

SUSAN PCOLA-DAVIS

DECEMBER 3, 2020 SPECIAL MEETING

WRITTEN TESTIMONY:

ACTION ITEM F:

- **OPPOSE:** AGENDA ITEM: Board Action on Superintendent's evaluation for the 2020-2021 School Year: changes to the timeline of the Superintendent evaluation process for the 2020-2021 school year. (pages 1-3)

ACTION ITEM G:

- **OPPOSE:** AGENDA ITEM: Action on designation of Board members to an investigative committee (a permitted interaction group pursuant to Hawaii Revised Statutes Section 92-2.5(b)(1)), concerning: (1) considering proposing changes to Component 1, Professional Standards, of Superintendent evaluation process to take into account leadership during crises, (2) considering and proposing Strategic Plan Indicators and Targets for the 2020-2021 School Year, including consideration of indicators that do not rely on data from the annual statewide Smarter Balanced Assessment; and (3) proposing Superintendent's Priorities for the 2020-2021 School Year (page 4)

AGENDA ITEM F: Board Action on Superintendent's evaluation for the 2020-2021 School Year: changes to the timeline of the Superintendent evaluation process for the 2020-2021 school year.

OPPOSE Timeline A

SUPPORT Timeline B

The changes to the timeline for the Superintendents' evaluation process for the 2020-2021 school year with the proposed A and B timelines, is asking for a decision to be made before the Board has discussed and approved a permitted interaction group (PIG). So, it would be out of order to select Timeline A or Timeline B. ***Voting to approve either without knowing if there is going to be a PIG is wrong.***

Example: If Agenda Item F gets approved, then the Board automatically approved Agenda Item G without discussion. Selecting Timeline A eliminates Timeline B. Agenda Item G will approve a PIG by default.

BACKGROUND:

July 23, 2020 General Business Meeting, the Board had a robust discussion on Superintendent Kishimoto's proposal, the Board decided not to take action at this meeting due to concerns with the proposal.

At the November 19, 2020 meeting, the Board agreed but asked that she use the SMART goal format.

COMMENTS:

- The Board and the Superintendent have had several meetings regarding the Superintendents Priorities.

- After reviewing past minutes and recordings, the struggle that keeps occurring regards the Superintendent not providing what has been requested. Through the discussions and written minutes, there are times where one could misunderstand the Board's request.
 - If the minutes explicitly had a section that stated: The Board requests that the Superintendent provide:
 - Or even better: that at the end of the meeting there is some email document sent to the Superintendent with the same verbiage
- The November 19, 2020 meeting, all that was asked for were to amend the format using the SMART goal format.

TIMELINE A: OPPOSE PIG

Comments:

December 17 Meeting, PIG reports to the Board their recommendations.

January 21 Meeting, Board takes action on PIG's recommendation.

TIMELINE B: SUPPORT

Comments: There should be enough time on December 3rd agenda to finalize the Superintendent's Priorities.

Timeline A: Investigative Committee and Later Mid-Year Review

Date	Action
December 3, 2020	Board establishes an investigative committee concerning: (1) changes to Component 1, Professional Standards, of Superintendent evaluation process to take into account leadership during crises, (2) strategic plan indicators and targets for the 2020-2021 school year that do not rely on data from the annual Smarter Balanced Assessment; and (3) Superintendent Priorities for the 2020-2021 school year
December 17	Investigative committee reports its findings and recommendations to the Board
January 21, 2021	Board takes action on the investigative committee's recommendations ⁶
February 11	The Superintendent provides a report on interim progress in achieving the Superintendent Priorities to the Board Office. The Board Office posts this information with the Board's agenda for its February meeting.
February 18	In open session, the Board discusses the Superintendent's mid-year performance on the professional standards and Superintendent Priorities. While the Board does not rate the Superintendent's mid-year performance, it reviews how well the Superintendent has been meeting the expectations set forth in the professional standards and Superintendent Priorities to date. The Board discusses with the Superintendent its comments, questions, and concerns on the Superintendent's mid-year performance on the professional standards and Superintendent Priorities.
May 13	The Superintendent completes a self-assessment using the end-of-year evaluation form and submits it along with all supporting

Timeline B: No Investigative Committee but New Superintendent Priorities/Strategic Plan Indicator Targets Deadline

Date	Action
December 17, 2020	Deadline for the Board and Superintendent to establish Superintendent Priorities and strategic plan indicators and targets for the 2020-2021 school year.
January 14, 2021	The Superintendent provides a report on interim progress in achieving the Superintendent Priorities to the Board Office. The Board Office posts this information with the Board's agenda for its January meeting.
January 21	In open session, the Board discusses the Superintendent's mid-year performance on the professional standards and Superintendent Priorities. While the Board does not rate the Superintendent's mid-year performance, it reviews how well the Superintendent has been meeting the expectations set forth in the professional standards and Superintendent Priorities to date. The Board discusses with the Superintendent its comments, questions, and concerns on the Superintendent's mid-year performance on the professional standards and Superintendent Priorities.
May 13	The Superintendent completes a self-assessment using the end-of-year evaluation form and submits it along with all supporting documents and evidence to the Board Office. The Board Office posts this information with the Board's agenda for its May meeting.
May 20	In open session, the Board discusses and comes to consensus on the end-of-year evaluation ratings. The Board discusses with the Superintendent its final evaluation findings. The Board and Superintendent engage in a joint self-reflection to identify lessons learned and areas of improvement for both parties using the information and data from the evaluation. The Board and Superintendent may provide comments, ask questions, and make

AGENDA ITEM G: Action on designation of Board members to an investigative committee (a permitted interaction group pursuant to Hawaii Revised Statutes Section 92-2.5(b)(1)), concerning: (1) considering proposing changes to Component 1, Professional Standards, of Superintendent evaluation process to take into account leadership during crises, (2) considering and proposing Strategic Plan Indicators and Targets for the 2020-2021 School Year, including consideration of indicators that do not rely on data from the annual statewide Smarter Balanced Assessment; and (3) proposing Superintendent's Priorities for the 2020-2021 School Year

COMMENT: The Board has enough background information to approve or disapprove the revised priority with added SMART goals at today's meeting.

If the Board decides to move Item G before Item F and the Board approved Item G, then Item F is approved by default.

THE PUBLIC: SUPPORT Make the discussions public and publicly release notes of the discussions.

In the Chair's memo on page 6, she writes "...it is up to the Board to determine whether it wants to propose and review the Superintendent Priorities in a public meeting or designate an investigative committee to perform these tasks."

- "furthermore, creating an investigative committee does not automatically exclude Board members or the public from the committee's discussions with the Superintendent. An investigative committee can provide the public and full Board with any information it sees fit."
- Pg. 7 "An investigative committee, however, can proceed in whatever way it sees fit, including electing to make its discussions with the Superintendent public or publicly releasing notes of the discussions."

Define Legwork: I would say the past meetings minutes and recordings would be all the legwork needed.

- An investigative committee can assist the Board by doing some of the necessary legwork in advance of another public meeting.
- The primary difference between the two options, public meeting or investigative committee, is that with the committee, the discussion can happen with a smaller group of Board members, but at the end of the day, the full Board will have the ability to discuss and weigh in.

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EXPECTATION: Superintendent state her primary purpose for this request. Apparently, she doesn't feel safe with the whole Board. Prior to motion, the Superintendent should confirm the purpose for the PIG.

Basis of recommendation to create a PIG:

- **if this would create, in her eyes, “a safe learning environment with a feedback process that encourages conversations around individual professional development and improving performance,”**
- ASSUMING that this primary purpose is the reason for Superintendent Kishimoto's request
- **BUT she should confirm whether this is the case at this meeting** or provide the Board with any other reason or justification for her request for an investigative committee.



S E A C
Special Education Advisory Council
1010 Richards Street Honolulu, HI 96813
Phone: 586-8126 Fax: 586-8129
email: spin@doh.hawaii.gov
December 3, 2020

**Special Education
Advisory Council**

Ms. Martha Guinan, *Chair*
Ms. Susan Wood, *Vice Chair*

Ms. Andrea Alexander
Ms. Sara Alimoot
Ms. Brendelyn Ancheta
Ms. Virginia Beringer
Ms. Mary Brogan
Ms. Deborah Cheeseman
Ms. Annette Cooper
Mr. Mark Disher
Dr. Kurt Humphrey
Ms. Tina King
Ms. Bernadette Lane
Ms. Sarah Man
Ms. Dale Matsuura
Ms. Cheryl Matthews
Ms. Kaili Murbach
Ms. Kiele Pennington
Ms. Carrie Pisciotto
Ms. Kau'i Rezendes
Ms. Rosie Rowe
Dr. David Royer
Ms. Ivalee Sinclair
Mr. James Street
Mr. Francis Taele
Mr. Steven Vannatta
Ms. Lisa Vegas
Ms. Paula Whitaker
Ms. Jasmine Williams

Ms. Annie Kalama, *liaison to
the Superintendent*
Dr. Bob Campbell, *liaison to
the military community*

Amanda Kaahanui, Staff
Susan Rocco, Staff

Catherine Payne, Chairperson
Hawaii State Board of Education
P. O. Box 2360
Honolulu, HI 96814

RE: V.C. Board Action on Finance and Infrastructure Committee
recommendations concerning the Department of Education's
operating budget for 2021-2023 fiscal biennium

Dear Chair Payne and Members of the Board,

The Special Education Advisory Council (SEAC) welcomes this
opportunity to support the Department's proposed operating budget for
2021-2023, particularly in the area of programs and services that address
the needs of students with disabilities.

The current economic downturn resulting from the COVID-19 pandemic
has resulted in substantial budget shortfalls for the next biennium
budget, threatening a greater negative impact to student achievement
than the Great Recession of 2007-2009. It is therefore essential that the
State exercises the utmost care in identifying reductions to the existing
budget to protect the most disadvantaged students, including students
with disabilities, from further, and perhaps, irreparable harm.

Chief Financial Officer Brian Hallett briefed SEAC members at our
November 13th meeting on projected cuts to EDN 150 funding. AS
Heidi Armstrong and Director Annie Kalama from the Office of Student
Support Services (OSSS) have also met with SEAC's leadership team
to outline their efforts to streamline to the bare bones their operations
and programs not directly supporting students while maintaining their
ability to comply with IDEA and Section 504 mandates. However, these
reductions were not sufficient to meet the required budget restrictions
necessitating a 9% reduction in the Special Education in Regular
Schools staffing allocation---special education teachers and educational
assistants to support students with IEPs in the general education
classroom. This reduction amounts to nearly \$25 million.



SEAC argues that these special education teaching positions are essential, and therefore, cuts to these critically important personnel are strongly ill-advised. We know from research conducted after the Great Recession, that cutting qualified teaching positions will affect the student achievement of special education students disproportionately and exacerbate the disruption these students have already faced due to the pandemic (Shores, K., & Steinberg, M., 2017, [The Impact of the Great Recession on Student Achievement: Evidence from Population Data](#)).

The Legislature must seek out new revenue streams to maintain supports to students and classroom teachers or reprioritize available funds, so that they meet the needs of the students most impacted by school closures, distance learning and staff reductions. While some students with IEPs have been able to receive their specially designed instruction and related services on school campuses, many more students with disabilities have experienced academic stagnation at home because their individualized supports cannot be replicated through the internet.

Mahalo for this opportunity to express our views. SEAC stands ready to work collaboratively with the Department and the Board to find creative solutions to the delivery of quality educational services to students with disabilities.

Respectfully,


Martha Guinan
Chair


Ivalee Sinclair
Legislative Committee Chair



December 3, 2020
Special Meeting

Dear Chair Payne and Members of the Board of Education,

V. F. Board Action on Superintendent's evaluation for the 2020-2021 School Year: changes to the timeline of the Superintendent evaluation process for the 2020-2021 school year

V. G. Board Action on designation of the Board members to an investigative committee (a permitted interaction group pursuant to HRS 92-25(b) (1)) concerning: (1) considering proposing changes to Component 1, Professional Standards, of Superintendent evaluation process to take into account leadership during crises, (2) considering and proposing Strategic Plan Indicators and Targets for the 2020-2021 School Year, including consideration of indicators that do not rely on data from the annual statewide Smarter Balanced Assessment: and (3) proposing Superintendent's Priorities for the 2020-2021 School Year

We would like to comment on the two action items, V.F. and V.G.

Our understanding from the November 19 General Business Meeting discussion on the Superintendent's priorities for the 2020-2021 school year was that the Superintendent's proposed priorities 1 and 2 on DOE's digital transformation and promotion of innovative strategies for improving literacy, respectively, were agreed upon by Board members. The Superintendent needed only to present SMART goals for these two priorities to the Board at a subsequent meeting and have the Board comment and approve. **We think this was a straightforward action, and we support the Board adhering to this simple plan of agreeing on the SMART goals at today's meeting, without the need to convene a permitted interaction group.** We are also in support of Timeline B (no investigative committee).

If, however, the Board decides to convene a permitted interaction group for discussions on superintendent priorities and strategic plan indicator targets *with the superintendent*, we strongly urge the Board to make the permitted interaction group's discussions and notes open to the public. Stakeholders have the right to listen and comment on these discussions about the specific goals and targets of the superintendent so that we can help better support our students and our system.

Thank you for this opportunity to testify.

Sincerely,

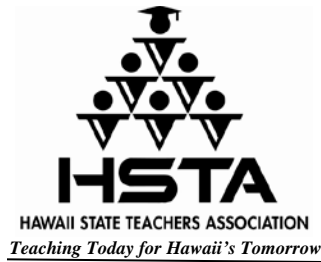
Cheri Nakamura
HE'E Coalition Director

HE'E Coalition Members and Participants

Academy 21
After-School All-Stars Hawai'i
Alliance for Place Based Learning
American Civil Liberties Union
Atherton YMCA
*Castle Complex Community Council
*Castle-Kahuku Principal and CAS
*Education Institute of Hawai'i
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawai'i
Harold K.L. Castle Foundation
*HawaiiKidsCAN
*Hawai'i Afterschool Alliance
*Hawai'i Appleseed Center for Law and Economic Justice
*Hawai'i Association of School Psychologists
Hawai'i Athletic League of Scholars
*Hawai'i Children's Action Network
Hawai'i Education Association
Hawai'i Nutrition and Physical Activity Coalition
* Hawai'i State PTSA
Hawai'i State Student Council
Hawai'i State Teachers Association
Hawai'i P-20
Hawai'i 3Rs
Head Start Collaboration Office
It's All About Kids
*INPEACE
Joint Venture Education Forum
Junior Achievement of Hawaii
Kamehameha Schools
Kanu Hawai'i
*Kaua'i Ho'okele Council

Keiki to Career Kaua'i
Kupu A'e
*Leaders for the Next Generation
Learning First
McREL's Pacific Center for Changing the Odds
Native Hawaiian Education Council
Our Public School
*Pacific Resources for Education and Learning
*Parents and Children Together
*Parents for Public Schools Hawai'i
Punahou School PUEO Program
Special Education Provider Alliance
*Teach for America
The Learning Coalition
US PACOM
University of Hawai'i College of Education
YMCA of Honolulu

Voting Members () Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*



Corey Rosenlee
President
Osa Tui, Jr.
Vice President
Logan Okita
Secretary-Treasurer
Wilbert Holck
Executive Director

TESTIMONY BEFORE THE STATE OF HAWAII BOARD OF EDUCATION

THURSDAY, DECEMBER 3, 2020

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

AGENDA ITEM: V. Action Items C. Board Action on Finance and Infrastructure
Committee recommendations concerning Department of Education's operating
budget for 2021-2023 fiscal biennium

To Chair Payne and Members of the Board of Education:

The Hawaii State Teachers Association understands the very difficult financial circumstances the state and the department of education currently face. The HSTA also recognizes the Board of Education must begin a series of difficult decisions based on the governor's expectations that the Department of Education make severe cuts to their budget. The proposed cuts are more than numbers on a spreadsheet and will have severe ramifications on schools, teachers and our public school keiki. Transparency and forthrightness are needed during these difficult times so that the public, parents and policymakers understand the real-world implications of cutting the education budget.

The 10% proposed cut to the weighted student formula (WSF) and another proposed 9% reduction in special education give the impression of trimming the fat, downplaying the severe consequences these cuts will have on our schools. These cuts could mean more than 1,000 regular and special education teachers would lose their jobs. School librarians and programs such as the arts, music, Hawaiian Studies, Hawaiian Language Immersion, career and technical education (CTE), physical education, and others will be reduced or eliminated. Class sizes will increase and programs such as advanced placement, electives and gifted and talented classes could also be terminated.

Besides resulting in the loss of some SPED teachers, the proposed special education cuts would lead to the reduction of autism behavior analysts and school-based behavioral health services, meaning that students' IEPs requirements will not be met. That will put the state in legal jeopardy by not providing federally mandated special education services to the students who need them most.

These cuts would also affect many other important DOE personnel, including educational assistants, security guards, and cafeteria workers.

Knowing that some cuts are inevitable, there is an opportunity to apply best practices and research that lower costs and may improve student outcomes. For instance, the \$8 million cut in student transportation would allow the state to move back school starting times, which research has shown improve students' health, grades and attendance. The \$4 million reduction in utility costs by turning off air conditioning during non-student hours is a practice we should always follow as good stewards of the environment.

Still, there are other areas the DOE and BOE should look at cutting before eliminating classroom spending. One option is to modify ACT 155 to allow the state to sell underutilized land to fix this short-term spending gap. This action could bring in tens of millions of dollars. The DOE could also reduce the amount spent on standardized testing services and other curriculum-related contracts to outside companies, which represent tens of millions of dollars more every year. The state could also pause new state construction on schools, which would also represent tens of millions of dollars of short-term savings. HSTA is hoping to work with state lawmakers to look at other revenue measures and avoid cuts to education.

The academic and financial plans of schools are due at the end of the calendar year. HSTA is asking that the BOE and DOE aggregate those plans to specifically show how many teaching positions and other employee positions will be eliminated under various reduction scenarios. We also ask the DOE to further aggregate what types of programs at the school level will be eliminated and the specific ramifications of reducing or eliminating these programs. The Hawaii State Legislature deserves this information in order to determine budget priorities, and the public deserves to understand how budget cuts will affect our keiki.



david.miyashiro@hawaiikidsan.org
hawaiikidsan.org

David Miyashiro
Executive Director

December 3, 2020

Hawaii Board of Education
Special Meeting
Catherine Payne, Chairperson
Kenneth Uemura, Vice Chairperson

Aloha Chairperson Payne, Vice Chairperson Uemura and Members,

HawaiiKidsCAN offer comments for Discussion Item C) Board Action on Finance and Infrastructure Committee recommendations concerning Department of Education's operating budget for 2021-2023 fiscal biennium

We would like to reaffirm our comments from the last Hawaii Board of Education meeting held on November 24. We are respectfully urging the Board to minimize long-term harm to keiki when deciding on which budget items to cut. We strongly advocate for smart budgeting that grounds all spending decisions in evidence-based practices that can minimize learning loss. We hope to maintain capacity for families who need access to special support services.

We have collected voices from community members across the islands, such as parents sharing their stories on what it has been like for them and their keiki during distance learning. We have posted these stories from parents on our [Vimeo Website: bit.ly/parenthi](https://bit.ly/parenthi) ([click here to view](#)) and we encourage you to listen to what they have to say.

Parents who have shared their stories with us have said:

- Kids and families should be given options that encourage returning to the classroom safely so students can socialize and learn with their peers.
- Single parents are having a hard time balancing returning to work or supporting their keiki with distance learning.
- Remote learning should be a temporary solution until kids get back into the classroom; there should now be more options on how to allow keiki safely return to school.

Mahalo for the opportunity to testify and share community stories,

David Miyashiro
Executive Director
HawaiiKidsCAN



December 2, 2020

Hawaii Board of Education
Finance and Infrastructure Committee and Special Meeting
Catherine Payne, Chair
Kenneth Uemura, Vice Chair

Aloha Chair Payne, Vice Chair Uemura, and Members,

We, as an education community, need to fully fund programs that matter most to student success. Early College is such a program.

Early College, a dual credit program that provides high school students with the opportunity to participate in “sheltered” college classes free of charge and earn both high school and college credit for successful course completion, has grown exponentially since the first classes were offered in 2012 – from 12 Early College classes offered during school year (SY) 2012-13 to 460 classes during SY 2019-20. The number of public schools offering Early College classes has also grown from 4 schools during SY 2012-13 to 47 schools on every island during SY 2019-20. As a result, the number of high school students earning dual credit prior to their high school graduation has also significantly increased – from 6% of high school completers from the Class of 2013 to 22% of high school completers from the Class of 2019. Despite the challenges posed by COVID-19, approximately 2,100 high school students are participating in 172 Early College classes offered in an online format by all 10 University of Hawai'i campuses this semester.

The growth of the Early College program is important because national and local data has consistently shown a strong correlation between participation in dual credit programs – like Early College – and college enrollment, persistence, and completion, particularly for students who are underrepresented in higher education, including economically disadvantaged, Native Hawaiian, and Pacific Islander students. These metrics are critical for our state's economic recovery as well as our state's goal of 55% of working age adults having a college degree by 2025. For the Class of 2019, Hawai'i high school graduates who received dual credit enrolled in college at a rate of 78% – compared to the college enrollment rate of 48% for high school graduates who did not participate in dual credit. In addition, economically disadvantaged, Native Hawaiian, and Pacific Islander students who participate in dual credit programs, like Early College, enroll, persist, and graduate from college at higher rates than their peers who did not participate in dual credit, illustrating the potential of Early College to close opportunity and

Hawai'i P-20

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achievement gaps for students traditionally underrepresented in higher education. Given the impact the COVID-19 pandemic has on our economy and the ways in which it has exacerbated socioeconomic disparities, it's critically important for our state's population to have the post-secondary education and skills needed to adapt to an uncertain future and succeed in careers with family-sustaining wages.

Early College is a successful collaborative strategy between the Hawai'i DOE and University of Hawai'i System. It helps to close enrollment gaps for students underrepresented in higher education, aligns and strengthens the educational pipeline between secondary and postsecondary education, and increases the college, career, and community readiness of Hawai'i students.

Mahalo,

Stephen Schatz
Executive Director

Hawai'i P-20

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Testimony BOE <testimony.boe@boe.hawaii.gov>

Testimony - Special Meeting agenda Action Item C - oppose

1 message

Derek Minakami <derek.minakami@k12.hi.us>
To: testimony.boe@boe.hawaii.gov

Wed, Dec 2, 2020 at 1:28 PM

Aloha Members of the Board of Education,

This pandemic has taken a drastic toll on our students and the proposed cuts will further exacerbate their loss of learning. Already our students lost access to learning during an entire quarter last school year and for the first three weeks of school this year. Distance Learning has also negatively affected our students as many struggle to attend and independently keep up with their assignments. Further, for many of our students, it has caused an increase in feelings of anxiety, depression, and isolation. While we look to improve this situation by implementing Fully Blended Learning in January, where students will attend twice-a-week, we must still adhere to small in-person classroom sizes to prevent the spread of COVID-19.

These proposed budget cuts will force my school to reduce its staffing by 5 teachers and 3 support personnel. Class sizes will increase, compelling us to switch to a Blended Model where students attend in-person on a less frequent basis so that we can keep the number of students attending in-person small. Further, proposed furloughs will reduce the number of instructional days thereby taking away even more opportunities for our students to learn and meet grade level standards.

While I have no other solutions to offer, other than to plead with the Governor and legislature to allow our state to go into deficit, I ask that you be aware of the negative impact these cuts will have on our students. Mahalo for your consideration of my testimony.

Na'u me ka ha'aha'a,

Derek Minakami, NBCT
Principal
Kāne'ohe Elementary School

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 **smime.p7s**
2K



Testimony BOE <testimony.boe@boe.hawaii.gov>

Testimony

1 message

Wendy Matsuzaki <wendy.matsuzaki@k12.hi.us>

Wed, Dec 2, 2020 at 1:30 PM

To: Testimony.BOE@boe.hawaii.gov

Wendy Matsuzaki, Principal, King Intermediate School
December 3, 2020 Special Meeting
Agenda Item C, Board Action
Position: Oppose

Dear Hawaii Board of Education Chairperson Payne and Board Members,

I am writing today in regards to Action Item C, Board Action on Finance and Infrastructure Committee recommendations concerning the Department of Education's operating budget for 2021-2021 fiscal biennium on the December 3, 2020 Special Meeting Agenda. I am writing to oppose the proposed cuts to the Weighted Student Formula and Special Education, as this will adversely impact direct instruction for students. Given the circumstances we are in, there is a continued need to retain the best teachers for our students.

At King Intermediate, we are projected to lose about \$267,000 in the special education per pupil allocation and about \$270,000 in the weighted student formula allocation for next school year. These decreases amount to eight teaching positions, which significantly impacts instruction for students and elective course offerings. This will eliminate many of the elective options for students, which are the heart of an intermediate school experience, that prepare our students for high school and beyond.

As principal of King Intermediate School, I earnestly implore the DOE and BOE to seek other options to ensure our teachers and staff, who work directly with students, are protected from any budget cuts. Our students need the best and brightest teachers and staff to provide an excellent intermediate experience grounded in a middle school philosophy.

Thank you for taking the time to read this letter and for your consideration. Thank you also for all that you continue to do for our students.

Me ke aloha pumehana,

Wendy Matsuzaki
Principal

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Testimony BOE <testimony.boe@boe.hawaii.gov>

Testimony

1 message

hughey2000@aol.com <hughey2000@aol.com>

Wed, Dec 2, 2020 at 1:27 PM

Reply-To: hughey2000@aol.com

To: "testimony.boe@boe.hawaii.gov" <testimony.boe@boe.hawaii.gov>

Aloha Chair Payne and members of the Hawaii Board of Education,**TIME:** 1:30 a.m., Thursday, December 3rd, 2020**TESTIMONY:** Discussion item V. C.**SUBJECT:** Testimony**POSITION:** Oppose spending 60 million on for-profit testing

Teachers should not be losing their jobs in order to pay 60 million dollars for for-profit testing! Common sense is not very common. Please adjust the budget cuts.

Mahalo,

Justin Hughey

Special Education Teacher at King Kamehameha III Elementary

37 Poniu Circle

Wailuku, HI 96793

Email: hughey2000@aol.com