

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

- Name: We would like to remain anonymous- our community is too small.
- Meeting: Human Resources, and General Business Meeting
- Agenda item: Complex Area Superintendent Nanakuli-Waianae
- Position: Comment

Dear Chairperson and Members of the Board,

Before you is action regarding the future Complex Area Superintendent of Nanakuli-Waianae. You should conclude it necessary to resume the search for a candidate suitable for this influential position.

An October 2019 news article, "Several schools see proficiency rates in math fall to single digits," shared: *"Just 3% of Waianae High juniors tested proficient in math last school year, from 11% the year before. At Nanakuli High, 6% of juniors were considered proficient in grade level math, according to results from a standardized assessment."*

The next Complex Area Superintendent has these rates to address within the unique characteristics of the Waianae coast, among them 84% economically disadvantaged, and a higher rate of students with special needs. These characteristics are often viewed as immutable. We view them as conditions perpetuated by the state's failure to utilize education as the "Great Equalizer."

Our community prayed for a leader with the required skills and abilities. We question if Mr. Thompson possesses the leadership abilities necessary to make the changes that kids and their families deserve. His resume is impressive, but falls short in meeting the listed requirements. We don't see the required depth of abilities or leadership reflected in his short list of experiences.

We demand better for our kids and the future generations to come. This body may be contemplating looking past the lack of his demonstrated successes in educational leadership and willing to take a chance. Recall the 97% of our Waianae High juniors, and 94% of our Nanakuli High juniors who did not meet the state's standards? They are now limited in their future educational and economic opportunities, which affects our whole community. Our kids deserve to be given that chance to be valued and led by someone who can immediately deliver world-class learning opportunities and transform the current state of education and achievement along the Waianae coast.

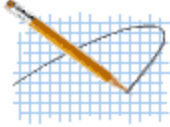
Mr. Thompson is accomplished in his own right. Please consider resuming the search for a qualified candidate.

* **

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Angela M <angelam966@yahoo.com>

02/19/2020 09:46 PM

To "testimony_boe@notes.k12.hi.us"
<testimony_boe@notes.k12.hi.us>
cc
Subject Testimony

February 20, 2020 testimony

HR agenda item Update on work ensuring Board policies enable Board and Department to collect necessary teacher retention data and implement bold teacher recruitment and retention strategies (HR Strategic Priority 2)

Oppose

Dear HR Chairman Takeno:

I appreciate this opportunity to provide testimony regarding bold teacher recruitment and retention strategies.

Recently I learned from the news media that the DOE celebrated recruiting teachers from the Philippines, a country that has the lowest reading and math proficiency rates according to the 2018 Program for International Student Assessment (PISA). Out of the 77 countries that participated, the Philippines is the lowest in both reading and math.

My son was placed in a Kindergarten class that had a teacher with a very strong accent. While he learned letter names and sounds, he began speaking with an accent and pronouncing words as his teacher did. During the years of rapid brain development, he was robbed of a basic education and we have had to pay for tutoring to make up for that wasted year. This was not only a waste, this was detrimental to my son's education, foundation, and set him up for future failure due to an unstable foundation.

The Board of Education is responsible for improving the education system by holding the DOE accountable. I am begging you to hold the DOE accountable for quality instead of a checkmark and consider changing the focus of teacher recruitment from bold to high quality, for the sake of the children of Hawaii. Might you consider recruiting from high performing countries, why would the DOE not do their due diligence and research this prior to recruiting? Or is it that there is a lack of care?

The decision makers in the DOE prioritize quantity instead of quality and truly disregard the child that should be at the heart of the decisions. It is clear from the promise plan that the DOE decision makers say a lot of fluff with no meaning, avoid the real work, and no one is holding them accountable. Please respect our people, especially our children.

Truly,
Angie Mariano
Parent

**

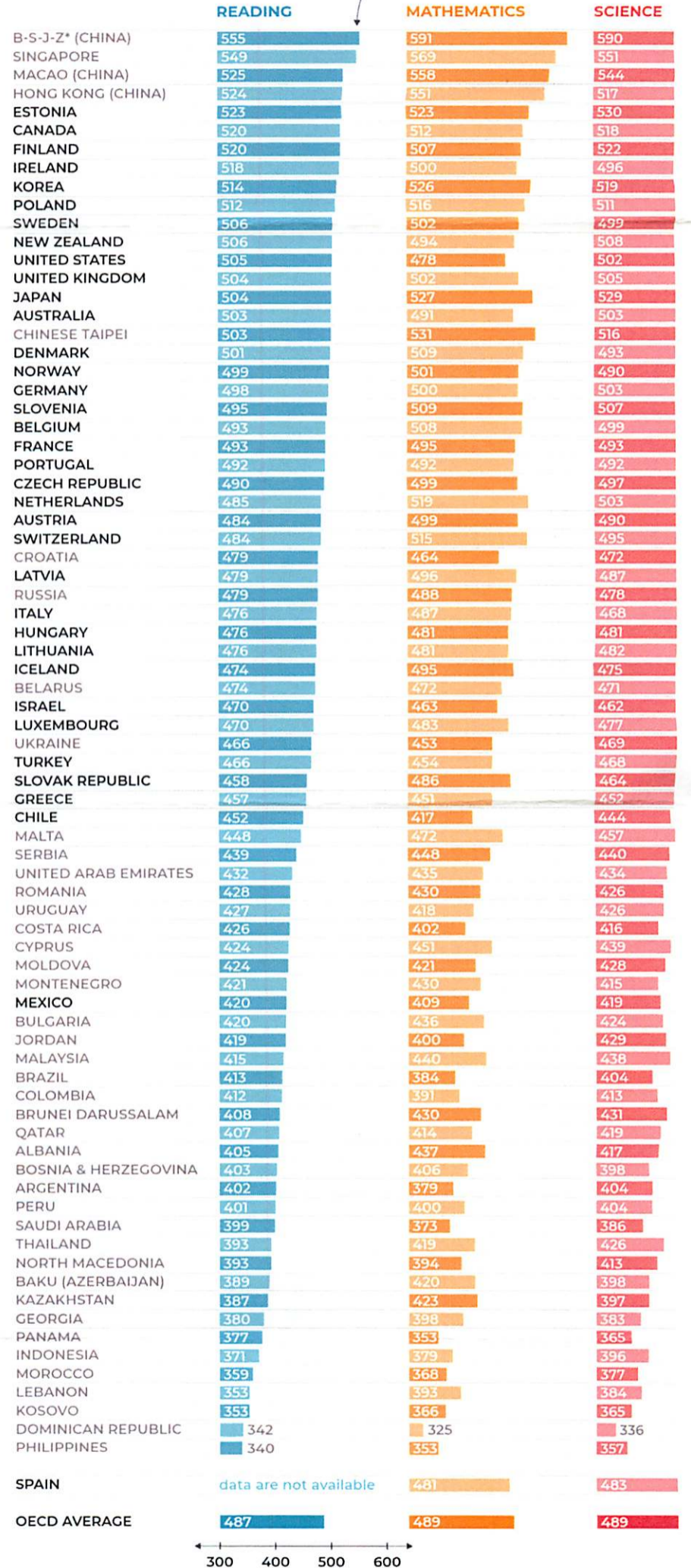
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PISA 2018 results

Snapshot of students' performance in reading, mathematics and science

Countries are ranked in descending order of the average reading score (focus of PISA).



Source: OECD, PISA 2018 Database || *B-S-J-Z refers to Beijing, Shanghai, Jiangsu and Zhejiang



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF TALENT MANAGEMENT

November 15, 2019

TO: All Principals

FROM: Cynthia A. Covell
Assistant Superintendent *Cynthia A. Covell*

SUBJECT: **Opportunity to Recruit and Potentially Hire International J-1 Visa Teachers at Your School**

The Hawaii Department of Education is pleased to announce its partnership with the Alliance Abroad Group, who will bring international teachers from the Philippines to Hawaii's classrooms. You are invited to participate in recruiting and potentially hiring J-1 Visa teachers for your campus.

Informational Meeting

Principals interested in recruiting and potentially hiring J-1 Visa teachers, or who may just want more information about the J-1 Visa Teacher Program, are invited to attend an informational meeting with Alliance Abroad on:

| | |
|---------------------------|--------------------------|
| Friday, November 22, 2019 | 9:00a.m. – 10:00a.m. CST |
| Friday, November 22, 2019 | 3:00p.m. – 4:00p.m. CST |

Please register online to attend this webinar at <https://bit.ly/2rrz43F>.

If you are unable to attend in person, or would like more information, please contact Vanessa Noel at vnoel@allianceabroad.com. You can also request access to a recording of these sessions.

Topics covered during this informational briefing will include: Understanding the J-1 Visa Teacher Program, benefits for your school, how the recruitment and hiring processes will work (from teacher selection to teacher supports during the program), responsibilities of the hosting schools, and how to get started.

Purpose of the J-1 Visa Teacher Program

1. J-1 Visa teachers bring an important international perspective to U.S. classrooms and students.
2. Enhance students' knowledge of foreign cultures, customs, and teaching approaches.

3. The school/student and J-1 Visa teachers foster greater understanding of different teaching methodologies, as well as, providing an opportunity to learn and teach much more than basic education.
4. The program provides a rare chance to shape a new generation of leaders, exposing students to the ideas of inclusion and tolerance, and enabling them to think with greater perspective.

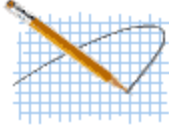
Quality J-1 Visa Teachers

Teachers participating in the J-1 Visa Teacher Program meet the following qualifications:

- Possess a degree equivalent to a U.S. bachelor's degree in education or the academic subject field in which he or she intends to teach;
- Is currently working as a teacher in his or her country of origin; and
- Will qualify for a Hawaii teacher's license issued by the Hawaii Teacher Standards Board.

CAC:gn

c: Complex Area Superintendents



L Elento <iliked3@rocketmail.com>

02/19/2020 10:35 PM

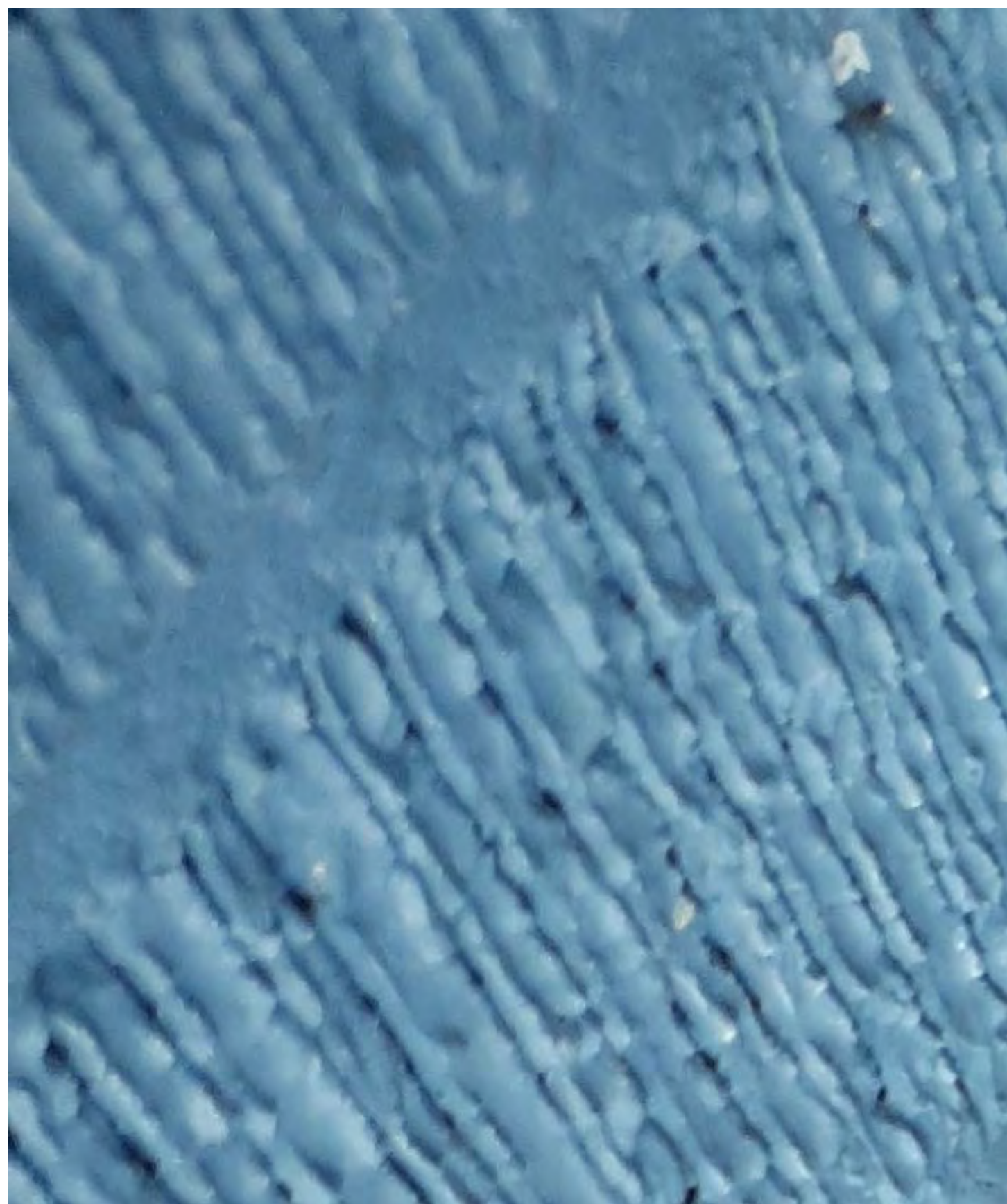
Please respond to
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<iliked3@rocketmail.com>

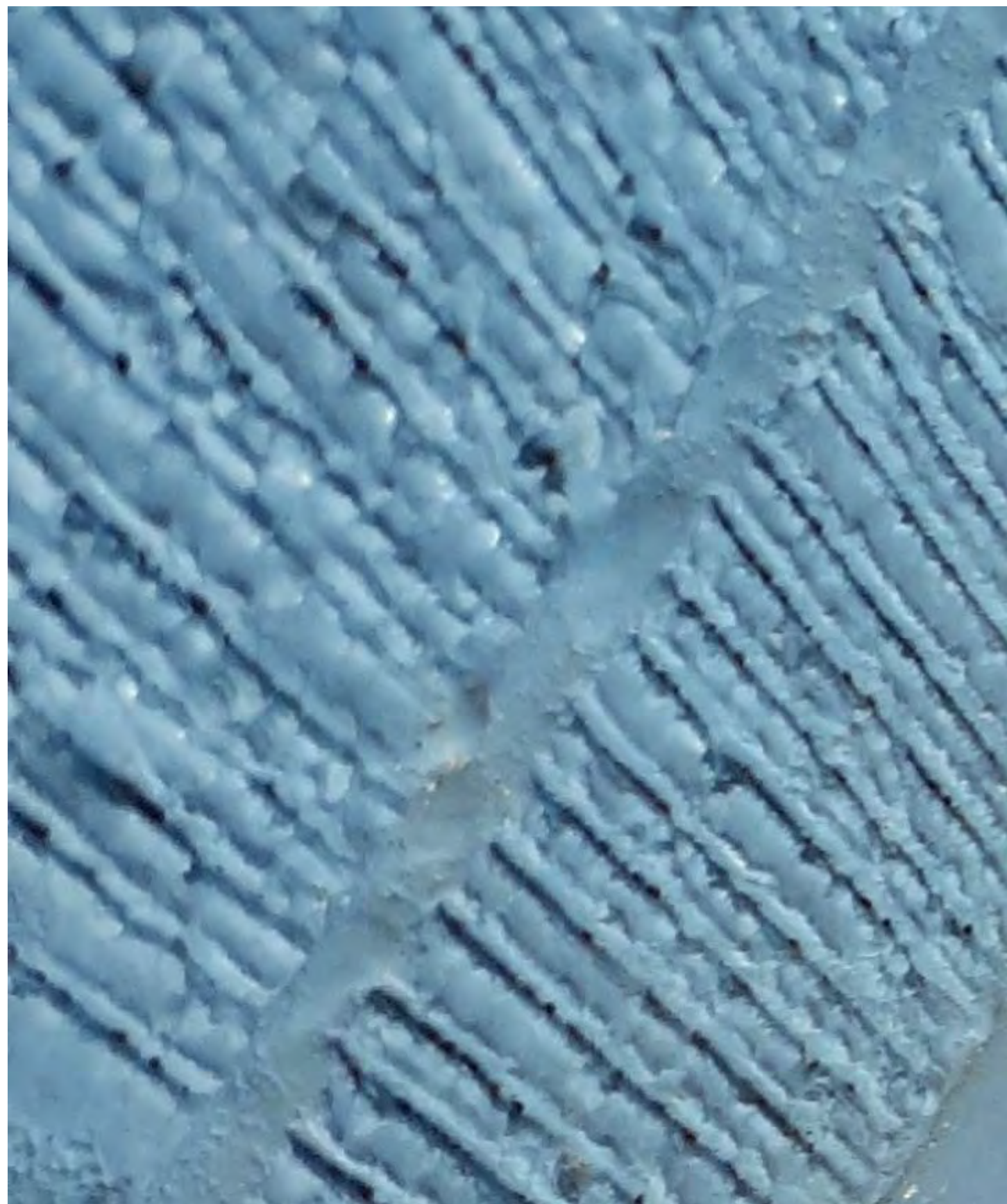
To "testimony_boe@notes.k12.hi.us"
<testimony_boe@notes.k12.hi.us>

cc [REDACTED]

Subject 02-20-2020 HR Committee Agenda
Item V. B.











Aloha. In the interest of safety, who in the Organizational Chart in today's agenda item V. B. can replace or treat classroom doors where drywood termite droppings are found, such as the door I took a photo of earlier this school year on a public high school campus?

Thank you. Linda Elento.

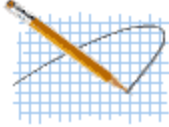
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Late Testimony



L Elento <iliked3@rocketmail.com>

02/20/2020 09:43 AM

Please respond to
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To "testimony_boe@notes.k12.hi.us"
<testimony_boe@notes.k12.hi.us>,
"boe_hawaii@notes.k12.hi.us"

cc

"brian_de_lima@notes.k12.hi.us"

Subject HR Agenda item V. C. 02-20-2020

Aloha, Chair Dwight Takeno.

Will you consider the following in your committee's action plan?

1. The Board needs to know if and how the Department is implementing Board policies. I do not believe sending this Draft memo to the original Special Education Task Force will accomplish that and would only cause more delays in implementing policies.

Instead, ask how and when the Department is implementing the task force's recommendations.

2. The last two pages of Exhibit A state under Procedures and Guidelines:

"It is unclear to the HR Committee whether a formal system of clear, written internal operating policies, procedures and guidelines exists to provide implementation direction and guidance to Department employees.

"This is something that the HR Committee recommends the Board investigate more closely next school year."

The Board needs to investigate more closely now, not next school year.

Reference: GBM on 09-19-2017. Taken from Minutes: "Linda Elento, member of the public, detailed her child's personal experience and testified on her concerns regarding schools not implementing and following Board Policies and on her concerns regarding the Department's budget decisions related to SPED services."

3. Include charter schools and Hawaiian Education professionals, students and additional parents in any further discussions or Special Education Task Force.

How can resources and decision-making tools be used to provide access for disabled students (special education or not) who seek a Hawaiian immersion or culture-based school or any charter school?

4. The Board could begin now with identifying additional Board policies related to personnel requirements and identifying Hawaii Revised Statutes and past legislative resolutions to determine Board policies and implementation of procedures and guidelines.

BOE policies relating to personnel requirements and training and special education, disabled students and/or charter schools: 105-7, 105-8; 105-12;

900-5 needs to specify students with speech difficulties and students who hear and need instruction in total communication, see attachment: SCR195 SD1 (2010).

HRS 302D-30: Guidelines. The department shall collaborate with the commission to develop guidelines related to the provision of special education services and resources to each charter school. (The existing DOE 2005 memo is not compliant with Hawaii law and misleads decision-makers.)

Parents have a fundamental right to guide their children's education, including parents of children with disabilities who may or may not be eligible under IDEA special education, and parents who choose not to consent to special education services being provided.

I was not able to attend the committee meeting and appreciate your attention to these matters. I am available to provide further information.

Linda Elento

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SENATE CONCURRENT RESOLUTION

URGING THE DEPARTMENT OF EDUCATION TO INCORPORATE SIGN LANGUAGE
AND OTHER COMMUNICATION STRATEGIES DURING INSTRUCTION TO
ENHANCE THE LEARNING OF CHILDREN WITH COGNITIVE AND OTHER
DISABILITIES.

1 WHEREAS, the Department of Education has a departmental
2 duty under section 302A-436, Hawaii Revised Statutes, to provide
3 exceptional children, which includes students with disabilities,
4 residing in the State with instruction, special facilities, and
5 special services for education, therapy, and training to enable
6 them to live normal competitive lives; and

7
8 WHEREAS, the Department of Education has studied and made
9 recommendations in the past on ways to improve the development
10 and learning of children with disabilities; and

11
12 WHEREAS, the Department of Education submitted a report to
13 the Legislature in 2007 entitled "Educational Implications of
14 the Special Needs of Preschool Age Children with Developmental
15 Disabilities: Report to the 24th Legislature, 2007" that
16 provides the following recommendations:

- 17
18 (1) The development of a child's communication skills
19 should be an ongoing process that is incorporated into
20 all activities by professionals and by the child's
21 family during the course of the intervention and
22 during all daily activities;
- 23
24 (2) A total communication program (sign language, oral
25 communication, and visual cues) should be used to
26 facilitate the development of expressive language;
- 27
28 (3) When using a total communication approach, it is
29 important that the sign language system be one that
30 can be used simultaneously with spoken English (or
31 other language spoken in the home) and that the child



1 receives speech or language therapy to support and
2 enhance speech production and oral communication;

3
4 (4) It is important for parents and professionals to
5 recognize that the use of sign language should not
6 interfere with oral language development; and

7
8 (5) When sign language is included as a communication
9 strategy, it is important that the families,
10 caregivers, and those working with a child learn the
11 same signs and are encouraged to use the signs and
12 that the signs and oral vocabulary being taught have
13 practical, functional, and cultural value to the
14 family; and

15
16 WHEREAS, numerous research studies indicate that the use of
17 signs with speech (simultaneous communication) facilitates
18 language development in children with Down's Syndrome and other
19 cognitive disabilities, and the recommendations in the
20 Department of Education's 2007 report outlined above also cite
21 the success of using simultaneous communication; and

22
23 WHEREAS, according to the findings and recommendations in
24 the Department's 2007 report, students who are disabled (aside
25 from those who are deaf or hard of hearing) can benefit from
26 learning sign language and having their instruction delivered in
27 sign language or simultaneous communication as part of a total
28 communication program; and

29
30 WHEREAS, allowing qualified educational paraprofessionals
31 in the Department of Education who can communicate in sign
32 language to work with children who are disabled and apply the
33 appropriate communication method with these children provides
34 the children with a greater opportunity for learning and
35 language development; and

36
37 WHEREAS, educational paraprofessionals can receive
38 instruction from institutions such as Kapiolani Community
39 College, which offers courses in American Sign Language and
40 preparation to work in K-12 settings with children who are deaf,
41 hard of hearing, or disabled; now, therefore,

42
43 BE IT RESOLVED by the Senate of the Twenty-fifth
44 Legislature of the State of Hawaii, Regular Session of 2010, the



1 House of Representatives concurring, that the Department of
2 Education is urged to establish an appropriate level of sign
3 language proficiency for individuals in the Department who
4 provide instruction to children with disabilities that will
5 enable those individuals to incorporate sign language and other
6 communication strategies during instruction to enhance their
7 students' learning; and

8
9 BE IT FURTHER RESOLVED that the Department of Education is
10 also urged to facilitate the professional development, training,
11 and preparation of educational personnel, service providers, and
12 other individuals involved with the instruction of children with
13 disabilities, through continuing education or other means, to
14 use the total communication method, simultaneous communication,
15 or sign language during instruction as determined by the child's
16 Individualized Education Plan; and

17
18 BE IT FURTHER RESOLVED that certified copies of this
19 Concurrent Resolution be transmitted to the Chairperson of the
20 Board of Education, the Superintendent of Education, the Special
21 Education Advisory Council, and the Hawaii Speech-Language-
22 Hearing Association.

