

LATE

SB2586

Measure Title: RELATING TO EDUCATION.

Report Title: Schools Our Keiki Deserve Act; Education; Air Conditioning; Teachers; Testing; Evaluations; Supplies; Salaries; Class Size; General Excise Tax; Student Loan Subsidy Program; Special Fund; Appropriations (\$)

Description: Requires the department of education to provide public school students with a whole child education curriculum, air conditioning in certain classrooms, and decrease class size. Requires sufficient allocation of special education teachers and provides special education teachers with additional preparation time and funding. Establishes the student loan subsidy program and special fund. Expands vocational, technical, and career pathway programs. Amends weighted student formula factors to be considered by the committee on weights. Limits participation in standardized tests, prohibits the use of standardized test scores for evaluation purposes, authorizes standardized testing exemptions, and requires the board of education to provide notice of the right to opt-out of standardized testing. Requires all eligible children to attend preschool by the 2020-2021 school year. Amends evaluation program for teachers and educational officers. Increases the general excise tax. Makes appropriations.

Companion:

Package: None

Current Referral: EDU, WAM

Introducer(s): KIDANI



HAWAII GOVERNMENT EMPLOYEES ASSOCIATION
AFSCME Local 152, AFL-CIO

RANDY PERREIRA, Executive Director • Tel: 808.543.0011 • Fax: 808.528.0922

LATE

The Twenty-Eighth Legislature, State of Hawaii
The Senate
Committee on Education

Testimony by
Hawaii Government Employees Association

February 10, 2016

S.B. 2586 – RELATING TO EDUCATION

The Hawaii Government Employees Association, AFSCME Local 152, AFL-CIO would like to provide comments on specific sections of S.B. 2586, the “Schools Our Keiki Deserve Act,” which addresses numerous issues relating to our public school system, as delineated below.

Part II. Whole Child Education

The language proposed in Part II of S.B. 2586 redefines the meaning of “Whole Child Education” and allocates a percentage of all student hours to whole child education in all public elementary, middle and elementary schools.

While we agree on the importance and necessity of place-based education, we also strongly believe that it should incorporate curricula that promote understanding, tolerance, and respect for the diverse cultures and ethnicities in Hawaii and today's world. The term "Whole Child Education" has been used by educators to mean an approach to teaching that addresses "the whole child" -- the physical, social, emotional, intellectual and cultural needs of each individual child. We respectfully suggest that the value of "Whole Child Education" and its components: (1) cannot and should not be measured in student hours; and (2) should not be limited to elementary, middle and intermediate schools.

Great care should be taken to provide programs, resources and funding that nurtures inquiry; the development of individual interests, strengths, talents and dispositions through the study of the visual arts, performing arts, multi-ethnic cultures, traditions and customary practices, health, physical education and the sciences.

Part III. Special Education

The language proposed in Part III of S.B. 2586 regarding wages, hours, and other terms and conditions of employment is subject to the provisions of Chapter 89,

Hawaii Revised Statutes. As such, we encourage the Board of Education and the respective Exclusive Representatives the opportunity to engage in the collective bargaining process.

Part IV. Vocational Education

The language proposed in Part IV of S.B. 2586 is intended to expand vocational, technical, and career pathway programs by ensuring that all public high schools provide secondary school students with access to these pathway programs. We support the vocational, technical and career pathway programs; however, we respectfully argue that personnel, curricula and instruction should remain within the purview and discretion of the school administrator based on the specific needs of his or her school environment.

Part V. Facilities

We support the purpose and intent of Part V of S.B. 2586, which seeks to provide energy-efficient air conditioning to all public school classrooms within five years and funding for charter school facility projects. Students and school personnel are more likely to perform better in healthy environments.

Part VIII. Classroom Supplies

We respectfully raise comments and concerns about the proposed debit card system for purchasing school and classroom supplies. There are already systems in place to provide teachers with essential classroom and instructional materials. Classroom and curriculum supplies are provided at each school to the extent that there are funds available. Every school currently operates under strict budgets. However, procedures also exist in situations when it is necessary to purchase special or additional supplies.

Part IX. Teacher Recruitment and Retention

The language proposed in Part IX of S.B. 2586 establishes a student loan subsidy program to provide student loan repayment assistance to special education and vocational education teachers. We strongly urge the inclusion of all classified and certificated personnel in the student loan subsidy program, as these employees also play an important role in the education of our public school students.

Part X. Early Childhood Education

We support the purpose and intent of Part X of S.B. 2586, which appropriates funds

for the early learning public pre-kindergarten program and seeks to make the program available to all eligible children by the 2020 – 2021 school year.

Part XI. Evaluations

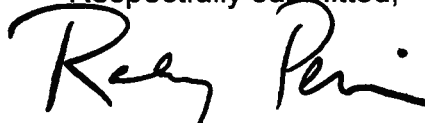
We strongly support the purpose and intent of Part XI of S.B. 2586, which requires the DOE to consult with exclusive representatives of appropriate bargaining units in establishing an evaluation program for teachers and educational officers, establishes that a teacher or educational officer shall not be responsible for the achievement of a student who is chronically absent, and prohibits a DOE evaluation program from affecting the compensation or employment status of any teacher or educational officer.

Part XII. Class Size

We support the intent of Part XII of S.B. 2586, regarding class size; however, as currently proposed, this measure does not address the potential impact to staffing and funding requirements for affected schools. While we can support the intent of the measure, we believe additional details and information regarding this proposal is necessary.

Thank you for the opportunity to provide comments, concerns, and support to the respective sections of S.B. 2586.

Respectfully submitted,

A handwritten signature in black ink that reads "Randy Perreira". The signature is written in a cursive style with a large initial "R" and a distinct "P".

Randy Perreira
Executive Director



LATE

KAMEHAMEHA SCHOOLS®

Senate Committee on Education

Time: 1:15 p.m.

Date: February 10, 2016

Where: State Capitol Room 229

TESTIMONY

By Ka'ano'i Walk

Kamehameha Schools

To: Chair Kidani, Vice Chair Harimoto and Members of the Committee

RE: **SB 2586 Relating to Education**

E ka Luna Ho'omalua Kidani, ka Hope Luna Ho'omalua Harimoto a me nā Lālā o nā Kōmike Ho'ona'auao o ka Hale o nā Lunamaka'āinana, aloha! My name is Ka'ano'i Walk and I serve as the Senior Policy Analyst of the Community Education Division of Kamehameha Schools.

HB 2586 relating to education is an omnibus bill which among other provisions makes prekindergarten available to all children in the year prior to their eligibility for kindergarten. We are writing in **support** of this measure.

Founded in 1887, Kamehameha Schools is a statewide educational system supported by a trust endowed by Princess Bernice Pauahi Bishop, whose mission is to improve the capability and well-being of Native Hawaiian learners. Hawaiian learners. Hawaiian learners. We serve K-12 students through campus programs on O'ahu, Hawai'i and Maui, and three-and-four-year-olds at preschool sites statewide. In 2004, our Early Childhood Education division also began serving keiki from birth to three years old, as part of its Hi'ilani Early Childhood Collaborative program. We also provide scholarships to keiki attending other preschools and provide funding for child-family interaction programs that have filled a great need in rural communities.

Since its inception more than 20 years ago, the Kamehameha Schools Early Childhood Education Division has provided more than 11,000 keiki with their first preschool experience. Early childhood education and parental support is the cornerstone of our Education Strategic Plan adopted in 2005, which seeks to foster long-term intergenerational change in the way Native Hawaiian families approach learning. Research demonstrates that early education is a key factor in lifelong success for all children, and we strongly urge the legislature to promote, enhance and support the efforts of the State of Hawai'i to appropriately address the needs of Hawai'i's pre-kindergarten children.

We are committed to continuing to engage in dialog around education policies and proposals and strive to contribute in a positive and meaningful way. 'A'ohē hana nui ke alu 'ia. No task is too large when we all work together! **Please advance this measure.** Mahalo nui.



Hawaii
Children's Action Network
Building a unified voice for Hawaii's children

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LATE

February 10, 2016

To: Senator Michelle Kidani, Chair
Senator Breene Harimoto, Vice Chair
Senate Committee on Education

From: Deborah Zysman, Executive Director
Hawaii Children's Action Network

Re: **SB 2586, Relating to Education – Support**
Hawaii State Capitol, Room 229, February 10, 2016 – 1:15 P.M.

On behalf of Hawaii Children's Action Network (HCAN), formerly Good Beginnings Alliance, we are writing in support of SB 2586, Relating to Education.

HCAN is committed to improving lives and being a strong voice advocating for Hawai'i's children. Last fall, HCAN convened input in person and online from more than 50 organizations and individuals that came forward to support or express interest for a number of issues affecting children and families in our state that resulted in the compilation of 2016 Hawai'i Children's Policy Agenda, which can be accessed at <http://www.hawaiican.org/2016policyagenda>.

HCAN supports this omnibus bill to establish a dedicated source of funding in support of public education in Hawaii and to allocate funds to several programs. This initiative raises a fundamental question about whether the state should create a set aside through a tax increase to supplement and not supplant current level funding for pre-kindergarten to 12 grade and to provide critical supports for teachers. This question is raised in multiple school districts each year through tax levies or tax set-asides and voters have generally replied with a resounding, "YES!"

HCAN commends the Committee and HSTA for having this critical discussion. Other states and more communities are targeting investments earlier in

strategies focused on children under age five and expectant mothers through home visiting for new parents and their children. Part X of this bill would provide for the expansion of funding for the Executive Office on Early Learning to make the program available to all eligible children by SY 2020-2021, which HCAN supports.

Last year, \$2.8 million was appropriated in the State Budget for the Executive Office on Early Learning Prekindergarten program, which operates in 19 public elementary schools serving approximately 420 children across the state. This bill would help to solidify the program and allow for much needed expansion of DOE's public prekindergarten program into other areas of the state. However, given the initial challenges to get DOE pre-kindergarten classrooms up and running, it will likely take longer than SY 2020-21 to fully expand pre-kindergarten into other areas of the state.

In addition, the state's public charter schools also need to secure a more stable source of funding for the pre-kindergarten expansion being funded through a multi-year federal grant. Currently, there are four public charter schools with pre-kindergarten programs with several planned for the next two years to come on line.

There is no debate that early learning opportunities have long lasting positive influence on children. We know, for example, that over 85 percent of a child's brain is developed by the age of five. Moreover, we know that almost 50 percent of Hawaii's four-year-olds receive little or no formal school readiness experience before entering kindergarten. Despite positive advances over the past two years, Hawaii still remains far behind other states in providing early childhood education. Ultimately, this means that our DOE system must devote time and resources to bringing these children up to speed with their counterparts who have had some form of early learning experience. By investing in our children early, we help save our DOE time and money. This initiative may also help Hawaii compete for more federal funds for early learning programs

As the state plans to expand public prekindergarten classes to other schools, we also urge for the restoration of the EOEL office staff and operations budget in the supplemental appropriations budget, which direly needed to restore and maintain the minimum required operations for EOEL to carry out its duties and functions.

For these reasons, HCAN respectfully requests that members of the Senate Committee on Education pass SB2586.



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LATE

Senate Committee on Education

2:00 p.m.

February 10, 2016

State Capitol Room 229

SB 2586 Relating to Education

Hawai'i Association for the Education of Young Children (HAEYC) has more than 800 members statewide. Our mission is to promote, support, and expand quality and professionalism in early childhood programs and services for Hawaii's children (0-8) and their families.

HAEYC **supports** SB 2586 which, among other provisions, makes public prekindergarten available to all children.

HAEYC supports efforts to help assure that all keiki and their 'ohana have equitable access to important early childhood services, care, and education.

Thank you for the opportunity to testify.

Our mission is to promote, support, and expand quality and professionalism in early childhood programs and services for Hawai'i's young children (0-8) and their families.



February 9, 2016

Senator Michelle N. Kidani
Chair, Senate Education Committee
Representative Roy M. Takumi
Chair, House Education Committee

LATE

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Mary Weir

Dear Senator Kidani and Representative Takumi:

Parents for Public Schools of Hawai'i (PPSHI) has received comments from families whose children are in public schools across our State about what they love about their schools and their concerns. The message is clear that what they appreciate most about education is their child's teacher. And yet, our State does not adequately compensate teachers for the hard work that they do. On behalf of the board of PPSHI, I am submitting this testimony in support of SB 2586 and HB 2733 that would provide funding for increased teacher pay and other issues of importance to families across the State.

Our teachers are education's greatest resource. Families acknowledge that teachers are the key to our children's success. We must be able to recruit and retain teachers who are caring, well prepared, and hold high expectations for all children. Teachers are professionals and should not need to work second jobs and live paycheck to paycheck. If we would like to attract the best teachers and retain them in the profession, they need to be adequately compensated.

It is time to end excessive testing and refocus education on the whole child. Families value music, the arts, PE, and social studies education. These subjects are crucial for the development of children's healthy and creative development. Families want schools to put these neglected areas back into public education. They are very concerned that there has been little time in the school day for these "untested" domains that nurture the development of whole child. The rigid climate of excessive testing that has pervaded our public education system has changed education for students, teachers, and families. All children deserve an education that nurtures every facet of their life, one that engages them in interesting curriculum that exposes them to new, exciting, and creative arenas. PPSHI supports SB 2586 and HB 2733 because it will shift attention away from the excessive standardized testing and put more time and resources into these other important areas.

We need universal public preschools. PPSHI has received responses from members across the State in strong support of universal prekindergarten for Hawaii's keiki, which is a component of SB 2586 and HB 2733. Studies consistently indicate that a quality preschool promotes cognitive, social, and emotional development, which prepares children to enter kindergarten and succeed throughout their lives. Public preschools will ensure equity and access to all families. Public schools accept all children, they are accessible to all children, they have licensed teachers, and they are required to make accommodations for children with disabilities while private schools do not.

In conclusion, PPSHI strongly urges your support of SB 2586 and HB 2733. This is our greatest opportunity to support and promote education of all Hawai'i's keiki in ways that will significantly influence their lives. These bills can positively affect the lives of thousands of children and their families in our State for many generations to come. Thank you for your time and consideration.

Aloha,

Lois Yamauchi, PhD

President, Parents for Public Schools of Hawai'i

Parents for Public Schools Hawaii (PPSHI) is a not-for-profit 501(c)(3) volunteer organization of parents, community members, and educators working to improve and support public education through family engagement. We are committed to ensuring all children in Hawai'i have access to a quality public education.

HAWAI‘I STATE SENATE
COMMITTEE ON EDUCATION

LATE

To: Sen. Michelle N. Kidani, Chair
Sen. Breene Harimoto, Vice Chair
Members of the Committee

From: Alex Telnov, Ph.D.
Honolulu, Hawaii

Written testimony
submitted on February 9, 2016
for the Committee hearing scheduled for 1:15 pm on Wednesday, February 10, 2016

in OPPOSITION to

SB2586: “Relating to Education”

Aloha Chair Kidani, Vice Chair Harimoto, and Members of the Committee:

Thank you very much for the opportunity to share with the Committee my personal and professional observations that prompt my **opposition** to Senate Bill 2586.

The problems plaguing public education in Hawaii are very serious, chronic, numerous, and highly intertwined. Public education in Hawaii requires a comprehensive reform; a piecemeal approach to fixing it would almost certainly fail. Therefore, I am **also opposed** to most of the bills that have been introduced alongside SB2586 and are based on portions of SB2586.

It is not news that public K-12 education in Hawaii is a failure and a disgrace. A few decent elementary schools and an occasional passable high school do not change the overall picture; they merely accentuate the fact that graduates of our public school system are vastly undereducated and ill-prepared for the challenges of the global knowledge-and-skills-based economy of the 21st century.

Undeniably, increasing the \$1.9B annual budget of HI DOE by 40%, as SB2586 proposes, would help make things a little better. However, based on everything I know about education in Hawaii, the United States and worldwide (and I know a lot!), I do not believe that the root cause of the sad state of our public schools is a shortage of funding – instead, it is the **critical level of incompetence and the culture of mismanagement that permeate the entire system.**

The air conditioning debacle: an incompetence circus

The never-ending A/C saga exemplifies everything that is wrong with our public school system. It is absurd that in this day and age, in the State with the 3rd highest median household income in one of the wealthiest and technologically advanced countries on Earth, children would be forced

to suffer in 90 °F classrooms. Most private schools in Hawaii, including those where tuition is significantly less than HI DOE's per-student budget, and countless public schools around the world solved the problem decades ago, typically in the most obvious, expedient and affordable way possible: by installing one or two window, through-the-wall or split A/C units per classroom, powerful just enough to bring the classroom air temperature down to a level where learning can actually take place (74-78 °F).

I am not saying that putting two quiet 18,000 BTU Friedrich A/C units into each classroom is the most state-of-the-art solution; I am saying it is proven, adequate, expedient and very affordable: around \$3,000 per classroom, including installation and electrical work (but not including any energy efficiency improvements to the classroom). It would cost less than 1.5% of HI DOE's annual budget to deploy this solution into each of its seven thousand classrooms. Under good management, this could be done in a few months.

However, the DOE keeps insisting on a solution that would cost 50-100 times more and would take at least a decade to materialize – in other words, it would never happen... I am completely at a loss for words that could accurately convey my feelings on this matter while still being appropriate for this esteemed forum.

Teacher and administrator evaluations, professional development and tenure

In my personal experience of talking to public school parents, I rarely hear complaints about building conditions, the class size, or even the much maligned (appropriately so) testing overload and “teaching to the test”. The complaints I hear the most are the following:

- 1) Bad teachers – whose personalities are not compatible with being a teacher;
- 2) Incompetent teachers – who are not competent to teach the subject they are teaching;
- 3) Incompetent administrators – who are not able to create a positive atmosphere: supportive of good teachers and good students, providing avenues for improvement for the underperforming ones;
- 4) Curriculum that is haphazard, inadequate, irrelevant or inappropriate.

The current system makes it very hard to dismiss a bad or incompetent teacher or administrator, even in the cases where specific problems are well known and numerous complaints are received from students and parents year after year. Presence of bad teachers is absolutely toxic to the education process, especially in elementary school. At the high-school level, incompetent teachers are largely responsible for the poor level of college readiness among public-school graduates. It is not possible to fix these problems without revamping the teacher tenure system and the job protection mechanisms it currently offers. Unfortunately, SB2586 fails to address any of these issues.

Attracting and retaining great educators

Based on my observations, Hawaii – at least Oahu – is bursting at the seams with highly educated women in their thirties and forties who took a few years off to raise their children and now are finding it difficult to return to the professional careers they had before motherhood. Yes,

I am talking about a great number of women with Master's degrees, JDs, MDs, PhDs, many of them educated at top universities, who cannot find employment in their own fields simply because there are too few jobs in Hawaii that are not related to tourism, retail or the military. Many of these women would make *wonderful* teachers.

Why aren't they applying for teaching positions, then? To put it bluntly, the teacher licensing process is rigged in favor of candidates with degrees in Education and those who have completed a specific course of study in pedagogical methods. For people with advanced degrees, the barrier to becoming a teacher in Hawaii is set way too high to even bother trying to get in.

In many countries, people with advanced degrees are automatically licensed to teach their subject (and closely related subjects) in middle and high school. In many other countries, such people can get licensed very easily, in a month or a few months at most. Can someone please explain to me why a person with a Master's degree in, say, Electrical Engineering from, say, Stanford, must complete two years of additional coursework, training and testing before she is able to teach physics or math at a Hawaii public school?!

Sadly, SB2586 fails to address in a satisfactory way the problem with attracting and retaining top academic talent for teaching the subjects that are key to getting from high school to college.

The things I do like about SB2586

The idea of reintroducing vocational and technical education to Hawaii's public schools is fabulous. To my mind, every high school graduate, even if they are clearly heading for college, needs to know a trade that would make them immediately employable. Unfortunately, what SB2586 is proposing in this regard is too little, too late.

Whole Child Education is also an absolutely fabulous concept. Unfortunately, SB2586 defines it too narrowly for my taste. Its definition needs to be expanded to include the study of geography, world history, and world's cultural and artistic heritage. Local, "place-based" studies are priceless because they help us understand and remember who we are and where we came from – but they are only truly priceless if we are capable of placing them properly in the global context.

* * *

It is therefore my considerate opinion that **SB2586**, as introduced, is **fatally flawed**, cannot be salvaged through the amendment process, and should therefore be abandoned. The system is broken and cannot be fixed solely by a funding increase, however significant it might be. Brand-new legislation on comprehensive public education reform needs to take its place.

Thank you very much for your time and consideration.

P.S. Please forgive me for the brevity and occasional roughness of my written testimony.

LATE

From: [Alvin Lacar](#)
To: [EDU Testimony](#)
Subject: Testimony for SB 2586 (February 10, 1:15pm)
Date: Tuesday, February 09, 2016 9:25:07 PM

Dear Hawaii State Senators,

Thank you for hearing the Schools Our Keiki Deserve Act. As a hardworking educator, I strongly support this bill because I know firsthand how it will boost quality teaching and student learning.

In Hawai'i today, class sizes sometimes exceed forty or fifty students. Classroom temperatures have reached as high as 108 degrees. Curriculum is poisoned by a toxic amount of standardized testing. Arts, vocational, and special education instruction is neglected. Teachers are besieged by a burdensome evaluation system and, in turn, receive the lowest pay in the nation.

We, the teachers, deserve better. Please support professional pay for educators, an end to toxic testing, smaller class sizes, cooler classrooms, funding for arts, vocational and special education, and an end to unfair evaluations. In doing so, you will not only help teachers, but the students who will forge the future of our island home.

Please support this bill.

Sincerely,

Alvin Lacar
Aliamanu Middle School

LATE

From: [Drew Austin](#)
To: [EDU Testimony](#)
Subject: Testimony for SB2586
Date: Wednesday, February 10, 2016 9:57:50 AM

Hello my name is Andrew Austin, I am a student at Lahainaluna High School, I would just like to inform you that in my current class room I'm in, I have experienced extreme heats specifically in the months of August and September. Also there are light fixtures hanging above me that could easily fall as well has some rat holes. Thanks for reading.

Sent from my iPhone

LATE

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc: annsfreed@gmail.com
Subject: Submitted testimony for SB2586 on Feb 10, 2016 13:15PM
Date: Tuesday, February 09, 2016 8:49:38 PM

SB2586

Submitted on: 2/9/2016

Testimony for EDU on Feb 10, 2016 13:15PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Ann S Freed	Individual	Support	No

Comments: It is a sad fact that education in Hawaii follows a wide class divide, with those who can afford it sending their children to private school, leaving those who cannot afford it with a severely underfunded and under-resourced public school system. These are the facts. Among the 50 states: -Hawaii is LAST in per pupil spending (when adjusted for cost of living)! -Hawaii is LAST in teacher salaries (when adjusted for cost of living)! -Hawaii is LAST in money for facilities per student! -Hawaii is LAST in the percentage of taxation to public schools! Please pass this bill out of committee. The children of Hawaii deserve a top-notch, not a second-rate public school system. Mahalo for the opportunity to testify. Ann S. Freed

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

LATE

Testimony for Senate Bill 2586 – Relating to Education

Honorable Chair Kidani and committee members,

My name is Beatrice DeRego, a Hawaii DOE teacher for almost 20 years in a community that thrives in spite of its lack of resources, although it becomes increasingly difficult.

I am writing in support of SB2586 The Schools Our Keiki Deserve Act.

I would like to believe that we all share a vision that provides exciting and equitable opportunities for every one of our children to be able to snag their dreams. Opportunities we once embraced.

One year before American education encountered the brave, new world of No Child Left Behind, I had the delight and privilege of teaching Language Arts to a diverse group of freshman. They were tasked with creating a rubric they would use to critique a short story and to analyze its connections and relevance to their own lives. In this class of 25, the points moved swiftly until they finally had only one criteria they could not all agree on – the descriptive qualities that gave a reader catharsis. The majority agreed that a quality short story must entertain a death, preferable a violent killing. They were freshmen.

One group of five pacifists drew a line in the sand. On the second day, the class asked me to make the decision for them, but I reminded them that as the evaluators they must find consensus. On the third day, after considerable emotional discussion and angst, they all agreed; the story could include the death of a hero who sacrificed his or her life for the tribe. They also included violence that was not gratuitous or pointless, but part of a struggle for a greater cause. The learning over the next few weeks, the discussion, the projects, and the papers remain some of the best my students ever have produced. I am confident they are all successful, competent, and compassionate adults today.

But 2001 began the quantification of education, reducing students to columns of numbers in the useless belief that the trends and patterns would provide some common way to tweak students using some new corporate software or professional development program. Curriculum narrowed to standardized tests – sold as collaboration, designed as competition. The literature that gives us our humanity was thrown by the wayside in a rush to be more practical, more functional, and more relevant to the future economic world our students would someday inherit. They would all be College and Career Ready according to a corporate manifesto.

Eventually the learning that enriched their lives and motivated their curiosity was evicted in the push to produce test ready students – double and triple dosed reading and math, with students most needing a vital connection to their interests pigeon-holed into the most restrictive schedules. This focus diverted what feeble resources the schools received to private enterprise ready and willing to provide a new solution based on the best research money can buy.

The reduction of funds increased class sizes, especially in the electives – those vocational courses that drive a student's passion. The reduction in funds forced a redistribution – build state of the art schools in new communities with a dearth of resources that demonstrate Hawaii's commitment to its students, but meanwhile hide the cracking buildings, useless plumbing, overwhelmed infrastructure, obsolete technology, and third-world status of our aging schools. We care – we're sorry – but the money is not there.

So teachers in all schools, but especially our needy ones dig deeper into their pockets because it physically, emotionally, spiritually pains them to see a child fail due to external injustices. They are aware they are the lowest paid in the nation with the highest cost of living, but they do it for the children. They are the heroes who continuously sacrifice their own dreams, their own relationships, and their own futures for the children since our state talks a good talk, and refuses to walk the walk.

Senate Bill 2586 – the Schools Our Keiki Deserve – is your opportunity to redress over a decade of indifference and misguided mandates that have labeled our schools mediocre. We need to return curriculum and assessment to the experts – the teachers who will be adequately paid for their dedication and industry, and evaluated fairly on areas within their control. We need to teach the whole child beginning with public preschool, in facilities that are the envy of other states. We need to give students the chance to explore and flourish in the career fields they wish to pursue with classes small enough that they are recognized. We need to provide the resources necessary to master the digital technology future our students will control. Finally, our state must find the moral courage to fund our schools by passing an increase in the excise tax devoted to education to ensure a stable, and sustainable method of financing the future success of our state.

Thank you for the opportunity to share my beliefs with you.

LATE

From: byamashita3@hawaii.rr.com
To: [EDU Testimony](#)
Subject: For EDUtestimony@capitol.hawaii.gov:SB2586 (Feb. 10, 1:15pm)
Date: Tuesday, February 09, 2016 8:57:38 PM

With regard to Schools Our Keiki Deserve,

Please consider this bill to properly fund our schools which require much attention to its aging infrastructure.

Only an omnibus bill like this can derive the funds necessary to provide the facilities and support our schools need.

After teaching in Hawaii public schools for 29 years I can testify to the financial needs of our schools that just simply cannot be met, nor will it ever be by the current distributions made by the legislature.

What we know is true, that the people of Hawaii want the best possible education for our keiki and are generously willing to fund it. Let us move forward to this historic approach to making our schools such that we can all be proud of and truly educate and promote the future of our islands.

Yours truly,
Bryan I. Yamashita

LATE

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc: carl@votecampagna.com
Subject: Submitted testimony for SB2586 on Feb 10, 2016 13:15PM
Date: Wednesday, February 10, 2016 9:31:32 PM

SB2586

Submitted on: 2/10/2016

Testimony for EDU on Feb 10, 2016 13:15PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Carl Campagna	Individual	Support	No

Comments: Mahalo for the opportunity to provide testimony on the very important issue. I am in support of this measure. Our keiki are and ought to be the priority. We have deferred maintenance that must be dealt with nice and for all, including an appalling lack of cool rooms, we need to address the teacher shortage crisis and build tuition incentives into university financial aid packages encouraging teaching after graduation, We should also consider 12 month contracts for our teachers, we need to bring updated technology, including chrome books, into the classrooms, and a comprehensive teaching approach and curriculum. We can find the money if we prioritize our keiki.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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LATE

From: [dorisa.pelletier](#)
To: [EDU Testimony](#)
Subject: Testimony for SB 2586 (February 10, 1:15pm)
Date: Wednesday, February 10, 2016 12:01:02 PM

Thank you for hearing the Schools Our Keiki Deserve Act. As a hardworking educator, I strongly support this bill because I know firsthand how it will boost quality teaching and student learning.

In Hawai'i today, class sizes sometimes exceed forty or fifty students. Classroom temperatures have reached as high as 108 degrees. Curriculum is poisoned by a toxic amount of standardized testing. Arts, vocational, and special education instruction is neglected. Teachers are besieged by a burdensome evaluation system and, in turn, receive the lowest pay in the nation.

We, the teachers, deserve better. Please support professional pay for educators, an end to toxic testing, smaller class sizes, cooler classrooms, funding for arts, vocational and special education, and an end to unfair evaluations. In doing so, you will not only help teachers, but the students who will forge the future of our island home.

Please support this bill. Thank you, Dorisa Pelletier

Sent from my iPhone

LATE

From: [Elizabeth Gianfrancisco](#)
To: [EDU Testimony](#)
Subject: Testimony in support of SB2586
Date: Tuesday, February 09, 2016 9:06:01 PM

Aloha Chair Kidani and members of the State Legislature,

Mahalo for giving me the opportunity to share my experiences today.

My name is Elizabeth Gianfrancisco. I am a ten-year veteran teacher and I am currently in my seventh year at Myron B. Thompson Academy Public Charter School. I have always taken my role as an educator very seriously, and this also applies to my own education. I have two master's degrees and my National Board Certification.

Although I consider Hawai'i to be my home, I have had to make some hard decisions as a teacher here. For the majority of the time I have lived here, I have needed to have roommates in order to make ends meet. I have had to work second jobs to avoid living from paycheck to paycheck. There have even been times when I have considered moving to the mainland in order to strike a better balance between my income and my expenses. However, I know that I am one of the "lucky ones," because I don't require food stamps or other public assistance programs, as some of my dear friends have had to do in order to teach in Hawai'i. I have watched incredible teaching talent leave after just a year or two because it simply was not possible for them to sustain themselves. If we are to attract and retain truly stellar teachers, we have to stop asking these educators to simply scrape by year after year.

As a State, we also need to support our students in more tangible ways so that they can achieve financial independence. As much as I love school and learning, I recognize that not every student learns the way that I do. We should provide a vocational pathway for those who will take a different educational journey than the ones that many of us have chosen for ourselves. We are teaching our students that they should be ashamed if they don't fit into a pre-determined life plan. Our children deserve better. Our teachers deserve better. Our State deserves better.

Please, support this bill so that we can provide better conditions for our students, teachers, and families. A bit of funding now can produce tremendous results for our future.

Sincerely,

Elizabeth Gianfrancisco

A proud Hawai'i teacher

LATE

From: [Haylee Patch](#)
To: [EDU Testimony](#)
Subject: Testimony for SB2586
Date: Wednesday, February 10, 2016 9:58:35 AM

Hello,

My name is Haylee Patch and I am a current 18 year senior at Lahainaluna High School. I would like to let you know I support this bill because I am currently in a classroom with a light fixture about to fall on my classmates heads' because luckily I do not sit under it. Also there was a recently a mouse poking it's head out of a hole in the ceiling. Also this classroom is very hot in the none winter seasons. There is another classroom I sit in that has frequently reached 100 degrees Fahrenheit during class and that makes things very difficult to focus. Thank you

LATE

From: [Inga Park](#)
To: [EDU Testimony](#)
Subject: Testimony for SB 2586 (February 10, 1:15pm)
Date: Tuesday, February 09, 2016 10:55:23 PM

Chair Kidani and Members of the Senate Education Committee

I want to start off by saying mahalo for hearing the Schools our Keiki Deserve Act. I have been a public school educator for 28 years in schools on Moloka'i and Oahu. As a parent, I have had a child in the public school system for the past 30 years (not the same child, mind you), and my youngest came through Kalihi Uka School, where I am employed, and is currently a 6th grader at Kawananakoa Middle School. As an active HSTA member, I served on the HSTA Board of Directors representing Lanai and Moloka'i, and I can assure you that small schools like the one on Lanai, do not get their fair share of resources. I have seen first hand the disparity between larger more affluent schools and the smaller Title 1 schools.

There is so much to say about the Schools Our Keiki Deserve Act and I imagine you are hearing quite an earful today, so I am just going to mention a couple of the issues.

#1: Toxic Testing!

Let's do away with supporting toxic high stakes testing that forces schools to attempt to create students who are good at taking tests, instead of teaching to the whole child and using assessments that are relevant and informative.

What kind of citizenship are we creating by focusing on testing?

I remember high school band - it gave us an opportunity to learn more than music. We learned self-discipline, the importance of diligent practice, and teamwork. We learned to follow directions. We learned how to perform. And we did this with a group that crossed all socio-economic and academic groups. When I see the shrinking band programs, it makes me want to cry. Some of my fellow bandmates went on to become professional musicians, music teachers and two that I know of became HS Band Directors. With the focus on testing, students aren't allowed to take electives like band, art, drama, orchestra, chorus, dance... if they don't do well on the tests. Not everyone will or can do well on the tests. Why deny our artists the chance to discover and grow their potential?

Also, how can we fairly judge teachers based on how well students do on these tests? As I said, I have worked in different schools. Students from upper middle class neighborhoods generally enter school speaking in full sentences and already know their numbers, colors and the alphabet. You've probably heard of the University of Kansas's study that found a 30 million word gap by age 3 when comparing middle income families with those on welfare. By using test scores to evaluate teachers, you are creating a school system in which teachers are less likely to want to stay in Title 1 schools where the majority of students struggle with learning standard English and math skills. But Title 1 schools need the experienced educators! Let's reward the teachers who remain in these schools, instead of "punishing" them.

#2: Cooling Classrooms:

Have you ever attempted to learn something difficult while sitting in a steam sauna? Of course not! When the heat is up, the brain knows it's time to relax! This fall, we had students at our school who were dripping sweat onto their papers as they worked. We want our students to learn. How can they focus when they are struggling to stay alert in the wilting heat? Any women who have experienced hot flashes can tell you, it's almost impossible to function when you are having your own personal internal summer. But hot flashes are just that. Flashes. Heat waves can last for weeks, and our cherished keiki should not be forced to sit in overheated classrooms while being asked to remain focused enough to learn challenging material. Even if the AC goes out in this building, it doesn't compare to the heat in some of our classrooms and I bet your staff would be complaining. So please, help us cool our classrooms!

Please support the School Our Keiki Deserve Act for the children of Hawaii!

Thank you very much,

Inga Park Okuna

LATE

From: [Kalika Kastein](#)
To: [EDU Testimony](#)
Subject: Testimony for SB 2586 (February 10, 1:15pm)
Date: Tuesday, February 09, 2016 10:02:20 PM

Thank you for hearing the Schools Our Keiki Deserve Act. As a hardworking educator, I strongly support this bill because I know firsthand how it will boost quality teaching and student learning.

In Hawai'i today, class sizes sometimes exceed forty or fifty students. Classroom temperatures have reached as high as 108 degrees. Curriculum is poisoned by a toxic amount of standardized testing. Arts, vocational, and special education instruction is neglected. Teachers are besieged by a burdensome evaluation system and, in turn, receive the lowest pay in the nation.

We, the teachers, deserve better. Please support professional pay for educators, an end to toxic testing, smaller class sizes, cooler classrooms, funding for arts, vocational and special education, and an end to unfair evaluations. In doing so, you will not only help teachers, but the students who will forge the future of our island home.

Please support this bill.

Respectfully,

Kalika Kastein

From: [Karissee Sakahara](#)
To: [EDU Testimony](#)
Subject: Testimony for SB 2586 (February 10, 1:15pm)
Date: Wednesday, February 10, 2016 7:17:46 AM

LATE

Thank you for hearing the Schools Our Keiki Deserve Act. As a hardworking educator, I strongly support this bill because I know firsthand how it will boost quality teaching and student learning.

In Hawai'i today, class sizes sometimes exceed forty or fifty students. Classroom temperatures have reached as high as 108 degrees. Curriculum is poisoned by a toxic amount of standardized testing. Arts, vocational, and special education instruction is neglected. Teachers are besieged by a burdensome evaluation system and, in turn, receive the lowest pay in the nation.

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Please support this bill.

Sincerely,
Karissee Sakahara

Sent from my iPhone

LATE

Louise K. Cayetano
647 Kunawai Lane, #512
Honolulu, Hawaii 96817

Senate Committee on Education
State Capitol, Room 229
415 Beretania Street
Honolulu, Hawaii 9681

February 10, 2016

Testimony in favor of SB2586

Chair Kidani, Vice-Chair Harimoto and Members of this Committee,

Thank you for this opportunity to testify before your Committee today.
I testify in favor of Senate Bill 2586 which identifies the **type of public schools** our keiki deserve.

I am here to speak in support of having Vocational, Technical, and Career Pathway programs in our secondary public schools, where students are able to earn credits towards graduation on pages 6 & 7 in this bill. I do agree that the courses should be taught by highly qualified, certified, and licensed, teachers.

Many keiki elect to go on to colleges and universities while others prefer pursuing jobs in Vocational, Technical, and other Career Pathways. Internship in job fields introduces them to a world of future possibilities.

I have run into four former 5th and 6th graders I taught at Fern Elementary. They were so proud to tell me that they were holding jobs in carpentry, home-health care, auto repair, & floor tiling. I told each one that I was so proud of them. These are examples of how our keiki grow up to be contributing members of society. One commented, saying, "Ho, Miss, I neva wen jail ! I doing goood!". If we believe in our keiki, that each can succeed at their own pace as productive citizens in society, we need to support them in our schools by providing alternative pathways for success.

Thank you for allowing me to speak on behalf of our keiki.

LATE

From: [Melissa Macintosh](#)
To: [EDU Testimony](#)
Subject: Attn: Chair Kidani
Date: Wednesday, February 10, 2016 8:33:15 AM

My name is Melissa MacIntosh. I am a teacher at Ewa Makai Middle School on the island of Oahu. As a teacher of 7 years in Hawai'i.

I am writing in support of SB2586 The Schools Our Keiki Deserve Act.

Public education in Hawaii has the potential power to democratize and make our society more equal, fair, and just. The teachers in our public schools think that public education policy should accordingly be designed, developed, and assessed in as democratic a fashion as possible. The Schools Our Keiki Deserve Act will support this vision. In this shared preferred future, public schools become a primary site of public investment, and the resources and facilities available for learning in our public schools reflect the high value we place on our keiki and future generations.

The Schools Our Keiki Deserve Act will support...

1. Educating the whole child (by ensuring the arts are provided in every school, along with Hawaiian Studies and cultural and language programs, and P.E and that these subjects are NOT pushed out by over-testing policies)
2. Supporting all students (including resources needed for those students with special needs and English Language Learners)
3. Reducing class sizes (to allow for more responsive instruction, collaborative learning, individualized, and small group learning experiences for our students)
4. Providing a robust vocational education path to rewarding

careers, along with a college path

5. Providing quality facilities (not 90+ degree classrooms!)
6. Properly funding our rural and small schools (these schools should not have to sacrifice their funding to buy paper all year in order to allow a much needed librarian or counselor to be placed at their school),
7. Attracting and retaining the best and brightest teachers (we pay our teachers the LOWEST in the nation, when you consider the cost of living, this fact is unacceptable. We were short 250 special education teachers this year! We need competitive salaries to achieve this!)
8. Ending high-stakes standardized testing (we need to stop the test and punish policies)
9. Supporting public preschools (that our families desperately need)
10. Putting classroom supplies in teachers hands (Teachers know best what supplies their students need)!

Optional portion:

I am especially concerned about #7, attracting and retaining the best and the brightest, because it is a cornerstone in the success of public education here in Hawaii. Our salary and compensation package is unprofessional and disrespectful for the job that we do. There is not time to do the work we do, and for the chump change salary that we make, you would have to be mentally ill to devote a great deal of time outside of your work day to these tasks. Should you choose to do so it goes unthanked, becomes expected, and drains all your energy to do the job well. You are damned if you do and damned if you don't. The compensation, time given for planning, and lack of resources for students lead teachers to feel they are not valued in our society here in Hawaii!

All of these points are inter-related and support each other in providing

the quality public schools that ALL of our keiki deserve.

We hope we may count on you for your support. Our keiki need you!

Thank you for your time,

Melissa MacIntosh
Special Education Math grade 7

Ewa Makai Middle School

melissa.macintosh@ewamakai.org

--

Melissa MacIntosh
7th Grade Math Resource
Ewa Makai Middle School

LATE

Dear,
Honorable Chair Kidani, and other Committee Members

I am a freshman at Mililani High School, and I support bill X of Sb 2586: Early education.

Like many I believe that early education is the foundation of the future. It creates and helps pre-kindergarten students develop important skills needed to give them a pushing start in their lives. Yet so many people in Hawaii skip this important grade. Personally I've went to preschool, and see today how many of my classmates have skipped the grade. From what my parents told me they had payed around \$500 a month to get me prepared to the next level. I am no straight A student but preschool is essential to get ahead. However living in one the states with one of the highest cost living known as Hawaii, \$500 a month for education is absurd! For this many parents don't put their children in preschool due the costs.

According to a 2013 report from ChildCare Aware of America, preschool can cost a family up \$8,172 a year. Nearly 57% of people in Hawaii didn't attend through preschool due to the price, and may find that the early years of their Education was challenging because they had to adapt towards their schools standards and were behind. Early education should be open to the public! Bill X state it will be “available to all children in the year prior to the year of kindergarten eligibility”. Allowing an equal start in the early school years will cause academics in schools to be steadily paced and will be less behind. In fact, educators have so recognized the importance of giving kids some form of quality early education that about 40 states now offer state-funded pre-K programs. To give a pushing start all children should have a equal chance to have a early education!

Sincerely: Michael Enos

LATE

From: [Nancy Parker](#)
To: [EDU Testimony](#)
Subject: Testimony for SB 2586 (February 10, 1:15pm)
Date: Wednesday, February 10, 2016 12:23:24 AM

Thank you for hearing the Schools Our Keiki Deserve Act. As a hardworking educator, I strongly support this bill because I know firsthand how it will boost quality teaching and student learning. In Hawai'i today, class sizes sometimes exceed forty or fifty students. Classroom temperatures have reached as high as 108 degrees. Curriculum is poisoned by a toxic amount of standardized testing. Arts, vocational, and special education instruction is neglected. Teachers are besieged by a burdensome evaluation system and, in turn, receive the lowest pay in the nation. We, the teachers, deserve better. Please support professional pay for educators, an end to toxic testing, smaller class sizes, cooler classrooms, funding for arts, vocational and special education, and an end to unfair evaluations. In doing so, you will not only help teachers, but the students who will forge the future of our island home. Please support this bill.

Nancy Parker
Special Education Teacher
Kawananakoa Middle School

LATE

**Testimony of Nanna Lindberg
IN SUPPORT OF SB2586, SCHOOLS OUR KEIKI DESERVE
Before the committee on EDU
February 10, 2016**

My name is Nanna Lindberg and I am a high school teacher at Maui High School in Hawai'i. I hereby submit my support **FOR** the legislative bill SB2586, "Schools Our Keiki Deserve Act".

I recommend that the committee move forward with the bill because it is my personal experience and opinion that our children are our future, and as such they deserve the best education possible.

Our keiki need a safe and conducive learning environment to achieve their best.

As stated in PART V FACILITIES, there is a significant achievement gap in learning between non-air-conditioned and air-conditioned classrooms. I work in a non-air-conditioned classroom and witness the struggle of my students to stay alert and focused under these circumstances. More importantly, this environment is unsafe for our children suffering from frequent heat stroke and dehydration.

Standardized testing shall not be used to evaluate students or teachers.

As stated in PART VII STANDARDIZED TESTING, the legislature finds that following the No Child Left Behind Act of 2001 and Race to the Top program in 2009, teachers in Hawai'i have been forced to shift their focus from teaching to testing. The core of our schools is the learning of our students. The two mentioned acts send me a teacher the signal that teaching to ensure that my students pass a test is more important than assisting them in learning what they need to be successful in life. These tests are associated with negative consequences for students, parents and teachers of most whom do not support use of standardized testing in its current form. The way some of the standardized tests are applied to evaluate teachers "assume" that a certain percent of teachers always will be convicted as unsatisfactory. There is no way every teacher can help their students improve each year and be considered satisfactory in the current system in use! Personally, this makes me feel very pressured and unappreciated as a professional.

Teacher compensation shall be competitive and just.

As stated in PART IX TEACHER RECRUITMENT AND RETENTION, as few as fifty-six percent of teachers in Hawai'i are highly qualified. Though I am willing to pay \$5000 to get a teaching degree on top of my Bachelor, Masters and Doctorate to enter the salary classification schedule and be compensated for my advanced degrees I expect to be compensated in accordance with my qualifications. That includes:

- a competitive salary
- a salary that will be sufficient to live in Hawai'i,
- and salary step increases commensurate with years of active service.

In my household we are two teachers. My partner has been teaching in Hawai'i for 10 years and still has to work a second job. I recently started teaching in Hawai'i and am also looking for a second job. We want to have a family but can't see how to make ends meet working two jobs each and still afford raising a child and having time to see that child of ours grow up. Not a day passes without me considering leaving Hawai'i for a better future for our family, thus becoming another negative number in the teacher retention statistics.

In conclusion, for the above stated reasons, I am submit my support **FOR** the legislative bill SB2586, "Schools Our Keiki Deserve".

Lastly, I would like to thank the committee for the opportunity to submit my testimony and have my voice heard.

Nanna Lindberg

37 Poniu Circle

Wailuku, HI, 96793

(646) 244-7086

nanna.lindberg82@gmail.com

LATE

From: [Sarah Smorol](#)
To: [EDU Testimony](#)
Subject: Testimony for SB 2586 (Feb 10 6:26 pm)
Date: Wednesday, February 10, 2016 6:26:28 PM

Aloha,

Thank you for hearing the Schools Our Keiki Deserve Act. As a hardworking educator, I strongly support this bill because I know firsthand how it will boost quality teaching and student learning.

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Please support this bill.

Sarah Smorol

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc: sunnysavage@gmail.com
Subject: *Submitted testimony for SB2586 on Feb 10, 2016 13:15PM*
Date: Wednesday, February 10, 2016 12:57:00 AM

LATE

SB2586

Submitted on: 2/10/2016

Testimony for EDU on Feb 10, 2016 13:15PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Sunny Savage-Luskin	Individual	Support	No

Comments:

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