

Jonathon Medeiros
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 06/18/2019 09:42 AM

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

- Jonathon Medeiros, State Office Teacher, Kauai Teacher Fellowship Director, ELA Teacher, HIDOE
- Special Meeting (June 20)
- Action Item B: [Board Action on Superintendent evaluation system process for 2019-2020 School Year and Superintendent job description](#)
- Position - Oppose

Aloha. While I appreciate much of the content of Action Item B, particularly the impulse to streamline the evaluation process and to ensure that all required actions are meaningful, I oppose one of the major suggested changes. The first suggested change, on page 3, is to extract the stakeholder feedback component from the evaluation of the superintendent. In point of fact, this component should not be extracted. It should actually be beefed up. Stakeholders should have a real part in the evaluation of the superintendent and that feedback should factor in to her final rating. The voices of the students, parents, teachers, administrators, and all other stakeholders are valuable and should be sought in a meaningful way at least yearly, as it relates to the superintendent's job performance.

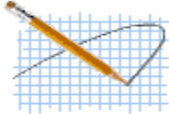
Mahalo for your consideration.
 Jonathon Medeiros, NBCT

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Jonathon Medeiros
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06/18/2019 09:59 AM

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

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- Jonathon Medeiros, State Office Teacher, Kauai Teacher Fellowship Director, ELA Teacher, HIDOE
 - Special Meeting
 - C. [Board Action on adoption of Board and Department strategic priorities for 2019-2020 School Year](#)
 - Position - Oppose (Support, only with changes)

Aloha all. I truly appreciate Chair Payne's memo dated June 20, 2019 regarding the June 6, 2019 meeting and the intent behind the discussion she tried to initiate for that meeting. It is very important that all BOE actions be tied directly to the BOE's priorities, and these priorities need to be tied to those of the Supt and also to her promises. This last part is where today's recommendation falls down. Having the open discussion that Chair Payne is advocating for is key and I hope that it happens and is truly open and reflective. I hope to hear the BOE members asking thoughtful questions, of their own beliefs and of others'. I hope to hear them also discussing my main concern, which is that the connection to the promises needs to be part of the priority document or the ideas of equity, health, safety, wellness, etc need to be part of your priorities. They are currently missing. Specifically in regards to the Equity and Access priority, and the corresponding Equity promises, Chair Payne stated that the mitigation of disempowering differences to enable students to thrive (from the Supt's promise) is the same as "inspire all students to succeed." This move leaves out a specific call for the important protections of our vulnerable students, those whose disempowering differences might include race, economic status, gender, sexuality, identity, ability. I would go on to argue that being more specific about the "disempowering differences" is also important.

We need to put in writing, and then back up with our actions, that we will protect all our students and we will do all we can to mitigate the disempowering differences that the system itself exploits. Too many of our students know that they are not as welcome as others and we need to voice our kuleana to addressing those differences so that we can create an education system that works for ALL our students. If this language is not in the BOE priorities, then we are walking down the path to more suffering for many of our students.

Mahalo for your thoughtful consideration.

Jonathon Medeiros, NBCT

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