



Osa Tui/MCKINLEY/HIDOE

02/28/2017 09:37 AM

To testimony_boe@notes.k12.hi.us
cc Lance
Mizumoto/BOE/HIDOE@HIDOE,
Brian De Lima/BOE/HIDOE@HIDOE,
Subject Testimony GBM 3/7/17 on Teacher
Evaluation Policy 203-4

Chair Mizumoto, Vice Chair De Lima, and members of the BOE,

I urge the Human Resources Committee to take up a **reexamination of Board Policy 203-4** at its March 21, 2017 meeting.

<http://boe.hawaii.gov/policies/Board%20Policies/Teacher%20Performance%20Evaluation%20Policy.pdf>

On October 4, 2016, over five dozen pieces of written and oral testimony were provided to the Board to consider taking this up at a future meeting.

<https://lilinode.k12.hi.us/STATE/BOE/Minutes.nsf/ebb43af14ca5cdb30a2565cb006622a8/4d24a6761b4aab7c0a25805100090591?OpenDocument>

<https://youtu.be/KRphBfw3V7o>

In the five months that have elapsed, the Human Resources Committee and the Board have failed to take up this **vestigial Race to the Top barrier** which is **preventing headway in the current negotiations process** .

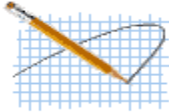
On July 16, 2014, David Ige publicly stated,

*As your Governor, **I will work with the Board** to immediately place a hold on the components of the Educator Effectiveness System (EES) that educators have identified to be part of poor design and implementation until we are able **to re-assess and come up with a more responsible solution that builds morale, capacity, and professionalism.***

<https://www.scribd.com/doc/235376547/2014-07-16-Letter-to-Educators-HSTA-Pension-Add>

Please help us be able to negotiate that more responsible solution that builds morale, capacity, and professionalism. As time goes by, **there are very few opportunities left** for the Human Resources Committee (March 21, April 18) **to make changes for the full Board to review and approve** before this year's legislative deadline **to get a ratified contract** funded.

Osa Tui



Larry Denis III <larrydenishsta@gmail.com>

03/02/2017 04:12 PM

To testimony_boe@notes.k12.hi.us

cc

Subject Testimony for March 7, 2017

State of Hawaii Board of Education

Tuesday, March 7, 2017

General Business Meeting

TESTIMONY

Lawrence Denis III

Computer Resource Teacher

Waikoloa Elementary & Middle School

Re: Action Item **B.** Board Action on proposed legislation being considered during 2017 Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of Education:

My name is Lawrence Denis III, and I am a Computer Resource Teacher at Waikoloa Elementary & Middle School. I have been a teacher for 14 years.

I am submitting testimony today on Item B, Board Action on proposed legislation being considered during 2017 Legislative Session.

I urge you to help get us a good contract that compensates us fairly, increases the amount the State will pay for our already expensive health care and improve our working conditions.

As the President of Kona Chapter, with about 600 teachers, it saddens me when I do school visits and hear from teachers, including brand new teachers, that they plan to retire or move back to the mainland at the end of this year. When I ask why they say they are not being treated fairly or they can't make a living here because the cost of housing is so high.

Please do all that you can do to support teachers and the students we teach. I appreciate your help.

Thank you,

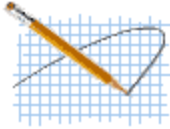
Lawrence Denis

LarryDenisHSTA@gmail.com

**

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. 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/>

**



Barbara Haight <surfer.mom@hotmail.com>

03/04/2017 01:24 PM

To "testimony_boe@notes.k12.hi.us"

<testimony_boe@notes.k12.hi.us>

cc

Subject Testimony

From: Barbara L. Jensen-Haight

Position: 6th Grade English Language Arts Teacher

Location: Waimea Middle Public Conversion Charter School - Kamuela, Hawaii Island

- General Business Meeting, March 7 Action Item B. Board Action on proposed legislation being considered during 2017 Legislative Session

Dear Board,

I am in my 19th year of teaching at our town's local public school. The offer from the state during this upcoming contract negotiations has been an incredibly saddening and stressful to me.

The idea that my take-home income will actually be LESS is very stressful and the fact that this shows how little our state respects and appreciates the incredibly challenging and stressful work being a public school teacher is, is extremely sad.

As I am struggling as a single mother to help my daughter finish college - I have to provide health insurance for us. The fact that my premiums have constantly gone up, and that I am not receiving much of any increase in pay that covers that increase - is already demeaning and frustrating to me and to our profession.

It is a well-known fact that educators in our state have one of the lowest salaries - when cost of living is taken into consideration. Teachers are professionals who have worked very hard to become "highly-qualifoied" to meet the standards the State sets to be eligible for this career path.

It is only right that all the years of education and the special sets of skills teachers need, in order to meet the diverse needs of our students, be acknowledged appropriately. We love education and being in the classroom, however much we would love to give our efforts as a "labor of love", we have families to support - often as single parents. It is disrespectful to treat teachers as anything other than the professionals we are.

As it stands, Hawai'i is undermining the role teachers play in the welfare of our State's children. If this contract puts teachers further behind in any hopes of surviving financially, retaining and recruiting teachers will not be very successful. This seeming lack of acknowledgment of what it takes to teach all day, by not compensating us appropriately, is demeaning.

Please provide the income raises and benefits - please cover our health insurance to support us. Please provide a way for seasoned teachers to advance in steps each year to feel there is some hope for our future and proud to work for this state in this profession.

Sincerely,

Barbara L.J. Haight

**

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. 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/>

**



Rene Stroud <renestroud@gmail.com>

03/04/2017 01:56 PM

To testimony_boe@notes.k12.hi.us
cc
Subject testimony

State of Hawaii Board of Education

Tuesday, March 7, 2017

General Business Meeting

TESTIMONY

Rene` Stroud

Innovations Public School

1st/2nd grade teacher

Re: Action Item **B.** Board Action on proposed legislation being considered during 2017
Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of
Education:

My name is Rene` Stroud, a teacher at Innovations Public Charter School. I have been a teacher
for 23 years and currently teach a lively group of 23 1st and 2nd graders.

I am submitting testimony today on Item **B**, Board Action on proposed legislation being considered during 2017 Legislative Session. We are asking for your support for more funding for public schools, and specifically our proposals for a constitutional amendment to create a steady funding stream for the DOE. It is important that we increase education funding so we can attract and retain teachers. In particular, I would like to focus on making settling our contract a priority and specifically the following issue.

I love what I do...teach and touch the hearts & minds of our island keiki! It would be great to receive the support of the State of Hawaii to continue to challenge and guide our students to higher levels of success, to be all that they can be and to give back to their homes and communities as successful citizens. However, to accomplish such goals the State of Hawaii need to take care of their dedicated teachers by providing fair and appropriate compensation for teachers pay and lower employee health premiums. One of the biggest challenges for living in the State of Hawaii is the cost of living, housing, state taxes, health care in an island system, etc. Please help support teachers by proposing a fair and supportive contract!

Mahalo for your time and consideration in this important decision for the future of our keiki!

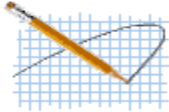
Rene` Stroud

renestroud@gmail.com

**

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. 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/>

**



Elizabeth Bauer <ebauer6610@gmail.com>

03/04/2017 02:21 PM

To testimony_boe@notes.k12.hi.us

cc

Subject Testimony: March 7th BOE Testimony

Elizabeth Bauer, Regular Hawaii Elementary Education teacher for 21 years.

It is frustrating to wait each contract for any recognition of just due, for cost of living increases, for understanding of the importance of education in the 21st century, for support of teachers and

students in pursuit of educational goals, and for legislative approval. In the past 21 years I've went on strike, been furloughed, and (the worst) had a contract forced on me. In addition, the B.O.E. recently became appointed by the governor, instead of elected by the people. It is no wonder why Hawaii is having difficulty filling positions and keeping qualified teachers. We need to do more than pay "lip service" to public education. We need to actively put the money into education. All evidence points to the strong effect of quality teachers on education. Thank you for your time and consideration.

**

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. 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/>

**

State of Hawaii Board of Education
Tuesday, March 7, 2017
General Business Meeting

TESTIMONY

Dr. Pascale Creek Pinner, N.B.C.T.
Hilo Intermediate School
Secondary Science Teacher

Re: Action Item B. Board Action on proposed legislation being considered during the 2017 Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of Education:

My name is Pascale Creek Pinner, a teacher at Hilo Intermediate School. I have been a teacher there for more than 28 years and I currently teach 8th grade Earth/Space Science.

I am submitting testimony today on Item B, Board Action on proposed legislation being considered during the 2017 Legislative Session. We are asking your support for more funding for public schools, and specifically our proposals for a constitutional amendment to create a steady funding stream for the DOE. It is VITAL that we increase education funding so that we can not only attract and retain excellent teachers, but we can continue the positive trajectory of increased student achievement. I call on you to prioritize settling HSTA's contract and specifically ask for your help with the following issue:

Fair and appropriate compensation that includes competitive teacher pay, health premiums that are fair and supplemental pay for teacher leaders and hard-to-staff areas.

As the former State Teacher of the Year and a Presidential Awardee in Science, I believe in our public schools. So much so, that I earned my doctorate in Educational Leadership in 2012, but still remain as a teacher in the 8th grade science classroom. Additionally, both of my children are/have been students who attended Hilo High School, one of our public schools worth supporting here on the island of Hawaii.

My years of experience, my accolades and my advanced degree should be compensated fairly. Unfortunately, that simply is not the case. Ironically, I have received offers for other education roles on the mainland with much higher pay, but this is my home and where I want to continue and eventually end my teaching career.

We were promised some relief from rising health care premiums, but that also has not happened. With two kids in college next year, I will probably have to take a 2nd job to support their college endeavors, something which I did not expect to have to do this far into my career!

Please support the teachers who provide our keiki the education they deserve!!

Mahalo,

Pascale Creek Pinner

Pascale_Pinner@notes.k12.hi.us

State of Hawaii Board of Education

Tuesday, March 7, 2017

General Business Meeting

TESTIMONY

Aaron Kubo M.A.T.

Hilo Intermediate School

Secondary social studies

Re: Action Item B. Board Action on proposed legislation being considered during 2017
Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of
Education:

My name is Aaron Kubo, a teacher at Hilo Intermediate School (HIS). I have been a teacher for
12 years and currently am an eighth grade United States (US) History/ English Language Learner
(ELL) inclusion educator.

I am submitting testimony today on Item B, Board Action on proposed legislation being
considered during 2017 Legislative Session. We are asking for your support for more funding for
public schools, and specifically our proposals for a constitutional amendment to create a steady
funding stream for the DOE. It is important that we increase education funding so we can attract
and retain teachers. I call on you to prioritize settling HSTA's contract and specifically ask for
your help with the following issue.

Support of ELL students.

As of the 2011-12 SY, Hawaii's ELL population was 24,750 out of the state population of
183,300 students (roughly 13.5%). This number has been steadily rising over the last few
decades and is expected to increase for the foreseeable future as Pacific Island nations lose land
to rising ocean levels and make use of their CFA with the US to enter US schools.

The Hawai'i Department of Education works to ensure that ELLs: 1. have access to educational
opportunities, 2. develop high levels of academic attainment in English and 3. meet the same
challenging State academic content and student achievement standards. Services provided to
ELLs implement the requirement of Title VI of the CRA of 1964 and EEOA of 1974.

Teachers providing educational services to ELLs are required: to have at least 6 credits in multicultural education and to have at least 12 credits in multicultural education if they are the “teacher of record” for that ELL. ELL services are administered using the WIDA Consortium: ELP Standards and ACCESS for ELLs Assessment.

Teachers need practical, researched-based strategies and resources in order to teach, evaluate and nurture ELLs and the DOE is currently not doing this. Especially with a wide range of English language and academic levels with little to no training. Many times ELLs are being given standardized tests in English before they are proficient in the language. The DOE does not help to facilitate communication among teachers, students, parents and the community. According to the Every Student Succeeds Act (ESSA) Accountability for English language proficiency (ELP) has moved from Title III to I; the new law will now hold schools, not just districts, accountable for educating ELLs. Collaboration and coordination is necessary from the HDOE to each individual school. Some schools are utilizing ELL inclusion with little to no training in both dealing with effective second language instruction and inclusion.

Right now all parties are suffering, however, by creating an English Language Learner Committee, with representatives from both the HDOE and HSTA, can research, discuss and problem solve ways to address the problems/concerns discussed above. It is important to take into consideration every situation at the school level as every situation is different. This will take time, fortitude, cooperation and collaboration to accomplish these goals but the time to start is now!

If you address the issues I have brought forward, my testimony will be an important step in establishing the schools our keiki deserve.

Thank you,

Aaron Kubo

tgmoeh@hotmail.com



Amanda Seymore <hstaseymore@gmail.com>

03/05/2017 11:39 AM

To testimony_boe@notes.k12.hi.us

cc

Subject Testimony

To Whom It May Concern:

On March 7, you will be holding a meeting and I plan on attending and I hope to speak to you. If I do not, I want to share with you my thoughts, opinions and personal story.

My name is Amanda Seymore and I am originally from Pennsylvania and I have been living and teaching on Oahu, in Central District, for 6 years now. I am a PROUD middle school Special Education public school math teacher.

I love my job, my school but most importantly, my students. However, being a teacher no longer means anything, in my opinion, to the Board of Education. I would be interested in knowing what profession has employees working for free on weekends, holidays, during days off of school and past their work hours and doing it almost every day. Teachers do that. I don't get paid overtime when a parent reaches out to me concerned for their child's academics and behavior in class. I can't ignore the message over the entire weekend. I can't let paperwork go ungraded because the bell rings at 2:05pm and I have meetings to attend and they don't finish until well after 3:00pm. So I grade them over the weekends. If a student emails me telling me they need further explanation on what they did wrong on a problem, I can't just tell them go figure it out for yourself, school is out for the day.

Many of our teachers work a second job, some even have a third. Teaching is to be a career, one to where you can live off of. Career such as a doctor, that is educated by a teacher, a lawyer that was also educated by a teacher, by a Board of Education member, that was taught by a teacher. There is no other profession in the world that affects every other profession. Celebrities went to school and had a teacher, professional athletes had teachers growing up, police officers had a teacher growing up and even farmers had a teacher that affected them in their life.

All that teachers ask is that we are treated fairly and professionally and paid how we should be paid. Everything that we do, as teachers, we do for our students. Education will never be a dying profession but there are fewer teachers in Hawai'i because we aren't paid well.

Thank you for taking the time to read this and I hope that you have not taken any offense to their letter but to take away that the fact, teachers are struggling to do right by their students and to have a life, when education is our life.

Sincerely,

Amanda Seymore

Aliamanu Middle School Special Education Math Teacher

**

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. 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/>**

**



sheila yuasa <ssheilayuasa@yahoo.com>

03/05/2017 01:39 PM

To "testimony_boe@notes.k12.hi.us"

<testimony_boe@notes.k12.hi.us>

cc

Subject testimony (March 7, 2017 meeting)

Dear Chairman Mizumoto, Vice-Chair DeLima and Members of the Board of Education:
General business meeting for March 7 ,2017 action item B. (Board action on proposed
legislation being considered during 201617.)

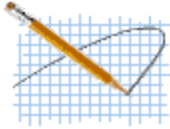
Aloha, my name is Sheila Yuasa, and I am a teacher at Mililani High School. I have been a proud member of the MHS faculty for the past 16 years. I vividly recall going on strike in my first year of teaching, and I have no desire to see my colleagues, my students, and their families go through that experience again. Therefore, I am submitting this testimony as a small step toward a contract settlement. During our recent negotiations, it has come to my attention that my salary is between \$15,000- \$26,000 lower than mid-career teachers in most other states. One way to remedy this situation is for the BOE to approve automatic step increases based on years of service. From what I have heard, City and County of Honolulu employees already receive this increase; therefore, it is only fair to provide the same compensation to teachers as well. Also, this year I have begun mentoring beginning teachers, and it saddens me to think that they may not be able to continue teaching and living in Hawaii because their salary is not sufficient for living expenses. Mahalo for your consideration.

Sheila Yuasa

**

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. 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/>

**



Carrie Sato <scarriec203@yahoo.com>

03/05/2017 03:13 PM

To "testimony_boe@notes.k12.hi.us"
<testimony_boe@notes.k12.hi.us>

cc

Subject Testimony for March 7,2017 - Board of
Education, General Business Meeting

State of Hawaii Board of Education
Tuesday, March 7, 2017
General Business Meeting

Testimony:

Carrie Sato, EdD

School: Superintendent's Office of Communications and Community Affairs and
Community Engagement

Position: State Office Teacher

Re: Action Item **B**. Board Action on proposed legislation being considered during 2017
Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of
Education:

My name is Carrie Sato, a State Office teacher. I have been a teacher for 30+ years
and joined the State Offices of OCISS and CCAO-CEO over the last ten years.

My testimony pertains to Item B, Board Action on proposed legislation being considered
during 2017 Legislative Session. I am asking for your support to increase funding for
public schools, and specifically HSTA's proposals for a constitutional amendment to
create a steady funding stream for the DOE. It is vital that we increase educational
funding and use current funding more wisely to fulfill the mission of the governor and the
aspirations of public school students.

Teacher evaluation is one area that needs scrutiny. 98% of Hawaii's teachers were
deemed effective or highly effective in 2015 and the federal government under ESSA no
longer requires teacher evaluation. Why does the DOE continue to expend financial
resources on teacher evaluation, when educational funds are limited and Hawaii's
teachers have proven their professionalism?

Further there is no justification for this EES expenditure, when my state level

administrator does not value the process as demonstrated by her failure to meet deadlines and lack of knowledge about the EES components. In the past, I had testified before the Board of Education at the first open EES teacher forum led by Board Chairman Horner, nearly three years ago. My concern at that time was inadequately prepared administrators. While poorly prepared administrators remain a problem, **educational funding has become the major concern**. With insufficient funding to insure a quality education for our students, wasting resources is inexcusable.

Mahalo for allowing my testimony into the record. My dedication and pride in my profession and fellow professionals drives me to speak out at this time. Let's focus our efforts in directions that fund **Schools That Our Keiki Deserve**.

Thank you,

Carrie Sato

Email: carrie_sato@notes.k12.hi.us

**

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. 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/>

**



dereksurfkona@aol.com

03/05/2017 03:44 PM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony- Teacher Contract

From : Derek Monell/teacher
Kealakehe High School

I find it appalling that the Board of Education and the Governor do not care to pay for quality teachers so our keki can have a high quality education to compete in the future economic world. I already have to spend my own money for school supplies and subscriptions to make learning a joyous journey for all students (SPED, ELL, Gen Ed and Gifted). We have toiled in an environment where we took a paycut when the state needed help. Now that the state is running a surplus they want us to take another pay cut. Our salaries have not even come close to keeping up with inflation. The Federal Reserve's target is 2% over the next couple of years yet you want to have a pay cut. Really!

To get quality you need to reward the performing teachers. If there are those who do not meet professional standards it is the schools administration's primary job to recruit, mentor, retain and if necessary remove teachers. NOT the fault of teachers.

Please right this wrong and get the State's negotiating committee to make a fair offer for the state's teachers. Mahalo

Derek Monell
Kealakehe High School

Name, title/position and school/worksite

* General Business Meeting, March 7 Action Item B. Board Action on proposed legislation being considered during 2017 Legislative Session

Testimony submitted will be posted on the Board of Education website and may be included in the Board's minutes. It will also become public record; please consider this when including personal information in your testimony.

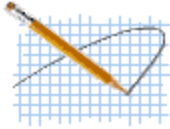
Derek Monell

Chief Laborer and Roustabout
Sarubbi Farms

**

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. 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/>

**



Tom Foster <wfoster@hawaii.rr.com>

03/05/2017 07:24 PM

To testimony_boe@notes.k12.hi.us

cc "Yamanaka, Rae"

<ryamanaka@hsta.org>

Subject Testimony

Donna Foster

3rd Grade Teacher, STEM Lead, ART Committee
Keaukaha Elementary School

Re: **Session** Action Item B. Board Action on proposed legislation being considered during 2017 Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of Education:

My name is Donna Foster. I am a teacher Keaukaha Elementary School. I have been a teacher for 23 years and currently teach 3rd grade.

I am submitting testimony today on Item B, Board Action on proposed legislation being considered during 2017 Legislative Session. We are asking for your support for more funding for public schools, and specifically our proposals for a constitutional amendment to create a steady funding stream for the DOE. It is important that we increase education funding so we can attract and retain teachers. I call on you to prioritize settling HSTA's contract and specifically ask for your help with the following issue.

Teachers deserve fair and appropriate compensation. My workday begins at 5:30 am. I put in 10-hour workdays while in school then a few more hours when I'm at home. Weekends, holidays and summer breaks are spent planning for upcoming class sessions. If you translate this into hourly pay, I earn less than the minimum wage. Also, I spend \$500 – \$1,000 a year of my personal money on supplies needed for special projects and basic needs of the students. Why do I sacrifice so much of my personal time and money for this profession? I do this because I care about my student's education. I want ensure they will be ready for college and their future career. I would be making so much more if I remained employed in the business community, Also, the state needs to compensate us for the rising health care cost. I'm essentially working to pay my health care premium. A third of my paycheck goes toward my medical premium coverage. This leaves barely enough for my daily living expenses.

Lastly, I know of many young and bright women who considered teaching but realized they could make more money working in a different profession. So please, if you value education, then you should value the teachers.

If you address the issues I have brought forward, my testimony will be an important step in establishing the schools our keiki deserve.

Thank you,

Donna foster

wfoster@hawaii.rr.com

**

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. 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/>**

**



Logan HSTA Okita <lokintahsta@gmail.com>

03/05/2017 09:18 PM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony

TESTIMONY

Logan Okita, MEd, NBCT

Nimitz Elementary School

First Grade Teacher

Re: Action Item **B**. Board Action on proposed legislation being considered during 2017
Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of
Education:

My name is Logan Okita, a National Board Certified teacher at Nimitz Elementary School. I
have been a teacher for 11 years and currently teach first grade.

I am submitting testimony today on Item B, Board Action on proposed legislation being
considered during 2017 Legislative Session. We are asking for your support for more funding for
public schools, and specifically our proposals for a constitutional amendment to create a steady
funding stream for the DOE. It is important that we increase education funding so we can attract
and retain teachers. In particular, I would like to focus on making settling our contract a priority
and specifically the following issue.

A teacher's working conditions are a student's learning conditions. When teachers do not have

adequate time, resources or support, it is difficult to provide students with quality lessons that are data driven and meet their individual needs. While I am fortunate to not have more than 20 students in my class this year, each student requires differentiation. These 20 students do not include those who have already moved since our population is very transient due to military impact. From my students who are performing above grade level and need to be challenged to my students who need just a little bit more in order to master our grade level standards to my students who receive special education services and gain the most when I regularly collaborate with the special education teachers, support staff, and parents. The time required for SFT meetings and IEP meetings takes away from my regular preparation time. I often bring home assessments to check, projects to prepare, or ideas for activities that will help to reinforce a skill or concept.

A student's learning conditions also include their access to a well-rounded education (art, music, PE, library, Hawaiiana, etc) and resources (technology, books, and play equipment). At my school, we have been without our play structure for more than two years while we wait for a repair. We look at the play structure at Assets next door longingly, wishing that we could climb also. While I appreciate our access to technology at Nimitz, it is difficult to share 5 iPads amongst the 20 students when the curriculum is technology based. Despite the noise from Hickam Air Force Base, Honolulu International Airport, and the freeway, only some of our classrooms are air conditioned. Even in those air conditioned classrooms, there are days when we have to stop in the middle of an activity because we cannot hear over the sounds of jets.

If you address the issues I have brought forward, my testimony will be an important step in establishing the schools our keiki deserve.

Thank you,

Logan Okita, MEd, NBCT

lokitahsta@gmail.com

**

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. 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/>

**

State of Hawai‘i Board of Education
Tuesday, March 7, 2017
General Business Meeting

TESTIMONY

David Negaard
H.P. Baldwin High School
English Teacher

Re: Action Item B. Board action on proposed legislation being considered during 2016
Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and members of the Hawai‘i State Board of Education:

My name is David Negaard, a teacher at H.P. Baldwin High School on Maui. I have been a teacher for 19 years and currently teach 9th and 10th grade English.

I am submitting testimony today on Item B (2) “Update on 2017 Legislative Session.” I am asking for your support for more funding for public schools, and specifically for HSTA’s proposal for a constitutional amendment to create an additional, dedicated funding stream for the DoE. It is important that we increase education funding so we can attract and retain teachers.

In the hit Broadway musical *Hamilton*, Aaron Burr advises young Alexander Hamilton to “talk less, smile more.” In Hawai‘i’s version of *Hamilton*, the state might instead sing to teachers, “Earn less, work more.” Faced with more vacancies, more resignations, more turnover, fewer applications, and increased difficulty recruiting, the state spurns HSTA negotiations proposals to make teaching an appealing profession and career, essentially ignoring what teachers know to be a key piece of the puzzle—compensation. While there are other things that matter to teachers, if we cannot afford to live here, we can’t afford to teach here. Yet it almost seems the state *wants* things to get worse—certainly, there is little evidence to suggest that the issue of recruitment and retention among Hawai‘i public school teachers is worthy of serious consideration.

I love teaching. I love living on Maui more. If I am faced with the choice between continuing as a public school teacher and continuing to live on Maui, Maui wins, but for as long as I can afford to, I will do both. I already work a second job to stay afloat, and this summer I’m raiding my California State Teachers Retirement System benefits to cover continuing shortfalls. If my teacher’s salary should ever fail to make up the difference between my other sources of income and the real cost of living (for a single man), I will have no choice but to leave teaching for something more lucrative (or at least less impoverishing). That day will be a sad one for students as well as for me; I empower students to achieve their dreams, I make good relationships with them, and am a positive influence and role model. Yet I and many of my

colleagues—committed, qualified, creative and compassionate teachers—find it daunting and difficult to balance work, a living, and life because our compensation is not enough to make “a living.”

There’s an old adage that “you get what you pay for.” Right now, the government is paying for empty classrooms, unqualified teachers, and massive teacher turnover, not to mention deteriorating schools, reduced course offerings, and under-supplied, ill-equipped classrooms. Any claim by the government and state that education matters must be viewed through that lens.

I call on you to prioritize settling HSTA’s contract and specifically ask that you support HSTA’s work with the Legislature to secure funding for schools our keiki deserve, staffed by teachers secure enough financially to focus their attention on the needs of their students, rather than the mere struggle to survive.

Thank you,

David Negaard
draagen@gmail.com

State of Hawaii Board of Education

Tuesday, March 7, 2017

General Business Meeting

TESTIMONY

Autumn Pemble

Kaimuki High School

ELL Coordinator

RE: Action Item B. Board Action on proposed legislation being considered during 2017 Legislative Session.

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of Education:

My name is Autumn Pemble, an ELL Coordinator and ESOL teacher at Kaimuki High School. I have been a teacher for 12 years and currently teach students in our ELL Program, grades 9-12, in all content areas due to the fact that we are an inclusive school. In addition, I teach ESOL classes to help address our newcomers' language needs.

I am submitting testimony today on B, Board Action on proposed legislation being considered during 2017 Legislative Session. We are asking for your support to ensure that teachers be given fair and appropriate compensation. Fair and equal compensation is the only way to attract and retain teachers. More support in the area of funding, and specifically our proposals for a constitutional amendment to create steady funding stream for the DOE is a necessary component of a thriving education system. Moreover, I would like to emphasize that addressing and settling our contract is a priority, and I would like the following issues to be clarified and addressed:

Fair and appropriate compensation will allow our teachers the luxury to decide whether or not he/she will take on the extra job instead of feeling an additional amount of stress and obligation to work an extra job in order to provide for his/her family and other necessities. Due to the number of teachers working full time while working part-time jobs, the amount of teacher representation drastically decreases in our school functions. For example, I cannot be present at today's meeting due to the fact that I need to tutor in order to cover my living

expenses. In addition, there are numerous times when I have tried to encourage my fellow colleagues to participate in a community service or attend a PAAC (Pacific and Asian Affairs Council) Conference that would be beneficial for our students, but unfortunately I am always turned down. I am constantly told no because my fellow colleagues are working part-time jobs in order to make ends meet. It's even more frustrating that we as teachers must pay for our PD (Professional Development) credits to increase our salary and be professionally proficient in current teacher practices, trends, and research. Many of my colleagues do not have the time to take PD classes due to the amount of time their part-time jobs consume. In addition, teachers are turned off regarding the whole professional development process because of the financial burdens that are associated with it. Therefore, fair and appropriate compensation would allow teachers the ability to further their education and become better teachers. Better teachers are needed to produce better students; it's that simple.

Appropriate teacher evaluations are lacking in our current education system. The EES System fails to take into account our students receiving special education services and our students in the English Language Learner Program who are enrolled in general education content areas. It's appalling. Our evaluation system should be based on our students' needs. I am an ELL Coordinator, and as coordinator I must enter all content area classrooms since Kaimuki has a fully inclusive program. Specifically, how are our IEPs and language needs being addressed in the regular education setting as part of our evaluation system? It is evident that this is a crucial missing component in the entire teacher evaluation system. A teacher is responsible for teaching all of his/her students no matter the child's proficiency levels. Our current evaluation system has failed to meet our students' needs in these areas. There is nothing tied into any type of scaffolding, accommodations, and/or differentiation techniques, according to our rubric. What happened to these students? At Kaimuki, these students comprise more than 25% of our total population. Even more discouraging, the evaluation system is too often conducted by an extremely busy vice principal that just views the entire process as busy work; busy work is exactly how many of our teachers view it as well. This year alone, I have heard countless complaints about our teachers not understanding how to input the data portion properly. Again, what's the desired outcome of this evaluation system? Are we achieving it?

Another area of need is the teaching and school empowerment area; the teacher transfer and assignment process must be simplified, modified, and improved so that processes can be completed accurately, within a reasonable timeframe. Teachers need to be allowed the opportunity to move schools if they desire. There should be no deterrents and/or interferences to this process. Teachers seek change for many reasons. I personally have been blocked two out of my three transfer requests that I have filed. Deterrents and interferences to this process only discourage teachers and make them resentful of the entire process. The transfer process must be transparent for all. If teachers do not get the change that they deserve, then they may leave the field forever. We are already in a state of crisis regarding our shortage of teachers; now we must fix the problems and overcome the challenges to entice and retain teachers.

The last area that I wish to address is the issue regarding our probationary teachers. Kaimuki is a revolving door regarding probationary teachers. Since 2014, I cannot even mention the number of new neighbors that I have encountered. Consistency may seem like a good idea; the concept that a probationary teacher cannot move within the first two years of placement, but it is definitely not. I know of one wonderful probationary teacher that feels stuck at our school. She wants to move but cannot because of some nonsense requirement that provides that the teacher stay at their assigned school. These actions stress teachers out and possibly may result in good teachers leaving the field. On the other hand, it is common knowledge that work performance is at its best during those probationary years when actions are monitored. Principals should be able to do as they see fit in respect to releasing ineffective probationary teachers. Probationary teachers should be held to the same standards as tenured teachers if not higher. There are cases when probationary teachers simply do not work out. When this happens, the principal should be given the opportunity to release the teacher. If you look at the private sector, people are released from their job at any given time when they are not performing as they should be. We must hold people to high standards in order to improve our education system.

Please take these issues into consideration and address these areas that so desperately need to be addressed. We must meet all of our students' needs: 504, SpED, ELL, and gifted. If we want success, we must raise the bar and not settle for anything less.

Thank you,

Autumn Pemble

autumntiffany@icloud.com



Claire Gearen <clairegearen@gmail.com>

03/06/2017 12:57 PM

To testimony_boe@notes.k12.hi.us

cc

Subject testimony for March 7 general
business meeting

Claire Gearen
English Teacher
Mililani High School

Re: General Business Meeting, March 7 Action Item B. Board Action on proposed legislation being considered during 2017 legislative session.

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawai'i State Board of Education,

Thank you for your service in support of public education in Hawai'i. My name is Claire Gearen, and I am writing to ask your commitment to work for increased funding for our schools.

I graduated from the University of Hawai'i at M.noa Master's of Education in Teaching program in 2000. After one year at Castle High School as part of that program, I spent my next seven years teaching in Seattle, Washington. In 2007, I decided to return home to Honolulu and teach for the Department of Education.

In my intake interview, the District employee was forthcoming about how my entry level salary placement would discount some education credits and years of teaching experience. However, he neglected to mention the way step increases are handled in the HIDOE. Step increases, by definition, and in the Hawai'i Government Employees Association, are automatic at set intervals. Yet in the teacher's union the increases are negotiated. Taking a 40% pay cut in 2007 to return home, I told myself that in seven or eight years I would regain my lost standing on the pay scale. In ten years of teaching, however, I have only moved up two steps. At this pace I will not reach step 14 even after 30 years of teaching.

It is no wonder that mid-career educators in Hawaii make \$15,000 to \$26,000 less per year than peers in comparable cities elsewhere.

In addition, raises of 4%, 3.2%, 3.2% and the upcoming 1.8% have not kept up with the national inflation of 17% or local inflation of 21% since 2007. In a time when teachers are harder to find, the employer is paying teachers less. With smart leadership, the situation could be different. In 2004, I became a homeowner in Seattle, in large part due to former banker and interim superintendent Raj Manhas' negotiation of an allocation raise. for the Seattle Education Association. With no additional funds from the state of Washington, Manhas lead the district through the process of channeling more of the district budget to teacher pay. After moving home to Honolulu, I sold my two bedroom, one bath bungalow for a one bedroom condo I am barely managing to keep under my current employer. With nearly twenty years of teaching under my belt, I am unable to support a child, spouse, or homeless person with my current HIDOE income. The inadequate pay structure for career teachers limits my life options.

Tens of thousands of dollars is not all I lost making the switch from Seattle to home. My workload also

increased. I found that I had six classes to teach per semester rather than five. It was also more challenging to teach similar course content because I see my students an hour less per week here than in Seattle. I am given more students to teach and less time with them, yet expected to produce similar results. The burden of under-funding of public education in Hawai'i is carried by educators, who compensate for the reduced resources with unpaid labor. I am paid to work 35 hours a week. The 200 minutes a week I am allotted for preparation provides only a fraction of the time needed to prepare lessons and respond to 150 student essays several times a semester. I earn high marks for the .Confer. category on the student Tripod survey because I choose to work in the early mornings and on weekends to give students feedback. What would happen if teachers let go of this load?

Many already have. Teacher turnover figures show this. A representative in the state legislature (whom I respect) has told me and others that teacher salaries may be lower in Hawai'i, but we live in .paradise.. Statistics from the 2016-2017 school year debunk the myth that Hawai'i may attract an endless supply of educators, who will be happy to take a pay cut to live in this wonderful place. Last year, word of the teacher shortage in Hawai'i went viral on the internet, reaching a worldwide audience. The District had to hire additional staff to field inquiries about positions from places as far-flung as Ireland and India. In August of 2016, there were still 1,600 vacant positions out of 13,500.

I ask that the Board please show leadership and advocate for more funding for public schools. We need fair contracts for teachers going forward.

Sincerely,

Claire Gearen
M.Ed.T, M.A.
English Teacher
School Community Council
Mililani High 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. 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/>

**

March 6, 2017

Dezireen Austin

Maui Waena Intermediate School

Re: Action on proposed legislation being considered during 2017

Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii
State Board of Education:

My name is Dezireen Austin and I am a teacher at Maui Waena Intermediate School. I have been a teacher for over ten years and currently teach 8th Grade Language Arts.

I am submitting testimony today. We are asking for your support for more funding for public schools, and specifically our proposals for a constitutional amendment to create a steady funding stream for the DOE. It is important that we increase education funding so we can attract and retain teachers. I call on you to prioritize settling HSTA's contract and specifically ask for your help with the following issue: **teacher salaries**.

I think it may be hard to prove that we, as a society, want teachers want to be paid less. It appears most would agree teachers should be paid more. States struggle with their budget needs every year, and educational funding is on the budget. So it can be agreed it is not a new topic ([The Atlantic](#), [The Washington Post](#), and [The Huffiington Post](#)).

The problem may lie in how much of a priority we are going to give to our education system. There are many historical examples where the prevention of educating the population was to keep them docile, servile to the needs of a larger, big corporate or other interests. Is that how we would want to be perceived, when historians look back on our priorities of today?

It can be agreed that teachers do not go into their career due to the pay. This is true because it is commonly understood that teachers in the U.S. make low wages.

Should that be acceptable? Are we getting the best and brightest? If we wanted the best doctors, would we offer \$10.00/hour and think we will get the best candidates? The example of Finland and its improvements in its education system is almost legendary. A key component of their success is that they pay teachers like the professionals that they are. A

Stanford study agrees that feeling valued and paid appropriately is a keystone in stabilizing the uncertain field of teaching ([Stanford](#)).

Low pay is not the only reason that teachers leave the profession. However, it is a valid one. If a ten year teacher finds that he cannot raise a family on his income, he is more likely to leave the field, to re-train in something more lucrative. We lose seasoned teachers because they cannot afford to continue teaching. We actually lower the quality of our teachers' practice when we pay such a low wage that a second or even third job is expected, in order to make ends meet ([The Huffington Post](#)). How can a good teacher find the time to prepare quality lesson plans and provide thoughtful feedback on student work?

If we agree that teacher pay should be increased, then the next question becomes from what source? That may be a discussion for another day, but some other countries have solved their budgeting problems for education in different and sometimes creative ways.

The real question in front of us today really is: How much of a priority should be placed on the education of our children? I would argue it should be one of our top concerns.

Thank you.

D Austin



Native Hawaiian Education Council

March 6, 2017

Mr. Lance A. Mizumoto, Chair
Mr. Brian De Lima, Vice Chair
State of Hawai'i, Board of Education
1390 Miller Street, Room 309
Honolulu, Hawai'i 96813

Via: testimony_boe@notes.k12.hi.us

Re: **March 7, 2017 General Board Meeting**
VII. Action Items
C. Board Action on Superintendent Job Description and Characteristics

Dear Chair Mizumoto and Vice Chair De Lima,

The Native Hawaiian Education Council (NHEC or the Council) would like to provide comments regarding the above agenda item re: Board Action on the **Superintendent Job Description and Characteristics**, generally **SUPPORT** the recommendations, with comments below:

Re: Characteristics

1. **Re-order** the characteristics based on the combined ranking (on page 2) scores, beginning with the #1 ranked quality of *Understands or demonstrates the ability to become familiar with Hawai'i's people, culture, history, environment, geography, and politics*; and
2. **Include Quality #2, that was combined ranked #6** (*Possesses a high degree of empathy and emotional intelligence that enables him or her to cultivate strong relationships and create a positive work environment and culture*), as part of the job description and characteristics.



Re: Job Description

1. **Increase the minimum years of experience from 5 to 15 years;** the scope and magnitude of the position and system responsibilities needs a leader with dimensional length, depth and breadth of experiences; and adjust the executive capacity years from 5 to 10 years and the educational environment experience from 3 to 5 years;
2. **Replace the existing competencies verbiage** with the re-ordered combined ranked characteristics, which can be articulated as competencies, beginning with the #1 ranked quality of *Understands or demonstrates the ability to become familiar with Hawai'i's people, culture, history, environment, geography, and politics* (See Attachment A);
3. **Organize the Primary Responsibilities section into Student Focused, Staff Focused and Systems Focused** sections in alignment with the joint BOE/DOE Strategic Plan; and consider the added student focused primary responsibilities as noted in blue in Attachment A as the originally drafted primary responsibilities did not have any student focused responsibilities; and
4. **Utilize both competencies and primary responsibilities** sections to develop and articulate a Superintendent evaluation process with multi-stakeholder input.

Attachment A contains a re-drafted job description with the above comments incorporated.

The Council is mindful that Hawai'i 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 and Hawaiian culture based schools and in the midst of implementing the Every Student Succeeds Act (ESSA)—the most pervasive federal policy since No Child Left Behind in 2001 returning control to State's by Congressional intent and implementation of the approved BOE/DOE Strategic Plan.

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.



Lance A. Mizumoto, Chair
Brian De Lima, Vice Chair
March 7, 2017
Page 3

Please feel free to contact the Council's Executive Director, Dr. Sylvia Hussey, directly via e-mail (sylvia@nhec.org), office (808.523.6432) or mobile (808.221.5477) telephone with any questions.

Sincerely,

A handwritten signature in blue ink that reads "Lisa M. Watkins-Victorino". The signature is written in a cursive, flowing style.

Dr. Lisa M. Watkins-Victorino, Chair

Attachment A

cc: Native Hawaiian Education Council and staff



State of Hawaii Department of Education
RE-DRAFTED POSITION DESCRIPTION – SUPERINTENDENT
As of 03/2017

Position Summary

The Superintendent of the State of Hawaii's Department of Education ("Department") serves as the chief executive officer of the statewide public school system, with responsibility for both the State Education Agency ("SEA") and Local Education Agency ("LEA") roles for 256 schools (15 complex areas) on six islands, over 175,000 students, approximately 22,300 permanent employees, and approximately 13,500 casual hires and substitute employees, and an annual operating budget in excess of \$1.9 billion. Reporting to the State Board of Education ("Board"), the Superintendent is accountable for achieving the Department's goals as set out in the Department and Board's joint strategic plan.

Position Qualifications

Education. Master's degree from an accredited college or university in education, business, or public administration, or a closely related field. Alternatives to these education qualifications may be allowed as the Board may find appropriate and acceptable.

Experience. Minimum of 15 years in progressively increasing leadership roles in public or business administration working with multi-year strategic planning and budgeting. At least 10 years shall have been in an executive capacity leading a diverse senior team in a large multi-geographic organization, and at least 5 years shall have been in an educational environment.

Position Competencies

- Understands or demonstrates the ability to become familiar with Hawaii's people, culture, history, environment, geography, and politics.
- Embraces and demonstrates a strong commitment to make all decisions based on what is best for our students.
- Encourages innovation and visionary risk-taking to develop new educational opportunities and uses and encourages creative problem solving to overcome challenges.
- Is able to demonstrate openness and transparency and communicate effectively with diverse audiences to achieve desired results.

**State of Hawaii Department of Education
RE-DRAFTED POSITION DESCRIPTION – SUPERINTENDENT
As of 03/2017**

- Understands and can effectively implement change management in large, complex organizations and has the ability to foster a culture that generates genuine enthusiasm for positive and meaningful change.
- Possesses a high degree of empathy and emotional intelligence that enables him or her to cultivate strong relationships and create a positive work environment and culture.
- Is able to develop, improve, and communicate strategic goals, objectives, and a vision of high quality public education.
- Has knowledge of research and best practice in the area of educational data and accountability systems, including knowledge of how such systems can support student achievement and equity.
- Demonstrates a deep commitment to helping all students maximize their potential.
- Inspires teamwork (building trust and empowering others to achieve a common purpose).
- Is able to attract, identify, build, and retain a strong leadership team that is capable of advancing the Board and Department's educational vision.
- Is a transformational leader with a record of motivating employees to exceed expectations.

Primary Responsibilities

Student Focused

- Oversee and support the development and integrated implementation of student prioritized curriculum, instruction and assessment policies, strategies and innovations and systems.
- Recognize that there are two mediums of instruction in the State's public education system and support the Hawaiian education system for student learning, growth and achievement.
- Oversee and support school, family and community engagement for the benefit of student learning, growth and achievement.

**State of Hawaii Department of Education
RE-DRAFTED POSITION DESCRIPTION – SUPERINTENDENT
As of 03/2017**

Staff Focused

- Promotes standards and statewide policies, programs and practices that continuously incent and improve teacher quality and leadership.
- Promotes standards and statewide policies, programs and practices that continuously incent and improve administrator quality and leadership.
- Approves the appointment of all Educational Officers, hires and seeks Board approval for all Department executives, makes final decisions on actions where serious disciplinary action is contemplated for an employee, and engages in labor negotiations.

Systems Focused

- **Strategic Direction & Leadership**
 - Works with the governor, Board and key stakeholders to ensure the efforts of the Department are aligned with the goals of the joint strategic plan.
 - Formulates, prioritizes, and deploys appropriate strategies, change efforts, action plans, and key performance indicators to achieve the goals of the joint strategic plan; regularly communicates and reports on the progress of the goals of the joint strategic plan to the Board and other key stakeholders.
- **Collaboration & Collective Impact**
 - Develops and maintains working relationships with key stakeholder groups, related state agencies (such as the Department of Health and Department of Human Services), federal agencies, state and federal political leaders and other public officials, and serves as the primary contact for such individuals and agencies.
 - Cultivates and maintains learning relationships with national education leaders, evaluates new strategies and innovations, and implements best practices and necessary system changes.
- **Accountability**
 - Defines the State accountability system and selects and administers statewide assessments aligned with State standards. Ensures data systems for the inputs and outputs of the education system support a focus on achievement, equity, and progress and are broadly available.

**State of Hawaii Department of Education
RE-DRAFTED POSITION DESCRIPTION – SUPERINTENDENT
As of 03/2017**

- **Resourcing**

- Oversees the administration of state and federal funds and programs; ensures allocation of funds, programs and resources align with joint strategic plan and direction from the Board. Ensures the preparation, transparency, and fiscal management of the Department's budget and advocates funding to achieve the vision and goals of the joint strategic plan.

- **Operations**

- Ensures the Department has processes and systems in place for the internal organization, operation, and management of the public school system, including a proactive 2-way communication plan and process, which address both internal and external stakeholders, as well as safety, disaster recovery, and business continuity plans to effectively respond to emergency situations.
- Ensures compliance with all applicable state and federal laws, including those that recognize both of Hawaii's official languages, and any Board, state, and federal policy and regulations governing education.
- Serves as Department's Chief Procurement Officer and ensures appropriate financial controls are in place.
- Exercises administrative oversight of the following agencies: names of agencies



Meredith Ing <meredithing@gmail.com>

03/06/2017 02:55 PM

To testimony_boe@notes.k12.hi.us,
ryamanaka@hsta.org, Aaron Kubo
<akubo@viking.k12.hi.us>,

cc

Subject testimony

March 5, 2017

Meredith Ing
Hilo Intermediate School
7th Grade English Teacher

Aloha Chair Mizumoto, Vice-Chair De Lima, and member of the Board of Education:
My name is Meredith Ing

and I am a teacher at Hilo Intermediate School. I have been teaching for fifteen years and I currently teach 7th grade English.

I am submitting testimony today on Item B, Board Action on proposed legislation being considered during 2017 Legislative Session. We are asking for your support for more funding for public schools, and specifically our proposals for a constitutional amendment to create a steady funding stream for the DOE. It is important that we increase educational funding so we can attract and retain teachers. I call on you to prioritize settling HSTA's contract and specifically ask for your help with the following issue.

When you adjust for the cost of living, Hawai'i teachers are paid the lowest in the nation. Teacher compensation is one of the most glaring issues our educational system faces today. There is no way to retain a high number of quality teachers if they are not being fairly compensated. I have been teaching in the state of Hawai'i for fifteen years and I still have to work a second job to cover my mortgage, car payments, and childcare costs. It is shameful that I have a Master's of Education in Teaching and I still have to work part time outside of the DOE to make ends meet. And I am certainly not the only teacher in this situation; many of my

colleagues work other part time jobs to support their families as well.

I urge you to settle HSTA's contract in a manner that is fair to the hard working educators in this state.

Thank you for your attention to this matter,

Meredith Ing

**

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. 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/>

**



Melanie Chan <ms.melanie.chan@gmail.com>

03/06/2017 02:55 PM

To testimony_boe@notes.k12.hi.us

cc

Subject Testimony: General Business Meeting,
March 7 Action Item B.

State of Hawaii Board of Education

Tuesday, March 7, 2017

General Business Meeting

TESTIMONY

Melanie Chan-Vinoray

Maui Waena Intermediate School

Secondary Teacher

Re: Action Item B. Board Action on proposed legislation being considered during 2017 Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of Education:

My name is Melanie Chan-Vinoray, a teacher at Maui Waena Intermediate School. I have been a teacher for 15 years, eight years in the Department of Education, and currently teach 6th and 8th grade, Study Skills and Career/Technology/Computer Literacy.

I am submitting testimony today on Item B, Board Action on proposed legislation being considered during 2017 Legislative Session. We are asking for your support for more funding for public schools, and specifically our proposals for a constitutional amendment to create a steady funding stream for the DOE. It is important that we increase education funding so we can attract and retain teachers. I call on you to prioritize settling HSTA's contract and specifically ask for your help with the following issues:

1) Providing teachers with a livable wage that is fair and appropriate; provide us with compensation for our cost of living, making adjustments to the employer contribution to our increasing health premiums to assist us in providing for our families as we help to help and care for our communities' children. This is an important issue for me because I am the primary breadwinner for a family of five, where three of the family members are minor children. My students and children are impacted when I work a second job to make my household financial ends meet because my time and focus becomes more divided. As the teaching day is now configured, our preparation time is limited and compacted by mandatory meetings, which makes it a challenge to properly prepare quality lessons in the allotted preparation time. I spend at least an hour and a half daily of my own time planning and preparing for my students.

2) Support and empower teachers as professionals in our field: accept professional development classes and degrees that we have earned in our careers prior to teaching in the DOE, including from accredited schools that are not currently on the DOE approved list. The current DOE policy of selectively accepting continuing education credits and prior degrees impacts me (and my pay) because I have a Teaching certificate for Teaching English as a Second or Other Language (TESOL), from which I earned 12 continuing education credits and a teaching certification from Transworld Schools in San Francisco, California. With this certificate, I am able to teach English as a Second or Other Language abroad in foreign countries and in California. However, my current employer DOES NOT recognize or acknowledge that I earned these credits or this certificate because the issuing school, Transworld Schools, though accredited, is not accredited by a DOE recognized accreditation institution. If my employer credited me for this professional development achievement, I would be at 90 credits above my degree rather than at 78 credits as I currently am listed...policies such as this impact my pay and my ability of what I can teach at my school as a highly qualified educator. Additionally, please support and empower us as professionals by allowing more school level decisions that are designed by our community, fulfilling our needs tailored for us to help our

professional learning community--both for our students and for us as professional educators.
If you address the issues I have brought forward, my testimony will be an important step in establishing the schools
our keiki deserve.

Mahalo nui loa for taking the time to review my testimony and for serving your constituents.

Sincerely,

Melanie Chan-Vinoray

ms.melanie.chan@gmail.com

--

Melanie A. Chan-Vinoray

Secondary Education Teacher

Art, English, Social Studies

TESOL certified since 2003

**

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. 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/>**

**



Sarah Shewmaker <sarahshew79@gmail.com>

03/06/2017 02:59 PM

To testimony_boe@notes.k12.hi.us
cc
Subject testimony

Sarah Shewmaker
Fifth grade general education teacher
Makawao Elementary School

General Business Meeting, March 7 Action Item B. Board Action on proposed legislation being considered during 2017 Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of Education:

My name is Sarah Shewmaker, a teacher at Makawao Elementary School. I have been a teacher for nine years and currently teach fifth grade.

I am submitting testimony today on Item B, Board Action on proposed legislation being considered during 2017 Legislative Session. We are asking for your support for more funding for public schools, and specifically our proposals for a constitutional amendment to create a steady funding stream for the DOE. It is important that we increase education funding so we can attract and retain teachers. I call on you to prioritize settling HSTA's contract and specifically ask for your help with the following issue.

Fair and appropriate compensation is the biggest challenge Hawaii's teachers face. I have many friends who have second jobs, simply so that they are able to pay their rent. This is absurd. A professional with a bachelor's degree, and in many instances, a master's degree, should not be scraping by simply to pay rent. In addition, many teachers leave school in order to get to their second jobs, making it impossible to plan great lessons for the next day, or help students that may need some individual attention. Our students suffer because our teachers are suffering. Retaining teachers becomes a challenge as well. Many people move to the islands to teach, and end up leaving because it is impossible to get ahead on the salaries our teachers are making, leaving a large number of vacancies that unqualified persons are being hired to fill. Teachers love their jobs and their students, but they certainly shouldn't be expected to do more than any other professional for a third of the pay.

If you address the issue I have brought forward, my testimony will be an important step in establishing the schools our keiki deserve.

Thank you,

Sarah Shewmaker

sarahshew79@gmail.com

**

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. 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/>**

**

TESTIMONY
State of Hawaii Board of Education
Agenda Item B
Tuesday, March 7, 2017

Honorable Chair Mizumoto and members of the Board,

I'm Laverne Fernandes Moore, a special education teacher at McKinley High School with 46 years of service and serving as the President of the Honolulu Chapter of HSTA, representing 3,325 teachers.

I am testifying on Item B, Board Action on proposed legislation being considered during 2017 Legislative Session. Speaking of behalf of my 3,325 Honolulu, Chapter teachers, we are asking for your support for more funding for public schools and specifically our proposals for a constitutional amendment to create a steady funding stream for the DOE. This is evident since, you, the Board of Education members, voted down the ability to collect Impact Fees from developers here in Honolulu. This is absurd that we are allowing these developers to turn the environment around McKinley High School into a multi-million dollar exclusive neighborhood for the rich and powerful without having them pay their fair share to educate our students. These developers are forcing our families out and depriving our students of a first class education.

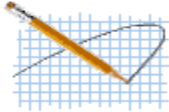
I speak from experience for while serving as Honolulu's Planning Commissioner, we forced the developers in Kapolei to donate in writing 14 acres of land so that the schools would have adjacent land for the city to build a park which the schools could use during the day time. Without the Planning Commission's approval, developers would not have the required votes on the City Council to have their building plans approved.

We need to hold developers socially and economically responsible for the impact they create on schools, roads, flow of traffic, sewage system, and the community as a whole.

It is important that we increase education funding so we can attract and retain teachers. To address this, do focus on making settling our contract a priority, specifically the evaluation system.

Mahalo for the opportunity to testify.

Laverne Fernandes Moore
McKinley High School



Kehau Wong <k.wong@nawahi.org>

03/06/2017 03:49 PM

To testimony_boe@notes.k12.hi.us
cc ryamanaka@hsta.org
Subject Testimony

State of Hawaii Board of Education

Tuesday, March 7, 2017

General Business Meeting

TESTIMONY

Whitney Kēhaulani Wong

Nāwahīokalani‘ōpu‘u (Ka Papahana ‘O Mā‘ilikūkahī)

Teacher

Re: Action Item B. Board Action on proposed legislation being considered during 2017 Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of Education:

My name is Kēhaulani Wong, a teacher at Nāwahīokalani‘ōpu‘u School. I have been a teacher for 6 years and currently teach 2nd-3rd grade, all subjects.

I am submitting testimony today on Item B, Board Action on proposed legislation being considered during 2017 Legislative Session. We are asking for your support for more funding for public schools, and specifically our proposals for a constitutional amendment to create a steady funding stream for the DOE. It is important that we increase education funding so we can attract and retain teachers. I call on you to prioritize settling HSTA’s contract and specifically ask for your help with the following issue. (Write about one of the following issues, using specific examples, for one or two paragraphs)

Suggested topics

Fair and appropriate compensation – teacher pay, health premiums, supplemental pay for hard-to-staff areas

Teaching and learning environment – lower class sizes, preparation time, SPED (staffing formula, supports, meeting time), support for ELL students

Teaching and school empowerment – allowing for more school level decisions, improving the teacher transfer and assignment process

Appropriate teacher evaluation – a supportive, not punitive system of evaluation

Protecting and supporting all teachers – equity of treatment for charter teachers, supports and mentors for probationary teachers

(Insert a personal appeal about why this issue is important to you as a teacher along with how and why it impacts your students. Specific examples are always helpful.)

If you address the issues I have brought forward, my testimony will be an important step in establishing the schools our keiki deserve.

Thank you,

Kēhaulani Wong

k.wong@nawahi.org

**

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. 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/>

**

State of Hawaii Board of Education
Tuesday, March 7, 2017
General Business Meeting

Justin Hughey
King Kamehameha III Elementary
Special Education Teacher

Re: Action Item B. Board Action on proposed legislation being considered during 2017 Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of Education:

My name is Justin Hughey, a teacher at King Kamehameha III School. I have been a teacher for 11 years.

I am submitting testimony today on Item B, Board Action on proposed legislation being considered during 2017 Legislative Session. On Oahu students from wealthy families have quality private schools to attend, while our public schools are vastly underfunded, this inequity is institutional racism. We are asking for your support for more funding for public schools, and specifically our proposals for a constitutional amendment to create a steady funding stream for the DOE. It is important that we increase education funding so we can attract and retain teachers. I call on you to prioritize settling HSTA's contract and specifically ask for your help with the following issue.

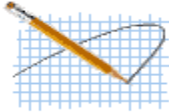
Retaining and recruiting qualified teachers is a necessity to our local communities. 1,600 teacher vacancies were projected for this school year. This is because teachers in Hawaii are paid slave wages. I rang up \$5,000 on a credit card within the first six months of teaching. This was on top of the \$50,000 in debt from college loans I had to obtain in order to become a teacher. I got a second job working at a restaurant, which subjected me to 16-19 hour working days. I would leave school after the bell rang to study the regional differences between the restaurant's wines and how to pair them with every dish on the menu. I would leave around 11 p.m. and arrive home at midnight, only to wake up sore and tired at 6 a.m. to get ready to do it all over again.

When the state provides the worst teaching salary in the country when factored in the cost of living, it is the students that pay the ultimate price. President Franklin D Roosevelt once said, "Necessitous men are not free men." Education is a human right. When our keiki are not given a quality education they don't;

- Develop a joy of learning
- Reason analytically and critically
- Conceptualize and solve problems
- Have the capacity to endure and persevere
- Learn how to cooperate and collaborate effectively
- Know how to resolve conflicts with others
- Become critical and independent thinkers
- Obtain job opportunities and pay taxes
- Participate in the political process

Teachers teach all other professions. In order to teach all other professional, we need to be able to fill every teaching position with a qualified teacher. When the state doesn't provide competitive salaries, students may miss out on a quality education. The economy suffers as well because we aren't teaching generations appropriately in order for them to join the work force. If you address the issues I have brought forward, my testimony will be an important step in establishing the schools our keiki deserve.

Thank you,
Justin Hughey



Lester Kunimitsu <lkunimitsu@gmail.com>

03/06/2017 04:20 PM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony

Re: Action Item **B.** Board Action on proposed legislation being considered during 2017 Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of Education:

My name is Lester Kunimitsu, a teacher at H. P. Baldwin High School. I have been a teacher for 31 years and currently teach Graphic Design to grade 9-12.

I am submitting testimony today on Item B, Board Action on proposed legislation being considered during 2017 Legislative Session. We are asking for your support for more funding for public schools, and specifically our proposals for a constitutional amendment to create a steady funding stream for the DOE. It is important that we increase education funding so we can attract and retain teachers. In particular, I would like to focus on making settling our contract a priority and specifically the following issue.

Class size has continued to be a problem. It is beneficial to fund education so that we can support our students and provide them with a learning environment that will help them to become contributors to our communities. A lot of students get lost in the shuffle and this results in our government spending more money on incarceration. I believe in social justice. We cannot continue to compromise the education of our students.

If you address the issues I have brought forward, my testimony will be an important step in

establishing the schools our keiki deserve.

Thank you,

Lester Kunimitsu

lkunimitsu@gmail.com

**

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. 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/>

**



randy tice <chocopapaya@hotmail.com>

03/06/2017 04:30 PM

To "testimony_boe@notes.k12.hi.us"
<testimony_boe@notes.k12.hi.us>

cc

Subject Testimony

Randal Tice

Mililani Middle School

7th grade Language Arts teacher

Re: Action Item **B**. Board Action on proposed legislation being considered during 2017
Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of
Education:

My name is Randal Tice, a teacher at Mililani Middle School. I have been a teacher for 10 years
and currently teach Language Arts at the 7th grade level.

I am submitting testimony today on Item **B**, Board Action on proposed legislation being
considered during 2017 Legislative Session. We are asking for your support for more funding for
public schools, and specifically our proposals for a constitutional amendment to create a steady
funding stream for the DOE. It is important that we increase education funding so we can
attract and retain teachers. Retaining teachers in the State of Hawaii education system is a
multifaceted solution that will alleviate burdens on infrastructure, ensure momentum in
student/school achievement, and exponentially raise the level of professional disposition of the
entire school community. A constantly shifting teaching staff inhibits the school's ability to
build off of past data and experience in meaningful ways. The result are projects being started
and abandoned, unsustainable standards based assessment at the school level, non cohesion
regarding curriculum at the department level, and difficulties in establishing strong learning
communities.

Community is particular important. Establishing community is an area that I believe to be one
of Hawaii's unique strengths. The opportunity for students to grow up in a diverse, multi-lingual,
multi-cultural society while still having the feeling of home, family, and acceptance is an area
that Hawaii uniquely excels at. It has a direct positive affect in allowing students to become
mentally flexible, accepting, and tolerant; all essential characteristics in our globalized world.
Retention of teachers ensures that existing communities' roots are strengthened and ensures
the continuing creation and sustainability of future communities.

In regards to addressing Hawaii's struggles with retaining teachers, I firmly believe that the number one deciding factor in keeping highly qualified and skilled teachers here is teacher salary; in particular the actual take home pay teachers receive. The reasoning is not a secret at all and is incredibly straightforward: teachers simply can not afford to stay in Hawaii. Family salaries can be subsidized by two or more full time working adults, but purchasing a home, saving money for kids' futures, and funding advanced education is quite frankly overwhelming. Please allow me to be personal, casual and frank in my discussion of this issue as it directly relates to my experience working with the Hawaii State Board of Education.

I am a perfect example of teachers leaving Hawaii because our salaries are too low. At the beginning of my career, I worked at Leilehua High School for two and a half years before deciding to explore the world and teach abroad. I spent the vast majority of my career (7 years) teaching in different countries including Japan, China, The Republic of Georgia, and The U.A.E. I even managed to pick up a wonderful wife and a son along the way! Last school year, we were excited to settle down in Hawaii and establish our home here. On a professional level, I was excited to bring an incredibly unique approach to education that I had gained from my years teaching abroad. I suppose this is bragging, but I knew that I had a lot to offer students and schools. I felt that my international experience was something that amalgamated well with Hawaii and is something that kids today absolutely need in order to be globally competitive. I have gained considerable success in my current position, not only in Language Arts instruction but also through after school programs and connecting students with broader communities. Long term plans included supporting the school in establishing foreign exchange programs and forming sister school relationships with schools around the world. All of the progress and momentum gained in just one school year is being abandoned because of a hard truth of settling down in Hawaii as a teacher: I can't save up money to buy a house for my family. There were various solutions to financial difficulty with one being seeking employment abroad once more. Our family eventually settled on this decision. I often think of all of the fantastic things that could get accomplished by staying in Hawaii in the same position, and (please excuse me for once again boasting) the loss the Department of Education will have from losing a teacher like me. I am a very real example of the problems of salary and retention and my hope is that this reality will open educator's eyes and minds because I am just one among many. My family hopes to once again return to Hawaii to settle down after saving up money living abroad, but the progress of negotiations seem to make this impossible.

Hawaii needs to keep and retain their teachers; salaries do need to be given a priority.

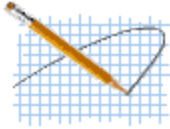
I have nothing but appreciation for the time you took in considering my testimony. Thank you very much and by addressing the issues I have brought forward, my testimony will be an important step in establishing the schools our keiki deserve.

Mahalo,
Randal Tice
chocopapaya@hotmail.com

**

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. 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/>**

**



"afperez65 ." <afperez65@gmail.com>

03/06/2017 04:37 PM

To testimony_boe@notes.k12.hi.us
cc
Subject Re: Action Item B. Board Action on
proposed legislation being considered
during 2017 Legislative Session

Freddie Perez

Teacher: 4th Grade

Pu'ukukui Elementary

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of Education:

My name is Freddie Perez, a teacher at Pu'ukukui Elementary School. I have been a teacher for 12 years and currently teach 4th grade.

I am submitting testimony today on Item B, Board Action on proposed legislation being considered during 2017 Legislative Session. We are asking for your support for more funding for public schools, and specifically our proposals for a constitutional amendment to create a steady funding stream for the DOE. It is important that we increase education funding so we can attract and retain teachers. In particular, I would like to focus on making settling our contract a priority and specifically the following issues.

Teacher deserve respect, which must begin with fair and appropriate compensation. It is extremely challenging, in this day and age, to make ends meet. I love the art of teaching and I have had my share of priceless teacher moments that I would not trade for anything in the world.

However, I have to think about what is in best interest of my family financially. With the type of compensation we are currently given and being offered, I don't think I can stay in the teaching profession. I am an Nationally Board Certified Teacher and I am pretty good at my job. If our pay and health premiums do not improve, I will sadly leave this profession that has been so fulfilling.

Additionally, please advocate for teacher and local school empowerment. This consists of allowing and advocating for more school level decisions. Please advocate for appropriate and meaningful teacher evaluations. This consist of a truly supportive and collaborative system.

If you address the issues I have brought forward, my testimony will be an important step in establishing the schools our keiki deserve.

Thank you,

Freddie Perez

afperez65@gmail.com

**
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. 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/>

**



Nancy Halley
<nancy_halley@baldwin.k12.hi.us>

03/06/2017 04:54 PM

To testimony_boe@notes.k12.hi.us
cc
Subject Teacher testimony regarding
underfunding of schools and teacher
salaries

Aloha members of our Board of Education. I am writing today to ask for higher funding for our schools. I am a grade 10 Biology teacher. I currently teach 5 classes per day and have 160 students.

Below I have listed the ways that underfunding of our schools impacts teachers and students:

1. Underfunding teacher salaries has a big impact on me. I'm a single mom. I bring home \$3000 per month after taxes and deductions. It is not enough to pay for the low mortgage (\$1500/mth), food and household supplies, gas, utilities, taxes, insurance, membership dues, PD classes, and any emergencies. Note I did not include recreation or clothing, grooming monies....because there isn't any.

I have not met one person that I have had to hire on Maui that makes less money than me (other than a student). People that mow lawns for a living make more money than me, people that trim coconut trees make more money than me, painters make more money than me.

I have a masters degree. I'm responsible for the safety and education of hundreds of students every day. I'm required to prove my ability as a teacher every year. I work an average of 10 to 12 hours per day and often weekends. Teacher work so incredibly hard for such a measly and embarrassing salary, it makes perfect sense why so many of us quit within the first 5 years of teaching. It's the kids that suffer from that.

<https://www.youtube.com/watch?v=2zMbspRhqJc> I love this 3 minute video. It clearly explains the overwhelming and significant role teachers play raising our community's kids.

For the last 2 years I have had to rent out rooms in my home in order to make ends meet. This adds to my workload and takes away from any privacy I used to have in the house. There are also safety considerations for myself and my son. Recently, I have had a serious problem with a tenant and though she has moved out, I am having to deal with the court system, my compromised health, and the stress of the situation. Had I been making more money, I would not have to rent out rooms. If I did not rent out rooms in my house I'm not sure I could afford to be a teacher. My only joy is working with the students.

I am often resentful of my job and how poorly teachers are paid. This translates into what I am willing to do for my students and what I am not willing to do. Underfunding teacher salaries correlates with teacher willingness to go the extra mile.

Underfunding our school is also a problem:

1. In science classes, lack of lab equipment and science kits for small groups of students (groups of 2 or 4) is a problem for me.

In order to engage students in science lab and activity lessons, it is important to have enough supplies and equipment for students to work in 2's or 4's. If groups have to be larger than 4 due to lack of funds for equipment, then student groups are ineffective. Someone is doing nothing, some people in the group are off task and causing behavior issues, others are waiting to use the equipment (such as microscopes, slides or electrophoresis kits). Students want hands on, experiential learning. They need plenty of equipment and small group science kits.

Teachers are forced to write for grants for this equipment if it is not in their department budgets. This is time consuming, not guaranteed and not built into our daily contract and obligations time.

We reach out to the community and ask for equipment or borrow it. We collect scraps of materials to invent and create our own science kits....it's very time consuming and most often after hours.

2. For the sake of our keiki, we need to hire and retain more teachers. Class sizes are too large for 1 teacher, especially when we are asked to differentiate and reach each student at their level. Smaller student to teacher ratios will increase student learning. Students will get the attention they deserve and teachers will not be passing over some students, like the quiet ones that I have a hard time getting to because I'm so busy with the other 33 teenagers in my class.

Also with such large classes, it's difficult to take all my students on field trips. Getting them into the community for relevant learning opportunities is a logistical nightmare. My students have been asking to go on a Biology field trip all year. We have no money in the science department budget for transportation. I have been trying to find funding through writing grants and partnering with organizations that may have the funds.....this is very time consuming and always an after work chore. I will only be able to take about 30 students on a field trip.

3. With more funding, perhaps the food we serve students would be of higher quality and healthier for them. As a Title I school, half our students live in poverty and get their breakfast and lunch from our cafeteria. White rice, sausage, and pog are not healthy food choices for our keiki.

I heard there is a 5 pm deadline for this email. I can write more, but I'll cut it off here, for now. It's 4:47 p.m. I just received this email today.

Nancy Halley

H.P. Baldwin High 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. 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/>

**



Melissa <mauimelissa@aol.com>

03/06/2017 05:00 PM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony

Melissa Kreutner/Second Grade Teacher/King Kamehameha III Elementary School

General Business Meeting, March 7 Action Item B. Board Action on proposed legislation being considered during 2017 Legislative Session

State of Hawaii Board of Education
Tuesday, March 7, 2017
General Business Meeting

TESTIMONY

Melissa Kreutner
King Kamehameha III Elementary School
Second Grade Teacher

Re: Action Item B. Board Action on proposed legislation being considered during 2017 Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of Education:

My name is Melissa Kreutner, a teacher at King Kamehameha III School. I have been a teacher for 8 years and currently teach Second Grade.

I am submitting testimony today on Item B, Board Action on proposed legislation being considered during 2017 Legislative Session. We are asking for your support for more funding for public schools, and specifically our proposals for a constitutional amendment to create a steady funding stream for the DOE. It is important that we increase education funding so we can attract and retain teachers. In particular, I would like to focus on making settling our contract a priority and specifically the following issue: Fair and appropriate compensation- teacher pay and health premiums. I have to work a second job after school to compensate for my low pay. This takes away from my teaching and my family. It is disheartening to hold two degrees and live just above poverty level.

If you address the issues I have brought forward, my testimony will be an important step in establishing the schools our keiki deserve.

Thank you,
Melissa Kreutner
Mauimelissa@aol.com

Sent from my iPhone

**

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. 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/>

**



Jc <emaliaahkee@gmail.com>

03/06/2017 05:04 PM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony

State of Hawaii Board of Education

[Tuesday, March 7, 2017](#)

General Business Meeting

TESTIMONY

Kelly Cole Ah Kee

Maui Waena Intermediate

Classroom Teacher

Re: Action Item B. Board Action on proposed legislation being considered during 2017

Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of Education:

My name is Kelly Cole AhKee, a teacher at Maui Waena Intermediate School. I have been a teacher for 14 years and currently teach full inclusion 8th grade science.

I am submitting testimony today on Item B, Board Action on proposed legislation being considered during 2017 Legislative Session. We are asking for your support for more funding for public schools, and specifically our proposals for a constitutional amendment to create a steady funding stream for the DOE. It is important that we increase education funding so we can attract and retain teachers.

Please also address the failings of the current DOE's Educator Effectiveness System. Please consider an evaluation policy that is smart, supportive, and an evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES(especially the SLO) on our teachers and students. The SLO portion is very time consuming and I find not meaningful with guiding my instruction. I have spent at least 30 plus hours with my coworkers trying to create a useful and meaningful SLO with my fellow teachers. This takes away valuable time my grade level science teachers and I could be spending on creating and collaborating on engaging and rigorous activities, projects, lessons, and assessments. It also takes away time from the meaningful, insightful discussions my fellow teachers and I love to have about our current lessons and assessments. These discussions help drive our instruction, provide insight

and wonderful learning opportunities for us teachers that improve our teaching and make me a better educator.

One part of the EES I did find very helpful was the conversation I had with my administrator about my observation and then being able to take what she shared with me. I was then able to reflect and implement the ideas we came up with together, it and be observed again. That helped me to become and maintain my highly effective status and contributed to my students directly by helping me to become a more effective teacher.

If you address the issues I have brought forward, my testimony will be an important step in establishing the schools our keiki deserve.

Thank you,

Kelly Cole AhKee

emaliaahkee@gmail.com

Sent from my iPhone

**

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. 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/>

**



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Corey Rosenlee
President
Justin Hughey
Vice President
Amy Perruso
Secretary-Treasurer
Wilbert Holck
Executive Director

TESTIMONY BEFORE THE BOARD OF EDUCATION
GENERAL BUSINESS MEETING

TUESDAY, MARCH 7, 2017

RE: LEGISLATIVE SESSION

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Mizumoto and Members of the Board:

Last school year, HSTA leaders traveled to every chapter of our union, where we spoke with hundreds of teachers. We surveyed thousands more. Teachers' feedback formed the Schools Our Keiki Deserve campaign, a 10-point plan for how to improve public schools. HSTA introduced an omnibus bill during the 2016 legislative session that included specific policies to achieve our goals. Yet, the message from the lawmakers was clear: their job is to fund schools, not intervene in issues of education policy or collective bargaining. In their view, crafting policy is the responsibility of the BOE.

This school year, the Board has discussed the future of education whether through Gov. Ige's ESSA Task Force Blueprint or the DOE's Strategic Plan. So far, though, neither document has produced specific policy proposals. We must move from abstract goals to concrete policies. Following the Legislature's direction from 2016, HSTA included many of the Schools Our Keiki Deserve priorities in our contract proposals, including increasing resources and planning time for special education instruction, empowering teachers to be school-level leaders, lowering class sizes, and raising salaries to boost teacher recruitment and retention.

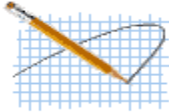
Members of the BOE have prioritized special needs students. Our SPED teachers say that they are overburdened and lack time for mandated paperwork, like the completion of IEP tasks. They have asked for more time to collaborate, especially when facilitating inclusion classrooms. In our contract talks, we have proposed limiting total student workload and increasing time for collaboration and planning. By better

supporting our special education teachers, HSTA believes that we can begin to close the achievement gap and retain more of our SPED teachers, creating less reliance on the use of emergency hires and substitutes.

Studies show that lowering class size is one of the best ways to improve student achievement. In Hawai'i, though, other than for grades K-2, we have no hard caps on class size. HSTA has proposed setting goals to lower class sizes and encouraging schools to look at best practices to give students more individualized attention.

In over 40 proposals put forward to the state, HSTA has outlined ideas to empower teachers, create a fair and valid teacher evaluation system, and outlined how Hawaii teachers are underpaid compared to teachers in comparable districts. Unfortunately, since we began the negotiations process six months ago, we have received minimal engagement on these topics.

While we have had fruitful conversations with teachers, we need the board and the department to work with HSTA for the benefit of our children. We are asking you, today, to become more engaged in the process of giving our keiki the schools they deserve.



Tasia Yamamura <tasiay@hawaii.edu>

03/06/2017 06:33 PM

To testimony_boe@notes.k12.hi.us
cc
Subject TESTIMONY

Aloha,

I am writing to submit testimony against the approval of Darrel Galera to become superintendent. The education of our keiki is not to be taken lightly. I have recently heard that Mr. Galera actually led the movement to remove the former superintendent, created the new superintendent job description and process as a BOE appointee, and now has resigned from the BOE to apply for this job that he helped to vacate and design. This does not seem pono at all. We need people leading our BOE who are committed to community/place-based education but at the very least, we need people who can be trusted. It is clear through Mr. Galera's manipulative actions, that he is using his position to profit instead of putting our keiki first.

Mahalo nui for taking this testimony (AGAINST the approval of Mr. Galera as superintendent) into consideration,

Tasia Yamamura

**

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. 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/>

**

Laura M. Fukumoto
Aliamanu Elementary
Fifth Grade Teacher
March 7, 2017

I have taught for nearly fifty years (September 2017 makes my 50th year). I am considered by many to be a very dedicated, experienced, and effective teacher. Although I am strong in all content areas, I was awarded the Presidential Award for Excellence in Math Teaching in 2012 and have been a National Certified Teacher since 2003. I have mentored forty Student Teachers and coached more than fifty teachers through the grueling National Certification process. Hence, I have had first-hand experiences with fantastic, dedicated, teachers.

My biggest concern is teacher morale. I have witnessed a drastic decline in teacher's zeal to teach and, in general, in their self-esteem as teachers. The heavy burden of helping all students to reach or exceed Common Core Standards, the general atmosphere of "teacher-distrust" and "prove yourself to be effective" have taken a damaging toll of teacher morale.

In order to help each child, one must be willing and able to pour his/her very best into each workday and sacrifice one's after school hours and weekends to analyze student data and present needs and to design effective lessons. In the present DOE system, although a teacher can pour in those countless hours, giving her/his very best, there is NO guarantee that every student will improve to such a degree that they will meet or exceed standards. **Imagine how devastating low test results are on dedicated teachers.** When you have poured all that you have into teaching and learn that **"it just was not good enough"** is both heart breaking and demoralizing.

The shortage of over a thousand, five hundred teachers (as well as the large number of 3rd to 6th grade teachers that have quit) speaks to the urgent need for change. There are a lot of issues that need to be addressed to help and encourage teachers so Hawaii's children will flourish. However, **a substantial pay raise** is a big boost to us teachers at this time. It will say, **"We understand the pressures of teaching and appreciate all that you do. We support your efforts."**

Laura M. Fukumoto



Megan Rigos <megan.rigos@gmail.com>

03/06/2017 08:21 PM

To "testimony_boe@notes.k12.hi.us"
<testimony_boe@notes.k12.hi.us>

cc

Subject Testimony - Action Item B. Board
Action

State of Hawaii Board of Education
Tuesday, March 7, 2017
General Business Meeting
TESTIMONY

Megan Rigos
Ewa Makai Middle
School Counselor

Re: on proposed legislation being considered during 2017 Legislative Session

Good afternoon Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of Education:

My name is Megan Rigos, a counselor at Ewa Makai Middle School. I have been a teacher (elementary special education) for 7 years and counseling for 2 years. I currently am a 7th grade school counselor.

I am submitting testimony today on Item B, Board Action on proposed legislation being considered during 2017 Legislative Session. We are asking for your support for more funding for public schools, and specifically our proposals for a constitutional amendment to create a an additional funding stream for the DOE.

It is EXTREMELY important that we increase education funding so we can attract and retain teachers. I also want to mention that to attract and retain our great teacher, you also need to focus on settling our contract and making it a top priority.

I specifically think the issue of fair and appropriate compensation and teacher recruitment is important. I am a 2008 a graduate from Marist College in New York and came to Hawaii 9 years ago as a special education teacher in a hard to fill area. When I came out to Hawaii, I, as many of my mainland colleagues, was unsure if I would ever stay in Hawaii due to mostly to financial reasons as well as distance from home. I am a rare example of someone that did stay and make Hawaii my home. The only reason I've been able to do so was the support and income of my partner and a second job. Hawaii is not a place where a teacher is able to settle or have a family without support from others. I have witness nearly all of my former classmates and mainland teacher friends make the difficult, and often disappointing, decision to move back to the mainland where salary is greater, schools are better funded, cost of living is cheaper, and support of family is provided. It always comes with heartbreak and regret, these teachers

swearing that if they could make it, they would stay. I am soundly confident that making a salary that supports cost of living would help retain these teachers that the Hawaii DOE works so hard at recruiting for. I have a difficult time understanding the resistance of paying teachers appropriately when it could help retain teachers, provide better job satisfaction, and give due credit for the unbelievable job of being an educator of our youth and securing the future of our children. These children deserve consistency, experienced teachers, and confidence that their educators can focus on giving everything they have to their profession without wrestling second jobs, stressing about how they can pay their bills, or unwillingly leaving to seek employment elsewhere in the country.

If you address the issues I have brought forward, my testimony will be an important step in establishing the schools our keiki deserve.

Thank you,

Megan Rigos

megan.rigos@gmail.com

**

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. 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/>

**



Joy Oliveira <joymoana21@gmail.com>

03/07/2017 12:50 AM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony

State of Hawaii Board of Education
Tuesday, March 7, 2017
General Business Meeting

TESTIMONY

Joy Oliveira
Special Education Teacher Hilo, Hawaii
Re: Action Item B. Board Action on proposed legislation being
considered during 2017 Legislative Session

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the
Hawaii State Board of Education:

My name is Joy Oliveira, a Special Education Teacher in Hilo, Hawaii. I have been a teacher for 4.5 years and currently teach in an inclusion setting for 6th grade students. I specifically believe the following issue needs to be immediately addressed regarding teacher's responsibilities and being forced to work under illegal and unethical conditions as proposed in Senate Bill 739. As the law stands teachers are required by the Administrative Rules to conduct Functional Behavioral Assessments, develop Behavioral Support Plans, and often implement intervention strategies for students who demonstrate need. Behavioral Analytic services should be completed by a trained professional and specifically

under the direct supervision of a Behavior Analyst.

As the law stands now, a person can be hired to teach as an emergency hire and not even be required to hold a Bachelor's degree, nor any coursework related to education. Many have become teachers by taking a praxis and teaching in the field as an emergency hire. They are not even required to take a State Approved Teacher Preparation Program to continue teaching.

In fact, I recently left my position at a Charter School in Hilo because I was instructed to conduct FBA's and BSP's for both autistic and non-autistic students or I would be immediately terminated. Even prior to becoming a certified and licensed teacher I was an emergency hire at this charter school where I was told this was a part of my job, despite not having any training provided.

My six years of coursework in Psychology and Education had not covered this task in depth. My Special Education department head claimed teachers were qualified and in lieu of training, suggested I review plans she developed for other students. I protested and asked for further training. Because I was unable to obtain any guidance other than the assistance of the School Based Behavioral Health therapist (SBBH) if the child had counseling services. To gain more knowledge, I undertook a 40-hour Registered Behavior Technician certification course.

Upon returning, I met with the sped team, SBBH, and requested the administration review legislation to clarify how the law impacted teachers, and my RBT candidacy as we were still being asked to conduct behavioral analytical procedures. Asking to defer behavioral analysis activities in accordance the law, I was told by my administration to complete them as required or face immediate termination.

I was forced to write a letter stating that I would comply with the Principal's directive so I was unable to pursue the RBT credential. The principal threatened if I "made my stand" on this issue, I would be unable gain employment in Hawaii. Prospective employers would be told that I had been fired for insubordinate behavior. And if I filed a HSTA grievance it would be an exercise in futility as the administrator "knew special education laws."

I asked the HSTA for help but was still refused access to my data, personnel records, and presented with a Notice of Trespass. We cannot subject our teachers to this kind of treatment for attempting to seek training, ask for clarification, or increase their skills for the benefit of the students they endeavor to serve. Despite our extensive training, *we are not* specifically trained or qualified to serve as behavior analysts. We must not negate any responsibility to properly train and staff settings that deserve the most qualified and competent providers.

Most recently, I witnessed a student's severe regression and threatened expulsion because of encounters with unqualified personnel. As a special education teacher who has seen an autistic family member and many of my amazing students suffer through inappropriate, emotionally, and physically damaging

interventions, I am deeply concerned.

My greatest concern lies with the undeniable negative impact of imposing inadequately trained personnel on our special education students. Teachers should not have to perform behavior analytic tasks that create and drive behavioral support plans and interventions without training and supervision from qualified personnel. I will pursue future certification as a Board-Certified Behavior Analyst because our keiki truly deserve better than a well-intentioned, but completely untrained teachers as provider of this life-changing service. Please consider the ramifications of supporting not reviewing Senate Bill 739 and the demands that the current Administrative rules demand in regards to Behavior Support Plans.

I am also submitting this testimony today on Item B, Board Action on proposed legislation being considered during 2017 Legislative Session. I am asking for your support for closer examination of the Administration Rules, Luke's Law, Act 199, SB1311 and SB2670 which if left unaddressed presents a liability upon which you place teachers, especially new and unskilled ones in a position to do irreparable harm to some of the most delicate of our student population.

If you address the issues I have brought forward in my testimony you will be making an important step in establishing the safe and properly supported environment and exactly what our keiki truly deserve.

Mahalo nui loa,
Joy Oliveira
JoyMoana21@gmail.com

**

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. 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/>

**



The Burtons <kauaiburtons@gmail.com>

03/06/2017 06:36 PM

To boe_hawaii@notes.k12.hi.us

cc

Subject HSTA - Teacher Testimony regarding
new Contract 2017

Aloha BOE Leaders,

I am writing this email to express my deepest concerns over the latest proposed working conditions for Hawaii's teachers.

I have been teaching here on Kauai for 8 years, and previously taught in California.

I am a highly qualified teacher and very much LOVE what I do!!! I am a strong, modern-thinking teacher, with an extreme talent for teaching kids to read at the youngest age! A priceless skill for any human being to gain.

For the past 2 years, I have been disheartened to learn that my "pay increases" in both 2015 and 2016, never actually reached my wallet, since both years there was a significant increase in our Health Insurance plans - which "swallowed up" any increase in pay that I was expecting to receive. (This was the case for most of my colleagues as well),

This year, 2017, it is proposed that we see NO pay increase, yet our insurance is being increased AGAIN by \$50 - \$150 dollars??

My family will have a very hard time absorbing a \$150.00 pay reduction in 2017-2018 and what is to come next year??

I love teaching in Hawaii!! I appreciate the training, the materials budgets, and the clear educational vision presented.

But I cannot remain here in coming years, if our pay checks continue to be reduced and the cost of living, in all areas - not just insurance - continues to rise.

I understand we are having a hard time recruiting new teachers, due to the high cost of college and low wages in our state.

Don't we then at least want to retain our current, highly qualified and successful, experienced teachers??

My California counter-parts are earning on average \$15,000 - 20,000 more per year - with more affordable groceries, utilities, etc. I am not complaining about this point, but I find it unfathomable that Hawaii teachers are facing such a huge LOSS of pay in the coming years.

Again, 3rd year in a row of receiving zero increase to now negatives coming out of our pay.

Please consider my testimony, as well as all of the other teachers you hear from. Many of my colleagues already have 2nd jobs, and will be hurt even further by the proposed Salary schedule & insurance hikes.

Teachers put in MANY MANY extra hours for the love of the keiki and to meet all of the State's expectations. And we do so with pride and success. It is not good to tell these hard working teachers, that they now must sacrifice even more on a personal and financial level to remain in this profession. Many may not remain. : 0 (

Mahalo,

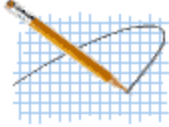
Laura Burton

Kauai

**

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. 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/>**

**



Shane Albritton <shanealbritton@gmail.com>

03/07/2017 09:29 AM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony on Action Item B.
(SUPPORT)

State of Hawaii Board of Education
Tuesday, March 7, 2017
General Business Meeting

Shane Albritton
H.P. Baldwin High School, Maui
Social Studies

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of Education:

My name is Shane Albritton, a teacher at Baldwin High School School. I have been a teacher for 4 years and currently teach 9th grade U.S. History and 12th grade Sociology.

I am submitting testimony today in support of Action Item B. I humbly ask that you support HSTA's proposal for a constitutional amendment to create a dedicated additional funding stream for the DOE via surcharges on investment properties.

As you well know, teacher retention is a major problem in Hawaii schools, and one that is getting worse. I believe that this is because the current cost of living in Hawaii far outstrips teacher salaries. Several teachers that were recruited to our school from the mainland this year didn't even last one semester.

Personally, my rent accounts for almost 50% of my net income. I used to make much more money as a tour guide, something my wife reminds me of often.

A large percentage of the teachers at my school have second and third jobs just to make ends meet, which has a definite impact on the time they can spend planning lessons, grading, and all the other things a good teacher is expected to do.

Please act with HSTA on this common cause to grow schools our keiki deserve.

Aloha,
Shane Albritton

**
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. 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/>**

**

March 7, 2017

Hawai'i Board of Education
General Business Meeting
Lance Mizumoto, Chair
Brian De Lima, Vice Chair

Aloha Chair Mizumoto, Vice Chair De Lima and Members of Board of Education,

We would like to comment on Item VII.C, Board Action on Superintendent job description and characteristics.

We are a group of advocates from Native Hawaiian, parent, disability, higher education, multilingual, social justice, and education reform communities who have come together to look at 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 a major priority within the operational structure (s)he establishes for the DOE.

With respect to the Superintendent job description and characteristics, we appreciate the survey and are generally supportive of the recommended characteristics, but aside from "Has knowledge of research and best practice in the area of educational data and accountability systems, including knowledge of how such systems can support student achievement and equity," we feel that the other criteria, along with list of competencies and primary responsibilities do not directly address equity in supporting our high needs students and narrowing the achievement and opportunity gap across the educational system.

In order to align with the BOE/DOE Strategic Plan's focus on "equity and excellence," we ask that the Board consider the following recommendations in their decision.

1. In the Competencies section, under the first bullet point we suggest adding "educational equity" to the description.
 - Demonstrated success in collaboratively building, nurturing, and sustaining an organizational culture which supports a school system that serves all students and **educational equity**, develops a climate that fosters innovative continuous improvement, and promotes collaboration, trust, and high expectations.
2. In the Primary Responsibilities section, we suggest adding the point:
 - **Champions the importance and execution of a diverse, equitable and inclusive environment in schools.**

Thank you for your consideration and the opportunity to testify.

Mahalo,

Martha Guinan (Special Education Advisory Council)

Cheri Nakamura (HE'E Coalition)

Sylvia Hussey (Native Hawaiian Education Council)

Patricia Halagao

Cheryl Lupenui

Brook Chapman DeSousa

Ka'ano'i Walk

Kanakolu Noa

Gavin Thornton

William Pila Wilson (Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language, UH Hilo, 'Aha Pūnana Leo, Inc.)



John Fitzpatrick <fitzformaui@gmail.com>

03/07/2017 10:44 AM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony: Support funding for
teachers and schools

Aloha Chair Mizumoto, Vice-Chair De Lima, and Members of the Hawaii State Board of Education:

My name is John Fitzpatrick, I am a teacher at Kihei Charter School. I have been a teacher for 1.5 years and currently teach 10th grad chemistry and 11th & 12th grade anatomy and physiology.

I am submitting testimony today on Item B, Board Action on proposed legislation being considered during 2017 Legislative Session. **We are asking for your support for more funding for public schools, and specifically our proposals for a constitutional amendment to create a steady funding stream for the DOE.** It is important that we increase education funding so we can attract and retain teachers. In particular, I would like to focus on making settling our contract a priority and specifically the following issue.

I would like to see lower class sizes because it is hard for teachers who have 5 classes of 38 students or 190 students to give the much needed personal attention that students need while developing in school. My parents ended up sending me to a private school largely because of class size and a more intimate high school setting that benefited me as I struggled with learning disabilities. I suggest that a teacher should have no more than 22 students in their class.

Given the challenges of helping our SPED children succeed, I would like to see more funding and better SPED support for all teachers. We need more SPED teachers in our classrooms helping us deliver lessons to our SPED kids.

Please address the issues of teacher pay, class sizes, working conditions, and special education that I have mentioned. Give our students "schools our keiki deserve!"

Mahalo,

Fitz

John Fitzpatrick

Fitz For Maui

email: fitzformau@gmail.com

phone: 808-268-1073

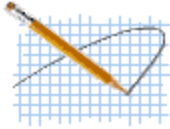
P.O. Box 532481

Kihei, Hi 96753

**

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. 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/>

**



Nicole Schubert/DOLE/HIDOE

03/07/2017 11:58 AM

To Testimony BOE/HIDOE@HIDOE
cc
Subject Fw: Testimony regarding qualifications
for Superintendent

Testimony

Qualifications should include: The Superintendent should have both teaching and administration experience- at least 10 years, preferably 20 year- before becoming Superintendent.

Nicole Schubert
Mathematics Teacher
Dole Middle School

Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and/or privileged information. Any review, use, disclosure, or distribution by unintended recipients is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.