



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

Testimony / Time Feedback

1 message

Richard Stange <richardstng83@gmail.com>
To: testimony.boe@boe.hawaii.gov

Sun, Apr 30, 2023 at 6:35 AM

Name: Richard Stange
Position/Title: Secondary Teacher
Organization: Hawaii Department of Education
Meeting: May 4 Special Meeting

Aloha,

I am writing in regards to the scheduling of this particular meeting. Being that this is a meeting on Phase II of the DOE Strategic Plan, this is a very important meeting. I am very troubled and disturbed by the fact that it is scheduled for a Thursday morning at 11:00. That seems as if the voices of the two most important groups of people at any school are purposefully being left out. Those voices would be students and teachers. Why would a meeting of this magnitude be scheduled at a time when teachers are teaching and students are in class? Does the BOE not want students and teachers to have access to this very important meeting? I know that the BOE acts in good faith and would not make a decision in which it is deliberately excluding student and teacher opportunity to participate in the live event, but I am interested in the rationale for scheduling this important meeting at this time. Also, I hope that the BOE schedules future meetings at a time when students and teachers have more access to the live events.

Mahalo for considering my concern.

--

Sincerely,
Richard Stange



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

Testimony for May 4, 2023 Board of Education Special Meeting

1 message

Helen Sanpei <helen.sanpei@k12.hi.us>
To: testimony.boe@boe.hawaii.gov

Sun, Apr 30, 2023 at 7:30 PM

May 4, 2023

Hawaii State Board of Education Special Meeting
Position: Strongly Support Agenda Item V.A.

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

I strongly support with comments Agenda Item V.A. Update on Hawaii Public Education 2023-29 Strategic Plan (Phase II), Implementation Plan; Proposed Draft.

As a principal in the Kaimuki/Roosevelt/McKinley Complex Area I appreciated the opportunity to review, provide input, and feedback in the design of the Strategic Plan through meetings at the complex area level, community meetings, as well as individual opportunities for feedback initiated by the Superintendent's Office.

I support this comprehensive Strategic Plan as written and look forward to my school playing an integral part in addressing and meeting the Goals and Desired Outcomes as well as achieving the Action Items and procedures by which the progress will be measured.

Of particular interest to my school is the Key performance Indicator of Student Learning #7 whereby High School Completion is Extended. "The percent of students earning a high school diploma, Certificate of Completion, or a Community School for Adults Diploma (i.e., GED, HiSET) within five years of high school" allows for flexibility with students who maybe struggling in high school and may be in need of GED or HiSET tutoring as an alternative means to receiving a high school equivalency. Receiving the GED or HiSET will qualify graduates for college enrollment, the military, or prepare them for the workforce.

Also included in the Strategic Plan is Desired Outcome 1.1.4 Action Item #6 that allows Community School for Adults the ability to offer English language acquisition (ELA) classes in locations that are accessible to families of English Learners. Currently, we are able to provide evening ELA classes for parents in the local school that students attend. We have found that parents who attend these classes become more proficient in speaking, reading, and writing and are more confident in assisting and supporting their child's learning.

Thank you for this opportunity to provide testimony.

Sincerely

Helen Sanpei, Principal
McKinley Community School for Adults

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

Testimony from Everett Inamasu, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Everett Inamasu <notifications@cognitoforms.com>
Reply-To: einamasu@gmail.com
To: Testimony.BOE@boe.hawaii.gov, einamasu@gmail.com

Mon, May 1, 2023 at 11:18 AM

Aloha state Board of Education members,

I'm a parent of a high school student in the Honolulu district 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.

Everett Inamasu
Parent
Honolulu District
einamasu@gmail.com



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

Testimony for May 4, 2023, Board of Education Special Meeting

1 message

Sheldon Konno <sheldon.konno@k12.hi.us>
To: testimony.boe@boe.hawaii.gov

Mon, May 1, 2023 at 11:26 AM

Aloha,

Please find below my written testimony for the upcoming May 4, 2023, BOE Special Meeting.

May 1, 2023

Hawaii State Board of Education

Special Meeting

Position: Support & Comments Agenda Item V. A.

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

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

I have shared the drafted plan with our staff, families, and the school community council to share their input via the online survey link.

At Wai'anae Elementary School, we have been working with our community partners to increase our support to build the capacity of our school staff and community. For our students to succeed, I truly believe we need to work to eliminate barriers to accessing public education and enable our families to meet their basic needs to allow education to be at the forefront. We cannot expect our students and families to focus solely on education when they struggle to pay their utility bills and provide food for their families.

Vulnerable Student Supports: Beyond providing academic interventions and support, we must provide more foundational support for our students and their families. Understanding the parent/guardian is the child's first and most important teacher; we need to find ways to support our families to promote and be able to prioritize education in their household.

Early Childhood Learning: We need to expand prekindergarten to three-year-olds. Our school receives students with minimal to no prior education experiences before kindergarten. If we can find a way to incentives and promote quality prekindergarten experiences starting from age three, I believe we will be able to see an increased readiness for entering kindergarten.

Overall, I support the implementation plan. I also hope we can agree on a strategic plan for a more extended period of time with the ability to adjust our strategies and enabling activities to allow us time to

meet the vision and mission of the HDOE while adjusting to meet the needs of our various school communities.

Thank you for the opportunity to provide testimony.

Respectfully,
Sheldon Konno
Principal, Wai'anae Elementary School

--

Mahalo,



Mahalo,
Sheldon Konno, Principal
Wai'anae Elementary School
[85-220 McArthur St.](#)
[Wai'anae, HI 96792](#)
ph: (808)305-2900 fax: (808)697-7090

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**STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
CENTRAL OAHU DISTRICT OFFICE
1122 MAPUNAPUNA STREET, SUITE 200
HONOLULU, HAWAII 96819**

April 28, 2023

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

The principals of the Waialua Complex thank you for the opportunity to provide testimony to the Board of Education May 4, 2023 Special Meeting in support of Agenda item V. A. Update on Hawaii Public Education 2023-2029 Strategic Plan (Phase II) Implementation Plan: proposed draft.

After waiting for several years for a Strategic Plan that will effectively guide the work of all DOE schools, we are grateful that the Board has created a plan that clearly identifies the Vision, Mission, Core Values and Desired Outcomes for our Department. It has been too long that the Department has gone without an overarching plan that unites us as a state wide school system.

Charged with the responsibility of creating an effective Implementation Plan, the Department has gone through two different iterations of an Implementation Plan. With both drafts of the Implementation Plan, principals were specifically given the opportunity to meet with top Department leadership to engage in direct dialogue about the Implementation Plan.

We were provided the opportunity to respond to the Department's first draft Implementation Plan through an in person meeting with Deputy Superintendent Oyadomori-Chun. Dr. Oyadomori-Chun helped us to understand the important points of the Implementation Plan. She facilitated an activity that allowed each principal to identify their individual priorities to determine the overall group's primary areas of importance. The Deputy Superintendent also listened attentively to the feedback that principals shared. At this meeting, twenty principals from the Leilehua-Mililani-Waialua Complex Areas were present.

For the Waialua Complex principals, we did not agree 100% with 100% of the KPIs, Strategies and Performance Measures. Each of us had slightly different concerns that influenced our perspectives towards the Implementation Plan's sections based on the unique needs of each of our schools. However, we did agree that the first draft of the Implementation Plan represented clear, foundational practices that provided schools with strategies and performance measures to guide our work. Some of those practices existed under the Department's last Board approved Strategic Plan from several years ago. Other practices reflected our current state of affairs during our post COVID journey. What mattered most to us was that the first draft provided powerful tools for schools to use to meet the Board's approved Desired Outcomes.

We were disappointed to learn that the Board unilaterally rejected the Department's first draft. No plan is ever 100% perfect or agreeable to 100% of its implementors or even its developers. Nonetheless, with the

absence of a Strategic Plan for our Department for so many years, we were ready to begin to move forward under the guidance of the Strategic Plan and first draft of the Implementation Plan.

A second draft Implementation plan was shared by the Department on April 25. Once again, principals were provided the opportunity to offer direct feedback to Superintendent Hayashi and Deputy Superintendent Oyadomori-Chun through a joint virtual principals' forum that included all levels of principals. The Waialua Complex agrees that the "Action Items" of the Department's second draft will help the Department to move forward in achieving the Board's "Desired Outcomes". In fact, in the Waialua Complex, the work is already being done. For example, under Desired Outcome 1.1. 2, both Hale'iwa and Waialua Elementary schools are already implementing "Action Items" from the Department's second draft. Both schools use the I-Ready Diagnostic screener three times a year to assess all students in reading. The results of those assessments guide our targeted support initiatives at each of the elementary schools. This data has also informed the use of the Comprehensive State Literacy Development Grant (CLSD) federal funds that the Waialua Complex has benefitted from since its inception in SY 2020-2021. Both elementary schools have used funding for professional development to improve our ELA programs through the training on and use of a direct explicit instruction model known as Enhanced Core Reading Instruction (ECRI).


We urge the Board to approve the Department's Implementation Plan second draft as it has gone through a rigorous process that allowed key stakeholders to provide input on the Implementation Plan. It is also our belief that the Implementation Plan represents the necessary road map for principals to meet the Desired Outcomes of the Strategic Plan.

As principals who have *already begun planning* with our faculty and staff for next school year, we need a Strategic Plan Implementation Plan to distinctly define our next steps to ensure that they are aligned with the Board's and Department's priorities. By beginning our planning processes now, it allows each of our schools to "hit the ground running" for next school year. With an approved Implementation Plan, we can use the last school year month of May to help our staff understand the details of the Implementation Plan. We will use the summer months to adjust our school Academic Plans that already align to the various mandates that influence our work like Title I, ESEA and our WASC Recommendations, to also include the Strategic Plan and Implementation Plan's "Action Items" and "Measuring Progress" indicators. We need this time to ensure that when school opens on August 1, we are ready to begin the work that must be done to ensure our students receive the very best education possible.

Thank you again to the Board for developing the Strategic Plan. As a complex, we are excited about what lies ahead for our schools next school year as we move forward with our improvement journeys. Please allow us to effectively continue our work by approving the Department's Implementation Plan.

Sincerely,
The Principals of the Waialua Complex


Christine Alexander
Waialua High and
Intermediate School


Varissa Pata
Waialua Elementary School


Malaea Wetzel
Hale'iwa Elementary School



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

Testimony from Ashlyn Lopes, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Ashlyn Lopes <notifications@cognitoforms.com>

Mon, May 1, 2023 at 2:01 PM

Reply-To: ashlynlopes95@gmail.com

To: Testimony.BOE@boe.hawaii.gov, ashlynlopes95@gmail.com

Aloha DOE. My name is Ashlyn Lopes and I am a permanent security attendant. Prior to working this position I have also sub worked as a cafeteria worker at Kapolei High and a custodian at Mililani High. Working as a security attendant I have had the most interaction with staff and students. It has been the most challenging position that I have worked in the DOE. We have job duties but also come into work blind with the situations we do face. Whether it's a fight or a threat. We also don't have access to buildings or gates or rooms but we are expected to be there at all times in situations on campus. We get payed the littlest but also do the most training.

Ashlyn Lopes
Security attendant
Kapolei Middle School
ashlynlopes95@gmail.com



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

Testimony from Mitchell Wendorff, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Mitchell Wendorff <notifications@cognitoforms.com>

Mon, May 1, 2023 at 2:06 PM

Reply-To: mitchell.wendorff@k12.hi.us

To: Testimony.BOE@boe.hawaii.gov, mitchell.wendorff@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.

Mitchell Wendorff

Vice Principal

Iao Intermediate

mitchell.wendorff@k12.hi.us



Testimony from Daniel Suzuki, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Daniel Suzuki <notifications@cognitoforms.com>
Reply-To: nadtsuz@gmail.com
To: Testimony.BOE@boe.hawaii.gov, nadtsuz@gmail.com

Mon, May 1, 2023 at 2:24 PM

Hello Board of Education Members,

I am a speech pathologist that works for the Central District area at an Elementary School and Middle School. I currently have a caseload of approximately 43 students. I work directly with my students in a variety of settings such as: one to one, group sessions, within the classroom, etc. My students range from articulation errors to severe learning disabilities with significant behavior problems. I develop communication systems/programs implementing simple pictures to using alternative augmentative communication systems.

I engage in direct therapy with my students, consulting teachers and educational assistants on how to communicate with the students, providing training to parents, attending student focus team meetings, testing students as part of the eligibility process, and providing speech goals and objectives as part of the IEP. As a speech pathologist I also am the care coordinator of IEP's under the speech or language disability category.

Needless to say I work closely with the special education students, teachers, school staff, and parents. Since I started 20 years ago, there has always been a shortage of speech pathologist in the DOE system. Most speech pathologists are leaving the Hawaii DOE for the mainland or to the private practice sector where they can make considerably more money. I am overworked and under appreciated even though I have a crucial role in my student's school life. There continues to be a shortage of speech pathologists and more are in the process of leaving. I have a large number of students to service daily. If I get sick I do not have the luxury of getting a substitute. If a Teacher gets sick they are able to have a substitute teacher cover their class. I have to make up the time somehow when I return to work which is impossible.

I am not including all of the clerical work which is required by speech pathologists such as: visit records, reports, progress reports, etc.

The State of Hawaii relies heavily on speech pathologists to get Medicare Reimbursements, I think it's only fair that the Department of Education compensate us for our hard work within the schools.

Thank you

Daniel Suzuki

Daniel Suzuki
Speech Pathologist
Aliamanu Elementary and Aliamanu Middle School
nadtsuz@gmail.com



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

Testimony from Garrett Chang, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Garrett Chang <notifications@cognitoforms.com>

Mon, May 1, 2023 at 2:25 PM

Reply-To: chagare@gmail.com

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

Garrett Chang
Behavioral health specialist
Kalani Complex
chagare@gmail.com



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

Testimony from Shayna Barker, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Shayna Barker <notifications@cognitoforms.com>

Mon, May 1, 2023 at 2:47 PM

Reply-To: Barker.shayna@gmail.com

To: Testimony.BOE@boe.hawaii.gov, Barker.shayna@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, Account Clerks, Office Assistants 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.

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The DOE works because we do.

Mahalo for this opportunity to testify.

Shayna Barker
Account Clerk
Ewa Makai Middle School
Barker.shayna@gmail.com



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

Testimony from Danilyn Maguddayao, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Danilyn Maguddayao <notifications@cognitoforms.com>

Mon, May 1, 2023 at 2:48 PM

Reply-To: drmaguds0420@gmail.com

To: Testimony.BOE@boe.hawaii.gov, drmaguds0420@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).

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The DOE works because we do.

Mahalo for this opportunity to testify.

Danilyn Maguddayao
RBT- Registered Behavioral Technician
DOE - BKKM Admin
drmaguds0420@gmail.com



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

Testimony from Lori Brodeur, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Lori Brodeur <notifications@cognitofrms.com>
Reply-To: llbrodeur@hotmail.com
To: Testimony.BOE@boe.hawaii.gov, llbrodeur@hotmail.com

Mon, May 1, 2023 at 2:50 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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The DOE works because we do.

Mahalo for this opportunity to testify.

Lori Brodeur
Office Assistant III
Kamehameha III Elementary School
llbrodeur@hotmail.com



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

Testimony from Marthaann Kim, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Marthaann Kim <notifications@cognitoforms.com>
Reply-To: mkpk770@gmail.com
To: Testimony.BOE@boe.hawaii.gov, mkpk770@gmail.com

Mon, May 1, 2023 at 3:18 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).

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The DOE works because we do.

Mahalo for this opportunity to testify.

Marthaann Kim
Educational Assistant III
Aiea High School
mkpk770@gmail.com



Testimony from Jennifer Freeland, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Jennifer Freeland <notifications@cognitoforms.com>
Reply-To: jennacob@gmail.com
To: Testimony.BOE@boe.hawaii.gov, jennacob@gmail.com

Mon, May 1, 2023 at 3:35 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, Behavioral Health Specialists, 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 and safety 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.

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The DOE works because we do.

As a Behavioral Health Specialist, each day that I show up to work I am helping our Keiki to gain awareness of their social emotional needs, learn and practice healthy decisions making, incorporate mindfulness and healthy coping strategies. I facilitate and monitor safety and crisis plans to keep our students and campus safe for all. I work side by side with families and community organizations. My job requires diligence, hard work and investment. I will be honest, knowing that I could make double my income by moving to the Mainland becomes more appealing each passing year. The cost of living in Hawaii well exceeds my means. I ask that the BOE please consider the irreplaceable work that Behavioral Specialists do and compensate accordingly. The amount of years I have dedicated to the department should be valued.

Mahalo for this opportunity to testify.

Jennifer Freeland
Behavioral Health Specialist
Maui District
jennacob@gmail.com



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

Testimony from Theresa Fernandez, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Theresa Fernandez <notifications@cognitoforms.com>
Reply-To: tessfern84@gmail.com
To: Testimony.BOE@boe.hawaii.gov, tessfern84@gmail.com

Mon, May 1, 2023 at 3:36 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.

Theresa Fernandez
Education Assistant
lao
tessfern84@gmail.com



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

Testimony from Alexis Friedman, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Alexis Friedman <notifications@cognitoforms.com>
Reply-To: avivalisa@aol.com
To: Testimony.BOE@boe.hawaii.gov, avivalisa@aol.com

Mon, May 1, 2023 at 4:06 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.

Alexis Friedman
Educational Assistant
Niu Valley Middle School
avivalisa@aol.com



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

Testimony from Pogisa Tagaloe, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Pogisa Tagaloe <notifications@cognitofirms.com>

Mon, May 1, 2023 at 4:18 PM

Reply-To: pogisatagaloe@gmail.com

To: Testimony.BOE@boe.hawaii.gov, pogisatagaloe@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. We add Educational Assist. We do so much, like we are CNA or NURSES. Changing diapers, lifting, feeding, toilet and hands on with fragile students. Sit with them throughout, monitor them.. every students have different special needs. And we EA's are doing majority of the work with these special loving students. End of day, I am very exhausted.

The DOE works because we do.

Mahalo for this opportunity to testify.

Pogisa Tagaloe

EA III

WAIPAHU HIGH SCHOOL

pogisatagaloe@gmail.com



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

Testimony from Malia Woo, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Malia Woo <notifications@cognitoforms.com>

Mon, May 1, 2023 at 4:27 PM

Reply-To: malias1@hotmail.com

To: Testimony.BOE@boe.hawaii.gov, malias1@hotmail.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.

Malia Woo
Speech-Language Pathologist
Leeward District
malias1@hotmail.com



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

Testimony from Emilio Ebanez jr, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Emilio Ebanez jr <notifications@cognitoforms.com>
Reply-To: jr.ebanez@gmail.com
To: Testimony.BOE@boe.hawaii.gov, jr.ebanez@gmail.com

Mon, May 1, 2023 at 4:29 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.

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.

Emilio Ebanez jr
Educational Assistance III
Kaumana elementary
jr.ebanez@gmail.com



Testimony from Lisa Rosario, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Lisa Rosario <notifications@cognitoforms.com>

Mon, May 1, 2023 at 4:47 PM

Reply-To: lisa.rosario@k12.hi.us

To: Testimony.BOE@boe.hawaii.gov, lisa.rosario@k12.hi.us

Aloha State Board of Education members,

I'm a school-level professional and 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 occur 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. These individuals, not just teachers, directly impact our students' well-being.

The DOE has struggled to fill vacancies for many of these critical roles in recent years. 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.

Lisa Rosario

Lisa Rosario

Educational Assistant

Pahoa high and Intermediate School

lisa.rosario@k12.hi.us



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

Testimony from Ulli James, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Ulli James <notifications@cognitoforms.com>

Mon, May 1, 2023 at 4:47 PM

Reply-To: ulli.james@gmail.com

To: Testimony.BOE@boe.hawaii.gov, ulli.james@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).

Raising salaries for educators and staff members can help to address this shortage by making the profession more competitive with other industries. Higher salaries can also improve the quality of life for educators and staff members, which can lead to increased job satisfaction, better retention rates, and improved overall performance.

Raising salaries for educators and staff members is essential to address the staffing crisis in education and to ensure that the education sector has a sufficient number of qualified professionals to meet the needs of students and society as a whole.

I see this as an investment in the future of humanity.

Mahalo for this opportunity to testify.

Ulli James

Rbt

Kamalii

ulli.james@gmail.com



Testimony from Kayla Taniguchi, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Kayla Taniguchi <notifications@cognitofrms.com>
Reply-To: ksakamoto@westernu.edu
To: Testimony.BOE@boe.hawaii.gov, ksakamoto@westernu.edu

Mon, May 1, 2023 at 5:11 PM

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). As a physical therapist, I help children with physical disabilities access their school which allows them to receive their education. This including strengthening their body to be able to sit in class, teaching them to walk and navigate stairs to get to class, and help them to coordinate their bodies to be able to plays with peers on the playground at recess. For some children, with more significant physical disabilities, I help to train the staff (teachers, educational assistants, paraprofessional teachers, etc) how to safely transfer a child (3 years old to 22 years old if in SPED) from their wheel chair to a mat table for diaper changes and back or help with positioning them properly in different equipment to help their bodies not get skin breakdown and/or contractures. Due to staffing, I have at least 13 schools that I drive to and or ovide services at on a weekly basis. I perform assessment, work directly with students, and provide consultation to schools and teachers.

The teacher obviously play a role in our students education. But we cannot forget that our schools also operate because Principals, Vice Principals, Educational Assistants, School Psychologists, Nurses, Speech Language Pathologists, Physical Therapists, Occupational Therapists, 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. And when they can't the DOE uses contract companies to fulfill some of the positions. The problem with contractors is the state is paying more for them, but they have high turnover rate as most come from the mainland and leave in 1-3 years. 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. Please don't forget about all that it takes for children to receive education and all the people it takes to make it happen.

Mahalo for this opportunity to testify.

Kayla Taniguchi
Physical Therapist



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

Testimony from Tia Pearson, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Tia Pearson <notifications@cognitofrms.com>
Reply-To: tia.pearson@gmail.com
To: Testimony.BOE@boe.hawaii.gov, tia.pearson@gmail.com

Mon, May 1, 2023 at 5:27 PM

Aloha state Board of Education members,

I'm an EA in the autism department 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. I have a second job just to get by. 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.

Tia Pearson
EA autism
HI
tia.pearson@gmail.com



Testimony from Mira Nakamoto, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Mira Nakamoto <notifications@cognitoforms.com>
Reply-To: bluegirly2k@yahoo.com
To: Testimony.BOE@boe.hawaii.gov, bluegirly2k@yahoo.com

Mon, May 1, 2023 at 5:53 PM

Aloha state Board of Education members,

My name is Mira Nakamoto and I am a school-level professional writing in 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).

My name is Mira Nakamoto and I work as a School Health Assistant at Noelani Elementary.
(SR11/BU3)

I previously worked as an Office Assistant IV (SR10)
at McKinley High School.

Before that I had worked in the hospitality industry full-time for 20 years until Covid.

When I started working for the state, I was excited to be a part of the school system! I was looking forward to helping parents with their child's education and wellbeing since I too have children in the DOE system.

After starting my new career I could not believe how much the DOE office staff gets paid! As an OA IV I could barely support my family! And that is why had to keep my hotel job part-time. I had to work 7 days a week and that was still not enough for all of our living expenses.

I currently changed position to work as a SHA because we could not afford after school care for my son. It also allowed me to have more days available so that I could work at the hotel, which pays double what I make hourly as a SHA or OA IV.

Below I have listed how much I was/am getting paid so that you are all aware of what school level staff are receiving and so that you can also realize that it is not a wage we can survive on, especially living in Hawaii.

As an OAIV - SR 10 my annual pay was \$36,504.

Now as a SHA - SR 11 my annual pay is \$25,675.

The office staff is the first line of contact with our community. We are the ones that engage with the parents and public for our schools. There would be no school without the office staff. And unfortunately because the DOE does not focus on the recruitment and retention of high quality employees, many of the schools are short staffed. Meaning office workers are often overworked and overwhelmed. We are unable to take our "unpaid" breaks and are working "unpaid" overtime since administrators will not authorize overtime pay, BUT yet the work needs to get done!

We have A LOT of dedicated and hard working staff that are overworked and under appreciated.

When applying for a DOE position, we need to meet certain qualifications, and yet the pay does not reflect that.

Another concern is that we still have to pay for our health insurance. So now our pay is reduced even further and now is almost or at minimum wage.

Bottom line is that without school office staff, there will be no school. No support staff to help with enrollment, payments, attendance, SASA duties (which is A LOT), health requirements, etc.

All I ask is to try to put yourself in our position at our level. Most of us work very hard and do our best at our schools, but it is difficult to make a living especially living in Hawaii. Many of us have to work 1-2 part-time jobs in order to support our families.

Please take my testimony into consideration as I enjoy working with the students and parents of our community and believe in the DOE system. But I must also be able to make a decent living while doing so. School Level Employees deserve fair compensation as well as appreciation for their dedication and commitment to the BOE.

Mahalo,
Mira Nakamoto

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.

Mira Nakamoto
School Health Assistant
Noelani Elementary
bluegirly2k@yahoo.com



Testimony from Stacey Arizumi Sergeant, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Stacey Arizumi Sergeant <notifications@cognitoforms.com>

Mon, May 1, 2023 at 6:17 PM

Reply-To: sarizumi@yahoo.com

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

Aloha state of Hawaii Board of Education members,

I'm a school-level professional, 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 the staff at the school level, Principals, Vice Principals, Educational Assistants, Nurses, Speech Language Pathologists, Occupational Therapists, Physical Therapists, 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. As a direct related service provider, I work with students daily to provide speech-language therapy, and provide direction and consultation to teachers on a daily basis on how they can support communication in their classroom. I use my professional expertise in my specialized profession to guide teachers in their classroom.

In recent years, the DOE has struggled to fill vacancies for many of these critical roles. Our district alone has 10 speech-language pathologist vacancies, and we receive no additional compensation to cover the additional workload. 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. Currently, a speech language pathologist's salary is compensated with shortage differentials, yet the DOE does not seek to remedy our base pay to be comparable to even other Hawaii DOE professionals with the same level of education, expertise and lower workload. There's a reason why Hawaii schools suffer from high vacancies. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify. We appreciate the support.

Stacey Arizumi Sergeant
Speech Language Parhologist
Leeward District Special Services
sarizumi@yahoo.com



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

Testimony from Lora-lea Grando, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Lora-lea Grando <notifications@cognitofrms.com>
Reply-To: LoraleaGrando@gmail.com
To: Testimony.BOE@boe.hawaii.gov, LoraleaGrando@gmail.com

Mon, May 1, 2023 at 7:11 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. 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 do.

Mahalo for this opportunity to testify.

Lora-lea Grando
Vice Principal
Maui High
LoraleaGrando@gmail.com



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

Testimony from U'ilani DuPont, BOE 5/4 Special Meeting, Agenda Item IV

1 message

U'ilani DuPont <notifications@cognitofirms.com>

Mon, May 1, 2023 at 7:17 PM

Reply-To: dupontohana@hawaiiantel.net

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

The EAs at our school greet the students from the time they arrive on campus, until they leave. During Covid, we were the ones keeping them distanced in the hallways, and comforting them on the playground. Up until this year, we supervised the lunchrooms and established order, and covered 5 days of morning recess. In addition to these duties, we also are instructional aides, who often end up teaching half of the class so that our teacher can have fairly decent sized groupings and differentiate. Since our classroom teachers are often sent to trainings or have planning days with the counterparts, we hold down the classroom with the substitutes, and often end up teaching, since we know the curriculum like the back of our hand. We also provide effective classroom management, since we are often with these students more than the classroom teachers.

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.

U'ilani DuPont

Educational Assistant III

HI

dupontohana@hawaiiantel.net



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

Testimony from Linda Hamana, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Linda Hamana <notifications@cognitoforms.com>
Reply-To: lyhiga@hotmail.com
To: Testimony.BOE@boe.hawaii.gov, lyhiga@hotmail.com

Mon, May 1, 2023 at 7:25 PM

Aloha state Board of Education members,

As a school-level speech language pathologist 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).

I have been in this profession for nearly 20 years and within that time, our workload has substantially increased, while our pay has not reflected the increase in our workload. Initially we were required to assess, treat students with speech and/or language impairments, attend meetings, collaborate with SLPs from other agencies, complete quarterly progress reports, coordinate meetings, write IEPs, collaborate with teachers and families, participate in continuing education courses to maintain our certification, service students at home (medically fragile) or at private schools, and plan for the next sessions.

Since 2003, we are not only responsible for all of the tasks above, but additional tasks include the following: completing visit logs, conducting classroom observations of students at our site schools, traveling to various sites to conduct observations of our speech students at their private school, completing TS Gold assessments for our speech only students, completing RMTS documentation (for medicaid billing), writing more in-depth reports, conducting otoscopy, etc.

I believe that the DOE has struggled to fill positions due to the following factors: workload expectations, high caseloads, the constant stress of possible due process cases, and of course the pay. Many times, the speech language pathologist is the professional at the table with the highest level of education and the lowest pay. Just for background information, the communication sciences department is part of the John A. Burns school of medicine. Speech language pathologists all have at least a Master's Degree, many of us have also minored in audiology. We have also endured rigorous training in the clinical setting.

Please consider our essential role in the DOE and fairly compensate the SLPs who support our students who have significant needs to access the curriculum and progress in school.

I truly appreciate this opportunity to testify.

Linda Hamana
Speech Language Pathologist
Webling
lyhiga@hotmail.com



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

From: Alex Harris, Vice President for Programs

Date: May 2, 2023

Re: Agenda item V.A. "Update on Hawaii Public Education 2023-2029 Strategic Plan (Phase II), Implementation Plan: Proposed Draft"

The Hawaii State Board of Education (Board) approved the first phase of an ambitious six-year Strategic Plan in February 2023. **We stand in support** of that phase as well as the second phase of the Plan: the Department of Education's (Department) companion Implementation Plan.

As you know, the Harold K.L. Castle Foundation was asked by former Board of Education chair Catherine Payne to provide financial support so the Board could retain the services of the National Association of State Boards of Education for a superintendent search, strategic plan and evaluation. We gladly provided this support in recognition that our complex system of public education demands clear direction and leadership.

Your work together is now at a critical juncture. It is imperative that this strategic plan go beyond mere words on a page to set real direction for the public K-12 education system that leads to concrete action and ultimately to results.

Your data retreats clearly show that many students struggle academically and emotionally as learning was disrupted and hasn't fully recovered. Too few leave high school with a clear path to a strong future. At the same time, we see bright spots all across the state. But these inspirations alone are not enough to move our system forward which is why such disturbing gaps persist. We must pair record financial resources with ambitious implementation, measuring progress while we go.

We urge you to approve this Implementation Plan so that the Board and Department can jointly move forward together. Now is the time to put ideas into action. Thank you for your consideration.



Testimony from Christie Salvador, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Christie Salvador <notifications@cognitofrms.com>
Reply-To: cksalvador@gmail.com
To: Testimony.BOE@boe.hawaii.gov, cksalvador@gmail.com

Mon, May 1, 2023 at 7:46 PM

Chair Voss and Members of the Board:

I'm a 19-year veteran DOE speech-language pathologist, and I'm writing in general support of the state Department of Education's strategic plan IF the BOE and DOE will commit to conducting the review and assessment of classification and compensation for speech-language pathologists in 2023 (Action Item 2 of Outcome 2.2.1).

My job provides mandated, direct speech therapy services that are necessary for our special education students to access and progress in their educational curriculum. The specialized services that speech-language pathologists provide directly to students is essential to the well-being and education of the students we serve. They say it takes a village to raise a child NOT only teachers. Without school level support staff like speech-language pathologists, campuses would not be able to serve our students especially through difficult times like the pandemic and school closures. We were the ones that supported students face-to-face daily throughout the pandemic. We showed up and prioritized the well-being and education of our students despite the risk to our health and the health of our families. At this time, we are still waiting for adequate compensation for the risks we endured during a time of great fear and uncertainty. We ask that you do not make us wait even longer for adequate and equal compensation.

In recent years, the DOE has struggled to fill vacancies leading to high numbers of expensive contract workers, high turnover leading to reduced consistency of services, and loss of highly qualified and experienced speech-language pathologists due to lack of adequate compensation and pay equity. Competitive compensation, pay equity, career advancement and improved working conditions will help retain those of us 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 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. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Thank you for this opportunity to testify.

Sincerely,
Christie Salvador, MS, CCC-SLP

Christie Salvador
Speech Language Pathologist
South CDO
cksalvador@gmail.com



Testimony from Jessica Tindall, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Jessica Tindall <notifications@cognitoforms.com>
Reply-To: jessica.tindall@gmail.com
To: Testimony.BOE@boe.hawaii.gov, jessica.tindall@gmail.com

Mon, May 1, 2023 at 7:54 PM

Aloha state Board of Education members,

I am a district 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).

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.

Jessica Tindall
Speech Language Pathologist
AMR Central District
jessica.tindall@gmail.com



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

Testimony from Rowena Estores, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Rowena Estores <notifications@cognitoforms.com>

Mon, May 1, 2023 at 8:22 PM

Reply-To: rowena.estores@k12.hi.us

To: Testimony.BOE@boe.hawaii.gov, rowena.estores@k12.hi.us

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.

I have been with the DOE since 1993 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,
Rowena Estores, M.S., CCC-SLP
Speech Language Pathologist

Rowena Estores
Speech Language Pathologist
Leeward District-Manana Elementary
rowena.estores@k12.hi.us



Testimony from Summer Fajota, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Summer Fajota <notifications@cognitoforms.com>

Mon, May 1, 2023 at 8:28 PM

Reply-To: summernakakura@gmail.com

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

Aloha state Board of Education members,

I'm a school based 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.

I have been with the DOE 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 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.

Summer Fajota
Speech Language Pathologist
Department of Education- Leeward District
summernakakura@gmail.com



Testimony from Michelle Logotala, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Michelle Logotala <notifications@cognitoforms.com>
Reply-To: 10018764@k12.hi.us
To: Testimony.BOE@boe.hawaii.gov, 10018764@k12.hi.us

Mon, May 1, 2023 at 8:51 PM

Aloha Board of Education members

I'm an Educational Assistant 3 at Pukalani Elementary School. I am in support of the Board of Educations strategic plan as long as the review and assessment of classification and compensation for school based staff happens in 2023.
(Action item 2 of outcome 2.2. 1).

It is sad knowing that our hard work as EA's, goes overlooked so many times . We as EA's do so much for the well being of our students and teachers . Our jobs, a lot of the times have us working and managing the hardest of students. Behavior is a big factor when deciding what kids we work with. No way can a teacher teach the class to the best of their ability without us. I'd like you all to imagine what a school would be without us EA's imagine doing a day a week a month or a school year with no EA's. I know our presence in the classroom and on campus is highly needed. Our schools run because of our Principals, administrators, counselors, cafeteria workers, custodians, speech pathologists and EA's . I have not met one person that envy's our jobs and all that we are expected to do for the pay we get. Many of us including me do this job because we genuinely care about the students . Please don't take advantage of that, treat us fairly. Don't sit behind your desks and pretend for any longer this isn't a big problem, you all know it is and it's time to change that.

All of our public schools are suffering because of low EA turnouts each year. In our community when we ask people to apply their first reservations is the pay. You have the means to change that. To offer a pay that is livable in Hawaii. To make sure EA's are compensated for our work. I am not saying we as EA's are the most important beings on campus but imagine running a school without us.

Mahalo for this opportunity to voice my opinion .
Michelle Logotala

Michelle Logotala
EA 3
Pukalani Elementary School
10018764@k12.hi.us



Testimony from Cydni Higa, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Cydni Higa <notifications@cognitoforms.com>

Mon, May 1, 2023 at 9:08 PM

Reply-To: cydnimh@gmail.com

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

Aloha state Board of Education members,

I'm a school-level professional (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).

I would love to acknowledge that all professionals, staff members, and teachers contribute their various and invaluable talents and know how to the betterment of our students and schools on Oahu. While I may not be able to fully speak to other positions, I understand what it takes to be a Speech Language Pathologist (SLP) in the school system.

In order to provide the best services to our students, it's important to understand each and every role in the school. SLPs must earn a masters degree, we provide specialized therapy on a daily basis, we assess students, consult with teachers/administration/parents, we write reports and Individualized Educational Plans, we write daily visit logs for every session of therapy provided, and we are an integral part of every school. Our caseloads are typically higher than special educators in the school, as we don't only work on speech, but language too. Our education is based in child development and beyond and speech/language touches upon every aspect of a student's education: social communication, grammar, sentence structure, phonological awareness (reading/writing), language comprehension, and the ability to communicate as a whole.

While SLPs such an integral part of the schools we work in, there is constantly a need for more highly qualified SLPs, along with other critical school members. Many of us in HGEA are disappointed in the lack of competitive compensation, pay equity, working conditions, and opportunities for career advancements. It is for these reasons, vacancies persist and retention is low. We deserve better, so our students may reap the benefits of quality support staff, Educational Assistants, and communication aides!

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. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Cydni Higa
Speech Language Pathologist
Pearl Harbor Kai Elementary School
cydnimh@gmail.com

JOSH GREEN, M.D.
GOVERNOR



KEITH T. HAYASHI
SUPERINTENDENT

JANETTE F.L. SNELLING
COMPLEX AREA SUPERINTENDENT

STATE OF HAWAII
KA 'OIHANA HO'ONA'AUAO
OFFICE OF THE COMPLEX AREA SUPERINTENDENT
WEST HAWAII COMPLEX AREA OFFICE
75-140 HUALALAI ROAD
KAILUA KONA, HAWAII 96740-3723

May 1, 2023

Dear Chair Voss and Board Members,

Over the past months, there have been opportunities for staff and community to provide input into the state strategic plan. We held informational meetings for all staff members during the drafting of the implementation phase of the plan. During this time, feedback was gathered to assist in determining the strategies and performance indicators to best achieve the desired outcomes for the Board approved goals. As principals, we also have been included in providing feedback for both the initial and current iteration of this phase of the strategic plan. We appreciate the value that Superintendent Hayashi and his leadership team has placed on school-based leaders and staff in this process.

The proposed strategies are aligned to a Board-approved goals and desired outcomes. We appreciate that the strategies are targeted to the outcomes and that they are broadly stated to support school-based decision-making and priorities. With this in hand, we have the information needed to implement the strategic plan at the school level. In effect, we are all working toward the same goals; however, the unique differences within our communities may require different ways to attain success for our students.

The plan allows schools to determine the "how" that best fits the unique school and community needs and to collaborate amongst our complex schools on areas that make sense for the greater good. As an example, the HKKK complex is moving together to firmly establish a Professional Learning Community (PLC) process to create high levels of instruction in all schools and all classrooms across our nineteen schools. In the spirit of Ne'e papa, we are working as one united body. On the other hand, our high schools will vary in the methodology used to prepare our students for future success. Three schools are doing transformational work with career academies; other schools are approaching career and college readiness using a different path. The pandemic caused major disruptions in learning; however, schools are already using data to chart the course forward. There is an urgent need to have an implementation plan in place to anchor our work.

If you have been able to visit our schools this year, we are sure that you witnessed both the great work that is happening and the challenges that schools face because of ongoing COVID impacts and socioeconomic challenges. Our schools are looking forward to continuing to refine our efforts to address the holistic needs of our students and to support our staff. As leaders of our schools and complex area, we are committed to implementing innovative strategies and meaningful opportunities for our students and our staff.

We support the Hawai'i Department of Education's Implementation Plan. The current plan reflects educator voices at all levels; a feat that has not happened to this extent in previous plans. Your approval of the plan reflects your confidence in school-based leadership and decision-making. Our schools have recently submitted our Academic and Financial plans for SY 2023-24. We know that there may be adjustments that need to be made and the sooner we have the final draft, the better able we are to ensure that we are ready to implement when the new school year begins. Implementing the plan will allow our schools to move forward to achieve the desired outcomes of the BOE's Strategic plan and ultimately, ensure student success.

With Best Regards,

HKKK Principals

Glenn Gray, Principal *Glenn Gray*
Glenn Gray (May 1, 2023 17:01 HST)
Holualoa Elementary School

Noreen Kunitomo, Principal *Noreen Kunitomo*
Noreen Kunitomo (May 1, 2023 19:38 HST)
Honaunau Elementary School

Ericka Blanco, (TA) Principal *Ericka Blanco*
Ericka Blanco (May 1, 2023 20:24 HST)
Honoka'a High and Intermediate School

Rory Souza, Principal *Rory Souza*
Rory Souza (May 1, 2023 17:03 HST)
Honoka'a Elementary

Tammy Yoshimura-Furrer, Principal *Tammy Yoshimura-Furrer*
Tammy Yoshimura-Furrer (May 1, 2023 17:40 HST)
Hookena Elementary School

Kori Takaki, Principal *Kori Takaki*
Kori Takaki (May 1, 2023 17:05 HST)
Kahakai Elementary School

Wendy Daniel, Principal *Wendy Daniel*
Wendy Daniel (May 1, 2023 17:22 HST)
Kealakehe Elementary School

Dr. James Denight, Principal
Kealakehe High School

Janice Blaber, Principal *Janice Blaber*
Janice Blaber (May 1, 2023 20:03 HST)
Kealakehe Intermediate School

Jessica Dahlke, Principal *Jessica Dahlke*
Jessica Dahlke (May 1, 2023 19:31 HST)
Ke Kula O Ehunuikaimalino School

Hannah Loyola, Principal *Hannah Loyola*
Hannah Loyola (May 1, 2023 17:02 HST)
Kohala Elementary School

Amy Stafford, Principal *Amy Stafford*
Amy Stafford (May 1, 2023 17:05 HST)
Kohala High School

Trisha Sanborn, Principal *Trisha Sanborn*
Trisha Sanborn (May 1, 2023 17:10 HST)
Kohala Middle School

Michael McCloskey, Principal *Michael McCloskey*
Michael McCloskey (May 1, 2023 17:12 HST)
Konawaena Elementary School

Ami Akeo, Principal *Ami Akeo*
Ami Akeo (May 1, 2023 17:08 HST)
Konawaena High School

Teddy Burgess, Principal *Teddy Burgess*
Teddy Burgess (May 1, 2023 17:07 HST)
Konawaena Middle School

Kris Kosa-Correia, (TA) Principal
Paauilo Elementary and Intermediate School

Michelle Barber, Principal *Michelle Barber*
Michelle Barber (May 1, 2023 17:07 HST)
Waikoloa Elementary and Middle School

Tammie Picklesimer, Principal *Tammie Picklesimer*
Tammie Picklesimer (May 1, 2023 17:23 HST)
Waimea Elementary School



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

Testimony from Ashley Mitchell, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Ashley Mitchell <notifications@cognitofrms.com>

Mon, May 1, 2023 at 9:25 PM

Reply-To: castillo.ashleyar@gmail.com

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

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.

I have been with the DOE as a Speech-Language Pathologist since 2020 and the DOE has not 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,
Ashley Mitchell, M.S., CCC-SLP
Speech-Language Pathologist

Ashley Mitchell
Speech-Language Pathologist
DOE - Leeward District
castillo.ashleyar@gmail.com



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

Testimony for May 4, 2023 Board of Education Special Meeting

1 message

Jill La Boy <jill.la_boy@k12.hi.us>
To: testimony.boe@boe.hawaii.gov

Mon, May 1, 2023 at 9:54 PM

May 4, 2023

Hawaii State Board of Education

Special Meeting

Position: Support Agenda Item V. A.

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

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

I appreciate the multiple opportunities the school communities have had to provide input and feedback throughout the process of the planning of this strategic plan. There have been community meetings and time provided in principal forums. In addition, Superintendent Hayashi visited our complex principal meeting to "talk story" in a more informal setting to gather further input, and schools were provided resources to gather input and feedback from staff and other stakeholders.

This plan supports and is in line with what our youth need right now and outlines bold moves to make that happen. Let me just highlight a few examples. First, Desired outcome 1.1.3, which focuses on math proficiency, developing a task force, and emphasizes hands-on, real-world math learning experiences for our youth. This is how our youth learn and schools need to move away from traditional instructional strategies to more innovative, empowering, and engaging learning approaches. Our complex has initiated a K-12 math task force and the secondary schools will be engaging in vertical learning professional development in the fall.

Second, Desired Outcome 1.1.5, focuses on middle schools implementing effective research based strategies to support middle level students. Young adolescents are experiencing a very unique and critical time in their lives and it is imperative that the educators working with these students are trained and supported on how to best engage with the students. At our school, we will be conducting the middle level assessment this month, so we know the areas to strengthen. In the fall we will be engaging in a book study of our anchor text, *This We Believe*, to guide us through a professional learning cycle that will help us grow in our identified need areas.

Last, but certainly not least, Desired Outcomes 1.2.2 and 1.2.3 focus on positive behaviors and Na Hopeno 'Ao. Since the pandemic, our negative behaviors, anxiety, depression, and struggles to adjust socially are at an all time high at our school. We revamped our positive behavior reward system, increased school events,

integrated Foundations of Aloha with the Choose Love social and emotional curriculum, built in more culturally relevant learning, and started up 15 after school clubs and teams to help build social and emotional skills in our youth. WE need to continue and strengthen these efforts to support the growth of our students.

This strategic plan supports all of these efforts and more.

Thank you for the opportunity to provide testimony.

Sincerely,

Jill LaBoy

Principal, Kailua Intermediate School

[Jill LaBoy](#)

[Principal](#)

[Kailua Intermediate School](#)

[808.307.1400](#)

This is a staff email account managed by Hawaii Department Of Education School District. This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the sender.

SUSAN A. PCOLA
Special Testimony
Board of Education
May 4, 2023

III. Action Items (Tentative)

B. Committee Action on Human Resources Committee recommendations concerning appointment of Assistant Superintendent of the Office of Information Technology Services

Use HR Testimony

V. Discussion Items

A. Update on Hawaii Public Education 2023-2029 Strategic Plan (Phase II), Implementation Plan: proposed draft

An expectation that the Implementation Plan focus on how the Department will achieve the desired outcomes of the Strategic Plan (the Implementation Plan should focus on improvements and new actions or innovations).

What is a target?

In business terms, a target is ***a goal that the company is aiming to reach***. But targets don't just tell us what we are aiming for – they let us measure the distance by which we fall short, and the amount of work we need to do to make it up. You need to have a target in order to judge whether you are making improvements.

SLIDE 8 is misleading. The disclaimer should be under it as on the first page of Attachment B.

“This graphic is not intended to represent actual or projected data, but is meant to visually help explain the role of the Department’s Implementation Plan and its impact on continuous improvement and student outcomes”

Implementation Plan Comments/Questions

Beginning with the first page of the May 4 Implementation Plan.

Question: Is this phrase, “action items” replacing the term “strategies?”

Question: Will “Measuring Progress” have targets?

Question: Are you going to use the “Most Recent Data” as a baseline?

Example: Under Priority 1: Goal 1.1, Desired Outcome 1.1.2

Desired Outcome 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.

Measuring Progress:

- Percent of third-graders demonstrating grade-level reading proficiency.
- Percent of students who are not reading proficiently by the end of third grade who receive additional personalized support

Targets (Example)

2023-24: Increase proficiency rate of 52% to 53% (52% is most recent data)

2024-25: Increase proficiency rate of ____% to 55%

2025-26: Increase proficiency rate of ____% to 60%

2026-27: Increase proficiency rate of ____% to 70%

2027-28: Increase proficiency rate of ____% to 80%

2028-29: Increase proficiency rate of ____% to 85%

Communication Plan comments/Questions:

Dedicated Webpage:

Question: Do you plan on beta testing?

Question: How will you know that it is being used?

Question: How will you know it is effective?

Social Media:

Question: What media will you use?

Question: How will you know it is effective?

Question: Will DOE/BOE address inquiries?

Question: How will the weekly digital newsletters be received?

Question: Any accommodations for families without computers/wifi?



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

Testimony from Steve Leopoldo, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Steve Leopoldo <notifications@cognitoforms.com>
Reply-To: lanakila22@yahoo.com
To: Testimony.BOE@boe.hawaii.gov, lanakila22@yahoo.com

Tue, May 2, 2023 at 3:19 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.

Steve Leopoldo
School Security Attendants
Leeward
lanakila22@yahoo.com



Testimony from John Alexander, BOE 5/4 Special Meeting, Agenda Item IV

1 message

John Alexander <notifications@cognitoforms.com>
Reply-To: jetzaalexander@yajoo.com
To: Testimony.BOE@boe.hawaii.gov, jetzaalexander@yajoo.com

Tue, May 2, 2023 at 5:43 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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The DOE works because we do.

Here at our school, I have witnessed years of multiple classes sitting in the dining room due to no teachers available. I see the lack of EA's for support roles. There is only 1 person that I know of that is on the sun list for the kitchen.

I am the SFSM here at Lahainaluna and I have a cook and a baker to help me feed the school. On days that one of them is out sick or vacation the burden falls to myself and the other to handle not only daily food needs but prepping for the following day. I have had weeks through my time here that I am either cooking or baking while still trying to be the manager to ensure we will have the products needed.

There is NO help for us. Teachers don't show up and they throw the kids in the cafe and have 1 sun watch multiple classes daily. If we are short staffed we must buckle down and cover the bases ourselves. We are expected to be here. Food is expected to be made. When one of us uses our PTO the others suffer and have to carry the load. Teachers don't show up and the kids are just shuffled into the dining room.

We are good at what we do and have spent years at this craft and it is often overlooked as a real profession. It seems the only important employees are teachers. If kitchen staff to cross the state called in sick or we're not able to come to work schools would not be able to be in session due to the lack of food provided. we show up week in and week out to do our jobs and we are reliable part of the staff

which makes the school function.

During COVID SY 20-21, food service workers were volunteered to feed the public. We were asked to show up to work in person, produce food and handed out to the public. Teachers were able to stay at home log into the computer give a lesson plan and never have to face the public. When everyone else in the state were told to stay at home, the food service staff at schools across the state showed up and fed the public.

Mahalo for this opportunity to testify.

John Alexander

SFSM

Lahainaluna

jetzaalexander@yajoo.com



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

Testimony from Taryn Shinagawa, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Taryn Shinagawa <notifications@cognitoforms.com>

Tue, May 2, 2023 at 7:45 AM

Reply-To: taryn.shinagawa@k12.hi.us

To: Testimony.BOE@boe.hawaii.gov, taryn.shinagawa@k12.hi.us

State Board of Education members,

I am a Speech Pathologist in the school. 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 have spent 15 years in the DOE system. There are many times I have considered leaving the DOE for something different. What stops me is knowing the network of people in a school setting that help children thrive. These daily interactions with EAs, custodians, nurses, SLPs, and all other members have a direct impact on the children. There is no other setting that provides that. As an SLP, I have incorporated these people into my therapy whether it be the person or teaching kids their role at the school.

The DOE works because we all have a role in the education of these students.

Taryn Shinagawa
Speech Pathologist
Honolulu District Office FKK
taryn.shinagawa@k12.hi.us

State of Hawaii
Board of Education

Testimony by
Pearl City Complex Principals

May 4, 2023

Relating to the 2023-2029 Strategic Plan Phase II Implementation Plan and Support for
Superintendent Hayashi

The Pearl City Complex Principals would like to collectively share our support for the Department of Education 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 encourages the successful efforts that are going on currently in our schools, allowing our students to achieve and excel. Finally, we wanted to acknowledge the positive work Superintendent Hayashi has done, and how he and his leadership team's efforts are helping our schools and students.

During the past board meeting there was feedback that the first draft of the implementation plan lacked bold innovations, and that it was largely a repeat of past goals and achievements. We believe that Superintendent Hayashi's team has given permission for schools and complexes to flourish and create positive change under an umbrella of statewide goals and directives. They have wisely avoided a one size fits all prescriptive plan that forces schools to make changes in one narrow direction, and we have been allowed to create positive impacts that match our schools and communities needs.

Our department's recovery from the pandemic has been lauded by outside experts as "exceptional", from *Civil Beat's* March 23 article. We have been making steady and meaningful achievement improvement's for the past several years in NAEP testing, where Hawaii's improvements favorably compare to other states around the nation. A strategic plan that honors and recognizes the processes that have led to this improvement is essential. Change for change's sake would be a mistake.

As school leaders, we know that even more growth and improvement is critical for our students' success. We recognize that there is a need for innovation and action on our areas of weakness. We believe the draft DOE implementation plan both honors and supports our past success, while also defining the areas where we need to make further improvement.

Finally, we wanted to express our gratitude for Superintendent Hayashi. As school leaders, we have noticed a drastic and positive change in the effectiveness of communication and timely support from state offices to the schools under his leadership. More resources, positive system

changes, and clear communication has occurred. Concerns and issues from schools are heard, and the statewide leadership team has shown initiative and timeliness in addressing school needs. Superintendent Hayashi has shown decisiveness in his decision making, and is clear in his expectations for schools. As school principals, we believe that Superintendent Hayashi deserves commendation for his leadership.

Thank you for the opportunity to share our thoughts.

Respectfully Submitted,

Pearl City School Principals

Amy Martinson, Highlands Intermediate
Neil Blomberg, Kanoelani Elementary
Lance Tanouye, Lehua Elementary
Bryan Loo, Manana Elementary
Garrett Arakawa, Momilani Elementary
Gavin Tsue, Palisades Elementary
James Suster, Pearl City Elementary
Joseph Halfmann, Pearl City High
Keith Hui, Pearl City Highlands Elementary
Troy Takazono, Waiau Elementary



Testimony from Jeanne Iwashita, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Jeanne Iwashita <notifications@cognitofrms.com>

Tue, May 2, 2023 at 8:31 AM

Reply-To: jeanneiwashita@gmail.com

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

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 Speech Language Pathologists, Educational Assistants, Occupational Therapists, Physical Therapists, Principals, Vice Principals, School Psychologists, Nurses, 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.

Speech language pathologists are highly trained service providers who need a minimum of a master's degree, national certification, and a state license. We need to take continuing education classes in order to maintain our certification. We service special education and some general education students in the areas of language, pronunciation, pragmatics, speech fluency, voice, and other disorders. We service students ranging from general education students working on pronunciation to severely autistic students working on augmentative communication. Our duties include assessments, services to students, developing lesson plans/activities, consultation and training with teachers, staff, and parents, attendance at initial referral meetings, eligibility meetings, IEP meetings, report writing, development of IEPs, documentation of services, Medicaid billing, etc..

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. For speech language pathologists, the state is competing with all other states to recruit and retain service providers. There is a severe national shortage of speech language pathologists. Hawai'i currently is not competitive with markets with similar cost of living. For example, in California, a speech language pathologist can earn at least \$20-30,000 more per year. Applicants call regarding open positions in Hawai'i but do not apply when they find out how little the pay is and how high the cost of living is. In addition, much of a speech language pathologist pay is given via a pay differential which decreases over time and can be taken away at any time. This makes it difficult to both recruit and retain services providers. In the next 10 years, many current speech language pathologists are planning to retire, which will leave an even more severe shortage of services providers, because the universities are not graduating enough speech language pathologists to fill those positions. Speech language pathologists bill millions of dollars worth of services through Medicaid and are not reimbursed for any of it. We even pay for our own license that is necessary for the state to bill Medicaid. That money can be used to adequately pay for our services. Other professionals, such as school psychologists are at higher SR levels, even though they have the same education level, less training, and less duties. Pay equity is a major concern for speech language pathologists. It is difficult to retain services providers

when some groups are paid more for doing less. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Jeanne Iwashita
Speech Language Pathologist
Kalei'opu'u Elementary
jeanneiwashita@gmail.com



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

Testimony for Agenda Item V.A. "Update on Hawaii Public Education 2023-2029 Strategic Plan (Phase II). Implementation Plan: proposed draft"

1 message

Pat Anbe <pat.anbe@k12.hi.us>
To: testimony.boe@boe.hawaii.gov

Tue, May 2, 2023 at 8:44 AM

Dear Members of the Board of Education,

On behalf of the Waipahu Community School for Adults, I am submitting testimony in support of the Update on Hawaii Public Education 2023-2029 Strategic Plan (Phase II), Implementation Plan: proposed draft.

The Waipahu Community School for Adults is in full support of the proposed draft, particularly in the following areas:

- Action Item 6: Providing English Language Acquisition classes to families of English Language Learners (Page 6). All Waipahu Community School for Adults campuses will provide English Language Acquisition classes of different levels, to support immigrant families and individuals who may not be proficient in the English language.
- Key Performance Indicator 7: Extended High School Completion (Page 21). All Waipahu Community School for Adults campuses will provide opportunities for students to obtain a Community School Diploma by passing the GED or HiSET exam by offering Adult Basic Education classes, Adult Secondary Education classes, and testing facilities.

Thank you for this opportunity to provide testimony.

Sincerely,
Pat Anbe, Principal
Waipahu Community School for Adults
[94-1211 Farrington Highway](#)
Waipahu, HI 96797
(808) 307-9677 (Waipahu)
(808) 305-3200 (Wahiawa)
(808) 307-1455 (Windward)
(808) 974-4100 (Hilo)
(808) 313-3032 (Kona)
www.wcsahawaii.org



**WAIPAHU COMMUNITY
SCHOOL FOR ADULTS**

WAIPAHU | WAHIAWA | WINDWARD | HILO | KONA

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

Testimony for May 4, 2023 Board of Education Special Meeting

1 message

Ernest Muh <ernest.muh@k12.hi.us>
To: testimony.boe@boe.hawaii.gov

Tue, May 2, 2023 at 8:47 AM

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

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

After waiting for several years for a strategic plan that will effectively guide the work of all DOE schools, I am glad that the Board of Education has created a plan that clearly identifies the Vision, Mission, Core Values and Desired Outcomes for the Department of Education.

The Hawaii Department of Education has gone through two different iterations of an Implementation Plan. With both drafts of the Implementation Plan, I was given the opportunity to meet with top Department of Education leadership to engage in direct dialogue about the Implementation Plan.

Initially, I was provided the opportunity to respond to the Department's first draft Implementation Plan through an in person meeting with Deputy Superintendent Oyadomori-Chun. Dr. Oyadomori-Chun reviewed the important points of the Implementation Plan. She facilitated an activity that allowed each principal present to identify their individual priorities to determine the overall group's primary areas of importance. The Deputy Superintendent also listened to the feedback that principals shared.

A second draft Implementation plan was shared by the Department on April 25. Once again, I was provided the opportunity to offer direct feedback to Superintendent Hayashi and Deputy Superintendent Oyadomori-Chun through a joint virtual principal's forum that included all levels of principals.

I respectfully ask the Board to approve the Department's Implementation Plan second draft as it has gone through a rigorous process that allowed key stakeholders to provide input on the Implementation Plan. I feel the Implementation Plan represents the necessary road map for principals to meet the desired outcomes of the Strategic Plan.

Sincerely,
Ernest Muh

--

Ernest Muh
Principal

Helemano Elementary School
808-622-6336

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david.miyashiro@hawaiikidscan.org
hawaiikidscan.org

David Miyashiro
Executive Director

May 4, 2023

Hawaii State Board of Education
Special Meeting
Bruce Voss, Chairperson
Kaimana Barcarse, Vice Chairperson

Aloha Chair Voss, Vice Chair Barcarse, and Members of the Board,

Founded in 2017, HawaiiKidsCAN is a local nonprofit organization committed to ensuring that Hawaii has an excellent and equitable education system that reflects the true voices of our communities and, in turn, has a transformational impact on our children and our state. We strongly believe that all students should have access to excellent educational opportunities, regardless of family income levels and circumstances.

**HawaiiKidsCAN would like to offer comments for Discussion Item A:
Update on Hawaii Public Education 2023-2029 Strategic Plan (Phase II),
Implementation Plan: proposed draft.**

First and foremost, we would like to extend our sincere gratitude to many folks who have contributed to the Strategic Plan and Implementation Plan drafts. From BOE members, to leaders and staff at the DOE, to the numerous individuals who shared feedback, it's clear that this process has helped to produce a plan that reflects the diverse perspectives of our broader community. Overall, HawaiiKidsCAN is strongly encouraged by what is being presented today, and we think this work will have a significant positive impact on students, families, and our state.

While there are many aspects of this draft that should be thoroughly discussed, we'd like to highlight a few key questions and reflections:

- **Work plans:** The “work plans” to execute the implementation plan will have a tremendously important role in whether the actions of the DOE lead to the desired results. While it is unnecessary and potentially even unhelpful for the community to get too into the weeds with work plans, their importance does

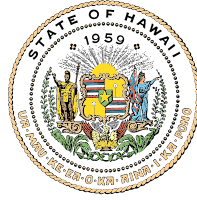
indicate that some level of transparency is necessary. One example is how the DOE Computer Science Action plan is presented at https://docs.google.com/document/d/1s4jh2WceNAIEC3YMvigZ7ar5_eBTmowPpis-ftyvn8o/edit.

- **Desired Outcome 1.1.2.:** we appreciate the level of specificity and rigor, including a focus on research-based curriculum and the science of reading. Does the DOE anticipate much pushback from educators who might be using discredited approaches like the three-cueing system?
- **Desired Outcome 1.2.3.:** we believe this outcome is a relevant section to add in a priority to increase access to ‘āina-based learning and other non-traditional experiences, as a “Nā Hopena A‘o (HĀ) environment for learning” is something that is best experienced outside of classrooms and books. By harnessing existing flexibility inherent in alternative learning programs, many more students could benefit from transformational learning that goes beyond “doing school.”
- **Desired Outcome 1.3.1:** this is an incredibly exciting outcome that is highly aligned to the work of HawaiiKidsCAN. We would encourage the close connection with initiatives like Promising Credentials so that more students are having meaningful experiences that enable them to enter into career fields that pay living wages and respond to key labor shortages. As such, the DOE may want to consider innovative data practices that helps to track graduates’ wage attainment and their ability to achieve economic stability in Hawaii. There is much interest in this work from private partners and legislators, so there is unlimited capacity for collaboration.
- **Desired Outcome 1.3.2:** we are thrilled to see that “Establish online 24/7 access to online tutoring for eighth-grade students” is listed as an action item. As HawaiiKidsCAN has learned through feedback from our virtual Hawaii Tutoring program (at hawaiitutoring.org), there is much need for tutoring support at the middle school level, so we’d encourage broadening access beyond eighth grade.
- **Desired Outcome 1.3.3:** we are also very excited about this outcome, which falls directly into HawaiiKidsCAN’s area of focus. We hope the task force described here welcomes community partners, elected officials, and other stakeholders, as the work outlined connects with many promising local and national initiatives. We are also eager to be part of the redesign of the PTP, as it has the potential to be far more transformative than what would be expected for a 0.5 credit. This is a powerful tool to harness, as including aspects like FAFSA completion could significantly boost the percentage of local students who know their financial aid options. Lastly, we feel like this outcome is a good place to proactively add in discussions about the future of learning and work, specifically where computer science education is the core element of the DOE experience and an expectation for all students.

- **Desired Outcome 2.3.1.:** we are excited to a redesign of the principal recruitment process, as building a deep and diverse bench is of utmost importance to get out ahead of looming retirements while also bringing exciting new perspectives to leadership. We're not sure if it is implied in this outcome, but the redesign of the recruitment process must necessarily be tied to a reexamination of hiring practices and qualifications.
- **Board of Education Desired Outcome 3.2.1.:** we appreciate the review of BOE policies, as this is an area of common community confusion. We would recommend a new digital platform for displaying and filtering existing policies to make it more user-friendly for external stakeholders.

Mahalo for your consideration,

David Miyashiro
Founding Executive Director
HawaiiKidsCAN



**STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
CENTRAL OAHU DISTRICT OFFICE
1122 MAPUNAPUNA STREET, SUITE 200
HONOLULU, HAWAII 96819**

May 2, 2023

Dear Chairperson Voss and Members of the Board,

I would like to thank you for the opportunity to provide testimony to the Board of Education May 4, 2023, Special Meeting in support of Agenda item V. a. Update on Hawaii Public Education 2023-2029 Strategic Plan (Phase II) Implementation Plan: proposed draft.

I am Bob Davis, the Complex Area Superintendent for the schools in the Leilehua, Mililani and Waialua (LMW) area. The Department of Education (DOE) has waited several years for a Strategic Plan that will effectively guide the work of all DOE schools. It has been too long that the Department has gone without an overarching plan that unites us as a state wide school system and provides the parameters for the work we are to do.

As a leadership team, we were provided the opportunity to work on and help develop the Department's first draft Implementation Plan through multiple in person meetings as a full leadership team with Deputy Superintendent Oyadomori-Chun. Deputy Superintendent Oyadomori-Chun also listened attentively to the feedback of principals that shared their thoughts and concerns at an LMW principal meeting and at a statewide principal meeting.

The LMW principals did agree that the first draft of the Implementation Plan represented clear, foundational practices that provided schools with strategies and performance measures to guide our work. Some of those practices existed under the Department's last Board approved Strategic Plan from several years ago. The first draft provided powerful tools for schools to use to meet the Board's approved Desired Outcomes.

We learned that the Department's first draft was not approved, thus we are here again with the absence of a Strategic Implementation Plan for our Department. With less time to collaborate, a second draft Implementation plan was shared by the Department on April 25th. Once again, principals were provided the opportunity to offer direct feedback to Superintendent Hayashi and Deputy Superintendent Oyadomori-Chun through a joint virtual principals' forum that included all levels of principals. As a Complex Area Superintendent, I agree that the "Action Items" of the Department's second draft will help the Department to move forward in achieving the Board's Desired Outcomes.

Chairperson Voss and Members of the Board

May 2, 2023

Page 2

I urge the Board to approve the Department's Implementation Plan second draft as it has gone through a collaborative process that allowed key stakeholders to provide input on the Implementation Plan. It is also our belief that the Implementation Plan represents the necessary road map for principals to meet the Desired Outcomes of the Strategic Plan.

Our schools need to begin planning now, this will allow each school to properly prepare for next school year. With an approved Implementation Plan, we can use the month of May to help our staff understand the details of the Implementation Plan. Principal's will use the summer months to adjust their school Academic Plans that already align to the various mandates that influence their work like Title I, ESEA and WASC Recommendations. They will also use the time to include the Strategic Plan and Implementation Plan's Action Items and Measuring Progress indicators. We need this time to ensure that when school opens on August 1st, we are ready to begin the work that must be done to ensure our students receive the very best education possible.

As a Complex Area, we are excited about what lies ahead for our schools next school year as we move forward with our improvement journey. Please allow us to effectively continue our work by approving the Department's Implementation Plan.

Thank you,

Central District, Leilehua-Mililani-Waialua Complex Area



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

Testimony for May 4, 2023 Board of Education Special Meeting

1 message

Kyle Shimabukuro <kyle.shimabukuro@k12.hi.us>
To: Testimony.BOE@boe.hawaii.gov

Tue, May 2, 2023 at 9:14 AM

May 4, 2023

Hawaii State Board of Education

Special Meeting

Position: Support for Agenda Item V. A.

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

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

Over the past few months, I have had several opportunities at our K-12 Principal Forums, District-level and Complex Area Principal Meetings to provide input and feedback on the Implementation Plan. Initially, I was reluctant to support the plan as many of the indicators were not specifically identified and I wondered how we might be held accountable.

But now, with the most recent update and 120 action items, 48 performance measures and 8 key performance indicators, I feel more confident that we have a plan that is specific and measurable enough that we can start gathering baseline data and move forward to show progress.

For example, at our school, we are preparing to use the Kindergarten Entry Assessment this coming fall and are anxious to see the readiness levels of our kindergarteners and how they might compare to students across the nation. This data will help to drive our instructional strategies and curriculum choices. Furthermore, we want to use this data over the next few years and see how it might impact our 3rd grade reading proficiency. We are looking to identify students who may need intervention as early as possible and hope to increase our 3rd grade proficiency levels from 92% to 98% reading at grade level.

From this example, I hope you can see that our school is ready to take the BOE Strategic Plan and the DOE Implementation Plan and use them to guide our own school level improvement efforts.

Thank you for the opportunity to provide testimony.

Sincerely,

Kyle Shimabukuro
Principal

Mililani Mauka Elementary School
[95-1111 Makaikai Street](#)
[Mililani, HI 96789](#)
Ph: 808-305-1710 Fax: 808-626-3360

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Testimony from Dayna Oshiro, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Dayna Oshiro <notifications@cognitofrms.com>

Tue, May 2, 2023 at 9:48 AM

Reply-To: dayayumi@gmail.com

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

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 also provide consultation services and support to the general education teachers. We serve Hawai'i DOE students from 3 years old to 22 years of age. I serve an elementary school where the most severe students are with me from when they are 3 years old in preschool to 12 years old in 6th grade. I also service a K-12 charter school where the most severe students are with me from Kindergarten until they graduate from the DOE. We, not just teachers, have a direct impact on the wellbeing of our students and provide critical services to students with communication needs.

I have been with the DOE since 2004 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 in all school positions, you must be willing to compensate fairly and pay a livable wage. Currently, there is a national shortage of Speech-Language Pathologists. There's a reason why Hawaii schools suffer from high vacancies – 10 Speech-Language Pathologist vacancies in the Leeward District alone, not including the 10 positions filled by contractors. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify
Dayna Oshiro, M.S., CCC-SLP
Speech-Language Pathologist

Dayna Oshiro
Speech-Language Pathologist
Leeward District
dayayumi@gmail.com



Testimony from Kelly McCall, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Kelly McCall <notifications@cognitiforms.com>

Tue, May 2, 2023 at 9:52 AM

Reply-To: kelly.mccall@k12.hi.us

To: Testimony.BOE@boe.hawaii.gov, kelly.mccall@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).

I work as a Behavioral Health Specialist for the Windward District of Oahu at Kalaheo High School. I have over 20 years of mental health counseling experience and am a Licensed Mental Health Counselor in the state of Hawaii and Florida. I am very proud of my licensure and it represents the highest level of commitment, dedication and training to the field of mental health counseling. I have a great deal of counseling experience that I bring to my current position and a wealth of experience and knowledge that I share with my colleagues at both the school and complex level. I emphasize the importance of my credentials as it relates directly to my ability in supporting our students who are currently struggling with the impacts of a mental health illness/crisis. This mental health illness significantly impacts their ability to learn and obtain an education and at worst, attend school on a daily basis. To support my students, I utilize all of my resources available, both in-person on campus and via tele health to provide School-Based Behavioral Health Services.

I have a direct impact on the wellbeing of our students, not just teachers.

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. Please compensate us for our professional licenses as mental health counselors, as well as our tenure. Behavioral Health Specialists work at the ground-level, in our schools, providing critical support to our students on a daily basis.

If you want a high-quality School Based Behavioral Health workforce, you must be willing to compensate fairly and pay a livable wage. Especially taking into account what other Health care providers (i.e Kaiser Health, etc) compensate for their mental health providers. Prioritize compensation for school-level staff now. Do not wait until 2024.

The DOE works because we do.

Mahalo for this opportunity to testify.

Respectfully, Kelly McCall, M.Ed, LMHC

Kelly McCall
Behavioral Health Specialist
WDO SBBH/Kalaheo High School
kelly.mccall@k12.hi.us

To: State of Hawaii Board of Education

From: Ka‘ū-Kea‘au-Pāhoa [KKP] Complex Area Administrators

Date: May 1, 2023

Subject: Testimony for May 4th General Business Meeting

Agenda item: Update on Hawaii Public Education 2023-2029 Strategic Plan (Phase II), Implementation Plan: proposed draft

Position: Support

Aloha mai kākou,

We are the administrators who serve the Ka‘ū-Kea‘au-Pāhoa Complex Area haumāna and their ‘ohana. We submit testimony, as a collective voice, in support of the Hawaii Department of Education’s proposed draft Implementation Plan and speak on behalf of the numerous stakeholders who had opportunities to share their voice through surveys, faculty meetings and community meetings.

As po‘o kumu of each school and as Complex Area administrators, we believe in our ability to work collaboratively within our tri-level system and more specifically with each other, our staff, students, and communities to organize and execute the courses of action in the Hawaii Department of Education’s proposed draft Implementation Plan under the auspices of Complex Area Superintendent Stacey Bello and State Superintendent Keith Hayashi.

The proposed implementation plan allows complex areas and schools statewide to determine the “how” that best addresses the unique school/community strengths and challenges and to collaborate amongst our complex area schools on areas that make sense for the greater good. The Ka‘ū-Kea‘au-Pāhoa Framework [*Exhibit A*], developed in January 2023, aligns directly with the Hawaii Board of Education’s Strategic plan, as well as with the Hawaii Department of Education’s proposed draft Implementation Plan. Here are a few examples:

- ☑ KKP: High Quality Classrooms ↔ Priority I: High Quality Learning for All
 - Ensure that all schools have high-quality K-3 reading instructional materials
 - Exploration of career academies (ie. Design & Innovation Academies)
- ☑ KKP: People Development ↔ Priority II: High Quality Educator Workforce in All Schools
 - Continue with “Homegrown” job fairs across the Complex Area
 - Expand the annual KKPCA Summit to share best practices and strategies for all role groups
- ☑ KKP: Supportive Systems & Environments ↔ Priority III: Effective and Efficient Operations At All Levels
 - Expand effective multi-faceted communication systems (ie. Parent Square & Talking Points, KKPCA newsletter & website)
 - Plan to design a data landing page for schools to be able to have a one-stop shop for all things data-related.

We realize that this is a big lift, and we know that Effective Instructional Leadership is at the core of all that we do and it is for this reason that we have placed it in the center of our design. We are looking forward to working with new and existing community partners, National, State, and local leaders, higher education institutions, and our student’s ‘ohana to continually improve the conditions here in the Ka‘ū-Kea‘au-Pāhoa Complex Area so that our ‘pua‘ (haumāna) can thrive!

lā kākou iho nō me ka mahalo piha,

Ka‘ū-Kea‘au-Pāhoa Complex Area Administrators



Sharon Beck, Principal
Ka'ū High & Pahala Elementary School



Adria Medeiros, Principal
Mountain View Elementary School



Gregg Yonemori, Principal
Kea'au Middle School



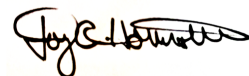
Michelle Payne-Arakaki
Pāhoa Elementary School



Kim Williamson, Principal
Pāhoa High & Intermediate School



Andrew Scott, CAO
School Transformation - CSI/TSI



Joy Hohnstine, DES
Healthy Habits, Healthy Schools



Shawn Slater, DES
Student Support: School-Based Behavioral Health



Elaine Higa, TA DES
CLSD Early Literacy



Christopher Ho, SRS
Student Leadership



Stacey Bello, CAS
Ka'ū-Kea'au-Pāhoa Complex Area



Wilma Roddy, Principal
Na'alehu Elementary School



Brandon Tanabe, TA Principal
Kea'au Elementary School



Dean Cevallos, Principal
Kea'au High School

Hidi Boteilho

Hidi Boteilho, TA Principal
Keonepoko Elementary School

Iwalani Harris

Iwalani Harris, DES
Effective Academic Practices

Karrin Hauanio

Karrin Hauanio, DES
ALPSS Program



Lynn Romero, DES
Student Support: Special Education

Ravae Todd

Ravae Todd, DES
Student Support: Autism



Brendan Fliris, TA DES
CLSD Early Literacy

Jason M. Schafer

Jason Schafer, DES
Response Capacity Building

Exhibit A:





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

Testimony from Jason Routon, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Jason Routon <notifications@cognitoforms.com>

Tue, May 2, 2023 at 10:30 AM

Reply-To: bigjay.jr@gmail.com

To: Testimony.BOE@boe.hawaii.gov, bigjay.jr@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.

Jason Routon
School security
HI
bigjay.jr@gmail.com



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

Testimony for May 4, 2023 Board of Education Special Meeting

1 message

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

Tue, May 2, 2023 at 10:35 AM

My name is Joseph Halfmann and I am the Principal of Pearl City High School. I have been in this position for almost 8 years and in the Hawaii Department of Education for almost 24 years.

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

Under the leadership of Superintendent Keith Hayashi, the Department of Education has made a clear and substantial shift of focus toward how to better support school leaders and communities. With large organizations, it can be easy to fall into a top heavy, top-down leadership style that eventually promotes compliance over innovation. I support Superintendent Hayashi's approach to foster, not force, innovation.

One example of this kind of innovation are the College and Career Academies at Pearl City High School. Over the past several years, PCHS has reorganized into smaller learning communities that support the building of students' skills for their futures (please see the article "Skills for the Future" by Esme M. Infante in the *Honolulu Star Advertiser* on December 14, 2022). This was a significant change for the Charger faculty, staff, and community. The fact that it is school and community driven has been key to our success.

It is disconcerting that some on the Board would describe our work as status quo and the "same-old, same-old." School level leaders need more support, not more top-down directives. I believe Superintendent Hayashi's approach will lead to long term success for our systems, schools and students.

Respectfully Submitted,

Joe Halfmann
Principal
Pearl City High School
[2100 Hookiekie Street](#)
[Pearl City, HI 96782](#)
(808) 307-5500
www.pchs.k12.hi.us

This is a staff email account managed by Hawaii Department Of Education School District. This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the sender.



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

1 message

Anne Johnson <notifications@cognitiforms.com>

Tue, May 2, 2023 at 10:41 AM

Reply-To: Annefuruba@hotmail.com

To: Testimony.BOE@boe.hawaii.gov, Annefuruba@hotmail.com

Aloha state Board of Education members,

I'm a 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, Communication Aids, 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 believe, along with many others, that it is not one person that makes a difference in the life of a child/student, but it is every single individual that worked with that child that directly impacted this child's learning experience. For example, as a speech language pathologist, we work directly with special needs children/students and give them a way to communicate their thoughts and feelings to others, and for the first time in their lives, they learn how to communicate and improve their speech so that they can be understood, improve their comprehension skills, their vocabulary and grammar skills, their voice, fluency, and social communication skills so that they know what to say and how to interact successfully with others inside and outside of the school setting. We assess, diagnose and treat students with speech or language disabilities including those diagnosed with Autism, Down syndrome, Deaf or Hard of Hearing, Cerebral palsy, and those recovering from Traumatic Brain Injury or Cleft Palate surgery to help give them a voice. SLPs are often the ones teaching reading foundational skills, such as phonemic awareness skills which is the single biggest predictor of reading success in children. Our Communication Aids help to reinforce and assist in building all of these different communication skills in our special education students. There is a very good chance that we have probably worked with your child, your grandchild, your niece or nephew, your brother or sister, or your neighbor to improve how they communicate. Our counterparts, SLPs who work outside of the schools, will probably work or have worked with someone you love including your mother, your father, your grandparent or your neighbor to reteach them how to communicate, to eat, and/or to speak post stroke or traumatic brain injury.

As another example, educational assistants are often the ones that work with the most challenging of students, who work tirelessly with compassion and perseverance to improve their student's educational experience including building academic excellence, but also may include teaching kids to dress/undress themselves, feed themselves, wash their hands, toilet independently, and demonstrate improved behaviors so that they can learn and be successful contributing members of our society. And yet, Educational Assistants and Communication Aids do not make a livable wage. This needs to change. They need to be paid for the value they provide for our students.

It may not be commonly known, but we as Speech Language Pathologists, Occupational Therapists, Physical Therapists, Communication Aids, and Educational Assistants work along with our special education teachers to service and educate the most challenging, difficult students in the school setting, but yet we are not given the recognition and equitable pay, comparable to others who work within the DOE system (i.e. teachers and school psychologists). In order to practice as a nationally and state licensed speech language pathologist, which is a requirement in the State of Hawaii, we are required to hold a masters degree in our field. The requirements to be a teacher in the State of Hawaii, is a

bachelor's degree, but yet, there are teachers in the State of Hawaii with a bachelor's degree with the same amount of years of service as a SLP that earn more than we do. This needs to change, there needs to be equity.

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.

Anne Johnson, CCC-SLP

Anne Johnson
Speech Language Pathologist
Central District Office
Annefuruba@hotmail.com



Testimony from Kris Stone, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Kris Stone <notifications@cognitoforms.com>

Tue, May 2, 2023 at 10:54 AM

Reply-To: wakatastone@outlook.com

To: Testimony.BOE@boe.hawaii.gov, wakatastone@outlook.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.

I have worked in the school system as a tutor for a few years. I started my position right at the beginning of COVID to help fill the technology need for our students and our staff. At the time I was still "unqualified" for my position and because I was a "tutor" I couldn't be paid because there wasn't any students on campus. I worked many "voluntary hours" to help provide for our school. I was able to eventually get hired as an emergency hire. Due to the increase demand on Technology, I was in constant contact with families, students, teachers and staff at the height of COVID. MY JOB WAS ESSENTIAL.

My position is a DPUST that is classified as a temporary position as well as a clerical position but yet was deemed unqualified due to outdated HR qualifications.

Currently I am still a DPUST and our school suffers from office shortages so I also provide help for office support as well. We are stretched thin! We have had inquiries about the job positions but the pay level has always made people turn the other way. Especially when hotels and other areas can pay more. The long term benefits that the State provide is often overlooked but, it is difficult to even see that vision when we have trouble just trying to get by on our current pay. How do we see the future when we can't even get by now. We see teachers get pay increases but yet we aren't worthy of those increases as well.

It is shame full that our DOE does not recognize efforts put in by "support staff", when the reality is that a school couldn't run without us.

Kris Stone
DPUST
Konawaena Elementary School
wakatastone@outlook.com



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

Testimony - Kauai Planning and Action Alliance RE: Special Meeting Strategic Implementation Plan

1 message

Alice Luck <alice@kauainetwork.org>
To: testimony.boe@boe.hawaii.gov
Cc: Bill Arakaki <bill.arakaki@gmail.com>

Tue, May 2, 2023 at 10:58 AM

Aloha BOE Members,

I am writing on behalf of a group of stakeholders within the [Kauai Resilience Project](#) to provide comments and recommendations for Goal 1.2: All students learn in a safe, nurturing, and culturally responsive environment. One of our Working Groups is dedicated to strengthening social-emotional and life skills for our keiki because we believe in the importance of these skills to prevent mental health crises. Data from the 2021 Youth Risk Behavior Survey shows what we are hearing from our partners on the ground: that Hawaii's youth are struggling. They need better access to counseling, behavior, and mental health support. Our schools need more resources to meet this need. We urge the Department to place the highest emphasis on this area as you finish the Strategic Plan and to put in place meaningful measurements to track progress in meeting the needs of our youth.

Please see attached:

- Comments on the current Draft of the Implementation Plan
- Recommendations for the Board and Department to consider for the Implementation Plan

Our group collaborated with Kauai's BOE representative, William Arakaki, in the development of these recommendations.

Alice Luck

President and CEO

Kauai Planning and Action Alliance

[2959 Umi Street, Suite 201](#)

[Lihue, HI 96766](#)

[Office: 808-632-2005](#)

[Cell: 818-624-4414](#)

www.keikitocareer.org

www.kauainetwork.org

2 attachments



Draft 2 Implementation Plan - KPAA Comments.docx

15K



Implementation Plan - KPAA Recommendations.docx

19K

Draft 2 Implementation Plan – Kauai Planning and Action Alliance/Keiki to Career Comments

Goal 1.2: All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcome 1.2.1.

All students desire to and attend school regularly.

Action Items

Schools and the HDOE need to communicate with students and families about the benefits of attending school regularly and to have clear steps to encourage attendance and to follow-up and intervene when students are absent frequently. Students with excessive absences need specific interventions to re-engage.

1. Convene a cross-agency work group on early intervention for school attendance (SY2023-24).
2. Develop promotional campaigns for students and families that communicate the importance of regular attendance (SY2024-25).
3. Partner with Family Court to develop collaborative approaches to addressing families and students who have excessive absences (SY2023-24).
4. Create programs to re-engage students who have excessive absences (e.g., credit recovery, counseling, in-school suspension, distance learning, summer) (SY2023-24).

Measuring Progress

Percent of students attending 90% or more days of instruction. Establish targets for Year 1, 3, and 5

Add indicator - students feeling positive about their school.

Desired Outcome 1.2.2.

All students demonstrate positive behaviors at school.

Action Items

Enhancing school-wide practices and programs that foster a nurturing and caring environment will support students' well-being and reinforce positive behaviors.

1. Increase school-wide practices and interventions that address the well-being of students to support a positive school environment, based on needs identified by students in assessments of social and emotional health (SY2023-24).
2. Provide students with evidence-based support for social and emotional health through direct service and partnerships (SY2023-24).
3. Implement the multi-year "Here to Help" plan to train staff to support student well-being and to provide equitable, accessible access to mental and physical health services through a continuum of school-level supports and community partnerships (SY2023-24).

Measuring Progress

Percent of students, parents/guardians, and staff agreeing that the school encourages positive behaviors. – How will the Department capture this data point?

Add three indicators:

1) Number of students reporting at least one teacher or other adult at school that they can talk to if they have a problem.

2) Panorama SEL Emotion Regulation and Self-Management scores

3) Number of disciplinary referrals

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.

1. Partner with community and government organizations to promote HĀ, inclusivity and value of Hawai’i’s diversity in schools and community (SY2023-24).
2. Inventory schools’ status in HĀ training and provide training for all educators, such as culture-based learning opportunities, to embed the HĀ beliefs and disposition in the school curriculum and culture (SY2023-24).
3. Expand pilot to offer ‘Āina Aloha programs at more schools to develop a sense of Hawai’i through proficiency of its language, culture and history (SY2023-24).
4. Pilot HĀ climate survey for school self-assessment of conditions for learning (SY2023-24).

Measuring Progress

Number of schools and state and complex area offices that have had HĀ orientation and/or training.

Add indicators:

Develop student assessment of HA framework to measure student understanding and use of the HA competencies. Integrate into the Panorama SEL survey.

Number of instructional lesson plans that reflect SEL/HA integration.

Implementation Plan – Kauai Planning and Action Alliance Recommendations

Goal 1.2: All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcomes

1.2.1. Positive school culture and climate

1.2.2. Safe and supportive learning environments for all.

1.2.3. All students experience a Nā Hopena A‘o environment for learning.

Recommended Strategies:

- Establish HA/SEL communities of practice (COP) at every school.
- Schools should select an evidence-based SEL program grounded in research and principles of child and adolescent development, and scientifically evaluated and shown to produce positive student outcomes.
- By year 1 COPs receive training in school-wide SEL implementation and Diversity, Equity, Inclusion and Belonging.
- By year 3 all school staff receive training on selected evidence-based SEL model and integration/embedding with academic curriculum.
- Offer at least 1 HA Community Day per semester at each school.
- *DOE should commission a student assessment of the HA framework to measure students’ understanding and demonstration of HA values and characteristics. The assessment should align the framework with the CASEL (Collaborative for Academic, Social, and Emotional Learning) competencies (where possible) and should be used annually to measure progress in meeting the Department’s goals for HA implementation.
- Conduct CASEL (Collaborative for Academic, Social, and Emotional Learning) school-wide SEL walkthrough assessment annually.
- Require that school academic plans include initiatives to address identified deficits/needs reflected in Panorama data, SEL assessments, discipline referral data, and SBBH referral data.

| | | |
|------------------------------|---|--|
| Desired Outcome 1.2.1 | Positive school culture and climate across all complex areas. | |
| | KPI | KPI |
| | Improvement in feelings of | Increase in student attendance rates (90% of more days of instruction) |

| | | | |
|------------------------------|---|--|--|
| | safety, belonging and inclusion on campus. Students feeling positive about their school baseline: 3-5 – 73%, 6-12 – 59% | | |
| Year 1 | Year 1: 3-5 – 78%, 6-12 – 64% | 5% Increase state-wide | |
| Year 3 | Year 3: 3-5 – 83%, 6-12 – 69% | 7.5% Increase state-wide | |
| Year 5 | Year 5: 3-5 – 88%, 6-12 – 74% | 10% Increase state-wide | |
| Desired Outcome 1.2.2 | Promote safe and supportive learning environments for all. | | |
| | KPI | KPI | KPI |
| | Increase positive student-adult relationships, as indicated by students reporting who have at least one teacher or other adult in school that | Increase emotional regulation, self-management Baseline Scores, 3-5: Emotion Regulation: 53% Self-Management: 71% Baseline Scores, 6-12 Emotion Regulation: 51% Self-Management: 68% | Decrease the number of in-school discipline referrals. |

| | | | |
|---------------|--|---|--|
| | they can talk to if they have a problem Baseline: HS 55%, MS 59% | | |
| Year 1 | HS target: 65% MS target: 69% | 3-5: Emotion Regulation: 55% Self-Management: 73% 6-12: Emotion Regulation: 53% Self-Management: 70% | 5% Decrease in complex area discipline referrals |
| Year 3 | HS target: 75% MS target: 79% | 3-5: Emotion Regulation: 60% Self-Management: 78% 6-12: Emotion Regulation: 58% Self-Management: 73% | 7.5% Decrease in complex area discipline referrals |
| Year 5 | HS target: 85% MS target: 89% | 3-5: Emotion Regulation: 65% Self-Management: 83% 6-12: Emotion Regulation: 63% Self-Management: 78% | 10% Decrease in complex area discipline referrals |

| | | | |
|------------------------------|--|---|--|
| Desired Outcome 1.2.3 | All students experience a Nā Hopena A‘o environment for learning. | | |
| KPI | 80% of DOE staff know and understand CASEL SEL competencies and the HA framework by Year 5 | 85% of instructional lesson plans reflect SEL integration as measured by COP review and/or HI DOE audit by Year 5 | |
| Year 1 | Professional learning session in SEL and the Nā Hopena A‘o framework for instructional and non-instructional staff | SEL instructional time (ie Morning Meeting) is incorporated into the district-wide master schedule. | |

| | | | |
|---------------|--|---|--|
| | in grades Pre-K through 3rd. | | |
| Year 3 | Professional Learning sessions in SEL and the Nā Hopena A‘o framework for instructional and non-instructional staff in grades 4th - 7th. | SEL teacher-leaders conduct knowledge deepening PD sessions in COPs across grade-levels | |
| Year 5 | Professional Learning session in SEL and the Nā Hopena A‘o framework for instructional and non-instructional staff in grades 8th - 12th. | PD for Administrators around incorporation of SEL walkthrough protocols | |

Staffing: Increase school psychologists. Reduce school psychologist ratio from 1:2800 to the recommended 1:500. Department should review SBBH referral data annually and position additional mental health staff at complexes with higher rates of referral.

Year 1: Achieve ratio of 1:2500 or lower

Year 3: Achieve ratio of 1:1500 or lower

Year 5: Achieve ratio of 1:500 or lower



Testimony from Janeen Kuhn, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Janeen Kuhn <notifications@cognitoforms.com>
Reply-To: janeengk@yahoo.com
To: Testimony.BOE@boe.hawaii.gov, janeengk@yahoo.com

Tue, May 2, 2023 at 11:00 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 are specialized professionals who provide federally-mandated services to special education students as well as to Section 504 students in general education. We assess, provide therapy, act as care coordinators for special education IEPs, supervise and mentor new Speech Pathologists, and communicate and interact with DOE families, students, and DOE teachers and faculty and staff daily. We, not just teachers, have a direct impact on the wellbeing of our students and provide critical services to students with communication needs.

I have been with the DOE since the year 2000 and the DOE has never been able to fill all vacancies for Speech Language Pathologists. In 2019 a new shortage differential was granted in place of a salary increase to Speech Language Pathologists to support "competitive compensation", but the new shortage differential chart revealed that this "salary" would actually decrease as years of service and skills increase. At retirement age the current shortage differential will be reduced by approximately 77%, which is \$1400/month reduction in our salary! That is the opposite of equity. We are DOE trained professionals who are being penalized for years of service, experience and training. Immediate, across the board competitive compensation and pay equity for all 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 for this opportunity to testify.

Janeen Kuhn, M.S., CCC-SLP
Speech Language Pathologist

Janeen Kuhn
Speech Language Pathologist
Waiau Elementary
janeengk@yahoo.com



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

Testimony from Emi Suzuki, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Emi Suzuki <notifications@cognitoforms.com>

Tue, May 2, 2023 at 11:04 AM

Reply-To: emi.suzuki@k12.hi.us

To: Testimony.BOE@boe.hawaii.gov, emi.suzuki@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, SBBH, 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.

Mental health is priority, but our salary doesn't reflect that. DOE pays SBBH less than majority of other institutions with the same demands. Most of us do what we do for love, but when bills can't be paid, we will lose great workers.

The DOE works because we do.

Mahalo for this opportunity to testify.

Emi Suzuki
SBBH
Hawaii
emi.suzuki@k12.hi.us



To: Hawai'i State Board of Education Chairperson Bruce Voss
Members of the State Board of Education

From: Terrence George, Peter Ho, Duane Kurisu, Micah Kāne, Elliot Mills, Jack Wong, and Ray Vara

Date: May 2, 2023

Re: Agenda item V.A. "Update on Hawaii Public Education 2023-2029 Strategic Plan (Phase II),
Implementation Plan: Proposed Draft"

Together, we represent the Board and Leadership Committee of the nonprofit Hawai'i Executive Collaborative (HEC), which grew out of the Hawai'i Executive Conference. As a collective of statewide leaders aligned to advance social change in Hawai'i through collaboration across all sectors, HEC strives to improve the quality of life in Hawai'i by strengthening the economy, and building local talent. Accordingly, we work on various initiatives impacting housing, climate change, education, and workforce development.

As private sector leaders, we know that we are not experts in public education, however, several of us have deep experience in leading change in large, complex institutions—and all of us are committed to supporting unified efforts in the state administration and workforce to provide the best education for ALL students of Hawai'i.

We commend the Hawai'i State Board of Education (Board) for approving the first phase of an ambitious six-year Strategic Plan in February 2023. We stand in support of that phase as well as the second phase of the Plan: the Department of Education's (Department) companion Implementation Plan. While extremely ambitious, we appreciate the connectivity of the two plans focusing on the three priorities, 10 goals and 27 desired outcomes set forth by the Board. As with any organization, the alignment and cooperation between the Board and Administration/staff are critical to the successful implementation of any strategic plan that all of our keiki in Hawai'i deserve.

If well executed, the proposed key action items in the Implementation Plan promises to move the Department towards high-quality learning for all, provide for a high-quality educator workforce in all schools, as well as effective and efficient operations at all levels. The work envisioned by this Implementation Plan represents new and bold commitments to the students and families across our public education system.

Several elements of the Strategic and Implementation Plan align closely with the work that HEC has championed, including Outcome 1.1.1 on kindergarten readiness, Outcome 1.3.1 on K-12 career, community and civic opportunities, and Outcome 1.3.3 on students graduating high school with a plan for their future. As proud community partners of public schools in Hawai'i, we remain committed to providing continued support for our students and schools. Such support could include joint advocacy, community outreach and connection, and strategic philanthropic funding

that we will generate to co-invest in catalytic parts of the Strategic Plan, in coordination with the Department of Education.

We are also pleased that the action items are accompanied by a clear rationale and transparent measurements of success with a special focus on key groups such as students who are economically disadvantaged, have special needs, or other prioritized groups like Native Hawaiians and Pacific Islanders. We also appreciate the Department's willingness to confront and include longstanding issues like teacher salaries, housing, and the need for Homegrown talent, increased celebration of innovation and best practices of teachers, and deeper implementation and resourcing of HĀ in ALL schools.

We applaud the Board and Department for working so hard to listen to your constituents, for being so focused on student achievement and equity, and for working on a set of measurable outcomes that will help indicate whether our school system is on track. This bold work is complementary to the State of Hawaii's recent deep commitments to dramatically expand preschool, improve facilities, build tens of thousands of units of housing, lower the tax burden on ALICE families, who often include our teachers and school support staff. Taken together, all of these investments will help our next generation to succeed in school and beyond.

With alignment now established with a high sense of urgency, we urge you to approve this Implementation Plan, and focus on determining a realistic resource plan to ensure the Department's success. We also strongly support joint movement forward between the Board and the Department as TOGETHER is the only way such an aggressive plan with short timeframes can be achieved. We are here to support this unified direction and action for the sake of our keiki and families.

Thank you for your consideration.

Micah Kāne
CEO & President
Hawai'i Community Foundation

Duane Kurisu
Chairman & CEO, aio Group
Chairman, Hawai'i Executive Collaborative

Livingston "Jack" Wong
Chief Executive Officer
Kamehameha Schools

Terrence George
President & CEO
Harold K.L. Castle Foundation

Elliot Mills
Vice President of Hotel Operations
Disneyland Resort and
Aulani, a Disney Resort & Spa

Ray Vara
President & CEO
Hawai'i Pacific Health

Peter Ho
Chairman, President & CEO
Bank of Hawai'i



May 4, 2023
Special Meeting

Dear Chair Voss and Members of the Board,

We would like to comment on the Discussion Item V. A., Update on Hawaii Public Education 2023-2029 Strategic Plan (Phase II), Implementation Plan: proposed draft

We commend the DOE for providing more information in the revised Strategic Plan Implementation Plan. We like its organization, the fact that it includes theories of actions, a description of actions, and progress measures that are more in-line with the desired outcomes. We also appreciate the section on accountability and communication, which lets us know that there will be regular updates about how the system is progressing.

We also like the DOE's Key Performance Indicators (KPI)s for Student Learning and in particular, the fact that the DOE will be tracking growth of students. One thing that we did not see in KPI for Student Learning section, however, are targets for the system.

In the DOE's Implementation Plan draft, the DOE presents a graphic which "visually helps explain the role of the Department's Implementation Plan and its impact on continuous improvement and student outcomes." We include this as an attachment to our testimony. We are encouraged by DOE's commitment that student outcomes will improve.

For the Coalition, we think of outcomes as both academic and non-academic (SEL, HĀ, GLOs, etc.), and we are particularly concerned about the progress of high-needs students and certain subgroups. In our October 20, 2022 testimony, we presented a series of charts, showing the State's actual academic performance of ELA, math, science and KĀEO from the start of both the Smarter Balanced Assessment (SBA) and KĀEO to the latest published results. We also include these as attachments. These charts help us understand where the system is right now with respect to % of all students as well as % of non-high-needs, economically disadvantaged, English learner, Special Education, Native Hawaiian and Pacific Islander student subgroups meeting standards in the respective subject matters. It would be great if the DOE could articulate what the near term and long-term targets will be for these indicators and all KPIs. It would also be great if the DOE could articulate a KPI for the well-being of all students and progress towards a target. Will there be annual targets? Will there be end targets for 2029? Will there be targets for individual schools? If we had targets, it would help us to know what the DOE expects and how we can track progress.

We heard a lot at the last BOE meeting about the BOE wanting to know how the DOE will achieve its goals. As a broad coalition, we have the good fortune of tapping into people who have knowledge from many fields. We offer comments in hopes that the DOE and BOE may consider our views as the implementation of the Strategic Plan progresses. We would also be happy to work with the department in any capacity to provide a community voice during the implementation.

Our comment regards Goal 3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision-making at the school, complex area and state levels. As a coalition made up of parent groups and community organizations that want to engage in our education system, we see this as a priority.

We like the DOE's theory of action of when families and staff have easy access to relevant information, they can provide informed feedback for decision making. To add to this theory, we would like to offer some perspective from families and community members in hopes that the DOE would find the information useful. The first step in engaging families in feedback processes with the DOE system is having effective, two-way communication. Here are some things that parents have conveyed about communication about the DOE system ,and we hope the is DOE aware of these concerns.

1. There is not one consistent system which allows for two-way communication with schools, complex and state office.
2. Information on DOE website is different from information on schools' website.
3. If a parent has children attending different schools, the same information should be provided at every school in non-electronic formats. Might it also be offered in variety of languages?
4. Information across schools that should be consistent like summer school is not published at the same time, which creates confusion when parents from differing schools compare information.
5. When inquiries are sent by email, there is no policy regarding when responses will be made.

We urge the DOE to move towards a single, statewide website parent portal where parents can login and not only received their child's required documents such as emergency contact, privacy and photo waiver forms, but also upload completed forms. Through this portal, parents would also be able to see their child's or children's school progress, communicate directly with their school(s), and receive information about both system and school events and news updates.

We look forward to working with the department as we move forward.

Thank you for this opportunity to testify.

Sincerely,
Cheri Nakamura
HE'E Coalition Director

This draft of the Strategic Plan Implementation Plan is for discussion during the May 4 Board of Education meeting. The Department will present a final plan for Board action on May 18, 2023.

INTRODUCTION

Every student in Hawai'i's public school system – regardless of their geographic location, background, economic standing or whether they are in English or Hawaiian language pathways – must have the opportunity to discover and pursue their passions and see first-hand how their interests can translate into successful and meaningful careers that positively impact Hawai'i's future and our global society. We want our students to be able to stay and thrive in Hawai'i, if they choose, and give back to their communities. Hawai'i's K-12 public education system will cultivate environments and experiences to engage every student in learning that prepares them for current and emerging workforce and community needs.

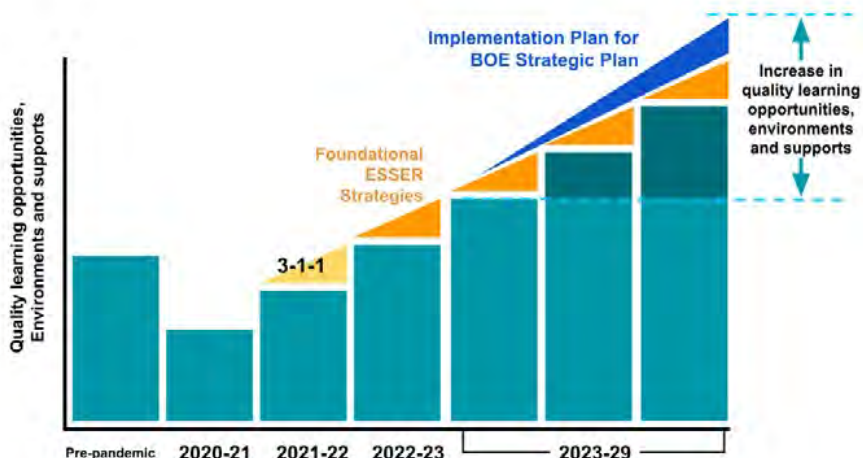
The academic, social, emotional and physical development of Hawai'i's youth will only be accomplished through a *kākou* effort between the Hawai'i State Department of Education (HIDOE), State of Hawai'i Board of Education (BOE), government agencies, elected officials, families, community organizations, employers, higher education and training partners. Preparing our graduates for Hawai'i's future depends on a united, collective effort – *ne'epapa* – grounded in Nā Hopena A'o'i and embraced by our communities, dedicated educators and support teams.

BOE STRATEGIC PLAN AND IMPLEMENTATION PLAN

The Board approved its six-year Strategic Plan on Feb. 2, 2023, as Phase I of the strategic planning process (see Appendix). The Board solicited extensive community input to come up with a new mission and vision, and new goals and desired outcomes organized under three overarching priorities for the Department (scope does not include public charter schools).

Phase II consists of the Department's Implementation Plan, which includes the action items and metrics that the Department will use to achieve the goals and measure progress. In developing its plan, the Department analyzed student data, reviewed performance data, engaged stakeholders and reviewed educational research and best practices.

To achieve the Board's desired goals and outcomes, the Department is committed to innovation, improvement and partnership within schools, among schools and as a system of schools, along with our community. The Department will implement key actions to pilot new approaches, build capacity and transform processes to accelerate learning. The Department will also build on the foundational, research-based strategies that are supported by federal Elementary and Secondary School Emergency Relief Fund (ESSER) resources², using continuous improvement processes to adapt its plans and actions.



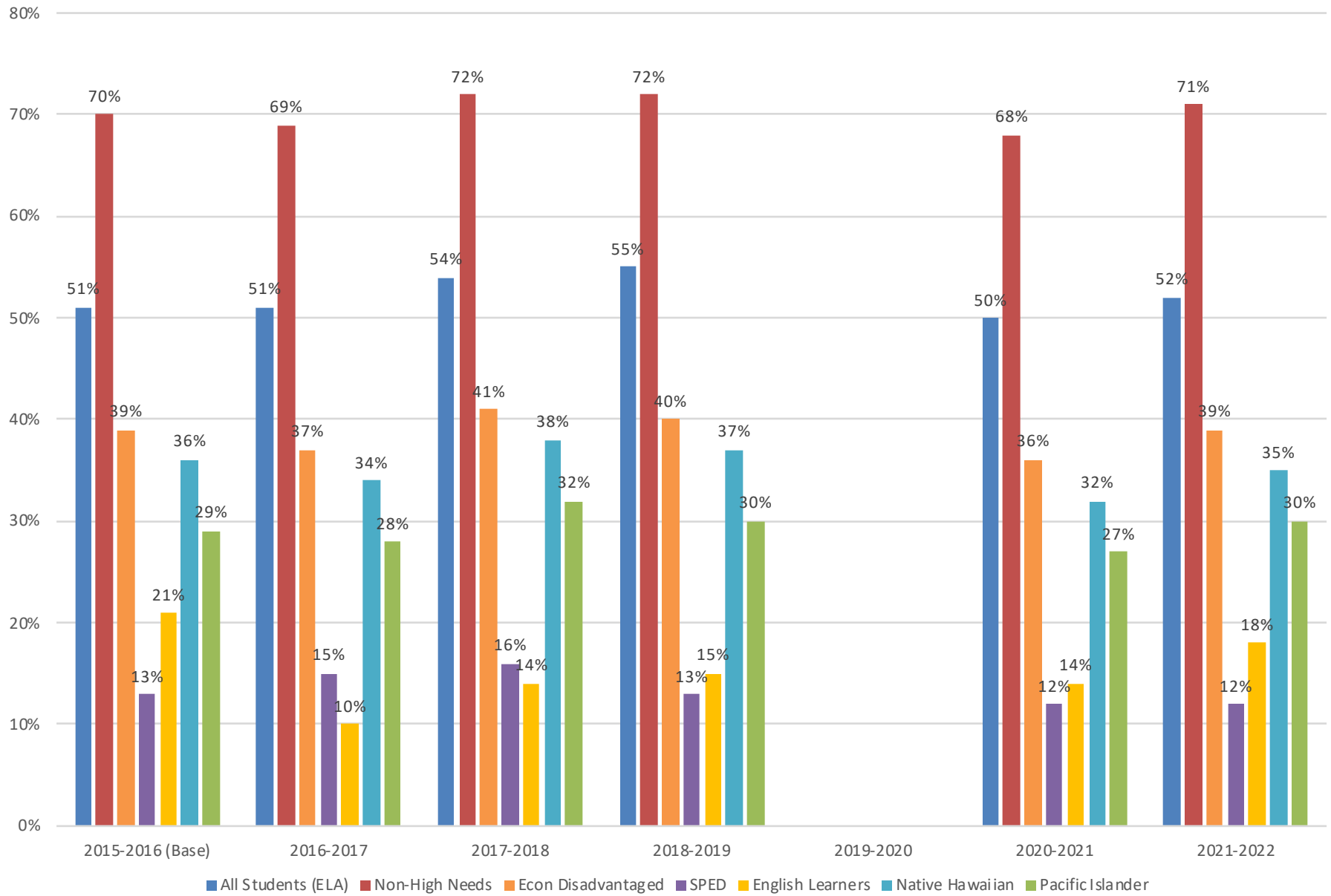
This graphic is not intended to represent actual or projected data, but is meant to visually help explain the role of the Department's Implementation Plan and its impact on continuous improvement and student outcomes.

1 <https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/HA.aspx>

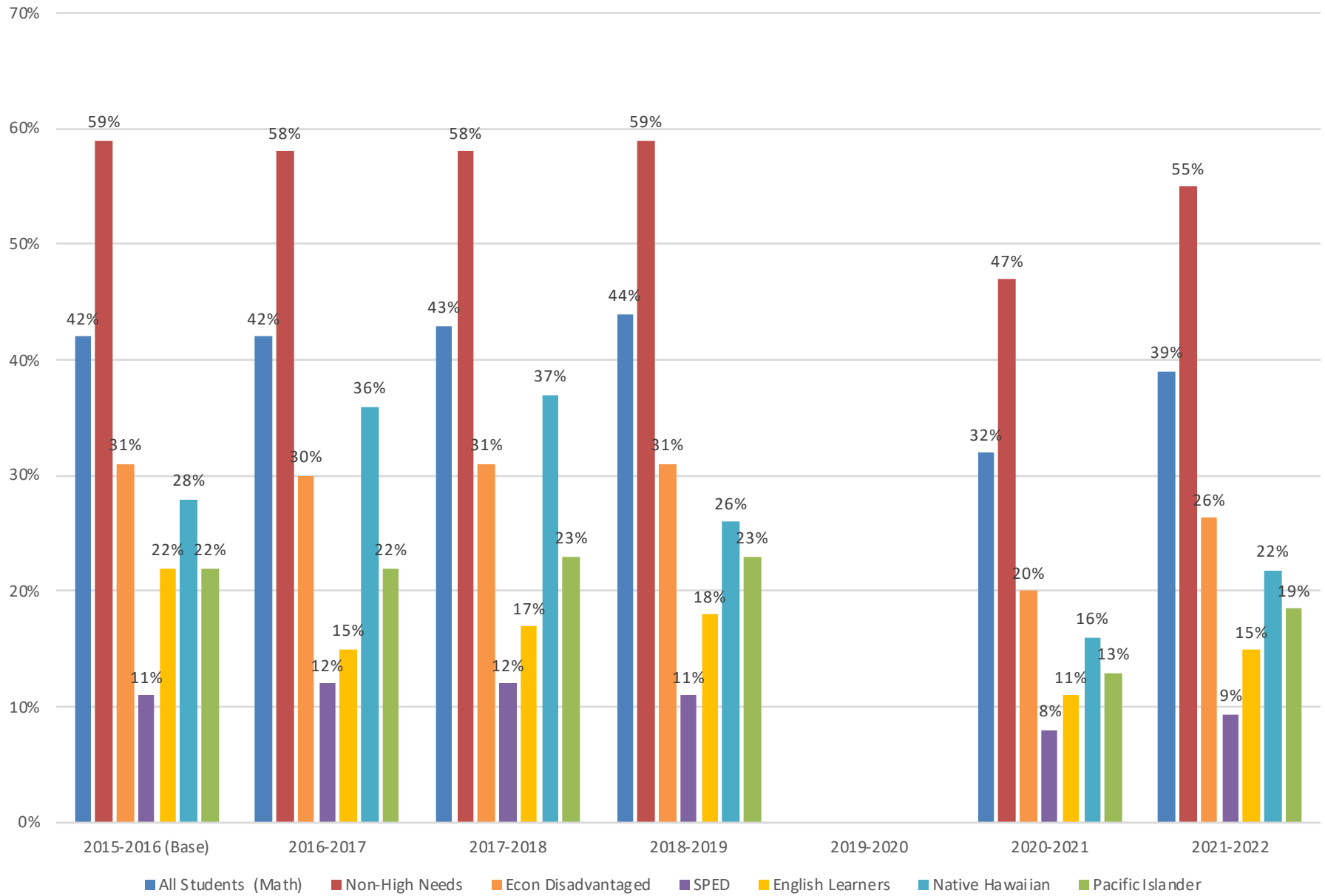
2 <https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/ESSER-III.aspx>

ELA 2015-2016 to 2021-2022

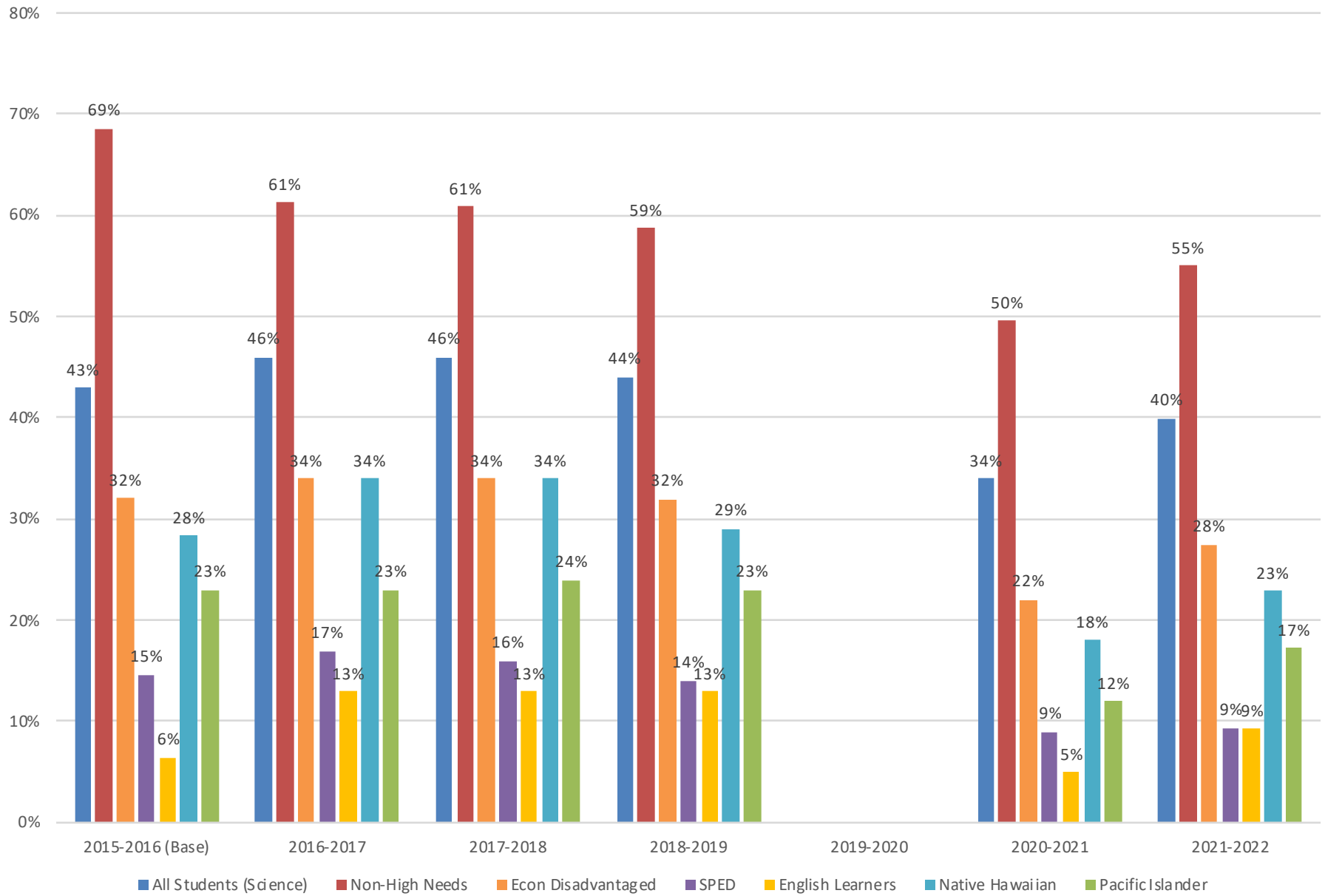
Source: DOE ESSA Reports



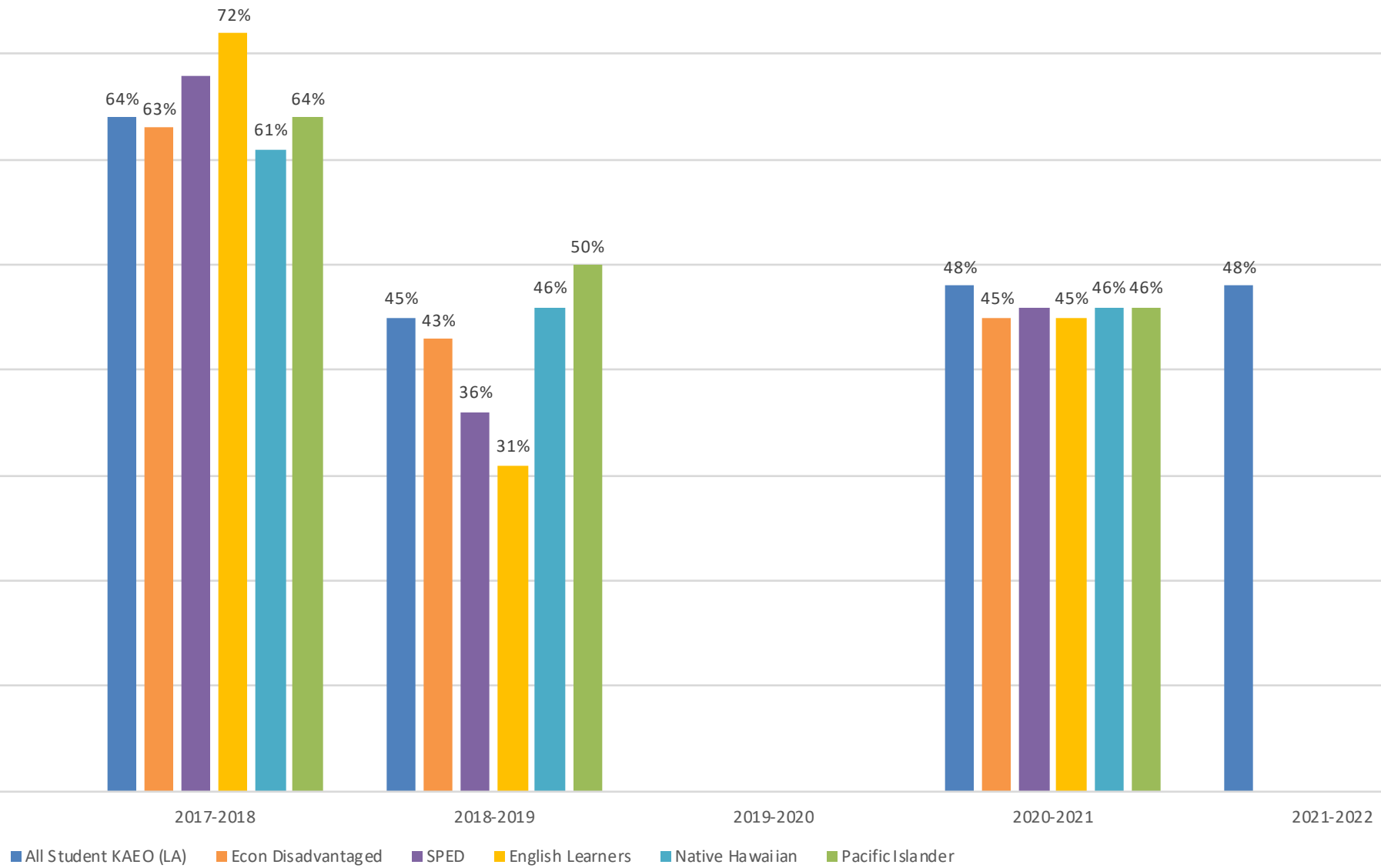
Math 2015-2016 to 2021-2022



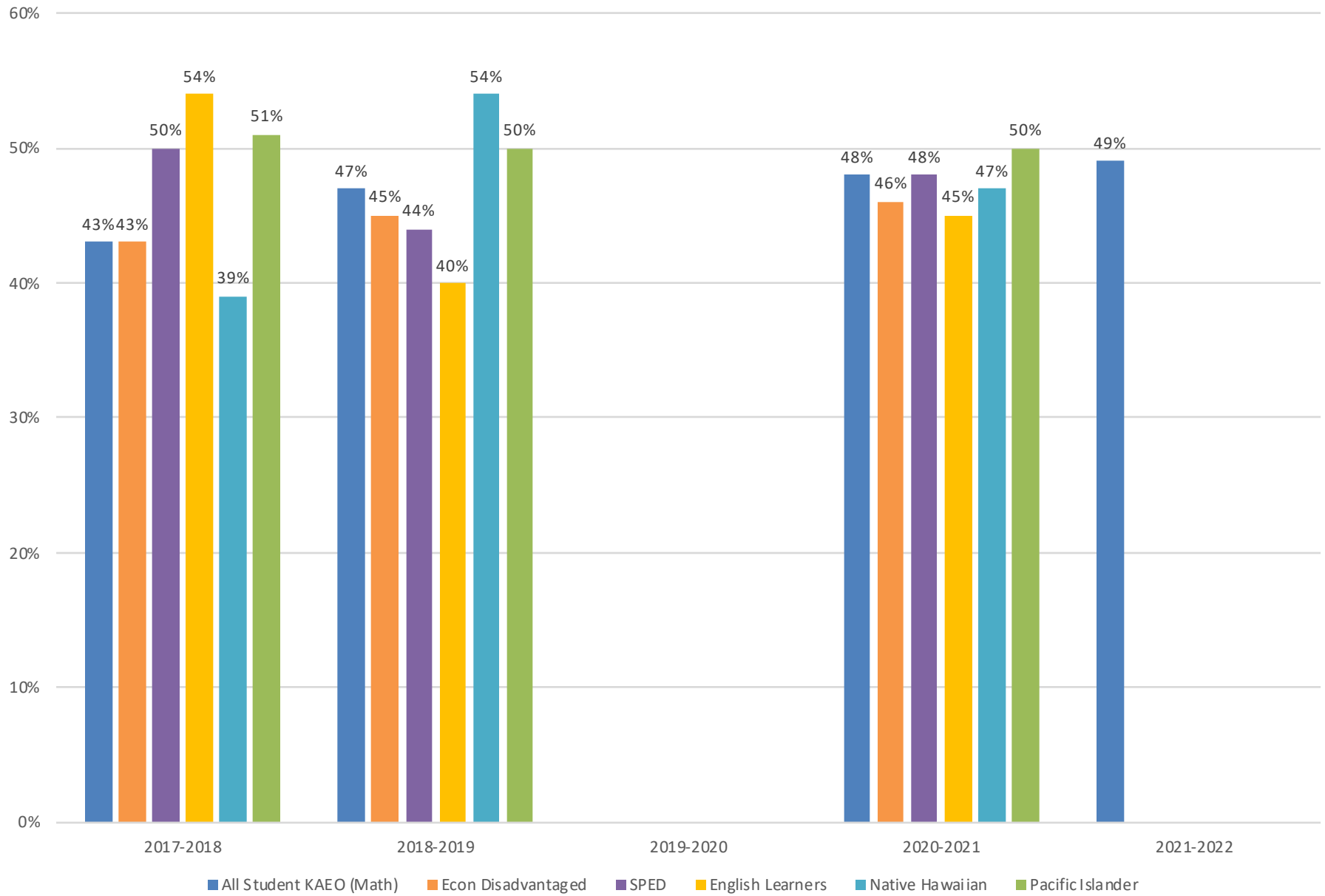
Science 2015-2016 to 2021-2022



KĀEO LA



KāEO Math



HE'E Coalition Members and Participants

Academy 21

Alliance for Place Based Learning

American Civil Liberties Union

Atherton YMCA

Castle Complex Community Council

Education Institute of Hawai'i

*Faith Action for Community Equity

Fresh Leadership LLC

Girl Scouts Hawai'i

*HawaiiKidsCAN

*Hawai'i Afterschool Alliance

*Hawai'i Appleseed Center for Law and
Economic Justice

*Hawai'i Association of School Psychologists

Hawai'i Athletic League of Scholars

*Hawai'i Children's Action Network

Hawai'i Education Association

Hawai'i Nutrition and Physical Activity
Coalition

* Hawai'i State PTSA

Hawai'i State Student Council

Hawai'i State Teachers Association

Head Start Collaboration Office

It's All About Kids

*INPEACE

Joint Venture Education Forum

Junior Achievement of Hawaii

Kamehameha Schools

Kanu Hawai'i

Kaua'i Ho'okele Council

Keiki to Career Kaua'i

Kupu A'e

*Leaders for the Next Generation

Learning First

McREL's Pacific Center for Changing the
Odds

Native Hawaiian Education Council

Our Public School

*Pacific Resources for Education and
Learning

*Parents and Children Together

*Parents for Public Schools Hawai'i

Special Education Provider Alliance

*Teach for America

The Learning Coalition

US PACOM

University of Hawai'i College of Education

* Youth Service Hawai'i

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



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

Testimony from Terrie Goodness-Palupe, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Terrie Goodness-Palupe <notifications@cognitoforms.com>

Tue, May 2, 2023 at 11:59 AM

Reply-To: terrie.goodness-palupe@k12.hi.us

To: Testimony.BOE@boe.hawaii.gov, terrie.goodness-palupe@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, School Health Assistants, 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.

Terrie Goodness-Palupe
School Health Asst. II
Kapunahala Elementary School
terrie.goodness-palupe@k12.hi.us

, con

May 1, 2023



Dear Chair Voss and Members of the Committee,

We'd like to comment on the six-year Strategic Plan (Phase II), Implementation Plan for public education.

Afterschool

We are pleased to see that middle school out-of-school time opportunities and expanding extra and co-curricular activities are one of the priorities and we completely support these efforts. Students in middle schools deserve to be supported and engaged. We would also like to see the inclusion of K-12 afterschool programs as strategies to support student success. [Decades of research](#) shows students who regularly participate in quality afterschool programs:

- Improve their school attendance, grades and work habits,
- Are less likely to repeat a grade and more likely to graduate,
- Gain social skills, build confidence and learn to think critically, and
- Have opportunities to earn college credits and explore careers.

Summer

Summer is a critical time to help youth re-engage and catch up on academic and social-emotional supports. We urge the Board of Education and Department of Education to include summer as one of your priorities. We would like the following recommendations to be included into the implementation plan:

- Summer programs have been a key strategy over the last few years and should continue being a critical priority of the Department for years to come.
- Summer learning programs mitigate learning loss. Summer learning programs should continue and should be offered accordingly to the student's needs.

Out-of-school time opportunities like afterschool and summer programs are the perfect place to expand quality learning opportunities outside the classroom. These opportunities could be 'āina-based, place-based, and/or project-based. While we appreciate that these opportunities are highlighted for highschool students, HAA recommends considering these opportunities for all K-12 students.

Afterschool and summer programs are also a vehicle to bring community partners to the schools to provide enrichment and mindful activities to the students, aligning the school day/school year with the out-of-school time programming.

Community Schools

We encourage the BOE to consider including full-service community schools, contingent upon funding, as a strategy to support equitable outcomes in student learning (Goal 1.1), create a

safe, nurturing and culturally responsive environment (Goal 1.2), and to engage families in decision making processes (Goal 3.3).

In Hawai'i, community schools are innovative, thriving hubs of learning in which partnerships and collaboration create a'o mai, a'o aku, reciprocal relationships between learners and place, content and context, and schools and communities. Through the collaboration and coordination with school, community partners, families, and youth, community schools is a proven strategy to support equitable outcomes such as:

- Closing the achievement gap - Cincinnati's community school initiative closed the achievement gap between black and white students by 10% in 9 years;
- Improving attendance - Students whose families received supports improved attendance by 40% in Redwood City, CA; and
- Addressing students' basic needs, so they are ready to learn - Brooklyn Center's community schools (MN) provides mental, dental, vision and health services for free or minimal costs for students and community members.

Thank you for the opportunity to testify.

Paula Adams
Executive Director
Hawai'i Afterschool Alliance
www.hawaii afterschool.org



Testimony from Darla Yassa, BOE 5/4 Special Meeting, Agenda Item IV

1 message

Darla Yassa <notifications@cognitofrms.com>

Tue, May 2, 2023 at 12:53 PM

Reply-To: itsdarla@gmail.com

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

Aloha state Board of Education members,

As a Speech Language Pathologist, our base pay is so ridiculously low that we are partially compensated with a shortage differential, which not only DOES NOT get factored in when accruing our pension, but can be taken away at any time, as it is a memorandum of agreement. Furthermore, even with this shortage differential, our pay is not competitive when compared to the national average and cost of living here in Hawaii.

In recent years, the DOE has struggled to fill vacancies for Speech Pathologist positions, and has had to hire contract workers, which costs the state more in the long run. It would be better to pay Speech Pathologists a competitive rate WITHOUT relying on shortage differential pay, so that we can retain these positions in the schools with people who are experienced working here. Although the contracted speech language providers are well qualified, they are generally not as familiar with the local population and the pidgin dialect, and retaining local Speech Pathologists would be better for all involved.

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.

Speech Pathologists, as school level professionals support the educational goals of children in the Department of Education. We provide federally mandated services to help children with special needs communicate. I am in support of the Department of Education's strategic plan providing that the review and assessment of classification and compensation for school based staff occurs in 2023 as well. (Action item 2 of Outcome 2.2.1)

Please provide Speech Language Pathologists with fair compensation so that we can continue to help children who need us find their voices.

Mahalo for this opportunity to testify.

Darla Yassa
Speech Language Pathologist
Honolulu Special services Division
itsdarla@gmail.com



May 2, 2023

Hawaii Board of Education
Special Meeting
Bruce Voss, Chair
Kaimana Barcarse, Vice Chair

Aloha Chair Voss, Vice Chair Barcarse, and Members:

Mahalo for the opportunity to comment on the Hawaii State Department of Education's Implementation Plan. Importantly, we see alignment between the actions proposed in the Implementation Plan and the Desired Outcomes. It is clear that the actions proposed are based on educational best practices – both in Hawaii and throughout the country – and a thoughtful analysis of what actions will be mostly likely to make a real impact.

We see a strong commitment to helping students develop interest in and aptitude for the pathways that they choose. This will require high quality college and career counseling, as well as a strong academic foundation. Without an academic foundation in K-8, students will struggle accessing the opportunities of pathways in high school and beyond. And without knowledgeable and just-in-time college and career counseling, some students will struggle to find the right path while in high school and beyond. Hawaii P-20 has been working with the Hawaii DOE on the counseling initiative for the past 5 years, and we are committed to continuing this journey together.

It is also encouraging to see an emphasis on high-quality instructional materials in reading and mathematics. Quality instructional materials make a difference and are a foundation upon which teachers build their curriculum. The importance of a strong foundation in literacy and mathematics in the early elementary grades cannot be overstated. Students who are academically unprepared, even those who are motivated and interested in the pathways available to them, will struggle to attain their goals. While this may sound obvious, it bears repeating that academic preparation matters, and we should equip all teachers with materials that will best enable them to ensure their students are ready.

We are also encouraged to see an emphasis on transitions throughout the K-12 pipeline. Students often experience disruption and difficulties at the transition points in their educational journey, whether it be from pre-school to kindergarten, from 5th grade to 6th grade, from 8th grade to 9th grade, or from high school to whatever is next. These challenges are sometimes based on academic readiness, but sometimes it is about the degree to which students feel aloha as they move from one school to the next. These transitions are the moments where the data shows that Hawaii's students have struggled, so action items that specifically target these transitions are logical and targeted.



Finally, we stand ready to partner on the commitment to revise the Personal Transition Plan (PTP). The PTP can be a strong tool for advancing each student's progress towards their post-secondary plans. We also know that the PTP's utility has varied in implementation throughout the state, so we are ready to work closely with the Department on this important endeavor which can be such an impactful lever to impact students' achieving their academic and career goals.

Mahalo,

A handwritten signature in black ink, appearing to read "Stephen Schatz".

Stephen Schatz
Executive Director