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David Miyashiro  
Executive Director

April 25, 2024

Hawaii State Board of Education  
General Business Meeting  
Warren Haruki, Chairperson  
Kaimana Barcarse, Vice Chairperson

Aloha Chair Haruki, 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: Review and discussion concerning State Librarian's self-assessment on performance based on professional standards and State Librarian priorities for the 2023-2024 fiscal year.**

HawaiiKidsCAN has seen firsthand the incredible leadership of State Librarian Stacey Aldrich these past few years on the library system as well as the community at-large. She has an inspiring vision of the critical role public libraries can and should play in Hawaii.

We first met Ms. Aldrich as members of the Hawaii Broadband Hui during the COVID-19 pandemic, which was a time period that clearly demonstrated the importance of digital equity. She embraced the challenge and opportunity of harnessing the library system and a driver of digital equity through skill development and access to devices and internet. Given the distribution of library branches around the state, the reach of these services is a major benefit and lifeline for many communities, especially in rural areas.

As referenced in Ms. Aldrich's memo, HawaiiKidsCAN is proud to partner with the library system through our Hawaii Tutoring+ program. The program provides free,

high-quality virtual tutoring services to students that otherwise could not access tutoring. Because digital access is a basic requirement to access the program, the libraries offer Chromebooks, fast internet, and a safe environment for students. Local librarians in branches such as Waianae have helped local students access the program when they otherwise couldn't. Ms. Aldrich's leadership has been tremendously important as the program has expanded, and we have nearly doubled the number of students we have served versus this same time last year.

Overall, we believe Ms. Aldrich has demonstrated highly effective leadership across multiple dimensions. We are excited to see how her leadership will continue to support the state library system in delivering impact for kids, families, and communities for years to come.

Mahalo for your consideration,

David Miyashiro  
Founding Executive Director  
HawaiiKidsCAN



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

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## Testimony for April 25, 2024 Board of Education General Business Meeting

1 message

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**Alika Ahu** <alika.ahu@k12.hi.us>  
To: testimony.boe@boe.hawaii.gov

Tue, Apr 23, 2024 at 12:40 PM

April 25, 2024

Hawaii State Board of Education

General Business Meeting

Position: Comments on Board Action on School Community Council Request for Exceptions to Collective Bargaining Agreements, Statutory Waivers, and Waivers of Board Policy

Dear Chairperson Haruki, Vice Chairperson Barcase, and members of the Board,

I am writing in support with comments on the Board Action on School Community Council request for Exceptions to Collective Bargaining Agreements, Statutory Waivers, and Waiver of Board Policy. Kaleiopuu Elementary School's focus on student achievement depends greatly on effective classroom instruction. Waiver days provide the entire staff the opportunity to gain professional development in specific areas to improve and hone their instructional skills.

One example of professional development we have held during a waiver day focuses on instructional sequence planning and development. This aligns to both student and staff success in our academic plan. The teachers use data to adjust their instruction while learning and implementing high impact evidence based practices.

These full days used for our educators to continually learn is vital for student achievement. Thank you for the opportunity to provide testimony.

Sincerely,

Alika Ahu  
Principal  
Kaleiopuu Elementary

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Alika Ahu  
Kalei'opu'u Elementary School  
[94-665 Kaaholo Street](#)  
[Waipahu, HI 96797](#)  
(808)675-0266

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April 25, 2024  
General Business Meeting

Dear Chair Haruki and Members of the Board,

We would like to comment on Action Item VI. B. Board Action to approve submission of amendment to the Hawai'i Consolidated State Plan for the Elementary and Secondary Education Act of 1965, amended by the Every Student Succeeds Act, to the United States Department of Education

We submitted comments as attached to the DOE regarding the Hawai'i Consolidated State Plan that we would like to share with the BOE.

Thank you for this opportunity to testify.

Sincerely,  
Cheri Nakamura  
HE'E Coalition Director



April 15, 2024

Dear Interim Assistant Superintendent Higashi,

Thank you for your letter dated April 4, 2024, regarding the 2024-2025 Amendment to Hawaii's ESSA Consolidated State Plan, which invited stakeholder feedback.

We reviewed the April 11, 2024, regarding the proposed amendments, which was presented to the Board of Education Student Achievement Committee meeting.

On April 15, 2024, we participated in a webinar with HIDOE staff who explained the different components of the ESSA; part of the webinar included a question-and-answer section.

Our general comment is that not enough time or information was provided to the public for our Coalition members to submit substantive comments. We respectfully ask that for future submissions, the DOE provide detailed explanations of technical terms used and clear rationales of why the amendments are being made.

We will take this opportunity to ask the following questions:

1. Why is HIDOE changing "growth" from Median Growth Percentile (MGP) to percent of students with a Student Growth Percentile (SPG) of 40 or greater?
2. It was explained that the DOE's consultant advised this change and that growth based on SPG was more focused on the student and was better for assessing learning. Please share with us the name of the consultant, organization, and the consultant's reference materials. We would also like a clear and detailed explanation of "student growth."
3. Why is there a limited time to achieve English Language proficiency?
4. It was explained that the DOE's consultant advised the changes for EL. We would like to know more. Please share with us the name of the consultant, organization, and reference materials supporting this change.
5. Please explain how a school's overall "unit score" is calculated for the new exit criteria for schools.

Thank you for the opportunity to provide comment.

## HE'E Coalition Members and Participants

Academy 21  
Alliance for Place Based Learning  
American Civil Liberties Union  
Atherton YMCA  
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.*

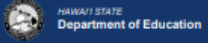
Board of Education  
 April 25, 2024  
 GBM  
 Testimony: Susan Pcola-Davis

**I. Report of the Superintendent**

A. Update on the supplemental operating and capital improvement project budget requests;

FOR ANY NEW BOARD MEMBERS:  
 PLEASE ALWAYS CLICK ON THE LINK BRIAN SUPPLIES FOR LINE ITEMS! IT IS YOUR FEDUCIARY RESPONSIBILITY!

9 PAGE LINK IS PROVIDED AT THE BOTTOM OF THIS SLIDE! I am sure you ALL have thoroughly reviewed these 9 pages.

						
<b>Fiscal Year 2025 operating budget development summary</b>						
EDN	Description	Starting Fiscal Year 2025 Base Budget	Supplemental requests, approved by the Board of Education	Governor's Executive Budget (HB1800)	House Draft (HB1800_HD1)	Senate Draft (HB1800_HD1_SD1)
100	School-Based Budgeting	\$1,179,452,497	\$74,382,055	\$28,877,674	\$50,893,902	\$45,773,066
150	Special Education and Student Support Services	\$460,200,205	\$15,974,130	\$7,622,245	\$7,622,245	\$9,322,245
200	Instructional Support	\$81,932,890	\$35,502,291	\$801,679	\$21,791,679	\$27,201,711
300	State Administration	\$63,493,429	\$2,401,443	\$(251,679)	\$(251,679)	\$314,038
400	School Support	\$241,054,079	\$69,891,346	\$74,516,346	\$69,766,346	\$62,421,642
500	School Community Services	\$5,075,127	-	-	-	-
<b>Total General Funds</b>		<b>\$2,031,208,227</b>	<b>\$198,151,265</b>	<b>\$111,566,265</b>	<b>\$149,822,493</b>	<b>\$145,032,702</b>

Line item details <https://www.hawaiipublicschools.org/DOE%20Forms/budget/FY25General-EDN-Budget.pdf>



In football this is called a “HAIL MARY!” YOU GOT LUCKY!

**Capital Improvements Program highlights: \$49 million for project completion. \$25 million for deferred maintenance.**

😊 **All projects subject to lapse have been reauthorized.**

HAWAII STATE Department of Education					
Fiscal Year 2025 CIP development summary					
EDN	Starting Fiscal Year 2025 Current Appropriation	Governor's Executive Budget (HB1800)	House Draft (HB1800_HD1)	Senate Draft (HB1800_HD1_ SD1)	Means of Financing
100	\$58,070,000	\$58,070,000	\$58,120,000	\$131,070,000	General Funds
100	\$66,700,000	\$151,700,000	\$504,830,000	\$365,981,000	General Obligation Bonds
100	\$0	\$0	\$1,000	\$0	Federal Funds
100	\$144,000,000	\$144,000,000	\$144,000,000	\$144,000,000	Other Federal Funds
400	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	General Funds
<b>TOTAL</b>	<b>\$270,770,000</b>	<b>\$355,770,000</b>	<b>\$708,951,000</b>	<b>\$643,051,000</b>	

Capital Improvements Program highlights: \$49 million for project completion. \$25 million for deferred maintenance.  
All projects subject to lapse have been reauthorized.

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B. Update on 2024 legislative proposals and priorities; and





## 2024 legislative proposals and priorities

- Focus of legislative package: Reducing administrative burden for schools, keeping students safe, addressing financial shortfalls.
- Surviving bills that contain contents of the Department's legislative package and/or bills of interest that the Department has supported are moving to conference for final deliberation by legislators include:
  - [HB 2577](#) - Removes the weekly COVID-19 online publishing requirements.
  - [SB 2070](#) - Creates an exemption from the procurement code for CTE-related purchases.
  - [HB 2400](#) - Requires the forfeiture of the teaching license for a teacher who resigns while an investigation of physical or sexual abuse is pending.
  - [SB 2286](#) - Provides Workers' Compensation benefits for high school students interning during the summer of their senior year.
  - [SB 3091](#) - \$20 million emergency appropriation for food service operations.
  - [SB 3092](#) - \$6.6 million emergency appropriation to true-up charter school expenditures.
  - [SB 3207](#) - Removes sunset date on Superintendent's salary cap.

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SB3207: How much money do you need to be satisfied? Salary increases are determined by the board. you, superintendent, went to Michelle Kidani and probably others to plead your case for more money. Notice I am not saying an increased salary. How low will you stoop to undermine the Board's authority and drag it into the legislature?

Aren't you embarrassed? I am. As a member of the public that has watched this unfold over a period, it is wrong. You are also undermining the Finance and Infrastructure Committee and the Human Resources Committee.

When this was posed by Mr. Haruki and you, Shanty, the Chair, had the balls to defer it which went against the backroom plan.

It is time to lose your ego, stop the self-inflation of importance and accept some humility.

The salary increases that had been approved were not DESIGNED to CAUSE AN AUTOMATIC SALARY INCREASE FOR YOU. Their salary increases approached your cap and you COULD NOT HAVE THAT.

I call it as I see it, always do, always will.

And to add the cherry on top, you wanted a salary increase prior to your performance review. It was not only a salary increase, was it? Increased benefits were on the table also.

Numerous times the Board asked where the money was coming from. The answer ALWAYS was, we have the money to support this.

For the record, the ONLY two salary increases I supported were for Brian and Sean. This is also already a part of a passed meeting minutes and recording.

By the way, where are all the past recordings? Why aren't they accessible?

## II. Committee Reports

~~C. Board Member report on events attended: (1) school visit on April 5, 2024, Ala Wai Elementary School; (2) school visit on April 12, 2024, Kaimuki High School; (3) school visits on April 16, 2024, Campbell High School, Ewa Makai Middle School, and Kapolei High School~~

D. Student Achievement Committee oral report on April 11, 2024, meeting

E. Finance and Infrastructure Committee oral report on April 11, 2024, meeting. Status update on the Department's Fire Safety Program and the current state of the Department's fire alarm systems and plan.

Comments Only:

Responsible Person: Audrey Hidano, Interim Assistant Superintendent, Office of Facilities and Operations.

1. How often will the Board receive updates?
2. Will it become an automatic FIC agenda item Monthly with detailed updates using the table you gave provided? Standing item?
3. Will the Board get an adjusted table with an additional column, at the end, to provide updates as they occur in the month?

I selected one that should keep you up at night. Who requires an elevator? You should know the answer.

KEONEULA Elementary: Priority 1

Status: PARTIALLY INOPERABLE – ELEVATOR ONLY

Age:18

Estimated Completion: Maintenance Contractor to Fix TBD

Suggested status updates for follow up agendas.

Adopting addressable systems for improved monitoring and compliance.

- Addressable fire alarm systems are advanced systems that can pinpoint the exact location of a fire or fault within a building
- Making it easier to manage and respond to emergencies.

Conventional fire alarm systems;

How many years has this system/process been in place? Why?

- Divide a building into zones
- Can only indicate the general area where an alarm is triggered
- Requiring manual inspection to locate the exact source.

As of April 1, 2024, the status of school fire alarm systems is as follows:

1. 22 schools (8%); Resorted to implementing a manual fire watch plan.
2. 68 schools (26%): exceed 20 years in age, with no replacement parts available.
3. 71 schools (27%): either 20 years old or with unavailable replacement parts.
4. 102 schools (39%): are equipped with operable fire alarm systems, with ages not exceeding 20 years and readily available replacement parts.

TOTAL: 263 Schools

**BOTTOM LINE: 122 SCHOOLS ARE SAFE FOR THIS MOMENT IN TIME**

Pilot Project:

Initiated a pilot program, an interim solution.

- Any school staff member with a wearable device to trigger a fire alarm event.
- The device promptly sends an alert along with location information to the Revolution mass notification system.
- This system then initiates two simultaneous actions:
  - 1) dispatches a fire alert message to all school phones and Internet Protocol (IP) speakers, activating fire drill protocols until canceled by school administrators;
  - 2) notifies designated school administrators, including principals, vice principals, and other pre-designated staff members, of the fire alert and the location where the alert originated.
  - All through the Safety Shield mobile application

Test site: Kapalama Elementary School

Assume other test sites: Kainalu and Konawaena Elementary Schools

**ESTABLISH A TIMELINE FOR TRANSPARENCY: by summer 2024**

Has the fire department approved? Y\_\_\_N\_\_\_

Pending tasks such as;

- labor relations consultations,
- funding allocation,
- plan updates with the fire department

Highlight the ongoing commitment required to expand Safety Shield deployments to additional schools, with initial efforts focused on Kainalu and Konawaena Elementary School.

KAINALU ELEM	1	ENTIRE CAMPUS INOPERABLE	39	Replace Control Panel estimate 8/1/2025
KAPALAMA ELEM	1	ENTIRE CAMPUS INOPERABLE	22	Replace Control Panel estimate 8/1/2025
KONAWAENA ELEM	1	ENTIRE CAMPUS INOPERABLE	24	Replace Control Panel estimate 8/1/2025

Engineering and design specifications dictate that replacement fire alarm control panels be installed at all three schools: Kainalu Elementary School, Kapalama Elementary School, and Konawaena Elementary School.

Funds have been secured, and contracts have been signed to procure and install the necessary equipment. The goal is to have all control panels operational by summer 2024. Noting supply chain DELAYS!

### III. Action items

#### F. Board Action on Updated English language arts content performance standards in compliance with Chapter 302A-201, Hawaii Revised Statutes

Comments Only:

I believe the original CCSS standards are sufficiently rigorous for achieving grade-level reading and writing skills.

Adding more to a teacher's plate is selfish.

Increasing the rigor of new standards, before having the ability to reach current standards is shooting yourself in the foot. Regardless of what other states are doing. Decisions like this should consider "where are we now?"

The CCSS have subsequently been in place in Hawai'i since June 7, 2010.

Why now? Some of the reasoning did not just appear overnight.

Counterclaim should be replaced by Oppose.

Both oppositions reflect two areas that MUST be addressed, or the results will not reflect what the DOE is expecting. Do we really consider STRUGGLING LEARNERS?

Comprehensive Support: Action not words

- Gradual rollout with an ESTABLISHED TIMELINE.
- Training and professional development.

Focused Instruction: Not REPLACED with ROLLOUT

#### G. Board Action to approve submission of amendment to the Hawaii Consolidated State Plan for the Elementary and Secondary Education Act of 1965, amended by the Every Student Succeeds Act, to the United States Department of Education

Comment only: Fluff



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## Testimony

1 message

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**Tina Mehl** <tmmehl@aol.com>  
To: testimony.boe@boe.hawaii.gov

Thu, Apr 25, 2024 at 9:11 AM

-Tina Marie Mehl / Special Education Teacher/Konawaena High School/US Navy Reserves (Retired 2023)

-State of Hawaii Board of Education General Business Hearing (Full Board)

-This subject matter (Temporary Hazardous Duty) may be under finance or personnel safety concerns.

I just became aware of the settlement of union claims in support of temporary hazardous duty pay for certain unions.

“settlement offer is split into two compensation tiers - \$10,000 and \$20,000. THP compensation will be based on how many days an employee physically reported to work during the period of March 4, 2020 to March 25, 2022.”

It is unfortunate that the superintendent did not fight harder for those special education teachers across the state that never left the classroom during the pandemic.

I was accepted for a Fully Self Contained (FSC) teacher position during the open TATP process in March 2020. I was currently a special education Preschool Resource Teacher during the initial phase of COVID in March 2020. While the HIDOE was shut down and entertaining online school in April 2020, I was activated with the US Navy Reserves to Bahrain with follow on to Pacific Fleet until Oct 1, 2020. Upon completion of service, I started my new position as an FSC classroom teacher. I found that my class along with the other two FSC classes on campus were the only ones in person teaching. I did not mind, as we were able to continue to work with our students with significant needs to ensure they maintained their life skills.

Although I did not start in class teaching at the beginning due to Navy obligations, two of my colleagues and my substitute were face to face in school the entire time. We continued teaching our students utilizing the personal

protective equipment (PPE) provided to continue to teach our vulnerable students.

While I understand that there may not have been specific verbiage pertaining to hazardous duty for teachers in the bargaining unit 5 contract, this was an unprecedented time in history. The superintendent should have diligently fought for us. There is a small percentage of special education teachers that were obligated to remain in the classroom during this unprecedented timeframe. We did not know the repercussion of this virus but remained dedicated to our students. There should be an exception made.

As stated by HGEA:

"Our members heroically showed up to work throughout the pandemic putting their own health - as well as that of their loved ones - at substantial risk to keep services running for the public," said HGEA Executive Director Randy Perreira. "From caring for patients in our state hospitals to processing a deluge of unemployment claims, HGEA members went above and beyond, exposing themselves to the virus, all in the name of service to the public."

I strongly implore the Hawaii BOE to investigate the small percentage of teachers that heroically showed up during this unknown health emergency.

Sincerely,  
Tina M. Mehl  
972-965-2968