



Kate Disney <katemdisney@gmail.com>

10/27/2016 12:39 PM

To testimony\_boe@notes.k12.hi.us

cc

Subject SUPPORT Search for Superintendent  
REPLACEMENT

Kate Disney, Parent/Central District North  
Agenda item of interest: Replacement of Superintendent  
Position: SUPPORT replacing current administration

Aloha BOE members,

I strongly support a decision to replace the HIDOE Superintendent immediately. My concerns revolve primarily around the deceptive nature of her leadership and direct subordinates within the Department of Education.

I am the parent of 2 children in the HIDOE; one typically developing child and one child with special needs. My experience with the local, district and state administrations while trying to obtain the appropriate supports for my child has been riddled with lies, cover-ups and avoidance on their part. As a military family, I have been told by two teachers that they are told to "wait us out until we move" instead of providing needed supports and services. Statewide, the lack of fidelity in training teachers and support staff in evidence-based educational and behavioral interventions within the school is appalling, and has led to several high-profile despicable acts within the schools. The back-room talks with high-level administration leaders that are telling our principals, teachers, ACTs and SSCs to remove all wording of ABA within IEPs is unethical at best. Policies that refuse to collaborate with students' home therapy providers are costing our children precious learning time. The Superintendent is responsible for her actions and the action/inaction of her subordinates; and should be held responsible for them.

Respectfully submitted,  
Kate Disney

\*\*\*\*\*  
\*\*

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to [spamreport@notes.k12.hi.us](mailto:spamreport@notes.k12.hi.us). This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection. For more info about the filtering service, go to <http://help.k12.hi.us/spam/>

\*\*\*\*\*  
\*\*

October 28, 2016

To:  
Hawaii Board of Education

Re: Agenda item Search for New Superintendent of Hawaii's Public School System

Dear Chairperson Mizumoto , Vice Chairperson De Lima, and esteemed Board Members,

We support your decision to begin a process to search for a new Superintendent of Hawaii's Public School system. We support your proposed action to form a committee to, among other things, determine the process and timeline for the search and the composition of the group performing the search.

We support and acknowledge Superintendent Matayoshi's hard work and the improvements that took place in some areas' during her time served as the Superintendent, and acknowledge the challenges she faced during her term.

Sadly, these improvements did not include supporting improvements to the Departments failing Special Education programming and services for students with disabilities which have continued to decline, reaching a crisis level at this time.

As parents of two children receiving special education services, we have seen the steady decline in these services, and lack of support to these students and their families.

We support that prioritization must include meaningful achievement for ALL students, and not only typical learners.

It is crucial that the group performing this search would include a member from the community that will have a strong understanding of the current shortcomings in the special education programming and cares about students with disabilities, and can provide their expertise and perspective in choosing the new superintendent.

Such persons would include:  
Martha Guinan who is the Chairperson for SEAC.  
Louis Erteschik from Hawaii Disability Rights  
Dr. Amanda Kelly

It is crucial that the group performing this search would include at the minimum one parent of a student with a disability to provide their perspective in choosing the new Superintendent.

It is crucial that the group performing the search would include a parent of a typically learning student.

We thank you for giving us the opportunity to provide you our support in your decision to move forward with choosing a new Superintendent of the Hawaii Public School system and look forward to further news on this action.

Respectfully yours,  
John and Maureen McComas  
Honolulu, HI



## Native Hawaiian Education Council

---

October 31, 2016

Mr. Lance A. Mizumoto, Chairperson  
Mr. Brian De Lima, Vice Chairperson  
State of Hawai'i, Board of Education  
P. O. Box 2360  
Honolulu, Hawai'i 96813

Via: [testimony\\_boe@notes.k12.hi.us](mailto:testimony_boe@notes.k12.hi.us)

Re: November 1, 2016 General Business Meeting  
Agenda Item VII. Action Items; A. Board Action on Investigative Committee (a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5(b)(1) investigating issues relating to a search for a Superintendent, including timeline, process, and composition of group conducting search process.

Dear Mr. Mizumoto and Mr. De Lima,

The Native Hawaiian Education Council (NHEC or the Council) submitted testimony for the Board's September 6, 2016 General Business meeting in support of Superintendent Kathryn S. Matayoshi's 2015-2016 School Year evaluation. The Council is aware of the Board's activation of a search for a new Superintendent and was surprised, like many stakeholders, as to the need for a new Superintendent when the incumbent received "exceptional" and "exceeds expectations" in 2013 and 2016 performance evaluations, respectively. **NHEC OPPOSES a closed Superintendent search process.**

The Council submits this written testimony re:

- A. **PROCESS.** The Council is deeply concerned that HRS, Section 92-2.5(b)(1)<sup>1</sup> re: investigating issues is being used to frame the search process for the Superintendent position. "Investigating issues" does not connote an open, transparent and accountable

---

<sup>1</sup> (b) Two or more members of a board, but less than the number of members which would constitute a quorum for the board, may be assigned to: (1) Investigate a matter relating to the official business of their board; provided that: (A) The scope of the investigation and the scope of each member's authority are defined at a meeting of the board; (B) All resulting findings and recommendations are presented to the board at a meeting of the board; and (C) Deliberation and decision making on the matter investigated, if any, occurs only at a duly noticed meeting of the board held subsequent to the meeting at which the findings and recommendations of the investigation were presented to the board; or (2) Present, discuss, or negotiate any position which the board has adopted at a meeting of the board; provided that the assignment is made and the scope of each member's authority is defined at a meeting of the board prior to the presentation, discussion or negotiation.



process to fill the Chief Executive Officer position of Hawai'i's public education system. Unlike private industry where the selection is made by a single decision maker, the vetting and selection of the Superintendent should include broad stakeholder perspectives on a search committee that provides a recommendation for Board decision. The position description should be reviewed and updated as needed, and inputs sought regarding the position's knowledge, aspiration, skills, attitude, and behavior expectations.

At the Education Trust<sup>2</sup>'s ESSA Boot Camps, attendees learned that accountability and accountability systems are key for supporting schools to improve outcomes for all students. We expect that the Board will seek candidates that make equity in education a priority, with an accountability system that:

- Sets a clear expectation that schools and communities raise achievement for all students, not just some;
- Communicates whether schools are meeting those expectations – both for students overall and for each sub-group of students they serve;
- Celebrates schools that are meeting or exceeding expectations for all groups of students;
- Prompts action AND supports schools that need more intense interventions for students;
- Directs additional resources and supports to struggling schools to help them improve; and
- Meaningfully consults and engages parents and families.

**B. SUPERINTENDENT QUALIFICATIONS.** The Council is mindful that the Superintendent operates in a unique context of having a single State Educational Agency (SEA) and Local Educational Agency (LEA); two official languages—English and Hawaiian—that are mediums of instruction in the State's public education system; and a public charter school system that is a blend of Hawaiian language immersion schools and other innovative settings. Therefore, the Council expects Superintendent candidates to:

- Believe that Hawai'i's children, families and communities deserve a quality education and value families and communities in the education process;
- Acknowledge Hawai'i is a state with two official languages-- English and Hawaiian;
- Value all stakeholders—students, teachers, administrators, staff, parents, families and communities, legislators, etc.;
- Articulate a holistic and systemic view and vision of what quality education looks like;

---

<sup>2</sup> The Education Trust, [www.edtrust.org](http://www.edtrust.org), *Fierce advocates for the high academic achievement of all students—particularly those of color or living in poverty.*



Lance A. Mizumoto  
Brian De Lima  
October 31, 2016  
Page 3

- Coalesce diverse stakeholders for common purpose and collective impact of public education;
- Desire an accountability system that is not punitive, but supports students, families, schools and communities;
- Value multiple assessments, including aligning language, concept and application of “authentic assessments”, quantitative and qualitative measures; and
- Triangulate curriculum-instruction- assessments in the language of instruction.

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.

Please feel free to contact the Council’s Executive Director, Dr. Sylvia Hussey, directly via e-mail ([sylvia@nhec.org](mailto:sylvia@nhec.org)), office (808.523.6432) or mobile (808.221.5477) telephone with any further questions or next steps re: the search process or Superintendent position description and expectations.

Sincerely,



Dr. Lisa M. Watkins-Victorino, Chair

cc: Native Hawaiian Education Council and staff



**State of Hawai'i Board of Education**

P.O. Box 2360

Honolulu, Hawai'i 96804

Aloha Chairperson Lance Mizumoto and Members,

The 'Aha Kauleo is a statewide consortium of 23 public Hawaiian language schools, including 17 Kula Kaiapuni or Hawaiian Language Immersion schools under the Department of Education and 6 charter schools. The consortium is supported by the Department of Education through a partnership with the Office of Hawaiian Education. Members of the 'Aha Kauleo include parents, teachers, school administrators and community organizations. The major goal of 'Aha Kauleo is to progressively work to strengthen educational policies, practices and conditions for Hawaiian language immersion students and schools. 'Aha Kauleo chooses to function on the Hawaiian cultural practice of *ohana* that requires collective decision making and benefit for all parties involved. Collectivity, transparency and aloha for one another has set the stage for the positive progress that has taken place since the re-establishment of the 'Aha Kauleo in SY 2011-12.

Since that time, we have experienced both challenges and opportunities under the leadership of Superintendent Kathryn Matayoshi. The forward movement has, in no small part, been realized due to the willingness of Ms. Matayoshi and her leadership team to step up to the challenges presented by our community around equity in assessments, resources and the inclusion of Hawaiian language as a priority for the public education system of Hawai'i. Some of the direct benefits include:

1. An official administration of a Hawaiian language assessment developed by the collective community of stakeholders to be used and reported in the Strive HI Accountability System for meeting federal accountability, upon meeting peer review.
2. The establishment of the Office of Hawaiian Education (OHE) responsible for the implementation of BOE Policy 105.7 Hawaiian Education Programs and 105.8 Ka Papahana Kaiapuni.

3. The allocation of resources necessary to strengthen the delivery of Kaiapuni education practices such as the development of a Hawaiian language proficiency scale and Hawaiian Language Arts K-12 standards.
4. Support to create a permitting process necessary for meeting a continuous Kaiapuni teacher shortage.
5. The responsiveness of the system to transform the public education system by piloting Nā Hopena A‘o in a manner that is reflective of a collaborative process, transparency and collectivism.

The advancements that have been made for Hawaiian language school under the direction Ms. Matayoshi are historic and mark a new chapter for our schools where quality, equality, innovation and collaboration are the standard.

The ‘Aha Kauleo is requesting that the BOE rescind its decision to seek a new Superintendent and extend the contract of current Superintendent Kathryn Matayoshi so that she may fulfill her commitments. There is still much work to be done and we are confident that with the continued guidance of an administrator whose values are reflective of those for whom she serves, the Department can continue to move forward positively. We look forward to a favorable response to our humble request.

Me ka ‘oia‘i‘o,

*Kamoa e Walk, Luna Ho omalu (President)*

*Pōhai, Montague-Mullins, Hope Luna Ho omalu (Vice Chair)*

*Kīhāpai Krug, Kākau Ōlelo (Secretary)*

*Kahele Dukelow, Kūka i Leka (Corresponding Secretary)*



October 31, 2016

Hon. Lance Mizumoto, Chair  
Hawaii State Board of Education

Dear BOE Chair and members:

We would like to take this opportunity to publicly recognize Superintendent Matayoshi's service to the students of Hawaii. Under her watch, our public education system has become more student centered, focused upon high expectations, equity and excellence. She spearheaded efforts to rethink how the complex area supports regional schools, increase the capacity of teachers and leaders, create feedback loops from the field to policymakers, and identify and scale bright spot successes across the system. Data systems work better for teachers and principals, using more meaningful metrics of student learning and growth than before. Superintendent Matayoshi deserves our gratitude; she certainly enjoys the respect of her peers around the nation.

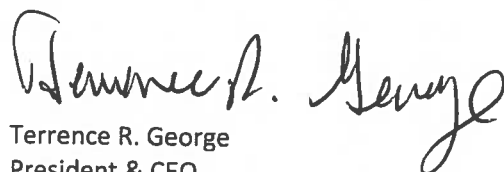
Now, we face a critical moment. The scope of the Superintendent's job is unparalleled; the future our islands literally rests on whether our students are prepared to succeed in college and the workplace. Given the outsized importance of this vacancy, our two philanthropies are willing to commit to fund a nationwide superintendent search. Our hope is this support can help identify a highly qualified individual—possibly someone from Hawaii, possibly not—through a process that will confer added credibility.

Our offer to support an executive search firm comes along with three criteria. First, the process for review of finalists and selection of the new superintendent must be transparent, though obviously the names of applicants must be kept confidential. Second, the candidate must be qualified for the most challenging of jobs. The job description must reflect the full scope of the office, of overseeing the tenth largest school district in the country, with a \$1.5B budget, tens of thousands of employees, and that answers to 180,000 students. And third, the design of the process must involve multiple stakeholders representing the BOE, military, business, family and community perspectives. The stakeholder group should review the job description, recommend the search firm(s), finalize the interview questions, and help narrow down candidates to a set of finalists. We then envision the selection committee, comprised of a subset of Board members, sending one name and perhaps one alternate to the full Board for an up or down vote.

These criteria reflect best practice and increase our chance of identifying qualified applicants. There is simply no more important decision that you will make as a Board. Thank you for the opportunity.



William Reeves  
Co-Founder  
The Learning Coalition



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



Desi McKenzie <desimckenzie@yahoo.com>

10/30/2016 10:34 AM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>

cc

Subject TESTIMONY re Search for New  
Hawaii DOE Superintendent

3 attachments



AubGoodSmilewMom (2).jpg



AubFrtofOffice (2).jpg



DESIAUBMISSHAWPRUNCCROP.jpg

Aloha Hawai'i State Board of Education,

I am writing on behalf of my daughter, Aubrey McKenzie,

<https://www.facebook.com/AubreyLMcKenzie/>

and the many other students with disabilities in our State of Hawai'i Department of Education. I so wish that I could be present to share this message in person, but as a single Mother, every hour of wages counts for our family living here in Hawai'i.

We have learned from the media this past week, that you are in the process of the search for our new Hawai'i DOE Superintendent. It is critical that there is parent representation on this search committee (as well as other SPED advocates) who understand the needs of, and care about the education of haumana (students) with disabilities in our state.

As Aubrey has represented youth with disabilities here in Hawai'i with two honorary titles over the past two years, many parents of students with disabilities have reached out to our family to share their ongoing struggles with trying to obtain FAPE (A Free and Appropriate Public Education.) for their children in our schools.

It has been heartbreaking and discouraging to read and hear their cries, because so many, like my daughter, are being denied even the basic supports that are essential to their education and are regressing at alarming rates and thus--will undoubtedly become greater burdens to our state into their adulthood.

Aubrey herself, (18, who has Down syndrome, Autism and is hearing impaired) since entering high school in 2012, has been denied FAPE and often, sadly says--"Mommy, no one listens to me. I don't want to go to school!"

--Aubrey has been denied her basic human right to communicate.

--Aubrey has been denied a SPED Teacher for the hearing impaired who can communicate with her and are able to implement the Total Communication Program that she was taught with from K-8 and still so desperately needs--to learn.

--Aubrey has been denied critical appropriate BCBA level behavioral supports to address behaviors that have now become her primary and negative way to communicate in school.

--Aubrey has been denied access to school counseling services to help her cope with traumatic events that have occurred in school and to assist her with seeking out opportunities for her post-secondary education.

--Aubrey has been denied the right to her LRE (Least Restrictive Environment) where

she can attend mainstream classes with her typical peers to learn alongside, and socialize with those who can provide critical role-modeling for her.

--Aubrey has been denied as a post-secondary student--the right to an appropriate Transition Program to address her urgent need to learn how to function in the adult world and to achieve meaningful employment.

This is just the beginning of a long list of how devastating my daughter's current offer of FAPE is from the Hawai'i DOE. It is representative of so many other students with disabilities in what we still call "The Aloha State."

At present, the Hawai'i DOE is seriously failing my daughter and many others, with and without disabilities, who have the absolute right to a free and appropriate public education.

You have the opportunity, today, to create metamorphosis with a new, passionate and pono leader who can change the face of education here in Hawai'i; who will inspire and restore pride and morale in teachers who so long for our respect and appreciation, and who ultimately will be--a Superintendent who will truly care about *each and every student in our state-who* so deserve to love learning and to grow up to become the very best citizen that she or he can possibly be!

Please enable my daughter's and her peers' voices to be heard--once and for all.

You can and must do this!

Mahalo for your kind attention and assistance!

Me ke aloha pumehana,  
Desi and Aubrey McKenzie  
(808) 554-8127

\*\*\*\*\*  
\*\*

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to [spamreport@notes.k12.hi.us](mailto:spamreport@notes.k12.hi.us). This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection. For more info about the filtering service, go to <http://help.k12.hi.us/spam/>

\*\*\*\*\*  
\*\*

November 1, 2016

Chair DeLima and committee members,

As a teacher, parent and community member, I wanted to address the dangers of this historical moment. With the passage of historic federal law, we have heard a great deal about the opportunities for change afforded to state policy makers, with the devolution of control of education to the state level. You can change the entire direction of public education, empowering those closest to students to create a system that addresses the achievement gap in student-centered ways. Even more fundamentally, you now have the power to shift the system away from the test-centric approach to education to one that fosters creativity, curiosity, and critical thinking, and to create a system where students, teachers, parents and community members thrive. You now have that power.

However, it is also true that such a context is dangerous, because students, teachers, parents and community members have begun to hope for change that may be challenging. Students have begun to hope for learning environments in which creativity, collaboration, critical thinking, innovation, and social-emotional learning are embedded into classroom instruction. Teachers have begun to hope for work environments where they are supported and challenged to be creative, visionary risk-takers. Parents have begun to hope for schools that cultivate the special qualities of each child, rather than reducing each child to a test score. Community members have begun to hope for a school system in which their contributions are welcomed and supported, and where they are seen as legitimate partners in public education.

The most important change that could come out of this process is the active, intentional, and continuous engagement of our public schools with their communities around the shared purpose of inspiring, engaging and motivating students.

In 2012, the DOE submitted a report to the legislature in reference to Senate Concurrent Resolution 145, which had requested that the BOE and DOE collaborate with parent organizations to develop statewide policies for family and community engagement in Hawaii's public schools (<http://tinyurl.com/h996vxj>). There were two critical findings of this report, regarding School Community Councils and Parent Community Networking Centers that have not been addressed by policy makers. The BOE should take the lead on addressing these issues with state lawmakers.

The first important finding of the report has to do with the critical role played by parent liaisons. The Parent Community Networking Centers (PCNCs), created by the Reinventing Education Act 51 of 2004, made it possible for parent facilitators at every school to be trained as liaisons between families and the

schools. The PCNC system was becoming increasingly effective in connecting parents, communities and schools until it was crippled by the 2007 shift of funding for PCNCs to Weighted Student Formula (WSF). Many principals, given the multiple demands of limited funding created by testing requirements, failed to fund this position. This issue can and should be addressed in the DOE/BOE's request to the legislature for funding: rather than asking for positions at the state level for administrative needs, the **BOE should request that the budget request be modified to include full funding for school level PCNC positions.**

The second important finding of the report was that School Community Councils, created under Act 51, are failing to engage teachers, school staff, parents, students and community members as shared decision-makers with principals. The original design of school-community based decision-making, as articulated in *Project Ke Au Hou* (<http://tinyurl.com/h6x46ce>), was initially crippled by the modification of the decision-making process of SCCs under Act 51. The BOE should **ask the legislature to revisit the SCC statute** because it is restrictive and out of touch with the culture of flexibility and school empowerment towards which the governor has asked the state to move. If Section 302A-1124 (g):

*The principal shall have the authority to set aside any decision made by the school community council if the principal determines it to be in the best interests of the school;*

were to be rewritten (if not wholly repealed), we could move towards democratizing decision-making at the school level, which would reinvigorate and strengthen community involvement in schools.

I strongly suggest that the current BOE members examine the findings of this legislative report from 2012, and begin to consider ways in which we can move forward to improve family and community engagement in Hawaii public schools. We already know that openness and transparency are critical for community trust, which is why the move towards more community access to BOE meetings is so important, but it is even more important to address the sources of alienation, cynicism and mistrust at the school level.

The danger of this moment is that our window of opportunity will close, with insufficient change, which will only lead to deepened cynicism and acceleration of the multiple crises currently experienced simultaneously by our schools.

This is a big lift. But I am confident that it can be accomplished.

Sincerely,

Amy Perruso

**State of Hawai'i Board of Education**

P.O. Box 2360

Honolulu, Hawai'i 96804

Aloha Chairperson Lance Mizumoto and Members,

The 'Aha Kauleo is a statewide consortium of 23 public Hawaiian language schools, including 17 Kula Kaiapuni or Hawaiian Language Immersion schools under the Department of Education and 6 charter schools. The consortium is supported by the Department of Education through a partnership with the Office of Hawaiian Education. Members of the 'Aha Kauleo include parents, teachers, school administrators and community organizations. The major goal of 'Aha Kauleo is to progressively work to strengthen educational policies, practices and conditions for Hawaiian language immersion students and schools. 'Aha Kauleo chooses to function on the Hawaiian cultural practice of *ohana* that requires collective decision making and benefit for all parties involved. Collectivity, transparency and aloha for one another has set the stage for the positive progress that has taken place since the re-establishment of the 'Aha Kauleo in SY 2011-12.

Since that time, we have experienced both challenges and opportunities under the leadership of Superintendent Kathryn Matayoshi. The forward movement has, in no small part, been realized due to the willingness of Ms. Matayoshi and her leadership team to step up to the challenges presented by our community around equity in assessments, resources and the inclusion of Hawaiian language as a priority for the public education system of Hawai'i. Some of the direct benefits include:

1. An official administration of a Hawaiian language assessment developed by the collective community of stakeholders to be used and reported in the Strive HI Accountability System for meeting federal accountability, upon meeting peer review.
2. The establishment of the Office of Hawaiian Education (OHE) responsible for the implementation of BOE Policy 105.7 Hawaiian Education Programs and 105.8 Ka Papahana Kaiapuni.

3. The allocation of resources necessary to strengthen the delivery of Kaiapuni education practices such as the development of a Hawaiian language proficiency scale and Hawaiian Language Arts K-12 standards.
4. Support to create a permitting process necessary for meeting a continuous Kaiapuni teacher shortage.
5. The responsiveness of the system to transform the public education system by piloting Nā Hopena A‘o in a manner that is reflective of a collaborative process, transparency and collectivism.

The advancements that have been made for Hawaiian language school under the direction Ms. Matayoshi are historic and mark a new chapter for our schools where quality, equality, innovation and collaboration are the standard.

The ‘Aha Kauleo is requesting that the BOE rescind its decision to seek a new Superintendent and extend the contract of current Superintendent Kathryn Matayoshi so that she may fulfill her commitments. There is still much work to be done and we are confident that with the continued guidance of an administrator whose values are reflective of those for whom she serves, the Department can continue to move forward positively. We look forward to a favorable response to our humble request.

Me ka ‘oia‘i‘o,

*Kamoa e Walk, Luna Ho omalu (President)*

*Pōhai, Montague-Mullins, Hope Luna Ho omalu (Vice Chair)*

*Kīhāpai Krug, Kākau Ōlelo (Secretary)*

*Kahele Dukelow, Kūka i Leka (Corresponding Secretary)*

October 31, 2016

Hon. Lance Mizumoto, Chair  
Hawaii State Board of Education

Dear BOE Chair and members:

We would like to take this opportunity to publicly recognize Superintendent Matayoshi's service to the students of Hawaii. Under her watch, our public education system has become more student centered, focused upon high expectations, equity and excellence. She spearheaded efforts to rethink how the complex area supports regional schools, increase the capacity of teachers and leaders, create feedback loops from the field to policymakers, and identify and scale bright spot successes across the system. Data systems work better for teachers and principals, using more meaningful metrics of student learning and growth than before. Superintendent Matayoshi deserves our gratitude; she certainly enjoys the respect of her peers around the nation.

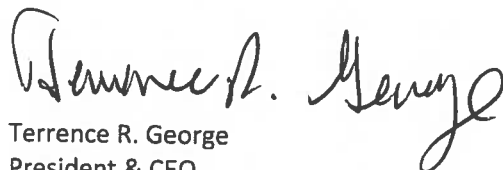
Now, we face a critical moment. The scope of the Superintendent's job is unparalleled; the future our islands literally rests on whether our students are prepared to succeed in college and the workplace. Given the outsized importance of this vacancy, our two philanthropies are willing to commit to fund a nationwide superintendent search. Our hope is this support can help identify a highly qualified individual—possibly someone from Hawaii, possibly not—through a process that will confer added credibility.

Our offer to support an executive search firm comes along with three criteria. First, the process for review of finalists and selection of the new superintendent must be transparent, though obviously the names of applicants must be kept confidential. Second, the candidate must be qualified for the most challenging of jobs. The job description must reflect the full scope of the office, of overseeing the tenth largest school district in the country, with a \$1.5B budget, tens of thousands of employees, and that answers to 180,000 students. And third, the design of the process must involve multiple stakeholders representing the BOE, military, business, family and community perspectives. The stakeholder group should review the job description, recommend the search firm(s), finalize the interview questions, and help narrow down candidates to a set of finalists. We then envision the selection committee, comprised of a subset of Board members, sending one name and perhaps one alternate to the full Board for an up or down vote.

These criteria reflect best practice and increase our chance of identifying qualified applicants. There is simply no more important decision that you will make as a Board. Thank you for the opportunity.



William Reeves  
Co-Founder  
The Learning Coalition



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



October 31, 2016

Honorable Chair Lance Mizumoto and Board Members  
Hawai'i Department of Education  
1390 Miller Street  
Honolulu, HI 96813

RE: Testimony for Agenda Item VII A. Process to seek a new Superintendent

Aloha,

My name is Lynette Sang and my son is a senior at Kapōlei High School. He is part of the Hō'ola Leadership Academy and speaks highly of his teachers. This quarter, my son received 3.87 GPA as a senior and is looking forwarding to college in 2017.

I am opposed to the Board's move to seek a new Superintendent. Your actions do not make any sense to me. I am a single parent and I teach my son to hold true to the values of my 'ohana, to be cognizant of the impact of his actions and to make sure that our 'ohana is not negatively looked upon.

Through annual performance reviews and positive public comments, the Board has confirmed that Superintendent Kathryn Matayoshi has proven that she is beyond capable and has implemented positive change. You could imagine my shock of the news to replace her with no clear rationale. As reported in the news, the only excuse given was that the Board is seeking a new direction. Have you considered your own actions and the impact of those actions on the students you have sworn to serve?

I challenge you to look beyond special interest and instead make good decisions in benefit of students. The job of a Superintendent must be very unsavory as that person would have to deal with all of the ups and downs of the largest state agency. As I tell my son, you may not always make the right decisions, but you must teach yourself to be accountable for them and to learn from them. I believe the current Superintendent has taken account for her actions. Will you do the same?

I urge you to extend Mrs. Matayoshi's contract and to let the course of educational transformation continue to take place. If you have any questions, please feel free to contact me at [kananisang@yahoo.com](mailto:kananisang@yahoo.com).

Sincerely,

Lynette Sang

October 31, 2016

Honorable Chair Lance Mizumoto and Board Members  
Hawai'i Department of Education  
1390 Miller Street  
Honolulu, HI 96813

RE: Testimony for Agenda Item VII A. Process to seek a new Superintendent

Aloha,

My name is Elizabeth Kenui and I reside in the Nānākuli community. My three children all attended public schools. While my second son is serving his country in Kuwait, my husband and I are the guardians of his daughter who currently attends Nānāikapono Elementary School.

I am submitting testimony in opposition to the Board's move to seek a new Superintendent. It is unclear to me why such a move would be made amidst positive changes that impact my granddaughter. Your actions as a board, through annual performance reviews and your own public comments have confirmed that Superintendent Kathryn Matayoshi has proven time and time again that she is more than capable of leading an educational transformation. The question I ask is why then would the board decide to make a change midstream? Has the Board even considered other options like approving year to year contracts? With student learning and success looming over your heads, are you willing as a Board to accept the accountability of such an enormous decision?

We are convinced that this is a political ploy as it is quite evident that the Governor has sided with the adults in the system as a priority versus making decisions that are best for K-12 students. I implore you to reconsider your decision to seek a new Superintendent and instead extend the contract for Mrs. Matayoshi.

If you have any questions, please feel free to contact us by email.

Sincerely,

Elizabeth and Lance Kenui  
Kenuie001@hawaii.rr.com



## KAMEHAMEHA SCHOOLS®

Time: 1:30 p.m.  
Date: November 1, 2016  
Meeting: Hawai'i State Board of Education (BOE) General Meeting  
Location: Queen Lili'uokalani Building  
Re: **Agenda Item VII. A.** Board Action on Investigative Committee (a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5 (b)(1) investigating issues relating to a search for a Superintendent, including timeline, process, and composition of group conducting search process)

Aloha! My name is Wai'ale'ale Sarsona, and I serve as Managing Director of the Kūamahi Community Education Group of Kamehameha Schools.

We'd like to acknowledge and mahalo Superintendent Kathryn Matayoshi for her contributions over the year in effectively advancing Native Hawaiian education in the public school system. Through her leadership, the BOE's policies around Hawaiian education were established and led to the creation of the Office of Hawaiian Education. The Office went on to garner national recognition as a recipient of the Assessment for Learning Project grant for the creation of the Nā Hopena A'o standards for Hawaiian culture education in Hawai'i. Her efforts also provided a pathway for the creation and implementation of appropriate Hawaiian language immersion assessments, which have helped to ensure Hawaiian immersion students are properly assessed.

The search for a new leader of the Department of Education is crucial for the advancement of Hawai'i's education system, and the successful development of our future local and global leaders will lie in the decisions made by this Board.

Kamehameha Schools' strategic plan guides us to contribute to the communities' collective efforts to improve Hawai'i's education systems for Native Hawaiian learners, so Kamehameha Schools is committed to broadly support public education. Therefore, we are writing today to expressly acknowledge your ongoing efforts at community engagement and collaboration in the development and implementation of education policies.

Your implementation of a charter school "listening" tour and the creation of public engagement opportunities around the DOE & BOE Joint Strategic Plan and federal Every Student Succeeds Act are effective examples of the BOE's desire to hear the voice of the community. We know that this value will continue to greatly enhance public trust while helping to define your search for a new superintendent.

That being said, we highly encourage key stakeholder groups in the community to provide input into the selection process, and we ask that the BOE consider including the voices of these key stakeholder groups in the composition of the team that will be conducting the search process.

Kamehameha Schools is an organization striving to create a thriving Lāhui where all Native Hawaiians are successful, grounded in traditional values, and leading in the local and global communities. We believe that community success is individual success, Hawaiian culture leads to academic success and local leadership drives global leadership.

Mahalo a nui.

October 31, 2016

Chair Lance Mizumoto and Board Members  
Hawai'i Department of Education  
1390 Miller Street  
Honolulu, HI 96813

RE: Seeking a New Superintendent, Testimony

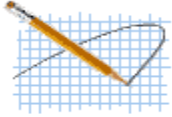
To whom it may concern,

I am a student at Kapolei High School. I am writing to express my displeasure in the Board's decision to get a new Superintendent. As a student who has seen and experienced the changes, I cannot understand why you make this kind of decision. One specific example of the changes is her support of Nā Hopena A'o. My teachers have communicated with my class that the reason that it is moving in the Department is because the Superintendent has made sure that it can happen.

This is my senior year in high school and in the last two years, Nā Hopena A'o has given me a different outlook on my future. My teachers, my 'ohana and my community are important to me and I hope that as part of my community, you are willing to listen to a student perspective. Please keep Mrs. Matayoshi in place and let her continue with the good work.

Sincerely,

John Joseph Garrett



Kumu Kaiapuni  
<kumukaiapuniohauula@icloud.com>

11/01/2016 04:38 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

Aloha mai kākou,

'O Ahulani Wright ko'u inca. He kupa au no Hau'ula, O'ahu. He kumu kaiapuni wau ma Ke Kula Kaiapuni o Hau'ula.  
My name is Ahulani Wright. I live in Hau'ula, O'ahu where I am also a Hawaiian language immersion teacher at Hau'ula Elementary.

This morning you will be meeting to discuss the Board of Education's decision to seek a new superintendent of the Department of Education. I am writing testimony to encourage the BOE to reconsider their decision. As a teacher, I have seen the difference that Superintendent Kathryn Matayoshi has made for the education of all children in Hawai'i. As a kaiapuni teacher I feel that her recent decisions to include the Office of Hawaiian Education has been a result of her listening to teacher and community input and really acting to provide for the needs of Hawaiian children in the State of Hawai'i. Under Matayoshi, the Hawaiian language immersion schools have seen great strides to hire qualified teachers, provide adequate speaking substitutes, and to provide teachers and students with the supports that are gravely needed. As a teacher, I have seen the EES protocols change year to year because Matayoshi has listened to teacher and principal feedback and is not afraid to reflect and make decisions to ensure that teachers are treated fairly. It would be an absolute detriment to the Department of Education if Matayoshi was replaced during this time of transition within the department, the office of Hawaiian Education, EES, and so forth. Please reconsider and DO NOT replace Kathryn Matayoshi as the DOE Superintendent.

Mahalo,  
Ahulani Wright  
Ke Kula Kaiapuni o Hau'ula

\*\*\*\*\*

\*\*

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to [spamreport@notes.k12.hi.us](mailto:spamreport@notes.k12.hi.us). This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection. For more info about the filtering service, go to <http://help.k12.hi.us/spam/>

\*\*\*\*\*

\*\*

November 1, 2016

Hawaii Board of Education  
General Business Meeting  
Lance Mizumoto, Chair  
Brian De Lima, Vice Chair

Aloha Chair Mizumoto, Vice Chair DeLima and Members of Board of Education,

We would like to comment on Item VII.A, Board Action on Investigative Committee (a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5(b)(1) investigating issues relating to a search for a Superintendent, including timeline, process, and composition of group conducting search process.

We are a group of advocates who attended the ESSA Boot Camp: Advocating for Equity and Achievement Part 1 on September 27-28, 2016 in Baltimore, Maryland and Part 2 on October 20-21, 2016 in Houston Texas, hosted by The Education Trust (<https://edtrust.org>), who advocates for the high academic achievement of all students, particularly those of color or living in poverty. Hawai'i's team joined representatives from eleven states in Baltimore and eighteen states in Houston for two two-day workshops to learn more about the implementation of the Every Student Succeeds Act (ESSA) to support equity for our students. The Hawai'i team represented advocates from Native Hawaiian, parent, disability, higher education, multilingual, social justice, and education reform communities to discuss both the opportunities and risks for advancing equity and improving achievement under the Every Student Succeeds Act (ESSA).

We are committed to equity in education through either of the state's official languages, English and Hawaiian. We are concerned for specified groups that need particular attention - students with disabilities, students who do not speak the language of instruction, students with socio-economic challenges, and racial and ethnic groups that have historically not succeeded in our schools relative to others. We support the hiring of a superintendent committed to making equity in education the priority within the operational structure (s)he establishes for the DOE.

At the ESSA Boot Camp workshops we learned that accountability and accountability systems are key for encouraging schools to improve outcomes for all students. We expect that in the BOE's Superintendent search, the BOE will look for a candidate who will make equity in education a priority, with an accountability system that:

- Sets a clear expectation that schools must raise achievement for all of their students, not just some.
- Communicate whether schools are meeting those expectations – both for students overall and for each group of students they serve.
- Celebrate schools that are meeting or exceeding expectations for all groups of students, and prompt action in those that are not.
- Direct additional resources and supports to struggling districts and schools to help them improve.

As a collective group, we also established some overarching key points, which we expect the Superintendent candidate to honor:

- A mindset that our children, families and communities in Hawai'i deserve a quality education.

- Hawai'i is a state with two official languages--English and Hawaiian.
- Articulate a holistic and systemic view and vision of what a quality education looks like.
- A desire to have an accountability system that is not punitive, but rather spotlights students, families, schools and communities that need support and/or can be models of innovation and best practices.
  - A move towards multiple assessments, including aligning language, concept and application of “authentic assessments” and quantitative and qualitative measures;
  - A consistency to triangulate curriculum-instruction-assessments in the language of instruction;

Finally, regarding the selection and vetting process of the superintendent, we encourage a professional, open and transparent process with broad public input (similar to higher education search processes).

Thank you for the opportunity to testify.

Mahalo,

Martha Guinan  
Cheri Nakamura  
Sylvia Hussey  
Patricia Halagao  
Brook Chapman DeSousa  
Gavin Thornton  
William Pila Wilson

TESTIMONY for BOE Agenda, November 1, 2016, 1:30 pm, Agenda Item VII. A.

Honorable Vice Chairs De Lima and Mizumoto and distinguished members of the Board:

I am David Negaard, a teacher at Henry Perrine Baldwin High School.

Today I ask that as the Board begins to investigate issues pertaining to a search for a Superintendent, it consider the leadership qualities most beneficial to the students in Hawai'i public school classrooms. As it considers those qualities, I invite the Board to hear the voices of teachers, the professionals closest to and most invested in those students.

I have been a teacher for 18 years, serving under the leadership of nine principals. Before becoming a teacher, I served six years in the United States Navy under the leadership of several officers and worked in the technical sector under the leadership of several managers. The impact each leader had on my morale and the quality of my work was significant, and the leadership style of each was profoundly influenced by top level leadership in each organization. The values and leadership practices at the top inevitably propagated down, and leadership at middle levels mirrored top level leadership. There are always outliers, but in general local leadership reflects the practices of their leaders, and those leaders reflect the practices of those above. The selection of a top level leader such as the Superintendent has repercussions throughout the organization and cannot help but affect the organization's morale and effectiveness from top to bottom.

In the military, most officers knew that the service members who did the work had expertise the officers did not, and treated them with the respect due that expertise. A few thought that their college education and rank made them experts in everything, and they tended to treat their service members badly, negatively impacting morale and indirectly, quality of work—when one feels unappreciated, one's work suffers. In my experience in the Navy, those officers were the outliers, as top level officers tended to take the former view, rather than the latter. In the defense industry, managers generally respected the expertise, skill, and training of their employees, and knew that good treatment was key to positive outcomes.

In 18 years teaching, I have been surprised that my experience with leadership has been the inverse of what it was in the Navy. Of the nine principals I have worked with, just three maintained work environments that fostered innovation, built high morale, and inspired excellence both among their staffs and in the student body. Those three had qualities in common, qualities I believe essential in a top-level education leader:

- All three respected and appreciated the special expertise, unique experience, and strong commitment of teachers
- All three respected and appreciated the detailed knowledge teachers had of the students in their classroom
- All three trusted teachers and especially trusted teachers' motives



- All three invited and encouraged teachers to take the lead in most matters—each understood that teachers were the experts
- All three listened closely to what teachers had to say—listened to understand, rather than direct or correct

Each of these principals had been a teacher for more than a decade before becoming a principal, each had loved being a teacher and remembered it with fondness, and each was deeply committed to not just the academic development but the overall well-being of students. Each held a lofty vision of what school could be—a living vision that grew over time, inspired teachers to share and expand on that vision, and connected that vision with both teacher and student aspirations. Each fostered a safe, supportive school culture where teachers and students could take risks and even fail in pursuit of excellence without being crushed by punitive consequences. Each saw teachers as partners and colleagues, rather than as cogs in an educational machine of their design.

Unfortunately, each of these three was an outlier, swimming against the stream established by district leadership. They were great principals in spite of, rather than because of, district culture. They took that chance because they were so committed to the greater good that they were willing to risk punitive consequences themselves for the sake of their students, their teachers, and their schools.

As the Board considers who might best serve as Superintendent of the Department of Education, I encourage them to consider the influence that choice will have on leadership throughout the DoE and rather than seek a manager and bean counter, instead look for an experienced teacher—both visionary and supportive—perhaps one who in addition has been one of those rebel principals who fostered a vibrant, living, dynamic school culture during their tenure.

I further recommend that the Board seek candidates grounded specifically in the classrooms, schools, and culture of Hawai‘i. When the BoE adopted Policy E-3: NĀ HOPENA A‘O (HĀ) I was torn: on the one hand, I sincerely want to see HĀ become “foundational not only to students, but to the *entire HIDOE system*, including teachers, staff, and administration,” (Qina‘au 3) but on the other hand I cannot help be skeptical when this impactful and meaningful framework does not demonstrably reflect “the Department of Education’s core values and beliefs in action throughout the public educational system of Hawai‘i” (Qina‘au 4).

A home-grown Superintendent—one whose vision for Hawai‘i public schools grows out of experience in and with those schools and embodies the outcomes articulated in HĀ—would provide a shining example for all DoE leaders and could lead the charge for a paradigm shift toward schools that serve the whole child, empower innovation in teaching and learning, and anchor Hawai‘i public education in the place and culture of Hawai‘i.

The DoE is amply equipped with people who can, under the Superintendent's direction, take care of the nuts and bolts of operation. Our head executive need not be a manager at all, and can instead be our navigator, setting our course by the stars and seas of this place. We don't need a luna; we need a visionary leader, one who has the heart of a teacher.

### Works Cited

Qina‘au, J. (2016). BOE Policy E-3: Nā Hopena A‘o (HĀ). Honolulu, HI: McREL International.  
<http://www.hawaiipublicschools.org/DOE%20Forms/HA-Article-July2016.pdf>. Accessed  
30 October 2016.

Joan Kamila Lewis  
91-1018 Kaimalie Street, R4  
Ewa Beach, Hawaii 96706

November 1, 2016

Hawaii State Board of Education  
1390 Miller Street, Room 404  
Honolulu, Hawaii 96813

Dear Chairperson Mizumoto and fellow Board Members;

As a 28 year Hawaii Public School Teacher, a former HSTA state leader, and a 51 year Hawaii resident/citizen of Native Hawaiian ancestry, I am asking you to please reconsider your decision to conduct a State Superintendent search and, instead, retain the current State Superintendent, Kathryn Matayoshi. Her leadership, as per your own evaluation, has helped our students and our schools move in the direction that benefits us all. As a leader who sees our school system as one school system, she is the very individual you need in place to ensure that the governor's vision of true school empowerment occurs.

Change of any kind is difficult in a system such as ours. Throughout my career, I have served under numerous superintendents and followed policies created by numerous iterations of the Hawaii Board of Education. When I first started teaching, and a new initiative came to the schools from Miller Street, all the veterans had a saying, "This too shall pass." They were speaking to the notion that if we changed nothing, in short order the state would be on to something else. This has been different under Superintendent Matayoshi. From Ka'u, Hawaii to Kalaheo, Kaua'i and all points in between, we speak the same educational language. We may not agree on SLOs or AVID or any of the abundance of acronyms and ideas that are in the DOE, but we all know exactly what they are and that we cannot wait them out. I would posit that is a primary reason that her detractors want her gone. It is tough to fly below the radar when the system has developed a set of checks and balances that cannot hide under the chaos of changing leadership.

I have lived through the change in leadership too many times to count. In each change, there is an extensive and expensive overhaul of curriculum materials, a ridiculous amount of musical chair movement at all levels of the department, and a level of chaos that can bring the system to a crawl. This superintendent can carry out the change of direction that both you and the governor want without the loss of forward momentum that has been gained over the past six years.

I also believe that Superintendent Matayoshi's training as an attorney has helped the state education system navigate the changes in law at every level in government and her "outside the DOE" status helped her take on the many sacred cows that those leaders born and raised in the DOE could not. There may be those who believe that the initiatives that were designed under this administration to address the edicts of No Child Left Behind were too "top down" or that the decision to enter into an agreement for Race to the Top was misguided, but in trying to make sure that our state, our schools, our teachers, administrators and, most especially, our students were shielded from the sanctions that came from NCLB, she demonstrated that we can create a state system that truly functions as the unique being that it is. Indeed, our education system lives and dies by the laws that are created at both the state and local level and Superintendent Matayoshi's knowledge of how to address them has helped us secure funding and recognition that has ultimately benefitted our educational mission.

I believe that many wrongly lay the issues with Common Core and testing at her feet. Common Core was an initiative that the Governors and State Superintendents throughout the country adopted to make sure that there was again a consistency of language and expectations throughout the system; in this case the United States system. That she has demonstrated the ability to move the system to meet the expectations set forth by others should not be held against her, but rather seen as evidence that she can continue to do so. More decision making at the school level cannot come at the cost of maintaining an equitable and effective state system. There must be a careful balance that exists or we run the risk of going back to a time when fiefdoms ruled the DOE and whoever had the ear of certain decision makers gained favor, often at the expense of those who don't. I would also attest to the fact that school level decision making requires that all parties at the school level be prepared for the authority and the responsibilities that come with it.

Throughout my career, we have had School Community Based Management, School Community Councils, Student Weighted Formula discussions, and accreditation protocols that required exactly what Governor Ige envisions. I can personally attest that simply passing a law to make school empowerment possible doesn't guarantee its efficacy. It isn't empowerment that can be given, it is the conditions for it to exist that must be developed. The DOE, under Superintendent Matayoshi's leadership is poised to do exactly that. The DOE/HSTA Joint Committee for EES, the Principal's Roundtable, and the Teacher/Leader Workgroups that exist for every initiative the DOE is carrying out under the BOE policies speak to creating empowerment opportunities. I can assure you that this is more difficult than most people understand because too often we are entrenched in the roles we think we have. For teachers to be empowered, they have to see themselves as equal partners with administrators even if these partners are also their supervisors. That is a paradox to many and it is not going to be easier with a new superintendent. You will hear that teachers and administrators live in fear of retaliation and punishment, but for both teachers and administrators, union membership and protection are a given. Union members must utilize their union memberships to organize if they believe that their working conditions or worker rights are being impaired, not try to change the players on the employer's side of the table. Without following the appropriate legal and employment protocols, our system will not function appropriately regardless of who leads.

Superintendent Matayoshi has led the way for the development of the Office of Hawaiian Education. For the first time in 28 years, Hawaii is at the center of our education system. Moreover, I believe that it is the beginning of a sea change for all Hawaii residents. The development of Na Hopena A'o speaks to the need for all of us to live in a manner that develops the whole person. This program is in its infancy and I truly believe that when it is in full maturity, it will provide the road map needed to make the ESSA Team's Blueprint a reality. More importantly, I think it provides a frame for everyone to understand that Hawaii is not a place that is less than in anyway. Our ideas and way of life are unique and can actually light the way for the world. I believe a change in leadership, especially should someone without Hawai'i's roots or ties be hired, will kill this before it takes root and we will once again be relegated to the belief that we don't know what's best for us so we must always listen to those from somewhere else.

Finally, our schools are making progress in all the areas that people think matter. Absenteeism is down. College attendance and completion numbers are moving up. Graduation rates, the most important indicator in my opinion, are on the rise as are scores on the AP exams. By seeing our state system as one system, Superintendent Matayoshi has provided ways for schools to share best practices that may be occurring throughout the system with everyone in the system. We can improve, but if we remove this superintendent, what we will be doing is starting over, and our system, as identified by your glowing evaluation of Kathryn Matayoshi, doesn't seem to need a complete do over.

Please allow Kathryn Matayoshi to lead us through the ESSA transition, she has proven that she is the right woman for the job.



Anela Iwane <anela.iwane@gmail.com>

11/01/2016 10:16 AM

To testimony\_boe@notes.k12.hi.us

cc

Subject TESTIMONY

Aloha e Chairperson Lance Mizumoto and Members,

My name is 'Ānela Iwane and this is my tenth year serving in the Hawai'i public education system as a Hawaiian immersion teacher at Ke Kula Kaiapuni o Hau'ula. I also am a product of the public education system and will be sending my son to a public school when he becomes of age. I strongly urge you to rescind your decision to seek a new Superintendent and extend the contract of current Superintendent Kathryn Matayoshi so that she may continue fulfill her commitments and serve our keiki, schools, and communities in Hawai'i.

A great leader once declared, "He wa'a he moku, he moku he wa'a," (which loosely translates to "The canoe is our island, and the island is our canoe.") as the theme of our Hawai'i educational school system. A leader who supports and implements a theme such as this understands that leadership needs to be collective in order to be successful, knows how to navigate and adjust the sail plan when faced with different challenges, and plays a critical role in guiding crew members to our common destination. The great leader and navigator I am referring to is our current Superintendent, Kathryn Matayoshi.

Superintendent Matayoshi understands and implements collective leadership and this type of leadership has trickled down to our Complex Area through our former Complex Area Superintendent Lea Albert, to our current Complex Area Superintendent Matt Ho, to our school with our Principal U'ilani Kaitoku, to our department and grade level teams, and even in our school community through the development of school leadership teams. At each layer, the theme of "He wa'a he moku, he moku he wa'a," has guided our decisions and implementation plans. We all know what our responsibilities are and how we all need to be working together to move our educational canoe forward. At our school, we created many partnerships with many schools in and outside of our district, community members and organizations. These connections and collaborative efforts have greatly impacted the well-being and education of all of our Hau'ula students and support the vision of our school's Hawaiian immersion program, "Lako ka 'upena i ke kaiaulu," our nets are filled by and for our community.

Superintendent Matayoshi is a distinguished leader in that she adjusts the plan after listening to feedback from those she serves and the community. As a teacher, it was challenging to adjust to the new evaluation system. However, every year since its implementation our union has worked with Superintendent and her leadership team to adjust and revise the teacher evaluations based on the feedback received from all stakeholders, while maintaining high standards of educators, like me. It is so sad that not many public leaders can make drastic, yet necessary changes, to their plans once implemented, even though those plans affect the people, they claim they are serving.

Superintendent Matayoshi has helped to navigate us to many great destinations. As a member of the 'Aha Kauleo, a community organization of Hawaiian immersion stakeholders, under her leadership we have seen the following:

1. An official administration of a Hawaiian language assessment developed by the collective community of stakeholders to be used and reported in the Strive HI

Accountability System for meeting federal accountability, upon meeting peer review.

2. The establishment of the Office of Hawaiian Education (OHE) responsible for the implementation of BOE Policy 105.7 Hawaiian Education Programs and 105.8 Ka Papahana Kaiapuni.

3. The allocation of resources necessary to strengthen the delivery of Kaiapuni education practices such as the development of a Hawaiian language proficiency scale and Hawaiian Language Arts K-12 standards.

4. Support to create a permitting process necessary for meeting a continuous Kaiapuni teacher shortage.

5. The responsiveness of the system to transform the public education system by piloting Nā Hopena A'o in a manner that is reflective of a collaborative process, transparency and collectivism.

By renewing her contract, she will continue to work with all of us, even at the school level, to assist our students, teachers, administrators, and community to positively transform our public education system. For three consecutive years, you have given her a rating of "Exceeds Expectations," on her annual job performance evaluation which makes me question the reason for seeking a new Superintendent in the first place. I'm confident that if her contract is renewed, she will have continue to have consecutive yearly ratings of "Exceeding Expectations" on her annual evaluation. I strongly urge you to rescind your decision to seek a new Superintendent and extend the contract of current Superintendent Kathryn Matayoshi so that she may continue fulfill her commitments and serve our keiki, schools, and communities in Hawai'i.

Me ka 'oia'i'o,

'Ānela Iwane

Teacher, Hau'ula Elementary School

\*\*\*\*\*

\*\*

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to [spamreport@notes.k12.hi.us](mailto:spamreport@notes.k12.hi.us). This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection. For more info about the filtering service, go to <http://help.k12.hi.us/spam/>

\*\*\*\*\*

\*\*

November 1, 2016

Honorable Chairman Lance Mizumoto  
Hawai'i Board of Education  
1390 Miller Street  
Honolulu, HI 96813

**RE:** General Business Meeting, November 1, 2016  
**Agenda Item VII. A.** Board Action on Investigative Committee (a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5 (b)(1) investigating issues relating to a search for a Superintendent, including timeline, process, and composition of group conducting search process

**Position:** Providing Comment

Aloha mai kākou,

My name is Kau'i Sang and I am the Director of the Office of Hawaiian Education (OHE) under the direction of the Superintendent of the Hawai'i Department of Education. I am here in my official capacity to provide comment on the agenda item noted above. By providing comment today, it is my hope that the Board deeply contemplates its decision to replace Superintendent Kathryn Matayoshi and to consider a process forward that is inclusive, transparent and collaborative.

The Governor's office and the Department of Education (Department) are currently engaged in the development of multiple plans and OHE has been fortunate to engage in all of these processes. As a former teacher, state level Kaiapuni educational specialist, parent, and now Director, it is clear to me that plans are only as effective as the implementation steps that follow. Until there is clarity around the plans, OHE is asking the Board to delay the process to seek new leadership until the direction ahead becomes clearer.

In addition, I would like to provide comment that I hope might have an influence on the design of the process to seek a new superintendent. It is ever more evident that inclusionary, transparent actions and meaningful collaboration lead to successful outcomes. As an example, the Board of Education set precedence in the processes employed and setting of conditions that led to BOE Policy E3 Nā Hopena A'o. The following HĀ principles are still under refinement but are at enough of a point to clearly articulate its value and potential design principles to consider.

1. **HĀ Exists:** It is important to understand the readiness to accept, acknowledge and live by the attitudes, behaviors and dispositions described in Nā Hopena A'o. HĀ-full attitudes, behaviors and dispositions are important requirements for positive engagement. If HĀ exists in the process for seeking a new leadership, what checks and balances might be put in place so that HĀ will be present in the search process?
2. **HĀ is an Exchange:** As in breathing, HĀ is a two-way exchange. Considerations for the delicate balance required so the breath of our system is not restrictive and not one direction is essential. How might the process to seek new leadership be respectful of people, places and things so that hard conversations can occur with minimal to no negative impact on people?
3. **HĀ Comes Whole:** HĀ requires a strong bonding of 'ohana in the face of opportunity and challenge. Acknowledging positive contributions from all and self-regulating the commitments we make to each other can strengthen relationships over time. As the Board contemplates the way forward, how might the HĀ be the glue to hold the wholeness of the process?



4. **HĀ Strengthens:** The strength of the whole provides a more resilient foundation than having to stand in parts. The Department should be proud of its progress but not become complacent with the work of solidifying the system. At the end of the process, what is the vision for a stronger system and what might the leader need to embody to take the Department down that path?

Under the direction of the current superintendent, OHE has made significant strides in a very short timeframe. The theory of action to support Native Hawaiian learners in all contexts and to broaden the provision of Hawaiian education learning targets for all students is built on inclusionary, transparent and collaborative practices. The development of the OHE delivery plan to meet the guides of BOE policies, were founded on the practice of inclusivity, transparency and collaboration. OHE is proud to report that we are experiencing success in delivering to the goals of the first year of the plan, and commends the contributions that have been made by Native Hawaiian education community partners such as the 'Aha Kauleo, Office of Hawaiian Affairs, Kamehameha Schools, the University of Hawai'i system, Hawaiian Civic clubs, the parents, students, teachers, administrators, kūpuna, and many other friends.

Native Hawaiians are the largest population of students in the Department. To that end we must be mindful of how we engage with that community for the benefit of those we serve. The Native Hawaiian education community has taken leadership for longer than the existence of State law, and we should learn from the resilience and strength to always show up as an 'ohana.

As I close, I would like to restate the two requests I am making today. First, in acknowledgement of the leadership and boldness of a superintendent to go where others have often cowered, I would like to commend Superintendent Matayoshi and ask that you delay the search process until a time that there is more clarity in the direction forward. Secondly, I ask that you consider how the work of Nā Hopena A'o might influence the process for seeking new superintendent. I humbly offer these comments and am available for questions or comments. Mahalo.

Kau'i Sang, Director  
Office of Hawaiian Education  
dawn\_sang@notes.k12.hi.us  
(808) 305-9723

## Late Testimony

Aloha Kakou,

My name is Christopher Hampe. I am a father of two boys currently enrolled in the DOE.

I stand opposed to the search for a new Superintendant and in support of retaining Superintendant Matayoshi.

With that said, my testimonial is more about your na'au. Basically this is "gut check time" for the current Board of Education members.

The press release regarding Superintendant Matayoshi's performance review stated:

For the third consecutive year, the Hawaii State Board of Education (BOE) gave Superintendent Kathryn Matayoshi an overall rating of 'Exceeds Expectations' in her annual job performance evaluation. According to the BOE, the Hawaii State Department of Education (HIDOE) continues to make progress in key systemic areas from progress on addressing the statewide achievement gap to the expansion of community engagement with a focus on career and college.

Now, only a few months later, there is sudden need for change? Ironically, BOE chair Lance Mizumoto was quoted saying, "This is an ideal time to transition to new leadership that will help the DOE continue its efforts to reduce the achievement gap and prioritize achievement for all students." As a board, didn't you just praise Superintendant Matayoshi for her efforts in these areas?!?

Furthermore, have you forgotten that the BOE formulates statewide educational policy and appoints the superintendent as the chief executive officer of the public school system? Therefore, it is your responsibility to be the buffer between politics and education. The governor should not have a direct influence over the BOE decisions, nor the Superintendant. This is Hawaii law.

This brings up another question. Why is there a Governor's ESSA Team and where is the financing coming from? If, by Hawaii law, it's the BOE's responsibility to set policy and the Superintendant and the DOE to implement said policy, where did the Governor get the authority and financing to set up a multi-member ESSA Team? I truly hope it is not from the extremely tight DOE budget. Also, if, as former BOE member Jim Williams claimed, these actions violate Federal law, and you follow along, are you not an accessory to these criminal acts?

Superintendant Matayoshi has made great documented and verifiable strides in Hawaii education. She and the HIDOE have gained national recognition during her tenure. She has continuously received exceptional performance reviews from your board. Are there areas that still need to be addressed? Absolutely. In an organization as big as the HIDOE, with as many hoops and hurdles, it takes time. But things are moving in the right direction, and more importantly, in the best interest of the keiki of Hawaii. Making a change now means starting all over again. It will take several years for a new administration just to get up to speed and hopefully get back to this point. How is this in the best interest of the keiki?

We all learned right and wrong as children, but some adults let it get blurred. Never forget, your position is about the children, not the politicians. As a board, I ask that you stand up for what is just. If you believe Matayoshi should remain Superintendant, stand up and declare it. If the Governor's ESSA Team is violating your power and Hawaii law, stand up and call him on it. If you know either or both to be true, and do nothing, then it truly is "gut check time." I ask each of you to look into your na'au and ask yourself, "Why am I here?"

Mahalo,

Chris Hampe

### TESTIMONY For BOE GBM Agenda Item VII A, November 2, 2016 Regarding the Search for a New Superintendent

Aloha mai kakou and mahalo for the opportunity to share testimony regarding the search for a superintendent.

I came here with the perspective that we are all ohana responsible for the keiki in our system. I sit here today as someone who has worked for and with students since my college days at UH Manoa. Since then, I have dedicated my life to helping students find their inspiration. I currently get to live out this mission as the Nā Hopena A'o (HĀ) Special Projects Manager in the Office of Hawaiian Education. Like many, I came to the DOE because I love kids and wanted to serve them. But sadly, we all comprise a system that no longer serves our needs and each one of us is dying a slow death of a thousand and one bureaucratic paper cuts.

We are currently confronted with an incredible opportunity to model HĀ and benefit from what it has to teach us as we determine what leadership should navigate the department as we move forward. I worked closely with Superintendent Matayoshi and her team for two-years as her Special Assistant. I got to see how the sausage was made. What I realized is that the public education system is like a he'e who is one body with many arms. You cannot just cut off an arm, but you must get all the arms to swim together. Right now, it feels like all our legs are swimming in different directions and our head is constantly in a state of flux. How do we get the multitude of entities and stakeholders that make up the legs of our he'e such as the legislature, unions, the Governor's office, funders, community groups, AG's office, the feds, the BOE, etc. to swim in the same direction?

I am not here to defend the Superintendent, although I found her to be an exceptional leader similar to your own BOE evaluations of her tenure, but I am here to request that the BOE consider this opportunity to put HĀ into action and be a model for the system. I ask that the BOE consider going through a Hā based community engagement process to first determine the course on which we plan to head collectively and then what leader can help get us there. My concern is that perhaps we decided too quickly that Superintendent Matayoshi is not the right fit, without clearly knowing what direction we are heading in. Currently, we are in draft stage of strategic plan, a Governor's blue print and an ESSA plan. Perhaps we wait to see what those processes tell us about where we are going. We can then more clearly determine what type of leadership is most appropriate for this time – who can work to get the he'e legs moving in unison.

If the final decision is to select a new superintendent, I hope the board will also take into consideration the ripple effect of leadership change. You would be hard pressed to find a stronger assistant superintendent team in any state. But in the case of change, the board might consider developing a plan to support a positive transition with clear understanding that we won't be throwing the baby out with the bathwater. There are some phenomenal movements taking place in the department whose roots need nurturing and the board needs to ensure to malama those roots because it is what's best for kids.

I come here today not to point fingers or offer solutions, but that we all point a finger back at ourselves and ask is this what is best for our keiki as we are an ohana. With that at the core of our work, we will always be on the right path. Before you head into executive session, perhaps take a walk outside and look to the manu o ku, the fairy terns, and the parrots and reflect on the namesake of this building and listen to what they might tell you about how we can help kids fly and how we can E opu alii – have the heart of a chief and approach this with aloha

Mahalo for your time,

Jessica Worchel

Nā Hopena A'o Special Projects Manager, Office of Hawaiian Education, HIDOE