



Anita Soldwisch <soldanita968@gmail.com>

01/12/2020 07:14 PM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony BOE General Business
meeting

Dear Board of Education,

Mahalo Nui for the opportunity to provide testimony.

Congratulations to the DOE for receiving the \$50 Million grant for literacy. Media outlets reported that the monies will be prioritized by disadvantaged populations. Decade after decade, the lowest socioeconomic populations are provided with millions of dollars, loads of training by the top education consultants in the nation, with no lasting results. School staff in Nanakuli-Waianae and Kau, Keeau, Pahoa complex areas (known previously as the "zones" during Race to the Top) and leaders and staff in the fifteen complex areas are among the most trained educators in the nation, yet they are unable to implement improvements and create change. When you speak to the DOE employees around the state, they hold impressive resumes that include professional development from the most esteemed educational consultants. Is anyone accountable to implement what the DOE employees attend training for?

Without question, disadvantaged populations should be beneficiaries of this grant, however, with the millions of dollars spent on consultants, thousands of hours of professional development spent attending training decade after decade, what are the leaders (at all levels of the DOE) doing? Does the BOE hold the Superintendent accountable for student outcomes instead of surface level metrics as committing to school visits and establishing email blasts that should be a basic routine?

Mahalo for the opportunity to testify.

Sincerely,

Anita Soldwisch

Parent, Tax Payer, Community Member

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January 15, 2020

Members of the Board of Education

Thank you for giving me the opportunity to testify against the proposed plan to move Kaahumanu Elementary School to the McKinley High Campus.

My name is Neal Takamori, retired educator and administrator from the DOE. I served as a teacher, coach, and counselor for twenty years at Dole Intermediate and McKinley High School. I became an administrator and Athletic Director twenty-five years ago at Likelike Elementary and McKinley High School. I currently serve as president of the McKinley High School Foundation.

The social, emotional and physical needs of elementary school students are vastly different from the needs of high school students. The physical facilities of each school reflects the programs addressing the needs of the students. As a former administrator at Likelike Elementary and McKinley High School, I believe that placing Kaahumanu Elementary on the Campus would be a big mistake.

First, there will be increased security problems. Especially between the campuses. Did anyone talk to the school personnel to get feedback?

Second, I can see potential problems with bullying of elementary students by high school students.

Third, the possibilities of delinquent behavior targeting elementary students would be increased.

Fourth, the delinquent behavior of some high school students would serve as a negative model for elementary students.

Fifth, It would be a waste of money to relocate Kaahumanu Elementary School onto McKinley High School.

There are better alternatives to explore rather than putting Kaahumanu Elementary onto the McKinley High School campus.

To: The Honorable Catherine Payne, BOE Chair & Members
From: Beatrice DeRego-Coffield, Kahuku High & Intermediate
Date: January 16, 2020
Subject: General Meeting Item V – DOE Experimental Modernization Project – Teacher Compensation

Aloha, Chair Payne and Members of the Board. Mahalo for allowing me to share my voice.

I am Beatrice DeRego-Coffield, Test Coordinator at Kahuku High and Intermediate. I hope the Board will address the detrimental salary compression of teachers' wages by approving the Pilot Project recommended by the DOE. Although I have been at Kahuku since 1997, my enthusiasm and passion have been quietly eroding for 10 years as my ability to survive and care for my family is disappearing.

Hawaii teachers endure the distinction of being on the lowest wage rung in the nation, throughout the total overhaul of our profession by congress and experts, with an increasing number of hats we are expected to wear. Yet, there has not been adequate compensation or even token rewards to indicate our value to Hawaii as professionals. One teacher's salary should allow someone to live a comfortable lifestyle without stress or worry, conditions that harm effectiveness with students.

The new number I hear most from teachers employed since the late 90's is 25. With 25 years of credited service, teachers receive full family health benefits paid by the state. I believe this will become the new retirement date for these teachers – even those taking an age penalty if they are under age 60. At current salary levels, it is financially beneficial to leave the DOE with health benefits to find employment with better pay. Unfortunately, many educators are also leaving the state to survive on the reduced retirement pay years of compression creates.

This exodus will instantly reduce Hawaii's potential to meet the vision of providing a first class public education for all students, regardless of status. The teachers leaving are your most experienced pros who have managed waves of changes. In the long run, their migration from Hawaii leaves communities without the wealth of knowledge and contributions so many retired educators are known to graciously share. The salary compression blemish must be addressed immediately to provide all students with qualified, licensed, experienced teachers in every classroom, every year.



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TESTIMONY BEFORE THE BOARD OF EDUCATION GENERAL BUSINESS MEETING

RE: AGENDA ITEM V. A. Presentation and discussion on the intent to conduct an Experimental Modernization Project (in accordance with Hawaii Revised Statutes Section 78-3.5) to provide extra compensation to licensed, tenured teachers to address equity and compression of salaries.

THURSDAY, JANUARY 16, 2020

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Payne, and Members of the Board:

The Hawaii State Teachers Association thanks the Board for their support of Agenda Item V, A, relating to the intent to conduct an Experimental Modernization Project (in accordance with Hawaii Revised Statutes Section 78-3.5) to provide extra compensation to licensed, tenured teachers to address equity and compression of salaries.

In Hawai'i, teacher turnover is high, it is not just our new teachers leaving, and the number of teachers leaving continues to rise. Chronic teacher turnover, in turn, forces the department of education to rely on emergency hires and long-term substitute teachers, who are not certified teachers, to fill vacancies resulting in thousands of students each day in a class without a licensed teacher. Our teacher shortage problem is further clarified in the DOE's 2017-18 Employment Report, which shows that teacher voluntary resignations increased from 850 to 1,111 with only about 30% being due to retirement. It has only increased since then.

Unlike many school districts in the country, Hawaii educators' years of experience are not automatically taken into consideration to determine when they earn step movements. Hawaii public school teachers can only receive increased pay for years of service if those rates are negotiated with the state, which has rejected increases during economic downturns.

The current distribution of teachers on each step of the salary schedule is inconsistent and compressed, contributing to senior teachers leaving. In many cases, teachers who have a difference of 10 or more years of experience are on the same step. Current figures show 5,942 teachers with between 0 and 24 years of



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service are clustered between Steps 9 through 11. That's why the problem is called compression.

This lack of equity causing the compression in teacher salaries is impacting the retention of licensed, tenured teachers who are essential to closing the achievement gap to ensure equity and excellence for each student.

During furlough years and times of economic downturns, tenured teachers have sacrificed higher step placement increases and steps were only adjusted up for newer teachers in efforts to recruit more, without a step advancement for teachers already working for years within the DOE.

Currently, only 53 percent of teachers remain in the Hawaii DOE for five years or more. In addition, about 1,000 long-term substitutes and emergency hires filling vacancies in classrooms are not graduates of a state-approved teacher education program. In fact, some of those subs and emergency hires are not even college graduates.

HSTA supports Superintendent Kishimoto's request of state lawmakers to approve funding for a one-time salary step adjustment as part of an Experimental Modernization Project for eligible teachers to address pay compression.

HSTA believes the teacher shortage extends throughout the profession, which is why all educators' compensation should be increased. Research shows that teachers become more effective the longer they are in the classroom.

A study published by the Learning Policy Institute in 2016 showed the following: Based on a review of 30 studies published within the last 15 years that analyze the effect of teaching experience on student outcomes in the United States and met specific methodological criteria, researchers found that:

- Teaching experience is positively associated with student achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience are most steep in teachers' initial years, but continue to be significant as teachers reach the second, and often third, decades of their careers.
- As teachers gain experience, their students not only learn more, as measured by standardized tests, they are also more likely to do better on other measures of success, such as school attendance.



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- Teachers' effectiveness increases at a greater rate when they teach in a supportive and collegial working environment, and when they accumulate experience in the same grade level, subject, or district.
- More-experienced teachers support greater student learning for their colleagues and the school as a whole, as well as for their own students.

We have to do more to encourage educators, especially those who have years and even decades of experience, to remain in the classroom. This proposal is part of a multi-phased plan to ensure that all our keiki, regardless of where they live, what their special needs are or their ethnicity, are taught by highly qualified teachers.

If the Legislature approves of the funding, HSTA believes public school teachers with 22 years or more of experience at the end of this school year would automatically be placed at the highest step, 14B. The HSTA believes nearly 3,000 of its members deserve to move up to 14B.

HSTA appreciates Superintendent Christina Kishimoto's request, with the Governor and the BOE's support, to help end the teacher shortage crisis by not only requesting differentials for our hardest-to-staff positions, but also supporting this second step and the commitment to addressing equity and compression in teacher salaries via this Experimental Modernization Project.

These are issues that HSTA has been advocating for years to change and we support this one-time pay adjustment as we know it will help with the overall plan of recruiting and retaining licensed teachers.

To take care of the needs of our hardworking public school teachers, and to provide our keiki with the quality education they deserve, the Hawaii State Teachers Association thanks the Board of Education for their support on this agenda item as the second step to help recruit and retain our teachers.



Testimony for January 16, 2020 Catherine Caine to: boe_hawaii 01/16/2020 10:28 AM
From: Catherine Caine <catherinecaine@waikikischool.org>
To: boe_hawaii@notes.k12.hi.us

Name: Catherine Caine, Teacher Waikiki Elementary School

Meeting: Special Meeting January 16, 2020

Agenda item: Presentation on intent to conduct an Experimental Modernization Project (in accordance with Hawaii Revised Statutes Section 78-3.5) to provide extra compensation to licensed, tenured teachers to address equity and compression of salaries Audit, or General Business Meeting (full Board));

Position: Support

Comments: Thank you for allowing my submission of this testimony. Due to my work obligations, I am unable to appear in person.

My name is Catherine Caine, I am the 2015 Hawaii State Teacher of the Year, and one in four teachers in the nation nominated for National Teacher of the year.

I am asking you to move forward with this creative salary initiative, and begin to attract the best and the brightest people to the teaching profession in the state of Hawaii.

I could tell you stories about teachers' pay being reduced during the recession and staying at that level for years. We could talk about furloughs and strikes. We could refer to studies which indicate the one thing that makes a significant difference in education, putting highly qualified teachers in every classroom.

However, that is history, so let's not focus on the past but look forward to our future. A future where our students are able to be the driving force for global change.

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EXECUTIVE DIRECTOR**
JACCE MIKULANEC

January 16, 2020

TO: The Honorable Catherine Payne
Chairperson, Board of Education

FROM: Mr. Jacce S. Mikulanec
President and Executive Director, Japanese Cultural Center of Hawaii

SUBJECT: Board Action on Renaming the School Currently known as East Kapolei Middle School to Honouliuli Middle School

On behalf of the Japanese Cultural Center of Hawaii (JCCH), I would like to thank the Chairperson and the Hawaii State Board of Education for considering the renaming of East Kapolei Middle School to Honouliuli Middle School. The JCCH recognizes the efforts of those in the community who have contributed their time and insight into this renaming. While JCCH does not have a physical presence in the East Kapolei community, we do have members that reside in the region and we have a vested interest in the Honouliuli National Historic Site – a site commemorating and preserving Hawaii's largest Japanese-American internment site.

The reasons stated for this proposed name change that were provided in the Department of Education's letter dated November 8, 2019 failed to make mention the Honouliuli National Historic Site. As such, I would like to bring it to the Board's attention today and ask that you consider it as part of your deliberations. Of the seventeen concentration camps built to intern Japanese-Americans during World War Two, Honouliuli was the largest – holding approximately 400 Japanese-Americans and 4000 prisoners of war.

JCCH's mission is dedicated to preserving and honoring Hawaii's Japanese heritage. As such, we worked closely with state, local, and national leaders and community groups to help preserve Honouliuli in order to prevent similar actions from ever taking place again and to pay tribute to those who were unjustly interned in Honouliuli and other camps during World War Two. In 2015, this work culminated in President Barrack Obama signing a Presidential Proclamation establishing the Honouliuli National Monument (in 2019 the U.S. Congress designated it a National Historic Site).

The renaming of East Kapolei Middle School to Honouliuli Middle School offers an opportunity to educate middle school students, faculty, and the community about this historically important site. The Japanese Cultural Center of Hawaii would welcome the chance to explore this opportunity further; we currently offer

school tours of our Okage Sama De historical gallery (an exhibit focused on the Japanese-American experience in Hawaii from immigration through statehood) and the Honouliuli Education Center (and exhibit focused on Oahu's Japanese-American internment experience. In addition, the JCCH created a Japanese American Internment Curriculum for United State History that is available to teachers via our website - <https://www.hawaiiinternment.org/educators/educators>

Thank you for allowing me to submit this testimony.

Respectfully,

A handwritten signature in dark ink, consisting of a stylized 'J' followed by a series of loops and a long horizontal stroke.

Jace S. Mikulanec
President and Executive Director