionals including Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. I am one of these employees as an occupational therapist helping special education students feel regulated for learning, develop fine motor skills to use tools and ensure independence in their learning environment.

It is very discouraging when we are often forgotten with incentives and pay raises given to teachers. When talking to other state level administrators, they often ignore our pleas asking for better compensation. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. The DOE continues to provide incentives for new hires but does not prioritize retaining highly qualified staff. As you move through the years, the DOE decreases our pay instead of increasing it. In the long run, if I were to stay for 30 years, my total pay would increase \$2,000.

When HGEA negotiates our pay increases, these raises are often wiped away because your shortage differential decreases over time. The shortage differential is to help our salary be competitive and should not decrease over time. To remain competitive the DOE needs to consider how they can make our salary competitive and make it an incentive to stay for 30 years. This will help retain experienced staff and help the children and schools retain familiar providers. Consistency is so beneficial for students to meet their educational goals and make progress.

The average school based salary is \$90,000 for a ten month position. Hawaii requires with us to work 12 months. Currently after 10 years, my salary is \$80,000 for twelve months. With the cost of living expense and the amount of incentives given to teachers and other public officials, the BOE should encourage and approve salaries for us that are competitive and align with the national average.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Tricia Kagimoto  
Occupational Therapist  
Leeward District  
[kagibuya@gmail.com](mailto:kagibuya@gmail.com)



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## Testimony from Anne Horner, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Anne Horner** <notifications@cognitofrms.com>  
Reply-To: 10025600@k12.hi.us  
To: Testimony.BOE@boe.hawaii.gov, 10025600@k12.hi.us

Wed, May 3, 2023 at 1:09 PM

Aloha state Board of Education members,

I'm a school-level Speech Language Pathologist and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students. I am a speech language pathologist working with a caseload of students to support their right to FAPE. I am present and interacting with them everyday. When unexpected events such as COVID19 happens, we are there learning how to and executing changes in our therapy approaches so students are not without support (I.e., teletherapy). We were also there physically to support students on campus, while others could continue to remain safe at home. In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do. We are upfront on present!

Mahalo for this opportunity to testify.

Anne Horner  
Speech Language Pathologist  
Aliamanu Elementary  
[10025600@k12.hi.us](mailto:10025600@k12.hi.us)

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

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**Thursday, May 4, 2023 1:30 p.m. testimony to B.O.E.**

1 message

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**kelly wadlegger** <kwadlegger@hotmail.com>

Wed, May 3, 2023 at 1:14 PM

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

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job.

All of these individuals, not just teachers, have a direct impact on the wellbeing of our students. I see security guards having to substitute for multiple classes in the cafeteria. They have close relationships with our families, keep our school safe and deserve a livable salary so they don't end up having to move or lose their homes due to inflation not equal to pay in Hawaii.

I see EA's and SPED staff overworked and underpaid.. I see very high turnover of front office staff which impacts the effectiveness of our organization.

The board also needs to carefully consider the language being used when referring to the many highly dedicated, caring, qualified staff who show up and go beyond their duties in our schools. Their work at our schools is not "status quo".

I invite you to step foot on any campus and see the effects post covid on our students and see the amazing work all the staff are doing. Counselors creating bereavement groups for the many keiki who have lost family members in the past few years, and implementing behavioral awards initiatives, to name a few initiatives. I see behavioral counselors, therapists and counselors making a huge difference on unprecedented numbers of students with depression, anxiety and suicidology. Without all of staff support, real meaningful learning and growth can not take place in the classroom. We are dealing with students (post covid) with trauma, 2 years of academic loss, and crisis. Everyone works together to support our students from the custodians (also underpaid) to the cafeteria workers. All staff who support the HDOE deserve and need to be paid a fair wage. We must support everyone in order for our school systems to thrive and be effective. Teachers rely on all of the staff. Nobody can do this alone, but nobody wants to feel unappreciated, stressed out, and working 2-3 jobs to pay the bills, including myself. Many more staff will leave the workforce or move stateside if this situation does not improve. Those with higher education should be appropriately compensated for their learning and expertise. 700 openings for EA's is appalling. Nobody will fill a role that is underpaid and undervalued.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement, and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. I would like you to especially consider higher education in these fields as our time and dedication as lifelong learners is not recognized for further compensation. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we ALL do. Mahalo for this opportunity to testify.

Sincerely,

Kelly Wadlegger, MFA

Licensed grade 6-12 Educator

'Iao Intermediate School



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## Testimony from Kirsten Nakamura, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Kirsten Nakamura** <notifications@cognitoforms.com>

Wed, May 3, 2023 at 1:16 PM

Reply-To: kirsten.nakamura@gmail.com

To: Testimony.BOE@boe.hawaii.gov, kirsten.nakamura@gmail.com

Aloha state Board of Education members,

I'm a school-level professional (Speech Language Pathologist) and I'm writing with great frustration and urgency in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles, particularly Speech-Language Pathologists. They have also struggled with retaining Speech-Language Pathologists. As a Speech-Language Pathologist, we have seen the negative impact that a high turn over rate of highly qualified individuals has on a student with special needs in the education system. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize appropriate compensation for school-level staff now. Do not wait until 2024. By the time 2024 comes, it will be much too late. We will have lost so many more qualified staff members who have just become fed up and end up leaving the DOE or moving to a different state entirely simply because they need to do what is best for them and their families. Yes, we care. Yes, we show up. But without adequate support and compensation, workers burn out faster and quicker than they can be replaced. Furthermore, once you lose the trust and respect of a highly qualified individual, they will not be willing to come back. The DOE is not an attractive work environment for some of the best professionals out there. If we want to hire and retain the best Speech-Language Pathologists in the state, then we need to treat them as the best. Otherwise, these individuals with the best skill set will seek other opportunities, as many have been already.

The DOE works because we do.

Mahalo for this opportunity to testify. I hope that you have taken the time to truly digest and carefully read through my testimony.

Kirsten Nakamura  
Speech Language Pathologist  
Central District - Nimitz Elementary School  
[kirsten.nakamura@gmail.com](mailto:kirsten.nakamura@gmail.com)



## Testimony from Jodi Lui, BOE 5/4 Special Meeting, Agenda Item IV

1 message

**Jodi Lui** <notifications@cognitofrms.com>

Wed, May 3, 2023 at 2:07 PM

Reply-To: jodilui@gmail.com

To: Testimony.BOE@boe.hawaii.gov, jodilui@gmail.com

Aloha state Board of Education members,

I'm a school-level Speech Language Pathologist of 20 years and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023(Action Item 2 of Outcome 2.2.1).

Speech Language Pathologists provide federally-mandated and critical services to special education students with communication needs, Section 504 students in general education, and school-level services to our general education population. We help students learn to advocate for their needs and well-being, help students establish their preferred mode of communication so they can effectively express what their wants/needs, thoughts, opinions, etc., and help students use their communication skills to access their curriculum and learn in the classroom, with the goal of being independent, happy, well adjusted, safe, and successful human beings. We are professionals with knowledge and expertise to address needs in the areas of communication and swallowing; evaluating and providing essential support services for students to access and make progress in their curriculum, including needs in the areas of:

- Speech production (motor planning and execution, articulation, phonological disorders)
- Fluency (stuttering, cluttering)
- Spoken and written language (listening, processing, speaking, reading, writing, pragmatics [i.e. language use and social aspects of communication], phonology, morphology, syntax, semantics, prelinguistic communication [e.g. joint attention, intentionally communicative signaling], paralinguistic communication [e.g. gestures, signs, body language], literacy [i.e. reading, writing, spelling])
- Cognition (attention, memory, problem solving, executive functioning)
- Voice (phonation quality, pitch, loudness, alaryngeal voice)
- Resonance (hypernasality, hyponasality, cul-de-sac resonance, forward focus)
- Feeding and swallowing (oral phase, pharyngeal phase, esophageal phase, atypical eating)
- Auditory habilitation/rehabilitation (speech, language, communication, and listening skills impacted by hearing loss or deafness, auditory processing)

Our roles and responsibilities in the schools extend to:

- Providing Response to Intervention support for all general education students
- Providing therapy for students with the above-mentioned needs
- Evaluating, developing and supporting students who need alternative/augmentation communication devices (AAC)
- Attending student support meetings, Eligibility, and IEP meetings
- Providing comprehensive evaluations for speech/language disorders including hearing screens
- Documenting services (the DOE uses our NPI number to receive reimbursement funds from Medicare).
- Developing Individualized Educational Plans (IEPs)
- Managing cases for Speech or Language Disability (SoLD) eligible students
- Consulting and training staff members

In addition to our roles and responsibilities, school-level related service providers bring in revenue to the DOE. In 2019, the DOE required SLPs and other related service providers to obtain National

Provider Identifier (NPI) numbers, which are tied to our social security numbers and licensure. The DOE receives Federal reimbursement from Medicaid for our students who qualify per session and assessment. SLPs and other related service providers received no additional compensation despite the millions of dollars of increased revenue brought in through Medicaid reimbursement from billing under our NPI numbers, and the DOE currently refuses to disclose how the money is spent.

I have been with the DOE since 2003. That was the only time I can recall where the DOE had an influx of state hired SLPs due to the University of Hawaii's Department of Communication Sciences and Disorders (UH CSD) stipend program-our tuition was covered if we worked for the Department of Education for three years after graduating from the UH CSD program. There are 16 vacancies on Oahu for the 2022-2023 school year. I was one of many who received that stipend, but saw first-hand many of my SLP colleagues leave the DOE after three years due to salary issues. The paltry step increases with decreasing differentials result in a \$747.00 pay difference between a new hire and a retiring SLP.

We as SLPs are highly qualified, nationally certified, state licensed, experienced professionals. We provide mandated, direct speech therapy services that are necessary for our special education students to access and progress in their educational curriculum. In order to implement the DOE's strategic plan for 2023, it's imperative to address competitive compensation, pay inequity, lack of opportunity for career advancement, open vacancies, and working conditions for school level professionals now. This can only help with retention and recruitment of new SLPs that will help mitigate the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

We continue to request for revisiting pay scale adjustments for school-level employees, and are again requesting for the review and assessment of classification and compensation for school-based staff. If you want a high-quality workforce, you must be willing to compensate competitively and provide pay equity. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo nui loa,

Jodi Lui, M.S., CCC-SLP, lic.  
Speech-Language Pathologist

Jodi Lui  
Speech-Language Pathologist  
Honolulu District-Kalani Complex  
[jodilui@gmail.com](mailto:jodilui@gmail.com)

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

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## Testimony from Zachary Consillio, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Zachary Consillio** <notifications@cognitoforms.com>

Wed, May 3, 2023 at 2:36 PM

Reply-To: zachary759@yahoo.com

To: Testimony.BOE@boe.hawaii.gov, zachary759@yahoo.com

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Zachary Consillio  
Educational Assistant 3  
Mililani Middle School  
[zachary759@yahoo.com](mailto:zachary759@yahoo.com)

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

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## Testimony from Lei Tata, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Lei Tata** <notifications@cognitoforms.com>

Wed, May 3, 2023 at 2:49 PM

Reply-To: malupea00@gmail.com

To: Testimony.BOE@boe.hawaii.gov, malupea00@gmail.com

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Lei Tata  
Educational Asst. III  
HDO-SBBH-Kupa'a Academy  
[malupea00@gmail.com](mailto:malupea00@gmail.com)

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

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## Testimony re Desired Outcome 1.1.4: Training DOE staff in cultural awareness, competence and humility, BSHAs

1 message

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**Graham V Crookes** <crookes@hawaii.edu>

Wed, May 3, 2023 at 2:49 PM

To: testimony.boe@boe.hawaii.gov

Dear Board of Education members,

I write briefly in support of an element of the BoE/DoE strategic plan as it pertains to the support of Bilingual/Bicultural School-Home Assistants (BSHAs). These folks are essential components of the overall way DoE supports what we nowadays call Multilingual Learners; what Federal authorities persist in calling speakers of Limited English Proficiency (LEP).

We are a multilingual multicultural state. We have to respectfully and completely educate the future workforce of this state particularly in regard of the language they will need to have productive employment. We must make adequate provision for these individuals, and although we continue to upgrade existing regular teachers' abilities to support bilingual students, they legitimately need and deserve additional support as do the teachers who work with these students. Bilingual aides provide that support but they also must get professional development if they are to grow into the full capacities demanded by the job. That is what the DoE is planning for. Please support one of the most underpaid, overworked, and highly needed elements of our language instructional capacity.

Respectfully,

Graham Crookes, PhD

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Professor  
Dept. of Second Language Studies  
University of Hawai'i

Acknowledging with humility and appreciation that we live and work on Hawaiian land



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## Testimony from Holly San Miguel, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Holly San Miguel** <notifications@cognitoforms.com>

Wed, May 3, 2023 at 2:58 PM

Reply-To: hollyghype@yahoo.com

To: Testimony.BOE@boe.hawaii.gov, hollyghype@yahoo.com

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do. I have worked in a variety of positions assisting bedridden students changing their wet diapers, feeding, turning them as needed so they don't suffer from bed sores, working with students that are non-verbal, students who have Occupational Therapy, Physical Therapy, Autism & many with severe behavioral challenges on a daily basis. Our pay should be way more than what we are receiving now.

I have been with the DOE for at least 22 years and other jobs and positions pay what I am making for new employees. This is very depressing. The cost of Hawaii's daily living expenses including rent/mortgage went up drastically and it doesn't match our pay. Which means many of us have to have two to three jobs to make ends meet and have less time with our families who then suffer in the long run.

Please give us a raise to match the cost of living in Hawaii.

Mahalo for this opportunity to testify,  
Holly San Miguel

Holly San Miguel  
Educational Assistant for Special Education  
Kailua Intermediate School  
[hollyghype@yahoo.com](mailto:hollyghype@yahoo.com)

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## Testimony from Terry Kaiahua, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Terry Kaiahua** <notifications@cognitoforms.com>

Wed, May 3, 2023 at 3:08 PM

Reply-To: kaiahuat001@hawaii.rr.com

To: Testimony.BOE@boe.hawaii.gov, kaiahuat001@hawaii.rr.com

Aloha state Board of Education members,

I'm an Educational Assistant and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

On a daily basis Educational Assistants are going above and beyond to support students. We are dealing with students who are challenging, medically fragile, emotionally withdrawn, and emotionally charged. EA's implement the interventions and perform the "undesired" duties in order to be sure the IEP goals are being met. We put ourselves in harms way to protect the rest of the students and teacher. We lead students to a place where they feel heard, accepted, and safe.

It's emotionally draining and downright tiresome due to the total lack of respect that the state shows us. I can't even remember the last time Educational Assistants received a pay raise. When we received the "manini" pay raise, our step movements were frozen. What a slap in the face!

If you want a high-quality Educational Assistant in all schools, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for Educational Assistants now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Terry Kaiahua  
Educational Assistant III  
Kainalu Elementary  
[kaiahuat001@hawaii.rr.com](mailto:kaiahuat001@hawaii.rr.com)

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## Testimony from Kristen Kane, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Kristen Kane** <notifications@cognitoforms.com>  
Reply-To: kekane@hawaii.rr.com  
To: Testimony.BOE@boe.hawaii.gov, kekane@hawaii.rr.com

Wed, May 3, 2023 at 3:14 PM

Aloha state Board of Education members,

I'm a school-level Speech Language Pathologist and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Speech Language Pathologists provide federally-mandated services to special education students as well as to Section 504 students in general education. We, not just teachers, have a direct impact on the wellbeing of our students and provide critical services to students with communication needs.

SLPs provide appropriate speech-language services in Pre-K, elementary, middle, junior high, and high schools with no school level underserved. SLPs help students meet the performance standards of a particular school district and the state .

Prevention — SLPs are integrally involved in the efforts of schools to prevent academic failure in whatever form those initiatives may take; for example, in Response to Intervention (RTI). SLPs use evidence-based practice (EBP) in prevention approaches.

Assessment — SLPs conduct assessments in collaboration with others that help to identify students with communication disorders as well as to inform instruction and intervention, consistent with EBP.

Intervention — SLPs provide intervention that is appropriate to the age and learning needs of each individual student and is selected through an evidence-based decision-making process. Although service delivery models are typically more diverse in the school setting than in other settings, the therapy techniques are clinical in nature when dealing with students with disabilities.

Program Design — It is essential that SLPs configure school wide programs that employ a continuum of service delivery models in the least restrictive environment for students with disabilities, and that they provide services to other students as appropriate.

Data Collection and Analysis — SLPs, like all educators, are accountable for student outcomes. Therefore, data-based decision making, including gathering and interpreting data with individual students, as well as overall program evaluation are essential responsibilities.

Compliance – SLPs are responsible for meeting federal and state mandates as well as local policies in performance of their duties. Activities may include Individualized Education Program (IEP) development, Medicaid billing, report writing, and treatment plan/therapy log development.

As delineated in the ASHA (American Speech-Language-Hearing Association) Scope of Practice in Speech-Language Pathology and federal regulations, SLPs work with students exhibiting the full range of communication disorders, including those involving language, articulation (speech sound disorders), fluency, voice/resonance, and swallowing. Myriad etiologies may be involved.

The litmus test for roles assumed by SLPs with students with disabilities is whether the disorder has an impact on the education of students. Therefore, SLPs address personal, social/emotional, academic, and vocational needs that have an impact on attainment of educational goals.

SLPs provide a distinct set of roles based on their focused expertise in language. They offer assistance in addressing the linguistic and metalinguistic foundations of curriculum learning for students with disabilities, as well as other learners who are at risk for school failure, or those who struggle in school settings.

Current research supports the interrelationships across the language processes of listening, speaking,

reading, and writing. SLPs contribute significantly to the literacy achievement of students with communication disorders, as well as other learners who are at risk for school failure, or those who struggle in school settings.

With the ever-increasing diversity in the schools, SLPs make important contributions to ensure that all students receive quality, culturally competent services. SLPs have the expertise to distinguish a language disorder from “something else.” That “something else” might include cultural and linguistic differences, socioeconomic factors, lack of adequate prior instruction, and the process of acquiring the dialect of English used in the schools. This expertise leads to more accurate and appropriate identification of student needs. SLPs can also address the impact of language differences and second language acquisition on student learning and provide assistance to teachers in promoting educational growth.

I have been with the DOE since 2001 and the DOE has never been able to fill all vacancies for Speech Language Pathologists. Competitive compensation and pay equity will help retain Speech Language Pathologists already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii’s students.

If you want a high-quality workforce, you must be willing to compensate competitively and provide pay equity. There’s a reason why Hawaii schools suffer from high vacancies – 10 Speech Language Pathologist vacancies in the Leeward District alone. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo nui loa,  
Kristen Kane, M.S., CCC-SLP  
Speech Language Pathologist

Kristen Kane  
Speech Language Pathologist IV  
HI  
[kekane@hawaii.rr.com](mailto:kekane@hawaii.rr.com)

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

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## Testimony from Roylynn Ajala, BOE 5/4 Special Meeting, Agenda Item IV

1 message

**Roylynn Ajala** <notifications@cognitoforms.com>

Wed, May 3, 2023 at 3:23 PM

Reply-To: roylynn.ajala.ra@gmail.com

To: Testimony.BOE@boe.hawaii.gov, roylynn.ajala.ra@gmail.com

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do. I have been an Educational Assistant for almost 18 years and worked my way up to level III, and can honestly say that I am struggling to make ends meet, and yet I am working twice as hard to ensure that our students are receiving the help that they need. I am often doing the job of a substitute teacher while they sit in the classroom on their phones or reading the newspaper, doing nothing for the pay they receive. Compensation needs to be prioritized in order to attract qualified support staff and to keep our long-standing, highly qualified support staff that remain committed to our students.

Mahalo for this opportunity to testify.

Roylynn Ajala  
Educational Assistant III  
Kailua Intermediate School  
[roylynn.ajala.ra@gmail.com](mailto:roylynn.ajala.ra@gmail.com)

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## Testimony from Kalei Uno, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Kalei Uno** <notifications@cognitoforms.com>

Wed, May 3, 2023 at 3:52 PM

Reply-To: kaleiuno@gmail.com

To: Testimony.BOE@boe.hawaii.gov, kaleiuno@gmail.com

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians, Occupational Therapists, Physical Therapists, and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

I am an Occupational Therapist in the Leeward District. I think that fair compensation should be a priority for the DOE. One-third of my salary is under a shortage differential and it is scary to imagine that it could be taken away. It has been difficult to see my peers in the same position in different states get paid living wages. To retain high-quality OTs we should be paid similarly to the national average. Thank you.

Kalei Uno  
Occupational Therapist  
Leeward District Office  
[kaleiuno@gmail.com](mailto:kaleiuno@gmail.com)

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## Testimony from Sharon Nichols, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Sharon Nichols** <notifications@cognitoforms.com>  
Reply-To: snichols@hawaii.rr.com  
To: Testimony.BOE@boe.hawaii.gov, snichols@hawaii.rr.com

Wed, May 3, 2023 at 4:05 PM

Aloha State Board of Education Members,

I am a speech-language pathologist for the Department of Education (DOE). I appreciate the opportunity for all stakeholders to participate in the strategic plan process and am in general support of the plan with one exception. Speech-Language Pathologists, Occupational Therapists, Physical Therapists and Behavioral Health Specialists (related service providers) all have direct contact with students in a teaching capacity and each of these positions require a Master's Degree, licensing and continuing education to maintain certification.

- The plan should more closely align compensation for related service providers to teachers, such as compression pay, hazard pay and additional compensation (\$10,000 per year) for Special Education Teachers.

- Review and assessment of classification and compensation should be resolved in 2023. Union talks have already begun and these compensation issues should be resolved sooner than later.

As for the areas of recruitment and retention, when I went to school for my Master's Degree, a stipend was offered to cover the cost of my education if I committed to working with the DOE for three years. With the cost of education, this was a highly motivating incentive. Fifteen years later, I am still with the DOE. I would suggest considering this program once again to help with hard to fill positions.

Mahalo for this opportunity to testify.

Sharon Nichols

Mahalo for this opportunity to testify.

Sharon Nichols  
Speech-Language Pathologist  
Windward District  
[snichols@hawaii.rr.com](mailto:snichols@hawaii.rr.com)

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May 4, 2023

Special BOE Meeting: Update on Hawaii Public Education 2023-2029  
Strategic Plan (Phase II), Implementation Plan: proposed draft

Dear Chair Voss and Members of the Board,

Parents for Public Schools of Hawai'i appreciates and supports the strategic plan and the DOE implementation plan. The statement of theories, description of actions, progress measures and the section on accountability and communication are very strong. We would like to see targets for Student Learning Key Performance Indicators including a plan for annual reporting by district, CAS and individual schools.

We are also glad to see Goal 3.3.2 to enable effective communication with families and staff. Parent/Family Engagement with the Public Schools is our mission. Communication is so important in that effort. The current multiple websites and systems for parents to navigate and remember has been challenging for many.

Advances in communication and learning technologies, together with the greater distribution of devices and broadband connectivity, would now enable a simple Hawai'i Education Portal. Such a portal could give individuals access to information that is customized based on their user status as a family member, student, teacher, or administrator and link them to appropriate district, CAS, school, classroom, and student level information. Existing SIS (Infinite Campus), LMS (Canvas), Classroom management (Google Classroom), other systems and district and school websites would all be integrated. This portal could also support 2-way communication.

The Hawai'i DOE, like other districts across the country, is probably working towards this kind of ease of access, integration of systems and content, and two way communication. We think much will be gained by accelerating the design and implementation of an integrated portal.

A sketch with notes on how a Hawai'i Education Portal could be structured is attached.

Sincerely,

Deborah Bond-Upson, for Parents for Public Schools of Hawai'i Board

PO Box 61495  
Honolulu, HI 9 96839-1495

[www.ppsHI.org](http://www.ppsHI.org)

Wendy Nakasone-Kalani  
*President*

Susan Wood  
*Vice President*

Lois Yamauchi  
*Secretary*

Kay Fukuda  
*Treasurer*

Deborah Bond-Upson

Kathleen Gauci

Leslie Okoji

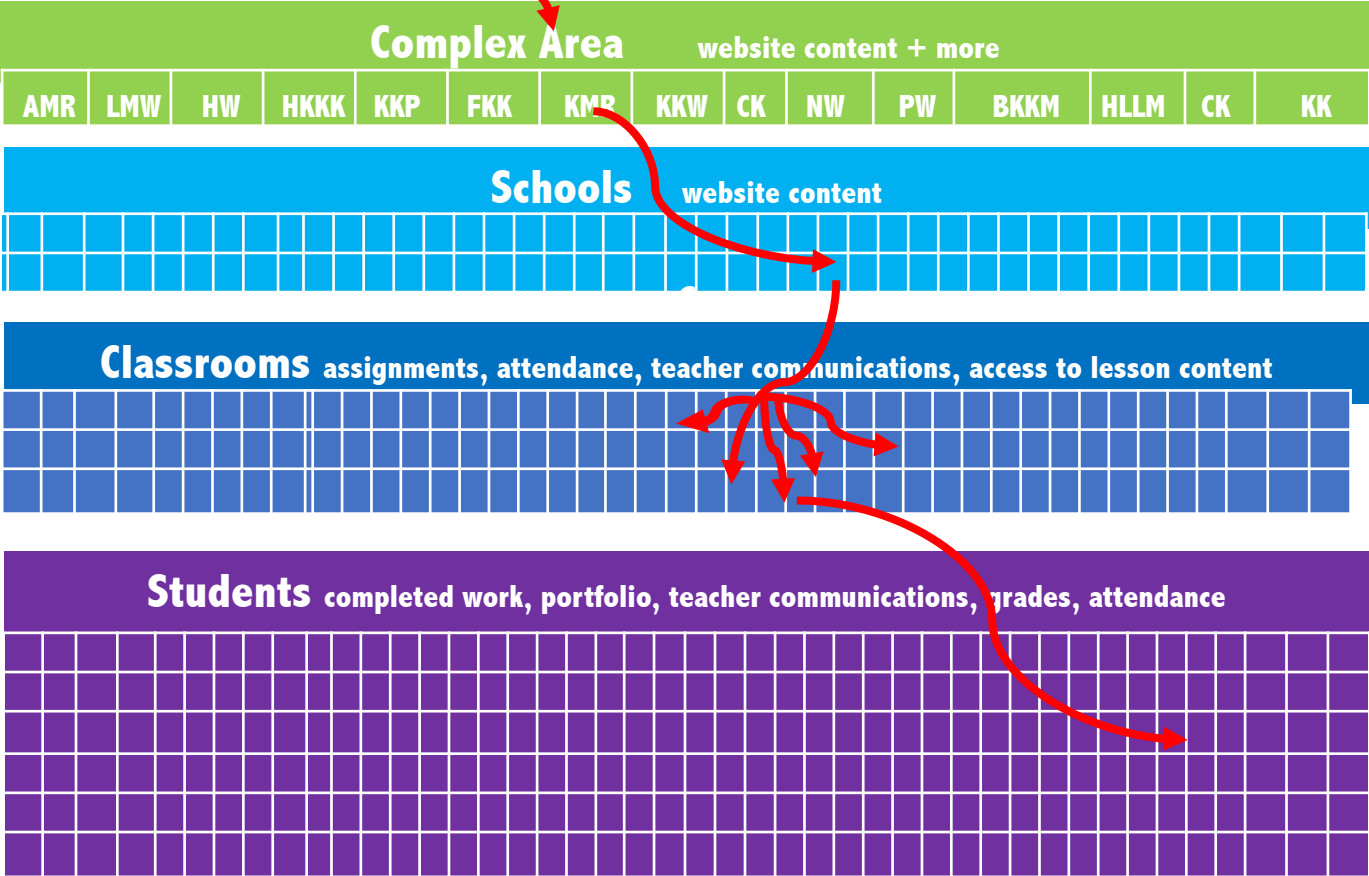
Kashmira Reid

**Login** – recognizes applicable complex, school(s), classroom(s), student(s) for simple custom view.

Red = custom view for family's student 1.  
Portal link for each student in the family.

## Hawaii State Education Portal

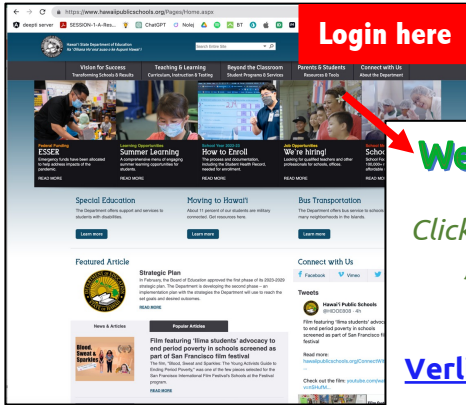
DOE website content + integrated Systems and Licensed Content  
Student Information, Learning Management, Classroom Management,  
Special Education, Assessment Management Systems



DISTRICT	COMPLEX CODE	COMPLEX AREA	SCHOOLS
Central	AMR	Aiea-Moanalua-Radford	22
Central	LMW	Leilehua-Mililani-Waialua	20
Hawaii	HW	Hilo-Waiakea	16
Hawaii	HKKK	Honokaa-Kealahou-Kohala-Konawaena	23
Hawaii	KKP	Kau-Keaau-Pahoa	13
Honolulu	KMR	Kaimuki-McKinley-Roosevelt	31
Honolulu	FKK	Farrington-Kaiser-Kalani	26
Leeward	CK	Campbell-Kapolei	21
Leeward	NW	Nanakuli-Waianae	10
Leeward	PW	Pearl City Waipahu	17
Kauai	KKW	Kapaa-Kauai-Waimea	20
Maui	BKKM	Baldwin-Kekaulike-Kulanihakoiki-Maui	21
Maui	HLLM	Hana-Lahainaluna-Lanai-Molokai	11
Windward	CK	Castle-Kahuku	17
Windward	KK	Kailua-Kalaheo	15

# Hawai'i Districtwide Education Portal Rough Sketch

Single-Sign-On, One Click Access to  
News, Resources, Student Progress, Curriculum



**Welcome, Kalani Smith!**

*Click your student's name below  
for related information.*

[Verlise Smith.](#)

[Kalani Smith](#)

For Your Student  
**Verlise Smith**

[Hawai'i DOE](#)  
[Farrington-Kaiser-Kalani](#)  
[Kalihi Elem School](#)  
[Grade 3 - Mrs. Tao](#)  
[Student Progress](#)



**Farrington-Kaiser Kalani  
Complex Portal**

[CAS News  
Schools](#)



**Grade 3- Classroom 22  
Mrs. Carla Tao**

[Learning Plans](#)  
[Lessons](#)  
[Attendance](#)  
[Assignment](#)  
[Contact](#)

## Integrating into One Education Portal

- District, CAS, School Websites
- Student Information
- Classroom Management
- Learning Management
- Special Education
- Hawai'i Teacher-Built Lessons
- Hawai'i Teacher-Built Resources
- Licensed Learning Content and Apps
- Two-Way Communications

**Student Progress  
Verlise Smith**

[Attendance](#)  
[Assignments](#)  
[Grades](#)  
[Portfolio](#)



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

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## Testimony from Tammy Takata, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Tammy Takata** <notifications@cognitoforms.com>

Wed, May 3, 2023 at 5:22 PM

Reply-To: tammyt@hawaiiantel.net

To: Testimony.BOE@boe.hawaii.gov, tammyt@hawaiiantel.net

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Tammy Takata  
Educational Assistant  
School  
[tammyt@hawaiiantel.net](mailto:tammyt@hawaiiantel.net)

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**STATE OF HAWAII**  
**DEPARTMENT OF EDUCATION**  
**KA 'OIHANA HO'ONA'AUAO**  
LEEWARD DISTRICT COMPLEX AREA SUPERINTENDENT  
601 KAMOKILA BOULEVARD, ROOM 588  
KAPOLEI, HAWAII 96707

May 3, 2023

Dear Chair Voss and Members of the Board:

Mahalo for including our educator voices in the development of the strategic implementation plan. We have a wealth of knowledge and experience, and greatly appreciate that you value our perspective as you shape the direction of education in our state. Here in Nānākuli-Wai'anae, we care deeply about meeting the needs of our students and families to increase school success. The open, democratic and collaborative process that you required as we dove into the plan's iterations allowed us to advocate for our community throughout.

During March and April 2023, we were able to collaboratively engage in the various drafts. Over time, we were able to find a productive balance between strategies that support improving and fulfilling our core responsibilities as well as strategies that innovate and push us to excel. This process included gathering feedback to determine how to best implement the Board-approved goals and measure meaningful progress. We invested in that time knowing that feedback from the entire tri-level system of educators is critical. Collectively, our nine Nānākuli-Wai'anae schools and Complex Area office managed to share the plan, its implementation strategies and metrics with over 400 educators.

As you know, our community struggles with the social determinants of educational success and health. It's vital that we understand and address these holistically to the extent we are able. In Nānākuli-Wai'anae, we believe that schools belong to their community. This is why we have health clinics in our secondary schools and are writing a grant to pilot them in two of our elementary schools. Our complex has a team of social workers who work with the schools and families to address barriers to attendance. Our schools are committed to supporting students' awareness of and engagement in their career opportunities through an integrated K-12 CTE system. We created a separate, public facility for K-8 students with significant autism in one of our schools because families want their kids close and not on the bus for extensive periods. Besides, it's good for kids to be in a strong program in their own community. These initiatives and the others that are in the works are all aligned with and supported by the Strategic Plan and the proposed implementation plan.

We humbly ask for your support of the proposed implementation plan. It includes our voice. It is rigorous. Our community and kids deserve this framework which both holds us accountable and

Public Charter School Directors (All)  
July 26, 2019  
Page 2

allows us to innovate. We look forward to working with the Board of Education and Superintendent Hayashi as we strive for the highest. Our community and kids deserve it.

Sincerely,

A handwritten signature in blue ink, appearing to read "Disa Hauge", with a stylized flourish at the end.

Disa Hauge  
Interim Complex Area Superintendent

**Signature:**   
Darin Piliialoha (May 3, 2023 14:47 HST)  
**Email:** darin.piliialoha@k12.hi.us

**Signature:**   
John Wataoka (May 3, 2023 16:07 HST)  
**Email:** john.wataoka@k12.hi.us

**Signature:**   
Lisa Ann Higa (May 3, 2023 16:08 HST)  
**Email:** lisa.higa@k12.hi.us

**Signature:**   
**Email:** suzie.lee@k12.hi.us

**Signature:**   
Kenneth Agcaoili (May 3, 2023 16:42 HST)  
**Email:** kenneth.agcaoili@k12.hi.us

**Signature:**   
Dr. Christine Udarbe-Valdez (May 3, 2023 16:48 HST)  
**Email:** christine.udarbe@k12.hi.us

**Signature:**   
Sheldon Konno (May 3, 2023 16:52 HST)  
**Email:** sheldon.konno@k12.hi.us

**Signature:**   
Daniel Addis (May 3, 2023 16:53 HST)  
**Email:** daniel.addis@k12.hi.us

**Signature:**   
Ray Pikelny-Cook (May 3, 2023 17:03 HST)  
**Email:** ray.pikelny@k12.hi.us



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

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## Testimony from Tamara Oliveira, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Tamara Oliveira** <notifications@cognitoforms.com>  
Reply-To: tammaroli@yahoo.com  
To: Testimony.BOE@boe.hawaii.gov, tammaroli@yahoo.com

Wed, May 3, 2023 at 6:33 PM

Aloha state Board of Education members,

I'm a Behavioral Health Specialist and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because many different service professionals work along with teachers to ensure the education, safety and well-being of our students. In my 20 years of experience in the DOE, I see the importance of all support staff working with our students, and without that support, our teachers would be taxed even further. While I applaud the move to compensate the hard work that our teachers put forth everyday, all school-level professionals should be provided the same courtesy as we have just as much of an impact on the student's school experience.

We love our jobs and want to continue serving our students. The hard truth is that in recent years I've seen a revolving door of support personnel come and go because they find other positions, outside of the DOE, that are more lucrative. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. Please help us to continue providing quality support services to our schools, and especially our children.

Mahalo for this opportunity to testify.

Tamara Oliveira  
Behavioral Health Specialist  
Hilo-Waiakea SBBH  
[tammaroli@yahoo.com](mailto:tammaroli@yahoo.com)

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## Testimony from Gina Asari, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Gina Asari** <notifications@cognitoforms.com>

Wed, May 3, 2023 at 8:29 PM

Reply-To: gkealohaasar@gmail.com

To: Testimony.BOE@boe.hawaii.gov, gkealohaasar@gmail.com

Aloha state Board of Education members,

I'm a Communication Aide of nearly 25 years and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Gina Asari

Gina Asari

Communication Aide

Central O'ahu District DOE South

[gkealohaasar@gmail.com](mailto:gkealohaasar@gmail.com)

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## Testimony from Allyson Spencer Kamaka, BOE 5/4 Special Meeting, Agenda Item IV

1 message

**Allyson Spencer Kamaka** <notifications@cognitoforms.com>  
Reply-To: Kamakasissy808@gmail.com  
To: Testimony.BOE@boe.hawaii.gov, Kamakasissy808@gmail.com

Wed, May 3, 2023 at 9:25 PM

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants and other individuals, not just teachers, have a direct impact on the wellbeing of our students. With all the things we do- from the goodness of our hearts - that become not only expensive, emotionally draining and downright tiresome due to the total lack of respect that the state shows us! When there are "challenging" students, or medically fragile students, or emotionally withdrawn, or emotionally charged students, we are the individuals who implement the interventions, and perform the "undesired" duties, in order to be sure the IEP goals are being met. We are the person who puts herself in harms way when an outburst occurs to protect the rest of the students & the teacher. We are the person who offers comfort when there's a personal issue. We are the person who tries to lead them to a place where they feel heard, accepted and safe. We are worth so much more!!

When, in the last couple of years, the Sped teachers received a bonus of \$10k/year (& good for them!) - whether they had 7 kids with IEPs, or one - whether they were an experienced 10 or 20 year teacher, or a newbie straight out of the classroom - WE, got nothing - but disrespect, disdain & demoralizing epithets.

Seriously If we all disappeared from campus for 2 weeks, there'd be chaos !!

We are expected to do our jobs without formal training especially the newbies.

Let our voices be heard... keep it focused on all we give, and finally be appreciated.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Allyson Spencer Kamaka  
Educational Assistant  
HI  
[Kamakasisy808@gmail.com](mailto:Kamakasisy808@gmail.com)



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

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## Testimony from Jane Corley, BOE 5/4 Special Meeting, Agenda Item IV

1 message

---

**Jane Corley** <notifications@cognitofrms.com>  
Reply-To: janefcorley@gmail.com  
To: Testimony.BOE@boe.hawaii.gov, janefcorley@gmail.com

Wed, May 3, 2023 at 9:52 PM

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

I am submitting this testimony on behalf of fellow educational assistants who are asking for fair compensation for the duties they perform .

Gone are the days when EAs worked in the classroom as "helpers" to the teachers. As the certified teacher shortage continues to play out EAs find themselves taking on a greater work load and additional liability. The post Covid era is upon us and this means that students must be "brought up to speed" to compensate for the time they lost due to the lockdown.

EAs in the present day must handle more tasks and interventions on a daily basis. This contributes to more stress and anxiety for the para professionals. EAs are expected to diffuse situations dealing with volatile students and as a result have suffered injuries.

EAs are a vital component in Hawaii's educational system and they deserve to be fairly compensated for their work.

The DOE works because we do.  
Mahalo for the opportunity to submit this testimony.

Jane Corley  
Educational Assistant  
Kainalu Elementary  
[janefcorley@gmail.com](mailto:janefcorley@gmail.com)

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## Testimony from Joanne Allagonez, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Joanne Allagonez** <notifications@cognitoforms.com>  
Reply-To: joanneda@gmail.com  
To: Testimony.BOE@boe.hawaii.gov, joanneda@gmail.com

Wed, May 3, 2023 at 11:04 PM

Aloha state Board of Education members,

I am a school-level speech-language pathologist and I am writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Speech-language pathologists, not just teachers, have a direct impact on the well-being of our students. We are highly qualified, nationally-certified, state-licensed, and experienced professionals who provide critical federally-mandated services to students with speech, language, and/or communication needs to help them access and make progress in their curriculum and to learn in the classroom setting. In addition to providing services to special education students as well as Section 504 students in general education, speech-language pathologists observe and screen general education students to assist with identifying those who may have speech, language, and/or communication disorders and conduct evaluations to determine students' eligibility for special education and related services. Furthermore, speech-language pathologists also provide support to both special education and general education teachers through consultation, observations, and professional development to increase collaboration within our school teams in order to provide the highest quality, evidence-based interventions for our students.

Speech-language pathologists are highly-adaptable professionals who continue to work diligently despite the many obstacles we face. During the global pandemic, we had to quickly learn a new model of service delivery through telepractice so that we could continue providing speech/language therapy services to students with speech, language, and/or communication needs. As students returned to school campus, we provided in-person therapy during a lengthy time of uncertainty. Speech-language pathologist help students learn to advocate for their needs and well-being, and it is time for us to advocate for ourselves. I have been with the Department of Education since 2012 and the DOE has never been able to fill all vacancies for speech-language pathologists. Competitive compensation and pay equity will help retain speech-language pathologists already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce while providing better education and care for the students in Hawai'i. Do not wait until 2024; please prioritize compensation for school-level staff, especially speech-language pathologists, NOW.

Mahalo for this opportunity to testify.

Sincerely,  
Joanne Allagonez , M.S., CCC-SLP

Joanne Allagonez  
Speech-Language Pathologist  
Honolulu District  
[joanneda@gmail.com](mailto:joanneda@gmail.com)

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May 4, 2023

Hawai'i Board of Education  
Bruce Voss, Chair  
Kaimana Barcarse, Vice Chair

Dear Members of the Board of Education,

I am an associate professor and advocate of education for multilingual/EL students and families.

I would like to comment on the **2023-2029 Strategic Plan (Phase II), Implementation Plan: Proposed Draft** presented by Superintendent Hayashi at the May 4, 2023, Special Board Meeting.

**I am in full support of Desired Outcome 1.1.4:** Training DOE staff in cultural awareness, competence and humility, Bilingual School-Home Assistants (BHSAs), transition centers, inclusive co-curricular and extra-curricular activities, English Language Acquisition classes, and providing incentives for teachers obtaining Sheltered Instruction Qualification (page 6 of the draft plan).

**I am also in full support of Desired Outcome 1.2.3:** All Students experience a Nā Hopena A'o (HĀ) environment for learning (page 8 of the draft plan).

I was deeply concerned by recent *Civil Beat* publications on the status of students from Micronesia in our schools (e.g. "Struggles of Micronesian Students Point to 'Significant Issues' in Hawaii School System" by Cassie Ordonio and "Why Micronesian Students Struggle in Hawaii" by Chad Blair). Students from Micronesia are experiencing discrimination and substantial opportunity gaps. Ordonio reported, "In the 2020-2021 school year, roughly 59% of Micronesian students received failing grades in math, compared to 14% of students statewide." Substantial investments need to be made to better support students.

Investing in Bilingual/Bicultural School Home Assistants (BSHAs) is a critical step in making improvements. It was alarming to read in a recent budget memo that a school district the size of the Hawai'i Department of Education has only 18 BSHAs to serve 6 complex areas. BSHAs are essential to our public schools and tremendous support to teachers, students, and family members. They provide language access and family-school-community partnerships. Language access is our legal responsibility and strong family-school-community partnerships improve outcomes for students related to attendance, grades, motivation, and other measures.

I am also in full support of investing in programs and professional development to improve programs for multilingual/ English Learner (EL) students and families. Adequately prepared and supported teachers directly improve learning outcomes.

Lastly, expanding Nā Hopena A'o (HĀ) throughout schools in Hawai'i will benefit the social and emotional well-being of students and their learning.

Thank you for your consideration and the opportunity to testify.

Sincerely,



E. Brook Chapman de Sousa, Ph.D.



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## Testimony from M. Ramos, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**M. Ramos** <notifications@cognitoforms.com>

Thu, May 4, 2023 at 3:12 AM

Reply-To: mramosdpt@yahoo.com

To: Testimony.BOE@boe.hawaii.gov, mramosdpt@yahoo.com

Aloha state Board of Education members,

Aloha state Board of Education members,

I'm a school-level professional/ Physical Therapist and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Physical Therapists (PT), Occupational Therapists (OT), Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

My position as a PT is to provide federally mandated (IDEA) physical therapy services to eligible students (SpEd and 504/General Education) to be able to access their education. In addition, PTs also support teachers in the classroom by providing direct services with students, offering strategies through consultation, training staff, and providing modifications by use of adaptive equipment to enable students to access their education to their fullest potential. Physical Therapists do not have a 'cap' with the number of students we have on our caseload and cover a broad range of multiple school complexes. Most PTs in or entering the workforce have a Masters or Doctorates degree. PTs in Hawaii are required to take at least thirty (30) units of approved continuing competence units ("CCU") to renew PT license every two years.

Competitive compensation, pay equity, career advancement and improved working conditions will help retain the PTs already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

M. Ramos  
Physical Therapist  
Leeward District  
[mramosdpt@yahoo.com](mailto:mramosdpt@yahoo.com)

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State of Hawaii  
Board of Education

Testimony by  
Sheldon Oshio, Principal  
Waikele Elementary School

May 4, 2023

Relating to the Update on the Hawaii Public Education 2023-2029 Strategic Plan (Phase II),  
Implementation Plan: proposed draft

Dear Chairperson Voss, Vice Chairperson Barcarse, and members of the Board,

Thank you for the opportunity to testify on Agenda Item V.A. update on Hawaii Public Education 2023-2029 Strategic Plan (Phase II), Implementation Plan: proposed draft. I strongly support the implementation plan draft. The Board's approval will validate the work done and acknowledge the hard work ahead.

In my nearly 30 years of experience with the Hawaii Department of Education, I have served in various capacities, including elementary teacher, district facilitator, elementary and high school vice principal, elementary principal, and complex area superintendent. I have presented at local and national conferences, including the National Career Academy Coalition annual conference, the NASSP Board, the State Superintendent's Educational Leadership Institute, the Leeward District Educational Leadership Institute, and the Hawaii ACTE conference. This July, I will be presenting at the Ignite 23 NASSP conference. In addition to my experience, and maybe more importantly, I come from a family of educational officers. As I watched my father, mother and sister perform in their roles as school administrators, I saw firsthand the hard work, dedication, and sacrifice it takes to be an effective school leader. Their school communities became our extended families. Superintendent Hayashi is an effective school leader. When Keith was a school and complex area leader, he would often come over and talk to my parents about the challenges he faced and to also celebrate the successes. I saw his passion for public education back then and I see that same passion in him to this day.

I believe there is a reason why the Transition Committee unanimously agreed and recommended Keith for the position. He is the right person to lead the department through this challenging period of transition; **Kū loa i ka leo i ka wā huliau** : To work with high fidelity at this turning point. He has garnered the respect of parents, business leaders, non-profit partners, our elected officials, his DOE colleagues, and most importantly, our students.

The proposed implementation plan aligns to the Board of Education's three priorities (High-Quality Learning For All, High-Quality Educator Workforce In All Schools, Effective And Efficient Operations At All Levels) and the BOE's Strategic Plan's Goals and Desired Outcomes. The implementation plan provides guidance and focuses on continuous improvement, while empowering school communities to pursue innovative initiatives that are unique to our individual schools.

Waialele Elementary is leading the way in making data driven decisions through our continuous improvement process and we are constantly revising and improving our efforts to support each and every student in finding their voice and reaching their full potential. This implementation plan sets high expectations and direction for our entire department and still allows us the flexibility at the school level to lead and innovate as appropriate to our school and school community. This flexibility is a critical component in each school's ability to demonstrate continuous improvement and growth.

The proposed implementation plan further supports individual school leaders by maintaining the core mission to provide a well-rounded education for all students, and career, college, and citizenship readiness through the effective use of standards-based instruction while promoting 21st century learning skills. No plan is perfect and system improvements take time, but school leaders are working hard to provide the best opportunities for our students and families and under this plan and Superintendent Hayashi's leadership, I believe we will see successes that the Board envisions.

Thank you for the opportunity to testify.

Respectfully Submitted,

Sheldon Oshio



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

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## Testimony from Darran Koyama, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Darran Koyama** <notifications@cognitoforms.com>  
Reply-To: 10017886@k12.hi.us  
To: Testimony.BOE@boe.hawaii.gov, 10017886@k12.hi.us

Thu, May 4, 2023 at 6:24 AM

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Darran Koyama  
School Food Service Manager  
Hawaii  
[10017886@k12.hi.us](mailto:10017886@k12.hi.us)

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## Testimony from Viviane Bersamina, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Viviane Bersamina** <notifications@cognitoforms.com>

Thu, May 4, 2023 at 6:42 AM

Reply-To: vivianebersamina@icloud.com

To: Testimony.BOE@boe.hawaii.gov, vivianebersamina@icloud.com

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

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If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. Also with prices going up, it's hard to make ends meet with bills and other necessities. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Viviane Bersamina  
Office Clerk  
Maui High School  
[vivianebersamina@icloud.com](mailto:vivianebersamina@icloud.com)

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

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## Testimony from Diane Dela Pena, BOE 5/4 Special Meeting, Agenda Item IV

1 message

**Diane Dela Pena** <notifications@cognitoforms.com>

Thu, May 4, 2023 at 7:49 AM

Reply-To: didondelapena@yahoo.com

To: Testimony.BOE@boe.hawaii.gov, didondelapena@yahoo.com

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

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If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Diane Dela Pena

SASA

Kamiloiki Elementary

[didondelapena@yahoo.com](mailto:didondelapena@yahoo.com)

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

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## Testimony from Victoria Lum Kee, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Victoria Lum Kee** <notifications@cognitofirms.com>  
Reply-To: vlumkee@hawaii.rr.com  
To: Testimony.BOE@boe.hawaii.gov, vlumkee@hawaii.rr.com

Thu, May 4, 2023 at 7:50 AM

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

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If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Victoria Lum Kee  
Office Assistant  
Kamiloiki  
[vlumkee@hawaii.rr.com](mailto:vlumkee@hawaii.rr.com)

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May 4, 2023

Dear Hawaii State Board of Education Members,

My name is Patricia Halagao and I am a professor at the University of Hawai'i Mānoa's College of Education. I am sharing my views as an individual and not as a representative of the University.

Thank you for your work on the draft Implementation Plan for the Hawai'i Public Education Strategic Plan 2023-2029.

I wanted to express my **support** in particular for two desired outcomes:

**1) Desired Outcome 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.**

*Action Items: Developing school environments that value all learners and their families and providing resources to improve the connection of schools and families will support learning for student groups who are underperforming on traditional, summative measures.*

The listed action items will promote HIDOE working together with community members (i.e. higher education, community organizations) to support our most vulnerable populations. Professional development with DOE Staff, DOE-Community partnerships such as the Micronesian Parents and Pastoral Conference, Bilingual School-Home Assistants (BSHAs), transition centers, inclusive co-curricular and extra-curricular activities, English Language acquisition classes, and continued focus on teachers obtaining Sheltered Instruction Qualification will concretely affect conditions that benefit our multilingual, EL immigrant populations.

**2) Desired Outcome 1.2.3. All students experience a Nā Hopena A'o (HĀ) environment for learning.**

*Action Items: Expanding current programs on HĀ to more schools, students and stakeholders will strengthen the depth and breadth of its implementation.*

The listed action items will benefit all our diverse students in the HIDOE. Most recently, I taught an Education Policy course to veteran teachers in our Masters in Curriculum Studies National Board Certification Program. Teachers overwhelmingly expressed wanting more professional development and focused attention to the integration of HA in their schools. They desire depth of understanding HA, more than hanging its poster on their classroom's wall. They are ready for system-wide approaches of HĀ that influence their daily teaching and assesment. HĀ's focus on "Sense of belonging" and "Hawaii" will encourage culture-based education reflective of the demographics of the students and their communities, and ultimately have a positive affect on student academic achievement.

Thank you for your consideration.

Sincerely,



Patricia Halagao, PhD.



**Testimony in Support of the Implementation Plan of the Hawaii Public  
Education 2023 – 2029 Strategic Plan  
Board of Education Meeting on Thursday, May 4**

Aloha Members of the Board of Education:

The Chamber of Commerce Hawaii ("The Chamber") strongly supports the Implementation Plan of the Hawaii Public Education 2023 – 2029 Strategic Plan and pledges its support to achieve the BOE's desired outcomes and strategic plan goals. We are committed to closely partnering and collaborating with the Department on the plan, specifically, Goal 1.3: *All students who graduate high school prepared for college and career success and community and civic engagement.*

The Chamber's Education & Workforce Development department will continue to partner with HIDOE by:

- Serving as a Work-based Learning Intermediary, connecting our 2,000+ members with educators and students through high-quality teacher externships, paid student internships, job site visits, guest speaker opportunities, mentorships, mock job interviews, student advisory boards, and more;
- Convening business executives in collaborative initiatives called Sector Partnerships, which are employer-driven efforts that build pathways for Hawaii's young people to enter in-demand, family sustaining local jobs; and
- Hosting civic engagement opportunities to interact with lawmakers during events like Chamber Week which provides students' opportunities to engage in the legislative process.

In school year 2021-2022 the Chamber provided more than 3,000 students and educators with important work-based learning experiences. This exposure and preparation are vital to spark interest and excitement among students in a diverse range of local industries. We support the HIDOE's Implementation Plan and continue to support all HIDOE Career and Technical Education educators who are already working diligently to ensure Hawaii's youth are well-prepared for college and career success.

The Chamber is Hawaii's leading statewide business advocacy organization, representing about 2,000+ businesses. Approximately 80% of our members are small businesses with less than 20 employees. As the "Voice of Business" in Hawaii, the organization works on behalf of members and the entire business community to improve the state's economic climate and to foster positive action on issues of common concern.

Thank you for the opportunity to testify.

A handwritten signature in black ink, appearing to read 'Sherry Menor-McNamara'.

Sherry Menor-McNamara  
President and CEO  
Chamber of Commerce Hawaii



**May 4, 2023, at 1:00 pm**  
**Queen Liliuokalani Building**  
**1390 Miller Street, Room 404**  
**Honolulu, Hawaii 96813**

**Board of Education: Special Meeting**

**To:** The Honorable Bruce D. Voss  
Chairperson, Board of Education

**From:** Hilton Raethel  
President and CEO  
Healthcare Association of Hawaii

**Re: Testimony in Support**  
**Update on Hawaii Public Education 2023-2029 Strategic Plan (Phase II),**  
**Implementation Plan: proposed draft**

The Healthcare Association of Hawaii (HAH), established in 1939, serves as the leading voice of healthcare on behalf of 170 member organizations that represent almost every aspect of the healthcare continuum in Hawaii. Members include acute care hospitals, skilled nursing facilities, home health agencies, hospices, assisted living facilities, and durable medical equipment suppliers. In addition to providing access to appropriate, affordable, high-quality care to all of Hawaii's residents, our members contribute significantly to Hawaii's economy by employing over 30,000 people statewide.

Thank you for the opportunity to provide testimony in support of the draft Implementation Plan for the approved six-year Strategic Plan. HAH is committed to supporting the Hawaii State Department of Education's efforts to expand workforce readiness opportunities that will allow students to graduate with training experiences and certificates valued by healthcare employers.

HAH is proud to have played a role in supporting the Department's goals through the implementation of health certificate training programs that incorporate career exploration and job placement support. These innovative programs are driven by workforce demand and provide unique work-based learning experiences to prepare students for career and/or post-secondary success.

By engaging students early and connecting them with healthcare job opportunities prior to graduation, we can achieve our shared mission of providing students with meaningful career pathways that allow them to pursue their interests while living and thriving in Hawaii. The Department's Implementation Plan provides a cohesive framework and establishes statewide actions that support students in the career exploration, planning, advising, and training

necessary for post-high school success and work preparedness, such as HAH's entry-level certification programs.

HAH's work with Hawaii's schools would not be possible without the continued support of the Department, teachers, CTE coordinators, and college and career counseling staff members. Approval of the proposed Implementation Plan will ensure that a greater number of students are provided with critical career exploration experiences to better prepare them for post-high school careers and industry workforce needs.

Thank you for the opportunity to testify in support.



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

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## Testimony in support of Desired Outcomes 1.1.4 and 1.2.3

1 message

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**Betsy Gilliland** <egillila@hawaii.edu>  
To: testimony.boe@boe.hawaii.gov

Thu, May 4, 2023 at 9:36 AM

Aloha,

I am an associate professor in the Department of Second Language Studies at University of Hawai'i Mānoa. I would like to express my support of the proposed draft of the BOE/DOE strategic plan's implementation plan, particularly with regard to Desired Outcome 1.1.4 (training DOE staff) and Desired Outcome 1.2.3 (Na Hopena A'o--HĀ). This will be discussed today (May 4, 2023) at the full board meeting.

These two goals will make DOE programs and much better able to support the broad cultural and linguistic diversity of our state's student population. Teachers and other school staff need to know how to work with students who are still developing their English language abilities while also supporting their maintenance of their other language strengths; this also involves working with a robust staff of home-school liaisons (BSHAs), who should also be supported to develop their cultural and pedagogical abilities. The HĀ program will similarly allow students to learn about the cultural foundations of our state and feel valued for their own cultural resources.

Thank you for considering this testimony.

--

Betsy Gilliland, PhD | Associate Professor  
[Department of Second Language Studies](#)  
University of Hawai'i Mānoa | 403 Moore Hall  
[egillila@hawaii.edu](mailto:egillila@hawaii.edu)  
[Undergraduate Chair, Second Language Studies \(SLS\)](#)  
[US Student Fulbright Program Advisor](#)  
Co-editor-in-chief, [Journal of Response to Writing](#)

Ka lā 4 o Mei 2023

Hawai'i Board of Education  
Bruce Voss, Chair  
Kaimana Barcarse, Vice Chair

Aloha e nā lālā o ka Board of Education,

I am an assistant professor and advocate of education for multilingual/EL students and families.

I would like to comment on the **2023-2029 Strategic Plan (Phase II), Implementation Plan: Proposed Draft** presented by Superintendent Hayashi at the May 4, 2023, Special Board Meeting.

**I am in full support of Desired Outcome 1.1.4:** Training DOE staff in cultural awareness, competence and humility, Bilingual School-Home Assistants (BHSAs), transition centers, inclusive co-curricular and extra-curricular activities, English Language Acquisition classes, and providing incentives for teachers obtaining Sheltered Instruction Qualification (page 6 of the draft plan).

**I am also in full support of Desired Outcome 1.2.3:** All Students experience a Nā Hopena A'o (HĀ) environment for learning (page 8 of the draft plan).

I was deeply concerned by recent *Civil Beat* publications on the status of students from Micronesia in our schools (e.g. "Struggles of Micronesian Students Point to 'Significant Issues' in Hawaii School System" by Cassie Ordonio and "Why Micronesian Students Struggle in Hawaii" by Chad Blair). Students from Micronesia are experiencing discrimination and substantial opportunity gaps. Ordonio reported, "In the 2020-2021 school year, roughly 59% of Micronesian students received failing grades in math, compared to 14% of students statewide." Substantial investments need to be made to better support students.

Investing in Bilingual/Bicultural School Home Assistants (BSHAs) is a critical step in making improvements. It was alarming to read in a recent budget memo that a school district the size of the Hawai'i Department of Education has only 18 BSHAs to serve 6 complex areas. BSHAs are essential to our public schools and provide tremendous support to teachers, students, and family members. They provide language access and family-school-community partnerships. Language access is our legal responsibility and strong family-school-community partnerships improve outcomes for students related to attendance, grades, motivation, and other measures.

I am also in full support of investing in programs and professional development to improve programs for multilingual/ English Learner (EL) students and families. Adequately prepared and supported teachers directly improve learning outcomes.

Lastly, expanding Nā Hopena A‘o (HĀ) throughout schools in Hawai‘i will benefit the social and emotional well-being and their learning of all students in Hawai‘i.

Mahalo for your consideration and the opportunity to testify.

Ke aloha nō,

A handwritten signature in black ink, appearing to be 'K. 'Alohilani Okamura', with a stylized, cursive script.

K. ‘Alohilani Okamura, EdD

State of Hawaii  
Board of Education

Testimony by  
Unit 6 Board of Directors  
Hawaii Government Employees Association,  
AFSCME Local 152, AFL-CIO

May 4, 2023

Relating to Discussion Item V. Update on Hawaii Public Education  
2023-2029 (Phase II), Implementation Plan, Proposed Draft

The Bargaining Unit 6 Board of Directors of the Hawaii Government Employees Association, AFSCME Local 152, AFL-CIO (HGEA) generally supports the revised implementation plan the Department is presenting to the Board, however, we have concerns about *Desired Outcome 2.3.1 – All school administrator positions are filled with qualified hires*; and specifically, *Action Item 2 - Conduct a review and assessment of vice principal salaries in order to attract and retain qualified individuals (SY 2023-24)*.

In October 2022, the Board was presented the Department's plan to address teacher salary equity and compression. In March 2023, the Department issued a memo regarding the continuation of Classroom Teacher Shortage Differentials for School Year 2023-2024. While we are happy to see that our teachers are receiving pay increases and differentials they deserve and that will help with the recruitment and retention of teachers, these actions have adversely affected our vice principals, the principals at small schools, and the high school athletic directors. Many want to remain as administrators but are seriously considering returning to their teaching lines. It is also impacting teachers and counselors who are aspiring to be school leaders and are currently in the Certification Institute for School Leaders (CISL) program. They, too, may be considering withdrawing from the program because they are making a huge commitment professionally but taking a huge cut financially.

We ask the Board to urge the Department to begin the review and assessment of school level educational officers' salaries as soon as possible, and be done within 60 days upon passage of this plan. It must do so to attract and build a strong pipeline of school administrators because over half of the principals are eligible to retire within the next five years. The increased job demands of school leaders along with the salary inversion have contributed to a decline in job satisfaction and job retention. Something needs to be done now before more of

our colleagues leave the profession and the strategic plan's desired outcome of "all school administrators are filled with qualified hires" becomes unattainable.

We believe that all schools should be led by effective school administrators who are committed to supporting all staff and students and look forward to collaborating with the Board and Department to achieve that goal.

Thank you for the opportunity to submit our testimony.

Respectfully submitted,

Derek Minakami, President  
Kaneohe Elementary School

Kelcy Koga, Hawaii Director,  
Waiakea High School

Jill La Boy, Windward Director,  
King Intermediate School

Brett Tanaka, State Office Director,  
Student Support Branch

Bert Carter, Oahu At-Large Director,  
Kaewai Elementary School

Lorelei Aiwohi, Honolulu Director,  
Kaimuki High School

James Sunday, Central Director,  
Radford High School

Jon Henry Lee, Leeward Oahu  
Director, Campbell High School

Corey Nakamura, Kauai Director,  
Kapaa Elementary School

C. Keoni Wilhelm, Maui Director,  
Baldwin High School

Kathy Silva, VP/AD Director,  
Campbell High School



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

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## Testimony from Marie ARCANGEL, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Marie ARCANGEL** <notifications@cognitofrms.com>

Thu, May 4, 2023 at 11:46 AM

Reply-To: sweetmaryvil@yahoo.com

To: Testimony.BOE@boe.hawaii.gov, sweetmaryvil@yahoo.com

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Marie ARCANGEL

Ea

Honowai elementary school

[sweetmaryvil@yahoo.com](mailto:sweetmaryvil@yahoo.com)

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

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## Testimony from kharly Carvalho, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**kharly Carvalho** <notifications@cognitoforms.com>

Thu, May 4, 2023 at 11:42 AM

Reply-To: carvalhokharly@gmail.com

To: Testimony.BOE@boe.hawaii.gov, carvalhokharly@gmail.com

Aloha state Board of Education members,

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If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

kharly Carvalho

Educational assistant

HI

[carvalhokharly@gmail.com](mailto:carvalhokharly@gmail.com)

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May 4, 2023

Submitted To: Hawai'i State BOE [testimony.boe@boe.hawaii.gov](mailto:testimony.boe@boe.hawaii.gov)

Testimony: To amend the 2023-2029 Strategic Plan Phase II Implementation Draft Plan

Proposals: Include Hawaiian language medium education-specific Action Plans under: 3.2.4 (new 4. And 5.); 1.1.2. (new 6., 7., and 8.), 1.1.4 (new 8.)

From: Dr. William H. Wilson, Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language, University of Hawai'i at Hilo

Aloha members of the Board of Education,

My name is Dr. William H. Wilson. I am a senior faculty member of the legislatively established (HRS 304A 1301-1302) Hawaiian language college. The College named Ka Haka 'Ula O Ke'elikōlani is located at UH Hilo.

I am providing testimony in the context of a legislative requirement, i.e., [HRS 302H-7] "Collaboration. The department of education shall work collaboratively with the Hawaiian language college of the University of Hawaii at Hilo and any other entities recognized by the legislature for the purpose of addressing Hawaiian language medium education..."

With the knowledge and support of Dr. Keiki Kawai'ae'a, Director of the Hawaiian language college, I am confirming to the BOE that the HDOE has not worked collaboratively with the College on the aspects of the plan before you that directly or indirectly address Hawaiian language medium education. Knowledge of your meeting is based on announcements to the public and to stakeholders rather than any specific collaboration.

Within the above context, I am providing rather limited input regarding the need for Action Plan Items under 3.2.4 Data Collection, 1.1.2 Reading Proficiency and 1.1.4. Attention to All Student Groups. More extensive input could have been provided had the Department worked collaboratively with the College while producing the draft plan.

Background relative to the research and knowledge base of the College and myself are over 40 years of experience in researching Hawaiian language medium education include: operation of the state's largest single total Hawaiian language medium site with both charter and DOE components as a laboratory school program; direct personal experience as teachers and parents of students in P-20 Hawaiian language medium education; extensive peer reviewed publications on Hawaiian language medium education including publications on Hawaiian literacy development and assessment, Native American language medium education and language revitalization; invited testimony outside Hawai'i on Native American language medium education before federal, state, territorial and tribal government officials and bodies.

My testimony relative to Hawaiian medium education and Hawaiian language pathways in contrast to English medium education and English language pathways is specific to programs covered by HRS 302H 1-7 Hawaiian medium education and BOE Policy 105.8 Ka Papahana Kaiapuni.

The plan before you needs additional BOE Action Items implementation on a full strategic plan level beyond a call for a “strategic plan for Kaiapuni education” (1.1.4 – 2). In the past HDOE strategic plans for Kaiapuni education have been produced without attention to equity factors that relate to the protection of students, teachers and families from being subject to discriminatory treatment, whether that discrimination has been intentional or not.

**The first of my recommendations relates to data collection of Key Performance Indicators. It calls for the inclusion of Hawaiian language medium students as a disaggregated group to receive attention under Equity in Student Learning and for collecting evidence for the need for expanding Hawaiian language medium education.**

**Under 3.2.4 add two Action Items as follows:**

4. Add students currently and previously enrolled in Hawaiian language medium education (HRS 304H/BOE Policy 105.8) among groups listed for Equity in Student Learning with disaggregation in Key Performance Indicators of Student Learning (currently listed on page 21 of the draft plan) and report such data to the BOE, Executive Office on Early Learning (EOEL) the Department of Human Services and program site stakeholder families, teacher, and administrators .

5. Collect data on waiting lists to get into HDOE and charter school and programs as described in HRS 302H and BOE Policy 105.8 along with requests for new program sites by individual DOE school complex area.

In support of these Action Items, I note first the Clarabal decision, and state laws and BOE policies for which disaggregated data is crucial to measure success of the BOE’s requirement to provide access to Hawaiian language medium education. The Claribal decision states on page 3: “On review, we hold that the Hawaiian education provision was intended to require the State to institute a program that is reasonably calculated to revive the Hawaiian language. ... providing reasonable access to a public Hawaiian immersion education is currently essential to reviving the Hawaiian language.”

Without program data, there is no way to know: 1) what the demand for Hawaiian language medium education is; 2) if the demand for Hawaiian language medium education is being met in the various Department complex areas; 3) if Hawaiian language revitalization is actually being effectuated in DOE operated programs and the charter school programs under the purview of BOE requirements as per BOE policy 105.8.; and finally, if the BOE non-language based goals for students enrolled in Hawaiian language medium education are being met. The non-language goals of the BOE for students enrolled in Hawaiian language medium education are expressed in BOE Policy 105.8 and call for Hawaiian language medium education, i.e., “... *to prepare for*

*students for college, career and to be community contributors within a multicultural society.”*

Testimony before BOE Dr. William H. Wilson page 3 of 6

The lack of complete disaggregated BOE data on Hawaiian language medium students, especially relative to a) on-time graduation and b) postsecondary education and training immediately after high school is especially disconcerting in light of the fact that the BOE has access to disaggregated data for much smaller English Language Learner subgroups. Without disaggregated data on Hawaiian language medium education, the BOE has no response to questions that have been continually raised from the beginning of Hawaiian language medium education in 1987. Those questions relate to whether Hawaiian language medium education can produce results comparable to English medium education. The BOE has not provided any disaggregated data to provide to stakeholders, to the the general public and to state government to dispell or support any propositions or hypotheses that Hawaiian language medium education is inferior compared to English medium education or any other claims or hypotheses relative to Hawaiian language medium education. Now with nearly four decades of Hawaiian language medium education having been provided in Hawai‘i, data to address those questions is sorely needed.

In addition to state laws and policies necessitating disaggregated data for Hawaiian language medium education, the collection of such disaggregated data is important within the context of the federal Native American Languages Act of 1990 (NALA) and related ESEA provisions. Under NALA and the ESEA Hawaiian is a Native American language and Native Hawaiians are Native Americans. Under the ESEA Hawaiian speaking Native Hawaiian students have specific rights to use Hawaiian in education including in Hawaiian language medium education. Those rights are comparable to, while still distinct from, the rights of English language learners to language medium of education support in English medium schools. While relevant provisions exist in federal law, there is no evidence that the Dpartment has collected Hawaiian language medium student data for “Key Performance Indicators” (page 21 of the Implementation Plan Draft). Note for example on that same page, there is a list of disaggregated student groups whose data has received special attention from the Department relative to on-time graduation rates. That list does not list any disaggregation for students being educated under HRS 302H/BOE Policy 105.8.

The HIDOE website provides data on its services to English language learners who under the ESEA are listed in the same Title III as students attending school through Native American languages. [See <https://www.hawaiidxp.org/data-products/hawaii-english-language-learners-data-story/>] The HIDOE provides data on students enrolled in the 2019-2020 school year in state HIDOE and charter schools from the following English language learner groups, disaggregated by minority language spoken: Japanese 918 students; Spanish 1,224; Tagalog 1,837; Marshallese 2,020; Chuukese 2,815, Ilokano 3,612. These students were either currently served or previously served by specialized English learner services. Hawaiian language medium education is a distinctive federally recognized service for a Native American language (i.e., Hawaiian) speaking student

population students parallel to the English language learner group in the English medium schools.

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A small number of Hawaiian speaking students are being served as English language learners in English medium education. The vast majority of Hawaiian language speaking students are in the HRS 302H, BOE 105.8 pathway. During the above reference 2019-2020 school year for English learner enrollments, the enrollment in Hawaiian language medium/immersion education (as counted by our College) was 3,312 students. That enrollment exceeded that of five of the six largest language minority groups among English language learners in English medium schools. The Department provide the BOE and general public with disaggregated data for each of those six language minority groups for that 2019-2020, but none for the large population of students who were then currently enrolled in Hawaiian language medium programs or who had been previously enrolled in a Hawaiian language medium program.

The enrollment of Hawaiian speaking students in HRS 304H/Policy 105.8 charter and HIDOE schools is growing every year and is highly likely to be the largest minority language speaking group under the responsibility of the BOE before 2029, the proposed end date of implementation plan. The latest US Census data for Hawai'i indicate that for school aged children (ages 5-17), Hawaiian is the most widely spoken non-English language in the home. (See <https://www.hawaiidxp.org/data-products/hawaii-english-language-learners-data-story/>.)

**My second recommendation is for distinctive attention to the needs of Hawaiian language medium education relative to literacy and language arts education.**

**Under 1.1.2., add three Action Items as follows:**

6. Differentiate K-3 reading instructional strategies, assessments and trainings for English medium and Hawaiian language medium education based on national and international research on differences in literacy development through different languages and existing specific research into reading instruction through Hawaiian that demonstrates evidence of higher student achievement and growth in Hawaiian reading.

7. Assure that appropriate initial Hawaiian language reading teaching strategies in Hawaiian language medium education are differentially developed within a context of information: a) on initial Hawaiian language proficiency of enrolling students, b) on the language of instruction of a student's previous preschool experience, c) from research described in Action Item 6. above, d) on the Hawaiian language oral and written proficiency of teachers, and e) on specialized staff training and coaching specific to literacy development in Hawaiian for students both with, and without, special needs.

8. Assure parents of kindergarteners that the BOE and Department, in establishing research-based standards, courses, and course numbers for reading and language arts programs for the overall state education of their children, has differentiated Hawaiian

language arts and English language arts as separate courses and further that courses in the medium of either official state language will meet reading and language arts requirements of the Department and BOE.

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The fact that the teaching of reading in different languages is well known among the highest regarded reading researchers nationally and internationally. Such differences are acknowledged in detail in the federal government documents as well as in well known reading research publications e.g., National Reading Panel 2000 Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction – reports of the subgroups). Indeed, the 2020 Hawai‘i State Literacy Plan on page 11 acknowledges that both Hawaiian and English are official in Hawai‘i but that the plan only focuses on English literacy. Over a decade ago, in the state development of the Hawai‘i Early Learning Development Standards (HELDS) acknowledgment was made that its standards for literacy development entitle “English Language Arts and Literacy” was problematic for Hawaiian. (See FAQ list.)

The HDOE has ignored the above described research and instead has recommended English language-based initial reading strategies and assessments for Hawaiian language medium education to the BOE, which the BOE has adopted. An example is a BOE approved requirement that Hawaiian medium teachers take courses for assisting English language learners access academic content in an English medium school setting rather than for assisting Hawaiian language learners access academic content in a Hawaiian medium setting. There are several others. If students in Hawaiian language medium education are to be provided equitable support in their education, the BOE needs to provide them with support based on their Hawaiian language medium of education and its research base parallel to the support accorded students in the other official language of the state – English – and its research base. Furthermore, there needs to be clarification that the K-3 Hawaiian medium reading program in the Department builds through the grades to high school Hawaiian language arts courses that are equal in their status to English language arts classes, that is that Hawaiian language arts courses count for Department language arts courses in lieu of English language arts courses.

There are other areas where the plan has the potential to fail to provide equity to students in Hawaiian language medium education. Such inequity is likely to occur if the HDOE continues a strong tendency to look to the states of the continental United States for direction for its educational system and then applying what it learns from those states to its English language medium education program without differentiation for Hawaiian language medium education. It is especially crucial over the six year period covered by this proposed implementation plan that the BOE lead a change in direction from past HDOE practice and explicitly differentiate data collection, policies, approaches and standards for Hawaiian language medium education. The history of the development of Hawaiian language medium education has been one of grassroots pressure through the legislature and the state courts to have the DOE provide Hawaiian language medium education that is provides equity based in the uniqueness of the Hawaiian language and its endangered status. The BOE needs to acknowledge and support the role of the legislative and judicial branches in assuring equity to those participating in Hawaiian language medium education in its overall policies and plans.

**My third recommendatin is to make the following addition to the plan to move the HIDOE to a new level of responsibility in addressing Hawaiian language medium education:**

**Under 1.1.4., add an Action Items as follows:**

8. Follow state law and court rulings relative to distinctive support and collaborations for Hawaiian language medium education, including HRS 304H-7 and the Clarabal descision of the State Supreme court.

Hawaiian language medium education will come under increased national scrutiny within the context of President Biden's announcement in 2022 of a 10-year Native American Language Revitalization Plan. Additional attention on an international level will likely be given to the BOE and HIDOE relative to Hawaiian language medium education due to the recent announcement of the United Nations of the Decade of Indigenous Languages (2022-2032). Ka Haka 'Ula O Ke'elikōlani College has been very much involved in these national and international initiatives. The College is able to assist the BOE and HIDOE, and indeed the HIDOE is required under HRS 304H-7 to collaborate directly with the College on Hawaiian language medium education, a requirement that has unfortunately been ignored rather frequently by the HIDOE. The BOE has a duty to require the HIDOE to follow state laws and assure that teachers and students in Hawaiian language medium education are not subject to discriminatory treatment based on lack of due diligency on the part of the HIDOE relative to the unique need of that population.

I strongly urge that the above proposed Action Items be adopted.

Thank you for this opportunity to testify.



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## Testimony from Natividad Valenzuela, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Natividad Valenzuela** <notifications@cognitoforms.com>

Thu, May 4, 2023 at 12:17 PM

Reply-To: Natividad.valenzuele@k12.hi.us

To: Testimony.BOE@boe.hawaii.gov, Natividad.valenzuele@k12.hi.us

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

Our schools operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, School Security Attendants, School Food Service Managers, Custodians and many others are on the job. All of these individuals, not just teachers, have a direct impact on the wellbeing of our students.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

If you want a high-quality workforce in all school positions, you must be willing to compensate fairly and pay a livable wage. There's a reason why Hawaii schools suffer from high vacancies – over 700 Educational Assistant openings, for instance. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Natividad Valenzuela  
Educational Assistant  
Honowai Elementary School  
[Natividad.valenzuele@k12.hi.us](mailto:Natividad.valenzuele@k12.hi.us)

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## Testimony

1 message

**James Rippard** <james.rippard@k12.hi.us>  
To: testimony.boe@boe.hawaii.gov

Thu, May 4, 2023 at 1:04 PM

- James Rippard, Principal, Kalaheo High School
- Special Meeting
- Strategic Plan, Implementation Plan
- Support

BOE,

Please accept my testimony regarding the Strategic Plan.

1. My input and feedback was solicited and valued in the planning process.
2. The plan supports moving Kalaheo High School forward.
3. Specific to Desired Outcome 1.1.3, see below, student academic success in Math should be a priority. We should be investing time, effort, and money into improving our statewide student academic success. It directly impacts a student's ability to enter college, the workforce, shipyard apprenticeship programs, trade schools, and military service (ASVAB).

Desired Outcome 1.1.3.

All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.

Action Items

Ensuring that schools have high-quality K-8 math instructional materials and that teacher training prioritizes the deepening of math content and instructional practices will allow all students equitable access to master math standards.

1. Ensure that all schools are implementing a high-quality math curriculum that is aligned with the state's mathematics standards, coherent across elementary and middle school grade levels within the complex, and demonstrates evidence of student achievement and growth (SY2023-24).
2. Assess all K-8 students in math at least three times per year (i.e., universal screeners) and provide targeted support based on math needs (SY2023-24).
3. Provide training for teachers to integrate interactive activities for students to engage in hands-on, real world applications of mathematical concepts in and beyond the math classroom (SY2023-24).
4. Initiate a task force composed of local math teachers, educational specialists, industry representatives, and post-secondary partners to propose recommendations regarding the revision of K-12 math standards, high school course pathways, K-12 curriculum and K-12 teacher training (SY2024-25).
5. Advocate for funding for math educational specialists to train and coach math teachers and instructional leaders to deepen content knowledge and implement effective instructional practices (SY2023-24).

Measuring Progress

Percent of eighth-graders demonstrating proficiency in mathematics.

Percent of students not proficient who received personalized support.

With Aloha,

**James Rippard**

Principal

Kalaheo High School

730 Iliaina St

Kailua, HI 96734

808-305-0200



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

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## Testimony from Shelby Johnson, BOE 5/4 Special Meeting, Agenda Item IV

1 message

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**Shelby Johnson** <notifications@cognitoforms.com>  
Reply-To: 20372573@k12.hi.us  
To: Testimony.BOE@boe.hawaii.gov, 20372573@k12.hi.us

Thu, May 4, 2023 at 1:12 PM

Aloha state Board of Education members,

I'm a school-level professional and I'm writing in general support of the state Department of Education's strategic plan as long as the review and assessment of classification and compensation for school-based staff occurs in 2023 (Action Item 2 of Outcome 2.2.1).

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In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Competitive compensation, pay equity, career advancement and improved working conditions will help retain the professionals already on the job while making these positions more attractive for potential new hires. By filling these vacancies, we can relieve the strenuous workload on the existing workforce, while providing better education and care for Hawaii's students.

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The DOE works because we do.

Mahalo for this opportunity to testify.

Shelby Johnson  
SHA  
Honolulu District school  
[20372573@k12.hi.us](mailto:20372573@k12.hi.us)

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